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From the editor:

Welcome to the new edition of Pragmatics Matters. I hope the new academic year has started well for you.

On behalf of the SIG, I'd like to welcome back Donna Tatsuki from her year in Italy to the role of coordinator and to thank Tim Greer for all the hard work he put in doing that job in Donna's absence. One of his more recent actions was to invite Dr Alan Firth to be a plenary speaker at the JALT national conference in October, something we can keenly look forward to. There will be an interview with Dr Firth in our next PM.

In this edition, Seth Cervantes reviews the Temple University Colloquium on Applied Linguistics as both an observer and as a presenter; Akiko Hagiwara continues to cast her eye over pragmatics-related articles in Journal Watch; Tim Greer reviews the groundbreaking *Conversation Analysis and Second Language Pedagogy*; finally, Mitchell Fryer writes about Australian men, beer and rugby league – though the first two items often go together, along with one of any number of sports, it must have been a while since we have published a feature about those topics.

Best wishes and I hope to see some of you at this year's forthcoming conferences, perhaps starting with the PanSIG conference in June.

編集者より

『語用論事情』の最新号へようこそ。皆様が良い新年度のスタートを切られたことを祈念します。

　語用論部会を代表して、イタリアから帰国したドナ・タツキ氏が再びコーディネーターの役に戻られたことを歓迎し、ドナの不在中献身的に活動してくれたティム・グリア氏に感謝いたします。とくに、ティムによるアラン・ファース博士の 10 月 JALT 全国大会への基調講演者としての招待は、我々が切望していたことです。次号の『語用論事情』ではファース博士へのインタビューを掲載します。

　今号では、セス・セルバンテス氏が、テンプル大学で行なわれた応用言語学コロキアムについて、参加者および発表者の立場からレビューします。ジャーナルウォッチでは、ハギワラ・アキコ氏が前号に引き続き、語用論関係の論文について紹介します。ティム・グリア氏の記事は、革新的な *Conversation Analysis and Second Language Pedagogy* についての書評です。最後の記事では、ミッチェル・フライヤー氏が、オーストラリア人男性間のビールとラグビーについての会話を分析します。オーストラリア人男性とビールは、多くのスポーツとともに、切り離せないものですが、これらのトピックが本誌に登場するのは久しぶりです。

　それでは、今年の学会で皆様にお目にかかれることを期待しております。まずは 6 月に開かれる PanSIG でお目にかかれるかもしれません。

ティム・ナイト

Japanese co-editors:

Naoko Osuka & Yukie Saito

Conference report:

TUJ Colloquium in Applied Linguistics: Seth Cervantes

The Temple University Japan Applied Linguistics Colloquium 2012 was held in February at the Tokyo campus. **Seth Cervantes** reports that although it may be considered a minor conference without 'big names' presenting, the colloquium has much to recommend it from the point of view of being a presenter and an observer. He also found some especially useful presentations in the pragmatics field.

テンプル大学日本応用言語学コロキウム 2012 が東京キャンパスで 2 月に開催されました。**セス・セルバンテス**は、それが"ビッグネーム"の発表がない小さな学会だったが、発表者と参加者の視点から推薦するできる多くを持ったコロキウムだったと報告しています。彼はまたプラグマティックスの分野で特に役立つ発表がいくつかあったことを報告しています。

One of the nice things about attending conferences is the opportunity to meet old friends and make new ones. However, being a presenter can be stressful in the run-up. Temple University Japan's Annual Applied Linguistics Colloquium provides a forum for researchers, especially new ones, to present and discuss ideas in a supportive environment. This year's colloquium, held at Temple University Japan's Tokyo campus, accomplished its purpose.

Like any good conference, much of the good stuff happened before and after presentations or outside elevator doors. These were chances to meet teachers enthusiastic about their research, and more importantly, the craft and art of teaching. The experience was akin to attending one of my local JALT chapter meetings where the snacks and drinks are free and where great ideas and information are freely exchanged.

In total I attended three pragmatics-themed presentations, and I co-presented another. I found two threads linking them: first, the aim of helping students of all ages to talk more and second, the aim of becoming a better teacher.

The first presentation I attended was given by Yuka Muraoka (Keisen University). Yuka noted that Japanese English language learners were **well adept at turn-*giving*** but often

Cervantes: TUJ Colloquium report

lacked the ability to *take* turns—that is, to become the speaker. From the perspective of a language learner, knowing when to take a turn and become the speaker is vital to the co-construction of talk, yet language learners often lack the ability to be a full and active participant in conversation. Yuka argued that awareness building activities that highlight turn-taking practices improve a language learner's ability to actively participate as both speaker and listener in a conversation. It is clear that Yuka views language learning as an active process; she does not want students to merely comprehend but to actively seize those opportune moments to co-create talk.

