

# Pragmatics Matters

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## JALT Pragmatics SIG Newsletter

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### From the editor

Greetings to all Prag-SIG members. I hope that you have had a profitable spring and summer and have found ways to counter the heat and humidity. The Spring has been a busy time with a number of conferences, symposia and events to report. The annual Pan-SIG conference was held in Tokyo at Toyo Gakuen University and was a great success. The pragmatics SIG was, as usual, well represented and there were a number of presentations of interest to the Pragmatics community in Japan. The following weekend saw the second CAN-Asia symposium on L2 interaction, held at Kyoto Women's University, Kyoto Japan. See below for details of these two excellent events. Also in this issue, Ella Kidd reflects on the language culture of the American

South, and reminds us that accent and dialect are means by which we invoke identity in interaction.

As usual, there are a number of upcoming events that will be of interest to our readership, and the calls for submissions are out now. See below for details of what's on and relevant deadlines for submissions, registration etc.

This issue also features information on a call for submissions for an upcoming Pragmatics SIG book, so if you have some classroom activities or ideas that aid students to achieve more developed levels of pragmatic competence, let the editors know and you can add a book chapter to your CV.

## Looking for Pragmatics at PanSIG 2018

**Jim Ronald**

*Hiroshima Shudo University*

At this year's PanSIG conference, Jerry Talandis' and my main goal was not to give a presentation (although Jerry in fact did), nor to learn from presentations or be inspired and encouraged by conversations with other people at the conference, although we undoubtedly were. Instead, our goal was to give a flyer about the new Pragmatics SIG book project (see p. ??) to every person at the conference who is interested in pragmatics and, wherever possible, to offer a direct invitation to contribute a pragmatics teaching activity for the book.

Our strategy for achieving this goal was to attend every pragmatics-related presentation we could find, and talk about pragmatics, textbooks and classrooms to as many people as we could. This, incidentally, meant that we did learn a lot, and we were inspired and encouraged in our belief in the importance of bringing pragmatics to the language classroom, and of the potential of the planned book to help teachers do just this.

The "Presentations by SIGs" list for Pragmatics (PRAG) in the conference handbook was our main guide in identifying presentations. More about that later, but first I would just like to report about just a few of the presentations at the conference, and a couple of the topics that were presented about. Following this, I would like to highlight some of the "off-list" presentations from the conference: presentations that may not include pragmatics among their keywords but, whether directly or indirectly, have much that may be of interest to Pragmatics SIG members.

As the Pragmatics SIG Forum, Sanae Sheeran-Oda and Akiko Inagaki (*Pragmatics + Grammar + Communication*) showed us the importance for language teachers of keeping balance with the grammar-pragmatics-communication triangle in the classroom. While teachers might see grammar and pragmatics as competing for attention and time in the language classroom, the presenters demonstrated how, rather than being in opposition, each is essential and informs and enables the other as language students move towards improved communication.

Chie Kawashima's *Speech Acts in Japanese EFL Textbooks*, reported an investigation into the occurrence of different speech acts in school textbooks. As she did this, she reminded us of the centrality of the textbook in many classes, with the language choices and representations found within the textbooks trusted and relied on by both teachers and students. Still in the area of speech acts, in *Suggestion Strategies to Avoid Pragmatic Failure*, Yaoko Matsuoka focused on the challenges EFL learners face in giving suggestions, and concluded that anxiety and lack of confidence about how best to express suggestions were more likely to impede successful pragmatic language production than language proficiency.

Two presentations that focused in differing ways on the important matter of questions in the classroom were given by John Campbell-Larsen (*Now Ask your Partner: Questions in Interaction*) and by James Bury (*Different Moves in Classroom Interactions*). John's was concerned with the three functions of questions in the classroom: display questions that are used to check the accuracy of students' language production; questions used for information transfer; and questions – often found as double questions ("Did you meet her? What was she like?") – that are

used to promote conversation and develop relationships. The poster presented by James demonstrated the ways in which different types of questions, and moves other than questions, affect the amount of language produced by students in response. Both presentations were concerned with teacher education, and brought attention to ways in which teachers may approach the teaching of pragmatics in the classroom in very concrete ways.

