The 2022 Seoul International Conference on Linguistics (SICOL-2022)

# Language in Interaction:
## New Perspectives and Approaches

**Conference Handbook**

August 11-12, 2022
Virtual Online Conference

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# and Approaches

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# General Information

## Conference Website

Please visit the following conference website for details about the conference including the conference program and the handbook:

http://sicol2022.creatorlink.net

All information about the conference will be available at this site. Participants are asked to check this site to keep up to date regarding possible alternations and changes.

## Online Registration

The registration is free. You do not have to register for this online conference to attend the conference as attendees, presenters or moderators. We will send the information regarding our Zoom meeting to LSK members, presenters and moderators. Non-members and overseas participants are recommended to register for this virtual conference by filling out and submitting the registration form available at the following site so we can provide the Zoom IDs, passwords and links:

https://forms.gle/ckBcVMVcQ2SvgT9J6

The same online registration form is also available at the 'Registration' tab of the conference website. After receiving your registration form, we will send you the information regarding our Zoom meeting.

If you've registered, but have not gotten the Zoom IDs, passwords and links, please email us at sicol2022@gmail.com.
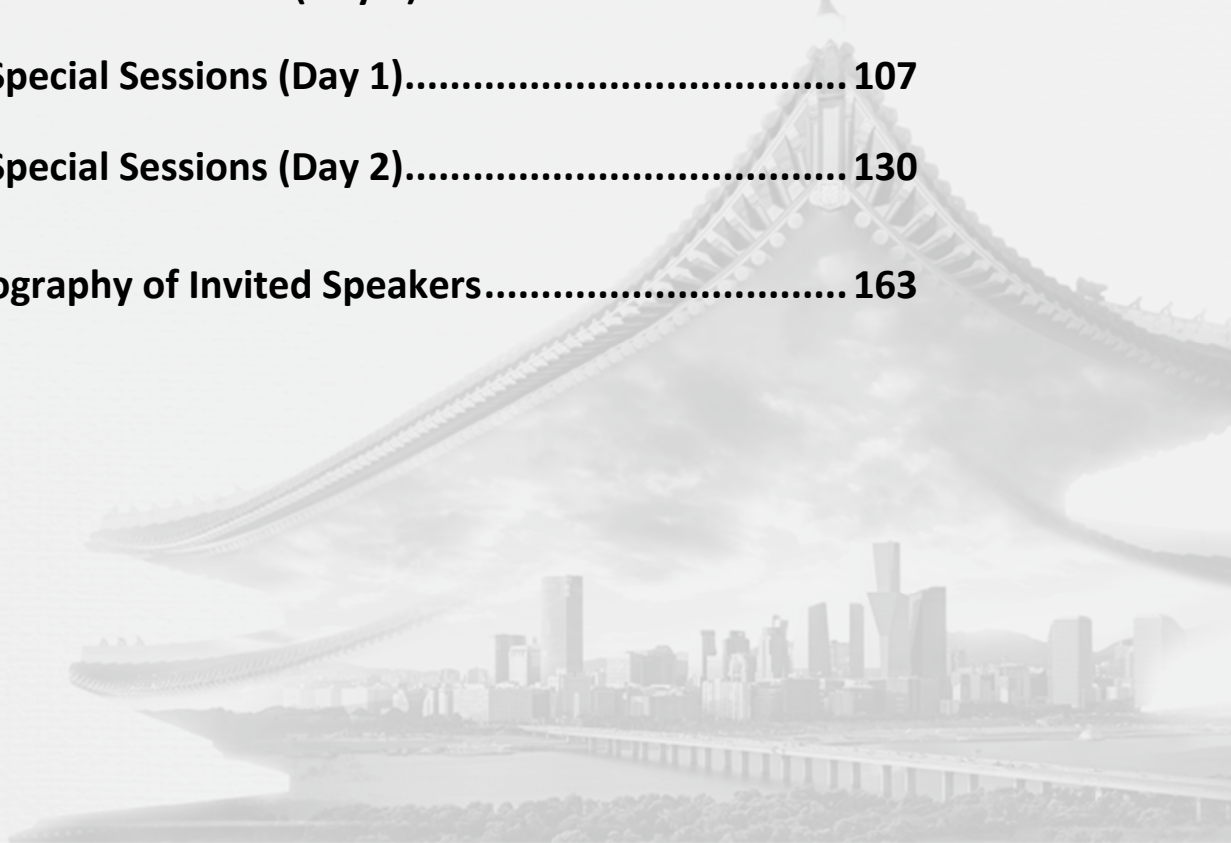
## Inquiries and Contact

Please direct any questions about the conference to the program committee chair: Hanjung Lee (sicol2022@gmail.com / hanjung@skku.edu).

# Contents

# SICOL-2022 Committees

**Conference Chair:**
Minhaeng Lee (LSK president, Yonsei University)

**Honorary Conference Chairs:**
Sukjin Chang (Former LSK president, Seoul National University)
Ik-Hwan Lee (Former LSK president, Yonsei University)
Kiyong Lee (Former LSK president, Korea University)

**Organizing Committee:**
Jong-Bok Kim (Co-chair, Kyung Hee University)
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Hyehyun Nam (Yonsei University)
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Hong Joon Um (Keimyung University)
Eunkyung Yi (Ewha Womans University)
Hongoak Yun (Jeju National University)

# Language in Interaction:
## New Perspectives and Approaches

The theme for SICOL-2022 is 'Language in interaction: New perspectives and approaches.' In the age of information and communications technology we live in today, knowledge and data processed as information are making critical impact on human behavior, ways of thinking, values and operation of social structure. Information circulated in this age is presented, stored and exchanged in the form of language. As such, the study of language and language use is more important than ever to deepen our understanding of human behavior, ways of thinking and interconnections in a hyper-connected society.

SICOL-2022 provides a forum for the presentation of cutting-edge research focused on the theoretical and empirical study of 'language in multidimensional interaction'.

It features three invited presentations by the following distinguished scholars:
    Taehong Cho (Hanyang University, Korea)
    Klaus von Heusinger (Universität zu Köln, Germany)
    Helen de Hoop (Radboud University, The Netherlands)

It also features a diverse array of sessions (general, special and tutorial sessions) which include papers addressing issues related to the theme of 'language in multidimensional interaction' as well as papers from all other areas of linguistics.

The SICOL-2022 organizing committee welcomes submissions of papers for 20-minute oral presentations, followed by 10 minutes for discussion and questions. Topics may include, but are not limited to, the following subjects:

• Interactions among language modules: New perspectives on or approaches to interactions or interfaces between language system's internal modules such as phonetics, phonology, morphology, syntax, semantics, pragmatics and discourse

• Language experience and language cognition: New perspectives on or approaches to language contact and the acquisition of a second or third language; and their impact on language change or language cognition

• Language, media and communication: Data-oriented approaches to characteristics of language used by internet-based digital communication media or the use of language and communication in the hyper-connected society

# Welcome from the SICOL-2022 Committees

It is my great pleasure and honor to invite you to the 2022 Seoul International Conference on Linguistics (SICOL-2022) co-hosted by the Linguistic Society of Korea (LSK) and the Department of English Language and Literature's Brain Korea (BK) 21 Education/Research Program of Sungkyunkwan University.

The theme for SICOL-2022 is 'Language in interaction: New perspectives and approaches.' In the age of information and communications technology we live in today, knowledge and data processed as information are making critical impact on almost every part of our daily lives. Information circulated in this age is presented, stored and exchanged in the form of language. I believe the theme of this year's conference is not only timely but also crucial for determining the future direction of linguistics because the study of language and language use is more important than ever to deepen our understanding of human behavior, ways of thinking and interconnections in a hyper-connected society.

SICOL-2022 features 3 invited presentations and 55 individual paper presentations addressing various issues related to the theme of 'language in multidimensional interaction'. We have arranged these paper presentations in 11 general sessions and 7 special sessions. In addition to these, the conference also features a tutorial entitled "Experimental syntax using IBEX/PCIBEX."

This conference would not be possible without the efforts and work of many people. First, I would like to express my sincere gratitude to three invited speakers, Prof. Taehong Cho (Hanyang University, Korea), Prof. Klaus von Heusinger (Universität zu Köln, Germany), and Prof. Helen de Hoop (Radboud University, The Netherlands). I would also like to thank Prof. Nayoun Kim (Sungkyunkwan University, Korea) and June Choe (University of Pennsylvania, USA) for organizing the tutorial and other presenters from more than 20 different countries who will be presenting their research in a range of areas. I am particularly grateful to Prof. Minhaeng Lee (Yonsei University, Korea), the president of the LSK. We would not be here if it were not for his leadership and selfless dedication to blazing the trail for the rest of us. I am also grateful to Prof. Jong-Bok Kim (Kyung Hee University, Korea) and Prof. Sanghoun Song (Korea University, Korea), the co-chairs of the organizing committee, members of the organizing committee and the program committee, and those who will serve as moderators of various sessions. Their efforts are present in every part of this conference's program. Finally, I would like to thank our student assistants for doing the bulk of the work for this conference during these unprecedented times.

I hope that this conference will provide a platform for sharing stimulating new work and ideas that we need right now. Welcome to cyberspace for the 2022 Seoul International Conference on Linguistics!

