Pragmatics for Language Educators: Acquisitional and Cross-Cultural Pragmatics (3 cr.)
Graduate School for Language Sciences
Kanda University of International Studies
Fall 2022

Instructor Contact Information
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Course Dates (Sundays 10 am – 5 pm)
September 25, November 6, December 4, January 8, February 5 + online work (6 hours)

Course Description
        Second/foreign language (L2) learners need not only the knowledge of grammar and vocabulary but also the ability to understand and use culturally appropriate language according to the given social context (*pragmatic* or *sociolinguistic competence*). However, pragmatic aspects of the L2 have generally received little attention in the L2 curriculum and teacher development.
        This course focuses on the learning and teaching of L2 pragmatics. The aim of the course is for you to develop or enhance your understanding of what pragmatics is, how L2 pragmatics has progressed as a subfield of second language acquisition, and ways that learners can become better versed in how to be pragmatically appropriate in an L2. The course will start by exploring theoretical concepts related to politeness, face, implicature, speech acts, and discourse, and examine samples of past research in cross-cultural, interlanguage/acquisitional, and intercultural pragmatics. The course will then introduce various research instruments, methods, and theoretical frameworks, which we will critically evaluate in relation to our view of language learning as a cognitive, psychological, social, and emotional activity. Finally, due to the special focus placed on the pedagogical considerations in this course, we will take a close look at effective instructional practices and investigates issues related to classroom assessment of learners' pragmatic competence. You are encouraged to practice reflective teaching while you design (and engage in) pragmatics-focused instruction.

Course Website
Go to the course Google Classroom (GC) and enter your username and password to sign in.

Course Requirements

Your Responsibilities:
➢   To attend all class meetings and participate in activities and discussions at all levels.
➢   To complete required readings before class and engage in reflection on your current teaching practice.
➢   To complete all assignments outlined below in a timely manner.
➢   To gather resources and information from existing literature and the CARLA pragmatics database related to your topics. Explore independently for at least **three hours**.
➢   To read and learn from your peers' papers and lessons independently for at least **three hours**.

Assignments:
Pragmatic language analysis journal (2 entries): due 2nd & 4th course meetings
        The purpose of this assignment is to provide you with an opportunity to analyze authentic language use from a pragmatics or discourse point of view that goes beyond the lay observation of language. For the **first** entry, identify a small piece of AUTHENTIC (naturally-occurring or naturalistic) language sample in English (or L2 Japanese) spoken or written by a pragmatically competent user(s) of the language. It may be an email message in your inbox, a Facebook/SNS post interaction, or audio- or video-recordings of your dinner-time conversations. In case of oral data, transcribe them for analysis. Language used in the high-PDI context is recommended as you are likely to find more pragmatic strategies in such data. For the **second**

entry, collect a few pieces of contrastive/comparable natural or natural(istic) data on the topic of your mid-term paper (see below). Your data can be elicited through DCTs and/or role-plays or ideally captured in their ecological environment through field observation or audio-/video-recording. These data can be used in your final lesson plan below.

For each entry, use the terms and concepts introduced in this course and analyze them both linguistically and culturally. Indicate which parts of your data represent certain pragmatics/discourse strategies, express face, (in)directness, (in)formality, or (im)politeness, communication or accommodation strategies, familiarity, solidarity, respect, or compassion, index certain relationships or identities, display power and dominance, create potential misunderstanding, and so forth.

In building your analysis, you are strongly encouraged to incorporate the **terms and concepts from the course readings and discussions**. Each entry should be approximately 300 words excluding your language data. Submit each entry in the "Pragmatic Language Analysis Journals" section of our course Google Classroom (GC) **before the second and fourth course meetings respectively.**

Pragmatics-focused literature review/lesson plan **(mid-term/final papers): due 3rd & 5th course meetings**

You are asked to choose and research a component of pragmatic competence or discourse feature (mid-term paper) and develop a lesson plan that aims to improve learners' pragmatic awareness and/or use of that selected feature (final paper).