Finally, a word of advice for anyone at future PanSIG conferences who might be tempted to use the "Presentations by SIG" lists as their sole guide to locating pragmatics-flavoured presentations: proceed with care! While most, but not all, presentations listed under *Pragmatics (PRAG)* were actually about pragmatics, a fair number of presentations listed elsewhere were also either centrally or tangentially related to pragmatics and might well be of interest to Pragmatics SIG members. These included: *Will you Favour Me? The Importance of Formulaic Language* (Jennifer Aline Jordan); *A corpus to promote fluency in groups discussions* (Kazumi Kato); and *L2 learner training in group work: a Japanese need?* (Stuart Warrington). As I hope this brief review has shown, the PanSIG 2018 Conference offered a lot to those of us interested in pragmatics. Long may it continue!

## **Pan SIG 2018: Notes on a few pragmatics presentations**

**Neil Talbert**

njtalbert@gmail.com

Over the weekend of May 19th and 20th, 2018, I attended Pan SIG at Toyo Gakuen University in Tokyo. Some of the presentations there related to the topic of pragmatics. Below are some summaries and my thoughts on those presentations.

### **Suggestion Strategies to Avoid Pragmatic Failure Presented by *Yaoko Matsuoka***

This presentation described the results of a study designed to discover how English learners make suggestions to a friend. Eighty-nine Japanese undergraduates of low to intermediate English proficiency responded to written as well as oral discourse completion tests (DCTs). The particular hypothetical situation involved giving a friend feedback on her unfashionable hat. In the multiple-choice section, most participants chose an indirect response ("I think another hat would suit you"), yet in the oral DCT section, the use of mitigation strategies appears less effective ("I think it doesn't fit you," "your hat is unusual," "your hat is a little nonsense"). Other participants seemed to avoid the act of suggesting altogether ("it looks very nice (1.0) um-where did you buy"). The presenter went on to say that these learners showed less familiarity with the act of suggesting than other acts, like requests, apologies, etc. More practice with the act of making delicate suggestions such as this in the classroom could better prepare students to speak their minds confidently in a conversational English-speaking context.

### **Study Abroad: A Life-changing Experience *Mike Matsuno***

As the scheduled presentation was canceled at the last minute, Mike Matsuno kindly offered to give a talk about study abroad issues, which on some points intersected with the topic of pragmatics. Relevant to pragmatics, he highlighted the need for students to learn how to make small talk. He went on to say that "how to make friends" is "one of the biggest unexpected challenges" study abroad students face, and that Japanese students are not accustomed to the practice of small talk. In my own experience as a college ESL teacher in the US, as well as through my research investigations, I've also found that students who are able to make friends not only have a more enjoyable experience and learn English more easily, but also seem to fare

better academically. Explicitly teaching our students how to make small talk could give them a significant advantage in joining English-speaking communities.

## 2<sup>nd</sup> CAN-Asia Symposium on L2 Interaction

John Campbell-Larsen

*Kyoto Women's University*

The weekend of Saturday 26<sup>th</sup> May and Sunday 27<sup>th</sup> May saw the second CAN-Asia Symposium on L2 Interaction, held at Kyoto Women's University, Kyoto, Japan. Following on from the success of last year's inaugural event held in Tokyo, the organizers put together a stimulating and varied program of talks using the methodology of Conversation Analysis to examine the talk of people in an L2 setting. As with last year's event, the conference was organized with sequential rather than parallel presentations so that attendees could see all of the presentations rather than have to choose between presentations they wanted to see. The talks were placed into blocs, focusing tightly or loosely around some common theme. On Saturday we heard talks on: *Instruction, tellings and story telling, Identity, expertise and emotion, and Participation*. Following a full day of intense concentration and stimulating discussing the attendees continued the debates in a more relaxed atmosphere at a buffet reception at the campus refectory. Everybody seemed pleased with the menu on offer and there seemed to be agreement that the food at women's universities can be relied on to be good! For those with some gas left in the tank, further discussion took place over a few drinks in Kyoto city center, a short taxi or bus ride from the campus.