Warm wishes,

*Hanjung Lee*

Hanjung Lee, Program Committee Chair
On behalf of the SICOL-2022 Committees

# Day 1: Thursday, August 11, 2022

| 9:20-9:30 | **Opening Ceremony** | | Meeting Room A |
|---|---|---|---|
| | **Welcome Address** : Minhaeng Lee (LSK president, Yonsei University, Korea)<br>Moderator : Iksoo Kwon (Hankuk University of Foreign Studies, Korea) | | |

| 9:30-11:00 | Session | **General Session 1:**<br>**Syntax/Semantics** | **General Session 2:**<br>**Sociolinguistics** | **Special Session 1:**<br>**L1-L2 Interaction** |
|---|---|---|---|---|
| | Meeting Room | Meeting Room A | Meeting Room B | Meeting Room C |
| | Moderator | Heejeong Ko | Iksoo Kwon | Sun-Young Lee |
| | Presentations | 1. Mija Kim<br>2. Adaemrys Chihjen Cheng<br>3. Seongrak Yun, Yoshiki Mori | 4. Teresa Ong, Su-Hie Ting, Humaira Raslie, Ernisa Marzuki, Kee-Man Chuah, Collin Jerome<br>5. Edmund Ui-Hang Sim, Su-Hie Ting<br>6. Miley Antonia Almeida Guimaraes | 7. Ye-Jee Jung, Olga Dmitrieva<br>8. Yuhyeon Seo, Olga Dmitrieva, Alejandro Cuza<br>9. Hye Min Yoon, Yun Kim, Mira Oh |

| 11:10-12:10 | **Invited Talk 1** | Meeting Room A |
|---|---|---|
| | Speaker : Taehong Cho (Hanyang University, Korea)<br>Moderator : Tae-Jin Yoon (Sungshin Women's University, Korea) | |

| 13:00-14:30 | Session | **General Session 3:**<br>**Phonetics/Phonology/Morphology** | **General Session 4:**<br>**Applied Linguistics** | **Special Session 2:**<br>**Experimental Syntax and Semantics** |
|---|---|---|---|---|
| | Meeting Room | Meeting Room A | Meeting Room B | Meeting Room C |
| | Moderator | Eon-Suk Ko | Ilkyu Kim | Hongoak Yun |
| | Presentations | 10. Minjeong Kim<br>11. Dusan Nikolic<br>12. Sang-Tae Kim | 13. Cristian Arizo, Faye Cathleen Asidre, Kowjie Anne Basilio<br>14. Ziying Li<br>15. Noor Afifah Nawawi, Su-Hie Ting | 16. Jeongho Lew, Nayoun Kim<br>17. Daria Belova<br>18. Hyunah Ahn |

| 14:40-16:10 | Session | **General Session 5:**<br>**Text/Corpus Linguistics** | **General Session 6:**<br>**Applied Linguistics** | **Special Session 3:**<br>**Language Processing, Music and Brain** |
|---|---|---|---|---|
| | Meeting Room | Meeting Room A | Meeting Room B | Meeting Room C |
| | Moderator | Eugene Chung | Eun Seon Chung | Say Young Kim |
| | Presentations | 19. Ivalla Ortega-Barrera<br>20. Mahmood K. Ibrahim, Ulrike Tabbert<br>21. Lely Tri Wijayanti | 22. Puleng Makholu Letsoela<br>23. Jianing Yang<br>24. Seng Tong Chong, Ahmad Zufrie Abd Rahman, Zeittey Karmilla Kaman, Carol Leon | 25. Yoonji Kim, Diana Sidtis, John Sidtis<br>26. Hyojin Jeong<br>27. Eunkyung Yi |

| 16:20-17:20 | **Invited Talk 2** | Meeting Room A |
|---|---|---|
| | Speaker : Helen de Hoop (Radboud University, The Netherlands)<br>Moderator : Hye-Won Choi (Ewha Womans University, Korea) | |

# Day 2: Friday, August 12, 2022

| 9:00-10:30 | Session | General Session 7: Syntax/Semantics | General Session 8: Sociolinguistics | Special Session 4: Meaning in Context |
|---|---|---|---|---|
| | Meeting Room | Meeting Room A | Meeting Room B | Meeting Room C |
| | Moderator | Youngju Choi | Hyojin Jeong | Dongsik Lim |
| | Presentations | 28. Yue Xing<br>29. Chenchen Song<br>30. Ryota Hosoya | 31. Michael M. Kretzer, Teresa Ong<br>32. Eldin Milak<br>33. Ji-eun Kim, Volker Dellwo | 34. David Blunier, Evgeniia Khristoforova<br>35. Irina Rozina<br>36. Yoon-Young Jeon, Eugene Chung |
| 10:40-12:40 | Session | Tutorial : Experimental Syntax Using IBEX/PCIBEX | | Special Session 5: Language, Media and Communication |
| | Meeting Room | Meeting Room A | | Meeting Room C |
| | Moderator | Juwon Lee | | Chaeyoon Park |
| | Presentations | Nayoun Kim (Sungkyunkwan University, Korea), June Choe (University of Pennsylvania, USA) | | 37. Edward John Romualdez<br>38. Siti Marina Kamil, Nur Athirah Zulrushdi<br>39. Nor Eisya Shabila Ismail, Su-Hie Ting<br>40. Siti Marina Kamil, Mun Poh Yan |
| 13:30-15:00 | Session | General Session 9: Phonetics/Phonology/Morphology | General Session 10: Applied Linguistics | Special Session 6: Meaning in Context |
| | Meeting Room | Meeting Room A | Meeting Room B | Meeting Room C |
| | Moderator | Joo-Kyeong Lee | Seung-Ah Lee | Sang-Geun Lee |
| | Presentations | 41. Xinyi Zhang, Yun Kim, Mira Oh<br>42. Anna Cheung<br>43. Douglas Kavaguti, Yun Kim, Mira Oh | 44. Hsin-Nie Ling, Su-Hie Ting<br>45. Jieun Ko<br>46. Yu Jin Ng, J. Karthikeyan | 47. Eugeniia Zakovorotnaia<br>48. Daeun Kang, Eugene Chung<br>49. Chia-Ling Hsieh, Jiin Hong |
| 15:10-16:40 | Session | General Session 11: Language Change | | Special Session 7: Syntax-Semantics Connection |
| | Meeting Room | Meeting Room A | | Meeting Room C |
| | Moderator | Rhanghyeyun Kim | | Arum Kang |
| | Presentations | 50. Sungkyun Shin<br>51. Reijirou Shibasaki<br>52. Franco Tondi | | 53. Min-Joo Kim<br>54. Seiki Ayano, Haruka Nambu, Yuka Ino, Anna Tanaka<br>55. Yuliya Bekreyeva |
| 16:50-17:50 | Invited Talk 3 | | | Meeting Room A |
| | Speaker : Klaus von Heusinger (Universität zu Köln, Germany)<br>Moderator : Jungmee Lee (Seoul National University, Korea) | | | |
| 18:00-18:10 | Closing | | | Meeting Room A |
| | Closing Remarks : Jong-Bok Kim (President-elect & Organizing committee co-chair, Kyung Hee University, Korea)<br>Moderator : Jungmee Lee (Seoul National University, Korea) | | | |

# Day 1: Thursday, August 11, 2022

| 9:30-11:00 | **General Session 1: Syntax/Semantics** |
| | Meeting Room A |
| Moderator | Heejeong Ko (Seoul National University, Korea) |
| Presentations | 1. Mija Kim (Kyung Hee University, Korea)<br>*One's Own* Genitive Constructions in English: Focusing on the Alternation |
| | 2. Adaemrys Chihjen Cheng (University of Ottawa, Canada)<br>Split RedPs: Evidence from Taiwanese Tetrasyllabic Reduplicated Adjectives |
| | 3. Seongrak Yun (University of Tokyo, Japan), Yoshiki Mori (University of Tokyo, Japan)<br>Differences in Usages of Conditionals in Korean and Japanese |

| 9:30-11:00 | **General Session 2: Sociolinguistics** |
| | Meeting Room B |
| Moderator | Iksoo Kwon (Hankuk University of Foreign Studies, Korea) |
| Presentations | 4. Teresa Ong (Nanyang Technological University, Singapore),<br>Su-Hie Ting (Universiti Malaysia Sarawak, Malaysia),<br>Humaira Raslie (Universiti Malaysia Sarawak, Malaysia),<br>Ernisa Marzuki (Universiti Malaysia Sarawak, Malaysia),<br>Kee-Man Chuah, Collin Jerome (Universiti Malaysia Sarawak, Malaysia)<br>Employability and Communication Skills: Triangulating Views of Employers, Lecturers and Undergraduates |
| | 5. Edmund Ui-Hang Sim (Universiti Malaysia Sarawak, Malaysia),<br>Su-Hie Ting (Universiti Malaysia Sarawak, Malaysia)<br>The Language of Risk: Self-assessment of Nasopharyngeal Cancer Risk |
| | 6. Miley Antonia Almeida Guimaraes (Universidad de Salamanca, Spain)<br>Educational Sociolinguistics and Pedagogy of Linguistic Variation Applied to the Teaching of Brazilian Portuese as a Foreign Language: From Principles to Procedures |

| 9:30-11:00 | **Special Session 1: L1-L2 Interaction** |
| | Meeting Room C |
| Moderator | Sun-Young Lee (Cyber Hankuk University of Foreign Studies, Korea) |
| Presentations | 7. Ye-Jee Jung (Purdue University, USA), Olga Dmitrieva (Purdue University, USA) <br> Language-specific Strategies and L1-L2 Interaction in Bilingual Clear Speech |
| | 8. Yuhyeon Seo (Purdue University, USA), Olga Dmitrieva (Purdue University, USA), Alejandro Cuza (Purdue University, USA) <br> Crosslinguistic Influence in the Perceptual Discrimination Abilities in Korean Heritage and L2 Speakers |
| | 9. Hye Min Yoon (Emory University, USA), Yun Kim (Emory University, USA), Mira Oh (Chonnam National University, Korea) <br> The Role of Language Dominance and the Universal Orthographic Effect in Loanword Adaptation |

| 11:10-12:10 | **Invited Talk 1** |
| | Meeting Room A |
| Moderator | Tae-Jin Yoon (Sungshin Women's University, Korea) |
| Speaker | Taehong Cho (Hanyang University, Korea) <br> Prosodic Structure as an Integral Component of Speech Production and Perception |

| 13:00-14:30 | **General Session 3: Phonetics/Phonology/Morphology** |
| | Meeting Room A |
| Moderator | Eon-Suk Ko (Chosun University, Korea) |
| Presentations | 10. Minjeong Kim (The Korea Advanced Institute of Science and Technology, Korea) <br> English Vowel Perception Training under Cognitive Load for Non-native Listeners |
| | 11. Dusan Nikolic (University of Calgary, Canada) <br> Can Exemplar Models Replicate Human Production of Word Stress? A Case of Canadian English Speakers |
| | 12. Sang-Tae Kim (Cheongju University, Korea) <br> The Morphographemic Writing System in Derivative Words in Korean |

