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From the editor

Greetings to all Pragmatics SIG members. The summer vacation is underway and many members will be preparing for a well-deserved summer break and perhaps an escape from the heat and humidity of the archipelago during August. 2015 has already seen the first round of conferences and other events. The editor was lucky enough to attend the Thai TESOL conference in Bangkok in January. Michael McCarthy was one of the plenary speakers, and delivered two wonderful talks in which he presented empirical data from corpus studies and other research to outline a view of language and language teaching that focuses on pragmatic and interactional concerns, rather than a sentence-level grammatical view of what language is. The editor was fortunate to be invited for lunch by Professor McCarthy, and it was a real pleasure to spend an hour or so discussing a wide variety of

topics related to language and culture with a recognized authority on linguistics and SLA, who is also, unsurprisingly, a charming conversationalist.

March saw the Pragmatics Workshop take place in Hiroshima, sponsored by Hiroshima JALT chapter. In a thoroughly engrossing two day event a variety of speakers provided much to think about. Jim Ronald, Kayo Fujimura-Wilson, Yoko Nogami, Carol Rinnert of the organizing committee provides a write up below, so I'll leave it to them to go into more detail. In addition, Yousuke Ishii provides an attendee's view of a fantastic event. The conference was extremely well attended, attesting to the real interest in pragmatics that exists within the academic and teaching community here in Japan.

The annual JALT Pan-SIG conference took place in Kobe in May and was a huge success. The conference co-chairs, Donna Tatsuki and Donna Fujimoto will be familiar to many within the Prag-SIG community, and I think I speak on behalf of all attendees in congratulating them on organizing a great weekend. The Pragmatics SIG was well represented at the conference, as usual, and the presentations that this writer attended were of a consistently high standard, once again proving that there are no flies on Prag-SIG when it comes to showcasing our research.

The acceptance mails have gone out for JALT national conference in November, so if you are presenting, why not publicize your talk here at the Prag-SIG newsletter and ensure a good turnout. Likewise, if you are attending /organizing/ presenting at any conferences, workshops, meetings or symposia, get in touch and let the rest of the pragmatics community know what you are up to. Contact me at the address below if you have any submissions, reports, book reviews or anything that you think would be of interest to our membership. 'Let's keep the conversation going' is a fitting goal for our SIG, I'm sure you would all agree.

Pragmatics Workshop in Hiroshima: A retrospective

Jim Ronald, Kayo Fujimura-Wilson, Yoko Nogami, Carol Rinnert

Our main aim in writing this report is to tell how the workshop went, from start to finish, so that other people who may be interested in doing something similar might see something of what can be involved in organizing "just a simple workshop!" We also want to say that, in this case, we really felt it was worth it all! Obviously, in just a few pages we can't tell everything – so if you want to know anything more specific, please get in touch.

First we will give a brief account of the journey from the birth of the idea to hold the Pragmatics and Language Workshop in Hiroshima to its actually taking place almost exactly one year later. After that, we'll list the speakers and the titles of their talks, together with our reflections on the whole experience. (A fuller description in the form of the speakers' abstracts can be found in the previous edition of Pragmatics Matters.)

The idea of holding a language-teaching focused pragmatics workshop in Hiroshima took shape at our second local West Japan Pragmatics SIG Face-to-Face meeting on the 12th of March, 2014. Basically, then, our local organizing committee was formed from our small

Face-to-Face group. Work demands meant that although all five of us remained involved, and each person's support was valuable from beginning to end, most of the planning and communication for the workshop was shared between Carol Rinnert, Yoko Nogami and myself, Jim Ronald.

Once we had confirmed our intention to proceed with this workshop, our first step was to approach our proposed workshop leader, Dr. Noriko Ishihara, and to ask whether she



***Dr. Noriko Ishihara leads
the workshop***

would be available, and willing, to join our workshop projected for some time in the spring of the following year. An enthusiastic response, together with a clear indication of when she might be available, meant that it was on!

Our next step was to share our plans with, and seek the support of, the officers of the Pragmatics SIG and our local JALT chapter, Hiroshima JALT. At this point communication became more complicated, as we navigated our way through the various challenges involved in managing what was becoming a joint Pragmatics SIG / Hiroshima JALT venture. Perhaps because it was for a local event, and because we have close, longstanding relationships with the Hiroshima JALT officers, their offers of support were immediate and unreserved. The Pragmatics SIG's response was

more cautious, but included valuable guidance, some financial support and, perhaps most crucially, plenty of well-targeted publicity as the workshop date approached.

One recommendation of the Pragmatics SIG was that the workshop should not just be a "one-person show", but should include other speakers. That suggestion of a bigger, richer workshop did appeal to us, but we knew that we would not have funds to cover even transportation costs for any other speakers. This meant either that we would have to look locally, or that we would need to ask more distant friends who might, in any case, be interested in joining the workshop. We did both – and were very grateful for each of the speakers who did accept our invitation to present their work at the workshop.

