

# Doing Pragmatics Learning in L1-L2 Interaction: “How to Be Less Humbly Humble?”

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# Conversation Analysis on Interaction during Tutoring Session

L2 Learner of Japanese

Japanese TA



## Conversation Analysis on Interaction during Tutoring Session

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- How a learner provides a **compliment response** during the session
- Ways in which a pragmatics learning opportunity is co-constructed

# Overview

- 1. Literature Review on Relevant Research**
- 2. Research Questions**
- 3. Data and Participants**
- 4. Analysis**
- 5. Conclusion/Pedagogical Implications**

# Pragmatics Teaching on Compliments

The “appropriate” compliment response type is determined by:  
**social/cultural norms, gender, relative social status, the referents**

(e.g. Ishihara, 2011)



- **Explicit Instruction** on phrases and the underlying rules (e.g. Taguchi, 2015; Takahashi, 2010)
- **Awareness-raising activity** (e.g. using films or journals) (e.g. Ishihara, 2007)

→ **However, the complexity that is involved in compliment response within an interaction needs to be further explored and revealed in order to provide a more effective instruction.**

# Compliment from CA Perspectives

[Preference Organization of Compliment Responses]

**Compliment → acceptance (avoid disagreement)**

**Compliment → rejection (avoid self-praising)**

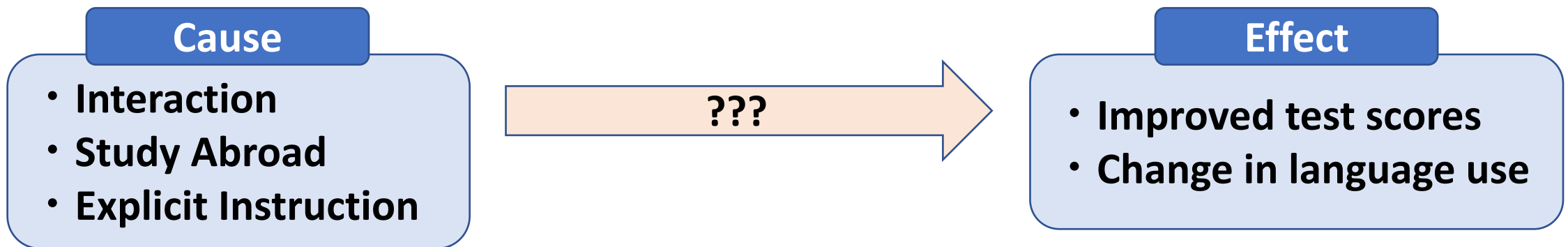
The majority of compliment responses are neither straightforward acceptances nor straightforward rejections.

**→ This mechanism of compliment responses has not been fully examined and is not reflected in our teaching.**

# L2 Pragmatics Learning outside the classroom

- L2 pragmatics learning has been examined in a wide-range of other contexts, including study abroad programs, international workplaces, etc. (Taguchi, 2015).

→ Almost none of the previous studies focus on how pragmatics learning occurs.



# Research Questions

- 1) How does responding to a compliment (assessment) become relevant to the ongoing talk and get managed during tutoring session?**
- 2) How is the way in which a learner responds to a given compliment oriented by other participants and further turned into a learning moment?**



