



*JALT Pragmatics SIG
Newsletter*

Pragmatics Matters

Issue 60, Autumn 2022

From the Editor

Greetings to all members of the Pragmatics SIG! I hope you are all having a good fall semester and enjoying the cooler weather.

First of all, I would like to express my appreciation to our contributors, who submitted articles, wrote reports on various pragmatics presentations, and reviewed a book. We have two articles in this issue. Sanae Oda-Sheehan contributed “Opening Yourself to New Perspectives: How Guide Dogs Broadened My Horizons.” In this article, Oda-Sheehan uses the lens of her experience raising puppies, who will be guide dogs for the blind, to look at aspects of communication with the visually impaired and with guide dogs. It is a unique perspective from which to gain new insights into pragmatics. We also have the introduction of the new SIG book: *Innovations in the Teaching of Pragmatics* by Donna Tatsuki, in which she introduces the latest volume in the SIG’s *Pragmatic Resources* series. In this article, she gives us a brief history of the series and puts this instalment in the context of the series as a whole before discussing each of the articles in the new volume.

We also have reports on a several past presentations. Chie Kawashima reported on her own presentation, “Pragmatic Markers Used in Textbook Dialogues” from PanSIG 2022. In this presentation, Kawashima looks specifically at the introduction of pragmatic markers in textbooks and the strengths and weaknesses of the ways they are dealt with. Then there is a report on the PanSIG 2022 Pragmatics Forum with Noriko Ishihara as moderator, and with presenters: Jim Ronald, Yosuke Ogawa, and Benio Suzuki. There is additional commentary after the Forum from presenters as well as participants. The Pragmatics SIG had a Zoom session in September 2022 and Sanae Oda-Sheehan and Jim Ronald submitted a report on Stachus Peter Tu’s presentation, “A Closer Look at Peer Feedback: Japanese L2 Writers.” Tu used the variable of familiarity in assessing the effectiveness of peer feedback in composition classes. Kathleen Kitao reported on JALT 2021 presentations “Reflective Practice in Autoethnography” by Sanae Oda-Sheehan and “Turn-Taking and the Nature of Conversation: Online Remote and Face-to-Face” by Martin Murphy. In the former, Oda-Sheehan explains autoethnography and reports on autoethnographic studies she has done on such topics as gaps between what is taught in the classroom and what is used outside, between L2 pragmatics theory and pedagogy, and between teaching grammar and teaching communicative language teaching. In the latter, Murphy discusses the importance of turn-taking and how it is different in face-to-face and online contexts. Steven Pattison reported on “Insights Into Interaction: How to Encourage Better Peer Communication,” presented by Allen Davenport. Davenport described a method intended to help overcome barriers to students interacting in the target language. Finally, we have Jim Ronald’s review of “English is Context: Practical Pragmatics for Clear Communication” by Andreas Grundtvig.” This book includes background on pragmatics, suggestions for activities to teach pragmatics, and a guide for teachers.

Finally, we have a list of JALT 2022 presentations related to pragmatics as well as information about the Pragmatics SIG Annual General meeting. We hope that you will be able to attend the AGM and as many of the pragmatics-related presentations as you can.

For the next issue of the newsletter, we are accepting contributions related to ideas for teaching elements of pragmatics, aspects of pragmatics, a pragmatics-related presentation you’d be interested in reporting on, etc. If you would like to contribute, please email me at kkitao217@yahoo.com.

Kathleen Kitao

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Opening Yourself to New Perspectives: How Guide Dogs Broadened My Horizons

Sanae Oda-Sheehan
Ochanomizu University

During the past few years, I have worked with the community of visually impaired people as a volunteer raising puppies that will become guide dogs for the blind. In Japan, people who raise guide dog puppies (commonly known as “puppy walkers”) usually take care of them for about 10 months until they begin the official training at the guide dog association around their first birthday. Through this work, I have been inspired by sociocultural and sociolinguistic insights in communication with visually impaired people as well as with guide dogs, which has been indeed an “eye-opening” experience for me.

It should be noted that typical commands to guide dogs in Japan are all given in English. This may seem strange because generally English is not a medium of instruction or a part of the concept of diglossia in Japan. Nevertheless, English commands have been adopted in guide dog training for many years based on sociolinguistic grounds, in an attempt to address several characteristics of the Japanese language. First, as you may know, Japanese has many regional dialects, which can vary greatly from region to region. Secondly, the choice of word usage in practical communication has a wide variety in Japanese, depending on the gender, age, context, and social status of the speaker. For example, for a simple command of “come,” there are many Japanese words such as “*koi*,” “*kinasai*,” “*kite*,” “*kite kudasai*,” “*irasshai*,” and “*oide*.” Finally, Japanese imperative forms may sound harsh and too strong, creating an impression of abusing guide dogs as well as an uncomfortable atmosphere among people in the vicinity. To avoid those issues and confusion on the dog’s side, a standardized communication method must be ensured, and thus English has been employed to give commands to guide dogs.

When we were raising our first puppy “Union,” we had no problem giving him commands in English because my husband is American and we speak English within our family. Union always followed our commands, and we believed we were doing a good job raising him. However, when we took him to the guide dog association for puppy classes, he did not follow Japanese trainers’ commands and seemed very confused. What happened was he did not understand their commands because they had heavy Japanese accents! Realizing this “mistake” on our side, my family members, including my husband, started giving him commands with Japanese accents so that he could understand the commands once he started his formal training. We had to say “*shit*” instead of “sit,” “*weigh toe*” for “wait,” “*he lew*” instead of “heal,” and “*light*” for “right.” I initially felt somewhat uncomfortable repeating “*shit*” out loud in public, but after a while I started enjoying doing that. It is amazing that dogs can recognize differences in pronunciation that may sound the same to people’s ears.

Another aspect I have learned through this experience is communicative variations made available for visually impaired people. The building where the guide dog association is located has Braille everywhere, from the signs for the floor plans to buttons on vending machines. When you walk in the restroom, you hear the announcement of “This is a ladies’ (or men’s) room,” to prevent blind people from walking into the wrong

bathroom, similar to the announcement you sometimes hear at train stations nowadays. Each of these arrangements and communicative variations has been designed to meet the specific needs of that community.

Also, through various events and occasions, I have met many blind people, and each meeting has been an inspiring experience for me. Although I had the typical habit of keeping a physical distance between myself and the interlocuter when speaking in Japanese, I quickly learned that that may not work well with blind people. I had to stand or sit much closer than I normally would, occasionally gently touching their arms and shoulders, and I realized different cultures have different degrees of proximity, just as we often teach in cross-cultural communication classes.