Meanwhile, it was important for us to secure a venue as soon as we could, and after a quick discussion of possible places, Hiroshima JALT went ahead and booked rooms for us at Aster Plaza, which was ideal because it was centrally located, reasonably priced, also offering accommodation, and just near a great place for our workshop party!

Then, in November, came the setting up of a system for participants to register, together with a flier and online information for people to find out about the workshop – both of these brilliantly done by Mathew Porter of Hiroshima JALT (thanks again, Mathew!) in time for the JALT conference in Tsukuba. For simplicity's sake we decided that paying at the door was the best way to go, and it was.

Our next challenge was to tell people about the workshop: after all, no participants, no workshop. It was hard for us to judge how attractive a two-day workshop on pragmatics and language education might be, since in our eyes the workshop would be irresistible to any language teacher within a 1,000 km radius! We did what we could at a personal level to inform and invite friends and colleagues, but undoubtedly it was through the Pragmatics SIG and Hiroshima JALT newsletters, websites, and Facebook pages that most people learned about the workshop.

We estimated that we would need at least 30 paying participants to break even. Our online registration started at the end of November, but by the beginning of 2015 there were still only four people registered, including two of us organizers. By the end of January it had

risen to 17, then doubled in the next month to 34. In the end, a total of 41 people registered, and although we had a couple of no-shows, we also had a few walk-ins on the day. The rooms we booked could accommodate a total of 40 people, and were full. In this sense, at least, mission accomplished!

On the day, we realized once again how important it was to have an organization like Hiroshima JALT supporting the event. Warren Tang, the newly appointed treasurer, was there at the reception desk from the beginning, managing all the financial side of the workshop for us, helped by Tim Wilson.

In addition to the speakers and the rooms, publicity and finance, there was the social and catering side of the workshop: a really enjoyable Korean meal (at Cook Han!) for some of the speakers and organizers on the Friday evening before the workshop, and the workshop party on the Saturday evening at Otis, a legendary Tex-Mex world music venue! In addition, we prepared tea, coffee, cold drinks and snacks morning and afternoon; by the end of the workshop, we had become quite efficient at having drinks ready for 40+ people each time. Thank you everyone who helped us, especially Kayo, Mayu, Naomi and Grace!

List of invited talks

Michiko Kasuya (University of Hyogo) "Developing students' critical awareness of language and power through Critical Discourse Analysis"

Mayu Konakahara (Waseda University) "A reconsideration of communication strategies from the perspective of English as a lingua franca"

Seiji Fukazawa (Hiroshima University) "Teaching and researching pragmatics of English as a lingua franca"

永田 良太 Ryota Nagata (Hiroshima University) "会話におけるフェイスバランス探求行動－「ほめ」を例として－ [The quest of face balance in conversation: With "Praise" as an example]"

Yoko Nogami (Matsuyama University) "Expression of identities and making your own pragmatic choices in English as a lingua franca"

Workshop sessions led by Noriko Ishihara (Hosei University)

1: "Teacher, you should become thin": Teaching advice-giving

2: Knowing why: Pragmatic needs analysis

3: Focus on writing: Teaching written discourse

4: Stories for children and adults: Teaching pragmatics through narratives

5: Do you agree?: Assessing learner language

6. Assessing learners' pragmatic awareness

Our Reflections

By Kayo Fujimura-Wilson (Yamaguchi University)

Jim, Carol, and Yoko showed devotion in organizing this workshop, which turned out to be a fantastic event. It attracted more people than expected and from far-away places. It was a really enjoyable time to share our common interests with people who are strongly keen on bringing pragmatics into language teaching. They managed to invite excellent speakers, including Noriko Ishihara, who kindly shared her extensive knowledge on how we can teach and use pragmatics in language teaching with us.

Pragmatics is everywhere in human interaction and its implications are deep and diverse. All of us have had some experience facing difficulties of using different languages and sometimes struggle to acquire appropriate usage. Although we shared our knowledge and excitement in this workshop, the reality is that in the classroom some students are still unaware of the importance of acknowledging various meanings in contexts. Therefore, we

have to keep trying to find better methods of teaching, and hope that students will eventually realize the necessity of acquiring pragmatic competence.

By Yoko Nogami (Matsuyama University)

First of all, I would like to show my appreciation to Jim Ronald for giving me an opportunity to work with him organizing this successful workshop. Without his initiative and effort, this workshop would not have been possible. It was a great opportunity for me to learn what organizing a workshop involves and what kind of work is required to make a simple idea into a reality. Through this process, I've recognised the value of working with people with different assets, which can make almost anything possible. I am grateful for all the people who helped us make this workshop such a success including everyone who participated!

