

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Korean wave has grown significantly from time to time. The Korea Foundation associated with the Korean Foreign Ministry and embassies overseas even provided the data which shows a significant increase of Korean culture fans in 113 countries from 73.12 million in 2017 to 89.19 million in 2018 (Kwak 2019). This increase led to the rise of Korean language learners up to 3.3 million in number, followed by 77% increase of Test for Proficiency in Korean (TOPIK) takers in 2018 (S.-y. Lee 2019). However, the study of language socialization in the natural setting of Korean language classrooms seems to receive little attention. If we consider the case of the discrimination of foreigners in South Korea based on their language skills, which was reported to be the most significant cause by Ock (2020), research on second language socialization should be a help to provide us insights on how to be a competent speaker in Korean.

The rise of Korean language learners results in the increase of Korean language socialization in classroom settings as well. Teachers use various strategies to socialize Korean language including the culture to foreign learners. As Duranti (1997) argued, language represents a cultural resource, and speaking is a cultural practice. Therefore, the language socialization strategies cannot be separated from the cultural folding of the language, in this case Korean. Naturally, certain strategies refer to certain culture.

An example of the strategies used to socialize Korean is repetitions and routines. It was observed that during lessons Korean teachers applied these strategies most of the time to teach Korean language such as correcting certain utterances or emphasizing certain aspects in Korean. Nevertheless, it was also observed that repetition and routines employed by the teachers were quite distinct. Moore (2012) stated that there are four types of repetitions: revoicing, prompting, guided repetition, and language play. However, the teachers tended to use the revoicing type to correct the students' utterances and hardly used the language play type. Sometimes, sequential use of different types was also applied. Besides, certain routines were also practised to socialize Korean language and its culture. Thus, it becomes interesting to explore the reason behind the teachers' choices.

Ochs, Solomon, and Sterponi (2005) suggested that a choice of strategies in socializing language is pretty much influenced by the norm and value establishing the socio-cultural logic of society. Such choice or preference is supposed to be understood from the society's worldview rather than external sensibilities. To achieve sociocultural knowledge and sensibilities, language becomes a fundamental medium (Ochs and Schieffelin 2012). In addition, repetitions and routines as one of the language socialization strategies play a significant role in developing novices' linguistic and sociocultural competence as well as in transmitting and transforming linguistic and cultural practices (Moore 2012). Therefore, it is interesting to see whether Korean values and norms play a role in the Korean teacher's application of certain kinds of repetition and routines in socializing Korean language.

Some research on the relation between cultural norms and language socialization strategies have been done in various settings. In a Korean classroom setting in USA, Byon (2006) focused his study on the interaction-response-evaluation analysis between the teacher and students and found that the interactions correlated to the hierarchism in Korean society. Meanwhile, Ahn (2019) examined Korean language socialization of honorifics and peer conflict with the focus of the agency. The results showed that children could also be an agent of language socialization and that they were exposed to repetitions and routines of honorifics modelled by the teacher. On the other hand, Roh and Lee (2018) paid close attention to how teacher's repetitions became a central language input in two Korean kindergartens. Nonetheless, the study was conducted under the framework of second language acquisition. Therefore, the results did not show how the repetitions and routines relate to the beliefs, values, and norms of the society. Besides the classroom settings, research on language socialization also goes on family settings, which implies that the classrooms reflect the family settings.

In a family setting, Cho (2018) observed how Korean-English bilingual siblings interacted and socialized the sociocultural knowledge of Korean beliefs, values, and norms. The research found that the development of language use related to the development of socio-cultural knowledge of the younger sibling, especially in age-based Korean hierarchism. Meanwhile, Hamida (2019) examined the role of language socialization in the family for literacy acquisition of elementary school children. The study found that the language socialization strategies had significant roles in the literacy acquisition of the children. Although the studies above explored

different settings, they confirmed that sociocultural aspects are socialized through the language use. In addition, they also found that repetitions and routines play a vital role in their research but did not put them as their focus.

