The Design and Construction of Websites to Promote L2 Pragmatics

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After defining the term pragmatics and briefly describing its coverage, the chapter takes a retrospective look at the design and construction of websites at the University of Minnesota to promote the teaching and learning of second- and foreign-language pragmatics. It is noted that this work has included both the construction of a general website and of both a website for Japanese pragmatics and one for Spanish pragmatics. The chapter then indicates that due to the continued success of these websites, future plans call for the creation of a wiki, which will serve as a repository of knowledge about pragmatics within and across languages.

Introduction

The University of Minnesota's Center for Advanced Research on Language Acquisition (CARLA) was established in 1993 under the umbrella of the Institute of International Studies (now the Global Programs and Strategy Alliance) to house the federally-funded Title VI national Language Resource Center (LRC) grant to support a coordinated program of research, training, development, and dissemination to improve the nation's capacity for language learning and teaching. This report is about one of CARLA's efforts over the years, namely that of promoting the teaching and learning of second- and foreign-language (L2) pragmatics.

A never-ending challenge to language educators in L2 instruction is that of providing learners a sense of appropriate language behavior, and especially how to deal with pragmatics. Pragmatics refers to the interpretation of intended
meanings, which often go beyond the literal ones. Having pragmatic ability implies that as listener or reader, you are able to interpret the intended meanings of what is said or written, the assumptions, purposes or goals, and the kinds of actions that are being performed (Yule, 1996, pp. 3–4). As speaker, pragmatic ability means that you know how to say what you want to say with the proper politeness, directness, and formality (for instance, in the role of boss, telling an employee that s/he is being laid off; or in the role of teacher, telling a student that his/her work is unacceptable). You also need to know what not to say at all and what to communicate non-verbally. As writer, pragmatic ability means knowing how to write your message intelligibly, again paying attention to level of politeness, directness, formality, and appropriateness of the rhetorical structure of the message (for instance, in the role of employee, composing an e-mail message to your boss requesting a promotion and a raise, or a paid vacation from the boss; or as neighbor, writing a note complaining about late-evening TV noise), namely, the way that meaning is conveyed through oral and written language, through facial expressions, and through gestures.

A major focus of research on pragmatics over the years has been that of speech acts. *Speech acts* are the often-predictable routines that speakers and writers use to perform language functions, such as thanking, complimenting, requesting, refusing, apologizing, and complaining, at times performed in an indirect manner that may be difficult to interpret (see Searle, 1976, for a classification of speech acts). *Speech-act-specific strategies* are strategies that if used alone or in combination with one or more other strategies specific to that speech act, assist in the realization of the given speech act (Blum-Kulka, House, & Kasper, 1989). For example, the speech-act-specific strategies for apologizing would include an expression of apology, acknowledgement of responsibility, an offer of repair, an explanation, and a promise of non-recurrence.

A theoretical issue which has gotten significant currency with regard to pragmatics and especially with regard to speech acts is the distinction between pragmalinguistics and sociopragmatics. *Pragmalinguistics* refers to what constitutes appropriate linguistic forms for expressing the intent of the speech act, taking into account the norms of behavior that apply in the given situation. *Sociopragmatics* refers to the norms of behavior for realizing the given speech act in a given context, taking into account (a) the culture involved, (b) the relative age and gender of the interlocutors, (c) their social class and occupations, and (d) their roles and status in the interaction (Thomas, 1983). Another theoretical issue is that of sociolinguistic variation, namely that there is regional variation in pragmatic behavior, which makes an already challenging field even more so, and adds a new challenge for curriculum writers wishing to provide materials on pragmatics for the classroom.

Pragmatics has often been associated with common speech acts like requesting and apologizing, and less commonly researched ones like criticizing,
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insulting, and cursing, and related issues of politeness. There are, however, numerous other language areas involving pragmatics such as the use of humor and irony, dealing with sarcasm and teasing, making and understanding small talk, engaging in conversational management including backchanneling and other listener responses, interpreting deixis and conversational implicature, and the uses of discourse markers (see Cohen, in press, for a review of research in these areas). Despite having spent many hours studying the grammatical forms and vocabulary items, learners may still lack pragmatic information that is crucial both for understanding and for communicating intentions.