Noriko Ishihara's workshop was inspiring, to say the least. Not having been able to attend her workshop at CARLA Summer Institutes in Minnesota, I was excited to meet her in person again, and to learn directly from her. Each session was beautifully designed to cover various aspects of teaching pragmatic language use such as teaching children and adults and assessing students' pragmatic ability. Each session involved group discussions, which enabled us to work from student perspectives as well as from professional perspectives, which I found most rewarding. I also loved the way Ishihara sensei picked up a participant's language use when he/she volunteered to speak up, and she would use his/her statement as a source of explicit teaching and learning of pragmatic language use.

Another interesting talk we had during the workshop was by Michiko Kasuya (University of Hyogo) on critical discourse analysis (CDA). Language use in every society and culture always contains hidden common-sense beliefs that represent unequal relation of power. She introduced how she implements CDA in her language classroom to raise students' awareness of the relationship between language and power. She emphasized that instructors need to remind students not to rely on impressions but to find specific clues in the language use such as choice of words in the context and syntactic structures that may represent unbalanced power relation of social order. Students need to learn to be mindful to recognise how the way we think is influenced by common-sense beliefs about power relations, and to acquire skills to demystify power produced through language use. This approach is another great way for learners to learn about one aspect of pragmatics.

By Carol Rinnert (Hiroshima City University)

As is well known by anyone who has ever been involved in holding a 2-day event, it takes a lot of dedication, perseverance, and organizational skill. Together, we were blessed with an abundance of all three of these traits. Thanks to the thorough pre-workshop planning and preparations (aided particularly by Simon and Mathew), and the way so many other people



A well-attended session at the workshop

pitched in during the whole weekend, everything ran amazingly smoothly. Although there were times during the long lead-up to the workshop when I wondered if it would ever happen and I was nervous because I had to be out of town until the night before the workshop started, I was delighted that the weekend turned out to be so successful.

Our main speaker, Noriko Ishihara, inspired us all. She was both the most engaging workshop leader we

could imagine, and the most graceful role model we could hope to follow as teachers of pragmatics. All of her sessions were filled with thought-provoking content and activities that challenged us to participate fully. I can safely say that classroom practice. I would strongly recommend her workshops at CARLA or anywhere else they are

offered, as well as her and Andrew Cohen's book, now available in an updated Japanese version, for all language teachers who are interested in incorporating pragmatics into their teaching, even for lower proficiency levels.

The other speakers I saw were also outstanding – I'm just sorry there were simultaneous sessions, so I couldn't see them all. Interestingly, three of the five individual presenters addressed issues related to the hotly debated question of whose pragmatic norms we should be teaching. In line with the realization that our students will likely be interacting with other non-native speakers more often than native English speakers, Seiji Fukazawa, Mayu Konakahara and Yoko Nogami focused on the use of English as a lingua franca among speakers of a variety of other languages. For example, Yoko found that her Japanese research participants identified more closely with other Asian language speakers than with native English or other European language speakers when communicating in English, and showed how this was reflected in the pragmatic strategies they chose to build rapport with them. In the second part of her presentation, she demonstrated a practical classroom activity to raise awareness of diverse ways of achieving students' intended interactional meanings.

One of the most satisfying aspects of the whole event for me was the way research findings and teaching practice were integrated in ways that were easy to understand. The outcome included practical activities that busy teachers can adapt creatively for their own classrooms. I hope the success of this event will inspire other groups to attempt similar kinds of workshops in the future.

By Jim Ronald (Hiroshima Shudo University)

We really appreciated Noriko Ishihara coming to lead our workshop. Reflecting on this workshop and what a 'model workshop leader' might be, three or four things came to mind: someone who is an expert in the field, has plenty to say, and knows how to express it in a way that suits the participants; someone who respects the participants and their opinions, and comes to a workshop aiming to receive as well as to give; someone who allows participants space to discuss, reflect, reformulate, and apply; finally, someone who recognizes that what participants take home may often be different from what is 'delivered' – and that it's okay. I can't vouch for what Noriko-sensei might have been thinking, but for me, for our workshop, she ticked all the boxes!

As an eternal – but half-hearted – learner of Japanese, I was very happy to have the opportunity to hear Ryota Nagata-sensei's talk on pragmatics and the teaching of Japanese as a foreign language. His focus on compliments and compliment responses was informative, entertaining and challenging, and again raised the issue of native speaker norms in the teaching of pragmatics. We were told about the dangers of ignoring what is acceptable in Japanese, especially regarding when and how we praise our teachers or others in a position senior to ours. He also challenged the role of native speakers' usage as a guide for language learners, pointing out that compliments and responses can often result in awkward silences and uncomfortable feelings. He proposed that as learners of Japanese we can sometimes choose to ignore native speaker norms and employ strategies such as sharing personal information within the interaction, to help the conversation – and interpersonal relationships – develop in a good way.