The current pandemic has been a real challenge for visually impaired people, as they have difficulty in practicing social distancing when navigating public environments and interacting with others. I also found that communication through facial expressions and nods, as we often do unconsciously, does not work well, and using clear verbal expressions is necessary. It took me a while to adjust to the new communication style, and I realize how much we depend on nonverbal clues such as facial expressions and gestures, which can carry more meaning pragmatically than verbal measures in our daily communication.

I was also amazed to see how visually impaired people utilize their various senses in the cognition process. For example, they may recognize the location of doors from the faint airflow in the room or presume people's emotions based on slight changes in their breathing. Once, a blind person, who was born blind, told me that she may decide to stay blind even if medical advancement would enable her to have vision. She said, "I am just fine using my multiple senses now, and I would be scared to see more than I do now!" Her comment made me reflect on the potentiality of human senses, and I felt that perhaps for her, having vision might be something akin to sighted people having another eye in the back of their head. The additional function may help, but we can do without it by making full use of our existing sensory capacities.

It takes a lot of time and effort to raise guide dog puppies as a volunteer, but it has been a rewarding experience that has enriched my family life and helped my research and teaching. Many of my research ideas, especially the more innovative ones, have occurred to me during daily walks with my dogs. Additionally, trying to understand other people's intentions and feelings has allowed me to become more pragmatically sensitive through the effort of looking for clues in non-verbal communication. In my research with a focus on autoethnographic reflections and teachers' lived experiences, I stress the importance of teachers' efforts to link school and society. This volunteer work has demonstrated the impact of teachers being involved with various activities outside the school framework so that they can obtain different perspectives to enhance their teaching. There is a lot for teachers to learn out there.

Introducing Innovations in the Teaching of Pragmatics

Donna Tatsuki

Kobe City University of Foreign Studies



It is exciting to announce that the newest installment in the *Pragmatic Resources* series will be ready in time for the JALT 2022 annual conference. All current, new or renewed Pragmatics SIG members* are entitled to receive one free copy. Check your membership status now and act quickly to ensure your membership is up to date.

How the *Pragmatic Resources* series started:

For two years before the Pragmatics SIG achieved full SIG status, Sayoko Yamashita (chair), Megumi Mierzejewska (membership, and Japanese language editor) and I produced the *Pragmatic Matters* newsletter (PM) “as an informational and networking space for people interested in pragmatics, language and human communication” (Yamashita, 1999). As its first supervising editor, I designed the various sections and departments of *PM* and served from the inaugural Fall Issue in 1999 until passing the torch to Anne Howard in the Fall Issue of 2003.

Although the newsletter served (and continues to serve) a vital purpose to inform and network, it was soon apparent that the SIG members needed another publication venue for longer articles, so in 2003, I proposed that the SIG start a book series. I argued that a book series, rather than a journal, was a good choice since a book series would offer more flexibility in terms of publication schedule, contents and financial commitment. Fortuitously, I was able to apply to JALT National in 2004 for some seed grant money to enable the SIG to publish the first volume of what would become the *Pragmatic Resources* series.

When that first volume of the *Pragmatics Resource* series was launched in 2005, it was intended to “stake out the territory ... and in so doing suggest some of the directions that the next intrepid editors and authors might take” (Tatsuki, 2005, p. 7). In the intervening 17 years, four other volumes have appeared:

- *Observing Talk: Conversation Analytic Studies of Second Language Interaction* (2010, Tim Greer, Editor)
- *Pragmatics: Bringing Pragmatics to Second Language Classrooms* (2012, Jim Ronald, Carol Rinnert, Kenneth Fordyce and Tim Knight, Editors)
- *Back to Basics: Filling the Gaps in Pragmatics Teaching Materials* (2016, Donna Tatsuki and Donna Fujimoto, Editors)

- *Pragmatics Undercover: The Search for Natural Talk in EFL Textbooks* (2020, Jerry Talandis Jr., Jim Ronald, Donna Fujimoto, and Noriko Ishihara, Editors)

The current volume, *Innovations in the Teaching of Pragmatics*, coincides with my 23rd year with Pragmatics SIG and at least my 32nd as a JALT member.

Contextualizing the Book

Over the past two decades, efforts have been made to collect and publish pedagogical guides and materials for use by language teachers. Pragmatic topics generally covered in teaching materials/lesson plans focus on directive and expressive speech acts (especially requests, apologies, compliments, refusals and suggestions/advice-giving). Awareness-raising activities are the most frequent activity types, followed by those providing controlled practice. Areas that continue to be underrepresented by teaching materials include deixis, commissive speech acts, and a host of other topics such as turn-taking, sequence organization, conversational implicature, and explicature, to name a few.

The first volume to address these “gaps” was created in 2016 in response to a study that revealed the serious pedagogical gaps that existed in current teaching materials (Tatsuki & Houck, 2015, 2016; Tatsuki, 2016). That brave 2016 volume compiled 12 chapters that covered an impressive range of topics. Yet, it barely scratched the surface in terms of rectifying the teaching gap problems. This new volume with its 21 chapters improves the situation by gathering ideas for the teaching of pragmatic features that few have dared to attempt as well as offering fresh approaches to familiar ones. The volume is split into two sections: Part 1: Speech Acts and Part 2: Formulas, Sequences and Conversation. The contributors to this volume teach at a range of levels from elementary to university and designed their contributions with real learners in mind.

As the title *Speech Acts* suggests, Part 1 focuses on a range of speech acts and their modifications. In the first paper, Sachiyo Takaoka (Expanding Beyond “Yes, I agree” in Group Discussions) proposes a series of activities designed to enable students to agree, expand upon agreement, disagree and partially disagree—all skills important for satisfying group discussions. In the second paper, Chiyomi Sekiguchi (Expressing Gratitude) notes that expressions of gratitude are not as simple as saying “Thanks” and that apology formulae might even be used. Chie Kawashima looks at the variables that need consideration when trying to make or give offers in her chapter (“Do Have a Seat and Have a Cup of Coffee!” Is it Constraining or Polite?). A related topic, softeners, is the area covered by Keiko Abe (Hospitality Business English: Activities to Understand Softeners). In an effort to prepare students for overseas homestays in Australia, Sachiko Suzuki teaches refusal strategies in her chapter (Teaching Refusal Strategies to Students in Junior High School).

