

Breakout Room Activity 1: Instructions

- Review the C-BLI study for Korean 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?

Korean: Honorifics in Korean (Hess and Amory, 2022)

Abstract

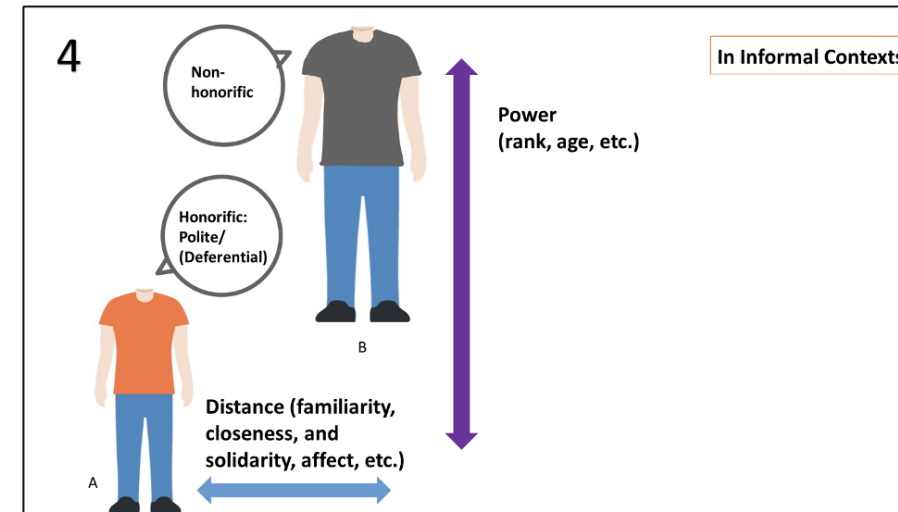
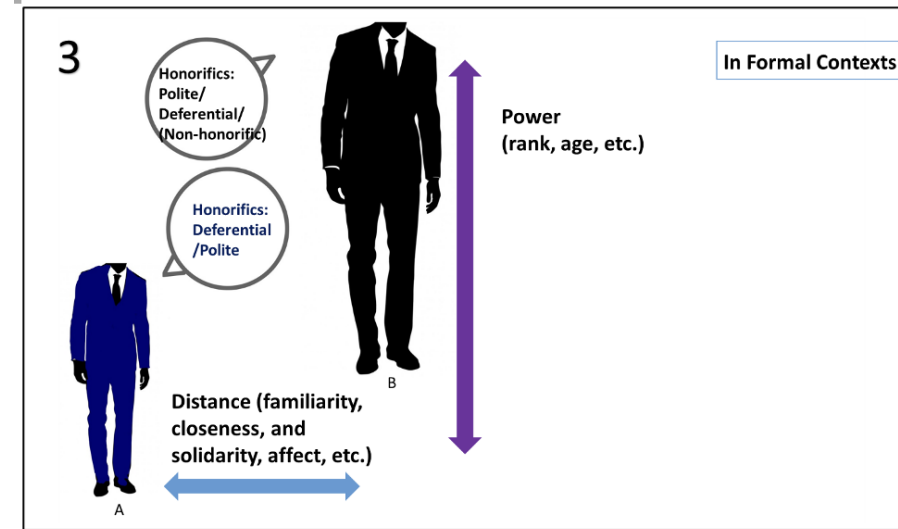
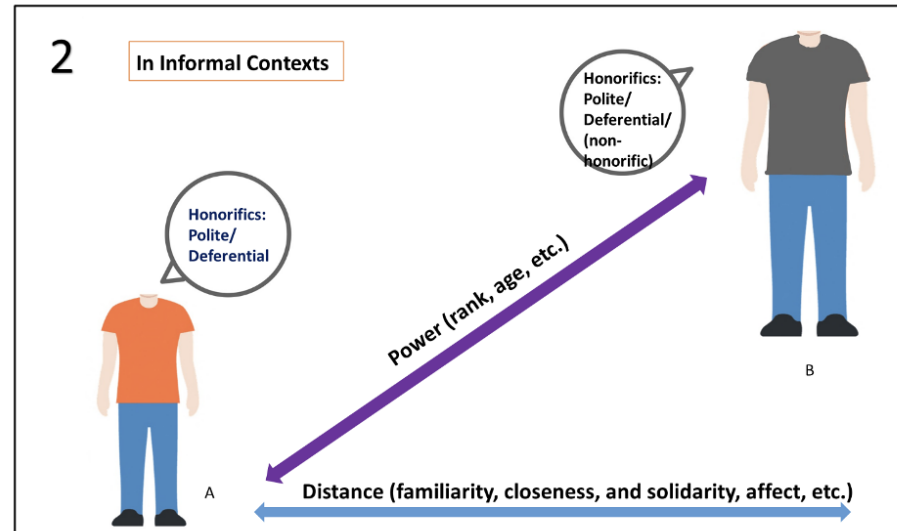
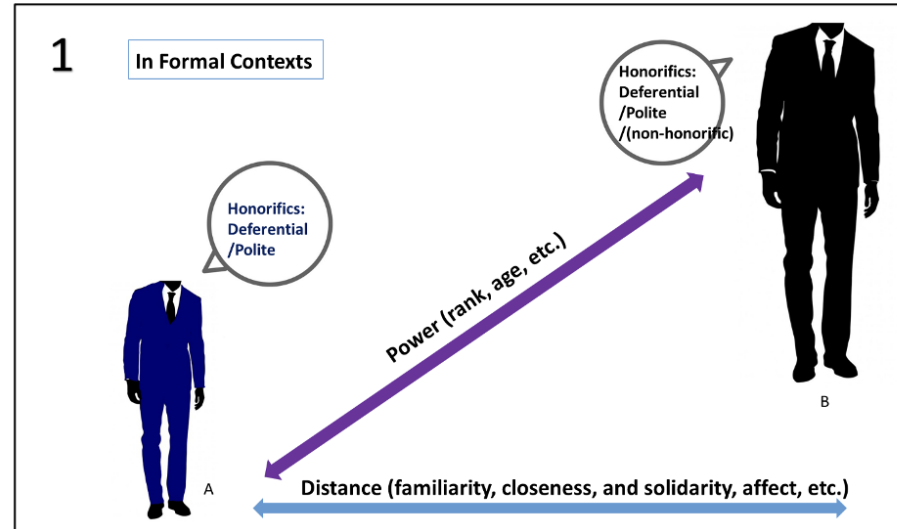
Grounded in Vygotskian sociocultural theory (SCT), this study examines Korean as a foreign language (KFL) students' emerging conceptual development of honorifics through their participation in concept-based language instruction (C-BLI). Seven participants were recruited from a second-semester elementary Korean class at a U.S. college, and various data were collected to trace the students' unfolding development-in-activity of three interrelated subconcepts of Korean honorifics; namely, power, distance, and formality. Qualitative findings suggest that, overall, students gained a deeper conceptual understanding and sociopragmatic awareness of using Korean honorifics through the development of these interrelated subconcepts and their participation in the goal-directed activities of C-BLI. In particular, the qualitative findings reveal that students' prior rules-of-thumb-based conceptualizations of honorifics transformed into more semantic, systematic, coherent, and complete understandings as students are in the process of becoming more self-regulated in planning and monitoring their mental and physical activity and their linguistic choices. This study points to the crucial importance of not only the quality of materials design but also how intentional and explicit instruction can be applied to second language teaching–learning processes.

