

Pragmatics Matters

Issue 43, Summer 2014

語用論事情

2013年夏第43号

JALT Pragmatics SIG Newsletter

全国語学教育学会 語用論部会 ニュースレター

Contents:

Page

1. From the editor
2. The Link between Pragmatics and Phonology: **George O'Neal**
8. I Stuck a File: **Tim Greer**
11. Business English as a Lingua Franca: Interaction and Intelligibility:
Alan Simpson
16. Prag-SIG at JALT 2014

From the editor

Hello and welcome to the summer issue of pragmatics matters. In this issue George O'Neal explores the links between phonetics and pragmatics and discusses the ways in which conversation analysis methodology can reveal what aspects of pronunciation are important to the participants in a given interaction, rather than the non-participating researcher, suggesting that canonical methods of teaching pronunciation may not be best suited to students' needs.

Tim Greer draws on data from student E-mails to highlight a common practice in which normally polite students send e-

mails and attachments with often cursory attention to politeness and the common conventions of electronic communication media. In addition to the threats to face that such mails pose, there is also the practical matter of causing the recipient professor extra effort in working out who the mail is from or what it is about. Explicit teaching of these conventions may be in order, if students are to have pragmatic success in their on-line communications.

Alan Simpson investigates English as a lingua franca in a business setting and looks at problems of comprehensibility

and intelligibility and the different ways that native speakers and non-native speakers often go about making sense of utterances. He concludes by detailing transcript writing activities to help learners develop a finer-grained understanding of English pronunciation variables.

I hope that you find the articles stimulating.

On another note, JALT 2014 is just around the corner and the Prag-SIG membership have been active in preparing a variety of interesting presentations. Follow the link

below for a full list of the Prag-SIG presentations. If you are planning to attend any of the Prag-SIG talks at JALT, why not write a review for members who couldn't be there? Contact me at the address below with any submissions and they can appear in the next issue. Likewise, if you attend any other conferences that have presentations that you think would be of interest to our membership, or if you are involved in any events, drop me a line and you can share your experience and insights with the membership at large.

The Link between Pragmatics and Phonology

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No aspect of English teaching has been subject to greater ideological and pedagogical whims than English pronunciation. From the drill & kill pronunciation mimicry of the Audiolingual method, the psychological vagaries of Suggestopedia, to the superlative importance of intonation espoused within the suprasegmental school, and the open-mindedness of the English as a Lingua Franca pronunciation paradigm, few aspects of English teaching are as subject to directional shifts as pronunciation. Although each of the above mentioned schools of thought contain wildly different ideological viewpoints and methodologies, they all agree that pronunciation should at least be "intelligible." Of course, how each school defines intelligibility and assesses intelligibility varies as much as their ideologies, so the definition of key terms is warranted here.

First, let's define intelligibility. A simple way to describe intelligibility is the extent to which speech is understood (Munro, Derwing, & Morton, 2006). This is different than comprehensibility, which is the subjective assessment of how difficult or easy speech is to understand (Isaacs & Trofimovich, 2012). Speech can be subjectively

easier to understand and subjectively more difficult to understand. However, one might assume that this dichotomy between intelligibility and comprehensibility is a distinction without a difference. After all, wouldn't speech that is subjectively easy to understand also be more intelligible? Wouldn't speech that is subjectively difficult to understand be less intelligible? Munro & Derwing's (1995) seminal finding was that subjectively difficult to understand speech could be highly intelligible. That is, even though an interlocutor might have found the speech strange and unfamiliar, that does not mean that the interlocutor was incapable of understanding what was said.

The next question is how to assess intelligibility—and this is where pragmatics can help phonology. Munro & Derwing's (1995) seminal study used a dictation assessment of intelligibility in which participants were tasked to write recorded speech in standard orthography. The idea behind a dictation assessment of intelligibility is that the proportion of words spelled with standard orthography indexes the intelligibility of the entire message. So, if a participant spelled fifty percent of the words in standard orthography, the researcher would claim that the message was fifty percent intelligible. Maybe dictation assessments measure intelligibility in some way. I wouldn't deny that. But they do have the unfortunate problem of assessing speech that was not designed for the interlocutor. In other words, dictations take speech that was designed for someone else and have other people assess it. In fact, most speech samples in studies that utilize dictation assessments are not designed for anyone at all and are created for the sole purpose of research (e.g., Gass & Varonis, 1984). In the rare cases that dictation speech is taken from natural speech, the dictation assessment, no matter how intelligible or unintelligible, does not inform us if the intended recipient of the message understood the message.

