

Proceedings

2021 KASELL Spring Conference on English Linguistics

Date: Saturday, June 5, 2021

Venue: Online through ZOOM (Hanyang Women's Univ., Seoul, Korea)

Host: The Korean Association for the Study of English Language and Linguistics (KASELL)



한국영어학회

The Korean Association for the Study of English Language and Linguistics

2021 KASELL Spring Conference on English Linguistics



Program

Theme: The New Direction of English Linguistics Research
in the Era of the Transformational Period of Civilization (Post COVID-19)

Date: June 5, 2021

Zoom Webinars: Visit the conference website at www.kasellconference.com

Host: The Korean Association for the study of English Language and Linguistics

<Welcome Message>

We are pleased to announce that the 2021 annual conference of English Linguistics will be held ONLINE, June 5, 2021, which is hosted by the Korean Association for the Study of English Language and Linguistics (KASELL). The conference theme is 'The New Direction of English Linguistics Research in the Era of the Transformational Period of Civilization (Post COVID-19)'. Evidently, the COVID-19 pandemic is changing our daily lives and requires a new normal in all the fields including academic research and teaching methods which have been used in the era of the fourth industrial revolution. Our conference offers numerous avenues for deepening our understanding of such issues and exploring new research interests. Two plenary talks by Dr. Biber and Dr. Reppen from Northern Arizona University will provide new insights and findings for future corpus linguistics research. Next, a special session 'Language Teaching, Self, and Time' suggests a new direction of linguistics research in the post COVID-19 era. General presentation and young scholar sessions and a workshop session will also provide a wealth of choices for us to share and learn about new concepts and innovative methodologies from various fields of linguistics from Syntax to English Education. We hope that 2021 KASELL Spring Conference on English Linguistics will be the venue where KASELL members and guests obtain fantastic opportunities for professional development and networking in the field of English Linguistics.

<Plenary Talk I>

Complexity in L1 and L2 English student writing: The development of phrasal discourse styles

Douglas Edward Biber

(Regents' Professor, Department of English, Northern Arizona University)

In studies of writing development, advanced academic writing is assumed to be grammatically complex, with elaborated structures (shown especially by a dense use of dependent clause structures). In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. Recent corpus-based research, however, has documented exactly the opposite patterns of use: conversation is structurally complex and elaborated, to an even greater extent than academic writing, especially in relation to the use of many types of dependent clauses. In contrast, the grammatical complexities of academic writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the present talk goes on to describe three corpus-based investigations of student writing development: one

focused on papers written by university students across disciplines, tracking changes in grammatical discourse styles across their years of study; the second focused on the writing of L2-English students in a standardized exam context, tracking changes in their grammatical discourse styles across levels and task types; and the third tracking longitudinal patterns of change for advanced L2-English university students. In all three cases, students show dramatic development in their use of phrasal complexity devices, while in many cases showing a decrease in their use of dependent clause complexity devices. These patterns are interpreted relative to the typical patterns of use in conversation and professional academic writing, suggesting that students gradually acquire the preferred discourse styles of academic writing (often despite the overt instruction that they receive favoring the use of clausal elaboration). In conclusion, implications for academic writing instruction will be discussed.

<Plenary Talk II>

Teaching remotely while staying connected

Randi Reppen

(Professor, Applied Linguistics and TESL, Northern Arizona University)

This presentation will describe ways that a large section (120 students) introductory linguistics course was adapted to meet the demands of providing meaningful remote instruction through Zoom during the COVID-19 pandemic. The daunting task of teaching all aspects of an introductory linguistics course to 120 students who were living in the US and China while being taught in a synchronous online format raised many challenges, however, by the end of the semester our community of learners were thriving.

Clear examples of techniques and activities that were used to engage students will be provided, along with useful tips for course management design that increases student ease of use and engagement. Many of the lessons learned from the unexpected transition to online synchronous instruction can be productively incorporated to increase engagement once we return to face-to-face instruction. Many concrete examples and tips will be provided throughout the presentation.

Program

Visit the conference website at www.kasellconference.com for Session Zoom Links (Click Zoom Webinars)

* Official Languages: English (E), Korean (K)

Time	2021 KASELL Spring Conference on English Linguistics
9:30~9:50	Online Entrance
Part I (09:50~12:30)	
9:50~10:00	Opening Ceremony Kyungsook Paik (President of KASELL, Hanyang Women's University) / Moderator: Sumi Han (Hallym University)
10:00~10:50	Plenary Speaker: Douglas Edward Biber (Northern Arizona University) Title: "Complexity in L1 and L2 English student writing: The development of phrasal discourse styles" Discussant: Yong-Jin Kim (Soongsil University) / Moderator: Lee Jin Choi (Hongik University)
10:50~11:00	Break

	Session 1: English Education Moderator: Claudia Sangmi Yun (Kunsan National U.)	Session 2: Corpus Linguistics Moderator: Chae Kwan Jung (Incheon National U.)	Session 3: Syntax Moderator: Dongwoo Park (Korea National Open U.)	Session 4: Themed Session; Language Teaching, Self, and Time Convenor: Edward J. M. Quinto (Mapúa U., the Philippines)	Session 5: Workshop; English in Japan and Japanese English: Contemporary issues, new trajectories, changing viewpoints Convenor: Ariane M. Borlongan (Tokyo U. of Foreign Studies, Japan)
11:00~11:30	A focus on core competencies: Examining what knowledge, skills, and abilities Korean public in-service secondary school teachers need in their professional role (E)	Assessing collaborative writing in the digital age: An exploratory study (E)	Remarks on the Category Restriction of Clefted XPs (K)	Novice Teachers' Journey to New Identities: Competence in the Transitioning Phase (E)	Japanese English: Refocusing the discussion (E)
	George E. K. Whitehead (Hankuk U. of Foreign Studies)	Meixiu Zhang (Texas Tech U.)	Sun-Woong Kim (Kwangwoon U.)	Eunbi Kwon (U. of Essex)	James D'Angelo (Chukyo U., Japan)
11:30~12:00	The Roles of Vocabulary Knowledge and Syntactic Awareness in Korean High School Students' English Reading Comprehension (E)	A corpus-based sociolinguistic study on the variation of denotic modality in British Spoken English (E)	Derivations of Sluicing in Stylistic Inversion (K)	Impacts of mentoring relationships on new language teachers' hopes and fears (E)	The sounds of Japanese English: Monophthong vowels and rhythmic patterning (E)
	Eun Joo Kim (Hanyang Women's U.)	Yaochen Deng (Dalian U. of Foreign Languages)	Seungwan Ha (Kyungpook National U.)	Edward J. M. Quinto (Mapúa U., the Philippines)	Daniel Lee and Ee Ling Low (Nanyang Technological U., Singapore)
12:00~12:30	An In-Depth Analysis of Errors in L2 Writing: The Effects of Task (E)	Function Words as Markers of Translationese: A Corpus-based Approach to Mental Translation in Second Language Writing (E)	Comparative syntax of ditransitives in English and Korean (K)	Differences in the identity construction of pre-service and in-service teachers: A quantitative analysis among new language teachers in the Philippines (E)	A new American-lineage English?: Proportions of American variants in Japanese English (E)
	Jiyong Lee (Konkuk U.)	Younghee Cheri Lee (Chung-Ang U.)	Do Yeon Kwon and Hyunjun Park (Dongguk U.)	Edward J. M. Quinto & John Christopher D. Castillo (Mapúa U., the Philippines)	Ariane M. Borlongan (Tokyo U. of Foreign Studies, Japan)
12:30~13:30	Lunch Break				

Part II (13:30~15:00)					
	Session 6: English Education Moderator: Hyo-young Kim (Kookmin U.)	Session 7: Corpus Linguistics Moderator: Seung-Ah Lee (Ewha Womans U.)	Session 8: Syntax Moderator: Youngju Choi (Chosun U.)	Session 9: Young Scholar Sessions (PhD Thesis Presentation) Moderator: Choi In Hee (Andong Science College)	Session 5: (Workshop) (Continued)
13:30~14:00	Comparing the effects of selective shadowing and complete shadowing on learners' speaking accuracy (E)	A keyword analysis of the 19th century English journal log-book corpus (K)	On the ban on sloppy pronouns in English ACDs (E)	Working Memory in L1 and L2 Speech Production (E)	Issues and prospects for incorporating English use in Japan into the dictionary (E)
	Garam Jang (Hankuk U. of Foreign Studies)	Sunghwa Lee & Se-Eun Jhang (Korea Maritime and Ocean U.)	YongSuk Yoo (Jeonbuk National U.)	Ogyoung Lee (Seoul National U.)	Vincent Ooi (National U. of Singapore)
14:00~14:30	Examining the Impact of Metacognitive Instruction of Corrective Feedback on Metacognitive Awareness and L2 Speaking Accuracy (E)	A corpus language network analysis of English near-synonym adjectives (K)	Ellipsis occurs in WHAT?: Ellipsis in English Echo (<i>wh</i> -)questions (E)	Natural Language Processing, Acquisition, and Processing of VP-Ellipsis and Gapping (E)	English for the Tokyo 2020 Olympics: Revisiting multilingual language issues and reforms (E)
	Taesung Kim (Hankuk U. of Foreign Studies)	Myoungho Ha (Silla U.)	Youngdong Cho (Seoul National U.)	Haerim Hwang (Seoul Sungok Elementary School)	Ron Bridget Vilog (De La Salle U., the Philippines)
14:30~15:00	To flip it or not to flip it? That is the question (E)	Characterizing English vocabulary in the North Korean English textbooks (K)	Barrier Weakening in Syntactic Gap Reconstructions (K)	Family Language Policy and the Bilingual Language Practices of Korean-English Transnational Families (E)	Migrants in Japan and the English language (E)
	N.-Y. Kim (Sehan U.)	Jeong-ryeol Kim (Korea National U. of Education)	Gunsoo Lee (Korea Maritime and Ocean U.)	Kye Gon Lee (U. of Iowa)	Mikhail Alic Go, Kenichiro Kurusu (Tamagawa U., Japan), Kevin Brandon Saure, & Ariane Macalinga Borlongan (Tokyo U. of Foreign Studies, Japan)
15:00~15:10	Break				

Part III (15:10~16:40)					
	Session 10: English Education Moderator: Yeonjoo Kim (Hanyang Women's U.)	Session 11: Sociolinguistics Moderator: Hohsung Choe (Hankuk U. of Foreign Studies)	Session 12: Applied Linguistics Moderator: Nayoung Kwon (U. of Oregon)	Session 9: Young Scholar Sessions (PhD Thesis Presentation) Moderator: Park Joo-Hyun (NeuroLanguageLab Inc.)	Session 5: (Workshop) (Continued)
15:10~15:40	The Effects of Collaborative Output Tasks on Second Language Grammar Learning: A Meta-Analysis (K)	Language choice in official information materials on COVID-19 in the Philippines: A language justice perspective (E)	How much 'syntax' in English textbooks? (K)	Exploring Learning Progress and Challenges in English Decoding Skills Development in the Korean EYL Context: From the Perspectives of the Children (E)	Reflection on English in Japan and 'Japanese English' (E)
	Hye.Kyoung. Jo (Chung-Ang U.)	Angela C. E. Gando et al. (Mapúa U., the Philippines)	Donghyun Kim & Myung-Kwan Park (Dongguk U.)	Heeyang Park (Seoul National U.)	Yasukata Yano (Waseda U., Japan)
15:40~16:10	Former ESA students' narratives of enacting neoliberal subjectivity: Neoliberalism, English and early study abroad (K)	COVID-19, Filipino sign language, and access to healthcare information: Case of the Filipino deaf community in the time of pandemic (E)	Adopting new methods and mixing methods in language research: Are foundations important? (E)	Roles of the Semantic Features in Selecting the Subject of English Psychological Verbs by Korean EFL Learners (K)	Session 13: Technology in English Education Moderator: Jaeho Choi (Sangmyung U.) The use of machine translation in the language classroom from a new materialism perspective: A conceptual exploration (K)
	Lee Jin Choi (Hongik U.)	Jodi G. L. Pinlac et al. (Mapúa U. Senior High School, the Philippines)	Adam Coates (Hanyang U.)	Jihyun Kim (Korea U.)	Sungwoo Kim (Seoul National U.), Jeong-Ah Lee (DGIST), & In Chull Jang (Konkuk U.)
16:10~16:40	Comparison of the listening comprehension part of national standardized university entrance exams of Asian countries (K)	An Analysis of the effects on the use of EBS English education broadcasting in the coronavirus era (K)	Assessing the deep learning language models with the cloze test in TOEIC (K)	The Effects of Task-Based Flipped Classroom on EFL Students' Self-Regulated Learning (K)	Middle School English Classes Using Online Chatbots: Focusing on Self-Directed Learning and Conversation Skills (K)
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16:40~16:50	Break				

16:50~17:40	<p>Plenary Speaker: Randi Reppen (Northern Arizona University)</p> <p>Title: "Teaching remotely while staying connected"</p> <p>Discussant: Mun Woo Lee (Hanyang University) / Moderator: Jungmee Lee (Seoul National University)</p>
17:40~17:55	General Meeting of KASELL
17:55~18:00	<p>Closing Remark</p> <p>Kyungsook Paik (President of KASELL, Hanyang Women's University) / Moderator: Sumi Han (Hallym University)</p>

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Plenary Speech 1

Complexity in L1 and L2 English Student Writing: The Development of Phrasal Discourse Styles

Douglas Edward Biber

Dept. of English, Northern Arizona University

In studies of writing development, advanced academic writing is assumed to be grammatically complex, with elaborated structures (shown especially by a dense use of dependent clause structures). In contrast, spoken registers, especially conversation, are believed to have the opposite characteristics. Recent corpus-based research, however, has documented exactly the opposite patterns of use: conversation is structurally complex and elaborated, to an even greater extent than academic writing, especially in relation to the use of many types of dependent clauses. In contrast, the grammatical complexities of academic writing tend to be phrasal rather than clausal, resulting in a compressed rather than elaborated discourse style.