Studies have identified speech routines in both oral and written language that tend to have a strategic role to play in speech acts, especially with regard to the more common and sometimes even perfunctory speech acts such as "thanking." With the less perfunctory ones, such as "complaining," it can be more challenging to describe the norms since sociolinguistic behavior is by its very nature variable. The same strategies may form the basic structure for the speech act in numerous languages. The use of particular strategies in a given sociopragmatic situation (e.g., an apology after an altercation) depends on a series of factors (see Figure 1):

![Figure 1. Factors determining the strategy configuration.](image)

So, let us say we are looking at apologies in Hebrew in mainstream Israeli culture. Let us further say that the interlocutors are in the subculture of secular Israeli teenagers. The particular interlocutors are two 18-year-old males who are good friends. Let us further say, for discussion purposes, that they are both relatively outgoing and a bit pugnacious by nature. If they are native to the culture, they may be less likely to use any apology strategies at all to each other (e.g., expression of apology, acknowledgement of responsibility, or explanation) for some relatively minor infraction (like coming late to a meeting at a cafe) than...
would non-natives, say from the US, who have been taught to be apologetic about such matters. The Hebrew L2 speakers might offer the expression of apology ("I'm sorry to keep you waiting") and may also use another strategy like an explanation ("I waited half an hour for the bus"). The Hebrew-L1-speaking teenagers, on the other hand, may not see the need to apologize given their personalities and also given that delays are perceived by their peer group as a normal part of life.

Of course, non-native deviation from local norms may not be a result of ignorance of the appropriate behavior, but rather an expression by the learners of their own subjectivity in the matter (see Ishihara, 2014). In other words, the non-natives may be fully aware of the normative behavior for their peer group (i.e., not to appear too apologetic), but choose to behave according to U.S., norms for such behavior. In this case, they would not be conforming to the L2 pragmatic norms out of a sense of agency – that is, a desire to be true to their own self-perceived identity.

It was out of a concern to highlight possible pragmatic differences across cultures and subcultures that efforts were made at CARLA to construct web pages focused specifically on speech acts in different languages. The intention was to motivate teachers to access this material as part of their L2 instruction, as well as to serve as a resource for learners on their own to delve into the workings of speech acts across languages. This brief report takes a retrospective look at the design and construction of these web pages to promote the teaching and learning of L2 pragmatics, with a view to future efforts. The next section will describe these efforts.

**Design of pragmatics websites: The CARLA story**

In this section, let us take a look at three sets of web pages appearing at a website constructed at CARLA, (1) a general website introducing pragmatics and especially speech acts in 2001, (2) a Japanese pragmatics website launched in 2003, and (3) a Spanish pragmatics website launched in 2006. All three websites benefited from research in cross-cultural pragmatics and from interventional studies investigating the effects of explicit pragmatics instruction on the development of pragmatic ability. Their goal was to employ web-based strategy instruction: to enhance learners' development and use of language learner strategies, to provide guidance in complex pragmatic language use that is difficult to "pick up," and to facilitate learning through web-based materials.

Every academic effort needs to be situated in its meaningful context. At the time that these websites were being constructed, the aim was to identify and teach both instructors and learners themselves about speech acts in a variety of languages. Describing speech acts was a keen concern then, and is still of interest to researchers and practitioners, even as the foci for pragmatics research enlarge and the means for collecting data expand. The design of pragmatics websites
was viewed first and foremost as a support for busy teachers, especially non-native ones who may not be sure themselves as to the appropriate pragmatics for each and every situation. The provision of L2 pragmatics materials on a website was viewed initially as a means to mobilize L2 acquisition theories in support of classroom practice.