| 13:00-14:30 | **General Session 4: Applied Linguistics** |
| | Meeting Room B |
| Moderator | Ilkyu Kim (Kangwon National University, Korea) |
| Presentations | 13. Cristian Arizo (Polytechnic University of the Philippines, The Philippines), Faye Cathleen (Polytechnic University of the Philippines, The Philippines), Asidre, Kowjie Anne Basilio (Polytechnic University of the Philippines, The Philippines)<br>Taglish in Pinoy Version: An Analysis of Tagalog-English Code-Switching in Selected Books in the New Testament Bible |
| | 14. Ziying Li (Sungkyunkwan University, Korea)<br>Cantonese Sentence-Final Particles in Expressing Refusals |
| | 15. Noor Afifah Nawawi (Universiti Malaysia Sarawak, Malaysia), Su-Hie Ting (Universiti Malaysia Sarawak, Malaysia)<br>Attitude Markers and Engagement Markers in Creative Arts Journal Papers |

| 13:00-14:30 | **Special Session 2: Experimental Syntax and Semantics** |
| | Meeting Room C |
| Moderator | Hongoak Yun (Jeju National University, Korea) |
| Presentations | 16. Jeongho Lew (Sungkyunkwan University, Korea), Nayoun Kim (Sungkyunkwan University, Korea)<br>Active Nature of Dependency Formation: The Online Processing of *Tough*-constructions |
| | 17. Daria Belova (Lomonosov Moscow State University, Russia)<br>A´-Splitting and Scattered Deletion of Complex Noun Phrases in Russian: An Experimental Approach |
| | 18. Hyunah Ahn (Kunsan National University, Korea)<br>The Thematic Role Interpretation of Overt NPs in a Null Argument Construction |

| 14:40-16:10 | **General Session 5: Text/Corpus Linguistics** |
| | Meeting Room A |
| Moderator | Eugene Chung (Korea University, Korea) |
| Presentations | 19. Ivalla Ortega-Barrera (Universidad de Las Palmas de Gran Canaria, Spain)<br>The Use of Vague Language in a Corpus of Tourism Research Articles |
| | 20. Mahmood K. Ibrahim (Imam Ja'afar Al-Sadiq University, Kirkuk, Iraq), Ulrike Tabbert (University of Huddersfield, UK)<br>Do Not Ask How? – A Critical Stylistic Approach to Sherko Bekas' Poem "The Martyrs' Wedding" |
| | 21. Lely Tri Wijayanti (Universitas Jenderal Soedirman, Indonesia)<br>Infusing Voice through Citation Strategies: L1 vs. L2 Undergraduate Students |

| 14:40-16:10 | **General Session 6: Applied Linguistics** |
| | Meeting Room B |
| Moderator | Eun Seon Chung (Hankuk University of Foreign Studies , Korea) |
| Presentations | 22. Puleng Makholu Letsoela (University of Eswatini, Eswatini)<br>    Mitigating Readers' Doubts in Students' Academic Writing: A Case of Exemplification |
| | 23. Jianing Yang (Sungkyunkwan University, Korea)<br>    EFL Teachers' Language Operation in China |
| | 24. Seng Tong Chong (Universiti Tenaga Nasional, Malaysia), Ahmad Zufrie Abd Rahman (Universiti Tenaga Nasional, Malaysia), Zeittey Karmilla Kaman (Universiti Tenaga Nasional, Malaysia), Carol Leon (Universiti Tenaga Nasional, Malaysia)<br>    Lived Experiences of Teaching the CEFR-Aligned MUET in Malaysia: A Conceptual Metaphor Analysis |

| 14:40-16:10 | **Special Session 3: Language Processing, Music and Brain** |
| | Meeting Room C |
| Moderator | Say Young Kim (Hanyang University, Korea) |
| Presentations | 25. Yoonji Kim (Temple University/The Nathan Kline Institute for Psychiatric Research, USA), Diana Sidtis (New York University/The Nathan Kline Institute for Psychiatric Research, USA), John Sidtis (The Nathan Kline Institute for Psychiatric Research/New York University Grossman School of Medicine, USA)<br>    The Role of the Cerebellum in Singing |
| | 26. Hyojin Jeong (Sungkyunkwan University, Korea)<br>    Developing Automaticity in Collocation Processing: L1 Congruency and Practice Conditions |
| | 27. Eunkyung Yi (Ewha Womans University, Korea)<br>    The Role of Case Markers in Sentence Planning: Evidence from Korean |

| 16:20-17:20 | **Invited Talk 2** |
| | Meeting Room A |
| Moderator | Hye-Won Choi (Ewha Womans University, Korea) |
| Speaker | Helen de Hoop (Radboud University, The Netherlands)<br>    Alive But Not Kicking: Animacy versus Agentivity in Language Use |

# Day 2: Friday, August 12, 2022

| 9:00-10:30 | **General Session 7: Syntax/Semantics** |
| --- | --- |
| | Meeting Room A |
| Moderator | Youngju Choi (Chosun University, Korea) |
| Presentations | 28. Yue Xing (Eötvös Loránd University, Hungary)<br>The Syntax of Focalization in Mandarin *shi … de* Clefts |
| | 29. Chenchen Song (Zhejiang University, China)<br>A Formal Linguistic Approach to Affective Emojis in CMC |
| | 30. Ryota Hosoya (Keio University, Japan)<br>The Identifying Functions of English Phrasal Compounds |

| 9:00-10:30 | **General Session 8: Sociolinguistics** |
| --- | --- |
| | Meeting Room B |
| Moderator | Hyojin Jeong (Sungkyunkwan University, Korea) |
| Presentations | 31. Michael M. Kretzer (Ruhr University Bochum, Germany), Teresa Ong (Nanyang Technological University, Singapore)<br>The Hidden Use of Linguistic Landscape of Inclusive and Multilingual Education: A Comparison Case Study of South Africa and Malaysia |
| | 32. Eldin Milak (Sungkyunkwan University, Korea)<br>Trans-scription Practices and Policies in the Semiotic Landscapes of Seoul |
| | 33. Ji-eun Kim (Duksung Women's University, Korea), Volker Dellwo (University of Zurich, Switzerland)<br>Acoustic Profile of Aegyo in Seoul Korean Shows Between-gender Variability |

| 9:00-10:30 | **Special Session 4: Data-Oriented Approaches to Meaning in Context** |
| --- | --- |
| | Meeting Room C |
| Moderator | Sang-Geun Lee (Korea University, Korea) |
| Presentations | 34. David Blunier (University of Geneva, Switzerland), Evgeniia Khristoforova (University of Amsterdam, The Netherlands)<br>Speech Reports in Sign Language in the Natherlands (NGT): New Corpus Insights |
| | 35. Irina Rozina (Autonomous University of Madrid, Spain)<br>A Corpus-based Analysis of the Conceptualization of "Justice" across English and Spanish Languages |
| | 36. Yoon-Young Jeon (Korea University, Korea), Eugene Chung (Korea University, Korea)<br>Metaphor and Speech Acts in Public Text-Discourse |

| 10:40-12:40 | **Tutorial: Experimental Syntax Using IBEX/PCIBEX** |
| | Meeting Room A |
| Moderator | Juwon Lee (Jeonju University, Korea) |
| Presentations | Nayoun Kim (Sungkyunkwan University, Korea), June Choe (University of Pennsylvania, USA) |

| 10:40-12:40 | **Special Session 5: Language, Media and Communication** |
| | Meeting Room C |
| Moderator | Chaeyoon Park (Sungkyunkwan University, Korea) |
| Presentations | 37. Edward John Romualdez (Yonsei University, Korea)<br>Determination and Analysis of the Abusive Words Found in the Comment Section of an Instagram Post |
| | 38. Siti Marina Kamil (Universiti Malaysia Sarawak, Malaysia), Nur Athirah Zulrushdi (Universiti Malaysia Sarawak, Malaysia)<br>Classifying Offensive Language Use in Hate Speeches of K-Pop Fans on Twitter |
| | 39. Nor Eisya Shabila Ismail (Universiti Malaysia Sarawak, Malaysia), Su-Hie Ting (Universiti Malaysia Sarawak, Malaysia)<br>Twitter Users' Sentiments on COVID-19 Vaccination: Malaysian Concerns |
| | 40. Siti Marina Kamil (Universiti Malaysia Sarawak, Malaysia), Mun Poh Yan (Universiti Malaysia Sarawak, Malaysia)<br>Analysis of Slang Language Used by Malaysian K-Pop Fans on Twitter |

| 13:30-15:00 | **General Session 9: Phonetics/Phonology/Morphology** |
| | Meeting Room A |
| Moderator | Joo-Kyeong Lee (University of Seoul, Korea) |
| Presentations | 41. Xinyi Zhang (Emory University, USA), Yun Kim (Emory University, USA), Mira Oh (Chonnam National University, Korea)<br>The Influence of Stress on the Perception of English /s/ by Korean Listeners |
| | 42. Anna Cheung (Independent researcher, Hong Kong, China)<br>Semantic Extension of an Onomatopoeia in Cantonese |
| | 43. Douglas Kavaguti (Emory University, USA), Yun Kim (Emory University, USA), Mira Oh (Chonnam National University, Korea)<br>Orthographic Effects on the Adaptation of English Word-final Affricates to Korean |

| 13:30-15:00 | **General Session 10: Applied Linguistics** |
| | Meeting Room B |
| Moderator | Seung-Ah Lee (Ewha Womans University, Korea) |
| Presentations | 44. Hsin-Nie Ling (Universiti Malaysia Sarawak, Malaysia), Su-Hie Ting (Universiti Malaysia Sarawak, Malaysia)<br>Attitudes towards Tolerance towards LGBT in Malaysia: Insights from Questionnaires versus Interviews |
| | 45. Jieun Ko (Sungkyunkwan University, Korea)<br>Factors Affecting the Formation of Foreign Language Anxiety among Korean EFL Learners |
| | 46. Yu Jin Ng (Universiti Malaysia Sarawak, Malaysia), J. Karthikeyan (Vellore Institute of Technology, India)<br>Vocabulary Benchmarking for the Comprehension of Malaysian University English Test (MUET) Reading Comprehension Texts |

