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Communicative Functions and Argument Structure Constructions in Korean Middle School Students' English Speaking Interaction

한국 중등학생들의 영어 말하기 상호작용에
나타난 의사소통기능과 영어논항구문

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최 정 윤

Communicative Functions and Argument Structure Constructions in Korean Middle School Students' English Speaking Interaction

by

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ABSTRACT

This study explored Korean middle school students' use of communicative functions and argument structure constructions (ASCs) in English speaking interactions.

A total of 25 eight graders participated in this study. They carried out five pairs of tasks in Korean and in English. After the students' oral production was recorded and transcribed, the corpus data were coded in terms of types of utterances, communicative functions and English ASCs. First, all utterances were classified into either fragmental or non-fragmental utterances. Second, they were also categorized by communicative functions provided in the Seventh National Curriculum. Third, the L2 non-fragmental utterances were further analyzed by types of ASCs.

The results provided significant findings related to the gap between the use of communicative functions in L1 and L2 interactions and to the use of ASCs in L2 interactions. First, the most frequently occurring function in the L1 interactions was the sharing of information, while the function of expressing emotion appeared most frequently in the L2 interactions. The comparison between the L1 and L2 interactions revealed that the function of sharing information decreased the most dramatically both in the fragmental

and non-fragmental utterances. That is, students expressed their communicative intents related to sharing information significantly less frequently in L2 than in L1. Second, as to the use of English ASCs, the students relied on limited types of ASCs, and simple transitive [V+NP] was the most frequently used. The number of English ASC types, however, formed a statistically positive correlation with the number of utterances in a sentential syntactic structure. Lastly, the function in which the most various types of English ASCs were employed was the sharing of information. With regard to these findings, the study concluded with some pedagogical implications and suggestions for future studies.

Key words: L2 spoken language, Communicative functions, English argument structure constructions, Communicative intents, Sentence production, Construction grammar

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CHAPTER 1.
INTRODUCTION

This study aims to explore the use of communicative functions and argument structure constructions in first language (L1) and second language (L2) interactions, focusing on Korean middle school English as a foreign language (EFL) learners' spoken language production. The first section of this chapter provides the research issues and motivation for the study. The next section presents research questions, and the last section provides an outline of the organization of the thesis.

1.1. Purposes of the Study

Among a variety of theoretical and pedagogical frameworks for second language learning and teaching, communicative language teaching (CLT) approach has attracted the most serious attention since the 1970's. CLT highlights learners' "communicative competence" (Hymes, 1971), which refers to learners' ability to successfully achieve their goals for meaningful communication in real-life situations through target language

(Lightbown & Spada, 1999; Savignon, 2002).

The mastery of L2 speaking skills has been given a priority in CLT-based English programs, and the effectiveness of language teaching is often evaluated "on the basis of how well [learners] feel they have improved in their spoken proficiency" (Richard, 1990). Following growing trend toward the CLT approach and more focus on L2 speaking in second and foreign language pedagogy (Canale & Swale, 1980; Canale, 1983; Bachman 1990), Ministry of Education in Korea (MOE) has adopted CLT as a central framework for the national English curriculum (Kwon, 2002). English speaking proficiency has been given primary focus since the Sixth Curriculum, and Korean EFL students, who rarely have opportunities to employ communicative functions in real contexts, have been taught to practice communicative functions provided in the Curriculum in classroom settings.

Still, many Korean EFL students have been known to have serious difficulty in expressing their thoughts and feelings in spoken English (B. Lee, 2003, 2009; H. Lee, 2012; Hwang, 2012). The present study aims to explore some details of this difficulty, focusing on the use of communicative functions and argument structure constructions (ASCs) in Korean middle school students' speaking interaction.

1.2. Research Questions

The present study poses the following research questions:

a) What types of communicative functions are frequent in L1 and L2 speaking interactions?

b) What types of ASCs are frequent in L2 speaking interactions?

c) In what types of ASCs are communicative functions realized in L2 speaking interactions?

The first research question concerns the students' use of communicative functions in L1 and L2 speaking interactions, focusing on possible differences in frequencies of each communicative function between L1 and L2 speaking.

The second research question explores the use of English ASCs in L2 interactions, to uncover which types of English ASCs students are good at and what relation exists between the use of English ASCs and the production of sentential utterances.

The last research question investigates how communicative functions are realized in terms of English ASCs and underscores the noteworthy status of constructional knowledge in delivering a challenging communicative function which will be detected through the first research question above.

1.3. Organization of the Thesis

This thesis is organized into five chapters. Chapter 1 introduces the purposes of the current research with the statement of the problem and poses the research questions. Chapter 2 presents a theoretical background to the present study with reference to communicative functions and English ASCs. Chapter 3 outlines the methods of the current study. Chapter 4 reports and discusses the results found in the data. Chapter 5 concludes the study with some pedagogical implications and suggestions for further studies.

CHAPTER 2.
LITERATURE REVIEW

This chapter presents a body of literature pertaining to the present study. The first section reviews the previous literature on communicative functions. The second section outlines English ASCs, relying on Goldberg's (1995) construction grammar, the main framework for the present study.

2.1. Conceptualization of Communicative Functions

2.1.1. Communicative Functions of Language

There are a variety of definitions on the term *communication*, but most of the explanations involve sharing information. For instance, Bühler (1934) emphasized that the speaker needs to pass on message, a piece of information, to the listener. Communication was conceived as a relation that requires the speaker of the message, the listener of the message, and the topic of communication. Given the communicative orientations, three basic communicative functions were revealed: representational, expressive, and appellative functions. Among many communicative functions,

representational function of language is the one “most generally acknowledged as important” (Wendy, 1989, p.135). Its sub-functions involve description, instruction, declaration, explanation or classification (Nord, 2007).

2.1.2. Communicative Functions in Second Language Acquisition

In the field of language teaching and learning, CLT was formalized in the 1970s partly in response to the theories of functional linguistics which investigated how speakers achieve their purposes (Austin, 1962; Firth, 1957; Halliday, 1978, 1984; Searle, 1969). For instance, Halliday presented seven basic functions for children learning their L1. These are (1) the instrumental function; (2) the regulatory function; (3) the interactional function; (4) the personal function; (5) the heuristic function; (6) the imaginative function; (7) the representational function. These classifications, reflecting his functional account of language use, strongly influenced the development of functional syllabuses in CLT.

To outline a taxonomy of concepts for a functional syllabus, Wilkins (1972, 1976) presented a semantic classification of communicative

functions, as in Table 2.1.

Table 2.1

Communicative Functions by Wilkins (1976)

No.	Category	Sub-category
1	Modality	certainty, necessity, conviction, volition, obligation, tolerance
2	Moral discipline and evaluation	judgement, approval, disapproval
3	Suasion	persuasion, recommendations, predictions
4	Argument	exchange of information and views, information asserted or sought, agreement, disagreement, denial, concession
5	Rational inquiry and exposition	author's note, similar in sub-categories to argument and evaluation
6	Personal emotions	positive and negative
7	Emotional relations	greetings, flattery, hostility, etc.
8	Interpersonal relations	politeness and status, degree of formality and informality

Although these categories of communicative functions are "the more original part of the framework" (Wilkins, 1972, p. 23), Wilkins himself admitted that "there is no intrinsic ordering to the categories … nor any intrinsic way of linking one unit to the next" (Coulthard, 2014, p. 98). Even so, the attempt to describe the core of language was undertaken not by

traditional concepts of grammar or vocabulary but by the communicative uses of language.

Finocchiaros & Brumfit (1983) also suggested the categorical system of communicative functions, as presented in Table 2.2, with detailed explanations of many sub-categories.

Table 2.2

Communicative Functions by Finocchiaro & Brumfit (1983)

No.	Category	Sub-category
1	Personal	- expressing one's thoughts or feelings (e.g., love, pleasure, surprise, likes, dislikes, distress, anger, fear, sorrow) - communicating moral intellectual and social concerns - expressing everyday feelings of hunger, fatigue, cold, or warmth
2	Interpersonal	- greetings and leave takings - introducing people to others - extending and accepting invitations - apologizing - indicating agreement or disagreement - etc.
3	Directive	- making requests - making suggestions - persuading someone to change their point of view - asking for help responding to a plea for help - giving and responding to instructions - etc.

No.	Category	Sub-category
4	Referential[1]	- asking for a description of someone or something - defining something or a language item or asking for a definition - requesting facts about events or actions - evaluating the results of an action or an event - etc.
5	Imaginative	- discussing a poem, a story, a piece of music, a play, a painting, a film, a TV program - expanding ideas offered by others or by listening or reading passage - creating rhymes, poetry, stories or plays - etc.

This functional-notional approach had a significant impact on a Council of Europe project (Richards & Rodgers, 1986).

A Council of Europe project explored what learners need to do with a target language (e.g., to ask for help, to invite somebody, to express agreement or disagreement), and the answers were provided in terms of basic functions learners should be able to handle at a "threshold level" (Yalden, 1983; Richards & Rodgers, 1986; Johnson, 2001). The objectives were to teach learners "to cope … in everyday situations … as visitors to the

[1] Referential function is often termed the metalinguistic function since it involves not only talking or reporting about things, actions, events, or people but also talking about language (Jacobs & Kline Liu, 1996)

foreign country, or with visitors to their own country, and establish and maintain social contacts" (van Ek & Alexander, 1980). The followings are inventories of functions (van Ek, 1975), targeting the needs of the average adult learner within the European Economic Community (Rivers, 1983).

Table 2.3

Communicative Functions in "The Threshold Level" (van Ek, 1975)

No.	Category	Sub-category
1	Imparting and seeking factual information	- identifying - reporting (including describing and narrating) - correcting - asking
2	Expressing and finding out intellectual attitudes	- expressing agreement and disagreement - inquiring about agreement or disagreement - denying something, accepting an offer or invitation - declining an offer or invitation - inquiring whether offer or invitation is accepted or declined - offering to do something - etc.
3	Expressing and finding out emotional attitudes	- expressing and inquiring about pleasure, liking - expressing and inquiring about displeasure, dislike - expressing and inquiring about surprise, hope, satisfaction, dissatisfaction

No.	Category	Sub-category
		- expressing and inquiring about intention - expressing and inquiring about want and desire - etc.
4	Expressing and finding out moral attitudes	- apologizing - granting forgiveness - expressing approval or disapproval - inquiring about approval or disapproval - expressing appreciation, regret, indifference
5	Getting things done	- suggesting a course of action - requesting, inviting, or advising others to do something - warning others to take care or to refrain from doing something - instructing or directing others to do something
6	Socializing	- to greet people - when meeting people - when introducing people and being introduced - when taking leave - to attract attention - to propose a toast - when beginning a meal

Along with six main categories, sixty-eight sub-functions were presented in a descriptive manner, and yet van Ek himself emphasized the fact that these lists were neither definite nor exhaustive (1975).

2.1.3. Communicative Functions in Korean EFL Context

The classifications of communicative functions reviewed in Section 2.1.2 were adopted as part of the Seventh National Curriculum, which reflects the overall situation of English education in Korea, e.g., the country's social and cultural point of view (KICE, 2011; MOE, 2008).

Table 2.4

Communicative Functions in the Seventh National Curriculum[2]

No.	Category	No.	Category
1	Delivering and requesting information	7	Expressing moral attitude
2	Expressing attitudes toward fact	8	Getting things done (Suasion)
3	Expressing knowledge, memory, and belief	9	Socializing
4	Expressing modality	10	Structuring discourse
5	Expressing volition	11	Repairing communication
6	Expressing emotion		

Along with the above communicative functions in Table 2.4, the Curriculum

[2] For more details, see pp. 36-39.

presents sub-functions and exemplary expressions or sentences, as illustrated in the following.

(1) Example of Expressions Given in 6th Communicative Function

6. Expressing emotion

6.1. Expressing pleasure

- *That's great!*
- *I'm/I feel (very/so) happy/glad.*
- *I'm (very) glad/delighted to ...*

The given expressions or sentences serve as a reference for L2 speaking activities (MOE, 2011). Since exemplary expressions or sentences for communicative functions are "fixed or formulaic, in nature" (Yang, Kim, & Sung, 2014, p.103), speaking skills are commonly practiced as rote memorization of text dialogs containing certain functions (Lee, 2009; Todd, 2014).

Language use, however, does not always involve a set of predictable utterances in recurrent situations. Indeed, "not all language … is stereotyped" (Swan, 1985, p. 82) and, apart from the given expressions or sentences do students want to say new things such as "My guinea pig died

with its legs crossed" (O'Neill, 1977).[3] Not only the actual communicative situations cannot be completely foreseen, but also do the EFL settings, which feature a deprived exposure to L2 input and meaningful interactions, make it even more difficult for students to produce utterances not practiced in language classroom. Those unpredictable sentences can only be generated "in accordance with the various rules of … sentence construction" (Swan, 1985, p. 82).

2.2. Conceptualization of English ASCs

2.2.1. Constructionist Approaches

In recent years, a number of studies in linguistics, child language, and cognitive science have endorsed Goldberg's (1995, 2006, 2013) *constructionist approaches* to language development (Bates & MacWhinney, 1987; Bencini & Goldberg, 2000; Boyd & Goldberg, 2009; Culicover & Jackendoff, 2005; Ellis, 2013; Ellis & Ferreira-junior, 2009; Fillmore, Kay & O'Connor, 1988; Goldberg, 1995, 1999, 2003, 2006, 2013; Goldberg,

[3] According to the article, the sentence "My guinea pig died with its legs crossed" was uttered by an eight-year old girl in a tape-recorded interview. The author criticized that no communicative syllabus designer could predict that a learner would want to tell such a sentence.