After contrasting the complexities of present-day conversation and academic writing, the present talk goes on to describe three corpus-based investigations of student writing development: one focused on papers written by university students across disciplines, tracking changes in grammatical discourse styles across their years of study; the second focused on the writing of L2-English students in a standardized exam context, tracking changes in their grammatical discourse styles across levels and task types; and the third tracking longitudinal patterns of change for advanced L2-English university students. In all three cases, students show dramatic development in their use of phrasal complexity devices, while in many cases showing a decrease in their use of dependent clause complexity devices. These patterns are interpreted relative to the typical patterns of use in conversation and professional academic writing, suggesting that students gradually acquire the preferred discourse styles of academic writing (often despite the overt instruction that they receive favoring the use of clausal elaboration). In conclusion, implications for academic writing instruction will be discussed.

Email: Douglas.Biber@nau.edu

Plenary Speech 2

Teaching Remotely While Staying Connected

Randi Reppen

Applied Linguistics and TESL, Northern Arizona University

This presentation will describe ways that a large section (120 students) introductory linguistics course was adapted to meet the demands of providing meaningful remote instruction through Zoom during the COVID-19 pandemic. The daunting task of teaching all aspects of an introductory linguistics course to 120 students who were living in the US and China while being taught in a synchronous online format raised many challenges, however, by the end of the semester our community of learners were thriving. Clear examples of techniques and activities that were used to engage students will be provided, along with useful tips for course management design that increases student ease of use and engagement. Many of the lessons learned from the unexpected transition to online synchronous instruction can be productively incorporated to increase engagement once we return to face-to-face instruction. Many concrete examples and tips will be provided throughout the presentation.

Email: Randi.Reppen@nau.edu

Session 1

English Education

A Focus on Core Competencies: Examining What Knowledge, Skills, and Abilities Korean Public in-service Secondary School Teachers Need in Their Professional Role

George E. K. Whitehead

Hankuk University of Foreign Studies

One of the key issues in language teacher education has been, and continues to be, understanding what teachers need to learn and develop in order to succeed in their profession. To date, most research in this area has been conducted in native-speaking ESL countries and has led to ‘golden global standards’ (Canagarajah, 2005) which fail to take into account the situated and dynamic nature of teaching and the contextually specific competencies teachers require. In this presentation I discuss the first stage of a two-stage doctoral research project which examined Korean in-service secondary school English teachers’ core competencies. Data were collected from 15 in-service teachers and 15 teacher educators through one-on-one semi-structured interviews as well as recorded video observations of 10 of the in-service teacher participants. I first discuss the findings of this stage of the study under the major core competency themes that emerged: *Pedagogical competencies*, *Self competencies*, and *Administrative competencies*, and present the full descriptive profile which includes the specific knowledge, skills, and abilities that fell under each of these major categories. I then conclude with outlining the implications of these findings on a global scale and suggest important directions for future research in this area.

References

Canagarajah, A. S. (Ed.). (2005). *Reclaiming the local in language policy and practice*. Routledge.

Email: gekw@hufs.ac.kr

The Roles of Vocabulary Knowledge and Syntactic Awareness in Korean High School Students' English Reading Comprehension

Eun Joo Kim

Hanyang Women's University

Despite the importance of linguistic knowledge and metalinguistic awareness in reading comprehension, not many studies have investigated the roles of Korean high school students' vocabulary knowledge and syntactic awareness. Previous studies reported incongruent results on the respective roles of the two components. Accordingly, the present study tried to explore, between vocabulary knowledge and syntactic awareness, what plays an important role in predicting Korean high school students' English reading comprehension when they come with phonological and morphological awareness. In total, Korean-speaking 112 tenth grade high school students participated in this study and took tests on phonological awareness (phoneme substitution), morphological awareness (compounds, inflections, and derivations), syntactic awareness, vocabulary knowledge, and reading comprehension. Several hierarchical regression analysis results revealed that all variables explained 40.2% of the total variance in the students' reading comprehension. In addition, vocabulary knowledge alone explained 9.8% of the total variance, while syntactic awareness explained 8.4% of the variance, after controlling for phonological and morphological awareness. Several pedagogical implications are discussed for teachers who instruct Korean EFL students in terms of English vocabulary and reading comprehension.

Email: eunjoo421@gmail.com

An In-Depth Analysis of Errors in L2 Writing: The Effects of Task Complexity and Task Closure

Jiyong Lee

Konkuk University

Even though accuracy in L2 performance is one of the most commonly investigated outcome measures in task-based research, the majority of studies have employed only a restricted number of measures to assess this feature. Accordingly, the purpose of the present study was to find out the specific types of errors that were responsible for the significant effects of task complexity and task closure on accuracy in L2 writing. Forty-five Korean learners of English carried out a writing task that was manipulated in terms of task complexity and task closure, and the errors that they produced were classified into six categories. Significant findings were obtained regarding task complexity effects on the numbers of noun ending errors and article errors. Furthermore, the interaction between task complexity and task closure was found to have a significant impact on the number of lexical errors. Such findings are interpreted in terms of learners' limited attentional resources and their L2 proficiency level, and the nature of the task used in the study.

Email: jiyonglee0123@gmail.com

Session 2

Corpus Linguistics

Assessing Collaborative Writing in the Digital Age: An Exploratory Study

Meixiu Zhang

Texas Tech University

Driven by the digital revolution and the recognized importance of learner collaboration in second language (L2) learning, computer-mediated collaborative writing (CW) has been widely implemented in language classrooms in the past decade (Li & Kim, 2016; Storch, 2019). While researchers have noted a pressing need for assessment practices that are able to meet with opportunities and challenges brought about by the digital revolution in L2 classrooms (Oskoz & Elola, 2020; Storch, 2017), little attention has been paid to examining assessment approaches in computer-mediated CW. Driven by this gap, this quasi-experimental study investigates the effects of assessment approaches in online CW tasks.

Specifically, 82 English as a Foreign language (EFL) intermediate tertiary-level learners from two sections of a writing course participated in this study. With their homogenous written proficiency being confirmed via an individual writing task, the two sections were randomly assigned to two groups: the control group ($n = 40$) and the experimental group ($n = 42$). After training on and practice in computer-mediated CW, the control group was presented a traditional rubric that only assessed the written product, whereas the experimental group was provided the new rubric addressing both the collaboration processes and the collaborative texts. Participants in both groups worked with a self-selected partner to complete a collaborative argumentative essay in a synchronous fashion.

Learners' peer interaction was analyzed for the nature of collaboration using two indexes (i.e., equality and mutuality) (Storch, 2013). The written products were analyzed for linguistic features indicative of phrasal complexity using corpus methods, as well as for accuracy, fluency, and text quality. The results indicated that pairs in the experimental group not only produced significantly more peer interaction, longer texts, texts of higher quality, and moderately more phrasal features of high complexity, but also formed more collaborative relationships, which were potentially conducive to collective scaffolding and learning. Results were discussed in light of implications for assessing learner performance in collaborative work, analyzing learner texts, and further advancing the domain of CW research.

Email: Meixiu.Zhang@ttu.edu

A Corpus-based Sociolinguistic Study on the Variation of Deontic Modality in British Spoken English

Yaochen Deng

Dalian University of Foreign Languages

Based on the corpus of BNC64, the present study investigates the variation patterns of deontic modals, *must* and *have to*, across the internal and external factors, through the multi-factorial analysis combined with quantitative and qualitative approach. The research questions include: (1) Is native British speakers' choice of deontic *must* and *have to* systematic? (2) If the choice is systematic, how do the linguistic factors influence the native speakers' choice? (3) How do such social factors as gender, age, social class, region and occupation influence the choice? Results indicate that: (1) Native British speakers' choice of deontic *must* and *have to* is systematic. With regard to the various factors involved in this study, nine internal (linguistic) variables and an external (social) factor play an influential role in the different use of the two variants. (2) Various internal factors have different effects on the uses of *must* and *have to*. (3) Among the external factors, only age make a significant difference on the uses of *must* and *have to*. This study provides a new perspective for the research on the actual use of English by applying the variationist sociolinguistics. The linguistic and social constraints on the choice of *must* and *have to* revealed in the present study can serve as a reference for English speakers and learners to communicate successfully.

Email: deng_yaochen@dlufl.edu.cn

Function Words as Markers of Translationese: A Corpus-based Approach to Mental Translation in L2 Writing

Younghee Cheri Lee
Chung-Ang University

Function words are easy to pass through mindlessly in most instances, irrespective of a discourse mode, spoken or written, thus being somewhat trivial and challenging to perceive. Such covert nature of function words seems to render their status assigned to a closed class, thereby grabbing less scholarly attention. Thanks to enhancing language processing tools and algorithms initiated by Biber (1988), however, these function words have gained growing scholarly attention across disciplines. A vast array of research has reported thus far that function words are marked by swift processing in Broca's area, and they are hard to be controlled even by native writers (Pennebaker 2011). What should be noted here is the potential importance of function words as translationese markers (i.e., the linguistic fingerprints of non-nativeness that are markedly permeable in L2 English) to uncover the intrinsic disparities between native and non-native English. Research has shown that non-native writers could not control the use of function words as much consciously as they would with content words. In the scholarly field of translation universals (TU), a body of research has been conducted by employing function words as an operational parameter to detect translationese. In the domestic research context, though, only a few studies have taken heed of their predictive roles as translationese markers in L2 writing, most of whose findings were still unstable and wandering (Lee 2018, 2019). In the debate over function words as unreliable translationese markers, the root of the issue resides in the ways function words are operated as TU variables, which, in turn, has caused contradictory results by failing to include a more unified description of operational methods. This study, thus, sought to reassess function words' predictability as translationese markers that signify non-nativeness by varying methodological approaches, whereby comparing different use of function words between native L1 and non-native L2 English.

To that end, hinged upon the TU hypotheses (Baker 2007), this study implemented a two-fold analysis to compare a conventional analytical model (i.e., 'all-token' function words) with a modified approach (i.e., 'subset variables' of function words), using comparable English corpora from two English-related academic disciplines. The conventional all-token method has been one of the most inconsistent indicators in the TU research, and yet there is no consensus over how particular function words should be corroborated in their predictive roles as translationese markers. In contrast to traditional TU beliefs, it was revealed that the 'all-

token' function words surpassed only in one domain, a finding that deviated from the universal characteristics of translationese. Instead, auxiliary verbs showed a more significant predictive and universal power as a newly attested translationese marker by being the most robust subclass variables. Thus, this article claims that the notion of translationese needs to be reframed as 'universal' translationese and 'domain-specific translationese, respectively. Function words as translationese markers, either universal or domain-specific, can remain valid parameters to detect non-nativeness. Even if they may have some limitations, function words as translationese markers should not be rejected entirely, but their universality should rather be reconceptualized to steer future research directions further.

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Email: cheriberry@cau.ac.kr

Session 3

Syntax

Remarks on the Category Restriction of Clefted XPs

Sun-Woong Kim

Kwangwoon University

The primary concern of this paper is why clefted XPs in English clefts are categorially restricted but not in pseudoclefts: VP (and V as well), AP, and non-finite CP (CP[-fin]) are not eligible for clefting; while DP, PP, and finite CP (CP[+fin]) are eligible for both clefting and pseudoclefting. The baseline data of this paper is as follows:

- (1) a. A: What was it that Adrian drank?
 B: It was [DP coffee] that Adrian drank.
 B': What Adrian drank was [DP coffee].
 b. A: What was it that Adrian wants to do above all?
 B: #It was [VP drink coffee] that Adrian wants to do.
 B': What Adrian wants to do was [VP drink coffee].

Why is DP possible as a clefted XP both in clefts and pseudoclefts but not VP? Why does the same category restriction on focused XP hold in clefts but not in pseudoclefts? Although this restriction has long been observed in previous research, no explanatory analysis does not seem to have yet been made. One more interesting data comes from the difference given below:

- (2) a. If there's anything Adrian is, it's thirsty. (AP)
 b. If there's anything Adrian wants to do, it's drink coffee. (VP)
 c. If there's anything Adrian wants, it's to drink coffee. (CP[-finite])

Otherwise, ungrammatical cleft clauses turn grammatical if a CP like "if there's anything ..." is added. This is called the "additional CP effect".

Toward the proposed analysis, this paper discusses the derivation of cleft sentences with a review of previous analyses, and proposes a dipartite approach to clefts. In addition, the proposed analysis can be extended to the related phenomena with respect to the additional CP effect and morphological mismatch in VP ellipsis. Among several alternative derivations, a recent consensus is that the cleft clause is related to

the focused element in two different ways (Reeve 2011, 2013a, 2014, Thoms and Walkden 2017). One is matching (or base-generation) and the other is promotion (or movement). By matching Reeve (2013a) means that the clefted XP of cleft sentences is base-generated and the cleft clause is an adjunct; by promotion he means that the cleft XP moves to the position out of the embedded CP which is the complement of T. Derivations are represented as follows. In fact, matching corresponds to (3a) and promotion to (3b) below:

- (3) a. It was [DP the coffee_i] [CP O_i that Adrian drank t_i]. (Matching/Base-generation)
 b. It was [DP the coffee_i] [CP that Adrian drank t_i]. (Promotion/Movement)

This paper in principle assumes that cleft sentences can be derived either by the movement of the clefted XP to the post copular position or by the base-generation of the clefted XP directly in the post copular position. Differently from him, this paper argues that (1B) has (4a) or (4b) as its representation in the spirit of den Dikken (2007a). (4a) is for base-generation (matching); (4b) is for movement (movement).

