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JALT Pragmatics SIG Newsletter

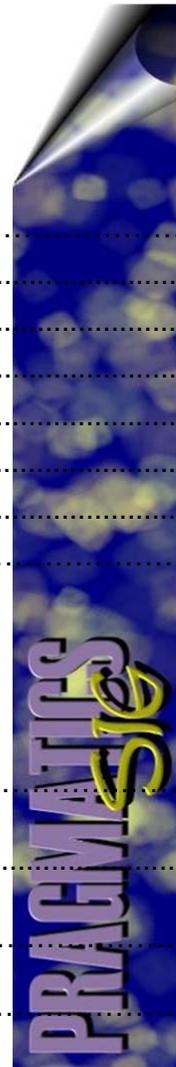
JALT (全国語学教育学会) 語用論部会 ニュースレター

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From the editor:

Greetings. After the tragic events in March, many members will have got back in the classroom later than usual which means, for many, a later end to this semester.

Even for those who have finished as usual, the hot and/or humid weather will still, no doubt, have made for a testing time (pun not avoided).

A few members might have been able to enjoy a respite from the humidity by going to conferences in Europe – IPrA in Manchester, England and the IEMCA conference in Fribourg, Switzerland. We should have a report in the autumn edition.

In the meantime, I hope you enjoy this summer edition. We have an interview with CA specialist Dr Jean Wong. Her recent talks in Japan and her recent co-authored book have proved inspirational for those of us seeking to adapt the findings of CA for our own teaching. We have two reviews – by B. Bricklin Zeff and Jim Ronald – on recent books authored and/or edited by some of our members, indeed leading lights! Akiko Hagiwara has continued her great job of looking through journals for articles of interest, Seth Cervantes reviews the recent PanSIG conference, and Anne Howard and Debra Occhi introduce a slide presentation they made to introduce the idea that English 'is polite too.'

Some points about the style of this newsletter: First, from now on, our



編集長より:

ご挨拶。3月に起こった悲劇の後、多くのメンバーが遅れて大学の授業に復帰し、結果今学期の終りも遅くなったことと思います。普段どおりに学期を終えたメンバーにとっても、この蒸し暑い気候は試練の時期となるでしょう。

メンバーの何人かはヨーロッパの学会—イギリス、マンチェスターでの IPrA、スイスで行われた IEMCA—に参加してこの蒸し暑さから一時逃れることができたでしょう。それらの学会の報告は秋号に掲載を予定しています。

その前に、この夏号をみなさんが楽しんでくれることを願います。CA (会話分析) の専門家であるジーン・ウォング博士へのインタビューが掲載されています。ウォング氏が最近日本で行った講演と共著で出版した本は、CA の研究成果 を授業に取り入れたいと願っている我々のインスピレーションをかきたててくれます。また、ブリックリン・ゼフ氏とジム・ロナルド氏による、我々の部会のメンバー何人かによる著書および編書についての2つの書評も掲載されています。萩原明子氏は、興味深い学術雑誌記事の検索についての素晴らしい仕事を継続してくれています。セス・セルバンテス氏は

newsletter will be available in this online/pdf format. Second, instead of having two separate versions in English and Japanese, articles will have summary abstracts, or introductions, in the 'other' language. This time, that means the summaries are in Japanese, as the articles are all in English. If any of you wish to submit an article in Japanese, please do so, in which case the summary would be in English. Both these decisions were taken after discussion with the SIG officers. In relation to the second point, may I thank our Japanese co-editors/translators for their hard work: Mayumi Fujioka, Naoko Osuka and Yukie Saito.

About the format: I have tried putting the text and photographs in various templates and page formats, but in the end chose to keep things simple. It should be easy to read on a computer, on an e-reader if you wish to transfer your pdf to that, or on paper if you decide to print your pdf copy. Having tried it on all three, I think it is.

Finally, may I thank everyone who has contributed to this edition and may I encourage other people to contact me with suggestions or articles for future ones. Book reviews and conference reports with a focus on pragmatics related presentations are especially welcome, as well as pragmatics related articles and essays. Our SIG membership is strong and our field of interest is endlessly fascinating, so we should be able to produce an interesting read. Thank you.

Tim Knight

July 2011

最近行われた PanSIG 学会の報告をし、アン・ハワード氏とデブラ・オチ氏は「英語も丁寧である」という考えを導入するために作成したスライドを紹介してくれています。

このニュースレターのスタイルについて何点か報告: まず、今後ニュースレターはこのオンラインによる pdf ファイルでの掲載となります。次に、英語版、日本語版に代わり、掲載記事には、本文とは別の言語による要約または紹介文をつけることにします。今回掲載記事は全て英語ですので、要約は日本語となります。日本語で記事を投稿されたい方は、奮って投稿してください。その場合要約は英語になります。これらの決定は、部会の役員との討議の上なされました。第2点に関連し、日本語編集・翻訳の大変な仕事を担当してくださっている藤岡真由美氏、大須賀直子氏、斎藤裕紀恵氏には多大な感謝をいたします。

フォーマットについて:本文と写真を様々なテンプレートとページフォーマットに入れてみましたが、最後にはシンプルなものに落ち着きました。このほうが pdf はパソコンや e-リーダーで読みやすいと思いますし、pdf ファイルをプリントアウトすれば読みやすいと思います。3つ全てを試してみて、この結論に達しました。

最後にこの号に投稿していただいた
全ての方に多大な感謝をするとともに、
今後の号についての投稿や提案につい
て、他の方からのご連絡もお待ちしま
す。語用論に関連した本の書評や学会
報告、および記事やエッセイは特に大
歓迎です。我々語用論部会のメンバー

は多く、我々の関心分野はとどまるこ
となくおもしろいものとなっています
ので、興味深い読み物ができること
でしょう。以上お礼まで。

ティム・ナイト

2011年7月

(日本語訳：藤岡真由美)



Interview with Jean Wong

ジーン・ウォング氏インタビュー

Jean Wong made the first plenary address at the PLL 18 Conference at Kobe University in July 2010. She spoke about Conversation Analysis and its relevance to English language teaching, an area she has been involved in for 30 years. She has been developing her idea, introduced in that presentation, of 'loose adjacency' at the 12th International Pragmatics Conference recently held in Manchester, England. (Below you can read her own summary of what loose adjacency is.) Having also last year co-authored a book designed for English teachers looking to incorporate CA into their classrooms, Dr Wong returned to Japan last winter to lead two workshops on the subject of CA and language teaching – in Tokyo and Osaka – at Temple University Japan. *Pragmatics Matters* interviewed her in the lobby of her hotel in Tokyo. The version published here is not a CA style transcription (though there's a nod to it at one appropriate point), but is instead a slightly cleaned up, edited version of what was rather a rambling interview-cum-conversation late on a Saturday evening after a long day in the classroom. JW stands for Jean Wong; TK stands for your interviewer, Tim Knight.

