

# Developing Web-Based Multimedia Tools to Evaluate Sociolinguistic Proficiency in Learners of Korean as a Second Language

— Theory and Method\*

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## I. Introduction

Learners and teachers of Korean learn very quickly that sociolinguistic proficiency plays has a major effect on overall proficiency. Forgetting to use

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the honorific infix '-si-' can cause communicative failure and using informal *banmal* forms inappropriately can cause misunderstanding and even conflict. Because Korean verbs carry different endings according to the speech level, speakers must develop a sense of the social context of communication to decide which speech level to use. For all the importance of sociolinguistic proficiency in Korean, the literature on use and, particularly, development of sociolinguistic proficiency remains sparse. As Korean language education has grown around the world, the body of learners has grown to include new groups of learners from various backgrounds, creating challenges for teachers of Korean. One of those challenges is how to help learners develop sociolinguistic proficiency necessary to have smooth communication with native speakers of Korean.

This paper reports on the first stage of the development of a series of free and open Web-based tools for learners and teachers to use in evaluating sociolinguistic proficiency for learners of Korean as a second language at the intermediate level or above. Evaluating sociolinguistic proficiency is an important to developing proficiency because it provides learners and teachers with attained proficiency while diagnosing weak points in learner language use. The primary goal of the tools is to provide learners and teachers with an approximation of learner sociolinguistic proficiency from the standpoint of broadly defined native-speaker norms. A secondary goal of the tools is create an opportunity for teachers and other mentors to give feedback to learners through comments on learner responses. This will turn previously used research methods, such as DCTs, into interactive teaching methods that can help learners as they participate in research projects, thus giving the research process the potential to offer benefit to

learners. Because of length, the use of the tools in mentoring will be discussed in future research; this paper focuses only on development phases of the tools. Future research will focus not only on the use of the tools in mentoring, but also on their use in promoting learner awareness of language use and as research tools on native-speaker norms.

## II. Background

### 1. Sociolinguistic Proficiency

The sociolinguistic turn in language teaching in the 1970s stimulated a greater interest in the ability to communicate effectively in everyday situations. Canale and Swain(1980)'s seminal and still influential definition of communicative competence includes "sociolinguistics competence," which is defined as follows: "This component is made up of two sets of rules: sociocultural rules of use and rules of discourse. Knowledge of these rules is crucial in interpreting utterances for social meaning, particularly when there is a low level of transparency between literal meaning of an utterance and the speakers intention"(p.30). The notion of competence draws on the work of Chomsky, who differentiated competence, or knowledge of a language, from performance, or actual language use. Canale and Swain maintain this distinction, in that sociolinguistic competence is a requisite for sociolinguistically appropriate use of, or "communicative performance" in, the target language. Bachman(1990) has since included language use and defines sociolinguistic

competence" as that "the sensitivity to, or control of the conventions of language use that are determined by the features of the language functions in ways that are appropriate to that context"(p.94).

In the literature, sociolinguistic competence is often confused with pragmatic competence, which remains dominant term. In this paper, "sociolinguistic competence" follows the definitions in Canale and Swain(1980) and Bachman(1990) mentioned above. The tools discussed in this paper are designed to measure sociolinguistic proficiency, which is defined as "the ability to use language appropriately to the social context." This draws on Hymes's(1972) concept of "ability to use," and is similar to Lyster's(1994) definition of sociolinguistic competence as "the capacity to recognize and produce socially appropriate speech in context(p.263). Pragmatic competence, on other hand, in this paper follows the definition in Barron(2003) as "knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of sequential aspects of speech acts and finally, knowledge of the appropriate contextual use of the particular languages' linguistic resources"(p.10). Following the definition of pragmatic competence given above, pragmatic proficiency refers to "ability to use language to achieve communicative goals." To this definition, an accurate measure of pragmatic proficiency should include evaluation of language use in communicative settings, which implies the analysis of natural language data, either elicited or observed. The distinction between sociolinguistic proficiency and pragmatic proficiency outlined here is similar to the distinction between "illocutionary competence" and "sociolinguistic competence" in Bachman(1990). Both types of competence are subcategories of "pragmatic competence," which parallels "organizational competence"

composed of grammatical and textual competence.

