



APPENDICES

From

Cohen, A.D., Knight, S.W.P., & Sykes, J.M. (Forthcoming). Teachers gaining awareness of L2 pragmatics by means of an asynchronous professional development module. In A. Marínez-Flor, B.A. Sánchez Hernández, & J. Barón Parés (eds). *L2 pragmatics in action: Teachers, learners and the teaching-learning interaction process*. John Benjamins.

Appendix A

IPIC Framework

Skill	Definition	Key Manifestations
Knowledge	The skill of using words and structures to create utterances and engage in interaction.	Demonstrated understanding of: -turn-taking sequences, -semantic formulae, -relevant lexical items.
Analysis	The skill of making language choices that align with one's intended illocutionary force and correctly interpreting the intended illocutionary force of fellow interlocutors.	Demonstrated understanding of: -appropriate use of pragmatic strategies (e.g., grounders, hearer-oriented utterances), -appropriate sequencing (e.g., expressing gratitude as a pre-closing before saying goodbye).
Subjectivity	The skill of articulating communication choices and an understanding of the potential perlocutionary force of decisions. These choices are oftentimes connected with learners' identity (Ishihara & Tarone, 2009).	Demonstrated understanding of: -expected cultural and pragmatic norms, -knowledge of choices for adhering to or flouting expected cultural and pragmatic norms.

Awareness

The skill of recognising the actual perlocutionary force of communication choices.

Demonstrated understanding of:
-fellow interlocutors' cues (e.g., facial expressions),
-environmental cues (e.g., recognition of abnormal quiet from those within earshot of a conversation),
-when to engage in repair.

Reference:

Sykes, J. M., Malone, M. M., Forrest, L., & Sağdıç, A. (2020). Affordances of digital simulations to measure communicative success. In M. A. Peters, & R. Heraud (Eds.), *Encyclopedia of educational innovation* (5 pp.). Springer. https://doi.org/10.1007/978-981-13-2262-4_90-2

Appendix B

Pre- and Post- Questionnaire

COREMAH Training: Pre-Training Questionnaire

Start of Block: Participant Information

Q1 Please enter your participant number. See email for your number. _____

Q2 Please select the descriptor that you feel best describes your Spanish proficiency.

- Novice: I can use and interpret words and phrases. (1)
- Intermediate: I can use and interpret simple, connected ideas. (2)
- Advanced: I can handle complex topics and situations in Spanish. (3)
- Superior: I can handle abstract or specialized topics and situations in Spanish. (4)
- Distinguished: I can abstract topics and situations in Spanish with sophistication. (5)

Q3 Please explain your previous proficiency evaluation.

- It's based on my self-perception. (1)
- It's based on a proficiency test. (2)
- It's based on something else. (3)

Q4 You indicated that your proficiency evaluation was based on something other than your self-perception or a proficiency test. Please explain. _____

End of Block: Participant Information

Start of Block: Teaching Background Information

Q5 Which of the following best describes your present relationship to Spanish teaching?

- I am a pre-service teacher (college or graduate student) (1)
- I teach primary grades (2)
- I teach secondary grades (3)
- I teach post secondary grades (4)
- Other (5)

Which of the following best describes your present relationship to Spanish teaching? **Other**

Q6 You marked "other." Please explain. _____

Q7 How many years have you been a Spanish teacher and/or professor?

- 0 / I am a pre-service teacher (1)
- 1-5 (2)
- 6-10 (3)
- 11-15 (4)
- 16-20 (5)
- 20+ (6)

Q8 What levels of Spanish have you taught (select all that apply)?

- Novice/Beginners (e.g., Spanish 1 or 2, SPAN 101 and 102) (1)
- Intermediate (e.g., Spanish 3 or 4, SPAN 201 or 202, beginning AP or IB students) (2)
- Advanced (AP or IB students, 300+ levels in post-secondary) (3)
- Heritage learners (any level) (4)
- Immersion learners (any level) (5)
- This is not applicable to me/I am a pre-service teacher (6)

Q9 What levels of Spanish do you presently teach (select all that apply)?