ジーン・ウォング氏は、2010年7月、神戸大学において開催された PLL 18 語用論と言語学習学会にて最初の基調講演を行った。ウォング氏は、30年に渡って取り組んでいる会話分析および会話分析の英語教授法への関連について講演をし、その講演で紹介した **loose adjacency** の考えをさらに発展させ、イギリス、マンチェスターで最近行われた第12回国際語用論学会で発表した。また、CA（会話分析）を授業に取り入れることを視野に入れ、英語教師のために昨年本を共著で出版し、昨年の冬にはテンプル大学の東京、大阪キャンパスで CAと言語教育についてのトピックでふたつのワークショップを行った。「語用論事情」は東京のホテルにてウォング氏にインタビューをし、以下その内容の要約を紹介する。

ウォング氏は1979-80年、中国の大学で英語を教えていたが、単に英語の母語話者であるというだけでは会話は教えられないことに気がついた。UCLAでの応用言語学専攻の学生時代、会話をどう教えるべきか悩んでいた頃、社会学部でシェグロフ氏の授業を取った。修士論文の段階では CAと言語教育の関連について追及したが、シェグロフ氏の指導のもとでの博士論文では、英語の母語話者と非母語話者による会話を会話分析の枠組みで叙述し、言語教育への関連には言及しなかった。しかしながら、応用言語学者である限り、常に CAと言語教育の関連については考えを巡らせてきた。

(要約11ページに続く)

Interview with Jean Wong



TK: Earlier this week I mentioned that I was going to see you, a CA specialist, to a friend of mine who is an experienced teacher. She said she'd studied CA a little bit a few years ago and she said it was interesting to some extent but how can it really help us in classroom teaching. What could you say to someone like that who is skeptical?

JW: First and foremost I consider it the equivalent of linguistic background knowledge. You know, if you're going to be a teacher of reading it would be helpful to know about linguistics... what a phoneme is and so on is useful background information. So, I consider it [CA] a useful way to look at and understand conversation, or institutional talk too. I think it gets the teacher to think about language more. When you start thinking about sequence structure and pre-invitation sequences that come before invitation sequences and how they're done, it gets you to think about language more and how it's really done. And how it's really done, as we know from research, is very different from our intuitions too.

TK: Unlike many CA practitioners you didn't come from a sociology background. From your early times with CA you've had a focus on how to apply it to practical language teaching, haven't you?

JW: Well, yeah, my master's thesis was practical in the sense that I did want to look for a connection, but then when I worked with [Emanuel] Schegloff on my [PhD] dissertation that was just with the intent of looking at native – non-native interaction in English conversation. At that point we were calling it native – non-native English. But that was just to describe it and look at it in a CA way and to see whether there were differences in the way interaction takes place between native and non-native speakers using CA as a framework, so that wasn't necessarily pedagogical.

But being in the Applied Linguistics field I felt as if people would always say, yeah, but how does this apply? Because I am an applied linguist. But then I felt a bit stuck there because I just wanted to do CA. Does it always have to apply or have implications for teaching? Maybe we don't know. Maybe we don't know what those implications for teaching are yet.

It's like Chomsky wants to just look at language and wants to describe it. It's not that he doesn't think performance is important. But he's not finished looking at competence yet. It's the same kind of thing.

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TK: In our recent Pragmatics SIG publication Donald Carroll was bemoaning the fact that conferences like JALT have very few CA presentations and he said Schegloff's 2007 book should be part of every English teacher's library. Would you agree with that?

JW: (1.56) Um... there's my dispreference right there... the 'um.' Yeah. I think it should be but I think it wouldn't be. I think it's still geared more to CA people than teachers. It's geared towards applied linguists but if you're talking about teachers, if Don wants it to be a resource book for teachers then they have to have an intro to CA course to go along with it. They can't just pick up that book and read it. It's not going to be that easy, I think.

TK: He did say it's not an easy read.

JW: I think it would be difficult and teachers want to see a connection. Also he wasn't aiming for language teachers. It's not his audience.

TK: Now, your book, the one you did with Hansun Waring, *is* aimed at language teachers, isn't it? Even so, among all the excellent practical suggestions there's so much terminology which may be unfamiliar to people. I remember one term I wasn't familiar with – perspective indexical. There are so many little terms like that I wonder how much the average language teacher can get into that.

JW: Yeah, that was kind of difficult for Hansun and me. On the one hand, we wanted to be true to CA, not watered down CA. But then we wanted to be accessible too. Then we wanted to be as thorough as possible but we also wanted to limit the page numbers too, so that the book wouldn't be exorbitant. But that's why we left in some of those terms because we wanted to be true to CA and we figured that teachers will have to decide what and how much of CA to take on. We didn't want to not offer anything to those interested in more depth. In fact, maybe we could have offered more. But we really had to pick and choose.

TK: Some people criticize CA because they say it just points out obvious things... like one person speaks at a time, then there's maybe a little bit of overlap, then the next person speaks. And I remember coming across a phrase in [Jack] Sidnell's book [*Conversational Analysis*, 2010], he said, "one way people respond to a question is by answering it."

JW: Haha.

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TK: Now, to the average person they'll think, 'yeah, of course, so what?' What do you say about that?

JW: Yeah, to me, that's CA's beauty, you know, it's to point out the obvious. Sometimes it's difficult just [to make] a statement of the obvious. It can be pretty deep if you get it. To be able to say what those practical common sense interpretative procedures that we use [are]... to be able to write that turn-taking paper... You know, if I gave students an assignment to write a paper that describes how we engage in turn taking in a conversation, people wouldn't understand what you were talking about. So, that really shows the genius of being able to take something so simple... and something you can't see practically... it's there but you don't see it. Just to be able to appreciate it, first of all, and then to be able to articulate it and understand it...

I guess it kind of depends on how accepting you want to be of CA and how skeptical you are of where the research can take you. And if you're not interested in description... linguists are interested in description of patterns... I think you have to be interested in patterns and just description. If you're not, then, yeah, you're going to say 'so what'.

TK: You've done quite a lot of work on telephone conversations including telephone openings and I remember in one of your papers you pointed out that Schegloff noted nine basic types of identification – recognition sequences used by native speakers and that learners tend to rely on the sort of switchboard type... 'May I speak to Dr Wong?' That kind of thing... I'm wondering how we can get our learners in Japan where they have a limited exposure to telephone conversations to be able to learn the others without being overburdened by being told to learn these nine different ways.

JW: Yeah, well, as much as possible I guess teachers are going to have to try to find ways for them to engage in conversations. In an EFL context it is harder but you can set up ways for them to make calls and you can play clips to show them and get them to think about how and why the openings are different.

TK: Another thing you talked about and which is one of the fundamental tenets of Harvey Sacks (CA founder) was "unmotivated looking." Now that there are so many books about CA and so much data available, do you think there's still room for *unmotivated* looking, or do you think that people who want to research and publish now, in a way, they have to have some motivated looking because so much has already been done on turn-taking and sequencing and so on... Have we run out of things to look for?

