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Spotlight and handover: Register socialization in Korean child-directed speech

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Abstract

How do children learn to use language as a social tool calibrated to the identities and relationships of their interlocutors? While developmental research has benchmarked *when* children recognize social registers (e.g., matching casual vs. formal registers to specific conversational partners), the *mechanisms* by which they acquire these context-dependent mappings remain unclear. We leverage the high-resolution morphological signal of Korean honorifics to investigate the dynamic processes underlying early register socialization. Through analysis of cross-sectional and longitudinal corpora from CHILDES, we demonstrate that caregivers spotlight the socio-pragmatic functions of honorifics in child-directed speech (CDS) by selectively clustering them within specific communicative acts. Furthermore, we reveal a pragmatic handover in which caregiver scaffolding systematically fades as the child's independent sociolinguistic competence emerges. Together, these findings suggest that register learning is supported by an adaptive tutoring process—one that facilitates the child's transition from a passive linguistic recipient to a register-flexible social agent.

Keywords: language input; child-directed speech; register; honorifics; linguistic socialization; social deixis

Introduction

Children's language development and language socialization are deeply intertwined: to become an expert language user is to learn to use language in context. Register learning offers a critical window into this co-scaffolding of emergent linguistic and social knowledge. While word learning primarily involves the formation of stable referential mappings, register learning requires the navigation of an indexical system where social meaning is encoded through the co-occurrence of various paralinguistic and grammatical markers. These markers—including specific lexical forms (e.g., *please*), syntactic structures (e.g., indirect requests; *could you pass the salt?*), alternate second person pronominal paradigms (e.g., Spanish *usted* vs. *tu*), and specific prosodic contours (e.g., exaggerated pitch in infant-directed speech (IDS); Hilton et al., 2020; Kuhl et al., 1997; Piazza et al., 2017)—index culturally recognized social types of persons and the relational values between them (Agha, 2005). Critically, the transparency and systematicity of these signals vary across culturally-determined sociolinguistic ecologies, ranging from optional, subtle prosodic shifts to highly regular, socially-marked morphosyntax.

In this study, we investigate the developmental origins of register knowledge by focusing on the Korean honorific system: a “high-resolution” register framework marked not only

by alternate vocative forms, but also morphosyntactic inflections and lexical substitutions. Our work shifts the focus of register learning research from behavioral markers of comprehension to the dynamic structure of the linguistic input itself to examine the foundations of early register representations.

Register learning

Work by Wagner et al. (2010) suggests that, by age 5, children correctly match different registers (IDS, Casual, Formal) with socially-appropriate conversational partners (baby, little girl, teacher). By this age, children also provide sophisticated metalinguistic justifications for their choices (e.g., “because people say ‘hi’ to kids”). Notably, children learning languages with more explicit grammatical cues to register (e.g., Spanish) seemed to have greater success in these socio-pragmatic tasks than their English-learning counterparts (Wagner et al., 2014).

Beyond speech categorization, register knowledge also carries profound socio-cognitive implications. Children demonstrate social biases toward register-competent speakers as early as age 4 (Ambrish et al., 2025), a preference that matures by age 7 into a tool for epistemic evaluation where register accuracy serves as an index of credibility (Ikeda et al., 2019). Thus, young learners treat register not merely as a set of linguistic rules, but rather as a normative social code used to evaluate the competence and reliability of conversational partners. In this view, register errors are seen as social transgressions and markers of unreliability that fundamentally shape a child's social and learning landscape.

However, a key theoretical puzzle remains: *how* do children decode these complex social registers from their linguistic environment? Children have access to register information through multiple pathways. Because children are rarely the targets of formal address in many cultures, it is often assumed that register knowledge develops primarily through overheard third-party interactions. Indeed, recent work in high-density social environments has demonstrated that infants can acquire honorific vocative-referent mappings through overheard speech alone, even when directed input is sparse (Foushee & Srinivasan, 2024).

