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An Analysis of Korean and American Presidential Addresses: Focusing on Punctuation and Transition*

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The object of this study is to show some features of English, focused on such mechanics as punctuation and transition, in Korean presidential addresses transcribed in English which are different from those of the United States. Towards that end, the presidential addresses of the United States and Korea from January, 2010 to June, 2010 are collected, made into corpora, and analyzed. Through analyzing the corpora, this paper is to address the following research questions: (1) What features can be regarded as different in terms of punctuation and transition? (2) If there are any differences between the corpora, are they significant enough to pose any problems for Korean and American English users to communicate with each other? (3) If so, what can be done to solve the problems in regard to pedagogical implications? Overall, as for punctuation, both Presidents' addresses share a lot in common, even with some idiosyncratic variations though. However, there are some noticeable differences in transitional devices. It is not clear whether those should be taken as a sign of personal preference, though. Transitional markers are meant to be part of wording in writing.

[world Englishes/writing/punctuation/transition/corpus]

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I. INTRODUCTION

The growth of the use of English as the world′s primary language for international communication has obviously been continuing for several decades (Graddol, 2006). However, we cannot figure out what the future of English will look like. On the one hand, the future of it will be on the bright side: its power and position as a global language will get stronger for years to come. On the other hand, its future will face an inevitable challenge: another competitive language(s) will newly emerge as a viable lingua franca while replacing the English language over the many parts of the world. Nevertheless, we are well aware that English should not be deemed the language of only the British or American anymore and that currently more of the English users do not use it to communicate with native speakers including the British and Americans. The singular term English has been replaced by the plural term Englishes as the legitimacy of varieties[1] of English has been explored by many scholars. For example, in 1988 Sidney Greenbaum proposed the International Corpus of English (henceforth ICE) and has compiled many regional or national varieties of English which were once considered as non-standard ones.

The press release for the launch of the British Council′s English 2000 Project in 1995 summarized the position of English as follows:

″World-wide, there are over 1,400 million people living in countries where English has official status. One out of five of the world′s population speak English to some level of competence. Demand from the other four-fifths is increasing. ... By the year 2000 it is estimated that over one billion people will be learning English. English is the main language of books, newspapers, airports and air-traffic control, international business and academic conferences, science technology, diplomacy, sport, international competitions, pop music, and advertizing.″ (citedin Graddol, 2000, p. 2)

For the past several decades, the academic field of ‘world Englishes’ has provided us with a very powerful paradigm to delve into the study of varieties of English in various linguistic layers. The spread of English has been viewed in varied perspectives: English as a lingua franca (ELF), English as an international language (EIL), and ‘world Englishes’, etc.

The object of this study is to review the use of English in Korea within a paradigm of Kachru′s world Englishes and see if there are any features worthwhile to be mentioned. For the purpose, the punctuation and some transition markers used in English presidential addresses were analyzed.

[1] For attitudinal reasons, the term ‘dialect’ is not the preferred way of referring to varieties of English, such as American English and British English. Instead, linguists and lay people alike use the term ‘variety’ (Kachru & Nelson, 2006)

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II. PREVIOUS STUDIES

Since several pioneering scholars including Kachru (1982, 1986), Smith (1981, 1983, 1987), and Strevens (1980) presented earlier proposals for a conceptualization, the term 'world Englishes' has gained its standing as it is now. For example, for the past thirty years, a lot of researchers have contributed their articles and papers in line with the aims and scope of *World Englishes*. It is committed to the study of varieties of English in their distinctive cultural, sociolinguistic and education contexts. It is also integrative in its scope and includes theoretical and applied studies on language, literature and English teaching, with emphasis on cross-cultural perspectives and identities.

As regards the contact and convergence of English in Korea, there are several studies as follows: KyutaeJung and SujungMin (1999) examine modals which express meanings associated with volition and prediction and prepositions which denote spatial relations believed to result from contact with Korean. The results show some aspects of the nativization of English in Korea; Rosa Jinyoung Shim (1999) discusses the process, characteristics, and consequence of codified Korean variety of English that serves as the endonormative standard for Korean-English education; and YeonHee Choi (1988) examines text structure of argumentative writing in English by Korean speakers as compared with native speakers' writing in Korean and in English. Interactive text analysis showed English essays had a clear structural pattern that the Korean essays lacked. However, none of these have explored so far the same research areas as those of this paper: the mechanics of punctuation and transition. Eunhee Han (2010) studies the necessity of the awareness of world Englishes in terms of language pedagogy.

