Developmental Changes in the Use of the Korean Suffix *canh*: Learners' Management of Shared Knowledge in Giving Accounts

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Abstract

This study employs the methodological framework of CA-for-SLA to identify developmental changes in second language learners' competence in the use of the Korean sentence-ending suffix *canh* as an interactional resource by examining cross-sectional Korean classroom data. A microanalysis of 68 hours of video-recorded data from advanced- and intermediate-level Korean language classroom interaction focused on students' varying degrees of competency in the production of utterances with *canh* to manage shared knowledge in the action of giving accounts. The analysis revealed that the two proficiency levels' turn construction and design of *canh* usage are distinctive in terms of their presentation of different types of knowledge. Learners acquire the ability to use *canh* to manage first-hand, shared knowledge before they acquire the ability to manage common sense knowledge and unshared knowledge using *canh*. This comparison of the two proficiency levels' use of contingent methods of using the target suffix provides evidence for the development of L2 interactional competence by showing that learners develop the skill to use interactional devices to achieve delicate interactional outcomes.

1 Introduction

A line of research in second language analysis (SLA) has adopted conversation analysis (CA) in order to conduct rigorous, detailed examinations of interactional contexts in language learning situations. CA-for-SLA (Kasper & Wagner, 2011) studies have reached a general agreement that development in a second language takes place through a situated, conversational process that occurs between participants rather than a cognitive process of one individual's mind (Firth & Wagner, 1997, 2007; Kasper, 2009; Kasper & Wagner, 2011; Lee, 2013). That is, CA-for-SLA investigates L2 speakers' language use by examining the contexts, semiotic resources, and constraints that L2 speakers make relevant in the sequential structures of turns at talk (Lee & Hellermann, 2014). One of the preferred ways to investigate the developmental changes of L2 speakers in SLA research is by analyzing their use of linguistic resources (Kasper & Wagner, 2011). Instead of identifying the presence or absence of target linguistic resources, studies in CA-for-SLA demonstrate the procedures L2 speakers accomplish by examining how the phenomena of L2 use are sequentially organized and contextually situated in talk-in-interaction (Ishida, 2009; Kim, 2009; Lee, Park, & Sohn, 2011).

Adopting the methodological framework of CA-for-SLA, this study addresses language development specifically in terms of L2 speakers' use of a particular linguistic resource: the Korean interpersonal modal ending suffix *canh*. The suffix *canh*, which has been reported to signal the speaker's anticipation that the interlocutor will agree with the speaker's utterance (Kawanishi, 1994; Kawanishi & Sohn, 1993; Lee, 1999; Suh, 2002), embodies delicate interactional business in

the sense-making activities of talk-in-interaction. This study examines the distinctive choices L2 Korean speakers at different proficiency levels make in regard to their use of this suffix in order to illuminate the stages of learners' development that correlate to interactional competence in the use of linguistic resources in natural interactions. Drawing on cross-sectional L2 data, this study specifically examines how the use of *canh* is managed in classroom interaction in order to accomplish actions of account-giving in opinion presentation.

2 Background

2.1 CA-for-SLA: Developmental changes in the use of linguistic resources

A considerable amount of recent research has demonstrated how SLA studies benefit from CA's focus on sequential analysis through the detailed analysis of interactional data. The scholars engaged in such work have focused their attention on describing interactional activities that L2 speakers engage in inside and outside of educational settings and the resources they employ to accomplish certain interactional goals (e.g. Brouwer & Wagner, 2004; Burch, 2014; Hauser, 2013; Kasper, 2009; Kasper & Wagner, 2011; Lee, 2013; Lee & Hellerman, 2013; Markee, 2008; Pekarek Doehler & Pochon-Berger, 2010; Seedhouse & Walsh, 2010). In this line of studies, L2 speakers' development of interactional competence is not located in the mere presence or absence of linguistic forms or structures but in the use of various semiotic resources in interactional exchanges (Lee & Hellermann, 2014). Lee and Hellermann (2014) articulated a conversation analytic approach to L2 speakers' developmental changes as follows.

The sequential analysis of the exchange shows that L2 use cannot be examined only in reference to the linguistic forms and/or relevant variables. Rather, the analysis needs to take into account the interpretive work of understanding that participants display, even when the task is to trace changes in the target L2 use. CA's focus on sequential analysis can specify, for example, what the speaker does (and does not) know, what he or she does (and does not) see, what assumptions are enacted, what contextual relevance is brought out and handled, and how particular tasks are recognized and acted on during the course of interaction. (p. 7)

Recently, a body of work has emerged that addresses the developmental agenda more directly by employing longitudinal and cross-sectional study designs and by using CA to focus on contingent language use in the analysis of naturally occurring conversation data. These studies investigate the developmental changes in the use of particular linguistic objects by L2 speakers (e.g. Ishida, 2009, 2011; Kim, 2009; Lee et al., 2011). Ishida's first longitudinal study (2009) showed how Japanese L2 speakers' increased interactional competence using the linguistic resource *ne* enabled them to engage in social interactions more actively over time. Her more recent longitudinal study (2011) examined how L2 speakers of Japanese became more deeply engaged and were able to manage a wider repertoire of listener responses by the end of the study. In a similar vein, Kim's (2009) cross-sectional study examined the use of the Korean discourse markers *nuntey* and *kuntey* by L2 speakers of Korean at different proficiency levels. Using occurrences of the target items by native speakers as a reference (Park, 1999), Kim found different usages and sequential occurrences of the target markers between the different proficiency levels. More recently, Lee, Park, and Sohn's (2011) cross-sectional study of Korean oral proficiency interviews compared the construction of responses by advanced- and intermediate-level learners of Korean. Their analysis showed that the advanced speakers frequently expanded their responses using clause-final and sentence-final suffixes to mark various interactional stances. These studies have demonstrated the usefulness of CA in longitudinal and cross-sectional investigation of L2 speakers' development of interactional competence in the use of linguistic resources.

Building upon this earlier research, this study implements the theoretical and analytical principles of CA in a cross-sectional design to explicate interactional development, based on the premise that advanced and intermediate L2 speakers use linguistic resources differently. It begins its discussion by identifying the presence and the absence of the target linguistic resource in the sequential structure of turns at talk. The focus of the analysis, however, is on participants' display of mu-

tual understanding in situated contexts of L2 interaction (Lee, 2013). This study thus addresses L2 development through detailed accounts of participants' situated methods of talk, with particular attention to how the participants use a specific linguistic resource, the interpersonal modal ending suffix *canh*, during the course of interaction.

2.2 The Korean sentence-ending suffix canh

Korean is an agglutinative language with SOV word order. In Korean conversation, speakers' stances are frequently displayed through sentence-ending suffixes that affix to the final verb (Sohn, 1999, 2007, 2013). Strategic use of sentence-ending suffixes is therefore essential in social interaction. This study focuses on the use of *canh*, which has been reported to be one of the most frequently used sentence-ending suffixes in Korean colloquial discourse (Lee, 1991). *Canh* is sometimes compared to the English tag question *isn't it* or the discourse markers *right* and *you know*. It has been argued that *canh* is a reduced form of the long form of negation *ci anh*, which is comprised of the suffix *ci* and the negative verb *anh* (not), having developed through a process of grammaticalization (Hopper & Traugott, 2003).

-ci (suffix) + *-anh* (negative verb 'not') ➔   *-canh-* (interactive marker)

Fig. 1. Grammaticalization process of *canh*

The reduced form *canh* has acquired an interactive function; it seeks agreement from interlocutors or signals the speaker's assumption that the interlocutor will agree with the speaker's utterance (Sohn, 2010). Korean language textbooks also often introduce *canh* as an interactional marker with the function of "assuming agreement" (Cho, Schulz, Lee, & Sohn, 2001). The most widely used Korean language textbook in North America (Cho et al., 2001) explains the function of *canh* as follows: "the sentence ending *canh* is used when the speaker assumes that the listener will agree with him/her. It is also used when the speaker wants to reconfirm facts" (pp. 17–18). Excerpt 1 below is an example from this textbook, which emphasizes the agreement-soliciting function of *canh*.

