

# Korean and Korean-American Language & Culture



North Korean Flag



South Korean Flag

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*This manual includes information regarding Korean and Korean-American culture, language, therapy tests and assessments, resources, and contacts. This is not all inclusive. It is a starting point for those interested in learning more about this particular culture. Resources provided can aid further investigations into this topic. For a more comprehensive view of the culture, refer to the references included in this manual and conduct further research as necessary.*

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Picture 1. Map of North and South Korea

Image above from <http://images.google.com/images?q=North+and+South+Korea&btnG=Search+Images&gbv=2&hl=en&sa=2>

## **Korean Culture**

### **Language and Communication Styles**

Many Korean immigrants living in the United States today speak Korean and write in Hangul, the heritage language of Korea. However, Korean is not the dominant language because many Korean-Americans have successfully acquired the use of the English language. Many Korean immigrants and their American-born descendants use a way of speaking referred to as “Konglish,” or code-switching between English and Korean.

Different from all the Chinese language dialects, Korean is a phonetic rather than tonal language. Also, 50% of the Korean vocabulary comes from the Chinese language. Like many other aspects of life, Koreans value and promote harmonious social and communicative interactions. The Korean culture employs an indirect communication style and is reluctant to criticize or contradict the other speaker. One style of indirect communication is illustrated by head nodding and using the word “yes” to actually mean “no.” Furthermore, value is placed on the ability to read nonverbal cues in order to understand the genuine attitudes, opinions, and feelings of the other person. Nonverbal communication includes silence and the timing of verbal exchanges, body posture and gestures, facial expression, and eye contact.

In heavily Korean-populated areas, there are Korean t.v. channels, newspapers, and magazines. Many children are sent to Korean schools on the weekends to encourage the Korean language with future generations. The Korean language is also kept alive by the church where services are offered in both English and Korean.

### **Role of the Family**

Family is the most important aspect of the Korean culture and nothing is done without the family’s permission. The oldest male in the house is considered the wisest and makes most of the decisions.

Relatives of the same blood are called “ilga,” which means “one house.” Groups of paternal relatives are called “tongjok.” They live together in one home and are very close with one another. Relatives from the maternal side of the family can never join the “tongjok.” Officials are chosen and the family “tongjok” is run like a small government. The officials hold special meetings to discuss things like ancestral rights and the repair of graves. The oldest living male makes the final decisions of the meetings and takes care of things like funerals, festivals, graveside rituals, and helps with daily life.

Children are taught from a very early age to respect all elders and to take pride in their ancestry. Furthermore, Koreans never forget the dead and respect all those who have passed away. Families bury their dead on sacred grounds with beautiful trees or shrubs in a pattern. These shrines are built to honor the dead and are consistently kept up.

When a parent can no longer care for themselves, the oldest son is expected to assume responsibility for the household. When a daughter is wed, she is expected to move out of her house and into her husband’s family household. The oldest son is in the most mourning when a parent dies. The son walks around with his face covered, and although carries on normal daily activities, does not meet with people and calls himself a sinful man.

## **Marriage**

Arranged marriages are still seen in the upper class of the Korea. These marriages are seen as the joining of two families, rather than two individuals. Because social standing is highly valued in the Korean culture, wealthy families want their child to marry the son or daughter of another wealthy family. It is believed that wealth brings a life full of happiness and longevity. Although it is not favored by many families, marriages between two people of different social classes have become more common in recent years

In the Korean culture, a woman's role is that of submissiveness, maintaining harmony in the households, and avoiding conflict.

## **Household Structure**

Families living in the urban parts of Korea have about 4.8 people in them. There are about 5.3 people in families living in rural areas. Korean families live with each other, or very near. These groups of families are called "clans." Sometimes, up to 4 generations of families may live together. In all households, men and women live in separate rooms on opposite ends of the house. Because a woman's room is seen as a special place where they can be alone, men are never allowed to enter the rooms.

Korean-Americans represent one of the largest Asian-American populations in the country and there are more than one million Korean-Americans living in the United States today. The five-county area of Los Angeles, including Los Angeles, Orange, San Bernardino, Riverside and Ventura counties, has the largest concentration of Korean-Americans. The five-county area of Los Angeles comprises about 25% of all the Korean-Americans living in the United States, while New York City, northern New Jersey, and the Connecticut-Long Island area constitutes about 16% of the population.

## **Health Beliefs and Practices**

A common traditional health practice of the Korean culture includes a blending of Chinese medicine and folk medicine, such as the concepts of "yin and yang," and the "five elements" of the internal organs. As compared to the United States and Western medicine and culture, many Koreans use very little invasive diagnostic or treatment procedures, prefer herbal over prescription medications, and use massage, acupressure, and acupuncture for healing. Sometimes, Koreans may use a "pluralistic" system of health care, blending traditional folk medicine with Western medicine.

## **Education**

In the Korean culture, education is held in very high regards. Korean children are trained to be respectful students by being "quiet learners" and remaining silent while the teacher talks. Therefore, a rather quiet Korean student in an English classroom is not displaying a lack of knowledge or incomprehension; rather, is being an obedient, quiet student.

Korean parents place high expectations on their children, and often times, move to the United States for the sole purpose of providing academic opportunities for their children. Korean parents often tutor their own children, as well as send their children to additional

schooling on Saturdays and during the summer. Some Korean parents may prohibit any extracurricular activities so the children will have plenty of time for school.

### **Disability**

Traditional Korean beliefs hold that a child's disabilities are directly related to the mother's violation of certain taboos during pregnancy. A popular belief is that a child's disability is a punishment for the sins and moral transgressions of the child's parents or ancestors. Furthermore, it is a common belief that pregnant women should avoid using scissors, knives, or sharp objects because these may cause a miscarriage or birth defects.

### **Korean Values**

Korean individuals place a great deal of value on family, harmony, and education. The family is the main focus of an individual's life and the core of the Korean society. Harmony is viewed as an essential factor for existence. Achievement in education is the greatest honor a child can give to one's parents or family. Often times, parents avoid praising their children, and avoid praise given to their children by others. It is believed that an evil spirit may hear the complimentary comments and attempt to steal the child.

Korean elders are treated with great respect, and are greeted with a verbal greeting and a vow. Korean children are trained to respect all elders, adults, and especially teachers. Korean culture also values virtues such as patience, perseverance, self-sacrifice, maintenance of inner strength, self-restraint, modesty, and humility.

### **Religion**

High value is placed on religion in the Korean culture; most Koreans are Christians. Many Koreans find support, cultural maintenance, and promotion through their church congregations because many parents do not have time to socialize during the week due to professional commitments. Thus, they find community support through their church congregations and are able to maintain friendships with other Koreans.

### **Food**

The food of Korea is influenced by the geography- the oceans provide seafood while the fertile grounds of valleys and mountains provide many fruits, vegetables, and different varieties of rice. Consequently, vegetables and rice make up the majority of the food consumed in Korea. Occasionally, mullet or barley is used instead of rice and other meat besides seafood is also enjoyed in Korea. Koreans are known for the use of strong spices such as red peppers, garlic, ginger, green onions, sesame, and soy sauce.



**Pictures 2 & 3. Korean dishes**

## Sports

One of the most popular sports for males in Korea is wrestling.

## Clothing

People in Korea usually wear white or light blue clothing. Regardless of the time of year, Korean men and women are usually wearing jackets. Depending on the temperature, padding may be added or taken away. Men and women mostly wear pants; however, some women do wear skirts.



