

한국영어학학회소식

The English Linguistics Society of Korea

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I. 회장인사 (2011년 춘계 학술대회를 앞두고)

한국영어학학회 회원 선생님들께,

안녕하십니까? 충남대학교에 재직하고 있는 황 인태 인사드립니다.

학기 초만 해도 꽃샘추위와 잦은 비로인해 계절이 시간을 잊은 것이 아닌가 하는 생각이 들더니만 어김없이 훈풍이 불면서 여름을 재촉하고 있습니다.

우리 한국영어학학회의 회원 선생님들께서 모두 건강하게 지내시고 계시리라 믿습니다. 회원 선생님들께서 우리 학회와 학회지에 보내주시는 변함없는 관심과 진심 어린 성원에 깊은 감사의 말씀을 드립니다.

우리 학회에서는 6월 11일, 토요일에 경희대학교에서 열리는 2011년 정기 춘계학술대회를 통해 올 한해의 수확과 결실을 선보일 예정입니다. 이번 학회 개최도 모든 회원 선생님과 함께 진심으로 기쁘게 생각하며, 회원 여러분에게 아주 좋은 학문적 나눔의 기회가 되고 친교의 자리가 될 것으로 믿습니다. 우리 한국영어학학회 회원 모든 선생님들을 초대합니다. 공사다망하시더라도 부디 참석하셔서 함께 학문에 대한 열정과 친목이 넘치는 자리를 만들어 주시길 기대합니다.

특히 이번 학술대회에는 특히 일본영어학회 소속인 Takane Ito (University of Tokyo), Nobuko Hasegawa(Kanda University of International Studies), Yasunari Harada (Waseda University), 이상 3분의 특강과 영어학 모든 영역의 논문발표가 예정되어 있사오니 관심 있는 회원님들의 참석을 부탁드립니다.

이번 학회를 진행하느라 애쓰시는 모든 분들, 특히 학회 개최교인 경희대학교의 김종복 편집위원 선생님, 그리고 권영국 총무이사님을 비롯한 김유강, 송민영 선생님들께 깊은 감사를 드리며, 간사로 수고하는 노현서 박사에게도 사의를 표하고 싶습니다. 회원선생님들 모두를 다음주 6월 11일 토요일에 경희대학교에서 뵈게 되기를 소망합니다.

2011년 6월 1일

한국영어학학회 회장 황 인태 드림

II. 한국영어학학회 2011년 춘계 학술대회

1. 춘계 학술대회 안내

이번 춘계 학술대회는 다음과 같이 개최됩니다. 회원님들의 적극적인 참여를 바랍니다.

일시: 2011년 6월 11일(토) 09:30-18:00

장소: 경희대학교 청운관 306호 & 307호

주최: 한국영어학학회

주관: 경희대학교

2. 춘계 학술대회 일정

2011년 한국영어학학회 춘계 학술대회 일정표

09:30-09:50	등 록 (Registration)		
09:50-10:00	개회사 (Opening Remarks) : 황인태 (한국영어학학회 회장, 충남대)		
10:00-11:00	특강 1 (Invited Talk 1)	Takane Ito (The University of Tokyo) ERP Effects of Syntactic Embedding: Studies on Japanese Causative Constructions and zibun-binding 사회: 이희경 (고려대)	
11:00-11:15	휴 식 (Coffee Break)		
11:15-12:15	11:15-11:45	논문발표 1 (Paper Presentation 1) 사회: 장근철 (국민대)	논문발표 2 (Paper Presentation 2) 사회: 손창용 (서울대)
		이지원(SUNY at Buffalo): Much as a Negative Polarity Item 토론: 이상근 (고려대), 문승철 (항공대)	조혜선 (서울대): Tonal Timing of English Pitch Accent: a weighted-constraint model 토론: 이세창 (숙명여대), 김명숙 (숭실대)
	11:45-12:15	이정민 (서울대): The History of Negation, Negative Concord, Negative Polarity in English: with reference to Motivation of Changes 토론: 권희상 (한밭대), 이예식 (경북대)	문안나 (인하대) I-Umlaut in Old English: A Weak Trigger Effect 토론: 조태홍 (한양대), 박충연 (경원대)
12:15-13:30	점 심 식 사 (Lunch)		