Both punctuation and transition have been studied by several scholars in the field of literacy and writing. Petit (2003) presents an example illustrating how teachers can create reading and writing activities that emphasize how words work through grammar, punctuation, mechanics, and usage. She describes a workshop that highlights a single punctuation mark: the semicolon. She also notes that the semicolon defies rigid rules for use and is therefore ideally suited for instruction that defies traditional ways of teaching grammar; Klinck (1998) argues that the prohibition against the comma splice has no logical basis whatsoever, and offers numerous examples. She also maintains that English teachers should relax prohibitions against comma splices, accept that usage is flexible, and allow students a freedom which more confident writers take for granted. Though these studies provide some pedagogical implications in terms of how to use correct punctuation, it is questionable whether those studies are also applicable for the other context like that of Korea. According to the study conducted by Sooweon Ko (2010), Korean-national scholars tend to overuse termporal conjunctions in their journal abstracts written in English.

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III. RESEARCHDATA & ANALYSES

1. Data

1) Data Collection

To show the differences in the use of punctuation and transition in English in Korea and the United States, this study has collected two sets of data. One set of data has been collected from the official site of Cheong WaDae (http://english.president.go.kr), the official residence of the president of the Republic of Korea. Under the title of Presidential Activities, it provides weekly speeches by President Lee, Myung-bak on a variety of domestic and international issues. The scripts of the weekly speeches ranging from January 1st to June 14th, 2010 (a total of 22 addresses) have been downloaded, put into Notepad files and assorted in chronological order. In order to verify who actually wrote the scripts, a couple of e-mails were sent to the above site; however, no replies have been received yet.

The other set of data has been collected from the official site of the White House (http://www.whitehouse.gov), the official residence of the president of the United States of America. Under the title of Briefing Room/Your Weekly Address, it provides weekly speeches by President Barak Obama on a variety of domestic and international issues as well. Again, the scripts of the weekly speeches ranging from January 2nd to June 26th, 2010 (a total of 24 addresses) have been downloaded, put into Notepad files and assorted in chronological order. Again, the same question via e-mail has been asked, but no replies have been gotten, either.

In comparison to quantitative data, qualitative data are said to be those which are recorded in non-numerical form, such as transcripts of classroom interactions. The data used and analyzed for this paper are said to be one of those data. Every word, sentence and paragraph of each set of the data has been checked for any typos and mistakes before being put into Notepad files. Then, every sentence of the each set of the data has been manually and repeatedly analyzed first for punctuation and then for transition to see if there are any meaningful differences.

2) Data Analysis Tool

For an analysis tool, 'NLPTools for Corpus Experts' (Lee, 2007) has been used. The "NLPToolshas functions such as frequency count, concept (lemma) count, English tagger, concordance, and so on. Along with this, British National Corpus (BNC), American National Corpus (ANC), Penn Treebank, Korean National Corpus (Sejong Corpus), and a

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few small speech corpora which are segmented by Praat have been used for the data triangulation.

Using the analysis tool, the research data have been checked for the research points – punctuation and transition. For all the checking work, the same data was used to maintain accuracy and consistency as much as possible. As regards punctuation markers, [Count ASCII], included "NLPTools for Corpus Experts" was used to count the frequency of character. Using this tool, the frequency of each punctuation marker was analyzed.

2. Analyses: Punctuation & Transition

1) Punctuation Marks

Punctuation marks are generally used to help clarify the structure and meaning of sentences. They separate groups of words for meaning and emphasis; they convey an idea of the variations in pitch, volume, pauses, and intonation of the spoken language; and they help avoid ambiguity. How to choose what punctuation to use, if any, will often be clear and unambiguous. In other cases, a sentence may allow for several punctuation patterns. In cases like these, varying notions of correctness have developed, and two writers might, with equal correctness, punctuate the same sentence quite differently, counting on their individual judgment and taste.

In written English, vital to disambiguate the meaning of sentences is punctuation. For example, "Woman, without her man, is nothing" and "Woman: without her, man is nothing" have greatly different meanings, as do "eats shoots and leaves" and "eats, shoots, and leaves". "King James walked and talked half an hour after his head was cut off" is shocking; "King James walked and talked; half an hour after, his head was cut off", less so.

