

Korean

Category	What the language does	Comments: How English differs and/or how the language will interfere with English	Example or description of errors
Phonology (the sounds that exist in the language)			
Consonants (b, p, f, v)	Korean does not have 'b', 'f', or 'v'. These sounds can be replaced by 'p' or mixed-up. (In fact, Korean has different ways of pronouncing 'p' so that to English speakers it sounds like 'b'. This makes the issue a rather subtle problem.)	This is a bigger problem with 'f' and 'v', but the pronunciation error can affect speech and writing.	I'm allergic to peas. (Intended: I'm allergic to bees). for <--> pour; feel <--> peel
Consonants (s)	Korean speakers sometimes either omit an 's' sound (usually at the end of a word) or replace it with a 'sh' sound.	This can mean missing the plural or third person singular present tense in speech or writing.	peas --> pee He shit on the bed (Intended: He sit[s] on the bed.)
Consonants (r, l)	Korean does not have 'r', but it does have a sound that to English speakers sounds like 'l' at the beginning of words or sounds like the middle consonant in 'butter' (which is called a tap).	English words with 'r' will be pronounced with 'l' or with the tap until they have mastered the production of the 'r' sound.	I want lice, please. (Intended: I want rice, please.)
Reduplication (something English does not have)	Korean has partial reduplication. That is, part of the word will be repeated within the utterance. Usually this is to emphasize/alter the intensity of the meaning.	Although reduplication can happen just about anywhere in a Korean word, it usually happens at the end. This can carry over into English by repeating the final consonant, though it does not seem this is a common error.	I have pains. I have painss. (The speaker of the second sentence is in more pain than the first.)
Syntax (parts of speech and rules)			

Category	What the language does	Comments: How English differs and/or how the language will interfere with English	Example or description of errors
Parts of Speech	Korean has particles that identify what part of the sentence the listener should pay attention to. This is called topic-prominence. What is important to the speaker is determined by word order, the topic-particle, or both.	By contrast, English is a subject prominent language. This means the subject (the first element) is by default the important part of the sentence.	There is on-going research to determine whether this affects writing. So far, it seems English speakers have a harder time acquiring topic-prominence than Korean speakers acquiring subject-prominence. What you might see is awkward phrasing where the “subject” of the sentence is not the natural subject.
Verbs (general)	Korean marks tense and aspect with a suffix on the verb only.	English marks tense with a helping verb and aspect with helping verbs and suffixes. Korean speakers will sometimes have a helping verb or a suffix but not both.	She’s eat broccoli. I’m expect a good time. I skating. and Skating. (In response to the question, “What did you do yesterday?”)
Articles	Korean does not have articles (a/an & the).	There is a tendency to use the definite article for place names or in place of the plural marker for general nouns.	I went to the Seoul last Saturday. You should read the English book. (Intended: You should read English books.)
Plural	As noted above regarding the ‘s’ sound, singular and plural marking presents a problem.	Sometimes a noun will be double marked for plurality (the English irregular plurals will be marked with ‘-s/-es’. General objects (concrete nouns referred to generally or in the abstract) may be in the singular even though in English they should be plural.	childrens, mens Gun and knife are dangerous weapons. I like comedy movie. (Intended: I like comedy movies).
Adjectives	Korean adjectives are actually verbs.	Adjectives in English are their own word class. Errors from this include: — treating adjectives like a verb in English. — a circumlocution to describe a state — relative clauses to describe a state This last one comes from learning the formula “the one who does X”.	— That made me to happy. (Treating the adjective like a verb in the infinitive). — His height is tall. (Intended: He is tall.) — He is the runner who can run fast. (Intended: He is a fast runner.)
Prepositions	Korean has a case system (affixes that signify direct object, indirect object, etc), but it also has post-positions (prepositions, but they come after the noun).	This means they have a smaller set of “prepositions” to model English after. So mistakes arise when they use an English preposition that would be appropriate in Korean.	She hiked of a mountain. (Intended: She hiked up a mountain.)

