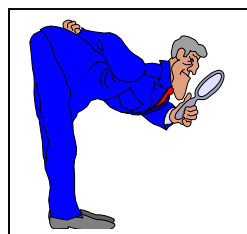# PRAGMATIC MATTERS

MESSAGE FROM THE COORDINATOR

Welcome to the first issue of "Pragmatic Matters," the JALT Pragmatics SIG newsletter. The inception of the SIG and newsletter was the fortunate outcome of several events. The IPrA conference held in Kobe during the summer of 1993 introduced many of us to pragmatics as a field of study. In 1994 Dr. Gabriele Kasper came to Temple University Japan as a visiting scholar, lecturing on Cross-cultural pragmatics. She was a popular invited speaker at Tokyo JALT and nurtured many of those who have since become active in pragmatics research in Japan. At the same time, Special Interest Groups (SIGs) in JALT began to flourish and enrich JALT as a teacher's organization. Among the SIGs available to JALT members, however, none have until now specifically addressed issues of pragmatics and cross or intercultural communication.

I began to informally contact many of the people who had attended Dr. Kasper's lectures or the IPrA conference and together we came to a consensus that JALT needed a SIG that was dedicated to the exchange of ideas on pragmatics and human communication. This newsletter, therefore, aims to provide an informational and networking space for people interested in pragmatics, language and human communication.

The audience for this newsletter is likely to have a rather wide range of interests and expertise. For this reason, we will endeavor to meet the expectations of three distinct populations: 1) those who are interested but are beginners to the field, 2) those who are familiar with basic concepts in pragmatics and want to keep up with the field, and 3) those who are actively involved in research and the teaching of pragmatics and are looking for a forum or networking opportunity with similar professionals. Please join us in making this a meaningful SIG☺

IN THIS ISSUE

WATCH OUT FOR THESE SECTIONS

People Watch
Interviews with leading educators and researchers in the fields of pragmatics and communication.

Feature Articles
Timely articles on topics of interest to scholars in communication, culture and pragmatics.

Conference Watch
Calendar of up-coming conferences, calls for papers plus post-conference reports of noteworthy sessions.

Web Watch
Web-sites of interest to educators and researchers in pragmatics and communication.

Materials Watch
A space for educators to share their ideas for teaching pragmatics plus reviews of commercially produced materials including videos, software, textbooks and other teacher resources.

Book Watch
Reviews and notices of new books plus summaries of classic works.

Research Watch
Annotated bibliographies of set themes in pragmatics and communication.

Vernacular Watch
A short and interesting comment on a pragmatic point in or about the writer's own language.

Watch Your Language!
An often humorous look at situations and episodes in the world of cross-cultural pragmatics. Cartoons, anecdotes and funny signs too!

Pragmatics (forming) SIG: Business Meeting Agenda

Sayoko Yamashita
SIG Coordinator

The Pragmatics Special Interest Group is now forming and plans to have the first meeting at 6:15-7:00 on Sunday afternoon October 10th) in room 101 at the JALT International Conference in Maebashi. We will discuss some very important issues necessary for the formation of a new JALT SIG.

To be accepted by JALT as a full-fledged SIG, we need to define the goals and limits of the SIG, establish a constitution and most importantly, increase the number of members to 50. The forming SIG will need to keep the membership at 50 or more for a period of two years in order to earn full-SIG status.

Here is the proposed agenda for the meeting:

1. To discuss and agree our goals of our SIG's activities.
2. To establish and agree upon a constitution.
3. To elect officers and enlist other volunteer staff.
4. To make a mailing list.
5. To plan some future events (for chapter meetings and for JALT 2000).
6. Other business (suggestions from the floor)

Pragmatics SIG first annual business meeting
October 10, 1999
6:15-7:00 p.m.
Room 101
Maebashi Green Dome
Everyone is welcome!

Come and join the Pragmatics SIG

Pragmatics SIG Officers

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To Join

Contact any of the SIG officers:
¥1500 (membership, JALT members)
¥2000 (subscription to newsletter only, non JALT members)

Volunteers Needed!

We are looking for volunteers to fill the following Pragmatics SIG positions:

Program/Deputy Coordinator
Membership
Treasurer
Publicity
Newsletter Distribution
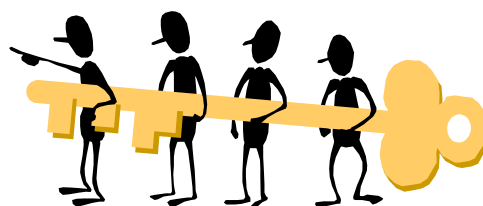Newsletter Section Editors:
Book Watch
Conference Watch
Materials Watch
People Watch
Web Watch

Volunteers hold the key to SIG success.
YOU can be SIGnificant!

Interview with

Gabriele Kasper
Professor, Department of ESL, University of Hawaii

How would you define pragmatics?