Casenhiser & Sethuraman, 2004; Lakoff, 1987; Langacker, 1987; Ninio, 2006; Robinson & Ellis, 2008; Schulze & Penner, 2008; Sethuraman, 2002; Tomasello, 2000, 2003). These approaches assume that language learners have the knowledge of linguistic constructions which are interrelated with one another in a vast network (Goldberg, 2003, 2006).

Constructionist approaches point out that the essential function of language is to express the intended meaning and thus, to attain specific communicative goals (Goldberg, 2013; Lakoff, 1987). In much the same vein as functionalist frameworks, they propose "the inventory of constructions is maximized for communicative purposes" (Goldberg, 1995, p. 67).

2.2.2. Notion of English ASCs

In constructionist approaches, the term *construction* means a conventional form-meaning mapping[4] (Goldberg, 2013). Many scholars (Bencini & Goldberg, 2000; Ellis & Cadierno, 2009; Goldberg, 2006; Goldberg, Casenhire, & Sethuraman, 2004; Gries & Wulff, 2004) point out

[4] *Form* in a construction is understood as the combination of syntactic, morphological, or prosodic patterns while *meaning*, in a broad sense, includes lexical semantics, pragmatics, and discourse structure, meaning (Family, 2014).

that "[the] properties of morphological, lexical, and syntactic form are associated with particular semantic, pragmatic, and discourse functions" (Ellis, 2011, p.141).

Then how do syntactic patterns, in particular, sentence patterns, come to be associated to their usage? According to Goldberg (1995, p. 3), *argument structure construction* (ASC) — "a special subclass of constructions that provides the basic means of clausal expression" in English — allows speakers to use verbs in syntactic contexts where they are not conventionally used. For example, the verb *sneeze* could be used in the following sentences (Goldberg, 2009; Sung, 2013):

(2) Examples of English ASCs Containing the Same Verb

a. Pat sneezed.

b. She sneezed that tooth across town.

c. She sneezed a terrible sneeze.

d. She sneezed herself silly.

e. She sneezed onto the computer screen.

f. She sneezed her way to the emergency room.

The verb *sneeze* is typically intransitive but takes multiple arguments in the

given examples. Not the individual verb like *sneeze*, but ASCs determine the number and type of the arguments and contribute the change in meanings. More details on different types of ASCs will be discussed in Section 2.2.3.

In addition, ASCs are basic means of communication in our daily life, as described in the following hypothesis.

(3) Scene Encoding Hypothesis

Constructions which correspond to basic sentence types encode as their central senses event types that are basic to human experience.

(Goldberg, 1995, p. 39)

ASCs possess meanings that reflect recurrent types of everyday experience (e.g., moving along a path, bringing about a result, and transferring an object) and thus, can be employed to express scenes essential to human experiences in English.

2.2.3. Types of English ASCs

Each type of English ASCs has its own range of meanings and meaning relations, producing a unique semantic structure. Table 2.5 presents the forms, meanings, and example sentences of basic ASCs.

Table 2.5

Types of English Argument Structure Constructions

ASC	**Meaning**	**Form & Example**
Intransitive Motion	X moves Y	Subj V Obl *The bottle floated into the cave.*
Intransitive Resultative	X becomes Y	Subj V Xcomp *She got upset.*
Transitive	X acts on Y	Subj V Obj *I took the watch.*
Ditransitive	X causes Y to receive Z	Subj V Obj Obj_2 *He faxed me the letter.*
Caused-motion	X causes Y to move Z	Subj V Obj Obl *She sneezed the napkin off the table.*
Transitive Resultative	X causes Y to become Z	Subj V Obj Xcomp *He wiped the table clean.*

(Adapted from Goldberg, 1995; Rah, 2014; Sung, 2013)

Intransitive motion constructions are intransitive sentences expressing motion without an external cause for the movement (Goldberg,

1995). The subject, the entity that carries out an activity, is a theme argument and the oblique is a directional one. The external cause of the movement is not present.

Intransitive resultative constructions consist of a verb and a resultative phrase, lacking a direct object which transitive resultative constructions have. They describe "the state of an argument resulting from the action denoted by the verb" (Boas, 2003, p. 1).

Transitive constructions have two prototypical argument roles (i.e., agent and patient) linked to the subject and object of the clause (Hopper & Thompson, 1980). Being related to a wide variety of sub-constructions, the transitive construction itself also shows a wide range of forms (e.g., SVOC, SVOA, SVO + *to infinitive*, SVO + *bare infinitive*, SVO + *-ing clause*, SVO + *-ed clause*) and meanings (Bybee, 1995; Davis, 1996; Diessel, 2004; Dowty, 1991; Goldberg, Casenhiser, & Sethuraman, 2004; Hopper & Thompson, 1980, 1984; Næss, 2007; Talmy, 1985). Among them, the simple direct object pattern (i.e., SVO) is frequently used by speakers in everyday conversational interactions (Altenberg, 1993; Scheibman, 2001).

Ditransitive constructions are syntactically instantiated by three arguments (i.e., agent, recipient, and patient), expressing the scene where "[a]gent successfully causes recipient to receive patient" (Goldberg, 1995,

p.38). The double object construction is often compared with the *prepositional dative construction* (i.e., the prepositional object construction). For instance, in the traditional lexical approach (Levin, 1993), the latter is derived from the former. These seemingly semantically equivalent constructions are understood to be two separate ASCs in constructionist approaches. While the ditransitive construction expresses "successful transfer between a volitional agent and a willing recipient" (Goldberg, 1995, p. 151), a transfer expressed in the prepositional dative construction could be unsuccessful[5]. To be more specific, prepositional dative constructions express the change of location, being a metaphorically extended version of caused-motion constructions.

Caused-motion constructions require three argument roles (i.e., the causal argument[6], the patient/theme argument, and the path argument) and express that "the causer argument directly causes the theme argument to move along a path designated by the directional phrase express" (Goldberg, 1995, p. 152). This prototypical meaning — X causes Y to move Z — is extended to several related meanings: 'X enables Y to move Z (e.g., Sam

[5] Besides the semantic properties, the two constructions involve different structural properties of the constituents (e.g., syntactic complexity and phonological weight). As syntactically complex or heavily stressed constituents tend to appear in the end, the ditransitive construction is preferred with heavy themes and the prepositional dative construction with heavy recipients (for details, see Hawkins, 1994, 2004).

[6] The causal argument can be an agent or natural force, but not an instrument.

allowed Bob out of the room.)'; 'X prevents Y from moving Z (e.g., Harry locked Joe into the bathroom.)'; 'X helps Y to move Z (e.g., Sam helped him into the car.)'.

Transitive resultative constructions take a subject, a verb, an object, and a resultative phrase, indicating "SUBJ causes OBJ to be RP by VERBing it" (Ettlinger, 2005, p. 2). While they display a great deal of syntactic and semantic variation (for details, see Sung, 2013), the construction basically involves a secondary predication and designates a change of state (Goldberg & Jackendoff, 2004; Iwata, 2006; Rappaport Hovav & Levin, 2001).

2.2.4. Relations of English ASCs

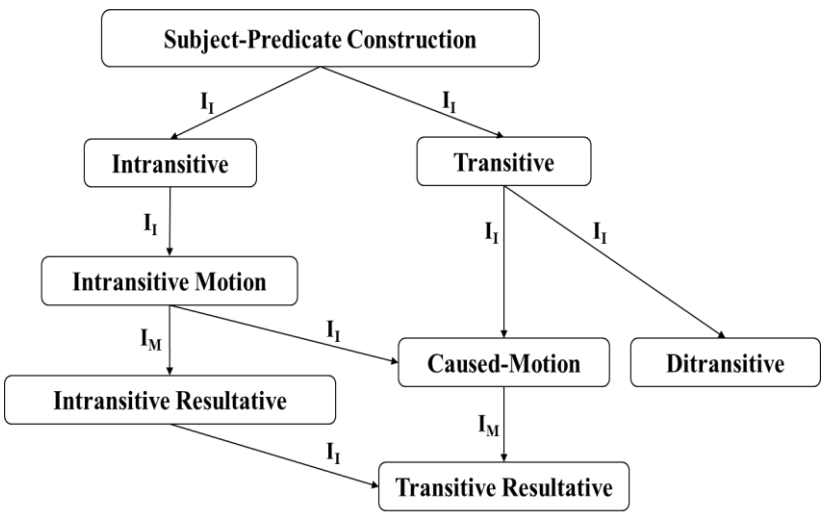
Goldberg (1995) discussed relations among argument structure constructions in English based on formal and functional structures, which were called alternations in formal and functional models of language (Levin, 1993), by using the term *inheritance link* such as polysemy links[7], subpart

[7] For example, a wide variety of senses the ditransitive construction has (e.g., 'X causes Y to receive Z'; 'X causes Y to receive Z' implying conditions of satisfaction; 'X enables Y to receive Z'; 'X causes Y not to receive Z'; 'X intends to cause Y to receive Z') can be considered being extended via polysemy links from its prototypical sense.

links[8], instance links[9], and metaphorical links[10]. Through inheritance links, ASCs are connected to one another in hierarchical relations, as illustrated in Figure 2.1.

Figure 2.1

Hierarchical Relations of English ASCs



* I_I = instance links, I_M = metaphorical extension links

(Adapted from Sung & Yang, 2015)

[8] The intransitive motion construction shows such a link as being a subpart of the caused-motion construction. The only absent part in the former is the cause argument.

[9] Instance links are obtained when one construction specifies another in more detail (e.g., the relation between the intransitive and the intransitive motion constructions).

[10] One example is the connection between the caused motion and the transitive resultative constructions. The latter can be viewed as being originated from the former via the metaphorical interpretation of states as locations.

Here, a construction at a lower level inherits all shared information from the one at a higher level. This inheritance network shows generalizations across ASCs (Goldberg, 1995, 2006, 2013; Rah, 2014). The significance of relatedness of ASCs has been revealed in empirical research on the language development (Akhtar & Tomasello, 1997; Bates, Bretherton & Snyder, 1988; Clark 1990)[11]. Constructions are acquired in a certain order from simple to complex, and the ones acquired earlier are assumed to assist learners in learning more complex ASCs.

2.2.5. English ASCs in Speaking

In teaching, learning and measuring L2 speaking, fluency has been considered as an important construct of learners' proficiency (Hedge, 2000; Richards et al., 1985). In a number of studies on oral fluency, what provided a conceptual basis is the operation of automatic, not controlled, processing in speaking (Anderson, 1983; Levelt, 1989; McLaughlin, Rossman, & McLeod, 1983), suggesting that L2 fluency is greatly

[11] For example, the transitive construction, which is placed at the higher node of inheritance hierarchy, was developed and entrenched as a strong mental representation over time, so even verbs that were heard in other syntactic contexts were employed as the transitive (Akhtar & Tomasello, 1997).

enhanced by the control of large numbers of formulaic sequences (Pawley & Syder, 1983; Wood, 2010; Nattinger & DeCarric, 1990). Thus, taking control of broad and highly automatized repertoires for delivering certain communicative functions has been emphasized.

To facilitate L2 speaking development “from formula to productive speech” (Fillmore, 1979), “more is needed than a system of general grammatical rules and a lexicon of fixed word and phrases” (Fillmore, Kay & O'Connor, 1988, p. 534). Since ASCs embody learners’ communicative intentions directly and encode basic scenes in our daily life under the integration of form, meaning and use, “Principle of Maximized Expressive Power” (Goldberg, 1995, p. 67) endorses ASCs as an appropriate framework for the L2 spoken language analysis.

CHAPTER 3.
METHODS

This chapter describes methods and research design for the current study. The first section introduces participants and the second section presents tasks employed for the present study. The third section provides data collection procedures adopted in the study, and the fourth section contains the process of data coding and analysis.

3.1. Participants

A total of 29 Korean middle school EFL students participated in this study. They were all eighth graders of the same class, consisting of 15 male and 14 female students. The participants were divided into six groups by their scores in the nation-wide English assessment, five groups of five students and one group of four students. They were seated in mixed-ability and mixed-gender groups with the purpose of improving their participation and interaction.

3.2. Tasks

The current study was conducted as a part of regular English classes, with the participants' consent obtained prior to the experiment. In order to maximize the interaction and the amount of spoken language production by the students, tasks were implemented as a form of group activity. There were mainly two different sets of speaking tasks: one is done in Korean and the other in English. Each set of tasks has five sub-tasks with different topics (i.e., school life, people, food, travel, and career).

3.2.1. Tasks in Korean and English

As instruments, pairs of task in Korean (Task-K) and in English (Task-E) were developed. Each pair of tasks required the students to employ similar types of communicative functions. These tasks are to explore 'which types of communicative functions students frequently use in the L1' and 'what types of communicative functions students are able to use in the L2', respectively.

3.2.2. Tasks by Contents

The contents of the tasks were developed mainly based on *Project* sections in English textbooks, speaking assessment types suggested by Luoma (2004), and communicative functions presented in the Seventh Curriculum. On the basis of these components, five types of contents were chosen and further differentiated in terms of the language mediums (Table 3.1).

