



9TH JAPANESE LINGUISTICS SYMPOSIUM 2023

"Community, Collaboration, and Collegiality: Researching Japanese Linguistics in a Post-COVID-
19 World"

Welcome Message

Welcome to the 2023 Japanese Linguistics Symposium (JLS)! We are delighted to have you join us for this gathering of minds, where we come together to explore, share, and inspire within the field of Japanese linguistics and related areas. The first JLS in Japan!

As you peruse through the pages of this conference booklet, you will find a comprehensive guide to the program we have prepared for you. From thought-provoking keynote speakers to insightful paper presentations, this conference is designed to bring scholars and research students together to discuss their ongoing research in a relaxed and supportive way. We also hope that you create and foster meaningful relationships during your participation at the symposium.

Our theme, “Community, Collaboration, and Collegiality: Researching Japanese Linguistics in a Post-COVID-19 World” encapsulates the essence of what we aim to achieve during the symposium. It is our hope that the discussions, collaborations, and experiences shared here will continue well beyond the symposium.

We extend our sincere gratitude to all the keynote speakers, presenters, and volunteers who have contributed to making this event possible. In particular, we would like to thank the founder of the symposium, Honorary Associate Professor Nerida Jarkey for her attendance and continued support. We would also like to specially mention Dr Harumi Minagawa from the University of Auckland, who has generously agreed to act, once again, as Research Mentor to our participants. As one of the inaugural participants in this symposium, I feel fortunate to have experienced such outstanding support over the years. As a result, I am committed to furthering the success of this wonderful community and offering ongoing support to my fellow colleagues who play a crucial role in its growth.

Please take the time to familiarise yourself with the schedule, venue details, and additional information provided within this booklet. If you have any questions or need assistance, we are readily available to help ensure you have a seamless and enjoyable experience. Thank you for being an integral part of JLS 2023. May these next few days be filled with inspiration, collaboration, and the forging of lasting connections.

Welcome, and let the community, collaboration, and collegiality begin!

Best regards,

Dr Todd Allen
Associate Professor
Kansai University
Conference Convenor (JLS 2023)



Venue Information

関西大学・千里山キャンパス 〒564-8680 大阪府吹田市山手町 3-3-35

Kansai University, Senriyama Campus Osaka, Suita City, Yamate-cho 3-3-35

交通アクセス

阪急電鉄千里線「関大前」駅下車、すぐ（正門までは徒歩約5分）。

Access

Get off at Kandaimae Station on the Hankyu Railway Senri Line, and then walk about five minutes to the Main Gate.

関西大学・梅田キャンパス KANDAI 〒530-0014 大阪府大阪市北区鶴野町 1-5
Me RISE

Kansai University, Umeda Campus Osaka, Suita City, Yamada Minami 50-2

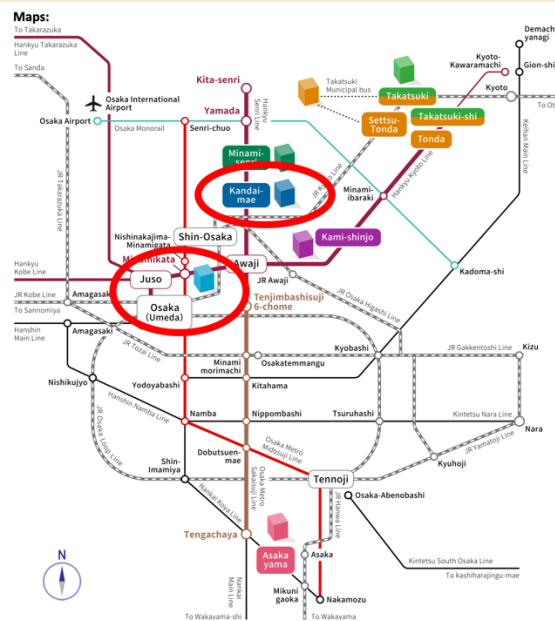
KANDAI Me RISE

交通アクセス

阪急電鉄「大阪梅田」駅下車、徒歩約5分。

Access

Get off at Hankyu Railway Osaka-Umeda Station, and then walk about five minutes.



Further information can be accessed via: <https://www.kansai-u.ac.jp/ja/about/campus/>

JLS 2023 Keynote Speakers



Dr Yoko Yonezawa

Lecturer

The University of Sydney

“Language, Gender, and Identity: A Study of The Language of Two Political Women”

Dr Atsushi Mizumoto

Professor

Kansai University

“Generative AI and its Applications in Linguistics Research”

Dr Shino Takanashi

Professor

Kansai University

“日本語教育文法のいま” (‘The Status of Japanese Grammar Education’)

We wish to sincerely thank our keynote speakers for sharing their research and wonderful insights at our symposium.

