

# Pragmatics Matters

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## JALT Pragmatics SIG Newsletter

全国語学教育学会 語用論部会 ニュースレター

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### From the editor

Greetings to all PragSIG members. I trust that the term is progressing smoothly and that you are all gearing up for the flagship event of the conference year for JALT in Japan, the 42nd Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition, to be held Aichi Industry & Labor Center – WINC Aichi, Nagoya, Aichi Prefecture, Japan from Friday 25<sup>th</sup> November to Monday 28<sup>th</sup> November. I hope that as many of you as possible will be making the trip to Nagoya to see the exciting range of pragmatics presentations on offer this year. A colleague who has inside knowledge of the program selection process tells me that the pragmatics proposals that crossed their desk during the selection phase were of consistently high quality. It is nice to know that our members are proactive and are contributing a lot of high quality material to the conference. So, whether you are a novice in the field of pragmatics looking to draw on the experience of some of the more established members of the JALT pragmatics community, or one of those more established members, the conference is an ideal place to learn, network, exchange ideas, catch up with old acquaintances or meet new faces.

For a quick at-a-glance guide the full program of pragmatics presentations is included below. Please be sure to have a look through and see what piques your interest. It is a varied program with something to please everyone. Please also note that the Pragmatics SIG annual general meeting will be held on the Sunday morning (November 27<sup>th</sup>) from 11:35 to 12:20 PM in room 1105, chaired by the indefatigable Donna Fujimoto. (The meeting is not too early so hopefully any residual effects of Saturday night's socializing in the hallowed halls of academia will have abated by then!) Come along to see the SIG in action and have your say on what goes on throughout the rest of the year. This is also an ideal opportunity for any members wishing to be more involved in the SIG to put themselves forward. It's these kinds of activities that really help the SIG work, and the entry on your CV is always a plus. Hopefully see you there.

As usual, if you have any contributions to the Newsletter, whether it be short papers, book or conference reviews, news of upcoming events or anything else that would be of interest to our membership please contact me at the address below.

In particular, I would like to request that if any members attend presentations at JALT national on the Monday to write a report of those sessions for inclusion here. I know that some members are forbidden by their institutions from canceling classes to attend conferences and that others have to leave the conference on Sunday evening for a variety of other reasons. (I myself have to be at work on Monday morning bright and early, so I will not be able to attend any of the Monday sessions.) So, if you do happen to attend any of the Monday sessions, please consider writing a report (as brief or a lengthy as you please) and let the rest of us know what we missed.

In September, Philip Riccobono attended and presented in Gwangju, South Korea at the ALAK-GETA Joint International Conference. He provides a review, including a pragmatics-based presentation, which utilized corpus linguistics.

Also in this edition we have a report of the recent KOTESOL conference in Seoul, South Korea by Neil Talbert. The editor was also present at the conference and found that the pragmatics themed sessions were very well attended, often with standing room only. There seemed to be a widespread awareness of the importance of pragmatic knowledge in the field of second language instruction, with attendees from China, Korea and Japan showing a lively interest in the issues raised by the talks and discussing in frank terms the deficit in pragmatic awareness that exist at the institutional level in many schools and universities in East Asia.

John Campbell-Larsen

If you have any submissions for the newsletter please contact the editor at the following address:

joncamlar@hotmail.com

## JALT Pragmatics Presentations at JALT 2016

Date	Time	Room No.	Presenter	Title	Format
Nov 26 (Saturday)	12:40 PM - 1:05 PM	1209	<i>Oda-Sheehan,</i> Sanae	<b>Preservice Teachers' Beliefs About Pragmatics</b>	Research-Oriented Short Presentation
Nov 26 (Saturday)	1:15 PM - 1:40 PM	1109	<i>Watanabe,</i> Aya	<b>Responding to Learner Initiatives in EFL Classes</b>	Research-Oriented Short Presentation
Nov 26 (Saturday)	1:50 PM - 2:15 PM	1110	<i>Siegel,</i> <i>Joseph;</i> <i>Firth, Mark</i> <i>J. F.</i>	<b>Threatening: A New Direction in L2 Pragmatics</b>	Research-Oriented Short Presentation
Nov 26 (Saturday)	4:30 PM - 5:30 PM	1103	<i>Snipp,</i> <i>Kirsten;</i> <i>Sakashita,</i> <i>Madeleine</i>	<b>Oxymoronic? Teaching Communication With a Textbook</b>	Practice-Oriented Long Workshop
Nov 26 (Saturday)	4:30 PM - 4:55 PM	1206	<i>Siegel, Aki</i>	<b>Longitudinal Development in ELF Interaction</b>	Research-Oriented Short Presentation
Nov 26 (Saturday)	5:05 PM - 5:30 PM	1206	<i>Nakamura,</i> <i>Ian</i>	<b>Learning From How a Radio Host Talks With Children</b>	Research-Oriented Short Presentation
Nov 26 (Saturday)	5:40 PM - 6:05 PM	1103	<i>Ronald, Jim</i>	<b>Pragmatics Can Transform the Language Classroom</b>	Practice-Oriented Short Workshop
Nov 27 (Sunday)	9:15 AM - 9:40 AM	1205	<i>Koseki,</i> <i>Kimiko</i>	<b>Korean &amp; Japanese English Cafe Conversations</b>	Research-Oriented Short Presentation

