

Breakout Room Activity 1: Instructions

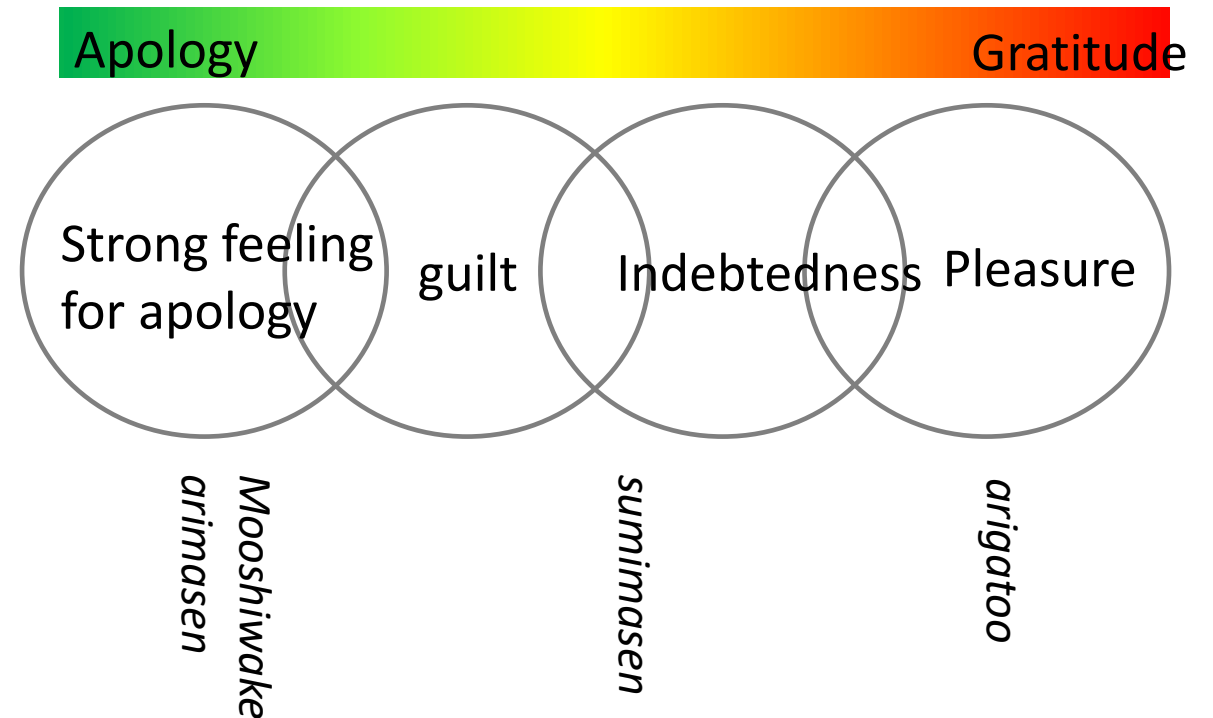
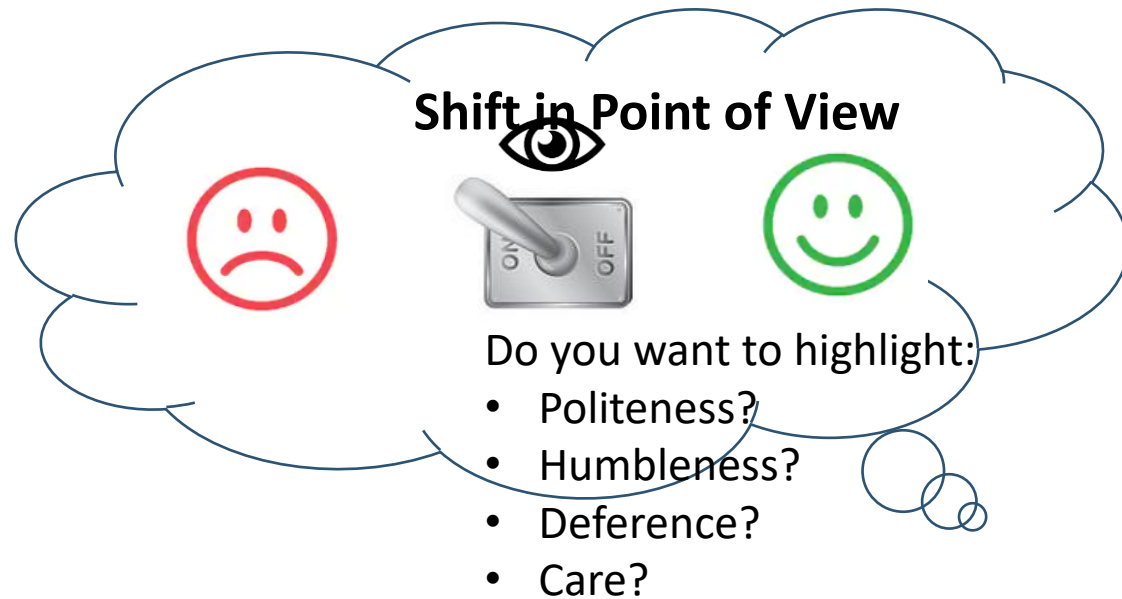
- Review the C-BLI study for Japanese in the following slides and discuss:
 - What do you notice about:
 - the C-BLI instructional design in this study?
 - the SCOBAs in this study?
 - the tasks in this study?
 - How might these work in your own context? What might be challenging?
 - What do you think will be most helpful when developing your own C-BLI unit?

