

PRAGMATIC MATTERS

JALT PRAGMATICS SIG NEWSLETTER 2 (2), [serial 5], SPRING 2001

MESSAGE FROM THE SUPERVISING EDITOR

Allergy season is upon us. The sounds of sneezing reminded me of a very interesting ritual conversational interaction common in Canada.

A: (sneeze)

B: *Gesundheit!* (alternative—*Bless you!*)

A: *Excuse me.* (alternative—*Sorry* or *Thanks*)

I began to wonder how sneezing was handled around the world and what the origin of this conversational ritual in English that included the German expression “sound health”.

One website I consulted was *Multiculturalpedia* (<http://www.netlaputa.ne.jp/~tokyo3/e/>). There I found that the conversational routine mentioned above is also common in Australia, UK and USA. In France people say *à tes souhaits* which literally means *to your wishes* or *may your wishes/dreams come true*. In Spain, sneezes are counted. Once, you say *Salud* (health). Twice, you say *Salud y dinero* (health and money). Three times, you say *Salud y dinero y amor* (health and money and love). Then you respond *Gracias* (thank you).

In Japan (specifically, Tokyo) sneezes are also counted.

Once being praised (*ichi homerarete*),

Twice being disparaged (*ni kenasare*),

Three times being scolded (*san shikarare*),

And four times catch a cold (*shi kaze hiku*).

So what are the theories behind blessing a sneezer and wishing them good health? In the Netherlands during the middle ages it was believed that you could sneeze out your soul. In order to prevent that, people would say *gezondheid* and the sneezer would reply *bedankt* (thanks). Another theory implicates the bubonic plague (The Black Death) as the origin of the expression because one of the early symptoms of the disease is sneezing. Good health is certainly *nothing to sneeze at* (take for granted or consider unimportant)!

This issue of the newsletter features a longer Web Watch section, a preview of the up-coming Kobe Pragmatics SIG Events, a preview of PAC3JALT 2001 Pragmatics Presentations, and Book Watch. Now that's nothing to sneeze at either!



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Many thanks to Mariko Oohashi and Sayoko Yamashita for their help with the translation of newsletter items

SIG NEWS/BUSINESS

Pragmatics (affiliate)SIG: Coming Attractions

January was a busy month with the JALT 2001 conference deadline in the 15th of the month. Never the less, our energetic Program Chair Megumi Kawate-Mierzejewska managed to submit proposals for the PRAG SIG Forum (Acquisition of Pragmatics) and a Colloquium (Pragmatics and its Pedagogical Application) to be vetted. Coordinator Sayoko Yamashita arranged for an Annual Business Meeting (ABM) slot and sent in her PRAG SIG Coordinator year-end report to JALT central office. Donna Tatsuki arranged for the first ever Pragmatics Swap Meet (come and share your pragmatics teaching ideas at JALT 2001) and submitted a joint Pragmatics/Intercultural Communication Colloquium proposal (Cross-cultural pragmatics and intercultural communication: Learning from each other) to be vetted. Watch for an update and more details in the pre-conference newsletter.

JALT Kobe Chapter has generously agreed to sponsor a Pragmatics Mini Conference on Sunday June 24th at the Kobe YMCA (details on page 6). Hope to see you there!



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Stay in Contact!

WEB WATCH

Hot Sites



Pragmatics

This site created by Shaozhong Liu, is packed with information under headings such as:

- ✧ What is Pragmatics?
- ✧ Textbooks on Pragmatics
- ✧ Deixis (the-state-of-the-art articles)
- ✧ Context and Meaning (the-state-of-the-art articles)
- ✧ Speech Acts (the-state-of-the-art articles)
- ✧ The CI (Conversational implicature) & the CP (Cooperative Principle) (the-state-of-the-art articles)
- ✧ The PP (Politeness Principle) & Cross-Cultural Pragmatics (the-state-of-the-art articles)
- ✧ The RT (Relevance Theory) & Cognitive Pragmatics (the-state-of-the-art articles)
- ✧ The CA (Conversational Analysis) (the-state-of-the-art articles)
- ✧ Societal Pragmatics (the-state-of-the-art articles)
- ✧ Interactant as Learner & Interlanguage & Experimental Pragmatics (the-state-of-the-art articles)

<http://www.wfu.edu/~liusx/pragmatics.html>



Intermundo On-Line Journal for Intercultural Communication

You owe it to yourself to visit this site and browse the sections and links such as:

- ✧ Features
- ✧ Research
- ✧ Education
- ✧ Books
- ✧ News
- ✧ Conferences
- ✧ Specials
- ✧ Links
- ✧ Intercultural FAQs

<http://intermundo.net/index.shtml>



Conversational Implicature (Glossary Entry) University of Western Australia

Includes: Grice's Cooperative Principle, The Cooperative Principle, and Flouting the Maxims,

<http://www.arts.uwa.edu.au/LingWWW/LIN101-102/NOTES-101/implicature.html>

Articles On-line



Default Semantics, Pragmatics, and Intentions

K.M. Jaszczolt

University of Cambridge

The paper concerns the division of labor between semantics and pragmatics, discussed mainly in the example of definite descriptions. The status of what is said and what is communicated is subject to debate in the current literature. Three major standpoints can be distinguished in the semantics/pragmatics boundary dispute: (i) traditional semantic ambiguity; (ii) Grice's unitary semantics complemented with conversational implicatures, and (iii) underdetermined semantics in which pragmatic aspects of meaning contribute to what is said. In this paper, I suggest the fourth solution and defend its superiority over the other views.

<http://www.cus.cam.ac.uk/~kmj21/DefaultSemantics.html>



The Semantics-Pragmatics Distinction: What It Is and Why It Matters

Kent Bach

The distinction between semantics and pragmatics is easier to apply than to explain. Explaining it is complicated by the fact that many conflicting formulations have been proposed over the past sixty years. This might suggest that there is no one way of drawing the distinction and that how to draw it is merely a terminological question, a matter of arbitrary stipulation. In my view, though, these diverse formulations, despite their conflicts, all shed light on the distinction as it is commonly applied, in both linguistics and philosophy. Although it is generally clear what is at issue when people apply the distinction to specific linguistic phenomena, what is less clear, in some cases anyway, is whether a given phenomenon is semantic or pragmatic, or both. Fortunately, there are other phenomena that are uncontroversially semantic or, as the case may be, uncontroversially pragmatic. Their example will help us get clear on what the semantics-pragmatics distinction is.