Many scholars have recognized the limitations inherent in the dictation assessment of intelligibility, and have proposed alternative assessments. Some scholars have proposed the use of comprehension questions, and have claimed that the degree to which the answer can be correctly answered indicates the degree of intelligibility (Smith & Bisazza, 1982). Other scholars have claimed that cloze tests work on similar principles (Smith & Rafiqzad, 1979). But all of these types of assessment suffer the same kinds of

problems as the dictation assessment—they do not tell us how intelligible the message was to the intended recipient.

Recognizing this problem, other scholars developed other methods to determine intelligibility. Jenkins (2000) developed a method in which she recorded people speaking during a class activity, identified locations of intelligibility breakdown, and then interviewed them after the activity to determine why intelligibility broke down at certain points in their activities. But Jenkin’s methodology is also laden with potential problems. The first is that the class activity she used as data was a gap-fill map direction activity in which the importance of pronunciation was increased. This is a problem because most of life is not filled with situations in which minimal pair pronunciation differences are critical. How important do you think the phonetic difference between “pen” and “pin” is when someone is asking you for ink-based writing utensils? I doubt you would have absolutely no idea about the other person's intentions. Furthermore, there could be something very intimidating about a teacher asking a student why he or she did not understand something in a post-activity interview. Last, how well students remember everything about previous interactions, especially phonetic details, is another potential problem.

Is there a way to assess intelligibility as it happens so that a researcher is not dependent on post-activity interviews? Is there a way to assess intelligibility that reveals which aspects of phonology were consequential to the progression of the interactants' dialogue? There is. Although conversation analysis was not designed to handle phonological details, it can (Matsumoto, 2011). Conversation analysis is the study of how interactants make meaning from utterances *in situ*, and, of course, phonology is often related to that endeavor (Schegloff, 2007). That is, interactants can demonstrate what aspects of phonology matter for the maintenance of intelligibility during the interaction.

The following example is a short extract from a Skype conversation recorded between a Japanese speaker of English and a Chinese speaker of English. In the following example, Kazuki, a pseudonym, who was a male Japanese university student at the time of the recording, is telling Yan, also pseudonym, who was a female Chinese exchange student at the time of the recording, about when he lost his glasses, which leads to the following exchange. The manner in which the two students adjust pronunciation to

make an unintelligible word into an intelligible word manifests which aspects of the phonology were critical for the maintenance of pronunciation intelligibility between these two English speakers. Simultaneous speech is in braces and words subject to repair are rendered in the International Phonetic Alphabet and brackets.

- 1 Kazuki: when I was in my room.
 2 Yan: {yeah.}
 3 Kazuki: {uh I::} suddenly realize I::: (0.1) I need to find my [græsɪz].
 4 (0.1)
 5 Kazuki: because I couldn't find it in my on my sight- in my sight.
 6 (2.0)
 7 Kazuki: so::: uh I tried to:: uh
 8 (0.5)
 9 Kazuki: uh so I tried to find my [græsɪz] but I couldn't and finally:,
 10 Yan: you- you tried to find your what?
 11 Kazuki: uh my- my [græsɪz].
 12 Yan: [glæsɪz]?
 13 Kazuki: [glæsɪz].
 14 Yan: [glæsɪz]. oh. yes.
 15 Kazuki: yeah. uh so:: I tried my [glæsɪz] but I couldn't find it and uh::: an
 then:::
 16 I realized I already wore it.
 17 Yan: you have you have uh wear your [glæsɪz].
 18 Kazuki: yeah. yeah.
 19 Yan: on your head.
 20 Kazuki: yeah. yeah.