Yet, overheard speech may represent only one source of register input. Caregivers also make active efforts toward linguistic and behavioral socialization through child-directed speech (CDS; Ochs and Schieffelin, 1986). For example, caregivers frequently adapt their registers in CDS to mark specific socio-

pragmatic goals, such as using stern affective contours to accompany behavioral directives (Fernald, 1989). We propose that caregivers complement overhearing-based learning by providing a dynamic socio-pragmatic framework in directed input. Under this account, caregivers *spotlight* the functions of the formal register by selectively deploying it within communicative acts most conducive to politeness. Furthermore, we suggest this scaffold is not used statically over development; rather, it exhibits a *pragmatic handover* (Bruner, 1983), where the density of this specialized directed register input is dynamically calibrated and eventually withdrawn as the child's independent mastery emerges. To uncover the cognitive mechanisms of register acquisition, we must look to "high-resolution" languages where social register is not merely an optional stylistic variation, but is consistently and obligatorily encoded through grammatical markers.

Korean honorifics

Korean provides an ideal testing ground for these questions. We follow Brown et al. (2014) in conceptualizing Korean as consisting of two main speech registers: an honorific register known as *contaymal* ("respect-speech," henceforth "Honorific") and a non-honorific register *panmal* ("half-speech," henceforth "Casual"). While these registers encompass numerous *chey* ("speech styles"; see Brown, 2015 for an overview), this simple binary contrast is the most fundamental distinction Korean speakers are the most sensitive to (Lee and Ramsey, 2000:260).

The Korean honorific system's heavy reliance on verbal morphology means that the perceived social relationship between interlocutors is encoded across almost every utterance¹. A crucial part of social deixis (Levinson, 1979), two social dimensions are commonly associated with the Honorific register²: that of social *hierarchy* ("vertical" dimension of relationships, e.g., using the Honorific register to a work superior; J.-B. Kim and Sells, 2007) and social *distance* ("horizontal" dimension of relationships, e.g., using the Honorific register to a same-aged colleague; Brown, 2011).

We argue that the morphological affordances of this system—specifically its regular usage and its position as an obligatory, agglutinated verbal suffix—provide a salient and reliable signal for the young learner. Unlike the subtle prosodic or metalinguistic cues of English, the Korean honorific suffix offers a tag that is structurally discrete and perceptually accessible, allowing children to more reliably align linguistic cues to emergent social understanding.

Crucially, recent work has noted that, contrary to the expect-

¹Notably, only Japanese has a comparably developed honorific system. Other commonly cited honorific languages such as Javanese rely mostly on verbal substitutions.

²While speech style shifting within and across honorific and non-honorific speech styles serves various pragmatic functions in adult conversations (e.g., encoding stance, information novelty, sarcasm, face-threatening impoliteness; Brown, 2015), indexing these social dimensions serves the primary purpose of day-to-day honorifics usage.

tation that formal registers are primarily overheard, Korean caregivers use honorifics in CDS. Through a foundational case study of five families, Bae et al. (2024) argued that caregivers employ honorifics usage to encourage and reinforce socially commendable behaviors in children, i.e., for behavioral socialization. They identified three interactional environments in which adults employed addressee honorification towards children: giving compliments, expressing gratitude, and issuing directives. However, the *regularity* of CDS honorifics and the complete range of pragmatic contexts in which they occur have yet to be established.

Additionally, normative assessments investigating children's early honorific form production (M.-J. Kim & Park, 2010) and observational studies of pre-school interactions (Ahn, 2020) provide a developmental trajectory of both form acquisition and naturalistic usage in peer interactions. These studies provide key preliminary evidence for understanding the developmental trajectory of Korean honorifics production. However, the analysis of children's production data divorced from their primary source of linguistic input (i.e., caretakers) in these studies limits the ability to understand the relationship between children's language environment and their production of honorific forms.

Specifically, the predefined, constrained contexts presented to children in the assessment of honorifics usage in M.-J. Kim and Park (2010) provides little insight on why these production patterns emerge or what kinds of mental representations children may hold. While Ahn (2020) brings to attention children's novel usage of honorifics of varied speech levels and forms not demonstrated by their teachers, this could be attributed to children's exposure to such honorific forms in their primary caregiver CDS, which is not analyzed in the study. Thus while these studies provide important insights into children's developing honorifics usage, understanding children's early honorific form *representation* requires first a more systematic understanding of their input.

