

Academic Publications and Presentations

42. The "Unknown Unknowns" of Plain English (December 2004) Volume 6, Issue 4 Asian EFL Journal
http://www.asian-efl-journal.com/december_04_RN.html

This paper re-considers the intercultural analysis in article 31 below in the same journal, a paper which uses complex 'jargon' from the field of pragmatics, in the light of Donald Rumsfeld's now notorious statement on "known, knowns" and "unknown, unknowns" which led to his "award" of the "Plain English Campaign's" 'Foot in the Mouth' Award. The paper also discusses the notion of 'plain English'. The "plain" English of modern news media has a worrying capacity for keeping us in the dark; which is reminiscent of Orwell's 1984. For Orwell, the natural partner of Newspeak was Doublethink. The Orwellian example of Doublethink best suited to this paper is perhaps, "Ignorance is strength".

41. Coordinated Intensity: A Multi-skills approach to Curriculum Design (with Darren Lingley and Marcus Otlowski) (December 2004) Featured Article: The Language Teacher:28: 12 pp. 1-4 (JALT)

An inclusive notion of language competence calls for the integration of all four skills. Teaching the four skills as a set allows for greater coordination in terms of aims, materials and assessment. This paper introduces a new University-level course, "EPIC" (English Programme for International Communication), with its focus on intensity and skills integration, as an example of how curriculum design can improve academic performance in intermediate-level learners. Key features of EPIC are discussed and two examples are presented to illustrate the progressive recycling, across skills, of grammar and vocabulary.

40. Formative Placement Testing and its Impact on ELT Curriculum (with D. Lingley) October: 2004
JACET Journal Vol. 39 pp. 73-86

A report of two interlocking in-house ELT curriculum development projects at Kochi University directed by myself and Darren Lingley. The first section reports on the implementation of a streaming project for all first-year University students and the second section reports on the design of an intensive English programme for post-first students at upper-intermediate level as a follow up to the first-year streaming.

39. Exchanging 'Punches' in the Language Classroom (July: 2004: Vol. 13-3, pp. 30-35) (with F. Nunn)
MET (Modern English Teacher: a UK based international journal)

Narrative jokes are structured texts which typically depend on wordplay for their comic effect. They are also fundamentally communicative in nature and lend themselves to lively classroom interaction as it is in the very nature of narrative jokes to be heard, understood, remembered and retold. This paper outlines a series of lessons which exploits narrative joke telling for the language classroom and explains in detail three teaching stages.

38. Slavery as Counterpoint in Jane Austen's Novels British Jane Austen Society Report 2003, pp. 68-72
(Issued in July, 2004)

At the very centre of Said's interpretation of Empire in Jane Austen is the reference to the slave trade made in *Mansfield Park* by the heroine, Fanny, herself (II.III:595). Said suggests that slavery could not easily be talked about at Mansfield Park, "that one world could not be connected with the other since there simply is no common language for both". This paper proposes a detailed text analysis of the relevant passage in *Mansfield Park* in order to challenge Said's interpretation.

37. Jane Austen: Discourse Analyst Studies in English Literature: English Literary Society of Japan, pp. 23-38 (English Number 46 March, 2004)

Meta-conversational discourse occurs throughout Jane Austen's novels. Austen and her major characters constantly reflect on or talk about interaction within a meticulously described social context. The detailed analysis of how people make sense of spoken communication is central to Jane Austen's work but also provides data that illustrates and anticipates many of the concerns of modern pragmatics. This paper

considers Jane Austen in relation to Grice's theory of implicature and Sperber and Wilson's theory of relevance.