Kazuki proceeds to relay his story to Yan until line 10, in which Yan first manifests both that communicative trouble has occurred and that intelligibility has faltered. Yan problematizes the noun phrase after “find my,” and this catalyzes a repair sequence. In line 11, Kazuki attempts to repair the lack of intelligibility and states “uh my- my [græsɪz].” In line 12, Yan offers [glæsɪz] as a candidate repair pronunciation, substituting

the flap /ɾ/ phoneme with a /l/ phoneme. In line 13, Kazuki repeats the [glæsɪz] pronunciation, to which Yan orients as an affirmation of her candidate repair pronunciation in line 14, and then deploys the discourse marker “oh,” which displays a claim that intelligibility has been restored. In lines 15~18, Kazuki completes his telling, and Yan displays uptake in line 19, which manifests that the superordinate telling-receipt sequence and the embedded repair sequence have been brought to a successful completion. This example demonstrates that the substitution of the flap /ɾ/ phoneme for the /l/ phoneme restored intelligibility. This is phonemic repair, the strategic adjustment of pronunciation to make an unintelligible pronunciation intelligible.

The attempt to use conversation analysis for phonology studies has not been greeted with enthusiasm by the phonology community. Indeed, one of the leading journals of the phonetics and phonology community, *The Journal of Phonetics*, is replete with the writings of traditionalists who belittle the application of conversation analysis to phonology, and defend the continued usage of traditional methodologies to determine phonological truths. An exemplary member of the traditionalists is Yi Xu, who penned a long jeremiad against conversation analysis in the *Journal of Phonetics*. Xu (2010) even complains that the assumptions that underline conversation analysis have attained the status of biblical gospel among some linguists, and if there is anything that Xu should *not* be accused of is tenaciously professing old beliefs that have ceased to be relevant to the modern world.

In spite of the protestations of Yi Xu and others in the field, conversation analysis can save phonetics and phonology from itself. And it needs saving. Most phonology studies are premised on the idea that minimal pair studies are the only way to reveal phonetic praxis, but examples of actual interaction hardly ever contain instances of the phenomena that phonetic specialists are interested in; in other words, phonology has become the study of the esoteric with little practical value. Conversation Analysis, however, allows a direct window into the phonological praxis that matters to the participants themselves; a phonology conducted through Conversation Analysis can reveal the phonetics that are consequential to the progression of communication and is therefore a practical phonetics. In a word, an eclectic approach to phonetics, which utilizes conversation analysis to reveal the phonological components people orient to as

significant, rather than what the researcher pre-determines as important, is a better way to advance the study of pronunciation.

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I stuck a file. Please check my drafts: (Im)politeness in student email messages

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Sometimes an email from a student writing in his or her second language has the potential to irk the reader; we can live with syntactic or lexical limitations, but pragmatic failure often provokes a visceral response that is hard to ignore. I experienced this recently when two of my first-year classes sent me drafts of their academic papers to read. Although I know them to be typically polite students, the short, sharp tone of their emails left me wondering about their social competence.

The requests they wrote consisted of blunt sentences like, "I stuck a file. Please check my drafts". One in five of the students did not write any message in the body of the email at all. The sending of a draft implies an imposition (of time and effort) within an asymmetrical relationship (from a student to a teacher), so according to politeness theory the senders should have been using a formal register to initiate the request. In fact, only one in four wrote a request in the message at all. As outlined in table 1 below, these requests were typically worded as variations of the formulation "Please check it".

Table 1: Student emails including direct requests*

1	Hello, Dr.Greer, this is my literature leview. I f you reply to me, please send to the next address (email address). Thank you for reading. (Name in kanji)
2	Dr. Geer Please read it , thank you for your great support. Usually, I don't use this address. If you replay me, please maill.(email address)
3	I stuck A file. Please check my drafts.
4	Hello.I arrived at the class at 10.I'm sorry to be late.I put my report in your box, so please receive it.
5	Hello, Dr. Greer. I'm (name), your student in (class).I add my report to this e-mail. Please check it.
6	Mr. Greer, I am writing this email to send you my paper. Please check it. Sincerely, (name)
7	My name is (name), (class).I will send my electric version paper. please check it.
8	Dear Professor Tim Greer, I will attach the report to this email. Please check it. (Name)

* The requests have been highlighted in bold. All punctuation and spelling has been left in its original form. Identifying features have been removed but their gist has been given in parentheses where it appeared in the original.

Only 16 out of 29 (55%) wrote their name in the body of the email somewhere, while only eight (27.5%) identified the class they were in. However, one of these names was in Kanji and one student wrote his class, name and student number in the body of the email and nothing else; while this is definitely all the information I needed, it is lacking somewhat in politeness.

