

**Pragmatics for Language Educators: Acquisitional and Cross-Cultural Pragmatics (3 cr.)**  
**Graduate School for Language Sciences**  
**Kanda University of International Studies**  
**Fall 2020**

### **Instructor Contact Information**

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**Course Dates** (Sundays 10 am – 5 pm)

October 18, November 1, December 6, January 17, February 21 + online work (6 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 samples of 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, social, and emotional 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 investigate issues related to classroom assessment of learners' pragmatic competence. You are encouraged to practice reflective teaching while you design (and engage in) pragmatics-focused instruction.

### **Course Website**

Go to the course Google Classroom (GC) and enter your username and password to sign in.

### **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 your topics. Explore independently for at least **three hours**.
- To read and learn from your peers' mid-term papers independently for at least **one hour**.

#### Assignments:

#### **Language analysis journal (2 entries): due 2<sup>nd</sup> and 4<sup>th</sup> course meetings**

The purpose of this assignment is to provide you with an opportunity to analyze authentic language use from a pragmatics or discourse point of view that goes beyond the lay observation of language. First, identify a SMALL piece of AUTHENTIC (naturally occurring) language sample in English (or L2 Japanese) spoken or written by a pragmatically competent user(s) of the language. It may be an email message in your inbox, a Facebook post, or audio- or video-recording of your dinner-time conversation. In case of oral data, transcribe them for analysis. Second, use the terms and concepts introduced in this course and analyze them both linguistically and culturally. Indicate which parts of your data represent certain pragmatics/discourse

strategies, show (in)directness, (in)formality, or (im)politeness, index certain relationships or identities, display power and dominance, create potential misunderstanding, and so forth.

In building your analysis, you are strongly encouraged to incorporate the terms and concepts from the course readings. Each entry should be approximately 300 words including your data. Submit each entry in the “Language Analysis Journals” section of our course Google Classroom (GC), **by the second and fourth course meetings respectively.**

**Pragmatics-focused lesson plan (Mid-term and final papers): due 3<sup>rd</sup> and 5<sup>th</sup> course meetings**

In a pair or individually, you are asked to choose and research a component of pragmatic competence or discourse feature (mid-term paper) and develop a lesson plan that aims to improve learners’ pragmatic awareness and/or use of that selected feature (final paper).

Think of your mid-term paper as an extension of a language analysis journal entry, except that you will be more proactively researching and reporting empirically based information about your selected topic. If your topic is a speech act, see if it is included in CARLA’s “Descriptions of Speech Acts” website. If not, or if you select another pragmatic or discourse feature, do your own library research or feel free to speak to me individually to help identify the relevant literature. The mid-term paper consists the first half of your final paper, which means you will have a chance to revise it if you so wish. **Submit your mid-term paper BOTH in the “Mid-term Papers” folder and in the Stream section of the GC before the 3<sup>rd</sup> course meeting and be prepared to informally discuss your paper in class.** Spend at least one hour reading your peers’ mid-term papers to learn about a wider range of topics.

Your mid-term paper becomes the basis of your instructional intervention (lesson plan) that you will be providing in the second half of your final paper. You are welcome to adapt published lesson plans or create one on your own. You will receive suggestions and feedback from other course participants as you make a presentation in the last course meeting. I will assess and comment on your lesson in response to your written final paper. **The deadline for this paper is the day of the last course meeting (submit in the “Final Papers” folder in GC).** See the handout to be distributed in class for the details of this assignment.

**Assessment**

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

Participation (Attendance/participation in class and online)	20%
Assignment A: Language analysis journal entries (15% each)	30%
Assignment B: Pragmatics-focused lesson plan	20%
Assignment C: Action research write-up (20%) and presentation (10%)	30%

