

English Expressions without Korean Counterparts

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1. The significance of learner systems

Since Boaz(1889) pointed out that learners perceived sounds in new languages in terms of their native language or other languages to which they had earlier been exposed, the identification and analysis of interference¹⁾ between languages in contact has been the focus of attention among language teachers as well as linguistic theorists. The intrusion of features of the first language(L1) into the second language(L2) in the speech of the learner has been studied at the levels of phonology, morphology and syntax.

There are two major hypotheses that differ both in the predictions they make about the types of the learner's errors²⁾ in L2 learning, and in the processes they posit to account for the errors. The contrastive analysis hypothesis states that while the learner is trying to learn an L2, he will tend to use his native language structures in his second language speech, and where structures in his L1 and L2 differ, he will make an error. In fact, this hypothesis is widely supported by various studies of bilingualism covering Spanish, French, German, Japanese, Chinese, Vietnamese learners of English as their L2. One of the most significant outcomes of contrastive studies has been the notion that they allow for prediction of the difficulties involved in acquiring an L2.³⁾

So-called intralingual and developmental errors represented by sentences such as *did he comed, what you are doing, make him to do it, I can to speak French* showed that the contrastive analysis hypothesis was insufficient. For the explanation of such phenomena was suggested the L2 acquisition = L1 acquisition hypothesis, which holds that the learner actively organizes the L2 speech he hears and makes generalizations about its structures as children learning that same language as their L1.

1) The phenomenon of the learner carrying over the habits of the mother tongue into the second language is called interference. The implication of this term is that his mother tongue habits prevent him in some way from acquiring the habits of the second language. See Corder (1971:169).

2) Dulay and Burt(1984:95) uses the term 'goofs' for the error observed in the learner's interlanguage, that is, the stage of the second language(L2) learner's competence in terms of knowledge of L2 and control of that knowledge.

3) Richards(1971:172).

Covering these two hypotheses Richards and Sampson suggest seven factors that influence and characterize L2 learner systems. Besides the factor of language transfer of the contrastive analysis hypothesis and that of 'intralingual interference'⁴⁾, which is in accord with the above mentioned L2 acquisition = L1 acquisition hypothesis and refers to the items produced by the learner which reflect not the structure of the mother tongue, but generalizations based on partial exposure to the target language, are included sociolinguistic situation, modality,⁵⁾ age, successions of approximative systems,⁶⁾ and universal hierarchy of difficulty.

In the past few years, the field of the L2 research has begun to broaden its scope of inquiry to include the influence of the learning environment on learners' developing competence in an L2, focusing on input to the learner and the interactions in which learners engage.⁷⁾ The new trend, however, has risen predominantly from the necessity of the education of language minority students, mostly immigrant nonnative speakers of English who are trained in English speaking environment. Thus, for the English education in Korea where Korean is spoken and the research in the field of interference has not yet been fully performed, the study of interference seems to have more relevance in understanding the process of language learning and prospective design of language programs.

This paper focuses on several types of errors observed in the Korean students who are trying to learn English as L2. The errors studied in this paper are mainly those associated with the conflict between the parallel structures of Korean and English.

4) Richards and Sampson(1984:6).

5) Vildomec(1963) observes that interference between the bilingual's languages is generally on the productive rather than receptive side. Thus instances of intrusion of elements of the learner's mother tongue are mostly observed in speech production rather than in his understanding of another language.

6) Richards and Sampson(1984:11). This factor concerns the lack of stability of the learner's approximative system, which means the learner's partial success, reflected in the construction of rules which do not necessarily reflect those of the mother tongue or target language. The term 'approximative system' was first used by Nemser(1971).

7) Gass and Madden(1985).

2. Difficulties in the use of prepositions

2.1. The difference between English prepositions and Korean postpositions

One of the most remarkable characteristics of English which distinguishes it from other agglutinative languages like Korean is its extensive usage of prepositional structures. It may be said that the so-called postpositions in Korean have functions similar to English prepositions. That is, in order to mark their functions in the sentence particles are attached at the end of nominals or sometimes other grammatical elements, thus are called postpositions. In fact, there is some sense in claiming that the postposition is the Korean version of the English preposition. For the basic word order of Korean is S-O-V while that of English is S-V-O and it can be said that in Korean particles are attached after rather than before the nominals.

However, as we observe the phenomena a little deeper, it can be easily detected that the postpositions are basically different from English prepositions. First, postpositions are attached to nominals to indicate their functions as subject, object, or place and time adverbials and sometimes other grammatical elements. The basic *raison d'être* of Korean postpositions is to indicate the cases of the parts of speech within the sentence. On the other hand, English prepositions are used to add their independent meanings as adjectivals or adverbials of various meanings within the sentence, which is more than just the indication of cases. In fact, English subject and object cases are not overtly indicated by means of some additional structural elements other than their relative word order.

Consider the following pairs of English and Korean sentences.