Many of the students did not follow basic letter-writing conventions at the start of the email. Two out of three failed to use a greeting or salutation like “Hello” or “Dear”. In addition, only 41% of the students used my name at the beginning of the email, but when they did it was usually with an address term (such as Mr., Dr. or Prof.) and only one student called me by my first name. Typically American speakers of English would be more likely to use an address term when writing to a professor, but in Australia (where I was raised) we often call professors by their first names so I personally found these greetings to be a little formal. That being the case, they often jarred with the abrupt directives that came after them, such as No. 2 in Table 1 above, “Dr. Geer Please read it” (sic). As recent online articles have shown (Gulliver, 2014; Schuman, 2014), the issue of what students should call their professors is not just a difficult one for non-native speakers.

Only one student clearly identified the reason for sending the email, “I am writing this email to send you my paper” (Table 1, No. 6). More commonly they simply stated that they were sending the draft, and this seemed to serve as an implied request. The examples in Table 2 were typical.

Table 2: A selection of student emails with implied requests

1	Mr. Greer, I'm (name). I'm a member of (class). I give you my research paper.
2	I'll send you my final report. Thank you.
3	Dr. Greer, This is my electronic version of my final draft. (Name)
4	This is a paper of Reading class in (class). (student no. Name, Kobe Univ)
5	This is my report. (Name, Name repeated in Kanji)
6	Dear Pro. Greer I have attached my final report to this e-mail. (Kobe University Faculty Student no. Name)

Some students seem to carry out this function with the future tense resulting in sentences like “I will hand in my report” or “I’ll send you my final report”, even though they were attaching the draft to the email at that time. At some level this may be a simple grammatical issue, but it also has the potential to lead to pragmatic misunderstanding because such phrases sound more like a future promise rather than a current request. A more commonly used form would be the past perfect tense (as in Table 2, No. 6) or the present continuous tense, such as “I am sending you a copy of my paper”.

Finally, four of the emails (just 14%) had a message of appreciation, such as “Thank you for reading”, “Thank you for your support” or simply, “Thank you”. These naturally tended to be those that I did not feel were impolite. Quite apart from the sentiment they expressed, these phrases worked to extend the message beyond just the business of submitting the attachment resulting in a generally longer email. They also served as a closing so that the messages did not seem as curt.

It could be just that I am getting crotchety in my middle-age, but since each of the attachments on those email represented a good deal of time and work to me I began to feel that they should have been delivered with a little more respect. The emails that did not include any message rankled me the most. I was also intrigued about how messages that consisted only of “Please check it” could make me feel put out even though they had the word please in them. There was something about their brevity that seemed rude despite their use of a polite request. It could be that young Japanese people are used to using email as a tool for delivering files and therefore do not see the necessity of writing a formal request to go with them. Certainly I was aware the mails would be arriving so there was no real need for them to write an explanation. In addition it may be that I am placing my own understandings of politeness on to a genre that does not work that way in Japanese. I receive quite a lot of work related email where the writer does not identify him/herself in the body of the message. Finally, I am also undoubtedly to blame in part, since I did not specifically teach them how to write an appropriate email request. That is something I will make sure to rectify in next year’s class.

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Business English as a Lingua Franca: Interaction and Intelligibility

Alan Simpson

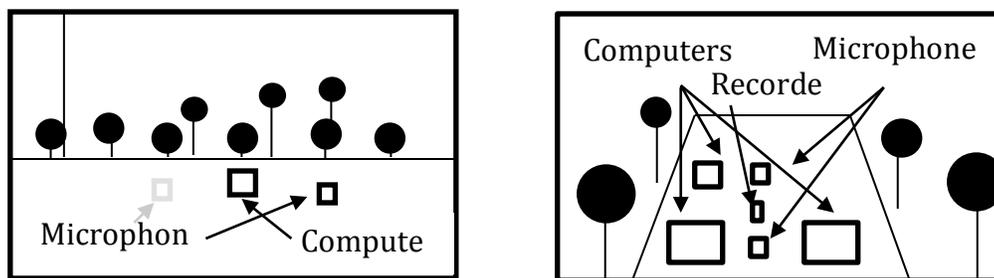
Asahi Kasei Amidas,

Abstract

In this article, Alan Simpson, from Asahi Kasei Amidas, shows how he is trying to help his students to improve their listening and interaction skills. The Japanese students are researchers in a corporate environment, with a strong need to understand and communicate with their Chinese and American co-workers in English. They use audio files to check whether a Chinese researcher's pronunciation is intelligible, and then transcripts to discuss pronunciation patterns.

