

Classroom Format: Every class session will consist of interactive lectures, student presentations, discussions, and other group activities.

Pragmatics for Language Educators: Acquisitional and Cross-Cultural Pragmatics (3 cr.)

Graduate School for Language Sciences

Kanda University of International Studies

Spring 2016 (Letter grade)

Hybrid Course (Online + Face-to-Face Course Meetings)

Instructor Contact Information

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Course Dates

1. Skype session (1-3 pm, April 24) + Online learning (6 hours)
2. Skype session (1-3 pm, May 22) + Online learning (6 hours)
3. Face-to-Face class (10 am – 5pm, August 25, 2016)
4. Face-to-Face class (10 am – 5pm, August 28, 2016)
5. Face-to-Face class (10 am – 5pm, August 30, 2016)

Course Description

Second/foreign language (L2) learners need not only knowledge of grammar and vocabulary but also ability to understand and use culturally appropriate language according to the given social context (*pragmatic* or *sociolinguistic competence*). However, pragmatic aspects of the L2 have generally received little attention in the L2 curriculum and teacher development.

This course focuses on the learning and teaching of L2 pragmatics. The aim of the course is for you to develop or enhance your understanding of what pragmatics is, how L2 pragmatics has progressed as a subfield of second language acquisition, and ways that learners can become better versed in how to be pragmatically appropriate in an L2. The course will start by exploring theoretical concepts related to politeness, face, implicature, speech acts, and discourse, and examine past research in cross-cultural, interlanguage, and acquisitional pragmatics. The course will then introduce various research instruments, methods, and theoretical frameworks, which we will critically evaluate in relation to our view of language learning as a cognitive, psychological, and social activity. Finally, due to the special focus placed on the pedagogical considerations in this course, we will take a close look at effective instructional practices and investigates issues related to classroom assessment of learners' pragmatic competence. You are encouraged to practice reflective teaching and conduct action research while you engage in pragmatics-focused instruction you design for your own classrooms.

Course Requirements

Your Responsibilities:

- To attend all class meetings and participate in activities and discussions at all levels.
- To complete readings before class and engage in reflection on your current teaching practice.
- To gather resources and information from existing literature and the CARLA pragmatics database related to topics to be explored independently.
- To engage class and online discussions actively to reflect, synthesize, and learn from colleagues.

Assignments:

Reading response (2 postings)

The purpose of this assignment is primarily to provide you with an opportunity to explore the publications on L2 pragmatics that is available in the field and to familiarize yourself with the range of topics these publications address. The response papers also offer a chance to enter the *discourse community* constituted by applied linguists focusing on L2 pragmatics.

You may choose articles from optional readings, or identify articles relevant to acquisitional pragmatics in refereed journals that are 10 pages or more in length and published within the last 10 years in the area of interlanguage or cross-cultural pragmatics. Each response should briefly summarize what the article is about, but its main focus should be on your response to it. Your review should be critical in the sense of “analytical” but not necessarily destructive. In building your arguments, you are strongly encouraged to relate course readings as much as possible and incorporate your own experience. Each response should be about 1-2 pages long (approximately 400-500 words). You should post two reading responses in the “Reading Response Forum” of our course website, **one by July 17th** and **the other by August 14th**.

Pragmatics-focused lesson plan (Paper and course website posting due: 6/25/2016)

In a small group or individually, you are asked to choose a component of pragmatic competence and develop a lesson plan that aims to improve learners’ pragmatic language use. This will be the basis of your instructional intervention that you will be providing later on during the course.

You will receive suggestions and feedback from the instructor and other course participants as you discuss your planned instruction in the third course meeting. You will be invited to post your lesson plans on the course website to share them with the rest of the group. (If you prefer to write a more formal research paper, please discuss your ideas with me by **May 15th**.) See the handout to be distributed in class for the details of this assignment.

Final paper on your classroom research (Paper and course website posting due: 8/30/2016)

In order to promote reflective teaching and systematic incorporation of pragmatics, you will be asked to plan and implement small-scale classroom research in your teaching context. Your pragmatics-focused instruction can be implemented either in your regular class or with a small group of volunteer students. You can utilize (the revised version of) your lesson plan you developed earlier as an instructional intervention in this exploration. You are also asked to make a presentation of your project in the last course meeting. For the details and format of the research, see the handout to be distributed in class.

Course Website

Find the course website in Google Drive. For any problems, contact the office or email Noriko.

Assessment

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

Participation (Attendance/participation in class and online)	30%
Assignment A: Reading responses	20%
Assignment C: Pragmatics-focused lesson plan	20%
Assignment D: Action research write-up and presentation	30%