Reiko Shimonokawa Takeda (Aoyama Gakuin University) explored the shifting identities of language learners in conversation. Reiko grouped first-year students and gave them a task to complete and recorded their conversations. Once the task was completed, she laboriously transcribed her students' conversations using transcription conventions from conversation analysis. Reiko found that a "returnee" student often assumed the role of teacher at the expense of other group members. Ideally, group members complete a task collaboratively, yet it is often the case that the level of participation varies among group members. As a language teacher, I wondered if assigning roles (e.g., reporter, secretary, leader, etc.) would encourage a more collaborative relationship among participants. Although Reiko's research was "a work in progress," her presentation **illustrated the importance of identity to group dynamics**.

Yukie Saito (pictured right, from Kansai Gakuen University) gave a presentation that looked closely at the inclusion or exclusion of closings in English language teaching (ELT) textbooks. Her findings indicated that many textbooks rarely included conversational closings, and in some cases were not found. Yukie's basic premise that, as the ability to close a conversation is part of the foundation of conversational competency, the lack of instruction on closings has pedagogic implications. What I took away from Yukie's presentation was that **language teachers should highlight the role of closings** in conversation because
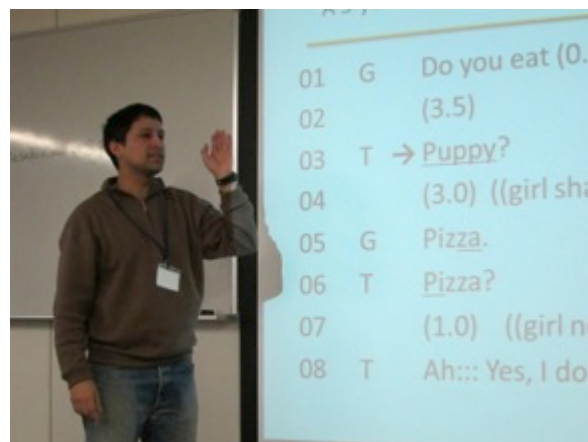
Cervantes: TUJ Colloquium report

ELT textbooks often do not. Further, it shows that teachers like Yukie "problematize" textbooks, and do not mindlessly follow them. That is refreshing.

Along with Robert Olson (pictured left, from Tomakomai Komazawa University), I gave a presentation on teaching repair practices to children. Repair practices are used to negotiate misunderstanding during the course of a conversation. To explore the repair practices of young language learners, we created a short illustrated story about a young native English speaker trying to communicate with his Japanese grandfather. In short, we found that young language learners do have meta-pragmatic knowledge about repair practices, although the depth of that knowledge varies with age. For instance, children aged four to five did not understand the story whereas eight and nine-year olds understood that the cause of the frustration between the young boy and the grandfather was that they couldn't communicate with each other. One interesting finding of our research was that children who grew up in bilingual and bi-cultural homes were better able to describe and recognize repair practices. In one case, Rob's five-year old son, who lives in a bilingual and bi-cultural family, was able to identify the characters with members of his own family. In the last moments of the presentation we showed off some of the activities we developed to teach young children repair practices. *

As I mentioned above, each of the pragmatics-themed presentations shared two common features. First, they wanted to encourage language learners to speak more (i.e., be a more active participant in conversation), and second, the presentations were aimed at promoting better teaching.

Editor's note: These activities were both educationally useful and entertaining.

Cervantes: TUJ Colloquium report

Along with the pragmatics-themed presentations, all the presentations I attended were interesting and, more importantly, gave me the sense that I had learned something new or acquired a new way of looking at a familiar topic.

Unlike the major conferences in the field of applied linguistics or pragmatics, there were no "big names" at this year's colloquium. Instead there were dedicated researchers/teachers looking to progress and willing to share and discuss ideas with others. It was also refreshing that older and more experienced scholars were also in attendance, giving thoughtful and succinct advice on how to make works-in-progress works that can stand on their own. I recommend this colloquium to any teacher, experienced or not, who has never given an academic presentation or who has a great idea but has not yet fully formed it in their head. It is a great place to showcase and polish ideas.

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Journal Watch: Akiko Hagiwara

Akiko Hagiwara reports on two recently published papers, both of them **L2 developmental acquisition studies** in pragmatics.