Introduction

Japanese contact lens researchers hold monthly video conference meetings and bi-annual face-to-face meetings in English with their foreign co-workers, as shown in figure 1.



November 6th 2013, 6pm: California
Japan

November 7th 2013, 9am:

Figure 1: November 2013 video conference

There are American, Chinese, Filipino, and English members of staff working in California. The main problem for the Japanese staff is understanding the Chinese English accent. Therefore, the main research objective is to identify the listening problems, and develop pedagogical activities to improve their listening awareness and interaction skills.

“The understandability of any utterance, rather than being fixed by some abstract definition, depends upon the circumstances in which it appears” (Garfinkel & Sacks 1970). Sacks also argued that the mechanism of tying that utterance to another through the use of adjacency pairs is an economical way of achieving intelligibility (Sacks 1990, Schegloff & Sacks 1973). However, English as a Lingua Franca (ELF) conversation has

“a type of spoken interaction within which participants typically make unidiomatic and non-collocating lexical selections, and where the talk throughout its duration is commonly ‘marked’ by dysfluencies, and by syntactic, morphological, and phonological anomalies and infelicities – at least as such aspects are recognized by native speaker assessments” (Firth, 1996). Therefore, straightforward adjacency pairs used by monolingual speakers may not be so economical for ELF speakers at showing intelligibility.

Furthermore, the institutional context may affect how participants enact the turn taking system, including: their ability to talk, provide response tokens, overlap, hesitate, make false starts, errors, and topical trajectories. This is due to the participants acting in a task-based manner, with unequal involvement because of a certain agenda, teamwork or a difference in the knowledge level, (Heritage, 1997:169, 2004:230).

Therefore, it is important to understand the local context, and the functionality that is required, before building appropriate pedagogical approaches (Seidlhofer, 2011). This is a bottom-up approach instead of just making comparisons with how native speakers use English. The majority of native speakers do not speak Standard English so more focus should be put onto intelligibility and comprehension (Goh & Burns, 2012). Intelligibility is the ability to recognize individual words or utterances, whereas comprehensibility is the listener’s ability to understand the meaning of the word or utterance from the context (Smith & Nelson, 1985). Furthermore, according to Pickering (2006) and Jenkins (2002), native (NS) and non-native speakers (NNS) use different intelligibility and comprehension processes. Pickering said that NS comprehension of L2 speech is related to intonation, stress and rhythm, trying to pick out content words, and not focusing on the grammatical words. Whereas NNS focus is on segmental units, like vowels, consonants, or phonemes. So her conclusions are that NNSs are processing from the bottom up, and then trying to make the context fit the sounds or words they hear.

Methodology & Analysis

In this article I will focus on just one Chinese man’s interview because he is the most difficult person for my students to understand, and this is the extent of my research to date.

Extract 1: KO, a Japanese member of staff, is interviewing H, the Chinese researcher. H has just read KO’s slide and is talking about her English.

106. KO: Thank-you.
 107. H: Yes. I just reed it, but even dou, you are writing dis
 108. way. Somovdem, the writing-
 109. KO: Hmm
 110. H: is nawt vevy good.
 111. KO: Mmm. Yes, ((laughs))
 112. H: Maybe, de people here, [dey didn’t [write in dis way,
 113. KO: [uh-huh [mm
 114. H: Bud no madder whad
 115. KO: Mmm