Canale and Swain's model has been criticized for not including Hymes's(1972) concept of "ability to use," the inclusion of which allows for "the inclusion of non-cognitive factors, such as attitude, values, motivation" (Peterwagner, 2005, p.11). Kramsch(2006) argued that communicative competence alone is not enough to deal with language use in increasing complex multilingual and multicultural societies. In arguing for what she calls "symbolic competence," she stated that "It is no longer appropriate to give students a tourist-like competence to exchange information with native speakers of national languages within well-defined national cultures. They need a much more sophisticated competence in the manipulation of symbolic systems"(p.251). Though critical of communicative competence as a practiced pedagogical goal, Kramsch(2006) underscored the importance of the social in language use: "Attention to form, genre, style, register, and a focus on social semiotics are back, as well as an interest in how linguistic form shapes mental representation, that is, what word choices reveal about the minds of speakers"(p.251). The choice of "appropriate to the social context" over "socially appropriate" in the definition of sociolinguistic proficiency in this paper allows for a wider definition of appropriateness, which addresses Kramsch's concerns.

To date, most studies on second language sociolinguistic proficiency have focused on the use of specific speech acts. The majority of studies on sociolinguistic transfer in Japanese learners of EFL/ESL have focused on speech act realisation. Many of these studies were influenced by the methodology used of the CCSARP(Cross-Cultural Speech Act Realization Patterns) research project, which was led by an international team of

researchers in the 1980s(for an overview of the project, see Blum-Kulka, House, and Kasper 1989). The project was designed to collect a large amount of native and non-native-speaker data on the speech acts of requesting and apology around the world. It must be remembered, however, that the project was not designed to gather data on sociolinguistic aspects of language use. The project was designed to collect a large amount of native and non-native-speaker data on the speech acts of requesting and apology around the world. To do so, the researchers developed the DCT(Discourse Completion Task) write what they might say in response to the situation described. The CCSARP studies shifted the center of research from metalinguistic surveys of acceptability to speech act realization.

## 2. Sociolinguistic Proficiency in Korean and Other Linguistically Encoded Languages

Sociolinguistic proficiency thus plays an integral part in successful use of the target language, and the cost of not doing so is called “pragmatic failure” or “pragmalinguistic failure”(Thomas, 1983). This matter has special relevance for Korean because Korean has linguistically encoded speech levels(Coulmas, 2005), meaning that failure to encode speech level distinction and honorific forms appropriately greatly increases the chance of “pragmatic failure,” or, if not failure, the possibility of difficulties in communication. To reduce the possibility of misunderstanding and, more to the point, enhance communicative ability, learners of Korean need to develop sufficient sensitivity to the context of communication to make informed decisions

about language use.

Though the number of studies on sociolinguistic proficiency in Korean has increased in recent years, it remains small, leaving many questions unanswered. Byon(2005) investigated the speech of apology by 50 learners of Korean as a foreign language in the United States. In comparing results with those from native speakers of English and native speakers of Korean, he found that learners were less sensitive to power and hierarchy in responding to DCTs and that their pattern of language use reflects those of English native speakers. Research in Korea, mostly on Chinese and Japanese learners of Korean, has revealed similar findings. For example, Lee(2003) researched the use of refusals by 83 advanced Japanese learners of Korean, and found that evidence of transfer from Japanese depended on the situation given in the DCT. Likewise, Lee(2006) studied the speech act of refusal in 22 Chinese learners of Korean in China and 23 Chinese learners of Korean in Korea and found that the greater exposure to Korean language in Korea helped learners develop more native-like speech acts. Lee(2008) compared overall sociolinguistic appropriateness of 8 non-heritage and 13 heritage learners at the advanced level and found various differences between the groups that reflected their previous exposure to Korean culture, with the heritage learners more closely approximating native-speaker norms.

