Conversational Patterns and Functions of Code-Switching of Korean Language Learners

Jeongyi Lee
jeongyi@u.washington.edu
Department of Asian Languages and Literature
The University of Washington
MOTIVATION FOR STUDY

My students

“I guess even though I behave as a “white” person would, I realized that I most definitely identify myself as a Korean in America. This isn’t just because of my physical appearance but my emotional state as well.”

How the complex ethnic and social identities of HL and non-HL learners were revealed in FL/HL interactions?
BACKGROUND

Special language behaviors and needs of HL learners concerning learning outcomes

Many HL learners often recall some residue of idioms or expressions, or are familiar with at least the phonology of their HL (Brecht & Ingold, 2002; Jo, 2001; Kagan & Dillon, 2003; Lee, 2002; Valdes, 1995, 2001)
**Presumption:**

Through CP interaction, language learners can be exposed to authentic input that is inherently of interest.

**One area of inquiry:**

Discourse characteristics of code-switching in CP interaction
PURPOSE OF STUDY

Examine language learner interactions with CPs from a linguistic and sociocultural perspective with a particular emphasis on those discourse characteristics of code-switching likely to distinguish HL learners from non-HL learners’ conversations.
THEORETICAL POSITIONS OF CONVERSATION ANALYSIS

Language learning from a sociocultural perspective

-view language as a social interaction
-closely look at interaction
-strong and intrinsic connection between language development and its sociocultural contexts of use
Studies Incorporating insights from conversation analysis based on the distribution of conversational Features

- interruption and overlap
- topic control
- a combination of questions, statements, minimum responses and topic initiation
- amount of talk in relation to the number of turns, questions and overlaps
- code-switching
Code-switching

- involves at least two languages used in a single communicative episode
- occurs in both intra- and inter-group interaction
- is influenced by individual characteristics such as age, sex, and status and the communication environment and purpose
METHODS

Research sites
Two Korean programs at Carnegie Research I universities located in the Southeastern U.S.

Participants
16 Korean language learners (8 HL and 8 non-HL learners) and their conversation partners.
Instrument & Procedures

1. Audio-recordings: 4 conversation meetings per pair (1 meeting a week for 4 weeks)

2. Coding and transcribing: Coding items for three 5-minute segments sampled from each meeting (beginning 5 minutes, middle 5 minutes, end 5 minutes)

3. Qualitative interpretation
RESULTS

Conversational Patterns and Functions of Code-Switching

1. Speakers’ Linguistic Competence and Preference/Desire
**Type A**: Learners who were competent enough to do so attempted to speak their target language and kept switching back to Korean and consequently Korean code-switching initiatives.
Discourse Excerpt 1 (Ha’s beginning segment of the fourth meeting)
47. CP: 하는 그 어, 그 법정, court, 법정에 가 본 적 있어?
49. CP: 왜?
50. H: 티켓
51. CP: 티켓?
52. H: Driving ticket, 운전 speeding ticket
53. CP: 아. 뭐, 뭐 때문에 먹었는데?
54. H: 오십오에서 철십육 정도, 아니 그거 내가 철십팔
55. CP: 어. 어쨌어?
56. H: 이십 마일 넘었으니까는
57. CP: 어
58. H: Reckless driving으로 court에 가야 했어
59. CP: 그거 딱 한 번이었어?
60. H: 어, 한 번.
61. CP: 어, 그래 가지고 어떻게 됐는데?
62. H: 그거는 아버지가 lawyer 하나 구해서 lawyer 나 대신 가서 그냥, 
위라 그러지? Normal ticket으로 바꿔서 끊어 줬어.
63. CP: 어떤 티켓으로?
64. H: 그냥, 그냥, 그냥 보통, 보통
**Type B**: Learners who were not competent to speak Korean often switched back to their native language and produced English code-switching initiatives.
1. CP: 그니까 언제부터 한국말 배우기 시작했어요?
2. Y: 어, 어, 어렸, 어렸을 때,
3. CP: 어렸을 때
4. Y: When I was little, 애기였, uh, I don’t know
    “Kindergarten” or so
5. B: 유치원
6. Y: Since Kindergarten
7. CP: 유치원 때부터
8. Y: Yeah. 유치원
9. CP: 유치원
10. Y: 유치원
11. CP: 유치원
12. Y: Is it “Kindergarten?”
13. CP: Yeah, “Kindergarten”
Discourse Excerpt 3 (Dan’s mid segment of the third meeting)

24. CP: 마시러 갈까?
25. D: what’s, uh, I don’t know
26. CP: 물 마시고 싶어, 마시러 갈까?
27. D: Um
28. CP: 자 이거 마셔, 자 이거 마셔. To drink
29. D: No.
30. CP: To drink
31. D: Okay
32. CP: Yes.
Type C: Learners who were not competent to speak Korean but firm in their commitment to speak Korean as a language learner tried to speak Korean as much as they could by constantly switching from English to Korean.
Discourse Excerpt 4 (Tim’s end segment of the third meeting)