Sunday proceeded with talks on the themes of *Repair and Progressivity, reciprocity and intersubjectivity*. In questionnaires completed after the event those attending were agreed on the high quality of the presentations and were agreed the single rather than parallel presentation format worked well and stimulated and promoted discussion in a friendly and collegiate atmosphere.

Planning is already underway for next year's symposium and, living up to the second element in the CAN-Asia name, the event will be held Seoul, South Korea. The dates have yet to be finalized, but it will probably be the last weekend in May, so mark that one in your diaries. The call for submissions will be out later this year, with a deadline early in 2019, so watch this space!



Attendees at the CAN-Asia Symposium

## Bless Your Heart

Ella J. Kidd

*Woosong University*

Growing up in the South has many memorable facets. One of them was the freedom to sit and walk on terrain barefoot in the open sky with an ice-cold coke, while your mother is yelling don't get your clothes dirty, and you orate a phrase of politeness. For example: "yes ma'am" and "no ma'am" –which were a form of reverence towards your seniors (black or white). Another memorable facet was the unique pragmatic phrases that often meant something outside of its intended meaning.

The southern speech variety is distinctively unique, its phonemic properties are synthesized with placability and esteem, but somehow Southerners have been considered unknowledgeable because of it. As a native southerner with a slight southern drawl who frequently traveled outside of my immediate environment, I was exposed to other speech varieties and somehow, my southern accent became less prevalent to the stimulus of other native speakers during interchange. To give an example, I had a recent encounter with a colleague, who was inquisitive about my geographical origin, although she had speculations she asked, "where are you from" and "have you lived elsewhere?" But, according to Coops, Gentry, & Panthos (2008), listeners can only be expected to make detailed informed sociophonetic judgments about the speech they hear and how the speech is orated socially. Maybe, she thought I came from all four regions of the Western hemisphere, as many people I have met define their origin. Anyhow, after that conversation, I began an internal analysis of my own speech accent and really reflected upon the significance of culture. Which has led me to an overall conclusion that accents can change based on exposure and environment. However, it is important to stay culturally connected to your roots. If we lose our accent, the speech markers that define our place of origin will cease to exist, thus creating a general homogenous speech. To add, this article is a subjective analysis towards southern speech dialect and how spoken pragmatic phrases are orated with admiration, but its intended meanings are different.

### *The decline of the Southern Drawl*

According to Dodsworth the decline began as early as the 20<sup>th</sup> century. In 2008, sociolinguists Dodsworth and other researchers began to research speech properties and later analyzed the importance of certain linguistic features (i.e. kid-kee-yid). In 2008, Gentry & Panthos studied the unmerger of prenasal /i/ and /e/ amongst Anglo Houstonians feature of Southern English as losing ground in large Metropolitan areas of the South. According to Green, Elliot, & McDavid (2005), television will not make us all sound alike, this is a misconception. But, the fast spread of English lingua franca is becoming omnipresent (Majidi, 2013), therefore, increasing the threat of Southern English and as a result of various exposure to other languages and cultures

### *Language and identity*

In my opinion, culture is important because it distinguishes a group's traditions and cultural practices from another. While language is the central feature of this identity that makes your geographical origin and cultural heritage unique, so unique that it intrigues others to research its uniqueness. Why should we preserve our own cultural language? For example, "bless your heart" sounds endearing and, in most cases, it is meant as such and accompanied with sincerity. Many can reflect on how their grandmothers would chat on the telephone for weeks before a holiday meal discussing their menu and sharing recipes. When the day arrives for grandmother to go to the market, she cannot find her glasses, and they are on her head-- her friend says "bless your heart". After they arrive at the market, grandmother forgets her grocery list—her friend says again---"bless your heart. Finally, grandmother prepares a meal with much care and adds a superfluous amount of sugar to the sweet tea and the family says--"bless your heart sweetie".

