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From the editor

Happy New Year to all, and I trust that the second semester is coming/has come to a successful conclusion and you can all enjoy a well-deserved rest. Such is the cycle of academic life that the winter break also brings with it the opportunity to work on our research, attend conferences and submit proposals for conferences later in the year. Please see the conference information section below for more details. If any members are attending any conferences, why not share your experiences with the Pragmatics SIG

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membership? Conference reviews, reports on presentations you have attended (or given) and news of any upcoming events that you know of are most welcome here and help keep the membership connected. Please contact me at the address below if you have any submissions.

In this issue David Tedone of Toyo University looks at pragmatics in relation to the world of teaching business English and makes the valuable point that even when learners achieve higher levels of proficiency, it does not necessarily follow that successful communication is achieved. In a business English context, pragmatic awareness is often invaluable for speakers who are involved in real-world situations that have real-world outcomes.

Also in this issue, Abigail Capitin-Principe of Aichi Shukutoku University and Kumiko Kizu describes their attendance at a Conversation Analysis research retreat organized by the pragmatics SIG held in Nagoya last autumn. (More of these events are planned for 2015, watch this space for more details.)

And finally, there is a rundown of the upcoming pragmatics workshop in Hiroshima, which promises a wide variety of interesting presentations that should be of interest to our members. Hope to see you in Hiroshima!

Seeking “Common Ground” as Communication Strategy

David Tedone

Toyo University, Tokyo

I would like to become a more logical speaker.

I need to be able to convince my boss to increase my budget.

I want to be more persuasive in meetings and get people to agree with me.

These statements are typical of the recurring reasons intermediate and advanced students give for wanting to join business English courses and continue their study despite being largely proficient in using English in international business situations. They feel that opportunities to be more convincing and have their voices heard are missed, resulting in less success and fewer positive outcomes. In fact, they seem to lack an overall strategy for their communication, whether it takes place as part of social interaction at a coffee break or luncheon, during a telephone call, in a business or sales meeting, negotiation, or presentation.

As ESP teachers, it is difficult to proscribe a strategy to address this need, particularly since students are interacting in a broad range of contexts. Instead, we often find ourselves focused predominately on the linguistic code, often unknowingly setting students up for miscommunication, while missing opportunities to broaden the socially situated communication skill of our students.

Recent research in the field of pragmatics, however, has yielded new insights into the needs of speakers in intercultural settings, one of which is the importance and complexity of finding “common ground.” This pragmatic concept has proven to be particularly useful in business ESP courses because it addresses important pragmatic needs of students in intercultural situations and can give them strategic guidance.

Kecskes (2014:151) writes, “Common ground refers to the ‘sum of all the information that people assume they share’ (Clark 2009:116), which may include world views, shared values, beliefs, and situational context.” When students operate in an intercultural environment, they are often lacking knowledge of and experience with what is known as “core common ground,” so they need to rely more on the actual situational context, what Kecskes calls “emergent common ground.” Simply having students learn phrases is not sufficient. Instead, giving students some knowledge of this pragmatic concept and ample opportunities to practice developing their skills will lead to more useful and successful communication.

Situational awareness, or emergent common ground, can best be developed through role-plays where students need to “create and co-construct” (Kecskes 2014:153) appropriate discourse through interaction. Co-constructing a discourse centers on not just sharing information but also identifying and defining terms, processes, and roles until they become familiar and shared assumptions.

A good example of such an exercise is small talk, or the simulation of social interaction at a coffee break, luncheon, or cocktail party. Instead of giving students a dialogue to memorize with stock phrases encountered at such gatherings, it is better to focus the communication on topics and strategies for giving and asking for information. Such a strategy could be to exchange information through a process of reciprocation, or alternating questions and answers. That is, if someone asks you what you do for a living, you should answer, but then reciprocate and ask a similarly themed question. In this way, speakers can begin to define their relationship and discover information about each other, which can lead to identifying areas of mutual interest or experience, and creating connection (Gee 1989). Another strategy for developing awareness of emergent common ground in social situations is careful selection of topics. Certain topics could be considered sensitive and best avoided, while others might be outright taboo. So, understanding the social appropriateness is a critical consideration. In addition, because the overall strategy in small talk situations is to find areas of common interest, getting bogged down in one topic is not recommended.

