



Pre-conference Workshops

30 October, 2024

**Monash University Caulfield Campus,
Building H, Rooms H116 & HB32**



OVERVIEW

Welcome to the 31st Japanese/Korean Linguistics Conference! This four-day event combines preconference workshops and three-days of plenaries, oral presentations and poster sessions that share current research advancing Japanese and Korean linguistics. We look forward to many stimulating presentations and discussions. We appreciate the opportunity to bring together scholars around the world for this event and we are grateful to the sponsors and others who have helped make this event possible.

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**31st JAPANESE/KOREAN LINGUISTICS CONFERENCE
PRE-CONFERENCE WORKSHOP**

Venue: Caulfield Campus, Building H116 & HB32

Wednesday 30 October

8:30-9:00	Registration & Morning Coffee/Tea
Room: HB32	Workshop 1: (Revisiting) Queer Japanese/Korean Linguistics
9:00-10:30	<p>Session 1.1: Roundtable Discussion</p> <p>Claire Maree (University of Melbourne) Thomas Baudinette (Macquarie University) Maki Yoshida (RMIT University)</p> <p>Discussion Topics:</p> <ul style="list-style-type: none"> • recent trends in queer linguistics (inclusive of formal/structural, socio-cultural, and applied linguistics) and their development in Japanese and Korean linguistics. • recent trends in queer and trans inclusive language education pedagogies. • the inclusion and affirmation of sexual, gendered, and other diversities within languages/linguistics research, as both a field and as a practice. • reflections on the teaching of queer theory and queer linguistics within both "content courses" and "language courses." • differences and pressures facing Japanese and Korean queer (linguistics) studies • queer linguistics as a (radical) activist practice.
10:30-11:00	Coffee break
11:00-12:30	<p>Session 1.2: Roundtable Discussion</p> <p>Discussions continue</p>
12:30-1:30	Lunch break
Room: HB32	Workshop 2: Japanese and Korean local linguistic resources for modulating conversational actions
1:30-3:00	<p>Session 2.1</p> <p>Indexing a formulation trouble or not?: Turn-medial nanka as the initiation of a same-turn repair practice in Japanese. Satomi Kuroshima (Tamagawa University, Japan)</p> <p>Beyond uncertainty: Exploring turn-final nanka in Japanese conversation. Tomoyo Takagi (University of Tsukuba, Japan) & Emi Morita (National University of Singapore)</p>
3:00-3:30	Coffee break
3:30-5:30	<p>Session 2.2</p> <p>Formulating action as "approximation": Mwe ('what') as a resource for managing discrepancies in action/experience. Hyun-Jung Kwon (Teikyo University, Japan) & Kyu-hyun Kim (Kyung Hee University, Korea)</p> <p>Beyond Understanding: Exploring the Functions of "Na?" in Repair Initiations in Korean Interactions. Mary Kim (University of Hawaii at Manoa)</p> <p>Discussion</p>

Room: H116	Workshop 3: The Korean Language in Australasia: Usage, maintenance, ideologies
9:00-10:30	<p>Session 3.1: Social semiotics of Koreanness</p> <p>Soju: A chronotopic boundary object in the construction of emergent Korean identity in Melbourne Matthew Skidmore (Monash University)</p> <p>“A street of our own”: Developing an urban semiotics of Koreanness in Perth Eldin Milak (Curtin University)</p> <p>Multimodal Semiotic Representation of Korean Food in Australia Jeong Yoon Ku (The Australian National University)</p>
10:30-11:00	Coffee break
11:00-12:30	<p>Session 3.2: Korean language learning and teaching</p> <p>Meeting the demand for Korean language education: The Korean Teacher Training Program at the UoM Nicola Frascini (The University of Melbourne)</p> <p>Korean as a Foreign Language (KFL) learners’ motivation, demotivation, and language achievement: The Australian and New Zealand context Mi Yung Park (University of Auckland) Min Jung Jee (University of Queensland)</p> <p>Apology strategies of Australian learners of Korean Woojeong Jeong & Narah Lee (University of Queensland)</p>
12:30-1:30	Lunch break
1:30-3:00	<p>Session 3.3: Linguistic identities and ideologies</p> <p>Korean or English?: Language choice, identity and politeness in the Korean Community in Australia Lucien Brown & Soyeon Kim (Monash University)</p> <p>Language ideologies in multilingual Korean communities in Australasia Soyeon Kim, Jiyoung Kim, Daniel Pieper & Lucien Brown (Monash University)</p> <p>Discussion</p>
3:00-3:30	Coffee break
3:30-5:30	<p>Session 3.4: Language Maintenance</p> <p>Maintaining Korean as a heritage language among Korean-Japanese cross-cultural families in Australia Hiroimi Ikeda (Monash University)</p> <p>Language shift and maintenance of the Korean community in Melbourne – A census-based analysis Sin Ji Jung (University of Melbourne)</p> <p>Discussion</p>