**Pictures 3 & 4. Korean women in Korean dress**

*All above from:*

<http://www.mnsu.edu/emuseum/cultural/oldworld/asia/koreanculture.html>

<http://hannaone.com/Recipe/index.html>

<http://www.dbpeds.org/articles/detail.cfm?TextID=397>

<http://www2.bc.edu/~brisk/korea.htm>

<http://en.wikipedia.org/wiki/Hanbok>.

## **Korean Demographics**

### South Korea

Against the background of ethnic homogeneity significant regional differences exist.

Within South Korea, the most important regional difference is between the Gyeongsang region and the Jeolla region. The two regions, separated by the Jirisan Massif, nurture a rivalry said to reach back to the Three Kingdoms of Korea Period, which lasted from the fourth century to the seventh century A.D.

Interregional marriages are rare, and as of 1990 a new four lane highway completed in 1984 between Gwangju and Daegu, the capitals of Jeollanam-do and Gyeongsangbuk-do provinces, had not been successful in promoting travel between the two areas.

South Korea's political elite, including presidents Park Chung Hee, Chun Doo Hwan, and Roh Tae Woo, have come largely from the Gyeongsang region. As a result, Gyeongsang has

been a special beneficiary of government development assistance. By contrast, the Jeolla region has remained comparatively rural, undeveloped, and poor. Chronically disaffected, its people rightly or wrongly have a reputation for rebelliousness.

Regional bitterness was intensified by the May 1980 Gwangju massacre, in which about 200 and perhaps many more inhabitants of the capital of Jeollanam-do were killed by government troops sent to quell an insurrection. Many of the troops reportedly were from the Gyeongsang region.

Regional stereotypes, like regional dialects, have been breaking down under the influence of centralized education, nationwide media, and the several decades of population movement since the Korean War. Stereotypes remain important, however, in the eyes of many South Koreans. For example, the people of Gyeonggi-do, surrounding Seoul, are often described as being cultured, and Chungcheong people, inhabiting the region embracing Chungcheongbuk-do and Chungcheongnam-do provinces, are thought to be mild-mannered, manifesting true yangban virtues. The people of Gangwon-do in the northeast were viewed as poor and stolid, while Koreans from the northern provinces (now in North Korea) of Pyongan, Hwanghae, and Hamgyong are perceived as being diligent and aggressive. Jeju Island is famous for its strong-minded and independent women.

All above from: [http://en.wikipedia.org/wiki/Demographics\\_of\\_South\\_Korea](http://en.wikipedia.org/wiki/Demographics_of_South_Korea)

## North Korea

Similar to South Korea, significant regional differences exist in North Korea. However, regional stereotypes have also been breaking down under the influence of centralized education, nationwide media, and the several decades of population movement since the Korean War.

It is possible to become a North Korean citizen without being an ethnic Korean - James Dresnok, a White American, acquired North Korean citizenship in 1972 but immigration is almost unheard of, and ethnic minorities are negligible.

All above from: [http://en.wikipedia.org/wiki/Demographics\\_of\\_North\\_Korea](http://en.wikipedia.org/wiki/Demographics_of_North_Korea)

**Table 1. A Comparison of North and South Korean Demographics**

	<i>Year</i>	<i>Age Structure</i>	<i>Growth</i>	<i>Sex Ratio</i>
<b>South Korea</b>	2006	<b>0-14 years:</b> 18.3% (male 4,714,103 /female 4,262,873)	<b>Birth rate:</b> 9.38 births/1,000 population	<b>at birth:</b> 1.13 male(s)/fem ale
<i>Source: CIA World Factbook 2006; International Religious Freedom Report 2006 from <a href="http://en.wikipedia.org/wiki/Demographics_of_South_Korea">http://en.wikipedia.org/wiki/Demographics_of_South_Korea</a></i>	<b>Population:</b> 48,846,823	<b>15-64 years:</b> 72.1% (male 18,004,719 /female 17,346,594)	<b>Total fertility rate:</b> 1.25 children born/woman	<b>under 15 years:</b> 1.12 male(s)/fem ale
		<b>65 years and over:</b> 9.6% (male 1,921,803 /female 2,794,698)		



			<p><b>Death rate:</b> 5.94 deaths/1,000 population</p> <p><b>Infant mortality rate:</b> 6.05 deaths/1,000 live births</p> <p><b>Net migration rate:</b> 0 migrant(s)/1,000 population</p>	<p><b>15-99 years:</b> 1.03 male(s)/female</p> <p><b>65 years and over:</b> 0.63 male(s)/female</p> <p><b>total population:</b> 1.01 male(s)/female (2000 est.)</p>
<p><b>North Korea</b></p> <p><i>Source: Figures from CIA World Factbook as of 2009 from <a href="http://en.wikipedia.org/wiki/Demographics_of_North_Korea">http://en.wikipedia.org/wiki/Demographics_of_North_Korea</a></i></p>	<p>2009</p> <p><u>Population:</u> 22,665,345</p>	<p><b>0–14 years:</b> 21.3% (male 2,440,439 /female 2,376,557)</p> <p><b>15–64 years:</b> 69.4% (male 7,776,889 /female 7,945,399)</p> <p><b>65 years and over:</b> 9.4% (male 820,504/female 1,305,557) (2009 est.)</p>	<p><b>Birth rate:</b> 14.61 births/1,000 population (2008 est.)</p> <p><b>Total fertility rate:</b> 1.96 children born/woman</p> <p><b>Death rate:</b> 7.29 deaths/1,000 population (2008 est.)</p> <p><b>Infant mortality rate:</b> 51.34 deaths/1,000 live births (2009 est.)</p>	<p><b>at birth:</b> 1.06 male(s)/female</p> <p><b>under 15 years:</b> 1.03 male(s)/female</p> <p><b>15–64 years:</b> 0.98 male(s)/female</p> <p><b>65 years and over:</b> 0.63 male(s)/female</p>

			<b>Net migration rate:</b> -0.09 migrant(s)/1,000 population (2009 est.)	<b>total population:</b> 0.95 male(s)/female (2009 est.)
	<b>Year</b>	<b>Life Expectancy</b>	<b>Religions</b>	<b>Literacy</b>
<b>South Korea</b>  <i>Source: CIA World Factbook 2006; International Religious Freedom Report 2006 from <a href="http://en.wikipedia.org/wiki/Demographics_of_South_Korea">http://en.wikipedia.org/wiki/Demographics_of_South_Korea</a></i>	2006	<b>total population:</b> 79.05 years  <b>male:</b> 75.7 years  <b>female:</b> 82.4 years (2007 est.)	<b>Nonreligious:</b> 46.92%  <b>Christianity:</b> 29.25%  <b>Buddhism:</b> 22.8%  <b>Confucianism:</b> 0.23%  <b>Islam:</b> 0.08% <sup>[3][4][5]</sup> - 0.27%* <sup>[6]</sup> (* If it includes foreign workers from Muslim countries who have no citizenship)  <b>Other:</b> 0.53% - 0.72%	<b>Definition:</b> age 15 and over can read and write  <b>total population:</b> 97.9%  <b>male:</b> 99.2%  <b>female:</b> 96.6% (2002)
<b>North Korea</b>  <i>Source: Figures from CIA World Factbook as of 2009 from</i>	2009	<b>total population:</b> 63.81 years	traditionally Korean shamanist,	<b>definition:</b> age 15 and over can read and

<a href="http://en.wikipedia.org/wiki/Demographics_of_North_Korea">http://en.wikipedia.org/wiki/Demographics_of_North_Korea</a>		<b>male:</b> 61.23 years  <b>female:</b> 66.53 years (2009 est.)	Buddhist(54%) and Confucianist,  some Christian and syncretic Chondogyo (Religion of the Heavenly Way)	write Korean  <b>total population:</b> 99%  <b>male:</b> 99%  <b>female:</b> 99%
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### Korean Americans