Research on sociolinguistic proficiency in Japanese as a second language(JSL) is relevant to Korean because Japanese also has linguistically encoded speech levels and a highly developed system of honorifics. One of the largest studies on speech acts in JSL was conducted at the University of Hawai'i by Okada Yamashita(1996). For this study, Okada Yamashita used the series of cross-cultural pragmatic measures developed by Hudson,

Detmer, and Brown(1995) to compare how different measures affected the production of speech acts by learners of Japanese as a foreign language in Hawaii. The six measures were a self-assessment measure, an open-ended DCT, a role-play, a role-play self-assessment, and a multiple choice discourse completion test. Okada Yamashita(1996) used three native speakers of Japanese as informants and 44 learners of Japanese as subjects. Although the focus of this research was on comparing different research methods, she found that interpretation of the given situation affected speech act realization and that learners at the intermediate and advanced levels produced more appropriate responses than beginners did. Ikoma and Shimura(1994) conducted a study on refusals in JSL by native speakers of English. The researchers used a personal information questionnaire and a DCT with 12 refusal situations. Ten learners were selected from an advanced level reading course in Japanese at the University of Hawai'i; 10 native speakers of Japanese and 10 native speakers of English were used as native-speaker informants. The researchers found evidence of transfer from English into JSL, particularly in the use of *kekko desu* as an equivalent for English "No, thank you."

Research on sociolinguistic issues in JSL has included issues other than speech act realization. Lee(1990) investigated sociolinguistic transfer in 70 highly proficient Korean learners of Japanese. He compared L1 and L2 judgements of appropriateness of five verb forms in three situations containing requests with those of native speakers of Japanese. The results showed that Korean L2 judgements were similar to native speakers of Japanese in six cases, deviated slightly from native-speaker norms in five, and deviated greatly in four. The Korean learners chose Japanese forms that



were grammatically and lexically similar to Korean L1 forms. The researcher concluded that L1 perceptions of grammatical and lexical similarity greatly influence judgements of sociolinguistic appropriateness even at an advanced level. More recently, Ishida(2007) conducted a study on the use of *masu/desu* polite verb endings by 20 beginning learners of Japanese in Hawaii. The researcher divided learners into a control(N=6) and an experimental group(N=14), giving the experimental group focused instruction on the use of *masu/desu* polite verb endings. Data from 10 native speakers was also collected, and the research and another native speaker of Japanese rated the learner responses on a four-point Likert scale. The results showed that experimental group's use of *masu/desu* polite verb endings was more native-like, suggesting that raising awareness of speech level use benefits learners at the beginning level.

Research on Arabic as a second language(ASL) offers a new perspective on sociolinguistic proficiency because certain religious terms are important "culture-specific" aspects of Arabic sociolinguistic competence. Many learners of Arabic speak languages that do not include religious references, which might make them uncomfortable in using Arabic. Davies(1987) noted the frequent references to God in formulaic expressions of politeness in Moroccan Arabic and suggested that such differences could cause serious miscommunication: "The English-speaking learner of Arabic is likely to be struck, sooner or later, by the proliferation of religious references in formulas whose English counterparts include no such references, and this may be considered to reflect a deeper difference between the two communities"(1987: 81-82). Farghal(Farghal 1995, Farghal and Borni 1997) discussed the wide use of religious expression in Arabic as a sociolinguistic

norm and the potential for these expressions to cause difficulties in communication for Arab learners of other languages and for learners of Arabic as a second language.

Together, the studies discussed here show that learner perception and understanding of the communicative situation affects second language use, but that learners with higher levels of proficiency produce more native-like language. Though many studies indicate that the learner's native language influences perceptions, it is often difficult to distinguish between effects of L1 sociolinguistic norms and individual differences on L2 language use. There is broader agreement in the literature on the benefits of improved proficiency and that greater awareness of native-speaker norms, either through teaching or practice, improves sociolinguistic proficiency.

### III. Tool Development

#### 1. CALL and MALL

The integration of ICT into language teaching has spawned a number of acronyms. CALL, or "Computer-Assisted Language Learning, emerged in the 1980s with the development of various discrete-point grammar practice programs. The rapid spread of the Web in the 1990s stimulated the development of what Bax(2003) calls "integrated CALL," which allows for the integration of a broad range of Internet systems and resources into language teaching. The boom in mobile ICT in the 2000s spurred the

development of MALL, or “Mobile-Assisted Language Learning”(Chinnery, 2006). MALL has moved from using short quizzes, such as vocabulary exercises, to focusing using mobile communication to enhance the development of learning communities. The tools developed for this paper emerged from the integrated CALL approach and are designed to enhance learning through raising learner awareness and communication with mentors. Because they are web-based materials, they are easily accessible to learners of Korean around the world and data can be analyzed continuously.