> **Excerpt 1. Textbook (Cho et al., 2001, p. 17)**
> 1   A: *eti   ka-se-yo?*
>   where   go-HON-POL
>   'Where are you going?'
> 2   B: *pataska-ey ka-yo. nalssi-ka   tep-**canh**- ayo.*
>   beach-LOC go-POL weather-TOP hot-***canh***-POL
>   'To the beach. The weather is hot, you know.'

In the field of Korean first language acquisition, it has been noted that Korean children start using *canh* productively at a very early age (Choi, 1995). At the same time, it has also been noted that it is exceptionally challenging for non-native speakers of Korean to become proficient in the use of this suffix (Sohn, 2006). These seemingly contradictory findings suggest that the suffix *canh* has prime interactional importance for Korean speakers, but its subtle functions are not easily describable.

Despite the difficulty of pinpointing the functions of *canh* due to its interactional and colloquial traits, the status of final *canh* as a modal suffix for expressing certainty towards a proposition has long been recognized in the literature. Many studies employing an interactional approach examine how *canh* is used to perform social actions in actual conversation. This line of research treats *canh* as a linguistic marker that indicates the speaker's attitude or stance towards the proposition or addressee. Kawanishi and Sohn's (1993) research was the first to describe the new discourse function indexed by the reduced form of the negation construction *ci anh*. By analyzing

spoken discourse data, they demonstrated that *canh* indexes a speaker's unwavering certainty regarding the information conveyed in pursuit of agreement from recipients.

In addition to its function as a means to evoke approval or agreement, previous studies on *canh* have noted its epistemic attributes (Choi, 1995; Lee, 1999) in relation to commitment or assertion as well as its affective qualities in regard to the elicitation of empathy (e.g. Excerpt 1: agreement-seeking). With these functions, *canh* indexes the speakers' epistemic, affective, and/or moral stance towards a statement (Kawanishi, 1994; Kawanishi & Sohn, 1993; Kim & Suh, 2004; Lo, 2006). In particular, Lee (1999) argues that the speaker's presumption of the hearer's affirmative response as represented through the use of *canh* derives from the function of *ci* indicating the speaker's commitment to a statement. He also discusses the interactional traits of *canh* in discourse by underscoring the role of addressees (p. 269).

Analysis of *canh* has also been conducted from the perspective of language socialization (Kim & Suh, 2004; Lo, 2006; Suh, 2001). Framing their work within Kawanishi and Sohn's (1993) discussion, Kim and Suh (2004) and Suh (2001) claim that the frequent use of *canh* by a caregiver indexes his or her orientation to a belief in the child's ability to provide an answer, demonstrating mutual understandings and shared feelings. A caregiver's frequent use of *canh* orients to the knowledge state of the child and points to shared knowledge to prompt the child to identify the object or information of instruction. Suh's findings show how a caregiver's use of *canh* works as an important resource for socialization. In a similar vein, Lo (2006) investigates the use of *canh* in an instructional situation, showing how an afterschool teacher uses *canh* to socialize students. Lo shows that the teacher assigns moral responsibility to students by using *canh* in statements that reflect epistemic stance, affective stance, and alignment in the context of morally justified or unjustified propositions. She also discusses the teacher's use of *canh* as a device to elicit empathy from students. Lo's findings demonstrate how the use of linguistic resources such as *canh* index social relationships (Duranti, 1994).

In sum, prior research on *canh* has linked the suffix to epistemics in the sense that they index shared knowledge. By thus using *canh*, the speaker appeals to pre-existing shared knowledge, which serves as an invitation to the co-participant to consider what is already common ground (Clark, 1996).

2.3 *Management of shared knowledge using* canh *in Korean conversation*

Some studies have examined the use of *canh* in terms of speakers' information status, as it is often employed to index shared knowledge (Ju & Sohn, 2013; Suh, 2002). Suh (2002) and Ju and Sohn (2013) undertook comprehensive analyses of the discourse functions of *canh* in Korean native speaker conversations from a CA perspective. Both studies argued that *canh* is used by the speaker to invoke "common ground" or an assumption that the information he or she presents is shared with interlocutors. In particular, Suh examined *canh*'s functions according to the source of information displayed by *canh* utterances. Suggesting that *canh* is a marker indexing common ground, Suh identified turn-final *canh*'s major functions as (1) providing an account and (2) challenging the other party while negotiating common ground. The following example from Suh's study shows how *canh* is employed in the context of giving an account.

Excerpt 2. L1 Korean speaker (Adapted from Suh, 2002, pp. 299–300)

1 S: (1.7) (hh) *cikum   kunikkan   mak cipphil cuwung-i-si-n?*
                    now   so-DM   just writing midst-be-HON-ATTR
           'So now you're in the midst of writing [your dissertation]?'

2 H: *ai   kulay-ya   toy-nuntey   mos   ha-ci*
        well   so should   become-CIRCUM   NEG   do-COMM
           'Well, I'm supposed to be doing that, but I can't.'

3   *maynnal   wa-kacikwu   ilekwu   iss-**canh**-a?*
        everyday   come-CONN   like this   exist-**canh**-IE
           'I come [to school] every day, and this is all I do, you know.'

In this example, H provides an account for his slow progress on his dissertation by formulating his turn with the suffix *canh* in lines 2–3. According to Suh, the speaker deploys *canh* to convey indisputable knowledge shared by the other participant to obtain mutual agreement.

Both of these studies also asserted that this common ground does not necessarily refer to experiences actually shared by the participants. That is, it may be knowledge that the speaker wishes to attribute to the addressee regardless of the addressee's actual knowledge status. In such a case, the speaker employs the marker to strategically manage the information at hand so as to involve the addressee in the joint construction of common ground (Suh, 2002). The studies thus also provide evidence for the view that epistemic claims are resources that speakers may deploy in various ways that render their talk more fitted to the action that they are doing regardless of whether they "know" the information or not (Stivers, Mondada, & Steensig, 2011). Suh's study is also noteworthy for her discussion of three types of information status where the use of *canh* indexes common ground: 1) when the source of evidence is immediately shared between interlocutors; 2) when the information marked with *canh* is commonly shared (i.e., common sense) knowledge; and 3) when *canh* indexes information that is obviously not known by the addressees. Suh's report on the type of knowledge indexed by the use of *canh* is one of the motivations for the current study's attention to the role of relative epistemic stance and status between conversationalists (Heritage, 2012a, 2012b) in the use of linguistic resources in terms of "epistemic domains" (Stivers & Rossano, 2010). The suffix *canh* indexes shared knowledge, which indicates equality of epistemic access (Heritage, 2012a). Analysis of the present data reveals that there is often congruence between epistemic status and epistemic stance such that the epistemic stance encoded in a turn with *canh* is aligned with the epistemic status of the speaker. On the other hand, cases of incongruence between epistemic status and the epistemic stance projected by using *canh* are also identified. In these cases, by using *canh* the speakers project an epistemic stance of appearing more knowledgeable than they really are to achieve certain interactional outcomes.

What makes this discussion on epistemic imbalance noteworthy is its observation that when the participants are giving accounts with and without using *canh*, different types of knowledge appear to influence turn construction differently according to proficiency levels. The advanced-level students' data in the current study display all of these uses of *canh*; their tactical management of information with the use of *canh* is similar to that of L1 speakers. The intermediate-level students' data show a narrower range of uses of *canh*. This study closely examines turn constructions and sequential organization so as to identify what the learners are doing by using or by not using *canh*. More specifically, the study examines a range of interactional practices across two proficiency levels to show how shared knowledge is managed through the use of the Korean sentence-ending suffix *canh* in classroom conversation. The following research questions guided the investigation:

1. Is there any difference in the employment of *canh* and the development of sequences between L2 speakers in different proficiency groups? If so, is there any variation in the ways the different proficiency groups accomplish the same actions?
2. Is the difference in the use of *canh* between Korean L2 speakers at varying proficiency levels related to the developmental order of *canh*?

