

2024 한국영어학회-한국음운론학회 공동 국제 학술대회
2024 KASELL-PMCK Joint International Conference

융복합 시대의 영어학/영어교육학 정체성 탐구

Exploring the Identity of English Linguistics and
English Education in the Convergence Era

일시: 2024년 6월 1일(토)

Date: June 1, 2024 (Sat.)

장소: 서울대학교 12동 401호

Venue: Building 12-401, College of Education, Seoul National University

Conference Program

주최: 한국영어학회, 한국음운론학회, 서울대학교 영어교육과

주관: 한국영어학회, 서울대학교 외국어교육연구소

문의: kasell2024@gmail.com / <http://www.kasell.or.kr>



2024 KASELL-PMCK Conference Committee

Conference Organizing Committee

Sun-Young Oh
Seoul National University, Chair

Gwanhi Yun
Daegu University, PMCK

Suyeon Im
Soongsil University

Conference Program Committee

In Chull Jang
Seoul National University, Chair

Jae-Hyun Sung
Kongju National University, PMCK

Kyongyoung Ha
Sangmyung University

Mun Woo Lee
Yonsei University

Graduate Student Volunteers

Seyeon Choe

Songha Kim

Huan Gao

Bom Song

Hyebin Seo

Kangmin Lee (Undergraduate)

Jina Son

Conference Program

8:30-	Registration			
9:00-9:10	Opening Ceremony			
9:10-10:00	Plenary I			
	Location: 12-401 Moderator: Suyeon Im (Soongsil University) Second Language Speech: Past, Present, and Future Okim Kang (Northern Arizona University)			
10:00-10:10	Coffee Break			
10:10-11:25	Concurrent Session 1			
	한국음운론학회 Location: 12-501 Moderator: Harim Kwon (Seoul National University)	통사론/SLA Location: 12-410 Moderator: Kitaek Kim (Seoul National University)	영어교육 Location: 12-502 Moderator: Yoonhee Choe (Chongshin University)	학문후속 Location: 12-412 Moderator: Soojin Ahn (Jeonju National University of Education)
	Invited Talk (Morpho-)phonology of Izumo-Nita Japanese: Synchronic analysis and diachronic changes Tatsuya Hirako (Nanzan University)	Investigating Language Models' Understanding of Syntactic Ambiguity: The Case of Wanna Contraction 노강산 (고려대학교) 송상현 (고려대학교)	Learner Emotions and Task Design in L2 Task Flow and Engagement: Face-to-Face and Synchronous Video-Based Computer-Mediated Communication Modes Joohyun Bae (Korea University)	Ecological Analysis of EFL Students' Use of ChatGPT in Academic Writing Process: Insights from Webcam-Based Eye Tracking Siwon Sung (Seoul National University)
		The Case of <i>There</i> Constructions SoYoung Nam (Pusan National University)	A Study on the Role of Explicit Oral Reading Practice in Improving English Reading Fluency of Korean Middle School Students Yongbum Yi (Hankuk University of Foreign Studies)	Exploring the Reasons Behind Diverse Name Romanization Choices in Korean Language Stojanche Atanasovski (Yonsei University)
	Vowel changes in the longitudinal data of David Attenborough 조주형 (Seoul National University) 권수현 (Seoul National University)	The Role of L1 Transfer in L2 Morphological Errors with Causative Verbs: A Case of L1 Korean-L2 English Learners A Young Chung (Seoul National University), Kitaek Kim (Seoul National University)	Comparison of Feedback on Writing: Human Raters Versus an AI Language Model Seonmin Park (KAIST)	How to Address a Woman in China: The Dilemma of Chinese Female Address Terms Huan Meiyi (Yonsei University)
11:25-12:00	연구윤리교육 이문우 (연세대학교, <<영어학>> 편집위원장)			
12:00-13:00	Lunch			
13:00-13:50	Concurrent Session 2			
	한국음운론학회 Location: 12-501 Moderator: Jae-Hyun Sung (Kongju National University)	L2 음성음운 장소: 12-410 좌장: 양인영 (가톨릭관동대)	영어교육 장소: 12-502 좌장: 하경영 (상명대)	학문후속 Location: 12-412 Moderator: Eun Young Bae (Seoul National University)
	The role of lexical frequency on intraspeaker phonetic and phonological change 권수현 (Seoul National University)	외국어로서 영어 학습자의 영어 마찰음에 대한 지각적 혼란과 음소 인식: 종단 연구 이경아 (서울대학교)	영어교육학과 영어학의 협업은 잘 되고 있는가?: 우리 영어교육학과 영어학의 정체성 찾기 손중선 (대구교육대학교)	An Analysis of the Use of 'Mwe' ("What") as a Stance Marker in Spoken Interactions Suzy Park (Yonsei University)

	Mandarin Speakers' Clarification Strategy for Misheard English Plosives Yalin Wang (Seoul National University)	Intra-Speaker Variability in Korean EFL Learners: A Focused Study on American English Vowel Pairs /i/-/ɪ/, /ɛ/-/æ/, and /u/-/ʊ/ Seyeon Choe (Seoul National University)	L1 과 L2 노트테이킹이 학문적 강의 듣기 이해도에 미치는 영향 및 노트필기 분석 박효영 (서울대학교)	Masked Messages: Sentiment Analysis of South Korean and the United States News Articles on Mask During COVID-19 Dohui Kim (Yonsei University) Seokhwa Lee (Yonsei University) Hyebin Seo (Seoul National University) Hyebin Oh (Yonsei University)
13:50-14:00	Coffee Break			
14:00-14:50	Plenary 2			
	장소: 12-401 사회: 김기택 (서울대) 영어통사론 연구의 발전과 전망 박명관 (동국대)			
14:50-15:00	Coffee Break			
15:00-15:50	Concurrent Session 3			
	한국음운론학회 장소: 12-501 좌장: 안미연 (한경대)	L2 음성음운 장소: 12-410 Moderator: Seonmin Park (KAIST)	영어교육 장소: 12-502 좌장: 김지은 (가톨릭관동대)	학문후속/코퍼스언어학 장소: 12-412 Moderator: Youngsoon So (Seoul National University)
	초음파를 활용한 시각적 피드백과 형태 중심교수법이 L2 영어발음 교육에 미치는 영향 윤관희 (대구대학교) 이윤경 (경북대학교)	Cognitive Memory Storage May Present Pronunciation Challenges in Second-Language Speech Production Og-Young Lee (Seoul National University)	TED 강연 스크립트 감성 분석을 통한 디지털 시대 트랜스랭귀징 연구 정민경 (연세대학교)	The Use of First and Second-Person Pronouns by East Asian EFL Learners: A Corpus-Based Study Seonwoong Kim (Seoul National University)
	음성코퍼스 기반 한국어 위치동화의 실현 양상 박선우 (계명대학교)	An Investigation of AI Bias Toward L2-Accented Speech Yuna Bae (Northern Arizona University), Okim Kang (Northern Arizona University)	'AI 팽톡'을 활용한 운율 훈련이 한국 초등학생의 영어 발음 향상에 미치는 영향 유소현 (서울대학교)	A Learner Corpus Study of Preposition Stranding and Pied-Piping in Korean EFL Learners' Writing: The Case of Wh-Relative Clauses Gunhee Ko (Ewha Womans University)
15:50-16:00	Coffee Break			
16:00-16:50	Plenary 3			
	장소: 12-401 사회: 진해연 (한국방송통신대) 코퍼스와 코퍼스 언어학: 발달과 응용 이동주 (한국교원대)			
16:50-17:00	Closing Ceremony			

Table of Contents

기조강연_Plenary Talk

Second Language Speech: Past, Present, and Future	1
Okim Kang (Northern Arizona University)	
영어통사론 연구의 발전과 전망	3
박명관 (동국대)	
코퍼스와 코퍼스 언어학: 발달과 응용	4
이동주 (한국교원대)	

초청강연_Invited Talk

(Morpho)phonology of IzumoNita Japanese: Synchronic analysis and diachronic changes	5
Tatsuya Hirako (Nanzan University)	

한국음운론학회_PMCK

Vowel changes in the longitudinal data of David Attenborough	6
조주형 (Seoul National University), 권수현 (Seoul National University)	
The role of lexical frequency on intraspeaker phonetic and phonological change	9
권수현 (Seoul National University)	
Mandarin Speakers' Clarification Strategy for Misheard English Plosives	11
Yalin Wang (Seoul National University)	
초음파를 활용한 시각적 피드백과 형태 중심교수법이 L2 영어발음 교육에 미치는 영향	12
윤관희 (대구대학교), 이윤경 (경북대학교)	
음성코퍼스 기반 한국어 위치동화의 실현 양상	13
박선우 (계명대학교)	

통사론_Syntax/SLA

Investigating Language Models' Understanding of Syntactic Ambiguity: The Case of Wanna Contraction	15
---	----

노강산 (고려대학교), 송상헌 (고려대학교)

The Case of <i>There</i> Constructions	16
---	----

SoYoung Nam (Pusan National University)

The Role of L1 Transfer in L2 Morphological Errors with Causative Verbs: A Case of L1 KoreanL2 English Learners	17
--	----

A Young Chung (Seoul National University), Kitaek Kim (Seoul National University)

L2 음성음운론_L2 Phonetics and Phonology

외국어로서 영어 학습자의 영어 마찰음에 대한 지각적 혼란과 음소 인식: 종단 연구	19
--	----

이경아 (서울대학교)

IntraSpeaker Variability in Korean EFL Learners: A Focused Study on American English Vowel Pairs /i//ɪ/, /ɛ//æ/, and /u//ʊ/	20
--	----

Seyeon Choe (Seoul National University)

Cognitive Memory Storage May Present Pronunciation Challenges in SecondLanguage Speech Production	21
--	----

Og-Young Lee (Seoul National University)

An Investigation of AI Bias Toward L2-Accented Speech	22
--	----

Yuna Bae (Northern Arizona University), Okim Kang (Northern Arizona University)

영어교육_English Education

Learner Emotions and Task Design in L2 Task Flow and Engagement: Face-to-Face and Synchronous Video-Based Computer-Mediated Communication Modes 23

Joohyun Bae (Korea University)

A Study on the Role of Explicit Oral Reading Practice in Improving English Reading Fluency of Korean Middle School Students 24

Yongbum Yi (Hankuk University of Foreign Studies)

Comparison of Feedback on Writing: Human Raters Versus an AI Language Model 25

Seonmin Park (Korea Advanced Institute of Science and Technology)

영어교육학과 영어학의 협업은 잘 되고 있는가?: 우리 영어교육학과 영어학의 정체성 찾기..... 26

손중선 (대구교육대학교)