The perception that I had at the time, and which a small group of University of Minnesota students shared with me, was that there was a critical mass of empirical research accumulating but not much effort to get this information out into the field of language pedagogy. Hence, the design of pragmatics websites was seen as a contribution to teacher development in L2 pragmatics by providing research-based information about pragmatics. In addition, the web pages were viewed as a place that learners could go to help them in learning about appropriate choices in intercultural communication, as well as learning how to be more strategic about their learning and performance of speech acts. At the time, technology was not nearly as advanced as it is now, but still, there was a desire to incorporate technology into instructional offerings for the learning of pragmatics (see Taguchi & Sykes, 2012, for a relatively recent book on this topic).

A rationale for constructing the websites was to make it easier for teachers to include pragmatics in their instruction by supplying them empirically-based pragmatics material, providing them knowledge about pragmatics and a way to package this knowledge for students, and offering a ready means for integrating pragmatics into instruction for teachers who were already overly busy with what they were currently teaching. Along with the website development, a course for language instructors, professors, and administrators on the teaching of pragmatics was developed and started to be offered in the summer of 2006 at CARLA alongside the other summer institute offerings. Largely as an outgrowth of developing materials for that summer course, a book was written to assist teachers in L2 pragmatics instruction (Ishihara & Cohen, 2014). The material in the book was pilot-tested in those institutes over three summers (2006–2008), so that all the tasks in the book had ample field-testing. The summer institute is now offered intermittently at CARLA, and was offered in the summer of 2014.

Thanks to federal funding to the Language Resource Center at CARLA, the pragmatics website project was initiated in 2001, with the goal of providing self-access internet sites for the learning and performance of L2 pragmatics. The first effort was to construct a website for teachers, curriculum writers, and learners, entitled “Pragmatics and Speech Acts.” The website provides information about six speech acts: requests, refusals, apologies, complaints, compliments, and thanking, and with examples in 10 languages (see Figure 2). The website has suggested strategies for teaching these speech acts and provides sample teaching materials, along with an annotated bibliography (updated in 2012), which includes information on other areas of pragmatics as well.
The website has acts developing appropriate strategies for learning and using each curriculum then native-speaker dialogs and complete was pilot-tested (now professor emeritus from research conducted with students construction apologies, compliments, requests, refusals, and expressing gratitude. The initial entitled "Strategies units.

### Background Information: Why Teach Speech Acts?

Learners of all languages tend to have difficulty understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and meaning in the language being learned. Research has found that classroom instruction on speech acts can help learners to improve their performance of speech acts and thus their interactions with native speakers.

### Descriptions of Speech Acts

A collection of research-based descriptions of speech acts which includes practical information for language teachers, advanced learners, and developers of language learning materials.

### Pragmatics and Speech Acts Bibliography

This extensive annotated bibliography is focused primarily on the research literature and is organized into two main sections: general topics within pragmatics and specific speech acts. The bibliography includes studies with native and non-native speakers along with research on teaching and learning pragmatics in a second language.

### Strategies for Learning Speech Acts in Japanese

Targeted at intermediate to advanced learners of Japanese, this interactive website includes a series of introductory exercises and five sets of exercises to learn about and practice apologies, compliments, refusal/requests, and thanking in Japanese.

### Dancing with Words: Strategies for Learning Pragmatics in Spanish

Designed for learning Spanish pragmatics, this self-access website contains an introductory unit, resource unit, and eight learning modules addressing different speech acts. Each module is self-contained and includes videos, interactive activities, and models for self-correction.

### Research Project: Learner Strategy Training in the Development of Pragmatic Ability

This innovative research study (2002-2005) examines the impact of specialized speech act training materials on non-native's ability to learn and use pragmatic information more successfully when speaking a foreign language. The project began with learners of Japanese using learning module about Japanese speech acts and was replicated with learners of Spanish.