## 2. CMS Systems and Moodle

Whereas CALL and MALL refer to the mode of ICT in language learning and teaching, CMS, LMS, SNS refer to different types of ICT systems. In educational settings, CMS, or “Course Management System,” refers to Web 2.0 systems that organize in a database and make the contents available on demand. Most CMSs include functions that allow learners and teachers to track learning. LMS, or “Learning Management System” and VLE, or “Virtual Learning Environment” are also used to refer to CMSs. Recently SNSs, such as Facebook, have become common in higher education as tools to exchange ideas and strengthen learning communities(Bosch, 2009).

The tools developed for this paper make use of Moodle, an open source CMS that has become gained popularity around the world. As an open source system, Moodle is free and can be installed on Linux, Windows, and Mac servers, with the PHP and MySQL installed. With Linux, XAMPP, a free, open source web server program, allows for easy installation of Moodle. Moodle was chosen over other systems because it is free, used worldwide,

and offers all of the capability needed to develop interesting tools. Another important reason is that Moodle has about 45 different language packs available. Language packs can be installed to customize the system interface to the particular language. This was important because the majority of learners of Korean live in non-English-speaking countries, and proficiency in English is not always high. Consideration was given to using Facebook instead of Moodle because Facebook has about 450,000,000 users, all of whom can easily access a Facebook Group or Page. Using Facebook does not require a server or Web hosting, and the system incorporates the latest technology and has few bugs. The problem with Facebook is that, as an SNS, it is designed to share information. Users cannot post private messages, and messages can be downloaded only through cutting and pasting. Some Facebook users have concerns about the privacy and security of personal information. The popularity of Facebook makes it an attractive platform for future projects, but for the tools in question here, Moodle offered the more attractive platform, particularly because it allows for anonymous data collection and private feedback, as well as public discourse and information exchange. The tools in this study were placed on a LINUX server at Seoul National University that had several instances of Moodle running on it. The tools are available at '<http://hanguk.snu.ac.kr/moodle/>'

### 3. Sociolinguistic Proficiency Tools

As is clear from the literature preceding review, the DCT is a widely used instrument in interlanguage pragmatics research, but their validity remains controversial. Indeed, Bardovi-Harlig(1999, p.238, quoted in Barron,

2003) described them as “at once the most celebrated and most maligned of all the methods used in cross-cultural and interlanguage pragmatics research.” Critics of DCTs, however, have noted a variety of weaknesses in the use of DCTs in previous research. The most common complaint(Hinkel 1997, Thomas 1996, Yuan, 2001, Golato 2003) is that they are not a valid measure of verbal linguistic production in the situation given. Hinkel(1997) and Rose(1994) argued that DCTs are suspect because subjects may not interpret the situation as the researcher intends. They suggest that providing multiple-choice responses provides a more accurate measure of how subjects index speech act realization, which offers insight into how they would realize speech acts in a given situation. More recently, Félix-Brasdefer(2010) compared DCTs, role plays, and verbal reports and concluded that, although DCTs are valid and reliable to a certain degree, verbal reports should be used to validate DCT data. The researcher concluded that naturally occurring language data, which are more easily obtainable through institutional discourse, are preferable because they offer much deeper insight into proficiency.

Using DCTs to study interlanguage Japanese, for example, is problematic because of the important role that gestures and *aizuchi*, short utterances that the hearer interjects to show interest in the conversation, in speech act realization(LoCastro 1987). The lack of such interaction makes native speakers of Japanese feel as if they have made a mistake or have offended their interlocutor. Another problem with using DCTs on Japanese is that Japanese speakers often take a visual clue from their interlocutor before speaking. In cases such as an apology, the interlocutor often speaks first or offers a visual sign that the apology will be accepted before it is offered

verbally. Korean does not make as frequent use of *aizuchi* as Japanese, but the lack of visual clues, or *nunchi*, in DCT situations is equally as problematic as it is with Japanese.