Is the Southern accent really disappearing? Or, are the circumstances of life making it less prevalent? The effects of the southern accent began to decline a century ago. But the phrase “bless you heart” has been around for decades and is currently maintaining a steady place in southern culture. In the words of Cates (2017), “if we fail to preserve it, it will never, ever exist again”.

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## Conference Calendar

### JALT2018

#### Shizuoka

**Friday, November 23, to Monday, November 26, 2018**

44th Annual International Conference on Language Teaching and Learning & Educational Materials Exhibition, (or JALT national as it is often referred to) will be held at Shizuoka Convention & Arts Center (Granship) Shizuoka City, Shizuoka, Japan on the weekend of Friday 23<sup>rd</sup> of November to Monday 26<sup>th</sup> of November. Early bird registration is open until **October 23<sup>rd</sup>** with a cost of 18,000 yen for JALT members. If you miss this deadline then you'll be paying 21,000 yen, so make a note in your diary (or an alert in your smartphone) and make sure to register in good time. If you are a PRESENTER (as I am), please be sure and register by **October 1<sup>st</sup>**, otherwise you may lose your spot on the schedule.

For full details, visit the website at:

<https://jalt.org/conference>

### 2018 KOTESOL International Conference

#### Seoul

**Saturday October 13 and Sunday October 14**

The annual Korea TESOL International Conference will be held at Sookmyung Women's University on the weekend of 13<sup>th</sup> and 14<sup>th</sup> of October, and your editor will be in attendance and making a presentation. The conference is held at Sookmyung Women's University right in the heart of downtown Seoul and is always an interesting a stimulating event. The theme of the conference this year is *Fluency* which is an oft-cited but seldom defined concept in language teaching. I'm looking forward to some interesting takes on this elusive quality of language which is so intimately bound up with pragmatics.

Scott Thornbury is one of the plenary speakers. I have seen Scott speak on several occasions in the past and he is always an informative, interesting and very entertaining speaker. A conference report will be forthcoming in these pages for those unable to make the hop over to our peninsular neighbors.

See the website here:

<https://koreatesol.org/ic2018>

### 16th International Pragmatics Conference

#### Hong Kong

**Sunday June 9 to Friday June 14, 2019**

The flagship event of the pragmatics community worldwide, the International Pragmatics Association (IPrA) will hold its 16<sup>th</sup> International Pragmatics Conference at Hong Kong Polytechnic University, and the call for submissions to present is now open. The event is from Sunday to Friday in mid-June and will therefore necessitate some class cancelations for those planning to attend. I was fortunate enough to attend the last conference in Belfast, Northern Ireland in 2017 and I can categorically state that the make-up classes that I had to do on my return were a small price to pay for the opportunity to attend such a showcase of academic excellence.

For those unfamiliar with the organization or the conference set up, I'll provide some details of how to go about submitting. First of all, you have to be a member of IPrA to submit. In the case of IPrA, membership runs from January the first to December the thirty-first, no matter when you actually apply for membership. You also need to be a fully paid up member to present, so this means that if you are intending to present at the conference, you'll need to pay for 2018 membership and also 2019 membership. Membership is only 80 Euros, so it is not too onerous.

The call for papers is now open and the system is a little different from some other conferences. The initial call is for presenters who want to organize panels on particular topics. This is now closed and the list of accepted panels has been published here: <https://pragmatics.international/page/Program>

Have a look through the list of panels and see if there are any that cover your area of interest and submit to join that panel. There is also an option to submit as an individual presenter, either as an oral presentation or as a poster presentation. If you have submitted to a panel and are not accepted into that panel for whatever reason, your submission will automatically be moved to the list of individual presenters for consideration to be included in the conference program.