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**Figure 2. CARLA's Pragmatics and Speech Acts Web Page 4**

The second project was the construction of a Japanese pragmatics website, entitled "Strategies for Learning Speech Acts in Japanese" (see Figure 3). The website has units for the learning of specific speech acts in Japanese: apologies, compliments, requests, refusals, and expressing gratitude. The initial construction and evaluation of the website was under the guidance of Gabriele Kasper (University of Hawai‘i) and the curriculum adviser was Elite Olshtain (now professor emeritus from the Hebrew University of Jerusalem). Each unit was pilot-tested with learners of Japanese, revised in the Spring of 2003, and then further revised in the Fall of 2003, incorporating learners' feedback from research conducted with students using the website (Cohen & Ishihara, 2005). The units were adopted (on a trial basis) as part of the third-year Japanese course curriculum at the University of Minnesota, 2003–2004.

As part of each speech act unit, learners are to interact with audio clips of native-speaker dialogues and complete 10 exercises designed to assist them in developing appropriate strategies for learning and using each of the five speech acts in Japanese. Each speech act unit has the following components:

- comparisons of L1 and L2 norms;
- examination of contextual factors influencing each speech act (i.e., age, status, level of acquaintance, intensity of the act);
- self-evaluation of linguistic behavior;
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- a focus on the speech-act-specific strategies which alone or in combination with other strategies serve to constitute the given;
- speech act, such as “an offer of repair” when apologizing;
- practice in producing output; and
- self-evaluation and feedback.

For each unit, sample interactions are based largely on empirical data from research studies. There are pragmatic awareness-raising tasks, where the norms for L2 pragmatic behavior are clearly spelled out. There are both pragmalinguistic exercises, where the focus is on language structure, with lexical and grammatical information provided (e.g., how to use the apology word *sumimasen*), and sociopragmatic exercises, where the focus is on sociocultural issues, such as what to compliment people for in Japanese. The website was intended to be used either on a stand-alone basis or as a supplement to an intermediate course in Japanese (for more on the website, see Cohen & Ishihara, 2005; Ishihara, 2007; Ishihara & Cohen, 2014).

**Exercises for Learners of Japanese**

Let’s start by doing the exercises in Introduction to Speech Acts!

In these introductory exercises, you will be asked to write down your observations in each situation. Your responses will be e-mailed to us as soon as you finish with all each question and click on ‘Submit’ at the end. Then, you will be able to see some comments regarding the question.

- Situation 1
- Situation 2
- Situation 3
- Situation 4
- Situation 5
- Situation 6
- Situation 7
- Situation 8

After finishing the introductory exercises, move on to exercises for each speech act.

- Apologies in Japanese
- Compliments/Responses to Compliments in Japanese
- Refusals in Japanese
- Requests in Japanese
- Thanks in Japanese

In concluding all speech act strategy exercises, you are invited to view an additional set of strategies for learning how to perform or enhance your performance of speech acts in a second language.

**Figure 3. Strategies for Learning Speech Acts in Japanese**

Here is a comment from a student learner of Japanese after accessing the website:

> We focus on grammar the most in courses so we can produce proper sentences, but we seldom get a chance to practice the practical use of such phrases. Having a variety of situations with a detailed description of what elements are important and relevant to the speech used helps a lot. It
helps to know what to take into consideration, such as the age of the person, the situation, and the level of formality.

The third project was the construction of a Spanish pragmatics website, entitled “Dancing with Words: Strategies for Learning Pragmatics in Spanish” (see Figure 4). Its construction drew on lessons learned from the development of the Japanese website, as well as advances in web technology, and it was launched in August of 2006. The site consists of an introductory unit and eight additional units:

- compliments;
- gratitude and leave taking;
- requests;
- apologies;
- invitations;
- service encounters;
- advice, suggestions, disagreements, complaints, and reprimands; and
- considerations for pragmatic performance.

Each unit consists of unscripted video interchanges between native speakers of various regional varieties of Spanish, and activities at different levels of difficulty to cater to learners with varying pragmatic ability. All instructional material is in English with the examples, transcripts, and activities to be completed in Spanish (for more on the website, see Sykes & Cohen, 2008). The website constitutes a self-access venue for learning Spanish pragmatics with the following elements:

- empirically-based content,
- the provision of strategies-based learning and use,
- examples of acceptable pragmatic behavior,
- the pragmatics for language varieties in the Spanish-speaking world,
- encouragement of individual pragmatic development,
- a non-prescriptive approach to pragmatics, and
- accessible feedback to learners.