The use of Web- and CMS-based tools to teach and evaluation sociolinguistic proficiency is still in its infancy. Ishihara(2007) reported on the development of a series of Web-based tools(HTML) to teach pragmatic proficiency in Japanese. The goal of the tools was to raise learner awareness of salient pragmatic features in Japanese to help learners develop judgments about language use. The tools were integrated into a face-to-face third-year-level(high intermediate) Japanese classes at an American university. The tools contained a number of exercises related to speech act use, many of which included naturalistic audio samples, and the learner answers were sent to teachers by e-mail. The researcher found that the tools helped raise awareness of L1 communicative norms among the 18 learners, but that some of the were frustrated by having to use the tools on the Web. Lovik and Böhlke(2000) developed stand-alone CD-ROM tools to test socio-cultural competence in German. The tools consisted of pictures and simple audio dialogues on which participants were asked to complete multiple-choice questions. The tools are an early example of the application of ICT to evaluation sociolinguistic and pragmatic aspects of language use. Roever(2006) developed a series of Web-based tools(HTML and JavaScript) to evaluate pragmalinguistic proficiency in 267 learners of English as part of larger interest in exploring the potential for valid evaluation of interlanguage pragmatics. The tools included three sections to evaluate, implicature, speech acts, and routines. The implicature section contained questions about intentions of the speakers, whereas the other two sections contained DCTs.

Roever found concluded that the test was reliable, but that validity was difficult to determine and, like Ishihara(2007), that the Web platform was problematic for some test takers. In addition, learner proficiency has a strong influence on the results. Schauer(2007) developed a MET, or “Multimedia Elicitation Task,” to elicit data on learner use of requests in 16 situations with different status and imposition parameters in researching the development of pragmatic competence in nine German exchange students studying in the UK. The MET was given on a computer using a photograph and a written and audio description of the situation. Participants were then asked to record their responses into the computer. The researcher concluded that time spent in the UK helped the learners develop pragmatic ability in English compared to learners who studied English in Germany. The MET is unique in that it uses visual and audio clues and elicits oral data from participants, but its lack of a Web interface makes it difficult for large-scale studies. The tools developed in the four studies here were important references for the development of the tools in this paper, and use of Moodle was designed to overcome some of the technological shortcomings of simple Web and stand-alone tools.

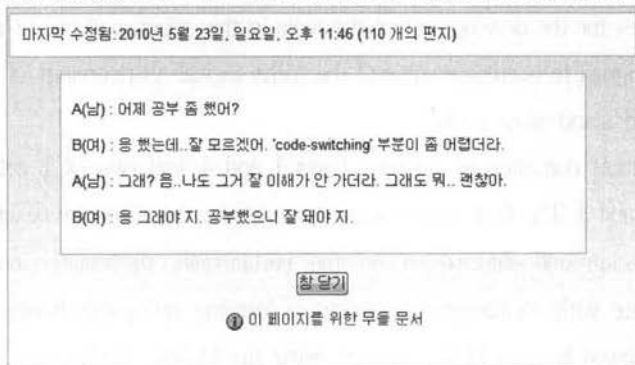
The tools consisted of surveys, Parts 1 and 4, and two DCT activities, Parts 2 and 3. The first survey was a pre-activity questionnaire designed to yield background information on the participants, particularly on their experience with sociolinguistic aspects of learning and using Korean. This was followed by two DCT activities using the Moodle Assignment activity module. The first activity was an open-ended dialogue construction DCT that consisted of five situations. Each situation was described in writing and a photograph was given to stimulate imagination, as shown in <Figure 1>.

〈Figure 1〉 Screenshot of Moodle DCT Situation in Part 2



Participants were asked to write a short dialogue, which was saved in the Moodle system as shown in <Figure 2>.

〈Figure 2〉 Screenshot of Participant Responses to Moodle DCT Situation in Part 2



This activity is similar to the use of DCTs in research projects on oral language use, but differs from most existing DCTs activities in that it