Current Investigation

We utilize cross-sectional and longitudinal data from naturalistic corpora to investigate the developmental landscape of Korean honorifics, tracking both the temporal trajectory of caregiver input (*when*) and the specific interactional contexts in which this input is situated (*how*). In Study 1, we analyze mother-child play sessions from 30 dyads at three developmental milestones (0;8, 1;1, and 2;3) to establish how caregivers spotlight social information. By coding and analyzing over 30,000 utterances for specific speech act categories, we reveal that honorific usage in CDS is not a static marker of social distance, but is selectively clustered to highlight socio-pragmatic functions.

In Study 2, we explore the longitudinal dynamics of this learning environment by examining the extent to which caregiver input is calibrated to the child's emerging competence. An analysis of over 103,000 spontaneous utterances across three families reveals a consistent pragmatic handover in the

honorific system; by age three, the child’s increasing use of honorific registers begins to converge with declining honorific frequency in caregiver speech. While family-specific baselines vary significantly in their overall frequency of honorific use, the developmental slope of this handover remains remarkably uniform across families.

Together, these studies take a first step toward understanding register learning as a process of pragmatic calibration. By leveraging the structural affordances of honorifics, Korean caregivers transform an abstract social code into a salient pedagogical signal. This spotlighting enables children to map linguistic variants onto social dimensions of hierarchy and grounding. Ultimately, we argue that honorifics in CDS function as active scaffolds of social information, facilitating the child’s transition from a passive learner to a sociolinguistically flexible social agent.

Study 1: Honorifics in the spotlight

We propose that the use of honorifics in Korean CDS is a nuanced and dynamic tool for register socialization. To establish this pedagogical function, we contrast the observed patterns of honorific usage against two alternate, more static frameworks that might otherwise account for their presence in the input.

First, we contrast our scaffolding account with the possibility that honorifics are merely *static markers of social distance*. If honorific usage were strictly a reflection of the intimacy of a relationship, caregivers should exhibit a uniform baseline of politeness across all interactions with family members, regardless of the addressee. Second, we examine whether honorifics function as *general linguistic markers*, mirroring the raw frequency of different speech acts across different speakers.

Through these comparisons, we demonstrate that honorifics are neither a static reflection of the relationship between the dyad nor a proportional byproduct of frequency. Instead, our speech act analyses suggest that caregivers utilize the Korean honorific register as a dynamic socio-pragmatic signal, spotlighting the register within specific communicative contexts to orient the child toward its social significance.

Method

Corpus

We analyzed transcripts and audio from the Ko corpus (Ko et al., 2020), which is available via the Child Language Data Exchange System (CHILDES; MacWhinney, 2000). The corpus consists of cross-sectional recordings of 30 mother-child dyads in the Seoul metropolitan area across three developmental age groups (10 per age group): 8 months (“Preverbal”), 13 months (“Early speech”), and 27 months (“Multi-word”).

Recordings took place in a university-based mock apartment and consisted primarily of spontaneous mother-child play (mean duration = 46.87 min; $SD = 3.44$). Crucially, each session also included mother-experimenter interactions and 3–5-minute phone calls to family members, providing naturalistic adult-directed (ADS) and other-family-directed speech (OFDS) contrasts.

Speech act coding

We use the Inventory of Communicative Acts - Abridged (INCA-A; Ninio et al., 1994) to code for speech acts at the utterance level. Using the turn-constructional unit (TCU) as the basic unit of analysis (Sacks et al., 1974), each utterance was assigned one of 67 illocutionary force codes, spanning across 12 sub-categories (Directives, Speech elicitations, Commitments, Declarations, Markings, Statements, Questions, Performances, Evaluations, Demands for clarification, Text editing, and Vocalizations). All coding was performed by the first author, a native Korean speaker trained in speech act analysis.

