

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

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# 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)

## BACKGROUND (cont.)

### *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

## THEORETICAL POSITIONS OF CONVERSATION ANALYSIS (cont.)

### *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

## METHODS (continued)

### *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?
48. H: 어, 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 칠십육 정도, 아니 그거 내가 칠십팔
55. CP: 어. 어땠어?
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, 뭐라 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

## *Discourse Excerpt 2 (Yu's mid segment of the first meeting)*

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, 저보다 다섯 살 많아요. 저보다 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, 흔  
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 짬뽕

*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

*Discourse Excerpt 7 (Bri's end segment of the third meeting)*

68. B: 뭘요.

69. CP: 뭘요 is a same meaning.

70. B: It's, it's okay.

71. CP: Yeah, it's okay.

72. B: 뭘요

73. CP: 음, 괜찮아요, 뭘요

74. B: Could I say 아니오?

75. CP: 아니오, 아니오. 아, 괜찮아요, 뭘요.

76. B: Okay.

## *Conversational Patterns and Functions of Code-Switching (cont.)*

4. Morphosyntactic Integration in Code-Switching



*Discourse Excerpt 8 (Hyung's end segment of the second meeting)*

30. H: The 환풍,

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-이 뭐지?

*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

*Discourse Excerpt 12 (Na's end segment of the second meeting)*

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: 아이고
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?

*Conversational Patterns and Functions of  
Code-Switching (cont.)*

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 볼게요.
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 가사는 있으니까. 음을 잃어버리면 하기가 힘들거든요. 음을
52. Y: Uh huh
53. CP: (hums)
54. Y: (hums)
55. CP: 이렇게 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 Excerpt 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: 알하는, 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
26. T: 예, 가수예요.
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, 베이비박스?
35. CP: 베이비박스? Yeah, I knew you were gonna say them (laughs)
36. T: (laughs) I was trying to think of guys
37. CP: 아, 베이비박스, holy, 베이비박스, 베이비박스 are girl.
38. T: (laughs)
39. CP: 그 중에 이름도 알아요? 베이비박스, 그 사람들?
40. T: 간미연?
41. CP: 간미연?
42. T: 좋아요

(20 turns omitted)

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 남자기 때문에.

67. CP: 남자기 때문에?

68. T: (laughs)

69. CP: 이해해요? 그거?

70. T: Huh?

71. CP: 알아 들을 수 있어요?

72. T: No (laughs)

(8 turns omitted)

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

## CONCLUSIONS (cont.)

### *Functions of Code-Switching to Non-HL 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

## CONCLUSIONS (cont.)

### *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!