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JALT Pragmatics SIG Newsletter

JALT (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 and, as it's still January, a happy new year to all our members and readers of the newsletter. 2012 promises to be an exciting year from the aspect of the Pragmatics SIG. Although last year was busier from the point of view of international conferences, this year - as announced in our new Pragmatics SIG Mail-Mag in December – we will be sponsoring



Dr Alan Firth from Newcastle University in England, as a plenary speaker at the JALT National Conference in October.

This issue includes reports on the Pragmatics Forum at last November's JALT conference and the International Pragmatics Association conference last July. We also have Akiko Hagiwara's valuable Journal Watch column and a brief Book Watch.

I would be delighted if anyone wants to review the books featured, or any other appropriate books, report on the Temple University's Applied Linguistics Colloquium in February or contribute any other articles to the next issue, which is planned for April. Please email me at: tknight303@gmail.com.

Finally, thanks again to the Japanese co-editors, Naoko Osuka and Yukie Saito.

Tim Knight

編集者より

会員の皆様、そしてニューズレターの読者の皆様、明けましておめでとうございます。2012年は語用論部会にとって間違いなく素晴らしい年になります。去年は国際学会という観点では忙しい1年でしたが、今年は、12月にお送りした語用論部会のメールマガでもお知らせしたとおり、10月に開催される JALT 全国大会で、語用論部会は英国ニューカッスル大学のアラン博士を基調講演者として後援します。
ティム・ナイト

(日本語訳：大須賀直子)

Journal Watch: Akiko Hagiwara

ジャーナル ウオッチ：萩原明子

英語の please は言語行為の依頼で頻用される語ですが、用法は広く慣用的な依頼表現に自動的に付与されるばかりでなく、語用論的に様々な用途があります。最初の



論文はスペイン語母語話者の英語学習者にロールプレイを使用してデータ収集をした結果、L2 学習者の使用する please の用法は限られたものだけだった、という研究についての Martínez-Flor (2009) の論文です。2つ目は、教員教育をテーマに英語教育における語用論要素の取り入れ方とその問題点について、実際の教員教育セミナーにおける会話データを分析し顕在化させた Ishihara (2011) の論文です。

People communicate using all kinds of resources, and, of course, language plays a major role. The **first article** I am reviewing this year is about the word “please,” by Alicia Martínez-Flor.

Martínez-Flor, A. 2009. The use and function of “please” in learners’ oral requestive behaviour: a pragmatic analysis. *Journal of English Studies*, 7, 35-54.

This article is **about the acquisition of the “magic word” of English, “please,” by Spanish L2 learners.** Although “please” is a single word, it can be used in many different ways, which means it inherently has various pragmatic functions. Martínez-Flor conducted a study using spontaneous role-plays of requests with 30 some pairs of English learners. She analyzed the use of internal and external modifiers including “please.” She claims that although “please” can be used different ways, learners’ use of it was quite limited. Then she goes on to introduce how we can teach learners various uses of “please,” using authentic and semi-authentic input like TV dramas and movies. What she claims sounds right. If we rely on natural occurring input, learners, especially foreign language learners, would not be exposed

Journal Watch: Hagiwara

to sufficient input of less conventional uses of a word when the word has many different uses. Teaching intervention may be necessary. However, it is also true for the learners. Unless we observe learners for a long, long time, those less frequent uses of the expression would not appear in their production for the same reason. In order to support her claim, she needs to collect much more data from both L1 and L2 and analyze the frequency of occurrences of “please” in each usage to see the difference between two groups.

The **second article** of this year is:

Ishihara, N. 2011. Co-constructing pragmatic awareness: Instructional pragmatics in EFL teacher development in Japan. *TESL-EJ*, 15 (2).