Conference Overview

(Thursday, Day 1)

10:00	Welcome and Symposium Open	Dr Todd Allen
10:05-10:50	Keynote 1: Language, gender, and identity: A study of the language of two political women	Dr Yoko Yonezawa
10:50-11:00	Short Break	
11:00-11:40	Presentation: The Japanese polite negative: Reasons for the emergence of ‘-nai desu’	Dr Nerida Jarkey
11:45-12:25	Presentation: What are the idealized characteristics of Japanese women and men? An investigation of comments on an online ranking site	Dr Xiangdong Liu
12:30-14:00	Lunch Break	
14:00-14:40	Presentation: Teasing in Japanese – Witty uses of honorifics and non-honorifics	Ms Keiko Okabe
14:45-15:25	Presentation: Sake, Sushi, and Storytelling: Listener Participation in <i>Izakaya</i> Narratives	Dr Todd Allen & Dr Xiangdong Liu
15:25-15:45	Short Break	
15:45-16:25	Presentation: Politeness strategies in ‘ <i>sasete itadaku</i> ’ in Japanese online written interactions	Ms Kimiyo Matsui
16:25-16:55	Day one questions and discussion	
17:00	Day one closing remarks	

Venue:	関西大学・千里山キャンパス 〒564-8680 大阪府吹田市山手町 3-3-35
Room:	第一学舎・岩崎記念館・会議室 4
Lunch:	チルコロ・千里山キャンパス
Dinner:	バードツリー・大阪府吹田市津雲台 1-3-5 千里南公園
Zoom:	https://kansai-u-ac-jp.zoom.us/j/96687879957?pwd=ZlhsUTMvOFJ0YUNnMXdvZXpFK0hQZz09 Meeting ID: 966 8787 9957 Passcode: 768219

Conference Overview

(Friday, Day 2)

10:00-10:45	Keynote 2: Generative AI and its Applications in Linguistics Research	Prof Atsushi Mizumoto
10:45-11:00	Short Break	
11:00-11:40	Presentation: Implementing Critical Language Pedagogy into EFL and JSL in Japan	Dr Belinda Kennett & Dr Lachlan Jackson
11:45-12:25	Presentation: Unlocking the core of the sentence-final ne in Japanese: A multifaceted exploration of its meaning	Dr Harumi Minagawa & Dr Yoko Yonezawa
12:30-14:00	Lunch Break	
14:00-14:40	Presentation: Learning Community, Collaboration, and Collegiality in Japanese Business Communication: Digital Educational Materials and Intercultural Collaborative Learning	Dr Yun Meng
14:45-15:25	Presentation: Is it Possible to Cultivate Pragmatic Competence through Teaching? A questionnaire survey of university English and Japanese language teachers	Dr Momoyo Shimazu & Dr Andrew Barke Cancelled
15:25-15:45	Short Break	
15:45-16:25	Presentation: Culturally diverse students and their challenges	Dr Esther Lovely
16:25-16:55	Student Posters (1) From the ground up: Analysing Japanese language use in airline training scenarios (2) Beyond grammar: Nurturing pragmatic skills in English education at Japanese high schools	Ms Nayu Kamon & Ms Sarasa Sakai (4 th Year Research Students)
17:00	Day one closing remarks	

Venue:	関西大学・梅田キャンパス KANDAI Me RISE 〒530-0014 大阪府大阪市北区鶴野町 1-5
Room:	705 室
Lunch:	Restaurants in Umeda
Dinner:	ながたに家 苦楽園店 兵庫県西宮市南越木岩町 9-5 パルレ苦楽園 1F
Zoom:	https://kansai-u-ac-jp.zoom.us/j/98996539756?pwd=N1FaNHl3M3ZHb2tFSU92b2tvUzNodz09 Meeting ID: 989 9653 9756 Passcode: 582091

Conference Overview

(Saturday, Day 3)

10:00-10:45	Keynote 3: 日本語教育文法のいま (in Japanese)	Prof Shino Takanashi
10:45-11:00	Short Break & Discussion	
11:00-11:40	Presentation: Unveiling Japanese Students' Perceptions on Language Variation across Japan: Implications for Intercultural Education	Dr Todd Allen
11:40-11:45	Closing Remarks	Dr Todd Allen

Venue:	関西大学・千里山キャンパス 〒564-8680 大阪府吹田市山手町 3-3-35
Room:	第一学舎・岩崎記念館・F401
Post-Conference Activity	Kobe Walking Tour (China Town and Kitano Ijikan Town). Hankyu train to Juso and then change for express Hankyu train to Kobe Sanonomiya
Zoom:	https://kansai-u-ac-jp.zoom.us/j/91958676762?pwd=MmlZTElaVEZIRFNsVm1zVDkxSmJnQT09 Meeting ID: 919 5867 6762 Passcode: 326781

List of Abstracts

(*In Alphabetical Order)

Allen, Todd J.

