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From the editor

Greetings once again to all of the Pragmatics SIG membership. The new semester is underway for most of us and our attention shifts away from the round of conferences, papers and other research activities, back to the daily business of teaching and work administration. During the Spring teaching hiatus I know that many members have been extremely active. (I hesitate to call it a 'break' as this can imply to the uninitiated that because we are not teaching, we are on holiday!) I myself attended several conferences and events and ran into many familiar faces from the Pragmatics SIG. It is nice to see that we have such an active membership and that we

are spreading the word on pragmatics. Reflecting this activity and engagement in the academic community, we have several reports from events both domestic and overseas.

Mika Ishino reports on the 9th International Conference of Conversation Analysis held at Loughborough University in the UK in December. This conference included presentations using data from languages other than the English and Japanese data sets that we are probably used to and also data from such diverse settings as hospice patients and their doctors and Turkish reality TV.

Myles Grogan writes about the recent talk on teaching the spoken language given by Dr. Jonathon Newton of Victoria University, Wellington at the Temple University Distinguished lecturer series, held in Osaka on February 28th. These events are an excellent resource for both novice and experienced teachers and are always well attended. Dr. Newton stressed the centrality of spoken language and the importance pragmatics, fluency and accuracy combining in the classroom to spur progress that is open to the metacognition of the learners themselves.

Steve Porrit writes about another talk in the distinguished lecture series held in Osaka. Dr. Brian Paltridge, the University of Sydney, Australia, talked on discourse and language teaching and Steve attended both days of the event and gives a peek into what goes on after all of us attending the free part of the event have gone home (or the pub!).

Jim Ronald reports on pragmatics presentations at the CamTESOL conference held in Phnom Penh in February. In addition to reporting on a variety of pragmatic themed presentations that he attended at the conference, he also mentions his own presentation, given jointly with Tim Hawthorne. The editor was in attendance at this presentation and I can confirm that they did a great presentation that was pitched exactly right. There was plenty for experienced teachers to thinking about concerning pragmatics in the classroom, but the content was not inaccessible to teachers who may be approaching pragmatics with relatively little experience in the field. The presentation od indeed have something for everyone.

May 20th to 23rd brings one of the main events for the JALT Pragmatics community; the annual Pan-SIG conference. This year the conference will be held at Meio University, Nago city, Okinawa, and features a wide variety of talks by members of the Prag-SIG. Tim Greer, in his capacity as program chair has provided a good overview of the pragmatics presentations on offer. The full list of presentations is given here, rather than just a link to the conference site, to give as much information as possible with the least amount of clicks! (I think I remember reading somewhere that the number of clicks needed to access information is an important factor in on-line reading behavior). I think it is important to publicize his event and try to attract as many attendees as possible. Those of us who are fortunate enough to live on the pacific coast Shinkansen corridor may become a little complacent when conferences are held in other places. We would do well to remember that some members in other areas of the archipelago have to organize and plan well in advance for the vast majority of conferences. So, if you are sitting on the fence about attending or not, take a look at what's on offer and make the commitment. See you in Okinawa!

Conference Report: The 9th CA Day at Loughborough University

Mika Ishino

Osaka University

The 9th International Conference of Conversation Analysis (CA) Day was held on December 14, 2015, by the Discourse and Rhetoric Group (DARG) at Loughborough University in the U.K. This one-day conference has been organized each year for a day of talks on CA since 2006. The

conference is comprised of a series of 30-minute paper presentations in an informal and friendly atmosphere with all participants together in a conference room (see figure 1).



Figure1. "The Conference Room"

This year's conference was attended by approximately 60 participants from Europe and countries in the Asia Pacific region, such as Japan and Australia. A lot of Ph.D. students attended (including some of the presenters and conference staff), as well as well-known researchers from in and outside of the U.K. This varied participant background reflects the conference's excellent reputation among a wide range of research groups working on CA.

This year's theme was "Sequence and Action in Conversation." The showcase features were a range of works on medical interaction. Five out of 11 showcases were actually based on video-recordings in medical settings. I will briefly describe the features of the 11 showcases in order, as follows: the first presentation was made by Lewis Hyland from Nottingham University, U.K., with interesting data on dentistry training for tutors and students. Marzia Saglietti from the University of Bologna in Italy then presented; her preliminary working data come from doctor-doctor and doctor-nurse interactions in meetings regarding antibiotic medical treatments for patients. Her analysis interestingly captured the participants' professional identity in their spoken interactions. The third presentation was also about medical encounters; it was led by Fiona Stevenson and her colleagues in the institutional research information service department at the University College London, U.K. Their research focused on interactions between junior doctors and consultants in accident and emergency care hospitals. She noted that some data interestingly included known-answer question sequences between junior doctors and their consultants. The following presentation was also on medical interaction, and was presented by Ruth Parry from the Faculty of Medicine and Health Sciences, the University of Nottingham and Marco Pino from the Social Science Department at Loughborough University, U.K. They presented very sensitive video recordings of end-of-life conversations between hospice doctors and terminal patients in their care. We then had the first invited speaker's talk, presented by Dr. Rose McCabe from the Medical School of the University of Exeter, U.K. Although her research was based on much more psychiatric interactions with CA, her talk was well-organized and very understandable for audience members who were not familiar with mental healthcare or health services research, including me.