3   Data and method

3.1   Data from a cross-sectional study

The data for the current study consist of approximately 68 hours of video-recorded classroom interactions that occurred in a Korean as a second language program for professionals at a university in the United States during a one-year period. Two classes of the same course divided by proficiency level, advanced and intermediate, were recorded.[1] Each of the classes was small, having only four to six students; altogether, five students participated.[2] These classes were content-based and dealt with matters related to current societal issues in South Korea, such as South Korea's

emerging generations, changing gender roles, Korean reunification, and so forth. Both classes included a significant amount of student discussion on assigned topics. The majority of the students in the program were Korean-American heritage learners, but some were non-heritage learners of Korean.[3] All participants' identities are pseudonyms.

Table 1. Participants' language profiles

Name (gender)	TOPIK[4] level	OPI level		First language	Heritage
Wendy (F)	6		High	Bilingual (Eng/Kor)	O
Mina (F)	5	Advanced	Mid	English	O
Sun (F)	4		Mid	English	O
Sue (F)	4	Intermediate	Mid	English	O
Jenny (F)	3		Mid	English	O

The transcription conventions used in this study are adapted from those used in conversation analysis (ten Have, 2007). To clearly indicate the target suffix, each occurrence of *canh* appears in bold. The data are transcribed using Yale romanization (Sohn, 1999, pp. 2–3), and morpheme-by-morpheme glosses are provided (glossing conventions and abbreviations appear in Appendixes A and B).

3.2 Focal practice: Sequential placement and turn architecture

In order to describe the collection of interactions under investigation, this section identifies the context in which the focal interactional practice occurs, and then describes sequential placement and turn compositional features of this practice. This study focuses on sequences of opinion presentation in which the speakers express their opinions on certain issues in a classroom discussion setting. Figure 2 shows the broader sequential environment in which *canh* regularly occurs in the data. It also displays the sequential positions of the target suffix in the data. The *canh* constructions occur as part of a turn in which giving an account is underway within the sequence of students' presentation of opinion.

These sequences are typically long turns in which a student presents an opinion on an issue under discussion. *Canh* utterances typically occur within extended opinion presenting; that is, in turns consisting of more than one turn constructional unit (TCU; Sacks, Schegloff, & Jefferson, 1974). Figure 2 displays a model of the use of *canh* in this position, along with an example.
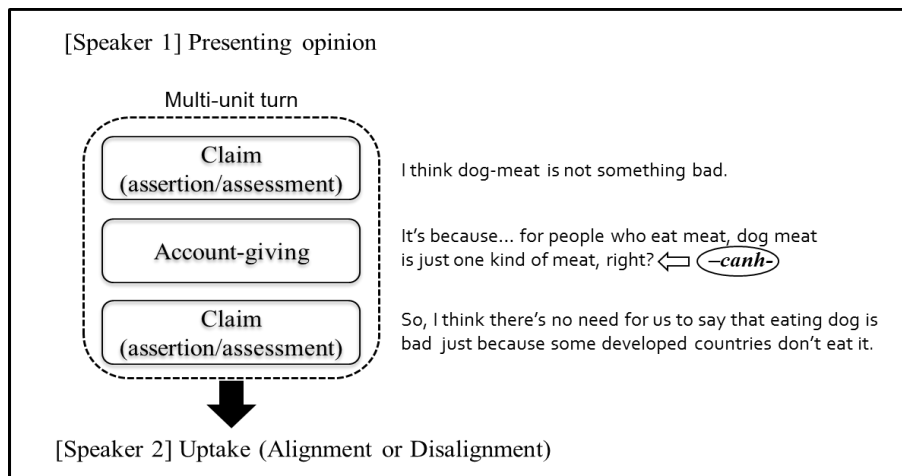

Fig. 2. Sequential placement of *canh*

This multi-unit turn consists of two distinctive actions: an assertion-equivalent, which is a claim about an issue (e.g. "I think dog-meat is not something bad.") and the prior or following supporting account for the assertion (e.g. "It's because…dog-meat is just one kind of meat."). Turns with the target item *canh* are repeatedly associated with the particular action of account-giving: The speaker presents knowledge or information as shared to support his or her prior or subsequent claim. Speakers who use *canh* in this position routinely elaborate on their assertions with accounts, explanations, excuses, and the like. In particular, what final *canh* indexes in this sequential position is the speaker's invocation of prior knowledge or experience of the matter at hand (Lee, 1999; Suh, 2002). In terms of turn design, the target turn of account-giving is explicitly designed with an initiation using the causal conjunction *waynyahamyen* ('because'), and the speaker marks the information given in his or her account as shared by using *canh* at the end of the turn.[5] In response to such a turn of opinion presentation including a *canh* utterance, other participants project an aligning or disaligning opinion depending on their epistemic access and commitment to a particular line of action.

4   Findings: Types of shared knowledge and the use of *canh*

In this section, the data are presented in excerpts arranged according to the type and status of information managed through the deployment of turns of giving accounts with or without the target suffix *canh*. For each type of shared knowledge, comparable sequences representing different proficiency levels are discussed and compared in order to demonstrate how the same actions are achieved in somewhat different ways by interactants who have different resources.

The comparison between the two groups is further enhanced by reference to L1 interaction as drawn on the study by Suh (2002).[6] Therefore, this section pays special attention to the different types of shared knowledge introduced in turns of giving accounts marked or unmarked by *canh*. As mentioned, Suh examined *canh*'s functions according to the source of information displayed by *canh* utterances, and proposed that *canh* indexes common ground with three types of information status: knowledge directly shared between interlocutors, commonly shared knowledge, and unshared knowledge that is not known by the addressees. Many of the phenomena discussed in the current study show a resemblance to those discussed in Suh's study.

Overall, the learners at the two different proficiency levels all displayed interactional competence in developing a sequence of opinion presentation through the actions of making an assertion and giving an account for the assertion. However, the analysis discovered that the details of turn construction and the types of knowledge learners can manage using *canh* are different according to proficiency levels. Table 2 categorizes the types of information that the speakers invoked for accomplishing the particular action of giving an account in the excerpts presented in this study.

Table 2. The use of *canh* according to the types of knowledge and level of sharedness

Account-giving			
Level of sharedness	Type of knowledge	Use of *canh*	
		Adv.	Inter.
High	Knowledge with source of evidence	O	O
⇕	Common sense knowledge	O	X
Low	Unshared knowledge	O	N/A

Students at both levels displayed competence in employing *canh* when they gave accounts drawing on information with direct, on-the-spot access. Intermediate students, however, used different forms with simpler functions, such as unmarked *ko*, in the same sequential position when they gave accounts based on common sense knowledge.

4.1   *Invoking shared knowledge: Equal access to a source of evidence*

The first type of knowledge *canh* proposes in account giving turns marks information in which the source of evidence is presently observable or recoverable by the interlocutors (Suh, 2002), and thus is shared between all the participants in the interaction. Through a *canh* utterance, the speaker implies equality of access to the referent situation or object. Therefore, relative states of knowledge present the circumstances in which both the speaker and the recipient have equal access to information. The two examples in Excerpt 3, from L1 speakers' interactions, illustrate how *canh* utterances conveying information with immediate access provide conversationalists a shared ground on which to accomplish an interactional goal of giving an account.

Excerpt 3. L1 Korean speaker (Adapted from Suh, 2002, pp. 288)
1   S: *ike-hako   ikes-to   ttokkath-**canh**-a.   ku--(.)mwenka:,*
         this-CONN   this-also   same-**canh**-INT   that something
         'These two items have something in common, right? Something…'
2   J: *kule-ney   cincca, (.). hh*
         like that   really
         'Indeed [they are similar] really'
3   S: *pwunwiki-ka*
         atmosphere- NOM
         'The atmosphere [of the two items is the same].'

