Learning and teaching grammar through patterns of conceptualization: The case of (advanced) Korean

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CALPER project for Korea: A discourse-pragmatic approach to the teaching / learning of advanced Korean

Specific Goals:

• To compile corpora of naturally occurring discourse data in multiple modalities (oral, written, hybrid) and multiple genres (e.g., ordinary conversation, narratives, religious sermons, television and print ads, institutional talk, scriptedit / spontaneous, and so forth).

• To analyze target structures based on their occurrence in discourse with a view that grammar / linguistic choice is a reflection of conceptual meaning.

• To prepare teaching / study materials for teachers and learners based on overt discourse patterns and underlying conceptual patterns.

• To compile a conceptualization-based reference grammar of Korean.

General Goal: To motivate teachers and learners of Korean to generate new "rules" surrounding the target forms, i.e., rules that are based on conceptual meanings, uncovered through the examination / analysis of discourse patterns.

To illustrate: potential oppositions and/or alternations of grammatical constructions with seemingly similar functions

For example:

- models and plural models, e.g., will vs. be going to
(The Weather Channel 7/8/04)

You're gonna have that high humidity; you're going to have those temperatures close to 90's... it's going to be a little bit better.

- demonstrative pronouns: this vs. these vs. that
(Icy Hot Patch TV commercial - Shquillette Orona)

You've never seen anything like this before. ((does a lasy))
Not this. This. ((pointing to his elbow when Icy Hot Patch))

- use passive vs. use active

 wen checking e-mail through PS5's Webmail

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Three illustrations from Korean:

• Two auxiliary constructions that serve as markers of completive aspect: V-ala pelia vs. V-ala maka
also, the compound auxiliaries V-ala peli-to maka and V-ala maka pelia

• Two locative verbal suffixes: -ye vs. -nape
(cf. ONE locative level (syntactic and morphology) in Indo-European, e.g., Sin, acted, voice, shown, etc. and ONE locative speech level in Japanese, i.e., atono / -masu)

• Two verbs of visual perception: pulta vs. nae
I. Auxiliary construction 'to do' plus 'to do' marks

EXISTING LITERATURE — REFERENCING GRAMMARS
A. Solso (1994, 1999) both markers of 'terminative aspect'
B. Martin (1992): 'to do' plus 'to have' = 'do completely'
C. Lee (1993): 'to do' plus 'to have' = 'spelling the speaker's expectation'

(1) [Adapted from Lee (1993)]
'to do' 'to have' 'to feel'
The train left (to my regret)
The train left (to my relief)

(2) [Adapted from Solso (1994)]
'make' 'to have' 'to do'
Misha saw her
Misha saw her go
Misha saw her go

LA. 'to do' plus 'to feel'

(3) a. PELTA AS A LEXICAL VERB MEANING "THROW AWAY"
'make' 'to feel'

I wanted to get rid of all of [throw away] everything, own nothing more than my naked body, so I threw away all of my old books, all sorts of things, and even all the furniture that I had in my office.'

b. PELTA AS A LEXICAL VERB MEANING "RUN OR SPOIL"

'poisoning your tail - to spoil or killing of a poll-estate'

Table 1. Data Descriptions and Frequency and Distribution of Target Auxiliary

| Dataset | 
| --- | --- | --- | --- | --- |
| T. WRITTEN | 33,600 | 87 | 10 | 1 | 0 |
| A. TRANSLATED LITERARY WORKS | 33,600 | 87 | 10 | 1 | 0 |
| B. KOOREAN SHORT STORIES | 5,700 | 8 | 6 | 0 | 0 |
| C. DICTIONARY | 13,400 | 24 | 26 | 6 | 0 |
| TOTAL | 52,700 | 107 | 36 | 16 | 0 |

Discursive patterns — STEP 1: Main verb types co-occurring with each auxiliary:

Main verbs that semantically encode an ENDPOINT focus, e.g.,
*The target alias has; (to have) go away, causing the non-agentive fall*

Main verbs with NO ENDPOINT focus
*PROCESS: make, feel, feel, feel, make, mean, 'create' (to make)
MOTION: (direction and/or manner): go, go 'because' (to change) (because) 'because' (change) (because)*

Table 2. Main verb categories with each target auxiliary (adapted from Strassen, Lee, and Ahn, under review)