Pragmatics is about 'doing things with words' (Austin), or acting by means of language. I like David Crystal's definition:

> Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication (Crystal, 1997, p. 301).

This definition emphasizes communicative action, context, interaction, and communicative effect. It can easily be extended to cross-cultural and interlanguage pragmatics and is open to many research approaches.

Which disciplines inform and are informed by pragmatics research?

Many! Let me list some of the most important contributing and receiving disciplines in the social sciences and humanities: Philosophy (pragmatism, ordinary language philosophy, social philosophy), literary criticism (rhetoric, text analysis, literary theories), linguistics ('functional' theories of language, descriptive, contrastive linguistics), sociology (conversation analysis, ethnomethodology, cognitive sociology, sociometrics), anthropology (ethnography, ethnography of communication, language socialization), developmental psychology (developmental pragmatics), psychology (psychometrics), cognitive psychology (psycholinguistics), clinical psychology (behavioral assessment), communication (speech, crosscultural communication), second language research (interlanguage pragmatics).

The contributions vary - those from philosophy are obviously theoretical, e.g. Peirce, Wittgenstein, Austin, Searle, Grice, Habermas. Anthropology donates its cultural focus and its methodological branch, ethnography. Socio- and psychometricians help us with 'quantitative' research designs and methodologies of data collection and analysis. Conversation analysts tell us why we should not do quantitative research of social encounters but rather microanalyze authentic interaction, and they offer superb procedures how to go about it. They all make valid points and offer enriching perspectives. It's great fun to listen and learn from other fields. And since pragmaticists often don't have enough training in research methods, we can go to the more established social sciences for a large repertoire of investigative practices that we can adopt and adapt to research issues in pragmatics.

How is pragmatics relevant to language teaching?

As a component of communicative ability, pragmatic knowledge and skill is an important learning goal in 'communicative' language teaching. This is true for any target language, whether Japanese or English. Language teachers need a thorough understanding what pragmatic ability comprises. Studies of pragmatic practices and the conditions for pragmatic success and failure are necessary in order to determine what learners have to learn. Inter-language pragmatics studies, including studies on pragmatic development and classroom research, will inform teachers what approaches to instruction in pragmatics are most effective. Pragmatics is also a useful approach to teacher education and development. By examining classroom practices from a pragmatic perspective, teachers will gain a better understanding of their own interaction with students and of the cultural and personal assumptions that guide their teaching as 'implicit theories', of the participation structures associated with different forms of classroom organization, and the learning opportunities afforded by different activities. Pragmatics is thus both a learning objective and a tool for understanding classroom processes.

For newcomers to the field of pragmatics, what would you suggest as basic recommended reading?

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

Which books would you consider essential for a well-rounded personal library (desert island stuff)?

It depends on the kind of pragmatics you are interested in. For cross-cultural pragmatics, Brown and Levinson's politeness theory is one of the most admirable achievements I can think of. And yes, I do think their theory is universally applicable, but one has to understand that it covers a particular perspective on politeness. There are others.

Brown, P., & Levinson, S. D. (1987). *Politeness: Some universals in language usage*. Cambridge: Cambridge University Press.

Since context is an essential factor in pragmatics, it is important to consider how context is conceptualized from different theoretical perspectives. Many of such perspective are represented in:

Duranti, A., & Goodwin, C. (Eds.). (1992). *Rethinking context*. Cambridge, UK: Cambridge University Press.

If I were a wealthy deserted islander (fat chance), I would take a copy of the following reference works:

Verschueren, J., Östman, J.-O., & Blommaert, J.(Eds.) (1996), *Handbook of pragmatics.* Amsterdam: Benjamins.

Mey, J. (Ed.) (1998), *Concise encyclopedia of pragmatics*. Oxford: Pergamon.

PEOPLE WATCH

Too bad that the island is deserted, with all the undivided time I could spend on research. Ever the optimist, I hope that the natives will return soon. In order to prepare for the opportunity to study their pragmatic practices, I will bring the following books on research methodology:

Miller, D.C. (1991). *Handbook of research design and social measurement.* 5th edition. Newbury Park, CA: Sage.

Denzin, N.K.,& Lincoln, Y.S. (Eds.) (1998), *The landscape of qualitative research.* Thousand Oaks: Sage.

Denzin, N.K., & Lincoln, Y.S. (Eds.) (1998), *Strategies of qualitative inquiry.* Thousand Oaks: Sage.

Denzin, N.K., & Lincoln, Y.S. (Eds.) (1998), *Collecting and interpreting qualitative materials.* Thousand Oaks: Sage.

I would also arrange for helicopter delivery of the following periodicals:

Journal of Pragmatics, Pragmatics, Pragmatics and Language Learning Monograph Series

And for cultural identity affirmation, the collected works of my great compatriot Bertold Brecht.