13:30-14:30	특강 2 (Invited Talk 2)	Yasunari Harada (Waseda University) Taking Interaction Seriously 사회: 문지순 (동덕여대)	
14:30-14:45	휴 식 (Coffee Break)		
14:45-16:15	14:45-15:15	논문발표 3 (Paper Presentation 3) 사회: 홍성훈 (한성대)	논문발표 4 (Paper Presentation 4) 사회: 김준호 (동덕여대)
		이필환 (계명대): On the Recent Changes in English Adjectival Comparison: Is Syntactic Comparison being Expanded? 토론: 이경남 (강원대), 유은정 (서울대)	박효정 (한국외대): The Applicability and Efficacy of Online Peer Feedback 토론: 이희경 (고려대), 한종임 (이화여대)
	15:15-15:45	정덕호 (고려대): Wh-determiner Sharing 토론: 김량혜윤(고려대), 황규홍 (동아대)	이옥희, 이진아 (상명대): A Study of Practical Use English Learning materials to Help Students' Creativity in Communicative Language Teaching 토론: 한호 (아주대), 이승아 (이화여대)
	15:45-16:15	김유강 (한국외대): The Generic Usage of the Old English demonstrative <i>pæt</i> 토론: 권혁승 (서울대), 장영준 (중앙대)	박은영 (감리교 신학대) 온라인 강좌에서 전체 토론과 개별 토론 양상의 차이 토론자: 이희경 (고려대), 문지순 (동덕여대)
16:15-16:30	휴 식 (Coffee Break)		
16:30-17:30	특강 3 (Invited Talk 3)	Nobuko Hasegawa (Kanda University of International Studies) The Cleft Construction of English and Japanese: A Simple Clause Analysis 사회: 김종복 (경희대)	
17:30-17:40	폐회사 (Closing Remarks): 김종복 (2011년 춘계학술대회 조직위원장, 경희대)		

3. 발표논문 초록

특강 1

ERP effects of syntactic embedding: Studies on Japanese causative constructions and *zibun*-binding

Takane Ito (The University of Tokyo)

Abstract: The last two decades have witnessed increasing interests and substantial development in collaboration of linguistics and brain sciences, in which ERP (Event Related Potential) measurement has played a significant role. It is still controversial, however, which type of parsing cost is reflected in which ERP component. This paper aims to show that a specific ERP component called AN (Anterior Negativity), which has previously been related to violations in phrase structure building and morpho-syntactic agreement, is elicited when the parser detects the need to change its structural analysis from mono-clausal to bi-clausal. This claim, in turn, provides indirect support for a bi-clausal analysis of the so-called “syntactic” or “productive” causative construction in Japanese.

Short CV: Takane Ito is Professor of Language and Information Sciences, Graduate School of Arts and Sciences, The University of Tokyo. Her major interest lies in the study of “word”, namely, theoretical studies in the lexicon and morphology, as well as experimental studies on word-level parsing. She co-authored *Go-no Shikumi to Gokeisei* (The mechanism of words and word formation) (Kenkyusha, 2002) with Yoko Sugioka. She is a director of the English Linguistic Society of Japan, and is also working as the vice-chair of the Editorial Board of the society.

특강 2

Taking Interaction Seriously

Yasunari Harada (Waseda University)

특강 3

The Cleft Construction of English and Japanese: A Simple Clause Analysis

Nobuko Hasegawa (Kanda University of International Studies)

The cleft construction takes the forms, (1a) in English and (2a) in Japanese.

- (1) a. It be \underline{XP}_i [that... e_i ...]
 b. It was $Mary_i$ that John invited e_i to the party.
- (2) a. [... e_i ... no]-wa \underline{XP}_i da.
 b. [John-ga paatii-ni e_i syootai=si-ta no]-wa $Mary_i$ da.
 J -Nom party-to invite-past Nominalizer-Top M Copula
 ‘It was Mary that John invited to the party.’

It is well-known that the cleft construction (Cleft) exhibits syntactic properties that are similar to relative clauses and Topicalization both in English and in Japanese. Due to this fact, the most popular analysis of Cleft in English is an operator movement analysis, where an (empty) operator moves to Spec of CP (i.e., *that*-clause in (1)) and it gets connected to XP by predication. This explains why Cleft exhibit A'-movement properties, such as island effects, Weak Crossover, Connectivity, etc. On the other hand, it is not so obvious whether Japanese Cleft also involves an operator movement.