Final words

Four months after the Pragmatics and Language Education workshop, one thing I find amazing is how much we can forget. I hope that, like me, for those of you who joined us, this report has helped stir some good memories – everyone who participated helped make them! Although the focus in this report has been on planning the workshop and on the speakers, we also want to take this opportunity to thank everyone who joined us.

Pragmatics Workshop in Hiroshima: Review

Yosuke Ishii

The Pragmatics and Language Education Workshop was held in Hiroshima on March 7 and 8. I decided to participate in the workshop after a long trip from Ebina, Kanagawa, basically for the two reasons. One is that I had some time and I should use this time to go to Hiroshima, which I had never been to. The other is that although I have been a member of JALT Pragmatics SIG for a while, I have never done anything particular due to my limited basic knowledge of pragmatics.

The workshop, headed up by Dr. Noriko Ishihara, was quite informative, effective, and resourceful. It dealt with recent concerns led by the reality in which more and more non-native speakers communicate with each other in English as well as traditional cross-linguistic influence issues. This seems to be what a quite number of language professionals teaching English in Japan have been concerning about, so I believe it was quite interesting. In addition, a lot of suggestions and tips can be applied to classroom teaching were provided, which must have been useful for all the participants.

Although I wasn't able to communicate with all the other participants quite actively due to my lack of pragmatic skills or results of living my life as an introvert, I talked with some participants to exchange some information related to language education, which was quite beneficial to me.

Overall, I am pretty much satisfied with the workshop, and I hope that a similar event will be held soon in the future.

Pragmatics forum at Pan-SIG 2015

Donna Fujimoto

Pragmatics forum moderator

Pan-SIG 2015 held at Kobe University of International Studies featured a number of pragmatics themed presentations and also a Prag-SIG sponsored forum talk, which investigated the conference theme of narrative from a number of different perspectives. The forum was titled 'Spoken Narrative: Multiple voices, multiple perspectives and featured an analysis of spoken narrative among Japanese native speakers by Kaori Hata, an investigation into narrative taking place in an institutional setting between a number of interlocutors from a variety of L1 backgrounds by Yosuke Ogawa and data from classroom interaction, analyzed by John Campbell-Larsen, showing the ways on which Japanese

learners of English shape the discourse and interactional elements of spoken narrative in unfolding narrative tellings. The presenters give details of their talks below.

Redressing Imbalanced Positioning through Narrative

Kaori Hata

Osaka University

The aim of this study is to discover which situations small stories are used in and their function, through which participants in a vis-à-vis situation can 1) not only show their 'position' in both the taleworld and their lived reality, 2) but also redress the imbalanced positions among participants. This study especially insists on the importance of the small story's function in the redress of the participants' relative positions to one another, which consequently leads the flow of interaction forwards final closure on the topic being discussed.

The theoretical background of this study follows recent trends in narrative theory. First, the foundational model of narrative from a linguistic perspective (Labov & Waletzkey 1987, Labov 1972; 1997) has been taken as a starting point. This is followed by new perspectives that make possible the examination of identity as represented or recreated in narratives: positioning theory (Bamberg 1997) and the concept of big/small stories (Bamberg 2004, Georgakopoulou 2006, 2007; Bamberg and Georgakopoulou 2008) have been introduced and applied to empirical research in order to reveal what happens and why it happens in actual situations.

In this study of semi-structured interview data in a casual context recorded in London, the participants, permanent residents whose nationality is Japanese, effectively use characters in their narratives to create multiple dichotomies by which the participants put themselves into the same category as that of the characters in the narrative. Evidence shows that there is an attempt to redress the imbalance in position and knowledge that exists between the role of the speakers and that of others involved. For example, the data shown at the forum demonstrates how three participants (one interviewer and two interviewees, who have known each other for 3 years and are close friends) collaboratively redress their imbalanced positions by narratively identifying themselves within an 'traditional' family type vs. the contemporary family 'unit.' Kaori, the interviewer, begins her narrative explaining that she has found two family types: one is the 'traditional' family type, in which women should do housework following the social norms typically observed in Japan, while

the other is the family 'unit', in which it doesn't matter who does which work if it functions appropriately as a 'family'. After a short interaction, the participants find that the interviewee, Yuki, has an traditional family, while Kaori and Yayoi's families are of the unit type. Yayoi insists that the unit type is better and fair, and it is the social norm of British culture. She tells a small story about her acquaintance who failed to show her love to her American boyfriend because she followed traditional Japanese norms and the American boyfriend couldn't understand her intention. Listening to this small story, Yuki presents a self-denigrating image of herself in a joke by saying 'I am convenient for my husband so that he married me.' At this point, the three participants fit into two dichotomous sides: the unit type (evaluated as sophisticated) vs. the traditional type (evaluated as out of date but convenient). After that, interestingly, Yayoi suddenly adds a new evaluation to the former story, which doesn't change the overall evaluation of the story but does change Yuki's positional category. Yayoi shifts the focus of the story from the difference of family types to the fact that the character in her small story is just a girlfriend, while Yuki is a wife. As a result, the participants remove the girlfriend from their category and they, all three participants in the immediate situation, can share in the same category, that is, share in the status of being wives. After they include themselves in a single category, even if they end up ignoring some differences and missing the point of the argument they are having, they succeed in creating closure for the topic at the end.