Could you suggest five titles of your own production that may be of particular interest to readers of *Pragmatics Matters?*

Kasper, G. (in press). Data collection in pragmatics. In H. Spencer-Oatey (Ed.), *Culturally speaking.* London: Cassell Academic. Pre-publication in *University of Hawai'i Working Papers in ESL*, 18, no. 1, Fall 1999.

Kasper, G., & Rose, K.R. (1999). Pragmatics and SLA. *Annual Review of Applied Linguistics, 19,* 81-104.

Kasper, G. (1998). Interlanguage pragmatics. In H. Byrnes (Ed.), *Learning foreign and second languages* (pp. 183-208). New York: The Modern Language Association of America.

Kasper, G. (1997). Can pragmatic competence be taught? (Net Work #6) [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. http://www.lll.hawaii.edu/nflrc/NetWorks/NW6/.

Kasper, G. (1997). The role of pragmatics in language teacher education. In K. Bardovi-Harlig & B. Hartford (Eds.), *Beyond methods* (pp. 113-136). New York: McGraw-Hill.

What do you think are the important areas of research in the year 2000?

Let me restrict the question to my area of interest, interlanguage pragmatics (ILP). ILP can and, in my view, should go in several directions.

1. The relationship between learners' pragmatic and *linguistic* knowledge and ability (i.e., ability to use such knowledge online) should be explored, especially in developmental perspective. It is not enough to correlate pragmatic performance with linguistic proficiency level. We have to conduct detailed, preferably longitudinal analyses of grammatical subsystems (in English, e.g. tense, aspects, modal verbs, conditionals, interrogatives) in learners' interlanguage and examine the pragmatic functions they serve. Or we can start with pragmatic functions and look at the grammatical forms used to express them.

2. The connection between current issues in SLA and ILP should be strengthened. From a *cognitive processing perspective*, we should explore processing strategies in comprehension and production and the role of attention, awareness, and metapragmatic knowledge in pragmatic learning. These issues need investigation in the laboratory and in classroom research.

3. There is only a handful of studies probing into the association between socio-affective factors and pragmatic ability, even though the close connection of pragmatics to cultural practices and values suggests that such an association may be stronger than in other areas of IL knowledge and use. *Social-psychological* studies of pragmatics are urgently needed, both from the traditional sociometric angle and from constructivist views of identity and subjectivity.

4. From a *sociocultural* and *language socialization* perspective, we need more research on L2 pragmatic development through learners' interaction with expert co-participants in target contexts.

5. In *pedagogical* perspective, much more research is needed on the *teaching* and *assessment* of pragmatics in different sociocultural contexts.

In a popular Japanese television program called, WARATTE IITOMO, the host Tamori-san, asks his guests to suggest the next guest. In this spirit, who would you suggest that we interview next and what should the topic/theme be?

I suggest Professor Masako Hiraga. She has contributed to pragmatics from a variety of perspectives. My personal favorite of her diverse and excellent work is her research on fine art tutorials (with Joan Turner). She would also be able to address the role of pragmatics in the Japanese context much better than I can. ☞

FEATURE ARTICLES

Language and Gender in Context-Based Interaction

Miyuki Takenoya
Sapporo Gakuin University

When one conducts research on language and gender in the framework of pragmatics or sociolinguistics, there are various approaches, including views of feminism, gender studies, cross-cultural communication, and variation. The panel Language and gender in context that was held at the sixth International Pragmatics Association conference in France last year demonstrated such a variety. I participated as one of the panelists, and the approach I took there was based on gender as community-based practice as in Eckert & MacConell-Ginet (1992). They claim that one cannot see the whole picture of the relationship between language and gender unless one looks at the linguistic practice in a specific activity in a specific context. The interaction I investigated was a scene in which a female occupied a professional position traditionally held by a male. I analyzed how a female supervisor gave directions to a male trainee.

Data used for the study was a collection of natural speech in a two-hour documentary program broadcast on television in Japan. In the program, several reporters visit cake shops in Tokyo and report on the specialties of each shop. The program was video- and audiotape recorded and conversations were transcribed. In one particular scene, an established announcer of a broadcasting station trains a newly hired announcer. The supervisor is a female and the trainee is a male who makes his first appearance and first report on television. The supervisor goes to the site with him, waits in the van watching his performance on the monitor in the crew car. She has a microphone, which is connected to the earphones the trainee is wearing. The supervisor makes comments, gives directions and instructions, whenever necessary, through the earphones. After his report, the supervisor meets the trainee in the van and evaluates his performance.

The analysis revealed that the speech of this woman in a supervising position was characterized with two qualities: authoritativeness and gentleness. Authority was observed in the way she interrupts the trainee and gives quick and sharp directions. Following example shows such an interaction.

Situation: Trainee stands in front of the interviewee.