<b>Date</b>	<b>Time</b>	<b>Room No.</b>	<b>Presenter</b>	<b>Title</b>	<b>Format</b>
Nov 27 (Sunday)	9:50 AM - 10:15 AM	1205	<i>Butterfield, Jeffrie</i>	<b>Repair Sequences as Potential Sites of Teaching</b>	Research-Oriented Short Presentation
Nov 27 (Sunday)	11:35 AM - 12:20 PM	1105	<i>Fujimoto, Donna</i>	<b>Pragmatics SIG Annual General Meeting</b>	Short Meeting
Nov 27 (Sunday)	12:30 PM - 2:00 PM	1002	<i>Fujimura-Wilson, Kayo</i>	<b>A Survey of Japanese Compliments by Gender</b>	Poster Session
Nov 27 (Sunday)	12:30 PM - 2:00 PM	1002	<i>Wilson, Timothy</i>	<b>Apology Strategies Used by Japanese EFL Learners</b>	Poster Session
Nov 27 (Sunday)	12:30 PM - 12:55 PM	1005	<i>Rafieyan, Vahid; Olagboyega, Kolawaziri ; Rozycki, William</i>	<b>Pragmatic Ability in an Immersion English Program</b>	Research-Oriented Short Presentation
Nov 27 (Sunday)	12:30 PM - 2:00 PM	1105	<i>Asaba, Makiko; Aiba, Yoshiko; Williamson, Jo</i>	<b>Priority on Pragmatics in the Business Context</b>	Forum
Nov 27 (Sunday)	2:50 PM - 3:15 PM	1206	<i>Kindt, Duane</i>	<b>Showing vs. Demonstrating Understanding</b>	Research-Oriented Short Presentation
Nov 27 (Sunday)	4:35 PM - 6:05 PM	1002	<i>Barrow, Jack</i>	<b>Variation in Communication: Speech Act Projects</b>	Poster Session

Date	Time	Room No.	Presenter	Title	Format
Nov 27 (Sunday)	4:35 PM - 6:05 PM	1005	<i>Okada, Yusuke; Ogawa, Yosuke; Greer, Tim; Bushnell, Cade</i>	<b>Managing Stake and Interest in L2 Interaction</b>	Forum
Nov 27 (Sunday)	4:35 PM - 5:00 PM	1110	<i>Trent, Nobuko</i>	<b>The Pragmatics of Political Speech: Abe vs. Obama</b>	Research- Oriented Short Presentation
Nov 27 (Sunday)	6:20 PM - 6:45 PM	1005	<i>Greer, Tim</i>	<b>Learning to Say Grace</b>	Research- Oriented Short Presentation
Nov 27 (Sunday)	6:55 PM - 7:20 PM	1206	<i>Fujimoto, Donna; Talandis Jr., Jerry</i>	<b>Pragmatics Undercover: A Critical Eye on Textbooks</b>	Research- Oriented Short Presentation
Nov 28 (Monday)	9:50 AM - 10:15 AM	1003	<i>Kawashima, Chie</i>	<b>Teachers' Cognition in Pragmatic Use of Textbooks</b>	Research- Oriented Short Presentation

## 2016 ALAK-GETA Joint International Conference: The Relationship between Pragmatics and Corpus Linguistics

**Philip S. Riccobono**

Aichi Bunkyo University

From September 9-11, Honam University hosted the 2016 ALAK-GETA International Conference. The organizers did a tremendous job offering cultural events, city tours, school visits, inviting plenary speakers from Europe, Asia and the U.S., and providing abundant traditional Korean meals. For only their 3<sup>rd</sup> conference, they hit it out of the park.