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JW: No, there's still much of what we don't know about institutional talk, second language learning settings, L1-L2 conversations, um, but I think sometimes it *is* motivated looking, but it's still CA. By unmotivated looking they mean you don't want to have experimental design, you don't want to control what the participants are talking about, you don't come in and set up hypotheses and say this is what I'm going to be looking at.

But to a certain extent, it *is* motivated looking in that you orient towards sequence structure and you look at turn taking and you look at repair and the assumption is that these generic organizations play a major role in the structure and the shape and the actions of the talk. In a sense that's already a kind of motivated looking.

Unmotivated means be open to letting the data speak for themselves, begin by jotting down as many observations as you can about a particular data fragment and you see what you can get from putting them together. Maybe it makes a case for something, maybe it doesn't. In that sense it's unmotivated. You don't start off by saying, I'm going to look at the way they do repair.

But there are some assumptions – turn-taking matters, sequence structure matters, repair matters, actions are fundamental, the question 'why that now?' But CA's hallmark, CA's point, is that these things matter because research shows that it's participants who pay attention to these things and that started out from unmotivated looking.

TK: Just going back to the beginning of your career... it was suggested that you take a course with Schegloff on CA and he turned you down.

JW: Yeah, I was taking a discourse analysis course with Professor Peter Shaw who is now at Monterey Institute. He said there's a guy named Schegloff in the sociology department here at UCLA who does this stuff called CA, he looks at the structure of talk.

Oh, I thought, I have to teach conversation but I don't know how to teach conversation. I don't know about the structure of conversation, I don't know what that's about, so maybe I should go there and take the course. I signed up to take the course but I was the only one sitting there. Manny Schegloff finally appeared but he said you have to take the first in the sequence of courses first.

So I asked him what CA was about and he gave me the two famous papers on turn taking and repair [SSJ 1974, SJS 1977] and told me to read those papers. I did, but quite frankly, I didn't really understand them. But I found myself intrigued. For some reason I found myself thinking I'm in applied linguistics, I want to teach students conversation, I should find out

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something about this stuff. I did feel obligated to make some headway out of the material. So that's how I got into CA. At the time I was the only one in Applied Linguistics taking that course.

TK: Why do you think *you* were so reflective about this? Most teachers have seemed to think that if they are a native speaker of English, at least with the help of so-called communicative textbooks, they can teach conversation. Why did you not think that?

JW: You attribute more to me than... I wasn't reflective. It's because I tried teaching English and it didn't work without the training. In 1979-80 I was teaching at a university in China but I realized I didn't know how to teach English. Just being a native speaker wasn't enough.

I took some courses in applied linguistics, but at the time there weren't applied linguists who were looking at conversation. There were some master's students who preceded me – Bill Gaskill and Joan Schwartz, who did master's theses in 1977 using CA to look at repair. Schegloff referred me to those pieces of work and to the work of Irene Daden who in 1975 did a thesis. It was basically an overview of the paper on turn taking. So those were the only papers that were in existence when I was in the master's program and that's all there was back then. If you think of where we've come in 30 years it's incredible.

TK: Have you noticed a change in the language teaching community around the world in its receptiveness towards CA?

JW: Yeah. A lot more people know what CA is, participants who attend TESOL are interested in CA. I've been on a panel with Noel Houck, David Olsher and Donna Fujimoto for several years. I find every year the number of participants who come to our session has increased.

There was a time when people didn't think of comparing what happens in real talk and what textbooks show. Now it's a criticism if you don't do that. There has been progress in that sense. We are becoming more informed. It is CA that's helped us.

And not only from CA, but also from discourse analysis, interactional linguistics, ethnography, there's been a greater push towards looking at data in other disciplines too, so that's helped to validate CA as an approach. It's interesting that CA started in sociology but it connects so well with linguistics and applied linguistics. In fact, it seems harder now to argue that it is sociology because it seems to be such a focus on language.

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And now [we have] the cross cultural and cross linguistic stuff. Even Schegloff is interested in that now, which he used not to be. He says you have to look at age, how adults and children do it is different. Now, any kind of talk, so long as it's natural, is fair game because it's interaction. And that's progress for CA too, to have come that far. So CA, in that sense, has benefited from applied linguistics too. It's been a two way street there.

Dr Wong says she loves doing CA but as a career, it can be scary:

"It's been a 30 year journey in CA but I'm still trying to work with data from my dissertation. I only got as far as looking at one transcript. It takes forever. You have to be interested in it enough to persevere. As Schegloff said in that 2000 interview David Olsher and I did with him, he said it takes guts to do this kind of stuff and you have to hope that you can make a living out of it because you don't begin with hypotheses, you don't know whether you're gonna have a paper, you don't know whether you're gonna have findings and so you basically have to like what you do and see where it goes. He is right on that. It's that curiosity and challenge of looking to see what can be found.

My dissertation was looking at repair... especially to look at that token 'yeah' and to find a second turn delay among Mandarin L1 speakers of English. Originally I was going to looking at third position repair, misunderstandings, but I didn't have enough data, in other words, I didn't have enough examples of that kind.

The way CA works is that if you don't have enough data and enough examples you don't have anything to say. That could be scary."

CAに取り組んできた30年間を振り返り、この間の変化について、CA分析家が増えてきたことと、学会でのCAのセッションへの参加者が増えてきたことを挙げる。さらに、CAは本来社会学から出発したが、今では言語学と応用言語学と非常に関連がある点と、CAが応用言語学から多くのことを得た点も興味深い。さらに、CAは大変やりがいがあるがその反面怖い分野でもあると考える。シェグロフ氏の述べているとおり、CAを追及するには、データに何が出てくるかという好奇心とCAをやること自体が好きであるかどうか問われる。しかしながら、十分なデータがなければ何も言えないという面では怖い分野でもあると言える。

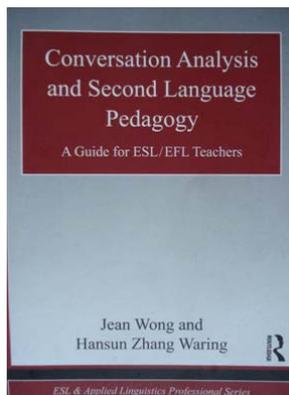
会話分析はあまりにも当たり前のことを追及しているという声に対しては、ウォング氏はその点がCAの真骨頂であり、要は言語のパターンと叙述に関心があるかどうかの問題であると考え。自身が多く取り組んできた電話会話の出だしの会話分析結果の例のように、CAの研究成果を、EFL環境での英語学習に取り入れる余地は十分にあると考えている。研究面においては、CAの枠組みで追及できるトピックはさらに多くあるが、会話自体を素直な目で見たと上で、ターン・テイキングなどの構造を考えてみる必要があると考えている。CAの語学教授への貢献について懐疑的な現場の教師たちに対する答えとしては、CAは言語についての背景知識であると考えている。

(日本語要約：藤岡真由美)

Interview with Jean Wong

Jean Wong on her recent book (co-authored with Hansun Waring):

TK: What was your inspiration to do the book?



