


**Social functions of the intimate speech style:
The case of the Korean as a Foreign Language
(KFL) classroom**



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Korean speech styles

[Plain]	<i>pi</i>	<i>ka</i>	<i>o-n-ta.</i> Rain NM
come-IN-DC			
			'It' s raining.
[Intimate]	<i>pi</i>	<i>ka</i>	<i>w-a.</i>
come-INT			
[Familiar]	<i>pi</i>	<i>ka</i>	<i>o-ney.</i>
come-FML			
[Blunt]	<i>pi</i>	<i>ka</i>	<i>o-o.</i>
come-BLN			
[Polite]	<i>pi</i>	<i>ka</i>	<i>w-a.yo.</i> come-POL

General usage of the intimate speech style

(1) Fri 1: Ne to wuli lang kath.i kaca.
너도 우리랑 같이 가자.♪
Go with us.

Fri 2: Ung.
응
Yes.

(2) Mom: pap mek.e.
밥 먹어. ♪
Eat.

Son: Ney.
네

(3) Prof: eti sal.a?
어디 살아?
Where do you live?'

Stud: hakkyo kisuksaey salkoiss-e.yo.
학교 기숙사에 살고 있어요.
I live in the school dormitory.'

Sentence endings for the intimate style

	Intimate style
Declarative	-e, -ci, -key, -nunkwun, -tey, -ketun, -nuntey, -ko -tana, -cana, -ulana, -nuntako, -nunyako, -cako, -ulako, -nuntanikka, -naynikka, -canikka, -ulanikka, -illay, ulkey, -nunkel, -ulkel, -komalko, -tamata
Interrogative	-e, -ci, key, ney, nunka, na, tey, nuntey, ko, -tani, -nyani, -cani, -ulani, -nuntako, -nunyako, -cak, -lako, -nuntamyense, -camyense, -ulamyense, -nuntay, -nuntaci, -ulkka, -ullay, -nunci
Propositive	-e, -ci
Imperative	-e, -ci, -ko

General linguistic practices of the classroom

- ❑ In KFL classrooms, teachers seem to employ the polite style as a baseline.
- ❑ Students are instructed to use the polite style in daily interaction with their peers and teachers.
- ❑ Although the teachers largely employ the polite style when teaching, they sometimes shift their speech styles.
- ❑ The question then arises how to explain the occurrence of certain shifts to the intimate style.

Previous studies

- Kim & Suh, 2007 [elementary classrooms]:
manage the classroom, for actions such as disciplining, warning, or advising
- Lee, 2000 [TV talk shows]:
change the context from a more serious interview into a casual conversation, such as joking
- Yoon, 2010 [TV programs]:
convey the most direct expressions of a speaker's own thoughts, ideas, emotions, and feelings

Research questions

- ❑ In what situations do the teachers employ the intimate style in the KFL classrooms?
- ❑ What types of social functions does the intimate style serve in such contexts?

Data

Teacher	Gender	Course	Semester	Students	Duration of recording
A	M	KOR 380	S10	14 (H12/N2)	8 hrs
B	F	KOR 401	S07	10 (H8/N2)	8 hrs
C	F	KOR 401	F10	16 (H12/N14)	8 hrs

Functions of the intimate style

Inner thoughts

Self-addressed questions

Exclamations

Solidarity

Discussions of intimacy-building topics





1. Inner thoughts

1) Self-addressed questions

Extract 1: Microphone

- 1 T 여러분들의 마이크가 잘 되는지 안 되는지 꼭 확인해보세요.
'Please check if your microphone works.'
- 2 피씨 랩에 있는 컴퓨터로 시험을 보는거기 때문에.
'Because you will take the oral examination using the computer at the PC lab.'
- 3 S 사 분 씩이라구요?
'Did you say it would take four minutes?'
- 4 T 네
'Yes.'
(The teacher is checking Audacity, the audio recording program, on his computer.)
- 5 → 이게 되나?
'Does this work?'
- 6 네, 되요.
'Yes, it works.'

Asks a self-addressed Q:
Communes with himself and
processes his thoughts

Extract 2: OHP transparency

- 1 → T: ((The teacher is looking for the OHP transparency.))
아, 여기 있구나!
'Oh, here it is.' Shows a sudden realization
- 2 자 선생님이 저번에 또 낫다라고 해 가지고... 뜻이 조금
다르게 쓰이거든요.
'Okay. Last time, I said "*nasta*" which has a different
function.'
- 3 → ((The teacher is setting up the overhead projector.))
준비를 해 왔는데 보이냐?
'I came prepared. Can the students see?'
- 4 '보이겠다!
'They can see.' Asks herself out loud whether
or not the students can see
the text on OHP transparency

2) Exclamatory remarks

Extract 3: Final project

- 1 T: 파이널 (프레젠테이션) 토픽있어요?
Did you decide on your topics for your final presentations?
((Students remain silent.))
- 2 생각은 있어요? 스크립트 있어요?
Do you have an idea? Do you have a script?
((Students remain silent.))
- 3 그거부터 해야돼요. 아주 디제스터예요. 지금까지 아무것도 안하고. 안 돼요.
You have to do that first. This is a “disaster.” You haven’t done anything up until now. It can’t happen.
- 4 자, 그러면, 선생님이 얘기해볼테니까 일주일 더 주면 할 수있어요?
Okay, if I give you one more week to prepare, will you all be able to finish?