While much attention has been paid to the movement properties of Cleft, little attention has been paid to the properties of the *that* clause of Cleft and to how the similarities between Japanese and English can be captured with respect to the semantic function of this construction.

In this presentation, pointing out that the *that*-clause of Cleft is basically the same as the *that* clause of factive predicates, not as the one of non-factive clauses, I will present an analysis where a Focus element of Cleft (i.e., XP in (1)) directly moves to the Focus position without involving an operator (cf. Honda (2009)). This analysis is made possible under the assumption that the C-system of a clause is structured along the line of Rizzi (1977), i.e., (3), where clausal force

"Ha! ha! - ugh - I like that **much** - never saw that before -must remember that." (CorpusofHistoricalAmericanEnglish,1835)

My paper investigates the diachronic development of *much* as an NPI. This comes with three related questions:

- Is the frequency of use of NEG *much* related to the non-use of paucity *little* (I don't have **much** money vs. I have **little** money)?
- How is the emergence of the quantifier (*a lot(s) (of)*) in the early 19th century related to *much* becoming an NPI?
- Do different functions of *much* affect its NPI tendency? (e.g. adverbial vs. pronominal use of *much*)

These questions are approached quantitatively by looking into various corpora from different time periods (1400-2009) and registers (spoken and written). Findings show: 1) the NPI behavior of *much* has increased gradually in the written language; 2) the non-use of paucity *little* is noticeable only in the colloquial language; 3) *much* shows a stronger NPI tendency in the spoken language and (*a lot(s) (of)*) is more frequently used in the spoken than the written language; 4) adverbial *much* has become a near-categorical NPI in present-day written English (*No one went **much** to the crossroads now*) whereas *much of* followed by a definite NP (***Much** of the story has been forgotten*) appears to have become a positive polarity item in the written language.

발표논문 1-2

Negative Polarity and Negative Concord in OE, ME and ModE:

In View of Jespersen's Cycle

Chungmin Lee (Seoul National University)

This paper attempts to show how the function of emphasis by negative polarity items (NPIs) motivates historical changes of negative expressions in OE, ME, and ModE,

giving rise to Jespersen's cycle. Semantic and expressive motivations underlie crucial negative reinforcements by means of negative polarity or negative concord. Negative polarity items (NPIs) occur in negative or weaker downward-entailing (DE) or nonveridical contexts, whereas corresponding negative concord items (NCIs) are typically licensed by negative contexts with the underlying concepts of [negatively biased weakened *ne* + concessive *even* + indefinites of lowest scalar values]. The role of the concessive *even* is pivotal with its scalar reasoning in negation. With the separate negative *ne*, this denotes a semantically strong universal/general negation initially with emphasis. Within this combination of underlying concepts, we have negative polarity items such as *ænig* 'any,' *æfre* 'ever,' *an* 'one,' which become NCIs/n-words with *n(e)* added. Both NCIs and NPIs require negative contexts in competition. NPIs precede NCIs in ontogeny. Plain negation is strengthened by NPIs or NCIs with emphatic force. If NCIs lose semantic motivation, because of the concord negative element in the postverbal *not* in ME, *not* newly assumes the role of the negative head, with the preverbal *ne* disappearing. Because of separate NPIs, n-words in negative concord in OE and ME could disappear and real negative nominals such as *nothing* and adverbials such as *never* could remain in standard ModE. However, in child and dialect English, still negative concord remains and we may have to posit Jespersen's long term cycle in parallel. We consider the typology and the degree of markedness of various negative constructions in different stages. The most marked metalinguistic negation is shown to be modified by emphatic NCIs in OE. History determines typology. Grammaticalization and semantic bleaching are involved in cyclic changes.

