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文法は人生ほど難しい！

Life is more complex than grammar!

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Morten Hunke

mortenhunke@yahoo.se

Introduction:

- Japanese learners' attitude to grammar

Pragmatics

- The theoretical background
- The practical approach
- The workshop format
- Student feedback



Conclusion, discussion, and outlook

Introduction

Japanese learners simply love grammar ... or do they?

How can we convince people otherwise?

Conflict/difficult scenarios

Aspects of Pragmatics



Lexical vs. grammatical means

Lexical:

“I’m sorry”, “please”, “excuse me”,
“apologies”, “unfortunately”, ...

Grammatical:

“Would you/it ...”, “Were it perhaps a possibility ...”

Listener- vs. speaker-orientation

Japanese = listener-oriented

English/German = speaker-oriented

Listener- vs. speaker-orientation

"The listener has the responsibility to understand what the speaker means"

vs.

"The speaker has to speak as clearly as possible to make listeners understand what he is talking about."

Kawate-Mierzejewskaja, M.

Listener- vs. speaker-orientation

"Learning American English is an important part of what allows one to become American. Speaking Japanese allows one to remain Japanese, despite encroaching gaijin."

Yamada, H. (2002). *Different Games, Different Rules: Why Americans and Japanese Misunderstand Each Other*. Oxford University Press.

The approach

Choosing scenarios:

- potential problems
- uneasiness
- discomfort
- Conflict

Highten awareness of relevance of pragmatics – hands on!

The workshop

Consciousness-raising

- Example scenario

Scenarios on differing directness levels

- Analytical task
- Supplying language material
- Providing model answers

Grammar problem? Yes or no?

The scenario:

- A young man in his mid to end 20s talks loudly on the phone in a train carriage where the use of mobile phones is not permitted.



Other passenger:

- „Talking on the phone is not permitted here. Please stop at once or leave the carriage!"

(potential) reaction by the young man:

- „Get lost. I am talking on the phone when and where I want."

Directness level	Very direct	Normal	Suggestion
Linguistic means	Du gibst mir jetzt ...		Ich finde ... nicht mehr.
Familiarity level	familiar (close)	(slightly familiar)	
Hierarchies	S>L	S=L	

The workshop

Consciousness-raising

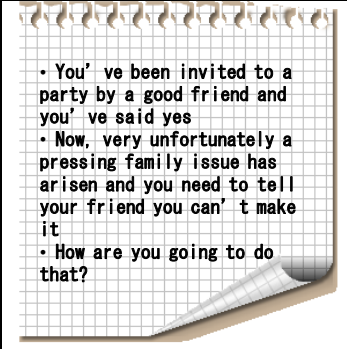
- Successful with pilot group

Scenarios on differing directness levels

- Difficult for pilot group
- Too few examples
- Task not clear enough

The workshop


Set scenario with 4 potential linguistic solution choices



• You' ve been invited to a party by a good friend and you' ve said yes

• Now, very unfortunately a pressing family issue has arisen and you need to tell your friend you can' t make it

• How are you going to do that?



A)
I am sorry, but I can 't come to your party after all. My mum 's fallen ill very suddenly. Apologies!

B)
I can 't make it to the party, sorry. Enjoy!

C)
Please excuse this, but unfortunately I can 't make it to the your party after all. My mum has suddenly fallen ill and I need to take care of her. Please forgive for not being able to attend.

D)
It 's your party next week. Sadly, I won 't be there. Would have liked to come, but I just can 't make it happen.

The workshop

Scenarios for guided analysis

Using set criteria



The workshop

Scenarios for free production of potential linguistic solutions

Workshop format and requirements

Language level requirements

- Any student, any level?

Goals for the student

- Confidence
- Intercultural skills

Goals for the teacher

- Supporting SPRACHGEFÜHL

Student feedback

All students had heard of pragmatics

80% good grasp of pragmatics

80% better prepared for future scenarios

80% wish for it to be incorporated into normal teaching

Student feedback

Comments:

“Das Material im Kurs war sehr originell und die Übung war auch sehr gut fuer unser Verstaendnis fuer die Denkweise fuer eine europaeische Sprache fuer die Japaner. Die Studenten bei Ihnen haben waehrend der Diskussion mit den Nachbarn viel gesprochen. Wir haben mit dem Lehrer sehr viel ueber die Unterschiede zwischen der Grammatik selbst und der Praxis in unserem Alltag moeglich in Deutschland diskutiert.”

“Grammatik regiert die Welt!”

Changes necessary

Scenarios adapted/deleted
Intercultural differences

More examples and guidance

Material for lower levels

Conclusion and outlook

More time/longer sequences needed
for in-depth teaching

Good to realise own potential and
Sprachgefühl potential

Thank you very much indeed for
your kind attention!

For further comments, feedback, ideas, criticisms:

mortenisverige@yahoo.se