Each unit has the following:

- an introduction,
- a description of the speech act (referred to as a communicative act),
- strategies for learning and performing the given speech act,
- identification of important social factors,
- a discussion of pragmatic variation by dialect, and
- a summary of the key points.
As indicated above, the web page included information on dialect differences in Spanish based on research available at the time (e.g., Marquez Reiter & Placencia, 2005). More research results have appeared since the construction of the website (Garcia & Placencia, 2011; Schneider & Barron, 2008), so there is a need to update the information about Spanish dialect differences as they...
relate to pragmatics. Section 4, below, will deal with plans for updating the website information.

Student piloting in 2006 provided useful feedback on how to improve scrolling through the website, as well as feedback on links that were made or needed to be made. There was also useful feedback on improving the content, on providing more examples, on accent marks, on the use of terminology, and on writing style. The following is a student’s comment from the piloting:

I think overall it's really helpful and informative, especially for students who are intending to study abroad...because before you go you know it's going to be different, but you don't get the actual pragmatic stuff...

After all that work in web page construction, the good news is that this work has stood the test of time. As the next section will report, the pragmatics materials on the CARLA website continue to be popular with numerous users that visit the pragmatics web pages.

An unobtrusive measure of use of the pragmatics web pages at CARLA

To determine just how often people were accessing the pragmatics materials on the CARLA website, Google Analytics was used, with special attention given to Content Drilldown, which provides an analysis of the extent to which users access different web pages on the site. From August 29, 2013, to August 29, 2014, all the CARLA websites combined experienced a total of roughly 1,250,000 hits. Of these hits, 11% were on the pragmatics pages (133,000). The general website, “Pragmatics and Speech Acts,” received 70% of these hits. The breakdown was 6% of the hits were for descriptions of speech acts and 7% were for the annotated references. The other 30% of the hits were divided between the Japanese and Spanish pragmatics websites, with “Dancing with Words: Strategies for Learning Pragmatics in Spanish” getting 23% of the hits, and “Strategies for Learning Speech Acts in Japanese” getting 7% of the hits. So, more than a dozen years after the first effort was made to construct an L2 pragmatics website at CARLA, the pragmatics pages continue to draw interest, which is gratifying for those of us who worked on these projects.

Suggestions looking forward/The future

The question looking forward is how best to serve the international community with innovations in the design of L2 pragmatics websites. The approach that appears to be the most promising is to set up a wiki where pragmatics researchers and instructors worldwide can contribute their insights and findings to further along the action. The main strategy will be to use crowdsourcing, namely, soliciting contributions from a large group of people, and especially from the online community. The goal will be to make the collection of L2 pragmatics
information more varied – including data from more languages, as well as more information about language variation across users and dialect variations as well. We may include simulations where learners have the opportunity to produce L2 pragmatics. The wiki will most certainly include information on additional speech acts and revised content based on the 10 or so years since the Japanese and Spanish websites were constructed.

It is the co-constructors of the Spanish pragmatics website, Julie Sykes, who had the idea of creating a wiki for which multiple people contribute in different language varieties, providing their perceptions across dialect and community (personal communication, September 2, 2014). In essence, the idea is to have a section of the current CARLA website that will function like Wikipedia or another forum with multiple contributors. This wiki will provide descriptions of a wide variety of pragmatic behaviors. People will be able, for example, to posit suggestions or questions and get input from those around the world or populate a certain area with examples from their home community. This cross-cultural effort will allow for multiple comparisons as to what is the same and what is different across cultures and subcultures.