Saturday, 11:00-11:40

Unveiling Japanese Students' Perceptions on Language Variation across Japan: Implications for Intercultural Education

Within intercultural (communication) education in Japan, several issues exist that teachers need to manage through effective curriculum development and course facilitation (Takahashi, 2021). As examples, two pressing concerns include the homogeneity of intercultural classrooms and the imperative to create context-sensitive curricula that resonate with the student population (Moore & Diaz, 2018; Tsuneyoshi, 2018). Prior studies have alluded to diverse strategies for addressing these challenges through the implementation of experiential activities tailored to the needs and preferences of students (Allen, 2022).

Consequently, this study delves into students' perceptions of linguistic diversity across Japan through the analysis of a dialect map task activity integrated into an EMI intercultural communication course. Researchers have used map tasks to investigate how non-linguists perceive dialects and accents. Participants place markers on a map in these tasks to indicate where they think particular dialects are spoken and report their beliefs about such linguistic practices (Albury, 2017). Furthermore, I examine students' reflections on the task and their connection to the activity.

The results show that students can identify particular areas of regional language variation across Japan despite some maps being more detailed than others. More specifically, students typically focused on major cities such as Osaka, Kyoto, and Fukuoka, often overlooking areas such as Okinawa and Hokkaido. Moreover, students' observations encompassed a wide spectrum, including stereotypical descriptions (e.g., "rough"), linguistic nuances (e.g., intonation), and historical, socio-political, and cultural commentary (e.g., "well-educated"). Lastly, students reported that engaging in this activity raised their knowledge and awareness of diversity within the broader cultural landscape. Overall, the study highlights how students completed the task and their reflections on the learning process. The study concludes by discussing the benefits and challenges of such a task in Japan's EMI intercultural communication class.

References:

- Albury, N. J. (2017). How folk linguistic methods can support critical sociolinguistics. *Lingua*, 199, 36-49.
- Allen, T. J. (2022). Assessing intercultural competence using situational judgement tests: Reports from an EMI course in Japan. *Open Journal of Social Sciences*, 10(13), 405-427.
- Takahashi, C. (2021). Developing the ideal multilingual self in the era of global English: a case in the Japanese context. *The Language Learning Journal*, 49(3), 358-369.
- Moore, P. J., & Díaz, A. (2019). Conceptualizing language, culture and intercultural communication in higher education languages programs. *Australian Review of Applied Linguistics*, 42(2), 192-213.
- Tsuneyoshi, R. (2018). The internationalization of Japanese education: "International" without the "multicultural". *Educational Studies in Japan*, 12, 49-59.

Allen, Todd J., & Liu, Xiangdong

Thursday 14:45-15:25

Sake, Sushi, and Storytelling: Listener Participation in Izakaya Narratives

Izakayas are ubiquitous in all areas of Japan; however, few sociolinguistic and interactional studies have focused on the social activities in these spaces (c.f. Allen & Liu, 2022). *Izakayas* are typically informal and relaxed spaces, which promote a comfortable and sociable environment (Futamura & Sugiyama, 2018), making them suitable places to examine Japanese interactional behaviours.

As a result, in this study, we examined instances of storytelling from the drama series *Shin'ya Shokudō* ('Midnight Diner') using a sociopragmatic approach. This approach focuses on the production and interpretation of meaning in specific, situated contexts, such as interactions within an *izakaya*, addressing the

local conditions and analysing linguistic performances from micro, meso, and macro perspectives (Haugh, Kádár, and Terkourafi, 2021).

The results show that listeners play a significant role (Cook, 1999) in the progressivity of storytelling by performing in both normative and non-normative ways. For example, listeners demonstrate positive supporting behaviours such as *aizuchi* (Allen, 2019), which follow normative interaction expectations. Contrarily, we also found instances of non-normative performances where listeners deviate from expected polite norms during storytelling progressivity. That is, listeners interrupt storytelling by making jokes, questioning the veracity of the stories, and, at times, explicitly establishing boundaries to counter offensive narratives.