- Novice/Beginners (e.g., Spanish 1 or 2, SPAN 101 and 102) (1)
- Intermediate (e.g., Spanish 3 or 4, SPAN 201 or 202, beginning AP or IB students) (2)
- Advanced (AP or IB students, 300+ levels in post-secondary) (3)
- Heritage learners (any level) (4)
- Immersion learners (any level) (5)
- This is not applicable to me/ I am a preservice teacher (6)

End of Block: Teaching Background Information

Start of Block: Knowledge of Pragmatics

Q10 Simply put, pragmatics is the manifestation of culture through language (verbal or nonverbal), depending on the context in which the conversation takes place. Were you ever taught pragmatics (e.g., how to apologize with sincerity) in Spanish? Please explain your experience.

Q11 Community Connections: Please rate yourself based on the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I have regular contact with communities of expert Spanish speakers as part of my teaching job and/or studies. (1)	0	0	0	0	0
I have regular contact with communities of expert Spanish speakers outside of my teaching job and/or studies. (2)	0	0	0	0	0
I believe that my contact with communities of Spanish speakers has impacted/impacts how I use Spanish in practice. (3)	0	0	0	0	0
I believe it is important to incorporate pragmatics into my instruction of learners. (4)	0	0	0	0	0

Q12 Responding to Compliments: Please rate yourself based on the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Knowledge: I know the critical words and structures to use when responding to compliments in Spanish. (1)	0	0	0	0	0
Analysis: I can make choices about how to respond to compliments in order to convey my desired intent. I can correctly interpret what my fellow speaker is trying to communicate. (2)	0	0	0	0	0
Subjectivity: I can articulate the extent to which I respond to compliments according to expected conventions. I can explain the potential impact of my response choices. (3)	0	0	0	0	0
Awareness: I know how my fellow speaker has reacted to my compliment response. I can repair if necessary or desired. (4)	0	0	0	0	0

- Q13** What critical words and structures for responding to compliments from peers or friends in Spanish would you list? _____
- Q14** What do you think the expected pragmatic norms are for responding to a compliment from a friend or peer in Spanish? _____
- Q15** Do you typically choose to adhere to those norms? Why? What do you expect will happen if you don't? _____
- Q16** What cues would you look for from a fellow speaker indicating their reaction to your response to their compliment? _____
- Q17** Discourse Patterns: Overlap

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Knowledge: I know what overlap is and how it manifests in conversation. (1)	0	0	0	0	0
Analysis: I know the expected impact of choosing to use or not use overlap in Spanish and what it means if someone is or isn't overlapping with me. (2)	0	0	0	0	0
Subjectivity: I can explain when I choose to use overlap or not and why. (3)	0	0	0	0	0
Awareness: I can recognize how my fellow speaker(s) interpret my decision whether to use overlap. (4)	0	0	0	0	0

Q18 How would you define *overlap*? _____

Q19 When would you choose to engage in overlap in Spanish? When would you expect someone to engage in overlap in Spanish when communicating with you? _____

Q20 Pretend you are chatting with a peer in Spanish. What do you expect a decision to engage in overlap would communicate? What about a decision to not engage in overlap?

Q21 How would you know how your peer "took" your decision to engage in overlap?

Q22 Incorporating Pragmatics in the Language Learning Classroom: Please rate yourself according to the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel comfortable utilizing the IPIC framework to articulate learning outcomes for my Spanish classroom. (1)	0	0	0	0	0
I feel comfortable utilizing corpora (like the <i>COREMAH</i> corpus) with my learners. (2)	0	0	0	0	0

I feel comfortable creating observation activities for language learners related to pragmatics. (3)

0 0 0 0 0

I feel comfortable creating analysis activities for language learners related to pragmatics. (4)

0 0 0 0 0

I feel comfortable creating extension activities for language learners related to pragmatics. (5)

0 0 0 0 0

End of Block: Knowledge of Pragmatics

COREMAH Training: Post-Training Questionnaire

Start of Block: Knowledge of Pragmatics

Q1 Now that you have completed some components of the training module, please respond to the questions below again.

Q2 Please select the components of the training module you completed.