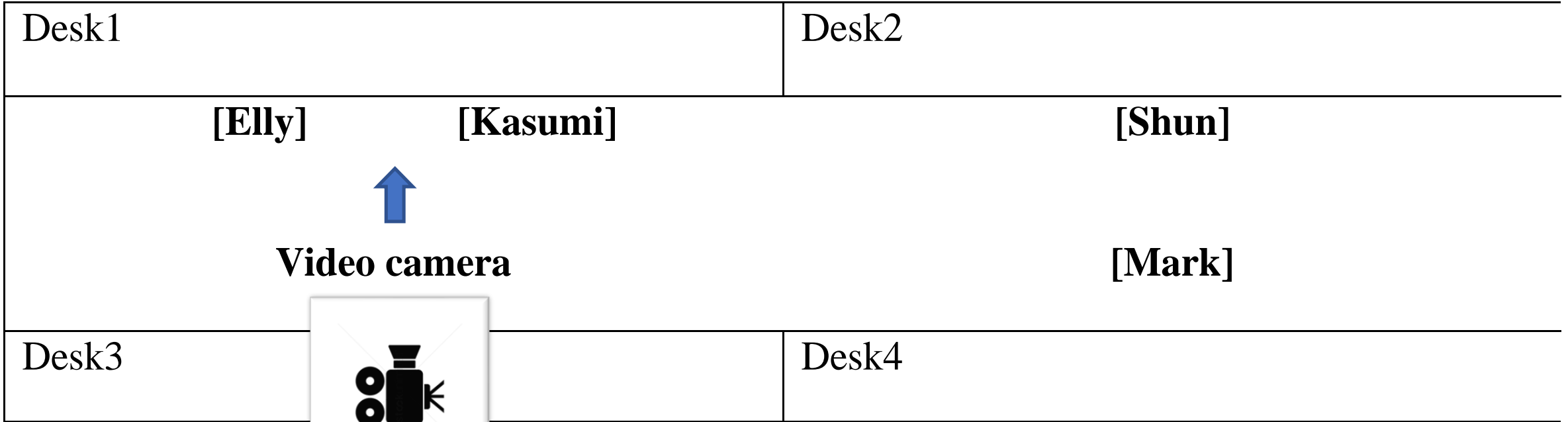
# Data

- Data Collection: **Video-recording** (approx. 10 hours)
- **Single case analysis** on one particular segment
- **Elly**: a Korean female intermediate-level learner of Japanese  
\*(Taking **3<sup>rd</sup> semester Japanese** at the time of the recording.)

**Kasumi**: the TA that tutors Elly during office hours

**Shun**: another TA whose L1 is Japanese

**Mark**: another TA whose L1 is English



## Pronunciation Practice

Elly reads aloud a textbook passage



Kasumi provides feedback



Elly focuses on a specific word or phrase

Elly

Kasumi

Elly has been struggling to pronounce a combination of the word “*nihon*” + the particle “*e*”

1 Kasumi:	nihon e	1	Elicitation
2 Elly:	nihon e	2	Response
3 Kasumi:	un, [ii to omoimasu yo	3	Assessment
4 Elly:	[hahahaha		
5 Kasumi:	ii to omoimasu		
6 Elly:	un, maa motto gambarimasu		
7 Kasumi:	hhh .h [joozu desu yo		
8 Elly:	[gambatte-		
9 Kasumi:	joozu desu yo		
10	(0.5)		
11 Elly:	°nihon- nihon e°		
12 Kasumi:	un, (.) un un sugoi joozu un		
13 Elly:	hhhh[h arigatougozaimasu		
14 Kasumi:	[un honto honto		
15	(2.5)		

1Kasumi: nihon e  
2Elly: nihon e  
3Kasumi: un, [ii to omoimasu yo  
4Elly: [hahahaha

5Kasumi: ii to omoimasu **Positive Assessment**

6Elly: un, maa motto gambarimasu **Deflection**

7Kasumi: hhh .h [joozu desu yo  
8Elly: [gambatte- **Avoid self-praising**

9Kasumi: joozu desu yo **Positive Assessment**

10 (0.5)

11Elly: °nihon- nihon e° **Positive Assessment/Compliment**

12Kasumi: un, (.) un un sugoi joozu un

13Elly: **nhhh[h** arigatougozaimasu **Acceptance**

14Kasumi: [un honto honto

15 (2.5)

**Avoid disagreement**

1	Kasumi:	nihon e	
2	Elly:	nihon e	
3	Kasumi:	un, [ii to omoimasu yo	
4	Elly:	[hahahaha	<b>Positive Assessment</b>
5	Kasumi:	ii to omoimasu	
6	Elly:	un, maa motto gambarimasu	↓
7	Kasumi:	hhh .h [joozu desu yo	
8	Elly:	[gambatte	<b>Positive Assessment</b>
9	Kasumi:	joozu desu yo	
10		(0.5)	↓
11	Elly:	°nihon- nihon e°	<b>Upgraded Positive Assessment</b>
12	Kasumi:	un, (.) un un sugoi joozu un	
13	Elly:	hhhh[h arigatougozaimasu	
14	Kasumi:	[un honto honto	
15		(2.5)	

