Self-introduction in Spoken Form: What Makes KSE and ANSE different?

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The purpose of this paper is to investigate what characteristics make American Native Speakers of English (ANSE) different from Korean Speakers of English (KSE) when they are asked to introduce themselves in English. In particular, components and topics of self-introduction, the use of word number and class, and the use of discourse markers (DM) are discussed. The most salient features of ASE and KSE are also discussed on the basis of an oral interview of 14 respondents. DM in this study are defined as word(s) or phrases to create and maintain the atmosphere of more smooth, lively and personal relationship between the speaker and the hearer. Therefore, what have been treated as "fillers" in traditional grammar are included in DM in this study. For example, "haha," "and(ah)," "yah," "uhm (ahm, uh)" and the like are treated as DM because they are used to make the conversation flow more smooth and personal. Both particles and connectives can also be included in the category of DM. Interview results show that there are, indeed, different characteristics between ANSE and KSE in their use of components and topics of self-introduction, and of DM. However, these different characteristics do not lead to reduce mutual intelligibility or comprehensibility. No significant differences can be found from their use of word number and class in both groups. Due to the small number of respondents and the structure of the study, it is hard to generalize the results of this study. It is suggested that further studies are needed. Since both ANSE and KSE can understand each other, these different characteristics do neither cause any intelligibility problems nor comprehensibility problems. Therefore, these characteristics should be valued and respected since both ANSE and KSE are indeed speakers of English living in this global world where both diversity and uniformity coexist and valued.

Key Words: self-introduction, salient features, differences between ANSE and KSE

1 Introduction

More opportunities to meet people from different cultural backgrounds require us to face situations when self-introduction in English is necessary. In this global world, there are more chances to meet people from different

cultural backgrounds for different purposes.

The purpose of this paper is to examine, albeit tentatively, whether there are any characteristics or distinctive features between Korean speakers of English (KSE) and American native speakers of English (ANSE) when they introduce themselves in English.

The corpus of this paper consists of the 14 responses (7 KSE and 7 ANSE) taken from oral interviews conducted in 2008.[1] The oral interviews were conducted in order to examine the scope of the term native speakers of English (NSE) and how the term was understood by people living in Honolulu, Hawaii. Fourteen responses to the oral question of self-introduction are used as data for the present study. This question was asked inorder to stimulate subjects to respond in a relaxed and congenial atmosphere.

Selection of components and topics, order of topics, number of words, parts of speech (types vs. tokens), and discourse markers (DM) are compared between KSE and ANSE in order to see if there is any cultural and linguistic difference between the two groups when they introduce themselves orally in English. If language and culture are related and if culture is reflected in language or vise versa, we can expect that there must be some difference in the way they introduce themselves.

KSE and ANSE are brought up in different cultures. According to Sohn (1986)[2] who emphasizes the influence of culture on language use and communication acts, both cultures can be characterized by five dimensions of cultural value orientations: (1) hierarchism vs. egalitarianism, (2) collectivism vs. individualism, (3) formalism vs. pragmatism, (4) indirectness vs. directness, and (5) emotionalism vs. rationalism. He states that Americans and Koreans are different in their value orientations, and thus, their communication patterns are different.

In this study, types of components, topics, discourse markers (DM), number of words, and parts of speech (types vs. tokens) used are to be examined to see if there is any linguistic difference between both groups.

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[1] This paper is the result of collaborative work. The first part is introduced by Prof. No and the second part by Prof. Park. The corpus of this paper is from the responses to the first question of the oral interview (consisting of ten questions) used for the paper entitled "Some Thoughts on the Native Speaker of English" published in Journal of PAAL Vol. 13. pp. 71-92. The oral interview was conducted in order to examine the scope of the term native speakers of English (NSE) and how the term was understood by people on the street. The first question of the oral interview, "Would you please tell me about yourself?" The responses to the first question are used in this paper. We would like to thank Dr. Haejin Elizabeth Koh, and Dr. Susan Iwamura who have proofread and edited an earlier version of this paper, for their kindness, assistance and valuable comments.

[2] Some scholars (Hofstede (2001), Triandis (1995), Singelis, Triandis, Bhawuk, and Gelfand (1995), Chun (2009), etc.) claim that the above mentioned cultural attributes alone are not sufficient to explain cultural differences because the relative importance of cultural attributes depends on each culture.

Moreover, if possible, the five dimensions of cultural value orientations are traced to English employed by KSE and ANSE when they introduce themselves. Also, an attempt would be made to see how different cultural attributes are emphasized depending on different cultures.

2 Subjects

Subjects of this study are 14 interviewees (7 ANSE and 7 KSE) who are living in Honolulu, Hawaii when the study is being conducted. All of them are college graduates except one ANSE who is a college student at the time of this study. Random selection of 14 subjects consists of 8 males and 6 females, but their age and occupation are diverse as is shown in Table 1.