Register categorization

Utterances were automatically coded for register markers using regular expressions capturing honorific verbal suffixes (i.e., *-(su)pnita*, *-(su)pnikka*, *-yo*, and *-cyo* (or *-jo*)) as well as the polite affirmative lexical items *ne* and *ye* (“yes”). Additionally, we also coded for social deixis in the pronominal system, specifically tracking the use of the “humble” first-person pronoun *ce* (and plural *cehuy*), which contrasts with the “plain” forms *na* and *wuri*.

Results

Are honorifics a regular feature of CDS?

To establish the regularity of CDS honorifics beyond the limited scope of case studies, we first analyzed the global distribution of registers in caregiver input. Across all developmental milestones, the Casual register constituted the primary mode of address. However, the Honorific register proved to be a statistically significant feature of early child-directed input (Table 1, rightmost column).

Table 1: Description of caregiver CDS across age groups in CHILDES Ko corpus (mean utterances/min, number of unique speech acts, and proportion of honorific utterances).

age group	mean utts/min (sd)	mean # unique speech acts (sd)	prop. hon. utts
0;8	38.3 (9.4)	29.9 (4.6)	0.085 (0.044)
1;1	39.6 (5.7)	33.4 (3.9)	0.090 (0.057)
2;3	39.1 (3.2)	38.5 (3.1)	0.132 (0.087)

Note that while usage of the Honorific register exhibits a numerical increase as children enter the Multi-word stage at 27 months, this global cross-sectional shift was not statistically significant ($\chi^2(2) = 3.36$, $p = .186$). We thus collapsed across age groups in the following analyses—we return to the potential reasons for this lack of age effect in Study 2.

Are honorifics static markers of social distance?

We next evaluated whether honorific forms function merely as static markers of social distance. If that were the case, we would expect caregivers to exhibit a similar baseline honorifics usage across all interactions with interlocutors of comparable

a) Directives 일-어나-세요 이제 조끼 벗-고 rise-up-HON now vest take.off-CONN 'Please get up now and take off your vest.'	c) Questions 뭐 하-고 놀-고 싶-어요 what do-CONN play-CONN want-HON 'What do you want to do (play)?'	e) Speech Elicitations 안녕히 계세요 하-해 well stay-HON do-IMP 'Say, "Goodbye!"'
b) Evaluations 에이 아파요 이렇게 하-면 INTERJ hurt-HON thus-ADV do-if 'Ouch, it hurts if (you) do it like this.'	d) Performances 똑똑 문 열-어 주-세요 ONOM door open-CONN give-HON-REQ 'Knock knock, please open the door.'	

Figure 1: Example CDS honorifics-marked utterances by select speech act categories.

social distance. We thus compare the proportion of honorifics-marked utterances in CDS and other-family-directed speech (OFDS), specifically phone calls to immediate family such as spouses, parents, or siblings. One dyad was excluded from this analysis to ensure that all compared interlocutors belonged to a uniform social circle of high intimacy (the excluded caregiver called a great-aunt, whereas all other interlocutors were members of the nuclear family).

Our analyses underscore that the formal scaffold is a specialized feature of the child-directed environment rather than a general trait of the speaker's register within the intimate domain. Honorifics were used significantly more in CDS than in OFDS ($M = 0.114$ vs. $M = 0.058$; $t(28) = 3.16$, $p < 0.005$)³. These results suggest a functional *decoupling* of the register from traditional social hierarchy: caregivers provide a denser formal scaffold to their children—the lowest-status members of the social circle—than to their intimately familiar adults. This finding supports a pedagogical interpretation, wherein honorifics are deployed in CDS to model social registers rather than to index existing social distance.

Are honorifics general markers of linguistic input?

An alternate account for CDS honorifics is that honorifics function simply as general linguistic markers without a specialized pragmatic purpose. Under this account, any utterance would have an equal probability of being marked with an honorific form. As such, we would expect the distribution of honorifics-marked utterances to be directly proportional to the overall frequency of speech act categories in our data. However, honorific usage was highly non-proportional to the raw frequency of speech acts in both child-directed ($\chi^2(11) = 291.87$; $p < 0.001$) and adult-directed speech (ADS; $\chi^2(6) = 648.96$; $p < 0.001$), suggesting a selective, pragmatic usage of honorific forms within the register.