JW: It goes back to my master's thesis of 1984 when I was looking for a bridge between CA and applied linguistics. That was not published until a revised version in 2002. It takes me a long time because life comes in between. I guess it was just a project that I thought might be useful for teachers. It was a challenge for me and Hansun to think about 'is there a way that we can bring CA to teachers in applied linguistics?'

ハンスン・ウエアリング氏との共著の本は、ウオング氏の1984年の修士論文（2002年に改訂版として出版）が出发点になっている。この本は言語教師に向けて書かれたものであるが、やはりCAの専門家でない読者にとってはなじみのない用語が多く出てくる。この点については、著者としてCAに忠実でありたかったこととページ制限の狭間で苦勞する中で、一部の難解な用語を残しあとは現場の教師たち自身にどの程度CAを取り入れたいか決めてもらうようにした。

(p. 7の英文参照)

Dr Wong and her idea of 'loose adjacency':

In her paper for the 12th International Pragmatics Association conference held in Manchester, UK, Jean Wong introduced the notion of loose adjacency which, she argued, is the other side of the coin of (tight) adjacency. She proposed that loose adjacency serves as a common sense interpretive procedure by which participants keep the wheels greased in L1-L2 ordinary conversation as well as in other specialized communities. In linking loose adjacency with research in second language acquisition and the importance of acquiring conversational skills, she claimed that CA offers another set of lenses from which to view how participants jointly keep it going as a conversation particularly when there is unequal competence in the language of interaction.

第12回国際語用論学会で発表した loose adjacency という概念は、adjacency というコインの裏面であり、L1 と L2 が交じわる専門的なコミュニティーおよび日常会話において、参加者が会話を続けるための常識解釈手順としての役割を果たすとしている。Loose adjacency を第2言語習得研究と会話スキル習得の重要性と関連づけることで、CA は、特に対話の中に能力の差がある場合に、会話の参加者がどのように共同で会話を進めていくかを見る新たなレンズを提供すると考える。

Interview with Jean Wong

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Book Review: B. Bricklin Zeff

Pragmatics: Teaching Speech Acts

Edited by Tatsuki, D.H and Houck N.R. (2010), TESOL Classroom Language

Series. ISBN: 978-193118567-7

編集者ドナ・タツキ&ノエル・ハウク(2010) TESOL Classroom Language Series
ブリックリン・ゼフによる書評

Pragmatics: Teaching Speech Acts は語用論指導を教育方法の中心に置いたクラス使用のための最初の参考文献の一つである。本書は語用論理論に通じた教師だけではなく、語用論の基礎についての研究理論を明確かつ簡潔な方法で紹介しているため、初心者教師にも有益である。サールの発話行為理論を使用し、本書では学習者が英語を日常的に使用する状況で、どのように目的言語が具体化しているかを学習者自身が観察することが求められている。各章では、人がある発話行為を実現する異なった方法を、学習者が観察・分析することより、意識を高めるタスクから始まっているが、実際の発話行為の例が多くのインターネットのサイトから利用できるようになっている。またビデオやリスニングアクティビティも利用できるようになっているが、教師が各クラスの適切な教材を探す際に役立つ。本書は依頼、間接行為、発話行為への応答と評価の四部分に分かれる。序章では、語用論研究の概

要と、それがどのように本書の構成の動機づけとなったかを説明し、第二章では語用論の入門レッスン、コミュニケーション上の言語機能の異なった方法に関する概観を紹介している。各章は1) 状況、2) カリキュラム、タスク、教材、3) 考察からなり、また各章にはワークシートと解答のコピーの付録が含まれる。各章ではある一つの状況を目的としたアクティビティが含まれているが、レッスンを様々なレベルの学生に合わせるための多くの方法を提供している。書評者ブリックリン・ゼフは、本書はクラスに語用論の要素を導入することにより、学習者がよりよいコミュニケーションの担い手になることに関心を寄せるどの教師にとっても有益な参考文献になると結論を述べている。

(日本語要約：斎藤裕紀恵)

This book is one of the first resource books for classroom use that puts pragmatic instruction at the forefront of its pedagogical approach. *Pragmatics: Teaching Speech Acts* is not only for teachers experienced in pragmatic theory; it also includes a wide array of core research theories, providing even the most novice teacher

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with the basics of pragmatics in a clear and concise fashion.

Explicit pragmatic instruction has played a very limited role in EFL classrooms throughout Japan and most second or foreign language classrooms around the world. EFL education in Japan has generally followed the same model for many years: focus on form, rote memorization, and the *yakudoku* approach, or the translation of sentences from English to Japanese and vice versa. As a result, it is common to see students with high discrete point test scores often failing miserably in basic communicative tasks using the target language. This exemplifies Kathleen Bardovi-Harlig's argument that, "a learner of high grammatical proficiency will not necessarily possess concomitant pragmatic competence" (2001, p.14).

For students to achieve a better balance between knowledge of language form and use, Bardovi-Harlig & Dornyei (1998) recommended, "increased pragmatic awareness should be one goal of classroom instruction" (p.255). How then, can we teach students about pragmatics, giving them the awareness necessary for a more fluent sounding voice in the target language and a deeper understanding of target language use?

Using *Speech Act Theory*, (Searle, 1969) which breaks communicative exchanges down into specific communicative actions, this textbook asks learners to observe how the target language actually takes shape in a select number of contexts that students may encounter in their everyday use of English. *Speech acts*, as defined by Ellis (1994), "are actions performed by the use of an utterance, in speech or writing, to communicate" (p.143). The context of a speech act can be defined by a speaker's role (R), the degree of intimacy or distance (D), the degree of imposition (I), and the power relationship (P) of the parties involved in communication. Speech acts also include certain temporal and spatial conditions. These issues are addressed individually in each chapter of this book.

Using the input strategies explored in most comprehensive studies on teaching speech acts in the EFL and ESL classroom, each chapter opens with awareness raising tasks where students can observe and analyze different ways people might accomplish a given speech act. For this, examples of actual target language use are made available thanks to a multitude of Internet websites listed in this book. With these resources, teachers are able to give their students a firsthand look at how each speech act is being performed in real life, thus providing learners with raw data on actual language use. Additional videos and listening activities are also made available and described to help teachers find the appropriate materials for each individual classroom. Tape scripts are provided for most media content.

Awareness raising, role-playing, DCTs, and discussions are strategies used

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throughout the book. Many grammatical forms are provided to help students complete the tasks and role-playing. Moreover, all of the lessons have been tested in the classroom, which lends credibility to the book. Both teachers and students will enjoy the wide range of contexts that are addressed.

The book is divided into four parts: Requests, Indirect Acts, Responding Acts and Assessment. The introductory chapter provides an overview of pragmatics research, and how it has motivated the general construction of the book. The second chapter, titled "Misfires and Glitches," is an introductory lesson in pragmatics, and provides an overall view of the different ways that language functions in communicative exchanges. Each chapter is divided into three sections: 1) Context, 2) Curriculum, Task, Material, and 3) Reflections. In addition, each chapter includes an appendix with copies of the worksheets and answer keys.