T: Trainee   S: Supervisor

1 T: *kukkiirui deshooka.*
       cookies I wonder
       [I wonder if they are cookies.]

2   *takusan no kukkiiga narande imasu.*
       a lot   of cookies   lined up being
       [A lot of cookies are here.]

→3 S: *motto motto tenpo appu*
        more more tempo up
        [It won't be interesting if you don't speed up much more!]

4   *shinaito omoshirokunai.*
        If not   it won't be interesting

→5   *motto akaruku.*
        more cheerfully
        [More cheerfully!]

→6 S: *ano, kamera kamera cyuui.*
        well camera camera caution
        [Well, camera, camera, caution]

7   *intabyuu shiteiru aiteno kaoga mienai.*
        interviewing   person face can't be seen
        [We can't see the face of the person you are) interviewing.]

8   *dokoni   tattenno?*
        where   standing
        [Where (are you) standing?]

9 T: *hai..(interview continues)*
        yes
        [Yes.]

In line 3 and 5, she corrects his manner of report. Then, in line 6, she points out the trainee's poor standing position in front of the camera. This interaction shows the crispness of her speech, consisting of a series of bare nouns and adverbs. This series of short utterances makes her sound quite businesslike.

Gentleness was observed in the following scene. Here, she is using an *ask and guide* strategy. She asks leading questions to retrieve a specific answer from the trainee and thus guides him to the answer she is thinking of, instead of directly correcting his mistakes.

Situation: Supervisor reviews/evaluates the trainee's report.

1 S: *iyaa soonee*
         well
         [well.....]

2 T: *kotoba arimasen*
         word   doesn't exist
         [I have no words (to say)]

3 S: *40 ten*
         40 points
         [40 %]

4 T: hai
         yes
         [yes]

5 S: *40 ten shefu ni ohanashi kagattadesho demo*
         40 points chef to story   heard   but
         [40 %. You heard his story, right, and]

6 T: *hai*
         yes
         [yes]

→7 S: *sono shefuga ichiban iitainowa nandattano?*

that chef   most want to say what was it
[What was the thing the chef wanted to
say most?]

→8   *naniga ichiban kikitakattano?*
         what   most   wanted to ask
         [What did you want to ask most?]

9   T: *ichiban okiki shitakattanowa*
         most   wanted to ask
         [What I wanted to ask most was]

10   *naze sonnani   keekini   taishite*
         why that much cake   toward
         [why he has that much devotion toward]

11   *kodawario motte irassharunoka soreto*
         devotion   have   and
         [cake and]

→12   S: *oobon byuutan tte naani*
         oobon byuutan   what
         [What is oobon byuutan?]

→13   *dooiu kotonano kononamaewa?*
         what thing is this name
         [What does this name mean?]

14   T: *wasurete... okikisuruno o wasuremashita*
         forgot   asking   forgot
         [I forgot. forgot to ask.]

15   S: *sooyone*
         right
         [That's right.]

16   T: *hai wakarimashita.*
         yes understood
         [Yes. I understand.]

The supervisor asks the trainee several questions (lines 7, 8, 12, and 13). She seems to have a specific problem in mind, that is, his failure to ask important questions. Instead of pointing out the negative aspects of his performance, she tries to help him find the answer himself. Although she gave him a score of 40 points for his performance right at the beginning of the debriefing in a very straightforward manner, she tries to show her point by asking a series of questions. This strategy seems to help her sound less imposing and less negative. She even sounds like she is *educating* him by taking this question and answer format. The speech style of the supervisor here might have been more or less affected by the fact that she was conscious of being broadcast on television.

The findings of the present study were based on the analysis of context-based interaction and one can not generalize them as women's speech in general. A series of investigations of interactions in different context will uncover complex nature of the relation between language and gender❧

Reference

Eckert, P. & McConnell-Ginet, S. (1992). Think practically and look locally: Language and gender as community-based practice. *Annual Review of Anthropology 21*, 461-90

Cognitive Factors in Hints

Megumi Kawate-Mierzejewska

Why are hints used? When we, for example, think about the speech act of requesting, we often encounter a hint used as a request (a requestive hint). For example, *Atsuku nai? (lit. Aren*'t you hot?)* functions as a request in which the speaker (S) wants the hearer (H) to open the window. Moreover visitors to Kyoto, often hear the expression "ochazuke demo shimashoo ka (lit. Shall I prepare you some tea and rice gruel?)" used as a request that the H go home or leave soon. This signal comes at the end of a dinner party or any situation in which the S (the host) invited the H to a party or dinner, they had a good time, and it is getting late, but the H is showing no signs of leaving. When ochazuke is offered, it is a signal for the H to take his/her leave as soon as possible after declining the offer and thanking the host(s) for his/her/their hospitality.

Why hints are employed? Why not use more explicit, direct expressions? In this article, I shall explore cognitive (psychological) factors in requestive hints in an attempt to look for answers for the initial inquiry: Why are hints used instead of more direct expressions?