L1과 L2 노트테이킹이 학문적 강의 듣기 이해도에 미치는 영향 및 노트필기 분석 27

박효영 (서울대학교)

TED 강연 스크립트 감성 분석을 통한 디지털 시대 트랜스랭귀징 연구 28

정민경 (연세대학교)

'AI 핑퐁'을 활용한 운율 훈련이 한국 초등학생의 영어 발음 향상에 미치는 영향 29

유소현 (서울대학교)

학문후속_Graduate Students

Ecological Analysis of EFL Students' Use of ChatGPT in Academic Writing Process: Insights from Webcam-Based Eye Tracking 30

Siwon Sung (Seoul National University)

Exploring the Reasons Behind Diverse Name Romanization Choices in Korean Language 32

Stojanche Atanasovski (Yonsei University)

How to Address a Woman in China: The Dilemma of Chinese Female Address Terms 33

Huan Meiyi (Yonsei University)

An Analysis of the Use of ‘Mwe’ (“What”) as a Stance Marker in Spoken Interactions. 34

Suzy Park (Yonsei University)

Masked Messages: Sentiment Analysis of South Korean and the United States News Articles on Mask During COVID19 35

Dohui Kim (Yonsei University), Seokhwa Lee (Yonsei University), Hyebin Seo (Seoul National University), Hyebin Oh (Yonsei University)

학문후속/코퍼스언어학_Graduate Students/Corpus Linguistics

The Use of First and Second-Person Pronouns by East Asian EFL Learners: A Corpus-Based Study 36

Seonwoong Kim (Seoul National University)

A Learner Corpus Study of Preposition Stranding and Pied-Piping in Korean EFL Learners’ Writing: The Case of Wh-Relative Clauses 37

Gunhee Ko (Ewha Womans University)

Second Language Speech: Past, Present, and Future

Okim Kang

Northern Arizona University

The field of second language (L2) speech has changed dramatically over the last 30 years. L2 speech research has experienced a theoretical and methodological renaissance centered on the speech constructs of comprehensibility (listener effort), intelligibility (understanding of speech utterance), and accentedness (phonological difference). Munro and Derwing (1995) demonstrated that comprehensibility and accentedness are distinct listener-based constructs whose relationship to intelligibility varies across listeners. The independence of such constructs has also been observed widely in recent studies (Kang et al., 2023) and across different languages (Huensch & Nagle, 2021).

In fact, the foci of L2 pronunciation research seem to have taken various directionalities: a) theory-oriented investigations into construct conceptualization, b) pedagogy-oriented investigations into L2 pronunciation learning, teaching, and assessment, and c) social-justice-oriented investigations on the effect of L2 pronunciation or accents on listener social perception of the speakers. In addition, a transdisciplinary approach has received its attention as a way to bridge the gap between these important research areas and pronunciation learning and teaching in a practical sense. At the same time, the popularity of artificial intelligence (AI), natural language processing (NLP), and automated speech recognition (ASR) development has been particularly facilitative in this collaborative movement as they offer vast opportunities in applications and practices in L2 pronunciation.

In a similar vein, the history of L2 pronunciation teaching and learning has gone through notable changes over time as well. Pronunciation teaching has vacillated from periods of profound importance in L2 learning to periods of near obsolescence in which the teaching of pronunciation was completely ignored (Celce-Murcia et al., 2010). It was once called “Cinderella of language teaching” (Celce-Murcia et al., 2010, p. 2) and often remains at the margins in many L2 classrooms (Foote et al., 2011). Teachers may find new methods, such as those found in NLP, ASR, and AI, especially challenging to integrate into existing classroom practices. Also, L2 pronunciation teaching and learning has encountered two competing approaches: a) the nativeness approach, where the goal of learning is to achieve nativelike proficiency and b) the intelligibility approach, where the goal is to be able to speak intelligibly and comprehensibly but not necessarily with nativelike pronunciation (Levis, 2005). While previous scholars (e.g., Scovel, 1969) raised questions regarding the feasibility of native-like speech, recent scholars seem to recommend learners to set a realistic goal (Derwing & Munro, 2005), i.e., developing their own intelligible accent (Kang et al., 2020).

Overall, in the context of globalization where more varieties in speech accents and models are on the rise, and people judge speaker status on the basis of pronunciation (Luoma, 2004), the efforts into gaining a comprehensive understanding of L2 speech seem to be timely important.

Accordingly, the presenter will start with the discussion of general concepts of L2 pronunciation and speech constructs and review the overview of L2 pronunciation research and teaching over time, including current studies and relevant findings. She will end her presentation with specific recommendations and suggestions for future research, teaching, and learning practice and applications.

References

- Celce-Murcia, M., Brinton, D., Goodwin, J., & Briner, B. (2010). *Teaching pronunciation: A course book and reference guide*. Cambridge University Press.
- Derwing, T. M., & Munro, M. J. (2005). Second language accent and pronunciation teaching: A research-based approach. *TESOL Quarterly*, 39, 379-397.
- Footo, J. A., Holtby, A. K., & Derwing, T. M. (2011). Survey of the teaching of pronunciation in adult ESL programs in Canada, 2010. *TESL Canada Journal*, 29(1), 1–22.
- Huensch, A., & Nagle, C. (2021). The effect of speaker proficiency on intelligibility, comprehensibility, and accentedness in L2 Spanish: A conceptual replication and extension of Derwing and Munro (1995). *Language Learning*, 71(3), 626–668. <https://doi.org/10.1111/lang.12451>
- Kang, O., Hirschi, K., Hansen, J., Looney, S., & Miao, Y. (2023). Using lexical stress, speech rate, rhythm, and pauses to characterize and normalize second language speech intelligibility. *Proceedings on Meetings on Acoustics*, 50(1). <https://pubs.aip.org/asa/poma/article/50/1/060008/2916981/Using-lexical-stress-speech-rate-rhythm-and-pauses?searchresult=1>
- Kang, O., Thomson, R., & Moran, M. (2020). Which features of accent affect understanding? Exploring the intelligibility threshold of diverse accent varieties. *Applied Linguistics*, 41(4), 453-480. DOI:10.1093/applin/amy053.
- Levis, J. M. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly*, 39, 369-377.
- Luoma, S. (2004). *Assessing speaking*. Cambridge University Press: UK, Cambridge University Press.
- Munro, M. J., & Derwing, T. M. (1995a). Foreign accent, comprehensibility, and intelligibility in the speech of second language learners. *Language Learning*, 45(1), 73–97. <https://doi.org/10.1111/j.1467-1770.1995.tb00963.x>
- Scovel, T. (1969). Foreign accents, language acquisition, and cerebral dominance 1. *Language Learning*, 19(3-4), 245-253.

영어통사론의 발전과 전망: Islands as boxes

박명관

(동국대학교)

Theories evolve because science is a self-correcting and cumulative process that adapts to new empirical evidence and conceptual insights. This adaptability is crucial for scientific progress, allowing theories to become more accurate, comprehensive, and reflective of the natural world. Chomsky's theory of grammar, like other scientific theories, has undergone significant changes over the past seven decades. In this presentation, we focus on the theory of conditions on movement, specifically Huang's (1982) Condition on Extraction Domain (CED). We will review the efforts to reformulate this theory over the past forty years and explore the potential future developments in this area.

Islands represent syntactic configurations where certain extractions are deemed illegitimate, such as those from complex noun phrases, adjoined phrases, and DPs in subject position. Despite changes in theoretical frameworks over time, the foundational data and empirical generalizations from early studies remain influential. This work builds on the tradition of syntactic study initiated by Ross and advanced by Huang's (1982) CED, which posits that the legitimacy of sub-extraction depends on proper government. The study aims to reinterpret island effects within the recent framework of the Minimalist Program, particularly leveraging Chomsky's (2023) box system.

The investigation begins with the Adjunct Condition, noting that typical adjuncts prohibit sub-extraction. However, exceptions occur when syntactic restructuring prevents immediate boxing, thus allowing extraction. The discussion then extends to the Subject Condition, proposing that subject DPs, when placed in VP-internal positions, typically do not undergo boxing. However, when placed in Spec-TP, subject DPs undergo boxing due to the PF EPP requirement in English.

Through an in-depth analysis of extraction from adjuncts and subjects, this work provides a nuanced understanding of island effects, challenging traditional views by demonstrating how these issues can be systematically accounted for. By focusing on the structural properties and the conditions under which sub-extraction is permissible, this study contributes significant insights to the ongoing debate on syntactic theory within the current framework of the Minimalist Program.

코퍼스과 코퍼스 언어학: 발달과 응용

(Corpora & Corpus Linguistics: Development & Applications)

이동주

(한국교원대학교)

코퍼스는 어떤 언어를 최대한 대표할 수 있으며 실제 사용되는 음성이나 문자 언어 텍스트를 기계가 읽을 수 있도록 모아 놓은 언어 자료 모음으로, 컴퓨터 기술의 급속한 발전에 힘입어 다양한 종류의 코퍼스가 개발되어왔다. 코퍼스 언어학은 컴퓨터에 저장된 실제 언어 예시들로 이루어진 방대한 데이터인 코퍼스에 대해 기술적인 도구들을 사용하여 분석함으로써 언어 구조와 사용에 대해 탐구하는 응용언어학의 한 분야이다. 본 강의에서는 약 50년 정도의 짧은 역사를 가졌지만 테크놀로지의 발달에 따라 언어 연구 및 교육 분야뿐 아니라 정치, 경제, 사회, 문화 등 인간의 전반적인 일상생활에 무한한 영향을 미치는 코퍼스와 코퍼스 언어학의 발달과 응용, 그리고 전망에 대해 탐색하고자 한다.

