

**KOR 636 Korean Conversation Analysis:  
Application to second language teaching and learning**

**CLASS TIME & PLACE**

Fridays 9:30-12:00 PM, Moore 226

**INSTRUCTOR**

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Office: Moore Hall 392

Office Hours: Wednesdays 12-1 PM (Zoom) and Fridays 12-1 PM (Moore 392) and by appointments

**COURSE DESCRIPTION**

*Conversation Analysis (CA) not only enriches our knowledge of **what** to teach, it also sharpens our understanding of **how** to teach. CA findings can enhance our overall sensitivity to the complexities of classroom talk. They can also specify how various interactional practices create and inhibit opportunities for participation and, by extension, opportunities for learning.*

Wong & Waring (2010: 251)

This course aims to provide training and insight for analyzing Korean conversational data, as well as introducing the theoretical framework and methodology of conversation analysis. Conversation analysis (CA) can be an essential tool for conducting interaction-based studies of language structures, interactions, and language acquisition. The course will focus on understanding the interactional practices grounded in CA concepts and connecting the findings from CA with second language pedagogy. Utilizing actual sequences of Korean conversational data, students will develop a variety of practical tasks and activities based on their experiences as language learners and language teachers.

**STUDENT LEARNING OUTCOMES**

By the end of the course, students will 1) have a solid theoretical foundation in conversation analysis; 2) have a comprehensive understanding of the organizations and practices in Korean conversational data; 3) make a collection of short data sequences containing the phenomenon they want to examine; 4) transcribe actual sequences of Korean conversational data using appropriate transcription symbols; 5) develop tasks and activities that can be used in language classrooms; 6) write in-depth analyses of the collected Korean data.

**REQUIRED TEXTS**

Book: Wong, J., Waring, H. Z. (2021). *Conversation Analysis and Second Language Pedagogy: A Guide for ESL/EFL Teachers*. United Kingdom: Taylor & Francis. (Online version available through UHM Library)

Articles: Journal articles will be available through Google drive.

Suggested readings on conversation analysis:

- (1) Sidnell, Jack and Stivers, Tanya. (2013). *The Handbook of Conversation Analysis*. West Sussex, UK: Wiley-Blackwell
- (2) Clift, Rebecca (2016). *Conversation Analysis*. Cambridge: Cambridge University Press.
- (3) Schegloff, Emmanuel. (2007). *Sequence Organization in Interaction*. Cambridge: Cambridge University Press.

- (4) Couper-Kuhlen, Elizabeth and Selting, Margret. (2018). *Interactional Linguistics: Studying Language and Social Interaction*. Cambridge University Press.

Suggested readings on teaching and learning conversation:

- (1) Carroll, D. (2000). Your turn at talk. Available [www.tc.columbia.edu/lansi/resources](http://www.tc.columbia.edu/lansi/resources)
- (2) Huth, T., & Taleghani-Nikazm, C. (2006). How can insights from conversation analysis be directly applied to teaching L2 pragmatics. *Language Teaching Research* 10(1): 53–79.
- (3) Seedhouse, P. (2005). Conversation analysis and language learning. *Language Teaching* 38(4): 165–87.
- (4) Kim, M. S. (Ed.) (2020). Special Issue: Conversation Analysis for Korean Language Pedagogy in *The Korean Language in America* 24(1), Penn State University Press

## GRADING

Final grades for this course will be calculated as follows:

Class participation	15%
Assignments	35%
Presentations	20%
Final paper (and/or instructional materials development)	30%

- (1) Students are expected to finish all required weekly readings and actively participate in class discussions.
- (2) Students will complete weekly assignments for each chapter: provide answers to all post-reading questions given in each chapter of the textbook. **Each assignment should be submitted to KOR 636 Google classroom by Thursday 6 PM.**
- (3) Students will make (1) group presentations to lead discussion on each chapter ([selected tasks and post-reading questions](#)) and provide short segments of Korean conversation or media data for analysis relevant to the readings and topic of the week. In addition, students will make (2) several group presentations after collaboratively creating teaching materials (tasks or activities) for given each topic (e.g., how to teach turn construction, turn allocation, or repair).
- (4) For final paper, PhD students will write in-depth analyses of the collected Korean data focusing on a particular interactional practice and create instruction materials based on its finding by the end of the semester. MA students have the option of writing in-depth analyses or developing instructional materials focusing on key interactional practices covered in class. Each student will meet the instructor to discuss the final paper topic, previous studies on the topic, their data, research questions, and preliminary findings.

## Plagiarism:

The following definition of plagiarism comes from the UH-Manoa Conduct Code:

Plagiarism includes but is not limited to submitting, in fulfillment of an academic requirement, any work that has been copied in whole or in part from another individual's work without attributing that borrowed portion to the individual; neglecting to identify as a quotation another's idea and particular phrasing that was not assimilated into the student's language and style or paraphrasing a passage so that the reader is misled as to the source; submitting the same written or oral or artistic material in more than one course without obtaining authorization from the instructors involved; or "drylabbing," which includes obtaining and using experimental data and laboratory write-ups from other sections of a course or from previous terms. (University of Hawai'i at Manoa Student Conduct Code (1992), p. 6)

It is ultimately each student's responsibility to understand the rules regarding plagiarism and cheating at UH, and to learn how to avoid such violations. At UH, common punishments for such violations include failing the assignment, failing the course, suspension from the university, or even expulsion.