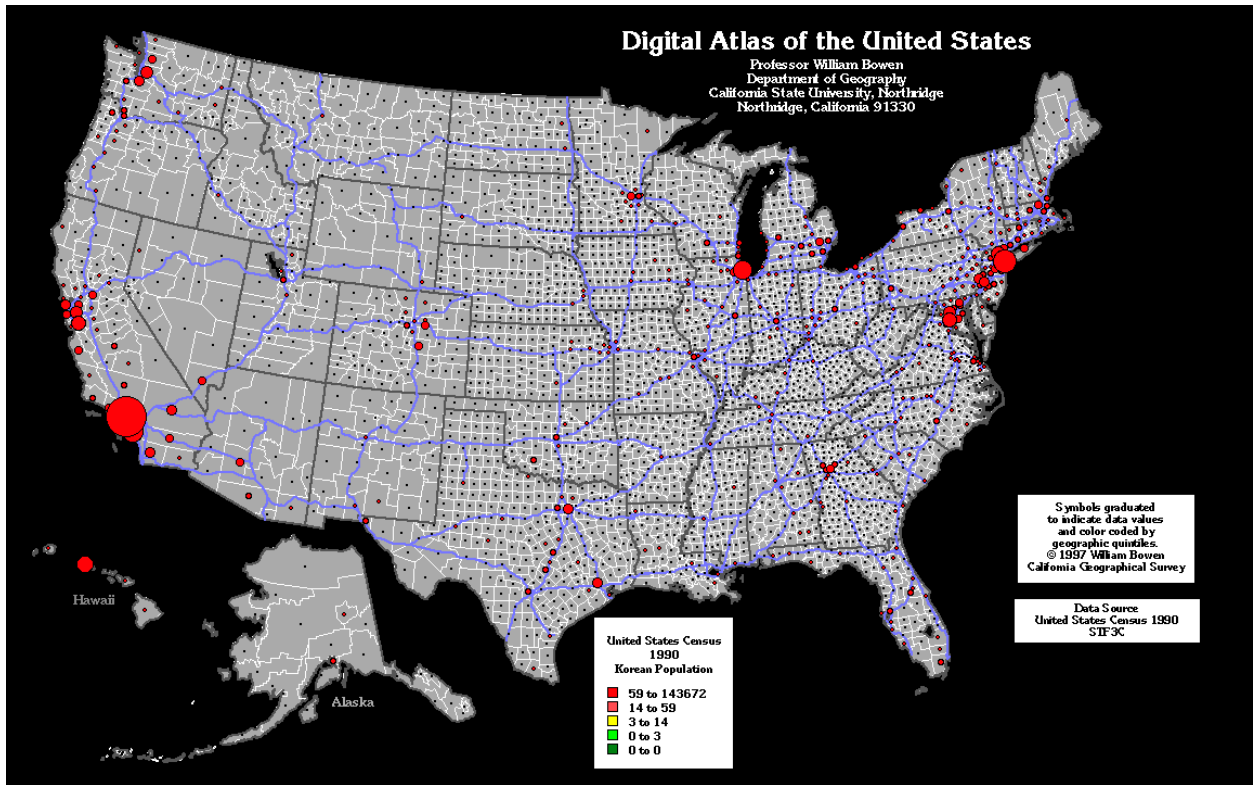
The Korean American community is the fifth largest Asian American subgroup, after the Chinese American, Filipino American, Indian American, and Vietnamese American communities. The United States is home to the second largest overseas Korean community in the world after China.

As of 2000, there were approximately 1.41 million Korean Americans, with the beginning of Korean immigration to Hawaii (United States), large populations in California (esp. in the Los Angeles and San Francisco metro areas), Alabama, New York, Florida, Georgia, Texas, Washington, Illinois, Pennsylvania, New Jersey, South Carolina, Maryland, Virginia, Oklahoma, North Carolina, Nevada, and Oregon.

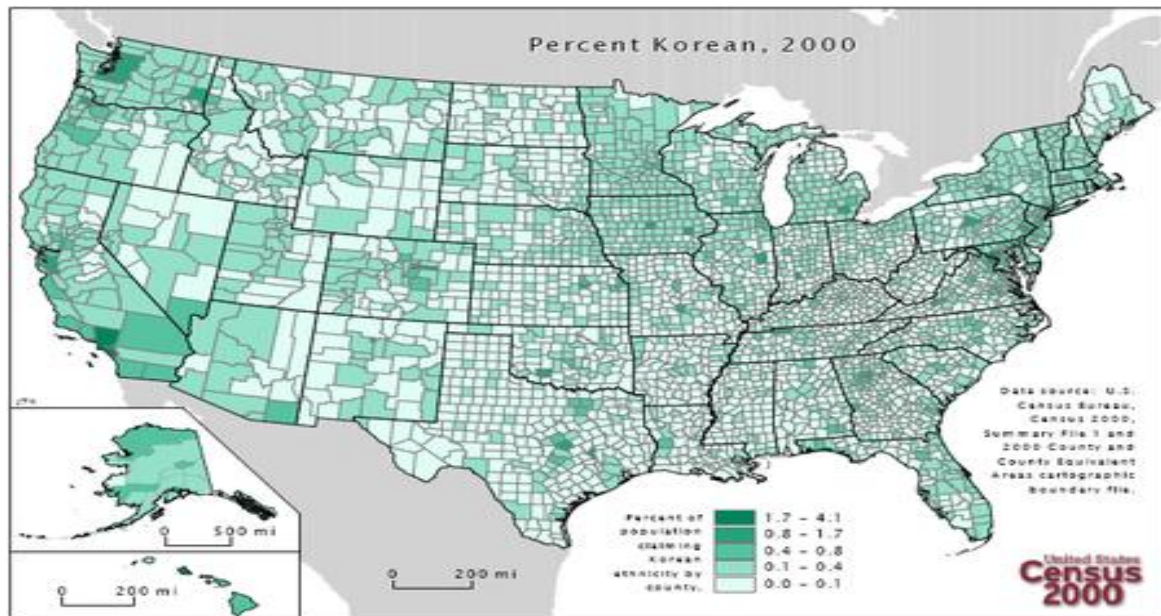
Los Angeles, with its Koreatown district, is home to the largest population of Koreans outside of Asia. Palisades Park, New Jersey has the highest concentration of people of Korean ancestry in the United States at 36.38% of the population. Georgia is home to the fastest-growing Korean community in the U.S., growing at a rate of 88.2% from 1990 to 2000.

*All above found in: <http://en.wikipedia.org/wiki/Korean-Americans>*

**Fig. 1 Geographic Distribution of Korean Population in the United States in 1990**



**Fig. 2 Geographic Distribution of Korean Population in United States in 2000**



All above from Wikipedia [http://en.wikipedia.org/wiki/Korean\\_American](http://en.wikipedia.org/wiki/Korean_American) and the Digital Atlas of the United States <http://130.166.124.2/atlas.us1/US0055.GIF>

Adoption of Korean born children is a popular phenomenon in the United States. In recent years 56,825 children of Korean nativity and place of birth have been adopted by United States citizens (2000 U.S. Census). In addition, 99,061 Koreans were adopted into the U.S. from 1953-2001(Korean Ministry of Health and Welfare, 2002).

In a 2005 United States Census Bureau survey, an estimated 432,907 Koreans in the U.S. were native-born Americans, and 973,780 were foreign-born. The population of Korean Americans that were naturalized citizens was estimated to be 530,100, while 443,680 Koreans living in the U.S. were not American citizens.