- (4) a. [TP It [T was_j] [VP t_j [RP [DP coffee]_i R [CP_i O_i that [TP ... [VP ... drink t_i]]]]]
 b. [TP It [T was_j] [VP t_j [FocP [DP coffee]_i [CP that [TP ... [VP ... drink t_i]]]]]

Reeve's (2011) solution to the difference (1B) and (1B') depends on Carrera-Hernandez's (CH) 'syntactic dependency through heads' analysis. His solution, however, dismisses the basic observation that the role of CP in both examples are grammatically different. "If there's anything" in (2) is an adjunct (adverbial), while *wh*-clause in (1B') is an argument (subject) clause. This difference is as big as the difference between argument and adjunct. The prediction that a simple addition of CP will make all truncated/reduced cleft possible would be in danger of overgeneration. Differently from Reeve (2011), this paper assumes that "If there's ..." is a parenthesis. Parentheticals supplement an additional information to the thesis clause. This is not implausible in that the order can be switched:

- (5) a. It's thirsty, if there's anything Adrian is.
 b. It's drink coffee, if there's anything Adrian wants to do.
 c. It's to drink coffee, if there's anything Adrian wants.

Adopting the question-answer pair (Q-A pair) approach of den Dikken (2007b) this paper assumes that the question requires an answer to be kind of argument, which makes predicative VP, AP, CP[fin] into

something like an argument. We understand this as an increase of nouniness of the category in the sense of Ross (1972). This is why those categories are all allowed to come as the focus of pseudocleft. This is supported by the fact that *wh*-words correspond to DP, PP, and CP[+fin]. In fact, they can be paraphrased into DP or PP: *what*, *which*, *who*, *where* (*to what*), *why* (*for what*), and *how* (*by what*). In addition, "If there's anything" and "What Adrian wants ..." sort of phrases require "anything" or "what" sort of a thing, which is very high in its nouniness.

Morphological mismatch is found in clefts as in regular coordinated clauses. This seems to have much to do with the following example of VP-fronting from Thoms and Walkden (2017)

- (7) a. If there's anything that she has, it was [lose her temper] (that she has).
 b. We thought she would lose her temper, and [VP lose her temper] she has.

This paper argues that (7a) and (7b) have something in common that they follow kind of an additional CP. Adopting Lasnik's (1995) idea that main verbs in English can be elided before the exact morphological match is completed. In other words, "affix bleeding" is understood as a matter of ellipsis timing. This explains the grammaticality of (7a). One more case of loose mismatch would be the category mismatch found in VP ellipsis with nominal antecedents (Miller and Hemforth 2014).

- (8) a. We should suggest to her that she officially appoint us as a committee and invite faculty participation. They won't, of course.
 b. Mubarak's survival is impossible to predict and, even if he does, his plan to make his son his heir apparent is now in serious jeopardy.

Nouns like *participation* and *survival* trigger VP-ellipsis in the second conjunct. This provides a helpful hint for the present proposal that VP-ellipsis has much to do with the timing when no auxiliary verbs are included.

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Email: swkim@kw.ac.kr

Derivations of Sluicing in Stylistic Inversion

Seungwan Ha

Kyungpook National University

We address an interesting phenomenon with respect to sluicing in locative inversion where there is a mismatch in grammaticality between the ellipsis clause and its antecedent; that is, the full-fledged sentence is ungrammatical, but sluicing improves grammaticality. In order to account for the mismatch, the previous research often appeal to either “repair-by-ellipsis” or more recently “evasion” strategies. I argue that neither of the analyses are legitimate, in that no island violation is involved in the mismatch examples or the conditions for making use of evasion strategies in the examples are not satisfied. As an alternative approach, I propose an in-situ analysis of sluicing, based on Kimura (2010) and Abe (2015), in which no wh-movement is triggered as long as $C_{[+wh]}$ and wh-phrase can be adjacent in PF; this can be done by sluicing since PF-deletion on the TP would lead the two to be close. Following Rizzi (1997), I appeal to the cartography of the left-periphery that the topic head merges on top of the focus head in hierarchical structure. The wh-subject with (presentational) focus cannot raise to a higher than the topicalized locative PP, which explains the mismatch between sluicing and full-fledged sentences in locative inversion.

Email: seungwan@knu.ac.kr

Comparative Syntax of Ditransitives in English and Korean

Do Yeon Kwon & Hyunjun Park

Dongguk University

This paper argues that Korean sluicing is syntactically different from its English counterpart even though they share several properties. First of all, implicit second objects and PPs, as shown in (1a) and (1b), can license sluicing in English. However, unlike English, Korean sluicing requires an overt argument in the antecedent clause, as shown in (3a) and (3b). Furthermore, regardless of whether the remnant in the following clause is an argument in (1) or an adjunct in (2), the correlate can be elided in the antecedent clause. On the other hand, Korean sluicing is not symmetrical: the presence of an antecedent for an argument remnant in the following clause is obligatory, though that for an adjunct remnant is not, as shown in (3) and (4).

(1) a. They're going to serve us (something) now, but I don't know what.

b. They're going to sell the house (to someone), but I don't know who to. (Bruening 2020)

(2) a. They're going to serve us something (at some place), but I don't know where.

b. They're going to sell the house to someone (for some reason), but I don't know why.

(3) a. ??Cheli-ka Mina-eykey cwu-ess-nuntey, na-nun (kukes-i) mwues-i-nci molun-ta.

Cheli-NOM Mina-DAT give-PST-but I-TOP that-NOM what-COP-Q not.know-DECL

‘Cheli gave Mina a package, but I don't know what.’

b. ??Kutul-i sisel-ul ceykonghay-ss-nuntey, na-nun (kukes-i) mwues-i-nci molun-ta.

They-NOM facility-ACC offer-PST-DECL I-TOP that-NOM not.know-COP-DECL not.know-DECL

‘They offered players facilities. but I don't know what.’

(4) a. Cheli-ka (etten iyulo) Mina-eykey sopho-lul cwu-ess-nuntey, na-nun way-i-nci molun-ta.

Cheli-NOM something because Mina-DAT package-ACC give-PST-but TOP why-COP-DECL not.know-DECL

‘Cheli gave Mina a package (because of something), but I don't know why.’

b. Kutul-I senswu-tul-eykey (etinkaey) sise-lul ceykonghay-ss-nuntey, na-nun (kukos-i) eti-i-nci molun-ta.

They-NOM player-PL-DAT where facility-ACC offer-PST-DECL TOP that place-NOM where-COP-DECL not.know-DECL

‘They offered players facilities (at some place), but I don’t know where.’

Based on the above data, we in this paper would like to propose a new approach to analyze Korean sluicing as a *wh*-in-situ language.

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Emails: davidkwon3081@gmail.com, tudorge@hanmail.net

Themed Session

Language Teaching, Self, and Time

Session Chair: Dr. Edward Jay M. Quinto

School of Social Sciences and Education, Mapua University, Manila, The Philippines

Novice Teachers' Journey to New Identities: Competence in the Transitioning Phase

Eunbi Kwon

University of Essex, Colchester, United Kingdom

This paper aims to explore what competence means among new language teachers (NLTs) as they transition into their new roles as English language teachers. The link between competence and their new teacher identities were inquired through the lens of possible selves, which were originally addressed in Markus and Nurius (1986). The concept of possible selves has had the potential to understand learners' hoped or feared selves, whereby language teacher possible selves could be those relevant constructs about what NLTs hope to become or fear or becoming in their teaching practice (Kubanyiova, 2009). The data were collected from semi-structured interviews with NLTs ($n=15$), who were either pre-service language teachers and also in their final practicum semester or first-year in-service language teachers. The interview data were analyzed thematically to figure out which competence-related future-oriented language teacher identities were predominant. It was found that competence was a salient evidence in the identity among the new NLTs. Moreover, there was an emergence of a 'competent language teacher self' and its countervailing 'incompetent language teacher self' in the NLTs' future-oriented self-concept. In other words, they were motivated by a desire to move towards the competence-dimension encapsulated as knowledge, teaching confidence, and behavior toward teaching, whereas they also owned a desire to move away from incompetence as to knowledge and teacher character. Then, this paper concluded with some implications of these language teacher identity constructs (i.e., NLTs' possible selves) for future ELT preparation and practicum.

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Email: ebkwon2728@gmail.com

Impacts of Mentoring Relationships on New Language Teachers' Hopes and Fears about the Self in the Future

Edward Jay M. Quinto

School of Social Sciences and Education, Mapua University, Manila, Philippines

It is widely accepted that mentors and mentoring relationships are salient sources of identity-relevant information among individuals going through normative life transitions, such as among language teachers shifting from teacher preparation to in-service practice. In this paper, the researcher examined the impacts of mentoring relationships among new language teachers' (NLTs) ongoing identity construction using the socio-psychological lens of language teacher possible selves. Semi-structured interviews were conducted among 15 Filipino NLTs. Questions focused on the ways mentors and cooperating teachers shaped NLTs' current and one-year selves-as-teachers. Interview data were then analyzed thematically. The impacts of mentoring relationships were traced around two key themes. First, mentors and cooperating teachers provided models for the NLTs' hoped-for language teacher selves. Second, the examples of other mentors and cooperating teachers gave rise of countervailing feared language teacher selves. Interestingly, these feared language teacher selves seemed developmentally helpful during the transition into the language teaching role as they acted as teacher-selves to avoid during the transition to the language teaching profession. The findings are discussed in light of how practicum monitoring and evaluation and in-service mentoring and training programs can capitalize on the informativeness of language teacher possible selves as identity-related constructs.

Email: ejmquinto@mapua.edu.ph

Differences in the Identity Construction of Pre-service and In-service Teachers: A Quantitative Analysis among New Language Teachers in the Philippines

Edward Jay M. Quinto & John Christopher D. Castillo

School of Social Sciences and Education, Mapua University, Manila, Philippines

Previous studies found that pre-service teachers' identities are more task-focused, reflecting concerns about instruction and curriculum, whereas in-service teachers' identities are more quality-focused, reflecting desires to become a certain type of teacher. In this paper, we examined whether such difference exists in the identity construction of 507 (pre-service = 207; in-service = 300) new language teachers (NLTs) in the Philippines. We quantitatively analyzed data collected using two instruments for hoped-for and feared language teacher selves, which were previously developed as part of a project on new language teacher identity (Quinto, 2018) using the possible-selves theory (Markus & Nurius, 1986). Multivariate analyses of variance (MANOVA) were carried out to test significant differences in the hoped-for and feared language teacher selves between the two groups,. Then, individual analyses of variance (ANOVA) were carried out to determine the individual factors of hoped-for and feared language teacher selves where differences exist between the two groups. Results revealed no transitional trajectory between teacher qualities and teacher tasks. Instead, difference exists in whether the transition gave rise to more hoped-for or feared language teacher selves. This suggests that NLT identity construction is neither simply outward, nor both outward and inward, as previous studies proposed, but could also be edgeways – moving from hopes to fears, and vice-versa. Implications on language teacher preparation and practicum, professional development, and instructional and curricular design are discussed.

Emails: ejmquinto@mapua.edu.ph, jcdcastillo@mapua.edu.ph

Workshop

English in Japan and Japanese English: Contemporary Issues, New Trajectories, Changing Viewpoints

Convened by

Ariane Macalinga Borlongan

Tokyo University of Foreign Studies, Japan

Japanese English?: Refocusing the Discussion

James D'Angelo

Chukyo University, Nagoya, Japan

This presentation updates a paper by the same name (in *Asian English Studies*, vol. 15, 2013, 99-124) wherein I claimed that due to the emergence of the ELF (English as a Lingua Franca) paradigm, it was no longer necessary to claim the existence or development of an emerging stable Japanese variety of English—which may have previously been felt to be a prerequisite for being a full member of the World Englishes pantheon. The paper will discuss the advantages of the ELF paradigm for Kachruvian Expanding Circle contexts, the concept of ‘similects’ versus varieties, and several newer models which are more inclusive of the Expanding Circle: such as the Buschfeld-Kautzsch External and Internal Forces (EIF) model, and the concept of ‘transnational attraction’. Recent work in a special issue of *Asian Englishes*, out of which this panel derives, will also be taken into account.

Email: dangelo@lets.chukyo-u.ac.jp

The Sounds of Japanese English: Monophthong Vowels and Rhythmic Patterning

Daniel Lee and Ee Ling Low

Nanyang Technological University, Singapore

This paper offers finer-grained acoustic analyses of two aspects of the linguistic sound system of Japanese English (JpE): monophthongal vowels and rhythmic patterning. At the segmental level, though past research has examined the vocalic inventory of JpE, these studies have tended to focus on vowel quality differences in the acoustic space. Our study approaches the acoustic investigation of monophthongal vowels in JpE by examining not just vowel quality, but also vowel duration. At the level of prosody, we conduct a quantitative analysis of the rhythm of JpE using the pairwise variability index. Results suggest that monophthongal vowels in JpE do not exhibit a homogeneous pattern of ‘conflation’ in terms of vowel quality or duration, and that JpE tends towards a stress-timed patterning of speech rhythm. Hence, the empirical data argue for the need of a ‘pluricentric’ paradigm to undergird world Englishes research, rather than a ‘monolithic’, Inner Circle norm-centric framework.

Emails: danyuhl.lee@gmail.com, ee ling.low@nie.edu.sg

A New American-lineage English?: Proportions of American Variants in Japanese English

Ariane Macalinga Borlongan
Tokyo University of Foreign Studies, Japan

This study inquires into the proportions of putative American variants in diachronic data of Japanese English and, subsequently, comments on the direction this specific East Asian, Expanding Circle English is taking, particularly in relation to change broadly and Americanization specifically. As a whole, Japanese English has a very obvious preference for American variants. Although the proportions of American variants in Japanese English have declined from the 1960s to the 1990s, such a decline is not significant. Comparatively across Englishes, Japanese English also stands as such a heavily American-influenced English that it has even surpassed American and Philippine Englishes in its recorded use of American variants. Thus, from a variationist sociolinguistic and diachronic standpoint, it could be said that Japanese English has very strong preference for American variants, almost to the point of appearing as an American-lineage English.