| 13:30-15:00 | **Special Session 6: Data-Oriented Approaches to Meaning in Context** |
| | Meeting Room C |
| Moderator | Dongsik Lim (Hongik University, Korea) |
| Presentations | 47. Eugeniia Zakovorotnaia (The National Research University Higher School of Economics, Russia)<br>The Semantic Shift in Jokes: First Computational Experiments |
| | 48. Daeun Kang (Korea University, Korea), Eugene Chung (Korea University, Korea)<br>Exploring Metaphor Causing Offence in Online News Article Comments by Genre |
| | 49. Chia-Ling Hsieh, Jiin Hong (National Taiwan Normal University, Taiwan), Jiin Hong (National Taiwan Normal University, Taiwan)<br>A Cross-Cultural Study of Pragmatic Strategies in Korean and Chinese Academic Thank-you Emails |

| 15:10-16:40 | **General Session 11: Language Change** |
| | Meeting Room A |
| Moderator | Rhanghyeyun Kim (Korea University, Korea) |
| Presentations | 50. Sungkyun Shin (Kangwon National University, Korea)<br>A Diachronic Syntactic Study of the Parable of the Good Samaritan |
| | 51. Reijirou Shibasaki (Meiji University, Japan)<br>Diachronic Aspects of *What Matters Is* in American English and Issues Concerning Grammaticalization |
| | 52. Franco Tondi (University of Catania, Italy)<br>The Americanization of English |

| 15:10-16:40 | **Special Session 7: Syntax-Semantics Connection** |
| | Meeting Room C |
| Moderator | Arum Kang (Chungnam National University, Korea) |
| Presentations | 53. Min-Joo Kim (Texas Tech University, USA)<br>Referent-Establishing Relatives and the Argument Structure of *the* |
| | 54. Seiki Ayano (Mie University, Japan), Haruka Nambu (Mie University, Japan),<br>Yuka Ino (Mie University, Japan), Anna Tanaka (Mie University, Japan)<br>Control in Japanese: New Evidence from Attributive Superlative Adjectives |
| | 55. Yuliya Bekreyeva (Minsk State Linguistic University, Belarus)<br>Subject-Characterizing Features in the Verb Semantics |

| 16:50-17:50 | **Invited Talk 3** |
| | Meeting Room A |
| Moderator | Jungmee Lee (Seoul National University, Korea) |
| Speaker | Klaus von Heusinger (Universität zu Köln, Germany)<br>Indefinites and Their Discourse Dynamics |

# Invited
# Talks
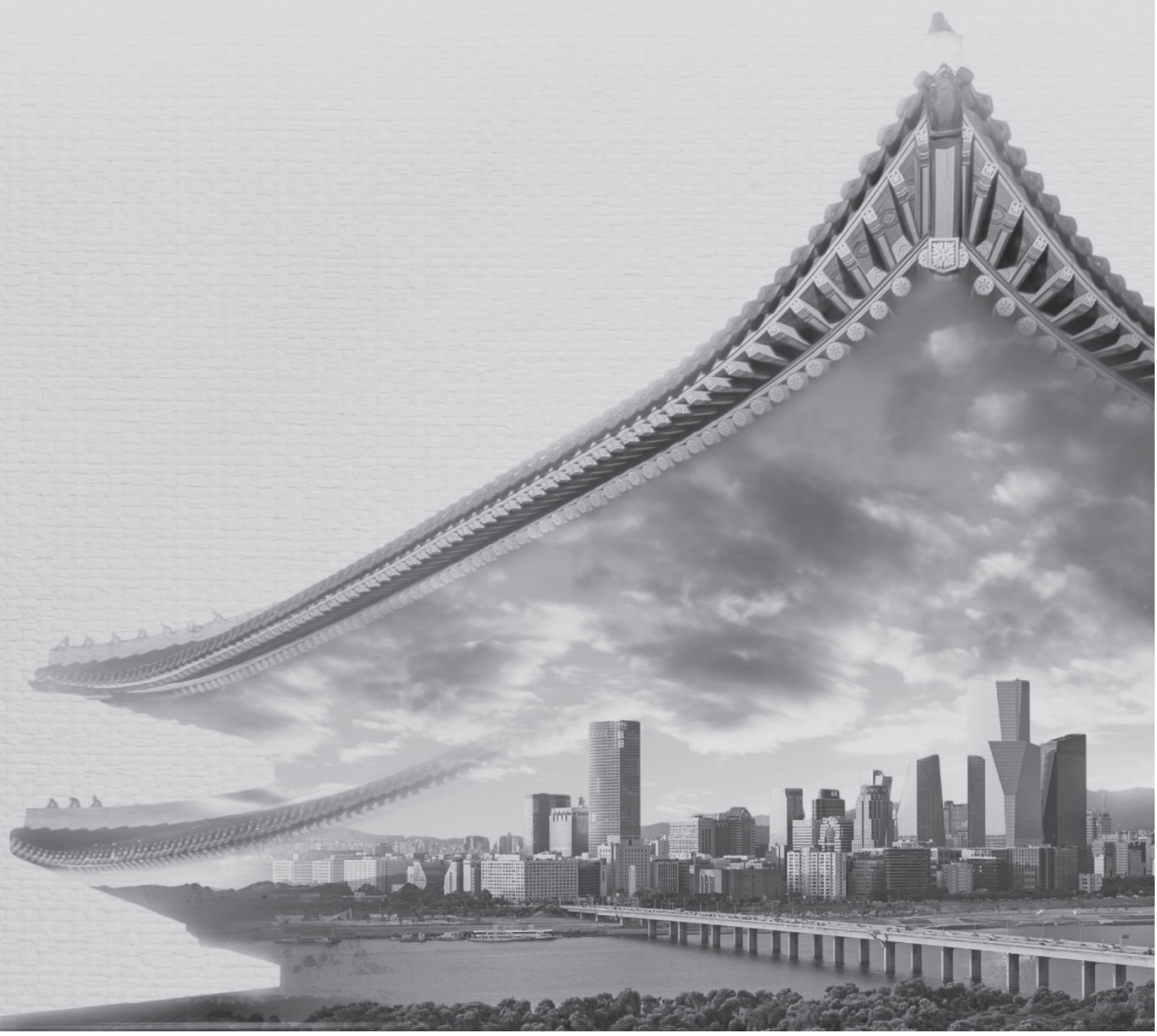
# Prosodic Structure as an Integral Component of Speech Production and Perception

Taehong Cho
(Hanyang University, Korea)

In spoken communication process, the speaker's goal is perhaps best conceptualized by the Jakobson, Fant & Halle's classic statement "We speak to be heard in order to be understood" (Jacobson, Fant & Halle, 1963). This means that for a successful delivery of a linguistic message to the listener, the speaker must be able to encode the linguistic message in perceptible phonetic forms (*phonetic encoding*) in a way that allows the listener to decode (understand) it as intended by the speaker (*phonetic decoding*). Such a phonetic encoding-decoding process does not simply pertain to lexical process (or a delivery of word meanings). It also makes reference to higher-order linguistic structures (e.g., syntax and information structure) as their information must be conveyed in some ways in the flow of the speech signal to be produced by the speaker and to be transmitted to the listener. The theoretical premise of this talk is that prosodic structure is an integral component of the grammar that interacts with various other higher-order linguistic structures (that may influence low-level phonetic realization), and regulates the phonetic encoding-decoding process.

Prosodic structure as defined here refers to the abstract organizational structure which serves *delimitative and culminative* functions—i.e., it specifies how phonological constituents (e.g., phonemes, syllables, and words) are to be grouped to form phrases that constitute a spoken utterance (delimitative function), and which of the phonological constituents are to be produced with heightened phonetic saliency or prominence relative to the other constituents (culminative function) (e.g., Beckman, 1996; Shattuck-Hufnagel & Turk, 1996; Fletcher, 2010; Cho, 2022). It provides an abstract *frame* for articulation that is assumed to be constructed online during the speech planning process (e.g., Keating, 2006; Cho, 2022). The diagrams in (1) illustrate two possible prosodic structures with the same segmental strings but different groupings of phonological constituents in reference to two syntactic structures that would otherwise be ambiguous.

(1)

**(a)** (공사가) # (다망하다)
(*koŋ.sa.ka*) # (*ta.maŋ.ha.ta*)
('public/private matters'-NOM) ('to be busy')

**(b)** (공) # (사가다) # (망하다)
(*koŋ*) # (*sa.ka.ta*) # (*maŋ.ha.ta*)
('ball') ('to buy and go') ('to mess things up')
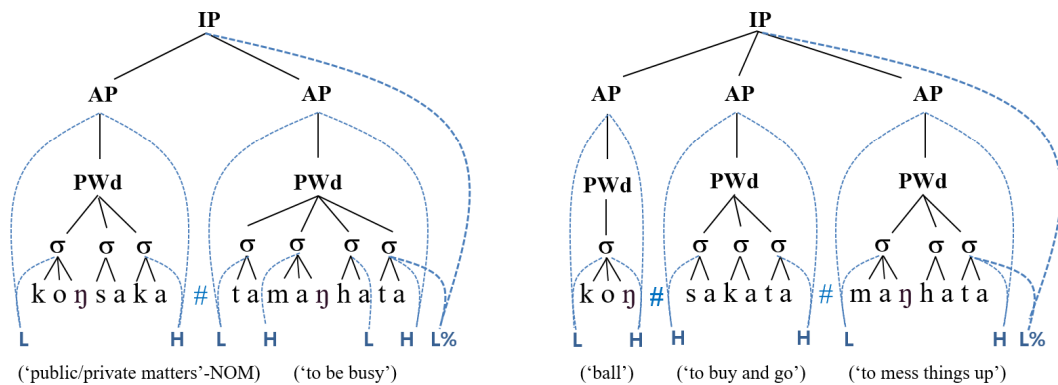


(from Cho, 2022)

Note that prosodic structures are abstract because they are specified with symbolic representations of phonological elements such as prosodic constituents and tones. There is therefore no information

available at this stage of speech planning with regard to phonetic implementation—i.e., exactly how they are fleshed out with actual phonetic content. The actual phonetic realization in both the segmental and suprasegmental dimensions occurs in the phonetic component of the grammar (also known as phonetic grammar) of the language that determines the phonetic granularity of the language, and therefore contributes to language variation and universals (e.g., Keating, 1984, Cho & Ladefoged, 1999; Cho, Whalen & Docherty, 2020).