Extract 3 shows a way in which a *canh* utterance claims shared knowledge by providing an on-the-spot observation of a material object (a table) to which all other recipients have immediate access. S's claim using *canh* in line 1 receives immediate agreement from recipient J in line 2. As illustrated in these interactions between L1 speakers, the use of *canh* in giving accounts seems to serve as evidence for participants' knowledge of and responsibility for a matter (Heritage & Raymond, 2005).

The following analysis from the current data set from L2 speakers' interaction demonstrates similar phenomena in the use of *canh* in doing the action of account giving. In the students' account-giving with *canh*, the first type of knowledge is information in which the source of evidence is presently observable or recoverable by the interlocutors (Suh, 2002), and thus is shared between all the participants in the interaction. Through a *canh* utterance, the speaker implies equality of access to the referent situation or object. The use of *canh* in giving accounts thus seems to serve as evidence for participants' knowledge of a matter (Heritage, 2012a, 2012b, 2013). Along with *canh*, speakers employ other linguistic resources to mark this type of knowledge, such as quotative expressions and past-tense markings. The source to which the participants have epistemic access can be a material object (see Excerpt 4), a present interlocutor, or a preceding context.

4.1.1   Advanced learners

The following conversation (Excerpt 4) from an advanced-level student interaction exemplifies the first phenomenon focused on in this study: In an account-giving turn, students present information to which others have immediate on-the-spot access; to do so, they use the suffix *canh* while pointing out the source of evidence, indicating other participants' equal epistemic access.

A practice of combining the use of *canh* and a quotative form is observed in Excerpt 4. The source of information is the material object of a newspaper article in this case. The class had read an article about an arson committed in South Korea that severely damaged the *Namdaemun* (the Great South Gate), the first of Korea's National Treasures.

Excerpt 4. The Great South Gate (Sun)
1   Sun: *hankwuk-i: cikum mwe   kule-n   ke   kwanli-ka*
              Korea-NOM   now   DM   that-ATTR thing management-NOM
2   *cal   an-toy-nun   ke   kath-ayo*
              well   NEG-become-ATTR   thing   seem-POL
              'I think Korea is not doing very well managing those things.'

3 Teacher: *ney*
              yes
              'I see.'

4 Sun: *ney   waynyamyen kisa-eyse   ku   saken-i   ilena   -l-ttay, mwunhwacay,*
              yes   because   article-LOC that event-NOM happen -when cultural asset

5   *ku   namtaymwun-ul   yele-nwa-ss-ten   sangthay-lako hay-ss-**canh**-ayo*
              that   Great South Gate-ACC   open-remain-PST-RT   condition-QT do-PST-**canh**-POL
              'Yes, because the article stated that when the incident happened, the cultural asset,
              Namdaemun, was open, right?'

6 Teacher: *ney.   kwankwangkayk-ul   yuchi-hako¿   simin-tul-hako   kakkaw-un*
              yes   tourist-ACC   invite-and:CONN   citizen-PL-and   close-ATTR

7   *mwunhwacay-lul   mantul-ki wiha-n::   kaypang-ilako hay-ss-cyo¿*
              cultural asset-ACC make-NML for-ATTR   open-QT   do-PST-COMM: POL
              'Yes. The doors to the cultural asset were opened in order to attract tourists and for the
              citizens to feel closer to their culture, right?'

8 Sun: ((nods)) *ku: hankwuk-twu (.)e: (.4)   kule-n ke-l:*
                        that Korea-also   that- ATTR thing-ACC

9   *chwungpwunhi icey seywu-ice simin-tul-hakwu kakkai cinay-l-swu   iss-etwu*
              sufficiently   now build-now citizen-PL-with   closely get along-can still
              "Well…Korea also, um, can sufficiently build those sorts of things. Even though it was
              done for the purpose of building closeness."

10 Teacher: *neyey¿*
              yes
              'I see.'

11 Sun: *e, isskey(.) e, kulekwu ku-ke(.2) ttokkath-un siki-ey   ku: pohoha-l-swu-iss-nun*
              like this   and that thing   same-ATTR   period-LOC that protect-can-ATTR

12   *cangsik-ul   chwungpwunhi   ha-l-swu-iss-tako sayngkakhay-[yo*
              decoration-ACC   sufficiently   do-can-QT   think-POL
              'I think Korea is more than able to, at the same time, make something to protect the asset.'

13 Teacher: *[yey yey*
              yes yes
              I see. I see.

This segment begins with Sun's negative assessment of Korea's capacity to manage cultural
assets in lines 1–2. Subsequent to the teacher's simple acknowledgement in line 3, Sun presents
the reason for her assessment using *canh* by straightforwardly referring to the article in lines 4 and
5 ('Yes, because the article stated that when the incident happened, the cultural asset, Namdaemun,
was open, right?'). The beginning of the account is marked with a causal conjunction *waynyaha-
myen* ('because') and is followed by an explicit indication of the source of information: the article
(line 4: '…the article states that…'). Note that she delivers this information from the article using
the combination of a quotative marker *lako* and the suffix *canh* in line 5. By indicating not only
that the speaker has obtained the information through hearsay, but also that the speaker assumes
the information she conveys is previously known to the recipient, the quotative construction along
with *canh* is used to appeal to the recipient to treat what is said as shared information.

In lines 6 and 7, the teacher shows her orientation to the *canh* utterance's function of establish-
ing agreement between interlocutors by giving more than an acknowledgement, as she elaborates
on what the article says about the government's position on the unlocked condition of the gate
(that it was for the purpose of attracting tourists), using a committal *ci* which indexing confirma-
tion (Lee, 1999). In the next turn (line 8), after providing an acknowledgement of the teacher's
elaboration by nodding, Sun displays dissatisfaction with the government's explanation and reaf-
firms her negative assessment by saying that the Korean government could have better protected
the gate while still attracting tourists (lines 8–9). Note that in this reaffirmation of her original
opinion, Sun displays a lower level of assertion by prefacing her negative evaluation with praise of
Korea's capacity (Pomerantz, 1984) in lines 11–12.[7] In this segment, we witness one of the func-
tions of *canh* in the giving of an account by appealing to shared knowledge for which the source of
evidence is present.

4.1.2 Intermediate learners

The following two examples from intermediate-level students' conversations display very similar sequential environments to the excerpt above. Analysis of these examples reveals that intermediate-level students are capable of using *canh* when giving accounts by proposing information with a direct source of evidence. In Excerpt 5, the students are engaged in a discussion of South and North Korea's reunification.

Excerpt 5: Sue: Government's help

1	Teacher:	*kulem swu-ssi-nun-yo? kungcengcek-ulo °sayngkakhay-yo?°*
		then VOC-TOP-POL positive-ADV think- POL
		'Then what about you, Sue? Are you for it?'
2	Sue:	well↑, *ku:*
		that
		'Well, umm…'
3		(.2)
4	Jenny:	((points at Sue with an index finger)) *pwucengceki-lay-yo.*
		negative-HEARSAY-POL
		'*She's against it.*'
5	Teacher:	((laughs))
6	Sue:	*ku: ku nam-* no wait oh yeah: no *pwukhan salam- tul- i↑*
		that that South North Korea person-PL-TOP
		'Well, umm…'
7		*ku(.2) ku(.2) cwungkwuk-eyse tomangka-myen*
		that that China-LOC escape- COND
		[lines omitted]
		'If North Koreans escape from China, [they get to the South Korean embassy and then the Korean government gives them money because they live in South Korea, they live in houses and they spend all the money.]'
12		they don't know how to live in our society.
13		and their *sengkyek* is *wancen talla-yo. waynyamyen*
		personality completely different-POL because
		Their personality is completely different because…
14	Jenny:	They're more like Dan, I think.
15	ALL:	((laugh))
		[lines omitted]
19	Sue:	No. They are not like Dan. No. *waynyamyen, ku sinmwun*
		because that newspaper
20		*kisa-eyse* one of the girls, *waynyamyen* the government,
		article-LOC because
21		*wuli-wuli* not my but *namhan: namhan cengpwu-ka*
		we we South Korea South Korea government-TOP
22		*a cwu-**canh**-ayo=*
		all give-***canh***-POL
		'Because in that article, my, my not my but (South), Korea's government gives them everything.'
23	Teacher:	=ney
		yes
		Yes.