강의의 내용은 코퍼스에 대한 정의(What a corpus is)와 코퍼스와 응용언어학(Corpora in applied linguistics), 코퍼스 언어학(Corpus linguistics)과 코퍼스 언어학의 주요 연구 분야와 공헌에 대해 살펴보고, 지금까지 개발되어 사용되고 있는 다양한 코퍼스의 유형과 종류(Types of corpora)를 알아본 후, 연구나 교육 등 사용 목적에 따른 코퍼스 구축과 코퍼스 선정 시 고려할 점과 원리 등에 대해 논의하고자 한다. 이어 코퍼스 연구에 필요한 코퍼스와 코퍼스 언어학 관련 기술적인 용어와 개념, 기능(Terminology: terms and techniques)과 코퍼스 분석 도구 등에 대해 알아보고, 코퍼스 분석과 연구를 통해 얻을 수 있는 언어적 정보에 대해 빈도(Frequency), 어법(Phraseology, Lexico-grammar)과 연어(Collocation)을 중심으로 살펴보기로 한다. 이어 코퍼스의 활용과 코퍼스 언어학 연구 성과를 바탕으로 한 응용과 적용 분야(What corpora are used for: Applications)에 대해 언어 교육, 교수-학습 접근법(Data-Driven Learning) 및 실라버스와 교재 개발, 학습자 코퍼스(Computer learner corpus)와 중간언어 발달 연구, 코퍼스 기반 사전 편찬과 문법 학습서 개발, 비교 및 병렬코퍼스를 활용한 번역(Translation) 연구, 정형 및 비정형 텍스트 코퍼스를 활용한 범죄 언어학(Forensic linguistics)과 사회언어학(Sociolinguistics)에서의 응용 분야, 특히 언어 자료 빅데이터로서 코퍼스와 코퍼스 연구가 크게 기여하고 있는 인공지능(AI)과 ChatGPT와 같은 첨단 기술 적용 분야에 대해서 살펴본다. 끝으로 최근 손쉽게 접근하여 사용할 수 있는 코퍼스와 코퍼스 분석 도구와 자료에 대해 소개하고, 코퍼스와 코퍼스 언어학 연구를 통한 향후 응용과 전망에 대해 논의하고자 한다.

(Morpho-)phonology of Izumo-Nita Japanese: Synchronic Analysis and Diachronic Changes

Tatsuya Hirako

Nanzan University

The Izumo-Nita dialect is one of the regional varieties of the Japonic language spoken in the Izumo region of eastern Shimane Prefecture. In this presentation, I analyze the interaction between pitch patterns and segments, proposing a synchronic analysis. The analysis also examines how its diachronic change has occurred. In Nita, there are $n+1$ distinctive tonal patterns for n -morae words, distinguished by the presence or absence of a fall in pitch (hereafter "accent"), and if present, its location. All words have a pitch rise, but its location varies depending on the segmental condition. For example, unaccented words with three or more morae begin with high pitch if the first syllable contains a long vowel, with the pitch rising from the word-initial position (e.g., kóórí "ice"). On the other hand, when the second mora contains a high vowel (i or u) and the third mora does not, the pitch rises after the second mora (e.g., sàkùrá "cherry blossom"). However, there are exceptions where the pitch rises after the second mora despite the presence of a long vowel in the first syllable, as in kwàámá ("car"). This suggests that the location of the pitch rise may be determined by the underlying form (/kuruma/), rather than the surface form (kwaama). I will provide evidence supporting this argument by examining the verbal morphology and discuss the diachronic changes, such as *kuruma > kwaama, underlying such synchronic complexity.

Vowel changes in the longitudinal data of David Attenborough

조주형

Seoul National University

권수현

Seoul National University

OVERVIEW This study presents acoustic evidence of longitudinal vowel changes of Sir David Attenborough, an internationally renowned nature documentary narrator who speaks with Received Pronunciation (RP). Previous studies have shown that the RP monophthongs are undergoing diachronic changes, with DRESS and TRAP shifting to a lower and more central location, while GOOSE and FOOT significantly fronting and LOT and THOUGHT raising. These vowel changes are seen as a part of a broader change in the RP vowel system where peripheral monophthongs shift in the anticlockwise direction around the vowel quadrilateral, rather than vowels in different positions shifting independently (Bjelaković 2017; de Jong et al. 2007; Fabricius 2007; Hawkins & Midgley 2005; Wikström 2013). This study examines whether Attenborough participates in the vocalic changes in progress (lifespan change), reject the changes in favor of the conservative norms of previous generations (retrograde change) or simply maintain the patterns he acquired earlier (Sankoff 2017).

METHODS A total of 17,144 vowel tokens were extracted from Attenborough's public speech between 1950 and 2020. The audio recordings were transcribed using Automatic Speech Recognition (ASR) techniques and manually corrected when necessary. The Montreal Forced Aligner was employed to align text files with the corresponding audio files (McAuliffe et al. 2017), and vowel formants were extracted using the DARLA web interface (Reddy & Stanford 2015). All formant measurements were normalized using the Lobanov (1971) procedure. Linear mixed-effect models were employed to assess changes in F1 and F2 across two stages of Attenborough's career—his thirties and eighties.

RESULTS The acoustic analysis reveals significant changes in all six vowels (Figure 1), which aligns with the diachronic changes undergoing in the RP vowel system. We found significant lowering and retraction of the DRESS (F1: Estimate = 0.241, $p < 0.0001$; F2: Estimate = -0.0685, $p < 0.0001$) and TRAP (F1: Estimate = 0.1197, $p = 0.0258$; F2: Estimate -0.3717, $p < .0001$), significant raising and fronting of the GOOSE (F1: Estimate = -0.0796, $p = 0.0015$; F2: Estimate = 0.2627, $p < .0001$), marginal raising and fronting of the FOOT (F1: Estimate = -0.0680, $p = 0.068$; F2: Estimate = -0.0819, $p = 0.0529$), marginal raising of the LOT (F1: Estimate = -0.0940, $p = 0.012$), and significant fronting of the THOUGHT (F2: Estimate = 0.1139, $p = 0.0002$).

DISCUSSION These findings suggest that Attenborough has been adapting to the anticlockwise shift of monophthongs occurring in RP, indicating a lifespan change wherein an individual participates in ongoing community changes. These are consistent with observations by Harrington and his colleagues (Harrington et al. 2000; Harrington 2006), who noted similar adaptations of Queen Elizabeth II over five decades. Further corroborated by the current data, these findings underscore that adult speakers, even the iconic figures of the RP pronunciation, may participate in the changes of community norms. This study further highlights that the community changes impose enough pressure on the speakers' linguistic system, overriding the natural inclination towards stability and diminishing brain plasticity across the lifespan.

substantial pressure on the speakers' linguistic system, overriding the natural inclination towards stability and diminishing plasticity.

the community change place put sufficient pressure on the speakers' linguistic system to outweigh a natural tendency to stability and declining plasticity.

the influence of the surrounding community on an individual speaker.

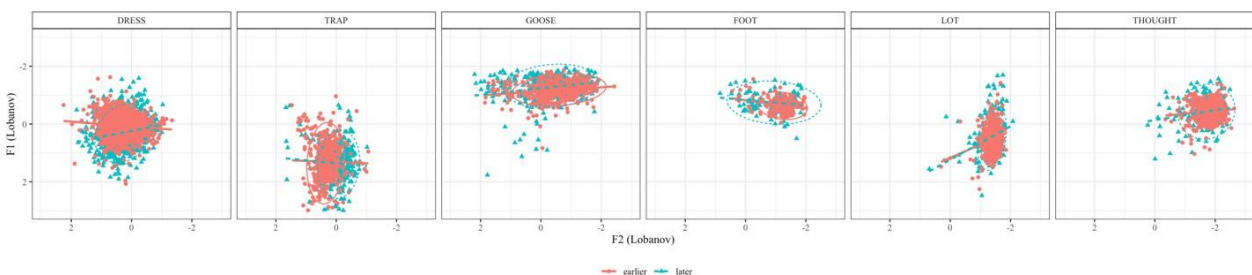


Figure 1. Attenborough's vowels across time periods

Selected References

- Bjelaković, A. (2017). The vowels of contemporary RP: Vowel formant measurements for BBC newsreaders. *English Language & Linguistics*, 21(3), 501-532.
- De Jong, G., McDougall, K., Hudson, T., & Nolan, F. (2007, August). The speaker discriminating power of sounds undergoing historical change: A formant-based study. In *Proceedings of the 16th International Congress of Phonetic Sciences* (pp. 1813-1816).
- Fabricius, A. H. (2007). Variation and change in the TRAP and STRUT vowels of RP: A real time comparison of five acoustic data sets. *Journal of the International Phonetic Association*, 37(3), 293-320.
- Harrington, J. (2006). An acoustic analysis of 'happy-tensing' in the Queen's Christmas broadcasts. *Journal of Phonetics*, 34(4), 439-457.

- Harrington, J., Palethorpe, S., & Watson, C. (2000). Monophthongal vowel changes in Received Pronunciation: An acoustic analysis of the Queen's Christmas broadcasts. *Journal of the International Phonetic Association*, 30(1-2), 63-78.
- Hawkins, S., & Midgley, J. (2005). Formant frequencies of RP monophthongs in four age groups of speakers. *Journal of the International Phonetic Association*, 35(2), 183-199. Lenneberg 1967
- Lenneberg, E. H. (1967). The biological foundations of language. *Hospital Practice*, 2(12), 59-67.
- Lobanov, B. M. (1971). Classification of Russian vowels spoken by different speakers. *The Journal of the Acoustical Society of America*, 49(2B), 606-608.
- McAuliffe, M., Socolof, M., Mihuc, S., Wagner, M., & Sonderegger, M. (2017). Montreal forced aligner: Trainable text-speech alignment using Kaldi. *Interspeech*, 2017, 498-502.
- Reddy, S., & Stanford, J. (2015). A web application for automated dialect analysis. *Proceedings of the 2015 Conference of the North American Chapter of the Association for Computational Linguistics: Demonstrations*.
- Sankoff, G., & Blondeau, H. (2007). Language change across the lifespan:/r/in Montreal French. *Language*, 560-588. Wagner, S. E. (2012). Age grading in sociolinguistic theory. *Language and Linguistics Compass*, 6(6), 371-382.
- Wikström, J. (2013). An acoustic study of the RP English LOT and THOUGHT vowels. *Journal of the International Phonetic Association*, 43(1), 37-47.

The role of lexical frequency on intraspeaker phonetic and phonological change

권수현

Seoul National University

Research over the past two decades has provided mounting evidence that speakers can modify the use of their native language after the critical period for language acquisition (see Sankoff 2018 for a review). One important question that has scarcely been addressed with regard to the intraspeaker change is how phonetic and phonological changes progress within the lexicon of a single speaker. Over the past decades, there has been a heated debate concerning whether frequent words lead in a sound change taking place at the community level (e.g. Labov 2010), there has been no attempt to elucidate how a sound change propagates through the lexicon at the individual speaker level. This study examines what role lexical frequency plays in intraspeaker changes especially when adult speakers learn new vowel features of a speech community to which they have relocated. In this study, the role of lexical frequency is evaluated with regard to Noam Chomsky's two vocalic changes (low back vowel mergers & short-a tensing) that were shown in prior research (Kwon 2018).