<http://userwww.sfsu.edu/~kbach/semprag.html>





Conversational Maxims and Principles of Language Planning

Hartmut Trautmüller

Striking similarities can be observed between Grice's (1967) conversational maxims and Tauli's (1968) principles of language planning: In order to function well, a language must be such that it makes a well behaved conversation possible. Nevertheless, many ethnic languages as well as constructed interlanguages possess features, which are incompatible with these principles. The paper contains an analysis of such cases.

<http://www.ling.su.se/staff/hartmut/griceil.htm>



Pragmatic Strategies in Advertising: Implicatures

Evi Angermaier

Implicatures bridge the gap between what is literally said and what is meant, suggested, what is implied...When we think of advertisements, we must not forget a typical role played by context here. If an advertiser wants to reach a particular group of people, a particular target group, which forms a community because of their shared knowledge, he has to take this fact into account and has to formulate his message implicitly on the basis of this common knowledge.

<http://www.anglistik.uni-muenchen.de/~linguistics/adpapers/anger/anger.htm>



Address Forms and Politeness Shaw N. Gynan

In English, the second person is limited to a few verb forms and some pronouns. In other languages, other words also show second person agreement. In Spanish, for example, subject and object pronouns, verbs, and possessive adjectives in Spanish indicate the social relationship between the speaker and the person to whom s/he is addressing her/himself. And all of these words in the second person must show whether there is a relationship of solidarity or not with the addressee.

<http://www.ac.wvu.edu/~sngynan/slx11.html>



Interpretation and Indeterminacy in Discourse Analysis Steve Hoenisch

This essay has several objectives. The first section seeks to address a few of the theoretical issues that underlie the general framework of discourse analysis as presented in Deborah Schiffrin's book *Approaches to Discourse* and how those issues relate to interactional sociolinguistics and speech act theory. I will discuss what I believe to be the most prominent issues, explaining why they are problematic for developing analyses of discourse. In the second section, I will briefly apply two approaches to discourse -- speech act theory and Gumperz's version of interactional sociolinguistics -- to a short conversational exchange between a teacher and a pupil in order to compare, quite generally, the utility of each approach and to provide support for the theoretical positions I laid out in the first section.

http://www.criticism.com/da/da_indet.html



The Jerry Springer Show Takes On The Cooperative Principle Cathleen O'Brien

The recent phenomenon of panel talk shows in our culture would seem to provide for occurrence of the Cooperative Principle (CP) (Grice). The shows use the format of hosting a panel of guests who is asked questions by the host. My observations of The Jerry Springer Show however, seem to challenge the Cooperative Principle.

<http://www.iso.gmu.edu/~lingclub/cathleen.html>



'Still Waters Run Deep' - Proverbs About Speech And Silence: A Cross-Linguistic Perspective Jonathan Charteris-Black

This paper proposes that such proverbs about speech and silence comprise a proverb type. There have been various attempts to establish a system for the cross-linguistic comparison of proverbs.

http://info.utas.edu.au/docs/flonta/DP%2C1%2C2%2C95/SPEECH_SILENCE_PROVERBS.html



Corpus Approach to Research and Teaching: Intercultural Communicative Competence Winnie Cheng

This paper describes the use of the corpus approach in research and teaching in the area of intercultural communication taking place Hong Kong. The paper begins with a description of the corpus design criteria, then discusses some features which characterize intercultural communicative competence being examined in the study. The second part of the paper focuses on describing the findings regarding

indirectness manifested in the corpus and suggests some instructional implications.

<http://users.ox.ac.uk/~talc98/cheng.htm>



Widening the Lens of Language and Gender Research: Integrating Critical Discourse Analysis and Cultural Practice Theory

Kathryn Remlinger

Two related approaches to the constitution of ideology, critical discourse analysis (CDA) and cultural practice theory (also known as performance theory), could bring to language and gender research a wider lens from which to view not only the descriptions of this interface, but also from which to explain how and why these ideologies are constituted.

Both approaches investigate the construction of ideology as lived practice within specific contexts, and both address this investigation from a critical perspective, yet the emphasis of CDA tends to be on the reproduction and production of class structures through language of elites, and that of practice theory typically investigates the production, reproduction of and resistance to cultural meanings through the everyday experiences, including language, of non-elites. Below I discuss the framework of each approach in relation to developing analyses of gender and language.

http://viadrina.euv-frankfurt-o.de/~wjournal/heft1_99/remlinger.htm



What Is Meant by "Discourse Analysis"?

Stef Slembrouck

One may usefully start from the following quotation from M. Stubbs' textbook (Stubbs 1983:1), in which discourse analysis is defined as (1) concerned with language use beyond the boundaries of a sentence/utterance, (2) concerned with the interrelationships between language and society and (3) as concerned with the interactive or dialogic properties of everyday communication.

<http://bank.rug.ac.be/da/da.htm>



Towards an analysis of multi-party discourse

Robert Malouf

This paper argues that moves in discourse are directed at participant roles

(i.e., addressee) rather than at individual participants. This separation of participants from roles will allow DA-type analysis to be applied to multi-party discourse without significant revision.

<http://hpsg.stanford.edu/rob/talk/talk.html>



Intimidation and Embarrassment in Conversations of Dickens' Novels

Deniz Tarba Ceylan

- Introductory
- Definition of "Intimidation"
- "Face Threats" in Dickens
- "Face Threats" in David Copperfield
- "Face Threats" in Pickwick Papers
- "Face Threats" in The Old Curiosity Shop and Little Dorrit
- Works Cited

<http://www.thecore.nus.edu.sg/landow/victorian/dickens/turkey/turlit16.html>



Facing the Issue

Ashleigh Merritt

In this article, I talk about face and the role that it plays in so many aviation situations -- captain-first officer interactions, the cockpit-cabin interface, LOFT debriefings, and multi-national crews, to name a few. I am going to present some recent theorizing on the concept of face, and then I hope by my examples to convince you of its presence and application in the aviation environment. Although its origin is attributed to China, the concept of face is now recognized as a universal phenomenon. As T. S. Eliot writes, we all have a public countenance that we present to the world. Face is the public self image we wish to claim for ourselves (Goffman, 1967) - the way we would like others to think of us. Everyone wants to avoid embarrassment, maintain self-respect, and project a positive self-image in social interactions.

<http://www.psy.utexas.edu/psy/helmreich/advoface.htm>



Politeness and speech acts

L. Ardissono, G. Boella and L. Lesmo

In this paper, we propose a logical description of the mechanisms, which cause a speech act to be impolite, and of how the indirect expressions may prevent speakers from offending their partners. We specifically focus on conventional indirect speech acts, providing a formal framework to recognize the beliefs underlying them and the way in which the possible offenses produced by communicative actions may be blocked by using politeness techniques.