Afterwards, we had lovely lunch break with all participants dining together, and the sixth showcase was presented by Angeliki Balantani from the University of Essex, U.K. Her work was related to the assessment of action and accountability in local language and its universal feature of the formulation for defending one's position. The seventh showcase also addressed assessment sequences, and was presented by Hatice Ergul from Hacettepe University, Turkey. Her research addressed local Turkish TV audience interactions and the audience's assessment sequences. As the program was a reality-TV marriage matchmaking show, we were more relaxed watching her data than in the morning sessions. Another invited speaker's talk followed, entitled "Flirting: A designedly ambiguous action?" It was presented by Sue Speer from the School of Psychological Sciences at the University of Manchester, U.K. After the invited speakers' showcases, Kobin Kendrick from the Max Planck Institute in the Netherlands presented an outstanding large-scale study with his colleagues. He showed us the universality of expansion sequences among 12 languages with video-clips and quantitatively analyzed data as evidence. After Kendrick's talk, Marika Helisten from the University of Oulu, Finland presented her preliminary research on the multimodal accomplishment of activity using micro-analysis of

multimodal interactional resources; this was followed by the final presentation, which was an interesting multimodal analysis of personal space and the exchange of spectacles in a shop, and was presented by Brian Due from the Department of Nordic Studies and Linguistics at the University of Copenhagen, Denmark. He showed that shoppers and staff in spectacle shops interact smoothly with each other without using language as shoppers try on pairs of spectacles. All of the showcases were presented to all the participants as a group, and the 10-minute discussion times were always carefully governed by the conference chair, Dr. Antaki. Accordingly, question time was very academic and constructive for the presenters.

However, at the same time of such high-quality academic mood, the conference organizers (Dr. Charles Antaki and Dr. Liz Stokoe) made very friendly and welcoming atmosphere among all participants, including those from overseas and master's and doctoral students (see figure 2 for our photo at tea/coffee break). Therefore, in my view, attending the CA day was very worthwhile—even for CA beginners, such as master or doctoral students.



Figure 2. “Dr. Antaki and Stokoe with participants”

Lastly, what was most impressive at this year's CA day was the “CA-ke-off,” which was a new bake-off-style competition: a prize was available to anyone who volunteered to bring cakes or biscuits for judging in the tea/coffee breaks. As the CA day was held during the Christmas season, there were many sophisticated works of confectionary on each table. All of the participants, including myself, really enjoyed tasting the various kinds of handmade sweets from the many volunteers among the conference delegates. At the close of the conference, we enjoyed the winner's announcement as the conference's closing ceremony (see figure3).



Figure3. “CA-ke-off Winners Award Ceremony and Winners”

According to the Conference's organizers, Charles Antaki and Liz Stokoe, the next conference will be special—it is the 10th annual meeting. Further details will soon be announced on their web page.

Temple University Distinguished Lecturer Series

The practice of teaching speaking

Dr. Jonathon Newton, Victoria University of Wellington.
February 28th

Attended and reviewed by Myles Grogan

Kansai University

The Distinguished Lecturer Series at Temple University provides an excellent opportunity to meet language educators “in the wild”. The event is usually well attended, and Dr. Jonathan Newton’s public session was no exception. This particular event held something special for Pragmatic SIG members, however, in that it was based on the premise that teaching speaking, far from being easy, is both challenging and undervalued.

The session focused on three main areas: the teacher, the four strands, and metacognition. Beginning with the reasons why many students report finding speaking harder than any other skill, he moved on to the effect a teacher has on the classroom, he looked at the skills, awarenesses, and knowledge a good teacher may wish to use, as well as how a teacher may wish to expand and build these areas. In particular, he referred to the work of Hattie (2009, 2012) on making learning visible to the students. This was followed with an exploration of the four strand approach (Nation & Newton, 2009). With several model lessons reviewed, participants discussed how the four strands had been applied and where they might be improved. The session concluded with a review of metacognition in the classroom. This was applied to three different models of teaching. Particular activities were introduced to promote the metacognitive awareness of students in the classroom, while allowing them to work on fluency.