<table>
<thead>
<tr>
<th>Verbal semantics</th>
<th>Main verb with 'to feel'</th>
<th>Main verb with 'to do' marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>endpoint focus</td>
<td>160 (17%)</td>
<td>27 (87%)</td>
</tr>
<tr>
<td>no endpoint focus</td>
<td>123 (43%)</td>
<td>17 (33%)</td>
</tr>
<tr>
<td>process</td>
<td>33 (19%)</td>
<td>(13%)</td>
</tr>
<tr>
<td>motion: direction/manner</td>
<td>45 (13%)</td>
<td>3 (77%)</td>
</tr>
<tr>
<td>change</td>
<td>20 (9%)</td>
<td>1 (100%)</td>
</tr>
</tbody>
</table>
(4) a) Main verb—endpoint focus: the@santa's@name@is@Robert@and@he@is@a@businessman.
[from: A sample speech—TV broadcast]

(i) The@santa's@name@is@Robert@and@he@is@a@businessman.

(4) b) Main verb—endpoint focus: yours is the better gift.
[from: A sample speech—TV broadcast]

(i) yours is the better gift.

(5) Main verb—punctum: I@was@amazed@by@her@performance.
[from: A sample speech—TV broadcast]

(i) I@was@amazed@by@her@performance.

(6) Main verb—agent: the@santa's@name@is@Robert@and@he@is@a@businessman.
[from: A sample speech—TV broadcast]

(i) the@santa's@name@is@Robert@and@he@is@a@businessman.

(7) Main verb—change: TOTA@becomes@interesting.
[from: A sample speech—TV broadcast]

(i) TOTA@becomes@interesting.

(iii) TOTA@becomes@interesting.

(iv) TOTA@becomes@interesting.

From the examples that we have examined thus far, we see that the basic or underlying meaning of V-o or pedlo is FINALLY TOTALITY. That is:
- someone forgets or leaves something COMPLETELY and IT’S GONE.
- someone or something leaves or dies or goes away COMPLETELY
- someone or something is used, spent, torn, burned, COMPLETELY
- someone or something is gone COMPLETELY
- someone or something is no longer THERE OR HERE COMPLETELY
- someone says or tells EVERYTHING
- something or someone falls down, gets broken, loses higher balance COMPLETELY

As a result of this basic meaning, we find that V-o or pedlo expresses EMPHASIS and frames an event as being:
- accidental
- irreversible
- beyond control
- deliberate

In addition to EMPHASIS, the construction could express feelings like relief, regret, pride, disappointment, surprise, unexpectedness, the desire to get something done once and for all, and so forth. We represent this graphically in Figure 1 below:

Excerpt from CALPER Workbook, Installment No. 1 and from Strauss, Lee & Ahn (under review)

8) MALTA AS A LEXICAL VERB MEANING “TO STOP”

Excerpt of interview with Hugh Grant:

"I give my name chunks for the do-er (regurgitation happening) do-check-ack the time (LOC-TM) who do-timed CONN British Politician -”


buy-PIT-CONN too much how do-CONN too meg about and ENTER stop-PIT-DEC"

"This time I bought a book called British Politics. I read about four pages, but stopped because it is very boring."

b) MALTA AS A LEXICAL VERB MEANING “TO GIVE UP”

Exception from movie script: s:kugzaluyx b:youz deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\\deal\"\

"Swaran wanted to ring the door bell, but gave up. She couldn’t make up her mind."

(9) Diet dilemma – Source: internet

ni-rulho a-ma-tong aman to-ma-ku tyokel-i-mo na-mal 3-xa na
-ATTH book-TUNI if possible CUP = -EVALU-ENG-MUJ; Shape money multi-CAP, still original about can-pointer passion-i
do-CONN en-EO MALTA-PIT DEC its fact really how much before when empty-TM network-network multi-5 for high-zy-cu., there will not matter eventually too much much that-CONN was-PIT-DEC unless-PIT-CONN finally cry multi-for-zy-empty,
today en-EO MALTA-PIT DEC

"When I’m on a diet, I should try to eat normal, but I ate it. In fact, I had really been craving ramen so much for a while. I had been suppressing my cravings, but today, I finally ate ramen"
(10) The pearl necklace — Source: internet

khwam au-e-yare pipi ma wot-e rata contempt in ciwosa muddal-1i hai bari da he
maana inside LOC Pipi, the contempt in her voice criticized the necklace she wore.

(11) I saw my dad cry — Source: internet
cero-bal-zi cii-shye-maw-ee on kuchu si wot-ee yil-ri of they taygay-gay-aah-1i-ta, the
darum-si-nihtm prenyt AUX CONS synp family OM posty-PRET AT, in whom PI, and
has blest he the provider they sii-aani-si no, cii-nii-izei nil such an he, the
gsii-OM parents ONI give to PI-PRET DESC. Darum OM are AT, who
kuchu he the provider they sii-aani-si no, husi in whom PI-PRO PRET AT: when formal
newr-eye he the provider they sii-aani-si no, jejun-an an.