Email: ariane@tufs.ac.jp

Issues and Prospects for Incorporating English Use in Japan into the Dictionary

Vincent Ooi

National University of Singapore

This paper proposes a ‘Concentric Circles Model’ (CCM) for a diglossic ‘balancing’ of both prescriptivist and descriptivist concerns regarding English usage in Japan. The model draws on theories of lexical priming and cultural intelligence, and characterises the construct of ‘Japanese English’ as inseparable from the speaker’s prior linguistic, societal and cultural experiences. Codification is an important step towards the legitimisation of a non-native variety such as Japanese English; at the same time, the dictionary has become a more fluid notion that is characterised by both ‘competitive’ and ‘cooperative’ lexicography. The paper also demonstrates the use of the corpus-based methodology to enrich the lexical content of dictionary entries encapsulated by the CCM. In addition, a resource such as the Global Web-based Corpus of English (GloWbE) is used to demonstrate a bright future in which internal and external norms move away from the current adherence to monolingual standard English to one that represents broad agreement in terms of empirical frequencies of usage across varieties of English.

Email: vinceooi@nus.edu.sg

English for the Tokyo 2020 Olympics: Revisiting Multilingual Language Issues and Reforms

Ron Bridget Vilog

De La Salle University, Manila, the Philippines

This paper focuses on the convergence of multiculturalism and Englishization initiatives as Japan anticipates the influx of a multinational audience for the Summer Olympics. The paper argues that Tokyo 2020 provides a strong impetus and opportunity to internalize multiculturalism as a key principle in pursuing Englishization programs in light of the changing sociocultural and demographic landscape. To elaborate this point, this paper revisits the language policies and reforms, and the key initiatives in line with Japan's multicultural agenda. Government data, policy papers on English and foreign language education, news articles, and other sources related to Tokyo 2020 were collected and analyzed. The paper recommends rethinking the basic philosophy of English language teaching in Japan: from a framework that prioritizes national discourses, promotion of the Japanese identity, and introduction of English for tourism to a multicultural framework that genuinely seeks to promote appreciation of foreign languages and foreign speakers.

Email: ron.vilog@dlsu.edu.ph

Migrants in Japan and the English language

Mikhail Alic Go

Tamagawa University, Tokyo, Japan

Kenichiro Kurusu, Kevin Brandon Saure, & Ariane Macalinga Borlongan

Tokyo University of Foreign Studies, Japan

In this presentation, we discuss the place of English among migrants in Japan. First, we talk about the migration situation in Japan and the languages migrants use in Japan. Then, we present an overview of the status of English in Japan. We then point out how useful English can be to migrants in Japan as well as identify situations where the language is not particularly useful to them. We end the presentation by providing recommendations regarding the utility of English in the migration situation in Japan, more specifically how Japan could be directed to be more bilingual in English not only for the benefits of migrants but also for the Japanese people themselves.

Emails: mikhail_goll@hotmail.com, kurusu.kenichiro.u0@tufs.ac.jp, kevinsaure@gmail.com,
ariane@tufs.ac.jp

Reflection on English in Japan and ‘Japanese English’

Yasukata Yano

Waseda University, Tokyo, Japan

English as a global communication crosses over Kachru's Inner, Outer, and Expanding circles, invalidating his geography-based three-circle model. Thousands of nonnative speakers work in international organizations with highly proficient English, indicating that proficiency is not native speakers' property alone.

Speakers of English as a global lingua franca, 80% of whom are nonnative speakers, use English with their mother linguacultural flavors, not English of native speakers. Japanese need to free themselves from deeply-rooted native speakerism and use English with Japanese linguacultural flavor. English has become my English, your English, and our Englishes.

Email: yasuyano@waseda.jp

Session 6

English Education

Comparing the Effects of Selective Shadowing and Complete Shadowing on Learners' Speaking Accuracy

Garam Jang

Hankuk University of Foreign Studies

Most Korean university students are required to study TOEIC, however, since TOEIC emphasizes listening and reading skills, speaking skills are often neglected (Kim, 2011). In recent years shadowing techniques have entered the field of English language teaching in which learners orally mimic what they listen to simultaneously. Although plenty of studies have been done that have looked into the improvement of listening skills and pronunciation through the use of shadowing techniques, few studies have been conducted which have looked at the effects of different shadowing techniques on learner's speaking accuracy. The main purpose of this study was to investigate the effectiveness of shadowing on speaking, focusing on the grammar accuracy of adults in beginner levels by comparing the effects of complete shadowing and selective shadowing. Thus, this study compared the effects of two types of shadowing methods on learners' spoken grammatical accuracy with a specific focus on which shadowing method is more effective in improving beginner level Korean adult EFL learners. Forty Korean university students were randomly assigned to a complete shadowing group and a selective shadowing group. The treatment lasted for a month, three times a week, for a total of 12 sessions including pre-test and post-test. The result showed that there were significant differences between the pre-test and post-test in both groups. Also, the selective shadowing group more significantly improved than the complete shadowing group in speaking accuracy. Therefore, this study discusses answers to the two research questions regarding how different shadowing methods affect the beginner-level Korean adult learners' spoken grammatical accuracy, and which shadowing method is more effective in improving beginner-level Korean adult EFL learners' spoken grammatical accuracy.

Email: hotjgr@hanmail.net

Examining the Impact of Metacognitive Instruction of Corrective Feedback on Metacognitive Awareness and L2 Speaking Accuracy

Taesung Kim

Hankuk University of Foreign Studies

The concept of metacognition was first introduced as an individual's awareness of their own thinking and learning by Flavell (1976). The concept of metacognition and metacognitive instruction which aims at the enhancement of metacognition has been studied in the field of cognitive psychology since the 1970s. Particularly, research has found that metacognitive awareness (knowledge), which is one of the main domains of metacognition, can improve the quality of student's learning (McCormick, 2003). In spite of the importance of metacognition in effective L2 learning and development, only a few studies have been conducted to examine the effectiveness of metacognitive instruction as a teaching strategy to enhance students L2 development. In this presentation, I discuss the research project for a master's degree which examined how metacognitive instruction of corrective feedback affects metacognitive awareness of corrective feedback in Korean adult learners of English and their spoken accuracy. During the experiment, 33 Korean EFL adult students participated in one-on-one classes led by one teacher. I first discuss the findings of this study based on the following categories: the results between the two groups, between the pre-test and the post-test, and between variables. I then conclude with outlining the implications of these findings and suggest important directions for future research in this area.

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Email: 201858010@hufs.ac.kr

To Flip It or Not to Flip It? That Is the Question.

N.-Y. Kim

Sehan University

The purpose of this paper is to investigate the effects of flipped learning in Korean EFL context. This study focuses on whether flipped learning results in more positive outcomes compared to blended or conventional learning, especially regarding English speaking skills and learner autonomy. Divided into three learning groups, flipped, blended, and conventional learning groups, first-year college students in Korea participated in this study. For the experiment, online contents were utilized for the flipped learning group, and the group received the online instruction preceding face-to-face class activities. For the blended learning group, online contents and messengers were used, and the participants joined online activities following the face-to-face instruction. The conventional group was given in-class instructions and paper-based activities based on the textbook. The pre- and post-speaking tests were administered and evaluated using the IELTS speaking assessment criteria: fluency and coherence, lexical resources, grammatical range and accuracy, and pronunciation. Questionnaires on learner autonomy on previous research (Sharle & Szabó, 2000; Tassinari, 2012) were adapted and revised, and conducted before and after the experiment to examine changes in their perspectives. A semi-structured interview was also conducted at the end. Regarding speaking fluency and coherence and lexical resources, findings revealed the statistically significant increases for all three groups between the pre-and post-speaking test scores. However, only the two experimental groups, flipped learning and blended learning groups, showed significant improvements in grammatical range and accuracy and pronunciation. Group comparison results revealed no significant differences in all four items. In terms of learner autonomy, the flipped learning group showed the need for teacher presence to increase learner autonomy. The blended learning group understood the importance of learner autonomy but preferred fewer learning choices for their successful learning. No group differences were found, and all the three groups felt the need for autonomy training. Based on these findings, this paper hopes to offer insights on flipped learning in EFL classes in Korea.

Email: nykim@sehan.ac.kr

Session 7

Corpus Linguistics

A Keyword Analysis of the 19th Century English Journal Log-book Corpus

Sunghwa Lee & Se-Eun Jhang
Korea Maritime and Ocean University

The purpose of this study is to identify lexical characteristics of the Maritime English shown in the journal log-book by Captain Vancouver and Lieutenant Broughton in 1802. To this end, we conducted a keyword analysis by utilizing WordSmith Tools 8.0. Keyword analysis is one of the most widely used methods in corpus linguistics and has been a powerful tool to identify words that are especially characteristic of target texts. Keywords reveal the most significant lexical differences between the two compared corpora in terms of style and what the text is about (Baker, 2004). As for methodology, the target text (26,603 words) was grouped into 17 texts so as to utilize the text dispersion keyword analysis, a new function in the updated version of WordSmith. The dispersion keyword analysis enables to extract the extraction of keywords that can be evaluated by content-generalizability as well as content-distinctiveness, which is the limitation of the frequency-based keyword analysis. The target corpus was compared with BE06, 1 million-word corpus of written, published modern British English. A total of 390 keywords were extracted; the top 100 keywords were analyzed.

The top 100 keywords were categorized in terms of (1) function words (2) maritime words (3) theme specific content words (4) general content words. The results showed that only three function words (*or*, *its*, *whence*) were included in the top 100. Interestingly, the word, *or* is ranked first, which is presumably because the text is about exploration of the unknown world and *or* seems to indicate uncertainty (e.g., *inlet or river*; *two or three*). A total of 36 maritime associated words occurred, including direction-related words (e.g., *northward*, *latitude*, *w*), measurement (e.g., *fathoms*, *leagues*), type of ships (e.g., *boat*, *yawl*, *cutter*), etc. The theme-specific 28 words are useful to explain the story of the text as can be shown in examples such as *Vancouver*, *Broughton*, *navigators*, *Nootka*, *inhabitants*, *indians*, *admiralty*, *provisions*, *researches*. The keywords are indicators of ‘who did what’. Through the keywords, the lexical characteristics of the journal log-book were identified. Comparison between the 19th century text and contemporary British English remains for further study.

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Emails: sejhang@naver.com, esunghwa@gmail.com

A Corpus Language Network Analysis of English Near-synonym Adjectives

Myoungho Ha

Silla University

This presentation is intended to explore clearly the subtle semantic similarities and differences among English near-synonym adjectives through BNC and COCA based network analysis. For this goal, this study extracts key semantic domains of the noun collocates of three near-synonym adjectives using Wmatrix4 web tool newly developed by Rayson(2018) and visualizes corpus language networks based on those semantic domains with NetMiner 4.3 program, called semantic network analysis. The Wmatrix4 web tool is mainly used to analyze the semantic domains and the NetMiner 4.3 program is utilized to identify preference in the pairing of each near-synonym adjective and the semantic domains of its noun collocates. This study, in particular, shows how semantic domains are shared with three near-synonym adjectives and how they are connected in terms of weight degree. It also demonstrates that there are slight differences in the strength of connection between semantic domains of the noun collocates and adjective near-synonyms depending on the meaning characteristics of those adjectives, even though a certain semantic domain is fully shared with all three near-synonyms.

Email: hadash21@silla.ac.kr

Characterizing English Vocabulary in the North Korean English Textbooks

Jeong-ryeol Kim

Korea National University of Korea

This presentation aims to explore the properties of vocabulary appeared in the North Korean English textbooks. To this end, both South and North Korean English textbooks in 2000s and 2010s are digitized into a corpus of text files, and a vocabulary list is constructed based on the corpus with reference to its concordances for the vocabulary use and contexts using AntConc 3.5.7. The vocabulary list of North Korean English textbooks was compared and found in their differences of quantity and quality of the English vocabulary in English education. Both quantitative and qualitative differences are found in between South and North Korean English textbook corpus. Both South and North aim that students learn about 3,000 words throughout the English education. North Korean English textbook contains more special academic vocabulary while South Korean English textbook is constrained by a strict vocabulary control which does not allow such a flexibility. Differences of vocabulary and their use are caused by the capitalistic market economy of South and the socialists' planned economy of North. Differences are also attributed to the religious words and grammatical vocabulary appearance.

Email: jrkim@knue.ac.kr

Session 8

Syntax

Doing without Edge Features: A Labeling Approach

Jaejun Kim & Myung-Kwan Park

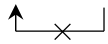
Dongguk University

According to Chomsky (2000), it is claimed that edge feature (EF) dwells in the phasal head, which is devised to trigger successive cyclic A'-movement. In other words, successive cyclic movement is feature-driven. Extending Chomsky's proposal, Nunes (2021) proposes a hybrid approach toward EF in that in English, EF may be optionally generated in phasal head, whereas in Brazilian Portuguese (BP), EF may optionally be assigned to the *wh*-element itself, essentially following Bošković (2007). As in (1), when EF resides in the phase head, in case of English, a phase head can only inherit its EF to the elements in its probing domain.

(1) a. $[_{VP} DP [_{v'} v_{EF} [_{VP} V wh]]]$

b. $[_{VP} DP [_{v'} v [_{VP} V wh_{EF}]]]$ → EF assignment to the *wh*-element in its probing domain

(2) $[_{VP} wh [_{v'} v_{EF} [_{VP} V DP]]]$



As (1a), when the *wh*-element (which is a potential inheritor of EF from *v*) is in the probing domain of *v*, EF can be assigned to *wh*-element as (1b). As a result, an EF-bearing *wh*-element can in principle undergo successive cyclic movement. However as in (2), when the *wh*-element is not placed in the probing domain of the phase head *v*, *wh*-element cannot undergo further movement unless higher phase head assigns EF to the *wh*-element in question.