- (1) a. The man is studying English.
 b. 그 남자는/가 영어를 공부하고 있습니다.
 ku namjanun/ka yungulil kongbuhako issumnita
 the man-nom/nom English-acc studying is
- (2) a. The man is walking on the street.
 b. 그 남자는/가 길을 걸어가고 있습니다.
 ku namjanun/ka kilul kekekako issumnita
 the man-nom/nom street-acc walking is
- (3) a. They are talking with each other.
 b. 그들은 서로 이야기하고 있습니다.
 kutulun sero iyakihako issumnita

- they-nom each other talking is
- (4) a. At seven o'clock in the evening on May 1, John will marry Jane.
 b. 오월 일일 저녁 일곱 시에, 존이/은/하고 제인과고 결혼합니다.
 oweil ilil junyuk ilkopsie, joni/un/hako jeinhako
 May 1 evening seven o'clock at, John-nom/nom/with Jane-with
 kyelhonhamnita
 marry

In (1a), no prepositions are used while in (1b) postpositions indicating the subject and object of the sentence are used. It reflects the fact that Korean subject and object cases are indicated by postpositions. In relation to the contrastive pairs (2) and (3), it was observed that Korean students learning English(KLE) tend to omit the preposition which should remain there in order to represent the intended meaning naturally. Consider (5) and (6).

- (5) The man is walking the street.
 (6) They are talking each other.

This phenomenon may be attributed to the fact that the learner has established a sort of matching rule between Korean and English patterns under the assumption that English prepositions are parallel to Korean postpositions. In the structures like (4), there are no English counterparts for the Korean postpositions. Thus, errors like (7) are frequently observed among KLEs.

- (7) John will marry with Jane.

Now, we can distinguish two kinds of preposition-related errors in KLEs. First, they oversimplify, that is, simply omit the preposition in their version of English as there is no overt Korean postposition in the parallel construction. Second and in contrast with the first case, they overgenerate, or add unnecessary prepositions and result in nonEnglish. The instances of overgeneration are more frequently observed than those of oversimplification, which may be assumed to be due to the abundant occurrence of postpositions in Korean where no prepositions are used in English.

Under the first category of oversimplification may be included the following typical examples.⁸⁾

- (8) a. He came and asked (for) my book.

8) Parentheses are used to show the preposition that should not have been omitted.

- b. They are searching (for) the ball.
- c. I will wait (for) you at the cinema.
- d. He does not wish (for) any reward.
- (9) a. He will dispose (of) all his property.
- b. Young men dream (of) glory and riches.
- c. Think (of) a number and double it.
- d. Please remind me (of) that later.
- (10) a. She explained (to) me the matter.
- b. They were listening (to) the music.
- c. He has not replied (to) me yet.
- d. He will say/speak/write (to) me.
- (11) a. Who is knocking (at) the door?
- b. He pointed (at) the man by the door.
- (12) a. He graduated (from) the school.

The following are the instances of overgeneration.⁹⁾ Korean counterparts all use postpositions of the meaning of English prepositions.

- (13) a. President addressed to the nation about the situation.
- b. Please answer to my question/letter.
- c. Do not approach to that house.
- d. I asked to the teacher about it.
- e. They are leaving to Europe next week.
- f. We should obey to our teachers.
- g. He opposed to my plan.
- h. Does he resemble to/with his father?
- i. He resisted to/against the policeman.
- j. I told to him to come at once.
- (14) a. He attended at his grandson's wedding.
- b. We reached at the school early.
- c. I resented at his rudeness.
- d. She is going to win at the beauty contest.
- (15) a. Please consider about my suggestion.
- b. We discussed about the matter.
- (16) a. I appreciate for your help.
- b. I regret for ever having raised the matter.
- (17) a. He consulted with experts.

9) The unnecessary preposition is shown by an underline.

- b. He contacted with his parents.
- (18) a. He paced over/about the classroom.
- b. She will probably survive over me.

It is difficult to infer any semantic generalization to encompass the difference between the English and Korean preposition/postposition shown in these representative data. Only it can be observed that the semantic category that is expressed with transitive verbs, that is, without using any prepositions to represent the verbs' argument structure in English is expressed with intransitive verbs, that is, attaching postpositions to show the verbs' argument structure in Korean. This means that the language universal with regard to the preposition and postposition cannot be so neatly established. As language learners tend to make the task of language learning easier and simpler by generalizing from a few correspondences between L1 and L2,¹⁰⁾ such an imaginary language universals tend to act as a sort of hindrance to an effective language learning.

Thus, the fact that there is no clear-cut one-to-one correspondence between the preposition and the postposition system of English and Korean should be made clear and underlined at the situation of language education. Furthermore, those language specific properties that may cause confusion in learners should be given the top priority in planning any language teaching program. It is an established fact that there can be no systematic correspondence relations at the morphological level. As the language is a rule-governed communicative system that relates the meaning to the sound and it is generally agreed that the meaning system, though not yet so well explored, can show universals, if any, the level that is the most likely to cause confusion is the semantic level.

Additional examples in relation to the properties that are likely to induce confusion in the KLEs are to be discussed in the following sections.