Japanese: Expressing Gratitude in Japanese (Tsujihara, 2023 & 2025)

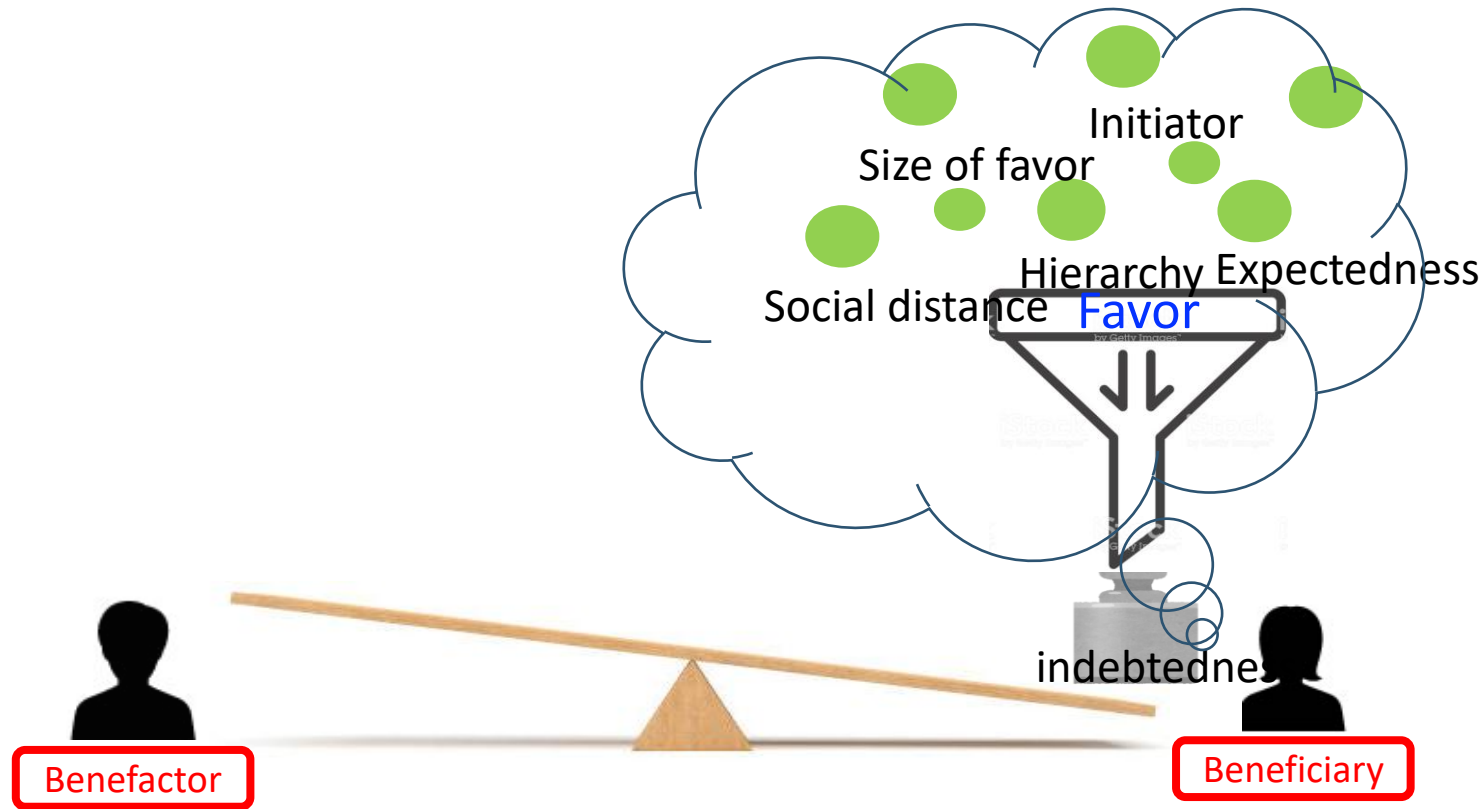
ABSTRACT

Teaching speech acts is a new area of concept-based language instruction (C-BLI), with this chapter introducing C-BLI for teaching thanking in Japanese. The culturally nuanced concept of indebtedness is integral to understanding Japanese thanking. C-BLI bridges language and cultural understanding by introducing schemas for a complete orienting basis of action (SCOBAs) for the core concepts of Japanese thanking. We conducted a laboratory study, where the unit was taught to six intermediate-level (3rd- and 4th-year student) university volunteers, incorporating C-BLI along with language socialization opportunities for students to engage in discussions of their language choices with Japanese people trained with the SCOBAs. Findings, including discourse analysis of teacher-student talk, show that by integrating everyday experiences with scientific concepts of Japanese thanking, instruction enhanced students' awareness of social and cultural differences between Japanese and North American thanking through a process-oriented learning approach. The chapter underscores the efficacy of C-BLI in fostering deeper cultural insights and pragmatic language skills, thereby enriching students' appreciation and competence in Japanese speech acts. w

Japanese: Expressing Gratitude in Japanese (Tsujihara, 2023 & 2025)



Japanese: Expressing Gratitude in Japanese (Tsujiyama, 2023 & 2025)



Japanese: Expressing Gratitude in Japanese (Tsujihara, 2023 & 2025)

Strategies			Examples
Elaborating gratitude	Positive feeling	Surprise/admirations	いやー、うわー
		Expressions of pleasure	うれしいな、感激です
	Complementing	Person	さすが、おとうさん！
		Action/object	とてもきれいです
	Recognition of imposition	Expressing an acknowledgement that the hearer experienced inconvenience	これ大変だったでしょう
		Mentioning that the hearer's act was beyond expectation	気を遣わなくても良かったのに
	Recognition of benefits	Expressing an acknowledgement that the hearer brought a benefit	おかげで間に合ったよ
		Mentioning use of the benefit in the future	ぜひ参考にさせていただきます。
	Mentioning that the outcome would not have realized without the act of the hearer		XXちゃんいなかったら間に合わなかったよ
	Promising reciprocation		近々ご飯おごるから