36. Establishing the "Role" in Classroom Method (2004) JACET –CSCRB Vol. 1 pp.21-39 (Inaugural Issue)

This paper provides a conceptual model drawing broader conclusions from previous articles on classroom discourse. The model makes classroom practice its central concern with the aim of helping teachers reflect on and where necessary adjust the roles they adopt in relation to language in the classroom. One problem frequently identified in curriculum study is the gap between actual roles adopted by teachers and students and the idealized roles proposed by outside curriculum developers. This paper attempts to bridge that gap by answering three questions. How do classroom roles relate to "method"? How can we describe existing classroom roles in relation to classroom language use? How can reflection on practice and theory inform discussion of potential role choices available to teachers?

35. Revamping the Lecture for EFL Classes: A Case for Mini-lectures (2004) (with D. Lingley) The Language Teacher (JALT) 28.3 pp. 15-20 <http://www.jalt-publications.org/tlt/articles/2004/03/nunn>

Professional teachers need to have a wide repertoire at their disposal as they adapt to different teaching situations and the varied needs of their students. Several of the above papers consider a greater variety of classroom roles for both teacher and students in classroom language teaching. This paper considers the inclusion of brief mini-lectures as a regular EFL activity. It provides a theoretical rationale and practical examples and suggests collaborative note-taking techniques to facilitate lecture comprehension for students.

34. Book Review of *An Introduction to Applied Linguistics* Norbert Schmitt (ed.) The JALT Journal Volume 25 No. 2 October 2003 pp. 222-224

A refereed review of a sixteen chapter volume on Applied Linguistics with thirty one contributors. The book is divided into three broad sections: (1) 'Description of Language and Language Use'; (2) 'Essential Areas of Enquiry in Applied Linguistics' and (3) 'Language Skills and Assessment'.

33. Head Nodding in Intercultural Conversation (with Tamura, M) (2003) Japan Journal of Multilingualism and Multiculturalism Vol. 9, No. 1 (pp.69-86)

This paper proposes an analysis of head-nodding behaviour in intercultural communication. A dual approach to intercultural analysis is proposed. The salience of the nonverbal behaviour is first established through comparative, quantitative description. This is followed by the detailed analysis of three critical incidents through which a pragmatic interpretation of the function and effect of nodding behaviour emphasizes the process of intercultural interaction. The incidents illustrate the difficulty of keeping a face-threatening intercultural encounter going with limited language ability. While frequent head nodding may assist in essential solidarity building by encouraging and supporting floor-holding interlocutors, it can also exacerbate the failure to achieve essential information exchange.

32. Teaching Language and Content through an International Media Case Study

International Communication Department Journal, Faculty of Humanities and Economics, Vol. 4 (pp. 63-90) Kochi University. (September 2003) (with F. Nunn, main author)

This article proposes a detailed example of a media case study, critically examining the media reporting of an incident in Afghanistan at the start of the US led military operation there. It also discusses a pedagogical approach to media case studies. (Detailed analysis, F. Nunn, pedagogical applications R. Nunn)

31. Cooperation and Relevance in Intercultural Conversation: the Influence of Background Knowledge on the Inferential Process Vol.14 March 2003 *Asian EFL Journal* <http://www.asian-efl-journal.com/march03.sub3.htm>

This paper uses a sample from a data-base of recordings of simulations involving foreign and Japanese students of intercultural communication in Kochi University. Three views of inferencing are discussed in relation to the data sample. Grice's view of inferencing guided by a principle of cooperation, and its subordinate maxims, Sperber and Wilson's relevance theory and Clyne's revised maxims for intercultural analysis. Within a theory of relevance, "contextual effects" are created by reference to known information, reducing the need for processing by interlocutors who share the same prior contextual clues in a "mutual cognitive environment". In *intercultural* negotiation, however, a higher level of awareness of assumptions about common knowledge is of central importance to performance.

30. Reforming the Eikaiwa Curriculum: Streaming Students (with D. Lingley) Kochi University

Reports of Educational Research and Activity, Vol. 3 2003 pp. 156-166

This paper outlines the reform of the compulsory first-year English conversation course by streaming students into four different levels for the first time. The theoretical and practical organization of a pre-course placement test is described and the use of the test to establish a starting level in interactive skills essential to the course aims is explained.