In this talk, I will present some of my previous work, demonstrating how low-level speech variation (the phonetic granularity) along both segmental and suprasegmental dimensions may be related to higher-order linguistic structures such as information structure and syntax, and, more crucially, how prosodic structure plays a central role in shaping the surface phonetic form of an utterance in reference to such higher-order structural information. This entails further that the prosodic structure of an utterance is phonetically encoded into the speech signal, carrying information about various components of the linguistic structure of the language, and that the resulting prosodic structural information is available to the listener to recover the intended linguistic message. I will touch on how listeners may compute prosodic structure online and decode the linguistic messages (not only lexical information but also other higher-order structural information) to be conveyed by a particular prosodic structure. I will end my talk by proposing a rather crude sketchy of a possible model of speech production which embraces both the role of prosodic structure in interaction with other higher-order linguistic structures and the phonetics-prosody interplay that determines the language-specific phonetic granularity.

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# Alive But Not Kicking: Animacy versus Agentivity in Language Use

Helen de Hoop
(Radboud University, The Netherlands)

"[I]rrespective of what counts as animate or inanimate or something in between, either in the real world or in our conception of it – in the end everything that is gradient or continuous has to be mapped onto discrete features in language." (de Hoop & de Swart 2018: 113)

Natural languages have in common that animacy has an effect on grammar and language use, for example in terms of differences in case-marking, word order or grammatical functions, or because we refer to living beings with different or more pronouns than to things. Vogels et al. (2013) examined the effects of 'lexical animacy' (i.e., referents with animate labels such as 'princess' or inanimate labels such as 'shoe') and perceptual animacy (i.e., moving in an 'animate' way, e.g., climbing or jumping, or in an 'inanimate' way, e.g., falling or rolling) on the use of pronouns. The referents in all cases were inanimate simple geometrical figures, such as a circle or a triangle. Stimuli consisted of short animations in which a target referent interacted with two competitors, and participants were asked to retell the animation by making up a story. Vogels et al. found that both the animacy of the lexical label and of the type of motion led to an increased use of pronouns, but that the type of movement had a stronger effect on pronominalization than the type of lexical label. Vogels et al. emphasize, however, that most objects were probably conceptualized as neither fully animate nor fully inanimate. They also note that the inanimate movements are inherently less agentive than the animate movements in their experiments, in view of Dowty's (1991) proto-agent properties of *volition* and *sentience*, both of which entail animacy. They conclude that "[s]ince it would be difficult to completely disentangle perceptual animacy from perceptual agency by using motion alone, future studies could find different ways of manipulating perceptual animacy to tease these two factors apart" (Vogels et al. 2013: 13). We took up this challenge by conducting a follow-up experiment in which we compared the effects of two features that may influence perceived animacy, and hence the use of pronouns, namely type of movement vs. absence or presence of eyes (cf. Looser & Wheatly 2010).

      Based on the literature, two models of animacy were constructed, the agentivity model and the mind model. The results of the experimental study support the mind-model of animacy, in which (gathering) evidence for having a mind and not agentivity is the mechanism behind the conceptualisation of animacy.

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# Indefinites and Their Discourse Dynamics

Klaus von Heusinger
(University of Cologne, Germany)

Indefinite noun phrases, such as *a waiter (at the entrance)*, assert existence and express non-uniqueness and / or non-familiarity by implicature (Hawkins, 1978; Heim, 1982). Indefinites also show discourse dynamics by introducing referents into the discourse (Karttunen, 1976;), which are accessible to subsequent anaphoric expressions (Gundel et al. 1993). We argue that in a processing model of discourse (Arnold, 2010; Rohde & Kehler, 2014) the discourse dynamics is sensitive to different processes. First, it depends on information structure (Burkhardt, 2006; Brocher et al., 2018). Second, it is assumed that more descriptive material makes the discourse referent more accessible. We will show that both parameters are significant and that they interact.

We conducted a visual world eye tracking experiment to investigate to what extent indefinite noun phrase modification and information status affect referent accessibility at re-mention. We take the results as additional evidence for the compositional process of indefinites that is sensitive to information status and internal noun phrase modification. We constructed 40 German short stories consisting of a context sentence, a second sentence that introduced two human referents (one in subject, one in object position), and a third sentence that contained a personal pronoun that was ambiguous between the two human referents in the second sentence. An example is provided in Table 1.

**Table 1.** Sample stimulus used in Experiment 1 (English translations in italics).

| |
|---|
| In der Bar war es mal wieder rappelvoll. / *The bar was again very crowded.* In der Messehalle war es mal wieder rappelvoll. / *The exhibition hall was again very crowded.* |

| | |
|---|---|
| Peter rief / *Peter called* | einen Kellner am Eingang. / *a waiter at the entrance.* |
| | einen Kellner. / *a waiter.* |

| |
|---|
| Als ein Glas vom Tisch fiel, drehte er sich verwundert um und schüttelte den Kopf. *When a glass fell off the table, he turned around and shook his head.* |



*Figure 1.* Example display. The subject referent (*Peter*) is presented in the upper right corner, the critical object referent (*waiter*) in the lower left corner.

The object noun phrase in the second sentence always hosted the indefinite article *einen* (*a/an*) and either contained a post-nominal prepositional phrase or not. In addition, the concept of the noun in object position could either be inferred from the first sentence or was brand-new. Thus, we manipulated two factors: noun phrase modification (prepositional phrase present or absent) and information status (concept could be inferred or was brand-new). All experimental materials were recorded and post-processed in a way that the critical final sentence was identical between conditions. We were interested how participants interpreted the ambiguous pronoun: as the subject, which was always a proper name, or the object of the second sentence, which was modified/inferred, modified/brand-new, simple/inferred, or simple/brand-new.

Thirty-four participants listened to the stories while looking at a computer screen displaying four pictures: a picture of the subject referent, a picture of the object referent, and two unrelated filler pictures.

An example display is shown in Figure 1. For 1500 ms at ambiguous pronoun encounter, we analyzed where participants were looking. When they looked at the picture of the subject referent, we took them to have interpreted the pronoun as the subject; when they looked at the picture of the object referent, we took them to have interpreted the pronoun as the object referent.
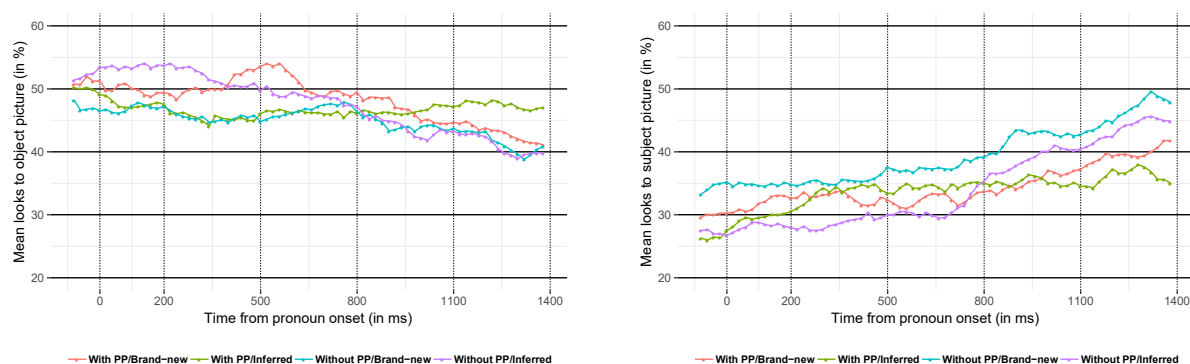


*Figure 2*. Time course of looks (in %) to the picture of the referent in object (left) and subject position (right); Zero marks the onset of the ambiguous pronoun; *Without PP* = object noun phrases with no prepositional phrase; *With PP* = object noun phrases with prepositional phrase; *Brand-new* = object noun phrase with brand-new concept; *Inferred* = object noun phrase with inferred concept. For the analyses on fixation times with linear mixed regressions, we found a reliable Modification x Information status interaction for the 200 ms – 500 ms window for looks to the object picture, b = -0.111, SE = 0.051, t = -2.17. For looks to the competing subject picture, we found a marginal Modification x Information status interaction for the 500 ms – 800 ms window, b = -0.084, SE = 0.045, t = 1.86, as well as a main effect of modification for the 1100 ms – 1400 ms window, b = -0.059, SE = 0.029, t = 2.03.

The time course of fixation times to the object (left) and subject picture (right) per condition are plotted in Figure 2. We can observe that brand-new indefinites, i.e. for indefinites without a link to the previous discourse, the form with more modification is more accessible than the form with less modification. However, for inferred indefinites, the form without modification is more accessible than the form with the post-nominal prepositional phrase. We find the mirror image for the accessibility of subjects (right). Taken together, our data suggest that noun phrase modification can affect referent accessibility of an indefinite at later pronoun encounter, but in different ways depending on the type of information status of the indefinite: For brand-new indefinites, more modification makes the discourse referent of the indefinite more accessible. This corresponds to predictions that more descriptive material makes the discourse referent more accessible. Surprisingly, for inferred indefinites, the form without modification is more accessible than the form with the post-nominal prepositional phrase. We speculate that this result shows that the post-nominal prepositional phrase provides more information about the frame created by the anchor ('bar') such that the discourse referent introduced by the indefinite is understood as being a more integral part of that frame than the unmodified counterpart. This observation provides challenging questions towards the discourse dynamics of indefinites in a discourse model.