The first step in using this book is for each teacher to know the appropriate activity level for his or her classroom, be it beginner, intermediate, or advanced. Each chapter includes activities that were designed for a specific context. The authors provide many avenues to adjust the lessons to various levels.

The lesson from Chapter 8, titled "Moving Beyond 'In My Opinion': Teaching the complexities of expressing opinions" particularly interested me. The authors, Bouton, Curry and Bouton, explain in the opening segment what problems learners might have with expressing opinions. They further explain in the chapter, "native speakers rely on a variety of linguistic resources to let others know what they think of a topic" (p.105), and point out that most learners only learn a few expressions and tend to overuse them. By providing students with few choices for expressing opinions, some textbooks and educators can force students to miss out on certain communicative nuances, or worse yet, miscommunicate their feelings and ideas once engaged in a natural setting. This chapter seeks "to expand students' repertoire by introducing an additional linguistic resource for expressing opinions" (p.105).

This lesson further describes the problems Japanese students have with softeners and intensifiers, as well as using negative questions to express opinions. According to the authors, Japanese students tend to be too indirect when expressing opinions, which may lead native English speakers to not recognize them as opinions. This lesson begins by drawing attention to the communicative context in which the speech act, "expressing an opinion" can occur (more specifically, in what types of situations this speech act might be used in conversation and also the linguistic forms needed to achieve it). Two tables describing softeners and intensifiers with examples provide teachers with a clear picture

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of actual language use. Such information is also made available as a student handout as well as a worksheet in the appendix at the end of each chapter. The first activity asks the student to read and answer questions about expressing opinions, which is a classic awareness raising task, drawing attention to contextual information, and encouraging students to consider what strategies or expressions they judge as appropriate in regards to such information. In addition, the answer key provided is not there to reinforce language accuracy, but instead to help teachers guide learners through the process of developing a sense of language appropriateness, a core concept in pragmatics.

Other activities in this lesson move students through tasks that help them better understand the influence of context on communication by, for example, asking them questions such as "What is your relationship with the person you are talking to?" and "How sensitive is the topic you are discussing?" (p.114).

Assessment of pragmatic ability has always been a challenge for language teachers. According to the chapter on assessment, "the range of acceptable behavior is not always clear-cut or accurately identifiable, [...] teachers need to be aware that pragmatic choice is intertwined with subjectivity" (Ishihara, p.209). With this in mind, the book provides a variety of strategies for classroom-based assessments, as well as a comprehensive discussion of the theories behind a sensible approach to assessment of pragmatic ability. This book divides assessment into a number of evaluative methodologies: holistic, analytic, focused, peer, and self-assessment. A principal assessment strategy emphasized here involves the reproduction of the skills developed throughout the various activities that constitute this book. A full appendix of worksheets was created for this purpose.

In conclusion, this book is a great resource for any teacher interested in helping learners become better communicators in the target language by bringing a pragmatic element into their classroom.

Reviewed by
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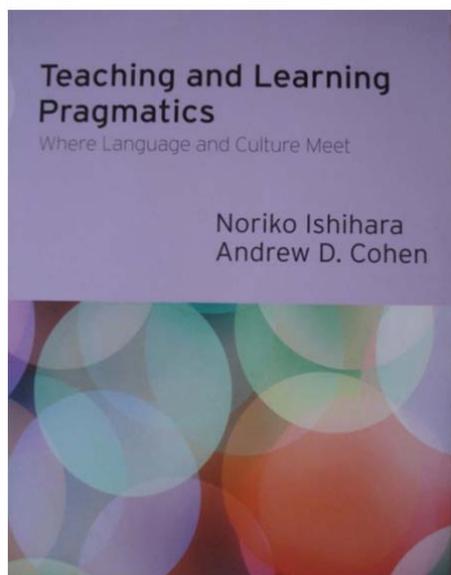
Book Review: Jim Ronald

Teaching and Learning Pragmatics: Where Language and Culture Meet

Ishihara, Noriko and Cohen, Andrew D. (2010). Pearson Education Limited

ISBN: 978-140820457-3

石原紀子&アンドリュー・コーエン (2010) Pearson Education Limited



ジム・ロナルドによる書評

学問としての語用論が発展を遂げてきたのにもかかわらず、語用論に重点を置いた言語教育はいまだ実現しているとは言えない。そのギャップを埋めるべく書かれたのが本書である。語用論指導の重要性はわかっている、どうやって教えればいいのか戸惑う教師に対して、本書は手引きの役割を果たし、データや情報源を提供してくれる。筆者らのオンライン上のリソースサイトである CARLA をはじめとして、有益なリソース情報が満載されている。また、読者が自ら考えたり議論したりできるように、データ収集や、評価、異文化体験などについて教師に内省する機会を与えているところも本書の良い点である。

一方で、語用論指導は言語データに基づいておこなうべきである、と本書では主張しているが、実際に適したデータがない場合にどうすべきか、第一言語の語用論能力や感覚は第二言語学習において有効なのかについては言及されていない。私自身、「誉め」を教室で教えた際に、学生と同世代の英語話者のデータがないことに気づいた経験がある。また、教室に語用論を導入する様々な方法を教師に提供するという点では、本書は大変有効であるが、**awareness-raising** (言語的な気づき) やロールプレイの後、どのように指導するかまでは具体的に述べられておらず、結局教師にまかされている部分が多い。さらに、『語用論の指導と学習』というタイトルにもかかわらず、本書の内容はほとんどスピーチアクトに限られており、語用論の他の分野 (会話の含意、会話のスタイル、ターンテイキング等) についての言及は非常に少ない。

全体としては、本書は語用論の研究と指導のギャップを狭めることに成功しており、様々な点において啓発的で非常に役に立つ本である。語用論の分野における大きな前進を示し、語用論指導を言語教育に導入しようとする読者の動機づけと能力を高めてくれることであろう。(日本語要約: 大須賀直子)

Despite the growing stature of pragmatics as an academic field over the past decades, deliberate pragmatics-focused language teaching has remained a sadly neglected area of second or foreign language education. *Teaching and Learning Pragmatics* addresses this situation and, as the book's cover puts it, aims to close the gap

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between what research in pragmatics has found and how language is generally taught today. From its first pages, the book persuasively stresses the central importance of pragmatic ability in language use and, consequently, in foreign language teaching. This introductory chapter is followed by a focus on teachers' knowledge, beliefs, and practice regarding the teaching of pragmatics, together with the use of critical reflection as a tool for teacher development. Through this reflective approach, the chapter presents a crucial challenge to language teachers; if we recognize the importance of pragmatics-focused instruction, it follows that this is what we should be doing in our classrooms – so are we? Our reply may be, “Yes, I want to, but I don't know how to – what to focus on, where to find resources, or how to teach it!” The rest of the book, in turn, is a response to this reply, with all 350+ pages devoted to providing teachers with the guidance, data and other resources we need to take pragmatics into the language classroom. The main question we should ask, then, is whether the book succeeds in this objective.