*All above information from: [http://en.wikipedia.org/wiki/Korean\\_American](http://en.wikipedia.org/wiki/Korean_American)*

## **The Korean Language**

### **Overview**

The Korean language is spoken by about 70 million people. Although most Korean speakers live on the Korean Peninsula and its adjacent islands, more than 5 million speakers are scattered throughout the world.

The origin of the Korean language is as obscure as the origins of the Korean people. In the 19th century when Western scholars "discovered" the Korean language, their first question was which family of languages did the Korean language derive from. These scholars proposed various theories linking the Korean language with Ural-Altaic, Japanese, Chinese, Tibetan, Dravidian Ainu, Indo-European and other languages. Today, only the relationship between Korean and Altaic (which groups the Turkic, Mongolian and Manchu-Tungus languages) and the relationship between Korean and Japanese have continuously attracted the attention of comparative linguists.

Altaic, Korean and Japanese not only exhibit similarities in their general structure, but also share common features such as vowel harmony and lack of conjunctions. Moreover, it has been found that these languages have similar elements in their grammar and vocabulary. Although much work remains to be done, research seems to show that Korean is most likely related to both Altaic and Japanese.

*All above from <http://www.asianinfo.org/asianinfo/korea/language.htm>*

### **History**

According to early historical records, two groups of languages were spoken in Manchuria and on the Korean Peninsula at the dawn of the Christian era. One language belonged to the Northern Puyo group and the other to the Southern Han group. Around the middle of the seventh century the kingdom of Shilla unified the peninsula, and its language became the dominant form of communication.

The Koryo Dynasty was founded in the 10th century and the capital city was moved to Kaesong at the center of the Korean Peninsula. From that time on, the dialect of Kaesong became the standard national language. The Choson Dynasty was founded at the end of the 14th century, and the capital was moved to Seoul. However, since Seoul is geographically close to Kaesong, this move had little significant effect on the development of the national language.

All above from <http://www.asianinfo.org/asianinfo/korea/language.htm>

## **Dialects**

Modern Korean is divided into six different dialects: Central, Northwest, Northeast, Southeast, Southwest and Cheju. Except for the Cheju dialect, the dialects are similar enough for speakers of the various dialects to communicate. This is due to the fact that Korea has been a centralized state for more than a thousand years. The language of the capital had a strong influence on the language spoken throughout the country.

All above from <http://www.asianinfo.org/asianinfo/korea/language.htm>

## **Phonology**

The Korean language is comprised of nineteen consonants and eight vowels. In the final position of words there are no fricatives or affricates. If a final stop occurs before a nasal sound, the final stop may be nasalized. In the Korean language there are no labiodentals, interdental, or palatal fricatives. Initial or final consonant clusters are not present in the language. In Korean there is no difference between /l/ and /ɾ/, so these sounds may be used interchangeably. These variations make it difficult for foreigners to learn and pronounce the language. They also complicate the task of Romanization.

All above from <http://www.asha.org/NR/rdonlyres/CAA0E173-0BB3-4B67-BCA2-44776739AA38/0/KoreanPhonemicInventory.pdf>

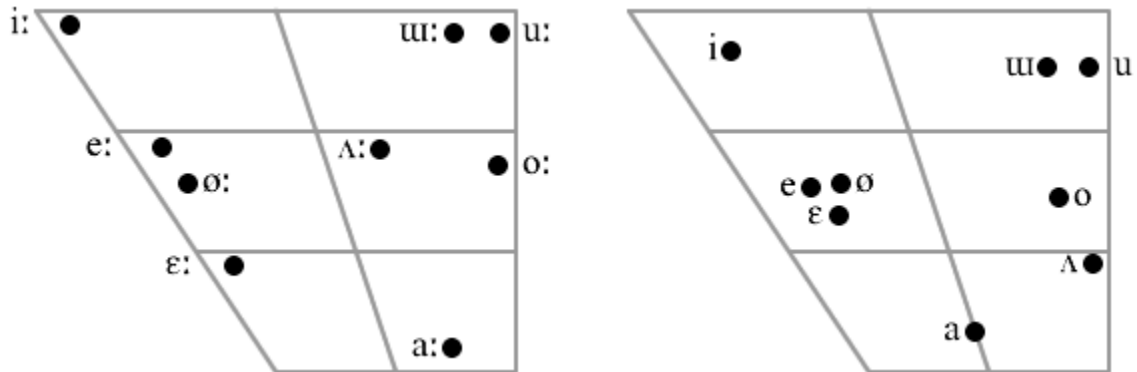
Phonemes of the plain stop series are pronounced as unvoiced sounds in the word-initial position, voiced sounds in the intervocalic position and unreleased sounds in the word-final position, e.g. *kap* (*kap*) "case or small box" and *kap-e* " (kabe) in the case." The liquid phoneme is realized as "r" in the intervocalic position and "l" in the word-final position. For example, *tar* (*tal*) "moon" and *tar-e* (*tare*) "at the moon."

Another characteristic of modern Korean is that there are no consonant clusters or liquid sounds in the word-initial position. As a result, Koreans pronounce the English word "stop" in two syllables, as (swt'op), and change the initial "l" or "r" in foreign words to "n." Recently, Western loan words are beginning to be pronounced with initial liquid sounds.

All above from [http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean\\_2/frame\\_1.htm](http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean_2/frame_1.htm)

**Table 2. Consonants and Vowels in IPA**

		<u>Bilabial</u>	<u>Alveolar</u>	<u>Post-alveolar</u>	<u>Velar</u>	<u>Glottal</u>
<u>Nasal</u>		ㅁ /m/	ㄴ /n/		ㅇ /ŋ/ (syllable-final)	
<u>Plosive and Affricate</u>	plain	ㅂ /p/	ㄷ /t/	ㅈ /t͡ɕ/	ㄱ /k/	
	tense	ㅃ /p͈/	ㄸ /t͈/	ㅉ /t͡ɕ͈/	ㄲ /k͈/	
	aspirated	ㅍ /pʰ/	ㅌ /tʰ/	ㅊ /t͡ɕʰ/	ㅋ /kʰ/	
<u>Fricative</u>	plain		ㅅ /s/			ㅎ /h/
	tense		ㅆ /s͈/			
<u>Liquid</u>			ㄹ /l/			



All above from [http://en.wikipedia.org/wiki/Korean\\_language](http://en.wikipedia.org/wiki/Korean_language)

## Morphology

In Korean there is no verb inflection for tense or number. There are also no articles in the Korean language. Relative pronouns are not used and there is no gender agreement with pronouns (Gonzales, 2005).

Korean words can be divided into two classes: inflected and uninflected. The uninflected words are nouns, particles, adverbs and interjections. Inflected words are verbs, copula and existential. Each inflected form consists of a base plus an ending. There are about over 400 endings that can be attached to the base. In finite verb forms, there are seven sequence positions where different endings can occur: honorific, tense, aspect, modal, formal, aspect and mood.

Tense has marked and unmarked forms; the marked form is past and the unmarked form present. The honorific marker *si* (or *usi*) is attached to the base to show the speaker's intention or behavior honoring the social status of the subject of the sentence.

Passives are not as commonly used in Korean as they are in other languages such as English or Japanese. There are many transitive verbs which are not subject to passivisation; for instance, the verb *cu* 'give' does not undergo passivisation.

All above from [http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean\\_2/frame\\_1.htm](http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean_2/frame_1.htm)

## Syntax

Korean is a verb-final language: the verb is always the last part of the sentence. The word order in Korean is **Subject - Object – Verb (SOV)**. Parts of speech other than verbs are relatively free to switch around. For example,

“Young-Shik sees John.”

