

## Annotated Literature Review

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**TITLE: APOLOGIES: RAISING LEARNERS' CROSS-CULTURAL AWARENESS**

**AUTHOR: S. KONDO**

**REFERENCE: KONDO, S. (2010). APOLOGIES: RAISING LEARNERS' CROSS-CULTURAL AWARENESS. IN A. MARTINEZ-FLOR & E. USO-JUAN (EDS.), SPEECH ACT PERFORMANCE: THEORETICAL, EMPIRICAL AND METHODOLOGICAL ISSUES 9PP.145-162).**

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**KEY CONCEPTS:**

Cross-cultural pragmatics

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**APPLICATION:**

Useful for developing lesson plans and activities related to raising awareness of cross-cultural language use. Gives an example of a lesson plan on the speech act of apologies.

**TITLE: CAN PRAGMATIC COMPETENCE BE TAUGHT?**

**AUTHOR: GABRIELE KASPER**

**REFERENCE: NFLCRC NETWORK #6 (1997). SECOND LANGUAGE TEACHING & CURRICULUM CENTER. RETRIEVED FROM [HTTP://WWW.NFLRC.HAWAII.EDU/NETWORKS/NW06/](http://www.nflrc.hawaii.edu/networks/nw06/)**

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**KEY CONCEPTS:**

Competence is not teachable – it's a type of knowledge that learners possess or develop

We need to arrange learning opportunities

Pragmatics – is the study of communicative action in its sociocultural context

- a. Not only speech acts
- b. But also participation in conversation, engaging in different types of discourse and sustaining interaction in complex speech events

Pragmatics is interpersonal rhetoric i.e. the way speakers and writers accomplish goals as social actors who need to :

- a. Get things done
- b. Attend to interpersonal relationships with other participants at the same time

Subdivide pragmatics into

- a. Pragmalinguistics –
  - a. Resources for conveying communicative acts
    - i. Pragmatic strategies like directness and indirectness ; linguistic forms which can intensify or soften
- b. Sociopragmatics
  - a. Social perceptions underlying interpretation and performance of communicative action
  - b. Differ in assessment of speakers and hearers social distance and social power etc..

Pragmatic competence subdivides into:

- a. illocutionary competence
  - a. Knowledge of communicative action and how to carry it out
  - b. Communicative action is more accurate than speech acts - includes silence and nonverbal
- b. Sociolinguistic competence
  - a. Ability to use language appropriately according to context
    - i. Select communicative acts and appropriate strategies to implement them on current conversational contract ...(Fraser, 1990...in paper)

**TITLE: CLB SUPPORT KIT**

**AUTHORS: ERIN WAUGH AND MARIAN ROSSITER**

REFERENCE: CANADIAN LANGUAGE BENCHMARKS (2012). CLB SUPPORT KIT. RETRIEVED FROM  
[HTTP://WWW.LANGUAGE.CA/INDEX.CFM?VOIR=SECTIONS&ID=17356&M=4038&REPERTOIRE\\_NO=2137991327](http://www.language.ca/index.cfm?VOIR=SECTIONS&ID=17356&M=4038&REPERTOIRE_NO=2137991327)

**KEY CONCEPTS:**

Lesson planning, speech acts in CLB, assessment, adapting existing textbook materials to teach pragmatics

**APPLICATION:**

A practical resource on assessment and lesson planning. Includes an example of a CLB 2 and CLB 6 lesson plan for teaching different speech acts.

**TITLE: INTERACTIVE LANGUAGE TEACHING, CHAPTER 15 PREPARING THE LANGUAGE STUDENT FOR PROFESSIONAL INTERACTION**

**AUTHOR: RIVERS, W. M. (ED.). CHAPTER 15: DOW, A. R. & RYAN, J. T.**

REFERENCE: RETRIEVED FROM  
[HTTP://WWW.CAMBRIDGE.ORG/CA/ESL/CATALOG/SUBJECT/PROJECT/ITEM5629540/INTERACTIVE-LANGUAGE-TEACHING-PRODUCT-HOME/?SITE\\_LOCALE=EN\\_CA&CURRENTSUBJECTID=2489443](http://www.cambridge.org/ca/esl/catalog/subject/project/item5629540/interactive-language-teaching-product-home/?site_locale=en_ca&currentsubjectid=2489443)

**KEY CONCEPTS:**

Case method is

1. An interactive technique: Interaction between student experience and case content, other students, videotape, members of business community, and teacher/facilitator
2. Task oriented and purposeful
3. Motivating due to real world problem content
4. Respectful to mature professionals
5. Cooperative as students build on other ideas and also constructively competitive

6. No one correct answer

7. Emphasis on process not product

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#### APPLICATION: LINKING PRAGMATICS TO LEADERSHIP THROUGH CASE STUDIES

Looking at pragmatics as gatekeeper to leadership

1. Build cases based on company needs – what does leadership require
2. What's preventing leadership for newcomers
3. What is norm for the company(ies)
4. Build case studies – format & marking rubric available in chapter
  - a. leader x potential leader – successful – sample case
  - b. leader x potential leader – unsuccessful - sample case
  - c. use recordings
  - d. use video – low tech

Why?