The co-constructors of the Japanese pragmatics website, Noriko Ishihara, has as her vision for the future to see the pragmatics website include more speech acts and other areas of pragmatics. Rather than the managers of the website being responsible for reading and summarizing research papers, she sees it making more sense going forward to create a template for contributions to the wiki and to post this template to colleagues around the world (personal communication, September 8, 2014). Then the contributions will be edited (minimally) and uploaded to the wiki.

CARLA’s webmaster, Marlene Johnshoy, has set up a wiki for pragmatics using wikispaces.com. A graduate student monitor has been hired on an hourly basis to monitor this L2 pragmatics wiki. The grad student monitor will focus on quality control with regard to the contributions, and on categorizing and situating the offerings in the appropriate places.

The Japanese website was constructed just with audio clips, albeit of native speakers speaking in an unscripted fashion and being as natural as possible in their responses in the given speech act situations. The Spanish site has both audio and video (using a hand-held camcorder). Nowadays everyone has video capability on cell phones. Those who submit pragmatics information could easily attach video clips or include links to YouTube videos showcasing the behavior. Technology is racing ahead at such a record-breaking pace that it is difficult to foresee just what may be possible in the future for illustrating pragmatic behavior across languages and cultures.

The efforts started 12 years ago at CARLA have proven themselves to be valuable and useful. It is now time to take the next step, consistent with current technologies and interest. So, let this article serve as a call for wiki contributions.
Those interested in contributing to this instructionally-focused, L2 pragmatics wiki can write to pragmaticswiki2016@gmail.com. Those who would like to visit the wiki should go to http://wlpragmatics.pbworks.com. Here are some suggestions that may stimulate some thinking on your part and among your students and colleagues as well:

1. Video cuts from the discourse around the holiday dinner table – capturing key moments of discourse (with the permission of family members, relatives, and others). If not in English, then glosses need to be provided for those utterances.

2. A synopsis of recent pragmatics studies, with generous detail about the nature of the instruments, the efforts to validate these instruments, clever (and perhaps groundbreaking) data analysis procedures, and fascinating findings.

3. Sharing the details of research because it represents work in pragmatics which is underrepresented in the field – for instance,
   - speech acts without a solid research base like genuine criticism (e.g., for dressing sloppily, having an absurd hair style, behaving unacceptably, and the like) or efforts by nonnatives to curse that do and do not work,
   - tone of voice in English (e.g., perception or production of sarcastic or facetious utterances),
   - conversational management and mismanagement by nonnatives,
   - efforts at small talk that work or do not work, and
   - anecdotal accounts of pragmatic failure, especially cases of what have amounted to sociopragmatic goofs. Some possible examples are
     - complimenting a secretary in Israel for a job well done (not knowing that the secretary may well consider the compliment as demeaning since it implies that the other work performed is not up to par),
     - a nonnative asking an American how much s/he makes a month or how much the new house or new car cost, asking whether or not a woman is trying to have kids and how it is going (e.g., whether she is using IVF to have a baby),
     - asking certain Arab males how many children they have (since for some, divulging this information could put a curse on one or another of the children), and
     - an American telling other Chinese colleagues in Beijing about a late-night foot massage with a Chinese colleague and spouse, without realizing that the sharing this information would be deeply embarrassing to the colleague since it implied they had extra wealth do be able to afford such extravagances.

4. Getting the pragmalinguistics wrong – for instance, using “very” in an apology for inflicting bodily harm (“I’m very sorry for smashing into you”) when “really”
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means “regret” ("I'm really sorry about that! Are you OK?") and “very” simply is a form of etiquette ("I'm sorry to inform you that your time is up").

5. The pragmatic consequences of using certain words that have multiple meanings or connotations that can be misinterpreted in a language. For instance, _Je suis plein_, intending to indicate the woman has eaten enough can easily be misconstrued in French to mean she is pregnant, whereas _J'ai assez mangé_ ‘I have eaten enough’ would work fine without ambiguities.