Table 1.　Information on Interviewees

	ANSE			KSE			
No	Occupation	age	gender	Occupation	age	gender	POS
1	student	20's	Female	student	30's	Female	6
2	housewife	60's	Female	Professor	40's	Female	3
3	Retired	60's	Female	housewife	70's	Female	30
4	Editor	60's	Male	student	40's	Male	1/2
5	Retired	60's	Male	Professor	40's	Male	9
6	Professor	60's	Male	Retired	60's	Male	3
7	Manager	40's	Male	student	30's	Male	5

POS: the approximate period of time staying in Honolulu.　　1/2: 6 months

As is shown by Table 1, both ANSE and KSE are the same in terms of the number and gender although their occupations and ages are not the same. The average age of ANSE is 50's and that of KSE is 40's. This is because the subjects are randomly selected. It is interesting to note that more ANSE divulged their age than KSE, which is not what we have expected. We will discuss this in detail in section 3.2.

3 Self-introduction

Self-introduction is very important to give a good first impression to the listener because it tells him/her who you are and what you are about. Generally speaking, it tells what aspects of your life you want to share with them. This is more so for a job interview.

It is true that one cannot tell everything about oneself in a limited period of time. Therefore, for a successful and effective self-introduction, one has to ask oneself how much and what you want the listener to know about you. That is, focusing on one specific aspect is recommended. Since one theme or one aspect of one's life is focused on, this is sometimes called "Self-introduction one-point speech" (Speech Topics Help, Advice & Ideas at

www.speech-topics-help com@2005-2009 by Jim A. Peterson).

Peterson provides three important rules of thumb for self-introduction: (1) areas to be covered (4 areas), (2) time limit (2-minute), and (3) no elaboration (don't ramble). Four areas are early years, education, work experience and current situation in your life, and these are recommended for an effective self-introduction. We would like to call these areas attributes or components to be included in self-introduction. We would like to see if all 14 interviewees cover all four components. We would also like to examine what topics are included in their self-introduction.

According to Peterson, the 11 sample topics are generally suggested to outline one's self-introduction because they always work in a speech for self-introduction: (1) Activities that played an important part in one's life, (2) main personal goal, (3) likes and dislikes, (4) a very special skill that you have developed, (5) lifestyle, (6) turning point in your life, (7) hobby or interest in your spare time, (8) another very familiar topic you like/dislike to talk about, (9) where you are from, (10) an object or prop that means a lot to you, and (11) your distinctive feature.

An interesting thing to note regarding the above recommended 11 sample topics is that there isn't any topic related to (1) family background and (2) educational background. These two topics do not seem related to what the interviewees themselves like to do, what they think, and their goal. They appear to be related to in-group matters. One possible explanation for this phenomenon is that the topics are somewhat related to what is called 'others- oriented matters,' not 'you-oriented ones.' Since 'you' are the most important thing to consider in American culture, everything starts from your point of view. Your family background and your educational background do not seem to impact your life very much. Academic clique or academical sectarianism does not seem to play a role in America.

An oral self-introduction is recommended to be given in full sentences with one or two stories about you. Moreover, statements such as "I was born in 1990, I graduated in 2002, My mom's name is Liz Jones," and the forth are not recommended according to Peterson. In this study, the following five questions are raised:

(1) Is there any difference between KSE and ANSE in their selection of four components (early years, education, work experience, and current situation) in their self-introduction?
(2) Is there any difference between KSE and ANSE in their selection of topics in their self-introduction? Is there any topic priority?
(3) Is there any difference between KSE and ANSE in their use of word number and word classes?
(4) Is there any difference between KSE and ANSE in their use of DM or DM type-token ratio?
(5) What is the most salient feature or characteristics of ANSE and KSE

when they introduce themselves, if there is any?

3.1 Components

In self-introduction, Peterson's four main components in one's life usually refer to early years, education, work experience and current status. Table 2 shows these four components used by ANSE and KSE.

Table 2   Self-introduction by ANSE and KSE in terms of Four Components

		Early years	Education	Work exp.	Current state
ANSE	1	O	O	X(NA)	O
ANSE	2	X	O	X(NWT)	X(NWT)
ANSE	3	O	O	O	O
ANSE	4	O	O	O	O
ANSE	5	O	X	O	O
ANSE	6	O	O	O	O
ANSE	7	O	X	X	X
KSE	1	X	O (grad.school)	O	O
KSE	2	X	O (grad.school)	X	O
KSE	3	X	X	O	O
KSE	4	X	X	X	O
KSE	5	O	O	O	O
KSE	6	O	X	X	O
KSE	7	X	O	X	O

O: yes, included   X: no, not included   Grad. school: graduate school

NWT: does not want to talk about   NA: not applicable

There are several points that need to be discussed from Table 2. The first noticeable phenomenon is that KSE tend to put more emphasis on their current state than ANSE. All KSE include their current state in their self-introduction whereas only 70% of ANSE talk about their current state in their self-introduction.

The second thing to note is that only 28% of KSE include their early years with birth information whereas almost 86% of ANSE talk about their early years. That is, it appears that KSE prefer not to talk about their early years or past.

The third point that we need to notice is that education background is covered by 71% of ANSE whereas only 57% of KSE include this. Even in case of KSE, only graduate school is mentioned in 50% of KSE.

The fourth important thing to note is that more than half (72%) of the KSE do not include their work experience in their self-introduction whereas more than half (57%) of the ANSE do include it. Out of 3 ANSE who do not include work experience in their self-introduction, one does not include it because he does not want to talk about it. The other is not applicable because she is a college student.