Punctuation rules should vary with language, location, register and time and are constantly evolving. Certain aspects of punctuation are stylistic and are thus the author's (or editor's) choice. Shorthand language forms, such as those used in online chat and text messages, may have wildly different rules.

2) Transitional Devices

In order to show the relationships between the parts of any writing, it is advised for us to use transitional devices. They are said to be connectors and direction givers. They connect content words to other words, sentences to sentences, paragraphs to paragraphs. Reading

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materials without transitions would be like travelling in a strange land with no traffic signs. Practiced writers assume that they should keep their readers informed about where a paragraph and a paper are going.

Some of the connected words and expressions most frequently used are as follows: but, and, however, moreover, furthermore, on the other hand, nevertheless, for example, indeed, in fact, meanwhile, afterward, then, so , still, after all, likewise, consequently, first, next, in brief, to summarize, to conclude, similarly, etc.

Repetitions and synonyms guide the reader from sentence to sentence and paragraph to paragraph. Transitional words in topic sentences can contribute materially to clarity, coherence, and the movement of the discussion. Some writers meticulously guide readers with a connector at the beginning of almost every paragraph. For example, one begins a sequence of paragraphs about science as follows: In this summary, science...Yet science does...Similarly the basic interests of science...In other words, they are not...This demonstration that even the scientist...This idea will concern us...In other words, facts and figures...

Repeating similar structural forms of a sentence can show how certain ideas within a paragraph are alike in content as well as structure. A sequence of sentences beginning with a noun subject or with the same kind of pronoun subject, a series of clauses beginning with that or which, a series of clauses beginning with a similar kind of subordinate conjunction (like because)—devices like these can achieve transition and show connection. Excessive use of parallelism, however, is likely to be too oratorical, too dramatic. Used with restraint, parallel structures are excellent transitional devices.

3) Analyses

(1) Korean Presidential Addresses

It is widely known that the comma is the most frequently used punctuation mark in English and the one that provides the most difficulties to writers. Its most common uses are to separate items in a series and to set off or distinguish grammatical elements within sentences.

The most frequently used punctuation mark used in President Lee′s addresses is by far the comma. One of the functions of the comma used by him is with words in direct address. Table 1 shows some examples of the comma. In the table, K1, for example, indicates the first Korean presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

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TABLE 1

Examples of the Comma in Direct Address

Examples of the Comma	Reference to Source Addresses
(My) fellow Koreans,	K1, K2, K3, K4, K6, K7, K8, K10, K11, K12, K13, K14, K15, K17, K19, K20, K22
(My) fellow citizens,	K1, K2, K3, K6, K7, K8, K10, K12, K13, K15, K17, K19, K20, K22
Ladies and gentlemen,	K5, K21
Distinguished guests,	K9, K16, K21

Another common function of the comma is to use after a long introductory phrase or clause. This function seems to be the most frequently used one in President Lee's addresses. He often begins a paragraph with a long introductory phrase or clause. Table 2 shows some examples of the specific comma use. In the table, K1, for example, indicates the first Korean presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

TABLE 2

Examples of the Comma after a Phrase or Clause

Examples of the Comma	Reference to Source Addresses
Even in the face of crisis last year,	K1
On September 25 last year in Pittsburg,	K2
Since liberation from Japanese colonial rule,	K3
From the start of the New Year,	K4
Before starting on the main address,	K5
In my special address to the Davos Forum,	K6
In the absence of national prosperity,	K7
In connection with the incident this time,	K8
From a mid to long term perspective,	K9
With all due respect and solemnity,	K10
In the beginning of 2009,	K11
Amidst such all-out rescue efforts,	K12
With a profound feeling of gratefulness,	K13
If we endeavor to further develop the summit,	K14
As Commander-in-Chief of the armed forces of the Republic of Korea,	K15
During the Copenhagen Summit on climate change last December,	K16
Now when we are faced with difficulties at home and abroad,	K17
Even before the cause is unveiled,	K18
Taking this reality into consideration,	K19
In close consultations with the nations concerned,	K20
On top of these old problems,	K21
When it comes to national security,	K22

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Other uses of the comma found in President Lee′s addresses can be listed as follows; between two independent clauses, in a series, between coordinate adjectives, with nonrestrictive elements, with parenthetical elements, with conjunctive adverbs, with unusual word order, with degree, titles, dates, places, with absolute phrases, etc.