Ten recordings of Noam Chomsky's public speech between 1970 and 2020 were chosen as the sources of data, which amounted to over 13 hours of speech. Approximately 63,931 vowel tokens were extracted, using the techniques of Automatic Speech Recognition (ASR) and forced alignment and vowel extraction (FAVE). The F1 and F2 frequencies in each recording were normalized using Lobanov's (1971) procedure to factor out any physiological changes. To determine whether the lexical frequency played an important role in the vowel shift, linear mixed-effects model analyses were carried out separately on F1 and F2 of each vowel. Fixed-effect predictors included VOWEL CATEGORY (low back vowels: /ɑ/ and /ɔ/; short-a: tense /æh/ vs. lax /æ/), STRESS (primary, secondary stress, unstressed), (the log10 of) DECADE OF RECORDING, and WORD FREQUENCY on SUBTLEX-US (low, mid, high) (Brysbaert et al. 2009, 2012). A random effect of WORD was included as well.

The preliminary analyses reveal that lexical frequency does not play an important role in the shift of any of Chomsky's vowel changes. The diachronic shifts of F1 and F2 values of low back vowel /ɑ/ are shown in Figure 1 and 2, respectively. No structured variation according to how frequent each word was found. This was statistically confirmed by no significant interaction between WORD FREQUENCY and DECADE OF RECORDING on the shift of /ɑ/ along F1 ($p=.79$) and F2 ($p=.26$) dimensions.

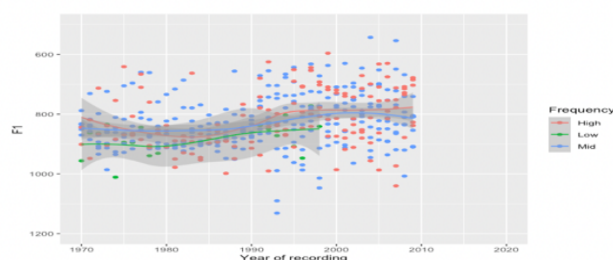


Figure 1: Raising of /o/ in Chomsky's speech

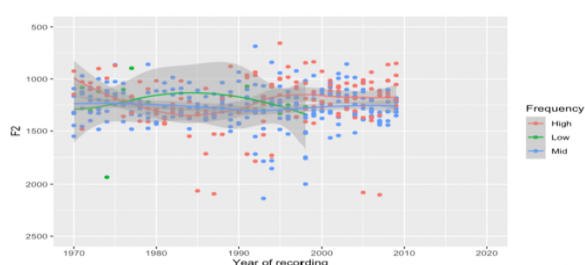


Figure 2: Fronting of /o/ in Chomsky's speech

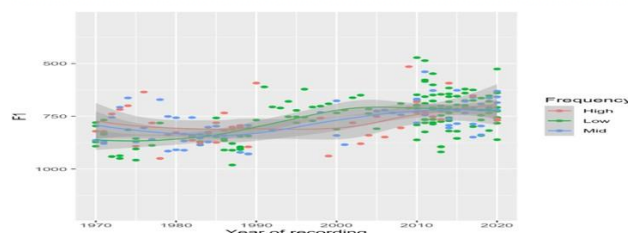


Figure 3: Raising of /æ/ in Chomsky's speech

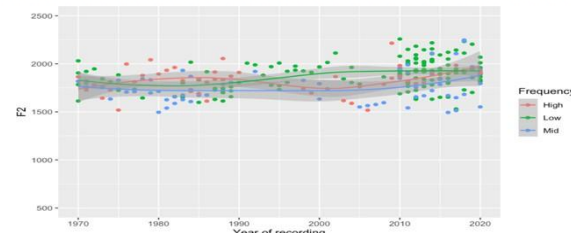


Figure 4: Fronting of /æ/ in Chomsky's speech

No important role of lexical frequency was identified on the raising and fronting of /æ/, either. As illustrated in Figure 3 and 4, the interaction between WORD FREQUENCY and DECADE OF RECORDING was not significant on its F1 decrease ($p=.14$) and F2 increase ($=.52$) over time. These results indicate that lexical frequency does not play an important role in vowel changes taking place in individual speakers' later life. The findings of the study are further discussed in terms of how a sound change propagates through the lexicon at the individual speaker level and its ramifications for community changes (Hay et al. 2015; Sankoff 2018).

References

- Brysbaert, M. & New, B. (2009). Moving beyond Kucera and Francis: A Critical Evaluation of Current Word Frequency Norms and the Introduction of a New and Improved Word Frequency Measure for American English. *Behavior Research Methods*, 41 (4), 977-990.
- Brysbaert, M., New, B., & Keuleers, E. (2012). Adding Part-of-Speech information to the SUBTLEX-US word frequencies. *Behavior Research Methods*, 44, 991-997.
- Hay, J. B., Pierrehumbert, J. B., Walker, A. J., & LaShell, P. (2015). Tracking word frequency effects through 130 years of sound change. *Cognition*, 139, 83-91.
- Kwon, S. (2018). Phonetic and phonological changes of Noam Chomsky: A case study of dialect shift. *American Speech: A Quarterly of Linguistic Usage*, 93(2), 270-297.
- Labov, W. (2010). *Principles of linguistic change, cognitive and cultural factors* (volume3). Malden, MA: John Wiley & Sons, 10, 9781444327496.
- Lobanov, B. M. (1971). Classification of Russian vowels spoken by different speakers. *The Journal of the Acoustical Society of America*, 49(2B), 606-608.
- Sankoff, G. (2018). Language change across the lifespan. *Annual Review of Linguistics*, 4, 297-316.

Mandarin Speakers' Clarification Strategy for Misheard English Plosives

Yalin Wang

Seoul National University

When misheard, native speakers use various clear speech strategies (e.g., Ohala 1994, Schertz 2013). These strategies can be global, such as slowing down or raising f_0 (fundamental frequency) of the entire utterance, or specific to the misheard contrast, such as VOT (voice onset time) manipulation to clarify misheard voicing contrast. For example, English native speakers lengthened their VOT when voiceless stops are misheard as voiced ones, but shortened VOT when voiced stops are misheard as voiceless ones (Schertz 2013). The current research examines the strategies used by Mandarin learners of English to clarify misheard English voicing contrast. English has voiceless and voiced stops that are typically realized as voiceless aspirated and unaspirated stops in word-initial positions. This contrast is maintained primarily by VOT, with the f_0 of the post-stop vowel being a non-negligible secondary cue (e.g., Whalen et al. 1993). Unlike English, Mandarin contrasts aspirated and unaspirated stops. Similar to English, Mandarin primarily uses VOT and presumably post-stop f_0 as a (more controversial) secondary cue (e.g., Xu & Xu 2003, Luo 2018, Guo & Kwon 2022). However, f_0 is the primary cue for the lexical tone in Mandarin. This study explores Mandarin speakers' clarification of English voicing contrast, aiming to reveal whether L2 learners show specific cue manipulation patterns (Schertz 2013) or only global changes. In addition, we examine the influence of L2 proficiency on the clear speech strategy.

This study examined the data from twenty-four native speakers of Mandarin (13 female and 11 male, mean age = 20.7, range = 18~25), who were classified into low- and high-proficiency groups based on their most recent English test scores of the College English Test (CET4 and CET6). They were told that they would interact with an automatic speech recognizer to help it recognize L2 speakers' English. Target words were 54 monosyllabic English words (9 minimal pairs for /p/-/b/, /k/-/g/, and /t/-/d/). The participants first read the words on the computer screen aloud (baseline). Then they were given three types of preset guesses: Contrastive Guess (Did you say bit?, when the target word was pit), Open Response (???), or Correct Guess (Did you say pit?). When the guess was incorrect (either Contrastive or Open), the participants were asked to say the target word one more time (clarified). VOT and post-stop f_0 in the baseline and clarified productions were measured and compared. The findings revealed that Mandarin speakers exhibited an increase in VOT for both voiced and voiceless stops, more significant for voiceless than voiced ones. This is different from the native English speakers in Schertz (2013), who increased VOT of voiceless stops but shortened VOT of voiced stops. Mandarin speakers also increased their post-stop f_0 for both stop categories, but this time, more for voiced ones than voiceless ones. Finally, low- and high-proficiency groups' clarification strategies did not differ. Taken together, these outcomes indicate that Mandarin speakers' clarification strategies are more global rather than specific to the voicing contrast, regardless of their English proficiency.

음성코퍼스 기반 한국어 위치동화의 실현 양상

박선우

계명대학교

한국어의 위치동화는 단순한 동시조음의 효과가 아니라 자음 조음위치의 언어보편적 유표성 위계와 관련된 결과이며, 동화주와 피동화주가 되는 분절음들 사이에는 비대칭적 유표성(연구개음>양순음>설정음)을 반영하는 역행동화 현상이다(Jun 1995, Hume 2003). 한국어의 위치동화에서는 전후 분절음의 조음위치를 통일하려는 음성학적 동기가 뚜렷하더라도 유표성이 강한 연구개음이나 양순음이 무표적인 치경음에 동화(감나무*[간나무])되는 현상을 발생하지 않는다고 보고되었다. 반면 ‘한밤’[함밤], ‘간기능’[강기능]과 같이 무표적인 치경음은 유표적인 양순음과 연구개음화 동화될 수 있으며, 조음위치의 유표성이 가장 강한 연구개음은 ‘감기’[강기]와 같이 양순음도 동화시킬 가능성이 높다(박선우 2014). 그 동안 유표성 이론과 실험음성학적 연구를 통하여 한국어는 물론 언어보편적 위치동화 현상의 이론적 배경과 음성학적 분석 결과가 논의되어 왔다. 하지만 한국어의 실제 발화에서는 위치동화가 수의적으로 적용되며, 유표성의 위계를 거스르지 않는 역행동화 현상이라는 정도로만 논의되어 왔다. ‘치경음+양순음/연구개음, 양순음+연구개음’과 같이 역행 위치동화가 일어날 수 있는 조건에서 어떠한 비율로 위치동화가 일어나는지, ‘양순음/연구개음+치경음, 연구개음+양순음’과 같은 조건에서는 순행 위치동화가 일어나지 않는지 등의 문제에 대해서는 구체적으로 분석하지 못하였다.