Such proposal seems intriguing at first, but when taking a closer look at several constructions starting with extraction out of subject as in (3), it may lead to incorrect predictions.

(3) *Who_i did [a story about *t_i*] amuse you?

Lasnik and Saito (1992)

Following the idea in (2), the phase head *v* cannot assign its EF to the subject. However, according to Nunes, upon the introduction of the next (higher) phase head *C*, EF can be inherited to the subject; thus, conceptually, *wh*-element in (3) can acquire EF from the higher phase head *C*. However, as the example

denotes, such extraction (out of the subject) is strictly banned. Another construction involves rightward movement (e.g., heavy NP shift) containing a ditransitive verb as (4a).

(4) *What_j did you give t_i to John [a book about t_j]_i?

Corver (2017)

Under the proposal in (1), (4a) can be successfully explicated, for EF can be assigned to *wh*-element (situated within the probing domain of v), which in return allows the extraction out of object. However, when the object shift takes place, such extraction proves to be impossible. Such behavior can potentially trouble the EF approach by Nunes.

In handling such phenomena (regarding movements), we propose that the successive cyclic movement is driven by labeling, basically following Chomsky's (2008, 2015) approach of labeling via feature inheritance. Based on our proposal, such problematic constructions can be accounted for.

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Emails: kjj8286@gmail.com, parkmk@dgu.edu

Ellipsis in English Echo (*wh*-)questions

Youngdong Cho

Seoul National University

Sub-sentential XPs including a *wh*-phrase can occur in place of full sentential echo questions while having the same meaning and function as in (1). In this study, I argue that such XPs are derived via clausal ellipsis operation, and its derivation differs from Merchant's (2001) movement and deletion analysis.

Upon uttering echo question, the speaker asks for the repetition of context-given information by considering what has been already *given* as *new*. (Beck&Reis, 2018). Echo questions have a salient rise contour consisting of a rising pitch accent (L+H*) on a *wh*-phrase and a high-rising boundary (HH%) (Bartels, 1999; Artstein, 2002). Moreover, the *wh*-phrase bears obligatory **narrow focus** on its *wh*-part. Notably, the remnant of ellipsis in echo questions can present itself in a various size (Griffiths, Güneş, and Lipták, 2018); every remnant in (2B) is possible. I use the term **massive remnants** for the remnant bigger than a single *wh*-phrase. Since these phrases are not allowed to move generally, movement and deletion analysis cannot be extended to massive remnants.

- | | |
|--|---|
| (1) A: [Cleopatra] ate chickens.
B: WHO?
B': WHO ate chickens? | (2) A: Jane ate beans and [beef Wellington].
B: WHAT? / and WHAT? / beans and WHAT? / ate
beans and WHAT? |
|--|---|

Griffiths et al. (2018, 2020) propose an idea of in-situ analysis according to which the remnant XP doesn't undergo movement. However, they haven't fully developed the process in that the identity condition is not established and the procedure allowing massive remnants remain undetermined. Building on their idea, I propose an **in-situ analysis** of ellipsis in echo questions.

Echo questions can vary in their surface form; the structure and content of echo questions are not strictly identical to the preceding utterance. For instance, an utterance in active voice can be echoed by echo questions in passive voice as in (3B). However, I argue that only echo questions which satisfies the **syntactic identity condition** are considered as a possible ellipsis site. In order for the echo question to be considered as an ellipsis site, it should have the identical syntactic structure and feature valuation with its antecedent clause except for the focused phrase, as in (3B"). I provide examples showing mismatches between two clauses such as voice alternation, internal argument alternation, and derivational nominals

alternation, thereby arguing that the syntactic identity is required.

(3) A: [Cleopatra] ate chickens.

B: Chickens are eaten by WHOM? / B': ~~Chickens are eaten~~ *by WHOM?

B'': WHO ~~ate chickens~~?

Focus projection and interpretation rules proposed by Büring (2006) are adopted and revised for echo questions in order to account for massive remnants. Any sub-constituent can project its focus along the syntactic structure. Then, deletion applies, and the highest focused constituent survives deletion, becoming a (massive) remnant. The proposed analysis can account for the fact that echo ellipsis is a clausal ellipsis rather than an irregular phenomenon lacking grammar, and the importance of focus and syntax in ellipsis of echo questions.

Email: dudehddl804@snu.ac.kr

Barrier Weakening in Syntactic Gap Reconstructions

Gunsoo Lee

Korea Maritime & Ocean University

In the relevant literature on the filler-gap dependencies, the key question revolves around what factors make the (long-distance) dependencies possible. Finding answers to this question has so far predominantly focused upon investigating the nature of the fronted elements. Syntacticians working within the Generative frameworks have sought to explicate the phenomena by resorting to finding syntactic and semantic differences in expressions undergoing A-bar movements.

Even though there exist a great number of studies on the characteristics of the filler expressions, only a few studies have been seriously done on the blocking effects of various 'interveners' functioning as an intermediate barrier. At best, any such study on the interveners tends to rely on the loose concepts of traditional nature such as CNPC, Island Effects, Factive islands, Tensed Conditions, etc., all of which can only provide a black-and-white binary picture with their dichotomous notion. The accounts based on the binary distinctions would fall far short of adequately explaining the multi-way gradational contrasts noted in much data including (1) through (4) below.

(1) Violations of CNPC

- a. This is the problem that we really need to find someone who can solve. \geq
- b. This is the problem that we really need to find a mathematician who can solve. \geq
- c. This is the problem that we really need to find the mathematician who can solve. \geq
- d. This is the problem that we really need to find Tom, who can solve.

(2) Picture NPs

- a. Who did you see a picture of? \geq
- b. Who did you see the picture of? \geq
- c. Who did you see Tom's picture of? \geq

(3) Swedish data, Engdahl(1982): from Hopmeister & Sag (2010)

- a. Johan kanner jag ingen som tycker om.
 Johan know I no.one that likes
 'Johan, I know no one that likes.' \geq
- b. Johan kanner jag en flicka som tycker om.
 Johan know I a girl that likes
 'Johan, I know a girl that likes.' \geq
- c. Johan kanner jag flickan som tycker om.
 Johan know I DEF.girl that likes
 'Johan, I know the girl that likes.'

(4) from Hopmeister & Sag (2010)

- a. The boy [someone [I knew __] brought __] left. \geq
- b. The boy [the girl [the host knew __] brought __] left.

The above data show that not all interveners block the filler-gap dependencies in equal strength. In the present study, blocking effects of the intervening barriers will be semantically elucidated in a fine-grained way. What I propose focuses on the precise nature of the intermediate elements to explain the meaning-based patterns involved in blocking the gap reconstruction processes.

To explain the above gradational effects, I define Specificity/(In)Definiteness as a relative notion, and propose the following correlation between filler-gap dependencies and specificity/(in)definiteness of intervening NPs: Between two noun phrases A and B, A is regarded as more specific/definite than B iff the denotation of A comes from a more narrowly defined set than B. The more specific/definite a noun phrase is, the stronger the blocking effects in the dependencies. This denotation-inclusion relation will establish a relative specificity/definiteness hierarchy among different noun phrases as: indefinite pronouns (ex. someone) < indefinite noun phrases (ex. a mathematician) < definite noun phrases (ex. the mathematician) < proper nouns (ex. Tom).

I argue for this hierarchy by showing that more specificity/definiteness in noun phrases functions to carve out a smaller subset and that an indefinite pronoun may be the least specific element due to its relevant denotative referent coming from the most broadly defined set. The same set-theoretic notion of specificity/(in)definiteness will also be shown to be a valid means for accounting for the phenomena of Tense Island effects as in (5) and (6).

(5) [\pm] Finiteness Effects

- a. This is a girl who Tom wondered whether to date. \geq
- b. This is a girl who Tom wondered whether Jason dated.

(6) from Hopmeister & Sag (2010)

- a. This is a topic which John wondered whether to talk about. \geq
- b. This is a topic which John wondered whether she talked about.

Email: gslee@kmou.ac.kr

Session 9

Young Scholar Sessions (PhD Thesis Presentation)

Working Memory in L1 and L2 Speech Production

Ogyoung Lee

Seoul National University

This dissertation investigates how speech sounds may change as a function of varying working memory load during speech. While cognitive factors have long been suspected to influence speech sounds, being responsible for unexplained variability in speech prosody, the hypothesized connection between cognition and speech production has yet to be systematically theorized with empirical data. Despite the widely accepted assumption in psycholinguistics that working memory involves speech production for temporary maintenance and active manipulation of speech information, the sound planning process remains an open question. Production models not only acknowledge that they only partially account for the phonological-phonetic encoding processes, but production models also adopt direct retrieval of memorized articulatory routines from long-term memory that may allow speakers to bypass the working memory process. Moreover, a comprehensive review from a memory perspective requires direct evidence and reexamination of the psycholinguistic assumption, suggesting that there is no working memory used in speech production. Furthermore, if the key lies between active ongoing planning and automatic routinized response, then native speakers and nonnative speakers of a language may reveal different production patterns. These speaker types and their production patterns have not yet been directly compared in the literature.

To address this gap, this study asks whether working memory is involved in English speech production and whether the involvement differs between native (first-language, L1) and nonnative (second-language, L2) speakers of English. To explore how cognitive processing overload derails typical speech sounds, in this study I experimentally manipulated the amount and the type of cognitive load in working memory by having participants engage in multitasking while speaking. Native speakers of American English and Korean EFL learners of English produced a set of syntactically complex sentences under two working memory load conditions and two control conditions. In the load conditions, speakers engaged in an additional task that taxed either verbal or spatial working memory while speaking. In the control no-load conditions, they solved an equation before speaking.

The results show different working memory influences on L1 vs. L2 speech production. Both the L1 and the L2 speech had more errors and were faster during multitasking. However, the effect of load type was different. The L1 speech remained similarly intact, regardless of whether the task was verbal or spatial. By contrast, the L2 speech was impaired only by the verbal task; speech produced during a concurrent verbal

task became more erroneous, faster, less variable in word durations, and less distinctive in vowel quality. The spatial task did not impact L2 prosody.

I interpret these results as suggesting that different cognitive processes underly L1 and L2 speech production. This dissertation proposes a tentative model for L1 and L2 speech production with direct reference to working memory versus long-term memory. L1 speech production is usually automatic and spontaneous via retrieval from long-term memory and not impacted by (verbal) working memory. Thanks to sufficient exposure to and practice of form-sound units, speech production directly accesses long-term memory and instantly executes the articulatory gestural routines that are already stored along with the lexical forms. As L1 speech production draws from long-term memory, working memory is not overloaded by a (verbal or spatial) working memory task, and speech becomes only more erroneous and faster due to divided attention within a set time frame. By contrast, L2 speech sounds mainly emerge on the go via phonological-phonetic encoding in (verbal) working memory. Due to limited language experience in L2, articulatory templates are often not fully developed or readily retrievable for automatic execution. As L2 speech production draws from verbal working memory, a concurrent verbal task, but not a spatial task, overloads the capacity-limited verbal working memory component. While a general effect of divided attention can be observed just as in most multitasking, a verbal task disrupts speech more significantly than a non-verbal task.

The study contributes direct evidence regarding the relationship between working memory and speech production. I examine some speculated effects of cognitive load on prosodic variations and move toward resolving the controversy over the encoding and the retrieval processes by referring to language experience. Beyond the scope of this dissertation and as a guidepost for research, we need to investigate how speech production processes may develop as a function of L1 language experience and L2 proficiency.

Email: oylee@snu.ac.kr

Natural Language Processing, Acquisition, and Processing of VP-Ellipsis and Gapping

Haerim Hwang

Seoul Sungok Elementary School

This dissertation probes the L1 acquisition, L2 acquisition, and L2 processing of contrasts between two seemingly similar phenomena in English. The first, VP-Ellipsis (VPE), involves the deletion of an entire verb phrase (e.g., *Sara made pizza and Kelly did ~~make pizza~~ too*); the second, Gapping, involves a verb gap (e.g., *Sara made pizza and Kelly __ pasta*). One such contrast is that whereas VPE is grammatical both in conjunct clauses and in adjunct clauses (e.g., *Sara made pizza {and Kelly did too/because Kelly did}*), Gapping is grammatical only in conjunct clauses (e.g., *Sara made pizza {and Kelly pasta/*because Kelly pasta}*). Another contrast is that whereas Gapping (e.g., *Mom hugged the boy at home and Dad in the park*) allows the noun phrase following the conjunction to be interpreted as either the subject (e.g., ‘hugger’) or object (e.g., ‘huggee’) of the gapped verb, VPE (e.g., *Mom hugged the boy at home and Dad did too*) permits only a subject reading. Importantly, these grammaticality and interpretation contrasts constitute learnability challenges for L1-English children and L1-Korean L2ers of English alike: For neither group can input alone lead to implicit knowledge of the impossibility of both Gapping in adjunct clauses and the object reading for VPE; for L1-Korean L2ers, moreover, implicit knowledge that VPE in adjunct clauses is possible and that the object reading for VPE is impossible cannot come from their L1 grammar or from their classroom instruction, either.

Study 1 is a corpus-based study examining how (in)frequent VPE and Gapping are in the input to L1-English children and the input to L1-Korean L2ers of English. The input corpora to each of these groups revealed hardly any instances of VPE in adjunct clauses or of Gapping at all, which suggests that input alone cannot derive the two contrasts at issue. Two acquisition studies tested L1-English children ($n = 24-33$) and (early, $n = 27$; late, $n = 30$) L1-Korean L2ers of English for knowledge of these contrasts between VPE and Gapping: the grammaticality contrast via an acceptability judgment task (Study 2) and the interpretation contrast via a picture-sentence matching task (Study 3). The results showed that (a) the L1 children know the grammaticality contrast as early as age 5;11 and the interpretation contrast as early as age 5;6, and (b) the higher-proficiency early L2ers and most of the late L2ers had also acquired both contrasts. Processing of Gapping vs. VPE by adult L1-Korean L2ers ($n = 48$) was investigated in Study 4 via a self-paced reading task making use of the fact that (im)plausibility is manipulable in Gapping, but not

in VPE, by changing the verb (e.g., *Bill {ordered/*drank} coffee and Jane sandwiches* vs. *Bill {ordered/drank} coffee and Jane did too*). Like the native speaker controls ($n = 53$), the adult L2ers exhibited implausibility effects only for Gapping, thereby indicating that they can retrieve verb information at the gap site in real-time processing.