Category	What the language does	Comments: How English differs and/or how the language will interfere with English	Example or description of errors
Gender	Korean does not have gender-specific pronouns.	English singular pronouns are explicit about gender, he=male, she=female, it=neuter, etc.	A Korean speaker may use pronouns such as he, she, it inconsistently.
Misc (expressing opinion)	Cultural influences of Korean (see below) can affect phrasing of opinion.	A Korean speaker may tag “to me” in a statement that describes a state (that is when they are using an adjective).	This pizza’s taste is good to me. (Intended: The pizza is/tastes good.)
Orthography (spelling)			
Spelling errors tend to be based on the omission or substitution of sounds described in the phonology section.			
False cognates (words that look similar in both languages, but have different meanings; in reading and writing they may think/intend the meaning of the original language)	Word from the language	Meaning of the word	English word used
	deurama	TV series, usually TV dramas	drama
	haendeul	handle, but also refers to steering wheel	handle
	seukeuraep	scrapbook	scrap
	hipeu	buttocks	hip
	salaryman	white collar employee	comes from salary + man
Style	The thesis statement in Korean writing is usually found at the end of the essay which is headed by facts. The facts only have to be loosely related to the main topic. Korean writing also has a long established non-linear writing style. Being non-linear extends to being indirect.		

Category	What the language does	Comments: How English differs and/or how the language will interfere with English	Example or description of errors
Culture	<p>Korean has a complex honorific system. That is, the syntax and even vocabulary they use in given situation depends on the pragmatics of the situation. There are four levels: close, intimate friends or children; general friends; informal, daily discussion; polite formal. The last one is the highest level. Some of the errors or awkward phrasings may stem from this complex layering of politeness.</p> <p>There are no significant cultural differences that would necessarily effect writing or consultative interaction. Although, knowing a few Korean words or a few facts about Korea may enhance consultative interaction.</p> <p>There is a growing number of studies showing that East Asian (Chinese, Japanese, and <i>Korean</i>) students in general are aware of a stereotype Western teachers have. The perception is that East Asian students do not participate orally in class, therefore they are passive or potentially not paying attention. However, the real case tends to be one of two things: fear of poor English skills or, more dominantly, there is a different conceptualization of “active participation.” Active participation to the student includes paying attention, thinking about the lecture and how to apply it to previous knowledge, taking notes. That is, oral contributions are not the only way in which a student can actively participate in class.</p>		

Works consulted

- Bauman, N. (2009, August 10). A Catalogue of Errors Made by Korean Learners of English. Retrieved May 11, 2015, from <https://onlinepedagogy.wordpress.com/2009/08/11/a-catalogue-of-errors-made-by-korean-learners-of-english/>
- Dr. Alexandrowicz's ESL Web Site - USD. (n.d.). Retrieved May 11, 2015, from <https://www.sandiego.edu/esl/cultures/korean/teachingkorean.htm>
- Dryer, M., & Haspelmath, M. (Eds.). (n.d.). WALS Online - Language Korean. Retrieved May 10, 2015, from http://wals.info/languoid/lect/wals_code_kor
- Han, S. (2003). “Do South Korean Adult Learners like Native English Speaking Teachers more than Korean Teachers of English?”. *Australian Association for Research in Education*. Retrieved May 10, 2015, from <http://www.aare.edu.au/publications-database.php/3817/do-south-korean-adult-learners-like-native-english-speaking-teachers-more-than-korean-teachers-of-en>
- Hyuk (Sarah) Jung, E. (2004). Topic And Subject Prominence In Interlanguage Development. *Language Learning*, 713-738.
- Kim, H. (Speaker) (2003). A new look at partial reduplication in Korean. Korean International Conference on Phonology. Lecture conducted from Phonology-Morphology Circle of Korea
- Kim, H. (1996). The Full-to-Partial Reduction in Korean and Turkish Reduplication. *Linguistic Research*, 26(2), 121-148.
- Kim, K. (1996). A Comparison of Rhetorical Styles in Korean and American Student Writing.
- Lee, G. (2009). Speaking up: Six Korean students’ oral participation in class discussions in US graduate seminars. *English for Specific Purposes*, 142-156.
- Maddieson, I. (1984). *Patterns of sounds*. Cambridge [Cambridgeshire: Cambridge University Press.
- Marlina, R. (2009). “I don’t talk or I decide not to talk? Is it my culture?”—International students’ experiences of tutorial participation. *International Journal of Educational Research*. 235-244.