I presented along with Patrick McIver and Park Sang-young- both of Daegu Catholic University. Our study, entitled, *Discussions Across Asia: Exchanges to Resolution* reflects on asynchronous online discussions, focusing on promoting discussions among English learners at universities in Japan and universities in the Republic of Korea. In this study we analyzed asynchronous conversations, using the Model of Critical Thinking and Practical Inquiry as a benchmark guide. The study also measured participant's attitudes toward the study and asynchronous computer

mediated communication; this led to some fruitful implications related to pragmatic dichotomies. We will also present this as a poster session at JALT International.

Romero-Trillo (2008) asserts pragmatics and corpus linguistics as an entente, which allows researchers to work with real data to interpret the patterns of language use. I attended such a presentation where I found a relationship between pragmatics and corpus linguistics (CL). Seonmin Park, Korea Advanced Institute of Science and Technology, presented on a study entitled, *A Corpus Analysis of Sentence Structures in "Descendants of the Sun"*.

In this study, Park utilized a corpus including drama dialogue from the popular Korean Drama, "Descendants of the Sun" to analyze the deconstruction of syntax in this particular discourse. Park noted linguistic changes evident in the corpus. Specifically, the results of her study show that various types of English sentence structure such as subject + verb + object occurred in this Korean drama; Korean, like Japanese, follows a subject + object + verb sentence structure.

Park found that the deconstruction of sentence structures in Korean represents a new linguistic phenomenon (rarely found in the 90s). The study established that the change of linguistic patterns implies the influence of English on Korean.

The study left me with some questions (that due to time constraints were left unanswered by the presenter). Do we need to explore how such an evident deconstruction of language patterns reached the point of broadcasting to the masses? Do the producers of "Descendants of the Sun" have a specific meaning behind deliberately changing centuries old sentence patterns? Will this trend continue, changing Korean sentence structure? Have we seen this in Japanese language-on television, movies and everyday discourse? Has anyone seen similar cases? Please let me know your thoughts by social media: Twitter: @Pragsig or our website: Pragsig.org or good old-fashioned email.

## REFERENCES

Romero-Trillo, J. (Ed.). (2008). *Pragmatics and corpus linguistics: A mutualistic entente* (Vol. 2). Walter de Gruyter.

## **KOTESOL 2016: Notes on a Few Pragmatics Presentations**

**Neil Talbert**

Catholic University of Daegu

I attended the KOTESOL 2016 International Conference at Sookmyung Women's University in Seoul, South Korea. Although I was not able to attend every presentation related to pragmatics, I have written synopses on a few of these talks.

**English Terms of Address and Pragmatic Failure**

***Elena Shmidt***

PULSE Adult Language Institute, Anyang, South Korea

This presenter gave a talk about a study she conducted on the issues non-native English speakers have with forms of address, such as using titles, given names, family names, etc., in formal contexts.

After giving a brief overview of pragmatic competence, politeness theory, and intercultural communication, she explained her study.

The presenter investigated the forms of address that Koreans use in formal contexts. She analyzed two kinds of data for 42 employees of a large semi-conductor company: recollected self-reports and self-reports of the forms participants found in the emails they had sent.

She found that the forms of address were as follows, in order of most preferred to least preferred: 1) family name only 2) Konglish title + family name (e.g., "Manager Smith"), 3) academic title + family name, 4) given name + family name, 5) family name + given name, 6) given name only.

Considering the possible causes of this pragmatic failure, she noted that cognitive dissonance--L1 pragmalinguistic norms--may interfere with the proper form of address. She also mentioned pedagogic factors: Korean school children use Konglish forms of address with their English teachers (e.g., "John Teacher"), a habit which they may carry into their adult lives. She also noted the lack of pragmatics teaching as an issue.

### **Pragmatic Activities for the Speaking Classroom**

***Joseph Siegel***

Meiji Gakuin University

The speaker introduced the topic by explaining what pragmatics means, then pointing out the low priority pragmatics instruction receives in Japan and the need for more emphasis on it, particularly for those language learners who plan to study abroad.

He explained the stages that speech act sets comprise, e.g., for apologizing: taking responsibility, offering repair, etc. He then went on to explain how he used these stages of speech act sets to conduct a small study to identify the particular needs of his students. The steps through which he carried out the study were as follows:

- 1) Prompt: Explain a hypothetical situation that prompts a certain type of speech act from the student.
- 2) Speak: Allow student to respond.
- 3) Transcribe: Have the student or teacher transcribe the talk.
- 4) Analyze: Have the student label the stages in their transcribed response, allowing them to notice the missing stages.

The speaker followed this with a few practical tips for teaching pragmatics. He said that in a textbook roleplay activity, the teacher can modify the contexts of an interaction to point out how different responses are appropriate in different situations, for example, by changing the type of relationship between the interlocutors.

