

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

Psycholinguistics

- LING/PSYC 385 Introduction to Psycholinguistics**, *Emory University*, Spring 2019, Fall 2017, Spring 2016.
LING/PSYC 316 Language Acquisition, *Emory University*, Fall 2016, Fall 2015.
PSYC 123 Language Development, *Pomona College*, Winter 2015.
LING 130 Language Development, *UCLA*, Fall 2011, Teaching Assistant.

Special Topics

- LING 401W Language, Mind and Society**, *Emory University*, Spring 2019, Spring 2018.
EAS/LING 450W Heritage Language Learning and Teaching, *Emory University*, Spring 2019, Spring 2018.

LING 485 Field Methods in Linguistics, *Emory University*, Fall 2018, Co-taught with Dr. Pak.

General Linguistics

LING 201/ANT 203 Foundations of Linguistics, *Emory University*, Fall 2017, Fall 2016, Spring 2016, Fall 2015.

LING 20 Introduction to Language, *UCLA*, Summer 2014, Fall 2013, Teaching Fellow.

LING 1 Introduction to Language (GE), *UCLA*, Summer 2013, Spring 2012, Winter 2012, Spring 2010, Fall 2009, Winter 2009, Fall 2008, Teaching Associate/Assistant.

Phonetics/Phonology

LING 103 Introduction to General Phonetics, *UCLA*, Summer 2014, Spring 2014, Sole Instructor/Teaching Fellow.

LING 120A Phonology I, *UCLA*, Winter 2014, Teaching Fellow.

Sociolinguistics

AP & TESL 88GE Special Topics in Applied Linguistics, *UCLA*, Spring 2009, Sole Instructor.

Seminar on Language and Gender

AP & TESL 40W Language and Gender, *UCLA*, Summer 2008, Spring 2008, Sole Instructor/Teaching Assistant.

Language Teaching - English

ESL 32 Conversation and Interaction for Academic Purposes, *UCLA*, 2009 Summer, Sole Instructor.

Writing Center, *SNU*, 2005–2007, Tutor.

Writing Center Grammar Workshop, *SNU*, Oct–Dec 2007, Lecturer.

Writing Center Workshop, *SNU*, Sep 2006, Lecturer.

Writing Center Workshop, *SNU*, 2005–2007, Teaching Assistant.

College English 1, *SNU*, July–Aug 2006, Teaching Assistant.

Invited Teaching

- February 2015 **Breaking the code: finding words from speech**, *Language Acquisition*, Emory University.
- January 2015 **Early Morphological Development**, *LING 130 Language Development*, UCLA.
- October 2014 **Language general and specific cues in word segmentation**, *PSY 361 Psychology of Child and Adolescent Development*, Department of Psychology at CSU Long Beach, Guest Lecturer.

- October 2014 **Early language development**, CAS 325A *Development from Conception through age 8*, Department of Child and Adolescent Development at CSU Fullerton.
- September 2014 **Finding words in speech**, LING 417 *Language Development and acquisition*, Department of Linguistics/TESL at CSU Northridge, Guest Lecturer.

Mentorship/Student Supervision

Undergraduate Thesis

- 2018-2019 Anna Bintinger *Children's Acquisition of Sentences with Two Negatives in English*, Committee Member
 SURE, Emory University
- 2019 Summer Sophia Minnillo *Motivation and Achievement in the Academic Setting: An Investigation of French Oral Proficiency Outcomes*
 SIRE presentation, Emory University
- 2019 Spring Katherine Ahn, Darrah DeVane, Julia Kim & Vanessa Kim *Parental Influence on Motivation of Korean Heritage Language Learners*
 Debbie Lee, Allen Huang & Emily Silber *The Word Length Effect on RT in the Stroop Task*
 Alexis Greenblatt, Sophia Minnillo, Alicia Moore & Julie Wechsler *Effects of Bilingualism on Stroop Task Performance*
 Taiki Mochizuki, Sophia Minnillo, Riley Swab & Alisia Moore *Effect of Grammatical Category on Lexical Processing: Comparison of Nouns and Verbs*
 Julian Pradeep, Suji Kim & Lindsay Xu *Correlation Between Self-Assessment of Cultural Identity in Japanese Language Learners and Motivational Orientation to Learn Japanese*
 Lydia Feng, Chloe Lam, Grace Nguyen & Stephen Wu *The Effect of Motivational Orientation on the Continuation of Mandarin Courses in Chinese Heritage Speakers*
 Shengdong Fang, Jack Liu & Genevieve Paddock *Effect of Connectedness to Chinese Culture on Attitude Toward Language Learning and Confidence in Speaking in Chinese Heritage Speakers*
 Sophia Minnillo *Comparison of Oral Proficiency Testing Methods in Undergraduate French SLA*
 Laura Flescher, Debbie Lee, Carlos Monteagudo & Julie Wechsler *Effect of Word Frequency on Lexical Retrieval*
- 2017 Spring Ye J. Sung & Mary D. Choi *Parallel Processing in Bilingual Individuals*
 Jung-ha Jang & Sophia Skokanic *Grammatical Gender: How it affects perception of nouns*
 Taylor Block & Juliana De La Rosa *The Acquisition of Mental State Verbs in English and Spanish*

Doris Zhou & Johnny Lee *The Bilingual Lexicon: Concept Mediation in Bilingual and Monolingual Lexical Decision Tasks*

- 2016 Spring Sarah Wang *Syllable Complexity and Speech Errors in Children*
Sarah Cassel *Use of Inclusive Pronouns in ASD Children*
Heather Wang & Yifan Zhu *The Acquisition of Mental State Verbs in English- and Chinese-Speaking Children*
- 2016 Fall Kristina Kennedy, Sophia Skokanic, Belinda Chung & Rosie Redgrave *Acquisition of Negation*
Julia Abovich, Gyeong-Mo (Kevin) Kim & Maggie Norma *Comparing Pronoun Usages of Autistic and Non-Autistic Children*
Elsa Pantoja Garcia *How Speech Errors help us understand Speech Production*
Gulnigar Nurikemu *Levels of Processing and Retention of Words in English as a Foreign Language Settings*
Gulnigar Nurikemu *The Effect of Read-aloud in Wordlist-based Vocabulary Learning in an EFL situation*

Conferences

- 2017 April Gulnigar Nurikemu *Levels of Processing and Retention of Words in English as a Foreign Language Settings* at 11th Annual Cornell Undergraduate Linguistics Colloquium (CULC11)

Research Proposal

- 2016 Summer Yifan Zhu on 18-month-olds' sensitivity to plural morphemes

Awards

- 2019 Spring CFDE Engaged Learning Grant, Emory
2018 Fall CFDE FIT grant, Emory
2018-2019 QEP Faculty Development, Emory
2018 Spring CFDE Engaged Learning Grant, Emory
2017 ECLC Mini Travel Fund, Emory
2016 EAS Course Development Grant, 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

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

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

In Preparation **Understanding the verb input: are nouns and verbs really different?.**

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

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

Minnillo, S. & **Kim, Y.J.** (2019). Oral proficiency & course level: French SLA at Emory University, 2019 University of Wisconsin Madison SLA Symposium. University of Wisconsin Madison, USA

Kim, Y.J. (2018). Pronouns or no pronouns, that is the question. 3rd International Conference on Heritage/Community Languages, UCLA, USA

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

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

2017 **SRCD Dissertation Funding Award**, *Reviewer*.

2014–current **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).