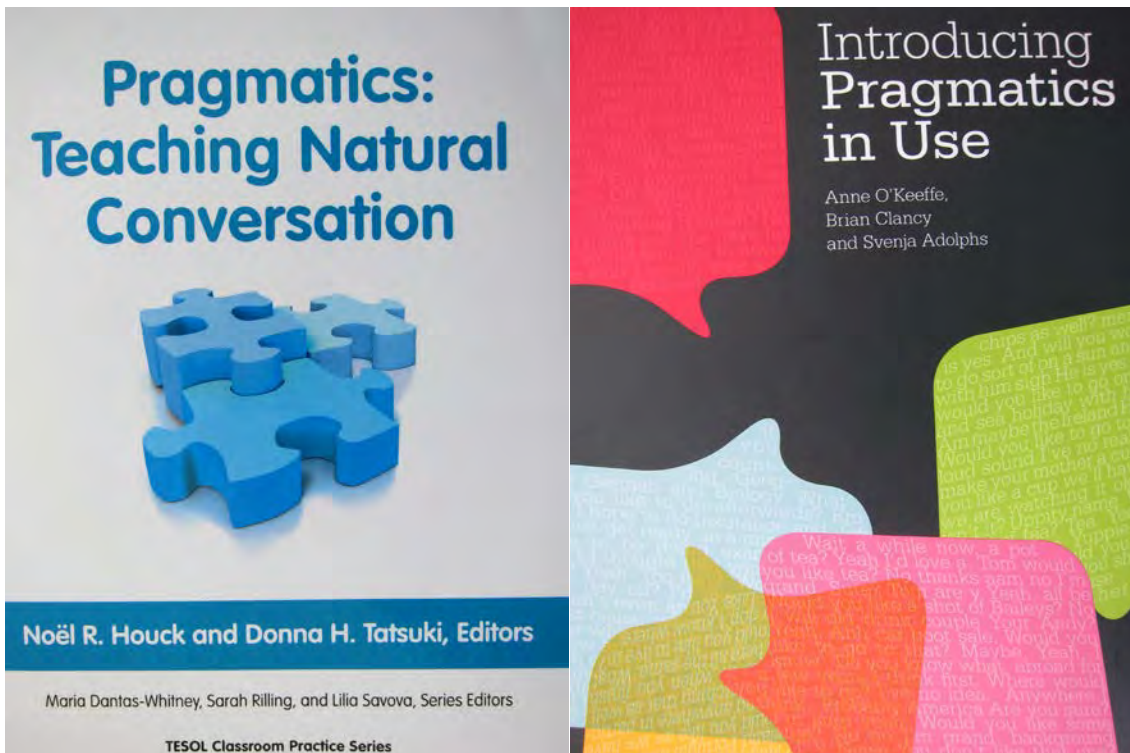
Teacher education is a touchy field in a way, simply because many of us teachers are so used to teaching and often forget to learn something new. From data collected during a secondary school English teachers’ workshop in Japan, **Ishihara analyzed the discussions of government-authorized and other textbooks in light of their pragmatic naturalness**. As we need to raise our students’ pragmatic awareness, we also need to help raise our colleagues’ and our own awareness in pragmatics. Raising awareness can sometimes challenge other people’s beliefs, and Ishihara’s data clearly demonstrate that. Although he is one of the actual participants in her study, Mr. X appears to be a symbolic figure, a stubborn inflexible high school teacher who firmly believes in authority. After the session, their pragmatic awareness was raised, but they still failed to apply that knowledge into practice. Pragmatics is a difficult subject to teach, because it relies on actual people’s interactional behaviors, not the intuition of an ideal speaker.

The article is available here:

<http://www.tesl-ej.org/wordpress/issues/volume15/ej58/ej58a2/>

Book Watch

Two books that were welcome additions to my bookshelf in the last year (and which didn't only stay on the shelf!) were the two pictured here. Anyone wishing to write a review of these or any other appropriate books, please tell the editor by email: tknight303@gmail.com



On the left:

Houck, N. & Tatsuki, D. (Eds.). (2011). *Pragmatics: Teaching natural conversation*. TESOL Classroom Language Series. ISBN: 978-1-931-18570-7

This book is a companion to the book, *Pragmatics: Teaching Speech Acts*, also edited by Noel Houck and Donna Tatsuki, which B. Bricklin Zeff reviewed in our Summer 2011 issue.

On the right:

O'Keefe, A., Clancy, B., Adolphs, S. (2011). *Introducing pragmatics in use*. Abingdon: Routledge. ISBN: 978-0-415-45091-1

Submissions Call

Bringing Pragmatics into the Classroom.