영식이	존을	봅니다.
Young-Shik (subj)	John (obj)	Sees

The syllables in gray indicate what is the subject and what is the object in the sentence. The subject markers are '가' and '이'. When the subject ends in a vowel, '가' is used, and when it ends in a consonant '이' is used. The object marker '을' follows when the object ends with a consonant, and '를' when it ends in a vowel. For example,

“Jinsoo rice eats.”

진수가	밥을	먹습니다.
Jinsoo	rice	eats



One of the most common verb endings is the **formal** (very polite) ending. The use of formal ending depends on whether the verb root ends in a vowel or a consonant.

Modifying words or phrases always precede the modified words: adjectives precede nouns, adverbs precede verbs, etc. In the Korean language there are no relative clauses, so the clauses that are used in the language precede the nouns they modify however long they may be.

The honorific system is a very important aspect of Korean grammar. Korean is one of the few languages in the world that has honorific suffixes. *-Shi-*, is used when exalting the subject of the sentence, and *-supni-*, is used when showing the speaker's respect to the hearer.

A comparison chart below shows the degrees of respect in the language.

**‘Have you eaten your meal?’**

**Table 3. A comparison chart of degrees of respect in language.**

Addressee	S(you)	O(meal)	V(eat)
<i>friend</i>	너 <b>intimate form</b>	밥 <b>no honorific</b>	먹었니? <b>intimate verb form</b>
<i>husband</i>	당신 <b>intimate polite form</b>	식사 <b>honorific</b>	했어요? <b>intimate polite form</b>
<i>grandmother</i>	할머니 <b>grandmother</b>	진지 <b>high-honorific</b>	드셨어요? <b>super-polite form</b>

All above from [http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean\\_2/frame\\_1.htm](http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean_2/frame_1.htm)

**Honorifics**

When talking to someone superior in status, a speaker or writer will use special nouns or verb endings to indicate and respect the subject's superiority. Someone is superior in status if they are an older relative, a stranger of the family who is of equal or greater age, or an employer, teacher, or customer. Someone is considered equal or inferior in status if they are a younger stranger, student, or employee. There are endings which can be used on declarative, interrogative, and imperative sentences; and both honorific or normal sentences. These endings allow Korean speakers to use the language faster and easier.

All above from [http://en.wikipedia.org/wiki/Korean\\_language](http://en.wikipedia.org/wiki/Korean_language)

**Speech Levels**

There are seven speech levels in Korean, and each level has its own set of verb endings which are used to express the formality of a situation. Unlike honorifics — which are employed to show respect towards the referent — speech levels are used to show respect towards a

speaker's or writer's audience. The names of the 7 levels are derived from the non-honorific imperative form of the verb 하다 (*hada*, "do") in each level, plus the suffix 체 ('che', hanja: 體), which means "style."

The highest 6 levels are generally grouped together as *jondaenmal* (존댓말), while the lowest level (*haeche*, 해체) is called *banmal* (반말) in Korean.

All above from [http://en.wikipedia.org/wiki/Korean\\_language](http://en.wikipedia.org/wiki/Korean_language)

## **Semantics**

During early language acquisition, Korean children learn nouns and verbs at the same time. Verbs can stand alone as complete sentences. Overgeneralization frequently occurs with kinship terms. For example, every elderly woman may be referred to as grandmother (Gonzales, 2005).

The vocabulary of the Korean language is composed of indigenous words and loanwords, the second being the result the influences of other languages. The majority of the loanwords are of Chinese origin, often called Sino-Korean words. This is a reflection of the effect of Chinese cultural influences on Korea. In modern Korean, native words are significantly outnumbered by Sino-Korean words. As a result, a dual system of native and Sino-Korean words pervades the Korean lexicon, including two sets of native numbers are used with the *shi* (the house, i.e. *ahop shi*, "nine o'clock") but Sino-Korean numerals are used with *pun* (the minute, i.e. *ka pun*, "nine minutes"). Modernization has resulted in a steady flow of Western words entering the Korean language. Technological and scientific terms represent the majority of these loanwords, although Western terms have been introduced into almost every semantic category. South Koreans are more accepting of loanwords within their language than are North Koreans.

All above from <http://www.asianinfo.org/asianinfo/korea/language.htm>

## **Pragmatics**

Nonverbal communication is regarded highly in the Korean language. This is due to the fact that Koreans value limited verbal exchange. A higher significance is placed on silence during conversations in Korean when compared to English (Gonzales, 2005). Traditionally, the concept of filial piety was even reflected in Korean speech. The Korean language is endowed with a complicated and elaborate honorific system. Depending upon who the speaker is talking to, different word and verb usages are applied, which accurately reflect his or her social standing with regard to the listener.

At meetings and social gatherings, social order becomes an immediate question: who should greet whom first, who should sit where, whom should sit down first. Among close friends, those born earlier are treated as elder brothers and sisters. Among acquaintances, one is expected to use honorifics to those 10 years older than oneself. If the difference is less than 10 years, people are to address one another as equals.

All above from <http://www.asianinfo.org/asianinfo/korea/language.htm>

**Table 4. The Korean Alphabet**

**Vowels (모음/母音)**

ㅏ	ㅑ	ㅓ	ㅕ	ㅗ	ㅛ	ㅜ	ㅠ	ㅡ	ㅘ	ㅙ
a	ae	ya	yae	eo	e	yeo	ye	o	wa	wae
a	ae	ya	yae	ø	e	yø	ye	o	wa	wae
[a]	[æ]	[ja]	[jæ]	[ʌ]	[e]	[jʌ]	[je]	[o]	[wa]	[wæ]
ㅛ	ㅠ	ㅜ	ㅠ	ㅞ	ㅟ	ㅠ	ㅡ	ㅣ		
oe	yo	u	wo	we	wi	yu	eu	ui	i	
oe	yo	u	wø	we	wi	yu	ü	üi	i	
[we]	[jo]	[u]	[wʌ]	[we]	[wi]	[ju]	[ɛ]	[ɥ]	[i]	

**Consonants**

ㄱ	ㄲ	ㄴ	ㄷ	ㄸ	ㄹ	ㅁ	ㅂ	ㅃ	
기역	쌍기역	니은	디귄	쌍디귄	리을	미음	비읍	쌍비읍	
giyeok	ssang giyeok	nieun	digeut	ssang digeut	rieul	mieum	bieup	ssang bieup	
g, k	kk	n	d, t	tt	l	m	b, p	pp	
k, g	kk	n	t, d	tt	l, r	m	p, b	pp	
[k/g]	[kʰ]	[n]	[t/d]	[tʰ]	[l/r]	[m]	[p/b]	[pʰ]	
ㅅ	ㅆ	ㅇ	ㅈ	ㅉ	ㅊ	ㅋ	ㅌ	ㅍ	ㅎ
시옷	쌍시옷	미음	지읒	쌍지읒	치읓	키읔	티읕	피읖	히읇
shiot	ssang shiot	ieung	jieut	ssang jieut	chieut	kieuk	tieut	pieup	hieut
s	ss	ng	j	jj	ch	k	t	p	h
s	ss	-ng	ch, j	tch	ch'	k'	t'	p'	h
[s]	[sʰ]	[ø/-ŋ]	[tʃ/dʒ]	[tʃʰ]	[tʃʰ]	[kʰ]	[tʰ]	[pʰ]	[h]

All above from [http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean\\_2/frame\\_1.htm](http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean_2/frame_1.htm)

**Syllable Construction**

Korean syllables always begin with a consonant followed by a vowel. The syllable is written with the initial consonant on the left or top and the remaining vowel(s) and other consonant(s) following to the right or bottom, like this:

가 where ㄱ “k” is the consonant, and ㅏ “ah” is the vowel. It is pronounced “Kah”.