The deadline for submissions is **15<sup>th</sup> OCTOBER 2018**, so keep that date in mind as you prepare your submission. Your editor already has his submission in rough draft and will be sending it in after a little more work. Hope to see you in Hong Kong!

## CALL FOR CONTRIBUTIONS

### *Pragmatics Undercover: (Subtitle TBD)*

**DEADLINE: DECEMBER 31ST, 2018**

#### Editors:

Donna Fujimoto ([fujimotodonna@gmail.com](mailto:fujimotodonna@gmail.com))

Jim Ronald ([jmronald@gmail.com](mailto:jmronald@gmail.com))

Jerry Talandis Jr. ([talandis@gmail.com](mailto:talandis@gmail.com))

#### ***What is this book about, and who is it for?***

This is a call for contributions for a new teacher-resource book, the fifth in the JALT Pragmatics SIG *Pragmatics Resources* series. *Pragmatics Undercover* will be about how pragmatics can help language teachers help their students speak English more naturally and appropriately. Written especially for those without a background in Applied Linguistics, this book will show how pragmatics is all around us, waiting to be uncovered and utilized for transforming the often stilted language found in many textbooks. It strives to bridge the gap between theory and practice in practical ways that go beyond the simple one-off activity by incorporating ideas for review, expansion, and assessment. This resource book is for busy teachers keen on exploring new ways to help their students speak English better, whether they have heard of pragmatics or not.

#### ***What is the book's intended structure?***

The book's two-part structure has been designed to help reconcile the wide gap that exists between theory and practice with regards to pragmatics and the EFL classroom. The chapters in Part 1 will cover basic background theory in an accessible manner on the process of uncovering, teaching, reviewing, and assessing pragmatic language commonly found in typical ELT materials.

**Chapter 1** will lay out specific areas of pragmatics pertinent to EFL classrooms and show how a research-based perspective can provide a helpful critical eye on the often incomplete and unnatural language of textbooks, thus enabling teachers to build upon any natural-sounding elements in constructive ways.

**Chapter 2** will show how to incorporate pragmatics and natural talk as part of the curriculum without the need to completely abandon preferred ways of teaching. Guidelines for working with typical grammar-focused teaching materials will be provided, along with suggestions on how to bring more "real" communication into lessons.

The focus of **Chapter 3** is learning pragmatics, about the need to move beyond one-off pragmatics activities to provide learners with opportunities to revisit what was studied, with their pragmatic knowledge changing from realization to understanding, and from familiarity to ability to put into practice what they are learning.

Finally, in **Chapter 4**, the case for assessing students' pragmatic competence is made, along with various ideas for making that happen in practical, reliable, and valid ways.

In **Part 2**, the focus shifts towards an assortment of classroom-ready teaching activities to help teachers put into practice the ideas and information discussed in Part 1. Each of the activity chapters has as its starting point something observed to be lacking or problematic in common language textbooks or classroom activities. Step-by-step directions are then given for uncovering, understanding, and practicing specific elements of pragmatics, such as how to make a suggestion, say goodbye, give longer answers, continue conversations, listen more actively, or use natural classroom language. While the collection will include speech acts, we

especially welcome activities that cover other aspects of pragmatic competence. Each chapter will also contain activity-specific suggestions for reviewing and assessing highlighted pragmatic elements. In other words, each activity in Part 2 serves to “fix” something lacking in the materials we use, with the aim of helping learners engage in more natural interaction.

***I'm interested in writing one of the chapters in Part 1. Can you tell me more?***

Chapters in Part 1 should be roughly 4,000 words and focus on the general themes outlined above. Anyone interested in working on one of them should contact the editors via this email address: [jmronald@gmail.com](mailto:jmronald@gmail.com). Depending on interest, we may ask prospective authors to collaborate on areas of shared interest.