<http://www.di.unito.it/~guido/um-workshop/politeness-and-speech-acts.html>



Death, taxes and jeopardy: Systematic omissions in EFL texts, or life was never meant to be an adjacency pair

Ruth Wajnryb

This paper asks: what can we learn about language learner empowerment by examining sample EFL texts? The approach inquires less about what there is than about what is missing. By considering omissions to be systematic and therefore meaningful, we see that the world laid out for the learner is a very particular one: it is safe, clean, harmonious, benevolent, undisturbed, and PG-rated. What is absent is significant: jeopardy, face threat, negotiation, implicature (or implied meaning) and context. What is present is harmony, non-threat, non-negotiability and explicit, context-independent meaning. The question we must ask is whether this version of the social world in any way empowers our learners.

<http://www.canberra.edu.au/uc/educ/crie/1996-1997/ieej2/ruthwi2.html>



Pragmatic markers and sociolinguistic variation: a corpus- based study

Gisle Andersen

It is a well known fact that the speech of the younger members of a speech community is in many respects different from the speech of adults. This is taken to reflect adolescents' desire to express peer group conformity and, accordingly, to mark themselves off from the parent generation in terms of language. Previous sociolinguistic research has, however, been primarily concerned with how this affects vocabulary and certain grammatical and phonological variables. So far, age-specific variation in terms of pragmatic variables and discourse features has not been accounted for. The existing sociolinguistic descriptions of the speech of teenagers and adults are inadequate, since they fail to account for the pragmatic aspects of communication.

<http://www.hf.uib.no/hfolk/henga/Project.html>

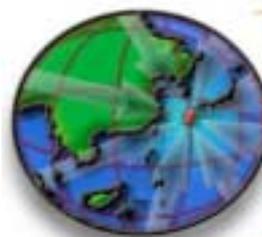


The Computer-Mediated Communication, A New Way of Understanding The Language

Maria Valentina Noblia

This project (that is in a development stage) is intended to research, from the Discourse Analysis (an area within Linguistics) as theory and method (qualitative), what happens with the "Computer-Mediated Communication" (the communication that takes place between people through the computer) and the language, in order to compare them later on with the traditional forms of communication and linguistic exchange.

<http://www.sosig.ac.uk/iriss/papers/paper22.htm>



**PAC3 at JALT2001
2001: A
Language
Odyssey**
November 22-25, 2001; Kitakyushu, Japan

PAC3 is the third Pan-Asian Conference and is scheduled for November 22-25, 2001 in Kokura, Japan at the Kitakyushu International Conference Center under the program banner: 2001: a language odyssey. JALT joins with its partners ThailandTESOL, KoreaTESOL, the English Teachers Association Republic of China and the [Russian] Far Eastern English Language Teachers' Association and receives support from IATEFL and TESOL International to host this international language teaching and learning conference and educational materials exhibition



<http://jalt.org/jalt2001/>

CONFERENCE WATCH

**June 24, 2001, Kobe YMCA
Kobe JALT Chapter Sponsored
Pragmatics SIG Event**

12:00-3:00

PAPERS (20 minutes with 10 minutes
Q&A)

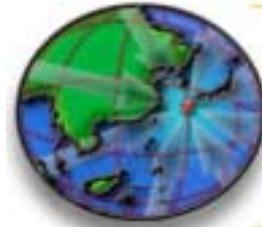
- (1) David Woodfield, "Talking about talk again: Taking a Vygotskian approach to the learning of pragmatics"
- (2) Jack Berrow, "Pragmatics and the Development of Fluency"
- (3) Brent Poole, "Speech Acts in Non-Synchronous Computer Mediated Communication"
- (4) Rieko Matsuoka, "Gender variation on compliment exchange"
- (5) Yuri Kite and Keiko Sakui "Pragmatic studies on immersion students, or on teaching (hands-on tasks) at a college level"
- (6) **Donna Tatsuki, "The place of pragmatics in the teaching of language and culture"**

3:00-4:30 WORKSHOP

The Contrast Culture Method

The Contrast Culture Method developed from a research and training project in the 1960s by a team, which included Dr. Edward Stewart. Since then many of the method's features have been incorporated in the field of intercultural training, while the method itself is still not widely known. This method tests people's intercultural and interpersonal skills as they work together facing a real life issue. The method is particularly suited for the Japanese context.

Donna Fujimoto,
Kobe University of Commerce
Naoko Oka,
Intercultural Institute, Antioch program



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PRAGMATICS SIG Sponsored Presentations

Pragmatics forming SIG AGM (Sunday; Room No.: AIM 3B; Time: 10:00 - 10:45:00)

Pragmatics forming SIG will have an annual meeting. Agenda includes annual reports from the coordinator, supervising editor, program chair/deputy coordinator, publicity co-chairs, treasurer, and membership co-chairs.

Acquisition of Pragmatics: N-SIG Forum

(Saturday; Room No.: AIM 3B; Time: 3:00 - 16:45:00)

This Forum focuses on the acquisition of pragmatics as shown by longitudinal and cross-sectional studies on young learners and adults. The first speaker Mariko Achiba examines the acquisition of requests in a child learning English as a second language. The developmental profile demonstrated that strategies and their linguistic exponents developed in a steady pattern of four phases. The findings indicated that the developmental pattern of request realization varied substantially according to the goals of the request. The second speaker Ken Rose discusses the design of pragmatics production tasks in research on the development of English pragmatics by learners ages 7 to 17 in Hong Kong. The third speaker Donna Tatsuki presents a re-analysis of data of Rosenzweig's psychological projective test from a pragmatic development perspective with particular attention to complaints, requests and apologies. The fourth speakers Sayoko Yamashita and Martin Willis discuss the acquisition of JSL refusal pragmatics by 33 learners of Japanese at three proficiency levels (11 learners in each level) using role-play tests. The study shows that the learners of higher language proficiency use more

native-like refusal strategies. Gabriele Kasper as a discussant summarizes each paper and discusses the implications in terms of acquisition of pragmatics.

Bio Data: Michiko Achiba, Woman's Christian University; Kenneth R. Rose, City University of Hong Kong; Donna Tatsuki, Kobe University of Commerce; Sayoko Yamashita & Martin Willis, Tokyo Medical and Dental University & Woman's Christian University; Discussant: Gabriele Kasper, University of Hawaii at Manoa

Can pragmatics be learnt in foreign language classrooms? Chap/N-SIG Sponsored (Saturday; Room No.: AIM 3B; Time: 5:00 - 17:45:00)

According to a widely held belief, learning pragmatics in foreign language classrooms is notoriously difficult if not impossible. The author will examine what data-based studies tell us about opportunities for learning L2 pragmatics in foreign language contexts. The research to be discussed is of two main types: studies that observe classroom interaction as it happens when no particular focus on pragmatics is adapted, and studies examining the effect of planned instructional intervention on students' learning of the targeted pragmatic feature. Several recommendations for teaching pragmatics in foreign language settings will be given.