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# Tutorial

# Experimental Syntax Using IBEX/ PC IBEX

Nayoun Kim (Sungkyunkwan University, Korea),
June Choe (University of Pennsylvania, USA)

Experimental linguistics research is increasingly being brought over to the web for quick and convenient implementation of standard experimental paradigms, reaching ever more broader audiences without compromising the safety and robustness of data collection. At the same time, however, the tools designed for online experiments still remain difficult to master for researchers with little to (web) programming experience working alone. This workshop aims to bridge this gap by introducing IBEX (Internet Based EXperiments; https://github.com/addrummond/ibex/blob/master/docs/manual.md), a widely used but recently discontinued javascript-based framework developed by Alex Drummond for designing web-based experiments online, and the PCIbex platform, an extension to IBEX developed by Jeremy Zehr and Florian Schwarz (Zehr & Schwarz, 2018). PCIbex has backwards compatibility with IBEX experiments and offers a painless way to host and share experiments (psycho) linguistic experiments online. Combined, these advancements in online experiments signal exciting prospects for empirical and theoretical breakthroughs as they vastly expand the kinds of behavioral data that can be analyzed to probe various mental processes.

This workshop will cover the basic design and layout of an IBEX experiment, at the conceptual level as well as in the structure and organization of the code. We will explore a few of the several off-the-shelf templates for common psycholinguistic tasks, including acceptability judgments, sentence completion, and self-paced reading. In the process, we will also review best practices for designing psycholinguistic experiments and discuss their implementation in IBEX, such as counterbalancing trial sets between participants and printing directions and other messages to the screen in ways that are not disruptive to the task. A walkthrough of scripting a demo experiment from stimuli design to data collection showcases the versatility of the IBEX framework that is both accessible to researchers with no prior experience in online experiments and extendable by researchers with more experience in web programming.

Due to IBEX recently discontinuing its own server for hosting experiments, the workshop will use PCIbex (https://farm.pcibex.net), an actively-maintained extension to IBEX developed by Jeremy Zehr and Florian Schwarz (Zehr & Schwarz, 2018). PCIbex supports backwards compatibility with new and existing IBEX experiments and offers a painless way to host and share experiments online through browser links, similar to the original IBEX platform. Importantly, PCIbex uses client-side processing and storage of the experiment data, such that interactions with web components can be precisely time-locked without being affected by lag introduced by internet connectivity issues. We will provide a walkthrough of creating a PCIbex account and navigating the PCIbex interface, including how to create new experiments and access results from running experiments. Though PCIbex also offers its own higher-level framework for scripting experiments (https://doc.pcibex.net), this workshop will not cover scripting online experiments using the PCIbex framework. However, we encourage researchers to also explore the PCIbex framework, as the experience with IBEX gained from this workshop will aid the transition to PCIbex, if desired.

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# General Sessions

**Day 1**
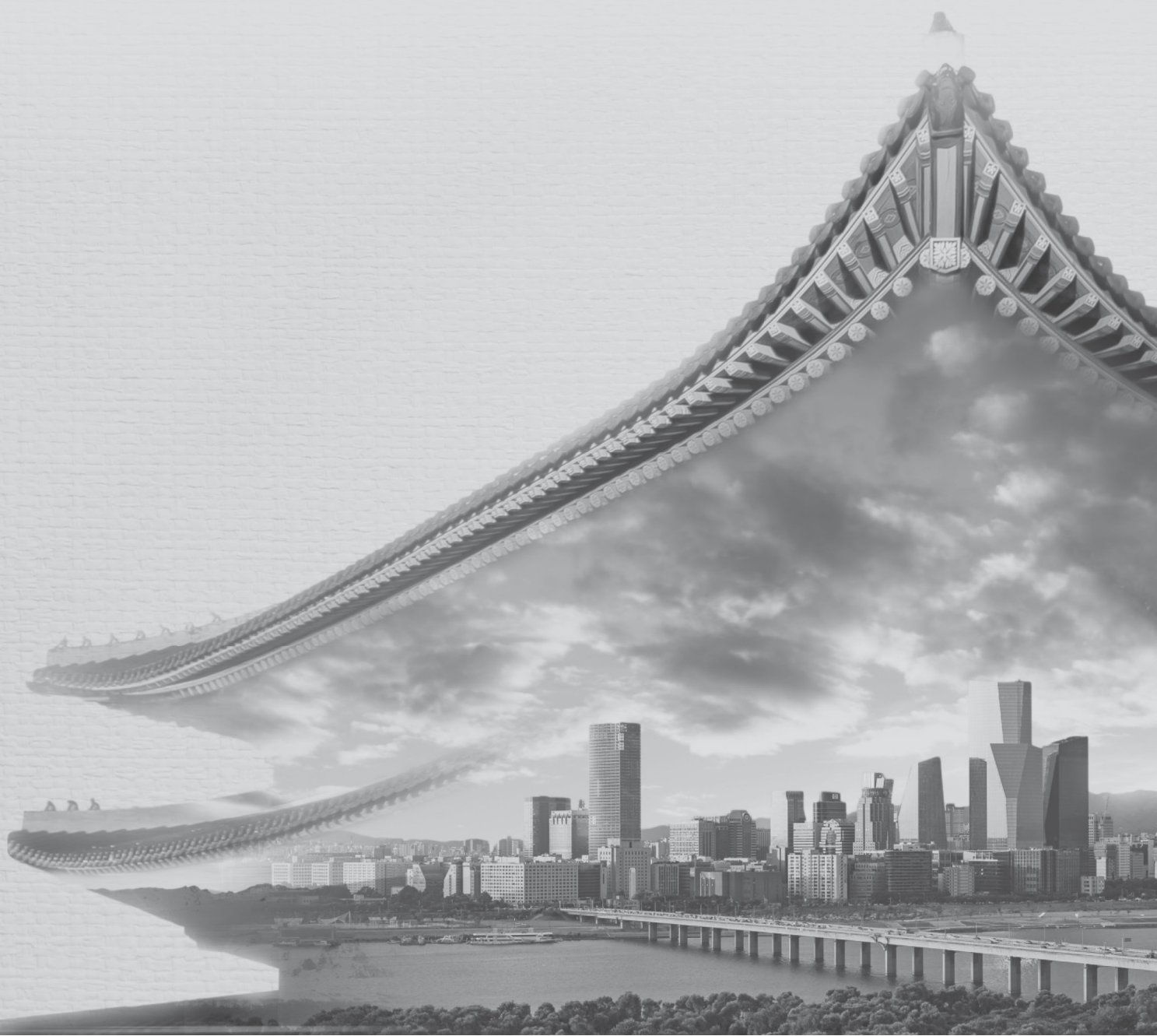
# *One's Own* Genitive Constructions in English: Focusing on the Alternation

Mija Kim
(Kyung Hee University, Korea)

In a language, a set of strings of regular expressions is likely to show more frequent alternation than we might expect. The alternation can be said to be a phenomenon that matches a single regular pattern is matched out of several possible regular patterns. A popular alternating pair of constructions, termed an *s*-genitive and *of*-genitive, can be seen in (1).

(1)    a. Besides, he's well aware of what **the university's president** thinks. (COCA 1995 NEWS)
      b. After the funeral, Wilfredo drove to National University, where his wife worked, to see Julieta Castellanos, **the president of the university**. (COCA 2012 WEB)

These two different forms of genitives are widely known to be semantically equivalent but different in the distribution of a head noun. These genitives have captured the attention of many researchers focusing on the subtle similarities and differences in the function or semantics between two members of a pair under various theoretical paradigms. The basic issue lies in whether these two different forms of genitives are truly different constructions.

A remarkably similar situation to these genitives is observed with a new type of possessive with an alternating pair (hereinafter *of-own* genitive and *s-own* genitive), as illustrated in (2) and (3), respectively. First, this type of possessive also has two alternating syntactic patterns, whose head noun may occur either in the initial position or in the final position. These new types express the meaning of possession as well.

(2) a. In addition to raising **two children of her own**, she raised the three daughters of her brother Daniel: Grace, Florence, and Helen Tobin. (COCA 2012 WEB)
    b. Cormier answers with **a big right hand of his own**. (COCA 2019 NEWS)
(3)  a. Meador bought and wrapped presents for her five stepchildren and **her own two children.** (COCA 2004 NEWS)
    b. He went to the fire and warmed **his own hand**. (COCA 2012 WEB)

These new types of possessives in (2) and (3) have seldom been explored at least within generative grammar, although the alternation of the two different forms of genitives in (1) has long been one of the central topics intensively discussed by many researchers. The study, thus, attempts to address the syntactic and semantic functions of this new type of genitive in a given sentence, concentrating on the alternation between two subtypes of *one's own* genitive construction. In doing so, we will have three questions that can be raised in exploring this type. First, are there any differences between these two different forms in this new type of genitive? Second, how productive are these two constructions in actual conversation? Which member of the pair is preferably used by the native speakers; and last, there any factors of operators that tell whether to select one pattern, or the other?

To this end, the study adopts two analyses such as frequency-based and collostructional analyses with a perspective of construction grammar. This allows both qualitative and quantitative analyses with the results. This study's data were drawn from COCA. The study, first, extracted one thousand samples for each genitive construction, totaling two thousand samples. The frequency-based analysis makes major contributions towards checking if these two genitives truly form an alternating pair of an *own* possessive construction as

well as if there is any difference in distribution between two types of genitives. Furthermore, the collostructional analysis supports that these two types of genitives have a group of words that tend to occur quite more strongly in a given construction than the other construction. In accordance with the principle that the words with the stronger collostruction strength make crucial contribution to determining a prototypical meaning of a given construction, this collostructional analysis provides a typical meaning of each genitive type.

The study could observe in terms of the frequency-based analysis that the *s-own* genitive is used by many different kinds of words than the *of-own* genitive. This means that the *of-own* genitive should be a construction with a more restriction on the collocating with it. Under the collostructional analysis, the study investigates the difference in the types of head nouns as well as predicates that have higher collostruction strength in each genitive type. As for head nouns, the *of-own* genitive construction shows the higher collostruction strength with the words such as *child, life, fault, case, league, family*, etc., whereas the *s-own* genitive construction has the higher collostruction strength with the words of *way, site, hand, word, admission, eye*, etc. On the other hand, for predicates, the *of-own* genitive construction shows the tendency strongly toward collocating with the predicates expressing possessive relation such as *have, with, without*.