That's the planned title of the SIG's third book in its Pragmatics Resources series, due to be published later this year. For this we are putting together a collection of practical lessons and 'pragtivities' along the lines of JALT's popular *My Share* column.

A game for developing faster uptake in turn-taking, an awareness activity on offering invitations, a way to make textbook activities more authentic—all these and more are the sorts of practical 'how-to' articles we are looking for.

The deadline for submissions is March 2012, so take a look at the [call for contributions](#) and start thinking about what you have to share with our members.

<http://www.pragsig.org/pragres/bk3/callforcontributionsbk3.html>

If you have any questions, don't hesitate to contact Jim Ronald at pragtivities@gmail.com



JALT Conference Pragmatics Forum Review:

Tim Knight



In this article Tim Knight reviews the Pragmatics Forum at the JALT National Conference that took place last November in Tokyo. The Forum's theme was 'Taking conversational analysis into the classroom' and featured four speakers.



Our reviewer summarizes each speaker's presentation, and concludes by praising the speakers. But he also calls on them to be bolder and to take their argument into less immediately supportive arenas and

also to try to produce materials that other teachers can use to help take CA into the classroom.

本記事では、昨年 11 月に開催された JALT 全国大会におけるプラグマティクスフォーラムについて、ティム・ナイトが振り返ります。本フォーラムでは「CA を教室に導入しよう」というテーマのもとに、4 人の講演者が発表をおこないました。最後にナイト氏がそれぞれの講演についてまとめ賞賛しました。さらには、もっと大胆になって、すぐには支援してくれないであろうところにも議論を広げとほしいこと、そして教師が CA を教室に導入する際に役立つような教材を作ってほしいこと、を要請しました。

JALT Forum Review: Knight

Introduction

There were eight pragmatics-related presentations at JALT 2011, starting with Pragmatics SIG Treasurer Noriko Ishihara's interesting ideas on how to introduce pragmatics even to young children by using *kamishibai* stories, and ending with Ian Nakamura's presentation on the 'Growing awareness of how responses are co-managed.'



JALT 2011: Noriko Ishihara presenting

In between, one of our Japanese language editors, Naoko Osuka presented findings from her study exploring how Japanese EFL learners would complain to a teacher about a poor grade, and our Journal Watch columnist Akiko Hagiwara talked about the pragmatics of scientific communication. Jeremie Bouchard led a workshop to explore the ways both teachers and students can become more aware of pragmatics and how awareness-raising can be “embodied into actual classroom activities.” In addition, Philip Chappell talked about ‘Using genre pedagogy to develop oral skills’ and Marshall Childs explained how we should take what is known from recent brain science to reunite pragmatic and linguistic competence through our teaching.

The Forum: Taking conversation analysis into the classroom

Childs' point of view sounds rather timid next to the argument of the final speaker in the Pragmatics Forum, entitled, Taking conversation analysis into the classroom. Don Carroll, quoting Deborah Tannen's point that pragmatics isn't the “icing on the cake... it's the whole

JALT Forum Review: Knight

cake”, argued that **we shouldn’t be teaching grammar as such at all; we should be teaching social interaction**. He argued that so-called linguistic grammar “is really no different” from how we behave in an elevator or gather around to watch a street performer – it’s a kind of grammar for behaving in social interaction.



JALT 2011: Don Carroll presenting at the Forum

This, said Carroll, is the Big Picture, as taught us by all the CA research in the last 50 years or so: **“We need to move past the picture that language is part of a cognitive machine, and to think of it as social interaction... [we can’t] separate the talk and the body.”** The methodology of CA has famously avoided producing a theory of language or anything else, but Carroll said CA should no longer be shy about making bigger claims from what the analysis and research shows. It reminded me of what I heard the British historian Alison Weir recently say, during a BBC radio programme in a different context: “It’s in the details we sometimes get a bigger picture.”

One effect on Carroll of teaching from a CA perspective is that he’s “stopped teaching short answers because they go against everything we’ve learned about preference organization.” He explained, “They are a specialized type of response in specialized situations.” (Like teenagers answering their parents’ inquiries perhaps?)