본 연구에서는 10 대부터 40 대까지, 남녀 각각 20 명이 발화한 40 시간 분량의 자유발화가 녹음된 서울코퍼스(Yun et al. 2015)를 기반으로 한국어 위치동화의 구체적인 양상을 분석할 계획이다. 40 시간 분량의 자유발화는 모두 231,633 개의 어절로 구성되어 있는데, 서울코퍼스의 음성 파일에는 형태(Ortho)와 발음(Prono) 층렬이 모두 레이블링되어 있어서 두 층렬을 대응을 비교해 보면 위치동화가 일어날 수 있는 조건에서 실제로 위치동화가 일어나는 비율을 정확하게 측정할 수 있다. 예를 들어 231,633 개의 어절 가운데, /친구/와 같이 음절말의 치경음 /n/과 음절초의 연구개음이 연결되는 어절은 3,314 개이며, /선배/와 같이 음절말의 치경음 /n/과 음절초의 양순음이 연결되는 어절은 602 개이다. 또 /남고/와 같이 음절말의 양순음 /m/과 음절초의 연구개음이 연결되는 어절은 222 개이다. 무표적 자음과 유표적 자음이 연결되어 위치동화가 일어날 수 있는 형태(Ortho) 층렬의 어절을 추출하고 이들과 대응되는 발음(Prono) 층렬의 분절음을 검토하면 다양한 환경에서 적용되는 한국어의 위치동화가 각각의 환경에서 얼마나 자주 적용되는지 분석할 수 있다.

서울코퍼스의 음성 자료를 녹음한 제보자들은 남성 20 명, 여성 20 명, 10 대부터 40 대까지 연령별로 각각 10 명씩 분류되어 있으므로 성별과 연령에 따라 위치동화의 양상에 차이가 있는지 없는지 사회언어학적으로도 분석할 수 있다. 기존의 실험음성학적 연구에서는 대부분 20 대를 중심으로 피험자를 모집하였으므로 연령의 변수는 분석하지 못하고, 성별 변수만 논의하였는데, 아직까지 남성과 여성의 위치동화에서 통계적으로 유의미한 차이가 있다는 보고는 없었다. 본 연구에서는 자유발화가 담긴 음성코퍼스를 분석할 것이므로 성별이나 연령별로 동일한 개수의 사례를 통계적으로 정밀하게 분석하기는 어렵다. 하지만 위치동화가 일어나는 비율을 측정함으로써 기존의 연구에서는 논의하지 못했던 사회언어학적 변수가 위치동화에 미치는 영향도 함께 논의할 수 있을 것으로 기대한다.

Investigating Language Models' Understanding of Syntactic Ambiguity: The Case of Wanna Contraction

Kangsan Noh
Korea University

Sanghoun Song
Korea University

The wanna contraction refers to the reduction of the lexical verb want and the infinitival marker to into the form of wanna. It has been cited as one of the grammatical phenomena that shows the hierarchical and non-linear characteristics of natural languages (Chomsky 1957; Ross 1967). What is interesting is that the wanna contraction is involved in syntactic ambiguity, as in (1).

- (1) a. Teddy is the man I want to succeed.
- b. Teddy is the man I wanna succeed.

(Lightfoot 1976)

The sentence (1a) has two interpretations, as in (2).

- (2) a. I want Teddy to succeed.
- b. I want to succeed Teddy.

In contrast, only one interpretation is possible when it comes to the sentence (1b). It can be only interpreted as the sentence (2b). This is because the wanna contraction in (1b) blocks the possibility of the interpretation (2a). The goal of the present study is testing whether language models detect this syntactic ambiguity arising from the wanna contraction. The next sentence prediction (NSP) task is implemented to see whether language models allocate meaningfully lower probabilities to the unacceptable pairs, as in (3).

- (3) a. Who does she wanna succeed?
- b. She wants Teddy to succeed.
- c. She wants to succeed Teddy.

As the wanna contraction in (3a) makes the interpretation (3b) unacceptable, the only possible interpretation would be (3c). Thus, the NSP task is used to answer the following research question: do language models allocate meaningfully lower probabilities to the (3a) and (3b) pair (the unacceptable interpretation) compared to the (3a) and (3c) pair (the acceptable interpretation)? If language models do allocate meaningfully lower probabilities to the unacceptable pairs, it can be said that language models successfully detect this syntactic ambiguity. By constructing the dataset consisting of 100 question-answer pairs, the present study aims to provide an empirical answer to the abovementioned research question.

The Case of *There* Constructions

SoYoung Nam

Pusan National University

This paper explores what Case/case is assigned to a logical subject in there-constructions.¹ (1) shows a typical example of there-constructions, in which the noun phrase many people is regarded as the logical subject.

(1) There are many people in the park.

In the literature, logical subjects have been referred to as associates. We will follow this convention in this paper.

As is illustrated in (1), it has been generally assumed in the literature that finite T agrees with an associate under the probe-goal relation in there-constructions (Chomsky (2000, 2001)). This argument is supported by the fact that finite T reflects the phi-features' values of the associate as in (2a). (2b) roughly illustrates how finite T agrees with the associate.

(2) a. There are/*is several cats in the backyard. (Sabel (2000: 412))

b. [CP [TP there T [vP [several cats] in the backyard].

What matters here is that the associate agrees with finite T. In the minimalist era (Chomsky (2000 et seq)), Case assignment takes place as a reflex of probe-goal Agree. It has been assumed that finite T and transitive V are responsible for Nominative Case and Accusative Case assignment, respectively. On the basis of these general assumptions, the associate should obtain Nominative Case as a result of agreement with finite T. However, this prediction doesn't fit in there constructions. So, this paper, tries to figure out why this phenomenon happens herein and briefly touches upon a peculiar agreement phenomenon in *there* constructions.

The Role of L1 Transfer in L2 Morphological Errors With Causative Verbs: A Case of L1 Korean-L2 English Learners

A Young Chung

Seoul National University

Kitaek Kim

Seoul National University

Regarding under which condition L1 transfer occurs in L2 acquisition, Choi and Ionin (2021) argue that transfer is invoked when a particular form-meaning mapping is obligatory in the L1 but is less likely when the mapping is optional. Building on this insight, we explore whether their finding is applicable to a different language phenomenon: the form-meaning mappings in the argument structure alternation (i.e., causative ↔ inchoative) of change of state verbs (e.g., break, open) and psych verbs (e.g., frighten, bore).

For change of state verbs in Korean, the mapping relations are complex. A null morpheme indicates inchoative meaning in intransitives as in (1b) or causative meaning in transitives as in (2a). Similarly, a set of overt morphemes (-i-, -hi-, -li-, -ki-) denotes causative meaning in transitives as in (1a) or inchoative meaning in intransitives as in (2b). Given that both the null and overt morphemes map onto the opposite meanings, causative and inchoative, we posit that form-meaning mappings in Korean change of state verbs are not one-to-one or obligatory, but optional. For psych verbs in Korean, the mapping relations are more straightforward. An overt morpheme (-key ha-) conveys causative meaning in transitives as in (3a), while a null morpheme signifies inchoative meaning in intransitives as in (3b), revealing that form-meaning mapping is one-to-one or obligatory.

- (1) a. Ben-i pethe-lul nok-i-ess-ta. b. Pethe-ka nok-ass-ta.
Ben-NOM butter-ACC melt-CAUS-PAST-DEC butter-NOM melt-PAST-DEC
“Ben melted the butter.” “The butter melted.”
- (2) a. Ben-i mwun-ul yel-ess-ta. b. Mwun-i yel-li-ess-ta.
Ben-NOM door-ACC open-PAST-DEC door-NOM open-ANTICAUS-PAST-DEC
“Ben opened the door.” “The door opened.”
- (3) a. Sensayngnim-i Ben-ul cilwuha-key hay-ss-ta. b. Ben-i cilwuhay-ss-ta.
teacher-NOM Ben-ACC bore-CAUS-PAST-DEC Ben-NOM bore-PAST-DEC
“The teacher bored Ben.” “Ben got bored.”

The study involved 44 adult L1 Korean-L2 English learners, later divided into three groups based on L2 proficiency (i.e., low-intermediate, intermediate, advanced). A picture-based acceptability judgment task was conducted, replicating Montrul (2001), to investigate the issue of L1 transfer. For each transitive and intransitive picture, pairs of sentences with morphosyntactic manipulation on verbs (e.g., Transitive: Ben opened the door/Ben made the door open; Intransitive: The door opened/The door got opened) were presented to examine whether L2 learners show preferences for certain forms, influenced by L1 form-meaning mappings.

The findings for psych verbs suggest L1 transfer, especially among lower-level learners. Their rejection of target-like transitives (e.g., The teacher bored Ben) and acceptance of non-target-like intransitives (e.g., *Ben bored) indicate that they transferred the L1 pattern where an overt morpheme is used in transitives, but a null morpheme in intransitives. However, the results for change of state verbs indicate no L1 transfer. Instead, a notably low acceptance of target-like intransitives (e.g., The door opened) by L2 intermediate group and a high acceptance of non-target-like intransitives (e.g., The door got opened) by all L2 proficiency groups suggest overpassivization, a typical L2 developmental pattern. These results support Choi and Ionin's (2021) conclusion that L1 transfer occurs when the form-meaning mapping in L1 is obligatory, whereas the transfer is not observed when the mapping in L1 is optional.

Perceptual Confusions and Phonemic Awareness of English Fricatives by English as Foreign Language Learners: A Longitudinal Study

KyungA Lee
Seoul National University

This study investigates perceptual confusions of English fricatives among 112 Korean elementary school English as a Foreign Language (EFL) learners. The objective is to examine how they perceive English fricative consonants and how dynamics show some sustainability or growth of the perceptions. Two sets of English fricative identification tasks—voiceless fricatives and voiced fricatives—were administered to participants in a high variability phonetic training setting. After a span of one year, the same phoneme identification tasks were taken by the same participants. Their phonemic awareness of the fricatives was visualized in overall similarity perceptual maps via multidimensional scaling analysis. The findings are explored in terms of the impacts of the foreign language learners' L1 linguistic impacts and are compared with the perceptions of English L1 learners. The results are analyzed with regard to manner and place, investigating the phonetic categories that show improvements. The phonemic awareness patterns are then compared with their relative importance in speech intelligibility based on a functional load hierarchy. The results indicated that Korean elementary EFL learners recognized English fricatives in a manner largely akin to that of L1 learners, suggesting their ongoing acquisition progress. Additionally, the progress was sustained throughout one year. The findings demonstrated that the young EFL learners grow phonemic awareness for some high functional load segments but encounter some difficulties, with some pairs needing additional training in the identification of the phonemes. The findings of this study offer suggestions for diagnosing language learners' phonemic awareness, thereby aiding in the development of practical guidelines for language instructional design and helping educators make informed decisions regarding teaching priority in L2 classes.