To recapitulate, the four components of self-introduction are more or

less evenly dispersed in case of ANSE than that of KSE. That is, KSE are more inclined to talk about their current states instead of talking about their family backgrounds or their roots.

Then the question arises as to why this is so. We may think of several plausible reasons. The first plausible reason may be due to the fact that KSE are becoming more present/future oriented due to globalization. In the past, Korean society was characterized by Confucianism based on the three fundamental principles ('obligations as a child,' 'as a spouse,' and 'as a vassal') and the five moral disciplines ('Faith should reign over the relation between friends,' 'seniors priories (elders first),' 'between liege and vassal there should be righteousness,' 'even matrimony has its etiquette,' and 'There should be affection between father and son.') in human relations.

These principles and moral disciplines indicate Korean cultural value orientations. That is, Koreans emphasize inter-dependent self and belongingness, and strive for common goals to gain harmony. Thus, they value the good and the welfare of their in-group more than that of self (Chun, 2009). They also value norms, duties, and obligations. These principles and moral disciplines have been cherished as fundamental codes of conduct (ethics) and are deeply rooted in everyday life of Koreans even until today.

This may indicate that Koreans tend to keep and cherish cultural value orientations of the past, and are not very adept at adapting themselves to current and new circumstances of this global world. Therefore, one might think that KSE would talk more about their past, their family roots and backgrounds, their birth information, and past experience instead of their current states.

On the contrary, however, Table 2 illustrates the result which is contrary to our expectation or prediction. KSE have more X than ANSE in four components of self-introduction. Except the one component (i.e. current state), all KSE show low percentage than ANSE. ANSE talk more about their birth information, educational background, and work experience.

It seems that due to globalization KSE become adept at adapting themselves to current and new circumstances of this global world and they tend to talk more about their current states than their past, their family roots and backgrounds, their birth information, and past experience. With the introduction of Western culture and its value orientation due to globalization, it is plausible that KSE might have had difficulties in observing their values consistently. Because the relative importance of cultural attributes depends on each culture although both Korean and Western cultures/values coexist in the beginning.

The second plausible reason may be due to the fact that self-introduction in this type of situation, other than when applying for a job, is so unusual that they're at a loss as to what to say. Almost 43% of ANSE and KSE respectively were not so sure of what to talk about, and even directly asked the interviewer what they should talk about. Their response was

"About myself?" "What do you want to know about me?" When they're told to tell anything about themselves to introduce themselves to a person, they seemed to think a little before talking. It may be possible that they may want to talk about what they think would best describe themselves or they would like to share with others about themselves. Or they may want to talk about what they think is good for them. Or they may want to talk just about what the interviewer wants to get from them.

The third possible reason may be due to the fact that both ANSE and KSE think that they have nothing special to talk about. Maybe they do not want to talk about themselves for various reasons. In fact, one ANSE does not really want to talk about himself by saying "There's nothing in my whole life that I care to talk about very much." This may be due to different cultural value orientations in that personal matters are considered important so as to be kept in privacy.

The fourth plausible reason may be due to the fact that both ANSE and KSE do include what they want to share. They might want to include what they can be proud of and what they think important in terms of making themselves known to others.

It is possible for both ANSE and KSE to have different notions of what they think important to make themselves known to others. In case of two KSE, graduate school education appears to be important in educational backgrounds. Of course, it is what they are working for now. They are more present/future oriented than past-oriented. If their past is worth mentioning in terms of what they think, they might have mentioned about it. That is, they are others-oriented but at the same time self-oriented, due to this global world where they are living in now.

3.2 Topics

As discussed in the first part of section 3, one is recommended to include eleven topics when introducing oneself: (1) Activities that played an important part in one's life, (2) main personal goal, (3) likes and dislikes, (4) a very special skill that you have developed, (5) lifestyle, (6) turning point in your life, (7) hobby or interest in your spare time, (8) another very familiar topic you like/dislike to talk about, (9) where you are from, (10)an object or prop that means a lot to you, and (11) your distinctive feature. The fourteen interviewees of this study, however, do not seem to follow the suggested sample topics as is shown by Table 3.

Table 3 Topics Used by ANSE and KSE

	age	name	BI	Natn	Edbac	Occu	Faba	Wkexp	Prs	Mast	Ls	Fp
ANSE1	o					O	o					
ANSE2	OR				o							
ANSE3	o		o	o	o				o			
ANSE4			o		o			o	o			
ANSE5			o					o	o		o	
ASE6		o	o		o	O						
ANSE7	o		o									
KSE1		o		o	o				o			
KSE2		o			o						o	
KSE3		o				O	o			o		
KSE4		o				O	o			o		
KSE5		o			o			o	o			
KSE6	o	o	o							o		
KSE7				o	o							o

o: included   BI: birth information   Natn: nationality   Edbac: educational background   Occu: occupation   Fab: family background   Wkexp: work experience   Pres: present status   Mast: marital status   OR: age with race   Ls: length of stay in Hawaii   Fp: future plan

Table 3 shows us that, of the suggested eleven sample topics, only one topic ('where you are from') is included by about 14% and 29% of ANSE and KSE, respectively.

Some topics both ANSE and KSE include in their self-introduction are not what have been recommended: birth information (a statement such as "I was born in 1990), educational background (a statement such as "I graduated in 2002"), and information about family name (a statement such as "My name is _____,").