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Nevertheless, there are a lot of games many teachers play that involve students giving short answers. Ian Nakamura talked about some of these while exploring “the interactive power of yes-no questions.” Nakamura said such questions, “can shape or constrain what we can say in answer,” such as in a court room, but that popular games such as *20 Questions* and *Who Am I?* rely on them. As he said, CA shows us that **“Yes-No questions are overwhelmingly designed to elicit a positive response”** and that this push to ‘normative behaviour’ – to answer ‘yes’ – is made stark in the game *Don’t Say Yes*. In all these games, of course, the questioner has to carry what traditional minded teachers might call ‘most of the linguistic burden.’ But Nakamura – in keeping with the CA perspective of the Forum panelists and perhaps most in the audience – called it “the bulk of the interactional work.”



JALT 2011: Left to right: Nakamura, Fujimoto, Greer, Carroll

For his presentation, Tim Greer was interested in the interactional work done by one of his students while approaching people to conduct a survey in a shopping mall in Australia. But he was interested not so much in the questions in the survey as in the pre-sequences, the pre-requests and what Schegloff (2007) calls the “pre-pres” that allowed the student to go on and ask the survey questions. Using a video that he used during his presentation with a different focus at the PanSIG 2011 conference, Greer showed the student in action, largely successfully drawing on his “interactional resources”, despite his limited English, to approach strangers in the mall.

Greer explained that he showed this video to a group of his undergraduate students and they were interested to watch a Japanese person their own age going up to people in a

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foreign country and being able to have a conversation using limited English. Greer said his students reported becoming more aware of how to lead into a conversation, how to ask follow-up questions and becoming **“more aware of language as a sequence of actions.”** It was a good example of how a teacher’s research could be brought into the classroom directly for pedagogical purposes.

Such a video could also be used in teacher training – for example, to focus on what interactional resources might be useful in pre-teaching students preparing to go out and conduct surveys. The purpose of the video material and CA work presented by the Forum chair, Donna Fujimoto, was specifically for teacher training. She showed us a video of a group of four students engaged in a conversation activity along with a transcript of what they said and did during their interaction. Fujimoto explained how analyzing such material is not a neutral activity and doesn’t have a neutral outcome. She said, **“My understanding of my students has been radically altered by my CA research.”**

How so? Well, when she used discourse analysis, she noticed especially her students’ silences, disfluencies and so on; in other words, she was “paying overdue attention to their deficiencies.” In contrast, “after looking at videos of my students’ interactions from a CA perspective I shifted to seeing my students’ abilities” – such as the way they purposefully combined repetitions in speech, facial expression, gesture, and eye gaze to “constructing a meaningful message.”

I could imagine a mischievous teacher in future, about to grade her students, asking her students: Would you like to be evaluated from a CA perspective or from a Discourse Analysis perspective? Woe betide the student who plumped for the latter! Seriously, Fujimoto made an insightful revelation and it was instructive to hear how CA can help us see how *well* our students are interacting.

Conclusion and a call to action

This was an excellent forum with four interesting presentations. My only gripe is that it may have challenged the audience less than one or two of the presenters thought. Right at the beginning Donna Fujimoto asked how many had conducted some kind of CA study or research and nearly everyone put up a hand. Tim Greer gave a useful, specific example of something that could be used in classroom; Ian Nakamura used CA to inform a new look at common games language teachers play; Donna Fujimoto made clear the positive benefits of

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examining from a CA perspective how our students are progressing; and Don Carroll made a convincing case for why we should teach language as social interaction.

But I would like to see Donna Fujimoto give that presentation to a Teacher Ed. SIG meeting or at the CUE SIG conference and I would like Don Carroll to publish materials which can actually be used with a false beginner level university class. I have been fortunate enough to participate in a workshop with Dr Carroll from which I could take not just ideas, but actual classroom materials. In the first semester of 2011 they were my materials for an oral communication class (augmented by tasks from the Wong/Waring (2010)* book) and they worked very well; both the students and I enjoyed using them. One questioner in the Forum pointed out that most teachers wouldn't change their approach until there are textbooks written from a CA perspective. I think Don Carroll should develop further and publish the materials he has already been developing. The positive feeling in the audience for this Forum's theme gave me the impression that there is a thirst for such materials.