1. Language in use component – encourages direct, brief expression
2. Builds writing an analysis ability
3. Prepares students for business demands – organizing of ideas
4. Helps teacher comfort in moving to facilitator – restate, ask questions, recapitulate major points (also praise or cut short when needed)
5. Get participants use to give and take of discussion
6. Role play and team presentations encourage working together AND build tolerance for diversity of opinions
7. Encourages participants to take risks and give opinions

Provides a great list of speaking skills and strategies under headings of 1. Organization 2. Physical presentation 3. Interactive speaking skills 4. Speaking strategies – p. 204

Case studies can be based on local businesses expressed needs...

**TITLE: INTRODUCING PRAGMATICS IN USE**

**AUTHORS: ANNE O'KEEFE, BRIAN CLANCY AND SVENJA ADOPHS**

REFERENCE: O'KEEFE, A., CLANCY, B., & ADOLPHS, S. (2011). INTRODUCING PRAGMATICS IN USE. ROUTLEDGE: N.Y.

**KEY CONCEPTS:**

Research, pragmatics across cultures, literature review on pragmatics.

**APPLICATION:**

This is a useful resource for planning pragmatics research. Chapter 2 gives a summary of ways of researching. Chapter 6 discusses pragmatics across language and culture. Chapter 8 talks about pragmatics teaching practices.

**TITLE: LEVELS OF PRAGMATIC COMPETENCE IN AN ESL ACADEMIC CONTEXT: A TOOL FOR ASSESSMENT**

**AUTHORS: IFANTIDOU, E. & TZANNE, A.**

REFERENCE: IFANTIDOU, E. & TZANNE, A. (2010). LEVELS OF PRAGMATIC COMPETENCE IN AN ESL ACADEMIC CONTEXT: A TOOL FOR ASSESSMENT (CONFERENCE POSTER). RETRIEVED [HTTP://CONFERENCE.CLANCORPUS.NET/?P=1349](http://conference.clancorpus.net/?P=1349)

**KEY CONCEPTS:**

The present study is concerned how to teach and assess pragmatics.

... For a graded ability to be able to show, pragmatic competence needs to be refined in a way that different levels can become manifest and identified by means of criteria learners meet to varying degrees. Describing pragmatic competence as the ability to identify, repair and perform in making apologies, or requests, or compliments by elicited focus-on-form discourse completion tasks is a fragment insight into pragmatic competence, and a contrived one too....

Aiming at a more realistic and hence more accurate assessment of learners' developing pragmatic competence, this study adopts a definition that subsumes related competences, and contrary to prior assumptions, clearly distinguishes between related competences in order to serve as a valid instruction and testing tool at the same time. Pragmatic competence is: a two-stage process that can be manifested in the written production of learners' requested to:

(a) identify pragmatically inferred effects in the form of implicated conclusions conveyed (pragmatic awareness),

(b) meta-represent the link between linguistic indexes and pragmatic effects retrieved (metapragmatic awareness), and explicate the link for the purposes of L2 assessment (metalinguistic competence)

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**APPLICATION: TEACHING METHODS – APPROACH TO INTERPRETING WRITTEN TEXTS**

a) Students read the text and identify the attitude of the writer towards the person or event s/he is writing about (pragmatic awareness)

b) Drawing upon the terms and concepts of functional grammar, students analyse the text and list together examples of the various lexical and grammatical features used (metalinguistic awareness)

c) Students judge the relevance of these features in relation to their initial interpretation of the text's overall force and use a selection of the most relevant features as evidence to support this interpretation (metapragmatic awareness).

**TITLE: PRAGMATICS AND SPEECH ACTS**

**AUTHOR: CENTER FOR ADVANCED RESEARCH ON LANGUAGE ACQUISITION (CARLA)**

REFERENCE: WEBSITE RETRIEVED AT [HTTP://WWW.CARLA.UMN.EDU/SPEECHACTS/](http://www.carla.umn.edu/speechacts/)

**KEY CONCEPTS:**

Comprehensive materials on speech acts and pragmatics including a rationale for teaching speech acts, research-based descriptions of speech acts, bibliography, strategies for teaching and learning speech acts.