**WEEKLY SCHEDULE****Week 1 August 26                    INTERACTIONAL PRACTICES AND THE TEACHING OF CONVERSATION**Reading:

Wong &amp; Waring Ch. 1

Practice: Romanization, gloss, and translation[https://www.youtube.com/watch?v=11LpiIDKp2I&ab\\_channel=EmdoesCA](https://www.youtube.com/watch?v=11LpiIDKp2I&ab_channel=EmdoesCA)Transcription Module \* **Please bring your own laptop & headset**<http://www.sscnet.ucla.edu/soc/faculty/schegloff/TranscriptionProject/index.html>Free software program for editing data: Audacity (<http://audacity.sourceforge.net/>)**Week 2 September 2                    TURN CONSTRUCTION**Reading:

Wong &amp; Waring Ch. 2

Kim, K.-H. (1999). Phrasal Unit Boundaries and Organization of Turns and Sequences in Korea Conversation. *Human Studies* 22: 425–446.Video lecture resource: [https://www.youtube.com/watch?v=kh2tbxbHYPM&ab\\_channel=EmdoesCA](https://www.youtube.com/watch?v=kh2tbxbHYPM&ab_channel=EmdoesCA)Assignment: Submit your answers to post-reading questions.**Week 3 September 9                    TURN ALLOCATION**Reading:

Wong &amp; Waring Ch. 3

Kim, K.-H. (2007). Sequential organization of post-predicate elements in Korean Conversation: pursuing uptake and modulating action. *Pragmatics* 17(4): 573-603.Assignment: Submit your answers to post-reading questions.**Week 4 September 16                    TURN TAKING PRACTICES AND LANGUAGE TEACHING**Reading:Young, R. F., & Lee, J. (2004). Identifying units in interaction: Reactive tokens in Korean and English conversations. *Journal of Sociolinguistics*, 8(3), 380-407.Assignment: Create teaching materials (e.g., tasks, activities) for teaching turn-taking practices.**Week 5 September 23                    GENERIC SEQUENCES**Reading:

Wong &amp; Waring Ch. 4

Kim, M. S. (2022). Conversation analysis for KSL: Teaching and learning sequence organization. In A. Byon & D. Pyun (Eds.), *The Routledge Handbook of Korean as a Second Language* (pp. 277-297). Routledge Publishing.Video lecture resource: [https://www.youtube.com/watch?v=pLSmv9KJcdw&ab\\_channel=EmdoesCA](https://www.youtube.com/watch?v=pLSmv9KJcdw&ab_channel=EmdoesCA)Assignment: Submit your answers to post-reading questions.**Week 6 September 30                    TYPE-SPECIFIC SEQUENCES**Reading:

Wong &amp; Waring Ch. 5

Kim, M. S. Imperative requests in Korean interaction. In S. Iwasaki, S. Strauss, S. Fukuda, S-A. Jun, S-O. Sohn, & K. Zuraw (Eds.), *Japanese/Korean Linguistics* 26 (pp. 373-386). Stanford, CA: Center for Study of Language and Information, Stanford University.Assignment: Submit your answers to post-reading questions.**Week 7 October 7                    SEQUENCING PRACTICES AND LANGUAGE TEACHING**Reading:Yoon, K-E. (2021). Organization of complaining activity. *Complaining as a Sociocultural Activity: Examining How*

*and Why in Korean Interaction* (pp. 69-112). New York: Lexington Books.

Assignment: Create teaching materials (e.g., tasks, activities) for teaching sequencing practices (e.g., request-grant/deny, offer-acceptance/decline, agreeing-disagreeing)

**Week 8 October 14****SELF-INITIATED REPAIR**Reading:

Wong & Waring Ch. 11

Video lecture resource: [https://www.youtube.com/watch?v=H4D3zGk2wds&t=115s&ab\\_channel=EmdoesCA](https://www.youtube.com/watch?v=H4D3zGk2wds&t=115s&ab_channel=EmdoesCA)

Assignment: Submit your answers to post-reading questions.

**Week 9 October 21****OTHER-INITIATED REPAIR**Reading:

Wong & Waring Ch. 12

Kim, K.-H. (1999). Other-initiated repair sequences in Korean conversation: types and functions. *Discourse and Cognition* 6(2): 141-168.

Assignment: Submit your answers to post-reading questions.

**Week 10 October 28****REPAIR AND LANGUAGE TEACHING**Reading:

Kim, M. S. & Kim, H. S. (2014). Initiating repair with and without particles: Alternative formats of other-initiated of repair in Korean conversation. *Research on Language and Social Interaction* 47(4), 331-352.

Hayashi, M. & Kim, S. H. (2015). Turn formats for other-initiated repair and their relation to trouble sources: Some observations from Japanese and Korean conversations. *Journal of Pragmatics* 87: 198-217.

Assignment: Create teaching materials (e.g., tasks, activities) for teaching repair practices.

**Week 11 November 4****TELEPHONE OPENINGS**Reading:

Wong & Waring Ch. 8

Lee, S.-H. (2006). Second summoning in Korean telephone conversation openings. *Language in Society* 35: 261–283.

Assignment: Submit your answers to post-reading questions.

**Week 12 November 11****Veteran's Friday (No Class)****Week 13 November 18****CONVERSATION CLOSINGS**Reading:

Wong & Waring Ch. 10

Data session on conversation closings

Assignment: Submit your answers to post-reading questions.

**Week 14 November 25****Thanksgiving (No Class)****Week 15 December 2****CONVERSATION OPENINGS, CLOSINGS, AND LANGUAGE TEACHING**

Assignment: Create teaching materials (e.g., tasks, activities) for teaching openings and closings practices.

**December 14 (W)****FINAL ANALYSIS PAPER SUBMISSION**