116. H: Dey can understand, [whad you are [uh talking [about.
 117. KO: [mm [mm [mm
 118. H: Basically, we didnd pusue [(1.0) gramma,
 119. KO: [mm
 120. H: you need [vewy, vewy cowectly, no.
 121. KO: [mm
 122. H: You jus speak out, [whad you are dinking,
 123. KO: [mm
 124. H: and wha:d's de reason, and as long as you talk,
 125. you'll lear[n from others,
 126. KO: [mm
 127. H: and then you can improve the English.
 128. KO: Yeah
 129. H: So, in fact, communica[tion is impotant,
 130. KO: [mm
 131. H: but de people mow focused on de contents.
 132. KO: Mm
 133. H: And as long as de contents of your presen[tation,
 134. KO: [mm
 135. H: it's vewy clear
 136. KO: Mm
 137. H: People can reed it.
 138. KO: Mm
 139. H: People can understand it.
 140. KO: Mm
 141. H: And that's wital, [right?
 142. KO: [mm
 143. H: Yeah.
 144. KO: Thank-you ((laughs))

This shows some of H's pronunciation features. In the classroom, KO said that she understood about 70-80% of what was said, (using ethnographic interviews), and just let the rest pass (Firth, 1996) so she could try to guess later. Another student thought that the Chinese researcher had said that the writing was very good, even though he said *nawt vewy good* but other students disagreed. After repeated listening, the first student still thought that he said the writing was good. *Nawt* was still unintelligible. (*Transcripts are not included due to word limit constraints*).

After the students were given a copy of the transcript, they were asked to identify any words or phrases that they thought were difficult to understand.

Table 1: Some unintelligible consonants and vowels from the interview

Phrase	Phonemic Transcription	Description
diffent	/'difənt/	No r before an nt sound in non- rhotic accents

propetees	/'prapəti:z /	R is only pronounced before vowels in non-rhotic accents
very well	/veri/	R is pronounced but the vowel length is shortened, making it sound like vew well.
mow strayfowad	/'mɔ: 'streɪfɔwəd/	In rhotic accents r is dropped before a break in words.
Though	/'dɒʊ /	th (though)->d (Should be ð)
Someovdem	/'səm əvðəm /	th->d
Contentsere	/kən'tentser /	th->s
That's wital, right?	/'waɪtəʊ /	v->w
Lidle beder	/'lɪdəl 'bedər/	tt->d, lidle was understandable but beder was not
stibility	/strɪ'bɑ:lɪti:/	a->i, i->a
presentation skulls	/'skɑ:lls/	i->a
yis vewy clear	/jɪs/ /vewi:/	i->yi
Nawt care	/'næʊt 'ker/	o->aw

Note: Phonemic transcription based on Collins & Mees, (2013).

Dropping the r (elision) was problematic. H dropped his r's unless they were before vowel sounds, like in the word properties. This is called a non-rhotic pronunciation. Other problems were caused by th, and double t being pronounced as a d. Th is also an important factor in assimilation. double t, which both sound like a d. Furthermore, vowel variation, adding vowels, such as *nawt* (vowel epenthesis) and vowel lengthening were all difficult for the students to understand.

Discussion

One student said that she jumped over the word *vewy* and focused on the content words, whereas another student found it difficult to understand the content words because when a word was unintelligible there was a breakdown in understanding. This showed different student processing techniques. Therefore, to support both students, different listening activities could be developed. Initially listening to the audio files for key words, and ignoring the weak or grammatical forms. Then getting the students to discuss what they can understand. The weakness with this approach is that the students who are using bottom-up process struggle at this stage. Therefore, the second stage is to ask them to make their own transcript extracts, then they can compare and discuss the pronunciation patterns as well.

In their actual meetings, the students would sometimes not repair an unintelligible utterance and simply “let it pass” (Firth, 1996), and would not as Matsumoto (2011) stated, repair or refer back to them as their talk progressed. This was due to the local context and possibly also their competence and confidence too. Therefore, by using transcripts in the classroom provided a safe environment for the students to discuss their listening abilities and forge new strategies. They would like to try to ask more clarification and repair questions in their

meetings, and also listen to recordings of other native and non-native speakers so that they can build an understanding of the variety of pronunciation patterns that different speakers use.

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Prag-SIG at JALT 2014

The upcoming JALT international conference will be taking place from 22nd to 24th November at the Tsukuba International Congress Center (Epochal Tsukuba) Tsukuba, Ibaraki. As ever, the Prag-SIG is well represented at the conference. Take a look at the info below and make a note in your diaries for any sessions you want to attend. It looks like a packed schedule and I'm sure that you will find plenty of interest. (For those attending the conference, you may wish to book accommodation in Tsukuba, but the commute from central Tokyo (Akihabara) is only 45 minutes!!)