Hess, E. K., & Amory, M. (2022). Promoting Korean learners' conceptual development of honorifics through concept-based language instruction. *Language Teaching Research*, 13621688221135567.

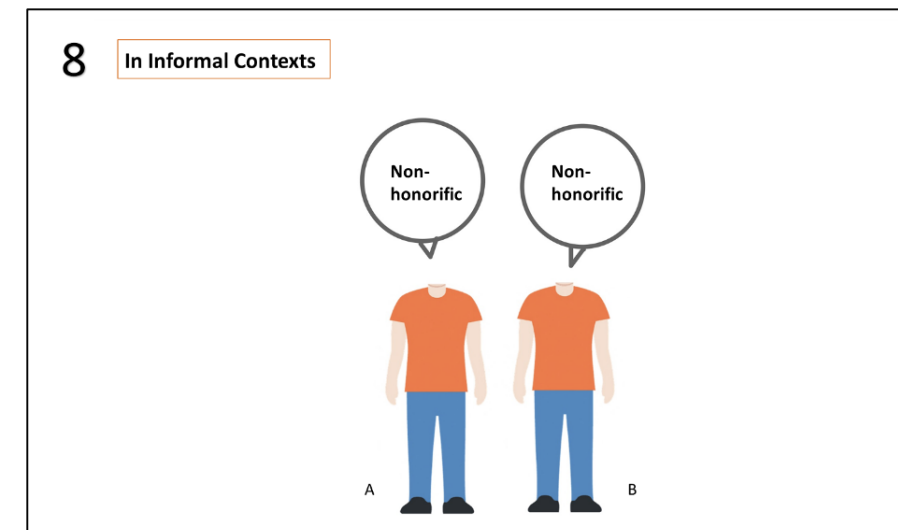
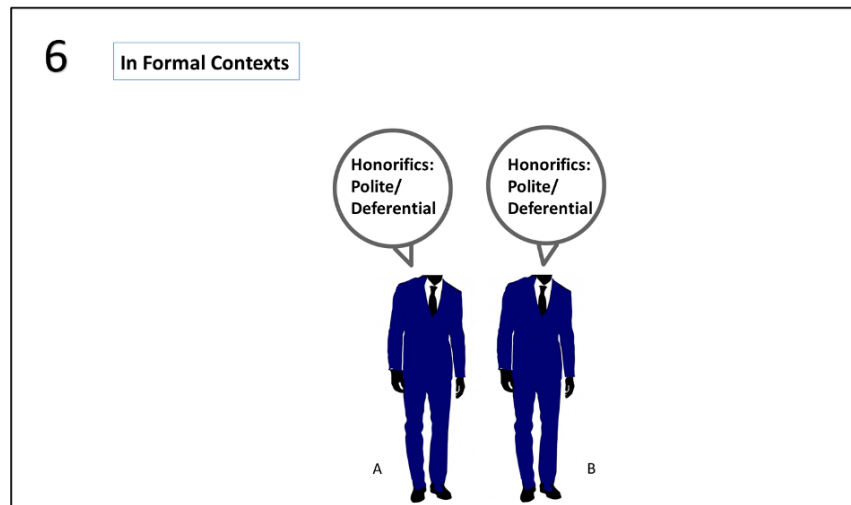
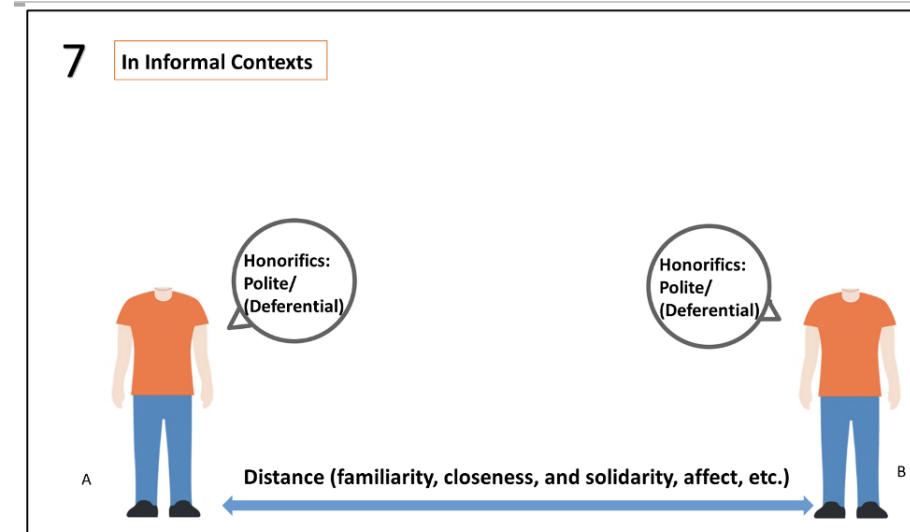
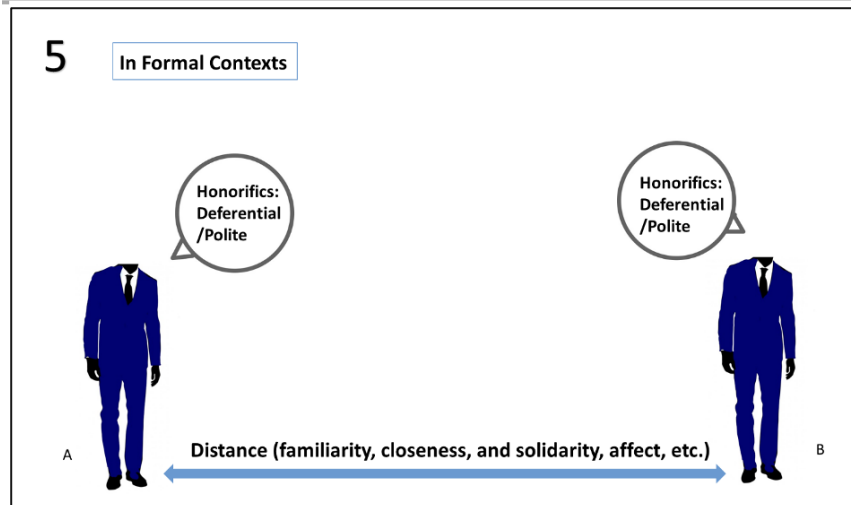
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Korean: Honorifics in Korean (Hess and Amory, 2022)