Overall, the study demonstrates how a listener performs in an *izakaya* while attending to storytelling. Furthermore, the study highlights how the *izakaya* context influences listeners' normative and non-normative behaviours to respond to storytelling. Additionally, gender and topic of talk play a significant role in how a listener responds, which is further discussed in the study.

References:

- Allen, T. J. (2019). "It has the ability to make the other person feel comfortable": L1 Japanese speakers' folk descriptions of *aizuchi*. *Lingua*, 230, 102737.
- Allen, T. J., & Liu, X. (2022). The sociopragmatic activities and cultural significance of an *izakaya*. *Journal of Asian Linguistic Anthropology*, 29-51.
- Cook, H. M. (1999). Language socialization in Japanese elementary schools: Attentive listening and reaction turns. *Journal of Pragmatics*, 31(11), 1443-1465.
- Futamura, T., & Sugiyama, K. (2018). The dark side of the nightscape: the growth of *izakaya* chains and the changing landscapes of evening eateries in Japanese cities. *Food, Culture & Society*, 21(1), 101-117.
- Haugh, M., Kádár, D. Z., & Terkourafi, M. (2021). *The Cambridge Handbook of Sociopragmatics*. Cambridge: Cambridge University Press.

Jarkey, Nerida

Thursday 11:00-11:40

The Japanese Polite Negative: Reasons for the Emergence of '-nai desu'

The innovative *-nai (-nakatta) desu* form of the polite negative of Japanese verbs, strongly maligned in prescriptive texts and largely ignored in pedagogical ones, is clearly becoming a well-established alternative to its conservative counterpart, *-masen (deshita)*. Data examined for this study show that it is now used even in that bastion of conservative speech, the Japanese Diet.

Research on the *-nai desu* form of verbs has focused on difference(s) in usage from the *-masen* form, with some consensus that it functions as a 'semi-polite' conversational style, providing an additional level of addressee honorific (Hudson, 2008; Uehara & Fukushima, 2008). However, while this may well play a part in the rapidly growing frequency of the *-nai desu* form, it does not explain the reasons for its initial emergence, which took place in adjectives and the copula. This is an issue to which scant attention has been paid.

This paper examines the two polite negative forms in terms of the notion of the preferred ordering of grammatical categories in the layered structure of the clause. As discussed by Narrog (2009, pp. 33-45), this layering has been independently observed in Japanese by native linguists (e. g. Minami 1974 *inter alia*) as well as in various broad theoretical approaches to grammar, in which it is proposed as a universal tendency (e. g. Cinque & Britto 2006; Dik 1997; Van Valin & La Polla 1997).

The historical process of grammaticalization, by which the *-masen* form originally arose, resulted in a less preferred order of grammatical categories: politeness, negative, tense. This paper argues that this was precisely the motivation for the later emergence of the *-nai desu* form (which does conform to the universally preferred structure: negative, tense, politeness). It also points to this preferred structure as a crucial factor in the increasing usage of this innovative form.

References:

- Cinque, G., & Britto, S. (2006). Restructuring and functional heads: The cartography of syntactic structures. Vol. 4. OUP.

- Dik, S. C. (1997). *The theory of Functional Grammar, Part 1: The structure of the clause* (2nd rev. ed.). Edited by K. Hengeveld. Mouton de Gruyter.
- Hudson, M. E. (2008). *Riyuu* 'reason' for *nai desu* and other semi-polite forms. In K. Jones & T. Ono (Eds.), *Style shifting in Japanese* (pp. 131–159). John Benjamins.
- Minami, F. (1974). *Gendai nihongo no kozo* [The structure of Modern Japanese]. Taishukan.
- Narrog, H. (2009). *Modality in Japanese*. John Benjamins.
- Uehara, S., & Fuskushima, E. (2008). *Masen* or *nai desu* – That is the question: A case study into Japanese conversational discourse. In K. Jones & T. Ono (Eds.), *Style shifting in Japanese* (pp. 161–184). John Benjamins.
- Van Valin, R. D., & LaPolla, R. J. (1997). *Syntax: Structure, meaning and function*. CUP.