Participation in a business meeting can be fraught with cultural ambiguity and misinterpretations. Placing more emphasis on emergent common ground, however, in a simulated business meeting can lead to more persuasive outcomes. One way to minimize confusion and present a more logical argument is to develop a process and then make that process visible to participants. Even better is to work with the group to establish the process. If the purpose of the meeting is to make a decision based on a consensus view, then establishing an order of discussion can help. First, review the purpose of the meeting, summarize the situation, and establish participant roles; second, brainstorm possible alternative solutions; third, analyze the alternatives and rank them using agreed-upon criteria; finally, vote on the most promising alternative.

Defining key terms and concepts is also critically important to avoid misunderstanding and to create shared assumptions (Carbaugh et al 2011). For example, what constitutes “appropriate criteria” for making a decision? In one exercise, a group of students may be asked to decide on which employees in a fictitious department should be made redundant. Cultural considerations may make age a more or less important factor, requiring that the youngest employee be laid off first. Even what it means to “chair a meeting” could be explored to ensure common understanding. The chairperson in one

culture may be seen as the authority, and any attempt to challenge that person's view of the situation would constitute a social breach (Pinker 2007). As such, instead of a meeting based on interaction and open discussion, it might reflect a ratification of the chairperson's view (Scollon, Scollon, and Jones 2012). In a different culture, the chairperson may be seen solely as a facilitator without accountability for the result.

Finding emergent common ground also requires participants to define what is meant by terms, such as "consensus," "compromise," or "concession." In effect, to create and co-construct the meeting discourse, care should be given to ensure that all participants have a similar understanding of the information being presented, including important concepts, processes, and roles.

In conclusion, the identification of emergent common ground may not address all the strategic needs of business ESP students, but it can be used to increase the overall effectiveness of intercultural communication in simulated and real international business situations. By focusing the communication on the situational context and not relying on one-sided cultural assumptions, students can more strategically focus their communication and make their arguments more convincing, while minimizing misinterpretations caused by cultural values. Seeking common ground requires participants not only to relate information, but also to define terms, outline processes, and establish relationships. In doing so, they will find a wealth of opportunities to be more logical and persuasive intercultural communicators.

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CA Research Retreat: Notes from a Newbie

Abigail B. Capitin-Principe

Aichi Shukutoku University

I have recently been introduced to Conversation Analysis, this was at the SIG Pragmatics Research Retreat last August 30 to September 1. Full disclosure, I had no idea what Conversation Analysis was prior to attending the Research Retreat. After the retreat, it dawned on me that it was a particularly interesting research field. It got me thinking

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about the wealth of information and knowledge we can get from seemingly simple things like students' conversations. In my eight years of teaching I've never really thought about analyzing the conversations that go on around me. The Research Retreat opened my eyes and made me want to learn more.

There were a lot of new terms and concepts that were introduced to me, and for a while my head was spinning, I think even now, it still is. But the facilitators, Mr. Tim Greer and Ms. Eiko Yasui, were wonderful. They clearly explained the concepts in such a way that even a newbie like me, could grasp the essential ideas.

CA itself is a fascinating field of study, although it looks a bit daunting, with all the terms and the symbols. But here again, the facilitators came to the rescue by explaining what the terms mean and why the symbols are important, they also mentioned that after a while you get used to the symbols, and they just integrate naturally in your analysis. It was quite encouraging listening to them.

It was a wonderful experience, and I look forward to participating in more activities of the same nature, in the future.

Pragmatics SIG retreat in Nagoya

Kumiko Kizu

I joined the Research Retreat organized by JALT Pragmatics SIG for the first time this summer. It was held at Nanzan Gakuen Kenshu Center in Nagoya, consisting of three-day lectures by the two facilitators, Tim Greer and Eiko Yasui. I had a great time in and outside the lecture room, learning a lot about CA and having good discussions and conversations with other participants. I would like to thank everyone I met during the retreat.