The case above is just one example, but it illustrates the function of small stories. The most important point is that the evaluation of the small story can be freely changed if necessary, even if it is inconsistent. This fact leads us the conclusion that the small story is not just a kind of digression nor just a 'small' story in comparison with the so-called 'big' story, which has a beautiful flow of elements, but has an existence of its own that is fully functional and important.

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Narrative: Discourse and Interaction

John Campbell-Larsen

Kyoto Women's University

My talk looked at the phenomenon of spoken narrative from two separate perspectives, firstly that of spoken narrative as a discourse genre. Reference was made to the classic account of narrative as a discourse genre is by Labov and Waletzky (1967) which set out the components of narrative as *Abstract, Orientation, Complicating action, Resolution* and *Coda*. This description was refined by Eggins and Slade (1997) who offered a number of subcategories of narrative genre. The basic outline offered by Labov and Waletzky was recognized, but Eggins and Slade identified variations on this structure. In a genre they label as *Anecdote* they suggest that the resolution phase of the narrative may be omitted, reasoning that the purpose of the narrative is to elicit a response from the interlocutors which is convergent with the expectations of the narrator. This response seeking takes precedence over strict epistemic concerns as to how and indeed if the problem was actually resolved. In a further category, termed *Exemplum*, narrators seek to provide a story that appeals to wider socio-cultural values, and describe how the world should or should not be. The purpose of the story is to make a moral or ethical point and ground this point in society



The editor delivers a talk at the Pan-SIG conference

at large, rather than the individual narrator's personal ethical system. The last narrative genre category is the *Recount*. Unlike the other categories, recounts do not necessarily deal with problematical events, but mainly to give a series of events, arranged temporally, to basically illustrate how one event lead to another, to provide a more fully fleshed out and textured description of how things as they are in the narrator's life came to be. The narration may fill epistemic gaps, may be amusing or enlightening for the listenership, or may tacitly encode socio-cultural values, but none of these functions is paramount in the telling.

The second strand of the talk dealt with narrative as an interactive, co-constructed social event. I presented video data from the classroom to illustrate the kinds of practices that interactants engage in during storytelling that bring about this jointly constructed, socially and interactively convergent kind of event. Even though narratives, of necessity, involve the speaker taking the floor for a longer time than is normal in interaction, and also proscribe listeners from such actions as topic change, at least until the narrative has reached an identifiable end point, listeners are involved to a

large degree in narratives. Research (Bavelas, Coates & Johnson, 2000, Wolf, 2008) has found that active listenership has a beneficial effect on the fluency of the teller. Listeners should signal continued acceptance of the speaker's role of floorholder through backchannels and overt agreement with the teller's assessments and stance towards the events being related. In one of the videos analyzed, the listener showed agreement with the teller's negative view of a drunken train passenger who vomited on the train by resorting to taboo language ('dirty bitch' and 'oh shit'). This was taken up by the teller who also resorted to taboo language ('I was like *'what the fuck'*'). The effect created jointly by the participants was to echo and expand each other's impropriety 'thus creating a sequence of heightened intimacy.' (Holt, 2007, p. 78.) That is to say, the social, interactive and interpersonal nature of the story is foregrounded by the participants talk.

A further aspect of the interactional nature of this story was found in the orientation phase, in which the teller sets the scene for the drunken passenger's disagreeable behavior. Some aspects of the orientation provided by the teller clearly were relevant for the understanding of the narrative. The fact that it was late at night accounts for the possibility of drunken passengers. Likewise, the fact that the girl was drunk provides some background to her subsequent vomiting. Other aspects of the orientation were not so relevant to understanding the story. The drunken passenger is introduced as being 'a little bit fat girl.' The body shape of the passenger is not strictly germane to the story, but is clearly a way of showing a negative assessment of this passenger. In this way, the teller orients the listener to perceiving this character in a negative light, and preparing the way for this passenger to be set up as the antagonist of the story, which is, indeed, the case. It would have been perfectly possible for this story to be oriented towards a more positive view of the passenger, sympathizing with her plight and speculating on her undoubted embarrassment. The teller did not take this path and signaled so early on, signaling to the listener to prepare his own negative assessments well in advance of the actual crux of the story being related.