The next four chapters all deal with different aspects of critical feedback. Sachiko Nagamine (Constructive Critical Peer Feedback in High School English Classes) provided ideas to help students with lower proficiency give their peers critical feedback. Yoko Fujita (An Introductory Lesson Plan for Constructive Critical Peer Feedback) tackles the same area but with students at a slightly high proficiency level, while Keiko Toyota (Using Constructive Critical Feedback in Junior High School EFL Classes) develops activities to teach this to junior high-aged students. Whereas the previous activities on critical feedback were focused on oral language, Rika Yoshizaki (Language in Constructive Critical Feedback and Junior High School Students)

considers feedback in written form to develop writing skills. The final two chapters in Part 1 deal with the speech act of requesting. Shizuko Tomioka (Teaching How to Write a Request Email in Academic Contexts) looks at a perennially problematic context. In the final chapter, Ewen MacDonald (Using Video as Authentic Material to Illustrate Directness and Implied Meaning of Requests) provides interesting ideas on how to exploit a number of resources from television.

In Part 2: Formulas, Sequences and Interaction, the scope is broadened to include sequences of speech acts in which there may be a nearly obligatory string of acts, an initiator/responder or other kind of adjacency pair, as well as other features of talk-in-interaction like prosody, backchanneling, interjections and repair. Fujimura-Wilson (I'm Sorry for Being Sorry: Teaching Apology with Politeness in Pragmatics) explores apology strategies in a range of situations including contexts in which apologies may not be necessary. Toshie Yanagida (Teaching the Use of High Pitch Key in Conversation) and Yukiko Hori (Prosody Instructions in Japanese Junior High School Classrooms) each tackle a different aspect of prosody. Noriko Ishihara (Enhancing Interactive Engagement Online: Linking Speakership and Listenership for [Online] Communication) provides a very timely series of approaches to backchanneling, pragmatic strategies, and Netiquette. Speakership and listenership are further explored by Yasuko Sekine in her chapter (How to Teach a Pragmatic Use of Interjections). Nobuko Shimoyama (Clarification: Let's Make It Clear!) considers the practices of repair used to preempt or address communication breakdowns.

John Campbell-Larsen notes that pedagogical materials rarely provide learners with ways for showing negative positions or hedged disagreements in his chapter. ("I Can't Be Bothered" and Other Ways of Showing Negative Stance). Hiroko Yoshinaga (Airport English: Getting Through Customs) highlights the jeopardy that second language users face by answering questions at customs using too full and complete sentences. This is followed up by a chapter that explores conversational implicature and when it may be necessary to flout Grice's conversational maxims (Learning Implicature Through Grice's Maxims) by Tomomi Kodama. Finally, Donna Tatsuki proposes cooperative interaction training for ELF and native speaker pairs preparing for Model United Nations (MUN) simulations (Accommodation in the Model UN Corpus of English (MUNCE): Insights for Pedagogy).

Some books will be available for purchase at the conference site in November, and they can be ordered from the Pragmatics SIG website and from me any time after October 31, 2022 (2000 yen plus postage; email me at dhtatsuki@gmail.com).

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* Determination of who will receive the new book will be based on membership mailing list data from October 2022 until the end of December, 2022.

Books in the JALT Pragmatics SIG Pragmatics Resources series



Pragmatics Undercover: The Search for Natural Talk in EFL Textbooks

Edited by Jerry Talawadis Jr., Jim Ronald, Donna Fujimoto, & Noriko Ishihara

This book is written to show how pragmatics can help teachers of English, and other languages, help your students improve their English speaking skills. Written in a style that presumes no background in applied linguistics, this book also contains numerous step-by-step classroom activities and photocopiable resources.

Published in June 2020

ISBN: 978-4-901352-64-2



Back to Basics: Filling the Gaps in Pragmatics Teaching Materials

Edited by Donna Tatsuki & Donna Fujimoto

This is a series of innovative articles dealing with topics that are underrepresented by teaching materials in order to fill pedagogical gaps in the teaching of pragmatics. The aim of this volume is to offer insights and teaching materials on a number of important but rarely attempted topics.

172 pages, published June 2016

ISBN: 978-4-901352-51-2



Pragmatics: Bringing pragmatics to second language classrooms

Edited by Jim Ronald, Carol Rimmert, Kenneth Ferdyce and Tim Knight

This book is an extensive collection of 64 pragmatics-based lesson plans and activities for second language classrooms. It aims to make learners think about language-as-action while they practice using language in various sequential and situational contexts.

240 pages, published December 2012

ISBN: 978-4-901352-38-3



Observing Talk: Conversation analytic studies of second language interaction

Edited by Tim Greer

This volume in the Pragmatics Resources Series includes eight CA articles on interacting in a second language. Many of the activities are designed for EFL or JSL classrooms in Japan, but they are adaptable to other language contexts as well. See the links below for some sample pages.

153 pages, published November 2010

ISBN: 978-4-901352-34-5



Pragmatics in Language Learning, Theory, and Practice

Edited by Donna Tatsuki

This is the first volume in this series, and is a collection of contemporary articles that, together, delineate the role of pragmatics in the process of language learning, the on-going development of language/linguistic theory, and the innovations of pedagogical practice.

172 pages, published March 2005

ISBN: 4-901352-12-1

Each volume is 2,000 yen plus shipping, and can be ordered through the website of JALT Pragmatics SIG: <https://www.pragmsig.org/order>
If you would like to know more about the Pragmatics SIG, please check the website, and consider joining us! <https://www.pragmsig.org/>

PanSIG 2022 Report

Pragmatic Markers Used in Textbook Dialogues

Presented by Chie Kawashima

Reported by Chie Kawashima

For this study, I evaluated the representativeness and teachability of pragmatic markers presented in pedagogical materials. The data examined were pragmatic markers used in textbook dialogues. I selected five beginner-level international ELT textbooks and six Japanese high school ELT textbooks. I began my presentation with the definition of pragmatic markers as words and phrases such as *well* and *you know*, which serve as pragmatic functions within the linguistic system. Additionally, I talked about related pedagogical issues where the use of pragmatic markers is not highlighted in language classes. The collected data were analyzed based on Brinton's classification system (pp.37-38), and all the markers identified in the textbooks were classified into two macro functions (interpersonal or textual) with sub-divisions into more discrete micro functions.

The initial result I shared was that interpersonal markers occurred in higher frequency compared to textual markers across the textbooks. The speaker's emotions and attitudes are expressed with interpersonal markers whereas textual functions signal the relationship between utterances connected by speakers (Brinton, 1996). The textbooks examined were all for novice-level learners and the dialogues were mostly everyday informal conversations with relatively less complicated discourse structures. Therefore, many of the identified pragmatic marker types in these textbooks were *oh*, *okay*, and *yeah*, which functioned as interpersonal markers. Recurring pragmatic markers as *oh*, *okay*, *well*, and *so* in the ELT textbooks were almost identical with those commonly used in everyday authentic interaction listed on the inventory of Carter and McCarthy (2006). The two types of interpersonal markers of *oh* as a response/reaction marker and *okay* as a cooperation/agreement marker were predominantly present across these textbooks along with *well* with versatile functions.

