

Yun Kim

Curriculum Vitae

Emory University
Program in Linguistics
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Academic Employment

- 2015–current **Lecturer**, *Program in Linguistics, Emory University*, Atlanta, GA.
2015 Winter **Adjunct Instructor**, *Psychology, Pomona College*, Claremont, CA.

Education

- 2012–2015 **PhD. in Linguistics**, *University of California, Los Angeles*, Los Angeles, CA.
6-month-olds' segmentation and representation of morphologically complex words
- 2010–2012 **MA in Linguistics**, *University of California, Los Angeles*, Los Angeles, CA.
- 2008–2010 **Applied Linguistics**, *University of California, Los Angeles*, Los Angeles, CA.
Accepted as a PhD student, studied for 2 years
- 2005–2007 **MA in English Language and Literature**, *Seoul National University*, South Korea.
Major: Conversation Analysis
- 2000–2005 **BA in English Language and Literature & Russian Language and Literature; Minor in Linguistics**, *Seoul National University*, South Korea, Summa Cum Laude.

Teaching Experience

Invited Teaching: Language Acquisition

- February 2015 **Breaking the code: finding words from speech**, *Language Acquisition*, Emory University, Guest Lecturer.
- January 2015 **Early Morphological Development**, *Language Development (Ling 130)*, UCLA, Guest Lecturer.
- Oct 2014 **Language general and specific cues in word segmentation**, *Psychology of Child and Adolescent Development (PSY 361)*, Department of Psychology at CSU Long Beach, Guest Lecturer.
- Oct 2014 **Early language development**, *Development from Conception through age 8 (CAS 325A)*, Department of Child and Adolescent Development at CSU Fullerton, Guest Lecturer.
- Sep 2014 **Finding words in speech**, *Language Development and acquisition (Ling 417)*, Department of Linguistics/TESL at CSU Northridge, Guest Lecturer.

Psycholinguistics

- Fall 2016 **Language Acquisition**, *LING 316/ PSYC 316*, Emory University, Lecturer.
Spring 2016 **Psycholinguistics**, *LING 385/ PSYC 385*, Emory University, Lecturer.
Fall 2015 **Language Acquisition**, *LING 316/ PSYC 316*, Emory University, Lecturer.
Winter 2015 **Language Development**, *PSYC 123*, Pomona College, Sole Instructor.
Fall 2011 **Language Development**, *Ling 130*, UCLA, Teaching Assistant.
Graded assignments, exams and final papers; guest lecture on Experimental Stats, supervised students' papers

Phonetics/Phonology

- Summer 2014 **Introduction to General Phonetics**, *Ling 103*, UCLA, Sole Instructor.
Spring 2014 **Introduction to General Phonetics**, *Ling 103*, UCLA, Teaching Fellow.
Winter 2014 **Phonology I**, *Ling 120A*, UCLA, Teaching Fellow.

General Linguistics

- Fall 2016 **Foundations of Linguistics**, *LING 201/ANT 204*, Emory University, Lecturer.
Spring 2016 **Foundations of Linguistics**, *LING 201/ANT 204*, Emory University, Lecturer.
Fall 2015 **Foundations of Linguistics**, *LING 201/ANT 204*, Emory University, Lecturer.
Summer 2014 **Introduction to Language**, *Ling 20*, UCLA, Teaching Fellow.
Fall 2013 **Introduction to Language**, *Ling 20*, UCLA, Teaching Associate.
Summer 2013 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Associate.
Spring 2012 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Associate.
Winter 2012 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Associate.
Spring 2010 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Assistant.
Fall 2009 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Assistant.
Winter 2009 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Assistant.
Fall 2008 **Introduction to Language (GE)**, *Ling 1*, UCLA, Teaching Assistant.

Sociolinguistics

- Spring 2009 **Special Topics in Applied Linguistics**, *AP & TESL 88GE*, UCLA, Sole Instructor.
Seminar on Language and Gender
Summer 2008 **Language and Gender**, *AP & TESL 40W*, UCLA, Sole Instructor.
Writing course
Spring 2008 **Language and Gender**, *AP & TESL 40W*, UCLA, Teaching Assitant.