Kennett, Belinda., & Jackson, Lachlan

Friday, 11:00-11:40

Implementing Critical Language Pedagogy into EFL and JSL in Japan

Critical Pedagogies have deep roots in classical Greek and Roman philosophical and educational traditions. The early twentieth century witnessed various influential movements in progressive/alternative approaches to education that helped to shape the early development of critical pedagogies. The critical turn in academia that resulted from the political and social turmoil of the 60s and 70s further shaped this educational direction. In the field of Second Language Learning, Critical Language Pedagogy (CLP) has emerged from this movement. Critical Language Pedagogy is, as Crookes (2022, p. 46) puts it, “the application of the concepts of critical pedagogy to second language learning contexts”. CLP is not a prescriptive methodology for teaching language, but rather offers opportunities to rethink the organization of learning content and activities, as well as the interaction between teachers, learners and the wider community. Some of the features of CLP are syllabus negotiation, dialogical classrooms and action-orientated activities. Although not widely known in Japan (Kawabe, 2022), there are many teachers, especially those teaching CLIL-type EFL courses, who identify as critical language pedagogues. The presenters are currently working on a research project that aims to investigate the beliefs and practices of twenty such teachers employed in Japanese universities. The research is based on semi-structured interviews. The results show how the teachers have implemented their ideas within the particular teaching situations in which they are working. In this presentation, we will describe the project and report on preliminary findings. Further, we discuss, with the audience’s participation, the potential of CLP in JSL/JFL education.

References:

- Crookes, G.V. (2022). Critical language pedagogy. *Language Teaching* 55 (46-53)
- Kawabe, T. (2022). Examining the role of critical pedagogy in Japanese university students’ desire to learn English. In P.C. Miller, H. Endo, J.L. Watzke, and M. Mantero (Eds). *Language and Society* (pp. 67-82). Information Age Publishing.

Liu, Xiangdong

Thursday, 11:45-12:25

What are the Idealized Characteristics of Japanese Women and Men? An Investigation of Comments on an Online Ranking Site

Changes in Japanese women’s social roles and social positions have been reported and studied in recent decades, especially since the Japanese government’s campaign to encourage more women to join the workforce as well as the cabinet (Saeki, 2008). Despite these changes, many etiquette books and official links on business manners still have the words “for women” in their titles suggesting gendered differences in social expectations of women and men.

This study aims to reveal the preferred social characteristics of Japanese women and men in today’s Japanese society and to unveil any gendered differences in the idealized social images. The data for this study are comments on popular Japanese actresses and actors collected from an online ranking site.

Examining the positive evaluative expressions in the comments on the top 20 actors and actresses, this study has confirmed that *physical appearance* and *acting performance* mark the top two important aspects for both actresses and actors, followed by *talent/capability*, *character*, and *being cute* for actresses, and *personality*,

character, and *talent/capability* for actors. Additionally, the most frequently observed complimentary expressions for actresses are *suki* '[I] like [her]', *kawaii* 'cute', and *bijin* 'good-looking girl'. The words used to describe a female movie star in the 1950s such as 'innocent', 'ladylike/graceful', and 'modest' (Sugano, 2019) are not found in this dataset. Besides, while 'kind', 'honest', 'sense of justice', and 'respectable' are observed in the comments on the actors, they are not in the comments on the actresses.

Based on the findings, this study concludes that gendered differences still exist in terms of idealized social images. Being cute and pretty is still among the most preferred characteristics of women while more positive personalities are expected of men. However, the findings also indicate some changes away from the traditional women's images and that the disparity is diminishing.

References:

Saeki, J. (2008). Beyond the geisha stereotype: Changing images of 'new women' in Japanese popular culture. In R. T. Segers (Ed.), *A New Japan for the Twenty-First Century: An Inside Overview of Current Fundamental Changes and Problems* (pp. 187-197). Taylor & Francis Group.
<http://ebookcentral.proquest.com/lib/uwsau/detail.action?docID=331011>

Sugano, Y. (2019). Review: "Sutaa Joyuu no Bunka Shakaigaku: Sengo Nihon ga Yokubooshita Seijo to Majo". *Eizoogaku*, 101, 192-196.

Lovely, Esther

Friday, 15:45-16:25

Culturally Diverse Students and Their Challenges

As Japan accepts more immigrants and becomes more globalized, classrooms in Japan are becoming more culturally diverse. Some types of cultural diversity may also be less obvious, such as ethnic Chinese and Korean students, and Japanese returnees. For culturally diverse students, the classroom is a major part of daily life and can be a site of complex identity and language negotiations. In this environment, educators' failure to recognize and respond to their students' diverse backgrounds and identities can have a significant impact on students' learning and well-being. In order to foster a positive and inclusive learning environment, a deeper understanding of the educational experiences of culturally diverse students is needed.