In short, the acquisition studies provide evidence that L1 children and L1-Korean L2ers can overcome the learnability problems involved in the grammaticality and interpretation contrasts between VPE and Gapping in English, and the self-paced reading study demonstrates that adult L1-Korean L2ers can process English Gapping sentences in a target-like manner.

Email: haerim@hawaii.edu

Family Language Policy and the Bilingual Language Practices of Korean-English Transnational Families

Kye Gon Lee

University of Iowa

Though bilingual populations in the U.S. have increased in recent years, the number of non-Spanish foreign language programs at the elementary and middle levels has dropped significantly. Because it is a less common second language in the U.S., Korean language education is severely limited even in major urban areas. This disparity is especially critical for Korean-speaking families who wish to maintain their native language (L1), particularly since language shift and loss generally occur when non-native English-speaking children are exposed to a different dominant language like English at school.

With this background in mind, the current dissertation study is centered upon two main purposes. Grounded in a sociocultural perspective, I examined how sociocultural and educational backgrounds affect how Korean-English bilingual transnational parents construct language ideologies, shape their family language policy (FLP), and develop their language maintenance strategies. Also, in accordance with a sociolinguistic approach, I examined family dynamics in relation to language ideologies through verbal interaction. Each parent and child who participated in this study took an agentive role by making corrections through code-switching and negotiated cultural values by making indexical meanings through code-switching.

The study was conducted among seven transnational Korean-English bilingual families in a Midwestern city in the U.S. Each family had at least one child who was enrolled in grades K-6, with the understanding that most Korean communities lack access to Korean as a second language in the public-school curriculum. I collected interview data from the parents and children as well as family conversation data from each family unit. For data analysis, I divided the families into three FLP groups: a Korean-dominant group, a bilingual group, and an English-dominant group. I applied theme-based data analysis and conversation data analysis for each data type.

This study deepens our understanding of how parents' diverse educational and cultural backgrounds contribute critically to their language ideologies and, by extension, their family language policy. Each family also employed various FLPs based on their social circumstances while negotiating, contesting, or sharing their prioritized languages and their associated cultural values in the process of developing their language ideology.

E-mail: kyegon@gmail.com

Exploring Learning Progress and Challenges in English Decoding Skills Development in the Korean EYL Context: From the Perspectives of the Children

Heeyang Park

Seoul National University

The cognitive-linguistic dimensions of early English literacy development for young South Korean English Language Learners (ELLs) are well documented in terms of phonological awareness, phonics, sight word recognition and cross-language transfer. However, little is known about the relative progress and difficulties experienced by these children when they develop English decoding skills. This research therefore explores the learning progress and challenges of primary-aged Korean ELLs when taking English decoding instruction in terms of cognitive-linguistic and socio-contextual foundations, and suggests effective ways of assisting such learners to develop their English reading skills.

Data were collected through a four-month exploratory intervention in 2017 with 14 children in Seoul, Korea. The participants were aged from eight to 10 and presented a range of English reading abilities. A wide array of mostly qualitative instruments, employing child-friendly methods, were utilized to collect and triangulate data from the children and from their parents, since the home environment is acknowledged to be an important contextual factor affecting FL learning.

The findings revealed that the Korean ELLs' age, schooling experiences and L1 acquisition gave them a cognitive-linguistic head-start in English decoding skills development in terms of speed, efficiency and spillover effects. However, limited exposure, negative inter-linguistic transfer, including L1 interference, and various contextual pressures such as parenting styles and gaps between the early English reading experiences of the parents and their children were identified as factors causing EFL reading to be a challenging process for many of the learners. Based on these findings and on observation and documentation of the participants' progress and challenges from their own perspectives, the study offers suggestions for more effective early English reading instruction in Korea in terms of syllabus design, teaching materials and practice, teacher education, parental support, and the national English education policy.

Email: englishguru119@gmail.com

Roles of the Semantic Features in Selecting the Subject of English Psychological Verbs by Korean EFL Learners

Jihyun Kim
Korea University

본 연구는 영어를 제 2 언어로 배우는 한국인들의 영어 심리동사 구문 습득에 영향을 미치는 요인으로 주어의 의미 자질을 논의하였다. 보통 문장의 주어는 [Volition(자발성/의도성)], [Sentience(유생성)], [Cause(사역성)] 등의 의미 자질을 갖는데, 어떠한 의미 자질을 가진 명사구가 주어로 받아들여지는지는 언어마다 큰 차이가 있다. 이러한 차이에 근거하여 본 논문은 주어의 의미 자질을 실험의 변인으로 설정하였고, 다양한 의미 자질의 주어가 가능한 영어 심리동사 구문을 통해 이를 검증하였다. 실험 결과 한국인 영어 학습자들은 같은 심리동사가 사용된 구문이라 하더라도 주어의 의미 자질에 따라 다른 용인성을 보였으며, 특히 주어가 [-volition, -sentience, +cause]의 의미 자질을 갖는 심리동사 구문 (e.g. The uncertainty of the surgery frightened the patient)에서 영어 원어민 화자들에 비해 훨씬 낮은 용인성을 보이는 것으로 나타났다. 이를 바탕으로 본 연구는 주어의 의미 자질이 영어 심리동사 습득에 있어서 큰 영향을 미치는 요인이라고 주장한다.

Email: jihyunkim616@naver.com

The Effects of Task-Based Flipped Classroom on EFL Students’ Self-Regulated Learning

Choonmi Kim

Kyungil University

본 연구는 과업 중심 플립러닝 수업(Task-Based Flipped Classroom)이 영어를 외국어로 배우는 한국 대학생의 자기 조절 학습에 미치는 영향을 밝히는 데 그 목적이 있다. 이에 본 연구에서는 과업 중심 언어 교수법(Task-Based Language Teaching)을 플립러닝 수업(Flipped classroom)과 연계하여 구체적인 교수 요목을 설계하였으며, 이를 대학 교양 영어 수업에 실제 적용하였다. 과업 중심 플립러닝 수업에서 학습자는 수업 전에 동영상 강의를 들으며 학습을 하였고, 수업 중에는 이를 바탕으로 과업 중심 학습 활동을 하였다. 이 과정에서 학습자는 강의실 안과 밖에서 개별 학습과 협동 학습을 모두 할 수 있었으며, 이는 자기 조절 학습 능력 향상으로 이어질 수 있을 것이라 예상하였다. 자기 조절 학습이 동기와 인지의 상호 작용이라는 점에서 Pintrich의 학습 동기 전략 설문지(Motivated Strategies for Learning Questionnaire: MSLQ)를 사용하여 동기 전략과 학습 전략을 각각 연구하였고, 이를 전통적인 강의 중심 수업과 비교하였다.

본 연구의 연구 문제는 다음과 같다. 첫째, 과업 중심 플립러닝 수업이 전통적인 강의 중심 수업과 비교하여 한국 대학생의 동기 전략에 얼마나, 어떻게 영향을 끼치는가? 둘째, 과업 중심 플립러닝 수업이 전통적인 강의 중심 수업과 비교하여 한국 대학생의 학습 전략에 얼마나, 어떻게 영향을 끼치는가?

본 연구를 위한 실험은 경상북도에 위치한 한 대학교에서 일주일에 두 시간씩 12주 동안 교양 영어 수업을 통해 실시되었다. 전통적 강의 중심 교수법으로 학습한 통제 집단은 총 45명, 과업 중심 플립러닝 수업으로 학습한 실험 집단은 총 53명이었으며, 모두 토익 스피킹 테스트 중하

(Intermediate Low) 레벨의 신입생들이 참여하였다.

통제 집단은 기존 전통적인 수업의 교수 요목에 따라 수업 전, 중, 후로 나누어 학습하였다. 수업 전에 학습 자료나 교재를 자율적으로 학습하였고, 수업 중에는 강의를 들은 후 교재의 연습 문제를 혼자 풀거나 정형화된 대화 패턴을 파트너 또는 소그룹과 연습하였다. 교수자는 문법이나 어휘와 같은 언어 형태에 초점을 두고 피드백을 제공하였다. 수업 후에는 과제를 개별적으로 학습하였다.

과업 중심 플립러닝 수업에서 실험 집단은 수업 전 동영상 강의를 학습하였으며, 수업이 시작되기 전에는 체크업 퀴즈를 통해 이를 복습하였다. 수업 중에는 동영상 강의에서 배운 내용을 바탕으로 실생활 과업을 하였다. 과업은 과업 전(Pre-Task), 과업 중(Task-Cycle), 과업 후(Language Focus)로 이루어졌다. 과업 전에 교수자는 과업의 주제를 소개하고, 유용한 어휘나 구를 강조하며, 학습자가 과업의 지시 사항을 명확히 이해하도록 도왔다. 과업은 과업 활동(task), 계획(planning), 발표(report)로 이루어졌는데, 학습자는 소그룹으로 과업을 한 후 발표를 준비하여 영어로 공개 발표를 하였다. 과업 중 교수자는 언어 형태에 대한 피드백을 주는 대신 학습자가 유의미한 생각을 영어로 교환할 수 있도록 촉진자의 역할을 하였다. 과업 후에 학습자는 과업 중에 사용한 새로운 어휘나 대화 패턴을 확인하고 의논하였으며, 교수자는 이를 정리해 연습하도록 도왔다.

본 연구는 혼합 연구 방법을 사용하였다. 양적 연구를 위해 Pintrich의 학습 동기 전략 설문지 (MSLQ) 조사를 실시하였고, 데이터 분석을 위해 SPSS 21을 사용하였다. 실험의 사전과 사후 차이를 알아보기 위해 대응 표본 t-검정을, 집단 간 차이를 알아보기 위해 공분산 분석을 실시하였다. 질적 연구를 위해 실험 집단은 반 구조화된 개방형 질문지를 작성하였으며, 이를 바탕으로 무작위로 선택된 15명이 면담에 참여하였다.

통계의 유의성을 $p < 0.05$ 를 기준으로 하였을 때 동기 전략의 결과는 다음과 같다.

- 1) 목표 지향성: 실험 집단의 내적, 외적 목표 지향성이 사후 검사에서 모두 향상되었으며, 통제

집단과도 유의미한 차이를 보였다. 특히 내적 목표 지향성이 외적 목표 지향성보다 더 크게 향상되었는데, 면담에서 실험 집단은 학점이나 교수자, 부모의 인정보다 수업에서 얻는 만족, 즐거움, 흥미를 더 중요시한다는 것을 확인하였다.

- 2) 과업의 가치: 실험 집단은 또한 과업 중심 플립러닝 수업의 과업을 외국어 학습에 효과적이고, 실생활에 유용하며, 흥미 있고 재미있다고 평가하였으며, 이는 사후 검사 및 통제 집단과 비교에서 통계적으로도 유의미하게 나타났다.
- 3) 학습 통제 신념: 실험 집단은 자신의 학습 과정을 통제할 수 있다고 믿었으며, 사후 검사 및 통제 집단과의 비교에서 유의미한 통계적 차이를 보였다.
- 4) 학습에 대한 자기 효능감: 두 집단 모두 학습과 성과에 대한 자기 효능감이 유의미하게 향상되었으나, 실험 집단이 더 높은 자기 효능감을 나타내었다. 실험 집단은 면담에서 과업 중심 플립러닝 수업 이후 복잡한 자료 학습이나 과업 수행에 자신감이 생겼다고 밝혔다.
- 5) 시험 불안: 통제 집단의 시험 불안이 통계적으로 유의미하게 감소한 반면, 실험 집단의 시험 불안은 소폭 증가하여 두 집단 간 유의미한 차이가 있었다. 이는 면담에서 영어 말하기 시험과 발표에 대한 불안이 주요 원인으로 밝혀졌으나, 실험 후반부로 갈수록 감소하였다.

학습 전략의 결과는 다음과 같다.

- 1) 리허설: 실험 집단만이 소폭 증가하였을 뿐, 두 집단 간 차이가 유의미하지 않았다.
- 2) 정교화: 실험 집단의 사후 검사 및 두 집단 간 비교에서 유의미한 차이를 보여주었다. 실험

집단은 다양한 출처에서 얻은 자료를 통합하여 과업을 하였고, 이를 다른 수업에 적용하기도 하였다.

- 3) 조직화: 집단 간에 유의미한 차이가 있었는데, 이는 실험 집단이 소폭 향상한 것에 반해 통제 집단이 대폭 감소하였기 때문이다.
- 4) 비판적 사고: 실험 집단의 전략이 유의미하게 향상하였고, 두 집단 간에도 유의미한 차이가 있었다. 이는 과업 중심 플립러닝 수업이 제시된 학습 자료의 타당성을 생각해 보고, 이를 바탕으로 자신만의 아이디어를 발달시키는 등의 전략 향상에 도움을 준 것으로 나타났다.
- 5) 초인지 자기 조절: 두 집단 모두 사후 검사에서 유의미한 향상을 보여주지 못했지만, 집단 간 비교에서 실험 집단이 통제 집단보다 이 전략을 더 쓰는 것으로 나타났다. 예컨대 과업에 집중하려 노력하거나, 동영상 강의를 볼 때 놓친 부분을 반복해서 보는 등의 전략을 썼다.
- 6) 시간과 학습 환경 관리: 두 집단 모두 시간과 학습 환경 관리 전략이 향상하였으나, 실험 집단만이 통계적으로 유의미하였고 집단 간 차이는 유의미하지 않았다.
- 7) 노력 조절: 실험 집단은 유의미한 향상을 보이지 않았지만, 집단 간 차이는 통계적으로 유의미했다. 실험 집단은 면담을 통해 동영상 강의나 과업이 지루해도 지속하거나, 과업을 좋아하지 않아도 열심히 한다고 답했다.
- 8) 동료 학습과 도움 요청: 두 집단 모두 사후 검사에서 유의미한 향상을 보여주지 않았지만, 두 집단 간 유의미한 차이를 보여주었다. 즉, 전통적인 강의 중심 수업보다 과업 중심 플립러닝 수업을 통해 동료 학습이 더 활발하게 이루어지고, 교수자나 동료에게 더 적극적으로 도움을

요청하는 것을 알 수 있었다.