60. T: Uh, 동생 있어요?
61. CP: 아니오.
62. T: Oh
63. CP: 형 있어요.
64. T: 형?
65. CP: 형. 나, 형인데, 자보다 다섯 살 많아요. 자보다 다섯 살 많아요.
66. T: 다섯 살?
67. CP: 그래서 직장에서 일해요. 학생이 아니라
68. T: 직장?
69. CP: Like he got a job. He got a job
70. T: Uh huh.
71. CP: He’s not a student.
72. T: Ah.
73. CP: He has business by himself
74. T: Yeah.
75. CP: Yeah.
76. T: (laughs) 한국에 살고 있어요? 살고 있어요?
77. CP: Yeah.
78. T: Ah.
79. CP: 저 여기 혼자 왔어요 아무도 없어요, 아는 사람도...
80. T: Hum?
81. CP: 혼자 왔다구요. 미국에 혼자 있어요. 다른 가족들 다 한국에 있어요.
82. T: 가족에, 가족은
83. CP: 다 모두 한국에 있고
84. T: 모두 한국에
85. CP: 저 혼자
86. T: 하, 혼
87. CP: 미국에 있고
88. T: 혼자 왔어요?
89. CP: Yeah.
90. T: Uh, 형은, 결혼했어요?
91. CP: 아직, 아직은, 할 거예요, 할 거래요. I’m not sure.(laughs)
92. T: (laughs)
93. CP: He told me, but I’m not sure.
94. T: (laughs)
95. CP: 할 거라고는 하는데 모르겠어요.
96. T: (laughs)
Conversational Patterns and Functions of Code-Switching (cont.)

2. Repair/Reformulation in Learner Discourse
Discourse Excerpt 5 (Hyung’s end segment of the third meeting)

35. H: 어. 그거 배웠고
36. CP: 음
37. H: 음. 또 중국 restaurant, 중국 식당에 가서
38. CP: 음
39. H: 자장면 먹고
40. CP: 엄마가 좋아하셨어?
41. H: 기름이 너무 많아서
42. CP: 음
43. H: 좀 그랬는데
44. CP: 자장면 먹고 싶다
45. H: 난 짜扮演游戏
Discourse Excerpt 6 (Mat’s end segment of the first meeting)

137. CP: How old are you? Are you like ten?
138. M: No, 아니오, 매트는
139. CP: 다섯 살이에요
140. M: 저는
141. CP: 저는 세 살이에요
142. M: No, 저는 I’m nineteen. Let’s say, 열아홉 살이에요, 저는
143. CP: Um hum.
144. M: 열아홉 시, 열아홉 살이에요
145. CP: (laughs) Okay
Conversational Patterns and Functions of Code-Switching (cont.)

3. The Role of Speakers
68. B: 월요.
69. CP: 월요 is a same meaning.
70. B: It’s, it’s okay.
71. CP: Yeah, it’s okay.
72. B: 월요
73. CP: 음, 괜찮아요, 월요
74. B: Could I say 아니오?
75. CP: 아니오, 아니오. 아, 괜찮아요, 월요.
76. B: Okay.
Conversational Patterns and Functions of Code-Switching (cont.)

4. Morphosyntactic Integration in Code-Switching
30. H: The 환율,  
31. CP: 음  
32. H: in 태국,  
33. CP: 음  
34. H: is really low.
Discourse Excerpt 9 (Ha’s mid segment of the fourth meeting)

Billion-이뭐지?

Discourse Excerpt 10 (Na’s mid segment of the third meeting)

그런데 wings-는 좀 비싸.

Discourse Excerpt 11 (Yu’s beginning segment of the fourth meeting)

what day-는 아니고
Conversational Patterns and Functions of Code-Switching (cont.)

5. Code-Switching for Clarification/Confirmation/Assurance
1. N: 형은 동생이나 다른 형제 있어?
2. CP: 어, 나는 여동생 두 명 있어
3. N: 여동생 두 명
4. CP: 어, 한 명은 지금, 큰 애는 지금 한국에 학교 다니고 한국에서 의대 다닌다, 의대.
5. N: 아이이고
6. CP: 막내는 사우디에서 공부하고 있을 거야.
7. N: 어디?
8. CP: 사우디에서 학교 다닐 거야.
9. N: Saudi Arabia?
10. CP: 어
11. N: The country?
12. CP: Yeah
13. N: 왜?
6. Code Switching to Emphasize Shared Norms and Culture
Discourse Excerpt 13 (Yu’s end segment of the third meeting)