However, as I pointed out, research shows that learners might overuse these markers unless they are instructed properly (Buysse, 2012; 2015; Corsetti & Perna, 2017; Murahata, 2018). Furthermore, I noticed an uneven distribution of pragmatic marker types and functions across the textbooks. A particular type or function of marker was overused or underused in a single textbook or two. For example, a large number of identified markers functioned as response/reaction, where *oh* was predominantly used. Additionally, I pointed out the absence of tasks to practice the use of pragmatic markers in the textbooks. Learners may end up being solely exposed to pragmatic markers by reading dialogues aloud or by listening to conversations carefully.

Overall, although pragmatic markers frequently occur in dialogue in ELT textbooks, not enough pedagogical attention was paid to these words or clausal elements. Pragmatic markers may be grammatically optional, but they are essential for appropriate language use. I concluded my presentation with the recommendation that teachers could compensate for a dearth of information about pragmatic markers in textbooks by supplementing incidental learning with explicit instruction.

At the end, I received a comment that the data could have been collected from more textbooks. Although

the selected textbooks were all top-selling English language teaching materials published by major publishers, I agreed that a larger corpus of data could be more reliable. Additionally, I was asked a question about possible communicative activities to practice the use of pragmatic markers. I expressed the opinion that there is an immediate necessity to find a way to plan classroom activities to raise learners' awareness of using pragmatic markers.

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Report on the PanSIG Pragmatics SIG Forum

Where we've been: Where we'd like to go

The Pragmatics SIG presented its forum at the PanSIG conference on July 10, 2022. Noriko Ishihara moderated a panel of three SIG members: Jim Ronald, Yosuke Ogawa, and Benio Suzuki. The following are summaries of each of the presentations followed by audience feedback.

Jim Ronald shared his decades-long personal journey relating to his work with pedagogy and pragmatics. He divided his session into three parts: "Reasons to be cheerful," "Reasons to be miserable," and "Reasons to be hopeful." The "Reasons to be cheerful" was by far the longest session where he recalled his work with fellow SIG members and his active participation in the publication of two books, *Pragmatics Undercover*, and 10 years later, *Pragmatics Undercover*. The goal of both books was to provide practical and useful activities that teachers can use in the classroom.

After talking about the successful publication of these books, Ronald moved to "Reasons to be miserable." While it is true that there was a clear call for effective pragmatic-related teaching--and these publications were definitely intended to fill that need--Ronald wondered how much real impact these activities have had on instruction and learning in many classrooms. He expressed concern that perhaps the ideas and practices have reached only a very small audience of academics and teachers already familiar with pragmatics.

While our current Pragmatics Resources series of books reaches far too few people, there still are ‘Reasons to be hopeful.’ The book series represents a great set of resources upon which teachers can make short teaching videos to be shared and spread through Youtube or TikTok. The pandemic has put the production of such videos within the reach of many teachers, so what as a SIG we need to do next is to find ways, and funding, to make these videos based on the 100+ activities found in the Resource books.

The audience at the Forum could also witness for themselves “Reasons to be hopeful” when they saw Ronald shift from presenter mode to teacher mode. His level of enthusiasm rose as he called on one of his co-presenters to play the role of a student so that he could demonstrate a lesson that worked in his class. Seeing Ronald in action was clear evidence of how in the right hands, pragmatics-related lessons can be engaging, eye-opening for students, and just plain fun.

Yosuke Ogawa shared his personal research experience working together with researchers from other academic fields. He claims that pragmatics research is enormously broad, ranging from politics-like research to physics-like research, even though at the basic level they all deal with language interaction. In 2020 he organized a forum where three different approaches (conversation analysis, discourse analysis, and sociolinguistics) focused on the same piece of data. There were interesting findings in each case, however, he realized as a multidisciplinary effort this only listed the findings without making any synthesis, and there was no in-depth discussion about the research methodology.

Apart from the disappointment, he emphasized he has generally had wonderful opportunities to work on interdisciplinary research with researchers from other fields. When he did a forum discussion with a political ideology researcher using the critical discourse analysis (CDA) method, Ogawa said “I first thought that it might be quite a close methodology [to mine], but the approach was rather more based on political philosophy, and [the other researcher] systematically demonstrated that the research actually does not need any physical data for constructing social ideology and internal discourse. That was one of the most shocking academic experiences for me. They draw a clear line between physical phenomena and societal metaphysics, which sadly some pragmatic researchers have innocently mixed up.”

According to Ogawa, pragmatics is a social scientific practice. When you focus on a piece of data, pragmatic analysis is like reconstructing the social framework behind the discourse, exhibiting marked usage of certain linguistic items, and investigating turn management systems in a certain interactional sequence. It is not demonstrating the researcher's personal impression, like “he uses a bad word. So, he is angry because he does not like that. So, she is sad.”

It is worthwhile to note some fundamental methodological standpoints for pragmatics. Pragmatics deals with language as an instance of interaction/discourse, not as a tool for information transmission. Furthermore, pragmatic context and co-text always adhere to the language. Therefore, the interaction is always carried out in the here-and-now with these particular participants, and it is never reproducible.

According to Ogawa, pragmatics is purely based on a data-driven research methodology and a descriptive approach which the analyst cannot judge using their intuitions or personal common sense.

Ogawa said, “Working with various research methods and methodologies gave me a profound understanding of the academic nature of inquiry which is rarely noticed if you stay in a narrow, closed community of a part of pragmatics. And for our SIG, I believe many members should try to step out from the closed community and interact with researchers from other knowledge bases and methods. They can then bring lots of research methodological tips back into this SIG and help it flourish. That is far better than a pushy propagation of pragmatic practice like a missionary. It is obviously tough to learn new things for broadening your research approach, but isn’t that what your students do every day? Teachers should study the hardest.” Ogawa ended with the following statement: “*He that stays in the valley shall never get over the hill.*”

Benio Suzuki reported on some of his practical attempts to develop learners’ and colleagues’ pragmatic competence, which are necessary for today’s communication practices. First, he reported on his lesson teaching email communication in English. The sequence of a lesson was as follows:

1. Politeness rating task and email composition task (asynchronous online)
2. Metapragmatic discussion and the instruction of the degree of directness in the speech act of requesting (face-to-face)
3. Email composition task (asynchronous online)

Suzuki said, “During the lessons, some students remarked on their perception of the pragmatic marker ‘please’ and the expression “as soon as possible.” Some said that simply using “please” was enough to make the email polite whilst a few said using “as soon as possible” can make the email more polite. These interesting observations also helped us revisit what to teach. In addition, it was found that some students’ email composition skills in Japanese improved after the lesson. It is hard for us to argue that this email composition lesson helped them become aware of their Japanese emails, however, it is worth investigating the transfer of learning from L2 to L1.