PRE-CONFERENCE WORKSHOPS (WEDNESDAY 30 OCTOBER)

Workshop 1: (Revisiting) Queer Japanese/Korean Linguistics

(9:00 AM – 12:30 PM, Room: HB32)

Organizers: Claire Maree (University of Melbourne)
Thomas Baudinette (Macquarie University)
Maki Yoshida (RMIT University)

Linguistic research and language teaching practice have both increasingly affirmed the significance of gender and sexuality to our understandings of contemporary social diversity. Building upon debates that complicated monolithic approaches to understanding language and culture, the field of queer linguistics seeks to deconstruct ideological formations which disadvantage marginalised communities – especially those who identify as gender diverse and/or those belonging to sexual minorities – and thus produce theoretical knowledge and applied approaches designed to facilitate these communities' flourishing (Milani 2018). Uniting the disciplinary traditions of sociolinguistics and applied linguistics together, queer linguistic research thus represents an activist scholarly practice committed to social justice, reflexivity, and the emancipation of all social subjects disadvantaged by historical and contemporary ideologies and experiences of hetero-patriarchy and heteronormativity.

The intersections of queer experience, politics, and language have been widely discussed in linguistic anthropology and Japanese critical sociolinguistics (Shibamoto-Smith 2021) and increasingly in the field of Japanese language education (Yoshida 2023). Likewise, as the broader field of Korean Studies has increasingly embraced queer theoretical approaches (particularly within the fields of anthropology, sociology, and media studies) interest has been growing in the linguistic exploration of gender diversity and sexual minority communities (Brown 2016). With rising global interest in Japan and Korea among diverse youth driven by their engagement with queer popular culture (Baudinette 2020), there emerges a need for practitioners and experts in Korean and Japanese languages to consider the issues of “sexual orientation, gender identity, expression and sex characteristics” (SOGIESC) relevant to their local contexts (Knisely 2023).

This collaborative, half-day workshop aims to explore how researchers and educators in Japanese and Korean linguistics can collaborate to build solidarities across a diversity of settings and develop best practices in Japanese/Korean queer linguistics. The workshop welcomes participants from all career stages – especially undergraduate and postgraduate students and early career scholars – and from across the spectrum of linguistic and other cognate disciplines. Those unfamiliar with or curious about queer linguistics as well as those already working within this space are warmly welcomed to participate. Importantly, the workshop explicitly seeks to bring together both linguistic researchers and active language teachers across all educational levels (elementary, secondary, and tertiary).

Led by experts working at the forefront of queer theoretical research in Japanese and Korean studies, the workshop adopts an active, roundtable format that aims to engage participants in collaborative discussions. Participants are not expected to bring anything but themselves and no prior reading will be necessary. The workshop will focus on exploring the following topics:

- recent trends in queer linguistics (inclusive of formal/structural, socio-cultural, and applied linguistics) and their development in Japanese and Korean linguistics.
- recent trends in queer and trans inclusive language education pedagogies.
- the inclusion and affirmation of sexual, gendered, and other diversities within languages/linguistics research, as both a field and as a practice.