Every lecture Tim and Eiko gave us was valuable and inspiring. I would like to mention two lectures by which I was personally fascinated here. *An overview of CA concepts* by Tim on the first day, as well as a variety of opinions from the participants in *Applying CA* on the third day, gave me a good opportunity to review CA concepts and consider how we can introduce them to students in classrooms. In addition to the illuminating overview of CA concepts, the discussion about “when were you annoyed during conversation,” was fun and very helpful to understand how we recognize turn-taking in everyday conversation. Such a question would be a good start for students to think about conversation from the viewpoint of turn-taking (Actually, after the retreat, I used this question in my class along with another question, such as “when did you have a lot of fun during conversation,” and it worked!).

Multimodality by Eiko on the second day introduced me to another aspect of everyday interaction and CA research on it: how the speaker coordinate words (or sounds) and visuals such as eye direction, gestures and posture in conversation. Her specific and detailed analysis of how and when participants employ each other's gestures to display their agreement or disagreement was very intriguing and insightful.

I hope that I will have such a great opportunity as this retreat in the future.

Upcoming Event: Pragmatics Workshop in Hiroshima

Jim Ronald and the JALT team in Hiroshima have been working away behind the scenes to put together a pragmatics themed weekend on March 7th and 8th. Here are the details:

Pragmatics and Language Education Workshop March 7-8, 2015, Aster Plaza, Hiroshima *sponsored by JALT Pragmatics SIG & Hiroshima JALT*

Workshop led by Professor Noriko Ishihara
Without cultural knowledge, language learners may not fully understand the meaning of a message in an L2. Even with perfect grammar, they could completely offend their conversational partners without using language appropriately. This workshop focuses on these sociocultural aspects of language learning to stimulate teachers' creativity for effective pragmatics instruction. For those of us who've never been able to attend the annual CARLA summer workshop at the University of Minnesota, this will give a taste of what we've been missing!

石原紀子教授によるワークショップ
言語に込められた間接的な意味を理解し、相手の真意をくむ。また、相手に親しげに話しかけたり、丁寧にお願いしたりしながら人間関係を築く。私たちが日常行っていることですが、これを外国語で行うには、その文化的コンテキストの理解なしには難しいでしょう。文法は完璧でも、言語を状況に適切に使うことができなければ、相手を怒らせてしまうこともあります。このワークショップでは、このような社会文化的事のばの使い方に焦点を当て、参加者のクリエイティビティーを活かした効果的な語用論的指導を考えます。ミネソタ大学恒例CARLAの夏期講習のエッセンスをぜひご体験下さい。

In addition to the workshop sessions, there will be presentations relating to pragmatics and English and/or Japanese language teaching, to communication strategies and pragmatic language choices in English as a lingua franca, and to critical discourse analysis. We are very glad to welcome the following presenters:

Seiji Fukazawa 深澤 清治 Michiko Kasuya 糟屋 美千子
Ryota Nagata 永田 良太 Mayu Konakahara 小中原 麻友
Yoko Nogami 野上 陽子

More information will be available at:
Hiroshima JALT: <http://hiroshima-jalt.org/>
Pragmatics SIG: <http://www.pragmsig.org/>

Direct inquiries to:
Jim Ronald ジム・ロナルド (English)
jmronald@gmail.com
Yoko Nogami 野上 陽子 (English/日本語)
ynogami@cc.matsuyama-u.ac.jp

Registration Fees (for 2-day workshop)

Non-JALT members: ¥7,000
JALT members: ¥4,000
(full-time) students: ¥4,000
JALT student members: ¥2,000

Registration Site
tinyurl.com/2015praghijalt



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Jim was also kind enough to send me the proposed schedule and the abstracts for the talks and workshops. All presentations and workshops will be in English except for the talk on day two by Professor Ryota Nagata. (Abstract in Japanese below.)