Crucially, the patterns of CDS honorifics usage differed from those of ADS ($\chi^2(11) = 437.59$; $p < 0.001$; Figure 2), further suggesting the specialized didactic function of CDS honorifics. Honorifics usage reaches near ceiling in ADS ($M =$

0.808, $SD = 0.124$), consistent with the role of honorifics usage in social deixis (marking social distance between the parent and experimenter). Indeed, we observe strong positive residuals for Markings (9.03) and Statements (3.91) in ADS: honorific markings are pervasive even across backchannels and non-requests, maintaining a consistent Honorific register regardless of pragmatic function.

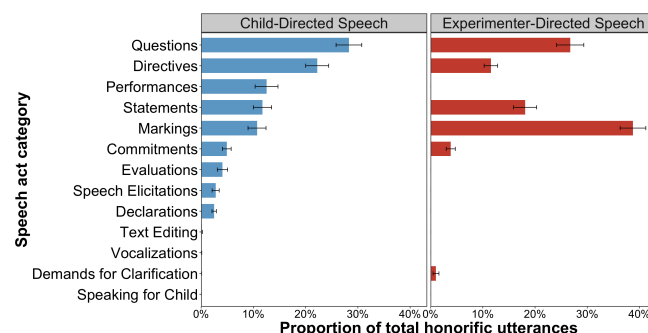


Figure 2: Distribution of honorific utterances across speech act categories per age group.

In contrast, honorifics in CDS appear to function as a strategic pedagogical scaffold. Caregivers tend to omit honorifics from discourse markers and declarative statements and instead selectively “spotlight” them within communicative acts most conducive to not only behavioral socialization but also linguistic socialization. Consistent with previous case studies, caregivers employed honorifics for behavioral socialization, through Directives (e.g., Figure 1a) and Evaluations (e.g., Figure 1b). Notably, however, Questions were the most frequent honorific-marked category in CDS, showing the most robust internal bias of any speech act (+8.88). By concentrating honorifics in *requests* for information (e.g., Figure 1c), caregivers spotlight the acts most conducive to politeness as entry points for *linguistic* socialization⁴. In conjunction with this implicit modeling of honorifics usage, caregivers also employed explicit modeling through Performances (e.g., role-playing as strangers; Figure 1d) and Speech Elicitations (e.g., Figure 1e). Honorific markers are thus used not only as an extra signal to

³Phone conversations, of course, are highly limited discourse contexts. However, note that this limited discourse context is, if anything, conducive to *more* Honorific register usage. For example, the phone greeting “여보세요?” (“Hello-HON?”) is conventionally honorifics-marked. The fact that we see significantly greater honorifics usage in face-to-face CDS is thus all the more notable.

⁴In this light, Directives may also be considered as linguistic modeling of *requests* for action in addition to its behavioral facilitation function.