본 연구를 통해 과업 중심 플립러닝 수업이 전통적인 강의 중심 수업과 비교하여 영어를 외국어로 사용하는 한국 대학생들의 자기 조절 학습에 전반적으로 긍정적인 영향을 준다는 것을 확인하였다. 실증적인 본 연구의 결과는 EFL 학습 환경에서 자기 조절 학습 전략 향상을 위해 구체적이고 체계적으로 설계된 교수 요목의 필요성을 뒷받침하고 있다는 점에서 그 의미가 있다 하겠다.

Email: playstar81@naver.com

Session 10

English Education

The Effects of Collaborative Output Tasks on Second Language Grammar Learning: A Meta-Analysis

Hye.Kyoung. Jo

Chung-Ang University

Collaborative output tasks have been used in teaching grammar based on Long's interaction hypothesis and Vygotsky's sociocultural theory. Many researchers have developed collaborative output tasks designed to intend for learners to focus on language form. Accordingly, there have been many studies that investigated the effects of collaborative output tasks on second language acquisition but the findings have been inconsistent, calling for a meta-analysis on these studies. To this end, I conducted a meta-analysis to investigate the effects of collaborative output tasks, which are dictogloss, reconstruction tasks and text-editing tasks, on L2 grammar learning especially for adult learners, with an additional aim to compare with the effects of different types of output tasks. Research questions for this meta-analysis are as follows: 1. Does collaborative output task help to improve L2 grammar learning? 2. If so, which type of collaborative output task is more effective? 545 studies remained after advanced searching. Among the studies, full-text articles assessed for eligibility were sorted after title and abstract screening. The remaining 25 studies were analyzed following the inclusion/exclusion criteria for this meta-analysis. As a result, total 12 studies were included in this analysis. For the effect size calculation, only one effect size was used for each study because several effect sizes in a study could violate the assumptions of statistical analysis. JAMOMI was used to calibrate the effect sizes across studies. In the present meta-analysis, effect sizes were calculated based on outcome measures of L2 grammar comprehension tests. All measures were reported as continuous variables in the form of scores that students got in the tests. Effect sizes were calculated using the means, standard deviations and sample sizes from each study. For the effect size calculation, only one effect size was used for each study because several effect sizes in a study could violate the assumptions of statistical analysis (Lipsey & Wilson, 2001). JAMOMI was used to calibrate the effect sizes across studies. In order to find out the relative effects among different types of collaborative output tasks, each effect size was compared by calculating the average of the effect sizes for each type of collaborative output tasks. Based on 16 effect sizes gathered from 12 studies representing 16 independent samples, I found that collaborative output tasks are proved to be effective on L2 grammar learning ($p < .001$). Further, it is revealed that the effect size for dictogloss is medium ($ES = 1.38$) and the effect sizes for reconstruction cloze task and editing task are large ($ES = 1.62, 2.44$).

Email: hyekyoungjo@gmail.com

신자유주의 영어교육담론과 주체형성: 조기유학생의 네러티브를 중심으로

최이진

홍익대학교

신자유주의 세계화 흐름 안에서 영어권 국가로의 조기유학은 우리나라 중산층 학부모들 사이에서 주요한 교육투자의 방법으로 인지되며, 나아가 하나의 사회 현상으로 자리잡게 된다. 조기유학에 대한 기존 연구들은 신자유주의 담론 속 조기유학의 형성과 발달, 신자유주의 담론 하에서 강조되는 학부모의 교육투자과 조기교육의 확대 등을 중심으로 이루어져 왔다 (e.g., Bae, 2013; Lo et al., 2015; Song, 2010, 2012). 본 연구는 기존 연구에서 주 연구 대상이었던 학부모 및 가족 단위가 아닌, 실제 조기유학에 참여한 학생 개개인의 경험을 중심으로 신자유주의 영어교육담론이 학습 주체자의 경험과 교육에 대한 의사결정에 어떠한 영향을 미치고 있는지를 알아보고자 한다. 본 연구는 15 명의 조기유학생 네러티브를 분석하여, 조기유학 주체자인 학생들이 조기유학과 조기유학 경험에 대해 어떻게 이해하고 있는지를 살펴본다. 특히 본 연구는 조기유학생의 네러티브에 나타나는 신자유주의 주체성 담론을 중점적으로 분석, 신자유주의 영어교육담론이 학습자를 끊임없이 자기계발을 하는 신자유주의적 주체로 규정하여 조기유학 속에서의 언어적, 문화적, 학습적 어려움을 정당화하는 과정과 이를 통한 학습자들이 느끼는 부담감에 대해 살펴본다. 본 연구의 결과는 신자유주의 담론이 교육 깊숙하게 자리잡은 우리나라 사회에서 신자유주의 주체성 담론이 학습자 개개인의 교육 경험 및 정서에 미칠 수 있는 영향에 대한 비판적인 관점에서의 연구가 필요함을 지적한다.

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Email: choileejin@hongik.ac.kr

Comparison of the Listening Comprehension Part of National Standardized University Entrance Exams of Asian Countries

Joonwon Lee

Arizona State University, USA

교육은 학습자들이 학습하는 동안 마주한 과제들을 해결하는 능력을 함양하는데 그치는 것이 아니라 지식과 능력을 또 다른 상황에 적용할 수 있도록 하는 것이다. 따라서 학교 교육은 학습 전이(learning transfer)를 위한 토대가 되어야 하며, 학습 전이에 있어서 과제의 유사성은 매우 중요하다. 하지만, 학교 수업은 대학수학능력시험의 환류 효과의 영향을 받는다. 또한 외국에서도 대학 입학 시험이 학교 교육에 적잖은 영향을 끼치고 있으며, 이는 수험자들로 하여금 ‘시험을 위한 학습’을 하게 만드는 경향이 있다. 학습 전이와 환류 효과의 중요성을 고려할 때, 학교 교육은 학생들을 미래의 영어 듣기 상황에 대비시켜야 한다. 그렇기 때문에 대학 입학 시험은 학생들이 학습을 통해 향상된 지식과 언어 능력을 전이시켜야 하는 미래의 상황에서 필요한 듣기의 측면을 잘 반영해야 한다. 따라서 이 발표에서는 한국의 대학수학능력시험, 일본의 National Center Test for University Admission, 그리고 대만의 Test of English Listening Comprehension의 영어 듣기 영역을 비교 분석하였다.

각 시험의 최근 3년간의 영어 듣기 영역을 문제의 수, 듣기 입력의 수, 듣기 자료 재생 횟수, 듣기 입력의 종류, 듣기 입력의 발화 속도 등등의 측면에서 비교 분석하였다. 분석 결과 일부 측면에서는 공통점을 찾을 수 있었고, 큰 차이가 있는 측면도 있었다. 이 비교 분석을 통해서, 각 시험이 다른 시험의 긍정적인 측면을 참고하여, 학생들의 미래 듣기 상황을 더 잘 반영하는 시험으로 발전될 수 있는 방향을 모색해야 할 것이다.

Email: jlee540@asu.edu

Session 11

Sociolinguistics

Language Choice in Official Information Materials on COVID-19 in the Philippines: A Language Justice Perspective

Angela Cailou E. Gando¹

Anicia Mae Nantin¹

Maxine Jecri S. Novilla¹

Edward Jay M. Quinto²

¹Senior High School Department, Mapúa University, Manila, Philippines

²School of Social Sciences and Education, Mapúa University, Manila, Philippines

Every individual's language rights are just as important and, often, even equate to healthcare rights during the COVID-19 pandemic, which exposed most certainly the vulnerabilities of many institutions. During this crisis, essential and lifesaving information and updates about local and international efforts to respond to and mitigate the impacts of the pandemic have to be made available using language(s) accessible and understandable to as many people as possible. Using the lens of language justice, this paper analyzed official COVID-19 information materials from regional and national social media accounts of the Department of Health (DOH) in hopes of untangling the injustice that those who speak minor languages in multilingual Philippines potentially experience resulting from the deliberate choice of language(s) to disseminate COVID-19 information. The descriptive and cross-sectional analysis of 238 information materials points to evidence that certain languages were chosen more frequently than others. The hegemonic presence of major languages was observed as a majority of the information materials were published in Tagalog and English, whereas the Mother Tongues were unequally represented. This pattern was observed when data were analyzed altogether and as cross-sections where the materials were culled, i.e., Luzon, Visayas, and Mindanao. The findings are discussed at the backdrop of the Philippines' language ecology leading the researchers to argue that more Filipinos are at risk of contracting the virus, as the languages in which lifesaving information are presented are limited, inaccessible, and obscure in the time of the pandemic. Viewed from the lens of language rights, language injustice persists in the time of a global health emergency. In this study, this was seen in the way that choice of language in official COVID-19 information materials unequally favored the major languages over the Mother Tongues.

Emails: cailougando@gmail.com, anicia.nantin@gmail.com, novillamaxine@gmail.com,
ejmquinto@yahoo.com.ph

COVID-19, Filipino Sign Language, and Access to Healthcare Information: Case of the Filipino Deaf Community in the Time of Pandemic

Eunice Grace M. Claudio
Giacomo Mio G. Manansala

Jodi Gwen L. Pinlac

Simon T. Zoleta

Dr. Edward Jay M. Quinto

Mapua University Senior High School

This research aims to provide a primer on the matter of the experiences of the deaf community on accessing healthcare information related to COVID-19 during the pandemic by knowing the perceptions of the Filipino deaf community on accessing COVID-19-related healthcare information through Filipino Sign Language (FSL). The researchers used key-informant interviews as the research instrument in collecting data for the study. They interviewed 11 key-informants, consisting of head or representatives of the deaf community, hearing sign language interpreters, and members of the deaf community. Thematic analysis was used as the analytic technique in making sense of the data. Three themes were identified by the researchers in relation to the research questions, (1) How aware they are in the beginning and in the midst of the pandemic, (2) Dissemination of Information, and (3) Experiences during the Pandemic. Results show that the participants face challenges in accessing information on COVID-19. The researchers have found out that the deaf community was aware at that start on the breakout of the COVID-19 virus in the Philippines yet they were having a hard time getting updates throughout the pandemic. While for their perception on dissemination of information is that they do not have any problem on what information the government provide but they were concerned on how it is disseminated, for example some videos does not have a FSL interpreter since some relies on it while wearing a mask on news hinders their skill to lip-read which is hard for them to retrieve information from it, so they rely on news more rather than online since some of them also have problems with the internet and or does not even have access to it. Lastly their experiences throughout the pandemic were hard overall with accessing information related to COVID-19 and also having less Filipino Sign Language interpreter is another factor as to why it became difficult to them, which is out of their hands, on the other hand they receive help from Non-Governmental Organizations that focused on the deaf community which came up with solutions that would help them throughout this pandemic.

Email: jodigwen31@gmail.com

An Analysis of the Effects on the Use of EBS English Education Broadcasting in the Coronavirus Era

Sun-Ho Hong

Seoul National University of Education

Sung Jae Joo

Taipei Korean School

Jaeho Jeon

Seoul Sanggok Elementary School

Jihye Yu

Seoul Dangseo Elementary School

4차 산업혁명의 도래, 코로나19 팬데믹 등으로 인하여 우리의 교육 환경이 급변하고 있다. 이와 같은 급격한 교육 환경의 변화는 영어교육의 격차를 심화시킬 수 있다. 관련된 문제점을 해결하고, 학교 영어교육을 보완하는 데 있어 한국교육방송공사에서 운영하는 EBS 영어교육방송(Educational Broadcasting System English, 이하 EBS_E)의 역할은 매우 크다고 할 수 있다.

본 연구에서는 2020년 EBS 영어교육방송의 활용에 대한 인식 및 효과를 알아봄으로써 공교육 보완의 중요한 역할을 담당하고 있는 EBS 영어교육방송의 중장기 성과를 확인하고, 개선 및 발전 방향을 모색하고자 한다. 연구 문제는 다음과 같다.

첫째, 학습자들의 EBS 영어교육방송 활용 목적은 무엇인가?

둘째, EBS 영어교육방송에 대한 학습자들의 만족도는 어떠한가?

셋째, EBS 영어교육방송의 개국 목표 달성 여부 및 사회적 효과에 대한 학습자들의 인식은 어떠한가?

본 연구는 EBS 영어교육방송을 활용하고 있는 학생, 학부모, 교사, 일반인 총 3,971명을 대상으로 설문 조사를 실시하여 EBS_E 활용에 대한 인식 및 효과를 알아봄으로써 EBS 영어교육방송의 중장기

성과를 확인하고, 개선 및 발전 방향을 모색하고자 하였다. 본 연구 수행을 통하여 도출한 결론은 다음과 같다.