2.2. English prepositional phrases without Korean counterparts

KLEs find English prepositional phrases hard to learn because the English prepositional structure has much more diverse functions than the Korean postpositional structure. Certain English prepositional structures, for which Korean has no corresponding postpositional structures, can only be realized as complex or

10) In this respect the second language learner may be likened to the first language learner. One of the most typical characteristics of the child who first starts to learn his native language is that he tends to generalize from a few linguistic data he collected from the language situation around him.

coordinate sentential structures containing more than one verb in Korean. Typical examples are shown below with corresponding Korean examples accompanied. (English prepositions expressing the verbal meaning in Korean are underlined. Verbs in the Korean versions are also underlined.)

- (19) They advised her against marrying quickly.

그들은 그녀에게 급하게 결혼하지 말 것을 충고하였다.

kutulun kunyeeke kuphage kyulhonhaci mal kesil chunggohayetta
they-nom her-to quickly marry not that-acc advised

- (20) a. A man was beaten into a state of unconsciousness.

한 남자가 얻어맞고 의식불명의 상태에 빠졌다.

han namjaka etematko uysikbulmyunguy sangthaye ppajetta
one man-nom get beaten unconsciousness-poss state-into fell

- b. The event jolted them into action.

그 사건은 그들에게 충격을 주어 행동을 취하게 하였다.

ku sakenu kutuleke chunggyukil jue hangdongel chwhihake
the event-nom them-to shock-acc give-and action-acc take
hayetta

made

(그 사건에 충격을 받고 그들은 행동을 취하였다.)

(=They received a shock from that accident and they took action.)

- c. He waved her speechlessly into the chair across from his.

그는 말없이 손짓을 하여 그녀로 하여금 그의 건너편 의자에

kunun malepsi sonjisul haye kunyulo hayekum kuuy kunnupyun uyjiae
he-nom speechlessly gesture-acc do-and with her his across chair-at
앉도록 하였다.

anttolok hayetta

sit-so-as-to did

- d. I laughed him into good humor again.

나는 웃음으로 그의 기분을 다시 좋게 했다.

nanun usumulo kuuy kibunul tashi joke haytta

I-nom lauge-with his humor-acc again good did

- (21) a. He crossed the name out of his guidebook.

그는 그 이름을 그의 안내서에서 지워 없였다.

kunun ku ilumul kuuy annayseese jiwe epsaytta
he-nom the name-acc his guidebook-from erase-and removed

- b. Washington enticed Pyongyang out of its dangerous isolation.

워싱턴(미국)은 평양(북한)이 그 위험한 고립상태에서

washingtonun pyungyangi ku wihemhan kolipsangtaeese
 the U.S.-nom North Korea-nom the dangerous isolation state-from
빠져나오도록 부추겼다.

ppajyenaotolok puchukyetta
 get out of-so-as-to enticed

- c. The shift will force some cattle producers out of business.

그러한 (정책)변경은 몇몇 쇠고기 생산자들을
 kulehan (jengchaek)byenkyengun soegoki saengsanjatulul
 such (policy)shift-nom cattle producers-acc
파산하게 만들 것이다.

phasanhake mantel kessita
 go bankruptcy-so-as-to make-will thing-is

- d. Her angry words jolted him out of his dream.

그녀의 성난 음성이 충격을 주어 그를 꿈에서 깨어나게
 kunyeuy sengnan umseni chunggyekul kue kulul kkmese kkaenake
 her angry words-nom shock-acc give-and hin dream-from wake
하였다.

hayetta
 did

- e. She wheedled the money out of his father.

그녀는 자기 아버지를 졸라 돈을 얻어냈다.
 kunyenun caki abejilel colla tonul etenaetta
 she-nom her father-acc wheedle-and money-acc obtained

- (22) a. She is young for her age.

그녀는 나이에 비해서 젊다.¹¹⁾

11) For this sentence we can match "그녀는 나이보다 젊다" for its Korean counterpart. Thus, "보다" in this example may be likened to the English preposition "for". However, the appropriate English preposition for "보다" is "than" as in "He is taller than I.(그는 나보다 키가 크다.)" Errors like "She is younger than her age" for the Korean example "그녀는 나이보다 젊다" reflect such confused identification between "for" and "보다". "나이보다" in this example should be analyzed as derived from some deep structure corresponding to the clause "나이를 보기보다." Additional examples containing this kind of "보다" are the following.

- (1) 집이 생각보다 크다.

The house is bigger than we expected.

- (2) 문제가 보기보다 쉽지 않다.

The problem is not so easy as it looks.

This single postposition "보다", which at first glance seems to promise to show some clear-cut correspondence between the English preposition and Korean postposition but makes us at a loss as we go a little deeper, hints that though very intriguing, the comparison study is not all that easy and simple.

kunyenun naie pihaese jeermta
 she age-to compare young

- b. For a learner, he swims well.

초심자치고는 (그는) 수영을 잘한다.

choshimja chigonun (kunun) suyengul cal hanta
 learner consider-and (he-nom) swimming-acc well do

- c. It's too early for supper.

저녁먹기에는 너무 이르다.

jenyek mekkienun nemu iluta
 supper eating-to too early

As there are no appropriate counterparts in Korean for the English prepositional structures shown above as typical examples, KLEs find it very hard to use these structures spontaneously in their early stage of learning.