Think of your mid-term paper as an extension of a language analysis journal entry, except that you will be more proactively **researching and reporting empirically-based information** about your selected topic. **Identify your topic early and see what resources you can find in the program library.** In addition, if your topic is a speech act, see if it is included in CARLA's "Descriptions of Speech Acts" website. If not, or if you select anther pragmatic or discourse feature, do your own library research or feel free to speak to me individually to help identify the relevant literature. The mid-term paper should inform your final paper, serving as a basis of your lesson plan. **Submit your mid-term paper in the Stream section of the GC to share with your class before the 3rd course meeting and be prepared to informally discuss it in class.** Spend at least one hour reading your peers' mid-term papers to learn about a wider range of topics. You will receive written instructor feedback in the **"Mid-term Papers" folder in the GC.**

Your mid-term paper and second journal entry should become the basis of your instructional intervention (lesson plan). You are welcome to adapt published lesson plans or create one on your own. You will receive suggestions and feedback from other course participants as you make a presentation in the last course meeting. I will assess and comment on your lesson in response to your written final paper. **The deadline for this paper is 10 am of the day of the last course meeting (submit in the "Final Papers" folder in GC)**. See the guidelines for the details of this assignment.

Assessment

Below is a synopsis of how assignments will be reflected in the final course grade:

Participation (Attendance/participation in class and online)	20%
Assignment A: Language analysis journal entries (15% each)	30%
Assignment B: Mid-term paper	20%
Assignment B: Final paper write-up and presentation	30%

Evaluation: Letter grade

Tentative Course Schedule

Date	Topics	Readings/Assignments
9/25/22	➢ Introduction to the course ➢ Terms, concepts, and definitions ➢ Background in L2 pragmatics ➢ Teacher development and instructional pragmatics	Hinkel, I-2022 (Ishihara coursebook) Ch.1 (Optional readings: Bardovi-Harlig, LoCastro)
11/6/22	➢ Overview of cross-cultural and interlanguage pragmatics ➢ Research on refusals in cross-cultural/interlanguage pragmatics	I-2022 Ch.3, 4, Kreishan (optional: Yule Ch 5-8, Taguchi)

	➢ Example of pragmatics-focused instruction ➢ Data collection instruments ➢ Guidelines for the mid-term paper	**Language analysis journal #1 due**
12/4/2022	➢ Mid-term paper sharing/discussion ➢ Example of pragmatics-focused instruction ➢ Textbook analysis and adaptation ➢ Causes of learners' pragmatic failure/choice ➢ Peace linguistics and pragmatics ➢ Pragmatic language analysis journal #2 ➢ Final project guidelines	I-2022 Ch 5 (text only pp. 76-109), Fordyce, Knight (Optional: I-2022 Ch 7-8, Ishihara, Orihashi, & Clark, Taguchi & Roever, Wong) **Mid-term paper/GC submission due**
1/8/2023	➢ Cognitive theories related to the learning of L2 pragmatics ➢ Psychological, social, and post-structuralist views related to the acquisition of pragmatics ➢ Linking theory and practice in acquisitional pragmatics ➢ Example of pragmatics-focused instruction	I-2022 Ch6, Houck & Fujimori (Optional: Washburn, Carroll, Riddiford & Newton, Furmanovsky, Siegal) **Language analysis journal #2 due**
2/5/2023	➢ Final paper presentations ➢ Assessment of learners' pragmatic competence ➢ The pragmatics of English as an International Language ➢ Wrap-up reflection	I-2022 Ch 12 (Optional: Lee & McChesney, Murray, Taguchi & Ishihara) **Final paper/GC submission due**

Required/Optional Course Readings

<u>Textbooks</u>

Ishihara, N. (**2022**). *Teaching and learning pragmatics: Where language and culture meet* (**2nd ed.**). Routledge.* ("I-2022" above) ***Please use the 2nd edition, not the first with the same title.**

Optional text:

Yule, G. (1996). *Pragmatics*. Oxford University Press.

Ishihara, N. (author/translator) & Cohen, A. (author). (2015). 多文化理解の語学教育　語用論的指導への招待 (abridged translation and revision of *Teaching and learning pragmatics: Where language and culture meet*) Kenkyusha.

<u>Online Course Packet</u> (both required and optional readings)

For course meeting #1

Hinkel, E. (2014). Culture and pragmatics in language teaching and learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Eds.), *Teaching English as a second or foreign language* (4th ed., pp. 394-408). National Geographic Learning.

Bardovi-Harlig, K. (2020). Pedagogical linguistics: A view from L2 pragmatics. *Pedagogical Linguistics, 1*(1), 44-65.

LoCastro, V. (2012). Defining the territory. In V. Locastro, *Pragmatics for language educators: A sociolinguistic perspective* (pp. 3-17). Routledge.

For course meeting #2

Kreishan, L. (2018). Politeness and speech acts of refusal and complaint among Jordanian undergraduate students. *International Journal of Applied Linguistics & English Literature, 7*(4), 68-76.