6. Posting on the wiki thorny questions dealing with topics of crucial concern to research students, where researchers with experience in those areas can jump in and provide answers (as is readily available in so many internet sites today). Here are just five sets of queries that I have culled (and edited) from emails I have received in the last few months regarding pragmatics research:
   - How do I design video clips? Or could they be downloaded from the internet? If I design the video clips, should they be silent so that the participants could produce their own response?
   - I conducted my research with nearly 150 college university students at three levels of EFL students: BA, MA, and PhD. The question is “How do I differentiate between lack of pragmatic knowledge and perceived resistance to accommodate? For example, when a student starts his letter to a faculty member with "Hello! Are you sure you corrected my paper?" there appears to be a lot of underlying sarcasm. How am I supposed to interpret this (i.e., as lack of pragmatic knowledge or as resistance to accommodate)?
   - I found the speech act of “genuine criticism” intriguing. I wonder what the word “genuine” means exactly and what it refers to. Is it the type of immediate criticism that interlocutors express in the very social context in which they are interacting? I wonder if you may give me some hints.
   - Does development in pragmalinguistic ability follow in an incremental way, like with the development of negation or question formation? Since there might be more than one way to perform a speech act, how do I determine which norm(s) to pay attention to? How do I determine the extent to which the alternate approaches are at similar levels of importance with respect to their impact and appropriateness?
   - I am currently hoping to do my dissertation research on interculturality and pragmatics for Hebrew as a second language, and as a base I need some study that looks at Hebrew pragmatics as a first language in Israel (for comparison purposes). There are plenty of studies from the 1980s about this, and most people who decide to mention Hebrew in their studies go back to these articles. Although these articles are vital to understanding this area, I feel that my study would not be as credible without more modern examinations of Israeli Hebrew pragmatics. Do you know if there
are more recent studies that actually collected data from native Hebrew speakers that I could use?

The above examples just serve to underscore the ubiquitous role of pragmatics in daily communication. Pragmatics makes communication in any one language a daunting task at times. How much more challenging it becomes in multilingual contexts, especially when translanguaging⁹ is a factor.

Conclusions

This article has both served as a report of the work that has been done at CARLA to design and construct web material on pragmatics. It has also served as a call for future contributions. Now that there is funding for a wiki, starting in September of 2015 efforts will be made to launch and monitor the site. Announcements will be made once the wiki is operative. It is highly likely that the field of L2 pragmatics will benefit from this development. Whether it serves to answer research questions or provides data to inform pedagogy, establishing a pragmatics wiki in the language teaching and research community can provide just the needed repository of information across languages that will furnish teachers, learners, curriculum writers, and researchers with new insights. For curriculum writers, especially, it should provide a rich source of data for enhancing their curricular materials with insights about pragmatics. Ultimately, the outcome can be beneficial to all stakeholders in the language learning effort. While pragmatic failure will continue to appear whenever languages are used, the hope is that the use of better-informed sources will contribute to diminishing the likelihood of pragmatic failure.

Notes

1 For the purpose of expediency, the acronym L2 in this chapter represents both contexts in which the target language is a language spoken widely in the learners’ community and contexts where it is not spoken widely.

2 Deixis refers to words and phrases that cannot be fully understood without additional contextual information. Words are deictic if their semantic meaning is fixed but their denotational meaning varies depending on time and/or place (e.g., words like there, this, and that).

3 Web page here is used to distinguish subsections of a website from the other sections. A web page may actually consist of multiple physical pages.


7 See the following link for an explanation: http://searchenginewatch.com/sew/how-to/2340779/google-analytics-content-reports-understanding-the-key-benefits#, retrieved May 15, 2015.

8 Ishihara has obtained funding from the Japanese government her university to hire someone to monitor the wiki.

9 Translanguaging is “the ability of multilingual speakers to shuttle between languages, the diverse languages that form their repertoire as an integrated system” (Canagarajah, 2011, p. 401). See Garcia and Wei (2014) for more on translanguaging.

References


11, 81–100. Available along with other pragmatics papers at https://sites.google.com/a/umn.edu/andrewdc/ohen/publications/pragmatics