3. The discrepancy in the subjecthood between English and Korean

3.1. The grammatical subject in English

Subject is an important notion both in the descriptions of individual languages and in stating cross-linguistic generalizations. Different languages may use language specific means to mark subject NPs and in English, we can note the following two syntactic criteria of subjecthood. First, verbs agree in person and number with their subject; although English verb morphology is fairly atrophied, this distinction is still maintained consistently in the difference in the present tense between third person singular and all other forms, and in a few other instances with irregular verbs, so that we have the third person singular form in *He sees you* but the non-third person singular form in *I see you*. Secondly, in the kinds of constructions called subject-to-object raising, we find that the subject of a *that*-clause, and only the subject, can, after certain verbs, appear in an alternative construction of type (24).

(23) I believe that Max is an accountant.

(24) I believe Max to be an accountant.

In addition to subject-to-object raising, English allows subject-to-subject raising and object-to-subject raising,¹²⁾ for which the examples are shown below in (25) and (26), respectively.

- (25) a. It seems that the war is over.
 b. The war seems to be over.
- (26) a. It's easy to forget the war.
 b. The war is easy to forget.

It is observed that although all three kinds of raising (S-O, S-S, O-S) are possible in English, the number of languages for which this is also true is very small.¹³⁾ In connection with the raising constructions typical in English, it is remarkable that subjects and objects derived through raising do not contract semantic relations with their main verbs--Max in (24) does not hold a normal object relation with believe; neither does the war in (25) and (26) hold a normal subject relation with seems and is easy, respectively. Hawkins(1985) notes that the proliferation of raising in English has resulted in the comparable propensity of the language to tolerate the occurrence of non-agentive subjects in general.

Among the various semantic arguments contracting relations with their verbs, the 'agent' universally lends itself most readily to service as grammatical subject. Thus, while the semantic category information of the referent of a basic subject¹⁴⁾ is predictable from the form of the main verb, semantic restrictions on objects are usually more specific than those on subjects. The most favorable choice for 'subjecthood' in sentences like (27a-c) with agentive *child*, objective *window*, and instrumental *hammer* as potential candidates is the agentive *child* as it is felt 'basic.'

- (27) a. The child broke the window with a hammer.
 b. The hammer broke the window.
 c. The window broke.

The association of agent with subject is a strong tendency that ranges across languages in general,¹⁵⁾ and a rather straightforward explanation can be given for this. Since agents are usually animate and objects inanimate, it is more likely that the agent (e.g. child) will be 'doing something' to the object (e.g. window) than vice versa.

12) This object-to-subject raising has been also called 'tough-movement' by reason of canonical, if rather informal, examples involving the adjective *tough*, as in *He's a tough man to argue with*.

13) See Rutherford (1987:112).

14) A syntactic structure x is 'semantically more basic than' a syntactic structure y if, and only if, the meaning of y depends on that of x . That is, to understand the meaning of y , it is necessary to understand the meaning of x . See Keenan (1976:307).

15) See Rutherford (1987:85).

3.2. The predominancy of the agentive for the Korean subject

In Korean it is not possible to have an argument that bears the instrumental relationship serving as subject of its sentence. Nor can objectives serve this way unless the verb is marked as passive. Consider the following Korean versions.

- (28) a. 아이가 망치로 유리창을 켜다.
 aika mangchilo yulichangul kkaetta
 child-nom hammer window-acc broke
- b. ?망치가 유리창을 켜다.
 mangchika yulichangul kkaetta
 hammer-nom window-acc broke
- c. ?유리창이 켜다.
 yulichangi kkaetta
 window-nom broke
- c'. 유리창이 깨졌다.
 yulichangi kkaejietta
 window-nom was broken

Not surprisingly, KLEs typically find sentences such as (27b) and (27c) very strange and hard to learn. Additional examples with nonagentive subjects, for the learning of which special emphasis should be given, are shown below.

- (29) a. Five minutes' walk will bring you to the station.
 b. Business brought him to Seoul.
 c. The drum brought the men rushing back to the village.
 d. You wonder what the next two years are going to bring for him.
- (30) a. The rain discouraged us from going out.
 b. Hot, sunny weather may have discouraged potential voters.
- (31) a. His honesty made him trusted by everybody.
 b. What made you do such a thing?
 c. What makes you ask that?
 c. His own relative safety made him feel shame.
- (32) His carelessness accounts for his failure.
- (33) a. His youth enables him to work.
 b. This would enable me to go to Canada.
- (34) a. These experiences served to convince me of the drug's harmful effects.
 b. Powerful advertising can convince people to buy almost anything.