Taguchi, N. (2015). Instructed pragmatics at a glance: Where instructional studies were, are, and should be going. State-of-the-art article. *Language Teaching, 48*(1), 1-50.

For course meeting #3

Fordyce, K. (2012). What's in the name? In J. Ronald, K. Fordyce, C. Rinnert & T. Knight (Eds.), *Pragtivities: Bringing pragmatics to second language classrooms* (pp. 9-11). The Japan Association

for Language Teaching Pragmatics Special Interest Group.

Knight, T. (2012). I was wondering if... you could make that request more politely. In J. Ronald, K. Fordyce, C. Rinnert & T. Knight (Eds.), *Pragtivities: Bringing pragmatics to second language classrooms* (pp. 105-108). The Japan Association for Language Teaching Pragmatics Special Interest Group.

Ishihara, N., Orihashi, T., & Clark, Z. (2019). Innovations in elementary classrooms: Integrating the teaching of English, history, and peace linguistics. In H. Reinders, S. Ryan, & S. Nakao (Eds.), *Innovations in Language Learning and Teaching: The Case of Japan* (pp. 47-69). Palgrave Macmillan.

Taguchi, N., & Roever, C. (2017). Contexts for pragmatic development. In N. Taguchi & C. Roever (Eds.), *Second language pragmatics* (pp. 177-212). Oxford University Press.

Wong, J. (2011). Pragmatic competency in telephone conversation closings. In N. Houck & D. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 135-152). TESOL.

For course meeting #4

Houck, N., & Fujimori, J. (2010). "Teacher, you should lose some weight": Advice-giving in English. In D. Tatsuki & N. Houck (Eds.), *Pragmatics: Teaching speech acts* (pp. 89-103). TESOL.

Washburn, G. N. (2001). Using situational comedies for pragmatic language teaching and learning. *TESOL Journal, 10*(4), 21-26

Carroll, D. (2011). Teaching preference organization: Learning how not to say "no". In N. Houck & D. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 105-118). TESOL.

Riddiford, N., & Newton, J. (2010). Small talk. In N. Riddiford & J. Newton, *Workplace talk in action: An ESOL resource* (pp. 9-17). School of Linguistics and Applied Language Studies, Victoria University of Wellington.

Fermanovsky, M. (2020). Developing advice-giving pragmatic skills through dialogs focusing on ethnical dilemmas. In J. J. Tarandis, J. Ronald, D. Fujimoto, & N. Ishihara (Eds.), *Pragmatics undercover: The search for natural talk in EFL textbooks* (pp. 133-142). The Japan Association for Language Teaching Pragmatics Special Interest Group.

Siegal, M. (1996). The role of learner subjectivity in second language sociolinguistic competency: Western women learning Japanese. *Applied Linguistics,17*, 356-382.

For course meeting #5

Lee, J. S., & McChesney, B. (2000). Discourse rating tasks: A teaching tool for developing sociocultural competence. *ELT Journal, 54*(2), 161-168.

Murray, N. (2012). English as a lingua franca and the development of pragmatic competence. *ELT Journal, 66*(3), 318-326.

Taguchi, N., & Ishihara, N. (2018). The Pragmatics of English as a Lingua Franca: Research and Pedagogy in the Era of Globalization. *Annual Review of Applied Linguistics, 38*, 80-101.

Useful Online Resources (also check physical books in the office)
Plan to spend at least **3 hours** taking advantage of these resources.

Center for Advanced Research on Language Acquisition. *CARLA Speech Act Databases*.
- *Description of speech acts*: http://www.carla.umn.edu/speechacts/descriptions.html
- *Speech acts bibliography*: http://www.carla.umn.edu/speechacts/bibliography/index.html
- *Learning speech acts in Japanese*. Self-access learner modules for learning five speech acts: http://www.carla.umn.edu/speechacts/japanese/introtospeechacts/index.htm
- *Dancing with words: Strategies of learning pragmatics in Spanish*. Self-access learner modules for learning eight speech acts: http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html

Office of English Programs, U.S. Department of State. (2003). *Teaching pragmatics* (Bardovi-Harlig, K., & Mahan-Taylor, R., eds.) Teachers' resource book for teaching pragmatics: https://americanenglish.state.gov/resources/teaching-pragmatics (or **google "Teaching Pragmatics Department of State"**)

Indiana University. *Discourse pragmatics*. Language and culture resources for instructors, students, and researchers of Spanish (and English) linguistics: http://www.indiana.edu/~discprag/index.html