This excerpt begins with the teacher eliciting the opinion of a particular student, Sue, on the issue, in line 1. Upon the initiation of Sue's response, another student, Jenny, provides a turn of assessment in a comical manner on behalf of Sue in line 4. Although it is delivered in a laughable fashion, Sue appears to confirm Jenny's claim of Sue's stance.[8] In elaborating her negative view starting in line 6, Sue talks about possible problems that might be caused by the different dispositions of the South and North Korean people. After her statement about these different

characteristics, in line 13, Sue produces *waynyahamyen* ('it's because'), which marks the launch of her account-giving. This turn of giving an account, however, is cut off by Jenny in line 14. After a brief side sequence regarding a fellow student's personality (lines 14–19)[9], Sue resumes her truncated prior turn by recycling *waynyahamyen* ('it's because') in line 19. Note that Sue deploys the suffix *canh* when appealing to the direct source of authority in this turn of account-giving, similar to the advanced student in Excerpt 4. Again in this case, the source that is directly shared by everyone is an article in a newspaper. To support her negative view on the issue, Sue brings up a story from the newspaper article using *canh* (lines 19–22: 'Because in that article […] Korea's government gives them everything').

Although Sue uses a number of different resources (e.g. code-switching) in her account-giving turn, she displays her competence in the use of *canh* when she proposes an account based on information that is obviously shared by all her interlocutors. She invokes shared knowledge using *canh* by referring to a specific source the other participants in the interaction are also familiar with. Her pursuit of agreement successfully elicits a positive answer from the teacher in the following turn (line 23: *ney* 'Right'). This excerpt clearly shows that an intermediate student can employ *canh* to elicit empathy or agreement from interlocutors.

These two examples from the two proficiency levels (Excerpts 4 and 5) show the L2 speakers' competence in the use of *canh* to express strong epistemic confidence in their management of shared information with direct sources. In both cases, the speaker first asserts that he or she had a prior discussion regarding this matter, and then moves on to cite that part as evidence for the recipient's knowledge of the reported matter.

4.2   Invoking shared knowledge: Equal access to common sense information

The excerpts in this section demonstrate the use of *canh* when invoking another type of knowledge during account-giving. Participants call on commonly known or common sense knowledge, such as a well-known social phenomenon or societal trend (Suh, 2002). This is a type of knowledge with which the speaker is not necessarily directly involved. In terms of epistemic domain, account-giving with common sense knowledge illustrates a convergence in the relation between the speaker's epistemic status and epistemic stance (Heritage, 2012a, 2012b, 2013), which is projected through the use of *canh*. However, conveying common sense knowledge does not guarantee epistemic equality.[10] Although common sense knowledge is assumed to be "normatively shared" (Suh, 2002) by conversationalists, it is not something that participants can immediately access in real time. Therefore, various supplementary factors are involved, such as a person's access to it, a person's right to know it, and so on (Heritage, 2012a). The example below shows the L1 speaker's use of *canh* that marks common sense knowledge in giving accounts.

Extract 6: L1 Korean speaker (Suh, 2002, p. 290)
1   R: *wuli   tongney   po-myen   ta   hance-yyey-yo.*
          our   neighbor   see-COND   all   Korean brand-COP-POL
          'Everybody in our neighborhood uses Korean products.'
2   S: *tongney   acwumma-tul-I   kule-n tey   palk-**canh**-ayo.*
          neighbor   housewife-PL-NOM   such   matter   savvy-**canh**-POL
          'Housewives are savvy in choosing the right stuff, aren't they?'

In response to R's statement in line 1 regarding Korean housewives in her neighborhood, S provides explanation using *canh*, by which she invokes the common sense knowledge that housewives are usually knowledgeable in the domain of household appliances (line 2). Given that an utterance with it contains knowledge that is generally shared, using *canh* serves as an efficient strategy to seek agreement from the other interlocutors (Suh, 2002). In the present data, the occurrences of *canh* invoking this type of knowledge in giving accounts are found throughout both advanced and intermediate students' interaction. However, intermediate-level students' data also

display non-occurrences of *canh* in this sequential position, which could provide an indication of development in the use of *canh*.

Excerpt 7 shows an advanced learner's use of *canh* in this context, while it illustrates the absence of *canh* in the same kind of context by an intermediate learner, for the purpose of comparison. Identifying the presence of the device *canh* is, however, merely the first step in demonstrating the detailed interactional method that the participants deploy. The point of this analysis is to detail the ways in which participants manage the action of giving an account using various resources including *canh*.

4.2.1 Advanced learners

Excerpt 7 comes from a classroom discussion by advanced-level students on the consumption of dog meat in South Korea. Students read a Korean newspaper article regarding the history and benefits of dog meat. Prior to this exchange, the teacher initiates a question soliciting students' opinions on the issue.

Excerpt 7: Dog-meat (Wendy)

```
1   Wendy:   kuntey    wuski-n-key::      >°yeylul tulese°< <sokoki>
             but-DM    funny-ATTR-thing  for example         beef
2            manhi     mek-canh-ayo. kuntey    mwe      >yeylul tulese<
             a lot     eat-canh-POL  but       DM       for example
             'But, the funny thing is…people eat cows a lot, right? But for example, …'
3            into- na <hintu>   ha-nun    tey-se-nun     so-ka      koyngcanghi
             India-or Hindu     do-ATTR   place-at-NOM   cow-NOM    extremely
4            wusangsi toy-canh-ayo=
             idolize  become-canh-POL
             '… cows are very much idolized in India or places where they practice Hinduism, right?'
5            =kulayse   ku     salam-tul-un::
             so         that   people-PL-NOM
6            so      mek-nun   salam-tul  koyngcanghi     hyemoha-nuntey::(.2)
             cow     eat-ATTR  people-PL  extremely        loathe-CIRCUM
             'So, they hate people who eat cows very much …'
7            ku     kay-lul    <an mek-nun::>↑  nala-tul-I
             that   dog-ACC    NEG eat-ATTR      country-PL-NOM
8            sencinkwuk-ilako               hay-se
             developed country-HEARSAY     because
             '… just because some developed countries don't eat dog-meat, …'
9   Teacher: umm
10  Wendy:   wuli-ka   ku-ke-l        kkok    nappu-tako hal
             we-NOM    that-thing-ACC certainly bad-QT     do
11           philyo-nun       °eps-nun      kes kath-ayo°=
             necessary-ATTR   not exist-ATTR think-POL
             'I think there's no need for us to say that eating dog is bad.'
12  Teacher: =umm
```

Wendy presents her opinion beginning in line 1. In this long turn of opinion presentation (lines 1–4), her accounts using *canh* precede her assertion on the issue. After securing an interactional space by using the disjunctive marker *kuntey* (Park, 1999) and the following evaluative adjective *wuskin* ('funny') at the beginning of the turn (line 1), she provides an account while offering an example in which she uses *canh* to mark information that is common knowledge (line 2: 'People eat cows a lot, right?'). Note that she again completes an example-providing turn with *canh* lines 3–4: 'But for example, cows are very much idolized in India or places where they practice Hinduism, right?').[11] In both cases, Wendy provides accounts for her position by invoking knowledge based on common sense as background information, using *canh* with contrasting categorizations of 'people who eat beef (we)' and 'people who do not eat beef (Indians or Hindus)'. In this re-

spect, *canh* is employed when the speaker uses common sense to obtain the addressee's recognition (Kawanishi, 1994; Suh, 2002). Such a stance is conveyed mainly by the deployment of the final *canh*.