Table 3.1

Tasks by Language Mediums and by Contents

Contents	**Language Mediums**	
	Korean (Task-K)	**English (Task-E)**
School Life (Task-1)	School Rules Outside the Classroom (Task-K-1)	School Rules Inside the Classroom (Task-E-1)
People (Task-2)	Show and Tell about My Family (Task-K-2)	Show and Tell about My Friends (Task-E-2)
Food (Task-3)	New Food Contest (Task-K-3)	New Food Contest (Task-E-3)
Travel (Task-4)	Plan Our Field Trip (Task-K-4)	Plan Our School Camp (Task-E-4)
Career (Task-5)	Career Fair (Task-K-5)	Career Fair (Task-E-5)

To prevent the interference between a pair of Task-K and Task-E,

among five pairs of tasks, three pairs (i.e., Task-K-1 and Task-E-1, Task-K-2 and Task-E-2, Task-K-4 and Task-E-4) contained similar contents but not exactly identical one. In order to improve internal validity, Task-E-3 and Task-E-5 had the same contents as Task-K-3 and Task-K-5, respectively. Task-Ks were implemented during the first and second week, and Task-Es during the third and fourth week (Table 3.2).

Table 3.2

Task Procedure

Time	Task Type
Week 1	Task-K-1, Task-K-2, Task-K-3
Week 2	Task-K-4, Task-K-5
Week 3	Task-E-1, Task-E-2, Task-E-3
Week 4	Task-E-4, Task-E-5

3.2.2.1. Tasks on School Life

Tasks related to students' school life (i.e., Task-K-1 and Task-E-1) derived from a decision task, which involves discussing an issue from different viewpoints and negotiating a final conclusion (Luoma, 2003). The

students were required to make a list of rules outside (i.e., Task-K-1) or inside (i.e., Task-E-1) the classroom (APPENDIX 1.1).

3.2.2.2. Tasks on People

Tasks regarding students' family (i.e., Task-K-2) or friends (i.e., Task-E-2) were modified from a description task, which is very common in all kinds of speaking tests (Luoma, 2003). The students were asked to bring a picture related to their family or friends prior to the class session. During the class, they showed it to their group members and described it in as much detail as possible. After they asked group members to comment on their description or the picture, the group members talked about their own impression or asked specific questions (APPENDIX 1.2).

3.2.2.3. Tasks on Food

Task-K-3 and Task-E-3 were the adapted version of a role-play task, in which social or service situations are simulated, e.g., buying something or going to a restaurant (Luoma, 2003). In the tasks for the current study, the students performed the roles of buyer and seller while exchanging the foods

they had drawn on the cards. With the food they had exchanged, they were required to create a new recipe and introduce their own food (APPENDIX 1.3).

3.2.2.4. Tasks on Travel

Reacting in situations tasks (Luoma, 2004) were employed for tasks on students' school trip and camp, i.e., Task-K-4 and Task-E-4. The students were given the social situation which they could encounter during their school trip or camp. They were asked to imagine themselves to be in the given situations, and then say how they would react in the given situations. For example, the students were asked to complain about bad hygiene or poor room facilities and to further express what they would do with given instruments, e.g., a wipe, a can of paint (APPENDIX 1.4).

3.2.2.5. Tasks on Career

Task-K-5 and Task-E-5 were the mixture of a narrative task and a comparing/contrasting task (Luoma, 2004). The narrative task, which is often based on picture sequences that guide what should be said, asked the

students to recount a sequence of events based on the given pictures, which portrayed career-related scenes. On the other hand, the comparing/ contrasting task required the students to discuss similarities and differences and to make a list of interesting, growing, or disappearing jobs (APPENDIX 1.5).

3.3. Procedures

Considering that regular English classes took place three times a week for 45-minute class session, a total of ten sessions for the present study were allotted across four weeks. Each session took 25 minutes in the current study. One session consisted of three phases: a pre-speaking, a while-speaking, and a post-speaking phase. As pre-speaking and post-speaking phases together took about 5 minutes on average, twenty-minute interaction proceeded in a while-speaking phase.

3.3.1. Pre-speaking Phase

The teacher introduced and defined the topic of the given task. Two

students in a group were assigned to the role of recorder and one student was chosen as a timekeeper[12]. The students with the role of recorder were instructed to record their group's speaking interaction with their cell phone. Their cell phones were placed on the desk and the students were told not to stop it until the session was over. The role of timekeeper was to ensure that the group would work within the time limit. Prior to the speaking session, the teacher ensured that the students understood their roles and task instructions for each session.

3.3.2. While-speaking Phase

In groups, the students completed the given task for each session while talking and listening to one another. As every task required a group to submit a task output (Table 3.3), the students did their utmost during the while-speaking phase, pointing out the ideas they wanted to include in their final work.

Table 3.3

Final Products by Tasks

[12] The same students were assigned to each pair of Task-K and Task-E.

Task	Final Product	Task	Final Product
Task-K-1	A list of rules outside the classroom	Task-E-1	A list of rules inside the classroom
Task-K-2	A collage made of pictures: Our Family	Task-E-2	A collage made of pictures: Our Friends
Task-K-3	A new food recipe	Task-E-3	A new food recipe
Task-K-4	A drawing of our new room for school trip	Task-E-4	A drawing of our new tent for school camp
Task-K-5	A leaflet to introduce interesting jobs, growing jobs, and disappearing jobs	Task-E-5	A leaflet to introduce interesting jobs, growing jobs, and disappearing jobs

3.3.3. Post-speaking Phase

Together with the students, the teacher identified the best group's work, and rewarded the best group by presenting their output in the school hallway. After each session of Task-E, about five students had an interview with the teacher on difficulties they had in the process of L2 speaking production. In addition, they were asked to think-aloud their inner attempts to deliver their communicative intents.

3.4. Data Coding and Analysis

This section outlines the procedures of coding utterances spoken by students and describes the statistical devices for analyzing the data.

3.4.1. Data Coding

The recordings of the students' production were transcribed using Microsoft Word and Microsoft Excel program. The first step in investigating the students' spoken language begins with categorizing utterance types by their structural properties. Second, the corpus data were coded in terms of communicative functions. The final step was to code types of ASCs manifested in the students' L2 speech production.

3.4.1.1. Utterance Types

All utterances were classified into either fragmental or non-fragmental utterances. In the case of the L1 data, the types of sub-sentential utterances (e.g., an interjection, an adverb, an unconjugated adjective, a

noun phrase or a nominal) were counted as FRAGMENT. The other utterances were categorized as NON-FRAGMENT (adapted from Seo, et al., 2002). In a similar manner, the L2 utterances that were partial constituents of a sentence and syntactically non-sentential were categorized as FRAGMENT, while the other utterances that demonstrated a sentential syntactic structure were categorized as NON-FRAGMENT (adapted from Foster, et al., 2000; Lee, 2012). Thus, a student's utterance *"Like."* in the Task-E-1 was coded as (E-1, F) while *"I think that's okay."* in the Task-E-4 was coded as (E-4, NF) (adapted from Sung, 2012).

3.4.1.2. Communicative Functions

In order to code the L1 and L2 corpus data in terms of communicative functions, a list of communicative functions provided in the Seventh Curriculum was employed as shown in Table 3.4[13] (MOE, 2011). The aforementioned utterances *"Like."* and *"I think that's okay."* were further coded as (E-1, F, CF6) and (E-4, NF, CF2), respectively.

[13] These eleven communicative functions will be abbreviated as CF1, CF2 … CF11 throughout this paper. (e.g., CF1 indicates the first communicative function, *Delivering and requesting information*.)

Table 3.4
Communicative Functions of the Seventh Curriculum

No.	Category	No.	Category
1	**Delivering and requesting information** - Identifying and defining - Reporting, describing and narrating - Correcting - Asking for confirmation Asking for information Seeking identification - Answering questions for confirmation Answering questions for information Answering questions seeking identification	7	**Expressing moral attitude** - Expressing moral obligation - Expressing approval - Expressing disapproval - Enquiring about (dis)approval - Expressing or accepting blame - Rejecting blame - Apologizing - Accepting apology
2	**Expressing attitudes toward fact** - Expressing agreement - Expressing disagreement - Enquiring about (dis)agreement - Denying something	8	**Getting things done (Suasion)** - Expressing suggestion - Offering assistance - Requesting assistance - Reacting to assistance, suggestion, request of others - Advising others to do something - Seeking advice - Expressing warning - Seeking permission - Reacting to permission request - Expressing ban

No.	Category	No.	Category
3	**Expressing knowledge, memory, belief** - Stating that one knows something or someone - Enquiring whether one knows something or someone - Expressing curiosity - Stating that one does not know something or someone - Expressing memory or oblivion - Enquiring about memory or oblivion - Reminding - Expressing how (un)certain one is of something	**9**	**Socializing** - Attracting attention - Greeting people - Asking after - Reacting to being asked after - Requesting someone to give one's regard - Addressing somebody - Introducing oneself - Introducing someone - Reacting to being introduced - Enquiring whether someone need introduction of another one - Greeting invited people - Offering food - Reacting to being offered food - Expressing gratitude - Reacting to being appreciated - Congratulating - Encouraging - Reacting to being congratulated, complimented, or encouraged - Expressing hope - Saying goodbye

No.	Category	No.	Category
4	**Expressing modality** - Enquiring about possibility - Expressing possibility - Enquiring whether one is obliged to do something - Expressing one is obliged to do something - Expressing one is not obliged to do something - Seeking permission - Giving permission - Stating that permission is withheld - Enquiring about ability - Expressing ability - Expressing inability	**10**	**Structuring discourse** - Introducing a topic - Expressing opinion - Enquiring about opinion - Enumerating - Illustrating - Emphasizing - Defining - Summaring - Changing a topic - Signaling understanding - Interrupting dialogue - Making or answering a call
5	**Expressing volition** - Expressing want and desire - Enquiring about want and desire - Expressing intention - Enquiring about intention	**11**	**Repairing Communication** - Asking to slow down - Asking for repetition - Repeating - Asking for confirmation - Asking for clarification - Asking to spell something - Spelling something - Looking for expression - Providing expression - Checking understanding

No.	Category	
6	**Expressing emotion**	
	- Expressing pleasure - Expressing sorrow - Enquiring about pleasure or sorrow - Enquiring about the cause of sorrow, dissatisfaction, or disappointment - Comforting disappointed one - Expressing regret - Expressing hope - Expressing disappointment - Expressing worry or fear - Enquiring about worry or fear - Reassuring someone - Expressing relief - Expressing liking - Expressing dislike	- Enquiring about liking or dislike - Expressing preference - Enquiring about preference - Expressing satisfaction - Expressing dissatisfaction - Enquiring about (dis)satisfaction - Complaining - Expressing anger - Reacting to anger of others - Expressing interest - Expressing indifference - Enquiring about interest - Expressing surprise - Enquiring whether one is surprised

3.4.1.3. English ASCs

Since the focus of the current study concerns students' use of ASCs, the L2 utterances classified as NON-FRAGMENT were analyzed further. Types of ASCs coded in the current study were given in Table 3.5[14]. Each sentence containing an ASC was coded as one independent unit. Also, both grammatical and ungrammatical sentences were counted as long as ASCs could be identified (e.g., the grammatical utterance *"Let's color it red."* was coded as Cx18 and the ungrammatical utterance "*I do a ball."* as Cx7). Thus, the final coding form of the exemplary utterance *"I think that's okay."* was extended as (E-4, NF, CF2, Cx10) while *"Like."* was not included in further analysis.

Table 3.5

Types of English ASCs[15]

No.	Category	No.	Category	No.	Category
1	Intransitive Motion [V+Particle]	7	Transitive [V+NP]	13	Perceptive [V+NP+V-ing]

[14] These eighteen English ASCs will be abbreviated as Cx1, Cx2 … Cx18 throughout this paper. (e.g., Cx1 indicates the first English ASC, *Intransitive Motion Construction [V+Particle]*.)

[15] Traditional structures are presented in square brackets.

No.	Category	No.	Category	No.	Category
2	Intransitive Motion [V+PP]	8	Transitive [V+to V]	14	Causative [V+NP+V]
3	Existential [there+be]	9	Transitive [V+V-ing]	15	Caused Motion [V+NP+Particle]
4	Evaluative [it is ADJ to]	10	Transitive [V+that-clause]	16	Caused Motion [V+NP+PP]
5	Intransitive State [V+adj]	11	Ditransitive [V+NP+NP]	17	Transitive Resultative [V+NP+Particle]
6	Intransitive Resultative [V+adj]	12	Prepositional Dative [V+NP+PP]	18	Transitive Resultative [V+NP+adj]

(Adapted from Rah, 2014)

3.4.2. Data Analysis

Prior to performing an analysis, the spoken data of four students were excluded because the data missed some parts of their interactions. The utterances of the remaining 25 students were coded in parentheses line by line, Excel files corresponding to each student (e.g., student_1.xls, student_2.xls … student_25.xls) were implemented for a systematic analysis. What were coded into the files are as follows: the number of (non-)

fragmentary utterances, the frequencies of communicative functions in the case of each language medium variable, and the number of ASC types (APPENDIX 2).

Along with the observed absolute frequencies of communicative functions and ASCs in the L1 and L2 corpora, the relative frequencies, which were normalized as frequencies per hundred utterances, were calculated. As a first step, in the data of each student the proportions of utterances for each communicative function and ASC were counted. Then, by adding the proportions of the all students and dividing by the total number of students, the unweighted averages of communicative functions and ASCs were obtained.

After the absolute and relative utterance frequencies were calculated, the analysis of the data was conducted through the Statistical Packet for Social Science (SPSS 19 for Windows) and Microsoft Excel program. Table 3.6 summarizes statistical devices and procedures adopted in the current study.