43. CP: 자, 처음부터 끝까지 한 번 불러 불게요.
44. Y: 네
45. CP: 동해물과 백두산이 마르고 닳도록 하느님이 보우하사 우리나라 만세
46. Y: 동해물과 백두산이 마르고 닳도록 하느님이 보우하사 우리나라 만세
47. CP: Okay. 좋습니다. 무궁화 삼천리 화려강산 대한사람 대한으로 길이 보전하세
48. Y: 무궁화 삼천리 화려강산 대한사람 대한으로 길이 보전하세
49. CP: Good job
50. Y: (coughs)
51. CP: 한 번, 한 번 그리고. 뭐 걸어가면서 생각나면 흥얼흥얼 음을 흥얼흥얼하면 가사가 있으니까. 음을 잃어버리면 하기가 힘들거든요.
52. Y: Uh huh
53. CP: (hums)
54. Y: (hums)
55. CP: 이럴게 Korean anthem 을 알고 있는 건 좋은 거예요.
56. Y: 예
57. CP: 근데 지금 몇 시예요?
58. Y: Eleven forty two
59. CP: Eleven forty two, okay, okay
60. Y: 아빠한테 전화해 가지고 노래해 줘야지
61. CP: 아빠한테요?
62. Y: 예
Discourse Except 14 (Tim’s beginning segment of the fourth meeting)

1. CP: 좋아하는 가수 누구?
2. T: 보아가 좋아요 (laughs)
3. CP: (laughs)
4. T: 코요테도
5. CP: 네?
6. T: 좋아해요
7. CP: 코요테?
8. T: 코요테.
9. CP: 남, 남자예요, 여자예요? 남자가 좋아요, 여자가 좋아요?
10. T: Both, whole.
11. CP: 에이, 에이.
12. T: (laughs)
13. CP: I don't think so
14. T: (laughs)
15. CP: 가수 보아, 코요테 말고 또 누구 좋아요?
16. T: Huh?
17. CP: 보아, 코요테 말고 또 누구 알아요? 가수 중에...
18. T: 알아는, 아는 가수, 수?
19. CP: Uh huh.
20. T: Uh
21. CP: Anyone else
22. T: 차태현?
23. CP: 차태현?
24. T: (laughs)
25. CP: 가수 아니에요, 그냥
27. CP: No, he's actor!
28. T: Two CDs.
29. CP: Two CDs, but 아, he sucks.
30. T: (laughs)
31. CP: (laughs) I don't know. He's kind of actor.
32. T: Yeah. Uh,
33. CP: 그리고 또 누구 알아요
34. T: Ah, uh, uh, 베이비복스?
35. CP: 베이비복스? Yeah, I knew you were gonna say them (laughs)
36. T: (laughs) I was trying to think of guys
37. CP: 아, 베이비복스, holy, 베이비복스, 베이비복스 are girl.
38. T: (laughs)
39. CP: 그 중에 이름도 알아요? 베이비복스, 그 사람들?
40. T: 간미연?
41. CP: 간미연?
42. T: 좋아요
62. T: 드렁큰타이거? you know?
63. CP: Oh yeah 잘 해요, 랩 잘 해요. Do you, do you like singing?
64. T: Some songs
65. CP: What kind?
66. T: I like 남자가기 때문에.
67. CP: 남자가기 때문에?
68. T: (laughs)
69. CP: 이해해요? 그거?
70. T: Huh?
71. CP: 알아 들을 수 있어요?
72. T: No (laughs)
81. CP: 또 뭐, 배우, 배우, 뭐, 배우 중에 누가 좋아요?
82. T: 배우? (.5) Ah, I, I can't think of any right now.
83. CP: Come on. I can wait
84. T: (laughs) (.4) 여자만 알아요.
85. CP: Oh, it's okay. Say the name.
86. T: Uh, 전지현, 이은주, uh, 손예진. (laughs)
87. CP: (laughs)
88. T: 신민아, (.5) 하, 하, 하, 하, 하지,
89. CP: 하지원.
90. T: 하지원.
91. CP: 하지원.
92. T: 예.
CONCLUSIONS

Functions of Code-Switching to HL Learners

1. Development of shared norms and the establishment of solidarity between HL learners and their conversation partners

2. Reflection of a learner’s sense of Korean identity with their conversation partner
Functions of Code-Switching to Non-GL Learners

Conversational management resource to help them better understand situational context of the conversation.
Conversational Patterns of Code-Switching

- Most likely the second language competence of KLLs and/or their preference with regard to language choice played a role in choosing the code.

- HL learners were involved most in the phenomenon of Korean code-switching initiative

- English code-switching initiatives were most characteristic of non-HL learners
Conversational Patterns of Code-Switching (cont.)

2. The morphosyntactic level of code-switching was one of discourse features of HL learners that distinguished their code-switching from that of non-HL learners.
Thank you!
감사합니다!