**Tentative Course Schedule**

Date	Topics	Readings/Assignments
10/18/20	<ul style="list-style-type: none"> <li>➤ Introduction to the course</li> <li>➤ Terms, concepts, and definitions</li> <li>➤ Background in L2 pragmatics</li> <li>➤ Teacher development and instructional pragmatics</li> </ul>	Hinkel, IC (Ishihara& Cohen) Ch.1  (Optional readings: Bardovi-Harlig, LoCastro)
11/1/20	<ul style="list-style-type: none"> <li>➤ Overview of cross-cultural and interlanguage pragmatics</li> <li>➤ Research on refusals in cross-cultural/interlanguage pragmatics</li> <li>➤ Example of pragmatics-focused instruction</li> <li>➤ Data collection instruments</li> <li>➤ Guidelines for lesson plans</li> </ul>	IC Ch.3, 4, Kreishan  (optional: Yule Ch 5-8, Taguchi)  <b>Language analysis journal #1 due</b>
12/6/2020	<ul style="list-style-type: none"> <li>➤ Lesson plan presentations/discussions</li> <li>➤ Example of pragmatics-focused instruction</li> <li>➤ Textbook analysis and adaptation</li> </ul>	IC Ch 5 (text only pp. 75-90), Fordyce, Knight

	<ul style="list-style-type: none"> <li>➤ Causes of learners' pragmatic failure/choice</li> <li>➤ Peace linguistics and pragmatics</li> <li>➤ Final project guidelines</li> </ul>	(Optional: IC Ch 7-8, Ishihara, Orihashi, & Clark, Taguchi & Roever, Wong)  <b>Pragmatics-focused lesson plan and GC submission due.</b>
1/17/2021	<ul style="list-style-type: none"> <li>➤ Cognitive theories related to the learning of L2 pragmatics</li> <li>➤ Psychological, social, and post-structuralist views related to the acquisition of pragmatics</li> <li>➤ Linking theory and practice in acquisitional pragmatics</li> <li>➤ Example of pragmatics-focused instruction</li> </ul>	IC Ch6, Houck & Fujimori  (Optional: Washburn, Carroll, Riddiford & Newton, Furmanovsky, Siegal)  <b>Language analysis journal #2 due</b>
2/21/2021	<ul style="list-style-type: none"> <li>➤ Final paper presentations</li> <li>➤ Assessment of learners' pragmatic competence</li> <li>➤ The pragmatics of English as an International Language</li> <li>➤ Wrap-up reflection</li> </ul>	IC Ch 14-15  (Optional: Lee & McChesney, Murray, Taguchi & Ishihara)  <b>Final paper and GC submission due</b>

## Required/Optional Course Readings

### Textbooks

Ishihara, N., & Cohen, A. D. (2010/2014). *Teaching and learning pragmatics: Where language and culture meet*. Harlow, UK: Pearson/Education (later published from Routledge).

### 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. (2020). Pedagogical linguistics: A view from L2 pragmatics. *Pedagogical Linguistics*, 1(1), 44-65.

LoCastro, V. (2012). Defining the territory. In V. LoCastro, *Pragmatics for language educators: A sociolinguistic perspective* (pp. 3-17). London: Routledge.

#### 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.

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.

#### 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. (2019). 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* (pp. 47-69). Cham, Switzerland: Palgrave Macmillan.
- Taguchi, N., & Roever, C. (2017). Contexts for pragmatic development. In N. Taguchi & C. Roever (Eds.), *Second language pragmatics* (pp. 177-212). Oxford: Oxford University Press.
- 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.
- 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.
- Fermanovsky, M. (2020). Developing advice-giving pragmatic skills through dialogs focusing on ethical dilemmas. In J. J. Tarandis, J. Ronald, D. Fujimoto, & N. Ishihara (Eds.), *Pragmatics undercover: The search for natural talk in EFL textbooks* (pp. 133-142). Tokyo: The Japan Association for Language Teaching Pragmatics Special Interest Group.
- 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.
- Murray, N. (2012). English as a lingua franca and the development of pragmatic competence. *ELT Journal*, 66(3), 318-326.
- Taguchi, N., & Ishihara, N. (2018). The Pragmatics of English as a Lingua Franca: Research and Pedagogy in the Era of Globalization. *Annual Review of Applied Linguistics*, 38, 80-101.

### **Useful Online Resources (also check physical books in the office)**

Plan to spend at least **3 hours** 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/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](http://www.carla.umn.edu/speechacts/sp_pragmatics/home.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")

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>