

特任講師  
Lecturer

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## キーワード

Second Language Acquisition, Sentence Processing, Psycholinguistics, L1 Transfer, Implicit and Explicit Knowledge

## 研究内容

### Second Language (L2) Acquisition Research

- My research focuses on the nature of processing mechanisms in adult first-language (L1) and second language (L2) sentence processing.
- By testing a head-final language (Korean) with relatively free word order, I examine whether and how scrambling (i.e., switching word order between the subject and the object of a transitive verb) affects L1 as well as L2 sentence processing. [1]

#### Subject-Object-Verb (SOV): canonical sentences

Yenghi-ka Cheli-lul coahanta

Yenghi-NOM Cheli-ACC like

#### Object-Subject-Verb (OSV): scrambled sentences

Cheli-lul Yenghi-ka coahanta

Cheli-ACC Yenghi-NOM like

‘Yenghi likes Cheli.’

In order to process SOV sentences, speakers or readers can use either word order or case-marking, or both. However, to extract the intended meaning of OSV sentences, they cannot rely on word order but must utilize case-marking information.

- I investigate whether L2 learners of Korean use morphosyntactic (case-marking), heuristic word order, and/or non-syntactic (plausibility or information structure) information when processing scrambled sentences, as compared to native Korean speakers.
- The results showed that L1 and L2 differences can be attributed to processing difficulties rather than learners’ incomplete grammatical representations. The findings suggest that L2 processing is not qualitatively different from L1 processing.
- Additionally, I also examine L2 acquisition from a generative perspective, focusing on the interpretation of the Korean pronoun *ku* ‘he’. [2]
- Another major focus of my research concerns the effects of L1 transfer on L2 acquisition. Given that L2 acquisition starts with prior linguistic knowledge of a first language (L1), my research has examined the role of the L1 in the course of L2 acquisition.
- Unlike English, Korean does not have articles to mark definiteness. Instead, the demonstrative

determiners *i* ‘this’, *ku* ‘that’, and *ce* ‘that over there’ perform some of the functions of articles. Among these demonstrative determiners, *ku* is more similar to English *that* than to the definite article *the* in anaphoric and bridging contexts (see examples below).

- In this context, I investigate how L1-Korean L2-English learners perform with regard to English articles in both explicit (written forced-choice) and implicit (oral elicited imitation) tasks. Specifically, I examine whether learners are more successful at supplying the definite article (in either task) in contexts where the demonstrative forms *that/ku* are allowed (anaphoric) than in contexts where *that/ku* are not allowed (nonanaphoric bridging). The study further investigates whether learners map Korean (their L1) demonstratives to English articles, and whether such transfer is an explicit or an implicit process (or both). [3]

**Anaphoric context:** both *the* and *that* are possible in English, and *ku* is possible in Korean

Mary bought a book at the bookstore. She is reading **the** book in a beautiful park.

**Non-anaphoric bridging context:** *the* is good but *that* and *ku* are not.

Antonio works with a computer in his office. He is looking at **the** monitor from a distance.

- The results showed that learners’ tendency to use *the* as a marker of previous mention, rather than a marker of uniqueness, was evident in the explicit task but not in the implicit one. Several explanations of this finding have been considered, including L1-transfer affecting only explicit task performance; explicit translation from English to Korean in the more explicit task; and the role of strategies such as “use *the* for second mention”.
- In future work, comparing L2 learners across different proficiency levels, particularly including lower-proficiency learners, could provide a clearer picture of whether L1 transfer effects are present in both implicit and explicit tasks.

## 最近の業績

- [1] Kim, M. H. (2019). *Processing of canonical and scrambled word orders in native and non-native Korean*. [Unpublished doctoral dissertation]. University of Illinois at Urbana-Champaign.
- [2] Kim, M.H. (2022). The interpretation of the Korean pronoun *ku* ‘he’ with regard to quantifiers. *Kindai Applied Sociology Review*, 11(1), 1–14.
- [3] Kim, M.H. & Ionin, T. (2024). Potential L1 transfer effects in explicit and implicit knowledge of articles in L2

English. *Australian Review of Applied Linguistics*, 47(1),  
51–77.