In the second part of his presentation, he reported on a collaborative project with his colleagues, where they designed lessons and materials for one English class. In their university he and his colleagues use movies to teach English. Although the textbooks focus on pragmatic aspects such as comprehension of irony and jokes, it does not give abundant opportunities for learners to use fundamental speech acts (e.g., request, invitation, advice-giving), all of which they may use in the future. To develop curriculum and teaching materials with his colleagues, he co-created lesson designs, activities and some data reported in previous studies.

Lastly, he presented one of his ongoing projects on language alternation and intercultural communication. In some activities, he had students watch a video of one press conference. In this video, a

Japanese politician deliberately used English and the recipient, who is a White female spokesperson, showed her return microaggression by codeswitching during the Japanese conversation. This video shows an intercultural conflict between an L1 Japanese speaker and a competent L2 Japanese speaker. In English classes, teachers may teach pragmatics such as speech acts and interactional practices, but not when to use English or Japanese, to whom, and why. Awareness of codeswitching helps learners become interculturally competent in (super-)diversified Japan.

Suzuki said, “English education is not only about improving learners’ fluency and teaching linguistic code (e.g., grammar, vocabulary, pronunciation), but also about helping learners become more aware of their own community (e.g., school, business, or super-diversified cities). I believe instructional pragmatics may help learners to become more interculturally competent local citizens in an arena where the people who have moved from one place to another must co-exist smoothly and peaceably.”

Post Forum comments -- Our square round table

For many of us, this PanSIG conference was the first in-person conference after a couple of years of online meetings. It was refreshing to gather together in one place and to be able to talk directly and informally about our mutual interest of pragmatics instruction. Just as, pragmatically-speaking, the most interesting and valuable part of a class may be before the class starts, or in the gaps between activities, so, too, was the unplanned informal gathering following the forum, a very valuable chance to meet and talk together.

The after-session group brainstormed on what talks may be possible in our future SIG events and what other SIGs we may be able to collaborate with to expand and revitalize upcoming SIG activities. This chance served as a good reminder that no single book, lesson plan, or conference talk is ever complete. If you readers have any ideas on further events, opportunities, topics, and so on, you are invited to share them any time!

Although a small and intimate forum has its own attraction, with prior promotion we hope to have more participants next time. Ideally there will at least be one female speaker in our future events.

A view from the audience by Jerry Talandis Jr.

I had the good fortune of attending the PanSIG conference in person and was able to attend this forum. It was the first time I had seen everyone in person since before the pandemic, so that was most excellent. I enjoyed the sessions and came away with a nice overview of where things stand vis a vis pragmatics and our SIG. It felt good to have played a small part in Jim’s “reasons to be cheerful”. As he recounted the efforts to produce pragmatics-centered teaching materials, I thought back to all of the work those projects entailed. I know it’s a cliché, but it did feel like climbing a mountain at times. When we got to the summit, and the books were published, we felt a great sense of accomplishment and satisfaction.

However, as Jim noted in his “reasons to be miserable”, there is still much work to be done to raise pragmatic awareness in our field. This reminded me that one byproduct of reaching the mountain top is seeing clearly all of the other mountains that need climbing! So, instead of feeling miserable about that, let's move forward with a sense of hope and gratitude towards realizing some of the ideas mentioned in this forum. People following their interests and doing good work will make a difference in the end. It's an honor and pleasure to be part of that journey.



Pragmatics SIG Zoom Meeting on September 3, 2022

A Closer Look at Peer Feedback: Japanese L2 Writers

Presented by Stachus Peter Tu, Ph.D.

Reported by Sanae Oda-Sheehan and Jim Ronald

On September 3, 2022, the Pragmatics SIG held a Zoom session by Stachus Peter Tu from Hiroshima Bunkyo University. Tu's research question was whether Japanese L2 learners are influenced by their familiarity with each other or by anonymity when they are engaged in peer feedback on writing. The focus of the investigation was upon the praise and criticism exchanged during the peer sessions and the students' reported degree of discomfort, if any. The study examined three conditions: a) mutual closeness, b) mutual distance, and c) mutual anonymity. The results indicated that there were lower degrees of discomfort among learners who shared a close relationship, and that anonymity did not reduce the discomfort. The learners exchanged similar feedback regardless of their closeness or anonymity.

The giving and receiving of peer feedback has the potential to play a vital role in L2 writing pedagogy. It is also affected by learners' personal and emotional investments in their classroom practice including relationship building between the writer and the reviewer. In his study, Tu investigated the intersection of closeness and discomfort experienced by learners who are involved in face threatening acts (FTAs) when giving feedback. In the light of the study results, which were based on multi-layered analyses, Tu stressed that teachers should devote time to promoting activities that facilitate friendships among their learners, since this in turn creates an environment in which peer feedback may be most effective.

There are two aspects of Tu's presentation that had an unexpected impact, both concerned with perspective or framing. First, we were reminded that in terms of appreciation of the possible impact of the face-threatening act of criticism as part of peer feedback, our perspective as experienced teachers, used as we are to the various criticisms as teachers, may leave us unequipped with the empathy needed to accurately judge how young people may feel, and how they may be hurt, when their English is criticised by classmates. He was not suggesting that language teachers should not manage peer feedback in their classes, but reminding us that it should be done with care, not simply as something that "works" or something that saves teachers from doing the feedback themselves.

The data and discussion of the data also made us question the benefits of anonymous peer feedback, which may affect relationships within class. Although Tu's study was detailed and complete, we were reminded through our wide-ranging discussion that this topic is not settled in a number of ways. The reframing of peer feedback as "investment", for example, gives us two important objectives that may guide our use and promotion of feedback. First, conducted with care and sensitivity, peer

feedback can serve as students' investment in their relationships with classmates. We see, with the predominance of praise as opposed to advice in the data presented by Tu, how aware the students were of this role of feedback. This brings us to the second type of investment that students need to recognize, as a class becomes a learning community: their advice to classmates is investment in each other's foreign language improvement. In the data, Tu showed how much more willing the participants were to receive advice than to give it. However, if they have a clear understanding that a comment such as "I like your writing" will not improve their classmate's writing, while "Your long sentences were a little hard to understand" is likely to, they may be less hesitant to give constructive feedback.

During the question time and beyond, Tu's pedagogical insights regarding the importance of friendship between learners prompted the participants of the Zoom session to start sharing their practices and perceptions of friendship-building activities for the classroom, which certainly helped develop rapport in the community of practice within the Zoom group itself. Among the suggestions were the frequent randomized changing of student seating, allowing time for students to interact in Japanese, and group activities using resources such as Quizlet or Kahoot. Thank you, Peter, for your inspiring talk, and to all who joined us for this event!