Bio Data: Gabriele Kasper, University of Hawaii at Manoa

Pragmatics SIG Swap Meet (Saturday; Room No.: AIM 3B; Time: 6:00 - 18:45:00)

Although most people are very tolerant of grammatical mistakes made by a second or foreign language speaker, the same folks may react harshly to pragmatic errors, no matter how innocent. Members of Pragmatics SIG will demonstrate various ways to approach the teaching of pragmatics at beginner intermediate and advanced levels. Come and share your ideas too!

Bio Data: Donna Tatsuki, Kobe University of Commerce

Pragmatics and its Pedagogical Application - Colloquium (Day: Sunday; Room No.: 33A; Time: 9:00 - 10:45:00)

Pragmatic competence is based on a system of values expressed through cultural norms and continues to develop throughout a person's life. The successful learning of a second language must therefore include opportunities to develop L2

pragmatic competence. The papers presented in this colloquium address the issue of how to effectively teach pragmatics in a second language classroom by examining relevant current research.

The first paper looks at the use of scaffolding as a means to encourage pragmatic acquisition within the framework of Vygotsky's theory of the "zone of proximal development" (ZPD). Scaffolding has been well documented in first and second language research as an important means of introducing and consolidating new expressions and conversational routines (Ellis, 1985; 1994).

Transcription analyses of role-play data in a JFL classroom revealed various examples of scaffolding that helped learners to acquire Japanese pragmatic formulaic expressions.

The second paper investigates the effects of interactional tasks when the learners are provided with explicit metapragmatic explanations. Current research indicates that explicit instruction of metapragmatics positively influences the success of communication in a target language (Rose & Kasper, 1999; Takahashi, in press). The presentation will also offer guidelines for beneficial pragmatic classroom tasks.

The third paper focuses on consciousness-raising tasks aimed at making learners more aware of mismatches between their L1 pragmatic norms and those of the L2. This research on request-refusal interactions indicates that consciousness-raising tasks that provide learners with explicit pragmatic knowledge are highly effective. The discussant will conclude the session with summary and evaluative comments.

Bio Data: Yamashita Sayoko, Tokyo Medical and Dental University, Fu Akemi, University of Hawaii at Manoa, Sato Keiko, Nagoya Women's University, Kawate-Mierzejewska Megumi, Temple University Japan, Tatsuki Donna, Kobe University of Commerce

Pragmatics and Intercultural Communication Compared- Colloquium (Friday; Room No.: 32A; Time: 3:30 - 17:15:00)

Cross-cultural pragmatics" and "intercultural communication" are terms that are often used in language teaching circles yet it is not entirely clear how these terms differ and where they overlap. The session will begin by viewing a role-play and follow-up interviews based on the "Contrast Culture

Method" developed by Stewart in the early 1960's. The role-play will provide data for the second stage, analyses from pragmatic and intercultural perspectives. For example, a pragmatic analysis could examine power relations as expressed in turn-taking patterns, gender-based vocabulary choices and gestures or touching. The intercultural perspective may focus on interpreting verbal and non-verbal behaviors based on what is known about the underlying cultural values of the two interlocutors. Facial gestures and touching are two non-verbal means of conveying and maintaining a power relation during an interaction. How this is accomplished in the target interaction will be examined. Interruptions, latching and pauses are devices that can cause an interaction to flow smoothly from turn to turn or make an interaction into a battle for control of the floor. That men and women engage in both convivial and confrontative interactions using these devices is the focus of this analysis. One key to accurately interpreting verbal and non-verbal behaviors is based on considering what is known about the underlying cultural values of the two interlocutors. A guided discussion will mark the third part of the session in which the panel will attempt to locate these analyses on Hofstede's uniqueness continuum which begins broadly as the "universal" aspects of human nature, passes through "specificity to group or category" which is linked with culture and culminates narrowly in "specific to individual" which can be referred to as personality. The session will end with collaborative definitions of "cross-cultural pragmatics" and "intercultural communication" and proposals of areas for joint/cooperative research.

Bio Data: Tatsuki, Donna, Kobe University of Commerce Jungheim, Nicholas, O. Aoyama Gakuin University, Fujimoto, Donna, Kobe University of Commerce Ryan, Stephen, Eichi (Sapientia) University.



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Pragmatics Presentations

Conditions for Other-Repair in NS/NNS

Conversation (Sunday; Room No.: 31; Time: 11:00 - 11:25:00)

This Conversation Analytic study will look at conditions in which other-repair occur in natural NS/NNS conversations in Japanese. The analysis revealed that: the occurrence of other-repair in the NS/NNS conversations was restricted to certain specifiable interactional contexts; and the participants in the data actively oriented to their identities as being NSs and NNSs in the context of other-repair sequences. Contributions of studies of talk-in-interaction to SLA studies are briefly discussed at the end as well.

Bio Data: Hosoda Yuri, Temple University Japan

Gender, Conversational Styles and L2 learning: A case of Japanese learners of English

(Saturday; Room No.: AIM 3B; Time: 9:30 - 9:55:00)

This paper investigates the question of gender and conversational styles in an L2 context for Japanese learners of English. An analysis of recorded L2 mixed gender conversations will suggest that Japanese male learners and female learners use different conversational styles and strategies (self-oriented and other-oriented). The paper will conclude by discussing the implications of gender differentiated conversational styles for second language learning and classroom activities.

Bio Data: Hiroko Itakura, Department of English, The Hong Kong Polytechnic University

Sociopragmatic Strategy Use in Asian

Englishes (Friday; Room No.: 21B; Time: 1:00 - 13:25:00)

This study investigated strategies used to meet socio-pragmatic needs. For this purpose, a questionnaire survey targeted four different English-speaking regions: Japan, Hong Kong, Singapore, and the U.S. Two speech acts (apology and request) were selected to make cross-regional comparisons of the responses. The findings reveal some clear patterns of variation in strategy use across the regions and suggest several pedagogical implications, including the recognition

of appropriate strategies among speakers of Asian varieties of English.

Bio Data: Iwai, Chiaki, Hiroshima City University; Carol Rinnert, Hiroshima City University

A Child's Ability to Join in Triadic Conversational Interactions (Sunday; Room No.: 31; Time: 10:00 - 10:25:00)

This paper will show the nature of conversational interaction in a mother-child-sibling and father-child-sibling triad, focusing on the development of a second-born child's pragmatic skills over the course of the third year. Analyses revealed that triadic interactions were nearly twice as long as dyadic interactions and different maternal and paternal interaction styles were observed. The findings suggest that the triadic interactions may give a child a richer language-learning environment for promoting child language socialization.