논문 발표 2-1

The timing of tonal targets in English in a weighted-constraint model

Hyesun Cho (Seoul National University)

This paper investigates how the timing of tonal targets is determined in English. We compare two conflicting hypotheses concerning tonal timing: segmental anchoring and constant duration. The segmental anchoring hypothesis, currently the most widely held

view of tonal timing, states that the beginning (L) and the end (H) of a rising movement are aligned ('anchored') with respect to certain segmental landmarks ('anchors'). Ladd et al (1999) found that in Southern Standard British English, the alignment of L and H tonal targets in prenuclear rising movements with respect to certain segmental points was not affected by speech rate (fast, normal, and slow). On the other hand, it has also been suggested that the duration of the rise (the duration from L to H) is fixed (referred here as the constant duration hypothesis (CDH)), e.g. in the English bitonal pitch accent L*+H-, the H occurs at a fixed interval after L (Pierrehumbert 1980). The two hypotheses are at odds with each other, making conflicting predictions. If tonal targets are segmentally aligned, the rise duration should get shorter as speech gets faster. If duration is fixed, alignment will be violated when speech rate changes. Most studies have argued for the SAH, showing that the rise duration varies, rejecting the CDH (Dilley et al 2005).

In this paper, however, I show that in fact, both factors, segmental anchoring and constant duration affect tonal timing of L+H* pitch accent in English. In the experiment, the target phrases consisted of two or more words, combinations of various parts of speech, e.g. aménable méanings, malária in Nigéria. I examine the pitch accent on the stressed second syllable in the first word in the phrase (L on the first syllable, H on the second syllable). Four native English speakers (two male and two female) read the speech materials at three different speech rates, repeated twice. They were asked to read as if they were correcting the first word, to elicit the L+H* rise in phrase initial position.

The results show that the effects of both segmental anchoring and target duration exist in determining the timing of L, H tonal targets in English. There was a strong positive linear relation between a tone and its anchoring point (Figure 1). At the same time, there was a tendency to maintain a target duration of a rise (Figure 2). That is, Fig. 2 shows the deviation of L and H tones from their respective anchors, plotted against local speech rates. The H peak occurs relatively later than the anchoring point as speech gets faster; the L trough occurs relatively earlier than the anchoring point as speech gets faster. That is, the L and H tonal targets follow their respective anchors in general, but as speech gets faster and the duration between the anchors gets shorter, the tonal targets lag behind their anchors. So in fast speech, the rise starts a bit earlier than the anchor point and terminates a bit later than the anchor point. This reflects the presence of a target duration of a rise.

This means that the two hypotheses should be interpreted as violable constraints rather than inviolable principles. Thus, we propose a model using weighted constraints

(Flemming 2001), the Alignment-Duration model as in (1). This model includes three constraints: alignment of L tone to the anchor for L, alignment of H tone to the anchor of H, and a target duration. The actual timing of the tones is determined as the values that minimize the summed cost of violations of these constraints. This model fits to the data better than the one without the duration constraint showing that both segmental anchoring and duration target are significant factors in tone timing in English.

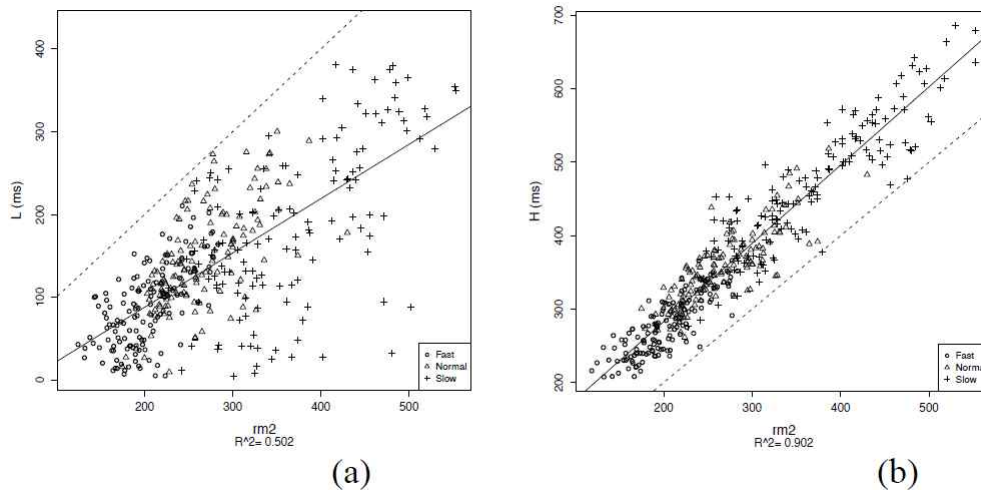


Figure 1. Effects of segmental anchoring: (a): L, (b): H. The time of a tone is plotted against the time of its anchor (the time is measured from the phrase onset).