Teachers can spend a lot of time alone in the classroom, and the chance to meet with colleagues to explore new ideas and revisit old ideas in a new light is welcome. Guiding Newton’s talk was a simple principle: Teach a little and practice a lot. Given the limited amount of time the average teacher has with students, there is also a limit to what can be achieved. Multiple passes on the same skills personalized to the extent the teacher is familiar with their class, will create the fluency necessary for the feeling of accomplishment students need. Doing so with multiple styles and activities allows motivates students and allows them to reflect on how else they may apply what is learned. Newton stressed the need to work as a community to look for evidence of engagement and learning, both in ourselves and our students.

That community--in the form of Pragmatics SIG members--seemed well represented at the event. I look forward to future events in the Kansai area.

Distinguished Lecturer Series: Discourse and Language Teaching

Dr. Brian Paltridge, the University of Sydney, Australia
January 23/24

Attended and reviewed by Steve Porritt

Those of you who live in a cave in the side of Mt. Rokko and come down only to pick up the latest Pragmatics Newsletter might not know about Temple University Japan's Distinguished Lecturer Series seminars.* Held nine times a year at TUJ's Tokyo and Osaka campuses, these seminars invite leading academics for two days of discussion on language and teaching. Recent lecturers have included Zoltan Dornyei (motivation), J. D. Brown (mixed methods research), Anna Ziyanova (multi-word expressions), Shinichi Izumi (focus on forms, CLIL) Batia Laufer (vocabulary), Nick Ellis (SLA), Fred Davidson (language assessment), Roy Lyster (CBLT), Laurence Anthony (corpus linguistics), Kazuya Saito (L2 speech), Elvis Wagner (understanding real-world speech), Rob Waring (extensive reading and listening), Averil Coxhead (vocabulary and ESP), and Shawn Loewen (instructed SLA).**

In January, Dr. Brian Paltridge of the University of Sydney, Australia, one of the top names in discourse analysis, spoke on Discourse and Language Teaching. In the seminar, Dr. Paltridge talked about the analysis of spoken and written discourse as they relate to identity, society, and cross-cultural pragmatics, and how discourse from the perspectives of identity, society, pragmatic a, genre, and conversation can be used for language teaching and learning. Dr. Paltridge began with a discussion of the relationship between language and the contexts in which it is used. He also spoke of discourse communities, groups of people who share an activity, how people can belong to more than one discourse community, such as university student, member of volunteer organization, and family member, and how the values and beliefs of each group can differ.

Dr. Partridge discussed discourse and the social construction of reality, using as an example an interview with Princess Diana. Her world became a reality only when she began to talk about it. Until that moment, it did not exist. Other examples of social discourse were snippets of conversations from the TV show, Sex and the City.

Dr. Paltridge also talked about culturally oriented discourse, giving one example that is relevant to us in Japan: a letter or email in English that begins with a Japanese style greeting, such as "Greetings. It's such a beautiful day today here in Kyoto." While such openings can confuse Western readers, who expect the writer to get straight to the point, L2 learners in Japan are simply following Japanese writing conventions.

Those taking the seminar for credit were required to write a 2,500-word critical review of a research report on discourse and language teaching. This reviewer chose a report by Hashemite and Ghanizadeh (2012) that examined the use of critical discourse analysis (CDA) to encourage critical thinking in EFL classes.

If you are interested in learning more about discourse analysis, the text used in the

seminar, Dr. Paltridge's *Discourse Analysis: An Introduction*, is an excellent introduction to the field.

The first three hours of the Distinguished Lecturer Series seminars (Saturday from 14:00 to 17:00) are free and open to the general public. The full seminar (Saturday from 14:00 to 21:00 and Sunday from 10:00 to 17:00) may be taken for credit (1 elective credit) by those in TUJ's Graduate College of Education. Alumni of TUJ's Graduate College of Education may attend the entire seminar for free of charge. Others may audit the full seminar for ¥13,000.

* The rest of you have no excuse.

** If these names are unfamiliar, you really need to get out of the cave more often.

References

- Hashemite, M.R., & Ghanizadeh, A. (2012). Critical discourse analysis and critical thinking: An experimental study in an EFL context. *System*, 40(1), 37-47.
- Paltridge, B. (2012). *Discourse analysis: An introduction* (2nd ed.). London: Bloomsbury.

CamTESOL conference review

Attended and Reviewed by Jim Ronald

Hiroshima Shudo University

CamTESOL, held in Spring in Phnom Penh, Cambodia, is a fairly large conference, with about 20 or so presentations going on during the parallel sessions. It is a well-run, friendly conference, attracting about 500 presenters and a total of over 2,000 participants from across Asia and beyond. It is also a conference where many of the presentations are very well attended, with perhaps 50 participants, many of them Cambodian high school teachers, who are eager to learn and to participate in the presentation or workshop.

