Production errors in heritage Korean narratives
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1. Abstract
Linguistic research through written and spoken corpora provides quantitative data for real-life language use and insights for language structure. The Sejong Corpora sheds light on native speakers’ usage of Korean, and Annotated Korean Learner’s Corpora (Jang, Lee, and Seo) inform us about the use of the written form of the language by foreign and heritage learners of Korean.

However, no spoken corpus has been compiled so far for heritage Korean. Heritage speakers are known to have more difficulty with reading and writing than with listening and speaking (Peyton, Ranard, & McGinnis 2001), so spoken corpora is essential in providing linguistic data of all levels, especially low-level heritage speakers who are most likely to have hard time reading and writing.

The current work reports on the errors and mistakes made by heritage language speakers in a corpus of elicited production based on video clips, and provides a preliminary examination of heritage Korean currently living in the U.S. Deeply rooted in their English-speaking environments, heritage Korean heritage learners currently living in the U.S. Deeply based on video clips, and provides a preliminary examination of heritage language speakers in a corpus of elicited production.

2. Korean Heritage speakers in the US
Heritage Korean speakers in the US...
• listened to their parents speak Korean at home and acquired it (including receptive acquisition) since childhood, as L1.
• acquired conversational skills by communication with other family members at home.
• currently use American English as primary language of communication.
• oftentimes do not maintain their Korean language skills to a fluent level.
• are second generation decedents of Korean immigrants in the US.

3. Current Research
Previous studies with written corpora reveal that heritage Koreans have difficulties with honorifics, passives, and word order.

Research Questions
• What characterizes heritage Korean language?
• What are the defining features of heritage Korean?
• What types of errors do heritage Korean speakers make?

4. Nominative / Topic markers
Nominative marker in place of topic marker
\[I: \text{ku ye ça phyeung-kwën-}\text{-un} \text{twakwu-\-kal} \text{kacang cohaha-nun kês kath-ayo?}\]
that female puppet-TOP who-ACC most like-ADN thing similar-Q
‘Who do you think the female puppet likes the most?’

\[S: \text{ku ye ça phyeung-kwën-} [\text{-un}] \text{e\-lôp} \text{aka-\-kal} \text{cohaha-nun kês kath-ayo\%-yöc]\]
that female puppet-NOM-\-TOP crocodile-ACC like-ADN thing similar-DECL
‘I think the female puppet likes the crocodile.’

Allomorph substitution for nominative markers – kal-i
(observable in low-level speakers, see Footnote 3 under Participants for more information on level decision)

\[kulyase \text{khetun-} [\text{-i}] \text{nay-e} \text{ka-sa-ayo.}\]
so curtain-NOM go.down-\-LK go-PST-DECL
‘So the curtain went down.’

\[thom-ka\%-[\text{-i}] \text{kwameng-ey} \text{tu-e} \text{ka-sa-ayo.}\]
Tom-NOM hole-\-LOC step.into-\-LK go-PST-DECL
‘So Tom stepped into the hole.’

5. Comitative markers
Comitative marker in place of nominative marker
\[twall-\text{-i} \text{chinku-lo} [\text{-ka}] \text{ku}\% \text{zoo-ey} \text{ke-\-e} \text{ka-nuney,} \text{khokhok-\-kal} \text{pw-ass-ayo.}\]
Dooby with friend-\-NOM (dynamic) in place of – hole-LOC step.into-LK go-PST-DECL
‘Dooby and his friend were walking to the zoo, and they saw an elephant.’

Comitative marker in place of accusative marker
\[kulyase \text{soom-nim-} [\text{-ka}] \text{hako-\%-[\text{-i}]\-uj} \text{ku} \text{khephi-hako <mak> kwokki-\-e <khwukh} \text{-i-nka} \text{kwokki-\-e} \text{nun} \text{kwokki-\-e} \text{ka-ko}.\]
so guest-AND-NOM (that) coffee-\-and-\-LK exist-CONN coffee-\-be-Q
pisah\-\-i-\-nka xxx mulu-keyss-nuneytyeuy]
[ku] kalek-kal\-ka 
[ku] kalek-kal\-ka 
[ku] kamep-\-\-ha-\-ko iss-ess-nuneytyeuy
biscuit-\-be-Q \text{don’t know-MOD-CONN} \text{that} such-thing-INs treat-\-ACC do-\-CONJ exist-PST-CONN
‘So [he] was serving the guest with coffee and something like a cookie (or maybe a biscuit— I don’t know).’

6. Locative markers
-\text{-ey} (static) in place of –\text{-ey} (dynamic)
\[cak-ka \text{ etten san wi-ey\%-[\text{-ey}] sukh} \text{tha-ko} \text{iss-nuneytyeuy}\]
self-NOM some mountain top-LK ski ride-CONJ exist-CONN
He was skiing on a mountain, …

\[\text{two-NOM jump-PST-CONN sofa above-LOC climb.up-LK go-\-CONJ} \text{ka-ko}.\]
The two jumped, went on top of the sofa, …

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Comitative marker in place of accusative marker
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