Taking these results and implications into consideration, the study attempts to identify the semantic property of each *own* genitive types. First of all, these two *own* genitive types all function not only as emphatic genitives of an intensifier but also as nonemphatic genitives which are an expression performing its grammatical function denoting the possessive relation (a peculiar trait distinct from others) holding between the possessor and the possessed. Second, these two functions are determined mostly by their predicates. The *own* genitive that is used with dynamic predicates show the tendency to carry out the intensifier, while the one used with state predicates tend to conduct the function expressing their possessive relation. Furthermore, this tendency is connected, to some degree, with the *own* genitive types as well. The *of-own* genitive construction is typically inclined to strongly occur with the state verbs rather than the dynamic ones. Thus, the study makes a conclusion that the *of-own* genitive should be used to perform its grammatical function and to denote some relation between the possessor and the possessed.

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# Split REDPs: Evidence from Taiwanese Tetrasyllabic Reduplicated Adjectives

Adæmrys Chihjen Cheng
(University of Ottawa, Canada)

This study sheds light on full reduplications of adjectives. (1a) and (1b) are reduplicated from the base *huan-hí* 'happy', as an AB form (as free *a*) whereas (1c) is not reduplicated from its base, i.e., *tàp-tih* (as bound *a*) does not exist in Taiwanese. Little research interprets the variations of (1) and accounts for the way that a reduplicant processes.

(1)    a. huann-huann-hí-hí
           RED.happy
           'very happy'
        b. huann-hí-huann-hí
           RED.happy
           'a little happy'
        c. tàp-tàp-tih-tih
           RED.trivial
           '(*very) trivial'

In the wake of Zhang (2007, 2015), I propose 3 reduplicants: RED$^H$ (high RED), RED$^M$ (middle RED) and RED$^L$ (low RED) to interpret the reason in which AABB can signal two readings: an emphatic reading and a canonical reading, and why a free *a* can be reduplicated into either AABB or ABAB, with the different readings. The three structures of tetrasyllabic reduplications are respectively derived in (2).

(2)
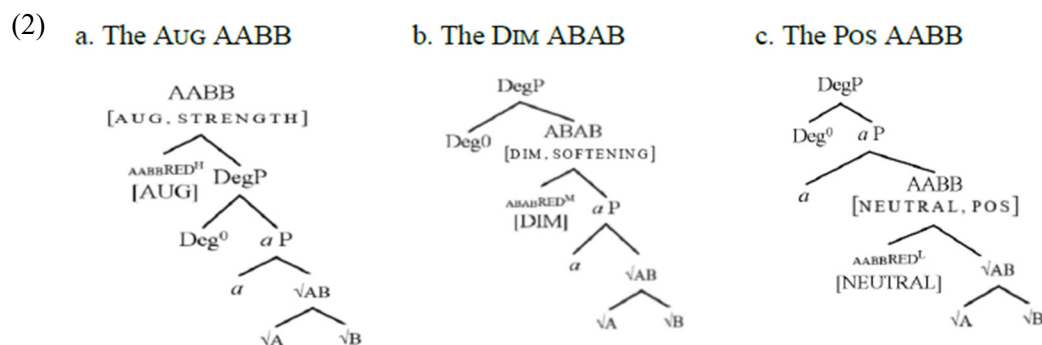


These three reduplicants RED can account for the (un)grammaticality of the following contrasts, as shown in (3).

(3)   a. *huisiông huann-huann-hí-hí
            very      RED.happy
        b. siókhuá huann-hí-huann-hí
            a.litlle   RED.happy
        c. huisiông/siókhuá tàp-tàp-tih-tih
            very/somewhat    RED.trivial

To sum up, the positions of 3 reduplicants RED in Taiwanese vary due to the observations that the tetrasyllabic reduplication RED$^H$ and the degree word reveal complementary distribution. Also, this

diagnosis accounts for the distinctions between augmentation of AABB and diminution of ABAB. I combine 0 with 0 into an impact morphosyntactic structure, as sketched in (4).

(4)　　　The final stage
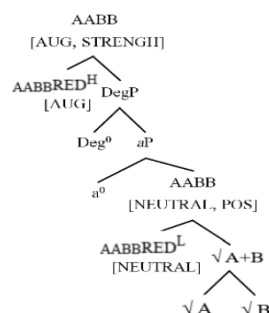


Since RED[H] and RED[M] appear to be the two sides to one coin (the base AB); in other words, it could be impossible to cooccur within the same structure. Based on 0, the form Deg-AABB-Deg-AABB can be yielded, as seen in (5). The forms are more acceptable when there is a pause. The grammaticality of (5) may probably result from a pragmatic factor, i.e., context-dependency.

(5)　a. huisiông tảp-tảp-tih-tih huisiông tảp-tảp-tih-tih
　　　　　RED.　　　　　　　very　　RED.trivial
　　　　'very, very trivial'
　　b. Tsit-kiānn tāitsì　huisiông tảp-tảp-tih-tih huisiông tảp-tảp-tih-tih.
　　　　this-CL　　thing　RED.　　　　　　　very　　RED.trivial
　　　　'This thing is very, very trivial.'

The future study looks at the syntactic derivation of 3 types of tetrasyllabic reduplicated adjectives and provides a semantic account for their different semantic types and the interaction with (covert) positive morpheme (*pos*).

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# Differences in Usages of Conditionals in Korean and Japanese

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**Aim:** In this talk, we will discuss the Korean conditional forms *-myen*, *-tamyen* and the Japanese conditional forms *-to*, *-tara*, *-ba* and *-nara*, which correspond to Korean conditional forms. We will argue that Korean always has conditional generic knowledge in the background of conditional sentences with *-myen* and *-tamyen*, while Japanese doesn't necessarily. In addition, we will show that these Korean conditional forms are differentiated by the use of futurate antecedent descriptions (occurrence in future with certainty), while all Japanese conditional forms are allowed in this context. Specifically, the Japanese conditional form with *-nara*, which generally requires conditional generic knowledge in the background like Korean *-myen* and *-tamyen*, is sometimes unacceptable: We claim that direct application of conditional generic knowledge makes the conditional form with *-nara* unacceptable.

**K/J difference:** Though K and J conditional forms have similar uses (1), Kim (1995) and Suzuki and Son (2010) have shown that some of the Japanese conditional forms can be used when the antecedent and the consequent describe temporals (temporally subsequent occurrences of the antecedent event and the consequent event) for past specific events while none of the Korean conditional forms can.

(1)  a. pi-ka        {o-<u>myen</u>/         o-n-<u>tamyen</u>}              sihap-un        cwungcitoy-l kes-ita.
         rain-NOM   come-MYEN  come-NPST-TAMYEN game-TOP    be canceled-will-DECL
         'If it rains, the game will be canceled.'
     b. ame-ga       {huru-<u>to</u>/ hut-<u>tara</u>/    hure-<u>ba</u>/  huru-<u>nara</u>}, shiai-wa    chushi-ni   naru-daro.
         rain-NOM   fall-TO    fall-TARA fall-BA    fall-NARA   game-TOP cancellation-to become-will
         'If it rains, the game will be canceled.'

(2)  a. ku-lul   mann-a      {??pw-ass-<u>umyen</u>/ ??pw-ass-<u>tamyen</u>}    somwun-mankhum
         he-ACC Meet-CONJ     see-PST-MYEN     see-PST-TAMYEN rumor-as
         pyelna-ci-nun         anh-ass-ta.
         weird-COMP-FOC NEG-PST-DECL
         'When I met him, he wasn't as weird as the rumor.'
     b. kare-ni  at-te          {miru-<u>to</u>/ mi-<u>tara</u>/    mire-<u>ba</u>/ ??mi-ta-<u>nara</u>}        uwasa-hodo
         he-DAT meet-CONJ    see-TO  see-TARA see-BA       see-PST-NARA rumor-as
         hen-dewa      na-katta.
         weird-COP    NEG-PST
         'When I met him, he wasn't as weird as the rumor.'

In example (1), the conditional forms in both Korean and Japanese are acceptable. However, in example (2), while none of the Korean conditional forms are acceptable, *-to*, *-tara* and *-ba* in Japanese can be used. We claim that the Korean conditional forms *-myen* and *-tamyen* are unacceptable in (2a) because the descriptions in (2) express a temporal (episodic event) and therefore make conditional generic knowledge in the background irrelevant. Moreover, settled descriptions as in (2a) make the Korean conditional form *-tamyen* unacceptable, which can be related to our later point on its (likewise unacceptable) futurate use in (74).

**Difference in K conditional forms cannot reflect on J:** As previous research on Korean conditionals shows (cf. Yeom (2004) and Park (2015)), the conditional form *-myen* cannot be used in backward inference conditional descriptions, as in (3). The same holds for the fact that the conditional form -

*tamyen* is prohibited in (4) since the antecedent clause expresses a settled event, even though it is a future event (cf. Bak (1988) and Suh (1994)), which we call here a futurate event. Concentrating on the conditional form *-nara* for the Japanese part, it does not have the same constraints as the Korean conditional forms, even though it also can be seen as a description using conditional generic knowledge in the background.

(3)  a. nayil       {#cwuk-<u>umyen</u>/  cwuk-nun-<u>tamyen</u>},   na-nun  kacok-kwa  macimak
          tomorrow    die-MYEN     die-NPST-TAMYEN  I-TOP   family-with  last
          siksa-lul    hamkkey   ha-keyss-e.
          meal-ACC  together    do-will-DECL
          'If I were to die tomorrow, I would have my last meal with my family.'        (Park 2015)
      b. ashita      shinu-<u>nara</u>,  watashi-wa  kazoku-to   saigo-no   shokuji-o          isshoni
         suru.
          tomorrow die-NARA   I-TOP        family-with  last-GEN   meal-ACC          together
          do
          'If I were to die tomorrow, I would have my last meal with my family.'