Schedule

Day 1

- 9:00 – 9:30** Registration
- 9:30 – 10:10** Introduction, welcome, orientation (led by Jim Ronald)
- 10:25 – 11:15** Choice of two talks (50 mins)
 A: Developing Students' Critical Awareness of Language and Power through Critical Discourse Analysis (by Michiko Kasuya)
 B: A Reconsideration of Communication Strategies from the Perspective of English as a Lingua Franca (by Mayu Konakahara)
- 11:15 – 12:25** Lunch (70 mins)
- 12:25 – 1:40** Workshop session 1: (All workshop sessions led by Noriko Ishihara)
"Teacher, you should become thin": Teaching advice-giving (75 mins)
- 1:55 – 2:55** Workshop session 2:
 Knowing why: Pragmatic needs analysis (60 mins)
- 2:55 – 3:20** Tea break
- 3:20 – 4:35** Workshop session 3:
 Focus on writing: Teaching written discourse (75 mins)
- 4:50 – 5:40** Plenary talk: Teaching and Researching Pragmatics of English as a Lingua Franca (by Seiji Fukazawa) (50 mins)
- 6:00~** Dinner (@ Otis)

Day 2

- 9:30 - 10:20** Choice of two talks (50 mins)
 A: 会話におけるフェイスバランス探求行動－「ほめ」を例として－ (by 永田 良太)
 B: Expression of identities and making your own pragmatic choices in English as a lingua franca (by Yoko Nogami)
- 10:20 - 10:50** Coffee break
- 10:50 - 12:05** Workshop session 4:
 Stories for children and adults: Teaching pragmatics through narratives (75 mins)
- 12:05 - 1:15** Lunch (70 mins)
- 1:15 - 2:30** Workshop session 5:
 Do you agree?: Assessing learner language (75 mins)
- 2:30 - 3:00** Tea break (30 mins)
- 3:00 - 4:15** Workshop session 6:
 Assessing learners' pragmatic awareness, and/or
 Making collaborative action plans: When, why, and how (75 mins)
- 4:30 - 5:00** Final words (led by Carol Rinnert)

Workshops and presentations: Abstracts and Bio details

Noriko Ishihara, Ph.D. is associate professor of EFL/TESOL at Hosei University, Japan. She also leads professional development courses in L2 pragmatics at Kanda University of International Studies and the University of Minnesota. She has designed a web-based curriculum for learning L2 Japanese pragmatics and developed ESOL materials for Japanese learners. She is a co-author of *Teaching and Learning Pragmatics: Where language and culture meet* (2010, with Andrew D. Cohen) and the translating author of its revised version *多文化理解の語学教育 語用論的指導への招待* (to be published March 15, 2015).

Michiko Kasuya
University of Hyogo

Developing Students' Critical Awareness of Language and Power through Critical Discourse Analysis

Critical Discourse Analysis (CDA) is the analysis of linguistic and semiotic features of social processes and problems, aiming at social change. This presentation will consider how CDA can contribute to language education at university in Japan, and help teachers and learners reflect on the use of language in their society and culture, and pursue better use of language in order to reproduce their own society.

CDA emphasizes that language negotiates and exercises power, and constitutes common-sense beliefs that establish unbalanced power relations (Fairclough, 2001; 2003). By constructing, transforming and legitimizing power relationships in society, language has contributed to creating the social, political and economic issues in contemporary societies. Meanwhile, language education has a possibility to develop students' critical awareness of the connections between language and power. In Japanese universities, opportunities for teachers to foster such awareness appear to be limited, and foreign and second language and communication classrooms probably constitute one of the major and vital places where that is possible.

This presentation illustrates what CDA is: its focus, aims and approach. It also introduces the examination of university students' actual analyses that attempted to decode expressions of power from news reports which they read critically in communication classrooms. It considers how CDA can be utilized to foster students' abilities and attitudes to analyze and decipher power produced by language.