Table 3.6

Statistical Procedures

RQ.	Type of Statistics	Independent Variable	Dependent Variable	Purpose
a)	Descriptive statistics	-	Use of communicative functions (L1)	To find which types of communicative functions were frequent in L1 speaking interactions
	Descriptive statistics	-	Use of communicative functions (L2)	To find which types of communicative functions were frequent in L2 speaking interactions
	Paired sample t-tests	Type of language medium	Use of communicative functions	To compare the frequencies of communicative functions between L1 and L2 speaking interactions
b)	Descriptive statistics	-	Use of ASCs	To find which types of ASCs were frequent in L2 speaking interactions
	Pearson correlation coefficient	-	Use of ASCs, and NON-FRAGMENT	To examine relations among ASCs and NON-FRAGMENT
c)	Descriptive statistics	-	Use of ASCs in communicative functions	To find which types of ASCs were frequent in which communicative functions

CHAPTER 4.
RESULTS AND DISCUSSION

This chapter provides the main results of the present study, addressing the research questions raised in Chapter 1. The first section reports the use of communicative functions in the students' L1 and L2 speaking interactions. The second section explores the use of ASCs in L2 speaking interactions. The final section presents a detailed analysis of the use of ASCs and communicative functions.

4.1. Analysis of Communicative Functions

4.1.1. Use of Communicative Functions in L1 Speaking Interactions

This section describes the frequencies of communicative functions in the L1 speech data. The total number of utterances was 21,372, comprised of 8,861 fragmental utterances (41.5%) and 12,511 non-

fragmental utterances (58.5%)[16]. Table 4.1 provides the absolute frequencies of fragmental and non-fragmental utterances for each communicative function.

The three most frequent communicative functions in L1 interactions were CF1 (*Delivering and requesting information*) (Absolute Freq. = 3,971, Ratio = 18.6%), CF6 (*Expressing emotion*) (Absolute Freq. = 3,340, Ratio = 15.6%), and CF4 (*Expressing modality*) (Absolute Freq. = 2,222, Ratio = 10.4%). These functions were most frequent in non-fragmental utterances: CF1 (Absolute Freq. = 2,640, Ratio = 21.1%), CF6 (Absolute Freq. = 1,814, Ratio = 14.5%), and CF4 (Absolute Freq. = 1,409, Ratio= 11.3%). In fragmental utterances, on the other hand, CF6 was found to be the most frequent (Absolute Freq. = 1,526, Ratio = 17.2%), followed by CF1 (Absolute Freq. = 1,331, Ratio= 15.0%) and CF10 (*Structuring discourse*) (Absolute Freq. = 1,154, Ratio = 13.0%).

[16] The ratios of fragmental and non-fragmental utterances for each communicative function (CF) are as follows:

	CF1	CF2	CF3	CF4	CF5	CF6
FRAGMENT	33.5%	45.3%	34.1%	36.6%	32.4%	45.7%
NON-FRAGMENT	66.5%	54.7%	65.9%	63.4%	67.6%	54.3%
	CF7	CF8	CF9	CF10	CF11	
FRAGMENT	33.5%	45.3%	34.1%	36.6%	32.4%	
NON-FRAGMENT	66.5%	54.7%	65.9%	63.4%	67.6%	

It is also noteworthy that CF11 (*Repairing communication*), which usually occurs after communication break-down, was the least frequent both in fragmental (Absolute Freq. = 341, Ratio = 3.8%) and non-fragmental utterances (Absolute Freq. = 320, Ratio = 2.6%).

Table 4.1

Use of Communicative Functions in L1 Speaking Interactions: Absolute Frequencies

Communicative Functions	FRAGMENT						NON-FRAGMENT						TOTAL					
	Freq.	Min	Max	M	SD	Rank	Freq.	Min	Max	M	SD	Rank	Freq.	Min	Max	M	SD	Rank
CF1 (Delivering and requesting information)	1331 (15.0%)	39	69	53.2	8.2	2	2640 (21.1%)	85	126	105.6	12.1	1	3971 (18.6%)	124	189	158.8	15.6	1
CF2 (Expressing attitudes toward fact)	714 (8.1%)	19	40	28.6	5.5	7	862 (6.9%)	21	51	34.5	7.2	7	1576 (7.4%)	52	79	63.0	7.6	7
CF3 (Expressing knowledge, memory, and belief)	375 (4.2%)	9	22	15.0	3.6	10	726 (5.8%)	13	46	29.0	7.3	8	1101 (5.2%)	31	57	44.0	6.8	9
CF4 (Expressing modality)	813 (9.2%)	20	45	32.5	6.7	5	1409 (11.3%)	28	75	56.4	11.3	3	2222 (10.4%)	61	104	88.9	9.3	3
CF5 (Expressing volition)	641 (7.2%)	17	36	25.6	4.6	8	1336 (10.7%)	33	69	53.4	7.7	4	1977 (9.3%)	53	95	79.1	9.3	5
CF6 (Expressing emotion)	1526 (17.2%)	39	82	61.0	9.3	1	1814 (14.5%)	50	92	72.6	11.1	2	3340 (15.6%)	122	149	133.6	7.9	2

Communicative Functions	FRAGMENT						NON-FRAGMENT						TOTAL					
	Freq.	**Min**	**Max**	**M**	**SD**	**Rank**	**Freq.**	**Min**	**Max**	**M**	**SD**	**Rank**	**Freq.**	**Min**	**Max**	**M**	**SD**	**Rank**
CF7 (Expressing moral attitude)	401 (4.5%)	9	25	16.0	4.2	9	490 (3.9%)	11	34	19.6	5.8	10	891 (4.2%)	28	46	35.6	5.6	10
CF8 (Getting things done)	845 (9.5%)	20	47	33.8	7.1	4	1118 (8.9%)	20	68	44.7	14.2	5	1963 (9.2%)	55	103	78.5	15.3	5
CF9 (Socializing)	720 (8.1%)	19	41	28.8	7.6	6	714 (5.7%)	10	41	28.6	8.7	9	1434 (6.7%)	24	76	57.4	11.7	8
CF10 (Structuring discourse)	1154 (13.0%)	27	59	46.2	8.7	3	1082 (8.6%)	9	66	43.3	14.7	6	2236 (10.5%)	63	110	89.4	13.4	3
CF11 (Repairing Communication)	341 (3.8%)	9	24	13.6	3.7	11	320 (2.6%)	5	29	12.8	5.5	11	661 (3.1%)	18	38	26.4	4.7	11
Total	8861 (100%)	9	82	32.2	16.3		12511 (100%)	5	126	45.5	27.1		21372 (100%)	18	189	77.7	39.7	

Note. Numbers in parentheses indicate column percentages.

4.1.2. Use of Communicative Functions in L2 Speaking Interactions

The total number of utterances in the L2 speech data was 14,582, comprised of 8,186 fragmental utterances (56.1%) and 6,396 non-fragmental utterances (43.9%)[17]. Table 4.2 provides the absolute frequencies of the communicative functions in the L2 speaking interactions.

[17] The ratios of fragmental and non-fragmental utterances for each communicative function (CF) are as follows:

	CF1	CF2	CF3	CF4	CF5	CF6
FRAGMENT	37.3%	86.7%	34.3%	29.8%	29.1%	41.4%
NON-FRAGMENT	62.7%	13.3%	65.7%	70.2%	70.9%	58.6%
	CF7	CF8	CF9	CF10	CF11	
FRAGMENT	82.4%	56.2%	82.1%	82.7%	86.7%	
NON-FRAGMENT	17.6%	43.8%	17.9%	17.3%	13.3%	

Table 4.2

Use of Communicative Functions in L2 Speaking Interactions: Absolute Frequencies

Communicative Functions	FRAGMENT						NON-FRAGMENT						TOTAL					
	Freq.	Min	Max	M	SD	Rank	Freq.	Min	Max	M	SD	Rank	Freq.	Min	Max	M	SD	Rank
CF1 (Delivering and requesting information)	598 (7.3%)	8	59	23.9	14.1	7	1007 (15.7%)	0	151	40.3	52.3	3	1605 (11.0%)	8	163	64.2	55.1	3
CF2 (Expressing attitudes toward fact)	892 (10.9%)	18	50	35.7	9.2	4	137 (2.1%)	0	28	5.5	7.7	10	1029 (7.1%)	18	63	41.2	13.6	8
CF3 (Expressing knowledge, memory, and belief)	285 (3.5%)	3	25	11.4	6.4	11	546 (8.5%)	0	49	21.8	16.7	6	831 (5.7%)	10	54	33.2	12.1	10
CF4 (Expressing modality)	426 (5.2%)	3	47	17.0	14.7	9	1004 (15.7%)	0	92	40.2	33.0	4	1430 (9.8%)	12	95	57.2	22.8	6
CF5 (Expressing volition)	420 (5.1%)	3	46	16.8	12.5	10	1024 (16.0%)	0	89	41.0	32.7	2	1444 (9.9%)	19	92	57.8	23.2	5
CF6 (Expressing emotion)	923 (11.3%)	9	69	36.9	20.4	3	1304 (20.4%)	2	112	52.2	39.6	1	2227 (15.3%)	53	123	89.1	21.5	1

Communicative Functions	FRAGMENT						NON-FRAGMENT						TOTAL					
	Freq.	**Min**	**Max**	**M**	**SD**	**Rank**	**Freq.**	**Min**	**Max**	**M**	**SD**	**Rank**	**Freq.**	**Min**	**Max**	**M**	**SD**	**Rank**
CF7 (Expressing moral attitude)	463 (5.7%)	6	32	18.5	6.2	8	99 (1.5%)	0	18	4.0	5.2	11	562 (3.9%)	6	39	22.5	9.5	11
CF8 (Getting things done)	829 (10.1%)	11	45	33.2	9.4	5	645 (10.1%)	0	82	25.8	28.0	5	1474 (10.1%)	25	101	59.0	21.5	4
CF9 (Socializing)	770 (9.4%)	17	47	30.8	7.9	6	168 (2.6%)	0	30	6.7	9.7	9	938 (6.4%)	17	69	37.5	14.4	9
CF10 (Structuring discourse)	1176 (14.4%)	19	87	47.0	16.3	2	246 (3.8%)	0	50	9.8	16.4	7	1422 (9.8%)	19	108	56.9	26.4	7
CF11 (Repairing Communication)	1404 (17.2%)	25	93	56.2	19.3	1	216 (3.4%)	0	46	8.6	11.4	8	1620 (11.1%)	25	128	64.8	28.0	2
Total	8186 (100%)	3	93	29.8	18.6		6396 (100%)	0	151	23.3	31.5		14582 (100%)	6	163	53.0	30.5	

Note. Numbers in parentheses indicate column percentages.

The most frequent communicative functions were CF6 (*Expressing emotion*) (Absolute Freq. = 2,227, Ratio = 15.3%), CF11 (*Repairing communication*) (Absolute Freq. = 1,620, Ratio= 11.1%), and CF1 (*Delivering and requesting information*) (Absolute Freq. = 1,605, Ratio = 11.0%). The first two communicative functions were also found to be most frequent in fragmental utterances: CF11 (Absolute Freq. = 1,404, Ratio = 17.2%) and CF6 (Absolute Freq. = 923, Ratio= 11.3%). CF1 was not included on the list of the top three frequent functions in fragmental utterances, but was included in non-fragmental utterances. In non-fragmental utterances, CF6 was found to be the most frequent (Absolute Freq. = 1,304, Ratio = 20.4%), followed by CF5 (*Expressing volition*) (Absolute Freq. = 1,024, Ratio= 16.0%) and CF1 (Absolute Freq. = 1,007, Ratio = 15.7%). CF11 did not rank among the top three frequent functions in non-fragmental utterances.

The least frequently employed communicative function was CF7 (*Expressing moral attitude*), both in total (Absolute Freq. = 562, Ratio = 3.9%) and non-fragmental utterances (Absolute Freq. = 99%, Ratio = 1.5%). In fragmental utterances, CF3 (*Expressing knowledge, memory, and belief*) (Absolute Freq. = 285, Ratio = 3.5%) was the most infrequent.

It is also noteworthy that the greatest standard deviation in the total

L2 utterances was observed with CF1 (SD = 55), showing that this communicative function is a specific area of difficulty for some of the students. For example, a student produced only eight utterances expressing CF1 throughout the whole tasks while another student expressed the function 163 times.

The above results of the absolute frequencies, however, may not reflect the overall utterance pattern of all individual participants; only a small minority of students who demonstrated high absolute frequencies could become the major determinants of how overall communicative functions occur in the whole population. Thus, as described in Section 3.4.2, we provide the relative frequencies of the communicative functions — the mean proportions of utterances for each communicative function produced by individual students — in the L2 speaking interactions. While Table 4.3 shows the results which are generally consistent with those based on the absolute frequencies, the relative frequencies of CF1 were ranked lower than the raw frequencies (For the analysis on the relative frequencies of the L1 data, see APPENDIX 3).