Language Teaching - English

- 2009 Summer **Conversation and Interaction for Academic Purposes**, *ESL 32*, UCLA, Sole Instructor.
2005–2007 **Writing Center**, SNU, Tutor.
College students' English writing tutor for 12 hours per week.

- Oct–Dec 2007 **Writing Center Grammar Workshop**, SNU, Lecturer.
Three workshops for English grammar: Relative clause, Preposition, Articles
- Sep 2006 **Writing Center Workshop**, SNU, Lecturer.
Workshop for descriptive writing
- 2005–2007 **Writing Center Workshop**, SNU, Teaching Assitant.
Topics: Writing personal e-mails in English, Writing a personal statement, Digital story making
- July–Aug 2006 **College English 1**, SNU, Teaching Assitant.

Research Experience

- Winter 2013 **for Professor Daland, Robert**, *UCLA*, Word Learning Project.
Conducted experiments (using Python) on UCLA Undergrads
- Spring 2012 **for Professor Zuraw, Kie**, *UCLA*, Sai-siot project.
Created & selected possible experiment items
- 2010–2012 **for Professor Jun, Sun-Ah**, *UCLA*, NSF Project on the Role of Childhood Language Memory in Adult Language Learning.
Analyzed Korean adoptees language: Measured VOT, vowel duration, *F0* for target words using PRAAT scripts & voicesause
- Winter–Summer 2009 **Language Acquisition Lab (supervisor: Professor Megha Sundara)**, *UCLA*.
Ran experiments using HPP & HABIT

Awards

- 2016 East Asian Studies , Emory
- 2014-2015 Dissertation Year Fellowship, UCLA
- 2012 Summer Summer Research Mentorship Program, UCLA
- 2011-2012 Research Mentorship Program, UCLA
- 2011 Summer Summer Research Mentorship Program, UCLA
- 2010-2011 Diebold Humanities Fellowship, UCLA
- 2009 Fall University Fellowship, UCLA
- 2008 Fall QE Restrict Stipend, UCLA
- 2000-2005 Scholarship for Academic Excellence, SNU
- 2002-2004 Hamkyongbukdo Fellowship, Seoul Korea

Publications

Sundara, M., **Kim, Y.J.**, White, J., & Chung, A.J. (Under Revision). There is no *pat* in *patting*: Phonetic similarity biases infants' learning of phonological alternations

Daland, R. & **Kim, Y.J.** (2015). It is easier to learn the meaning of forms with

a canonical stress pattern. *Proceedings of International Congress of Phonetic Science (ICPhS)* PDF,

Kim, Y.J., & Sundara, M. (2014). Segmentation of vowel-initial words is facilitated by function words, *Journal of Child Language* available on CJO2014. doi:10.1017/S0305000914000269

Kim, Y.J. (2013). Do learners prefer transparent rule ordering? An artificial language learning study. *CLS* 48 (1), pp. 375-386.

Oh, M., & **Kim, Y.J.** (2011). The production of Korean Stops and Intonation by English Speakers. *Teaching Korean as a Foreign Language*, 36, pp. 139-158 (KCI)

Kim, Y.J. (2007). A Discourse Analysis of Writing Tutorials: with Reference to the Dominance in Nonnative Tutors and Nonnative Tutees. *SNU working papers in English Language and Linguistics*, 6, pp. 14-34

Work in progress

Kim, Y.J. (In Preparation). What do infants hear: An Acoustic Analysis of Infant Directed Speech (IDS) in Korean

Kim, Y.J., & Sundara, M. (In Preparation). Are *walk* and *walks* different words?: 6-month-olds' segmentation and representation of morphologically complex forms

Thesis

Kim, Y.J. (2015). 6-month-olds' Segmentation and representation of morphologically complex words. *Unpublished Doctoral Dissertation*, UCLA

Kim, Y.J. (2012). Segmentation of vowel-initial words is facilitated by function words. *Unpublished MA Thesis*, UCLA

Kim, Y.J. (2008). Advice-giving in EFL writing tutorial sessions: the initiation and the reception of advice in the interaction between the nonnative tutor and the nonnative tutee, *Unpublished MA Thesis*, SNU

Kim, Y.J. (2005). Producing intervocalic consonant clusters in Russian, *Unpublished BA Thesis*, SNU