- (35) a. Worldwide piracy cost the industry \$2.1 billion in 1995 in Europe.
b. That decision cost him considerable support.
- (36) a. The noise prevented/kept me from sleeping.
b. Adding high-energy choices to your diet will keep your engine running at peak performance.
- (37) a. What gave you that idea?
b. I'm trying to remember what gave me the idea.
c. Working on the car has given me an appetite.
d. That noise gives me a headache.
- (38) Defeat in the special election could hasten national elections before the expected date of May 1.
- (39) Eating wisely can increase your energy.
- (40) a. The CFDT's withdrawal from the strikes ultimately led to the strikes' end.
b. The Hanson-inspired row had led to Asians being spat on.
c. His suffering led him to cling more tightly to his faith.
- (41) a. Defeat in the special election would leave Prime Minister John Major heading a minority government.
b. His first two years had left his approval ratings in the low 40s.
- (42) Adding a new therapy like this offers a lot of potential for both the treatment and prevention of hypertension.
- (43) The rules of the club do not permit alcohol.
- (44) Keeping that secret put me under a lot of stress.
- (45) The falling yen will reduce the number of Japanese tourists from visiting Korea.
- (46) Recently classified documents show the Eisenhower administration was aware that more than 900 American prisoners were not turned over.
- (47) a. The view shed little light on the mystery.
b. His decision to have surgery in Moscow has thrown a spotlight on Russia's impoverished medical system.
- (48) A fresh spate of poisonings sickened dozens of people at an international conference.
- (49) Michael's grades barely slipped him into graduate school.
- (50) a. Inflation since the mid-1980s has turned Seoul into an expensive tourist destination.
b. Deregulating Korea's financial sector would in time turn Korea into a center of international finance.

Many examples shown above contain verbs with the causative meaning, for which Korean versions should make use of special causative constructions. Korean causative constructions, however, are restricted in their occurrence: subjects are predominantly agentive and animate. Thus, in the most appropriate Korean versions for (29a) and (30a), for example, shown in (51a) and (51b), the subjects are *네가*(you) and *우리는*(we).

- (51) a. (네가) 5 분 걸어가면 정거장에 도착할 것이다.
 (neka) o pun kelekamyun junggejange tochakhal kesita
 (you-nom) 5 minute walk-and then station-at arrive-will thing is
 b. 우리는 비 때문에 외출하지 못하였다.
 ulinun pi ttaemune oechulhaki mothayetta
 we-nom rain because of go out could not do

As a consequence, for sentences like (29a) and (30a), KLEs often produce the English sentences that are the literal translation of (51) shown in (52), but they rarely produce (29a) and (30a).

- (52) a. If you walk for five minutes, you will arrive at the station.
 b. We couldn't go out because of the rain.

It is noteworthy that English verbs without the causative meaning for which Korean allows only agentive and animate subjects sometimes occur with nonagentive subjects. The constructions containing such verbs as shown in (55) are most unlikely to be produced in KLEs' sentences.

- (53) a. A dollar won't buy you much.
 b. Financial negotiations demand your best efforts.
 The submarine affair demands a quick diplomatic response.
 c. A poll last month found that 66% of Australians agreed with Hanson's
 stance on immigration.
 d. Curiosity finally got the better of him.
 e. The dollar will still go far in other countries.
 f. These legends hold a romantic fascination for many Koreans.
 g. These changes promise to be permanent rather than generational.
 h. The fighting has proven difficult to stop.
 i. The prisoner charges require more thorough investigation.
 j. Central parts of the nation will see occasional heavy clouds and

scattered showers in the afternoon.

k. Her courage and good humor saw her through the bad times.

An arrest in your case would serve no practical purpose.

l. This camper sleeps four people.

m. The book sold like hotcakes.

3.3. The agentive and the passive construction

As we have seen in the section above, the subject is most predominantly realized in the agentive case in Korean, which is contrasted with that of English. In relation to the agentiveness of the subject, Korean passive construction has typical characteristics which are not shared with that of English. In English, the passive construction allows or in some instances requires the subject to be non-agentive. Thus, in English as well as the basic passive with the objective as the subject((54)), dative((55)), benefactive((56)), and various prepositional-phrase locatives((57)) are possible as the subject of the passive construction.

(54) A letter was written.

(55) The mayor was written a letter.

(56) The waiter was left a tip.

(57) This bed's been slept in.

In contrast with the comparative freedom of various cases to occur as the subject of the passive construction, Korean allows only the objective case as the subject of the passive construction. Thus, of the four different instances of passive the only one Korean allows is the counterpart of (54).

(58) 편지가 쓰여졌다.

pyenjika sseyejietta
letter-nom was written

The passive meaning of (55) is expressed through the use of different lexical item "받다" with the meaning of "receive" as in (59).

(59) 시장이 편지를 받았다.

sijangi pyenjlul patatta
mayor-nom letter-acc received

The sentence (59) cannot be classified as the real passive construction. However, it is noteworthy in this context that many English passive constructions are most naturally and appropriately translated into those containing lexical items with the meaning "receive, suffer, get, experience, etc.", for which the subject is predominantly human or animate agentive and cannot be classified as having passive structures, as shown in the following examples of verb phrases expressed as passive in English.