Table 4.3

Use of Communicative Functions in L2 Speaking Interactions: Relative Frequencies

Communicative Functions	FRAGMENT					NON-FRAGMENT					TOTAL				
	M (%)	Min	Max	SD	Rank	M (%)	Min	Max	SD	Rank	M (%)	Min	Max	SD	Rank
CF1 (Delivering and requesting information)	7.2	2.6	15.9	3.8	7	9.4	0.0	24.7	7.5	5	9.2	2.6	18.5	5.1	7
CF2 (Expressing attitudes toward fact)	11.0	5.5	15.9	2.7	4	1.3	0.0	7.1	1.7	10	7.4	5.2	11.1	1.7	8
CF3 (Expressing knowledge, memory, and belief)	3.5	1.0	8.5	2.0	11	11.3	0.0	50.0	11.4	4	5.9	3.3	8.8	1.4	10
CF4 (Expressing modality)	5.1	1.1	14.3	4.1	9	16.1	0.0	33.3	8.3	3	9.9	5.1	14.3	2.1	5
CF5 (Expressing volition)	5.1	1.0	11.6	3.5	10	16.8	0.0	50.0	11.5	2	9.9	5.4	11.8	1.6	4
CF6 (Expressing emotion)	11.3	3.1	21.0	6.3	3	30.9	10.4	100.0	18.8	1	16.4	12.0	22.4	3.3	1

Communicative Functions	FRAGMENT					NON-FRAGMENT					TOTAL				
	M (%)	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**
CF7 (Expressing moral attitude)	5.6	2.6	9.3	1.8	8	0.9	0.0	2.9	0.9	11	3.8	2.5	5.5	0.7	11
CF8 (Getting things done)	10.1	3.7	13.8	2.6	5	7.4	0.0	17.0	4.8	6	10.3	8.2	13.5	1.2	3
CF9 (Socializing)	9.4	5.2	13.7	2.2	6	1.4	0.0	4.6	1.5	9	6.6	4.5	8.9	1.1	9
CF10 (Structuring discourse)	14.3	5.8	25.0	4.5	2	2.0	0.0	7.2	2.5	8	9.5	5.6	12.3	1.4	6
CF11 (Repairing communication)	17.2	8.5	28.9	6.0	1	2.6	0.0	8.2	2.6	7	11.1	8.2	18.0	1.9	2
Total	100%					100%					100%				

4.1.3. Comparison of Communicative Functions between L1 and L2 Speaking Interactions

This section compares students' L1 and L2 speeches in terms of the frequencies of communicative functions. In light of absolute frequencies, the students expressed their communicative intents less frequently in the L2 (M = 53.0, SD = 30.5) than in the L1 (M = 77.7, SD = 39.7). The total frequency of utterances produced by all the students decreased by 31.8% between the L1 (Absolute Freq. = 21,372) and L2 interactions (Absolute Freq. = 14,582).

As to relative frequencies, a series of paired t-tests were conducted on the proportional frequency data to examine if there would be significant differences in the use of communicative functions between the L1 and L2 oral production data.

Table 4.4

Paired Sample T-Tests between L1 and L2 Speaking Interactions

Communicative Function	Utterance	Mean Difference	T	df	Sig. (2-tailed)
CF1 (Delivering and requesting information)	**FRAGMENT**	7.57	7.6	24	.000***
	NON-FRAGMENT	12.15	6.8	24	.000***
	TOTAL	9.43	7.7	24	.000***
CF2 (Expressing attitudes toward fact)	**FRAGMENT**	-3.05	-5.2	24	.000***
	NON-FRAGMENT	5.69	15.4	24	.000***

Communicative Function	Utterance	Mean Difference	T	df	Sig. (2-tailed)
	TOTAL	0.01	0.0	24	.983
CF3 (Expressing knowledge, memory, and belief)	**FRAGMENT**	1.36	3.0	24	.006**
	NON-FRAGMENT	-5.94	-2.5	24	.019*
	TOTAL	-0.72	-2.6	24	.016*
CF4 (Expressing modality)	**FRAGMENT**	3.91	4.2	24	.000***
	NON-FRAGMENT	-4.77	-2.7	24	.012*
	TOTAL	0.50	1.1	24	.291
CF5 (Expressing volition)	**FRAGMENT**	2.51	2.9	24	.008**
	NON-FRAGMENT	-6.31	-2.7	24	.012*
	TOTAL	-0.68	-2.0	24	.059
CF6 (Expressing emotion)	**FRAGMENT**	5.65	3.9	24	.001**
	NON-FRAGMENT	-16.04	-4.4	24	.000***
	TOTAL	-0.67	-1.1	24	.278
CF7 (Expressing moral attitude)	**FRAGMENT**	-1.19	-2.6	24	.015*
	NON-FRAGMENT	3.08	15.2	24	.000***
	TOTAL	0.34	2.3	24	.032*
CF8 (Getting things done)	**FRAGMENT**	-0.77	-1.1	24	.302
	NON-FRAGMENT	1.52	1.8	24	.085
	TOTAL	-1.18	-3.0	24	.006**
CF9 (Socializing)	**FRAGMENT**	-1.23	-2.7	24	.012*
	NON-FRAGMENT	4.14	9.0	24	.000***
	TOTAL	0.10	0.3	24	.745
CF10 (Structuring discourse)	**FRAGMENT**	-1.52	-1.4	24	.185
	NON-FRAGMENT	6.62	12.3	24	.000***
	TOTAL	0.88	2.9	24	.008**
CF11 (Repairing communication)	**FRAGMENT**	-13.46	-10.7	24	.000***
	NON-FRAGMENT	0.05	0.1	24	.933
	TOTAL	-8.01	-20.7	24	.000***

*p<.05, **p<.01, ***p<.001

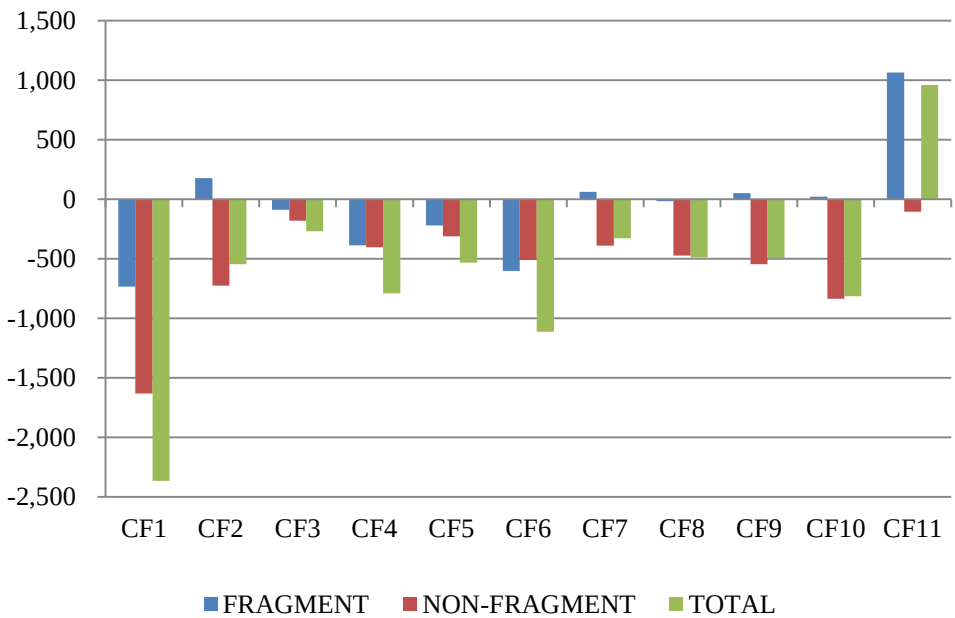
Table 4.4 shows that there were significant proportional differences in the use of communicative functions between the L1 and L2 oral production. In total, the proportion of CF1 (*Delivering and requesting information*) reduced from 18.6% (in the L1 data) to 9.2% (in the L2 data) showing a decrease of 9.4 percent points while that of CF11 (*Repairing communication*) increased from 3.1% to 11.1% displaying a gain of 8.0 percent points. Except these two functions (CF1 and CF11), the proportions of the other communicative functions which displayed the statistically meaningful data — CF3 (*Expressing knowledge, memory, and belief*) CF7 (*Expressing moral attitude*), CF8 (*Getting things done*), and CF10 (*Structuring discourse*) — changed in the range of 1.2 percent point in total. It is also noteworthy that the proportion of utterances for CF6 (*Expressing emotion*), which was the most frequently used function in the L2 interaction, did not change in their proportions in total but increased most in non-fragmental utterances between the L1 and L2 data.

Specifically, the absolute frequency of utterances related to CF1 — which showed the most dramatic decline in the relative frequencies between the L1 (M = 18.6, SD = 1.6) and L2 oral production (M = 9.2, SD = 5.1); $t(24)= 7.7$, $p = .000$ — decreased by 59.6% in total (Absolute Freq. = 2,366); 55.1% (Absolute Freq. = 733) in fragmental utterances; and 61.9%

(Absolute Freq. = 1,633) in non-fragmental utterances. In contrast, the frequency of utterances related to CF11 increased by 145.1% (Absolute Freq. = 959) in total and 311.7% (Absolute Freq. = 1,063) in fragmental utterances in the L2 corpus (see Figure 4.1).

Figure 4.1

Change in Absolute Frequencies of Communicative Functions between L1 and L2 Speaking Interactions



4.1.4. Discussion

The analysis of the students' utterances in the L1 speech data revealed that CF1 — the sharing of information, was the most frequent (Absolute Freq. = 3,971, Ratio = 18.6%) in the L1 interactions. In the L2 speech data, however, CF1 was found to be much less frequent (Absolute Freq. = 1,605, Ratio = 11.0%), exhibiting a significant L1-L2 gap (Mean differences = 94.6) among the eleven communicative functions. The most frequent communicative function in the L2 interactions was CF6, followed by CF11 and CF1.

The finding that CF1 was the most frequent in the L1 interactions suggests that CF1 is the most important function in "[communicating] … on familiar and general topics" (MOE, 2008; as cited in Yang, Kim, & Sung, 2014, p.99). This appears to be consistent with the previous research (Bühler, 1934), which presented the representational or referential function, a core attribute of information sharing, as a primary communicative function.

The significant decrease of CF1 in the L2 data, on the other hand, indicates that the students had trouble in using the most important communicative function. When interacting in their L1, the students described detailed characteristics of the topic (e.g., color, size, number),

while in the L2 they often abandoned expressing detailed information. According to students' think-aloud comments, they often gave up on expressing such information to avoid potential risks or difficulties in the L2 production. In particular, a reference to or reflection on an activity/event was rarely observed in the L2 speech. For example, during Task-K-3, topic-related events were frequently introduced such as lunch menus or home economics class (e.g., "*gimalgosa kkeunnamyeon gajeongsigane beigeul saendeuwichi mandeulgeorae*. [I heard that we're going to make bagel sandwiches in home economics class after the exams]"[18]). In contrast, during Task-E-3, students' interactions did not encompass such topic-related events.

The most frequent use of CF6 in the L2 speech may be attributed to the fact that the function is presented with the highest number of sub-functions, i.e., 28 sub-functions (Table 3.4) in the Curriculum. As a series of expressions relevant to these sub-categories are taught in language classroom, the students appear to have learned to use the function to express their emotion. These expressions being often familiar, fixed, and sentential, the students had less difficulties producing relatively more non-fragmental

[18] Korean is romanized following the Yale system and italicized. English translation is given in square brackets (adapted from Lee, 2012).

utterances in their L2 than in the L1 to express emotions.

The significant increase of CF11 in the L2 corpus is attributable to the fact that the students repaired communication more frequently in their target language than in the native language. However, a sentential form was infrequently employed to deliver CF11. Many of the utterances related to CF11 had fragmentary forms such as sub-sentential XPs (e.g. "*No spelling*.", "*No understand*."[19]) or idiomatic multiword units (e.g. "*One more time*.", "*Slow down*.").

[19] These examples were produced as the meanings of "*I don't know how to spell it.*" and "*I don't understand it*." when considered in the contexts of interaction.

4.2. Analysis of English Argument Structure Constructions

4.2.1. Use of ASCs in L2 Speaking Interactions

This section reports the frequencies of English ASCs presented in students' L2 speech corpus. As illustrated in Figures 4.2 and 4.3, the most frequently used ASC was Cx7, *Transitive [V + NP]* (Absolute Freq. = 3,418), which constituted the highest unweighted average of non-fragmental utterances (Relative Freq. = 49.3). The other ASCs that appeared more than 500 times in the L2 raw data were Cx5, *Intransitive State [V + adj]* (Absolute Freq. = 835, Relative Freq. = 25.7); Cx6, *Intransitive Resultative [V + adj]* (Absolute Freq. = 547, Relative Freq. = 7); and Cx8, *Transitive [V + to V]* (Absolute Freq. = 751, Relative Freq. = 9). It is interesting to note that when the actual frequency of utterances (Figure 4.2) was replaced by the corresponding proportion of the total number of utterances (Figure 4.3), the proportion of Cx5, *Intransitive State [V + adj]* increased in total ASCs.