However, about 71% of ANSE include statements such as "I was born in…" and "I was born and raised in…." One interviewee even mentioned something related to discrimination (a statement such as "I flunked out of college three times") which is not recommended to be told. Also, about 57% of ANSE included statements like "I am ___ years old" and " I was born in ___." However, only 14% of ANSE included their name in self-introduction.

It appears that ANSE do not want to talk about their private or personal matters even briefly (ANSE 2, 5 and 6, for example). No ANSE interviewees talk about their children and their daily lives.

On the other hand, about 71% of KSE include name in their self-introduction. Most of them even start their self-introduction with the statement of "My name is ____" (KSE 1, 2, 3, 4 for example). Only one KSE includes age in her self-introduction. This is understandable if we consider the Korean value system reflected in the language (Park, 2009). In traditional Korean society Koreans usually do neither openly express one's feelings nor ask questions directly ("How old are you?" "I am ___ years old." for examples).

Therefore, the suggested 11 topics do not seem to have any 'observational adequacy' in case of the present study. Therefore, we might as

well suggest topics which seem to have 'observational adequacy' as is indicated by Table 3.

From Table 3, we can see that 12 topics are included in self-introduction. No one seems to talk about all of these 12 topics. The average number of topics covered is three or four. Out of 12 topics, two topics, martial status and future plan, are not included by ANSE whereas all of the topics are included by at least one KSE. These 12 topics, however, are the items the present interviewees have included in their self-introduction. They have 'observational adequacy.' Table 4 illustrates selective use of topics by ANSE and KSE interviewees.

Table 4 Use of Topics by ANSE and KSE in terms of Their Priority

PN-ANSE	topics	ANSE	KSE	PN-KSE
<1>	BI	71%(5)	29%(2)	<4>
<2>	Edbac	57%(4)	57%(4)	<2>
<2>	age	57%(4)	14%(1)	<7>
<4>	Pres	43%(3)	29%(2)	<4>
<5>	Occu	29%(2)	29%(2)	<4>
<5>	Wkexp	29%(2)	14%(1)	<7>
<7>	name	14%(1)	71%(5)	<1>
<7>	Fab	14%(1)	29%(2)	<4>
<7>	Natn	14%(1)	14%(1)	<7>
<7>	Ls	14%(1)	14%(1)	<7>
<8>	mast	0%(0)	57%(4)	<2>
<8>	Fp	0%(0)	14%(1)	<7>

PN-ANSE: Priority number for ANSE   PN-KSE: Priority number for KSE

(1): the number of interviewees who selected the topic

Table 4 illustrates some interesting facts regarding difference between ANSE and KSE. First, what is considered to have high priority by KSE is the least important to ANSE. That is, a statement like 'My name is _____.' has the highest priority in case of KSE when they introduce themselves. This statement, in a way, gives personal information about oneself, and thus, is highly not recommended for self-introduction. It is true that most ANSE do not include this statement in their self-introduction. However, 75% of KSE do use this statement in their self-introduction.

There may be diverse explanations for this phenomenon. One plausible explanation may be due to either 'strategies of learning' or 'language transfer,' 'transfer of learning' (Richards, 1971).[3] KSE have

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[3] Richards in his paper, Language Acquisition and Teaching, introduced Selinker's discussion on Interlanguage in terms of five different characterizations of fossilization. 'Language transfer' phenomenon occurs as 'a result of L1(the native language)' whereas 'transfer of learning' and 'strategies of learning' occur as a result of 'identifiable items in training procedures' and 'identifiable approach by the learner to the material to be learned' respectively.

learned English through education. English is not their L1 but L2. English textbooks for Korean students have introduced and drawn attention to statements and dialogues including "What's your name? My name is _____." Therefore, it is not unusual that students respond with "My name is _____." when asked to introduce themselves.

This is even true in the case of young children in Korea. They start to say "My name is _____" when they're asked to talk about themselves. This probably has to do with the material(the textbook) studied in school. One of the most popular textbooks for young children in Korea is *Let's Go Student Book I* by Nakata, Frazier, Hoskins, and Wilkinson with songs by Carolyn Graham by Oxford University Press. This book includes dialogues and songs of "Hello, hello, hello. What's your name? Hello, hello, hello. My name is Andy." This Oxford Let's Go series is being used by many private institutions in Korea.

Or it may be due to a result of the native language or an identifiable item in training procedures. That is, when asked to introduce ourselves in Korean, we usually start out with our names as "je irum-un _____ibni-da (my name is ____)."

Second, age, the topic which is considered the second priority by ANSE, is considered the last priority by KSE. This is a very interesting, an unexpected, result we have from the interviewees. With little or no hesitation, 57% of ANSE provide their age in their self-introduction. Half of them even started their self-introduction with their age.

American culture has often been characterized to have five dimensions of cultural value orientations of individualism, egalitarianism, confrontation, pragmatism, and rationalism (Chun, 2009 cited from Sohn, 1986). Because of the value orientation of individualism, KSE have been advised/ taught not to ask ANSE questions like "How old are you?" "How much money do you make?" and "Are you married?" It has been considered undesirable or even rude to ask ANSE their age, salary, and marital status because these have to do with privacy. ANSE value their privacy. They think that privacy should be respected. Therefore, an invasion of privacy is the last thing to do in their culture. However, this cultural orientation appears to be at stake probably due to the interactions ANSE undergo with people from diverse cultural backgrounds including KSE. The so-called globalization appears to construct a bridge between individualism and collectivism. There appears to be neither absolute individualism nor collectivism.