Perhaps surprisingly, at least in the two years I've joined CamTESOL – 2014 and 2016 – not much more than a handful of the 500+ presentations have been directly concerned with pragmatics and language education. While this means that there isn't much choice of presentations to join, it also means that it is possible to attend almost every presentation with this focus, as well as a few others (with, this year, a particularly strong learner autonomy focus). It also means that for presenters in this field, this conference offers an opportunity to introduce a relatively large number of teachers to pragmatics, and demonstrate its relevance to language teaching, and its teachability.

I would briefly like to give a report of the three pragmatics-focused presentations I joined at CamTESOL: one by a novice presenter, one by a respected expert and *sempai* in the field, and one given by Tim Hawthorne and myself.

Sarah Miselly, a teacher in Indonesia, presented her research into the ways in which Indonesians reprimand others, focusing on differences in how this may be done by men and women. The research was conducted using discourse completion tasks (DCT) with university students, and presenting a range of "offences" for which a reprimand may be suitable, together with a range of relationships, from friend to boss. The data confirmed the tendency, found in some other studies, of men in higher positions to reprimand directly, with women typically finding less direct ways to reprimand, or choosing not to do so.

The study was also a good illustration of the strengths and weaknesses of DCTs. One strength observed here is that this method made it possible to consider reprimands for various

levels of offence and in various relationships. On the other hand, data obtained through written DCTs for “difficult” speech acts – ones involving face-threatening acts – may fail to include the silences, hesitations, and other hedges that help soften such acts. It may also be that, especially without the experience of actually having, for example, been a boss and reprimanding staff, students may fall back on stereotypes or media representations of these situations, thereby amplifying or distorting male-female differences. Despite these issues, it was a presentation well worth attending, followed by a lively discussion session about reprimanding in Asian cultures, and methods for investigating speech acts.

It was an honour to hear Kathleen Kitao’s presentation. She described the creation and use of a corpus from the American television series *Modern Family* to investigate apologies. The audience was carefully led through the steps of this process, and started with searches for apology-related words (*sorry, apologize, pardon, etc.*) that have already been observed to occur frequently in apologies in previous research. She then manually excluded occurrences of these words which did not involve apologies, such as “I’m sorry for your loss”. Especially for language teachers, and even language learners themselves, this could be a rich source of examples of apologies, presented in a clear context and including the many non-linguistic elements that may easily be omitted in teaching materials.

As with DCTs, the authenticity of such data is an issue; after all, the language of television series is written to entertain and if, for example, we were to compare data for apologies by men and women in the corpus, we would be aware that data from *Modern Family* might well not be an accurate reflection of apology use in American society at large. On the other hand, even in an age where we can measure the impact of corpus linguistics on language textbooks in decades, we could rarely, if ever, find examples of apologies in textbooks to rival those identified in *Modern Family*. This, too, is a measure of authenticity that should not be underrated.

Finally, Tim Hawthorne’s and my presentation was concerned with the teaching of disagreement and advice-giving among peers: with Tim focusing on disagreement as part of discussions, and my part being on advice-giving or feedback for classmates’ English presentations. The starting point for both topics was the recognition that three cultures are involved: the learner’s culture, the culture of the target language, and the “culture” that is projected either by mass media portrayals of the target culture or by language teaching materials in which it may be seen as normal to say, “No, you’re wrong!” or “You had better not do that”.

The first step for discussions was to help learners develop and express opinions. The next step is to help learners keep their respectful consideration for others while finding a way to express their own sometimes contrasting opinions. This is work in progress, but this presentation demonstrated both a good way to proceed and a recognition of the challenges involved in learning to disagree.

For advice-giving, raising awareness among learners that direct advice can hurt for English speakers too was the first step, followed by a demonstration that with phrases such as “Maybe you could...” or “Your ___ is a bit __(adj)___”, learners practiced giving the teacher, then each other, indirect advice. This was followed by writing and giving feedback slips after classmates’ presentations, on which one or more positive comment was followed by some advice.

This year’s CamTESOL served as a reminder, for those of us interested in promoting the teaching of pragmatic knowledge as part of general foreign language education, that a conference such as this, full of enthusiastic language teachers, may be the best place to be.

Pragmatics Presentations at PanSIG 2016

Tim Greer

Kobe University

The 2016 PanSIG conference is shaping up to be another great one for the Pragmatics SIG, where our members will be holding 21 presentations and a SIG forum. In addition, there will be three keynote speakers, two poster sessions, a Conversation Analysis data session, a banquet and a variety of optional day tours.