語用論の第 2 言語習得に関する論文を手に入れました．1 つは CA の技法で分析したロールプレイの中間言語研究で，2 つ目はマフィンを焼くプロセスにおいて，料理の技術を身につけるとともに発話の内容にそれに応じた変化が現れ，それが行動にも反映しているというデータを分析したものです．

Al-Gahtani, S. and Roever, C. 2012. Proficiency and sequential organization of L2 requests. *Applied Linguistics* 33, 42-65.

The first paper is a **cross-sectional study on requests, using role-plays** performed by Saudi students learning Australian English. Unlike many other previous studies, this study focuses on the sequential organization of L2 requests produced by learners of four different proficiency levels. I had a stereotypical view that CA could only be used with naturally occurring data, not data that had been elicited. As many of us have experienced, analyzing role-play data has been problematic, because we cannot simply apply whatever the coding schema we use in other types of studies, such as discourse completion tasks, in role plays. The authors claim that CA as a method of analysis provides richer sources of information especially in sequential organization and co-construction of interaction in role plays.

Achiba, M. 2012. Development of interactional competence: Changes in participation over cooking sessions. *Pragmatics and Society* 3, 1-30.

The second one, by our Pragmatics SIG colleague, Dr. Machiko Achiba, is on **the socialization process of a Japanese girl learning how to bake banana choc chip muffins in English**, which is her second language. There were three baking sessions, and the girl interacted with three different people. The data quoted in this paper are all about

how she and her cooking partner behaved when they were mashing bananas. At the beginning the girl was not experienced as a baker so her participation in the activity was limited to that of a learner's, but by the time of the third session, her role had changed into a more expert one. She learned to bake muffins, and as her expertise increased, her way of interacting with her cooking partner developed from a more supportive role to an expert one together with her use of language. The three partners that the girl worked with were also different: the first was an adult who knew the kitchen, the second, an adult who was not familiar with the kitchen, and finally, a girl around the same age as her. This also seemed to affect the role of the girl. As this study demonstrates, nonlinguistic socialization processes influence the linguistic socialization, which prompted me to think that classroom language teaching really has its limitations.

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Book review: Tim Greer

In this article Tim Greer reviews a rare publication - a book on CA aimed specifically at language teachers and particularly those teaching English. Co-authored by Jean Wong and Hansun Zhang Waring, *Conversation Analysis and Second Language Pedgagoy: A Guide for ESL/EFL teachers* provides activities aimed at bringing together CA theory and classroom practice.

This article first appeared in JALT Journal Issue 33: 2, November 2011, published by the Japan Association for Language Teaching.

この記事でティム・グリアは珍しい出版物、言語教師、特に英語を教える教師向けの CA の本について論評をします。ジーン・ウォングとハンスン・ザン・ウェアリングによる共著の「会話分析と第二言語教授法：ESL/EFL 教師向けガイド」は CA 理論と授業実践の結集を目指したアクティビティを提供しています。

この記事は最初に全国語学教育学会より 2011 年 11 月に発刊された JALT Journal 第 33 号 2 巻に載りました。
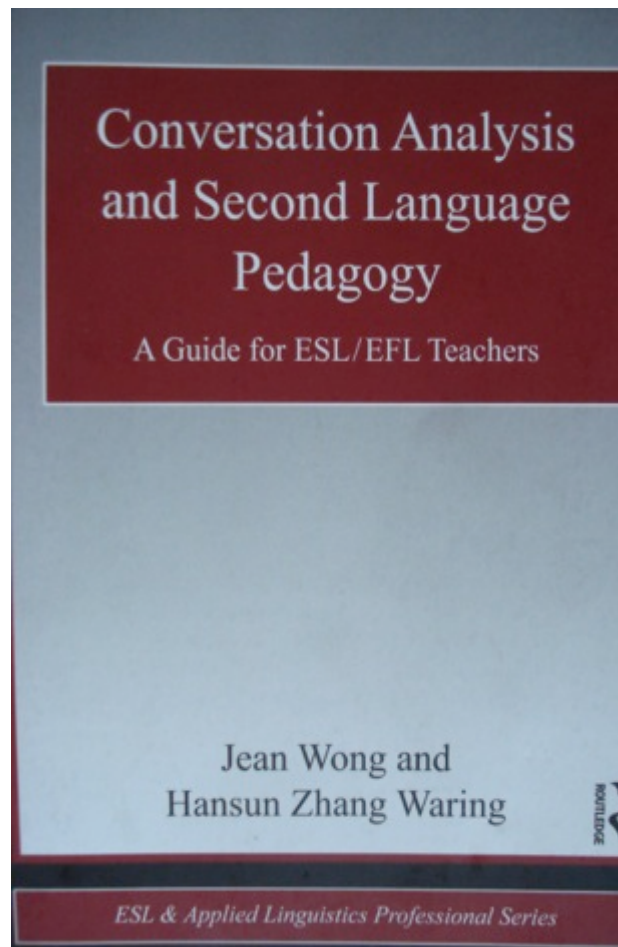
To those of us who have learnt how, driving a car becomes second nature. We do not need to know how an engine runs or be able tell a crankshaft from a carburetor as a professional mechanic does: we just do it. However, even though language teachers spend much of their time teaching others how to speak, it would be fair to say that many have never really studied the mechanics of interaction. We typically focus on those facets of conversation that we deem most teachable—vocabulary, grammar and pronunciation—but are all too often left with a feeling that our students still need to learn how to interact more naturally.