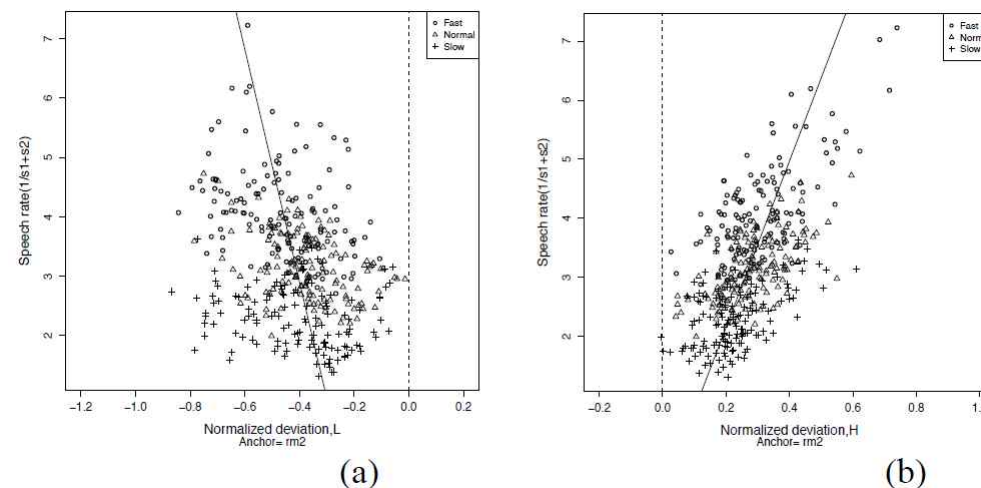


Figure 2. Effects of constant duration: (a): L, (b): H. X-axis: the deviation of the tone from its anchor, normalized by speech rate. Y-axis: local speech rate (inverse of the

duration of the two syllables at the phrase initial). The vertical dotted line: the location of the anchor.

(1) The Alignment-Duration model

Target	Constraint	Cost of violation
L alignment	$T(L) = A_L$	$w_L(T(L)-A_L)^2$
H alignment	$T(H) = A_H$	$w_H(T(H)-A_H)^2$
Duration	$T(H)-T(L) = D$	$w_D(T(H)-T(L)-D)^2$

T(L): time of L, T(H): time of H

A_L : anchor for L, A_H : anchor for H, D: target duration, w_L , w_H , w_D : positive weights

$$\text{Cost} = w_L(L - A_L)^2 + w_H(H - A_H)^2 + w_D(H - L - D)^2$$

논문발표 2-2

I-Umlaut in Old English: A Weak Trigger Effect

An-Nah Moon (Inha University)

This study investigates i-umlaut which occurred in the period of pre Old English (OE) in two aspects: what motivates i-umlaut in OE and how the phenomenon can be analyzed within the framework of OT. Unlike root- controlled vowel harmony, i-umlaut in OE is triggered by the suffixal i or j in the unstressed syllable whereby a stressed root vowel becomes fronted or raised. In this study, it is proposed that i-umlaut in OE is driven by the weak trigger i or j to improve its poor perception: I-umlaut improves the poor perceptibility of the weak trigger by extending its feature—either [-back] or [-low]—onto the vowel in the stressed syllable. This study provides an OT-theoretic analysis utilizing the licensing account to vowel harmony proposed by Walker (2004, 2005). The licensing constraints, IDENT-IO(F) and the locally conjoined constraints are proposed and their interaction correctly captures the pattern of i-umlaut in OE. Also, it is shown that the licensing account proposed in this paper is superior to the previous analyses as well as the nonlicensing approaches in that it can provide a perceptual motivation couched in i-umlaut in OE.

논문발표 3-1

On the Recent Change in English Adjectival Comparison: Is Syntactic Comparison Really Being Expanded?