Intra-Speaker Variability in Korean EFL Learners: A Focused Study on American English Vowel Pairs /i/-ɪ/, /ɛ/-æ/, and /u/-ʊ/

Seyeon Choe

Seoul National University

This study investigates intra-speaker variability in Korean EFL learners' production of American English vowel pairs /i/-ɪ/, /ɛ/-æ/, and /u/-ʊ/, employing the four-scenario framework proposed by Smith et al. (2019). This framework categorizes language learners' productions as follows; nativelike formants and nativelike intra-speaker variability (scenario 1), nativelike formants and non-nativelike intra-speaker variability (scenario 2), non-nativelike formants and nativelike intra-speaker variability (scenario 3), and non-nativelike formants and non-nativelike intra-speaker variability (scenario 4). It also examines participants' perceptual sensitivity to each vowel pair, utilizing A' scores (Snodgrass et al., 1985). The study involves eight native English speakers and 30 Korean EFL learners at a high intermediate proficiency level, ensuring a balanced gender ratio. Participants produced /hVd/ word forms five times within a carrier sentence across six vowels. The analysis focused on the first three formants (F1, F2, F3) and fundamental frequency (F0) normalized using the Bark Difference Metric (Syrdal & Gopal, 1986) via NORM (Thomas & Kendall, 2007). The result shows that whether Korean participants have perceptual sensitivity to each vowel pair or not they fail to establish distinct phonetic categories for new sounds (/ɪ/, /æ/, and /ʊ/) in each pair (scenario 3). Particularly, those who lack perceptual sensitivity across the three vowel pairs tend to demonstrate non-nativelike formants in new sounds of each pair. One of the interesting observations was that those who have perceptual sensitivity to front pairs, /i/-ɪ/ and /ɛ/-æ/, demonstrated non-nativelike intra-speaker variability (scenario 2, 4) in similar counterparts of each pair (/i/ and /ɛ/). This may suggest that the Korean participants with perceptual sensitivity to the vowel pairs are apt to utilize a more familiar counterpart in adjusting its category boundary. Lastly, it is observed that Korean participants' ability to perceptually discriminate non-native vowel pairs is not necessarily related to their nativelike productions. Thus, the findings in general indicate that perception does not take precedence over production in second language (L2) speech learning (Flege & Bohn, 2021). This study elucidates the effects of proficiency and perceptual discrimination on L2 speech learning, thereby enriching the framework by Smith et al. (2019).

Cognitive Memory Storage May Present Pronunciation Challenges in Second-Language Speech Production

Og-Young Lee

Seoul National University

This study suggests that second-language (L2) speakers frequently encounter challenges in producing accurate and fluent pronunciation due to the limited number of word/phrase-sound packets stored in their long-term memory. These difficulties should persist even when L2 speakers are prepared to articulate their thoughts, resulting in pronunciation errors both within sentences and during extended speech. This phenomenon is interpreted as stemming from the absence of readily-accessible pronunciation packets that can be spontaneously retrieved from long-term memory without requiring real-time computation processes.

In a set of experiments that investigated how speech sounds may change as a function of varying working memory load during speech, it was found that L2 speech was impaired by concurrent verbal task while L1 speech remained intact under the same task condition. L2 speech produced during a simultaneous verbal task became less variable in word durations and less distinctive in vowel quality in addition to being more erroneous and faster. (L1 speech remained similarly intact regardless of whether the simultaneous task was verbal or spatial. L2 speech also remained intact when the simultaneous task was spatial.)

An Investigation of AI Bias Toward L2-Accented Speech

Yuna Bae

Northern Arizona University

Okim Kang

Northern Arizona University

While artificial intelligence (AI) technology has emerged as a possible solution for addressing biases that influence listeners' judgments, there still lacks empirical evidence validating the fairness and impartiality of AI. Given that machines have shown biases toward gender (Tatman, 2017), race (Koencke et al., 2020), and regional dialects (Lima et al., 2019), there is a need to examine potential biases towards second language (L2) accents in AI systems. Therefore, this study seeks to explore AI bias across diverse English accents through the measure of L2 intelligibility (i.e., transcription task).

The study involved two sets of speech data samples. The first dataset of speech materials consisted of 12 recordings of TOEFL listening passages, each lasting 30 seconds. They (three speakers per group) represented each of four different English varieties: Chinese Mandarin, Indian Hindi, Mexican Spanish, and South African. Subsequently, the second set of speech files was sourced from speech repositories, resulting in 15 speech files for each accent variety. Five expert raters assessed the comprehensibility of these files. Then, two AI services, Siri and Google Assistant, transcribed all speech samples in a randomized order. Following transcription, an expert coder analyzed and computed the transcription outcomes for each speech sample in terms of Word Error Rate (WER). WER was calculated by summing the number of deleted (D), substituted (S), or incorrectly inserted (I) words by the AI transcriptions, then dividing by the total number of words in the sample (N), and multiplying by 100 to express it as a percentage ($WER = (S + D + I) / N * 100$).

The results of a 2 (AI) x 4 (L1) factorial ANOVA indicated a significant effect of L1 on WER ($F(3, 112) = 25.767, p < .0001$). Neither the main effect of the AI type nor the interaction effect of L1 and AI was observed. Post hoc tests revealed that, for both Siri and Google Assistant, WER for Chinese-accented speech was significantly higher than for South African ($p < .0001$), Indian ($p < .0001$), and Mexican Spanish ($p < .0001$) accents. Conversely, Indian and Spanish accents exhibited comparatively lower WER, suggesting a potential L1 bias in AI transcription. This investigation holds pedagogical implications given the integral role AI plays in L2 classrooms. Considering that biases could affect the accuracy and fairness of language learning, it is essential for L2 teachers and educators to carefully integrate AI tools into their classrooms.

Learner Emotions and Task Design in L2 Task Flow and Engagement: Face-to-Face and Synchronous Video-Based Computer-Mediated Communication Modes

Joohyun Bae
Korea University

Research examining emotions in second language (L2) learning has a long-standing history, with a recent surge in studies focusing on positive emotions. While negative emotions like anxiety have been extensively studied for their hindering effect on learning outcomes, recent research highlights the facilitative role of positive emotions in enhancing cognitive and affective engagement.

Task-based language teaching (TBLT) is renowned for its efficacy in promoting language development through task performance. Tasks, central to TBLT, involve activities that necessitate communication in the L2 to achieve a communicative goal. Task engagement, characterized by learners' active involvement during task performance, is crucial for understanding cognitive, emotional, and social aspects of language learning. This study explores how learner emotions and task design factors influence flow and task engagement, particularly in face-to-face (FTF) and synchronous video-based computer-mediated communication (SvCMC) modes, which remain relatively underexplored despite their growing popularity.

Drawing on previous research, our study investigates 40 L2 university students in Korea and Taiwan and explore the differences in behavioral, cognitive, social, and emotional engagement and flow between FTF and SvCMC modes during oral tasks in intercultural communication classroom. By identifying observable indicators of task engagement, flow, and assessing learners' perceptions through post-task questionnaires, the study aims to provide insights into how these communication modes influence engagement and flow.

Furthermore, the study addresses the rise of online language learning platforms and the importance of examining the effects of SvCMC mode on interaction and L2 production. Learner factors (perceived language competence, L2 willingness to communicate in FTF/SvCMC, and learner beliefs in English) task design factors (task relevance and task modality perceptions) will be measured as predictors of flow and engagement. Overall, this research contributes to a deeper understanding of how task and learner factors interact with communication modes to influence engagement and flow in L2 learning contexts, offering implications for language teaching practices and online learning environments.

A Study on the Role of Explicit Oral Reading Practice in Improving English Reading Fluency of Korean Middle School Students

Yongbum Yi

Hankuk University of Foreign Studies

Reading fluency is essential for successful reading comprehension. Poor readers spend too much energy decoding letters and words that they cannot pay enough attention to grasp the meaning of the text. Therefore, reading fluency, the ability to read text accurately, quickly and expressively, is a prerequisite for being a good reader. Previous studies have found that repeated oral reading practice is the most effective way for improving reading fluency, but Korean EFL students do not practice oral reading sufficiently while focusing on reading strategy-oriented reading instruction. Therefore, the researcher investigated whether explicit oral reading practice is necessary to improve English reading fluency in Korean middle school students. 90 middle school students in Seoul participated, and the students took the following three types of reading classes for 12 sessions. 1) instruction with explicit repeated oral reading practice (ERORP), 2) instructions without explicit repeated oral reading practice (non-ERORP), and 3) comprehensive reading instruction (CRI) as a control group. The students' English reading fluency was investigated in terms of reading accuracy, speed, expressiveness, and reading comprehension before and after the treatment, and the results were analyzed. As a result, in terms of reading accuracy and speed, the two treatment groups, ERORP and non-ERORP, showed similar and significant improvements, but there were no significant improvements in expressive reading and reading comprehension. As a control group, the CRI group showed no significant changes in reading fluency. Based on these results, the researcher attempted to present implications and suggestions for Korean students' English reading instructions.

Comparison of Feedback on Writing: Human Raters Versus an AI Language Model

Seonmin Park

KAIST (Korea Advanced Institute of Science and Technology)

AI language models such as Bard and ChatGPT have significantly impacted our daily lives and professional endeavors. Despite their rapid development and widespread influence, research on these models remains relatively sparse. To effectively utilize AI language models in ESL/EFL contexts, this study examines feedback patterns generated by these models through a comparison with feedback provided by human raters. Initially, 216 essays penned by intermediate English language learners across three genres—process writing, definition writing, and comparison and contrast writing—were collected. Subsequently, four experienced human raters evaluated these essays based on predetermined criteria. Simultaneously, ChatGPT was tasked with the same evaluation process as the human raters. Findings reveal that the scores assigned by human raters and the AI language model are comparable. However, significant disparities exist in the feedback patterns between the two agents. Despite the human raters investing more

time in assessing the essays, the AI language model provides lengthier feedback. Conversely, human raters offer more personalized comments, while those generated by the AI language model tend to be more generalized. In conclusion, while AI language models currently cannot replace human raters, particularly considering that intermediate English language learners require concise yet specific feedback on their writing, this study underscores the potential roles of both AI language models and teachers in feedback provision. Future directions and the evolving dynamics between AI language models and educators will also be deliberated during the session.