- reflections on the teaching of queer theory and queer linguistics within both "content courses" and "language courses.”
- differences and pressures facing Japanese and Korean queer (linguistics) studies
- queer linguistics as a (radical) activist practice.

References

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Brown, L. (2016). An Activity-Theoretic Study of Agency and Identity in the Study Abroad Experiences of a Lesbian Nontraditional Learner of Korean. *Applied Linguistics*, 37(6), 808- 827.

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Workshop 2: Japanese and Korean local linguistic resources for modulating conversational actions

(1:30 PM – 5:30 PM, Room: HB32)

Organizers: Tomoyo Takagi (University of Tsukuba, Japan)
Emi Morita (National University of Singapore)

Co-investigation of Japanese and Korean local linguistic resources for the ubiquitous problem of modulating conversational actions to particulars of the here-and-now

Participants in interaction, regardless of the language, face the ubiquitous challenge of crafting their actions and utterances to suit the particulars of the here and now. Using the methodology of Conversation Analysis as developed by Sacks, Schegloff, and Jefferson, this workshop examines language-specific resources employed by participants in Japanese and Korean interactions to modulate their conversational actions in real-time.

We particularly focus on the following practices in each language: the turn-internal use of '*un*' (lit. 'yeah'), the turn-final use of '*nanka*' (lit. 'something'), and disfluency in preferred actions in Japanese; and use of the interjection '*mwe*' (lit. 'what') and the other-repair initiator '*na?*' ('me? ') in Korean.

In Japanese conversation, turn-internal '*un*' appears to precede a reconfiguration of the unfolding turn to better suit the recipient's concerns or other here-and-now contingencies. Turn-final '*nanka*' suggests the completion of the turn/sequence while acknowledging unresolved problems, such as discrepancies with the preceding turn, or that some issues have been left unarticulated. We also argue that various linguistic features typically labeled as "disfluency" can be reinterpreted as the speaker's display of resistance to produce a preferred action.

In Korean conversation, the interjection '*mwe*' serves two apparently distinct functions: one trivializes the referent or topic it precedes or follows, while the other marks the exemplification or listing of entities, both indicating the speaker's recognition of divergence from the recipient's assumptions or commonsense expectations. The respondent's initiation of repair with "*na?*" ('me?') in Korean in response to a preceding question occurs in contexts where no or minimal misunderstanding regarding the question's relevance to the recipient is present. This repair initiation functions as a resource to postpone or circumvent answering the question at hand.

Our workshop aims to explore how these linguistic resources and practices are deployed to modulate conversational actions in the immediacy of interaction, while navigating the intricacies of the here-and-now. Through co-investigating these linguistic resources and practices across the two languages, we aim to uncover both their unique language-specific local affordances, as well as those common features reflecting the shared challenge of coordinating and modulating conversational actions under constantly shifting here-and-now contingencies. This comparative co-investigation will enrich our understanding of the localized interactional practices through which intersubjectivity is intricately built and maintained in human interaction.

Session 2.1

Indexing a formulation trouble or not?: Turn-medial *nanka* as the initiation of a same-turn repair practice in Japanese

Satomi Kuroshima (Tamagawa University, Japan)

In this presentation, we will examine cases in which a turn-medial token of Japanese, *nanka*, is used by a speaker to index a particular type of trouble with speaking, that is, a formulation trouble for the action currently undertaken by themselves. Preliminary findings suggest that, when used as an index of initiation of a same-turn repair, the ubiquitous object *nanka* indicates the speaker's repairing the trouble by prefacing 1) the parenthetical insert of the preliminary and 2) the possible formulation as a repair outcome. By doing so, we will describe the under-investigated self-initiated, same-turn repair practice using a turn-medial *nanka*.

Beyond uncertainty: Exploring turn-final *nanka* in Japanese conversation.