TENTATIVE Course Schedule

Date	Topics	TENTATIVE Readings/ Assignments
1. April 24	Skype discussion: 1-3 pm ➤ Introduction to the course ➤ Terms, concepts, and definitions ➤ Learning L1/L2 pragmatics ➤ Data collection instruments in pragmatics Online learning: 6 hs ➤ Exploring CARLA/Ch 4 (app. 2.5 hs) ➤ Finding and analyzing authentic language use, peer reading and responding (2 hs) ➤ Reflective writing, peer reading and responding (1.5 hs)	Ishihara & Cohen (IC) Ch 1, 3, Yule Chs 7-8, Syllabus (Optional readings: LoCastro; Houck & Fujimori)
2. May 22	Skype discussion: 1-3 pm ➤ Instructional pragmatics: pragmatics-focused instruction ➤ Causes of learners' pragmatic failure/choice ➤ Textbook analysis and adaptation ➤ Overview of cross-cultural and interlanguage pragmatics Online learning: 6 hs ➤ Analysis of lesson plans (1.5 hs) ➤ Exploring instructional resources (3 hs) ➤ More reflections (1.5 hs)	IC Ch 5, 8, Fordyce, Knight (Optional: Petraki & Bayes, Jiang, Nguyen, IC Ch 7) Pragmatics-focused lesson plan and course website posting due by 6/25/2016. Finish the first reading response post by July 17th, and the Second by August 14th.
3. 8/25	➤ Background in pragmatics ➤ Cognitive theories related to the learning of L2 pragmatics ➤ Linking theory and practice in acquisitional pragmatics ➤ Lesson plan presentations/discussions ➤ Introduction to action research	Eslami-Rasekh, Yule Chs 5-6, IC Ch. 6 (Optional: Takimoto, Taguchi, Schmidt)
4. 8/28	➤ Psychological, social, and affective views of language learning and acquisition of pragmatics ➤ Assessment of learners' pragmatic competence ➤ A process of action research	Crandall & Basturkmen, Ch. 15 (Optional: Li, Siegal, Rine & van Compernelle, Morita, Ishihara, Lee & McChesney)
5. 8/30	➤ Action research presentations and discussion ➤ Pragmatics and English as an International Language ➤ Teacher development and instructional pragmatics ➤ Wrap-up reflection	Vásquez & Sharpless, Murray (Optional: IC Ch.2, 9) Action research paper and course website posting due this day.

Required/Optional Course Readings

Textbooks

- Yule, G. (1996). *Pragmatics*. Oxford, England: Oxford University Press. (required readings: chapters 5-8)
- Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson/Education.

Online Course Packet

For course meeting #1

- LoCastro, V. (2012). Defining the territory. In V. LoCastro, *Pragmatics for language educators: A sociolinguistic perspective* (pp. 3-17). London: Routledge.
- Houck, N., & Fujimori, J. (2010). "Teacher, you should lose some weight": Advice-giving in English. In D. Tatsuki & N. Houck (Eds.), *Pragmatics: Teaching speech acts* (pp. 89-103). Alexandria, VA: TESOL.

For course meeting #2

- Fordyce, K. (2012). What's in the name? In J. Ronald, K. Fordyce, C. Rinnert & T. Knight (Eds.), *Pragmatics: Bringing pragmatics to second language classrooms* (pp. 9-11). Tokyo: The Japan Association for Language Teaching Pragmatics Special Interest Group.
- Knight, T. (2012). I was wondering if... you could make that request more politely. In J. Ronald, K. Fordyce, C. Rinnert & T. Knight (Eds.), *Pragmatics: Bringing pragmatics to second language classrooms* (pp. 105-108). Tokyo: The Japan Association for Language Teaching Pragmatics Special Interest Group.
- Petraki, E., & Bayes, S. (2013). Teaching oral requests: An evaluation of five English as a second language coursebooks. *Pragmatics*, 23(3), 499-517.
- Jiang, X. (2006). Suggestions: What should ESL students know? *System*, 34(1), 36-54.
- Nguyen, T. T. M. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal*, 42(1), 1-14.

For course meeting #3

- Eslami-Rasekh, Z. (2005). Raising the pragmatic awareness of language learners. *ELT Journal*, 59(3), 199-208.
- Takimoto, M. (2008). The effects of deductive and inductive instruction on the development of language learners' pragmatic competence. *The Modern Language Journal*, 92(3), 369-386.
- Taguchi, N. (2015). Instructed pragmatics at a glance: Where instructional studies were, are, and should be going. State-of-the-art article. *Language Teaching*, 48(1), 1-50.
- Schmidt, R. (1993). Consciousness, learning, and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage pragmatics* (pp. 21-42). Oxford: Oxford University Press.

For course meeting #4

- Crandall, E., & Basturkmen, H. (2004). Evaluating pragmatics-focused materials. *ELT Journal*, 58(1), 38-49.
- Li, D. (2013). Pragmatic socialization. In I. C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-6). Oxford: Blackwell Publishing.
- Rine, E. F., & van Compernelle, R. A. (2013). Sociocultural theory and interlanguage pragmatics. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-6). Oxford: Blackwell Publishing.
- Siegal, M. (1996). The role of learner subjectivity in second language sociolinguistic competency: Western women learning Japanese. *Applied Linguistics*, 17, 356-382.
- Morita, N. (2004). Negotiating participation and identity in second language academic communities. *TESOL Quarterly* 38(4), 573-604.
- Ishihara, N. (2009). Teacher-based assessment for foreign language pragmatics. *TESOL Quarterly*, 43(3), 445-470.

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

For course meeting #5

Vásquez, C., & Sharpless, D. (2009). The role of pragmatics in the master's TESOL curriculum: Findings from a nationwide survey. *TESOL Quarterly*, 43(1), 5-28.

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

Useful Online Resources

Plan to spend ample time taking advantage of these resources.

Center for Advanced Research on Language Acquisition. *CARLA Speech Act Databases*.

- *Description of speech acts*: <http://www.carla.umn.edu/speechacts/descriptions.html>
- *Speech acts bibliography*: <http://www.carla.umn.edu/speechacts/bibliography/index.html>
- *Learning speech acts in Japanese*. Self-access learner modules for learning five speech acts: <http://www.carla.umn.edu/speechacts/japanese/introtospeechacts/index.htm>
- *Dancing with words: Strategies of learning pragmatics in Spanish*. Self-access learner modules for learning eight speech acts: http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html

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

Office of English Programs, U.S. Department of State. (2003). *Teaching pragmatics* (Bardovi-Harlig, K., & Mahan-Taylor, R., eds.) Teachers' resource book for teaching pragmatics: <http://exchanges.state.gov/education/engteaching/pragmatics.htm> (or google "Teaching Pragmatics Department of State")