Bio Data: Kasuya Hiroko, Bunkyo Women's University; Uemura Kayoko, Bunkyo Women's University

Discourse Analysis in the Conversation Classroom (Saturday; Room No.: 31; Time: 4:30 - 16:55:00)

This presentation argues that Discourse Analysis offers great potential in developing models of conversation suitable for Japanese and other EFL learners. Focusing on a comparison between a text-book "game-show" and a transcription from a real one the presenter illustrates how spoken discourse analysis may be used to highlight important features of conversation overlooked by grammatical models. Classroom activities are introduced which encourage a focus on developing conversation and language skills in English.

Bio Data: Patrick Kiernan, Shumei University

Functions of Japanese *ne* and its Korean Equivalents (Friday; Room No.: Room 31; Time: 6:30 - 18:55:00)

The presenter will investigate the differences and similarities between Japanese sentence-final particle *ne* and its Korean equivalents from a functional point of view. The presenter will argue, by referring to the data collected from 15 Japanese novels and their Korean translated versions (822 expressions), that the functions of *ne* (5 different functions based on the Shared Information Theory)

are realized in a variety of Korean equivalents, rather than one absolute equivalent.

Bio Data: Angela (A Jeoung) Kim, Australian National University

Crossing Over: Implementing Pragmatic Tasks (Sunday; Room No.: 11; Time: 9:00 - 9:45:00)

This presentation is about the process and problems of using six pragmatic tasks: written discourse completion tasks, multiple-choice discourse completion tasks, oral discourse completion tasks, discourse role-play tasks, discourse self-assessment tasks, and role-play self-assessments. The presenter will discuss the advantages and disadvantages to each task and the problems of developing effective material and real interactive competency in students who are at the novice and intermediate levels.

Bio Data: Robert Long, Kyushu Institute of Technology

Words CAN Really Hurt You! (Friday; Room No.: 21B; Time: 6:00 - 18:45:00)

Discussion and shared activities will focus on the "heart" - language connection and the need to teach our students to be very aware of the power of their words. How the words that they choose to use can contribute to building positive relationships or can have quite the opposite effect.

Bio Data: Donna J. McInnis, Soka University

Gender Representation in Japanese EFL Textbooks (Saturday; Room No.: Event Hall; Time: 3:00 - 17:00:00)

This poster session presents the findings of an analysis of gender representation in the seven approved English textbooks series for Japanese junior high schools. Although there was no significant difference in the linguistic features in overall texts, some texts contain gender-biased implicit messages. Researchers also present a checklist of criteria to evaluate the text and suggest ways to evaluate ESL/EFL textbooks for gender bias. Specific ideas for classroom activities conclude this session.

Bio Data: Sano, Fujiko, Surugadai University; Iida, Miyuki, Rikkyo University; Hardy, Thomas; Tamagawa University

Teacher-Student Interactions Facilitating SLA (Saturday; Room No.: Event Hall; Time: 10:00 - 12:00:00)

Discourse analysis of ESL/EFL classrooms is a systematic description of interactions that occur in ESL/EFL classrooms, and is of great interest in both theoretical and pedagogical perspectives. This study analyzes naturally occurring data of teacher-student interaction in an EFL classroom at a Japanese university with focuses on backchanneling, turn-taking, interactional modifications, and repair system, and examines what actually happens in the classroom and what features of classroom interaction may facilitate learners' second language acquisition.

Bio Data: Sekigawa Yoko, Ryutsu Keizai University

Topic Marking in English Composition by Japanese EFL Learners (Saturday; Room No.: 22; Time: 12:00 - 12:25:00)

The presenter examined the English daily journals written by Japanese college students learning English, focusing on the semantic relationship of verb and sentence subject. The findings suggest that at the early stage of acquisition some Japanese learners wrongly assume that the topic component is the exact equivalence of English subject. This implies that the learners must be instructed that there is a clear-cut semantic difference between the subject marker 'ga' and the topic marker 'wa.'

Bio Data: Miki Shibata, Okinawa University

What Do They Think About Women-related Words? (Saturday; Room No.: AIM 3B; Time: 9:00 - 9:25:00)

Japanese has various words, which describe women. Probably like in many other languages, some of the words could sound derogatory. But the perception may differ from one person to another. The presenter conducted questionnaire research on some words (busu, obasan, etc.) both with and without context. The participants will see how younger Japanese (senior high school, and university students) think on these women related words and how their perception change according to the context.

Bio Data: Tanaka Noriko, Meikai University

How Different Classroom Tasks Influence Grammar Learning (Friday; Room No.: 31; Time: 3:30 - 15:55:00)

This presentation will explain how 4 different tasks led 25 first-year Japanese university students to notice and use the preverbal frequency adverbs always, often, sometimes, seldom, and never. A discourse analysis of student speech suggests that different task characteristics influenced 1) the frequency of target form usage, 2) the conversational moves featuring the target form, and 3) the use of alternative grammatical forms to fulfill the function of the target form.

Bio Data: Christopher Weaver, Tokyo University of Agriculture and Technology (TUAT)

Requests and Negotiation: Developing Pragmatic Skill (Friday; Room No.: 31; Time: 4:00 - 16:25:00)

This paper examines differences in the use of mitigation devices (e.g softeners, politeness strategies) by native speakers and non-native speakers of English. The comparison revealed important differences between the two groups in both the type and the frequency of mitigating devices, at the level of request strategy, syntactic modifications, lexis and the use of additional propositions in support of their requests. These differences suggest aspects of verbal mitigation, which may need explicit attention in the classroom.

Bio Data: Gillian Wigglesworth, Macquarie University Lynda Yates, La Trobe University

Accommodation in Oral Proficiency Interviews (Sunday; Room No.: 33A; Time: 11:00 - 11:45:00)

This workshop aims to provide participants with awareness of various usage and potential consequences of convergent accommodation/foreigner talk, used by the examiners, during oral proficiency interviews (OPIs). Participants will be given opportunities to think about their repertoire of accommodation exponents, their reasons for using them and presumed consequences. The presenter will share some observations she has made in her study of the discourse of accommodation in IELTS interviews.

Bio Data: Rena Yoshida, Obirin University

Peace, Love and Pragmatics (Saturday; Room No.: 33A; Time: 6:00 - 18:45:00)

Learners of other languages are often frustrated by elements of other languages that seem completely alien in comparison to their own language. In this

paper, the presenter will show how a focus upon pragmatics can help learners acquire practical skills in L2 by noting common, universal features of discourse across languages using Japanese and English as examples.