Hints used as requests are called *requestive hints." They are not realized by the H on the basis of (a) impositive requestive force (e.g., imperatives Heya katazukete [Clean up your room]), nor (b) conventional forms of making request (e.g., can you..? could you ...?: Kasa o kashite itadakemasen ka [lit. Could you lend me your umbrella?]) (c.f., Weizman, 1989). Requests that refer directly to the requested items in clear contexts (Pen motteru? [Do you have a pen?]), give information for the S's benefit (e.g., information-seeking questions: Ginkoo wa doko desu ka [Where*s the bank?]) (e.g., Gordon & Ervin-Trip, 1984), or make explicit reference to the requested acts [Toshokan ni hon kaesu jikan aru yo ne (You have the time to take the book back to the library, don*t you?]) are not considered to be requestive hints, either. Moreover, hints used before making direct or/and indirect conventional hints as in the following exchange were considered supportive moves before making requests, and not regarded as requestive hints (Weizman, 1989). A: Anata no heya chirakkateru wa nee (Your room is in a mess). B: Soo? (Yeah?) A: Chotto, Heya katazukete (lit. Well, clean up your room, please).

The research question for this study is: What cognitive factors influence the use of requestive hints in the Japanese speaking community?

Method

The 242 requestive hints analyzed in this study were collected by two native speakers of Japanese in a variety of everyday speech situations in Japan. It should be noted that only adults' uses of hints for action were analyzed in this study.

In the analyses, the cognitive factors behind using hints were divided into eleven categories (cf.Clark, 1985; Herrmann, 1982, 1983; Ishikawa & Muto, 1990, Okamoto, 1991):

1) considerations of the S's face [S face] (the S wants to save his/her face because of his/her pride and/or the S does not want to get embarrassed by being naughty, rude, selfish, violating a moral concept, asking a big favor, or telling someone what to do all the time,
2) considerations of the H's face [H face] (the S does not want to be rude to the H or does want to save the H's face and/or the S does not want to create any trouble/friction between the S and the H),
3) considerations of the S's cost3 [S cost] (the S does not want to offer his/her cost or to take a risk,
4) considerations of the H's cost [H cost] (the S considers the H's cost and/or the S avoids feeling indebted),
5) considerations of the H's preference [H preference] (the S wants to respect the H's preference or to give the H priority),
6) considerations of the H's situation [H situation] (the S considers the H's situation),
7) considerations of the S's and the H's face [S/H face],
8) considerations of the S's face while at the same time of the H's cost [S face H cost],
9) other combinations of considerations [other Combi.],
10) indications of anger, resentment, irritation, uncomfortable feeling [aggravation]
11) ETC (combination(s) of considerations and indications of anger and/or three-person interaction).

The collected data were coded by a well-trained coder besides the researcher (intercoder reliability r = .9134). The differently coded utterances were discussed and the two coders came to an agreement.

Results

Thirty-three requestive hints (13.6%; S face) were made in order to save the S's face, or in order for the S to avoid being embarrassed, 51 hints (21.1%; H face) were made in order to save the H's face, in order for the S to avoid being rude to the H, or to avoid creating any trouble/friction between the participants, and 20 hints (8.3%; S/H face) were combinations of these two reasons. Then, it appears that 104 requestive hints (43%) consisted of S face, H face, and S/H face. There were 46 hints (19%) made when the S considered the H*s cost and/or his/her indebtedness towards the H (H cost). On the other hand, 37 requestive hints (15.3%) were employed to indicate the S's anger, resentment, irritation, etc. (aggravation). Moreover, 18 hints (7.4%) were used to consider the H's preference (H preference), 13 (5.4%) for S face/H cost, 8 (3.3%) for S cost and other Combi. (other combination of considerations), respectively, 1 (.4%) for H situation, and 7 (2.9%) for [ETC]. It appears that requestive hints in the Japanese speaking community are used for two main reasons; (a) considerations of the S's and the H's face, and/or the H's cost, and (b) indications of the S's anger, resentment, irritation, etc.

Discussion

It appears that requestive hints in the Japanese speaking community are used for a number of reasons:

1) to allow the S to save his or her own face (i.e., to avoid embarrassment)
2) to save the H's face (i.e., to avoid being rude to the H, or to avoid creating any trouble/friction between the participants of the conversation.
3) to consider the H's cost (e.g., time, expense, labor) and/or to avoid for the S to feel indebtedness towards the H.
4) to indicate the S's anger, resentment, and/or irritation.

Conclusion

This study attempts to show cognitive factors that influence the use of requestive hints in the Japanese speaking community. The factors shown in this study should be considered by language teachers interested in preparing their students to use and perceive requestive hints successfully in Japanese and by researchers interested in conducting further studies on requestive hints in the Japanese speaking community☙

References

Clark, H. H. (1985). Language use and language users. In G. Lindzey, & E. Aronson, (Eds.), *Handbook of social psychology, 2*, (pp. 179-232). New York: Random House.