- (60) a. 박해를/고통을/화를/감금/공격/금지/망신/멸시/무시/거절/부상/사기/소외
/피습/격추/면직/차단 당하다
pakhaelul/kothongul/hwalul/kamkum/konggyek/kumji/mangshin/myelsi/
musi/kejel/pusang/saki/sowe/phisup/kyekchu/myenjik/chatan tanghata
oppression-acc/suffering-acc/disaster-acc/imprisonment/attack/
prohibition/shame/contempt/disregard/denial/wound/deception/neglect/
assault/shooting down/getting fired/blocking get
- b. 피해를/해를/은혜를 입다
phiaelul/haelul/enheylul iptā
damage-acc/harm-acc/favor-acc wear
- c. 손해를/덕을/득을 보다
sonhaelul/tekul/tukeul pota
loss-acc/benefit-acc/profit-acc see
- d. 교육/가르침을/보고를/도움을/비난을/비판을/신임을/오해를/존경을/협박을
/처벌/환영 받다
kyoyuk/kaluchimul/pokolul/toumul/pinanul/piphanul/shinimul/ohaehul/
johkyengul/hyuppakul/chepel/hwanyeng patta
education-acc/teaching-acc/report-acc/help-acc/blame-acc/criticism-acc/
trust-acc/misunderstanding-acc/respect-acc/threat-acc/punishment/
welcome receive
- e. 야단/바람/도둑 맞다
yadan/param/totuk matta
reproachment/keeping-waiting/thief meet
- f. 꾸중/꾸지람/칭찬을/편잔을 듣다
kkujung/kkujiram/chingchanul/phinjanul tutta
reproachment/scolding/praise-acc/rebuff-acc hear
- g. 욕을/겁을/쇼크 먹다
yokul/kepul/shoku mekta
abuse-acc/fear-acc/shock eat

We will name the group of these verbals "'receive'-type verbs" in that these are all associated with the benefactive meaning.

Apart from this kind of passive lexical items, which may be used as independent transitive verbs, Korean makes use of a few other fairly productive morphological rules for the construction of passive sentences. The first rule may be named "히-insertion rule," through which one of the passive morphemes 이, 히, 리, 기, which may be analyzed as the allomorphs of the underlying form "히", is inserted between the verbal stem and the ending as shown in (61).

- (61) a. 깎이다/꺾이다/꼬이다/놓이다/뒹이다/싸이다/쏘이다
 kkakkita/kkekkita/kkoita/noita/takkita/ssaita/ssoita/ssuita
 get cut/get broken/get twisted/get put/get polished/get wrapped/get stung
- b. 긁히다/닫히다/뿌히다/읽히다/먹히다/씹히다
 kulkhita/tathita/ppophita/ilkhita/mekhita/ssiphita
 get scratched/get closed/get rooted/get read/get eaten/get chewed
- c. 말리다/열리다/물리다/밀리다/(목이)줄리다
 mallita/yellita/mullita/millita/(moki)jolita
 get rolled/get opened/get bit/get pushed/get stangled
- d. (눈이)감기다/씻기다/안기다/뻬앗기다/꿍기다
 (nuni)kamgita/ssitgita/angita/ppaeatgita/kkungita
 (eyes-nom)get closed/get washed/get embraced/get stripped/get cut

The verbs that can be realized as passive by this rule are highly restricted to pure Korean verbs, the number of which is not so high.

The second rule, named "지다-attachment rule", which is much more productive than the "히-insertion rule", attaches the auxiliary verb -어/아지다 after the verb stem as in (62).

- (62) 만들-어지다/버리-어지다/이루-어지다/믿-어지다/삶-아지다
 mantul-ejita/peli-ejita/ilu-ejita/mit-ejita/salm-ajita
 get made/get dumped/get realized/get believed/get boiled

Due to the productiveness of this rule we have other 지다-ending verbs with adjectives or incomplete verbs as their stems. Although these verbs cannot be classified as passive verbs, there can be detected a high similarity in the basic meaning, namely, "to become, or get closed/cold/warm, etc." among them. See the examples in (63).

- (63) a. 추워지다/더워지다/서늘해지다/따뜻해지다
 chuw-ejita/tew-ejita/senulha-ejita/ttattutha-ejita
 get cold/get hot/get cool/get warm
- b. 넘어지다/떨어지다/무너지다/빠지다
 nem-ejita/ttel-ejita/mune-jita/ppa-ajita
 fall down/come down/collapse/fall into

This set of 지다 verbs ascertains our assumption that there is no correspondence between the English and Korean passive constructions.

As for the verbs with the Chinese origin, for which the nonagentive subject is possible as well as the agentive, we attach the auxiliary verb 되다 "to become" as shown in (64).

- (64) 가열/건설/발생/붕괴/생산/해체되다
 kayel/kensel/palsaeng/saengsan/haeche-toeta
 heating/construction/generation/collapse/production/dismantle-become

All in all, only these three groups of verbs can be classified as corresponding to the English passives in that these verbs have the rule-governed active counterparts with the same verb stem.

In comparison with the English passive construction mechanism, the set of so-called Korean passivization rules¹⁶⁾ is much less productive than the English rule. This explains the difficulty observed in KLEs' examples when they try to use English passive constructions. Consider the following examples.

- (65) a. The train was arrived at the station.
 b. One day it was happened.
 c. My friends were disappeared all.
 d. She doesn't like to be belonged to anyone.