Book review: Greer

The approach known as Conversation Analysis (CA) places natural interaction firmly at the center of its research agenda. CA grew out of the work of sociologist Harvey Sacks and his colleagues in the 60s and 70s (see Sacks, 1992) and has only received recognition in mainstream applied linguistics over the past decade or so. The vast CA literature often presents a formidable challenge to teachers who are searching for a straightforward overview of the findings as they relate to second language learning. That is why it was so great to discover Wong and Waring's new book, which is an extremely accessible introduction to CA in language teaching contexts.

While it is **far more reader-friendly than most other books on the topic**, this is **not "CA for Dummies."** Wong and Waring's book represents a thorough coverage of CA, and the reader should be prepared for some heavy terminology, although always with a purpose and always from a language teacher's perspective. The book does not claim to be a "how to" of CA; plenty of fine introductory texts on CA research methodology already exist, including Hutchby and Woofit (2008) and Sidnell (2010). Yet, Wong and Waring do implicitly teach the CA approach through their comprehensive coverage of observable interactional phenomena in both L1 and L2 talk. Their careful documentation also provides plenty of exposure to the CA aesthetic of seeing the social world from the interactants' perspective(s?).

Chapter 1 begins with an overview of how people interact with each other and how these interactional practices relate to teaching language. I was initially surprised to see that the authors presented this as a "heuristic model" of interaction; CA researchers generally eschew the use of models as naïve oversimplifications that add little and gloss over much. In a simple diagram (p. 8), **Wong and Waring outline the practices of interaction**, from the minute details of turn-taking, through sequences of turns and how they work together to perform various actions, to overall structuring practices like openings and closings that frame entire conversations, as well at the repair practices that help deal with trouble at each of these levels. However, this diagram is not so much a model, as a device for pulling together a broad range of CA literature dating back to the 1960s, and synthesizing it in a way that makes is applicable to language teachers. Wong and Waring proceed to use their "model" as the basis for the chapters that follow.

Chapter 2 looks at turn-taking practices and their relevance for language teaching.

Book review: Greer

Beginning with how a turn at talk is constructed and the repercussions that that can have in different languages, the authors go on to describe how turns can be made up of multiple units and how they can sometimes be deliberately left unfinished. The authors then examine a variety of interactional practices, such as list initiating markers and story prefaces that are used at the start of a turn and allow the user to speak for an extended period. The chapter also covers the allocational aspects of turn-taking—**how to grab a turn or give it up**. Despite the fact that this notion is rarely taught explicitly in language classrooms, it **is of vital importance to students, particularly Japanese learners** who tend to struggle to make themselves heard in L2 conversations.

The **next two chapters turn to the notion of sequencing in conversation**—the way that one speaker's turn is linked to another. Chapter 3 looks at basic sequences, summarizing many well-known CA concepts such as adjacency pairs, preference organization and talk-as-action. The focus here is very much on pairs of turns: how one turn relates to the turn that comes after it, and how its sequential position makes it hearable as a particular action. Chapter 4, on the other hand, goes on to analyze sequencing practices from a broader perspective by dealing with issues of topic management and story-telling, which involve multiple pairs of turns. Here the authors discuss ways that speakers combine sequences of turns to initiate and terminate topics, and how they launch and respond to stories.

Chapters 5 and 6 look at overall structuring practices by investigating **conversation openings and conversation closings**, respectively. **Chapter 7** shifts the focus to **the repair system**—the interactional practices that people use to address "problems in speaking, hearing and understanding in talk" (p. 212). Naturally the issue of how to deal with mistakes is of particular relevance in second language learning contexts, however as Wong and Waring note, "(i)n ordinary conversation, repair is not symptomatic of a disfluent or incompetent speaker but an important component of one's interactional competence" (p. 211). Even so-called (why so-called?) native speakers make mistakes and have a set of practices for correcting them. Learners, then, also should be taught how to handle the problems that are inevitable when speaking a second language, including correcting their own mistakes (self-repair) and dealing with trouble in other people's talk (other-repair), and the issue of how to notice a problem (repair-initiation) and how to overcome it (repair outcome). Despite the obsession with errors in much applied

Book review: Greer

linguistics research, there is still an under-appreciation of the many and varied ways that repair work is accomplished in natural interaction. This chapter provides the reader with detailed observations on how people manage communication problems in real instances of unscripted conversation.