(12) Excerpt from CALPER Workbook, Installment No. 1

When the construction V-do exists, the event is characterized by the
speaker or writer as happening (FINALLY), with an implied or explicit
STRUGGLE (PSYCHOLOGICAL) AND/or PHYSICAL. INSTEAD OF A DESIRE OR
ATTEMPT TO AVOID AN OUTCOMER, IT HAPPENS ANYWAY.

For example:
- someone gives into a temptation to do something that he or she
  really didn't want to do (past tense use)
- an outcome happens that the speaker had tried to or
delayingly avoided to avoid or which had not happened (past tense use)
- someone exposes a very strong commitment to doing something,
  knowing that the accomplishment of that task will involve serious
  struggle, but commits himself or herself to doing it anyway (non-
  past use)

The "indirect meaning" of V-do exists is FINALITY WITH RESISTANCE OR
STRUGGLE. As a result of this basic meaning, we find that V-do exists
expresses EMPHASIS, and trans in an event as being:

- accidental
- irreversible
- beyond control
- deliberate

In addition to EMPHASIS, the construction could express feelings like relief,
shrugs, pride, disappointment, surprise, unexpectedness, and so forth. However, in
combination with V-do exists, which can express an entire range of emotional
overtones in past or non-past contexts, V-do exists expresses surprise,
disappointment and/or unexpectedness in the past, and relief, pride, and/or very
strong resolve in non-past contexts. In the case of V-do exists in non-past
contexts, the impression of the speaker's writer's inside words so strong because
of who is projecting his or her emotions to the presence associated with the particular event
before it actually takes place.

We can represent the meanings of V-do exists graphically as in Fig. 2.
Excerpt from CALPER Workbook, Inst. No. 1 and from Strauss, Lee, & Ahn (under review)

Now, how could we explain the difference between (12) and (13)?

(12) MAIN VERB = want / want to + -a-PELTA

Amazon-i ka money, A-an nan money want to make Amazon-thang ey typewritin-a

Ann want to make money to pay ey's typewritin-a

Ann want to make money to pay ey's typewritin-a

do-IVERSE-ens want-0-PELTA-DEC

"When my son is being >Jouled, he just does what I say. That's why I laugh while I reprimand him."

(13) MAIN VERB = want / want to + -a-MAETA

Choi-i nan kinggung-i ey file-a-pa eye know ey ey ci kia eye eye e

Choi TM want to know ey know ey know ey ci kia eye eye e

Choi TM want to know ey know ey know ey ci kia eye eye e

Choi TD want to know ey know ey know ey ci kia eye eye e

Choi TD want to know ey know ey know ey ci kia eye eye e

laugh-0-MAETA-DEC

laugh-0-MAETA-DEC

Choi laughed in tears because of his brother's whooping lie."
II. The two homophonous verbal suffixes on -eun and -eun (CALPER Installments No. 2)

EXISTING LITERATURE – REFERENCE GRAMMARS

(1) a. (hu-ma) handwriting kongeun-hay.
   non-HONORIFIC
   (T form) (one of 4)
   ‘He is studying Korean’

b. (hu-ma) handwriting kongeun-hay-pa
   non-HONORIFIC
   (then formal, less deferential)
   (V form)
   ‘He is studying Korean’

c. (hu-ma) handwriting kongeun-hapun
   non-HONORIFIC
   (more formal, more deferential)
   (V form)
   ‘He is studying Korean’

---

POLITE:

- the more widely used of the two
- less formal in instructional contexts
- used predominantly by females
- speakers might mix between polite and deferential to make the conversation sound “less formal”

DEFERENTIAL:

- more formal in instructional contexts
- used predominantly by males
- exclusive or near-exclusive use in news broadcasts, public lectures, formal interviews, etc.
- speakers might use the deferential when they first meet, and then switch to the polite once the relationship has been established
- speakers might mix between police and deferential to make the conversation sound “less formal”