First of all, *Teaching and Learning Pragmatics* is a treasure house of resources related to pragmatics and language-teaching, from these first chapters to its over 40 pages of references and appendices of pedagogical resources in L2 pragmatics. A list of useful films for illustrating aspects of pragmatics is also included, as are the authors' online resources with CARLA (at the University of Minnesota). One important resource found throughout the book is linguistic data, especially relating to speech acts, both as transcripts and as summaries of typical language used in, for example, giving and responding to compliments.

Another great resource is the abundance of opportunities for focused teacher reflection that the book provides at the end of each of its 15 chapters. These are ideal for small group discussions or study projects, addressing issues including data collection, assessment, cross-cultural experiences and learner perspectives. These activities allow participants to share ideas and come to their own conclusions, and help restore balance to each chapter and to the book as a whole, which might otherwise come across as rather didactic and prescriptive.

One key issue in this regard is the authors' insistence on using data as the basis for any pragmatics-oriented language teaching. This is, of course, desirable where available and applicable, but it does beg two very important questions: what to do when no suitable data is available (perhaps the norm for most languages in most areas of pragmatics), and whether learners' L1 pragmatic competency and sensitivity might not also be valuable resources for L2 learning.

These issues were highlighted in a recent classroom experience when I brought the topic of compliments to my 2nd year university *Speaking* class. I used the solidly research-based

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resources in Chapter 4, but before handing out the materials I started by eliciting reasons for compliments. The students proposed various reasons. We did the same for how to compliment and respond to compliments in English: again there were many suggestions. As we looked at the data together, we confirmed how much they already knew, and noted ways to mitigate or downgrade compliments that they had not suggested. We also noted the age of much of the data – older than the students themselves! – and the lack of data about the English of young people like them: among adjectives used in compliments, for example, there was no mention of *cool* or *awesome*.

Teaching and Learning Pragmatics is right to stress the importance of linguistic data, but misses the opportunity to recognize that these will almost always be incomplete. Neither does it acknowledge that L1 - L2 pragmatic convergence is surely much more common than divergence, and that for teachers the experiences and perspectives of learners may often be a good place to start.

Overall, this book does a wonderful job in equipping the teacher in various ways for the task of bringing pragmatics to the classroom, and as it does this it serves as an excellent vehicle for focused teacher development. However, the journey remains the teacher's own and the practical issue of what to do in the classroom, beyond awareness-raising or role play activities, is left largely to the teacher. There are few activities for practicing what has been learned, for example. This is a major challenge, and one that without more concrete support may prove too much for many teachers.

At times, as with the chapter on adapting textbooks, the authors show a good understanding of teachers' circumstances and offer directly applicable guidance, but at others, as when proposing a 750-minute course for just one speech act, requests, we may wonder what teaching environment might allow such a luxury. In this respect, and some others, the book does not always serve as a reliable compass. For example, almost throughout it remains resolutely pointed towards speech acts, so that even when describing a pragmatics-based curriculum, it only gives vague pointers to other areas of pragmatics that get little more than a mention in the book. In spoken interaction, there is little attention paid to areas such as conversational implicature, conversational style, or turn-taking and backchanneling, while for written interaction, including internet hybrid forms such as online chat, there is hardly a word. If the title of the book were *Teaching and Learning Speech Acts*, as the TESOL book (Tatsuki and Houck, 2010) is, it would not be such a problem, but for trainee teachers who do not know otherwise, this book may present a very restricted and misleading picture of pragmatics.

Teaching and Learning Pragmatics does succeed in narrowing the gap between

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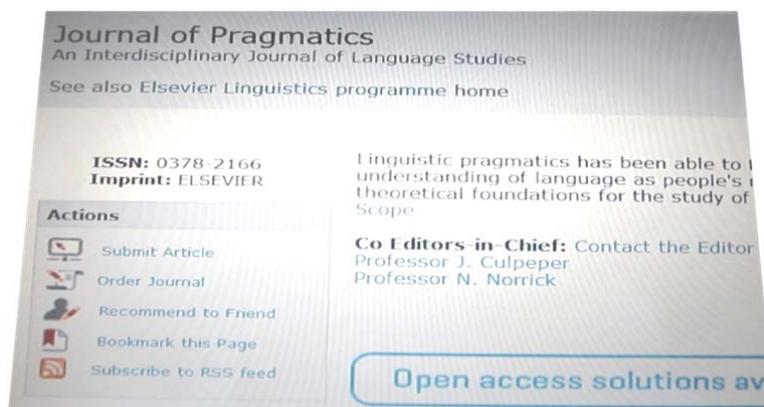
pragmatics research and language teaching and in many ways is an inspiring and enormously helpful book. It does represent a major step forward in the field, and despite the issues mentioned above, will surely increase readers' motivation and ability to take pragmatics-oriented language teaching to the classroom, or to strengthen the pedagogic orientation of pragmatics courses for trainee or in-service teachers.



Reviewed by Jim Ronald,
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Reference:

Tatsuki, D.H and Houck, N. R. (2010). Pragmatics: Teaching Speech Acts (TESOL Classroom Practice Series)



Journal Watch: Akiko Hagiwara

ジャーナル ウオッチ：萩原明子



ポライトネスに関わる3つの論文を見てみました。韓国語の謝罪表現に関するもの、オランダ語の拒絶に関するもの、日本語の依頼に関するものであり、それぞれ研究方法も違いますが、ポライトネスがどのように表されるかという観点で読むと興味深いです。

I hope everyone is surviving well in this unprecedentedly, at least in Tokyo, hot summer. I would like to introduce some articles on politeness research, which may distract your attention from the heat for a while. They are studies on different speech acts, namely apology, perception of refusals, and request. The first article is about Korean apologies.

Hatfield, H. and Hahn, J.W., 2011. What Korean apologies require of politeness theory. *Journal of Pragmatics* 43, 1303-1317.

Japanese and Korean languages are similar in many ways, so it is always interesting to compare and contrast them. Those who know Japanese apologies may find the first part of this article very interesting. Although this article intends to address all kinds of, mostly theoretical, issues, the examples they provide are rather limited. However, as a native speaker of Japanese, I really enjoyed this article. In the first section, they mainly discuss two apology formulae, *mian-hada* and *coysong-hada*, and they claim that the differences in usage of these two forms signify the variables of social relationship, namely power, distance and severity. Based on my observation of Korean dramas as a learner, I was thinking that *mian* was addressing to the emotional side and *coysong* was addressing to the social side of the addressee. I guess it is not that simple. These expressions are used just like *gomen-nasai*, *sumimasen*, and *moosiwake-nai* in Japanese, so it will be interesting to see how they are different. The latter section focused on sociological observation of collective apology that Koreans often do but the Japanese don't. Because the number of articles about pragmatics in Korean is rather limited, this article would be a good one to start with.

Journal Watch: Hagiwara

Jansen, F. and Janssen, D., 2011. Effects of positive politeness strategies in business letters. *Journal of Pragmatics* 42, 2531-2548.