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- 5 Ss: 네.
Yes.
- 6 S: 선생님, 그 때까지 안 하면 혼나는거예요?
Will we be in trouble if we don't complete it?
- 7 T: 당연히 혼나죠.
Of course you are going to be in trouble.
- 8 내가 얼마나 권위가 없으면...
You must think I have no authority.
- 9 → 아주 **큰일이야!**
(talking to herself) **Hmm, this is troublesome!**

Exclaims in a loud, surprised tone of voice, shifting to the intimate style

A reflection of the speaker's inner thoughts of disappointment and frustration

Extract 4: Pokemon cartoon T-shirt

- 1 T (at the beginning of the lesson)
시험 줄게요.
I will give you the test.
- 2
여러분, 안녕하세요.
Hello, everyone.
- 3 Ss: 안녕하세요.
Hello.
- 4 T 네, 여러분 파이널 프로젝트 가지고 왔어요?
Yes, everyone, did you bring your final project?
- 5
시험보는동안 여기 옮기게 지금 주세요.
**While you are taking the test, give me your project
(saved on your flash drive) so that I can transfer it.**

-
- 6 Ss 네.
Yes.
((Students take out their final projects.))
- 7 T 자, 그리고, 여러분, 오늘 시험보고 월요일...
Okay, everyone, there is going to be a test today and on Monday...
((A student wearing a Pokemon cartoon T-shirt enters the classroom.))
- 8 → 어머, **귀여워!**
(Looking at the student) Oh my gosh, that's so cute!

Pauses and exclaims in high pitch, showing her surprise for the unexpected situation





2. Solidarity

Extract 5: Korean karaoke

- 1 C 선생님, 같이 부를거잖아요.
Teacher, you're going to sing with us. Right?
- 2 T → 당연히 불러야지.
Of course, I'm going to sing. Complies with excitement
- 3 C 솔이가 랩하는거 들어야되는데..
I'm supposed to listen to Sol's rap.
개는 원래 노래쪽으로 좋아해서..
She's always liked singing.
- 4 T → 어, 그래. 잘 해?
Oh, yeah. Is she good? Asks a follow-up question to C
(Sol enters the classroom))

Requests her to rap tomorrow
in a playful manner

5 T → 솔이 오늘 늦은 걸로 내일 랩 불러.

Sol, since you're late today, rap tomorrow.

6 S 감기걸려서 목소리가 잘 안나오는데요. 죄송합니다.

I caught a cold so my voice isn't really good. I apologize.

Humorously insists that S
should sing a song

7 T → 아니야, 벌이야.

No, that's okay. It's a punishment.

8 Ss: 하하하하하

ha ha ha ha ha

Extract 6: Mafia game

- 1 T 전통혼례. 택일까지 했었죠.
Korean traditional wedding ceremony. We did up to the selection of the wedding date.
- 2 납폐부터 할거예요.
We're going to start with the presentation of the gifts to the bride.
- 3 E 선생님, 근데 우리한테 뭐 줬잖아요. 심심할때 하라고.
Teacher, you gave us some kind of a handout. A handout to do when we're bored.
- 4 T → 그래, 나 그거 **하고 싶어**. 근데 나레이터를 누가 **해**?
Yeah, I want to play the mafia game. But, who's going to be the narrator? ...

Expresses her interest in playing the game and asking who can be the narrator in the game

5 E 할 수 있는데...

I can do it...

6 T 진짜 하고 싶은데 너가 좀 하면 안 돼? 다음 시간에? 규칙
알아요?

**I really want to. Can't you just do it? During the next
time? Do you know the rules?**

7 T → 엘리엇씨랑 너가 다음 시간까지 준비해 와.

You and Elliot come prepared for next time.

Asks E and another student to
learn the rules for next time

Conclusion & limitations

- ❑ The findings show teachers' using the intimate style indexes the speaker's inner thoughts and solidarity.
- ❑ The outcomes of this study may introduce new ways for students and teachers to experience a deeper understanding of Korean speech styles.
- ❑ Further studies should expand the range of teachers in numerous classroom situations.

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Thank you!