Finally, **Chapter 8 considers the consequences of Conversation Analysis findings for instructional practices**. A knowledge of the interactional practices outlined throughout the book provides teachers with increased sensitivity about how conversation shapes what goes on in classrooms. In this chapter, Wong and Waring focus particularly on the way that teachers deal with misunderstandings in the classroom, the way that task design can influence the interaction that students come up with, and the way that learners and teachers use talk to take part in class.

I have used this book as the basis for an introductory CA course for pre-service language teachers in a Masters program in Japan, and find it very appropriate for that group. **Each chapter includes pre- and post-reading discussion questions, chapter summaries and references for further reading**. There were also several tasks in each chapter that encouraged the students to think reflectively and critically on their own classroom experiences of L2 interaction. The authors put considerable thought into the layout of each chapter making it easier for my students to process the content. Key concepts are defined in highlighted boxes, and there is a glossary of terms at the end of each chapter, something that has been missing in other CA texts. In addition, **the authors have included their own language stories** throughout the text **to personalize the concepts** and help relate them to the reader.

However, the most practical element of the book for many language teachers will be the "practicing activities" and "awareness-raising activities" that come at the end of each chapter. These **"My Share" style activities** provide readers with ways to work the CA findings on interaction into their classroom repertoires. By including these activities that **bridge theory and practice**, **Wong and Waring have succeeded** not only in making CA research accessible to a wider audience of language teachers, but also in applying CA research to ESL/EFL teaching.

Book review: Greer

References

Hutchby, I., & Wooffit, R. (2008). *Conversation analysis* (2nd ed.). Cambridge: Polity Press.

Sacks, H. (1992). *Lectures in conversation* (Vol. I & II). Oxford: Blackwell.

Sidnell, J. (2010). *Conversation analysis: An introduction.* Malden, M.A.: Wiley-Blackwell.

Reviewed book details:

Conversation Analysis and Second Language Pedagogy: A Guide for ESL/EFL

   teachers. Jean Wong and Hansun Zhang Waring, New York, NY: Routledge,

   2010. xiv + 304 pp.

Reviewed by

Tim Greer, *Kobe University*/ 神戸大学

In the next issue:

An interview with **Dr Alan Firth**, of Newcastle University, who will be a SIG-sponsored plenary speaker at the JALT national conference in October.

Don't miss either the Pragmatics Matters interview, or the conference!

Australian men, beer and rugby league: Understanding the role of context and the production and interpretation of utterances in a particular context – a pragmatic study.

In this feature article, Mitchell Fryer (*Aichi Gakuin University*) analyzes talk about beer and rugby between a group of Australian men to explore the use of language to communicate implied and intended meaning in context.

この特集記事では、愛知学院大学のミッチェル・フライヤーは状況において暗黙的、意図的意味を伝える言語使用を探求するために、オーストラリア男性グループ間のビールとラグビーについての会話を分析します。

Abstract

To effectively understand the meaning and purpose of utterances produced by speakers requires understanding of the contexts in which they are produced. Speakers convey meaning through the words they use in linguistic constructions and also communicate more than what is actually said through intended or implied meaning. This paper explores the use of language to communicate implied and intended meaning in context. Discourse analysis has been employed to highlight areas of the text that are relevant to pragmatic theories and to facilitate understanding of how language communicates not only the meaning of the words in the interaction but also how implied meaning can be communicated and how utterances can be produced for an intended purpose.

Background on Pragmatics

Communication, even the type of communication that characterises everyday interaction between speakers is a very difficult and risky enterprise as communication is a goal-orientated activity and interpreting a communication act requires determining the

speaker's aims within a given context (Lee, 2001). Yule (1996) posited that the field of pragmatics incorporates the study of speaker meaning, contextual meaning and how more is communicated than merely what is said. The study of pragmatics being concerned with the processes of producing language in addition to the producers of language within various contexts highlights the processes that result in the production of utterances, the interpretation of utterances in addition to facilitating understanding of the aims of the utterances (Griffiths, 2006). Pragmatics explicates the reasoning of both speakers and hearers as they engage in the act of communication (Katz, as cited in Mey, 2001).