Figure 4.2

Number of Absolute Frequencies of English ASCs

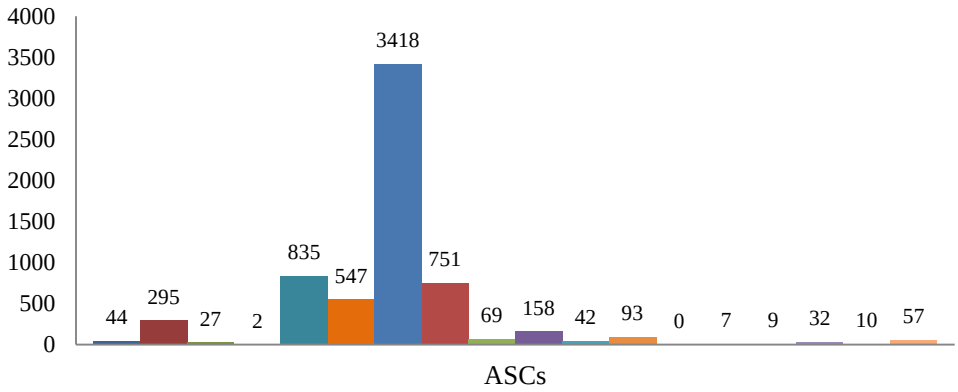
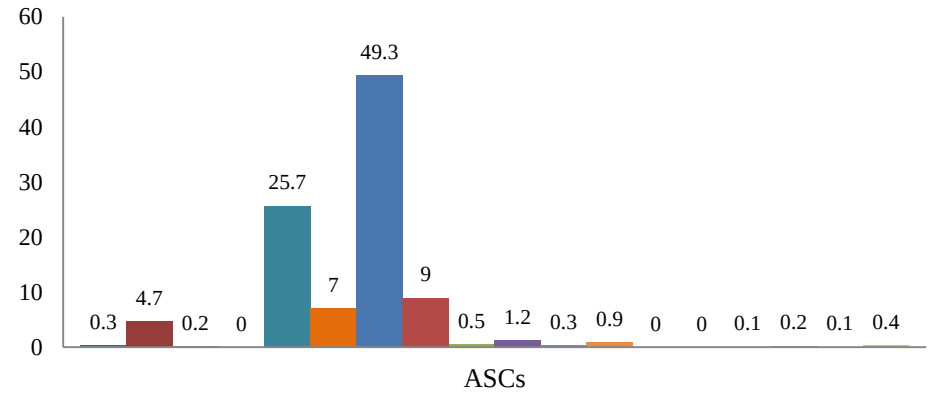


Figure 4.3

Number of Relative Frequencies of English ASCs



- Cx1 Intransitive Motion [V+Particle]
- Cx2 Intransitive Motion [V+PP]
- Cx3 Existential [there+be]
- Cx4 Evaluativ [it is ADJ to]
- Cx5 Intransitive State [V+adj]
- Cx6 Intransitive Resultative [V+adj]
- Cx7 Transitive [V+NP]
- Cx8 Transitive [V+to V]
- Cx9 Transitive [V+V-ing]
- Cx10 Transitive [V+that-clause]
- Cx11 Ditransitive [V+NP+NP]
- Cx12 Prepositional Dative [V+NP+PP]
- Cx13 Perceptive [V+NP+V-ing]
- Cx14 Causative [V+NP+V]
- Cx15 Caused Motion [V+NP+Particle]
- Cx16 Caused Motion [V+NP+PP]
- Cx17 Transitive Resultative [V+NP+Particle]
- Cx18 Transitive Resultative [V+NP+adj]

Since Cx7 was the most frequent in the L2 speaking interactions, the frequencies of verbs belonging to Cx7 were examined further. Table 4.5 shows the frequencies of the eight most frequent verbs in the simple monotransitive construction.

Table 4.5

Top Eight Most Frequent Verbs Used in Cx7

Rank	Verb (Verb Category)	No.	% within Cx7	Rank	Verb (Verb Category)	No.	% within Cx7
1	WANT (Mental)	329	9.6%	5	SAY (Communication)	297	8.7%
2	HAVE (Relationship)	315	9.2%	6	GET (Activity)	291	8.5%
3	MAKE (Activity)	310	9.1%	7	THINK (Mental)	287	8.4%
4	DO (Activity)	304	8.9%	8	KNOW (Mental)	242	7.1%

The verbs listed in Table 4.5 were categorized into four semantic domains (adapted from Biber et al. 1999): Activity, Mental, Communication, and Relationship. These restricted sets of the eight verbs were repeatedly used (Absolute Freq. = 2,375, Ratio = 69.5%) when the students expressed Cx7.

4.2.2. Discussion

The analysis of the students' utterances in the L2 speech data revealed that many students heavily relied on Cx7, i.e., the simple direct object pattern. This finding is partly congruous with the reports on the use of constructions by native speakers in spontaneous speech (Altenberg, 1993; Scheibman, 2001) — "monotransitive use typically constitutes the greatest proportion of occurrences" (Biber et al., 1999, p.390).

When producing Cx7 in the L2 speaking interactions, the students used relatively few verbs. Activity, mental, communication, and relationship verbs seem to reflect the nature of conversational interaction, in which speakers usually talk about what they do, what they think or feel, what they say, and what they have. It is also found to be considerably related to the phenomenon that EFL learners tend to cling on to "some basic verbs that are used again and again in discourse and consequently turn up early in frequency lists" (Altenberg & Granger, 2001, p.1).

Since the students were armed with limited, not varied, types of verbs in the simple recurrent syntactic structures (SVC, SVO), they had hard time to effectively deliver their communicative intents. The utterances represented by the frequently used ASCs (Cx5, Cx6, Cx7, and Cx8) were

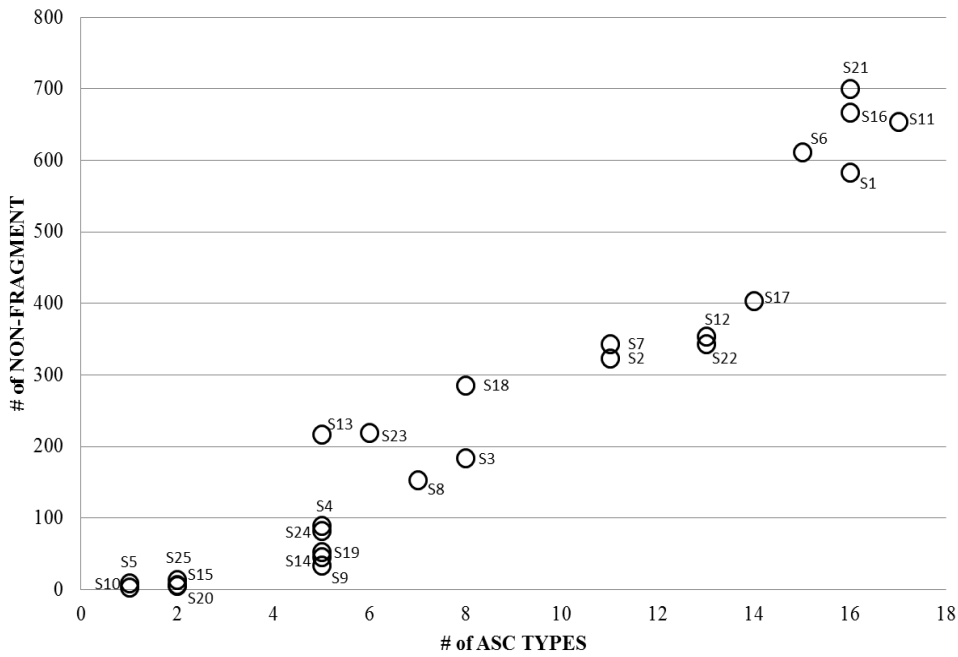
often not enough to fully convey the speaker's intended meaning, so that hearers required additional contextual information. For example, in Task-E-4, a student produced the sentence "*If I wanted ... Yeaeun face painting*." and failed to deliver the meaning that she intended to draw a picture on another student's face. Another student who successfully expressed a similar meaning said "*I'll draw flower pig on Sujung's face*." using Cx16. Access to a variety of ASCs appears to assist the students in delivering their intended meaning.

In addition, constructional knowledge is closely associated with sentence-level production. As depicted in Figure 4.4, the number of English ASC types formed a statistically positive correlation with the number of non-fragmental L2 utterances (r = .960, p = .000). That is, when the number of ASC types increases, that of utterances having sentential syntactic structure increases. The employment of different ASCs seems to strongly correlate with the ability "to use English sentential utterances in meaningful interactions, one important aspect of basic communicative competence which is aimed at in the CLT-based national English curricula" (Yang, Kim & Sung, 2014, p. 104). The positive relation between the number of ASC types and that of sentential utterances appears to be consistent with the assumption that sentence production ability can be acquired by learning

ASCs (Goldberg, 1995, 2006, 2013).

Figure 4.4

Distribution of Students according to English ASCs and NON-FRAGMENT[20]



[20] The dots in the diagram represent individual participants. The twenty-five student participants were abbreviated as S1, S2 ... S25.

4.3. Relation between English ASCs and Communicative Functions

4.3.1. Use of ASCs in Communicative Functions in L2 Speaking Interactions

This section reports the analysis on English ASCs used to express communicative functions in the students' L2 speech. The absolute frequencies of ASCs used to express each type of communicative function are shown in Table 4.6. A relative frequency distribution is also presented in Table 4.6; the numbers in parentheses indicate the unweighted averages[21].

When delivering and requesting information (CF1), the students employed the most various types of ASCs, i.e., 17 types. Of these, 14 types were used to express knowledge, memory and belief; modality; and volition (CF3, CF4, and CF5, respectively). The other 7 functions — CF2 *(Expressing attitudes toward fact)*, CF6 (*Expressing emotion*), CF7 (*Expressing moral attitude*), CF8 (*Getting things done*), CF9 (*Socializing*), CF10 (*Structuring discourse*), and CF11 (*Repairing communication*) — were expressed by fewer than 10 types of ASCs.

[21] To calculate unweighted averages, the proportions of utterances in each cell of Table 4.6 were counted according to the data of each individual student. Then, the cell proportions of the entire students were summed and divided by the number of students.

Among various types of ASCs, only 3 types, i.e., Cx7 (Transitive [V+NP]), Cx5 (Intransitive State [V + adj]), and Cx6 (Intransitive Resultative [V + adj]), were employed to express all communicative functions while Cx13 (Perceptive [V + NP + V-ing]) was not used to express any function.

Table 4.6

Use of English ASCs by Communicative Functions[22]

Construction		Communicative Functions										
		CF1	**CF2**	**CF3**	**CF4**	**CF5**	**CF6**	**CF7**	**CF8**	**CF9**	**CF10**	**CF11**
1	Int. Motion [V + Particle]	22 (0.2%)	0 (0.0%)	1 (0.0%)	13 (0.1%)	8 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
2	Int. Motion [V + PP]	107 (1.2%)	0 (0.0%)	2 (0.0%)	98 (1.6%)	88 (1.9%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
3	Existential [there + be]	25 (0.2%)	0 (0.0%)	2 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
4	Evaluative [it is + ADJ + to]	2 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
5	Int. State [V + adj]	112 (1.5%)	37 (0.3%)	104 (1.2%)	62 (0.8%)	52 (2.5%)	437 (19.2%)	12 (0.1%)	5 (0.0%)	8 (0.0%)	4 (0.0%)	2 (0.0%)
6	Int. Resultative [V + adj]	81 (0.9%)	9 (0.1%)	66 (0.8%)	90 (1.1%)	16 (0.1%)	271 (4.0%)	5 (0.0%)	3 (0.0%)	2 (0.0%)	2 (0.0%)	2 (0.0%)
7	Transitive [V+NP]	439 (3.8%)	73 (0.8%)	319 (8.9%)	669 (11.9%)	310 (5.0%)	538 (7.2%)	67 (0.6%)	488 (6.0%)	113 (1.0%)	214 (1.8%)	188 (2.4%)
8	Transitive [V + to V]	50 (0.4%)	13 (0.1%)	1 (0.0%)	22 (0.2%)	463 (6.5%)	15 (0.2%)	11 (0.1%)	138 (1.2%)	38 (0.3%)	0 (0.0%)	0 (0.0%)
9	Transitive [V + V-ing]	35 (0.3%)	3 (0.0%)	5 (0.0%)	7 (0.1%)	8 (0.1%)	9 (0.1%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)

[22] For details, see APPENDIX 4.1~4.11.

Construction		Communicative Functions										
		CF1	**CF2**	**CF3**	**CF4**	**CF5**	**CF6**	**CF7**	**CF8**	**CF9**	**CF10**	**CF11**
10	Transitive [V + that-clause]	39 (0.3%)	2 (0.0%)	38 (0.4%)	0 (0.0%)	16 (0.1%)	19 (0.1%)	0 (0.0%)	4 (0.0%)	0 (0.0%)	21 (0.1%)	19 (0.1%)
11	Ditransitive [V + NP + NP]	19 (0.2%)	0 (0.0%)	1 (0.0%)	3 (0.0%)	18 (0.1%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)
12	Pre. Dative [V + NP + PP]	21 (0.2%)	0 (0.0%)	1 (0.0%)	32 (0.3%)	37 (0.4%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	2 (0.0%)	0 (0.0%)	0 (0.0%)
13	Perceptive [V + NP + V-ing]	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
14	Causative [V + NP + V]	2 (0.0%)	0 (0.0%)	1 (0.0%)	1 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 0.0%)
15	Caused Motion [V + NP + Particle]	5 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	1 (0.0%)	2 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
16	Caused Motion [V + NP + PP]	20 (0.2%)	0 (0.0%)	2 (0.0%)	2 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.0%)	1 (0.0%)	2 (0.0%)	1 (0.0%)
17	Tran. Resultative [V + NP + Particle]	6 (0.0%)	0 (0.0%)	1 (0.0%)	0 (0.0%)	0 (0.0%)	3 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
18	Tran. Resultative [V + NP + adj]	22 (0.2%)	0 (0.0%)	2 (0.0%)	4 (0.0%)	6 (0.0%)	12 (0.1%)	3 (0.0%)	1 (0.0%)	2 (0.0%)	2 (0.0%)	3 (0.0%)

4.3.2. Discussion

The greatest number of English ASC types employed for CF1 indicates that the function of delivering and requesting information is associated with a variety of ASCs. Although language learners have been encouraged to memorize and practice formulaic expressions (Chambers, 1997; Chambers & Richards, 1995; Nation, 1989; Nattinger & DeCarrico, 1992; Richard, 1986; Wood, 2001), CF1 could not be easily conveyed through fixed expressions provided in a series of sub-functions of the Curriculum.

(5) Example of Expressions Given in Sub-functions of CF1

1.2. Reporting, describing and narrating

- *I met ... (yesterday).*
- *There is a store on the corner.*
- *The train has left.*

(5) shows the exemplary expressions provided in the sub-functions of CF1. In the L2 corpus of the students, however, these were difficult to find because the students were not able to employ memorized expressions such

as those described by CF6, the most frequently used function in the L2 corpus. This lack of formulaic expressions related to CF1 necessitates that ASCs, which associate meaning to clause-level expressions, be incorporated into L2 speaking competence.