LSCOBAs: Hearer honorifics

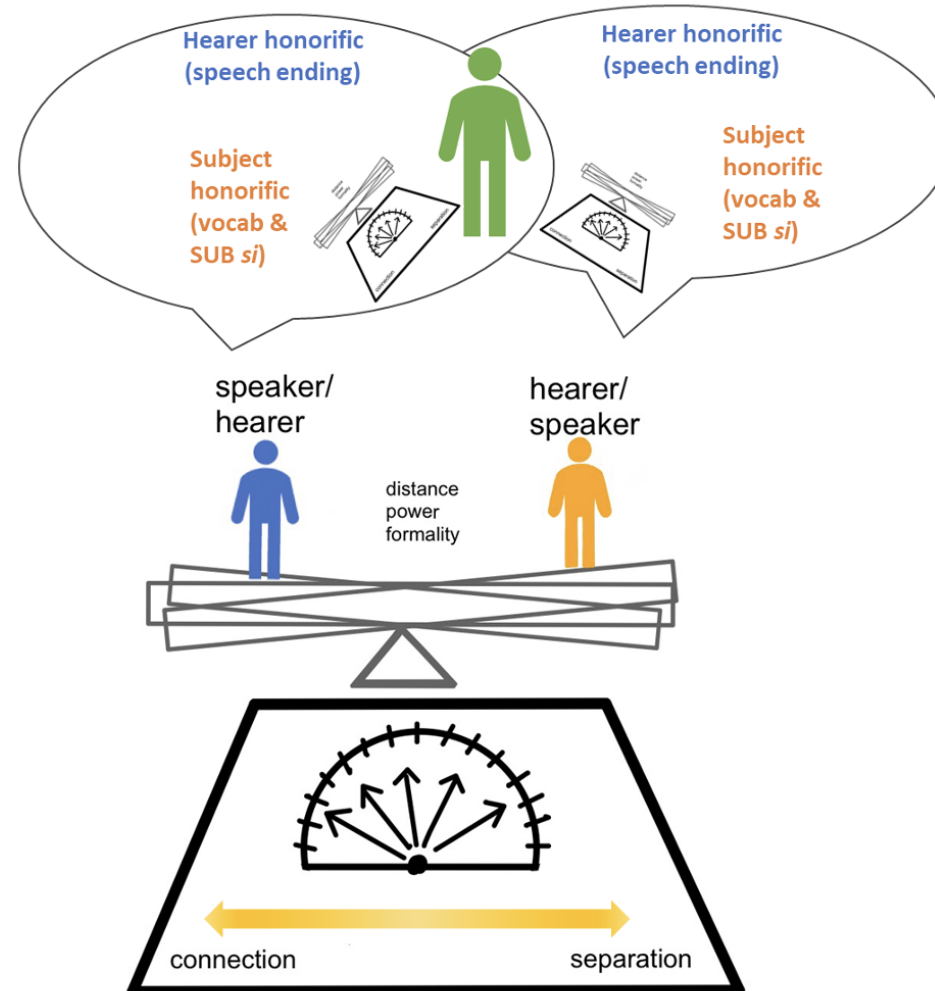


Korean: Honorifics in Korean (Hess and Amory, 2022)



Korean: Honorifics in Korean (Hess and Amory, 2022)

II. SCOBAs: Hearer honorifics and referent (subject) honorifics



Korean: Honorifics in Korean (Hess and Amory, 2022)

III. Situations and Questions for Appropriateness Judgment Questionnaires (AJQ)

Situations	Questions
A	1. A student, talking to a professor at an interview for the admission to the graduate school
	2. A professor, talking to a student at an interview for the admission to the graduate school
B	3. An employee who has been working for 3 years, talking to his/her supervisor in a business meeting
	4. A supervisor, talking to an employee who has been working for 3 years in a business meeting
C	5. A professor from University A, talking to a professor from University B at a joint faculty meeting for two universities
D	6. Colleagues, talking in a business meeting
E	7. A freshman, talking to a senior at a Welcome Freshman Party for the first time
	8. A senior, talking to a freshman at a Welcome Freshman Party for the first time
F	9. A high school student visiting his/her friend's house for playing games, talking to his/her friend's parent in the house
	10. A parent of a high school child, talking to his/her child's friend visiting their house for playing a game
G	11. A student at the Freshmen Composition 1 course, talking to a person next to him/her on the first day of the semester
H	12. Friends, talking in a restaurant during lunchtime

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 Korean 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?