* There will be a review of this book in our next issue. See the Summer 2011 issue for an interview with Jean Wong.

References

Schegloff, E.A. (2007). *Sequence organization in interaction*. Cambridge: CUP

Wong, J., & Waring, Hansun Zhang. (2010). *Conversation analysis and second language pedagogy*. New York: Routledge.



JALT 2011: Forum presenters relaxing afterwards. Behind is Jim Ronald, holding submissions for the forthcoming SIG publication *Bringing Pragmatics into the Classroom* book. (He wishes.)

Coming Soon: Pragmatics at the TUJ Colloquium

Date	Venue
Sunday, February 12, 2012	Temple University Japan Tokyo Campus

Please contact the newsletter editor and commit to reviewing this stimulating event!

Pragmatics related presentations include:

Time	Presenter(s)	Topic
11:30 – 11:55	Reiko Shimozawa Takeda	<i>No Tech to Low-Tech to So Tech! Google Applications for EFL Writing</i>
12:00 – 12:25	Kimiko Koseki	<i>Teaching Responses to Compliments in High School</i>
1:00—1:25	Reiko Shimozawa Takeda	<i>From “Teacher” to “Student”: ELL Identity Shift Surfaces in CA</i>
2:00-2:25	Seth Cervantes and Robert Olson	<i>Teaching Repair Practices to Young Children</i>
4:00-4:25	Yukie Saito	<i>Pragmatic Analysis of Closing Conversations in ELT Textbooks and Corpus Data</i>
5:00 – 5:25	John Rylander, Phillip Clark, and Rick Derrah	A Video-based Pragmatic Assessment for a Video-Based Pragmatic Course

Report on the 12th IPrA Conference: Tim Greer

Our SIG's 2011 Coordinator Tim Greer reports on the 12th International Pragmatics Association (IPrA) conference, which took place in Manchester, England, in July 2011. He says the presentations covered not only pragmatics in language learning situations, but also all cognitive, social and cultural aspects of communication and language-in-use. Greer reports that as well as interesting presentations and panels, he enjoyed the social events and activities provided by the organizers, which all combined to make a worthwhile conference trip.

2011年7月に英国マンチェスターで開催された国際プラグマティクス学会 (IPrA) 第12回大会について、JALT語用論部会のコーディネータであるティム・グリアが報告します。同大会では、言語学習面でのプラグマティクスのみならず、コミュニケーションや言語使用の認知的、社会的、文化的側面についての発表もありました。また、興味深い発表やパネルが多くあった他にも、社交的催しやアクティビティがあり、全体として英国まで行って参加する価値のある大会でした。

The 12th International Pragmatics Association (IPrA) conference was held from the 3rd to the 8th of July, 2011 at the University of Manchester, UK. The IPrA conference is held biannually and with over a thousand participants, it is undoubtedly the largest and most influential conference in the field.

The presentations cover not only pragmatics in language learning situations, but also more theoretical and non-classroom-based contexts, including **cognitive, social** and **cultural** aspects of communication and language-in-use. Since there were far too many presentations to review in detail here, I will select just a few of those that interested me. A pdf copy of the program and a full list of the presentation abstracts are available on the [IPrA website](#).

Over the six days of the conference, there were seven plenary speakers; Laurel Brinton, Nick Enfield, Hans Kamp, Sotaro Kita, Rosina Marquez Reiter and Wes Sharrock. Of these, the two that stick in my mind most were Enfield's plenary address on distributed agency and Kita's presentation on gesture and culture. Both demonstrated the essential elements of a plenary speech by presenting in-depth yet accessible accounts of their respective topics in a way that was entertaining and thought-provoking to the audience.

IPrA Report: Greer



IPrA Venue: Manchester University, England

Nick Enfield (Max Planck Institute) adopted a quiet, confident approach that reminded me of a Steve Jobs presentation, complete with simple, engaging slides and more photos than bullet points. By illustrating his theme with anthropological examples taken from both English and Laotian contexts, he was able to break down the concept of **distributive agency** by putting it in terms of whether a statement is intended to be heard as authored by “Me” or “Us”. He also discussed how participants in a conversation can extend the notion of “mind” beyond “brain” to include artefacts around them. Enfield also pointed out the need for further investigation into how semiotic resources are used in the real-time distribution of social agency.