***I'm interested in submitting an activity for Part 2. Can you provide some guidance?***

Sure. We want this book to contain activities that help teachers embed pragmatics into their teaching and not just be a simple one-off task. Contributions should be around 1,000 words (typically two or three A4 pages) and include any references, appendices, or materials. Please refer to the sample chapter, “Saying Good-bye”. Send your ideas to: [talandis@gmail.com](mailto:talandis@gmail.com). To ensure adherence to the book’s remit and provide an organized, coherent reading experience, please follow this structure:

Include short descriptions for each of the following categories: ***Activity Name***; ***Level***; ***Preparation***; ***Resources*** (materials, equipment needed); ***Activity Length*** (in minutes); ***Problem*** (something lacking in common ELT textbooks); ***Pragmatic Focus*** (pragmatic element to be practiced); ***Goals*** (overall objectives of the activity). Complete sentences in this part are not required.

**Introduction**

The first paragraph should discuss a problematic or puzzling aspect found in ELT materials or activities. This will usually center around some sort of unnatural language or something lacking. While we should not “name names” of actual books or cite actual extracts, authors may provide a reconstructed example to illustrate the problem at hand. Next, introduce the pragmatic element that will address this problem. This may be some correction to what was uncovered in the problematic example, or the addition of something that was lacking. Finally, provide a short preview of the activity in a few sentences. ***Take care not to over-reference this section.***

**Procedure**

The basic step-by-step directions for the activity. Each step should contain only one basic action and be written in a very clear and easy to follow manner, recipe book style.

**Follow-up**

This section should contain ideas for further review and expansion of your activity. Doing it once in one class is unlikely to result in much learning of what was taught. What can teachers do to ensure that this pragmatic element is revisited in subsequent classes?

**Assessment**

Provide some specific guidance on how to evaluate proficiency of the pragmatic language featured in your activity. For example, you can identify level descriptors for a marking rubric or discuss what to look for when assessing this construct in real-time on a speaking test. Advice for how students can evaluate their own progress through reflection or peer-assessment is also welcome.

**Appendices**

Here is where you can include any worksheets or other photocopiable resources.

**For More Information**

In addition to the references, feel free to recommend other useful titles, websites, or other resources.

If you have any questions, please get in touch. We are happy to send you more detailed information. We are looking forward to working with you on your submission in order for it to be the best it can be.

The Editors

## Pragmatics Undercover Sample Submission

### Saying Goodbye

Jim Ronald

**Level:** Intermediate to advanced

**Preparation:** Read instructions, make copies of handout

**Resources:** Black/Whiteboard, handout

**Activity length:** 30 minutes, plus 10-minute follow-up activities in subsequent classes

**Problem:** Conversations in many textbooks and classroom conversations often end very suddenly and unnaturally.

**Pragmatic focus:** The structure and expression of farewells in English

**Goals:** For learners to say goodbye more naturally and appropriately

### Introduction

In contrast to farewells outside the language classroom, those in textbooks or that end many exchanges when students are doing speaking tasks are often quite short and sudden. In fact, they are often something like this:

A: I love pizza.

B: Me too.

A: Oh, goodbye. (wave)

B: See you. (wave)

Bardovi-Harlig, et al (1991) and Ishihara & Cohen (2010) point out that this type of closing differs from those that occur in real life, since it lacks typical elements found in fuller, more natural endings: the *shut-down*, *pre-closing*, and *terminal exchange* sequences, as in the following example, slightly adapted, from the British National Corpus:

John: That's still the same, aye. Well that's smashing, Doctor.	
Doctor: There you are, and that'll keep that right John.	<i>Shut-down</i>
John: That's lovely. Right, thanks Doctor.	<i>Shut-down</i>
Doctor: Okay look after yourself now.	<i>Pre-closing</i>
John: Same with you.	<i>Pre-closing</i>
Doctor: Right.	
John: See you later.	<i>Terminal exchange</i>
Doctor: Cheerio now.	<i>Terminal exchange</i>
John: Bye bye.	<i>Terminal exchange</i>

While it may be common to end a conversation abruptly in the classroom, it is important to realize that doing so could seem strange or unfriendly when interacting with people in daily life. Unfortunately, other than learning *Goodbye*, *See you later*, or their equivalents, farewells themselves are rarely a focus of language teaching. Bringing attention to this important aspect of communication will help learners say goodbye in an appropriate, friendly manner, and to enabling close conversations well. Revisiting this topic in subsequent lessons will enable learners to internalize the structure and expression of farewells so that saying goodbye properly becomes an integral part of their language use.