Of course, there are some other punctuation marks used in the addresses. They include the hyphen, the semicolon, the colon, the dash, quotation marks, just to name a few. They are used but in much less frequency that is the comma, which seems quite normal in almost all kinds of writings.

Now, in regard to transitional devices, we will turn to a few technical aspects of President Lee′s addresses. As is the case in other writings, the transcripts of his addresses show some features common in standard forms of writing. That is, as transition markers between separate paragraphs, he frequently uses more words or phrases, serving as adverb(s) and adverbial phrase(s), than clauses, and most of the phrase-form markers are of time and space to refer to the sequence of events and their venues. Table 3 shows some examples of the transitional devices. In the table, K1, for example, indicates the first Korean presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

TABLE 3

Examples of the Transitional Devices

Examples of the Transitional Devices	Reference to Source Addresses
In the newly dawning year...	K1
At the same time...	K2
Looking back on our past...	K3
By the time you listen to this broadcast...	K4
As an immediate measure...	K5
In particular...	K6
By this time...	K7
Throughout the last week...	K8
In just one generation...	K9
Exactly 100 years ago this year...	K10
Earlier this year...	K11
Even at this very moment...	K12
Amidst such all-out efforts...	K13
Right now...	K16
This past weekend...	K17
In this age of change...	K18
Among other things...	K19
Since the end of the Korean War...	K20

(2) American Presidential Addresses

Just as is so in President Lee′s addresses, a number of different punctuation marks are

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used in President Obama′ addresses. The most frequently used one is the comma, as expected. Again, out of the many functions the comma has, the one used after a long introductory phrase or clause should be regarded as the most frequent in President Obama′s speeches. He often begins a paragraph with a long introductory phrase or clause as well. Table 4 shows some examples of the specific comma use. In the table, A1, for example, indicates the first American presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

TABLE 4

Examples of the Comma after a Phrase or Clause

Examples of the Comma after a Phrase or Clause	Reference to Source Addresses
And even before Christmas Day,	A1
Over the past decade,	A2
But even as we work tirelessly to dig out way out of this hole,	A3
In my first year in office,	A4
At this time last year,	A5
To give these companies greater incentives to grow and create jobs,	A6
After a decade of profligacy,	A7
To members of Congress,	A8
As the Winter Olympics draw to a close this weekend,	A9
Not only does that risk our leadership as a nation,	A11
To help an additional 5 million Americans earn degrees and certificates over the next decades,	A13
Amid the storm of public debate,	A14
But in tough times,	A15
In the wake of the recent Supreme Court ruling,	A17
But from the very start,	A20
More than a decade ago,	A22
In the United States Senate,	A23
Beyond these reforms,	A24

One of the punctuation marks unique in President Obama′s addresses is the dash. He uses it in a large number of cases, which is hardly observable in President Lee′s addresses. In general terms, the dash can function like a comma, a colon, or a parenthesis. Like commas and parentheses, dashes set off parenthetical material such as examples, supplemental facts, and explanatory or descriptive phrases. Like a colon, a dash introduces clauses that explain or expand upon something that precedes them. Though sometimes considered a less formal equivalent of the colon and parenthesis, the dash may be found in all kinds of writings, including the most formal, and the choice of which mark to use is often a matter of personal preference. Table 5 shows some examples of the dash. In the table, A1, for example, indicates the first American presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

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TABLE 5

Examples of the Dash

Examples of the Dash	Reference to Source Addresses
This includes making sure these communities – and the people in them – are coordinating effectively and are held accountable at every level.	A1
We enter a new decade, now, with new perils – but we are going to meet them.	A2
As a result, the American people – struggling in their own right – were placed in a deeply unfair and unsatisfying position.	A3
And for the first time in history, we have publicly disclosed the name of lobbyists and non-lobbyists alike who visit the White House every day, so that you know what is going on in the White House – the people's house.	A4
Our economy was shrinking at an alarming rate – the largest six-month decline in 50 years.	A5
A lot of these companies – like the wind turbine manufacturer I mentioned – are the foundation on which we can rebuild our economy to compete in the 21st century.	A6
The question, then, is whether we will do what is takes, all of us – Democrats and Republicans – to build a better future for ourselves, our children, and our country.	A8
The consequence of this failure of responsibility – from Wall Street to Washington – are all around us:	A16
They are based on the principle espoused by former Supreme Court Justice Louis Brandeis – that sunlight is the best disinfectant.	A17
That commitment – that willingness to lay down their lives so we might inherit the blessings of this nation – is what we honor today.	A20

Now, in reference to being used as a transitional device, one specific phrase may draw our attention. That is, quite often than not, President Obama uses the expression "that is why or it is why" not only at the beginning of a paragraph but in the middle of it. It is not clear whether the expression is one of his preferences, though. Table 6 shows some examples of the specific transitional devices. In the table, A1, for example, indicates the first American presidential address script in chronological order. Please refer to Appendix for the title and date of the address.