There is another topic which ranked second and that is educational background. This is a common topic both for ANSE and KSE. It has been suggested that four elements are usually recommended to be included in self-instruction and one of them is education. Your early years, educational backgrounds, work experience, and current state are necessary to let others know about you. Education has been considered very important to develop yourself, even your family.

It is an understatement to say that Koreans value education. "The Korean society evaluates its members based on their academic achievements and educational backgrounds" (Choi, 2006). Therefore, Korean parents feel high prestige in providing their children with good education. There are many mothers who are oversolicitous for their children. We have an old saying that parents send their children to school to study and pay for them even though they themselves are badly off. They persistently push their children to go to school to study although they have nothing to live on. Therefore, it is understandable that educational background is considered to be an important element in self-introduction.

Also for ANSE, educational background appears to be considered important in self-introduction in order to show who they are. Educational background seems to have something to do with individualism. However, it does not appear to be related to discrimination. Therefore, it is possible for people to talk about their educational backgrounds no matter where they're from.

Third, two topics (martial status and future plan) used by KSE are never included in self-introduction by ANSE. Martial status, together with educational background, has second priority over other topics. Koreans have enjoyed large family system. They tend to show intimacy only with family members with a sharp contrast between in-group and out-group members. In Korean culture, social behavior tends to be attributed to external factors such as duties, rules, norms, obligations, and so forth, under the influence of Confucianism.

Fourth, two topics (educational background and occupation) are selected by 57% and 29% of ANSE and KSE, respectively. Both ANSE and KSE consider these topics necessary in self-introduction: these two are common topics for them to share with others. One interesting thing to note is that ANSE do not mention anything about their specific degrees such as MA or Ph.D. in their self-introduction. Some KSE, on the other hand, specify the degree they hold or their present status of being a Ph.D. candidate.

To recapitulate, the priority topics used by KSE and ANSE are different as is shown by Table 5.

Table 5 Topic Priority by ANSE and KSE

ANSE	KSE
(1) birth information	(1) name
(2) age /education	(2) education / martial status
(3) present status	(3) birth information / present status /nationality / occupation / family background
(4) occupation/work experience	(4) age / work experience / length of stay in Hawaii / future plan
(5) name / nationality / length of stay in Hawaii / family background	

From Table 5 it seems that both education and present status are the two main topics common to both ANSE and KSE. Education and present status are in rank 2 and 3 respectively. That is, they are considered to be important for both ANSE and KSE to share with those whom they want to make themselves known to.

3.3 Number of words, word classes and contractions

In this section, word classes (parts of speech), number of words, and contractions used by ANSE and KSE are examined. Regarding word classes, eight parts of speech are examined. They are N(oun), ProN, V(erb), Adjective, Adv(erb), Prep(osition), Conj(unction), and Art(icle) with their type and token ratio. Contraction is also examined because the corpus is in spoken form from which diverse contractions could be expected. Table 6 indicates word classes, contractions and the number of words used in self-introduction by ANSE and KSE.

Table 6 Word classes, contractions, and the number of words

	A1	A2	A3	A4	A5	A6	A7	AM	K1	K2	K3	K4	K5	K6	K7	KM
W	83	77	69	97	52	64	20	66	54	31	59	81	153	70	137	84
N	22	12	19	17	9	16	5	14	14	8	11	16	28	11	22	16
ProN	8	9	1	4	6	6	2	5	2	2	5	6	3	5	5	4
V	6	11	10	12	8	8	4	8	8	5	6	8	12	9	16	9
Adj	9	6	2	2	0	2	2	3	0	1	3	1	9	3	11	4
Adv	2	6	5	2	2	1	1	3	3	1	3	2	3	7	4	3
Pre	5	4	5	6	5	8	1	5	5	1	3	4	9	2	6	4
Con	3	2	2	4	3	1	1	2	1	1	1	1	2	1	3	1
Art	2	1	2	1	3	1	0	1	2	1	1	1	2	0	2	1
Cnt	2	2	1	2	3	1	1	5	0	0	1	1	1	1	1	3

A: ANSE   K: KSE   AM: Mean for ANSE   KM: Mean for KSE   W: number of words

N: noun   ProN: pronoun   V: verb   Adj: adjective   Adv: adverb   Pre: preposition   Con: conjunction   Art: article   Cnt: contraction type

Table 7 illustrates the type-token ratio of word classes employed by ANSE and KSE.