JALT 2021 Reports

Reflective Practice in Autoethnography

Presented by Sanae Oda-Sheehan

Reported by Kathleen Kitao

In this presentation, which is based on her dissertation research, Sanae Oda-Sheehan began by defining and explaining autoethnography. Autoethnography is defined as using "the researcher's own personal experiences and self-reflection to describe and critique cultural beliefs and practices." Thus, it makes use of the researcher as the subject of the research. Being personally engaging, autoethnography can be of interest to non-academics and provide a link between academia and society/daily life.

Autoethnography developed in the 1980s, based on a desire among many scholars for personal narrative and subjectivity. In the 2010s, it began to be widely used in language teaching research. It has been criticized for its lack of analytic rigor and for questions about its methodological validity, as well as for depending on personal memory as a data source. For the latter issue, researchers in autoethnography depend not only on memory but on interviews, interactions with others, documents, and artifacts. Thus, Anderson (2006) distinguished two types of autoethnography: evocative ethnography, which is emotional and artistic, from analytic autoethnography, which is theoretical and scientific. The purpose of analytic autoethnography is not just self-reflection on the part of the researcher, but self-reflection can lead to self-understanding and self-transformation. This invites readers to compare themselves and their experiences with those of the researcher and gain self-awareness.

Oda-Sheehan also discussed reflective practice (RP), which she defined as "capacity to reflect on action in order to engage in a process of continuous learning" by giving critical attention to practice in everyday actions, becoming aware of our implicit knowledge base, and learning from our experiences. Schon (1983) distinguished among reflection-in-action (dealing with issues on the spot as they occur), reflection-on-action (looking back on actions and exploring the reasons for them), and reflection-for-action (proactive thinking to guide future actions).

Oda-Sheehan then discussed the critical gaps in the Japanese EFL context that she looked at in her dissertation, including the gaps between what is taught in the classroom and what is necessary in society, between L2 pragmatics theory and L2 pragmatic pedagogy, and between grammar teaching and communicative language teaching. These gaps, she believes, hinder the effectiveness of learning. She explained what she called the Pedagogical Trinity, i.e., the interaction among communicative language, L2 pragmatics, and grammar. Theoretically, she said, pragmatics is both part of communication and part of grammar. From a practical point of view, some of the problems in English language teaching in Japan stem from a low pragmatic awareness.

Oda-Sheehan's research question was "How does one teacher's reflective practice in autoethnography facilitate the exploration to integrate L2 pragmatics and grammar pedagogy in the Japanese EFL context?" For this research, she interviewed a variety of participants, including EFL learners, Japanese teachers of English,

researchers, and members of intercultural families. She also analyzed personal journal entries and artifacts related to teaching, learning, and research.

In her results, Oda-Sheehan reported on three cases to which she applied reflective practice. In each case, she reflected on a problem (depending on the situation, as a teacher, as a researcher, as a teacher and a businessperson, and/or as a businessperson and a parent), on the transformation intended to deal with the problem, and on any improvement that resulted. The first case had to do with students' low motivation and the teacher becoming tired of teaching students with low or no motivation. From previous studies, she gained the insight that teachers tend to underestimate students' ability and therefore give them materials that do not challenge them, which means that students are bored. She decided to use more challenging materials, which the students responded to well, increasing motivation of both the students and the teacher.

The second case Oda-Sheehan looked at was the gap between school and society. She concluded that teachers need to give students more help in preparing for societal needs and followed two tracks in dealing with the gap. One was sharing experiences in business communication, which generates interest, even among the less-motivated students, and helps students form images of their future selves. The second track was having the students participate in group discussions to prepare for job hunting. While students were initially confused, they reacted by developing strategies for starting discussions. These discussions helped students with their long-term visions.

Finally, Oda-Sheehan looked at the divide between high school and university education. The general attitude among university teachers is that test preparation does not help students, that students should move on to new things now that they are in university classes, and that the time spent on test preparation was a waste of time. However, a survey of university students indicated that almost all of them wanted to build on what they had learned in high school for test preparation and that they felt that their English ability had been highest in the time after they took the university entrance exam. The survey results indicated that students had positive views about the effects of test preparation. Oda-Sheehan concluded that building on the foundation of what students had learned in high school and integrating grammar and pragmatic learning would be helpful. She found this a useful approach that maximized students' learning.

Oda-Sheehan's presentation was a good introduction to autoethnography and reflective practice as well as, more importantly, its application to teaching pragmatics in a university setting. Her book, *An Autoethnography of Teaching English in Japan: Bridging Life and Academia*, was released earlier this year, and anyone interested in sharing the exploration of autoethnography and reflective practice can contact her at sanaesheehan@gmail.com.

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- Schon, D.A. (1983). *The reflective practitioner*. Basic Books.

Turn-Taking and the Nature of Conversation: Online Remote and Face-to-Face

Presented by Martin Murphy

Reported by Kathleen Kitao

Turn-taking is vital for talking in a wide variety of settings, including interviews, meetings, debates, ceremonies, conversations, and so on. Generally, one party talks at a time, but what is not obvious to most people is that the transitions between interlocutors are finely coordinated, and there are certain techniques that are used to form utterances related to turn-taking. While speakers do sometimes overlap, these occurrences are brief. When a transition takes place, the current speaker may select the next speaker, for example, by asking a question. If the current speaker does not select the next speaker, the next speaker self-selects, and the first to start speaking takes a turn. If no one else takes a turn, the current speaker may continue. This process repeats until the next time of transition is reached.

Murphy reported on a study he did in 2020 and 2021 at two universities. Some classes were entirely online, some alternated between being online and face-to-face; and some were hybrid or partly hybrid and partly online. The classes were discussion/debate classes, and students generally spent each 90-minute class in a discussion of a topic related to a social issue. During the final 30-40 minutes, students did free discussion practice in groups of three. (The number three is important, because in pairs, the next speaker is predetermined, but with three [or more] students, the next turn can go to any of the non-speakers.) The students rotated to different groups to start new conversations every few minutes.

Murphy annotated transcripts of the conversations, marking where the current speaker selects the next speaker, where the next speaker self-selects, and where the current speaker continues and then compared the face-to-face and online Zoom conversations. His results indicated that there were more gaps on Zoom, as well as longer chunks of conversation and fewer turns. In the Zoom conversations, students were not able to utilize pointing gestures as they could in face-to-face situations, and they used less nonverbal communication in general. In face-to-face communication, students reached agreement more quickly. On Zoom, students had more trouble being able to fully discuss the issue and to reach a conclusion. Murphy concluded that while Zoom was a stop-gap solution for the problem of classes being unable to meet face-to-face, it still had problems.