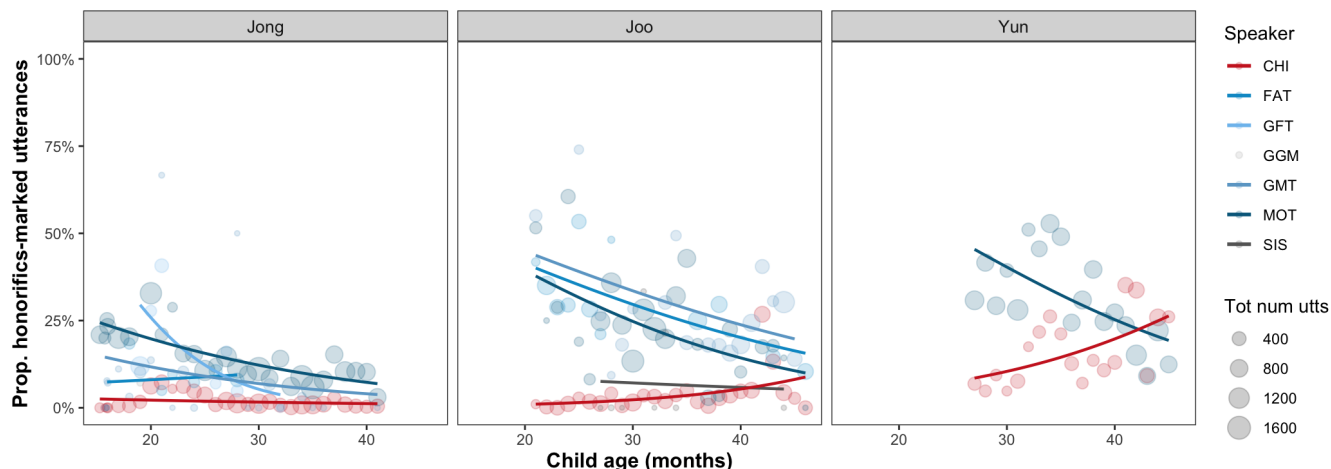


Figure 3: Change in proportion of honorifics-marked utterances by speaker over target child's developmental trajectory.

increase the saliency of child behavior as observed in previous case studies, but also as implicit and explicit models of the socio-pragmatic function of honorific registers.

Discussion

Beyond merely marking social distance, our results suggest that honorifics in Korean CDS function as a dynamic scaffold for social register learning. By selectively leveraging the morphological affordances of the system, caregivers spotlight the pragmatic functions of honorifics, orienting children toward their role as politeness markers for information and action requests (Questions and Directives).

Study 2: Pragmatic handover

While Study 1 established the functional clustering of CDS honorifics, the lack of a global cross-sectional effect (coupled with high inter-subject variability) suggests that individual caregivers operate from distinct politeness baselines. These variable baseline individual differences across age groups make it difficult to detect subtle developmental calibration across different families. We therefore turn to longitudinal data to better isolate how directed register input is dynamically calibrated within individual dyads as the child matures.

Method

Corpus

We analyze the Ryu corpus (Ryu et al., 2015) from the CHILDES database, which contains longitudinal, naturalistic recordings of three Korean children and their families. The dataset spans the critical period of early language acquisition, covering ages from approximately 15 to 46 months, and recording contexts remain roughly consistent across recordings for a child. The corpus consists of over 103,000 spontaneous utterances, including speech from the target children and their primary caregivers (mothers, fathers, sibling, and grandparents).

Statistical analysis

Utterances were automatically coded for honorific markers with the regular expressions developed and tested in Study 1. We used a longitudinal GLMM with a binomial link function to predict honorific usage. The model included an interaction between *age* (centered in months) and *speaker role* (child vs. caregiver identity), with *family ID* as a random intercept to account for varying household politeness baselines.

Results

The GLMM revealed a highly significant interaction between age and speaker role ($\beta = +0.104, z = 28.58, p < .001$), reflecting caregivers' and children's opposite honorifics production slopes across the developmental trajectory. Caregivers exhibited a robust longitudinal *decline* ($\beta = -0.045, z = -34.31, p < .001$), while children showed a significant *increase* in honorific production (net slope $\beta = +0.059, p < .001$).

This diverging trajectory (Figure 3) trends towards a pragmatic handover point. In the case of Yun—the family with the highest adult baseline (Figure 3, rightmost panel)—we observe a clear crossover point at approximately 38 months, where the child's honorific usage begins to exceed the declining caregiver input. In the families of Jong and Joo (Figure 3, leftmost and center panels), the trajectories are trending toward this intersection, though the handover remains incomplete within the 40- to 46-month window.

Discussion

The systematic fading of caregiver honorifics suggests that once the child begins to produce the Honorific register independently, the caregiver shifts the target of socialization from register modeling to register-flexible interaction, allowing the dyad to settle into the Casual register that traditionally defines the parent-child relationship (in both social hierarchy and social distance aspects).

We propose that the systematic withdrawal of honorifics is an adaptive response to the child's developing sociolinguistic competence. Rather than waiting for the child to reach full adult-like proficiency, caregivers begin to withdraw the scaffold as the child begins to demonstrate reliable independent production. The fact that the crossover is only fully realized in one child (Yun) within the observed window suggests that the handover is a prolonged developmental process. Caregivers are not necessarily aiming for a specific frequency of honorifics, but are instead handing over the responsibility for social deixis as the child's socio-pragmatic agency emerges.