requires participants to fill in both the A and B (and, depending on the situation, C) roles. The activity draws on research by Barron(2003) who developed a FDCT, or "Free-Discourse Completion Task," a similar open-ended dialogue writing activity. The lack of given clues about speech levels in this type of DCT is critically important in Korea language research because there is no verb ending to indicate the speech level should be used in the dialogue. The use of a visual stimulation in the form of a photograph draws on the work of Rose(2000) and Schauer(2007), and was designed to help add context to the written description of the situation. Rose(2000) developed cartoon version of the DCT, which he called the COPT, or "Cartoon Oral Production Task," to elicit data on speech act use among children learning English in Hong Kong. The photographs, however, could cause participants discomfort because gender roles are given in the images, but unlike most DCTs, participants were asked to write from a third-person perspective about what people in the dialogue would say rather than what they would say. The second activity consisted of two technology-mediated writing situations, one to a friend(SMS message) and the other to a professor(e-mail), and no visual simulation was given. In this case, participants were asked to write from a first-person perspective. Because the DCT and writing activities use Moodle Assignment module, they allow for private mentor feedback on participant contributions. The series of activities concluded with a short post-activity questionnaire designed to elicit information on what participants thought of the materials and on their ideas for improving the materials. The tools were designed to be completed in about 45 minutes, which is similar to the time required in Roever's(2006) Web-based evaluation of ESL interlanguage pragmatic proficiency.

As discussed above, DCTs have been used mainly in pragmatics research, which also raises questions about their validity to elicit information on sociolinguistic proficiency. In this paper, sociolinguistic proficiency is defined as “the ability to use language appropriately to the social context.” The question for this paper, then, is whether the DCTs in the tools offer useful information on language use in the social context. As Golato(2003, p.111) noted, “DCTs are better suited to the study of ‘what people *think they would say*’ than to the study of ‘what people *actually do say*’ in a given speech setting.” This suggests that DCTs are indeed a useful tool to elicit information on how people interpret social contexts. The manipulation of linguistically-encoded speech levels in Korean reflects interpretations of age, distance, power, and status relationships that inform language use in Korean. Three of the five social contexts in Part 2, are among equals, one is among strangers, and the other among persons of different age and status. Because most learners of Korean at present are university-aged students, the most situations relate to university life. The photographs for the situations were all taken in Korea, but the situations themselves are not limited to Korea. <Table 1> below provides a summary of situations.

It must be noted, however, that descriptions of the situations were minimal so that participants could interpret the situation from their own experience and creativity. For some of the equal status situations involving university students, it is possible that participants might interpret them as discussions among seniors and juniors, which involves an important age and status difference.

〈Table 1〉 *DCT Situations in Part 2*

	Topic	Interlocutors	Relationship
1	Exam preparation(two-way)	Female student and male student	Equal status
2	Dormitory application(two-way)	Female office staff and male student	Age/status difference
3	Scheduling group activity (three-way)	One female and two male students	Equal status
4	Paying for goods at convenience store(two-way dialogue)	Male store clerk and male student	Strangers; service situation
5	Discussing activities during previous weekend(three-way)	Four female students	Equal status

An experimental aspect of the tools was the inclusion of several open-BBS comment boards using the Moodle Forum activity module. The boards were designed for Q&A type interaction between participants and mentors. The boards were set so that contributors' names were not revealed to each other, thus allowing for anonymity(only teachers and administrators can check the names of contributors). As noted at the beginning of this paper, the role of open boards Q&A and private messages in mentoring will be explored in future research.

#### IV. Pilot Test Results

##### 1. Results

For the initial pilot stage, the tools were tested among three native

speaking students of Korean and seven international students. The native speakers were not asked to complete the pre-activity questionnaire on Korean language learning experience, but were asked to complete the post-activity questionnaire on the materials. Both groups completed the DCT activities. The pilot stage was designed to test technological issues(Moodle system, download time, etc.) and time to complete the activities.

As mentioned above, most international students took about 45 minutes to complete the activities, whereas the native speakers too about 15 minutes. The participants generally had a positive attitude toward the tools, but they were all students of the researcher and some may have declined to make critical comments. None of the participants mentioned that any of the situations were unrealistic, but several international students mentioned that the situation about writing an e-mail of apology to a professor was the most time consuming and difficult of the situations. None of the participants mentioned technical problems, though one native-speaker participant mentioned that the margin in the Moodle interface was too large.

## 2. Discussion

The small number of participants in the pilot study and the lack of comparison with other alternative modes of data elicitation makes it difficult to draw clear conclusions. The written mode of response, for example, could be compared to an oral response of the type that was used in Schauer(2007). Alternatively, video could be used instead of a still photograph to provide visual and audio stimulation for DCTs or for another type of data elicitation instrument. Moodle is capable of handling a large range of multimedia

capability and testing this capability is important in developing practical tools that yield rich and valid data. Finally, the constructs in each situation need to be reviewed carefully and further testing is needed to check validity and reliability as measures of sociolinguistic proficiency. The difference between third-person stance in Part 2 and first-person stance in Part 3, in particular, needs careful investigation to determine the effect of different stances on responses. To address these questions, additional pilot testing will be conducted on an ongoing basis before the materials will be used for data elicitation for sociolinguistic proficiency research.