Tomoyo Takagi (University of Tsukuba, Japan) & **Emi Morita** (National University of Singapore)

This study examines the use of the Japanese interjectional item *nanka* when it occurs immediately following a possible a turn-constructive unit (TCU) completion. Although *nanka* is widely regarded as indicating the speaker's uncertainty, the analysis suggests *nanka* signals the speaker's recognition that the preceding TCU is incomplete in some respect for establishing an appropriate mutual understanding with the recipient, while withholding further specification at that moment. By deploying *nanka* at such a juncture, the speaker leaves open the possibility for negotiation among co-participants regarding whether to supplement the account or disregard the perceived need and move the interaction forward.

Session 2.2

Formulating action as “approximation”: *Mwe* (‘what’) as a resource for managing discrepancies in action/experience.

Hyun-Jung Kwon (Teikyo University, Japan) & **Kyu-hyun Kim** (Kyung Hee University, Korea)

The interjection/discourse marker *mwe* (“what”) in Korean conversation is analyzed as an “approximation” marker, which renders the speaker's action “downgraded” (with coarse granularity) vis-à-vis the (often normative) expectation of the other speaker. In list constructions, where *mwe* is used frequently, the list-items are formulated as an “approximate but motivated” collection grounded in the speaker's experience. In a “second” position, the use of *mwe* marks the responsive action as “roughly aligned” to the prior speaker's action through approximation, often to the effect that the speaker is portrayed as troubles-resistant, stoic or benevolent (e.g., in response to commiseration, praise or appreciation).

Beyond Understanding: Exploring the Functions of "Na?" in Repair Initiations in Korean Interactions.

Mary Kim (University of Hawaii at Manoa)

This study investigates a prevalent routine other-initiated repair format found in Korean question and response sequences. Specifically, it focuses on the recipient's consistent initiation of repair with "na?" ('me?') in response to a preceding question. This utterance aims to solicit confirmation that the question pertains to the recipient. Notably, this pattern recurs frequently in telephone conversations involving two participants, where there is typically no or minimal misunderstanding regarding the question's relevance to the recipient. Contrary to attributing this phenomenon to misunderstanding or listening problem, the study posits that this repair initiation functions as a resource to postpone or circumvent answering the question at hand.

Workshop 3: The Korean Language in Australasia: Usage, maintenance, ideologies

(9:00 AM – 5:30 PM, Room: H116)

Organizers: Soyeon Kim, Jiyoung Kim, Daniel Pieper, Lucien Brown (Monash University)

This pre-conference workshop for the J/K Linguistics Conference brings together scholars working on Korean language learning, bilingualism and sociolinguistics to discuss the usage of Korean in multilingual communities in Australasia. The workshop seeks to explore how Korean is used and maintained within migrant Korean communities, as well as the increasing acquisition and usage of Korean by second language speakers in the region. Presentations explore how these patterns of usage, maintenance and acquisition are related to language ideologies, attitudes and motivations. Topics under discussion will include patterns of Korean language maintenance and usage among Koreans in Australasia, attitudes and ideologies regarding Korean (and other languages) prevalent in Korean communities, Korean language usage in public spaces in Australasian cities, motivations and language attitudes of second language learners of Korean in Australasia, and Korean teacher training in the region.

Session 3.1: Social semiotics of Koreanness

Soju: A chronotopic boundary object in the construction of emergent Korean identity in Melbourne

Matthew Skidmore (Monash University)

This paper examines the changing nature of cultural identity in an era of superdiversity, focusing on the role of soju as a boundary object in assemblages of 'Korean' cultural identity in Melbourne, Australia. The study investigates how soju, a popular Korean alcoholic drink, undergoes semiotic shifts as it moves across cultural borders, contributing to emergent conceptualisations of Korean-ness in a new context.

Drawing on a diffractive investigation, the analysis compares instances of soju in Melbourne and Seoul, revealing key differences in its visual, spatial, and embodied semiotics. The findings highlight how soju is universalised in Melbourne, becoming more accessible and palatable to a wider audience while simultaneously being more strictly categorised within a framework of Asian identity.