29. A Dual Approach to Classroom Discourse – Killing One Bird with Two Stones? Research Reports of Kochi University. Vol. 5. Humanities.2003 (pp. 123-130)

This paper illustrates the analysis of a brief sample of classroom discourse from two rival perspectives arguing that no single approach is likely to be fully adequate for analyzing something as complex as classroom discourse. The attraction of using both discourse and turn-taking analysis to analyze the same data is that both provide a pre-pedagogical level of analysis. While either can be used to describe essentials of classroom behaviour without any reference to pedagogical fashions or trends, together they provide insights which neither approach can provide alone.

28. "Whiter than White"? Mistranslation in the International Media Process Research Reports of Kochi University. Vol. 5. Humanities.2003 (pp. 119 -122)

This article analyses a mistranslation that featured prominently in prominent BBC News broadcasts and Internet articles on the topic of corruption in the European Union. It considers the modern intercultural media process in relation to the instant nature of media communication, arguing that it is unrealistic to assume that we are capable of systematically mistrusting first impressions, or of reserving judgment until various sources have been examined.

27. Self-Access and Intensive Language Improvement in the English Seminar International Communication Department Journal, Faculty of Humanities and Economics, Vol. 3 (pp. 43-62) Kochi University. (August 2002) (With D. Lingley. and M. Onaka)

This paper outlines the design of a self-access element for the English seminar program at Kochi University. It discusses the theory of self-access learning and describes the rationale behind the design of original profile sheets in the four language skills as a means of fostering self-awareness and improvement.

26. Eikaiwa Curriculum Development: Design of Theme-based Units International Communication Department Journal, Faculty of Humanities and Economics, Vol. 3 (pp.63-82) Kochi University. (August 2002) (With D. Lingley.)

An article describing a large-scale materials writing project in the context of curriculum development for the general education English programme of Kochi University. It discusses the aims of the programme within the theory of curriculum development, discusses criteria for designing 'holistic' communication activities and provides examples.

25. Designing Simple Interactive Tasks for Small Groups

<http://iteslj.org/Techniques/Nunn-Tasks.html> The Internet TESL Journal, July 2002

The selection and design of tasks to practise interactive ability which simulate real-life language use is important to any course that includes the aim of improving ability in spoken interaction. This practical paper provides a checklist for task designers and provides original examples in the form of a set of easily replicable and adaptable worksheets.

24. People Who Crossed Borders: An Interactive Reading Exercise The Internet TESL Journal, May 2002 <http://iteslj.org/Lessons/Nunn-InteractiveReading.html>

A reading text can be exploited in many ways beyond just presenting information or practising the skills of reading comprehension. This paper describes and illustrates a simple and easily designed interactive reading exercise which also provides practise in using interactive questions. Two examples, one for pairs, the other for small groups are provided under the theme: People Who Crossed Borders.

23. Language Learning across Boundaries – Negotiating Classroom Rituals

TESL-EJ Journal Vol. 5, No.2 (pp. 1-11) September 2001 <http://www.kyoto-su.ac.jp/information/tesl-ej/ej18/a1.html>
This paper, radically modified from a presentation at the BAAL 2000 conference, re-examines the nature and purpose of teacher-fronted classroom interaction, looking in particular at the relationship between ritual and negotiation in classroom data samples in order to re-evaluate some useful purposes and some limitations of teacher-fronted classroom discourse in language lessons.

22 A Holistic Classroom Activity - The Class Survey The Internet TESL Journal, Vol. VII, No. 4, April 2001 <http://iteslj.org/Techniques/Nunn-Surveys.html>

This paper discusses the use of classroom surveys within the context of post-communicative, “eclectic” methodology. Multiple roles can be adopted by both the teacher and students for different pedagogical purposes during this kind of holistic activity and provides worksheets and examples for classroom use.