The research I have conducted with Korean Australian immigrants shows how their educational experiences in Australia have impacted them and their lives both at the time, and in the long-term. The students' experiences in Australian schools highlight the complexity of the challenges they faced in navigating social networks and cultural identity. There were instances where students' social integration suffered due to bullying, academic pressures, othering by classmates, and identities imposed on them by peers and school staff. On the other hand, positive experiences of recognition and acceptance of difference by their peers helped these Korean Australians develop diverse social networks and in the long-term, adjust to life in Australia. Although the cultures and contexts are different, there are important lessons from their stories that are relevant to Japanese education.

Matsui, Kimio

Thursday, 15:45-16:25

Politeness Strategies in 'sasete itadaku' in Japanese Online Written Interactions

This study aims to investigate whether the multiple pragmatic meanings of the honorific causative-benefactive construction *-(s)ase-te itadak-u* can be elucidated through the lens of Politeness Theory, proposed by Brown and Levinson (1987). To address this inquiry, the study examines instances of the construction employed in a Japanese online forum where users ask/answer questions and seek/give advice on various topics (career, health, everyday life, etc.).

The construction has the original meaning that one receives permission from a respected party to do something beneficial to oneself. Many studies have identified that this original meaning has undergone semantic changes, especially in relation to loss of the permissive and benefactive meanings. For example, Lee (2018) claims that some usages of the construction in a political adversarial context have very aggressive nuances. Like most studies, however, Lee tends to focus on observing expanded usage of the construction,

without drawing on any appropriate theoretical framework to help explain why it can be used in such disparate ways.

Data in this study is collected from Yahoo Chiebukuro (2005), a subcorpus of the Balanced Corpus of Contemporary Written Japanese, and a total of 705 examples were qualitatively analyzed. The analysis indicate that the Chiebukuro users often employ the construction in the following two contexts that threaten the negative face of the interlocutor(s): 1. Actions that could be interpreted as offensive to the interlocutor(s) (e.g. ...*okotowari sasete itadakimashita...* for 'I declined (a job offer)'), and 2. Actions that are beneficial to the interlocutor(s) but not to the speaker/subject (e.g. ...*gochisō sasete itadakimasu* for 'I am happy to treat you.'). In both cases, the construction serves to mitigate these face-threatening acts. This study thus suggests that politeness strategies proposed by Brown and Levinson can help us understand why this single construction is being used in such apparently disparate ways.

References:

- Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511813085>
- Lee, H. (2018). Kokkaikaigiroku kensaku shisutemu' ni okeru sangiin to shūgiin no 'saseteitadaku' no shiyōjittai ni tsuite [A study on the use of saseteitadaku of the House of Councilors and the House of Representatives in the Diet minutes search system]. *Japanese Literature Studies*, 107(1), 53–80

Meng, Yun

Friday, 14:00-14:40

Learning Community, Collaboration, and Collegiality in Japanese Business Communication: Digital Educational Materials and Intercultural Collaborative Learning

In an era transformed by the COVID-19 pandemic, this presentation outlines strategies helping Japanese and international students understand the importance of community, collaboration, and collegiality in business communication. At Niigata University, we've designed a course that leverages digital educational materials alongside direct intercultural group work, aiming to cultivate professionals with essential communication skills for effective community and workplace engagement.

The five-week part of our 1-semester course facilitated intercultural collaborative learning among students from diverse countries, including Japan, China, Taiwan, Korea, Thailand, Australia, Russia, Romania, the Netherlands, and Turkey. The initiative began with team-building activities to promote unity, followed by an exploration of communication skills informed by Neustupný's framework (1994 & 1995), which focuses on linguistic, sociolinguistic, and sociocultural knowledge and behaviors.

A key component involved students critically examining a video case study featuring Japanese and international employees planning and organizing a social gathering in a multinational company setting. This critical analysis enabled them to observe and discuss the intricacies of Japanese business communication, emphasizing community, collaboration, and collegiality. Discussions encouraged participants to recognize and strategize around cross-cultural misunderstandings, honing in on the unique aspects of Japanese workplace interactions.

Feedback and reflections from the students on both the digital resources and the in-person intercultural collaborative activities were thoroughly examined. The findings demonstrated that these educational approaches were effectively instructional for enhancing the students' understanding of community, collegiality, and proper conduct within Japanese business communication contexts. Additionally, students reported a boost in their confidence regarding the resolution of cultural disputes, attributing this to a better grasp of the diverse communication styles encountered through their learning journey. We observed that both Japanese and international students benefitted significantly from this newly designed approach of learning. More in-depth insights and discussions on these outcomes will be shared during the presentation.