Simply knowing the words and grammar of a language and how to use these to produce utterances does not ensure successful communication (Blum-Kulka, 1997). Understanding of the context in which utterances are produced and how this contributes to the production and interpretation of utterances, the intended meaning or purpose of these utterances and the effect of these utterances in order to communicate and participate in everyday life and the communication experiences that characterise these is a fundamental goal of pragmatics (Kecskes & Zhang, 2009). These salient points contribute to an understanding of a communication experience I encountered recently.

Description of communication experience

The communication experience occurred recently between four white Australian males, aged 28-40, on the topic of rugby league while drinking beer. Participant 1 knew all the members well, MF knew participant 1 and met participants 2 and 3 for the first time. The members soon established that they were all white Australian males, 28-40 years old, grew up in the same city and even went to the same schools, and that they like beer and rugby league. During the course of the communication experience, the conversation turned to discussing the rugby league game between the Indigenous All Stars and the NRL All Stars. The Indigenous All Stars is a team comprised of Indigenous Australian rugby league players, and the NRL All Stars is comprised of rugby league players of non-Indigenous heritage.

Feature: Fryer

Communication experience and the field of Pragmatics

Context

Paltridge (2006) states that key aspects of the context regarding the production and interpretation of utterances include the situational context, background knowledge context and the co-textual context. The situational context is what the speakers can see around them and what they know about this. Cultural background knowledge is the information that members of a particular community or group know about the world and each other (Cutting, 2002) and assume to be held as common because they have a similar background or upbringing (Lee, 2001). Interpersonal knowledge is the specific and personal knowledge about the speakers (Cutting, 2008). Co-textual knowledge is what the speakers know about what they have been saying (Cutting, 2002). A context is a psychological construct used in interpreting an utterance that is a subset of the interlocutor's assumptions. It is these assumptions about the world, rather than the actual state of the world and what is happening around them that affect and influence the interpretation of utterances (Sperber & Wilson, 1995).

Lines 11 and 12 highlight that the speakers assumed mutual knowledge and shared the same attitude towards cultural background context because they believed they had established themselves as members of the same group (Sperber & Wilson, 1995). The context contributed to a perception by the speakers that they had established themselves as members of the same group and this lead to an assumption of mutual knowledge by the speakers, which contributed to the perception of a shared attitude towards the cultural context and this resulted in the utterances in lines 11 and 12. Cutting (2002) stated that when speakers assume shared knowledge of cultural context, they often display a shared attitude towards that cultural context.

11. P3- no way, THEY DIDN'T NEED THOSE GUYS (.) did you see the game? (+) THEY BEAT US ANYWAY (.) without them and a few of the others (+) I bloody hate them beating us like that

12. P2 – yeah, they had a good team this year didn't they, some new guys I hadn't heard of (...) we just had the same old team

Feature: Fryer

The use of 'us', 'we', 'them' and 'they' by Participants 2 and 3 when discussing the NRL All Stars versus the Indigenous All Stars highlights the assumed shared cultural background.

Within lines 1-10, the situational context, background knowledge context and co-textual context contributed the perception that they had established themselves as members of the same group, which resulted in the assumption of mutual knowledge (Sperber & Wilson, 1995). The situational context contributed to the speakers assuming they were members of the same group as they were able to see that they were all white Australian males of similar age and that liked beer and rugby league. In addition, the fact that the speakers knew or established that they were from the same city, had attended the same schools, were of non-Indigenous heritage and had played and supported rugby league for many years, contributed to the assumption that they had established themselves as members of the same group or community because of their similar background (Lee,2001). This resulted in the assumption that they shared the same attitude towards that cultural context (Cutting, 2002). The co-textual context also contributed to this assumption through the use and understanding of direct and indirect speech and group specific lexis. The speakers agree with each other on the topics of discussion and understand the literal and non-literal meanings (Mey, 2001; Grundy, 2000) arising from special communication mechanisms and the use of special lexical items that can signal inclusion into communities of practice (Cutting, 2008).

1. *MF- do you wanna nuther beer mate?*
2. *P2 – ta mate Souths look like they will have another strong team this year*
3. *P1 – ta mate Yeah*
4. *P3- [ta yeah] they should've done better last season*
5. *MF- Some really handy players (…) pretty much all the bros and the bras*
6. *P3- speaking of bras what happened to Widders? You played with him didn't you when you played rep footy? He was electric off the bench*
7. *MF – yeah he could play all right, we played group together, he went back to the bush, Russel Crowe had too much input into the team*
8. *P1 – best sub in the game did he play origin?*
9. *P2 – he was good off the bench for Parra he didn't play origin but he shoulda played in the all stars game*
10. *MF- I played with and against a couple of those blokes (…) Widders and Preston*