In the following concluding turn, Wendy explains the implication of her example by highlighting Hindus' strong opposition to beef-eaters: 'So, they hate people who eat cows very much' (lines 5–6). The ensuing utterance (lines 7–8, 10–11) contains the epistemic marker *kes kath* ('I think, seem, appear'), which displays a mitigated tone.[12] This mixed use of modal expressions including *canh* demonstrates the speaker's interactional competence concerning the use of such expressions as part of the linguistic resources for social interaction.

4.2.2 Intermediate learners

The following example from an intermediate-level students' conversation presents a very similar sequential environment as Excerpt 7. However, in this excerpt, when the speaker invokes common sense knowledge, she accomplishes the action of giving an account in ways other than employing *canh*. The students here are also talking about the consumption of dog meat in Korea. The conversation follows the teacher's question to the students of whether they think the consumption of dog meat is bad or not.

Excerpt 8: Sue: Strange food

```
1   Sue:      Umm (2.0) umm (.4)  ttalu-n        na::la:: ey::(.5)uhh:
                                  other-ATTR country-GEN
2             umsik mwunhwa-lul (.5)  <ihay>hay-ya tway-yo=
              food culture-ACC        understand-should-POL
              'Um…they should understand other countries' food culture.'
3             =>waynyamyen< ku    like  ISANGHA-N    <umsik>-ul yulay. yulay?=
                 because       that        strange-ATTR  food-ACC    origin origin
              'Because that, like, strange food…origin…origin?'
4   Teacher:  =ney.
              yes
              'Yes.'
5   Sue:      yulay-ka      iss--iss--iss-ki    ttaymwuney↑ way↓ °like°
              origin-NOM   exist-NML            because-DM
6             >CWUNGKUK-eyse< pelley-ka mek-ko↑ and >phulangsu-eyse<
              China-LOC              bug-NOM eat-CONN    France-LOC
              'Because they have origins like, like, they eat bugs in China and they also eat horses in
              France.'
7             mal-to      mek-ko↑(.2)      kulayse, (.2)   isang(.)ha-tako
              horse-also   eat-CONN         so              strange-QT
8             sayngkak-ul ha-ci↓ malr-ko↑  >kunyang<(.)uh
              think-ACC   do-   NEG-CONN  just
9             umm::(.)kunyang ihayhay- ya [tway-yo.
              just understand should-POL
              'So they shouldn't think it's weird, they should just, umm, just understand.'
10  Teacher:  [um umm
11            (.3)
12  Sue:      cingkulep- ciman::
              gross- but:CONN
              Even though it's gross.
13  Teacher:  umm::
14  Sue:      ney:((nods))
              yes
              Yes.
```

Sue's answer to the teacher's question in line 1 strikingly resembles Wendy's answer from the preceding Excerpt 6, and, as such, presents an interesting case for comparison. First, Sue provides

an initial claim on the issue in the first part of her opinion-presenting sequence (lines 1–2). Second, her accounts for her claim are accompanied by a precise supporting example (lines 3, and 5–7). Finally, she concludes her turn by providing a final claim (lines 8–9). In line 1, after a turn with a perturbation[13], she begins to make her claim on the issue in her next utterance: People need to be more understanding of the food cultures of other countries since each has its origin and history (line 2: They should understand other countries' food culture).[14] In line 3, Sue begins to give an account for her opinion, which is signaled by the discourse marker *waynyamyen* (it's because). She briefly engages in a lexical item negotiation sequence (Hellermann, 2008) with the teacher on the word *ywulay* (origin, lines 3–4) then lists examples of "strange" food just as Wendy did in the pre-ceding segment. By saying "like" in English (line 5), she marks the beginning of the example she is presenting.

The following turn, 'They eat bugs in China and they also eat horses in France' (lines 6–7), is very similar to the extract from the advanced class in that she gives concrete and commonly known examples from other countries in order to compare them with the consumption of dog meat in Korea. This list thus serves as an account for Sue to support her claim. In other words, just as in the preceding extract, Sue is supporting her claim by giving an account with a list of examples that are common and represent knowledge shared by others. What is different from the advanced-level student's example is that Sue does not use *canh*. Instead, the transition point from one example to the other is marked with the clausal connective *ko* (lines 6–7). *Ko* is a prototypical connective with a simple function that is introduced in Korean textbooks for beginners (Cho, Schulz, Lee, & Sohn, 2000).

In addition, her turn of assertion (lines 7–9: So they shouldn't think it's weird, they should just understand) is shaped in a similar way to that of Wendy's in the preceding example in that it draws a conclusion by using the discourse marker *kulayse* (so, therefore) in the beginning part of the turn (line 7). The difference is that she gives the final claim in a commanding tone that is upgraded from the first part of her claim by using the imperative *ci malta* (must not) in line 8, the discourse marker *kunyang* (just), and the modal expression *ya twayta* (should) in line 9.

As observed in the above segment, the intermediate-level L2 speakers deployed alternative methods in a sequential environment where more competent speakers might use *canh* well. How-ever, although they used different ways to do so, they accomplished the action of giving an ac-count without hindering the progressivity of the interaction.

4.3 Invoking unshared knowledge: Unequal access to information

Utterances with *canh* are also employed to present knowledge to which the recipient has no ac-cess to. Speakers propose common ground by providing obviously unshared information in sup-port of their claims: It is unlikely that the speakers believe that the interlocutors know anything about what they are claiming. That is, the divergence in the relation between epistemic status and epistemic stance is maximized. This use of *canh* demonstrates that epistemic claims are, indeed, claims to know, and as such may or may not reflect actual knowledge states (Heritage, 2012a, 2012b, 2013; Stivers et al., 2011). The following example from Suh (2002) briefly shows how the suffix *canh* is used as a strategic device invoking common ground among interlocutors even when the information is not actually shared.

Extract 9: L1 Korean speaker (Suh, 2002, p. 291)
1   A: *cal   an-tway   mwulkelley*
          well   NEG do:IE   wet mop
          'The wet mop doesn't work well.'
2   B: *ku-chi?*
          that-COMM:IE
          'That's right, isn't it?'
3   A: *son-ulo hay-yatway*.
          hand-by do-should:IE
          'You have to scrub by hand [instead of using a wet mop].'

4   B: *cehuy-cip-ey   mwulkelley ayey   an   ssu-**canh**-ayo*
        my-home-LOC wet mop   never   NEG use-**canh**-POL
        'That's why I never use a wet mop at home even though I have one.'

In response to A's negative assessment about a wet mop in line 1 and the following claim that
hand scrubbing is better (line 3), B gives agreement using *canh* to convey personal information
regarding B's use of a mop at home (line 4). It is implausible that B assumes that A is aware of B's
home cleaning practices. However, the use of *canh* in this environment positions recipients as a
knowing recipient. Advanced-level students' data from the current study displays tactical man-
agement of information with the use of *canh* similar to that of L1 speakers. However, only one
example, which is from an advanced student, shows such a case.[15] In the current data collection, it
is presented in Excerpt 10.