영어교육과 영어학의 협업은 잘 되고 있는가?: 우리 영어교육과 영어학의 정체성 찾기

손중선

대구교육대학교

ESL 환경은 특히 이상적인 언어노출량과 학습동기 측면에서 EFL 환경과 크게 대비된다. 또한 영어권에서는 기본적으로 언어구사 능력이 갖춰진 상태에서 파닉스, 어휘, 듣말읽쓰, 문법을 익히지만, 우리나라는 그렇지 못한 상태에서 영어학습을 시작한다. 따라서 영어권에서는 하향식 지도가 이루어지는 반면, 이 지도방식을 우리나라에 들여와 그대로 적용하면 상향식 지도로 바뀌어버린다. 상향식 학습은 높은 수준의 분석적 사고력과 암기력을 요구하여 학습자를 힘들게 한다. 이 문제를 극복하여 '한국 학습자들에 보다 쉽고 효과적인' 영어교육 방법을 개발하기 위해서는 영어교육학과 영어학의 협업이 절실히 필요하다. 이 협업을 위해서는 영어교육은 영어학에 대해서, 영어학은 영어교육에 대한 이해도를 높여야 한다. 본 연구에서는 파닉스, 발음, 문법 지도 등에서 영어학이 영어교육에 어떻게 기여하고 시너지 효과를 낼 수 있는지, 나아가 우리 영어교육과 영어학의 정체성을 어떻게 갖출 수 있는지에 대해 논의한다.

L1 과 L2 노트테이킹이 학문적 강의 듣기 이해도에 미치는 영향 및 노트필기 분석

박효영

서울대학교

학습적 맥락에서 노트테이킹(필기)의 중요성이 인식되면서, 노트테이킹 스킬은 제 2 언어 학습자들의 학문적 언어학습 과정 중 필요한 능력으로 여겨져 왔다. 제 2 언어 학습자들이 듣기 활동을 할 때 그들은 노트테이킹을 할 두 가지의 언어 옵션이 있다: L1 또는 L2. 기존의 연구에서는 학생들의 노트테이킹 언어에 따른 듣기 내용 이해도 및 노트의 질에 대한 연구가 많이 이루어지지 않았다. 따라서 본 연구는 학생들이 L1 과 L2 로 필기한 노트를 비교하고, 학습자들의 이해도와 노트의 질에 차이가 있는지 살펴보았다. 또한, 강의 이해 및 노트 질의 변수 간의 상관 관계도 확인하고자 하였다.

TED 강연 스크립트 감성 분석을 통한 디지털 시대 트랜스랭귀징 연구

정민경

연세대학교

이 연구는 TED 강연의 영어와 한국어 스크립트 사이의 감성 점수 일치성을 분석하여,

트랜스랭귀징(translanguaging)의 중요성을 탐구한다. 이를 위해, TED 에서 가장 인기 있는 25 개 강연을 대상으로 구글의 자연어 처리 모델 BERT 기술을 활용한 감성 분석을 수행하여, 두 언어 스크립트 간의 감성 점수 차이를 평가한다. 이 과정에서 모나 베이커(Mona Baker)의 이론을 바탕으로 수용자의 반응을 핵심적으로 고려하며, 화용론적 등가와 의미 운율 개념을 적용한다. 또한 TED 가 제공하는 번역 가이드라인 등의 제약이 감성 전달에 미치는 영향도 분석한다. 이 연구는 TED 번역가들의 역할 및 전략을 고찰하고 그들의 번역 행위가 감성 전달에 미치는 영향을 분석하여, 디지털 시대에서의 사회언어학적 분석의 중요성을 강조한다.

‘AI 팽톡’을 활용한 운율 훈련이 한국 초등학생의 영어 발음 향상에 미치는 영향

유소현

서울대학교

본 연구는 인공지능 챗봇을 활용한 운율 훈련이 한국 초등학생들의 영어 발음에 미치는 영향을 탐구하였다. 이 연구의 목적은 이러한 훈련이 학생들의 발음을 유의미하게 향상시킬 수 있는지 여부를 조사하는 것이었다. 이는 사전-사후 테스트 디자인을 통해 조사되었으며, 교육부(MOE)와 한국교육방송공사(EBS)가 공동 개발한 음성 기반 챗봇인 ‘AI 팽톡’을 사용한 2 주 간의 집중 훈련 프로그램을 포함하였다. 연구에는 인천의 한 공립 초등학교 5 학년 학생 18 명이 참여하였다. 훈련에서 학습자들은 AI 팽톡을 사용하여 영어 발음을 연습하며, 음높이 윤곽(pitch contour) 비교와 자동 점수를 즉각적인 피드백으로 받았다. 이 연습은 영어 원어민 발음의 운율 윤곽과 자신의 운율 윤곽을 일치시키는 것을 중심으로 진행되었다. 훈련의 효과는 ‘AI 팽톡’의 자동 발음 점수와 영어 원어민들의 평가를 사용하여 측정되었다. 영어 원어민들은 원어민성 원칙(nativeness principle)과 이해도 원칙(intelligibility principle)에 따라 각각 5 점 리커트 척도와 비율 척도로 평가하였다. 연구는 또한 훈련의 효과가 연습한 특정 문장을 넘어 새로운 문장에까지 확장되는지를 탐구하여 훈련의 전이성과 광범위한 적용 가능성을 테스트하였다. 연구 결과, 영어 원어민들의 원어민성과 이해도 평가 모두에서 실험 참여자들의 발음이 향상되었지만, ‘AI 팽톡’의 자동 발음 점수에서는 통계적으로 유의미한 차이가 나타나지 않았다. 이는 챗봇 기반 운율 훈련의 효과를 보여주며, 영어 원어민들은 학습자들의 미묘한 향상을 인지할 수 있지만, 현재의 자동 점수 시스템은 이를 쉽게 포착하지 못할 수 있다는 점을 시사한다. 본 연구는 인공지능 기반 운율 훈련이 한국 EFL 초등학교 학습자들의 영어 발음 향상에 기여할 수 있다는 것을 강조하며, 챗봇을 활용한 효과적인 발음 지도 방법에 대한 시사점을 제공한다.

Ecological Analysis of EFL Students' Use of ChatGPT in Academic Writing Process: Insights from Webcam-Based Eye Tracking

Siwon Sung

Seoul National University

Contrary to conventional CALL tools with their fixed functions and limited affordance for predefined educational goals, generative AI technologies like ChatGPT embody a realm of possibilities (Godwin-Jones, 2023; Guo et al., 2024). Their utility is defined by the users' interactions with these tools in relation to their objectives, other digital or material tools, and the surrounding environments. This adaptability leads to a diverse, context-specific, and autonomous use. From a sociomaterial perspective (Fenwick et al., 2011; Toohey, 2018), this study examines the processes of employing ChatGPT in L2 academic writing and its entanglement with various material, digital, and discursive resources to achieve writing goals. To capture this naturalistic and moment-by-moment aspects of ChatGPT use, the study employed innovative tracking methods (Gánem-Gutiérrez & Gilmore, 2018). Techniques included screen capture technology (Séror & Gentil, 2023), web-based eye-tracking (Yang & Krajbich, 2021), stimulated recall, and semi-structured interview. Six STEM graduate students from South Korean universities engaged in three 30-minute tracking sessions while working on their self-initiated writing tasks on personal devices. The findings reveal that the participants' events of ChatGPT use in writing involved not only "prompting" but more distinctively "pre-prompting" and "post-prompting" activities. While prompting commonly involved translating and paraphrasing, pre- and post-prompting activities varied. More specifically, each participant's entanglement with ChatGPT in pre- and post-prompting was affected by a variety of material and immaterial elements, including writing goals, collaborative writing platforms (e.g., Overleaf), outlining applications (e.g., Dynalist), coding skills, computing knowledge, attitudes toward ChatGPT, fields of study, and English language proficiency. This study suggests that using generative AI tools in a naturalistic setting is marked by emergent and contextualized practices, with users and tools as actants dynamically interacting. This study concludes by highlighting how innovative theoretical frameworks and research methodologies contribute to exploring generative AI tools in L2 learning and teaching (Li et al., 2023).

References

- Fenwick, T., Edwards, R., & Sawchuk, P. (2011). *Emerging approaches in educational research: Tracing the sociomaterial*. Routledge.
- Gánem-Gutiérrez, G. A., & Gilmore, A. (2018). Tracking the real-time evolution of a writing event: Second language writers at different proficiency levels. *Language Learning*, 68(2), 469–506.
- Godwin-Jones, R. (2023). Partnering with AI: Intelligent writing assistance and instructed language learning. *Language Learning & Technology*, 26(2), 5–24.

- Guo, K., Li, Y., Li, Y., & Chu, S. K. W. (2024). Understanding EFL students' chatbot-assisted argumentative writing: An activity theory perspective. *Education and Information Technologies*, 29(1), 1-20.
- Li, S., Prior, M., Nero, S., Hiver, P., Al-Hoorie, A. H., Murakami, A., Wei, L., & Ortega, L. (2023). Methodological innovation in applied linguistics research: Perspectives, strategies, and trends. *Language Teaching*, 56(4), 551–556.
- Séror, J. & Gentil, G. (2023). Direct observation of writing activity: Screen capture technologies. In R. M. Manchón & J. Roca de Larios (Eds.), *Research methods in the study of L2 writing processes* (pp. 161-182). John Benjamins.
- Toohy, K. (2018). *Learning English at school: Identity, sociomaterial relations and classroom practice* (2nd ed.). Multilingual Matters.
- Yang, X., & Krajbich, I. (2021). Webcam-based online eye-tracking for behavioral research. *Judgment and Decision Making*, 16(6), 1485–1505.

Exploring the Reasons Behind Diverse Name Romanization Choices in Korean Language

Stojanche Atanasovski

Yonsei University

Historically, the romanization of Korean names has evolved over time alongside shifts in popular romanization systems. The release of the Revised Romanization of Korean in 2000 marked a formal standardization, however, this system's application does not extend universally to personal names. Surnames too, which unlike personal names are passed down across generations, Korean given names often retain diverse romanization styles based on individual preferences. This study investigates the underlying reasons why Koreans choose different romanization methods for their names. By focusing on the complexities surrounding name romanization, this research aims to shed light on this linguistic phenomenon. The data collection process involved structured questionnaires and interviews to gather insights directly from participants. Thematic analysis was then applied to identify common motivations and preferences that influence the choice of romanization for personal names. By unraveling these reasons, this study contributes to a deeper understanding of the complexities of linguistic identity and cultural representation within the Korean context.