Table 7 The Type-token Ratio for Each Part of Speech on the Part of ANSE

	A1	A2	A3	A4	A5	A6	A7	AM
N/T	22/23	12/13	19/22	17/20	9/9	16/20	5/5	14/16
ProN/T	8/15	9/19	1/6	4/16	6/11	6/8	2/3	5/11
V/T	6/13	11/15	10/11	12/19	8/14	8/9	4/5	8/12
Adj/T	9/9	6/6	2/2	2/3	0/0	2/2	2/2	3/3
Adv/T	2/2	6/8	5/6	2/3	2/2	1/1	1/1	3/3
Pre/T	5/7	4/8	5/8	6/10	5/6	8/14	1/1	3/5
Con/T	3/9	2/4	2/3	4/13	3/4	1/1	1/1	2/5
Art/T	2/4	1/1	2/5	1/5	3/3	1/1	0/0	1/3
Cnt/T	2/4	2/2	1/1	2/2	3/3	2/2	1/1	2/15

The Type-token Ratio for Each Part of Speech in case of KSE :

	K1	K2	K3	K4	K5	K6	K7	KM
N/T	14/4	8/8	11/15	16/24	28/32	11/12	22/33	16/20
ProN/T	2/9	2/6	5/15	6/16	3/11	5/15	5/21	4/13
V/T	8/18	5/8	6/12	8/14	12/17	9/16	16/28	9/16
Adj/T	0	1/1	3/5	1/2	9/16	3/4	11/12	4/6
Adv/T	3/5	1/1	3/3	2/4	3/3	7/8	4/6	3/4
Pre/T	5/5	1/1	3/6	4/6	9/17	2/2	6/17	4/8
Con/T	1/1	1/1	1/4	1/5	3/4	1/4	3/10	1/4
Art/T	2/2	1/1	1/3	1/3	2/3	0/0	2/3	1/2
Cnt/T	0/0	0/0	1/1	1/1	1/1	1/1	1/5	1/9

N/T: noun type/token PT: pronoun type/token   VT: verb type/token   Adj/T: adjectivetype/token

Adv/T:adverb type/token   Pre/T:preposition type/token   Con/T:conjunction type/token

Art/T:article type/token   Cnt: contraction type/token AM: mean for ASE   KM: mean for KSE

The type-token ratio for each part of speech employed by ANSE and KSE gives us something to examine. First, both AM and KM indicate that KSE appear to use more words in their self-introduction. They also show us that KM in N, V, and Adj is slightly higher than AM. Although the corpus of this study is not enough to make any generalization, KSE appear to employ a slightly more N, V, and Adj than ANSE.

As for contractions, both ANSE and KSE employ "I'm" type the most. In case of KSE, there are six tokens of "I'm" contraction type. Also, there are seven tokens of "I'm" contraction type in case of ANSE. However, the overall use of different contraction type is more noticeable in ANSE than in KSE. That is, only three types(I'm, That's, and It's) are used by KSE whereas six types of contraction forms(I'm, That's, It's, There's, Let's, I've) are used by ANSE. On the part of KSE, there are six tokens of "I'm" contraction type, two tokens of "That's" type, and only one token of "It's type." ANSE, on the other hand, use six types of contractions: "I'm," "I've," "That's," "Let's," "There's," and "It's." There are seven tokens of "I'm," six tokens of "That's," one token of "Let's," "There's," "I've," and "It's." It seems that ANSE use more contractions than KSE.

To recapitulate, both ANSE and KSE do not seem to be very different in their use of word classes and their type-token ratio. However, ANSE appears to employ more contraction types but a slightly fewer N, V, and Adj. to talk about themselves. They seem to manage successfully with a limited number of words to make self-introduction in spoken English.

3.4 Discourse Markers

Discourse markers (DM) can be used both in written and in spoken form. DM is regarded to be important in binding a text logically as well as making connections between and among sentences and paragraphs (http://www2.warwick.au.uk/fac/soc/al/learning_english/activities/aez/resour

ces/disco). According to Stenstrom (1994), without DM, a conversation is "much less lively and less 'personal.' DM creates a more lively and personal relationship with the listener.

Discourse markers have been studied under different terms such as discourse markers, discourse connectives, sentence connectives, discourse operators, discourse connectives, pragmatic connectives, and cue phrases (Bruce Fraser, 1999 pp. 931-952). However, DM have functions of linking words, and they have distinctive features which can be characterized as (1) a unit to structure spoken language, (2) developing ideas and relate them to one another, (3) providing continuity in spoken talk. (4) "a linguistic expression with the primary function of drawing the listener's attention to a particular kind of linkage and the upcoming utterance with the immediate discourse context (Redeker, 1990)." They are also considered to have functions of relating (1) parts of sentence, utterances, and paragraphs, (2) the speaker to the message, and (3) the speaker to the hearer.

In this study, DM is defined as word(s) or phrases to create and maintain the atmosphere of more smooth, lively and personal relationship between the speaker and the hearer. Therefore, what have been treated as "fillers" in traditional grammar are included in DM in this study. For example, "haha," "and (ah)," "yah," "uhm (ahm, uh)" and the like are treated as DM because they are used to make the conversation more smooth and personal. These are classified as 'echoic fillers,' or 'echo-type of fillers/ DM' in this study. Both particles and connectives can also be included in the category of DM.

Examples of DM commonly used in English are (I)"oh," "well," "now," "then," "you know," "I mean," "actually," "basically," "like," "okay," and (II)"so," "because," "and," "but," "or," and so forth. In this study, examples of "ah (uh)," "and ah(uh)," and "yah" are considered to be varieties(variants) of "oh."

