

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
Fall 2018
(Letter grade or P/F)

Instructor Contact Information

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Course Dates (Sundays 10 am – 5 pm)

September 16, November 4, January 6, January 20, February 17 + online work (4 hours)

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 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 required 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 (**explore independently at least 3 hours**).
- 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 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 published within the last 10 years in the area of interlanguage, cross-cultural, or intercultural 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 other readings as

much as possible and incorporate your own experience. Each response should be approximately 400-500 words. You should post two reading responses in the “Reading Response Forum” of our course website, **one by November 4th** and **the other by December 16th**. Plan to **spend at least an hour online reading and responding** to other participants’ reading responses.

Pragmatics-focused lesson plan (Paper and course website posting due: 1/6/2019)

In a pair 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 at mid-semester. 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 **November 4th**.) 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: 2/17/2019)

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. You can utilize (the revised version of) your lesson plan you developed earlier as an instructional intervention in this exploration. For the details and format of these reports and research, see the handout to be distributed in class.

Course Website

Go to the course website and enter your username and password to sign in.

Assessment

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

Participation (Attendance/participation in class and online)	
Assignment A: Reading responses (15% each)	
Assignment C: Pragmatics-focused lesson plan	
Assignment D: Action research write-up (20%) and presentation (10%)	

Tentative Course Schedule

D at e	Topics	Readings/Assignments
9/ 16 /1 8	<ul style="list-style-type: none"> ➤ Introduction to the course ➤ Terms, concepts, and definitions ➤ Background in L2 pragmatics ➤ Teacher development and instructional pragmatics 	Hinkel, IC (Ishihara& Cohen) Ch.1, (Optional readings: Bardovi-Harlig, Thomas, LoCastro)
11 /4 /1 8	<ul style="list-style-type: none"> ➤ Overview of cross-cultural and interlanguage pragmatics ➤ Data collection instruments ➤ Research on refusals in cross- 	IC Ch.3, 4, Kreishan (optional: Yule Ch 5-8, Eslami-Rasekh, Taguchi)

	cultural/interlanguage pragmatics ➤ Example of pragmatics-focused instruction	The first reading response due: 11/4
1/ 6/ 20 19	➤ Lesson plan presentations/discussions ➤ Example of pragmatics-focused instruction ➤ Textbook analysis and adaptation ➤ Causes of learners' pragmatic failure/choice ➤ Peace linguistics and pragmatics ➤ Final project guidelines	IC Ch 5 (text only pp. 75-90), Fordyce, Knight (Optional: IC Ch 7-8, Ishihara, Orihashi, & Clark, Jiang, Nguyen, Petraki & Bayes, Wong) The second reading response due: 12/16. Pragmatics-focused lesson plan and course website posting due 1/6.
1/ 20 /2 01 9	➤ Cognitive theories related to the learning of L2 pragmatics ➤ Psychological, social, and post-structuralist views related to the acquisition of pragmatics ➤ Linking theory and practice in acquisitional pragmatics ➤ Example of pragmatics-focused instruction	IC Ch6, Houck & Fujimori, Crandall & Basturkmen (Optional: Washburn, Carroll, Riddiford & Newton, Siegal)
2/ 17 /2 01 9	➤ Assessment of learners' pragmatic competence ➤ The pragmatics of English as an International Language ➤ Final paper presentation ➤ Wrap-up reflection	IC Ch 14-15 (Optional: Lee & McChesney, IC Ch.9, Ishihara, Murray) Final paper and course website posting due: 2/17

Required/Optional Course Readings

Textbooks

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson/Education.

Optional text:

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

Online Course Packet (both required and optional readings)

For course meeting #1

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

Bardovi-Harlig, K. (2017). Acquisition of L2 pragmatics. In S. Loewen & M. Sato (Eds.), *The Routledge handbook of instructed second language acquisition* (pp. 224-245). New York: Routledge.

Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics*, 4(2), 91-109.

For course meeting #2

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

Eslami-Rasekh, Z. (2005). Raising the pragmatic awareness of language learners. *ELT Journal*, 59(3), 199-208.

Taguchi, N. (2011). Teaching pragmatics: Trends and issues. *Annual Review of Applied Linguistics*, 31, 289-310.

For course meeting #3

- 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.
- Ishihara, N., Orihashi, T., & Clark, Z. (in press). Innovations in elementary classrooms: Integrating the teaching of English, history, and peace linguistics. In H. Reinders, S. Ryan, & S. Nakao (Eds.), *Innovations in Language Learning and Teaching: The Case of Japan*.
- 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.
- Petraki, E., & Bayes, S. (2013). Teaching oral requests: An evaluation of five English as a second language coursebooks. *Pragmatics*, 23(3), 499-517.
- Wong, J. (2011). Pragmatic competency in telephone conversation closings. In N. Houck & D. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 135-152). Alexandria, VA: TESOL.

For course meeting #4

- Houck, N., & Fujimori, J. (2010). "Teacher, you should lose some weight": Advice-giving in English. In D. Tatsuki & N. Houck (Eds.), *Pragmatics: Teaching speech acts* (pp. 89-103). Alexandria, VA: TESOL.
- Crandall, E., & Basturkmen, H. (2004). Evaluating pragmatics-focused materials. *ELT Journal*, 58, 38-49.
- Washburn, G. N. (2001). Using situational comedies for pragmatic language teaching and learning. *TESOL Journal*, 10(4), 21-26
- Carroll, D. (2011). Teaching preference organization: Learning how not to say "no". In N. Houck & D. Tatsuki (Eds.), *Pragmatics: Teaching natural conversation* (pp. 105-118). Alexandria, VA: TESOL.
- Riddiford, N., & Newton, J. (2010). Small talk. In N. Riddiford & J. Newton, *Workplace talk in action: An ESOL resource* (pp. 9-17). Wellington: School of Linguistics and Applied Language Studies, Victoria University of Wellington.
- Li, D. (2013). Pragmatic socialization. In I. 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.

For course meeting #5

- Lee, J. S., & McChesney, B. (2000). Discourse rating tasks: A teaching tool for developing sociocultural competence. *ELT Journal*, 54(2), 161-168.
- Ishihara, N. (2009). Teacher-based assessment for foreign language pragmatics. *TESOL Quarterly*, 43(3), 445-470.
- 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 at least **3 hours** taking advantage of these resources.

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")

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/introspeechacts/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>