Bio Data: Michael Guest, Miyazaki Medical College



Of Pragmatic Interest (key words in bold)

Teaching Cross-cultural Communication

(Sunday; Room No.: 22; Time: 12:00 - 12:45:00)

Culture clashes can affect and disrupt business operations for different countries trying to do business together. This presentation introduces an approach to facilitate awareness of group dynamics and related **sociolinguistic skills** needed to solve these **conflicts**. The research is based on a series of discussions on **cross-cultural conflicts** between Japanese students and Scandinavian exchange students in a Japanese university over a two-year period.

Bio Data: Alan Cogen, Hokkaido Tokai University

Conflicting expectations in the ESL classroom

(Sunday; Room No.: 32B; Time: 1:00 - 13:45:00)

Second language learners often have difficulty in meeting teachers' expectations. This may be because the assignments we give, while clear to us, come across as **vague and meaningless** to students. It may also be that teachers assume that students can complete tasks at levels higher than their capabilities. This presentation will explore the **misperceptions in understanding assignments** between teachers and students and will demonstrate activities that allow students to show their true capabilities.

*Bio Data: Nanci Graves, Toyo Women's Junior College;
Kathie Era, International Christian University*

Interpreting Student Silences (Saturday; Room No.: 32B; Time: 12:30 - 12:55:00)

The Japanese claim that **silence holds meaning** which is **qualitatively different** than in other cultures. What does it mean when it occurs with great frequency in language classes in Japan? Rather than relying solely on the interpretations of teachers, this paper attempts to listen to student versions of what the **meanings of these silences** are and the **reasons why they occur**.

Bio Data: Fujimoto, Donna; Kobe University of Commerce

Using Ethnography to Motivate Authentic Learning

(Saturday; Room No.: AIM 3C; Time: 12:30 - 12:55:00)

Creating authentic learning opportunities that motivate university students in EFL classrooms can be challenging. **Cross-cultural ethnographic projects** stimulate student interest by introducing **choice in topic selection**, research design and implementation. Learners benefit by building skills **to initiate interactions** and gather data from native sources, gaining confidence in the **purposeful use of English**, and developing **sociolinguistic competence**. The presenter will outline a step-by-step approach to ethnography suitable for classroom instruction, offering examples of activities and suggestions for adapting **ethnographic techniques** to various teaching situations.

Bio Data: Dawn Grimes-MacLellan, Konan University

Cross-Cultural Misunderstandings: Is it really a 'culture' problem? (Saturday; Room No.: 31; Time: 1:00 - 13:45:00)

Michael Guest will demonstrate how many **inter-cultural misunderstandings** arise not from cultural differences, as is often assumed, but from **failures to apply the norms found in one's own culture** when engaged in inter-cultural communication. Kyung Hee Ok will also demonstrate how misunderstandings often attributed to culture can be better explained by a **speaker's failure to employ common lexical phrases and spoken grammar patterns**, many of which are readily available in the speaker's L1 lexicon. Samples will be provided in English, Japanese and Korean.

*Bio Data: Michael Guest, Miyazaki Medical College
Kyung, Hee Ok, PhD Candidate; University of New South Wales*

Mastering "Conversation Strategies" by Videotaping (Saturday; Room No.: Int Conf Rm; Time: 12:00 - 12:45:00)

Teaching **conversation strategies (lexical phrases to encourage fluency)** has become popular in recent years. But how well do learners **internalize** the phrases that are taught? Find out how videotaping learner conversation on a regular basis motivates student oral practice and accelerates acquisition of these **essential phrases**. See how to set up equipment in the classroom and videotape conversations of your own students using conversation strategies.

Bio Data: Tom Kenny, Nagoya University of Foreign Studies; Brian McNeill, Nagoya University of Foreign Studies

Multi-Word Chunks and Communicative Competence (Saturday; Room No.: 31; Time: 6:30 - 18:55:00)

The presentation reports on a **comparative study in the use of multi-word chunks** by English native speakers and Japanese learners of English. Results show that **NSs use far more chunks than English learners** and underscore the importance of multi-word chunks in **facilitating communicative competence**. The pedagogic implication is that English learners should acquire and use common chunks to speak naturally and improve fluency. Some classroom activities will be suggested for multi-word chunk acquisition.

Bio Data: Ketko Hazel, Shudo University/Hiroshima International School

'Doing' English (Saturday; Room No.: 21A; Time: 9:00 - 9:45:00)

Learning to use the languages of other cultures congruently requires more than knowledge of the spoken language. It requires learning **embodied practices** as well. This paper addresses the notion of *Performance* of language. It attends to **mismatches between cultures**, as well as **mismatches between virtual and actual performance**, i.e. How we think we project/perform and how we actually project/perform. This session rationalizes the incorporation of drama in language education.

Bio Data: Migdalek, Jack, Trinity College, Melbourne University

Motivating EFL Students: Lessons in Reality (Friday; Room No.: AIM 3C; Time: 4:00 - 16:45:00)

The presenters will discuss materials that provide a connection to real situations that both students and adults may encounter. The lessons **provide social and cultural information** through business-oriented topics. These are covered not as discrete topics but as examples of **how language, culture, and social norms work together** for successful communication. In addition, links between the business situations and other situations where the same **communication strategies** may be useful are provided.

Bio Data: Poel, Christopher Jon; Musashi Institute of Technology Homan, Robert M.; International Christian University

Creating Role Plays for Workplace English

(Saturday; Room No.: AIM 3C; Time: 6:00 - 18:45:00)

Role-play practices are an effective way to bridge the gap between classroom and professional settings; however, they **must simulate genuine workplace interactions**. The presenter will address **key communication skills** often required in workplace settings and demonstrate techniques that lead to **meaningful, effective role-plays**. Factors important to the design of role-play materials that can translate real situations into productive learning tools will be discussed. A video of model role-plays will be shown.

Bio Data: Cynthia Quinn, Kwansai Gakuin University

L1 Influences on L2 Writing (Saturday; Room No.: 31; Time: 3:30 - 15:55:00)

This presentation discusses L1 influences on students' L2 writing. After describing the **major genres of writing** taught in the Japanese school system, the presenter describes the major **lexical, grammatical, and rhetorical features** found in them. An **analysis of those features** which are commonly transferred to students' L2 writing follows, and the session ends with ideas for activities for increasing learner awareness of both **similarities and differences in various L1 and L2 genres of writing**.

Bio Data: Paul Ross, Konan University

Dead Silence: What does no answer mean?

(Sunday; Room No.: 32B; Time: 9:00 - 10:45:00)

Teachers look for clues to their students' inner movements to help them plan the next step as the lesson is unfolding. However, since Japanese students are typically reticent, teachers often find it difficult to **interpret their behavior**, and thus have trouble knowing what to do for them. Participants in this workshop will develop their skill at interpreting students' **nonverbal cues**. Research results and videotaped samples will be presented for observation, analysis and discussion.