Figure 1. Synthesis of use of Korean honorific suffixes from the literature

<table>
<thead>
<tr>
<th>DATASET</th>
<th>POLITE</th>
<th>DIFFERENTIAL</th>
<th>RATIO – POL / DEF</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPONTANEOUS SPEECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Earthquake data (chuyi 1, 3, 4, 5)</td>
<td>423</td>
<td>22</td>
<td>19:1</td>
</tr>
<tr>
<td>(1 hour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. TV Talk Show (Action Painting)</td>
<td>446</td>
<td>13</td>
<td>3:1</td>
</tr>
<tr>
<td>(1 hour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Radio Talk Show (Atomic Theory)</td>
<td>247</td>
<td>88</td>
<td>3:1</td>
</tr>
<tr>
<td>(1 hour)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. English Instructional TV Program</td>
<td>122</td>
<td>181</td>
<td>.96:1</td>
</tr>
<tr>
<td>(1 hour, 40 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SCRPTED SPEECH</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Children’s TV Program (Favour Favour)</td>
<td>155</td>
<td>6</td>
<td>26:1</td>
</tr>
<tr>
<td>(4 episodes - 1 hour total)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. TV Commercials - (20 minutes)</td>
<td>69</td>
<td>49</td>
<td>1.43:1</td>
</tr>
<tr>
<td>7. Semmon 1 (Pastor Course)</td>
<td>258</td>
<td>202</td>
<td>1.3</td>
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<tr>
<td>(40 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Semmon 2 (Pastor Course)</td>
<td>49</td>
<td>115</td>
<td>.43:1</td>
</tr>
<tr>
<td>(20 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Semmon 3 (Pastor Office)</td>
<td>57</td>
<td>296</td>
<td>.2:1</td>
</tr>
<tr>
<td>(40 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. MBC news broadcast</td>
<td>11</td>
<td>107</td>
<td>.09:1</td>
</tr>
<tr>
<td>(20 minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1. Ratio of Polite to Deferential Forms from Struwe and Ems (2005)

(2) Earthquake - day 4 – face to face conversation (POLITE)

S: Thanks (chuyi-ah na-eun maeyo?)

--->

G: Handshw-eun han na-eun maeyo.

--->

Korean: kyoong-man ha na-eun maeyo. (1st) makh (1st) bokchum (bokchum)

--->

Chinese: ma-eun maek na-ku-deuy ma-eun maek-ku-deuy ma-eun maek-ku-deuy.

--->

C: name-ju-ah na-eun maeyo.

--->

When the earthquake first hit, etc., we don’t have [POL] earthquakes in Korea, so I was quite surprised and it just shook, but at first (2) had no idea what it was [POL], I didn’t even know it was an earthquake, not,“Earthquake!”

G: uha

S: name-ju na-eun maeyo (1st) na-eun maeyo

--->

c-hae in-eun-caehu-jeo

--->

to "I was so surprised and I’ve been sleeping [POL] that night (i.e., the night before)."

Figure 1. Synthesis of use of Korean honorific suffixes from the literature

13

14
Tomorrow, there will be (DEF) a slight chance of rain or snow in the morning in some areas. The temperature will rise to 7°C above zero tomorrow, but will drop again for a while, and after Thursday (the tournament) will show (DEF) higher temperatures than average year. Currently, it's cloudy (DEF) in most areas (across the viewing area).

---

"So, today we will be studying (DEF) focusing on expressions we can use when paying for merchandise."

---

"So, today it is (DEF) words about home (that I’ll speak about). And it is (DEF) words about (relationships) between parents and children. The title (of the session) is—With the title of "Holy parents, holy children" we will be witnessing (DEF) God’s words."

---

"So, today, (a) Part 2 (of our show), we will be thinking (DEF) about the middle aged crisis with Professor Mi-Na Lee, of the Social Education Department of Seoul National University."

---

"No, watch, I will pitch (DEF) two important sentences to me whether you can understand them or not. (This) is (DEF) the first sentence."

---

"In the end, when we go shopping, before we take the merchandise home, we have to pay for it. [POLITE]"
Response to starting "role":

Beneficial speech level alternations clearly occur in discourse even when an audience or group of listeners remains constant; they also occur in formal, non-native discourses, such as religious sermons. Because of this, social hierarchy, "deference," genre, and even greatest degrees of formality do not appear to be reliable predictors.  

CONCLUSION: The use of and alternation between deferential and polite forms seem to be a strong relationship with information status. That is, the deferential forms seem to co-occur with new and novel shared information (as in news broadcasts, the introductions of new topics or groups of ideas or concepts). In contrast, the polite forms seem to co-occur with shared or common sense information (e.g. "you have to pay for membership before you take it home"). It tends to mark shared experiences, patently obvious facts, and repetitions or re-formulations of new ideas just expressed.