In this study, an attempt would be made to examine (1) what types of DM are used by ANSE and KSE, and (2) what differences can be found between ANSE and KSE in their use of DM. Table 8 provides examples of DM employed by ANSE and KSE:

Table 8 DM Employed by ANSE and KSE

	DM used (bold letters refer to 'echo-type' of DM)
A1	**Ah**/2, **and a(u)h**/5, **yah**/2, That's about it/2 < 4/11 >
A2	**and ah(oh)**/2, **haha**/1, and/1, or/2, so/1, that's it/1, very typically/1 <7/9>
A3	**Ah**/4, and/1, and then/1, almost/1, well/1 <5/8>
A4	**Oh**/3, **ah**/2, **and oh**/1, and/8, and then/1, but then/1, That's about it/1 <7/17>
A5	**And ah**/1, and/2, and then/1, and since then/1, ok/1, well/1, let's see/1 <7/8>
A6	**Ah**/4, **haha**/1, yes/1, That's about it/1 <4/7>
A7	**Uh**/1, **haha**/1 <2/2>

K1	**Ah**/2, **uh**/2, **and ah**/1, almost/1, so/2 **<5/8>**
K2	**Uh(m)**/2, now/2 **<2/4>**
K3	**Ah**/1, **anduh**/1, **haha**/1, **yah**/1, yes/1, and/3, now/1, do you understand?1 **<8/10>**
K4	**Ah**/2, **uh**/3, **and ah**/4, and/1, right/1, what else?/2, I think(that's about it)/1 **<7/14>**
K5	**ah**/1, **and ah**/1, and/3, and then/4, and later on/1, well/1, then/2 **<7/13>**
K6	**Ah**/4, **haha**/1, and/4, then/1 **<4/10>**
K7	**A(o)h**/4, **uh(m)**/7, **yah**/1, **and ah**/2, and/6, now/2, actually/1, what else/1, you know/1 **<9/25>**

A1: ANSE 1   K1: KSE 1   /2: token 2   **<3/6>** : type 3/token 6

The following Table 9 indicates type-token ratio of DM

Table 9 Type–token ratio of 'echo-type' DM and DM other than 'echo-type':

	A- type	B-type	A-token	B-token
ANSE	6	17	30	32
KSE	6	13	41	38

A-type: 'echo-type' DM   B-type: DM other than 'echo-type'

A-token: token of A-type   B-token: token of B-type

The following can be observed from Table 8 and Table 9:

(1) The mean type-token ratio of DM other than 'echo-type' for ANSE is about 2.4/4.6 whereas that for KSE is about 1.8/5.4. This implies that ANSE employs slightly more types of DM other than 'echo-type' but they use them only 4.6 times in their self-introduction. On the other hand, although KSE employ slightly fewer types of DM other than 'echo-type,' they use them more, 5.4 times of each type.

(2) There are common DM employed both by ANSE and KSE. They are what we would like to call 'onomatopoeic/echoic fillers,' or 'echo-type of DM.' These fillers are different from other DM which come from different word classes such as verb ('well'), conjunction('and,' 'or,' 'so,' 'and' and so forth), preposition('in fact'), and so forth. These do not belong to any of the eight parts of speech as the other DM.

Onomatopoeic/echoic fillers are prompts/hints/clues to indicate speaker's way of thinking. Before getting involved in the discourse, the speaker, even for a short period of time, is thinking about what to say or include, and this is shown by echoic fillers to make the dialogue flow as naturally and smoothly as possible. Thinking before talking can make the conversation flow smoothly in an organized fashion. People tell everything about themselves in a limited period of time. They have to think about what they want to talk about and share with the hearer. Therefore, it might be necessary for them to employ echo fillers in order to gain time to think aboutwhat to talk about.

On the other hand, other DMs belong to one of the eight parts of speech. They also signal speaker's intention to mark a boundary and to show

his or her attitude and orientation toward discourse. They are used to indicate agreement, involvement, acknowledgment, and so forth. DMs are like glue in that they help to make the dialogue smooth, cohesive, personal, and natural.

The 'echo-type of fillers' both ANSE and KSE employ are "ah," "and ah," "oh," "uhm," "yah," "uh," "and uh," and "haha." The type/token ratio of these fillers is 6/30 for ANSE whereas that for KSE is 6/41. This means that the echo-type DM used both by ANSE and KSE are the same in number in terms of the type. However, their type-token ratio for ANSE is less than that of KSE. It is interesting to note that ANSE tend to employ more DM other than 'echo-type' than KSE although the mean type-token ratio of DM (other than 'echo-type') for ANSE is less than that of KSE. It is plausible that KSE may want to have more time to think about what to say.

Although ANSE and KSE do not employ the same DM (i.e. other than echo-type of DM), there are only five common DM used both by ANSE and KSE. They are "almost," "and," "so," "well," and "and then." Nine DM are employed only by one KSE. He was the one who employed the largest number of DM among the interviewees. On the other hand, three ANSE use seven DM, the largest number of DM used by ANSE.

However, KSE and ANSE did not employ the same DM. That is, DM such as "almost," "do you understand…?" "Right" "I think that's about it," "and later on," "well," "actually," and "you know" are employed by only one KSE. For ANSE, DM such as "or,' "that's it," "very typically," "almost," "but then," "and since then," "OK," and "let's see" are employed by only one ANSE. Almost 43% of KSE and ANSE interviewees have employed "now" and "that's about it," respectively, in their self-introduction.