Bio Data: Peter Ross is an assistant professor at Tokyo Keizai University. His interests include feedback in the classroom, the Silent Way, NLP and Ericksonian Hypnosis.

Culture Clash in the EFL Classroom (Sunday; Room No.: 32B; Time: 12:00 - 12:45:00)

This presentation will share the results of a recent study on **tolerance of ambiguity (TOA)** in second language acquisition. Japanese EFL students were found to have an **innate learning style** which conflicts with the current mode of EFL instruction. Through cognitive awareness of TOA, students can **develop learning strategies** that resolve this **culture clash** and increase second language acquisition. **Communicative material** developed specifically for a **field-dependent, reflective learning style** will be demonstrated.

Bio Data: Robin Sakamoto, Iwate University/Morioka English Academy

Creating Creative Communication Through Skits (Friday; Room No.: 32C; Time: 6:00 - 18:45:00)

Are you tired of teaching **fixed phrases**, such as, "Would you mind?". Japanese teachers and students are sometimes obsessed with teaching and learning such fixed phrases. We will focus on using teaching materials **inductively** with the intention of students **creating skits**, in order to evaluate whether or not the students have acquired what they have learned. Teachers can create a relaxed classroom atmosphere by allowing students to take an active role in their learning process.

Bio Data: Sano Hitomi, Kanagawa Sumiyoshi High School; Amanda, Fincher, Kanagawa Sumiyoshi High School

Developing Cross-Cultural Understanding through Dialogue (Sunday; Room No.: 32B; Time: 11:00 - 11:45:00)

The significance of **understanding cultural diversity** increases as we enter the 21st century. Cross-cultural understanding develops in situations, which require **negotiation of meaning and identity** in the **context** of another culture. We will show how students can achieve negotiation and develop cross-cultural understanding through **dialogue in culture-based courses**. We will also demonstrate effective techniques for facilitating dialogue in class and illustrate this dialogue with students' voices from action logs.

Bio Data: Kazuyoshi Sato, Nagoya University of Foreign Studies; Brian Cullen, Nagoya Institute of Technology

An Empirical Investigation of the Role of Formulaic Language in Fluency (Friday; Room No.: 31; Time: 6:00 - 18:25:00)

This paper reports on empirical research into second language speech fluency and the facilitating role of **formulaic language units**. Six intermediate intensive ESL learners whose first languages were Chinese, Japanese, and Spanish provided **spontaneous speech samples** over a thirteen-week period. The samples were **analyzed for fluency development and the use of formulaic language units**. The results show that temporal aspects of the speech samples indicated increased fluency, and that formulaic language played a strong facilitative role. Differences in fluency development among the three language groups are discussed.

Bio Data: David Wood, School of Linguistics and Applied Language Studies, Carleton University

A Comparative Study on Japanese Bicultural Identity (Friday; Room No.: AIM 3D; Time: 12:00 - 12:25:00)

The presenter will illustrate recent issues on Japanese bicultural identity among those residing in the USA and Japan. The presentation will include both quantitative results based on a **questionnaire study on communicative patterns** and behaviors, and qualitative results obtained from **case interviews**. Contrasts between Japanese with bicultural experiences at different ages residing in both countries is addressed and

compared against a control group of Japanese with no overseas experience.

Bio Data: Fukuchi Naoko, Kwansai Gakuin University

The Use of Silence by Japanese EFL Learners (Saturday; Room No.: 32B; Time: 1:30 - 13:55:00)

This paper is a study of the **use of silence** by Japanese EFL learners in cross-cultural communication under a transitional time of globalization. It also considers how **cross-cultural misunderstandings** can be avoided in a pedagogic context. Based on the **analysis of the video recorded data** in the EFL class and the **results of the survey on the use of silence**, suggestions of possible pedagogic approaches tackling cross-cultural misunderstandings in foreign language learning will be provided.

Bio Data: Harumi Seiko, Bunkyo University

Acculturation and Language Learning: Foreign wives (Friday; Room No.: 32B; Time: 1:00 - 13:45:00)

Using qualitative research method, the influence of **social context** on the second language acquisition activities of foreign wives currently living in a small village was analyzed to determine how **social and cultural context affected their acculturation success** and efforts to learn a second language.

Bio Data: Etsuko Scully, The University of Shimane

Cultural Teaching: Methodology and Techniques (Saturday; Room No.: 32B; Time: 5:30 - 17:55:00)

Many EFL students are **culture-bound** as they live in a monolingual and mono-cultural environment. The study of a foreign language reduces their **culture bondage** if the students are taught systematically to distinguish between the **semantic meaning** of a word or statement and the **cultural ideas behind it**. Activities in the classroom should encourage students to begin to perceive cultural ideas and **experience** the target culture.

Bio Data: Nellie I. Serkova, Khabarovsk State Pedagogical University, Russia

Time Perception Across Cultures (Saturday; Room No.: 31; Time: 9:30 - 9:55:00)

The conceptualization of time and verbalization of **temporal concepts** in American and Russian cultures are in contrast with each other, reflecting

different **fragments of experience**. The presenter has distinguished several similar types of concepts in American and Russian temporal concept-spheres: parametrical, monetary, eschatological, behavioral, aesthetic, etc. Different **time perception patterns** underlie the concepts that are **differently verbalized** in the two cultures. The presenter will demonstrate time perception through temporal concepts in the two cultures.

Bio Data: Maria Lebedko, Far Eastern State University, Vladivostok

Laugh and Learn: Humor in the EFL Classroom (Saturday; Room No.: 32B; Time: 5:00 - 17:25:00)

The introductory part describes **humor as a culture-bound-phenomenon** and one of the important **communication strategies** found in certain **culture-dependent behavioral patterns**. The presenter then considers the benefits of incorporating humor in the EFL classroom, the development of **cultural competence** of students being the main aim. Finally she gives a sampling of humor materials, which best suit the needs of EFL students in tertiary education and demonstrates techniques and activities for teaching cultural aspects of humor.

Bio Data: Marina Rassokha, Far Eastern State University, Vladivostok

Teaching Business English in Russia (Friday; Room No.: 33B; Time: 4:30 - 16:55:00)

In the rapidly developing business world there is a great demand for specialists who behave professionally and speak Business English. Business communication in a foreign language involves mastering such skills as **socialising, telephoning, making presentations, conducting meetings, and negotiation**. Among the methods, which are widely used in achieving all these skills, are **role-plays, case-studies and simulations**. They allow the students to learn and practice such skills as teamwork, networking, sharing of responsibility and problem-solving skills.