References:

- 厚生労働省 (2023) 「『外国人雇用状況』の届出状況まとめ(令和4年10月末現在)」
 <https://www.mhlw.go.jp/stf/newpage_30367.html> (2023.2.1 閲覧)
- ディスコ (2022) 「外国人留学生／高度外国人材の採用に関する調査(2022年12月調査)」
 <https://www.disc.co.jp/wp/wp-content/uploads/2023/01/2022_kigyou-global-report.pdf> (2023.2.1 閲覧)
- ネウストプニー, J. V. (1994) 「日本研究の方法論：データ収集の段階」『待兼山論叢 日本学
 篇』28, pp.1-24. (9)
- ネウストプニー, J. V. (1995) 『新しい日本語教育のために』大修館書店 松下佳代・京都大学高
 等教育研究開発センター (2015) 『ディーブ・アクティブラーニング：大学授業を深化さ
 せるために』勁草書房
- 蒙韞・中井陽子・寅丸真澄 (2019) 「中国人社員と日本人社員の話し合いにおける会話参加者の配
 慮・調整：フォローアップ・インタビューから探る外国人材育成のヒント」2019年度日
 本語教育学会秋季大会, ポスター発表 於 くにびきメッセ
- Japan Foundation(JF) Japanese e-learning みなと/Minato <https://minato-jf.jp/> (2021年2
 月1日閲覧)

Minagawa, Harumi., & Yonezawa, Yoko

Friday, 11:45-12:25

Unlocking the Core of the Sentence-final *ne* in Japanese: A Multifaceted Exploration of its Meaning

Extensive research has been conducted on the sentence-final particle *ne*, primarily examining its role in information sharing (Kamio 1994, Masuoka 1991, for example) and its contribution to establishing 'affective common ground' (Cook 1990) between discourse participants. While these studies provide valuable insights, none have comprehensively and systematically analyzed the subtypes of the particle's core meaning. Some studies have attempted to understand *ne* by comparing it with similar expressions like the sentence-final particle *yo* or expressions considered tag questions. However, such approaches often focus on similarities and differences without delving fully into the subtype meanings of *ne* itself. Additionally, some studies have conflated the particle's meaning with that of the propositional content and intonation patterns. Others have indiscriminately treated the sentence-final and phrase-final uses of *ne* as identical. Furthermore, most have concentrated on explaining the meaning of *ne* in light of abstract notions such as 'agreement' and 'confirmation', neglecting other equally important facets of its meaning that are harder to express in a single word.

This study focuses exclusively on the analysis of sentence-final *ne* (not phrase-final *ne*), exploring its meaning through a multi-faceted approach. The study:

- (a) incorporates the dimension of the underlying cultural subtext of 'harmony' (Wierzbicka 2003).
- (b) defines the inherent meaning of *ne*, distinct from the influence of propositional content and intonation, and explaining how different combinations of propositional content and intonation yield its various senses.
- (c) provides an analytical framework by introducing new parameters: the 'sequence' of sharing or coming to share information as well as the relationship between the speaker and the proposition via 'think' and 'know'. These parameters allow for systematically categorizing four distinct subtypes of *ne* meanings.

While drawing inspiration from the Natural Semantic Metalanguage (NSM) approach for objective and reductive paraphrasing, this study does not strictly adhere to its formulae.

References:

- Cook, H.M. (1990). The sentence-final particle *ne* as a tool for cooperation in Japanese conversation. *Japanese/Korean Linguistics* 2, 29–44.
- Kamio, A. (1994). The theory of territory of information: the case of Japanese. *Journal of Pragmatics* 21, 67–100.
- Masuoka, T. (1991). *Modaritii no Bunpoo* ('Grammar of Modality'). Tokyo: Kuroshio Shuppan,
- Wierzbicka, A. (2003). *Cross-Cultural Pragmatics: The Semantics of Human Interaction* (2nd edition). Berlin/New York: Mouton de Gruyter.

Teasing in Japanese – Witty uses of Honorifics and Non-honorifics

This is a qualitative study of teasing in Japanese. While there is a mass of studies on teasing in other languages, teasing in Japanese has received scant attention. This study aims to fill this gap. It investigates how Japanese speakers of different ages strategically choose honorifics and non-honorifics to achieve their purposes in teasing.