Feature: Fryer

The context played a vital role in the communication experience and contributed to the assumption of mutual knowledge regarding background cultural knowledge, which resulted in the production of the utterances in lines 11 and 12. For participants 2 and 3, the context created a perception that resulted in the speakers assuming they had established themselves as members of the same group and shared the same attitudes towards background cultural context, which resulted in the production of utterances that participants 2 and 3 perceived as being appropriate (Cutting, 2008; Sperber & Wilson, 1995). Grundy (2000) stated that speakers will form utterances that they believe are appropriate to the context and to those they are addressing to convey their intended meaning. Furthermore, Kecskes (2010) posited that speakers implement the types of utterances that they think best convey their intentions regarding communicating meaning in a given situation. Moreover, Kecskes and Zhang (2009) state that words encode the experiences of individuals and consequently when individuals enter into conversations the words and utterances that are used are both selected and formulated according to the prior experiences of the individuals. These factors contributed to the utterances produced in lines 11 and 12.

The context is not only limited to information and interpretation of the immediate physical environment or the immediately preceding utterances, but general cultural assumptions may play a major role in interpretation which could lead to assumptions about cultural background and shared attitudes (Sperber & Wilson, 1995). Despite speakers from particular cultural backgrounds showing considerable variation they will nevertheless, share interpretive assumptions based on repeated experiences within a socio-cultural context and will draw on these to interpret and convey meaning (Terkouraf, as cited in Kasper, Nguyen & Yoshimi, 2010). The racial undertones that still exist within Australian society because of among other things the White Australian Policy and the fact that is was only officially rescinded less than forty years ago contribute to an understanding of how these types of utterances and the meanings that they convey are still prevalent today (Day, 2000). Utterances ultimately represent the individual and certain societal traits that characterise the dynamic communication of individuals (Kasper, Nguyen & Yoshimi, 2010). This resulted in participants 2 and 3 producing the utterances in lines 11 and 12 as they assumed a shared cultural background in addition to

attitudes toward that cultural context and produced utterances that they viewed as appropriate and conveying this meaning(Cutting, 2008; Grundy, 2000).

Lines 13 and 14 highlight the fact that the speakers do not in fact share cultural background.

13. MF- who do you mean by us and them? I haven't seen the game or the result yet

14. P1- I think they mean the Indigenous All Stars won

MF's literal meaning in the utterance is that he does not understand who 'us' and 'them' are when referring to the game and the indirect meaning is that he does not share the same cultural background. To facilitate non-breakdown of the communication experience and to still be seen as members of the same group, participants 2 and 3 modify their expressions and accommodate their attitudes to the indirect meaning within the utterances produced by participant 1 and MF (Cutting, 2002).

Lines 15 and 16 indicate that participants 2 and 3 can be seen as accommodating their attitudes by dropping the use of 'us' and 'them' and modifying their expressions to sound more like their interlocutors (MF, P1) by referring to the sides as the Indigenous All Stars and the NRL All Stars. Cutting (2008) posits that when speakers modify their attitudes they do this to appear less hostile and to facilitate still being accepted as members of the same group. Lee (2001) states that these types of speakers will wish to sustain the interaction and will therefore be seen as accommodating their attitudes. This highlights the fact that participants 2 and 3 perceived themselves as being in the same group which lead to the assumption of mutual knowledge and a shared attitude towards cultural context. Furthermore, this highlights the fact that they wish to be accepted as members of a group and wish to avoid undesirable circumstances and/or consequences by being prepared to accommodate their attitudes and adjust the relationship (Sbisa, 2001; Cutting, 2002). Instead of being members of a group with the same cultural background and similar political and cultural views, they remain as members of a group that enjoys beer and rugby league.

An identified Speech Act within the communication experience

Blum-Kulka (1997) stated that utterances serve not only to express propositions and

convey meaning, but also to perform linguistic actions or speech acts within context. Through illumination of the speech act in line 16, we are able to determine that the participants were sincere in their efforts to remain in the group and avoid negative consequences and that the speech act was appropriately and successfully performed (Sbisa, 2001; Searle, 1979). Furthermore, as participant 2 and 3 modified their attitudes, the previous utterances in lines 15 and 16 can be seen as strengthening this speech act, facilitating it as a successful and appropriate speech act as both preceding and following utterances have the power to do this within discourse (Blum-Kulka & House, 1989).