Bio Data: Ludmila A. Abramova, Far Eastern State University, Vladivostok

Take a Byte out of Listening (Saturday; Room No.: AIM A2; Time: 9:00 - 9:45:00)

How do we make sure our students get ample listening nourishment in the classroom? First, we offer a balanced diet of high interest input and

accessible tasks. Then we provide healthy portions of **usable strategies** and practical tips. Finally, we add satisfying, **byte-sized culture-based mini-lectures**. This workshop, focusing on the new listening course SoundBytes, is for teachers seeking a tasty, nutritious recipe that gets students ready to enjoy the **real-world** banquet of independent listening.

Bio Data: Steven Gershon, Obirin University

Bringing Your Students Up Close (Saturday; Room No.: AIM A2; Time: 6:00 - 18:45:00)

Up Close is a four level course, which uses a spiraled approach of presentation, reinforcement and expansion to meet the needs of young adult/adult elementary-low intermediate learners. The **communicatively focused** activities are based on **real life situations** and take into consideration that adult learners bring a wealth of **practical and linguistic knowledge** to the EFL classroom. The presenter will show how *Up Close* enables learners to use **practical language** naturally **in diverse settings** and to be aware of their continuous language development.

Bio Data: Derek Mackrell, ELT consultant, Thomson Learning

J-Talk: The New Oxford Classic (Saturday; Room No.: AIM A2; Time: 10:00 - 10:45:00)

In recent years **cross-cultural communication** has come to be seen as an important aspect of language learning. Teachers and students somehow understand that communication involves not only **knowledge about language** itself, but also **about attitudes and values that underlie the way people communicate**. This presentation will consider some basic issues regarding how **cross-cultural communication** can be incorporated within English classes in Japan. The presenter will also demonstrate activities from OUP's new classic, *J-Talk: Conversation Across Cultures*.

Bio Data: Kensaku Yoshida, Sophia University

What Do Learners Need To Learn a Foreign Language? (Sunday; Room No.: 11; Time: 1:00 - 13:45:00)

In this workshop, the presenter will look at the rationale for having classrooms. He will argue that foreign language learners need three things: **language data; information about target language and culture, and about learning**

processes; and opportunities to practice target language. While all these exist in the real world, classrooms are specifically constituted to give learners access to them. Participants will explore how these elements are provided to learners through an analysis of teaching materials.

Bio Data: Professor David Nunan, The English Centre, University of Hong Kong

Intercultural Competence in Japan-Colloquium (Saturday; Room No.: 32B; Time: 9:00 - 10:45:00)

The aim of the colloquium will be to examine issues relating to the development of **intercultural competence** in foreign language education in Japan. Each presenter will address the following three key questions from the perspective of his/her research: 1. **Why and to what extent** should the development of intercultural competence be incorporated into foreign language education? 2. How can intercultural competence most **effectively be developed** through foreign language education? 3. Realistically, what are the **possibilities and limitations** for developing intercultural competence within the existing education system and curriculum in Japan?

Bio Data: Lynne Parmenter, Fukushima University, Kensaku Yoshida, Sophia University, Yuichi Tomita, Daito Bunka University, Stephanie Houghton, Kitakyushu University

For more information
visit the website:

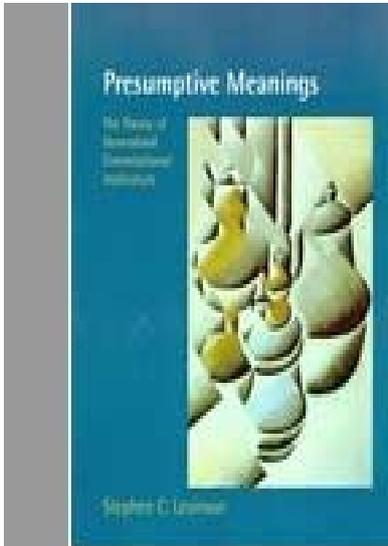
<http://jalt.org/jalt2001/>



PAC3 at JALT2001
2001: A Language Odyssey
November 22-25, 2001; Kitakyushu, Japan

BOOK WATCH

Book Notices



Presumptive Meanings: The Theory of Generalized Conversational Implicature

by Stephen C. Levinson

2000

ISBN 0-262-62130-4 (450 pp., 1 illus.)

\$35.00/£23.95 (cloth)

When we speak, we mean more than we say. In this book Stephen C. Levinson explains some general processes that underlie presumptions in communication. This is the first extended discussion of preferred interpretation in language understanding, integrating much of the best research in linguistic pragmatics from the last two decades. Levinson outlines a theory of presumptive meanings, or preferred interpretations, governing the use of language, building on the idea of implicature developed by the philosopher H. P. Grice. Some of the indirect information carried by speech is presumed by default because it is carried by general principles, rather than inferred from specific assumptions about intention and context. Levinson examines this class of general pragmatic inferences in detail, showing how they apply to a wide range of linguistic constructions. This approach has radical consequences for how we think about language and communication.



Knowledge & Discourse

Towards an Ecology of Language

1st Edition

Colin Barron, Nigel Bruce, David Nunan (Eds)

002 352 pages (est.) 0582-32880-2 (Paperback)

Knowledge and Discourse presents an ecological approach to the study of discourse in social, academic and professional practices. It brings together distinguished scholars from diverse cultures - India, China, Australia, Canada among others - and disciplines - linguistics, anthropology, sociology, philosophy. The chapters collectively illustrate the ecological approach by exploring how language makes connections between subjective experiences as people construct meaning and action.



Small Talk

1st Edition

Justine Coupland (Ed)

2000 336 pages (est.) 0582-41427-X

(Hardback)

0582-41426-1 (Paperback)

This study presents a new perspective on small talk and its crucial role in everyday communication. The new approach presented here is supported by analyses of interactional data in specific settings - private and public, face-to-face and telephone talk. They vary from gossip at the family dinner table and intimate 'keeping in touch' phone conversations, to interpersonally-focused talk in institutional settings, such as the government office and the university research seminar. Drawing on a range of methodological approaches, including Discourse Analysis and Pragmatics, Interpersonal Communication and Conversation Analysis, the author elevates small talk to a new status, as functionally multifaceted, but central to social interaction as a whole.

Identity and Language Learning

Gender, Ethnicity and Educational Change

1st Edition

Professor Bonny Norton

2000 200 pages (est.) 0582-38225-4 (Hardback)

0582-38224-6 (Paperback)

This study looks at the process of learning a second language and in particular how changing identities of the learner affect this process. Bonny Norton considers how language teachers can address the complex histories of language learners by integrating research, theory, and classroom practice.