(4)  a. 5wel 2il-ey  {thalsangha-<u>myen</u>/       ??thalsangha-n-<u>tamyen</u>}            chacaonun
          May  2nd-on   finish mourning-MYEN    finish mourning-NPST-TAMYEN coming
          nwukwutun   mann-ayaci.
          anyone        meet-will
          'After the mourning is over on May 2nd, I'll meet anyone who comes.'
      b. gogatsu  futsuka-no mo-ga          ake-ta-<u>nara</u>       tazune-te-kuru      dare-ni-demo
          May     2nd-GEN  mourning-NOM  over-PST-NARA visit-CONJ-come  who-DAT-any
          a-o.
          meet-will
          'After the mourning is over on May 2nd, I'll meet anyone who comes.'    (Masuoka 2006)

**K/J difference in direct application of conditional generic knowledge:** While in (2) all the conditional forms for the descriptions with the background of conditional generic knowledge (*-myen*, *-tamyen* and *-nara*) behave in the same way, we have seen in (3) and (4) that they have particular constraints of their own. In the final section, we mention another constraint, which only holds for the Japanese conditional form *-nara* among them. Direct application of conditional generic knowledge makes the conditional form with *-nara* unacceptable:

(5)  a. mwul-un   100-to-ka          {toy-<u>myen</u>/      ??toy-n-<u>tamyen</u>}     kkulh-nun-ta.
          water-TOP  100-degree-NOM  become-MYEN   become-TAMYEN  boil-PRS-DECL
          'water boils at 100 degrees'
      b. ??mizu-wa       100-do-ni       naru-<u>nara</u>          futtosuru.
           water-TOP   100-degree-to   become-NARA   boil
          'water boils at 100 degrees'

**Wrap up:** In this paper, we assert that among various conditional forms in K/J, the forms *-myen*, *-tamyen* and *-nara* make use of conditional generic knowledge in the background. Furthermore, each form is restricted by its own constraints. In the talk, we will show some generalizations about these constraints.

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# The Employability and Communication Skills: Triangulating Views of Employers, Lecturers and Undergraduates

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Employability skills are known as soft skills and transferrable skills. Employability refers to skills, understandings, and personal attributes that increase graduates' chances of employment and success in their chosen occupations (Yorke, 2004). Some of the skills listed under employability skills are resourcefulness, adaptability, and flexibility which are not only needed for adapting to work situations (Curtis & McKenzie, 2002). In a VUCA (volatility, uncertainty, complexity, and ambiguity) environment, there is a limit to what universities can equip graduates with, and they need to be able to continue learning to adjust to new situations and demands. According to the Secretary's Commission on Achieving Necessary Skills (SCANS) in the USA (1992), employability skills can be divided into four clusters of basic skills, thinking skills, personal qualities, and workplace competence. These skills would give them an edge during interviews and increase their chances of getting employed.

Malaysia has been experiencing graduate unemployability. Approximately 60% of graduates remain unemployed for minimum of a year after graduation ("Graduate Employability", 2020). There are many factors that contribute to graduate unemployability such as lack of experience, language proficiency, communication skills, problem-solving skills, and critical thinking skills (Hanapi & Nordin, 2014; Lim et al., 2016; Nooriah & Zakiah, 2017; Ooi & Ting, 2017). Employers often specify good communication skills and interpersonal skills as top requirements in job advertisements (Bakar et al., 2007; Ooi & Ting, 2017). However, graduates lack problem solving skills, communication skills (Hanapi & Nordin, 2014) and technical knowledge (Lim et al., 2016). In a knowledge-based economy, employees need to be independent and self-motivated (Menand, 2014) to acquire the necessary knowledge, information and high skill levels to cope with the fast pace of technological change. There is currently scarcity of findings on whether universities and students are preparing themselves appropriately to meet the expectations of employers.

The study investigated importance of employability and communication skills based on the views of employers, lecturers and students. The research questions were: (1) how good are university students in their employability and communication skills? and (2) do employers and lecturers agree on the most important skills an effective employee should have?

The descriptive study involved the use of a questionnaire on employability skills and language skills (listening and speaking, reading and writing). The items were formulated using a five-point rating scale of (1) not at all, (2) to some extent, (3) just enough, (4) to a reasonable extent, and (5) to a great extent. In addition, the questionnaire required lecturers and employers to select the top 10 skills out of the 25 skills listed.

The data were collected from 123 students, 26 lecturers from a public university, and 26 employers in Sarawak, East Malaysia. The students were mostly female (74.80% female, 25.20% male) and had weak to moderate language proficiency, measured using the Malaysian University English Test (MUET). There were slightly more males among lecturers (12 female, 14 male) and employers (11

female, 15 male). The average years of work experience for lecturers was 8.7 (range: 1-25) and for employers, the average was 5.6 (range: 1-15). For the analysis, means and frequencies were calculated for comparison of the three perspectives on the importance of communication and employability skills.

The results showed that there was a difference among employers, lecturers, and students in their ratings of how good university students are in their employability and communication skills. The students overrated themselves in all three set of skills. Based on the mean scores, the students rated themselves as having a moderate level of employability (M=3.74), reading and writing skills (M=3.75), and listening and speaking skills (M=3.61). The lecturers rated the university students as having a moderate level of skills as well, but the mean scores were slightly lower than the students' (employability, M= 3.54; reading and writing skills, M=3.49; listening and speaking skills, M=3.29). To the employers, only the fresh graduates' listening and speaking skills were moderate but on the weak side (M=3.15). The employers found the fresh graduates' reading and writing skills (M=2.97) and listening and speaking skills (M=2.92) to be slightly weak. Interestingly, the students and lecturers rated the graduates' employability skills to be moderate but the employers considered them to be weak. Another contrast was the students' listening and speaking skills, which the students and lecturers considered to be the lowest level, compared to employability and reading and writing skills. However, the employers considered the fresh graduates' listening and speaking skills to be better than the other two skills. This comparison shows that there is a mismatch in the ratings of university students' employability and communication skills given by employers, lecturers, and students.

The employers' expectation was higher than the lecturers'. In other words, most employers expect students to be ready to handle the demands of the workforce upon graduation but sadly, most graduates fell short of their expectations. The employers may feel that they have to spoon feed the graduates on various matters upon graduation and they prefer employees who have a strong set of communication and employability skills.

Next, the results on the ranking of the important skills an effective employee should have also showed a mismatch in the perspectives of employers and lecturers. To the employers, the top two skills were time management and problem-solving aptitude, both of which were employability skills. To the lecturers, the top two skills were leadership qualities and teamwork spirit, which were also employability skills. The employers prioritised skills for efficient handling of work situations to meet deadlines but the lecturers focussed on skills for the completion of group work. The mismatch shows that lecturers and universities may have overlooked the need to train students to be versatile to solve problems and complete projects on time. Indeed, students often submit work late and are not independent enough to resolve questions concerning their projects on their own, and constantly have to consult lecturers.

To increase graduate employability, universities need to collaborate strategically with the industry to resolve the mismatch of expectations, as other Malaysian studies have also found a mismatch (Nadarajah, 2021; Nesaratnam et al., 2020). However, because of the fast-changing work environment, students need to develop lifelong learning skills so that they can develop their expertise, knowledge base, and a lifelong learning mindset to stay relevant.

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# The Language of Risk: Self-assessment of Nasopharyngeal Cancer Risk

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The language of risk is a part of medical discourse that lay people have problems understanding. Scientists, doctors and patients speak a different language of risk because they understand risk differently. Scientists talk about risk factors and the likelihood of the disease while patients experience risk at a personal level (Gifford 1986). Scientists estimate level of risk in numbers but doctors and patients translate risk information to the groups that are more likely to be at risk and what signs appear before the onset of illness (Gifford 1986). For doctors and patients, the distinction between risk and cause is blurred (Jasen 2002). Lupton (1995) categorises risk factors as external factors which are beyond one's control (e.g., family history), and internal factors which are within one's control (e.g., dietary habits). Patients often have their own understanding of why cancer might develop and why they delay seeking of treatment, which may not align with scientific knowledge (Jasen 2002).

Much of the research on the language of risk in relation to diseases have focused on breast cancer (e.g., Jasen 2002; Lobb et al. 1999). Women also have problems understanding prognostic information delivered by doctors (Lobb et al. 1999). Traditionally it was clinical examinations that confirmed whether one had a disease, but nowadays self-examination is encouraged for early detection. There is a lack of findings on understanding of risk information for nasopharyngeal (nose and throat) cancer which is not common in Western settings. However, nasopharyngeal cancer incidence is high in Asian countries, particularly in China, Indonesia, Vietnam, India and Philippines (Kumar et al. 2019).

In Malaysia, nasopharyngeal cancer incidence is number five, affecting 4% of the population, based on the National Cancer Registry 2012-2016 (Ministry of Health Malaysia 2019). The incidence is high among males (age-standardised incidence rate of 5.2, ranked fifth among cancers) but not among the top 10 cancers for females. The 25-59 years old group (11.3%) is the most susceptible. This cancer is more common among the Chinese males, compared to Malay and Indian males (age-standardised incidence rates of 8.6, 2.7 and 0.6 respectively). Nasopharyngeal cancer incidence is also particularly high among the Bidayuh indigenous group of Sarawak (Devi et al. 2004; Kumar et al. 2019). Hence, studies on self-assessment of risk factors and potential signs of the cancer are needed.

The preliminary study on nose and throat cancer risk involved 101 respondents (55.4% male, 44.6% female). The age distribution is as follows: below 20 (6.9%), 20-39 (61.4%), 40-59 (21.8%), 60 and above (9.9%). There were more Malays among the respondents (31.7%) which is reflective of the Malaysian Sarawak urban population, followed by Chinese (12.9%), Others (12.9%), Iban (6.9%), Bidayuh (5.0%), Indian (3%), Orang Ulu (15) and Kadazandusun (1%). The instrument was a questionnaire on external risk factors (family history, 1 item) and internal risk factors (lifestyle, 3 items), and signs (4 items). Demographic information obtained were gender, age and ethnic background which are linked to nasopharyngeal cancer incidence in Malaysia.

Respondents filled in the questionnaire after they had given consent. Subsequently, the data on risk factors and signs were computed to obtain a nasopharyngeal cancer assessment score. The risk associated with gender, age, ethnic group and signs were weighted for the computation. At the research exposition, the respondents could see the score and the risk level: low, moderate, high. They were also given an interpretation of what the risk score meant in terms of health protective measures.