Gordon, D., & Ervin-Tripp, S. (1984). The structure of childrens' requests. In R. Schieffelbusch & A. Pickas (Eds.), *The acquisition of communicative competence* (pp. 295-321). Baltimore, MD: Baltimore University Book Press.

Herrmann, T. (1983). *Speech and situation: A psychological conception of situated speaking.* Berlin: Springer-Verlag.

Ishikawa, Y., & Muto, T. (1990). Yookyuu hyoogen no bunmyaku izonsei [Context-dependency in making requests]. *Japanese Journal of Experimental Social Psychology, 38*, 9-16.

Okamoto, S. (1991). Expressions of request in the Japanese language: requesters' considerations for requestees* costs. *The Japanese Journal of Experimental Social Psychology, 31*(3), 211-221.

Weizman, E. (1989). Requestive Hints. In S. Blum-Kulka, J. House & G. Kasper (Eds.), *Cross-cultural Pragmatics: Requests and apology* (pp. 71-95). Norwood, New Jersey: Ablex Publishing Corporation.

CONFERENCE WATCH

International Symposium on Linguistic Politeness: Theoretical Approaches and Intercultural Perspectives

7-9 December 1999 Chulalongkorn University, Bangkok, Thailand

For more information contact:
http://pioneer.netserve.chula.ac.th/~hkrisada/Politeness/

7th International Pragmatics Conference

9-14 July 2000 Budapest, Hungary
Theme: Cognition in Language Use: The role of perception and representation, memory and planning, and metalinguistic awareness

Deadline Panel proposals: 15 September 1999
Deadline Paper proposals: 01 November 1999

For more information contact: IPrA Secretariat, P.O. Box 33 (Antwerp 11), B-2018 Antwerp, Belgium; Tel+Fax +32-3-2305574, email: <ipra@uia.ua.ac.be>
http://ipra-www.uia.ac.be/ipra/

Journal of Classroom Interaction
URL: http://www.coe.uh.edu/~freiberg

WEB WATCH

Links to Journals of Pragmatic Interest

Journal of Pragmatics
http://www.elsevier.com:80/inca/publications/store/5/0/5/5/9/3/

Language and Communication
http://www.elsevier.com:80/inca/publications/store/6/1/6/

Journal for Intercultural Foreign Language Teaching (in German).
http://www.ualberta.ca/~german/ejournal/ejournal.html

Language, Gender and Sexism: Journal of the AILA Commission on Language and Gender
http://www.une.edu.au/arts/LGS/lgs.htm

Cambridge Journals On-line
http://www.journals.cup.org/
Titles Available Online: Applied Psycholinguistics, Bilingualism: Language and Cognition, English Language and Linguistics, Journal of Child Language, Journal of Linguistics, Language in Society

Rolig Papers
ROLIG papers (ISSN 0106-0821) is a preprint series published by the Department of Languages and Culture at the University of Roskilde, Denmark.
http://babel.ruc.dk/~rolig/

Cultural Interaction
A journal devoted to the interdisciplinary study of encounters between cultures and the issues, which arise from them. Cultural encounters provide a focal point for many academic disciplines. The journal will publish studies of cultural interactions from an historical perspective, explore appropriate methodologies for the subject, and examine epistemological questions concerning how cultures understand and fail to understand one another. This will include studies of representation and misrepresentation, as well as considerations of the ways in which cultural encounters contribute to the process of self-definition.
URL: http://www.gold.ac.uk/history/ci/ci.htm

An Author Presents

> ### Heart to Heart: Overcoming Barriers in Cross-Cultural Communication
> From the Sophia Applied Linguistic Research Group (Kensaku Yoshida, Masashito Kamiya, Sachiko Kondo, Ryoko Tokiwa). To be published in the fall of 1999 by MACMILLAN LANGUAGEHOUSE.

Sachiko Kondo
Akeno Hoshi Women's Junior College, Sophia Applied Linguistic Research Group

Purpose

The purpose of this textbook is to make students aware that cross-cultural misunderstandings result not only from structural and grammatical differences between two languages but also from underlying cultural differences. These differences are reflected in the pragmatic aspects of the languages in question. This textbook helps students improve their English: 1) by raising awareness that misunderstandings can be caused by differences in performing speech acts between Japanese and Americans and 2) by learning the appropriate linguistic forms that are likely to be encountered in everyday conversational interactions. The text does not teach students the normative usage of American English or "fixed" cultural patterns of Americans. Rather, American English is used as an example - as a first step toward a better understanding of "cultural others."