	Mentioning that you have no words to describe your gratitude		なんていうか、なんとお礼を申し上げたら
	Re-thanking	Re-thanking as a conversation opener	先日はどうも
		Mentioning previous favor	昨日もらったケーキ、すごくおいしかった。

Japanese: Expressing Gratitude in Japanese (Tsujihara, 2023 & 2025)

Modal Expressions

- くれる／もらう
- ~てくれる／~てもらう
- おかげ
- ~てしまう



Emotion words

- Adjectives
- Adverbs
- Verbs
- Nouns



Mimetics

- ドキドキ
- ウキウキ
- メソメソ
- ガチガチ
- ほっと



Strengtheners

- 本当に
- すごい
- すっごい
- すげー



Interjection

- いやー
- うわー
- もう



Repetition

- まことにまことに
- すごくすごく
- 本当に本当に



Discourse marker

- ~よ
- ~ね



Japanese: Expressing Gratitude in Japanese (Tsujiyara, 2023 & 2025)

Question 1
Not yet answered
Marked out of 1.00
Flag question
v1 (latest)

You are in your professor's office. They are offering you a donut that they made. But you don't like donuts.

Professor: きのうたくさんドーナツを作ったんですけど、よかったら食べてください。

You: _____

Question 2
Not yet answered
Marked out of 1.00
Flag question
v1 (latest)

Which emotion(s) would you feel from this situation (as a speaker who expresses gratitude)? You can select more than one answer.

Select one or more:





- ☐ Gladness
- ☐ Guilt
- ☐ Pleasure
- ☐ Others
- ☐ Indebtedness

Question 3
Not yet answered
Marked out of 1.00
Flag question
v1 (latest)

Reflection on your answer:

Please provide a rationale for your answer. Record your explanation.

00:00:00



Upload



Next page

Breakout Room Activity 2: Discussion Questions

- How would you like to focus more on pragmatics in your classroom?
- What kind of pragmatic competence do students need to develop in your classroom?
- How do you think you can promote your students' L2 agency in the classroom?
- How have you or other Japanese instructors assessed students' pragmatic competence?
 - Would you like to change how it's assessed? Why or why not?
 - If so, how would you modify it to also consider students' L2 agency?
- What challenges have you faced in promoting L2 agency, and how have you addressed them?
- What is your perspective on using English as a mediational tool in your classroom?
- How can you prepare students to navigate challenges in global contexts through C-BLI?
 - How might C-BLI help develop the pragmatic agency needed to engage in international settings?