## V. Conclusion

As Bardovi-Harlig and Mahan-Taylor(2003, p.38) put it, "The chief goal of instruction in pragmatics is to raise learners' pragmatic awareness and give them choices about their interactions in the target language." The same holds true for sociolinguistic and sociocultural aspects of language use. Learners need to develop sensitivity to native-speaker speech, so that they can expand their linguistic repertoire and make more informed choices about language use. For learners of Korean, this is particularly important at the intermediate level, particularly for learners with limited input from native-speakers, because the informal *banmal* speech level is usually introduced at the high-beginning or low-intermediate level. To become proficient users of Korean, learners need to develop confidence at the intermediate level in their ability to manipulate speech levels and

sociolinguistically relevant forms. With the further development, the tools developed in this paper hold the potential to help learners evaluate their use of Korean and help them move toward greater fluency and self-esteem as speakers of Korean.\*

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■ 국문초록

제2언어로서의 한국어 학습자의 사회언어적 능력 평가를 위한  
웹상 멀티미디어 도구 개발  
— 이론과 방법

Robert J. Fouser

이 논문은 제2언어로서의 한국어 학습자의 사회언어적 능력을 파악하고 평가하는 웹상 도구 개발의 첫 단계에 대한 것이다. 사회언어적 능력은 “해당어 되는 ‘의사소통 장’에 적합한 언어 사용 능력”을 의미한다. 개발한 도구는 Moodle이라는 웹상 이터닝 시스템에서 운용하고 네 부분으로 나누어, 1부는 활동전의 사회언어적 관점에서 한국어 사용 현황에 대한 설문 조사, 2부는 5 개의 의사소통 장을 다루는 대화 완성 과제(DCT), 3부는 2 개의 의사소통 장을 다루는 글쓰기 활동, 그리고 4부는 활동후의 이 도구에 대한 간단한 설문 조사이다. 대화 완성 과제 활동은 사진을 보면서 자유롭게 대화 쓰기 형식을 택했다. 도구는 또한 익명 게시판 및 2부와 3부의 답안에 대한 피드백인 멘토링 기능을 갖추었다. 도구는 규모가 작은 첫 시행에서 검증했으며, 시행 운용하면서 계속 검증할 예정이고 완성한 단계에 사회언어적 능력 평가 및 연구에 활용할 계획이다.

[주제어] 사회언어적 능력, 중간어어 화용론, 학습자 언어 인식, 대화 완성 과제 (DCT), 웹상 멀티미디어 대화 완성 과제, 무들(Moodle)

## ■ Abstract

Developing Web-Based Multimedia Tools  
to Evaluate Sociolinguistic Proficiency  
in Learners of Korean as a Second Language  
— Theory and Method

Robert J. Fouser

This paper examines the first stage of development of Web-based tools to evaluate sociolinguistic proficiency in intermediate learners of Korean as a second language. Sociolinguistic proficiency in this paper is defined as “the ability to use language appropriately to the social context.” The tools were integrated in Moodle, a Web-based CMS(Course Management System). The tools consisted of four parts: 1) a pre-activity questionnaire on experience learning and using Korean from a sociolinguistic perspective; 2) a DCT activity consisting of five situations; 3) a writing activity consisting of two situations; and 4) a short post-activity questionnaire on the tools. For the DCT activity, were asked to write both parts of a two- or three-person dialogue and a photograph was given as visual stimulation. BBS comment boards in which participants to could post questions anonymously were included and responses to Parts 2 and 3 allowed for feedback. These features that can be used for mentoring. The tools were tested in a small-scale pilot study and testing will continue on an ongoing basis before the materials will be used for sociolinguistic proficiency evaluation and research.

[Key words] sociolinguistic proficiency, interlanguage pragmatics, learner awareness, DCT(Discourse Completion Task), Web-based Multimedia DCT, Moodle