Presentation

Kim, Y.J., & Sundara, M. (2015). *Walk* is in *walks* but not in *walked*: 6-month-olds' processing of inflected forms. American International Morphology Meeting 3 (AIMM), University of Massachusetts Amherst, USA

Robert, D., & **Kim, Y.J.** (2015). It is easier to learn the meaning of forms with a canonical stress pattern. 18th International Congress of Phonetic Science (ICPhS), Scotland, UK

Kim, Y.J., & Sundara, M. (2014). 6-month-olds' segmentation and decomposition

of morphologically complex words, Symposium on Cognition & Language Development, UCLA

White, J., **Kim, Y.J.**, Sundara, M., & Chong, A.J. (2014). Infant learning of phonological alternations is biased by phonetic similarity. Workshop on Learning Biases in Natural and Artificial Language Acquisition at the Annual meeting of the Linguistics Association of Great Britain

Sundara, M., **Kim, Y.J.**, White, J., & Chong, A.J. (2013). There is no pat in patting: Acquisition of phonological alternations by English-learning 12-month-olds. 38th Boston University Conference on Language Development (BUCLD), Boston

Kim, Y.J. (2013). What do infants hear: An Acoustic Analysis of Infant Directed Speech (IDS) in Korean. Presented at Workshop on East Asian Languages (WEAL), UCLA

Kim, Y.J. & Sundara, M. (2012). 11-month-olds use function words to segment vowel-initial words. International Conference on Infant Studies (ISIS), Minnesota

Kim, Y.J. (2012). Do learners prefer transparent rule ordering? An artificial language learning study. 48th meeting of the Chicago Linguistic Society, The University of Chicago

Kim, Y.J., & Sundara, M. (2010). Function words facilitate word segmentation. 2nd Pan American / Iberian Meeting on Acoustics, Cancun

Kim, Y.J., & Oh, M. (2010). English speakers' acquisition of Korean stops and intonation. 2nd Pan American / Iberian Meeting on Acoustics, Cancun

Kim, Y.J., & Sundara, M. (2010). The Role of Function words in the development of word segmentation. 35th Boston University Conference on Language Development, Boston

Kim, Y.J. (2010). Acquisition of Korean stop sounds: A Comparison study between heritage language learners and second language learners of Korean. 1st International Conference on Heritage/Community Languages, UCLA

Kim, Y.J. (2008). Quantitative, Topical and Interactional Dominance in EFL Writing Tutorial Discourse: Interaction between NNS tutors and NNS tutee. 18th International Congress of Linguists, Seoul Korea

Laboratory Technique Used

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|--------------|---|
| Basic | MatLab |
| Intermediate | PsychoPy, HABIT, Sejong Corpus, COCA, GMU Speech Accent Archive |
| Advanced | HPP, CHILDES Corpus |

Computer skills

- Basic PYTHON, R
Intermediate L^AT_EX, VoiceSauce, SPSS, PCQuirerX, CLAN
Advanced OpenOffice, Microsoft Windows, PRAAT, Audacity

Languages

- English **Fluent**
Korean **Native**
Russian **Basic**
Quechua **Fieldwork**

Training

- 2008–2014 **Test of Oral Proficiency Rater**, *Office of Instructional Development*, UCLA.
Rated international graduate students on their language performances of syllabus & introduction and mini lecture.
2008 **ESLPE Rater**, *Writing Programs*, UCLA.
Read the ESLPE essays required for all incoming international students for ESL placement.

Service

Research review

- 2014 **Journal of Child Language**, *Reviewer*.
2013 **SRCD Monographs**, *Reviewer*.
2011 **Workshop on East Asian Languages (WEAL), UCLA**, *Reviewer*.

Boards & committees

- 2008–2012 **Issues of Applied Linguistics**, *Editorial Board*.
2008–2012 **Issues of Applied Linguistics**, *Copy Editor*.
2008–2012 **Issues of Applied Linguistics**, *Proof Reader*.
2006 **SNU Working Papers**, *Co-Publisher*.

Membership

Linguistics Society of Korea (LSK), Acoustic Society of America (ASA), International Society of Infant Studies (ISIS), Linguistic Society of America (LSA).