Organization

Speech Act Chapters

Units are centered on the language needed to perform various speech acts: *Complimenting and Responding to Compliments, Thanking, Requesting, Refusing, Complaining, Apologizing, Making Proposals,* and *Disagreeing.* Each speech act unit progresses through five phases*: Feeling, Doing, Thinking, Understanding and Using.* These phases help students to realize that "speaking is doing," to think about their own language use and to discover common and different aspects of conducting speech acts between Japanese and Americans. Class activities such as listening comprehension and role-plays also help students improve their linguistic skills.

Feel the Act! This is the warming-up phase. The listening comprehension task is designed to help students to get the feeling of the chapter's speech act. Students hear two dialogs in a hypothetical speech situation, answer questions about the situation and then express their feelings.

Do the Act! Here the students are presented with another hypothetical speech situation in which they are asked to respond in a way similar to a discourse completion task, and to role-play the situation with their classmates. The aim of this phase is to see what each student can do with his/her present knowledge prior to any instruction dealing with cultural differences and linguistic expressions.

Think about the Act! In this phase students analyze their own speech act performance. In order to show them how well they did, the book presents to the students various ways of doing the act. The learners can compare them with strategies they used in the *Do the Act* section.

Understand (Cross-Cultural Notes)! In this phase the students are encouraged to discover the characteristic differences that exist in Japanese and American English when various speech acts are performed. The graphic data presented come from the following three groups of college students who filled out Discourse Completion Tasks for situation 1.

    50 Americans speaking English (A)
    50 Japanese learners of English speaking English (JE)
    50 Japanese speaking Japanese (J)

Students are asked to compare these groups and discuss the similarities and differences in their performance of speech acts. An important feature of this phase is that tasks are designed so students can be involved in active thinking, instead of passively reading descriptions on cultural differences. By analyzing the graphs the students avoid extreme stereotyping, as the graphs show certain tendencies rather than "one or zero" phenomena.

Use What You've Learned! Having gone through the four phases, the students by now have adequate vocabulary and enough expressions to perform the speech act under consideration. They should also have satisfactory knowledge about how to use the vocabulary and expressions naturally in their verbal acts, more or less in accordance with the tendencies seen among native speakers. The aim of this phase is to provide practice opportunities based on the knowledge students have accrued. First, some model dialogs are presented for listening and role-playing. Then new situations are given for students to practice writing responses and creating role-plays.

At the end of each speech act chapter, *Useful Expressions* are listed for student reference. Students can also have fun reading a short cross-cultural episode called a "Cultural Eye-opener."

Interaction Chapters

Each Interaction unit consists of three parts: *Plus-one, Dialog Simulation,* and *Resource Box.* Here students review what they learned in the two previous speech act chapters and participate in more interactional and creative activities. In *Plus-one,* students further develop dialogs based on the information provided. In *Dialog Simulation,* student pairs are given either role A or B, then develop strategic interaction based on their roles. *Resource Box* has useful expressions for students to use in *Plus-one* or *Dialog Simulation* tasks.

The book is characterized by numerous communicative activities with concrete speech act contexts. A considerable amount of critical thinking and discussion on the part of students is required, and there is ample use of all four skills: speaking, writing, listening, and reading! I hope this textbook will help foreign language education in Japan orient itself more toward an attitude that is communication-based and tied to culture ☛

BOOK WATCH

New Books

This space is reserved for reviews of new books in the fields of Pragmatics and inter/cross cultural communication. "New" is defined as a book that has been published within the past five years.

Contact the editors:
♦ to suggest a book for review
♦ if you want to review a book
♦ for submission guidelines

Reviews of books mentioned by the featured personality in the PEOPLE WATCH section will be especially appreciated.

Classics

This space is reserved for reviews of classic books in the fields of Pragmatics and inter/cross cultural communication. "Classic" is defined as a book that was published more than five years ago and is considered a seminal or definitive resource.

Contact the editors:
♦ to suggest a book for review
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♦ for submission guidelines

Reviews of books mentioned by the featured personality in the PEOPLE WATCH section will be especially appreciated.

Book Notices

This space is reserved for short book notices, which are informational rather than critical summaries of books old and new. For example:

Technical Reports available from the Second Language Teaching and Curriculum Center, University of Hawaii:

#3.	*Pragmatics of Japanese as Native and Target Language*. Edited by Gabriele Kasper, 1992. 144 pp., Paper ISBN: 0-8248-1462-2, $10.00.
Contains three contributions to the study of the pragmatics of Japanese: a bibliography on speech act performance, discourse management, and other pragmatic and sociolinguistic features of Japanese; a study on introspective methods in examining Japanese learners' performance of refusals; a longitudinal investigation of the acquisition of the particle *ne* by non-native speakers of Japanese.

#5	*Pragmatics of Chinese as Native and Target Language.* Edited by Gabriele Kasper, 1995. 312 pp., Paper ISBN: 0-8248-1733-8, $15.00
Includes a report of an interview study conducted with nonnative speakers of Chinese and five data-based studies on the performance of different speech acts by native speakers of Mandarin.