Excerpt 10: Mina: Prejudice againt Korea
1   Teacher: *hankwuk-ey ka-ki   cen-ey   hankwuk-ey tayhay*
              Korea-LOC   go-NML before-LOC Korea-LOC   about
2   *kacy-ess-te-n. (.)   sayngkak. (.) kwa. cikum:(.)*
              have-PST-RT-ATTR thought   and now
3   *kacang(.) manhi   pyenha-n   pwupwun. (.) i-laymen*
              most   a lot   change-ATTR part   COP-COND
4   *ette-n   key iss-ulkka-yo.*
              which-ATTR   thing exist-Q-POL
              'What were your opinions on Korea before you went to Korea, and what opinion do you
              think changed the most?'
5   Mina: *um::: (1.0) a::: mwe akka-twu   tanswunha-n::*
                             DM   before-also   simple-ATTR
6   *kes-pwuthe sicakha-myen-un*
              thing-from begin-COND-ATTR
              'Um…Well starting off with the simple things first, like before…'
7   Teacher: *um*
8   Mina: *hankwuk:: ce-nun icey hankwuk-ey tayha-n::(.2) kes- ul*
              Korea   I-TOP   DM   Korea-LOC   about-ATTR thing-ATTR
9   *um icey pwumonim-hanthey >manhi paywe-ss-**canh**- ayo<*
                 DM   parents-from   a lot   learn-PST-**canh**-POL
              'Korea… So, I learned about Korea from my parents, right?'
10 Teacher: *ney=*
              yes
              'Yes.'
11 Mina: *=cip-eyse: icey hankwuk salam-un   ilehta=   hankwuk sahoy-nun*
              house-LOC DM   Korea   person-TOP like this:PLN Korea   society- TOP
12   *ilehta-la-nun   kule-n   phyenkyen-ul manhi kaci-ko*
              like this:QT-ATTR that-ATTR prejudice-ACC a lot   have-CONN
13   *ka-n   ke kath-ayyo*
              go-ATTR   seem-POL
              'At home…I was taught, "Korean people are like this," "Korea's society is like this," so I
              think I went to Korea with this bias.'
14 Teacher: *ney*
              yes
              'I see.'
15 Mina: *>kulenikka< phyenkyen-ilako ha-myenun: mwe:*
              so-DM   prejudice-QT   do-COND   DM
16   *elun-ul   kongkyengha-ko: conkyeng-kongkyengha-ko¿*
              elders-ACC   respect-CONN   respect-respect-CONN
              'So, when I say biased, I mean like, you must respect your elders.'
17 Teacher: *um*

Upon the teacher's seeking student Mina's opinion about Korea before and after visiting (lines 1–4), Mina starts providing her opinion in line 5. Before Mina reaches the self-evaluative comment that she first went there with a bias against Korea (lines 12–13), she gives an account for this claim (lines 8–9: I learned about Korea from my parents, right?). In this turn of account-giving with *canh*, Mina conveys that the information clearly falls within her epistemic domain. Although it is unlikely that the teacher has this knowledge about Mina's personal history, the turn with *canh* successfully elicits an acknowledgement from the recipient in the next turn (line 10).

4.4   Frequency of canh *by level of knowledge sharedness*

In order to give a general picture of the data, this section quantitatively describes the extent of the differences observed between the two proficiency groups.[16] Figure 3 shows the distribution of the 88 instances of *canh* utterances found in the data by proficiency level and the three types of knowledge (directly shared, common sense, unshared). While 64 (72.7%) utterances occurred in advanced-level interactions, 24 (27.2%) occurred in intermediate-level interactions. Not only was the total frequency of *canh* utterances by the intermediate students much lower than that of the advanced students, but the intermediate students showed a narrower range of usage in terms of the types of knowledge the speakers invoked to accomplish the particular action of giving an account.
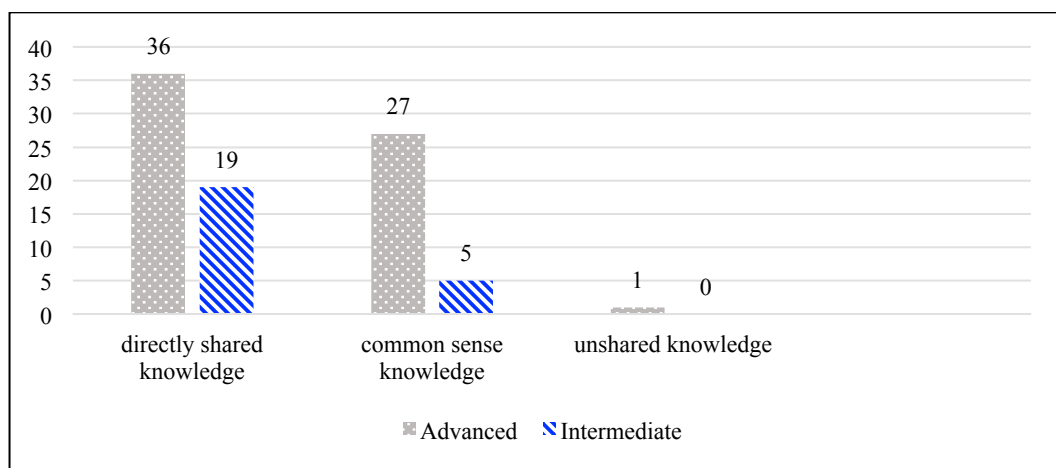

Fig. 3. Frequency of *canh* by types of knowledge in account-giving

Students at both levels displayed competence in employing *canh* when giving accounts by providing information with direct, on-the-spot access. Intermediate students, however, used different forms with simpler functions in the same sequential position when they proposed accounts based on common sense knowledge or information that was not shared. The next section presents the qualitative analysis, which specifies how the participants accomplished the interactional outcome of giving accounts with or without *canh*.

5   Conclusion

Drawing on the methodological framework of conversation analysis, this study investigates how L2 speakers of Korean use the linguistic resource *canh* in order to achieve certain interactional goals in Korean language classroom interactions. The study is designed to facilitate cross-sectional comparisons and analysis of how advanced- and intermediate-level speakers give accounts with or without *canh* through the management of shared information. Through an analysis of cases from the classroom interaction data and by consulting the related published research, this study showed that *canh* is used by L2 Korean speakers to construct social action by managing dif-

ferent types of information: the on-going interactional environment, universal/social "common sense" knowledge, and unshared information such as hypothetical instances. In terms of second language development, this study showed that students at different proficiency levels have different ranges in their use of *canh* in regard to the type of knowledge they invoke in their account-giving. While the extracts presented in this paper demonstrate that speakers at both proficiency levels engage in similar practices of account giving, the employment of contextual resources including the linguistic device *canh* differs depending on proficiency levels.

From the perspective of second language acquisition, two findings of this study are noteworthy: 1) The intermediate-level speakers used *ko* in environments where more proficient speakers use *canh*, and 2) the distribution in the use of *canh* according to the different types of knowledge being invoked suggests a developmental order; that is, the ability to manage common sense knowledge and unshared knowledge using *canh* is a skill acquired later than the ability to use *canh* to manage direct, first-hand knowledge.

The first observation suggests that the intermediate-level speakers in this study had not yet acquired the full range of the diverse uses of *canh*. In possible environments for *canh*, the intermediate-level speakers often used the contrastive connective *ko* instead. As a language item with one clear meaning, *ko* is easier to learn than an item like *canh* with several different functions. Intermediate learners tend to resort to one clear invariant form for one function (Pienemann, 2002; Shirai & Andersen, 1995), which explains the pattern observed for the intermediate-level speakers in this study.

The second observation leads to a significant implication for second language development because it suggests a certain order of emergence among the three types of *canh* observed in the study. The distribution of *canh* utterances differs according to proficiency level in terms of the presentation of different types of knowledge and sequential positions. The examination of the use of *canh* in L2 Korean speakers' conversation revealed a graded distribution of the different functions of *canh* according to the speakers' proficiency level. While the advanced-level students employed *canh* in presenting all types of information, the intermediate-level students used different forms in the same sequential environment when they conveyed information regarding common sense or hypothetical situations. They used different forms with simpler functions, such as unmarked *ko*, in the same sequential position when they gave accounts based on common sense knowledge.