The conference will be held at Meio University in Okinawa from May 20 to 23, 2016. Although it is officially a four day conference, most of the presentations will be held on the Saturday and Sunday, which should give participants ample time to also experience the beautiful islands while they are there.

Meio University is located in Nago city, north of Naha, so give yourself plenty of time to get there before the conference--it takes about 90 minutes from the airport, and it is often cheaper and easier to rent a car in Okinawa, so why not team up with a friend and travel together?

Accommodation is filling up quickly, so get in early to book one of the hotels near the venue or at the nearby beach resorts. Check the conference website at pansig.org for further information. Below you will find a full list of pragmatics presentations, and of course there will be a variety of presentations from other SIGs over the weekend as well.

We look forward to seeing you all in Okinawa!

A list of PragSIG presentations at PanSIG 2016

Format: Presentation

A Sociocultural Approach to Teaching Pragmatics

Mayumi Fujioka

Organization(s): Osaka Prefecture University, Japan

Keywords: L2 pragmatics, instruction, Activity Theory

Abstract

When introducing pragmatic instruction in the L2 classroom, teachers may benefit from a larger conceptual framework showing how the acquisition of pragmatics works in relation to students' environments. This presentation draws on Activity Theory (AT) (Engeström, 1999), a branch of Vygotskian Sociocultural Theory, as a conceptual guide for L2 pragmatic instruction on English at the university level. The presenter explains in practical terms how the central tenets of AT, including learners as agents, tools, goals, communities, and rules and roles within communities, could serve as an effective guide for teachers in planning and implementing lessons on pragmatics.

Format: Presentation

How Repair Becomes Explicit

Jeffrie Leigh Butterfield

Organization(s): Kanagawa University, Japan

Keywords: conversation analysis, repair

Abstract

In classroom interaction, repair performed by teachers sometimes goes overlooked by students.

Previous conversation analytic research has demonstrated that repair sequences are potential sites of learning, but that learning can only occur if the trouble source speaker becomes aware that their utterance has been repaired. This presentation examines various interactional environments and resources interactants make use of in order to make repair explicit to trouble source speaker. These include, but are not limited to, isolating the repair and pre- and post-framing the repair. The presenter will discuss the implications of the findings of this research for language teachers.

Format: Presentation

Initiating Oppositional Talk in a Discussion Task

David Aline, Yuri Hosoda

Organization(s): Kanagawa University, Japan

Keywords: Conversation Analysis, Conflict Talk

Abstract

This presentation examines how L2 learners conduct arguments in task-based language learning discussion tasks. Analysis focuses on opening sequences, positions, and strategies for arguments. Data come from 160 hours of video-recorded discussions in university English classes. Analysis revealed that potential opposers delay initiating opposition by using strategies such as: (a) Wh-questions and repeats that foreshadow opposition, and (b) waiting for the original discussant to provide more information before initiating opposition. The results highlight the need for examination of extended sequences of conflict talk and expand understanding of resources L2 speakers employ to initiate opposition. Finally, teaching implications are discussed.

Format: Presentation

Longitudinal pragmatic development in ELF interaction

Aki Siegel

Organization(s): Rikkyo University, Japan

Keywords: ELF interaction, longitudinal development, conversation analysis

Abstract

This study investigates the longitudinal development of word search sequences in naturally occurring interaction. Participants were two L2 speakers of English engaged in ELF interactions at a university dormitory in Japan. Video recordings across five months, approximately four hours of video conversations were collected, transcribed, and analyzed using Conversation Analysis. The longitudinal analysis of the interactions demonstrated changes in effectiveness of resolving word searches, orientation towards the interactional goal, and emergent use of language to secure intersubjectivity. Findings suggest that co-adaptation of the interlocutors lead to unique language use in ELF interactions, which may be distinct from native speaker norms.

Format: Presentation

Membership Category in Out-of-Class Language Learning

Yosuke Ogawa

Organization(s): Kansai University, Japan

Keywords: Membership Category, Conversation Analysis

Abstract

This study focuses on membership categories between friends in informal language teaching situations. The data is taken from regular out-of-class language exchange sessions in which Japanese and foreign students casually teach their own language. This presentation will highlight some of the interactional practices students prioritise in both the teaching/learning role and the friendship role particularly with regard to the process of the membership category construction. The video-recorded sessions are transcribed in detail and the analysis focuses on how learning-students and teaching-students manage their interaction in terms of code-switching, sequential structure, and use of English as a Lingua Franca.