Turn-taking is an important part of communicating efficiently, and particularly with more classes going online or using a hybrid format; it is useful to know how using Zoom influences turn-taking.

Insights Into Interaction: How to Encourage Better Peer Communication

Presented by Allen Davenport

Reported by Steven Pattison

Allen Davenport treated his audience to a vibrant and highly informative presentation, as part of the Cambridge University Press series of research and teaching talks, “Insights”. In this presentation, Davenport disseminated some of the central findings from the Cambridge Papers in ELT series, “Enhancing student interaction in the language classroom”. The presentation began by discussing problems related to speaking tasks in the language classroom, reporting some of the typical complaints teachers express related to lack of willingness to communicate in the target language (TL), overuse of their L1, inability to focus on the task, and unfavourable group dynamics. Faced with these barriers to effective interaction, the presenter laid out his approach to maximizing effective interaction. The presentation was guided by a focus on the promotion of interpersonal and collaborative tasks that involve the use of transactional functions to encourage interaction. The presenter stressed that interaction is not restricted to only one skill, but rather permeates all the skills in an integrated view of language learning. He argued that a focus on interaction which uses the methodology underpinning the textbook brings with it indisputable benefits for the learner, such as getting to talk more, experiment, and consolidate their learning in a low-anxiety environment. The challenge facing the language teacher, according to Davenport, are the barriers which hinder interaction.

Davenport’s methodology, designed to help the teacher to help their students overcome barriers to effective interaction, emphasized the importance of students envisioning themselves as language users, in accordance with Dörnyei’s visioning of the L2 self; that is, the ideal self that that learner wishes to become as an L2 speaker (see Dörnyei, 2005; Dörnyei & Chan, 2013). The task, the presenter said, should be introduced with care to explicitly raise students’ awareness to how it will be useful to them and how the language learned prior to the task will enable them to complete it. He emphasized the need to monitor the students’ interests and knowledge base in designing tasks and to prepare them well for the task to maximise success. To motivate interaction, he argued that tasks should be immersive, engaging and aligned to learners’ real-world needs.

Addressing the issue of L1 overuse in the classroom, the presenter shared his view that, to create a low-anxiety learning environment, while as much use of English as possible should be encouraged, there are advantages to acknowledging that the classroom is pluralinguistic, and that allowing use of the L1 oftentimes contributes to the meaningfulness of the interactive task. Davenport’s goal is to produce an environment in which the learners demonstrate ‘participatory willingness’, which he achieves by tapping into the students’ expectations, changing the groupings, and so forth. The practice of reflective teaching, where successful and less successful classroom activities are recorded, is an essential part of creating suitable conditions for language learning.

Finally, Davenport encouraged the participants to put the task above the language; to be a resource for students in the classroom, in terms of pointing out good examples of good language use to students and paying attention to form; and to trust students to offer feedback on tasks. Taking the approach outlined, Davenport

suggested what would lead to a learning environment in which students feel sufficiently secure, well supported and motivated, and the barriers to interaction would disappear. This was a high-energy, interactive, and enjoyable presentation that, while it didn't concentrate heavily on the pragmatic aspects of particular interactions, did provide a helpful methodology for nurturing interaction, from which pragmatic strategies for effective communication could be developed.

The paper on which this presentation was based can be found at <https://tinyurl.com/5xna5vkn>.

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Allen Davenport
Professional Learning and Development Manager
Cambridge University Press

Book Review

English is context: Practical pragmatics for clear communication

By Andreas Grundtvig

Book review by Jim Ronald

It is a joy to come across a book that sets out to help language learners become more pragmatically competent. This is what Andreas Grundtvig's *English is Context* does – this and much more. Before we dive into the book, though, let's consider the title. First, *English is context*. Why English, we might ask. Or, surely not only English? In fact, this volume does focus on the English language, and we may also understand the title in regard to the status of English as the archetypal other/second/foreign language, the learning of which for so many people takes place, in part at least, in the language classroom. Outside the classroom, language always does have a context, and it is this context that determines how we use language or make sense of the language we interact with: from this person and within this relationship, in this place

and for this purpose. For many of our language classroom encounters with the target language, this is not true: words in word lists, isolated sentences waiting for dissection, or minimal “conversations”. Both we and our students need reminders of this. Japanese learners of English, for example, may be very aware how important context is for Japanese, but not imagine that this is also true for English.

The book is composed of three parts: A, B, and C, and parts A and B are made up of many sections of between half a page and two pages in length. Part A, like a mosaic, is composed of many small pieces that together make up a larger picture, a picture that explains, illustrates, or challenges us to think about what pragmatics is and how it works. As he does this, the author demonstrates how pragmatics is both the theoretical background of how we use language and the practice of doing this. Yet, this is no dry, impersonal textbook introduction to the field, but they are messages from the author to the reader: a fellow language teacher. Does this mean that it misses out part of the picture, like an ancient mosaic with various tiles missing? Yes, it may well do, but its aim is not to be an exhaustive exposition of the field, such as Taguchi and Roever's *Second Language Pragmatics*, but to be a guide accompanying the teacher on the path, the climb, to becoming enablers of pragmatic competence. As such, like an ancient mosaic with some tiles missing, we may not get the whole picture – but we will get something that in many ways is of greater value.

Part B is an amazing collection of over 80 pragmatic activities for teachers to use with their English learners, each one of them created or collected by Andreas Grundtvig. If you are familiar with JALT Pragmatics SIG's *Pragmatics*, then this collection has much in common, even in terms of format: specifying the learning focus, giving the context or rationale for the activity, and providing a step-by-step guide to doing it. The activities differ from those in *Pragmatics* in three main ways: they are typically for more advanced learners, they often bring contexts and language from outside into the classroom, and they are wackier, or just more fun.



Also, in common with *Pragmatics*, the activities in *English is context* are what we might call one-shot activities: the focus is introduced by some means, and the activity proceeds step-by-step, until it is finished. At this stage, there is no follow-up, and no assessment to check that learning has taken place. For these, we turn to Part C.

The book is completed by a much shorter, but essential, Part C: a guide for teachers. As the author explains, this final part is a discussion of “how reflecting on language can affect our learners’ acquisition in different ways.” He specifies three of these ways: first, *Ways to think*: of recognizing how words work and the strategies we choose to communicate; *Ways to teach*: concerning ways of incorporating pragmatics into a curriculum for which until recently there has been little room; and *Ways to succeed*: how to provide a structure to help learners remember what they have learnt.