The study concludes that boundary objects like soju are transformed to fit into local/globalised contexts while maintaining their ability to authenticate cultural identity. This authentication process is inherently chronotopic, relying on the object's capacity to invoke specific time-spaces associated with the culture in question.

“A street of our own”: Developing an urban semiotics of Koreanness in Perth

Eldin Milak (Curtin University)

This presentation looks at the emerging sets of semiotic practices and resources which are deployed in the construction of “Koreanness” in the urban landscapes of Perth. By exploring a corpus of 300+ street signs collected across six Perth neighborhoods, the presentation demonstrates how the wide range of linguistic, scriptal, visual, and aural resources used by local business owners indexically link up to and co-create a semiotic style which is globally and/or locally attributed to Korea. Given its presence in urban landscapes similarly characterized by resources affiliated with Japan and China, this style is observed as part of a broader semiotic system of “East Asianness”.

Multimodal Semiotic Representation of Korean Food in Australia

Jeong Yoon Ku (The Australian National University)

This study analyses multimodal semiotic representations of Korean food within multilingual communities, focusing on Korean restaurants in Australia. As a cultural representative, food plays a crucial role in the process of interpretation in society. It encompasses a complex communication network involving visual representations, established customs, contextual settings, and behavioural patterns (Barthes, 1961, p. 21). Therefore, understanding how Korean food is interpreted and displayed overseas is essential. This study particularly focuses on how the Korean language is employed to express Korean food in Korean restaurants and examines which source of multimodal semiotic representation is displayed compared to the Korean government's promotion.

Session 3.2: Korean language learning and teaching

Meeting the demand for Korean language education: The Korean Teacher Training Program at the UoM

Nicola Frascini (University of Melbourne)

All over the world, Korean language learners have grown in exponential numbers over the past few decades. However, at the local level, the challenges to addressing the increasing demand for Korean language education differ depending on the geographical location. At the school level in Australia, the ratio of Korean language teachers to students is about 1/70, against a national average of 1/13 for the other subjects. Together with the consideration of other factors, such as the national distribution of schools offering the Korean language and the number of states where a Korean language curriculum has been developed, it is possible to say that teacher training is actively needed at the local level to support the growth of Korean language learners.

This presentation wants to argue first for the need to train local teachers to meet the demand for Korean language education and, at the same time, develop Australian expertise in Korean language education. Secondly, it will illustrate the Korean Teacher Training Program developed at the University of Melbourne, highlighting challenges, limitations, and possibilities for introducing such programs in the Australian educational context. This presentation will interest Korean Studies program directors, administrators, and coordinators of Korean language courses.

Korean as a Foreign Language (KFL) learners' motivation, demotivation, and language achievement: The Australian and New Zealand context

Mi Yung Park (University of Auckland) & **Min Jung Jee** (University of Queensland)

This study explores Australian and New Zealand university students' Korean language learning motivations and their impact on their language achievement, as well as factors that shape their decision to continue or discontinue studying the language at university. It will explore the motivations of students in relation to different learner variables (e.g., ethnicity, gender, major) and other affective variables (e.g., foreign language anxiety, foreign language enjoyment). The insights provided by this investigation can help us understand Korean language learning motivations specific to Oceania, as well as their similarities with and differences from other contexts and between the two nations.

Apology strategies of Australian learners of Korean **Woojeong Jeong & Narah Lee (University of Queensland)**