Another teaching idea he mentioned was playing a clip from a movie or TV show, then allowing students to attempt to write a pragmatically appropriate response. He also suggesting pointing out an assortment of linguistic tools, such as intensifiers, pre-apology signals, and hedges.

All through the talk, the speaker allowed attendees time to try the activities themselves and discuss in groups how they would implement them, which, in my case at least, made his points more memorable.

A published version of the speaker's talk can be found in the English Teaching Forum, 54(1), 12-19, available at the following link:

[https://americanenglish.state.gov/files/ae/resource\\_files/etf\\_54\\_1\\_pg12-19.pdf](https://americanenglish.state.gov/files/ae/resource_files/etf_54_1_pg12-19.pdf)

### **Teaching Language and Culture for the 21st Century**

***Lynda Yates***

Macquarie University, Australia

This talk described an interesting cross-cultural communication study funded by the Australian government.

After defining some terms such as sociopragmatics and pragmalinguistics, she mentioned that not only are pragmatic mistakes often misconstrued as rudeness, but also that the more proficient one is in a language, the more dangerous a pragmatic mistake could be, in that the intent of a speaker who is proficient in other ways but weak pragmatically would be more likely to be misunderstood.

Yet as she reminded the listeners, despite the importance of teaching pragmatics, it is often avoided. Considering possible reasons, she mentioned a lack of training and materials for teachers, a fear of stereotyping other cultures, and the issue of the ownership of English as an international language.

The study itself was conducted by interviewing 152 foreigners of various nationalities living in Australia. Many sociopragmatic issues were recounted by the participants. For example, a Vietnamese participant mentioned that Australians use compliments in surprising situations, indicating a greater variety of function for that speech act. The so-called fiction of egalitarianism also arose as a theme in the interviews, with participants pointing out the informality of Australians in a wider range of situations, as well as the greater prevalence of outgoing behavior to strangers. Specifically, Korean participants mentioned that Australians made small talk more and seemed more 'friendly,' though some found the friendliness inauthentic.

The speaker wrapped up her talk by suggesting that we help students identify, reflect on, and analyze such differences, with the aim of helping students to detect pragmatic issues.

More information about the speaker's work can be found at the following link:

[http://www.mq.edu.au/about\\_us/faculties\\_and\\_departments/faculty\\_of\\_human\\_sciences/linguistics/linguistics\\_staff/professor\\_lynda\\_yates/](http://www.mq.edu.au/about_us/faculties_and_departments/faculty_of_human_sciences/linguistics/linguistics_staff/professor_lynda_yates/)

## **News of upcoming events**

The Temple University distinguished lecturer series is one of the regular fixtures of the academic year in Japan and this autumn will see a presentation by Dr. Carsten Roever of the University of Melbourne titled Second Language Pragmatics: Learning, Teaching and Testing. As is usual with TUJ distinguished lecture series, the first three hours of each seminar (Saturday session from 14:00 to 17:00) are free and open to the general public. The sessions will be held at Tokyo's TUJ campus Azabu hall on 5<sup>th</sup> of November, starting at 2 PM and at the TUJ Osaka center on November 12<sup>th</sup>, also starting at 2 PM. Details of location and the sign up process can be found here: <http://www.tuj.ac.jp/tesol/seminars/>

Any PragSIG members who attend are invited to write a report for inclusion in the newsletter. Looking forward to early next year Dr. Gabrielle Casper will be talking on Emotion in SLA and Multilingual Talk in Tokyo on 21<sup>st</sup> of January 2017 and again in Osaka on 28<sup>th</sup> of January. Dr. Kaspar is a name that will no doubt be familiar to many of us with an interest in pragmatics and multilingual talk and it will surely be a stimulating and insightful session.

## Pragmatics SIG Committee Members

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### Email addresses

[fujimotodonna@gmail.com](mailto:fujimotodonna@gmail.com),  
[koseki@myad.jp](mailto:koseki@myad.jp),  
[chrisruddenklau@asahi.email.ne.jp](mailto:chrisruddenklau@asahi.email.ne.jp),  
[tk\\_kizu@yahoo.co.jp](mailto:tk_kizu@yahoo.co.jp),  
[robolson32@hotmail.com](mailto:robolson32@hotmail.com),  
[kawashimachie@hotmail.com](mailto:kawashimachie@hotmail.com),  
[nbukotrent@gmail.com](mailto:nbukotrent@gmail.com),  
[yowske@gmail.com](mailto:yowske@gmail.com),  
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[psricc@gmail.com](mailto:psricc@gmail.com),  
[dhtatsuki@gmail.com](mailto:dhtatsuki@gmail.com),  
[jack\\_e@mac.com](mailto:jack_e@mac.com),  
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