Format: Presentation

Multiple Involvements: Learners Using Smartphones**Tim Greer**

Organization(s): Kobe University, Japan

Keywords: Conversation analysis, Smartphones, Repair, Multimodality

Abstract

The smartphone has become a ubiquitous tool for augmenting conversation. This presentation uses multimodal Conversation Analysis to investigate the way two learners, one Japanese and the other Indonesian, incorporate smartphones into their lingua franca English interaction. The analysis focuses particularly on their use of the smartphone in forward-oriented repair, including how the interactants (1) look up unfamiliar words, (2) delay turn progressivity to fit those words into the turn-in-progress, and (3) display photo images to exemplify an unclear term. In addition, the study explores how recipients orient to current talk while preparing a subsequent topic from information on their screens.

Format: Presentation

Teachers' Cognition In Pragmatic Instruction**Chie Kawashima**

Organization(s): Macquarie University / Tochigi Prefectural Sano Shou-ou High School, Japan

Keywords: pragmatic instruction, teachers' cognition and beliefs, semi-structured interview

Abstract

Language teachers are in a strong position to be aware of the differences between how language is used and how language use is or is not taught in the classroom, but teachers' cognition and beliefs may influence their approach to pragmatic instruction. To explore this, the presenter analysed data collected through audio recordings of semi-structured interviews from EFL teachers to examine their knowledge and beliefs about pragmatic instruction. She will discuss the findings including 1) participants' experience of communication failure in their L2, 2) their knowledge and interest of pragmatics and 3) their belief about the significance of pragmatic instruction.

Format: Presentation

Translanguaging in Uni Office Hour Interaction

Adam Brandt

Organization(s): Newcastle University, United Kingdom

Keywords: Conversation Analysis, Language Choice, Multilingual Interaction, International Universities

Abstract

In an international, multilingual university setting with no explicit language policy, interactions can potentially take place in a number of languages, or a combination thereof (sometimes called ‘translanguaging’). This raises an interesting question for communication researchers: when interactants come together in such settings, how do they determine which language/s to use, and to what extent? In this presentation, I will discuss this by examining the systematic nature of participants’ language choice and ‘translanguaging’ practices in an international university in Japan. I will do so by analysing video recordings of university office hour meetings between international students and their tutor.

Format: Presentation

Embodied Departure in a Lingua Franca Campus Tour

Yuri Hosoda, David Aline

Organization(s): Kanagawa University, Japan

Keywords: Conversation Analysis, Campus Tours

Abstract

This conversation analytic study examines interaction coordinately produced by guides and guided for departing from focal objects during a tour of a university campus through use of Japanese as a lingua franca. Data come from a 40-minute tour at a Taiwanese university in which two Taiwanese students acted as guides for a tour of their campus for one American professor. Analysis revealed how language and gestures are deployed for departure from focal objects. We will discuss the implications for second language education in terms of considering language, gestures, and environment as being equally significant in communicating in a second language.

Format: Presentation

Listener Perceptions of Complimenting on Study Abroad

James Broadbridge¹, Joseph Siegel²

Organization(s): 1: J. F. Oberlin University, Japan; 2: Meiji Gakuin University, Japan

Keywords: pragmatic development, study abroad, compliments

Abstract

The ability to both receive and make compliments is of importance as it allows speakers to break the ice, develop conversation and maintain harmonious relationships. This presentation reports on the pragmatic development of a group of 5 students on a one-semester study abroad

program. Participants completed oral discourse completion tasks prior to departure and upon their return. Presenters will report on the findings of the study with examples of students' compliments and compliment responses. They will also discuss how the student output was rated by both EFL teachers in Japan and members of the host community.

Format: Presentation

Capturing “reflection-in-action” moments between AET and JET

Mika Ishino

Organization(s): Osaka University, Japan

Keywords: collaborative classroom instruction, micro analysis, reflection-in-action

Abstract

While teachers' “reflection-in-action” (Schön, 1983) in co-teaching classrooms has been regarded as difficult to capture (Farrell, 2015), it is very beneficial to describe in order to understand how two teachers develop their coordinated practical knowledge through moment-to-moment interaction. Applying conversation analysis, this study describes a reflection-in-action moment between an assistant (English) language teacher (ALT) and a Japanese teacher of English (JTE) in their collaborative classroom teaching. The data were obtained from 10 classroom hours of video recordings at a Japanese public junior high school. The analysis captures the two teachers' reflection-in-action and changes in certain practices.

Format: Presentation

Feedback in Nepalese and Japanese EFL Context

Baikuntha Bhatta

Organization(s): Kanagawa University, Japan

Keywords: Conversation Analysis, Second Language Teaching

Abstract

The three-turn sequence of Initiation-Response-Feedback (IRF) is commonly regarded as a template of classroom talk. However, there have been some studies focusing only on the third turn of the sequence – feedback. With video-recorded data of beginning and intermediate-level teenage learners in teacher-fronted classrooms, this presentation highlights the occurrence of the third turn. Mainly this focuses on the differences between the two cultural settings in providing feedback: basic feedback as an acceptance of the student response, and explicit positive feedback upgrading the student response; and attempts to relate the differences to cultural contexts of Japan and Nepal.