(6) Excerpt Suggesting the Importance of Constructional Knowledge

STUDENT1: "My pen! Where?"

STUDENT2: "It … … moved."

STUDENT3: "It fell down to the front."

As seen in (6), CF1 could be successfully delivered through constructional knowledge with "most common lexical verbs" (Biber et al., 1999, p.373). Although STUDENT2 reported in a post-speaking phase that he was aware of the meaning of each word spoken by STUDENT3, the student could not collate the individual part (i.e., fell, down, front) into a structure (i.e., Cx2). As shown in the excerpt, students who used complex ASCs in the L2 speaking production showed a tendency to express CF1 successfully. This suggests that the ability to creatively generate sentence-level utterances through a variety of ASCs is important in expressing one's communicative intents.

CHAPTER 5.
CONCLUSION

This chapter concludes the present study based on the results of the data analysis. The first section summarizes the findings of the present study and suggests their implications. The second section presents the limitations of the study and provides suggestions for further research.

5.1. Major Findings and Implications

This study examined Korean middle school English learners' spoken production, focusing on the distribution and frequencies of communicative functions and ASCs.

The first research question concerns the frequencies of communicative functions in L1 and L2 speaking interactions. In the L1 data, the most frequently occurring communicative function was CF1 in total as well as in non-fragmental utterances. In fragmental utterances, CF6 was the most frequent and CF1 the second-most frequent. In the L2 data, the most frequently used function was CF6 in total and non-fragmental utterances. In fragmental utterances, CF11 was the most frequent; however, it was

infrequent in non-fragmental utterances. The comparison between the L1 and L2 data revealed that CF1 decreased the most dramatically across all utterance types. Students expressed the communicative intents of delivering and requesting information far less frequently in their L2 than in the L1.

The second research question addresses the use of English ASCs in the L2 spoken production by the students. The most frequently used type was Cx7, consisting of 57.1% of non-fragmental utterances. The other frequently used ASCs were Cx5, Cx6, and Cx8, accounting for 13.1%, 8.6%, and 11.7%, respectively. Although many students relied on limited types of English ASCs, the Pearson correlation coefficient showed that when the number of ASC types used by the students increases, that of utterances having sentential syntactic structure increases.

With regard to the last research question, which concerns distribution of ASCs across communicative functions, only three English ASCs (Cx7, Cx5, and Cx6) were employed across all types of communicative functions. The function in which the most various types of ASCs were employed was CF1.

Based on these findings, the present study suggests the following pedagogical implications in light of L2 speaking:

(6) Pedagogical Implications

a. Students have more difficulty delivering communicative intents in the L2 than the L1.

b. The communicative function that the students have the most difficulty expressing in the L2 is CF1, which is presented with a very few sub-functions. In addition, ready-made expressions listed in the Curriculum seem insufficient to perform this communicative function.

c. The ability to use various ASCs is important for EFL learners to produce sentence-level utterances and to express the most challenging function (CF1).

5.2. Limitations and Suggestions for Further Research

There are several limitations in the present study. First, the findings of the present study may not be entirely applicable to other foreign language learning contexts. As the data of the current study were collected from students of the same class in a Korean secondary school, more studies from various contexts are required to confirm the significance of English ASCs in L2 speaking.

Second, the limited number of the speaking tasks resulted in the absence of some sub-functions in the students' L2 interactions (e.g., asking after, reacting to being asked after, making or answering a call, requesting someone to give one's regard). Further research employing a variety of interaction tasks would provide more comprehensive and precise diagnosis of L2 speaking competence.

Finally, the positive influence of ASCs on L2 speech production needs to be further examined. In particular, future research should investigate effects of teaching English ASCs on EFL learners' speaking competence.

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APPENDICES

APPENDIX 1.1

Task Materials: Tasks on School Life

Task-K-1

STEP 1

Do you like our school rules? What should we do outside the classroom? What shouldn't we do? Write down Do's and Don'ts.

STEP 2

Now, you can make new rules outside the classroom! What do (don't) you want to do? What do (don't) you want your friends or teachers to do? Talk with your group members.

STEP 3

Make a list of rules outside the classrooms.

Task-E-1

STEP 1

Do you like our school rules? What should we do inside the classroom? What shouldn't we do? Write down Do's and Don'ts.

STEP 2

Now, you can make new rules inside the classroom! What do (don't) you want to do? What do (don't) you want your friends or teachers to do? Talk with your group members.

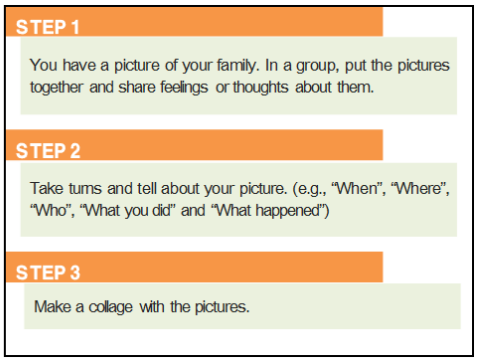
STEP 3

Make a list of rules inside the classrooms.

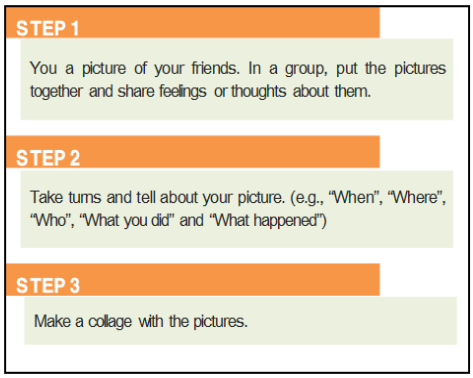
APPENDIX 1.2

Materials: Tasks on People

Task-K-2



Task-E-2



APPENDIX 1.3

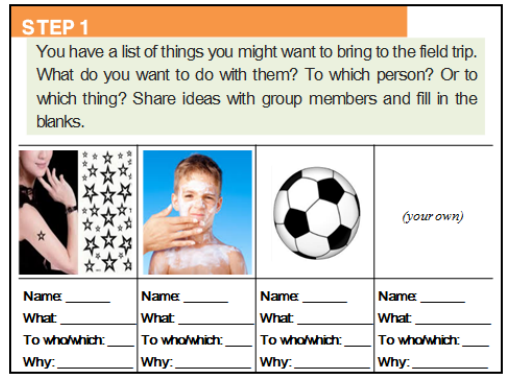
Task Materials: Tasks on Food

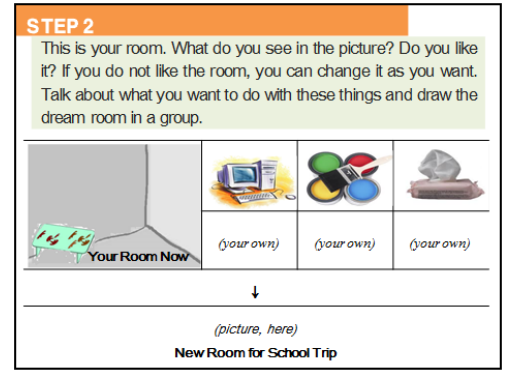
Task-K-3 & Task-E-3

APPENDIX 1.4

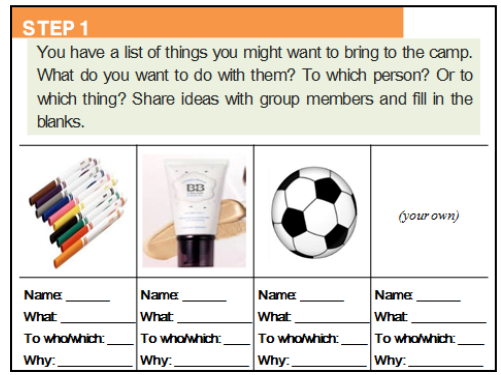
Task Materials: Tasks on Travel

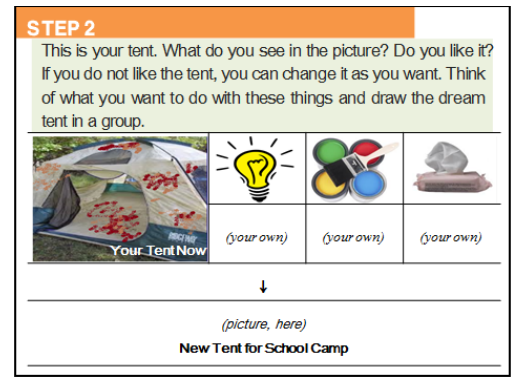
Task-K-4





Task-E-4

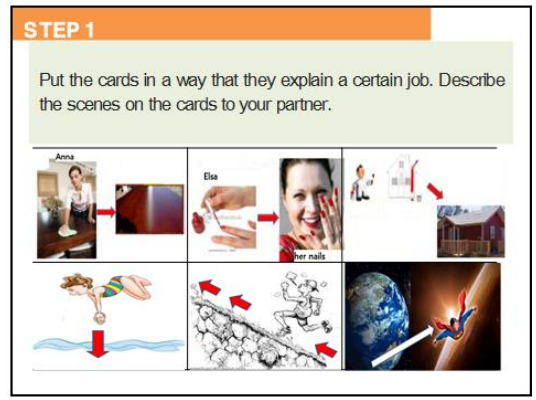


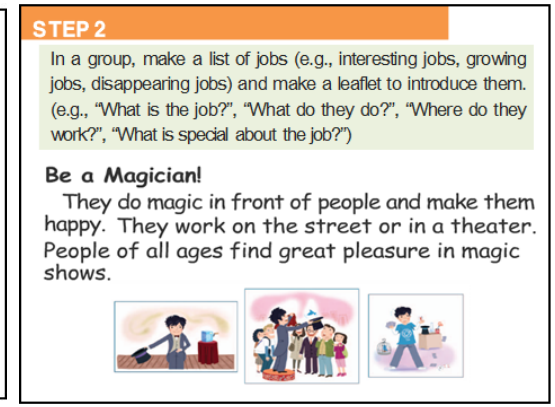


APPENDIX 1.5

Task Materials: Tasks on Career

Task-K-5 & Task-E-5





APPENDIX 2

Sample Coding Format

Group: _____ Name of Student: _____ Date of Sample: _____

Context: _____

Communicaitve functions		Total		Frag		Non-f		CONSTRUNCTION																	
		L 1	L 2	L 1	L 2	L 1	L 2	Int. Motion [V+Particle]	Int. Motion [V+PP]	Existential [there+be]	Evaluative [it is ADJ to]	Int. State [V+adj]	Int.Resultative [V+adj]	Transitive [V+NP]	Transitive [V+ to V]	Transitive [V+V-ing]	Transitive [V+that-clause]	Ditransitive [V+NP+NP]	Prepostional Dative [V+NP+PP]	Perceptive [V+NP+V-ing]	Causative [V+NP+V]	Caused Motion [V+NP+Particle]	Caused Motion [V+NP+PP]	Tran. Resultative [V+NP+Particle]	Tran. Resultative [V+NP+adj]
1	Delivering and requesting information																								
2	Expressing attitudes toward fact																								
3	Expressing knowledge, memory, belief																								
4	Expressing modality																								
5	Expressing volition																								

Communicaitve functions		Total		Frag		Non-f		CONSTRUNCTION																	
		L 1	L 2	L 1	L 2	L 1	L 2	Int. Motion [V+Particle]	Int. Motion [V+PP]	Existential [there+be]	Evaluative [it is ADJ to]	Int. State [V+adj]	Int.Resultative [V+adj]	Transitive [V+NP]	Transitive [V+ to V]	Transitive [V+V-ing]	Transitive [V+that-clause]	Ditransitive [V+NP+NP]	Prepositional Dative [V+NP+PP]	Perceptive [V+NP+V-ing]	Causative [V+NP+V]	Caused Motion [V+NP+Particle]	Caused Motion [V+NP+PP]	Tran. Resultative [V+NP+Particle]	Tran. Resultative [V+NP+adj]
6	Expressing emotion																								
7	Expressing moral attitude																								
8	Getting things done (Suasion)																								
9	Socializing																								
10	Structuring discourse																								
11	Repairing Communication																								

APPENDIX 3

Use of Communicative Functions in L1 Speaking Interactions: Relative Frequencies

Communicative Functions	FRAGMENT					NON-FRAGMENT					TOTAL				
	M (%)	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**
CF1 (Delivering and requesting information)	14.8	12.1	20.6	2.1	2	21.5	16.7	26.5	2.7	1	18.6	15.5	21.5	1.6	1
CF2 (Expressing attitudes toward fact)	7.9	5.6	10.5	1.3	7	7.0	4.3	10.0	1.1	7	7.4	6.2	9.1	0.7	7
CF3 (Expressing knowledge, memory, and belief)	4.9	3.3	7.4	1.1	9	5.4	2.1	8.0	1.3	9	5.1	4.3	6.1	0.5	9
CF4 (Expressing modality)	9.0	5.9	12.7	1.7	5	11.3	7.4	15.0	1.6	3	10.4	9.1	11.6	0.6	4
CF5 (Expressing volition)	7.6	5.0	9.8	1.2	8	10.5	8.6	13.2	1.1	4	9.2	7.9	10.3	0.6	5
CF6 (Expressing emotion)	17.0	10.2	20.1	2.4	1	14.8	10.5	21.4	2.8	2	15.7	14.1	19.4	1.2	2