While farewells can be a focus of teaching at any time, this activity is ideally suited for when you encounter a short farewell in your textbook or when students change partners in speaking activities. In this simple three-part activity, learners will begin by reflecting on farewells by comparing short, abrupt examples with longer, more natural ones. They will then identify the three stages of shut-down, pre-closing, and terminal exchange, labelling utterances using the less technical terms of *Stop Topic* (ST), *Stop Conversation* (SC), and *Goodbye* (G). Various phrases used in closing conversations in a friendly manner will then be identified and listed via a table-

completion task. Following this, students will have short conversations which end with full farewells.

### **Preparation:**

Make copies of the handout for your entire class. You may choose to use one of the short farewells in the appendix as it is, or take one from a dialog in your class textbook.

### **Procedure:**

#### **Part 1: Raise awareness of farewells by reflecting on contrasting examples**

1. Pass out the handout to all of the students.
2. Ask two volunteers to come to the front and read one of the short farewells aloud, then walk away from each other.
3. Next, ask two new volunteers to come up, read one of the full farewells, then walk away from each other.
4. Ask the performing students and the rest of the class how they felt about the farewells. Try to elicit some reactions to each one: How were the farewells different? *Which one was better? Why?* If your students are shy and cannot answer in front of the class, have everyone give a show of hands: *Okay, everyone--who felt good about the first farewell?* [show of hands] *How about the second one?* [show of hands]. Alternatively, give a few minutes for students to discuss reactions in pairs or small groups, then write their ideas on the board.
5. Go over students' observations, then summarize them by emphasizing the importance of a full farewell.

#### **Part 2: Investigate farewells and list useful phrases**

1. Using the partially completed table on the handout together with Full farewell 1, explain the three stages of a good, full farewell. Point out that *Stop the topic* means agreeing that the conversation topic is finished, that *Stop the conversation* means agreeing to finish the conversation, and that *Goodbye* is actually saying goodbye.
2. In pairs or small groups, students read through the other two full farewells and label the lines which contain shut-down, pre-closing, and terminal exchange elements. They then add the appropriate phrases from the full farewells to the table. While the students are doing this, divide the board into three sections, labelled *Stop the topic*, *Stop the conversation*, and *Goodbye*.
3. When everyone finishes, go over the answers. Students can compare their answers with each other, or you can elicit answers from the entire class. As you do this, write the phrases in the relevant section on the board.

#### **Part 3: Use and observe farewells**

1. In groups of three or four, two students have a short conversation (*"Is there any homework?" "What time is your last class today?"* etc.), ending in a full, friendly farewell which the other group members observe.
2. After the conversation ends, the observing student(s) briefly report on what they noticed. For example: *You said X in the Stop the topic stage, Y in the Stop the conversation, and Z for a Goodbye.* Or: *You said X for the Stop the topic stage, but you didn't say anything for the Stop the conversation...*
3. The students switch roles and repeat the conversations and observations.

### **Follow-up**

In oral communication classes, it is quite common for students to have many short and focused conversations with a number of classmates. These interactions inevitably end with very short farewells – say goodbye or wave,

then move on. Taken cumulatively, this constant repetition of truncated farewells may “unteach” fuller farewells.

While you may not want full farewells at the end of every exchange, revisiting this point regularly will help remind

students of its importance. One good time for review is the next time you come across a short farewell in a textbook

dialog. In addition, for a more authentic experience, time the students’ final conversation of the class so that they do

real farewells with each other before actually leaving the classroom.