From Siemers (to appear a)

---

(11) "Pas Poo Poo" children's TV show (dataset 5) - (deferential)

(potle: 155 / deferential: 6 / Ratio: 26:1)

Poomai tay: Cau kaimi cimma kaukaw-pul pajphoe ha-khay-ay-capavita.

"Na, naa" I will remember [DEF] for now. [DEF] [UNILATERAL] [UNILATERAL] [ANNOUNCEMENT]

Wenrey kana: canaka canaka visowa visowa ban mawal en ha-hay-ay-capavita.

"Wait a minute!

The lead judge (meaning see) will make a speech. [DEF] [SPEECH ACT:]

(12) TV commercial excerpt - Kaya Tangkun (dataset 6) - (deferential)

(carpoon price commercial)

(potle: 69 / deferential: 60 / Ratio: 1.14:1)

Man: Jalaam puop puopuop i saawana ha-maas an ekhyi ha-hay-ay-capavita.

"But two will (always) keep [DEF] the 100% purity." [SPEECH ACT: UNILATERAL, NEGATIVE]

(13) TV show: Achna Masing - ha-asulo pokh pula (dataset 2) - (deferential)

(potle: 446 / deferential: 131 / Ratio: 3:1)

Mr. Song (host): ...

(an) pokhulka mawana musiiku alo tikka ha-khay-ay-capavita.

"...we'll start [DEF] today's happy meeting. [SPEECH ACT: ANNOUNCEMENT]

(14) TV show: Achna Masing - ha-asulo pokh pula (dataset 2) - (deferential)

(potle: 446 / deferential: 131 / Ratio: 3:1)

Mr. Song (host): Looj siky-pokh-poky chailen-cu musiiku-poky.  

"Now, (we'll) introduce [DEF] the third participant." [SPEECH ACT: ANNOUNCEMENT]

* * * * * * * *

(15) TV show: Achna Masing - ha-asulo pokh pula (dataset 2) - (polite/deferential)

(potle: 446 / deferential: 131 / Ratio: 3:1)

Mr. Song (host): ...Chai cimawalas-pokh. Chaiwa wa-ni-mikha-poky.

"Wait a minute [POL] they say we have a phone call (lit. a phone (call) causes). [POL]

Puk pokh-tofo ha-hay-ay-capavita.  

(We'll) take it [DEF].}
CONCLUSION 2: The use of and alternation between polite and deferential forms in Korean seems to bear a strong relationship with the concept of “boundary.” That is, when speakers use the deferential form, they circumscribe a boundary between themselves and their interlocutors—one that is predicated on actual authority, presumed authority, particular domains of knowledge, particular domains of experience, and so forth. When speakers appeal to the deferential form, and its inherent meaning of “boundary,” they consequently “exclude” their interlocutors from that domain of authority, cognition, or experience; when they appeal to the polite form and its inherent meaning of “BOUNDARY,” they consequently “include” their interlocutors within their spheres of experience and/or cognition.

This dynamic is represented graphically in Figure 3.

From Strauss (to appear a)
Table 1. Expressions of Visual Perception: Korean and English

<table>
<thead>
<tr>
<th>Korean</th>
<th># of tokens</th>
</tr>
</thead>
<tbody>
<tr>
<td>posta 'become visible'</td>
<td>41</td>
</tr>
<tr>
<td>nora 'be become visible'</td>
<td>47</td>
</tr>
<tr>
<td>posta 'look, and'</td>
<td>15</td>
</tr>
<tr>
<td>anpamot 'go and see, look'</td>
<td>30</td>
</tr>
<tr>
<td>paloppa 'look at'</td>
<td>3</td>
</tr>
<tr>
<td>nogakkopu 'be formed'</td>
<td>9</td>
</tr>
<tr>
<td>weon apgoe nouxi lu 'put in front of your eye'</td>
<td>1</td>
</tr>
<tr>
<td>TOTAL KOREAN</td>
<td>164</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>English</th>
<th># of tokens</th>
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</thead>
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<tr>
<td>see</td>
<td>16</td>
</tr>
<tr>
<td>look</td>
<td>2</td>
</tr>
<tr>
<td>can't see</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL ENGLISH</td>
<td>21</td>
</tr>
</tbody>
</table>
References — abridged list
Choi, Young Min, Lee, Hye Sung, Seok, Char, Sohn, Ho-ni, and Sohn, Sung Ock
(2000). Integrated Korean: Beginning I. Korean Language Education and
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Figure 1: Semantic distinctions: move vs. poke (From Strauss, Kayatana, and Eun