This study uses an experimental design to study the perception of refusals in Dutch. Experiments in pragmatics have the danger of testing something unreal, not authentic, speech acts. This is a carefully constructed study that pretty much simulates the reality and comes with a large number of data. They created a set of authentic-looking business letters of refusal, and the participants were asked to rate how they perceived the combinations of various politeness strategies on Likert scales. Their data show that the Dutch people like to have reasons on refusal letters. It may be interesting to compare whether people in another culture would perceive the same way as the Dutch participants did to. Quantitative studies are generally very difficult to establish the content validity, so this may be a good article to read.

Okura Gagné, Nana, 2011. Reexamining the notion of negative face in the Japanese *Socio* linguistic politeness of request. *Language and Communication* 30, 123-138.

This is not a study of linguistic forms but a study of how people in two cultures perceive a face-threatening situation in which a particular request is to be made. She prepared four scenarios that have different combinations of social and power distances and asked the respondents how they would rate the situation how much it is infringing the maintenance of positive and native faces of the addresser as well as the addressee. Four groups of respondents, Japanese male, Japanese female, American male, and American female, were compared. After collecting the quantitative data, she also interviewed the respondents. The results show some difference between Japanese and American respondents in the perception of native face. Although the conclusion she made is not strong due to the limitation of the research design, she provides a readable review of the politeness issues concerning Japanese.

Feature: An Easy Lesson on Linguistic Politeness, for High School Students

Anne McLellan Howard and Debra J. Occhi
Miyazaki International College

Introduction

We designed this lesson as a one-off, for a model class at a high school we visited. The slides – which are accessible from this link:

<http://www.pragsig.org/pm/pm36/HowardOcchi2011.ppt>

– and the handout (below) are designed to introduce students with very low English skills to the idea of politeness, in a limited time.

高校生のための言語ポライトネスの簡単なレッスン
アン・ハワード、デブラ・オチ
宮崎国際大学

序論

私達は訪問した高校のモデルクラスのために、一回限りのレッスンとしてこのレッスンを計画しました。このレッスンのスライドは、下記リンクからアクセスできます。 <http://www.pragsig.org/pm/pm36/HowardOcchi2011.ppt>
配付資料は、限定された時間内で、英語能力の低い学生に、ポライトネスの考えを紹介するために作成されてます。（日本語要約：斎藤裕紀恵）



Anne Howard



Debra Occhi

Rationale

Through our contact with high school and first-year college students, we identified two politeness related problems: (1) some students believe that since English has no *sonkeigo* (polite language), it is impossible or not important to be polite in English

Feature: Howard and Occhi

and (2) students have been inadvertently taught some inappropriate language, specifically “Once more please,” to ask for repetition. This presentation is intended to briefly introduce the concept of politeness in an easy-to-understand and palatable form, introduce a few set phrases that students can use, and give the students a chance to practice together and interact with us, native-English-speaking guests in the classroom.

Materials

The slideshow - <http://www.pragsig.org/pm/pm36/HowardOcchi2011.ppt> - and the politeness matching game worksheet, which can be found on the next page.

Procedure

Slides 1 through 6 introduce basic reasons for politeness, and slides 7 and 8 let students show what they know. After slide 9, we give the students the worksheet and ask them to match the phrases. Some of these phrases are deliberately ambiguous. We explain that the answer to “Would you like to dance?” could be “I’d love to” or “I’d rather not” depending on the person asking. We ask students to perform these brief dialogues. Teachers with more time might try giving similar phrases and eliciting answers from the students.

From slide 11, we introduce the phrase, “I’d rather not say” as a response to unwelcome questions. First, we ask students to identify from a list which questions they think are inappropriate, and some subjects that are too personal. Different situations can be discussed here as well—a person of average height may not mind being asked how tall she is whereas someone who is unusually tall or short may not like it. After introducing the phrase “I’d rather not say” we invite the students to ask us any question, telling them that we would answer with “I’d rather not say” if we preferred not to answer. Expect lots of questions about whether or not you can eat *natto*!

Beginning with slide 16, we introduce various ways of asking for repetition. Students are then given several phrases used to ask someone to repeat and asked to identify the speaker. This reinforces the idea that in English also, different language is used in different situations. It also lets them know that “Once more please” is not appropriate in many situations and gives them options for different phrases.

The students with whom we tried out this lesson seemed to think the slides were fun and understand the main point of the lesson. This presentation could be expanded very easily by having students do role plays of the main expressions.

Feature: Howard and Occhi

Politeness Practice Matching Game

I'm admitted to college!

A Gucci wallet?! Let me borrow it?

Would you like to dance?

Please tell me how much money
your parents make.

Can you introduce me to your cute
little sister?

Those glasses look great on you!

My dog is ill.

My cousin won't talk to me anymore.

Congratulations

I'd love to

I'd rather not

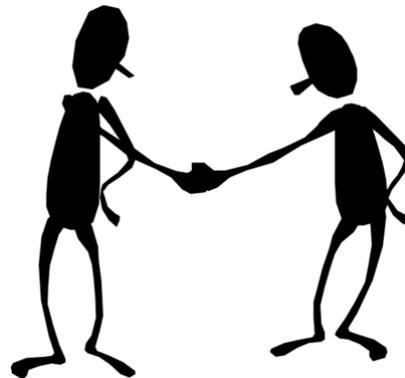
I'm glad you think so

I'm sorry to hear that

That's too bad

I'm not sure

Maybe next time.



Conference Report: Seth Cervantes

Seth Cervantes of *Tomakomai Komazawa University*, and one of our co-publicity officers, looks back on the 2011 PanSIG conference, which was held at Shinshu University in Matsumoto. The theme of the conference was *Discovering Paths to Fluency*. According to Seth, the presentations showed that fluency isn't easy to define. But, he says, the four panelists on this year's Pragmatics-SIG sponsored forum, of which he was one, focused on the interactive roles of speaker and listener(s) in co-creating talk.

学会報告

苫小牧駒澤大学のセス・セルバンテス氏が、松本市の信州大学で開催された PanSIG conference について報告してくれました。本大会のテーマは「流暢さへの道を見つける」でした。セスによると、本大会の発表から、流暢さを定義することは難しいということがわかったそうです。一方、語用論研究部会後援のフォーラムで、4人のパネリスト（セスもその内の1人）は、共に創りあげる会話において、話し手と聞き手が果たすインタラクティブな役割に焦点を当てました。

（日本語訳：大須賀直子）

The theme of this year's Pan-SIG Conference was "Discovering Paths to Fluency."

Because fluency is a broad topic, the plenary speakers and presenters took on the challenge of "discovering paths to fluency" from various and varied perspectives. Over the two-day conference, I had the opportunity to attend presentations sponsored by many of the participating SIG groups. It would be impractical to give in-depth descriptions of all the sessions I attended, so I have included only reports and impressions of presentations that had the most impact on me and especially the pragmatics-based presentations.