### Assessment

It is not necessary nor desirable to assess learners on the technical terminology of a proper full farewell. They

should, however, be able to finish a conversation without sounding unfriendly or too abrupt.

Adding farewells to

your speaking test marking rubric is one simple, effective way to emphasize their importance.

For example:

*You closed your conversation with a full and friendly farewell: Getting there | Good enough | Excellent*

In this case, “getting there” represents an incomplete farewell, “good enough” means it contains expressions in all

of the three stages, while “excellent” signifies a farewell that is especially natural and friendly.

Alternatively, you

could mark this construct on a point scale, say from 1 to 10. Student self-assessment of farewells is another viable

approach. To facilitate this process, using a table as described above as a checklist may be the best way for learners

to assess their own ability to appropriately say goodbye.

### For More Information

Bardovi-Harlig, K., Hartford, B.A.S., Mahan-Taylor, R., Morgan, M.J., & Reynolds, D.W. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal*, 45, 4-15.

Ishihara, N., & Cohen, A. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow: Longman.

### Appendix: Handout for understand and using full farewells

#### Directions:

1. In a pair or small group, read some examples from Short Farewells and Full Farewells. How do they feel?
2. In Full Farewells, which lines show *stop the topic (ST)*? Which lines have *stop the conversation (SC)*? Which are actually *goodbye (G)*? Look at the example in Full Farewells 1. For 2 and 3, label the lines as ST, SC, or G.
3. Add the words or phrases from each stage in the table below.
4. Check your answers with your classmates or your teacher.

#### Short Farewells:

John: Thank you.

A: I love pizza.

Doctor: Okay, good-bye.

B: Me too.

John: Good-bye.

A: Oh, goodbye.

B: See you.

## Full Farewells

### 1.

John: Yes, that's still the same. Well that's great, Doctor.

Doctor: There you are, and that'll keep that right, John. (ST)

John: That's lovely. Right, thanks Doctor. (ST)

Doctor: Okay. Look after yourself now. (ST, SC)

John: Same with you. (SC)

Doctor: Right. (SC)

John: See you later. (G)

Doctor: Goodbye then. (G)

John: Bye bye. (G) *(Adapted from British National Corpus)*

### 2.

S1: You'll need eighty-five credits.

S2: Oh it's eighty-five. Okay, I thought it was more than that.

S1: And you know what's nice though, is you can take whatever psychology courses you want, without trying to take it all.

S1: Right, I see. Okay, thank you very much.

S2: You're welcome.

S1: And I'm sure I'll see you later.

S2: I hope so.

S1: Bye.

S2: Bye-bye. *(Adapted from MICASE corpus)*

### 3.

B: Well, let's get together soon.

A: How about Friday?

B: Friday sounds good. Where should we meet?

A: (looks at watch) You know, I really must be going or I'll be very late. Can you give me a call tomorrow and we'll decide?

B: Fine. Speak to you then.

A: Sorry I have to rush off like this.

B: That's okay. I understand.

A: Goodbye.

B: So long. *(Adapted from Bardovi-Harlig et al.)*

## The three stages of a friendly farewell

<i>Stop the topic (ST) (Agreeing that the conversation topic is finished)</i>
There you are. Right. Okay. Thanks.
<i>Stop the conversation (SC) (Agreeing to finish the conversation)</i>
Look after yourself.
<i>Goodbye (G) (Saying goodbye)</i>
See you later. Goodbye then. Bye bye. (pronounced <i>ba-bye</i> )

Please take time to think about anything you might want to submit and get the ball rolling with Jim, Donna and Jerry and get to see your name in print and pass on your knowledge, insights and ideas about how pragmatics can be put to work in the classroom. As always, if you have any articles, conference, book or journal paper reviews to share or any information about events, conferences, workshops, colloquia, symposiums or even just social events that are of interest to the PragSIG community, please contact me, the editor, at the following address:

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