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
Noriko Ishihara, Ph.D.
Adjunct professor, Kanda University of International Studies
Associate professor of EFL/TESOL, Hosei University
E-mail: ishi0029@gmail.com

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:

<table>
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<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Participation (Attendance/participation in class and online)</td>
<td>30%</td>
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<tr>
<td>Assignment A: Reading responses</td>
<td>20%</td>
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<tr>
<td>Assignment C: Pragmatics-focused lesson plan</td>
<td>20%</td>
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<tr>
<td>Assignment D: Action research write-up and presentation</td>
<td>30%</td>
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<tr>
<td>Date</td>
<td>Topics</td>
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| 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 Compernolle, 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


Online Course Packet

*For course meeting #1*


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*


Knight, T. (2012). I was wondering if... you could make that request more politely. In J. Ronald, K. Fordyce, C. Rinnert & T. Knight (Eds.), *Pragtivities: Bringing pragmatics to second language classrooms* (pp. 105-108). Tokyo: The Japan Association for Language Teaching Pragmatics Special Interest Group.


*For course meeting #3*


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 #4*


*For course meeting #5*


**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](http://www.carla.umn.edu/speechacts/descriptions.html)
- 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)

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](http://www.indiana.edu/~discprag/index.html)