Pil-Hwan Lee (Keimyung University)

This article examines if there has been any actual change in English adjectival comparison recently. Especially, we examine if the syntactic mode of comparison is increasing in the sacrifice of the morphological mode, as Barber(1964, 1976), Potter(1969: 146-47), Mair and Leech(2006), and others have argued. We used the large-scale corpora such as COCA and COHA in our research. The result is that we could not find any significant evidence showing the increase of the syntactic comparison mode. This is a confirmation of the argument, e.g. by Bauer(1994), Mair(2006: 148), and others, that there is no real change in the structure of English comparison. It is well-known that the choice between the two comparison modes is based on the word length (i.e. syllable number), morphological factors like the specific endings of adjectives, spellings (e.g. ending in consonant clusters), phonological factors (e.g. word-final stress), and others. But it is not always possible to predict which mode of comparison a specific adjective will take. We have found that the choice of mode is more based on the structural factors. At the same time, it has been found that the individual lexical choice is clear, e.g. some mono- and di-syllabic adjectives take (or prefer) the syntactic mode. But what is important is that this is not the recent change. Our conclusion is that English comparison shows a clearer tendency toward complementary distribution between the two modes, rather than the replacement of one by the other.

논문발표 3-2

Wh-Determiner Sharing

정덕호(고려대학교)

This paper examines the sharing of wh-determiners in coordinate structures. Since McCawley (1993), determiner sharing (DS) constructions including wh-determiner sharing (WDS) have been explored by many researchers (e.g., Lin 2002, Citko 2006, Kasai 2007, Kim 2011). However, distinct facets of WDS have made it tricky to systematize WDS as a case of DS. Among others, T(ense)-sharing which is typically required in DS and WDS of relative wh-determiners (WDS-R) is not necessary in WDS of interrogative wh-determiners (WDS-I). Given this, I attempt to establish an analysis of WDS, though divergent from DS.

In line with Rizzi (1990) and Kim (1997), I argue for the featural idiosyncrasy of wh-relatives and wh-interrogatives. I assume that wh-interrogatives have [+x] (cf. [+focus] in Kim 1997) and wh-relatives have [+pred] (cf. Rizzi 1990), both of which require a licensing operation in overt syntax. Consequently, WDS-I and WDS-R reflect each distinct operation motivated by either [+x] or [+wh] in wh-determiners, which distinguish WDS from DS.

Following Kasai (2007)'s Multiple Dominance (MD) approach, I argue that WDS is the upshot of a multiply dominated wh-determiner across conjuncts. In the sense of Munn (1993), the first conjunct takes subsequent conjuncts as its adjuncts in a coordinate structure. WDS then results from linearization of the shared wh-determiner, triggered by the Spell-Out of the subsequent conjuncts before they adjoin to the first conjunct (cf. Uriagereka 1999). As a consequence, the shared wh-determiners in subsequent conjuncts is not delivered to PF, which eliminates the formal inadequacy of their [+pred] or [+x]. The divergence between WDS-I and WDS-R in the obligatoriness (or optionality) of T-sharing is obtained by the different height of coordination: WDS-I allows CP-coordination (no T-sharing) while WDS-R does not.

In sum, WDS shows a systematic distinction between wh-interrogatives and wh-relatives. Capturing this aspect, a principled analysis for WDS-I and WDS-R is presented. To the extent that it is successful, this paper provides another piece of evidence for MD structures in syntax, as Citko (2005) or Kasai (2007) does, and discovers a new property of the linearization process which affirms the Multiple Spell-Out hypothesis of Uriagereka (1999).

논문발표 3-3

The Generic Usage of the Old English demonstrative *þæt*

Yookang Kim (Hankuk University of Foreign Studies)

It has been stated in traditional handbooks that the Old English demonstrative *þæt* is used with members of the neuter gender-class in nominative and accusative cases in the singular. In Present-day English its direct descendent, *that*, is used in any singular position in semantic distinction to *the* and *this*. Millar (1994) manifests that in Middle English the historical neuter form *þæt* begins to lose its morphological field, being developed as a gender-neutral demonstrative. Investigating 112 cases where *þæt* is used as a demonstrative adjective or pronoun in the Old English poem of *Beowulf*, this article presents that *þæt* starts to be used as a gender-neutral or number-neutral demonstrative earlier than Millar assumes. The result of this paper reveals that the majority of examples of *þæt* exhibit gender-neutral realization and the non-historical use of *þæt* is fairly widespread in OE, at least at the time of composition of *Beowulf*.