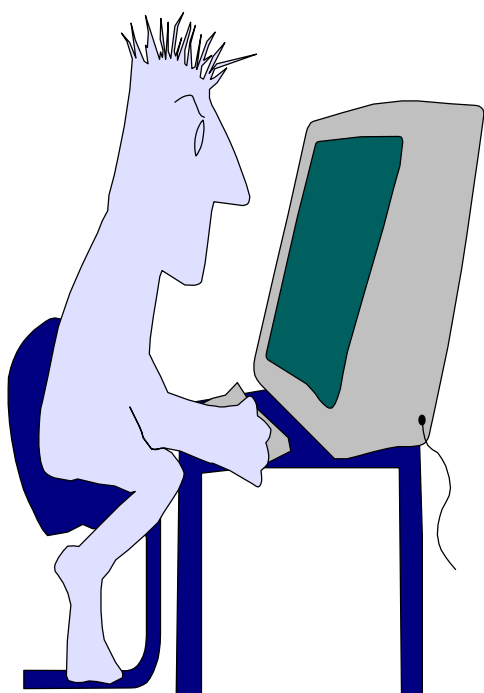# RESEARCH WATCH

Research Reports

This space is reserved for brief reports on new research in the fields of Pragmatics and inter/cross cultural communication. Researchers both novice and veteran are welcome to contribute.

Contact the editors:
♦ for submission guidelines and suggestions

Submission deadline for next issue:

December 15, 1999

Research Proposals

This space is reserved for calls for participation in current or on-going research projects. Also, look for calls for manuscripts or articles in edited books and guidelines for book proposals from various publishers.

Contact the editors:
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FALL 1999

Become a TESOL author:
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TESOL invites contributions to its newest series of professional reference works. The Case Studies in TESOL Practice series will feature edited collections of case studies recounting successful language teaching programs and practices. This is an exciting opportunity for teachers to share reflections on their professional experiences and classroom innovations.

Jill Burton, of the University of South Australia, is the Case Studies series editor. A specialist in the field will edit individual volumes. The following field editors will oversee these volumes:

♦ JoAnn Crandall and Dorit Kaufman, Content-Based Language Instruction (12/31/99)
http://www.tesol.edu/pubs/author/casestudies/cbli.html
♦ Jill Burton and Charles Clennell, Developing Interactive Skills in Spoken Discourse (1/31/2000)
http://www.tesol.edu/pubs/author/casestudies/spokendiscourse.html
♦ Jill Burton and Michael Carroll, Journal Writing in TESOL (10/01/99)
http://www.tesol.edu/pubs/author/casestudies/journalwriting.html
♦ Nicholas Dimmitt and Maria Dantas-Whitney, Intensive English Programs (10/01/99)
http://www.tesol.edu/pubs/author/casestudies/iep.html

WATCH YOUR LANGUAGE!

Overheard

While relaxing at a resort club this past August, the following conversation took place:

"This is life."

"What's wrong?"

"Nothing, in fact everything is perfect."

Then, don't you mean 'This is the life'?"

"What is the difference?"

"'This is life' implies a fateful acceptance of the present, unsatisfactory situation. 'This is the life' evokes unstated but optimistic endings like 'This is the life I have always dreamed of' or 'This is the life for me'."

"English is sometimes so confusing! I do not think I will ever sort it all out."

"This is life."

Comings and Goings

A similarity in the gestures for "come here" in Japanese and "good bye" in English can lead to confusion as was described in these two accounts.

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When I first came to Japan, I went to a flower garden with my mother-in-law. We were enjoying the sights when suddenly she turned to me, waved her hand and said my name twice. I thought that it was odd that she was bidding me farewell so suddenly but I cheerfully waved back and turned to head home. By the time she caught up with me, she had forgotten entirely what she wanted me to see.

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A nice looking dormitory manager (male) used an American bye-bye gesture, and it was misunderstood by a Japanese student (female) in the U.S., for that particular gesture is used for *come-here* among Japanese people. Naively enough, she ran towards the guy, and - the guy? He must have been totally confused.
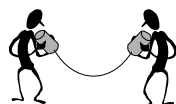
VERNACULAR WATCH

Quiz

Get an extra copy of PRAGMATIC MATTERS
to give to a colleague.
Send in the correct answer to the following question:

How is

TOYS"Я"US

rendered in Japanese?
(the name of a huge toy store)

Send entries to:

Donna Tatsuki, Editor
PRAGMATIC MATTERS
5-1-37-201 Kamikotoen
Nishinomiya-shi, Hyogo 662-0813

If you know an interesting or humorous story on a pragmatic, cross-cultural or intercultural theme, please share it with other readers. Send stories or suggestions to one of our editors:

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