The occurrence of these examples can be attributed to the fact that Korean versions of those verbs used in them tend to show the characteristics of passive

16) The three different rules that are proposed to comprise the Korean passivization rule may well be treated separately according to their own morphological, syntactic, and semantic characteristics. However, for the purpose of comparison with the English passive construction which may be covered by a single rule, the so-called passivization rule is assumed for Korean. Furthermore, KLEs tend to search for matching counterparts for English syntactic rules, which leads them to regard the three rules and other Korean forms translated from the English passive constructions as some independent mechanism that produce passive constructions.

verbs. Thus, the falsely passivized verbals, "was arrived, was happened, were disappeared, be belonged," could be related to the Korean passive forms "도착되다, 발생되다, 사라지다, 소속되다."

Another noteworthy phenomenon in relation to the incongruence between the English and Korean passive constructions is that passive constructions are much more widely used in English than in Korean. Thus, there are many expressions containing passive constructions that cannot be adequately translated into Korean with parallel constructions and consequently are felt hard to learn for KLEs. The typical examples are as follows.

- (66) a. Her contributions are well appreciated.
 b. Do as you would be done by.
 c. He can expect to be given a lift home.
 d. They were later joined by his two sisters.
 e. The alleged murderer could not be located for questioning.
 f. Sometimes we're looked at like something out of a zoo.
 g. They were married for 47 years.
 h. The U.S. is significantly populated by people unprepared for current and advanced technologies.
 i. I was reassured by the servile manner and uniform of my guide.
 j. He had been warmly received wherever he went.
 k. Every available ambulance was rushed to the scene of the accident.
 l. I was sent to meet my new tutor.
 m. I can't stand to be stared at.
 n. Women who don't eat the RDA of magnesium can be left feeling tired.
 o. Jane is survived by her husband and a son.
 p. A bellboy came to tell me I was wanted outside.

Although all these examples contain the same passive constructions, there is no way of giving parallel and consistent passive constructions of Korean version for them, as can be confirmed by the Korean version given for these sentences in (67).

- (67) a. 그녀의 기여에 대해서 대단히 감사한다. (No passive)
 kunyeuy kiyee taehaese taetanhi kamsahanta
 her contribution about very much appreciate
 b. 대접받고 싶은대로 행하라.
 taejep patko sipentaelo haenghala
 treatment receive want-like act

- c. 집까지 태워다 줄 것을 기대해도 된다. (No passive)
cipkkaji thaeweta julkesul kitaehaeto toenta
house-to ride give-thing-acc expect may
- d. 나중에 그의 여동생 둘이 합석했다. (No passive)
najunge kuuy yetongsaeng tuli hapsekhaetta
later his sister two joined
- e. 살인혐의자를 찾을 수 없어서 심문할 수 없었다. (No passive)
salinhyemyujalul chacul su epsese simmunhal su epsetta
alleged murderer-acc find cannot-so question couldn't
- f. 때로는 마치 우리가 동물원 우리에서 나온 동물이나 된 것처럼 사람들의
구경거리가 되었다/사람들이 우리를 쳐다보았다. (No passive)
ttaelonun machi ulika tongmulwen uliese naon tongmulina toen keschelem
sometimes like we zoo cage-from come out animal become as
salamtuluy kukyenkelika toetta/salamtuli ulilul chetapoatta
people-poss attraction became / people us stared at
- g. 그들은 결혼한 지 47 년 되었다. (No passive)
kutulun kyelhonhan ci sasipchil nyen toetta
they married since 47 years passed
- h. 미국에는 현재의 발달된 기술을 받아들일 준비가 안되어 있는 사람들이
상당히 많다. (No passive)
mikukenun hyenjaeuy paltaltoen kisulul patatulil junbika
the U.S.-in current advanced technology-acc to accept preparation-nom
antoee itnun salamtuli sangtanghi manhta
not become people-nom pretty many
- I. 나는 가이드의 공손한 태도와 유니폼 때문에 안심하였다. (No passive)
nanun gaiduuy kongsonhan thaetowa unipom ttaemune ansimhaetta
I guide-poss polite attitude-and uniform because of reassured
- j. 그는 가는 곳에서마다 따뜻한 환영을 받았다.
kunun kanun kosesemata ttattuthan hwanyengul patatta
he going every place warm welcome received
- k. 사고현장에 출동가능한 구급차가 모두 달려갔다. (No passive)
sakohyunjange chuldong kanunghan kukumchaka motu tallyegatta
accident site-to go possible ambulance-nom all rushed
- l. (그들은) 가서 나의 새 선생님을 만나라고 하였다. (No passive)
(kutulun) kase nauy sae sensaengnimul mannalako hayetta
(they) go-and my new tutor-acc to meet told
- m. 나는 사람들의 구경거리가 되는 것을 참을 수가 없다. (No passive)
nanun salamtuluy kkyungkelika toenun kesul chamul suka epsta

- I people's attraction to become thing-acc endure cannot
- n. 마그네슘 하루섭취량을 먹지 않는 여성은 피로를 느끼게 될 수 있다.
(No passive)
magnesium haru sepchwiryangul mekci annun yesengun phiolil
magnesium RDA-acc eat not woman-nom tire-acc
nukkike toel su itta
feel become may
- o. 제인의 유족으로는 남편과 아들이 있다. (No passive)
jeinuy yujokulonun nampyenkwa atuli itta
Jane's remaining family-as-for husband-and son-nom exist
- p. 보이가 와서 누가 밖에서 나를 찾는다고 말해 주었다. (No passive)
boika wase nuka pakkese nalul chatnuntako
bellboy-nom come-and someone-nom outside-at me seek
malhae juetta
inform gave

These Korean translations are the most natural and appropriate Korean sentences nearest in meaning to the English sentences. To try to make the Korean version by connecting corresponding words and phrases one by one would only lead to inappropriate and very unnatural non-Korean sentences. Within the present scope of research it is very hard to derive a certain generalization explaining the discrepancy between the English and Korean passive constructions from these limited set of examples.