고 where ㄱ “k” is the consonant, and ㅜ “oh” is the vowel. It is pronounced “Koh”.

Korean letters are always written with strokes from top to bottom and from left to right. This same method is used for reading. The initial consonant is sounded out followed by the vowel(s), making it flow into the other ending consonant(s), if any are present. Spatially, words are separated by spaces, and syllables are located next to each other.

달 where ㄷ “t” is the consonant, and ㅏ “ah” is the vowel, followed by another consonant, ㄹ “l”. It is pronounced “Tahl”.

돌 where ㄷ “t” is the consonant, and ㅜ “oh” is the vowel, followed by another consonant, ㄹ “l”. It is pronounced “Tohl”.

Syllables are made by combining different consonants (C) and vowels (V). Korean syllables take the form **CVII**, that is, CV, CVC, or CVCC. In the Korean writing system a vowel cannot be written alone.

If a consonant is not present within a word, then the symbol ㅇ is written to the left of the vowel. Thus, *a* is written as ㅇㅏ and *i* is written as ㅇㅣ. For instance, the word *ai* ‘child’ which is comprised of two vowels, *a* and *i*, is written ㅇㅏㅣ.

All above from [http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean\\_2/frame\\_1.htm](http://www.lerc.educ.ubc.ca/LERC/courses/489/worldlang/Korean_2/frame_1.htm)

### **Korean Writing System**

1. When writing Hangul, start in the upper left of the letter and move left to right, top to bottom. Always write the characters in this manner.
2. Korean is a subject-object-verb language and has a rich system of postpositional case markers. In addition, Korean has a very complicated system of honorifics, which are expressed, in part, morphologically as verb endings.
3. A Han’gul unit, whether for a consonant or a vowel, is always used in combination with other units to form a block, which may represent a CV, CVC, or CVCC syllable. For a syllable with no initial consonant, such as *a*, the letter ㅇ with no sound value takes the place of the missing consonant letter, thus ensuring that the syllable is constructed according to the same pattern as a CV syllable.
4. Korean writing is an alphabet, a syllabary and logographs all at once. Each word is made from alphabet letters that combine into syllables, which are combined into a compact character block.
5. There are 24 letters (*jamo*) in the Korean alphabet: 14 consonants and 10 vowels. The letters are combined together into syllable blocks.
6. Spaces are placed between words, which can be made up of one or more syllables.
7. The sounds of some consonants change depending on whether they appear at the beginning, in the middle, or at the end of a syllable.
8. A number of Korean scholars have proposed an alternative method of writing *Hangeul* involving writing each letter in a line like in English, rather than grouping them into syllable blocks, but their efforts have been met with little interest or enthusiasm.

### **Possible Errors Produced in Korean-Influenced English**

The following is from *Communication Disorders in Multicultural Populations* by Dolores Battle, which provides possible errors that Korean speakers may produce when learning to speak English.

- Fricatives and affricates do not occur in the final position of words
- Final stops are frequently nasalized when they occur before a nasal sound
  - Example: “banman” for “batman”
- Labiodental, interdental and palatal fricatives exist in Korean
  - Korean speakers may then produce some of the following substitutions: b/v, p/v, s/sh, s/z, t/ch, and dz/th
- The Korean language does not have vowel distinction
  - Problematic vowels include; /i, I, u, au, ʌ /
- There is no word stress in the Korean Language. Therefore when speaking English, these speakers may sound monotonous and have difficulty with varying intonation.
  - For example, these speakers may have difficulty with the rising intonation for questions.
  - The following examples come from Nathan Bauman’s web page on common errors of English that are produced by Korean speakers

In spoken English rhythm and stress are used to convey different meanings whereas in many languages it is not. In Korean there is equal length and stress on vowels. Look at the following examples:

*I* am eating rice.  
I *am* eating rice.  
I am *eating* rice.  
I am eating *rice*.

These all answer different questions or exclamations:

Who is eating rice?  
You’re not eating rice!

Are you cooking rice?  
 What are you eating?

- Other problems that these speakers may have include
  - Korean has no use of articles
    - Such as “a, an, the”
  - Korean has no verb inflection for tense and number
    - This chart is from *The Internet Grammar of English* web page and shows in English how verb inflection for tense is used.  
<http://www.ucl.ac.uk/internet-grammar/verbs/inflect.htm>

**Table 5. Use of verb inflection for tense in Korean.**

	Base Form	+	Inflection	
[1] She	<i>travel</i>	+	<i>s</i>	to work by train
[2] David	<i>sing</i>	+	<i>s</i>	in the choir
[3] We	<i>walk</i>	+	<i>ed</i>	five miles to a garage
[4] I	<i>cook</i>	+	<i>ed</i>	a meal for the whole family

The inflections indicate tense. The *-s* inflection signifies the present tense, and the *-ed* inflection displays the past tense.

- Korean has no relative pronouns
  - The chart below is from The Owl at Purdue and indicates the use and function of each relative pronoun. Because relative pronouns do not exist in Korean it may be challenging for these speakers to properly use relative pronouns due to the function and reference that each relative pronoun expresses.

**Table 6. The use and function of each relative pronoun in Korean.**

Function in the sentence	Reference to				
	People	Things / concepts	Place	Time	Reason
Subject	who, that	which, that			

Object	(that, who, whom)*	(which, that)*	where	when	why
Possessive	whose	whose, of which			

This chart was created by Ted Power and shows 15 common pronunciation problems, along with a small description on how to correctly produce the mispronounced error.

**Table 7. Fifteen common pronunciation problems in Korean-influenced English.**

<b>Korean language backgrounds</b>					
<b>15 common English pronunciation problems</b>					
<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	-	<b>COMMON ERROR</b>	-	<b>PRACTICE MATERIALS</b>
Tongue touches hard palate.	/l/	"light" (clear)	/r/	"right"	"Ship or Sheep" Unit 48 "Pronunciation Tasks" Unit 17 "How Now Brown Cow" Unit 26 "Listening Comp: Pronunciation" Unit 10
Contact. Brief "schwa" after release.	/t/	"tall" (dark l)			"Ship or Sheep" Unit 47 "Headway Pronunciation INT" Unit 5 "Headway Pronunciation UPP-INT" Unit 7
Back of tongue to back roof. Nasal.	/ng/ + /k/	"think"	/ng/ + /g/	"thin" + k or g	"English Pronunc. Illustrated" pp. 72 "Ship or Sheep" Unit 45 "Pronunciation Tasks" Unit 18 "Headway

**Korean language backgrounds**

**15 common English pronunciation problems**

<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	-	<b>COMMON ERROR</b>	-	<b>PRACTICE MATERIALS</b>
					Pronunciation EL" Unit 11 "Headway Pronunciation PRE-INT" Unit 6 "Headway Pronunciation INT" Unit 12
Voiced stop: back of tongue to back roof.	/ng/ + /g/	"thing"	/ng/ + /k/	"think"	"English Pronunc. Illustrated" pp. 55 "Ship or Sheep" Unit 29 "Pronunciation Tasks" Unit 10 "Headway Pronunciation INT" Unit 4 "How Now Brown Cow" Unit 6 "Listening Comp: Pronunciation" Unit 7
Voiced: tip of tongue behind top teeth. Friction.	/z/	"rise"	/s/	"rice"	"English Pronunc. Illustrated" pp. 65 "English Pronunc. Illustrated" pp. 66 "Ship or Sheep" Unit 31 "Pronunciation Tasks" Unit 12 "Headway Pronunciation EL" Unit 3 "How Now Brown