General Discussion

Our results characterize register learning as a process of socio-cognitive calibration. By synthesizing cross-sectional and longitudinal data, we suggest that register input is shaped by deliberate pedagogical intent. Identifying the structural resolution of this input is a necessary precursor to understanding how children transition from formulaic reproduction to social agency in register usage.

Beyond routines: Register as pragmatic negotiation

Our functional analysis reframes register as a tool for flexible pragmatic negotiation beyond scripted routines. Much of the existing literature has benchmarked register knowledge through the child's ability to navigate greeting sequences and formulaic social routines (Ikeda et al., 2019; Wagner et al., 2014; Wagner et al., 2010). While these formulaic anchors are present, we find that the honorific signal is concentrated in interactional categories that require active social grounding, such as Questions, Directives, and Performances (e.g., role play).

This clustering suggests that caregivers do not merely model honorifics as frozen forms for ritualized greetings. Instead, they use the Honorific register to tag communicative acts that require active information exchange and social perspective-taking—precisely the interactional contexts where politeness is most consequential. In doing so, caregivers provide a linguistic signal that distinguishes rule-governed social performance from dynamic, flexible conversation.

It remains to be determined whether early child production demonstrates true sociolinguistic flexibility—such as correct usage with novel interlocutors—or merely mimics frozen forms learned within specific routines. Standard assessments using greeting-based scenarios may therefore underestimate children's competence, as they overlook the child's developing ability to use registers to negotiate social agency and intent in real time. The developmental transition from rote reproduction to context-sensitive deployment marks the achievement of true register-flexible agency.

Pragmatic handover and language ideology

The longitudinal crossover observed in Study 2 marks the child's transition from a linguistic recipient to an active social

agent. Caregivers appear to monitor the child's emerging production dynamically, withdrawing pedagogical support as the child demonstrates reliable independent production. We expect that comparable scaffolding mechanisms operate across diverse linguistic systems: even in morphologically sparse languages like English, caregivers likely signal social registers through prosodic contours or affective shifts during directives and questions. Korean honorifics provide a privileged window into this broader architecture.

Yet the variation in baselines across families points to a factor that production data alone cannot capture: language ideology. Ongoing public discourse on the impacts of CDS honorifics reflects a genuine tension in caregiver beliefs. On the one hand, honorific address to children can be perceived as *harmful* to their developing understanding of social hierarchies. On the other hand, CDS honorifics may be perceived as *beneficial* for early acquisition of the honorific system itself. Parents vary along this ideological continuum, and this variation would shape not only their baseline frequency of honorific use, but also their underlying purpose—that is, what sociolinguistic competencies they are ultimately socializing their children toward.

Critically, however, our analyses cannot adjudicate between these ideological positions: the production data alone cannot reveal whether a caregiver's honorific usage—or its withdrawal near the crossover point—reflects a deliberate socializing stance or an unconscious accommodation to the child's emerging competence. For a full understanding of children's emergent register representations, then, we need to understand not only their own production and linguistic environment, but also the ideologies surrounding them.

Conclusion

How do children learn socially-conditioned language use? By leveraging the structural resolution of the Korean honorific system, we move beyond benchmarking when children recognize social registers toward uncovering the adaptive tutoring process that makes such mappings possible. Ultimately, these results reveal a broader architecture for early socialization—one where the input environment is dynamically tuned to facilitate the learner's transition from a passive recipient of cultural information into a flexible, normative social agent. Future research should apply this analytic approach to other modalities—such as prosody and gesture—to test whether caregivers across cultural and linguistic contexts employ a similarly adaptive pragmatic handover. Finally, future work on register socialization should situate itself within the language ideologies shaping children's early input, attending not only to what caregivers produce, but to what they believe they are doing when they do so.

Coded transcripts and analysis scripts:

<https://github.com/subinkim00/kor-cds-hon-xsectional>
<https://github.com/subinkim00/kor-cds-hon-long>

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