The most frequently used DM in case of KSE is "now" whereas ANSE employ "that's about it" most frequently. Instances of eight DM such as "that's about it," "That's it," "or," "very typically," "but then," "and since the," "OK," and "let's see" are not found in KSE self-introduction. As for ANSE, no instances of nine DM such as "now," "do you understand…?" "right," "what else," "I think…" "and later on," "then," "actually," and "you know" are found in their self-introduction.

It is interesting to note that KSE tend to talk more about themselves and make sure that they're understood by trying to create a friendly and natural atmosphere. In this connection, they may use DM more often than ANSE. On the other hand, ANSE tend to be brief in their self-introduction. They appear to be more concerned with what the interviewer wants to hear. They tend to think in the shoes of the interviewer. This is clearly the case of some ANSE (example ANSE 2 and ANSE 6). When they're asked to talk about themselves, their immediate responses would be something like "About myself? What would you like to know about me?" or "Yes, ah what do you need to know?"(3) Regarding DM other than the echo type and 'echo-type' of DM, the type-token ratio for ANSE is 17/32 and 6/30 whereas it is 13/38 and 6/41 for KSE respectively as is shown by Table 9. This is something that we

didn't expect. We would think that the type- token ratio for ANSE would be higher than that for KSE in both types of DM. However, we found quite contrary result in that KSE employ DM more often than ANSE.

Although the type of DM other than 'echo-type' employed by ANSE is slightly more in number than that used by KSE, the type-token ratio for ANSE is 17/32 whereas that for KSE is 13/38. Moreover, there are clear differences in terms of their preference of DM. ANSE tend to be more brief and compact than KSE. Also, they tend to adjust their responses to what they think the interviewer wants to hear.

4. Concluding Remarks

This paper examines the difference between Korean speakers of English (KSE) and American native speakers of English (ANSE) when they introduce themselves in English. To be specific, the following five questions are raised for this study:

(1) Is there any difference between KSE and ANSE in their selection of four components (early years, education, work experience, and current situation) in their self-introduction?
(2) Is there any difference between KSE and ANSE in their selection of topics in their self-introduction? Is there any topic priority?
(3) Is there any difference between KSE and ANSE in their use of word number and word classes?
(4)Is there any difference between KSE and ANSE in their use of DM or DM type-token ratio?
(5) What is the most salient feature of ANSE and KSE when they introduce themselves, if there is any?

For the first question, we have found that there are some differences between ANSE and KSE in their use of four components. That is, all KSE tend to emphasize their current state more than ANSE. On the other hand, 70% of ANSE put emphasis on their current state. Moreover, 86% of ANSE include their birth information (in the statement like "I was born and raised …") in their self-introduction whereas only 28% of KSE include this. Furthermore, 71% of ANSE talk about their educational background whereas 57% of KSE include this. No ANSE mentioned the specific degrees such as MA or Ph.D. in their self-introduction.In addition, 57% of ANSE include their work experience whereas more than 50% of KSE do not include it. To recapitulate, to say that ANSE are in contrast to KSE in terms of the priority number of four components has at least observational adequacy on the basis of the present study.

For the second question, there are also some differences between

ANSE and KSE. Although there are common topics included by ANSE and KSE, ANSE give the first and second priority to "birth information" and "age" whereas KSE give the third and the fourth priority, respectively. Moreover, what KSE consider very important are considered less important for ANSE (name, marital status, and future plan).

As for the third question, there is only a slight difference between ANSE and KSE. That is, KSE appear to employ slightly more number of noun, verb, and adjective. However, ANSE seem to use more conjunctions and contractions. It seems that the type-token ratio for contraction is higher in the case of ANSE compared to KSE.

Regarding the fourth question, the type token ratio of echo-type of DM for ANSE is lower than that for KSE. The ratio of DM other than echo-type of DM for KSE is more than ANSE.

As for the fifth question, there is indeed a salient feature between ANSE and KSE when they introduce themselves. ANSE tend to be short and brief. They do not seem to talk about personal matters. They want to know what the interviewer wants to get from them so that they do not talk about irrelevant things. Some even explicitly state what they do not want to talk about or share with the hearer. KSE, on the other hand, tend to talk more about themselves. Some are even thinking about whether there is anything more they can talk about, as can be seen from the statement like "What else?," for example. However, the way ANSE and KSE present their self-introduction does not appear to be that much different in terms of the number of the word and word class

These differences, however, should be valued and respected because they are intelligible and comprehensible both to ANSE and KSE and they are what make them ANSE and KSE. Both ANSE and KSE are indeed speakers of English. We're living in this global world where both diversity and uniformity coexist and are valued. As the Portuguese Nobel Literature laureate Jose Saragamo has stated, "You have to get over this idea that we own the language. The language is owned by those who speak it, for better or for worse" (Honolulu Advertiser, A-14 Sunday, April 17, 2008). Perhaps we are now living in a world where diverse linguistic and cultural differences coexist and do not lead to reduced intelligibility but to enriched intelligibility.

This study has limitation due to many factors (the small number of interviewee among others). Although it appears to be hard to generalize anything on the basis of the result of the study, it has observational adequacy in that it can at least account for the present corpus. Further studies are needed to see if the same phenomena can be observed from the studies.

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