TABLE 6

Examples of the Specific Transitional Devices

Examples	Reference to Source Addresses
That is why / that is why	A1, A2, A3, A5, A7, A8, A9, A10, A12, A14, A15, A16, A17, A18, A21, A23
It is why / it is why	A1

(3) Summary of Analyses

We have so far explored what is going on in both Presidents' addresses in terms of

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punctuation and transition. Although there are some individual variations between the two presidents′ addresses, we can still observe a number of features common in the two varieties of English within the scope of presidential addresses.

When it comes to differences between the two varieties, we have come to a conclusion that there are some differences, if not that many, in terms of specific mechanics – punctuation and transition. Table 7 shows the calculated data in terms of the distribution percentage of occurrences per 1,000 letters, processed in ′NLPTools′.

TABLE 7

Distributional Frequency of Punctuation Marks

Per 1,000 Letters	Barak Obama	Lee, Myung-bak
Period	8.70	9.09
Exclamation	0.01	0.05
Question Mark	0.03	0.12
Dash	1.50	0 01
Hyphen	0.77	1.49
Comma	7.58	6.94
Colon	0.45	0.07
Semicolon	0.32	0.14

As shown in Table 7, in Obama′ addresses, period is ranked first; in comparison, in Lee′s addresses, comma is ranked first. However, exclamation is ranked last in Obama′s addresses, and dash is ranked last in Lee′s addresses. The following Table 8 shows the frequency of occurrences of those punctuation marks used in the data.

TABLE 8

Frequency of Occurrences of Punctuation Marks

Per 1,000 Letters	Barak Obama	Lee, Myung-bak
Period	998	1,875
Exclamation	1	10
Question Mark	4	25
Dash	172	3
Hyphen	88	308
Comma	869	1,431
Colon	52	15
Semicolon	37	28
Total No. of Letters	114,684	206,263

As a way of summarizing the analysis results of punctuation marks, Figure 1 shows a graphical summary of the analysis of the research data as follows:

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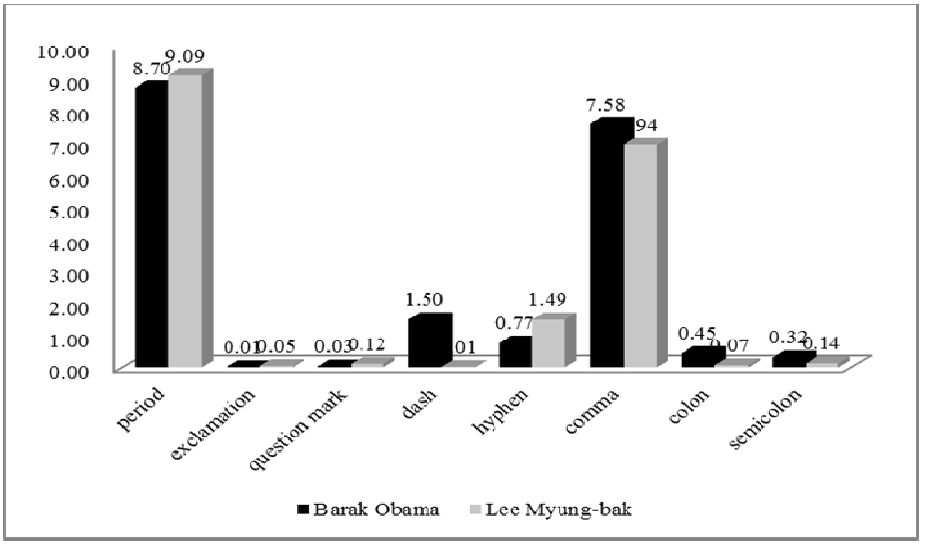
FIGURE 1

Distributional Frequency of Punctuation Marks



As can be seen in the Figure, both Presidents′ addresses share in common their top two punctuation marks in terms of distributional frequency, with slight differences. According to analysis results of President Lee′s addresses, the most frequently used punctuation mark is the period with a frequency of 9.09 per every 1,000 letters. It is followed by the comma (6.94) and the hyphen (1.49). The exclamation point (0.05) is definitely the least frequently used mark.

