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 investigates 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\(^{nd}\) and 4\(^{th}\) 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**th and 5**th 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**th 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% |

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Causes of learners’ pragmatic failure/choice  
Peace linguistics and pragmatics  
Final project guidelines

Pragmatics-focused lesson plan and GC submission due.

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

Language analysis journal #2 due

Final paper presentations  
Assessment of learners’ pragmatic competence  
The pragmatics of English as an International Language  
Wrap-up reflection

Final paper and GC submission due

**Required/Optional Course Readings**

**Textbooks**


Optional text:


**Online Course Packet (both required and optional readings)**

*For course meeting #1*


*For course meeting #2*


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*


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 #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.


For course meeting #5


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](http://www.carla.umn.edu/speechacts/descriptions.html)
- **Speech acts bibliography**: [http://www.carla.umn.edu/speechacts/bibliography/index.html](http://www.carla.umn.edu/speechacts/bibliography/index.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)