Communicative Functions	FRAGMENT					NON-FRAGMENT					TOTAL				
	M (%)	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**	**M (%)**	**Min**	**Max**	**SD**	**Rank**
CF7 (Expressing moral attitude)	4.5	2.5	6.6	1.1	10	3.9	2.2	6.4	1.0	10	4.2	3.2	5.2	0.5	10
CF8 (Getting things done)	9.4	5.9	12.7	1.7	4	8.9	5.2	13.0	2.3	5	9.1	6.8	11.2	1.2	6
CF9 (Socializing)	8.2	5.2	10.8	1.6	6	5.5	0.5	8.0	2.0	8	6.7	3.6	8.0	1.1	8
CF10 (Structuring discourse)	12.9	8.7	17.1	2.3	3	8.6	2.3	12.6	2.3	6	10.4	8.2	11.7	0.8	3
CF11 (Repairing communication)	3.8	2.6	6.3	0.9	11	2.6	1.1	6.2	1.1	11	3.1	2.2	4.7	0.6	11
Total	100%					100%					100%				

APPENDIX 4.1

Use of English ASCs by Students in CF1

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	2	6	1	0	7	9	63	13	8	6	3	2	0	0	0	2	0	4
2	1	7	2	0	5	7	9	0	0	0	0	1	0	0	0	0	0	0
3	0	4	0	0	2	3	5	1	0	0	0	0	0	0	0	0	0	0
4	0	2	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	4	8	4	0	10	8	73	12	7	15	2	2	0	0	1	2	1	2
7	1	10	3	0	6	4	26	1	0	0	0	0	0	0	0	1	0	0
8	0	2	0	0	3	2	2	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	5	10	4	1	15	10	56	5	3	2	2	4	0	1	1	3	2	4
12	1	8	2	0	6	4	10	2	2	0	1	3	0	0	1	2	0	1
13	0	2	0	0	4	1	4	1	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	2	1	1	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	3	15	2	1	10	5	78	5	3	3	3	2	0	1	0	2	2	3
17	1	2	1	0	2	7	15	3	2	2	3	4	0	0	1	3	0	2
18	0	4	0	0	2	1	14	2	1	0	0	0	0	0	0	0	0	0
19	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	3	14	4	0	21	10	60	1	7	8	2	1	0	0	1	3	1	2
22	1	10	2	0	10	7	15	3	1	3	3	2	0	0	0	2	0	4
23	0	2	0	0	3	2	3	1	1	0	0	0	0	0	0	0	0	0
24	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.2

Use of English ASCs by Students in CF2

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	3	1	7	2	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	5	2	16	4	1	0	0	0	0	0	0	0	0	0
7	0	0	0	0	4	1	0	2	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	2	0	9	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	6	2	6	1	1	1	0	0	0	0	0	0	0	0
12	0	0	0	0	1	0	6	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	3	2	13	3	1	1	0	0	0	0	0	0	0	0
17	0	0	0	0	2	0	6	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	6	1	2	1	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.3

Use of English ASCs by Students in CF3

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	1	0	6	4	16	0	1	4	0	0	0	1	0	0	0	0
2	1	1	0	0	9	6	10	0	0	2	0	0	0	0	0	0	0	0
3	0	0	0	0	3	4	13	0	1	1	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	1	1	0	9	8	19	1	1	5	0	0	0	0	0	2	1	1
7	0	0	0	0	5	5	20	0	0	4	0	0	0	0	0	0	0	0
8	0	0	0	0	4	2	22	0	0	1	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	7	2	29	0	1	4	0	0	0	0	0	0	0	0
12	0	0	0	0	3	1	25	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	1	1	22	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	10	4	25	0	0	1	1	1	0	0	0	0	0	1
17	0	0	0	0	13	3	24	0	0	3	0	0	0	0	0	0	0	0
18	0	0	0	0	4	1	20	0	0	4	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	13	9	20	0	1	6	0	0	0	0	0	0	0	0
22	0	0	0	0	6	8	6	0	0	3	0	0	0	0	0	0	0	0
23	0	0	0	0	10	7	10	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	1	1	12	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.4

Use of English ASCs by Students in CF4

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	2	13	0	0	4	9	48	2	1	0	0	3	0	1	0	0	0	0
2	1	7	0	0	5	8	29	1	0	0	0	3	0	0	0	0	0	0
3	0	7	0	0	2	8	20	0	1	0	0	2	0	0	0	0	0	0
4	0	2	0	0	0	0	23	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	2	5	0	0	9	10	10	3	1	0	0	4	0	0	1	2	0	1
7	1	5	0	0	4	8	59	2	0	0	1	4	0	0	0	0	0	0
8	0	0	0	0	2	6	33	0	0	0	0	1	0	0	0	0	0	0
9	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	6	0	0	2	5	64	3	1	0	0	3	0	0	0	0	0	0
12	0	6	0	0	1	3	53	2	0	0	0	0	0	0	0	0	0	0
13	0	8	0	0	10	1	25	0	0	0	0	0	0	0	0	0	0	0
14	0	2	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
16	3	6	0	0	7	6	58	4	2	0	1	3	0	0	0	0	0	2
17	0	5	0	0	2	5	61	2	0	0	0	3	0	0	0	0	0	0
18	0	4	0	0	3	2	39	0	0	0	0	2	0	0	0	0	0	0
19	0	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
21	3	4	0	0	2	9	60	3	1	0	1	4	0	0	0	0	0	1
22	1	8	0	0	7	5	33	0	0	0	0	0	0	0	0	0	0	0
23	0	5	0	0	1	3	38	0	0	0	0	0	0	0	0	0	0	0
24	0	3	0	0	1	2	4	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.5

Use of English ASCs by Students in CF5

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	1	8	0	0	5	2	20	37	1	2	3	3	0	1	0	0	0	0
2	0	6	0	0	4	1	22	27	1	2	1	3	0	0	0	0	0	0
3	0	4	0	0	2	0	15	22	0	0	0	2	0	0	0	0	0	0
4	0	7	0	0	0	0	12	9	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
6	1	5	0	0	7	1	19	23	2	4	3	3	0	0	0	1	0	3
7	1	5	0	0	5	0	8	19	0	2	1	4	0	0	0	0	0	0
8	0	6	0	0	1	0	2	3	0	0	0	1	0	0	0	0	0	0
9	0	1	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	1	0	0	2	2	26	42	1	4	3	4	0	0	0	0	0	0
12	0	6	0	0	2	1	20	36	1	0	1	1	0	0	0	0	0	0
13	0	8	0	0	0	0	16	26	0	0	0	0	0	0	0	0	0	0
14	0	2	0	0	0	0	6	10	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	3	5	0	0	5	2	27	37	1	2	2	3	0	0	0	0	0	2
17	0	4	0	0	3	2	19	50	0	0	1	3	0	0	0	0	0	0
18	0	5	0	0	2	1	23	25	0	0	0	2	0	0	0	0	0	0
19	0	2	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	1	4	0	0	4	3	18	47	1	0	2	6	0	0	0	0	0	1
22	1	3	0	0	2	1	24	30	0	0	1	2	0	0	0	0	0	0
23	0	1	0	0	3	0	21	12	0	0	0	0	0	0	0	0	0	0
24	0	5	0	0	0	0	7	3	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.6

Use of English ASCs by Students in CF6

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	34	5	58	2	2	3	0	0	0	0	0	0	1	2
2	0	0	0	0	36	1	42	2	1	1	0	0	0	0	0	0	0	0
3	0	0	0	0	20	4	18	2	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	18	3	2	1	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	24	25	32	2	1	4	0	0	0	0	0	0	1	3
7	0	0	0	0	23	28	12	2	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	5	4	6	1	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	8	5	4	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	27	13	60	1	2	3	0	0	0	0	0	0	0	1
12	0	0	0	0	24	22	37	1	1	0	0	0	0	0	0	0	0	0
13	0	0	0	0	22	18	21	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	11	2	4	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	36	37	33	1	1	2	0	0	0	0	0	0	0	2
17	0	0	0	0	34	30	29	0	0	1	0	0	0	0	0	0	0	0
18	0	0	0	0	20	18	36	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	12	4	4	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	25	27	50	0	1	4	0	0	0	0	0	0	1	4
22	0	0	0	0	18	13	43	0	0	1	0	0	0	0	0	0	0	0
23	0	0	0	0	9	8	35	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	11	4	12	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.7

Use of English ASCs by Students in CF7

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	1	2	4	2	0	0	0	0	0	0	1	0	0	2
2	0	0	0	0	0	0	5	1	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	3	1	10	4	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	1	0	5	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	2	1	6	0	0	0	0	0	0	0	0	0	0	1
12	0	0	0	0	1	0	4	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	1	0	8	1	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	2	1	9	2	0	0	0	0	0	0	0	0	0	0
22	0	0	0	0	1	0	6	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.8

Use of English ASCs by Students in CF8

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	1	1	50	23	0	0	0	0	0	0	1	0	0	0
2	0	0	0	0	0	0	19	10	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	8	1	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	1	1	62	7	0	0	0	0	0	0	1	1	0	0
7	0	0	0	0	0	0	19	10	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	15	3	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	1	1	63	13	0	2	0	0	0	0	0	2	0	0
12	0	0	0	0	0	0	30	7	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	13	1	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	1	0	50	13	0	1	0	0	0	1	0	0	0	0
17	0	0	0	0	0	0	26	9	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	25	11	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	1	0	49	26	0	1	0	0	0	0	0	0	0	1
22	0	0	0	0	0	0	23	2	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	11	2	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.9

Use of English ASCs by Students in CF9

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	1	0	20	4	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	5	3	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	1	1	13	3	0	0	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	7	2	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	3	1	14	10	1	0	0	0	0	0	0	0	0	1
12	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	14	7	0	0	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	3	0	14	7	0	0	1	2	0	0	0	1	0	1
22	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.10

Use of English ASCs by Students in CF10

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	0	0	13	0	0	4	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	1	1	37	0	0	2	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	1	1	33	0	1	5	0	0	0	0	0	0	0	1
12	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	43	0	0	5	0	0	0	0	0	0	0	0
17	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	2	0	40	0	0	5	0	0	0	0	0	2	0	1
22	0	0	0	0	0	0	9	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

APPENDIX 4.11

Use of English ASCs by Students in CF11

Student	Cx 1	Cx 2	Cx 3	Cx 4	Cx 5	Cx 6	Cx 7	Cx 8	Cx 9	Cx 10	Cx 11	Cx 12	Cx 13	Cx 14	Cx 15	Cx 16	Cx 17	Cx 18
1	0	0	0	0	0	0	7	0	0	2	0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
6	0	0	0	0	0	0	20	0	0	2	0	0	0	0	0	0	0	0
7	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0
8	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
9	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
11	0	0	0	0	0	1	21	0	0	3	0	0	0	0	0	0	0	1
12	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0
13	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
14	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16	0	0	0	0	0	0	20	0	0	4	0	0	0	0	0	0	0	1
17	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0
18	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0
19	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0
20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
21	0	0	0	0	2	1	32	0	0	8	0	0	0	1	0	1	0	1
22	0	0	0	0	0	0	19	0	0	0	0	0	0	0	0	0	0	0
23	0	0	0	0	0	0	18	0	0	0	0	0	0	0	0	0	0	0
24	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0
25	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

국 문 초 록

본 연구는 한국 중학교 학생들이 모국어와 목표어 (영어)로 구두 의사소통을 하는 경우의 의사소통기능 및 영어논항구조구문 사용 양상을 탐구하였다. 총 25명의 중학교 2학년 학생들이 참여하여 내용은 유사하나 매개어 (모국어와 목표어)가 다르게 구성된 다섯 쌍의 말하기 과업을 수행하였다. 학생들의 대화는 녹음 및 전사되어서 발화된 구조양상, 의사소통기능, 영어논항구조구문에 따라서 다음과 같이 분석되었다. 우선, 모든 모국어와 목표어 발화는 구조양상에 따라 조각문 혹은 비조각문으로 나뉘어 제 7차 교육과정에 제시된 의사소통기능에 따라 분류되었다. 다음으로, 비조각문 형태의 목표어 발화는 영어논항구조구문에 따라 분석되었다.

분석 결과, 모국어와 목표어의 의사소통기능 사용 및 목표어의 영어논항구조구문 사용과 관련하여 유의미한 현상들이 발견되었다. 첫째, 모국어 의사소통에서 가장 빈번하게 사용되는 기능은 정보 교환이며, 목표어 의사소통에서는 감정 표현 기능이 가장 빈번하게 사용되었다. 모국어와 목표어 의사소통을 비교했을 때, 정보 교환 기능이 전체 발화 및 각 영역 (조각문과 비조각문)에서 모두 가장 크게 감소되었다. 이는 모국어와 비교했을 때, 학생들이 정보 교환과 관련된 의사소통적 의도를 목표어로 현저히 적게 표현한다는 것이다. 둘째, 영어논항구조구문 사용과 관련하여 학생들은 제한된 구문을 사용하였으며 특히 [동사 + 명사구] 형태의 단순한 타동 구문이 가장 빈번히 사용되었다. 그러나 다양한 구문의 사용은 문장 단위의 목표어 발화 빈도수와 유의미한 정적 관계를 나타냈다. 마지막으로, 영어논항구조구문과 의사소통기능의 관계에 있어서 가장 다양한 구문이 사용된 기능은 정보 교환하기였다. 이상의 발견에 근거하여, 본 논문은 교육적 시사점과 미래 연구를 위한 제언을 결론부에 제시한다.

주요어: 제2언어 말하기, 의사소통기능, 영어논항구조구문, 의사소통 의도, 문장 생성, 구문문법

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