논문발표 4-1

The Applicability and Efficacy of Online Peer Feedback

Hyojung Park (Hankuk University of Foreign Studies)

A great number of studies have been concentrating on whether feedback is needed for both students and teachers. Many of them have seen feedback as a crucial matter to maintain quality composition teaching classes. This study examines the types of feedback the learners would focus on while giving peer feedback, how much the participants will reflect the online peer feedback on the error correction process, and their overall perceptions on online feedback after the writing class session. In the study, fifteen

participants who were aiming to go to college in Japan had two months of TOEFL beginner's class including composition lessons. During the course, in-class teacher instruction was given on how to make peer comments online, and the participants were asked to make comments on the online blog after the class based on the instruction made by the teacher. The comments which were made by the students were classified into four specific types of revision in each of two broad categories. How much they were reflected in the students' writing was also examined. The participants made suggestions in global area most with avoiding direct and acerbic comments on their peer's writings. As for local feedback, the most were shown in alternation section. Much more comments were made on surface-level errors. Their perceptions towards online peer feedback were investigated through interviews after class. Many found the online peer feedback conducive to improve their writing abilities. Some commented, however, that they avoided giving content-based feedback since it was more time-consuming and laborous.

논문 발표 4-2

A Study of the Practical Use of English Learning Materials to Help Improve Student's Creativity in Communicative Language Teaching Classrooms

Lee, Ok-hee & Lee, Jina (Sangmyung University)

The purpose of this study is to suggest how to use English learning and teaching materials to help improve students' creativity. This study focuses on designing integrated skills activities using authentic audio-visual aids including movies, advertisements, and artworks for high school students. In order to do this, we compared English classes at Seoul International High School with those in eight public high schools in terms of curriculum, teaching environment, and teaching materials, activities, and assessments. Information has been gathered through narrative

inquiry of the teachers as well as written comparison of the current curricula of the schools.

After looking at the comparison and the analysis of those school curricula, we suggested tasks and activities to foster creativity and communicative competence in English classes using an animation and overseas advertisements, creative artworks, etc. Our suggested animation is “Shrek IV” that stimulates critical thinking, imagination, and creativity with parodies, satire, and humor as well as interesting visuals and authentic use of English. It also reflects the postmodern-problematizing position in critical applied linguistics. Advertisements are also authentic real-life materials that are full of creative ideas, interesting stories, colorful visual aids, and short and witty catchlines with symbols and figurations. They include TV commercials, paper advertisements, and campaign advertisements. Artworks are excellent models from which students appreciators’ creativity can be added to the interpretation of the art. This study specifically utilizes modern art such as pop art, which illustrates innovative ideas using familiar objects. All classroom activities are tabulated according to elements of creativity, language skills, and types of work. By introducing all these, this study strives to achieve effective synergy in promoting creativity of both language and thoughts for high school students.

논문발표 4-3

온라인강좌에서 전체토론과 조별 토론의 참여도와 토론양상 차이

박은영 (감신대)

This study aims to see how different groupings in cyber university discussions affect discussion participation. In one group, all the students participated in discussion as members of one whole group. In the second case, students were divided into several groups. The members of the multi-group discussion case were found to participate significantly more than those in the single group discussion case, but the high deviation in multi-group discussions show that there remains the

need to consider the participation difference among the groups. This study shows that multi-group discussions encourage more participation in quantity, but it suggests that there should be ways to encourage students in the group which had little participation. Overall this demonstrates the need for further research on online discussions.

III. 학회 소식

1. 영어학연구 17-1호 발간

지난 4월 30일자로 학술지 17-1호가 발간되었습니다. 수록된 논문은 다음과 같습니다. 학회 홈페이지 (www.elsok.org)에 들어가시면 개별 논문을 다운로드 받으실 수 있습니다.