Format: Presentation

Negative Feedback in University Seminars

Anne McLellan Howard

Miyazaki International College, Japan

Keywords: academic spoken discourse, evaluation

Abstract

This study investigates negative feedback in US undergraduate seminars of mostly L1 English-speaking students. Negative feedback in a discussion-based class is a delicate process in which the instructor must point out problems in an answer while maintaining an encouraging tone, and it ranges in form from direct feedback (e.g., “Not exactly”) to restating or reframing instructor questions. Using the MICASE corpus, the presenter used discourse analysis to identify negative feedback and examine how it differs depending on the activity and the student’s answer. This presentation may be of interest to instructors who use discussion, and to teacher trainers.

Format: Presentation

A study of L2 threatening

Joseph Siegel, Mark Firth

Organization(s): Meiji Gakuin University, Japan

Keywords: threats, pragmatics, study abroad, oral discourse completion tasks

Abstract

Whether we like it or not, some situations call for aggressive language and strategies (Beebe & Waring, 2005), of which “threatening” is one. This presentation reports on a study of the linguistic and strategic behaviors employed by five Japanese EFL learners when making threats. Prior to and during their study abroad, participants completed oral discourse completion tasks (e.g., Brown, 2001) that involved threats. Presenters will share extracts of student output to illustrate development of student ability related to threats. Attendees will gain an understanding of how to examine and develop classroom activities for emotionally-charged speech acts like threats.

Format: Presentation

Achieving Learner Initiatives in EFL Classroom

Aya Watanabe^{1,2}

Organization(s): 1: University of Fukui, Japan; 2: Kobe University, Japan

Keywords: classroom interaction, learner initiative, participation framework

Abstract

Learner initiatives are any self-selected turns taken by learners that are not in response to teacher nominations (Waring, 2011). It requires an uptake by the teacher or other participants (Garton, 2012) and has a consequence in the ongoing sequence. Using conversation analysis, the study focuses on how learner initiatives are accomplished over time at an after-school EFL program in Japan. Audio-video recordings of naturally occurring classroom interactions were collected for over a 4 year period. Learner initiatives were initially performed using L1 and non-verbal actions in early stages, and the use of L2 gradually emerged to display knowledge and understanding.

Format: Presentation

On Pied-piping Correction Sequence: How Participants Structure L2 Knowledge In Interaction

Yusuke Arano

Organization(s): Chiba University, Japan

Keywords: Conversation Analysis, Linguistic Knowledge, Intercultural interaction, Social Turn in SLA

Abstract

This study describes the organization of correction-sequences in intercultural interaction by using conversation analysis. The data for this study are video-recordings of L2-English or L2-Japanese interaction. First, it is shown how understandings of new linguistic knowledge are organized as public resources which allow the participants to do further actions. Next, it is shown how the participants use the resources both to do and respond to corrections. Finally, it is shown how participants shift from an orientation to intelligibility to an orientation to appropriateness of lexical items. The analyses have implications for understanding L2 learning as socially-achieved.

Format: Presentation

Teaching L2 Pragmatic Strategies To Young Learners

Akiko Chiba

Organization(s): The Open University of Hong Kong, Hong Kong S.A.R. (China)

Keywords: pragmatics, communicative competence, elementary school English, young learners

Abstract

L2 pragmatics knowledge is regarded today as one of the key factors for developing language learners' communicative competence. Despite the abundant literature in interlanguage pragmatics worldwide, past studies have predominantly dealt with adults, leaving younger learners as an underrepresented population. To fill this gap, this pilot study investigated various interventions for English pragmatic strategies for 3 elementary-age learners. While some pragmalinguistic and sociopragmatic competence were observed, learners failed to derive intended meanings from implicature, suggesting the order of emergence in pragmatic development. The result also raised a question about the suitable age to incorporate pragmatic component into language programs.

Format: Presentation

The Pragmatics of Repair and Question Sequences

John Campbell-Larsen

Organization(s): Kyoto Women's University, Japan

Keywords: Pragmatics, speaking, conversation

Abstract

This presentation will discuss two key concepts in pragmatics: repair strategies and question sequences. The presenter will refer to the literature and outline how these items can be introduced into the classroom. The presenter will describe classroom activities that a) help students to identify trouble sources and rectify them in a pragmatically competent manner and b) construct question strings and embedded questions that signal a phatic rather than purely transactional intent behind the question sequence. Helping students develop these skills should benefit their abilities to engage in naturalistic spoken interaction.