As discussed throughout the paper, *canh* is a device that indicates the speaker's degree of confidence or certainty of what he or she is communicating, whereby the speaker tries to influence the degree to which the recipient will accept the validity of the conveyed information. In other words, the use of *canh* is highly sensitive to the relativity of the information status of the conveyed message. What is noteworthy is the relationship between the level of sharedness of knowledge and the developmental order of the different uses of *canh* that emerged across speakers of different proficiency levels. As shown in Figure 4, *canh* that is used for encoding discourse-new information, which was not previously shared among interlocutors, was found to be the last to be acquired by L2 Korean speakers.[17]
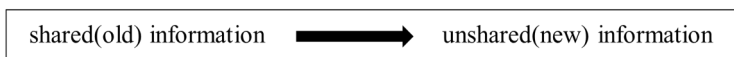

shared(old) information ➡ unshared(new) information

Fig. 4. Developmental order of *canh* in terms of information status

By attending to the influence of epistemic balance and imbalance when *canh* utterances are employed in giving accounts, this paper demonstrates a variety of ways in which speakers perform the same action (i.e., giving accounts using *canh*) in order to manage the degree of sharedness of the proposed information. It also demonstrates a way in which CA can be used to examine how second language speakers use local linguistic resources to achieve certain interactional goals in the target language. CA methods of specifying interactional details enable us to fully explore the multifaceted array of resources, tactics, and constraints demonstrated in L2 interactions. Through

the detailed analysis of diverse cases, we can capture various methods in which similar linguistic and non-linguistic phenomena are managed (Lee & Hellermann, 2014). In doing research on how the suffix *canh* is used in the management of information in Korean language classroom discourse, this study contributes to the literature that is facilitating better understanding of how language use and the development of interactional competence work together. This study also shows that, as a topic of investigation, the development of interactional competence has much to offer any research tradition that seeks to understand the complexity of what L2 speakers accomplish through natural interaction (Kasper & Wagner, 2011).

5.1 Implications for teaching

The results of this investigation of how the suffix *canh* is used in L2 Korean interaction suggest significant implications for the teaching of Korean as a second language. First, the level of knowledge sharedness in the use of *canh* should be incorporated into the teaching of *canh*. The majority of textbooks present *canh* only once at the intermediate level and describe only one function of it throughout the whole course. Due to *canh*'s subtle functions and learners' high demand for its usage, it certainly would be a wise pedagogical practice for educators to elaborate their methods of teaching *canh* in order to cover its various interactional functions.

This study of the development of interactional competence in the use of the Korean suffix *canh* provides solid evidence that Korean L2 students are sensitive to epistemic information. While the advanced-level students employed *canh* in presenting the same types of information for which native speakers use *canh*, the intermediate-level students used different forms in the same sequential environment when they conveyed information based on common sense knowledge. The findings of this study could provide Korean language educators with information about the general developmental process involved in attaining competency in the production of *canh* utterances so as to facilitate the instruction of the suffix in Korean language classrooms. Explicit instruction of the interaction of knowledge types with the micro-practices of using the suffix *canh* might resolve a number of difficulties that teachers and students face.

Second, this study shows that research into the development of interactional competence can illuminate our understanding of the complexity of L2 speakers' accomplishments in natural interaction (Kasper & Wagner, 2011). Through a bottom-up analysis of competent use of resources by L2 speakers using CA, the study adds to the existing empirical evidence that facilitates conceptualization of the development of interactional competence in L2 talk. As such, the current study contributes to the field of CA-for-SLA, in which CA is used as a research methodology for SLA research. CA permits analysts to scrutinize a variety of functions of linguistic devices in interaction, which, in turn, allows identification of the various degrees of acquisition and development of second language. Although this study does not look at developmental changes that occur in the same L2 speakers over time, it identifies some general developmental processes in terms of the interactional competencies involved in the production of a specific target item by adopting a cross-sectional design. Future studies that adopt a longitudinal study design and obtain data from a variety of activities would contribute to expanding the understanding of Korean L2 speakers' development of interactional competence.

Notes

[1] Novice-level students were not considered for this study, as the suffix *canh* is first introduced in Korean textbooks for intermediate-level learners (Cho et al., 2000).

[2] Participants' proficiency levels were assessed by a certified ACTFL rater before the data collection and reassessed after the data collection.

[3] Although the majority of the participants were Korean-American heritage learners, the heritage and non-heritage distinction is not the focus of my interest.

[4] The Test of Proficiency in Korean (TOPIK) is a Korean language test for speakers whose first language is not Korean, including overseas Koreans, students wishing to study at a Korean university, and individuals seeking employment at Korean corporations in and outside of Korea.

[5] By using "because," speakers claim that what follows belongs to the preceding turn. In other words, the speaker characterizes the following utterance as a next element of the ongoing construction of a list, thereby displaying (or establishing, or claiming) affinity between the following utterance and the preceding turn.

[6] A comparison with Suh's (2002) examples was conducted after a close analysis of the current data set.

[7] Her assertion is also downgraded with the use of an epistemic expression *sayngkakhay* 'I think that…' in line 12.

[8] This is evidenced by Sue's following turn, in which she does not deny Jenny's comment (lines 6–12).

[9] Here, Jenny completes Sue's prior turn by equating North Koreans' dispositions to that of a fellow student in class who is known for his easy-going personality. In response, Sue displays disagreement.

[10] Heritage (2012a) points out that real-time shared experience might not assure epistemic equality.

[11] If we look at this utterance more closely, we can see that to support her claim, Wendy refers to the category of locations (Sacks, 1992) where Hinduism is practiced as an example of places that idolize cows with the use of *canh*. This category of locations (places where Hinduism is practiced, such as India) is contrasted with the category of person "we." The omitted subject in the turn of line 1 appears to be *wuli* 'we', which appears in Wendy's subsequent utterance in line 10.

[12] Such a use of this epistemic marker is a good example to contrast to the use of *canh* in her previous turn, in that *kes kath* displays a mitigated tone compared to her account-giving with *canh*. This pattern (assessment or claim using *kes kath* and account-giving using *canh*) recurs in advanced-level speakers' opinion-presenting sequences.

[13] This is indicated by a word-searching marker and elongated sounds in line 1.

[14] Notice that this first claim is shaped in a direct way by using the verb *ya twayta* 'should'. This utterance is comparable to the preceding advanced student's utterance in both the action they are achieving and the turn construction.

[15] The lack of many examples may be due to the goals of the institutional interaction, which differ from those of ordinary conversation (Drew & Heritage, 1992). L2 classroom interaction orients to the core institutional goal of teaching and learning the L2. From this core goal, a number of consequences result that distinguish the way in which L2 classroom interaction is accomplished from the way in which ordinary conversations are accomplished (Markee, 2000; Seedhouse, 2004).

[16] This quantification is based on a prior sequential analysis of all of the *canh* utterances found in the data.

[17] Although the focus of this study is on the use of a particular linguistic resource, identifying the mere presence or absence of such a resource does not specify the language use and interactional competence of L2 speakers when dealing with the local context of interaction. Even though the intermediate-level students' interactional outcomes seem to be different from those of the advanced students to a certain extent in the above extracts, it is necessary to note that the absence of *canh* does not impede the progress of the ongoing interaction (Stivers & Robinson, 2006). Intermediate-level students might be less competent in the use the suffix *canh*. However, they are competent enough to give accounts in order to support their claims using other resources

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Appendices

Appendix A: Transcription symbols

[	point of overlap onset
]	point of overlap ending
=	no gap (latching)
(.5)	timed pause
(.)	untimed micropause
:	prolongation of the immediately prior sound
--	sharp cut-off of an utterance
.	falling intonation
,	continuing intonation
?	rising intonation
¿	slightly rising intonation
↑	shift to higher pitch
↓	shift to lower pitch
talk	emphasized speech
TALK	louder than surrounding speech
°*talk*°	quieter than surrounding speech
<*talk*>	slower than surrounding speech
>*talk*<	faster than surrounding speech
.hhh	audible inbreath
hhh	audible outbreath
ta(h)lk	within-speech aspiration, possibly laughter
( )	unintelligible to transcriber
(talk)	uncertain content or speaker identification
(( ))	transcriber's additional explanations or descriptions

Appendix B: Interlinear glosses

ACC	Accusative
ADV	Adverbial
ATTR	Attributive
CIRCUM	Circumstantial
COMM	Committal
CONN	Connective
COND	Conditional
COP	Copular
DM	Discourse marker
GEN	Genitive
HEARSAY	Hearsay marker
HON	Honorific
IE	Informal ending
LOC	Locative
NEG	Negation
NOM	Nominative
NML	Nominalizer
PL	Plural suffix
PLN	Plain speech level
POL	Polite speech level
PST	Past tense
Q	Question particle
QT	Quotative particle
RT	Retrospective
TOP	Topic marker
VOC	Vocative