Challenging Conventional Ideas about Fluency

In mainstream second language acquisition (SLA) research, fluency is associated with meaning, and is often contrasted with form. Although the distinction between meaning and form as a theoretical framework in SLA research has helped shape our understanding of fluency, it presents only a partial picture. Apart from meaning and form,

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there is a third and often forgotten component of language. This third component is use or pragmatics.

Because fluency is strongly associated with individual achievement, it wasn't surprising that most presentations, regardless of focus, at the PAN-SIG Conference investigated and described fluency from the vantage point of the individual. To move away from this view of fluency, the four panelists on this year's Pragmatics-SIG sponsored forum focused on the interactive roles of speaker and listener(s) in co-creating talk.

Donna Fujimoto (Osaka Jogakuin University) set the tone of the forum by challenging mainstream thinking about fluency. For starters, she asked those in attendance to distinguish between proficiency and fluency, noting that fluency is a notoriously difficult concept to describe and operationalize for the purpose of research. Notwithstanding the lack of a concrete understanding of fluency, she pondered if fluency could be assessed and if so how? One point which created the most discussion was her argument that the interlocutor should not be the examiner. As an alternative form of assessment, she suggested peer-to-peer or group orals. Such a move would represent a major shift in the way assessments of proficiency have been made and measured.

My contribution was to introduce the concept of "confluency." A conluent is the point where two rivers merge and become one. If fluency is to be viewed as an uninterrupted and flowing stream of water, then a conluent reminds us that fluent talk involves a speaker and listener(s). In fact, I argued that the listener is often the one setting the tone and direction of the conversation. An unenthusiastic "oh" or a challenging and stretched out "really," along with prosody and facial features, have meaning and importance. If I told someone I was interested in baseball and they responded with an unenthusiastic "oh," I would probably stop talking, perhaps to the listener's relief.

Once the tone was set, Chris Ruddenklau (Teachers Helping Teachers, Lao Program) and Yukie Saito (Kansai Gaidai University) introduced activities to help language learners gain fluency. Ruddenklau suggested that our students, who are often shy and unwilling to expose themselves, are very good at "feigning" understanding. If students feign understanding they can get through the lesson but they learn nothing. We as teachers, Ruddenklau pointed out, cannot take for granted that are students are listening. One way to develop fluency, especially if we believe talk to be a "complex social activity," is to teach shadowing and error correction strategies. This can be done by using simple conversations like:

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Example 1:

Student A: I'm from Tokyo.

Student B: You're from Tokyo? ← Check information.

Student A: Yes, I'm from Tokyo?

Example 2:

Student A: I'm 21.

Student B: You're 20? ← Check information.

Student A: No, I'm not. I'm 21. ← Repair incorrect information.

Saito commented that Japanese English learners tend to find it difficult to talk and are often quiet while listening to others. To co-create fluent talk, the listener needs to take on a more active role. The listener can take on an active role by using appropriate backchannels such as “oh really” and “was it?” and by asking appropriate questions. Saito also discussed meta-cognitive, cognitive, and socio-affective strategies language learners can use to enhance their learning. To show how the above strategies could be taught, she introduced a simple shadowing activity using the movie “Charlie and Chocolate Factory.”

Though the panelists made their own particular contributions to the discussion, the one thread that connected the panelists was the belief that the listener plays a vital and collaborative role in achieving fluent talk. To achieve fluent talk, the listener(s) need to play an active role to show understanding and preparedness to become the speaker at any moment.

From the Scripted to the Unscripted: Learners Exploring Language

The plenary speakers presented both productive and receptive aspects of fluency. The first plenary speaker, Robert Waring (Notre Dame Seishin University) argued that most language learning opportunities in Asian contexts decontextualize language with little concern for meaning and use. Most reading activities in the Japanese context, Waring pointed out, aim to teach about vocabulary and grammar. Reading fluency is not even an afterthought as most texts used, despite their short length, take a long time to read. This sort of reading is “intensive” in the sense that a small text is intensively scrutinized and dissected (almost always by the teacher). By contrast, extensive reading differs from intensive reading in that it adds the element of pleasure and is meaning-focused. The focus on meaning and pleasure increases exposure to a wide array of language patterns, vocabulary items, and collocations. This leads me to a presentation by Tim Greer (Kobe University).

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Greer analyzed the language of one “novice” learner who was taking part in a short-term study abroad trip to Australia. Greer audio- and video-recorded the learner’s interviews with the local people, a method of data collection that allowed him to examine the role of facial expressions and other non-verbal means of communication along with the

conversation. To demonstrate how “talk-in-interaction” rarely goes as planned, Greer pointed to numerous instances in his data of the novice learner dealing with problems and how the learner’s deviations from his prepared list of questions actually afforded him with opportunities to push his language use further.

Both Waring and Greer based their findings on the idea that learners need assistance. For Waring it was helping learners with text selection and to encourage learners to notice specific vocabulary and grammatical features within the text, and for Greer it was the prepared script. Also, both seem to point to the importance of using language in meaningful contexts and other forms of scaffolding. I would even argue, because language is so embedded in social contexts, that successful interaction requires collaboration among participants. Without such opportunities, learners have little chance to explore language on their own terms, and in non-decontextualized settings.

Other Presentations and Poster Sessions

From the Teacher Education SIG, Wilma Luth (Hokkai Gakuen University) provided some useful tips for refreshing our enthusiasm for teaching and getting out of a rut. The Computer-assisted Language Learning (CALL) SIG presented ideas of how to effectively and realistically implement technology, especially web-based technology, into the language classroom without breaking the bank.

Final Thoughts

I found several threads connecting the participating SIG groups. Of course, fluency was the main topic. Fluency, however, is a broad and difficult concept to describe. No definitive definition of fluency was proffered, but two ideas stood out. The first was that fluency is acquired through using language and by focusing on meaning. The unplanned

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or unexpected make learning experiences more memorable and less likely to be forgotten. With the focus on meaning, learners can expose themselves to a wide array of language forms, meanings, and use. The second was that language teachers can help their learners obtain greater levels of fluency by giving them the necessary strategies, opportunities, and inspiration to take that next step.

Many of the ideas presented at this year's Pan-SIG Conference, from Luth's call to re-energize our teaching and Ruddenklau's and Saito's suggestions to teach fluency through exposing students to repair and shadowing strategies, were well thought out and, above all, practical. I implemented some of the great ideas I "discovered" on my first day back in the classroom. I would say that's a good measure of a conference on "discovering paths to fluency."

Scenes from the Pan-SIG conference, May 2011



Tim Greer & Donna Fujimoto at the SIG table



A welcome at the station:



Sybil Armstrong presenting; Yukie Saito in the audience.



Tim Greer presenting

Spotted in Chicago at the American Association of Applied Linguists (AAAL) Conference in March

Naoko Osuka & Mayumi Fujioka



Gabriele Kasper gives Tim Greer an admiring look

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Upcoming events

The First Extensive Reading World Congress, Kyoto Sangyo University, Sept. 3-6 2011
JALT Conference, National Olympic Memorial Center, Yoyogi, Tokyo, Nov. 18-21 2011

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

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