As is the case with President Lee′s addresses, the period takes the place of the most frequently used punctuation mark (8.70) in President Obama′s speeches again. It is followed by the comma (7.58) and the dash (1.50). One point for us to notice here is that the dash is used far more than it is in President Lee′s addresses.

We have so far explored what is going on in both Presidents' addresses in terms of punctuation marks and transition. Although there are some individual variations between the two presidents' addresses, we can still observe a number of features common in the two varieties of English within the scope of presidential addresses.

When it comes to punctuation, a close look at both Presidents′ addresses leads us to conclude that they share a lot in common, even with some idiosyncratic variations though. Given that punctuation marks are used to help clarify the structure and meaning of sentences, the addresses by the two presidents should follow the right track of using correct punctuation marks.

However, there are some noticeable differences in the addresses by both of the

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Presidents in transitional devices. As specified in detail above, each of the two Presidents shows a set of transitional markers of his own choice. It is not clear whether this should be taken as a sign of personal preference, though. Transitional markers are said to be part of wording in writing. Accordingly, it is to be affected not only by the contents of the writing but by the very writing habits of the writer.

IV. CONCLUSIONS

1. Summary of the Study

This paper has focused on making comparisons between Korean and American variety of English in a ′world Englishes′ paradigm and seeing if there are any features worth mentioning. In addition, this paper has tried to find out what the causes of the differences are between the two varieties. To this end, we have taken a look at a particular type of research material –presidential addresses.

At the beginning stage, this paper was aimed at addressing the following research topics: (1) What features can be regarded as different in Korean presidential addresses in terms of punctuation and transition? (2) If there are any differences, are they significant enough to pose any problems for Korean English users and American English users to communicate with each other? (3) If so, what can be done to solve the problems in regard to pedagogical implications?

As regards punctuation and transition, we may posit that although there are some individual variations between the two presidents′ addresses, we can still observe a number of features common in the two varieties of English within the scope of presidential addresses.

Overall, as for punctuation, both Presidents′ addresses share a lot in common, even with some idiosyncratic variations though. Given that punctuation marks are used to help clarify the structure and meaning of sentences, their addresses seem to follow the right track of using correct punctuation marks. In contrast, there are some remarkable differences in the area of transitional devices. As manifested in detail above, both Presidents use a set of transitional markers of his own choice. It is not clear whether we should take that as a sign of personal preference, though.

Reflecting on the basic concepts of ′world Englishes′, we can say that the English language cannot exist as one single language identical in every aspect in all the countries it has spread into. It has long been acknowledged that every human language is to change, over the course of time, in any place it is used.

In a ′world Engishes′ paradigm, there should always be a range of language varieties

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whether or not they belong to the Inner Circle[2], the Outer Circle, or the Expanding Circle in Kachruan terms. Thus, it is quite natural for Koreans to have their own variety of English, and so is it for Americans.

If we are not to avoid being faced with differences from one variety to another, the next thing we need to do is delving into what the differences look like and how they are unique. By doing so, we can provide any viable solutions or alternatives to our current problems with educating Korean students how to be competent enough to communicate with non-native speakers as well as native speakers in English.

2. Implications & Limitations

As discussed in the previous section, as regards intelligibility and communicability between the two varieties of English, both Presidents′ addresses share a lot in common although there are still some individual variations and idiosyncratic features. Even with those differences, we may postulate that they have not reached yet a level which might jeopardize intelligibility and communicability among the two varieties of English.

However, we have yet to find viable solutions to current situations, that is, how to incorporate the solutions into our regular educational system so that we could minimize any possible negative effects those differences might have on our English education in Korea for years to come.

Currently, English education in Korean primary and secondary schools as well as in higher education institutions hardly provides any programs or curricula related to the ′world Englishes′ perspectives. In reality, it has almost never offered anything similar for the past several decades since the beginning of the ′world Englishes′ paradigm.

Thus, it may safely be said that almost all Korean students learning English through their formal education as well as private tutoring are not equipped with any perspectives which can help them better understand other varieties of English, not to even mention British variety of English which is not regarded as an optimal choice for them to learn in Korea.