1	Kasumi:	nihon e	
2	Elly:	nihon e	
3	Kasumi:	un, [ii to omoimasu yo	
4	Elly:	[hahahaha	Positive Assessment
5	Kasumi:	ii to omoimasu	
6	Elly:	un, maa motto gambarimasu	
7	Kasumi:	hhh .h [joozu desu yo	
8	Elly:	[gambatte	Positive Assessment
9	Kasumi:	joozu desu yo	
10		(0.5)	
11	Elly:	°nihon- nihon e°	Positive Assessment/Compliment
12	Kasumi:	un, (.) un un sugoi joozu un	
13	Elly:	hhhh[h arigatougozaimasu	
14	Kasumi:	[un honto honto	Acceptance of the supportive action
15		(2.5)	

Negative Feedback

15 (2.5)

16Mark: demo sono toki ni chotto kenson; shita hoo ga ii to omoimasu

17Kasumi: h[hhh

18Elly: [ken[son?

19Mark: [iya iya watashi nanka

Providing Account

20Elly: aa aa::: hhh kenson [dakara hamburu

21Kasumi: [zutto- zutto kenson shiteta kara

22Elly: hai [wata- ] hhh mada mada desu

Acceptance/Correction

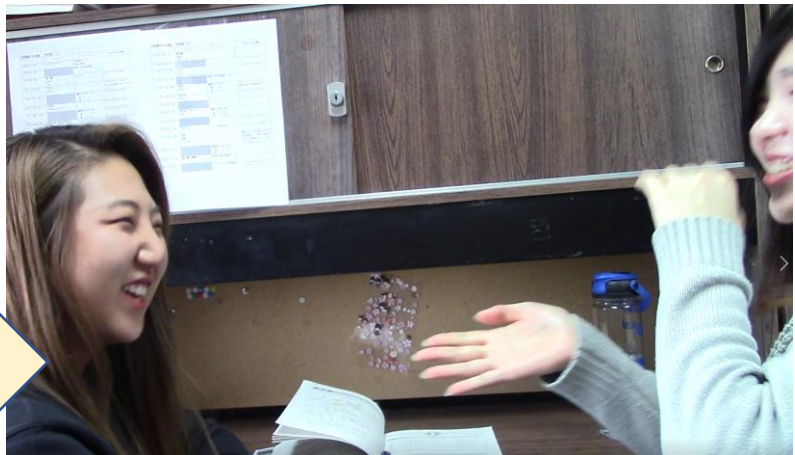
23Kasumi: [Elly san]

24Mark: [a ] gomenn, shitsurei itashimashita

25Kasumi: hh[hh

Apology

26Elly: [hhh





Negative Feedback

15 (2.5)

16Mark: demo sono toki ni chotto kenson; shita hoo ga ii to omoimasu

17Kasumi: h[hhh

18Elly: [ken[son?

19Mark: [iya iya watashi nanka

20Elly: aa aa::: hhh kenson [dakara hamburu

21Kasumi: [zutto- zutto kenson shiteta kara

22Elly: hai [wata- ] hhh mada mada desu

23Kasumi: [Elly san]

24Mark: [a ] gomenn, shitsurei itashimashita

25Kasumi: hh[hh

26Elly: [hhh

Initiation of a "phrase search"

27Elly ja kenson: shitai to,  
28 donna: nanka (.) kimarimonku: ga (0.3) arimasu ka?  
29 (0.3)  
30 donna [kimarimonku ga arimasu ka ]