- Explore: I watched the two videos related to the IPIC module. (1)
- Explore: I articulated my own IPIC learning outcomes. (2)
- Using the *COREMAH* Corpus: I explored the *COREMAH* corpus and identified language functions I am interested in continuing to explore. (3)
- Using the *COREMAH* Corpus: I completed the model lesson about responding to compliments. (4)
- Using the *COREMAH* Corpus: I completed the model lesson about overlap. (5)
- Applying your Work: I drafted an observation activity (6)
- Applying your Work: I drafted an analysis activity (7)

- Applying your Work: I drafted an extension activity (8)

Q3 Responding to Compliments: Please rate yourself based on the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Knowledge: I know the critical words and structures to use when responding to compliments in Spanish. (1)	0	0	0	0	0
Analysis: I can make choices about how to respond to compliments in order to convey my desired intent. I can correctly interpret what my fellow speaker is trying to communicate. (2)	0	0	0	0	0

Subjectivity: I can articulate the extent to which I respond to compliments according to expected conventions. I can explain the potential impact of my response choices. (3)

0 0 0 0 0

Awareness: I know how my fellow speaker has reacted to my compliment response. I can repair if necessary or desired. (4)

0 0 0 0 0

- Q4** What critical words and structures for responding to compliments from peers or friends in Spanish would you list? _____
- Q5** What do you think the expected pragmatic norms are for responding to a compliment from a friend or peer in Spanish? _____
- Q6** Do you typically choose to adhere to those norms? Why? What do you expect will happen if you don't? _____
- Q7** What cues would you look for from a fellow speaker indicating their reaction to your response to their compliment? _____
- Q8** Overlap: Please rate yourself based on the following statements.

Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
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Knowledge: I know what overlap is and how it manifests in conversation. (1)

0 0 0 0 0

Analysis: I know the expected impact of choosing to use or not use overlap in Spanish and what it means if someone is or isn't overlapping with me. (2)

0 0 0 0 0

Subjectivity: I can explain when I choose to use overlap or not and why. (3)

0 0 0 0 0

Awareness: I can recognize how my fellow speaker(s) interpret my decision whether to use overlap. (4)

0 0 0 0 0

- Q9** How would you define *overlap*?
- Q10** When would you choose to engage in overlap in Spanish? When would you expect someone to engage in overlap in Spanish when communicating with you?
- Q11** Pretend you are chatting with a peer in Spanish. What do you expect a decision to engage in overlap would communicate? What about a decision to not engage in overlap?
- Q12** How would you know how your peer "took" your decision to engage in overlap?
- Q13** Incorporating Pragmatics in the Language Learning Classroom: Please rate yourself according to the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel comfortable utilizing the IPIC framework to articulate learning outcomes for my Spanish classroom. (1)	0	0	0	0	0
I feel comfortable utilizing corpora (like the <i>COREMAH</i> corpus) with my learners. (2)	0	0	0	0	0
I feel comfortable creating observation activities for language learners related to pragmatics. (3)	0	0	0	0	0

I feel comfortable creating analysis activities for language learners related to pragmatics. (4)

0 0 0 0 0

I feel comfortable creating extension activities for language learners related to pragmatics. (5)

0 0 0 0 0

Q14 Incorporating Pragmatics in the Language Learning Classroom: Please rate yourself according to the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel comfortable utilizing the IPIC framework to articulate learning outcomes for my Spanish classroom. (1)	0	0	0	0	0
I feel comfortable utilizing corpora (like the COREMAH corpus) with my learners. (2)	0	0	0	0	0

I feel comfortable creating observation activities for language learners related to pragmatics. (3)

0 0 0 0 0

I feel comfortable creating analysis activities for language learners related to pragmatics. (4)

0 0 0 0 0

I feel comfortable creating extension activities for language learners related to pragmatics. (5)

0 0 0 0 0

Q15 Incorporating Pragmatics in the Language Learning Classroom: Please rate yourself according to the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I feel comfortable utilizing the IPIC framework to articulate learning outcomes for my Spanish classroom. (1)	0	0	0	0	0

**I feel comfortable utilizing corpora
(like the COREMAH corpus) with my
learners. (2)**

0 0 0 0 0

**I feel comfortable creating observation
activities for language learners related
to pragmatics. (3)**

0 0 0 0 0

**I feel comfortable creating analysis
activities for language learners related
to pragmatics. (4)**

0 0 0 0 0

**I feel comfortable creating extension
activities for language learners related
to pragmatics. (5)**

0 0 0 0 0

Q16 Please explain if and how you intend to use the IPIC model in your classroom teaching.

- Q17** Please explain if and how you intend to utilize the *COREMAH* corpus (or another corpus) in your classroom teaching.
- Q18** Please explain if and how you plan on using the Observe, Analyze, Extend procedure in your classroom teaching.

End of Block: Knowledge of Pragmatics