Format: Presentation

Using Scrum Principles in the EFL Classroom

Douglas E. Forster¹, Joseph W. Poulshock²

Organization(s): 1: Japan Women's University, Japan; 2: Tokyo Christian University, Japan

Keywords: Scrum, teamwork, classroom success

Abstract

The presenters will discuss how Scrum, originally created as a more effective way to create software methods, might be used to reach desired goals in the EFL classroom based on the following principles: focusing on only a few things at a time produces excellent work and reaches desired outcomes sooner; teamwork fosters support, provides greater resources, and creates courage to undertake greater challenges; we can express our progress and better address our obstacles and concerns; having greater control over our destiny makes us more committed to success; sharing successes and failures together fosters respect for ourselves and others.

Format: Presentation

Avoidance of Assessments in EFL Classroom

Ritsuko Izutani

Organization(s): Osaka University, Japan

Keywords: classroom interaction, assessment, conversation analysis

Abstract

Explicit positive assessment (EPA) of EFL teachers may inhibit learning (Waring, 2007). According to Waring, EPAs signal or infer the closure of a turn-taking sequence, so it is crucial to investigate whether task-specific use of EPA promotes or inhibits learning. This study examines the ways in which EFL teachers provide learning opportunities to learners without EPA. Through a detailed analysis of classroom interactions in a Japanese junior high school EFL classroom, the study demonstrates how teachers succeed in co-constructing learning opportunities with students by utilizing televisions to display questions and answers, and thus positioning themselves as facilitators for their students.

Format: Presentation

Scaffolding in Interactional Oral Language Tests

Eric Hauser

Organization(s): University of Electro-Communications, University of Hawai'i at Mānoa

Keywords: Conversation Analysis, language test interaction, Sociocultural theory

Abstract

The data for this presentation come from video-recorded interactional oral English language tests at a Japanese university. Using Multimodal Conversation Analysis (i.e., analysis focusing not only on talk but also gaze, gesture, body posture, and any other relevant semiotic resources), I examine language- and task-related assistance, or scaffolding, sometimes provided to test-takers by the examiner. Task-related assistance helped the test-taker produce a successful test performance. However, there was limited evidence that language-related assistance was even noticed by the test-takers or had any effect on their language.

Format: SIG Forum

Multimodal L2 Interaction

Tim Greer¹, Eric Hauser², Adam Brandt³

Organization(s): 1: Kobe University, Japan; 2: University of Electro-communications; 3: Newcastle University

Keywords: Conversation Analysis, Multimodality, Interaction, Non-verbal

Abstract

Interaction, including second language interaction, involves more than just linguistic features of talk such as grammar, pronunciation and vocabulary. Face-to-face communication also consists of a range of embodied practices, including gaze, posture, proximity, gesture, and use of physical objects. Layered over and within the talk, the complex nature of multimodal interaction poses a challenge to researchers interested in interaction, who must account for it from the participants' perspective as demonstrated in the talk. This interactive forum will bring together a panel of CA researchers to discuss ways that multimodal features of L2 talk can be incorporated into transcription and analysis.

Afterword

For those of us already thinking about future conferences and presentation opportunities, the following conferences are upcoming and calls for papers are either already out or imminent.

KOTESOL (Korea Teachers of English to Speakers of Other Languages) 24th International Conference.

Sookmung Women's University, Seoul. October 15th-16th 2016. (Saturday and Sunday)

Call for proposals open until May 31st 2016

See: <https://koreatesol.org/IC2016>

IPra (International Pragmatics Association) 15th International Conference.

Belfast waterfront Conference Center, Belfast, Northern Ireland. July 16th-21st 2016.

Call for panel presentations open until 1st June 2016.

Call for contributions to accepted panels and individual submissions open until 15th October 2016.

See: <http://ipra.ua.ac.be/main.aspx?c=.CONFERENCE15&n=1516>

TESOL International Convention & English Language Expo.

Seattle, Washington, USA. March 21st-14th 2017

Call for submissions open until June 1st 2016.

See:

<https://www.conferenceabstracts.com/cfp2/loginTESOL.asp?EventKey=UIFIEFSS&UserEmail=&UserPassword=&User=&memberID=>

AAAL (American Association of Applied Linguistics) 2017 Conference

Portland Marriott Downtown Waterfront, Portland, Oregon, USA. March 18th -21st 2017.

Call for submissions will open on June 1st 2016. Closes August 17th 2016.

See: <http://www.aaal.org/page/2017CFP>

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If you have any contributions to make to Pragmatic Matters, be it academic essays, book reviews, conference reports, news of upcoming events or anything else (no matter the length) that you think may be of interest to our readership, you can contact me at the following address.

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