At a glance:

Date	Time	Room No.	Presenter	Title	Format	Pres. No.
Nov 22 (Saturday)	11:35 AM - 1:35 PM	1st Floor Atrium	Glasgow, Gregory Paul - Meikai University, Urayasu Campus; Paller, Daniel Leigh - Kinjo Gakuin University	Pragmatic Information in MEXT-Approved Textbooks	Poster Session	277
Nov 22 (Saturday)	11:35 AM - 1:35 PM	1st Floor Atrium	Hamamoto, Satoko - Yasuda Women's University	Corpus-Based Findings During FTD	Poster Session	422
Nov 22 (Saturday)	1:20 PM - 2:20 PM	Rm 201 B	Darr, Bryan - Urawa Gakuen; Sato, Masanobu - Keio University	Fresh Research and Practices From Saitama	Workshop	934
Nov 22 (Saturday)	1:20 PM - 1:45 PM	Rm 407 A	Koseki, Kimiko - Denenchofu Futaba Junior and Senior High School	North American Speakers' Informal Email Requests	Short Paper	733
Nov 22	3:35	Rm 202 B	Fujimoto,	Pragmatics SIG	Short	830

(Saturday)	PM - 4:20 PM		Donna - Osaka Jogakuin University	AGM	Meeting	
Nov 22 (Saturday)	4:30 PM - 4:55 PM	Rm 401	Fukazawa, Seiji - Hiroshima University; Mierzejewska, Megumi - Seigakuin University	Complaints by Thai and Japanese EFL Learners	Short Paper	589
Nov 22 (Saturday)	5:05 PM - 5:30 PM	Rm 401	Ishihara, Noriko - Hosei University	A Marriage of Peace Linguistics and Pragmatics	Short Paper	153
Nov 22 (Saturday)	5:40 PM - 7:10 PM	Rm 401	Okada, Yusuke - Osaka University; Siegel, Aki - Rikkyo University; Siegel, Joe - Oberlin University	Assessing L2 Pragmatic Development	Forum	829
Nov 23 (Sunday)	12:25 PM - 1:55 PM	Rm 201 A	Greer, Tim - Kobe University; Ikeda, Keiko - Kansai University; Bysouth, Don - Osaka University; Leyland, Chris - Kobe University	Conversation Analysis Across Borders	Forum	74
Nov 23 (Sunday)	2:10 PM - 2:35 PM	Convention Hall 200	Osuka, Naoko - Meiji University	Pragmatic Transfer: Pre- and Post-Study Abroad	Short Paper	760
Nov 23 (Sunday)	2:45 PM - 3:10	Convention Hall 200	Trent, Nobuko - Aoyama	Politeness: Speaker's Information	Short Paper	358

	PM		Gakuin University	Territory Model		
Nov 23 (Sunday)	6:50 PM - 7:15 PM	Rm 401	Nicholas, Allan - Kanda University of International Studies	A Concept-Based Approach to Teaching Requests	Short Paper	374
Nov 24 (Monday)	10:25 AM - 10:50 AM	Rm 407 B	Matsuoka, Yaoko - International Christian University	Use of Recast in Implicit Pragmatics Instruction	Short Paper	556
Nov 24 (Monday)	1:20 PM - 1:45 PM	Rm 402	Takeda, Reiko - International Christian University	Japanese Students and Their Questions in English	Short Paper	739
Nov 24 (Monday)	1:55 PM - 2:20 PM	Rm 403	Cervantes, Seth - Tomakomai Komazawa University; Olson, Robert - Tomakomai Komazawa University	Using Cotext to Improve Communication.	Short Paper	452
Nov 24 (Monday)	3:05 PM - 3:30 PM	Convention Hall 300	Ronald, Jim - Hiroshima Shudo University; Hawthorne, Tim - Hiroshima International University	Self-Disclosure: From Small Talk to Big Talk	Short Paper	198

In other news of upcoming events, Jim Ronald writes:

A date for your diaries:

"Pragmatics and Language Education Workshop"

7-8 March, 2015, Aster Plaza, Hiroshima

Workshop led by Dr. Noriko Ishihara, presentations by five more speakers.

Further details will follow soon - look out for the flyer at the JALT National Conference!