21 The Game Analogy in Intercultural Communication TESOL Matters 10.3, 2000 Aug./Sept. Issue p. 20

Wittgenstein’s notion of language games is considered in relation to intercultural communication. A classroom simulation activity is described which attempts to provide students with the experience of being a foreigner by creating a situation in which they are out of step with the rules of a game. Opponents are made to play with different rules without knowing. After experiencing the inevitable difficulty, which arises, they learn to negotiate the kind of interim norms necessary for intercultural situations.

20 Neutrality and International Media Study in the Information Age, International Communication Department Journal, Faculty of Humanities and Economics, Vol. 1 (pp. 1-12) Kochi University. (2000)

This article is paired with number 15 above. It discusses the use and misuse of visual images in the media process and argues that the reliability and truth value of international news transmission has not necessarily improved as a result of technological advances. Some teaching strategies are suggested to help international studies students confront the difficulties.

19. Bridging the Gap - Curriculum Goals and Classroom Realities in Eikaiwa Courses Kochi University Reports of Educational Research and Activity, Vol. 4 2000 pp.48-52

This paper defines institutional curriculum goals, general course aims and specific syllabus objectives for English conversation courses at Kochi University. It attempts to define these three different levels in relation to the particular context and the institutional constraints which influence the design of eikaiwa courses, making reference and introducing the first contributions to a University publication by part-time teachers.

18. Reality in Language Lessons - Student-led Presentations (With F. Nunn) Kochi University Reports of Educational Research and Activity, Vol. 4 2000 pp. 60-65

A practical paper describing the teaching of student presentations in eikaiwa classes at Kochi University. The rationale behind the activity is discussed and materials specially designed by the authors are presented.

17. Designing Rating Scales for Small-Group Interaction (ELT Journal – OUP pp.169-178 Vol. 54 Issue 2 April, 2000 http://www3.oup.co.uk/eltj/hdb/Volume_54/Issue_02)

This paper reports the design of rating scales for language classes at Kochi University. Classroom activities in small-groups provide opportunities for practising important intercultural interaction skills such as distributing and competing for opportunities to speak, holding the floor, adjusting to the contributions of other speakers, and negotiating real understanding when exchanging information, opinions, feelings and attitudes. A set of original rating scales is proposed here as a practical means of addressing the difficult task of assessing both the level of a particular communicative performance in a small group and the general ability to perform in small-group conversations over time. This paper will argue that theoretical difficulties of designing and using rating scales for this purpose, while requiring serious consideration, are outweighed by practical advantages. Rating scales not only report test performances. They can also guide the teaching process, defining the principles for the construction of both assessment and classroom tasks and providing teachers (and students) with achievable goals, which they themselves have formulated in writing.

16. Encouraging Students to Interact with the Teacher (The Internet TESL Journal, Vol. V, No 12, December 1999 – <http://iteslj.org/Techniques/Nunn-Interacting.html>)

This article outlines a practical classroom technique for encouraging more self-selection by students during whole-class sessions in language lessons. It illustrates this technique through the creation of three activities, a listening activity illustrating useful language for asking for clarification, a small-group exercise requiring further use of this function and finally a whole-class activity requiring students to interact with the teacher during a narration.

15. Teaching a Critical Reading of International Media (JACET (Japan [National] Association of College English Teachers) Bulletin vol. 30 pp. 59-69 (October, 1999))

This article argues that there are in-built weaknesses in the process of international newsflow and that these weaknesses should be systematically studied in courses in international studies. It considers the ways in which internet resources can enhance our understanding of international news, but also examines the problems caused by the increased speed and volume of newsflow and argues that the concept of the “global village” is still little more than a convenient myth created by the media. It illustrates how students can develop an awareness of the editing process of international news, learning to evaluate different styles of information presentation, to assess factual evidence and to identify narrative techniques which are normally associated with fiction.