첫째, 학습자들은 주로 학교 영어 수업 보완을 목적으로 EBS 영어교육방송을 활용하고 있는 것을 알 수 있었다. 학교 현장과 직접적으로 관련이 있는 학생, 학부모, 교사 집단의 응답을 분석한 결과, 세 집단 모두에서 EBS를 활용하는 목적으로 ‘학교 영어 수업 보완을 위해’가 다른 항목들에 비해 가장 높은 응답 비율을 차지하는 것으로 나타났다. 이는 ‘학교 영어교육 보완을 통한 사교육 의존도 및 사교육비 부담 경감’이라는 EBS 영어교육방송의 최우선적인 사업 목적을 어느 정도 달성하였다는 결과라고 볼 수 있다. 특히 코로나19 팬데믹으로 인하여 갑작스럽게 발생한 교육 현장의 혼란을 극복하고, 예상 가능한 영어교육격차의 심화를 최소화하는 데 있어, EBS 영어교육방송이 매우 큰 역할을 수행하고 있음을 알 수 있는 부분이다.

둘째, 학습자들은 EBS 영어교육방송에 대하여 전반적으로 높은 만족도를 가지고 있는 것으로 나타났다. EBS 콘텐츠, 시스템, 서비스에 대한 세부적인 만족도 조사 결과 모든 질문 문항에 대하여 5점 만점 중에 4점 이상의 높은 평균 점수를 기록하여 대부분의 학습자들이 EBS에 대하여 만족하고 있는 것을 확인할 수 있었다. 이 중 EBS 콘텐츠 내용 만족도는 모든 항목에 대한 평균 점수가 4.1점 이상으로, 해당 수치는 3,971명이라는 많은 설문 참여자 수를 고려할 때 EBS 콘텐츠 내용에 대한 만족도를 보다 객관적으로 입증할 수 있는 의미있는 수치이다. 결과적으로 이러한 세부적인 만족도가 향후 EBS를 지속적으로 이용할 것인지에 대한 문항에 대해서도 4.37점이라는 높은 응답 결과로 나타난 것이라고 해석할 수 있을 것이다.

셋째, EBS 영어교육방송의 개국 목표 달성 및 사회적 효과에 대하여 학습자들은 긍정적으로 인식하고 있었다. EBS의 주요 개국 목표에 해당하는 모든 항목에서 4점 이상의 긍정적인 평가 결과가 나타났으며, 집단 간 결과 분석을 통하여 전반적으로 학생들의 인식이 다른 집단에 비해 긍정적인 것을 알 수 있었다. EBS의 사회적 효과에 대해서도 역시 긍정적인 응답 성향을 보였으며, 특히 학생과 교사 집단의 인식이 더 긍정적으로 분석되었다. 이러한 수치들은 EBS 영어교육방송의 사회적 효과가 매우 크며, 전 연령대에 걸쳐 EBS 활용에 대한 긍정적인 인식이 보편화되어있다는 것을 보여주는 의미 있는 결과라고 할 수 있다.

Emails: shong@snue.ac.kr, bright1022@hanmail.net, authentic27@naver.com, missryu6@sen.go.kr

Session 12

Applied Linguistics

How Much ‘Syntax’ in English Textbooks?

Donghyun Kim and Myung-Kwan Park

Dongguk University

Since English textbooks are arguably the most important to English learners in the course of learning English, it is important to assess what knowledge those textbooks provide for the learners. One long-standing reliable approach has been to employ a corpus and investigate it using the corpus linguistic methodology. In this study, we use a neural network language model that learns/trains from the dataset of English textbooks published in Korea for the last two decades, and probe into the nature of the syntactic tree structures generalized from sentences in the dataset.

More specifically, in this study, following the lead by Hewitt and Manning (2019) we adopt a structural probe, which evaluates whether syntax trees are embedded in a linear transformation of a word representation space on the neural network of a language model trained on a dataset of English textbooks. The probe is intended to identify a linear transformation under which squared L2 distance encodes the distance between words in the parse tree, and one in which squared L2 norm encodes depth in the parse tree. Using this probe, we show that such transformations exist for both ELMo and BERT trained on English textbooks but not in baselines, offering compelling evidence that syntax trees are embedded implicitly in the vector geometry of such deep models.

Emails: whgdk1880@naver.com, parkmk@dgu.edu

Adopting New Methods and Mixing Methods in Language Research: Are Foundations Important?

Adam Coates

Hanyang University

As social research developed through to the beginning of the 21st century, research methods and methodologies have become increasingly diverse. Moreover, the current global pandemic has pushed both experienced and novice researchers to consider new methods for non-face-to-face data collection.

The development and adoption of new methods can bring many benefits, including greater convenience for both researcher and participants; improved data collection efficiency; and, perhaps most importantly, the opportunity to study a phenomenon from new perspectives. However, the use of new and innovative methods can also bring risks. Commentators have argued that unless researchers appreciate the assumptions that underlie their selected research methodology, they may use the approach inappropriately or may combine research methods in a design that is theoretically inconsistent. Simply put, this opinion claims that appreciating the foundational assumptions of a methodology is essential for producing valid results.

To explore the risks of uncritically adopting new methods, this presentation will describe a study of 1026 education research papers. The papers were analysed to identify if authors mention the theoretical foundations of the methodologies in their research and explores how these foundations are described. The results show that only a small minority of papers mention the foundational assumptions behind their methods. We also find that when assumptions are mentioned, the descriptions of how assumptions influence a study are diverse and conflicting.

The concluding section of the presentation explores examples of how overlooking the foundational ideas of methodologies can cause problems in research in English education and applied linguistics. Specific case studies in language education research will be presented to illustrate the issues that can arise. By drawing attention to these issues related to adopting new methods, it is hoped that participants will be inspired to reflect on their own research practice and consider the need for critical care when working with new and unfamiliar methods.

Email: coatesacademic@gmail.com

TOEIC 빈칸 유형 문항을 활용한 딥러닝 언어모형 평가

Woojin Chung, Hyowon Cho, Sanghoun Song

Korea University

본 연구는 단순하면서도 기존과 다른 방식으로 딥러닝 언어모형의 언어능력을 측정하는 데 일차적인 주안점을 두고 있다. 이를 바탕으로 딥러닝 시스템이 잘못 판단한 오류 유형을 분석해 모델의 개선 방향을 제시하고자 한다. 최근 딥러닝 모델은 자연어처리의 다양한 벤치마크에서 인간을 능가하는 언어능력을 보였다. 하지만 이는 다음의 이유로 온전히 신뢰하기 어렵다. 첫째, 지식이 문제 풀이에 관여하도록 구성되었기에 순수한 언어능력을 평가하지 못한다. 둘째, 실험 데이터 세트가 균일한 난이도로 이루어져 있지 않아 점수에 대한 신뢰도가 떨어진다. 셋째, 데이터 세트가 충분히 정제되어 있지 않기에 성능 저하의 위험이 있다. 끝으로, 데이터 세트를 구성하는 문제의 난이도와 질이 언어능력을 평가하기에 적합하지 않다. 제기된 문제들을 일정 정도 해소하기 위한 시도로서, 본 연구는 TOEIC의 빈칸 유형 문제를 이용하여 딥러닝 모델의 언어능력을 확인한다. 구조에 따른 성능의 차이를 비교하기 위해 차별되는 세 가지 Transformer 기반 언어모형을 이용했다(BERT, XLNet, ELECTRA). 또한, 미세 조정(fine-tuning)의 방식에 따른 성능의 변화를 알아보기 위하여 두 가지 방식을 도입하였다. 첫째, 언어모형이 빈칸을 채운 후 가장 유사한 정답 후보(distractor)를 찾는 방식을 사용한다. 둘째, 문제 풀이를 다중 분류(Multiple Classification) 과제 형식으로 재정의하여 빈칸에 들어갈 확률이 가장 높은 후보를 선택하는 방식으로 모델을 학습시켰다. 연구 결과, XLNet에 다중 분류 방식을 적용했을 때 가장 높은 정확도를 달성했다(91.2%).

Emails: sanghoun@korea.ac.kr

Session 13

Technology in English Education

신물질주의 관점에서 본 교실 내 번역기 사용: 이론적 탐색

Sungwoo Kim

Seoul National University

Jeong-Ah Lee

DGIST

In Chull Jang

Konkuk University

기계 번역의 품질이 높아지고 사용하기 쉬워지면서 언어교육에서 번역기에 대한 논의가 증가하고 있지만, 대부분의 연구는 전통적인 컴퓨터 기반 언어학습(CALL)의 실용주의적 도구관에 머물고 있다. 언어학습 도구로서의 번역기가 가지는 강점과 한계, 실제 교실 수업에서의 효용, 다양한 교수-학습 맥락에서의 적용 방안 탐색, 번역기 사용에 대한 사용자들의 인식 및 태도 등에 관한 주제는 “번역기를 사용해야 하는가 말아야 하는가?”, “사용한다면 어떻게 사용해야 하는가?”, “번역기 사용은 언어능력 향상에 효과적인가?”라는 질문으로 수렴된다. 본 연구는 이미 삶과 교육의 영역으로 들어온 번역기의 위상과 모바일 기계 속에서 구현되는 번역기의 물질성에 주목하며 언어학습에서의 번역기 사용에 관한 새로운 관점을 제시하고자 하고자 한다.

본 연구는 실용주의적 도구관을 넘어 번역기에 대한 새로운 인식-존재론적 관점을 탐색하기 위해 최근 응용언어학계에서 논의되기 시작한 신물질주의에 주목한다(Canagarajah, 2018; Pennycook, 2018; Toohey, 2018). 다양한 철학과 사회 이론에 바탕을 둔 신물질주의는 한 가지 이론으로 간명하게 정의하기는 힘들지만, 포스트 휴머니즘 기획의 일부로 이해할 수 있다. 포스트 휴머니즘은 모더니즘과 구조주의 같은 근대적 사고 체계뿐만 아니라 사회의 담론적 구성에 주목하는 후기

구조주의 또한 관통하는 인간중심주의에 대한 진지한 성찰을 촉구한다. 즉, 인간과 사물, 자연과 사회, 사고와 물질이라는 이분법을 비판하며, 기존 연구에서 수동적 존재로 간주하였던 사물과 배경으로만 여겼던 자연을 새롭게 인식하고자 하는 흐름이다. 포스트 휴머니즘의 부상은 기후 변화를 유발하는 인간의 행태, 인간과 기계와의 경계를 넘어서는 과학기술의 발달 등 최근 사회 변화와 밀접한 관련이 있다. 이러한 신물질주의에서 사물은 인간 행위의 대상 혹은 매개가 아니라 그 역할과 행위가 본질적으로 비결정적이며, 다양한 사물-비사물의 관계 속에 편재하며 스스로 운동한다. 본 연구는 응용언어학계에서 신물질주의 흐름을 적극적으로 받아들여 언어 발달, 언어능력, 학습 도구, 학습자 정체성 등을 새롭게 정의하고 있는 연구를 우선 소개한다.

응용언어학의 신물질주의 이론과 연구를 바탕으로 본 연구는 언어학습 상황에서의 번역기를 크게 세 가지 관점에서 재정의한다. 첫째, ‘가능성으로서의 번역기’이다. 기존 번역기 연구는 특정한 강점과 약점을 가진 고정된 학습 도구로서의 번역기를 가정하지만, 신물질주의적 관점에서 본 번역기는 규정될 수 없는 가능성을 지니고 있으며 끊임없이 그 위상을 변화시키는 존재이다. 교사와 학습자가 주목해야 할 바는 번역기에 대한 평가나 규범화된 사용이 아닌 번역기가 이미 만들어냈고 만들어낼 다양한 가능성이다. 둘째, ‘주체적인 번역기’이다. 즉, 번역기는 학습자의 사용에 종속되지 않고 자기 스스로 발전과 진화를 거듭하는 행위성을 지닌 주체적 존재이다. 따라서, 행위하는 번역기가 만들어내는 언어교육 담론, 교실 환경과 활동, 교수자와 학습자의 신체와 정동의 변화에 주목할 필요가 있다. 셋째, ‘배치로서의 번역기’로 번역기는 특정한 배치 내에서 동적으로 언어능력을 구성하는 요소이다. 모바일 기기를 가진 사람이라면 누구나 접근 가능한, 이미 일상의 배치 속에 편입된 번역기의 존재를 상정한다면, 개인주의와 정신주의로 대표되는 근대적 인식론에 근거한 언어능력은 새롭게 정의될 수밖에 없다.

이러한 이론적 논의를 통해 본 연구는 ‘인공지능 시대’에 영어교육에서 기계가 무엇인지에 관한 질문을 던진다. 번역기의 물질성과 관계성은 교실 내 상호작용과 인간의 의사소통, 언어능력에 대한 급진적인 인식의 전환을 요구한다. 신물질주의가 새로운 기술의 적용을 넘어 인간-기술의

관계에 대한 근본적인 성찰을 요구하듯이, 기계에 대한 존재-인식론적 전회는 영어교육의 성격을 재정의하는 데 있어 중요하다. 마지막으로 본 연구는 영어교육 현장에서 번역기를 비롯한 기계 혹은 학습 도구의 존재론적 위상을 새롭게 이해하기 위한 현장 연구의 필요성을 제안한다.

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Email: icjang@kku.ac.kr

Middle School English Classes Using Online Chatbots: Focusing on Self-Directed Learning and Conversation Skills

Min-Chang Sung

Gyeongin National University of Education

Sooyeon Kang

Seoul National University

In this talk, we introduce how we developed and used online text-based chatbots to promote middle school students' self-directed learning. Using the Dialogflow CX Console, we designed two sets of chatbots based on the communicative functions and dialogue contexts in two textbook chapters, and each set had two chatbots so that students could practice both roles in each dialogue. A total of 120 eighth-graders participated in the experiment and were divided into a control group and two experimental groups, namely a chatbot group and a worksheet group. Both experimental groups performed two self-directed learning activities (= rehearsal and review) before and after a pair activity, but the two groups used different materials as indicated by their group titles, i.e., chatbots vs. worksheets. We report some interesting cases of self-directed learning and the effects of using the chatbots on the students' conversation skills and discourse knowledge.

Emails: mcsung@ginue.ac.kr, englishsk329@naver.com