김명숙, 김준호	영어 관련 전공 학과의 실태 조사 연구
이필환	영어 형용사 비교 구문의 최근 변화: 과연 통사 비교는 확대되고 있는가?
주형미	국가 영어과 교육과정 기본 어휘 목록 개선 연구
Chung, Younghan	Aspects of Verbs and Semantics of 1)Resultative Constructions
Kim, Jung-Tae	Quantitative Analyses of Word Association by Korean Learners of English
O, Kyung-Mi	An Extensive Reading Study in University English Classes
Roh, Hyun-Seo & Hwang, In-Tae	Reading Education of Colonial America
Yu, Ho Jung & Choe, Holsing	The Dynamics of a Peer Response Group in a Mixed-Level Korean EFL Writing Class

2. 영어학연구 원고모집 (17권 2, 3호)

학술지에 논문을 투고하실 분은 아래 주소로 연락을 하시길 바랍니다. 논문은 영어의 통시적 공시적 현상을 그 주제로 하고, 국내외 타 학술지에 게재가 되지 않은 참신한 내용이면 됩니다. 원고작성요령은 학술지 뒷면에 게재되어 있으며 학회 홈페이지(www.elsok.org)에서도 다운로드 받으실 수 있습니다. 회원이 아닌 분은 권영국 총무이사(ykkwon@dongduk.ac.kr)를 통해 회원가입을 해주시고 논문을 투고해 주시기 바랍니다.

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발간일 : 봄호(4월 30일) / 여름호(8월 30일) / 겨울호(12월 30일)

원고마감일 : 봄호(2월 28일) / 여름호(6월 30일) / 겨울호(10월 30일)

3. 회원 소식

1) 이정민 서울대 명예교수가 송명현(서울대 영문과 박사과정)과 함께 SALT(Semantics and Linguistic Theory) 21차 대회(Rutgers, 5월 20-22일)에서 영어의 대조초점 중첩(CF-Reduplication, 예: 'salad-salad')의 dynamic prototypicality에 관해 발표를 했습니다. 이 의미론 학술대회는 경쟁이 가장 치열한 것으로 알려져 있습니다.

2) 양선기(순천대학교)교수께서 2011년 3월 1일 부터 사범대학 학장 보직을 맡았습니다.

3) 문지순(동덕여대)교수께서 2011년 3월 1일부터 홍보국제협력실장 보직을 맡았습니다.

4) 권영국(전, 건국대)교수께서 2011년 3월 1일부로 동덕여대 영어과로 자리를 옮기셨습니다.

5) 황인태(충남대학교)교수께서 캐나다 대사관에서 주관하는 Faculty Enrichment Program에 선정되어 하기방학 동안 캐나다에서 연구 활동을 하게 되었습니다.

4. 신입회원소개

1) 박서정(부경대 언어교육원) 선생님, 최종학위 일리노이 대학 교육 대학원 Curriculum and Instruction 학과 박사, 세부전공은 영어교육

5. 후원금

경희대학교(학술대회위원장: 김종복선생님)에서 이번 춘계학술대회를 후원하고 있습니다.

IV. 학술대회 장소안내

학술대회 장소: 경희대학교 청운관 3층 306/307호



청운관 전경



- ☞ 사용할 강의실
306호(90석, 일반강의실)
307호(140석, 계단식/메인강의실)

경희대학교 서울캠퍼스 오시는 방법

1. 지하철로 오시는 경우

1호선 회기역에서 하차(1번 출구) → “동대문01” 마을버스 승차 → 종점(경희의료원 정류장)에서 하차하시면 도보로 1분 거리에 청운관 위치

2. 버스로 오시는 경우

버스번호	경유노선	배차간격
1215	[정류장명] 경희대 입구 [간략노선] 월계동<->석관동<->외국어대<->홍릉<->제기동	8~15분
273	[정류장명] 경희대 입구 [간략노선] 중랑차고지-중화동-이문동-경희대-고려대-보문동-혜화동-종로-광화문-신촌-홍익대	5~12분
1222	[정류장명] 경희중고앞 [운행구간] 월계동~용두동	8~13분
147	[정류장명] 경희중고앞 [간략노선] 월계동-드림랜드-이문동-청량리-용두동-신당동-약수역-압구정역-논현동-도곡동	4~10분
261	[정류장명] 경희중고앞 [간략노선] 석관동-장위동-이문동-청량리-동대문-을지로-롯데-만리동-마포-여의도	8~13분