It is true that there were many grammatical infelicities and difficulties with vocabulary selection in the telling of this story. However an examination of the discourse structure of the narrative as it unfolded and also the subtle interactional work being done by both participants during the telling casts the narrative event not as the deficient and stumbling efforts of intermediate L2 speakers, but rather as a highly nuanced and accomplished social act. Such a perspective may go some way to altering our views of what constitutes success in second language learning.

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Discourse Analysis in Narrative within Non-Narrative Interactions

Yosuke Ogawa

Kansai University

A story's context ownership in narrative discourse seems to be rather static as that one narrator often possesses context of the story throughout the story and the recipient often keeps receiving the new context/information from the story. This study attempts to illustrate how participants deal with context ownership and how to manage their interactional role in non-native triad interaction. Interactional roles in a narrative discourse would not be simply divided into narrator(s) and recipient(s) if the interactions were triad. Moreover, if the talk is by non-natives, their language proficiencies might affect their narrating strategies, i.e. might not be able to pursue their interactional roles, and might need some support from their interlocutors. This study mainly focuses on the process and strategies of non-native participants' narrative co-construction and dynamics of the interactional role of the participants from the aspects of social psychology of language and the precise observation through the sequential details of talk.

Three participants is the maximum number that has no possibility to subdivide into two parties (Goodwin 1981; 1984). In triadic interaction, we will observe dynamic shift of the third participant's role, which is neither a main narrator nor a recipient. We could categorise four different genres of story telling; narrative, anecdote, exemplum, recount (Eggs 2005). All genres are often started from conversational scaffolding or abstract and ended with coda. Narratives are structured culminating and excitement followed by resolution at the middle phase. Anecdotes are related to a narrative focusing on a crisis, although there is no resolution but a psychological reaction such as amazement, humiliation and so on. Exemplum is an explicit message on how the world should or should not, and its story is more used as an example for the message. Recounts are retelling events chronologically in order (ibid.). It is often observed that the narrator has epistemological superiority in the context and the recipient(s) does not employ the context with a respect to the territory of information (see Kamio 1996) as a matter of courtesy. When we take into account participants' accommodation in talk, there are two types of strategies, speech accommodation and communicative accommodation (Giles & Ogay 2007). As the research object involves non-natives, when they encounter language proficiency problems, e.g. repair initiation, requirement of simplification, they might choose report-talk for prioritising interlocutor's linguistic intelligibility, or rapport-talk for prioritising social relationship/harmony between the participants (Tannen 2001). Moreover, it is significant to note to whom the accommodation converges toward in triad interaction.

In this study naturally occurring talk in social context (non-institutional) by three non-native English speakers with different proficiencies (T, L, and M) was analysed. T and M are Japanese natives, and L's first language is Swiss German. M is a novice user of English and has more difficulty to communicate in English compared with T and L. T has known both L and M before the recording though it was the first encounter between L and M. The overall speech rate was remarkably imbalanced as that M could not speak fluently, and generally speaking, L tried to elicit speech from M. The data shown at the forum were two different interactions in terms of genres of story telling.

	Topic	T	L	M
Data 1	L and T hate being out in winter	Co-narrator Supporter	Narrator Context owner	Recipient
Data 2	L going back to Switzerland	Active Recipient	Narrator Context owner	Passive Recipient

The data 1 is that both L and T explain they do not like being outside in freezing weather without snow in winter, as a counter opinion against who M likes it. While explaining the opinion, L includes a story that L went out in midwinter in Canada and Japan. It is rather an exemplum for supporting L's opinion, hence, the story of the exemplum directly linked to L (and T)'s opinion. That is, the incomplete story smoothly goes back to the here and now without its coda. Furthermore, T has reacted with agreeing acknowledgments and not takes turn while L's exemplum goes on. Then, once M reacts with "ehh::", T immediately takes a turn with "so there's NO point if there's..." which does not step into the exemplum context, i.e. no invasion of the territory of the story context/information. Therefore, it can be said that a co-narrator concedes speech turn during a main narrator/a context owner telling an exemplum and waits until the main recipient understanding. Additionally, the topic seems to start from M's lack of proper explanation. M might to imply "If I hard to choose, I rather choose..." not "I like to be in freezing weather".

Data 2 is about L's trip back to Switzerland, and therefore, only L owns the context of the narrative/recount. The narrative was initiated by T, "your trip going back your country right hmm". T has known of L's trip but does not know any details about it, e.g. duration, purpose. L gazed mostly M while L tells the story, although both T and M are the recipients. T reacts actively with confirmations and acknowledgements, whereas M expresses only short reactive tokens such as "uhn" and "ah". It is interesting that T's confirmations and acknowledgements are often inserted at non-TRP and overlapped L's narrative utterances, which seem to be impolite interruptions. Furthermore, although the original asking was done by T, L's following comments are with gazing directed to M, not T. It is said that T's interactional role is a supporter or an assistant for a passive recipient's (M's) understanding, although T acted as an active recipient. Moreover, it is observed in L's narrative style that there are inserted many rising intonations at the end of keyword such as "two weeks ago", "Switzerland", or "Easter", for eliciting M's backchanneling. We have also seen that, after L explains "(I went to) my friend's wedding", L asks "do you understand (what is) wedding?" to confirm recipients' understanding, and both M and T replies to the confirmation (M "uh", T "ya"). According to overall conversational fluency of T's English, it is hard to presume that T does not know the word. Hence, L converges toward M in both speech and communicative accommodation, although the strategies might negatively cause an over accommodation towards T. On the other hand, T supports M's understandings with

repeated confirmation to L, although it might negatively cause marked interruptions to L's speech, which might be perceived pragmatic rudeness.