In the present study, a level-two Korean language class in one of Korean Language Education Centres in Bucheon city, South Korea, was observed. Since the level-two class focused the materials on how to do basic conversation in daily life with Korean people, this class could provide us insights on what calls important attentions in daily conversation of Korean society. Additionally, the books used were “Seoul National University Korean Language” which language education experts worked together to create after some period of research, development, and testing (Language Education Institute Seoul National University 2016). Moreover, Seoul dialect is the standard dialect in South Korea, and Bucheon city is also in the area where Seoul dialect is spoken (Cho and Whitman 2019). Besides, there were three native teachers, and they used Korean to teach the class, so we could experience direct usage of Korean language. The teachers took turns to teach the class from Monday to Friday every week. In addition, this class consisted of six international students. Nevertheless, the study focuses on the perspectives of the teachers, as they were the ones who socialize Korean language and, consequently, the sociocultural aspects.

This study aims to explore the language socialization strategies used by the teachers in a Korean classroom, specifically a level-two Korean language class. The strategies deployed by teachers as experts in the society contribute to the shaping of the students’ identities and, more broadly, social knowledge (Duranti, Ochs and

Schieffelin 2012). Nonetheless, the writer would like to know how repetitions and routines as a language socialization strategy are practiced by the teachers in the level-two Korean language class according to the framework proposed by Moore (2012). As stated before, the teachers' preferences of applying certain repetitions and routines did not occur randomly but in relation to their cultural background. Therefore, this study also concerns how those repetitions and routines as a language socialization strategy relate to the beliefs, values, and social norms in the Korean society.

1.2. Statements of the Problems

From the background of the study above, some problems have arisen. Thus, the writer formulates the problems into the following questions.

1. What are the repetitions and routines as a language socialization strategy found in the level-two Korean Language class?
2. How do those repetitions and routines as a language socialization strategy relate to the beliefs, values, and social norms in the Korean society?

1.3. Objectives of the Study

Related to the research problems provided above, the objectives of this study are as follows.

1. To identify the repetitions and routines as a language socialization strategy in the level-two Korean Language class
2. To explain the relations between those repetitions and routines as a language socialization strategy and the beliefs, values, and social norms in the Korean society.

1.4. Significance of the Study

As languages keep changing and so does cultures, this study is expected to provide theoretical developments in Antropolinguistics area, mainly in second language socialization and language socialization strategies, especially repetitions and routines. This expectation follows the purpose of longitudinal studies, i.e. to see whether there are any changes during some period of time. In addition, the results can contribute to the discoveries of how Korean language has developed, especially in a second language socialization context. The writer also concerns whether there are new forms of repetitions in order to contribute to the development of repetition in language socialization theories.

Practically, understanding language and culture can help us participate in a society and increase the chance of acceptance. Therefore, the writer expects that this study can provide a helpful insight on Korean language from the points of views from the Korean society's beliefs, values, and social norms. By understanding these aspects, the readers are expected to be able to be competent speakers of Korean language so that they can participate in the society better, and the percentage of discrimination based on language skills in Korea can be decreased.

1.5. Definitions of Key Terms

To get better understanding of the study, the definitions of several key terms are provided below.

1. Repetition: The ways to reproduce or reply to a previous utterance by means of offering new information or topics (P. Brown 1998)

2. Routines: Recurring and predictable patterns of linguistic and other behaviors that engage novices in language use in socioculturally defined situations through which socialization occurs, as they are shaped not only by the social ecology but also the culture to accomplish instrumental tasks (Dogancay 1990, Gallimore and Lopez 2002, Grusec and Davidov 2015, Moore 2012, Peters and Boggs 1986)
3. Language Socialization: Socialization through the use of language and socialization to use language (Schieffelin and Ochs 1986)
4. Second Language Socialization: The process by which non-native speakers of a language look for competence in the language and membership in the communities through home, school, peer-group, university, vocational, or workplace contexts, especially classrooms, as they would constitute a powerful context of second language socialization (Byon 2006, Duff 2007, 2012)
5. Level-Two Korean Language: A beginner level of Korean language proficiency whose materials cover up daily conversation skills (Language Education Institute Seoul National University 2016)