16 P2 - the Indigenous side is too good (.) I like their players like Gordon and Thurston they are good players and also Queenslanders (…) sorry mate I didn't mean to sound racist or offend you

In line 16, participant two has produced a locutionary act or utterance with linguistic meaning (Vine, 2004). The specific purpose or illocutionary act in producing this utterance is to communicate feelings and attitudes by apologising, which Searle (1979) classified as an expressive speech act**.** Cutting (2002) stated that felicity conditions must be met to facilitate speech acts being appropriately and successfully performed and to ensure the speech act communicates its intended meaning. Searle (1969) stated that the felicity conditions or rules in speech acts that must be met include the propositional content, preparatory, sincerity and essential rules. In other words these include a recognition of the context and roles of the participants in addition to these being recognised by all parties concerned, in addition to the participants displaying the right intentions and all actions being performed completely (Cutting, 2008). Relating these rules to the communication experience we can assume that the speech act of apologising was performed appropriately and successfully. Participant two, in line 16 stated that he was sorry for previous utterances, which indicates he believes previous utterances were inappropriate and that he wishes to make amends by expressing his sincere apologies and that he will take a stand by not producing utterances similar to those made previously. Furthermore, the perlocutionary effect or the reaction by the hearer (Vine, 2004) in MF's reply in line 17 indicates that the felicity conditions were met as he accepts the apology (Cutting, 2008).

17 MF- no worries mate ((laughs)) I am an old South Grafton boy and I played with

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and against a lot of Indigenous rep players (.) so I don't see it as us and them (...) as many Aussies do (.) no biggy (...) s::::o (.) who is going to make the finals?

Conclusions

What is said does not necessarily always reflect was meant and what is meant is not always reflected in what is said. This communicative experience highlights the importance of understanding the influence of context on the production and interpretation of utterances. Identification and understanding of all contextual knowledge would require infinite checks within the interaction, which is not possible. Because speakers produce utterances to convey direct and indirect meaning that they deem as appropriate within the context and for the purpose of being accepted into a group or maintaining membership in that group, accommodating attitudes and modifying expressions to reflect those of the interlocutors will contribute to sustaining the interaction and facilitate continued communication. Speakers produce utterances known as speech acts for the purpose of these utterances performing actions and having a purpose and invoking an effect or response from the hearer. Felicity conditions are essential in speech acts to ensure all involved view them as being appropriate and successful.

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Appendices

Appendix One- Transcription of data.

Key

P- Participant

(.) - short pause < 1 second   (..) - longer pause >1 second

((laughs, sighs))- non-verbal cue/comment

 (+) notable change in pitch

YES- said with emphasis/to mark speech that is louder than surrounding speech

well, maybe- a comma indicates speaker will continue talking

may:::be- prolonged

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N.B. This data was transcribed from a communication event between four participants and was transcribed from memory as it was not recorded. Lines 1-10 are roughly what was said. Lines 11-17 (especially 11-14) really stuck in my mind as I didn't agree with them.

P1- Participant 1

P2- Participant 2

MF- Me

P3- Participant 3

1. MF- do you wanna nuther beer mate?
2. P2 – ta mate Souths look like they will have another strong team this year
3. P1 – ta mate Yeah
4. P3- ta yeah they should've done better last season
5. MF- Some really handy players, pretty much all the bros and the bras
6. P3- speaking of bras what happened to Widders? You played with him didn't you when you played rep footy? He was electric off the bench
7. MF – yeah he could play all right, we played group together, he went back to the bush, Russel Crowe had too much input into the team
8. P1 – best sub in the game did he play origin?
9. P2 – he was good off the bench for Parra he didn't play origin but he shoulda played in the all stars game
10. MF- I played with and against a couple of those blokes like Widders and Preston
11. P3- no way, THEY DIDN'T NEED THOSE GUYS did you see the game? (+) THEY BEAT US ANYWAY without them and a few of the others (+) I bloody hate them beating us like that
12. P2 – yeah, they had a good team this year didn't they, some new guys I hadn't heard of (…) we just had the same old team
13. MF- who do you mean by us and them? I haven't seen the game or the result yet
14. P1- I think they mean the Indigenous All Stars won
15. P3- yeah the Indigenous side had so many good players they didn't need any of the other (.) Indigenous players they were already too good, the NRL All stars should pick some new players and give some of the young guys a chance like the Indigenous All Stars team does
16. P2- the Indigenous side is too good (.) I like their players like Gordon and Thurston they are good players and also Queenslanders (…) sorry I didn't mean to sound racist or offend you

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17. MF- no worries ((laughs)) I am an old South Grafton boy and I played with and against a lot of Indigenous rep players (.) so I don't see it as us and them (…) as many Aussies do (.) no biggy (…) s::::o (.) who is going to make the finals?

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Don't forget the PanSIG conference at Hiroshima University, June 16-17.