Ways to think refers both to the big picture, pragmatics as part of a whole linguistic structure that also encompasses phonetics, phonology, morphology, syntax, and semantics, and in recognition of how a focus on short words or phrases in context helps learners to appreciate what pragmatics is and how it works, individually and in the world. As such, as the author points out, the focus on pragmatics in the language classroom may be both a small step and a giant leap

Ways to teach challenges teachers to help learners be more ready for life beyond language tests or classrooms. At the same time, the author points out that official measures of foreign language ability, such as CEFR or ACTFL, increasingly include concern for context and specific language requirements for communicating in various contexts. He then goes on to consider ways of assessing pragmatic competence, ranging from discourse completion tasks and roleplays to questions about observed or imagined situations, with responses ranging from language to use to identifying the register or context of an exchange.

Ways to succeed is about coping and thriving in a world and with a language that are often unpredictable. The author proposes a response to this for teachers to impart to learners, and to experience with them: VUCA ELT, with VUCA standing for *Vibe, Unpredictability, Challenge, Application*. This is worth spending time on, as it underpins the reason for the book and the rationale for bringing a greater focus on pragmatics to the language classroom. In fact, it might be a good place to start reading the book! As for what each of these key words mean, *Vibe* is similar to the Japanese concept of “reading the air”, catching and responding to what is being conveyed, even when much of this is not expressed directly or even linguistically. As for *Unpredictability*, this concerns the reality that life, and the language we need to cope with it, often does not follow the predictable scenarios we find in course books, especially in other cultures and other languages. As a consequence, we cannot see pragmatic instruction as simply providing linguistic tools to deal with life, but a willingness and sensitivity to learn and “be ready for the challenge that each new situation presents” (p. 137). As for *Challenge*, it is precisely the willingness to not flee but rather welcome opportunities to interact with others. *Application* does not refer, mainly, to applying what we have learned in the book or from the teacher, but rather to a continuous process of experiencing, learning, and moving forward.

Finally, I would like to tell about an experience I had a few weeks ago that, for me, shed new light on the teaching and learning of pragmatics and on *English is Context*. I had the opportunity to try SUP – Stand-Up Paddle – on a river in Hiroshima. Being on a river rather than the sea, the surface of the water was usually smooth, except when the occasional motor boat went past. The instructor who accompanied us gave us advice,

mostly about posture and rowing. One thing he pointed out, though, as I hesitated to stand on the board, was that it is the nature of a board on water to be wobbly, and that we have to get used to it, we can't wait until everything is steady and predictable. Before we started, I had asked a friend, Fernando, who joined me on this SUP adventure whether he thought we'd fall in the river. He's a surfer, and his response was "I hope so! That's what it's for!" He was standing on his board from the beginning – and did fall in again and again, laughing each time. As for me, I spent most of the time paddling on my knees – and managed not to fall in the water once. I also managed not to become a confident board stander, while he did, and undoubtedly got more out of the experience than I did! So, what has all this to do with *English is Context*? First, Andreas Grundtvig is very like that clear-sighted instructor – accompanying us through the book, helping us experience pragmatics, and telling us that for all our efforts this unpredictability is how interaction is, especially in a foreign language, and that we have to realize that, and embrace the challenge. Also, through the book he is urging us as teachers, and through us our students, to accept the pragmatic failures, the public dunkings, that we will experience through these interactions – to learn and laugh the way my friend Fernando did!

English is Context is not a course book, and does not aim to be one. In some ways it is more like an excellent cook book, one that not only offers plenty of recipes to try out in class, but also encourages us to keep trying new things: trying and occasionally failing, appreciating what we learn from these failures, and moving on.

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Taguchi, N., & Roever, C. (2017). *Second language pragmatics*. Oxford University Press.

If you would like to listen to an interview of Andreas Grundtvig by Jim Ronald, you can find it here.

https://drive.google.com/file/d/1PsVg_DbuIVq3IHsqOr6mca1YjOLeVkwJ/view?usp=sharing

JALT Conference 2022

Come to the Pragmatics SIG Annual General Meeting

November 12, Saturday 1:20-1:45 pm (only 25 minutes!!)

This is hybrid so even if you are not registered you can join.

It is open to members and nonmembers

You might be interested in pragmatics-related sessions

November 12 (Sat)

Assessing Pragmatic Development: Untangling Form and Learner Subjectivity

Richards, Paul - Miyazaki International College

11:35-AM-12:00-PM; 502

Conversation Analysis of TA's Mediated Participation in EAP Classrooms

Okada, Yusuke - Osaka University

12:45-PM-1:10-PM; SP-4F-2

Multilingual Writers' Argumentation Writing: A New Look

Kobayashi, Hiroe - Hiroshima University; Rinnert, Carol - Hiroshima City University

1:20-PM-1:45-PM; 413

Going Beyond the Minimum: Constructing Expanded Turns

Ogawa, Yosuke - Kobe University

3:50-PM-4:15-PM; 407

How to Be Clear and Engaging in Academic Writing: Use of Metadiscourse

Rinnert, Carol - Hiroshima City University; Kobayashi, Hiroe - Hiroshima University

3:50-PM-4:15-PM; 413

The Effect of Closeness and Anonymity on Peer Feedback Between EFL Learners

Tu, Stachus Peter - Hiroshima Bunkyo University

3:50-PM-4:15-PM; Online Room-2

Teachability of Pragmatic Markers Presented in ELT Textbooks (Poster)

Kawashima, Chie - Tochigi Technical High School

4:25-PM - 5:55-PM; 2nd-Floor-Lobby

Encouraging Exploratory Talk in the Classroom

Passmore, Arron - Kyushu Sangyo University

4:25-PM - 5:55-PM; 2nd-Floor-Lobby

Don't Wanna Be Rude in English! I Just Wanna Be Confident Speaking in ESL!

Omi, Jun - Tokyo Keizai University

4:25-PM - 4:50-PM; Online-Room-2

Guiding Learners to Detect Ironic Comments on Social Media

Rucynski, John - Okayama University; Prichard, Caleb - Okayama University

5:00-PM - 5:25-PM; SP-4F-2

Metaphor Through Pictures for Understanding Idioms' Figurative Meaning

Ramonda, Kris - Kansai University

5:35-PM - 6:00-PM; 505

Developing Interactional Competence: Turn-Taking in Learner Talk

Campbell-Larsen, John - Kyoto Women's University

6:10-PM - 6:35-PM; 407

November 13 (Sun)

Connectivity: A Pragmatic Approach to Improving Social Interaction

Saslow, Joan - Pearson Education; Ascher, Allen - Pearson Education

11:55-AM - 12:20-PM; 501

Classroom Tasks for Teaching Communication Strategies

Rian, Joel - Hokkaido Information University; Iwai, Kio - Rikkyo University

2:15-PM - 3:15-PM; 414

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