**Korean language backgrounds**

**15 common English pronunciation problems**

<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	<b>-</b>	<b>COMMON ERROR</b>	<b>-</b>	<b>PRACTICE MATERIALS</b>
					Cow" Unit 15
Voiceless. Friction. Tongue between teeth.	/th/	"thin"	/s/	"sin"	"Ship or Sheep" Unit 41 "Headway Pronunciation PRE-INT" Unit 7 "Headway Pronunciation UPP-INT" Unit 5 "How Now Brown Cow" Unit 21
Voiced. Friction with top teeth & bottom lip.	/v/	"vet"	/w/	"wet"	"English Pronunc. Illustrated" pp. 81 "Ship or Sheep" Unit 38 "Headway Pronunciation INT" Unit 2 "Headway Pronunciation UPP-INT" Unit 4
Voiced. Friction with top teeth & bottom lip.	/v/	"vet"	/b/	"bet"	"Ship or Sheep" Unit 37 "Headway Pronunciation INT" Unit 11 "Headway Pronunciation UPP-INT" Unit 91 "How Now Brown Cow" Unit 9 "How Now Brown

**Korean language backgrounds**

**15 common English pronunciation problems**

<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	-	<b>COMMON ERROR</b>	-	<b>PRACTICE MATERIALS</b>
					Cow" Unit 11
Tongue central. Then tightly round lips.	/au/	"bone"	/ɔ:/	"born"	"English Pronunc. Illustrated" pp. 42 "English Pronunc. Illustrated" pp. 44 "Headway Pronunciation PRE-INT" Unit 15 "Headway Pronunciation INT" Unit 11 "Headway Pronunciation UPP-INT" Unit 6 "How Now Brown Cow" Unit 47
Tongue central. Then tightly round lips.	/au/	"note"	/ ɒ /	"not"	"English Pronunc. Illustrated" pp. 40 "Headway Pronunciation EL" Unit 11 "Headway Pronunciation INT" Unit 14 "Headway Pronunciation UPP-INT" Unit 6 "How Now Brown Cow" Unit 47 "Listening Comp: Pronunciation" Unit 5

**Korean language backgrounds**

**15 common English pronunciation problems**

<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	<b>-</b>	<b>COMMON ERROR</b>	<b>-</b>	<b>PRACTICE MATERIALS</b>
Weak endings: e.g. "London" "England"	/ə/	"the" (schwa)			"English Pronunc. Illustrated" pp. 32-33 "Ship or Sheep" Unit 13 "Pronunciation Tasks" Unit 31 "Headway Pronunciation INT" Unit 1 "How Now Brown Cow" Unit 12
Fix tongue in central position. Long.	/ɜ:/	"bird"			"English Pronunc. Illustrated" pp. 31 "Ship or Sheep" Unit 12 "Pronunciation Tasks" Unit 5 "Headway Pronunciation INT" Unit 8 "How Now Brown Cow" Unit 45 "Listening Comp: Pronunciation" Unit 4
Tongue low, back & fixed. Jaws together.	/ɔ:/	"bought"	/əʊ/	"boat"	"Ship or Sheep" Unit 20 "Pronunciation Tasks" Unit 2 "Headway Pronunciation EL" Unit 12 "Headway Pronunciation PRE-

**Korean language backgrounds**

**15 common English pronunciation problems**

<b>FIX PROBLEM</b>	<b>ENGLISH SOUND</b>	-	<b>COMMON ERROR</b>	-	<b>PRACTICE MATERIALS</b>
					INT" Unit 15 "Headway Pronunciation INT" Unit 11 "Headway Pronunciation UPP-INT" Unit 6
Tongue low & back. Jaws together. Long.	/ ɔ:/	"nought"	/ ɒ /	"not"	"English Pronunc. Illustrated" pp. 28 "Ship or Sheep" Unit 9 "Pronunciation Tasks" Unit 7 "Headway Pronunciation PRE-INT" Unit 15 "Headway Pronunciation UPP-INT" Unit 6 "How Now Brown Cow" Unit 41
Keep mouth round and tongue back.	/ ɒ /	"not"			"English Pronunc. Illustrated" pp. 24; "Ship or Sheep" Unit 8; "Ship or Sheep" Unit 9; "Pronunciation Tasks" Unit 3; "Pronunciation Tasks" Unit 7; "Headway Pronunciation EL"

Korean language backgrounds					
15 common English pronunciation problems					
FIX PROBLEM	ENGLISH SOUND	-	COMMON ERROR	-	PRACTICE MATERIALS
					Unit 12;

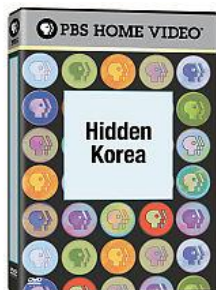
### Videos and Video Clips



This film is intended to give its viewers an inside look in the life and culture of North Korea.



This DVD was originally a documentary television show that included documentation of episodes such as “A Day in Korea” and “Rebirth of Seoul”



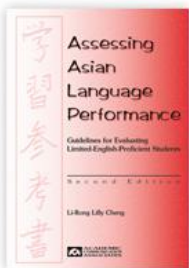
This film looks at the culture of South Korea. This film focuses on agriculture, traditions, food, and holidays in South Korea.

**The following are video clips from Youtube on the Korean culture and language**

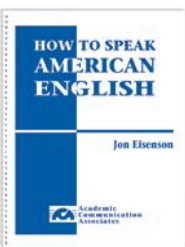
- How to Bow on New Year's Day: [http://www.youtube.com/watch?v=jNK\\_FAUAsmo](http://www.youtube.com/watch?v=jNK_FAUAsmo)
- Traditional Korean Dance Taepyeongmu—Dance of Peace:  
<http://www.youtube.com/watch?v=orbPLKepBEE>
- Traditional Korean Music:  
[http://www.youtube.com/watch?v=C6aTp\\_nh2s](http://www.youtube.com/watch?v=C6aTp_nh2s)
- Korean food: [http://www.youtube.com/watch?v=mz4U9I\\_nxCs](http://www.youtube.com/watch?v=mz4U9I_nxCs) ,  
<http://www.youtube.com/watch?v=jCPnPCQzgR8>,  
<http://www.youtube.com/watch?v=ia6TzxaU0HQ>,  
<http://www.youtube.com/watch?v=8wzsiY-i0xU>
- Learning to speak English as a Korean speaker:  
<http://www.youtube.com/watch?v=KuawkmYmn6c>,  
[http://www.youtube.com/watch?v=1Nd\\_WeY\\_s3s&feature=related](http://www.youtube.com/watch?v=1Nd_WeY_s3s&feature=related),

**Therapy Materials and Assessment Materials:**

Below are some resources that can be used for bilingual therapy:



Assessing Asian Language Performance is a book that can be found from the Academic Communication Associates, Inc. and can be purchased from their website found in the list of websites below. This book provides information about the Korean language, cultural differences in pragmatics and how these impact school performance for bilingual children.



How to Speak American English is a book that may be useful for some clients as it describes the consonants/vowels in English, prosody patterns of English, and provides some everyday expressions. This book is written so that it is useful for teachers, adults with limited knowledge of the language, or children that are learning English as a second language.

VisualESL.com is a website that provides interactive activities for learning English as a second language. It is good for many stages of language learning from beginning to advanced. Some of the things available on this website include vocabulary and grammar. There are 170 interactive and printable activities available on this website.