Keywords: Korean names, romanization preferences, identity representation, linguistic diversity, cultural practices

How to Address a Woman in China: The Dilemma of Chinese Female Address Terms

Huan Meiyi

Yonsei University

This study delves into the current situation of female address terms in Chinese cyberspace from a linguistic perspective. Terms that once simply denoted female groups have undergone a semantic shift towards discrimination and bias. For instance, "Xiaojie" (Miss, young lady), now connotes "prostitute", "Funv" (woman, originally a generic term for adult females) now specifically refers to married women, and "Yuan" (beautiful woman) becomes synonymous with women who who pursue vanity. Nowadays, Chinese women actively avoid being addressed as "Xiaojie", "Funv" or "Yuan". The increasing taboo surrounding the addressing of women has stimulated the emergence of alternative terms, such as "Xiaojiejie" (little sister), and even led to the rebranding of International Women's Day as "Queen's Day". The "misuse" of female address terms has unfairly labeled women with negative stereotypes, constituting a feast of female stigmatization. This study aims to highlight the linguistic dilemma of Chinese female address terms and critique the underlying misogynistic attitudes. By examining the linguistic dynamics of female address terms in Chinese cyberspace, this study contributes to a new perspective on gender issues in Chinese society.

An Analysis of the Use of ‘Mwe’ (“What”) as a Stance Marker in Spoken Interactions

Suzy Park
Yonsei University

This study investigates the various functions of the wh-interrogative ‘mwe’ in everyday conversations through the Conversation Analysis (CA) framework. The word ‘mwe’ in Korean is often translated as the equivalent of what or something in English, especially when it is used in wh-interrogatives or as demonstrative pronouns. Nevertheless, ‘mwe’ can also be used as an optional element that plays a pragmatic role in discourse, similar to that of what are often referred to as discourse markers (Fraser, 1996; Jucker & Ziv, 1998).

Previous research on ‘mwe’ mostly employed corpus-based methods. Nam and Cha (2010) described the meanings of ‘mwe’ as a discourse marker, which included filler, listing examples, or even as conjunction. More recently, Rhee (2016) has looked at how the relative positions of ‘mwe’ in discourse can result in difference in meaning. In the scope of CA, Hayashi and Kim (2015) examined the usage of ‘mwe’ in other-initiated repair, while Suh (2007) focused on its roles as a conversation filler and as a hedging device. However, no previous study has dealt with the classification of ‘mwe’ in terms of its position of a Turn Construction Unit (TCU) in naturally occurring interactive contexts.

Daily conversations between family or friends were transcribed using the Jefferson (1984) system, from which various instances of ‘mwe’ were identified and classified according to their positions in the Turn-Construction Unit (TCU). ‘Mwe’ appeared in the TCU-medial position 73% of the time, indicating that it was the default preferred location.

In line with previous research, ‘mwe’ was often used as a filler signaling continuation of turn. However, three additional functions were identified in the TCU-medial position: first, ‘mwe’ was utilized as an affective stance marker, such as sympathy or disbelief. Second, ‘mwe’ was also employed to downgrade the intensity of a response, thereby allowing the speaker to maintain politeness or attenuate the degree of imposition. Lastly, ‘mwe’ also served as a marker of epistemic certainty, which implies that the speaker assumes that the listener is aware of what is being referred to.

By attending specifically to the appearance of ‘mwe’ in the TCU-medial position, this study reveals that ‘mwe’ can be effective in signaling diverse types of stance, expanding its status way beyond mere linguistic placeholders. Through the process, it also highlights the importance of considering wh-interrogatives in the context of a TCU and turn-taking organizations instead of a stand-alone word with functions separate from turn organizations.

Masked Messages: Sentiment Analysis of South Korean and the United States News Articles on Mask During COVID-19

Dohui Kim

Yonsei University

Hyebin Seo

Seoul National University

Seokhwa Lee

Yonsei University

Hyebin Oh

Yonsei University

Language shares a deep connection with culture, and the media provides a significant lens through which to observe this relationship in every society. With South Korea and the United States embodying contrasting responses to the initial stages of COVID-19, the present study here explores how language surrounding COVID-19 is portrayed differently in the media of these two nations. Employing sentiment analysis using the NewSentiment model, the present research examines the usage of the term Mask in COVID-19 news coverage from the United States outlets (Fox News, ABC News) and South Korean outlets (Hankyoreh, Korea JoongAng Daily) throughout 2020. Additionally, the current study employs critical discourse analysis on sentences including Mask in the news to compare the cultural differences between the two nations. The results indicate a notable contrast: while the term Mask tends to be neutrally depicted in South Korean news, it is often framed in a negative political context in the United States news. This disparity illuminates the cultural differences between South Korea and the United States.

The Use of First and Second-Person Pronouns by East Asian EFL Learners: A Corpus-Based Study

Seonwoong Kim

Seoul National University

The use of first and second-person pronouns in second language (L2) writing has been widely studied with implications for authorial voice, formality, and cultural variation. However, the previous literature has predominantly paid attention to Western learners, leaving a gap in our understanding of East Asian EFL learners. This research addressed this gap by analyzing data from the International Corpus Network of Asian Learners of English (ICNALE) that includes argumentative essays produced by EFL learners from Korea, Japan, and China. Drawing upon contrastive interlanguage analysis, patterns of I, we, and you usage were investigated across four proficiency levels and three first language (L1) backgrounds. The research methodology adopted an integrated approach, combining quantitative analysis based on frequency counts with qualitative examination primarily focusing on frequent collocates. Findings revealed systematic changes in the occurrence of personal pronouns across proficiency levels, indicating a developmental trajectory in learners' language use. To be specific, more advanced learners tended to exhibit reduced occurrences of personal pronouns within their essays. Furthermore, discernible preferences emerged among Korean, Japanese, and Chinese learners concerning their choice between I, we, and you in argumentative writing. Notably, the overrepresentation of I by Japanese and we by Chinese learners was conspicuous, while Korean learners displayed the closest approximation to English native speakers. Considering that the statistical analysis demonstrated L1 backgrounds contribute more variance than proficiency levels, it is essential to reconsider the prevalent advice to reduce I and we in EFL classrooms. As the usage of personal pronouns reflects not only proficiency but also cultural and linguistic backgrounds, there is a pressing need for tailored approaches to teaching EFL writing that can accommodate diverse cultural and personal preferences in pronoun usage.

A Learner Corpus Study of Preposition Stranding and Pied-Piping in Korean EFL Learners' Writing: The Case of Wh-Relative Clauses

Gunhee Ko

Ewha Womans University

This study aims to investigate preposition placement in English wh-relative clauses (wh-RCs) produced by Korean EFL learners, using the TOEFL11 corpus—a learner corpus of English essays. Preposition stranding (PS) and pied-piping (PiP) are the two structures of preposition placement commonly used in English wh-RCs. PS refers to leaving a preposition behind despite fronting the object of the preposition, as in (1), while PiP refers to placing a preposition and its object at the initial position of a clause, as in (2).

(1) That's the house which she lived in last year.

(2) That's the house in which she lived last year.

(Klein, 1993, pp. 1–2)

These two structures are generally permissible in wh-RCs, yet there are specific preferences regarding their usage (Huddleston & Pullum, 2002; Quirk et al., 1985, and others). The placement of prepositions can be affected by various factors, such as formality, complexity, length of prepositions, etc. (Gries, 2002; Hoffman, 2005, 2011; Quirk et al., 1985, and others). Of these, the current study explores three factors: (i) the syntactic dependency between verbs and prepositional phrases, (ii) the semantic dependency between verbs and prepositions, and (iii) restrictiveness. Moreover, many L2 acquisition studies have reported that PS is acquired before PiP, contradicting the prediction of the Markedness Hypothesis (Bardovi-Harlig, 1987; Kao, 2001; Ko, 2009; Park & Lee, 2005; Shin et al., 2016). To date, there is a scarcity of corpus-based research exploring preposition placement in learners' English.

The present study examined the Korean component of the TOEFL11 corpus by addressing the following research questions:

(3) a. Which of the two constructions, PS or PiP, is used more in Korean EFL learners' writing?

b. Do the distributions of PS, PiP, null-preposition (i.e., the dropping of necessary prepositions), and doubling (i.e., the duplication of prepositions) vary depending on the proficiency level of Korean EFL learners?

c. Do the three independent variables—(i) the syntactic dependency between verbs and prepositional phrases, (ii) the semantic dependency between verbs and prepositions, and (iii) restrictiveness—influence the Korean EFL learners' selection of PS or PiP?

The results of this study are as follows. First, Korean EFL learners used PS structures more frequently than PiP structures, contrary to the prediction of the Markedness Hypothesis. However, native English speakers from the LOCNESS corpus predominantly used PiP structures. Second, PS structures were more prevalent than PiP structures in the lower-intermediate level subcorpus, but this difference was not found in the upper-intermediate level subcorpus. Furthermore, null-preposition was observed frequently in both subcorpora. Third, Korean EFL learners were sensitive to the semantic dependency between verbs and prepositions in their choice of preposition placement, whereas native English speakers were additionally sensitive to the syntactic dependency between verbs and prepositional phrases. These findings suggest the necessity for incorporating verb subcategorization and register differences (formal versus informal situations) into the Korean EFL curriculum, given the prevalent use of PS structures, the substantial number of null-preposition errors, and the lack of sensitivity to the syntactic dependency discussed.

References

- Bardovi-Harlig, K. 1987. Markedness and salience in second language acquisition. *Language Learning* 37, 385–407.
- Gries, S.T. 2002. Preposition stranding in English: Predicting speakers' behaviour. In V. Samian ed., *Proceedings of the Western Conference on Linguistics* 12, 230–241.
- Hoffman, T. 2005. Variable vs. categorical effects preposition: Pied piping and stranding in British English relative clauses. *Journal of English Linguistics* 33(3), 257–297.
- Hoffman, T. 2011. *Preposition Placement in English: A Usage-Based Approach*. New York: Cambridge University Press.
- Huddleston, R. and Pullum, G. K. 2002. *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
- Kao, R. 2001. Where have the prepositions gone? A study of English prepositional verbs and input enhancement in instructed SLA. *International Review of Applied Linguistics in Language Teaching (IRAL)* 39, 195–215.
- Klein, E. C. 1993. *Toward Second Language Acquisition: A Study of Null-Prep*. Dordrecht: Kluwer Academic.
- Ko, W. 2009. Korean EFL learners' acquisition of preposition stranding and pied-piping. *Foreign Languages Education* 16(3), 123–144.
- Park, S. and Lee, S. 2005. L2 learners' acquisition of preposition pied-piping and preposition stranding. *Korean Journal of English Language and Linguistics* 5(2), 327–351.
- Quirk, R., Greenbaum, S., Leech, G. and Svartvik, J. 1985. *A Comprehensive Grammar of the English Language*. New York: Longman.
- Shin, E. Y., Yoon, J. and Chung, T. 2016. Acquisition of preposition stranding and pied-piping in relative clauses and wh-questions by Korean EFL learners. *Korean Journal of Linguistics* 41(1), 69–95.