The Japanese language has an elaborate honorific system reflecting social relationships between communicators and expressing politeness. Appropriate and skilful use of honorifics and non-honorifics is important for smooth communication. Both honorifics and non-honorifics play important roles in constructing relationships in daily communication. Both can also be used pragmatically insincerely to serve the opposite discourse functions such as mock (im)politeness including teasing (Liu, 2021).

In this study, the term of honorifics refers to sentence-final polite forms, and the term of non-honorifics refers to sentence-final plain forms. The data was collected from the contemporary Japanese television drama 'You, I and Air for G string', a television discourse exemplifies the features of (im)politeness occurring in the actual conversation (Barke, 2010; Dynel, 2017). Paying attention to the age differences between the collocutors, findings of this study reveal that both younger people and older people could strategically use either honorifics or non-honorifics in teasing. When the older one in a conversation teases, the purpose is normally to release tensions or to urge the younger person to do something. On the other hand, when the younger person teases, they normally aim to develop trust with the older person or to cheer them up when they are frustrated. Playfulness or mockery is often expressed by markers including exaggeration, smile, and the vocal tone.

The findings provide up-to-date information about Japanese language use and contribute to general understandings of teasing, especially the functions of non-honorifics for interpersonal relationships.

References:

- Barke, A. (2010). Manipulating honorifics in the construction of social identities in Japanese television drama. *Journal of Sociolinguistics*, 14(4), 456–476. <https://doi.org/10.1111/j.1467-9841.2010.00451.x>
- Dynel, M. (2017). (Im)politeness and telecinematic discourse. In M. A. Locher & A. H. Jucker (Eds.), *Pragmatics of Fiction* (pp. 455–488). De Gruyter. <https://doi.org/10.1515/9783110431094-015>
- Liu, X. (2021). Japanese referent honorifics in computer-mediated communication. *Language@Internet*, 19(4). <http://www.languageatinternet.org/articles/2021/liu>

Is it Possible to Cultivate Pragmatic Competence through Teaching? A questionnaire survey of university English and Japanese language teachers

This presentation is part of a longitudinal study on pragmatic competence, and draws its data from the responses to a questionnaire survey regarding the teaching practices of language teachers of English and Japanese at Japanese universities. While the development of 'sociolinguistic competence' and 'pragmatic linguistic competence' based on socio-cultural knowledge in a target language society has previously been widely examined (e.g., Thomas, 1983; Vásquez and Sharpless, 2009), the manner in which pragmatics is taught by teachers (or teacher trainees) has rarely been discussed (Ishihara and Cohen, 1997).

In this presentation, we report on the results of a questionnaire survey of 20 English teachers and 20 Japanese teachers employed at Japanese universities. Respondents were asked questions such as: 1) Do you think it is necessary for foreign language learners to be instructed on the 'pragmatics' of the target language, and 2) Do you incorporate content on pragmatic aspects of the foreign language you are teaching in your language skills courses, and if so, what kind of content do you include? If respondents reported they did not include such

content, they were then asked why not, whether they plan to cover such content in their classes in the future and, if so, what kind of content they would like to include.

It was found that, although respondents to the survey were knowledgeable about the teaching of pragmatics, in many cases it was reported that such content was not woven into their lesson plans. In addition, it was found that in general, learners were only provided with information concerning pragmatic aspects of the target language in the form of examples of what is involved in intercultural communication. Finally, the possibilities and challenges of teaching learners of foreign language how to improve their pragmatic competence are discussed.

Poster Session

Kamon, Nayu

Friday, 16:25-16:40

From the Ground Up: Analysing Japanese Language Use in Airline Training Scenarios

This research focuses on Japanese workplace discourse and linguistic politeness in the airline industry. More specifically, this study investigates manners training and cultural norms in Japanese airline companies by examining the "Attention Please" drama series using a sociopragmatic approach to analyse interactions between instructors and trainees. The study highlights the transition of graduates to full employees (*shakaijin*) and the emphasis on precision, aesthetics, and deference in business etiquette training, encapsulating the influence of historical traditions on contemporary corporate behaviour in Japan.

Sakai, Sarasa

Friday, 16:40-16:55

Beyond Grammar: Nurturing Pragmatic Skills in English Education at Japanese High Schools

The study highlights the importance of pragmatics in learning a second language and the need to improve intercultural communication skills in Japanese high schools. Using semi-structured interviews, I examined the gap between the English language goals set by the national government and the reality in Japanese high schools as reported by teachers. Teachers shared their views on intercultural communication and pragmatics education, discussing challenges faced in the classroom. The study also outlines limitations in the Japanese high school context and suggests practical improvements.