It is not so hopeless, however, to try to find out some generalization from the comparison of corresponding English and Korean constructions. In fact, we can establish some generalization about a semantic category that can be termed emotional passives. That is, the Korean counterparts for the English passive constructions expressing the emotional or psychological states are not realized in passive constructions. Consider the following examples.

- (68) a. I was amazed at his dangerous feat.
b. She was amused by the children's conversation.
c. I was appalled.
d. She had behaved badly and was ashamed.
e. Don't get so depressed.
f. Are you disappointed in me?

As can be seen in the examples given above and sentences with other verbs of

the same category like 'abash, agitate, anger, annoy, astound, baffle, bewilder, bother, confound, confuse, daze, derange, discomfit, discompose, disconcert, displease, distract, disturb, dumbfound, embarrass, enrage, exasperate, excite, exhaust, exhilarate, fatigue, frighten, harass, incense, inflame, infuriate, interest, irritate, madden, nonplus, perplex, perturb, plague, please, provoke, puzzle, ruffle, scare, stagger, stick, surprise, tease, tire, trouble, upset, vex, weary,' most English emotional verbs can have passive constructions, which is not true for Korean. These English verbs are all transitive verbs that can be converted into passive constructions.

In contrast, Korean counterparts for these verbs are all intransitives so that passivization is not needed to convey the meaning of the affected being situated in a certain emotional state. Compare sentences in (68) with their Korean version in (69).

- (69) a. 나는 그의 위험한 묘기를 보고 놀랐다.
 nanun kuuy wihemhan myokilul poko nollatta
 I his dangerous feat-acc see-and got-surprised
- b. 그녀는 아이들의 대화를 듣고 즐거워 하였다.
 kunyenun aituluy taehwalul tutko julkewe hayetta
 she children's conversation-acc hear-and get-amused did
- c. 나는 깜짝 놀랐다.
 nanun kkamccak nollatta
 I very much got-surprised
- d. 그녀는 잘못을 저질렀기 때문에 부끄러웠다.
 kunyenun calmosul ceciletki ttaemune pikkulewetta
 she mistake-acc committed because felt-ashamed
- e. 그렇게 우울해 하지 말아라.
 kulehke uulhae haci malala
 so depressed feel do not
- f. 나한테 실망했나요?
 nahanthe silmanghaetnayo
 me-to got-disappointed

It is highly significant that all these sentences expressed in passive in English are realized with sentences containing intransitive verbs in Korean. In this connection, it is noteworthy that the passives are close to intransitives in their function and meaning.¹⁷⁾ Thus, we can observe that the passive and intransitive

17) Lee(1987) claims that the Korean intransitives are similar to the passives resulted from the 히-insertion rule, which he terms 'simple passives' in contrast with the passives resulted from the

verbs of the following sets of sentences have the same function and meaning.

- (70) a. 전기불이 꺼졌다/나갔다.
 cenkibuli kkejietta/nagatta
 electric light-nom got-put-out/went-out
- b. 전기불이 켜졌다/들어왔다.
 cenkibuli khyejietta/tulewatta
 electric light-nom got-turned-on/came-in
- c. 큰 사고가 터졌다/났다/발생하였다.
 kyen sakoka thejietta/natta/palsaenghayetta
 big accident-nom got-burst-out/rose/happened
- d. 기차가 도착되었다/도착하였다.
 kichka tochaktoeetta/tochakhayetta
 train-nom got-arrived/arrived

4. Conclusion

In this paper we have surveyed and analyzed the major differences between English and Korean in their compatible syntactic and semantic constructions, especially the differences in English prepositions and Korean postpositions, in the predominancy of the agentive as subject, and in passive constructions.

These differences are reflected on the KLEs' typical errors or nonoccurrence of basic English expressions in KLEs' usage of English. Thus, it is very important to organize the curriculum of English language for Korean students taking these discrepancies between English and Korean into special consideration so as to give the KLEs more chances to pay attention to these differences and take more time and effort to learn and use those English expressions without Korean counterparts.

This research may be regarded as one of many past attempts to establish an English language program for more effective education. Instead, as there has not been sufficient and systematic research done along this line until now, the English education for KLEs seems to have not achieved much success. More systematic research on the difference between English and Korean would contribute greatly to the efficient education of English for Korean students.

지다-attachment rule, which he terms 'auxiliary passives.' However, our examples show that this claim is not tenable. In this context, it should also be pointed out that Lee's claim that Korean has only two passives is not true in light of the fact that we have other highly productive passive morphemes like 되다, 받다, 당하다, 맞다, 먹다, etc., as we have seen in the course of this article.

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