We have seen naturally occurring talk in social context (non-institutional) by three non-native English speakers with different proficiencies. As analysed, there is no pre-set consequence, and a coda of the story or a place of narration endings are co-constructed by all participants. However, a co-narrator does not trigger the termination of the story telling. Furthermore, in non-native triad interaction, it seems most likely that participants adjust to the lowest speaker's proficiency even though strategies might recognize this as communicative divergence from other participants.

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The Pragmatics SIG's Impact on PanSIG 2015

The Pragmatics SIG was no doubt the most active SIG for the 2015 Pan SIG conference held on May 16-17 at Kobe City University of Foreign Studies. First, the Conference Chairs were the SIG's Coordinator, Donna Fujimoto and the Publications Chair, Donna Tatsuki. Our treasurer, Kimi Koseki, and our Newsletter editor, John Campbell-Larsen, worked as assistants to the conference treasurer. Our Co-Program Chair, Kumiko Kizu, acted as Social Coordinator and helped staff the Happy Room, a place for participants to relax, chat, and watch TED Talks all about "happiness." Donna Fujimoto also worked as one of the VIP Liaisons. In addition, a large number of SIG members gave presentations on both of the days.

This year the Pragmatics SIG made a very special offer to provide free conference registration to SIG members who have never participated in a PanSIG before. Applicants were asked to submit a letter explaining their interest in attending the conference. We are happy to announce that three SIG members were recipients of this special offer: Ellen Rettig, Kobe University, Joan Kuroda, Kobe City University of Foreign Studies, and Kumiko Kizu, University of Hyogo and Kobe City University of Foreign Studies. Each of them agreed to write a brief article about their experience in the PanSIG 2015.

Kumiko Kizu

University of Hyogo and Kobe City University of Foreign Studies

In the Pan SIG 2015 there were many insightful presentations about learning and teaching through narratives, and these helped us rediscover that narratives are one of the most important tools to share our thoughts and ideas. I was especially



impressed by Digi-Tales, which was introduced by Dr. Curtis Kelly, one of the plenary speakers. Kelly had worked with the late Rex Tanimoto as they introduced DigiTales to many high schools and they held a contest where they had 900 entries. Dr. Kelly showed us several examples of the students' wonderful works.

My research interests include how language and images are integrated into a piece of discourse, so it is very intriguing how our memories and understanding of (and probably empathy with) others' stories are enhanced when the stories are presented with images and music.

I also enjoyed the pre-conference dinner party at the sake restaurant, Shushinkan, in Nada on Friday May 15. We shared precious moments with many participants along with our plenary speaker, Dr Liliana Landolfi and our featured speaker, Ms. Kim Horne. We really enjoyed the Japanese kaiseki cuisine, and we drank three different kinds of delicate sake, one of which has been served in Nobel prize reception three times. I would like to thank all the people involved in the Pan SIG 2015.

Ellen Rettig

Kobe University

The theme of the Pan SIG, “Narratives: Raising the Happiness Quotient” was at first unexpected, but was a topic that became more and more appealing to me the more I thought about it. I realized how much storytelling has figured into what I actually do with my students, although the stories they tell are often true stories of things that are happening to them. Looking at how I worked with those “stories” that my trainees told, particularly in one-on-one training sessions, and how I worked with them in different ways actually formed the basis of both my presentations: one on “Discussing job issues: Beyond a language focus” and the other on “How did I do, talking about my job?” which was about written corrective and supportive feedback for workplace narratives.

At the conference I was able to attend several presentations on diverse topics. I attended Tim Greer’s presentation on “Abandoning Repair,” looking from a



Conversation Analytic perspective of cases of repair being either abandoned, or left ambiguous. Jill Bruellman’s “A new narrative for long-term ELs: Empowerment and success” was an interesting look at the needs of a segment of language learners who are often marginalized and lost in the educational system, and how that experience can be changed into a more successful one. In a different vein, I saw Shirley Young’s presentation of “Speaking Stories: Having students dramatize short films,” which offered a demonstration and a useful look at storyboarding, and how the technique could be used in university classes in combination with some

very cute and engaging film clips.