While the significance of pragmatic competence in language learning has been increasingly recognised, research on the pragmatic competence of L2 Korean learners is scarce as KFL (Korean as Foreign Language) education has emerged in only recent couple of decades. Among various aspects of pragmatic competence, this research explores the pragmatic competence of L2 Korean learners in Australia by analysing speech acts in varying settings. The choice of honorific usage among L2 Korean learners varies with specific speech acts. For instance, during apologies, learners tend to accommodate elevated honorifics like ‘-a/eyo’ or ‘-pnita’, and ce, where honorific endings and humble first-person pronouns are not required (between friends). Conversely, when presenting compensations within the same conversation, these learners shift towards using plain languages, such as -a/e, na, etc. The study uses role-playing data, such as analysing voice-recording data, to examine how L2 Korean learners manipulate their pragmatic competence of politeness in Korean through shifting honorific levels. Consequently, L2 Korean learners understood the honorific system as an expanded concept that they could apply for the forms into contextual levels where personal goals and benefits can be achieved, which is not applicable to the Korean native speakers’ norms, which interlocutors’ social, demographical, and interpersonal relationships decide the system. What honorific levels are demonstrated when pragmatic competence is required in conversation and investigating how Korean L2 learners come to embrace the indexical meanings of politeness will ultimately provide feasible socio-pragmatic insights into L2 learning and teaching Korean in Australia.

Session 3.3: Linguistic identities and ideologies

Korean or English?: Language choice, identity and politeness in the Korean Community in Australia **Lucien Brown & Soyeon Kim (Monash University)**

This talk investigates the phenomenon of language choice, and how this works in the Korean community in Australia, particularly in service industry encounters. When a Korean customer meets a Korean service provider, we may expect that both parties will speak Korean. However, our findings show that there are frequent occasions when the customer and/or the service provided prefer to use English. To investigate this phenomenon and the reasons behind it, we collected data from 179 participants who completed an online survey, including a subset of 20 Korean female participants who also took part in semi-structured interviews. Analysis of the data showed that concerns with politeness and identity were key to understanding language choice.

Language ideologies in multilingual Korean communities in Australasia **Soyeon Kim, Jiyoung Kim, Daniel Pieper & Lucien Brown (Monash University)**

To date research on language usage in Korean communities in Australasia has tended to focus on questions of how well the Korean language is maintained, and the socio-economic and identity-related factors behind the varying levels of language maintenance that are found. In this project we build on the findings of previous research and look in more detail at language usage by Koreans in Australasia. Our starting position is that language maintenance and other patterns of language usage cannot be fully understood without exploring language ideologies, in other words, the ways in which language users try to rationalise and make sense of their linguistic behaviour. In this presentation, we look at preliminary results from surveys and interviews investigating how Korean communities in Australasia view Korean, English and their everyday multilingual practices.

Session 3.2: Language Maintenance

Maintaining Korean as a heritage language among Korean-Japanese cross-cultural families in Australia

Hiromi Ikeda (Monash University)

This presentation focuses on the family language policy (FLP) among Korean-Japanese cross-cultural families in Australia. Each parent of each family has a different cultural background and first language, Korean and Japanese, which can cause significant complexity regarding heritage language maintenance. As Australia is a multilingual country, heritage language maintenance is very important not only for cross-cultural families but also for the community. Through the survey and the semi-structured interviews with both parents and children, I investigate what kind of language ideologies can affect their FLP, and how parents help their children's motivation towards the heritage language in their everyday FLP practices.

Language shift and maintenance of the Korean community in Melbourne – A census-based analysis

Sin Ji Jung (University of Melbourne)

This study examines the language shift to English and maintenance of the Korean language in Korean ethnolinguistic community in Melbourne in Australia by analysing its language shift and maintenance reflected in recent Australian Censuses. Across migrant communities in Australia as well as in other countries of immigration around the world, it has been demonstrated that heritage languages are generally better retained in places where a considerable number of their speakers are present. This is probably because a strong presence of the speakers of a language in question facilitates its use among the speakers and its transmission to the coming generation, and eventually its retention. Exploring this assumption, the current study examines language shift and maintenance of the Korean community in Melbourne—which has the third largest number of Korean immigrants in Australia—in comparison to the Korean communities in other major cities in the country, especially Sydney and Brisbane which have a larger Korean community than Melbourne. The study investigates possible reasons for the difference in language shift and maintenance of the Korean community in Melbourne from those in other cities, based on their sociodemographic profiles such as internal migration, duration of residence, level of education, proficiency in English. It also explores whether the residential density of the members of the Korean community is related to its language shift and maintenance in Melbourne and the other major cities in Australia.