Michiko Kasuya is an Associate Professor in the School of Human Science and Environment at the University of Hyogo. Her research interests include critical discourse analysis; media discourse; environmental, political and economic discourse; and the application of CDA to language education.

Mayu Konakahara
Waseda University

A Reconsideration of Communication Strategies from the Perspective of English as a Lingua Franca

This paper investigates communication strategies (CS) in English as a lingua franca (ELF) interactions, using a conversation analytic approach which was combined with perspectives from theories of communication (i.e., Brown & Levinson, 1987; Grice, 1975). It focuses on how ELF users from diverse lingua-cultural backgrounds manage face-threatening acts in interactions, namely competitive overlapping,

disagreeing, and complaining about absent targets (i.e., third-party complaints), while communicating with friends on social occasions in British university settings. In the current era of globalization, the majority of English users are non-native speakers (Crystal, 2003), and more and more people communicate in English across the boundaries of nations and regions (Seidlhofer, 2011). This sociolinguistic reality of English questions the “appropriateness” of native-speaker norms as a benchmark for language teaching, testing and learning. There is an urgent need for reconsidering CS from an ELF perspective, and this underpins the motivation of this research. Ten recordings of casual conversation among international students were qualitatively analyzed in detail. The analysis has revealed that ELF users are capable of adjusting the use of various resources for negotiating stances at face-threatening moments in situ and, consequently, are successful in ensuring mutual understanding and developing interpersonal relationships. Finally, pedagogical implications of this research will be discussed.

Mayu Konakahara is currently a researcher at the Institute for Advanced Studies in Education, Waseda University. She has submitted her PhD thesis to the university and is teaching English in a few universities in the Tokyo area. She is also giving a lecture on English as a lingua franca (ELF). Her research interest lies in the investigation of discourse-pragmatic features in ELF interactions in order to consider communicative capability required for future ELF users.

Seiji Fukazawa

Hiroshima University

Teaching and Researching Pragmatics of English as a Lingua Franca

With growing opportunities for global communication, there are more and more chances of interaction in English between non-native speakers. In fact, a large proportion of communication in English that takes place in the world is between people whose native language is not English. In this world, can or should native speakers' pragmatic norms, such as typical British or American language use, be the standard to model after for teachers and learners of English? Further, how should speakers of other languages take into account their own pragmatic norms or accommodate to other's pragmatic norms when speaking in English? This presentation will seek to address some of these issues: first by showing some interesting differences in terms of directness by comparing the words of requests in English and Japanese in street signposts, and then through reporting a small cross-cultural inquiry into EFL complaints strategies between Thai and Japanese learners.

Seiji Fukazawa is a Professor in the Graduate School of Education at Hiroshima University, specializing in Language and Culture Education. His research interests include second language acquisition, cross-cultural pragmatics, and classroom-

based research, with recent research largely centred on the development of foreign language learners' pragmatic competence in study abroad and educational settings.

広島大学大学院教育学研究科・准教授
永田 良太

会話におけるフェイスバランス探求行動
－「ほめ」を例として－

「ほめ」は受け手のポジティブ・フェイスに関わり、受け手を快くさせる言語行為である。そのような「ほめ」は、日常生活において人間関係を円滑にする役割を果たしているが、日本語教育の現場では「先生は授業が上手ですね。」という学習者からの「ほめ」に対する教師の戸惑いの声が聞かれることがある。また、「日本語が上手ですね。」という母語話者からの「ほめ」に対する「いえ、まだまだです。」という学習者の定型化した応答への違和感も指摘されており、日本語学習者が談話の中で「ほめ」を適切に実現させることは容易ではない。