**APPLICATION:**

Practical teaching resources for specific speech acts (e.g. requests, apologies, compliments, etc.)

**TITLE: PRAGMATICS IN SECOND LANGUAGE ACQUISITION**

**AUTHOR: KATHLEEN BARDOVI-HARLIG**

REFERENCE: IN S.M. GASS & A.MACKAY (EDS.). (2012). THE ROUTLEDGE HANDBOOK OF SECOND LANGUAGE ACQUISITION N.Y.:N.Y.: ROUTLEDGE PP. 147-162

KEY CONCEPTS:

Useful literature review on pragmatics.

APPLICATION:

Section (pp. 154-157) on how to collect pragmatics data. Includes a useful figure (figure 9.1 on p. 154) on oral tasks and simulations from most to least authentic. Good practical resource for teachers by one of the strongest scholars in the field.

**TITLE: PROFESSION-SPECIFIC LANGUAGE AND COMMUNICATION ASSESSMENT IN OCCUPATIONAL THERAPY AND PHYSIOTHERAPY**

Profession specific language and communication **assessment** in Occupational Therapy and PhysioTherapy

**AUTHOR: CONFERENCE BOARD OF CANADA**

REFERENCE: CONFERENCE BOARD OF CANADA (2012). PROFESSION-SPECIFIC LANGUAGE AND COMMUNICATION ASSESSMENT IN OCCUPATIONAL THERAPY ANDPHYSIOTHERAPY. RETRIEVED FROM [HTTP://WWW.CONFERENCEBOARD.CA/E-LIBRARY/ABSTRACT.ASPX?DID=4885](http://www.conferenceboard.ca/E-LIBRARY/ABSTRACT.ASPX?DID=4885)

KEY CONCEPTS:

1. Competency based, profession-based task reporting to assess professional communication.
2. Developing an online profession-specific language and communication assessment for Occupational Therapy and Physiotherapy. For more information [http://www.leapesl.ca/index.php?option=com\\_content&view=category&layout=blog&id=19&Itemid=39](http://www.leapesl.ca/index.php?option=com_content&view=category&layout=blog&id=19&Itemid=39)

APPLICATION:

Linking language proficiency with communication and professional language competencies through task-based, profession specific tasks. Use of a competency-based report based on select communication and

soft skills that cut across all tasks and activities e.g. effective language use, critical thinking, professional communication, client focus and negotiating and influencing (cultural bridging).

**TITLE: SOFTEN UP! SUCCESSFUL REQUESTS IN THE WORKPLACE**

**AUTHOR: L. YATES AND J. SPRINGALL**

REFERENCE: YATES, L., & SPRINGALL, J. (2010). SOFTEN UP! SUCCESSFUL REQUESTS IN THE WORKPLACE. D.H. TATSUKI & N.R., HOUCK (EDS.), PRAGMATICS: TEACHING SPEECH ACTS. ALEXANDRIA, VA: TESOL. (PP. 67-86)

KEY CONCEPTS:

Workplace-oriented pragmatics lesson planning

APPLICATION :

Useful for developing lesson plans and activities related to raising awareness of cross-cultural language use in the workplace.

**TITLE: SUGGESTIONS: HOW SOCIAL NORMS AFFECT PRAGMATIC BEHAVIOUR**

**AUTHOR: A. MARTINEZ-FLOR**

REFERENCE: MARTINEZ-FLOR, A. (2010). SUGGESTIONS: HOW SOCIAL NORMS AFFECT PRAGMATIC BEHAVIOUR. IN A. MARTINEZ-FLOR & E. USO-JUAN (EDS.), SPEECH ACT PERFORMANCE: THEORETICAL, EMPIRICAL AND METHODOLOGICAL ISSUES (PP.257-274).

KEY CONCEPTS/APPLICATION:

Strong resource for practitioners/curriculum developers looking for material on the speech act of suggestions.

**TITLE: TEACHING AND LEARNING PRAGMATICS: WHERE LANGUAGE AND CULTURE MEET**

**AUTHOR: NORIKO ISHIHARA, ANDREW COHEN**

REFERENCE: ISHIHARA, N., & COHEN, A. (2010). TEACHING AND LEARNING PRAGMATICS: WHERE LANGUAGE AND CULTURE MEET. PEARSON. HARLOW: UK.

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**KEY CONCEPTS:**

This book presents curriculum and teaching methods including adapting textbooks for teaching pragmatics, lesson planning, curriculum writing and strategies for learning and performing speech acts.

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**APPLICATION:**

Designing lesson plans, incorporating technology and pragmatics assessment.