31Mark: [watashi nanka nihongo zenzen] dekinai n desu yo

32Kasumi: hh[h

Candidate Phrase

33Elly: [nihongo zenzen dekinai n desu yo=

34 =A!, watashi mo tomodachi to: hanasu toki,



34 =A!, watashi mo tomodachi to: hanasu toki,  
35Kasumi: un  
36Elly: aa watashi no nihongo (0.3) ima mada nanka (0.8)  
37 yada desu ne to it tara:  
38 hh dame- dame da to it tara: nanka tomodachi ga  
39 ma: Elly no nihongo joozu janai? to itte  
40Kasumi: un [un  
41Elly: [de sono toki, nihongo zenzen dekinai to ittara:  
42Kasumi: [un  
43Elly: [ima- ima mo nihongo de hanashi- hanashi- hanashite:  
44Kasumi un un [un  
45Elly: [iru da yo to  
46Kasumi: un un  
47Elly: iwaremasu  
48Kasumi: un:: [un un un un  
49Male: [u::n  
50Elly: nanka donna: nanka:  
51 hamburu shitai to, donna kimarimonku ga arimasu ka?  
52 (1.2)  
53 hhh ma: amari joozu janai kedo: (.) [to: nanka hoka no?]  
54Kasumi: [un ma chotto ]  
55 un

**Storytelling:**  
The use of past experiences to  
specify a “context”



**Re-initiation of a “phrase search”**

54Kasumi:

[un ma chotto ]

55 un

56 (2.5)

## Display of understanding in a question form

57Kasumi: anmari joozu jaarimasen yori

58 chotto hanburu sa ga nakunatta hanburu (.) tte koto?

59Shun: motto joozu ni naritai n desu

60Elly: u:::[n

61Shun: [de ii n janai?

62Kasumi: aa:: [ii desu ne

63Elly: [motto joozu ni naritai desu

64Shun: ee: joozu jan, iya motto joozu ni narita:i

65Elly: u::n [motto joozu- ]

66Shun: [dattara mada-] mada:

67Kasumi: tashika ni

68Shun: un paafekuto janai mitai[na hamburu

69Elly: [u::n

70Shun: un

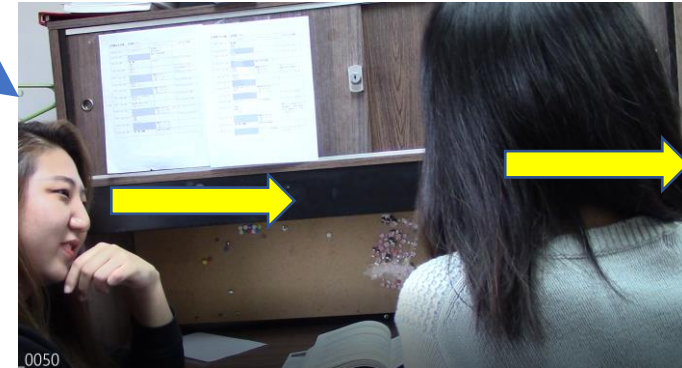
71Kasumi: nanka motto motto, ue ni ue [ni °mitaina°

72Elly: [motto gambarimasu wa?

73Mark: nihongo no-

74Kasumi: motto gambarimasu mo ii to omoimasu

75Elly: u:n



**Both shift their gazes toward Shun**

54Kasumi: [un ma chotto ]  
55 un  
56 (2.5)  
57Kasumi: anmari joozu jaarimasen yori  
58 chotto hanburu sa ga nakunatta hanburu (.) tte koto?  
59Shun: motto joozu ni naritai n desu  
60Elly: u:::[n  
61Shun: [de ii n janai?  
62Kasumi: aa:: [ii desu ne  
63Elly: [motto joozu ni naritai desu  
64Shun: ee: joozu jan, iya motto joozu ni narita:i  
65Elly: u:::n [motto joozu- ]  
66Shun: [dattara mada-] mada:  
67Kasumi: tashika ni  
68Shun: un paafekuto janai mitai[na hamburu  
69Elly: [u:::n  
70Shun: un  
71Kasumi: nanka motto motto, ue ni ue [ni °mitaina°  
72Elly: [motto gambarimasu wa?  
73Mark: nihongo no-  
74Kasumi: motto gambarimasu mo ii to omoimasu  
75Elly: u:n

**Candidate phrase**



**Enactment**



**Explanation**

54Kasumi: [un ma chotto ]

55 un

56 (2.5)

57Kasumi: anmari joozu jaarimasen yori

58 chotto hanburu sa ga nakunatta hanburu (.) tte koto?