Sotaro Kita (University of Birmingham) presented results from three studies into **cross-cultural variation of gestures**. The first study demonstrated how information organized in gesture is shaped by the way the information is expressed in language. According to Kita, speakers of Japanese, Turkish and English use gestures to express motion events in ways parallel to the different ways that those events are expressed in their respective languages, providing evidence to suggest that linguistic variation can account for gestural variation. In

IPrA Report: Greer

the second study, Kita compared two Mayan cultures (Yucatec and Mopan), to show how the use of space in gestures is influenced by culture-specific spatial cognition, which led him to claim that cognitive variation is another source of gestural variation. In the third study he pointed out that people gesture according to what they consider to be culturally appropriate. He illustrated this through reference to ethnographic studies he conducted in Ghana, where pointing with the left hand is considered taboo and therefore restricts communication. Thus, societal values are also a source of gestural variation.

What struck me about both Kita and Enfields' presentations was their wealth of cross-cultural data, which strengthened their case for the universality of their respective findings.

The out-going president of IPrA, **Sachiko Ide** (Japan Women's University) delivered a presidential lecture entitled "Let the wind blow from the East: Using the 'ba (field)' theory to explain how two strangers co-create a story". In her address she put forward the notion of ba (場/place, field) as a framework for analysing the discourse between two strangers (a teacher and a student) who had been asked to co-create a story from a series of pictures. Ide maintained that the "'ba' based approach compensates for the consequences of the scientific approach of reductionism". While I was not entirely convinced by her analysis, I do applaud her efforts to work towards a non-Western perspective on pragmatics.



(Left): Jean Wong and Ian Nakamura

In addition to these plenary speeches, there were of course countless opportunities to see panels, individual and poster presentations from both well-known presenters and beginning researchers within the field. A CA panel on **constructing social action** in conversation convened by Paul Drew, Elizabeth Couper-Kuhlen and John Heritage proved so popular that people were sitting on the floor and clambering for handouts—thankfully the conference organizers moved the forum to a larger room after the

lunch break and made the handouts available via the IPrA website after the conference. There were also interesting CA panels on **lies and lying** (convened by Jack Bilmes, Edward

IPrA Report: Greer

Reynolds and Richard Fitzgerald), **laughter in interaction** (convened by Elizabeth Holt and Rebecca Clift), **emotion displays** of social action (convened Tom Koole and Alexa Hepburn), as well as a related but separate panel which I took part in on constructing **emotion in multilingual talk** (convened by Matthew Prior and Gabi Kasper).



IPrA: Emotion in multilingual talk panel

Of course, conferences are not just about listening to presentations—they are also an opportunity to network and to talk informally with other researchers within the field. The IPrA conference catered well to this, providing various social events and dinners just about every day. Mid-way through the conference (on the Wednesday) there were organized trips around the city of Manchester and its surrounds. I took part in a bus tour of the Lake District, which provided both some welcome relief from the hectic pace of the conference and the city, as well as a chance to meet some people I probably wouldn't have otherwise spoken to at the conference.

All in all, it was an excellent conference, and I will definitely take part in another in the future. The next IPrA conference will be held in New Delhi, India in September, 2013. Watch out for the Call for Papers on the IPrA website in early 2012.

SIG Information

SIG Officers (2012)

Coordinator	<i>Donna Tatsuki</i>
Treasurer	<i>Noriko Ishihara</i>
Program Chairs	<i>Donna Fujimoto</i> <i>Reyco Shimozawa Takeda</i>
Membership Chair	<i>Tim Greer</i>
Co-Publicity Chairs	<i>Mark Holst</i> <i>Seth Cervantes</i>
Newsletter Editor	<i>Tim Knight</i>
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Publications Director	<i>Donna Tatsuki</i>
Members-At-Large	<i>Sonoko Tsuchiya</i> <i>Megan Burke</i>

Please contact the newsletter editor, Tim Knight, at tknight303@gmail.com if you would like to submit an article.

For all the latest SIG and conference information, please go to the SIG website: www.pragsig.org



JALT 2011: Pragmatics SIG AGM