In a similar vein, I enjoyed Curtis Kelly’s plenary on “Why our brains like stories,” where he explained the use of “DigiTales” as a technique to tap into the neurological and memory benefits of story use. I also found Liliana Landolfi’s plenary, “Motivation lost—Motivation Regained: Investigating Students’ Narratives on Language Learning” to be fascinating. Out of her very large-scale studies involving her EFL PAECE Corpus, her findings on “Emotivation,” with the differences in tone and volume of texts produced by students before and after a positive

visualization exercise, were pretty dramatic. I was happy to have a chance to talk with her a bit more about it at the networking event.

This conference gave me a chance not only to see some very interesting presentations, but to make and strengthen contacts with people from various places and teaching contexts. In the “Narrative Café,” I also got a chance to talk with people active in other SIGs; everyone was very helpful with advice on SIGs overall. Going to this Pan SIG conference was a very positive experience, and I appreciate the Pragmatics SIG’s support in helping me attend.

Joan Kuroda

Kobe City University of Foreign Studies

Having recently graduated with a Master of School Education from a Japanese university, I found myself wanting to expand my network to include teachers from all over Japan, and the Pan SIG conference was just the place to do it. I found myself drawn to presentations about storytelling starting with Curtis Kelly’s plenary speech, “Why our brains like stories.” I was especially captivated by his DigiTales project which seemed like a quick, but meaningful activity that all levels of students can participate in. He showed his students’ work, which proved how creative even lower-level students of English can be with the language. One particular DigiTale, created by a student, Sae, surprised all of us. Sae lacked confidence in her English ability and had difficulty participating in classes; however, she blossomed when working with DigiTales. I left this plenary talk with a new sense of appreciation for using storytelling to teach and learn English.

The breadth and volume of presentations, and the amount of information I was processing at the conference was at times overwhelming and exhausting for me, and I welcomed the opportunity to relax in the Narrative Café where I could treat myself to a cookie and a cup of tea, knowing the profits would be going to a good cause (the victims of the Nepal earthquake), and have some quiet conversation with old friends and new acquaintances.



After listening to presentations where I concentrated on improving my teaching and research, Teachers Helping Teachers (THT) Laos offered a refreshing change of perspective. We were taken on a visual journey from snowy Osaka to tropical Laos and shown highlights of the various aspects of the program including homestay experiences, presenting at Lao TESOL, and teacher visits to universities

and high schools. As the narrative of THT Laos unfolded, the audience learned of the challenges and rewards of participating in the program.

Laos is one of the poorest countries in Asia, but we learned it is a country eager to learn and in the process of rapid growth. After the slideshow and narrative, we were given a dilemma to discuss some of the difficulties of coordinating a program in a developing country. We were asked what we would do if we were in the same position and more than one group suggested moving the program to another country, which surprised me at first, but after some thought I wondered if such a reaction was not unexpected. As teachers, we are always looking for solutions; to improve our teaching, to get our students to learn more, to find the right answer. We tend to focus on “how,” but rarely ask “why.” It was this exercise that made me realize how we should be aware that we are not only teaching a language, but we are teaching our culture. It is through our language and our culture that we facilitate communication. The Laos presentation helped to remind me why I enjoy teaching English as another language.

I have to say what struck me most about the PanSIG conference was the friendliness of it all. As a part-time lecturer working at three different universities, I find myself preparing for lessons and traveling to the universities with no time to connect with other teachers to discuss research interests and contemplate different points of view. Having the opportunity to meet other people who have the same research interest was rejuvenating as was learning about research that was new to me.

I gave my first presentation at Pan SIG as well. My talk was called “Discovering ‘truth’ through reflective practice,” and I discussed how I was able to become aware of how my quiet students were communicating with me in the classroom. *Hint, it was not verbal. I’m happy to say that my presentation was warmly received, and I was able to meet other educators who are interested in reflective practice, which will hopefully lead to new projects.

I would like to thank the Pragmatics SIG for giving me the opportunity to attend the Pan SIG Conference this year. It was a wonderful first-time experience that allowed me to meet and talk with teachers from around Japan in a friendly setting. I’m already looking forward to the next Pan SIG Conference in Okinawa next year.

Your Prag-SIG committee team

Following the Pragmatics SIG annual general meeting held at the JALT national conference in Tsukuba the following membership roles were approved by a vote of those present.

Treasurer:	Kimiko Koseki
Membership Chairs:	Nobuko Trent Yosuke Ishii
Newsletter Editor:	John Campbell-Larsen
Japanese Newsletter:	Yukie Saito Naoko Osuka
Web manager:	Duane Kindt
Publications:	Donna Tatsuki
Member-at-large:	Jack Barrow

For submissions to the Pragmatics SIG newsletter please contact the editor at:
joncamlar@hotmail.com

For more information about the JALT Pragmatics SIG please visit our website at:
<http://www.pragsig.org/>