日本語の「ほめ」に関しては、表現形式、表現意図、対象などによって様々に分類され、研究が行われてきた。そこでは、目上の能力に対する「ほめ」が母語話者同士の会話ではほとんど見られないことや相手との関係に応じて様々な応答が見られることが報告されている。さらに、「ほめ－応答」の連鎖の後には、依頼・要求表現や興味・関心を示す表現が見られることが指摘されている。このように、「ほめ」に関しては「ほめ」表現の分析にとどまらず、「応答」やその後の展開へと分析対象が拡大されてきた。本講演では分析対象をさらに拡大し、「談話」という枠組みの中で「ほめ」がどのように行われているかを明らかにする。初対面の者同士の談話を分析すると、「ほめ」という言語行為を通して、会話の参加者が相互のフェイスバランスを保とうとしていることに気付く。相手からほめられることによって自らのポジティブ・フェイスが一方向的に満たされることになるが、ほめられた側は相手をほめ返すことによって、そのように相互のフェイスバランスが不均衡な状態を、その後の談話展開の中で解消しようとしている。また、参加者自身のフェイスには直接関わらない事柄に対する「ほめ（第三者ほめ）」が一つのトピック内で相互に行われることで、互いの価値観を承認するという相互行為が談話中では行われている。

従来、「ほめ」に関しては個別の「ほめ」表現およびそれを中心とする局所的な分析が行われてきたが、「ほめ」は談話中の他の「ほめ」やトピック展開と密接に関わっている。第二言語としての語学教育を考えた時、今後はこのような広い視点で「ほめ」をはじめとした言語行為を捉えていく必要があることを本講演では主張する。

広島大学大学院教育学研究科日本語教育学講座・准教授
永田 良太 (ながた りょうた)

2002年に広島大学大学院教育学研究科で博士（教育学）を取得。その後、広島大学大学院教育学研究科の助手、鳴門教育大学大学院学校教育研究科の准教授を経て、2012年から現職。専門は社会言語学・談話分析。

Yoko Nogami

Matsuyama University

Expression of identities and making your own pragmatic choices in English as a lingua franca

The talk will start with introducing a link between English as a lingua franca (ELF), pragmatics, and speakers' identities. Based on empirical research, the presenter will show how ELF speakers' expression of identity is reflected upon their choices of pragmatic uses in ELF. ELF research counters the monocentric view of English based on norms of native English speakers (NES), and supports usages by any English language users, including their local and global sociolinguistic repertoires, depending on their needs. Such a pluricentric approach to the teaching and usage of English can facilitate learners and any speakers of English to contemplate their own varieties of English to use in a sociopragmatic and pragmalinguistic reality. Also, this is where language use and expression of identity come to be associated.

In the latter part, the presenter will share an idea for a classroom activity that seeks to raise students' awareness on the issues of identity and sociopragmatic reality in ELF by examining their own pragmatic choices in intercultural communication. With this activity, students will be able to appreciate the possibility of diverging from NES norms and of creating their own varieties of English use, as well as to learn some pragmalinguistic expressions that match the intended meanings.

Yoko Nogami obtained a PhD in Applied Linguistics from the University of E, U.K. in 2011, and is currently a lecturer at Matsuyama University. Her primary interest is in the issues of L2 user identities and English as a lingua franca, along with pragmatics in intercultural communication.

Your Prag-SIG committee team

Following the Pragmatics SIG annual general meeting held at the JALT national conference in Tsukuba the following membership roles were approved by a vote of those present.

Treasurer:	Kimiko Koseki
Membership Chairs:	Nobuko Trent Yosuke Ishii
Newsletter Editor:	John Campbell-Larsen
Japanese Newsletter:	Yukie Saito Naoko Osuka
Web manager:	Duane Kindt
Publications:	Donna Tatsuki
Member-at-large:	Jack Barrow

The Pragmatics SIG wishes to convey our heartfelt thanks to Tim Greer who served as Coordinator and, until just this past year, as our Web Manager. We also thank Tim Knight for his exemplary work as the previous SIG Newsletter Editor.

Thank you, Tim and Tim!!!

We also want to thank Seth Cervantes for being one of our Publicity Chairs for several years. Seth is relocating back to California. Thanks, Seth.

For submissions to the Pragmatics SIG newsletter please contact the editor at:
joncamlar@hotmail.com

For more information about the JALT Pragmatics SIG please visit our website at:
<http://www.pragsig.org/>