59Shun: motto joozu ni naritai n desu

60Elly: u:::[n

61Shun: [de ii n janai?

62Kasumi: aa:: [ii desu ne

63Elly: [motto joozu ni naritai desu

64Shun: ee: joozu jan, iya motto joozu ni narita:i

65Elly: u::n [motto joozu- ]

66Shun: [dattara mada-] mada:

67Kasumi: tashika ni

68Shun: un paafekuto janai mitai[na hamburu

69Elly: [u::n

70Shun: un

71Kasumi: nanka motto motto, ue ni ue [ni °mitaina°

72Elly: [motto gambarimasu wa?

73Mark: nihongo no-

74Kasumi: motto gambarimasu mo ii to omoimasu

75Elly: u:n

Explanation



Added Explanation

Candidate phrase

# Conclusion

**1) A different response to a given compliment becomes relevant as the TA provides multiple positive assessments on Elly's pronunciation.**

→ “During interaction, pragmatic [appropriateness] is not fixed or pre-determined; it is contingent and emergent.” (Taguchi, 2018)

**2) The learner utilizes various local and nonlocal resources, past learning experiences, to facilitate a phrase search and specify the searched item, which process is co-attended by all the participants.**

→ What Elly has achieved, essentially, is the **diversification** of linguistic repertoires that can be utilized to more effectively carry out a specific action in a given context.

## Pedagogical Implication and Application

## 中級の日本語：第1課

## Rejection

1 ● 大学院生の池田が、友達トム・ブラウンをほかの大学院生に紹介する。

池田： 加藤さん、こちらは、僕の友達トム・ブラウン君。ブラウン君は九月からこの大学院で電気工学を専攻している加藤まゆみさんです。

加藤： 加藤です。どうぞよろしく。

5 トム： はじめまして。トム・ブラウンです。学部の二年生です。

池田： ブラウン君、君もテニスが好きだけど、加藤さんもテニスが趣味なんだよ。

加藤： でも上手じゃありませんよ。

トム： 今度一度やりましょうか。

10 加藤： ええ、ぜひお願いします。ところで、ブラウンさんはどうして日本語が話せるんですか。

トム： 一年高校留学してましたし、日本語が専攻ですから。

加藤： 上手ですねえ。

トム： いいえ、まだまだです。 ←

加藤： 日本に興味を持ったのは、留学した時からですか。

15 トム： 実は、中学の時、隣に日本人の家族が住んでいて、そのたけし君っていう

Thank you!

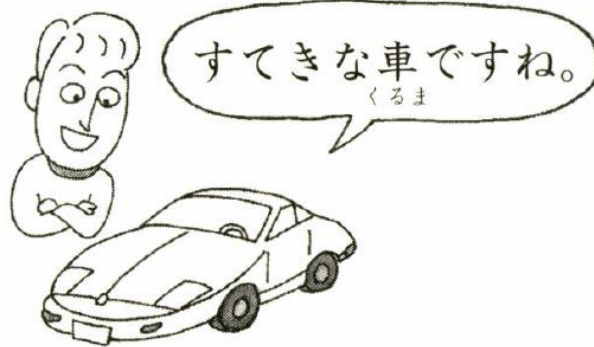
ご清聴  
ありがとうございました






B. Respond to the comments using ~んです. 

Example:



 My father's → 父のなんです。  
ちち

## げんき 1 : 第 1 2 課

**Deflection:  
Shifting the credit**

(1)



I received them  
from my friend.

(2)



Italian ones

(3)



 My mother made it.

# Other Implications for Language Pedagogy

- **Storytelling as a means to facilitate an awareness-raising activity**
  - the use of past experiences can facilitate discussions concerning pragmatic issues that came up in that past but did not get resolved at that time
- **The role of “non-native” teachers**
  - L2 teachers are more likely to provide negative feedback on pragmatic aspects of a learner’s language usage (?)
  - equal status as learners