Accordingly, it is expected that when we incorporate any programs and curricula, relevant to ′world Englishes′ perspectives, into our English education system, we may elevate Korean English learners′ consciousness of how necessary it should be for them to better understand other varieties of English in a ′world Englishes′ paradigm.

There are a couple of limitations to this study. First, as almost every language in the world has both of the dual patterns − sound and characters, language studies should be

[2] The spread of English has ended up in the emergence of three different categories of regional varieties of English. These three unique categories have been termed as *the Inner-Circle*, *the Outer-Circle*, and *the Expanding Circle* varieties in the Concentric Circles model, the most influential model of the spread of English (Kachru, 1985).

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related to these two aspects. However, because of unavailability of the audio recordings of President Lee′s addresses, available in Korean though, there has been no choice but to analyze only the written transcripts. This study could be done in much more detail in its depth and scope by now if there had been some sound features available to be compared between the two presidential addresses.

Second, as mentioned before, it was not possible to get access to any background information about the real transcript writer(s). To obtain even a small piece of information which might be helpful, a couple of emails were sent to the official websites of the presidential office – both Korean and American; unfortunately, we haven′t received any replies yet. Again, without any information about the script writer(s), this study could not provide any further analyses than it does.

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APPENDIX A

Titles of Korean Presidential Addresses

K1. New Year Message (January 1, 2010)
K2.New Year Address to the Nation (January 4, 2010)
K3. Lessons from the History (January 11, 2010)
K4. Visit to India (January 25, 2010)
K5. Seoul G20 Summit Priorities and Challenges (February 2, 2010)
K6. On Davos World Economic Forum (February 8, 2010)
K7. Lunar New Year's Day (February 13, 2010)
K8. Vancouver Winter Olympic (February 22, 2010)
K9. Global Korea 2010 (February 24, 2010)
K10. 91st Independence Movement Day (March 1, 2010)
K11. Answers to the Citizens (March 8, 2010)
K12. The Cheonan (I) (March 22, 2010)
K13. The Cheonan (II) (April 5, 2010)
K14. The Designation of Korea as Host of the 2nd Nuclear Security Summit (April 14, 2010)
K15. The Cheonan (III) (April 19, 2010)
K16. The Keynote Speech to the Business for the Environment Global Summit (April 22, 2010)
K17. Radio & Internet Address to the Nation (May 3, 2010)
K18. Opening Remarks at Republic of Korea Armed Forces (May 4, 2010)

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K19. Radio & Internet Address to the Nation (May 17, 2010)
K20. Radio & Internet Address to the Nation (May 24, 2010)
K21. Vision for a Global Asia and the Role of the Republic of Korea (June 4, 2010)
K.22 Radio & Internet Address to the Nation (June 14, 2010)

Titles of American Presidential Addresses

A1. The Fight against Al Qaeda (January 2, 2010)
A2. Health Reform's Benefits in 2010 (January 9, 2010)
A3. Getting Our Money Back from Wall Street (January 16, 2010)
A4. This Week's Supreme Court Decision (January 23, 2010)
A5. Reining in Budget Deficits (January 30, 2010)
A6. Opening Doors for Small Business (February 6, 2010)
A7. Pay As You Go (February 13, 2010)
A8. Premiums, Profits, and the Need for Health Reform (February 20, 2010)
A9. The Olympic Spirit, the Spirit of Bipartisanship, and Health Reform (February 27, 2010)
A10. What Health Reform Will Deliver This Year (March 6, 2010)
A11. Education for a More Competitive America and Better Future (March 13, 2010)
A12. Time for Action on Financial Reform for the Economy (March 20, 2010)
A13. Two Major Reforms on Health Care and Higher Education (March 27, 2010)
A14. Holiday Greetings (April 3, 2010)
A15. Relief for the Middle Class at Tax Time (April 10, 2010)
A16. Holding Wall Street Accountable (April 17, 2010)
A17. Giving Government Back to the American People (May 1, 2010)
A18. Wall Street Reform (May 15, 2010)
A19. British Petroleum Spill (May 22, 2010)
A20. Honoring the Fallen (May 29, 2010)
A21. Louisiana Oil Spill (June 5, 2010)
A22. More Pay for Doctors (June 12, 2010)
A23. Republican Blocking (June 19, 2010)
A24. Finishing Wall Street Reform (June 26, 2010)

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Examples in: English
Applicable Languages: English
Applicable Levels: Tertiary

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