**Case History**

\* This form is for use as an addition to your case history form but also be sure to remove any culturally sensitive questions from your original case history before use with linguistically diverse clients \*

Where in Korea are you from? \_\_\_\_\_

What dialect of Korean do you speak (if known)? \_\_\_\_\_

Provide a brief family history \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who lives in your household? \_\_\_\_\_  
\_\_\_\_\_

Are there any family members you would like to participate in therapy with you? \_\_\_\_\_  
\_\_\_\_\_

Education (current enrollment/highest level completed) \_\_\_\_\_

If currently in school, what areas if any are difficult? \_\_\_\_\_

How long have you been in the United States? \_\_\_\_\_

At what age did you begin learning English? \_\_\_\_\_

Where did you learn English (i.e. school, home, etc.) \_\_\_\_\_

When do you use English? \_\_\_\_\_

Are there any specific sounds/features that are more difficult (i.e. f, v, th, sh, z, etc.)? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What goals do you feel are important while we are working together? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## **Cultural Do's and Don'ts**

1. Respect the role of the family
  - a. Many generations live in one home, and may be involved in therapy.
  - b. The oldest male of the family tends to be the main decision maker.
  - c. High value is placed on the family; it is a core value of the Korean culture.
  - d. Elders are treated with great respect.
2. Be aware of educational beliefs
  - a. Education is valued tremendously; family and patient may place a lot of emphasis on therapy and working on approaches and strategies learned.
  - b. Children are trained to be “quiet learners” and remain silent while the teacher talks.
3. Be aware of eye contact and the use of non-verbals
  - a. Lack of eye contact shows respect, not poor comprehension or inattentiveness.
  - b. Korean culture uses an indirect communication style and is reluctant to criticize or contradict the other speaker.
4. Respect cultural beliefs
  - a. Health related problems may be treated with herbal medicines, acupressure, acupuncture, or other folk medicines.
  - b. Use very little invasive diagnostic or treatment procedures.
  - c. A child's disabilities are believed to be punishment for the sins and moral transgressions of the child's parents or ancestors.
5. Avoid ethnic stereotypes.

## **Contacts**

### **Contact Information of Korean Speech-Language Pathologists to Acquire Information on Test Assessments**

This information comes directly from the web page *SPEECH-LANGUAGE PATHOLOGY IN ASIA*

#### **The Korean Academy of Speech-Language Pathology & Audiology (KASA)**

“Founded in 1990, KSHA has over 600 members. Its goals are modeled upon those of ASHA. Over 500 participants are involved in KSHA's continuing education program held in the last week of July each year, and in the first week after the New Year break (each for one week). Anyone interested in speech pathology can join the program.” Web Site <http://www.kasla.or.kr/>”

#### **The Korean Academy of Speech-Language Pathology and Audiology (KSHA)**

##### **Do-Heung Ko, PhD, President**

Okchon-dong

Chunchon 200-702, Korea

Phone: +82-33-254-1561 Fax: +82-33-240-1561

E-mail: [dhko@hallym.ac.kr](mailto:dhko@hallym.ac.kr)



Stuttering

Korean Stuttering Home Page

Web Site [www.stutter.or.kr](http://www.stutter.or.kr)

**Ute Schulten, PhD, CCC-SLP**

Hanla Apt. 408-1005

Okum-dong

Gumpo City

Gyeonggi-do 435-759

Phone: 31-3920457

The Korean Society of Logopedics and Phoniatics (KSLP)

**Dr. Gill Ryoung Kim**

Seoul Apart 1-808

Youido Dong, Youngdungpo-Ku

Seoul 150-010, Korea

**Contact information for speech-language pathology departments at universities in Korea**

Taegye University Korea

Graduate program Department of Speech-Language Pathology

E-mail [Kmrhee@biho.taegye.ac.kr](mailto:Kmrhee@biho.taegye.ac.kr)

Hallym University Korea

Graduate program Department of Speech-Language Pathology Hallym University Korea

Phone number 2-3446-2479

Ewha Woman's University Korea

College Affiliated Research Centers

Specializing in learning disabilities, autistic, emotional disturbance, physical disability, language disorder, aphasia, etc.

E-mail [seri@ewha.ac.kr](mailto:seri@ewha.ac.kr)

**Korean-English Bilingual Speech-Language Pathologists and Audiologist:**

The following Speech-Language Pathologists and Audiologists were found on the ASHA website [www.asha.org](http://www.asha.org):

**Speech Language Pathologists in Texas:**

➤ **Butkus, Shannon MS**

6235 Linton Rd

Houston, TX 77008

713-614-1876

Email: [butkusandassociates@yahoo.com](mailto:butkusandassociates@yahoo.com)

Facility Type: Home Health Agency/Client's Home

Audiologists in Texas:

- **Hearing & Balance Centers**  
1550 Norwood # 100  
Hurst, TX 76054  
(817) 282-8402  
Email: info@hearbalance.com  
Facility Type: Speech/Hearing Cntr or clinic

Speech Language Pathologists in California:

Professionals in this area were included because this is where a majority of Korean-English bilingual professionals are located and can be contacted if needed.

- **Enoch, Otis MS**  
501 W Glenoaks Blvd #812  
Glendale, CA 91202  
818-566-3888  
Email: oenoch@millenniumtherapy.us  
Facility Type: SLP or AUD Office
- **CSULB Speech, Language and Hearing Clinic**  
1250 Bellflower Blvd.  
Long Beach, CA 90840-2501  
562-985-4583  
Email: csulb.clinic@gmail.com  
Director: Dr. Geraldine Wallach  
Facility Type: College/University
- **Kim, Ji M.S.**  
205 South Broadway Suite 217  
Los Angeles, CA 90012  
866.820.1703/213.346.9945  
Email: jikim@catalystspeech.com  
Facility Type: Clinic chain or franchise
- **Rehab Unlimited, Inc.**  
3545 Wilshire Blvd. Suite 250  
Los Angeles, CA 90010  
(213) 389-3334  
Director: Hyunyoung Kim  
Facility Type: Outpatient Rehab Cntr
- **Miller & Standel Speech Pathology**  
13400 Riverside Dr #208  
ShermanOaks, CA 91208  
(818) 783-5168  
Email: speechteam01@earthlink.net  
Director: Denise Middleton, MA, CCC  
Facility Type: Preschool

## **Websites:**

This link provides a free Korean to English dictionary or an English to Korean dictionary:

<http://www.lingvosoft.com/English-Korean-Dictionary/>

This link provides some background on the differences between the Korean language structure and English language structures including: alphabet, phonology, verb tense, and vocabulary:

<http://esl.fis.edu/grammar/langdiff/korean.htm>

This link provides you with a place to download a large number of English/Korean vocabulary words:

<http://forums.eslcafe.com/teacher/viewtopic.php?t=7251>

This link provides multiple choice quizzes about English and Korean vocabulary:

<http://iteslj.org/v/k/>

This is the link to the assessment book *Assessing Asian Language Performance*, this website also provides more bilingual therapy tools:

<http://www.acadcom.com/scripts/prodView.asp?idproduct=422>

<http://www.acadcom.com/scripts/prodView.asp?idproduct=420>

This link provides information on Korean American culture, how it is defined, and how it is different from the American culture:

[http://www.stanford.edu/group/hwimori/korean\\_american\\_culture.htm](http://www.stanford.edu/group/hwimori/korean_american_culture.htm)

A link to an article discussing Korean and the influence on phonological awareness for bilingual children:

<http://www.springerlink.com/content/83m240pqt80k87u4/>

This is a link to an article on how Korean American children struggle with different ethnic identities:

[http://brj.asu.edu/content/vol29\\_no3/art12.pdf](http://brj.asu.edu/content/vol29_no3/art12.pdf)

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