

## Sequential Contexts of *-canh-a(yo)*: Hearers' Perspective

### <Abstract>

Previous studies have demonstrated that Korean sentence ending *-canh-a(yo)* indexes the speaker's epistemic, affective, and/or moral stance toward a statement as well as his/her invitation of hearers' alignment (Kawanishi, 1993; Kim & Suh, 2004; Lo, 2006). While the speaker's statement with *-canh-a(yo)* may assume the hearer's agreement, the latter may respond even with blatant disagreement as Lee (1999) has shown. This study builds on and expands previous findings by considering the sequential contexts of *-canh-a(yo)* and recipients' action in relation to a speaker's projected stance.

Drawn from conversational data with Call-Friend Korean corpus of 100 telephone calls (Han et al., 2003) and 10 hour-videotaped face-to-face interaction, we examined 411 segments with *-canha(yo)* utterances produced by recipients of a prior talk. Using Conversation Analysis as our methodological framework, we address following questions: (1) Is 'alignment' the default context for the use of the sentence ending *-canha(yo)*?; (2) When *-canha(yo)* is used in a context of disalignment, how do participants deal with stance differential?

By distinguishing utterances with *-canha(yo)* according to their sequential positions, this study explores how interlocutors display their stance and modulate any stance differential arising in the midst of interaction. First, we identified the use of *-canha(yo)* in a sequentially next position, i.e., as a response to invitation, assessment, assertion, disagreement-implicative questions, etc. to find out how recipients display their uptake in response to a prior speaker's projected stance. Secondly, we examined co-occurring grammatical, prosodic, and gestural features that recipients use in conjunction with-

*canha(yo)* utterances to distinguish the nature of recipients' actions, i.e., alignment/affiliation vis-à-vis disalignment/disaffiliation (see Stivers, 2008 for definition of alignment vs. affiliation).

The findings show that interlocutors not only show their alignment toward a prior talk but also claim their own epistemic authority by challenging each other implicitly or explicitly. In our database, *-canha(yo)* is used both in alignment/affiliation and disalignment/disaffiliation settings while the latter occurs more frequently than the former, i.e., 165/411 vs. 246/411. In disalignment/disaffiliation, the use of the form tends to point at the common ground between interlocutors as the recipients provide accounts in response to a prior speaker's stance, e.g., by invoking a shared past experience.

The examination of grammatical and lexical forms that co-occur with *-canha(yo)* utterances demonstrate that recipients often use a preface to disagreement, e.g., *kuntey* 'but' or *ani* 'no' among others. They also frequently reuse prior speakers' utterances to counter projected stance by the prior talk. Recipients' disalignment is also displayed through prosody—often with high boundary tone--and facial expression and gestures. These findings suggest that *-canha(yo)* is used as a way of modulating stance differential between participants: While recipients invoke common grounds, they signal their disalignment through several resources including language, prosody, and bodily expressions.

The implication of the study emphasizes the reflexive relationship between grammar and contexts, i.e., grammar not only indexes participants' stance or social relations in interaction but also may be better understood through contexts (Duranti & Goodwin, 1992; Ochs et al., 1996).

## <Appendix A>

### References

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< Appendix B: Transcripts >

(1) [LDC\_4012\_Swimsuit] – showing alignment by providing inference

- 7 K: ((smiley voice)) ↑ small size-lul sa-ss-ey, tto::, ((smiley voice))  
small size-AC buy-PST-POL besides  
**‘(ø) bought small size, besides::,’**  
8-> S: [extra small] sa-yatoy-**canh-a** [caki-]  
buy-MOD-COMM-INT self  
**‘(ø) should buy extra small, right? you-’**

(2) [LDC\_5937\_age] – showing disagreement

- 6 E: =y-ay-ka way i-lay?  
this-child-NM why this do:INT  
**‘why do you do this?’**  
7 J: hah hah hah hah [hah hah hah hah ey(hhh):::  
8 E: [Na-to **himang** kacko sal-e:: way **i-lay::?**  
I-too hope with live-INT why this-do:INT  
**‘even I live with hope:: why do (you) do this::?’**  
9 E: i naimanhun enni-to::, huh huh huh huh  
this old older sister-even  
**‘even this old older sister::, huh huh huh huh’**  
10-> J: kulayto enni-nun:: ↑master-ha-**canh-a**:: ↑  
still older sister-TC master-do-COMM-INT  
**‘still you are doing ↑master’s:: ↑’**  
11-> J: [na-nun incey ↑**under-canh-a**↑  
**‘as to me now (I) am doing ↑under(graduate program)↑**  
12 E: [**ma(h)ster?**