14. Empire and Jane Austen: A Contrapuntal Reading Studies in English Literature: English Literary Society of Japan, pp1-17 (English Number: March, 1999)

This paper, which is to be read in conjunction with 13 above, illustrates a detailed cultural reading from an international perspective of important icons of English literature. It reports an attempt at what Said calls a detailed “contrapuntal reading” (66) of *Mansfield Park* and *Persuasion*, to evaluate the extent to which they can be said to be set in a global context. It especially considers the importance of three closely related aspects of foreign reference: non-European reference related to colonial possession; reference to service in the navy linked to the defence of British overseas interests and colonial rivalry with the French; and reference to European culture, mainly to food, architecture, health, music, literature or languages. The paper challenges Said’s interpretation of Austen’s single reference to the slave trade in *Mansfield Park*, but concludes that Said is nonetheless successful in making us consider the link between the “consolidation of (colonial) authority”(77) and the typical homebased concerns of Jane Austen’s work as a whole.

13. Englishness in Jane Austen’s Novels

Research Reports of Humanities, Faculty of Humanities and Economics 6 (pp.149-162) Kochi Univ. (1998)

This article is paired with 14 below. Both aim to illustrate and discuss the process of re-reading cultural icons from an international perspective. 13 examines foreign reference and references to Englishness in Jane

Austen's major novels excluding *Mansfield Park* and *Persuasion* which are dealt with in 14, attempting a contrapuntal reading to evaluate the extent to which a global reading of the novels assists in their interpretation. While *Sense and Sensibility*, *Pride and Prejudice*, *Northanger Abbey* and *Emma*, contain fewer foreign references than the other two major novels, they contain significant reference to Englishness and national identity, which complement the extensive foreign reference in *Mansfield Park* and *Persuasion*.

12. The Purposes of Language Teachers' Questions

International Review of Applied Linguistics in Language Teaching, IRAL (37-1: Feb. 1999: 23-42).

This paper illustrates an intercultural analysis of classroom language teaching, encouraging a more international perspective in language teaching ideology. An illustration of a three-level analysis of classroom discourse as a means of examining in detail the implications of characterizing language teachers' questions as "display" questions. In particular it attempts to demonstrate that the characterization of teachers' questions as display questions because they are non-referential is only relevant on one level of analysis. By using a three-level analysis, it has been possible to challenge a negative characterization of the exchanges initiated by teachers' questions, which were said to be purposeless in one pedagogical setting.

11. Structure and Choice in Classroom Exchanges

Research Reports of Kochi University. Vol. 45. Humanities.1997 (pp. 211-239)

A detailed illustration of a simple, original model for representing the choices available to participants in classroom interaction in any cultural context. Representing choice within a simple model of exchange structure responds to a weakness of structural models by acknowledging that discourse is a dynamic, participant-managed system. While the strength of a structural model is still its potential for revealing the effect of speakers' contributions as an objective consequence independently of the context of situation, it can also describe with some precision the nature of the actual (unequal) distribution of the choices theoretically available to all participants as they negotiate their pedagogical roles. This model contributes to an intercultural or international view of classroom language teaching.

10. Intercultural Aspects of Eikaiwa Course Administration. August 1997 (pp. 20-34) Kochi University Reports of Educational Research and Activity, Vol. 2

An intercultural rationale of Eikaiwa (English conversation) courses from both a theoretical and a practical perspective. It provides an explanation of classroom teaching as socio-cultural discourse and discusses what this means when a foreign language teacher from an outside culture, familiar with different classroom norms, teaches eikaiwa in a different cultural setting, in this case in Japan. The benefits and the inevitable - and often underestimated - difficulties of intercultural negotiation in such a situation are discussed in relation to practical administrative considerations.

9. Rating Scales for Public Communication

Research Reports of Faculty of Humanities: No. 4, June, 1997 (pp157-166). Kochi University

A discussion of the advantages of using rating scales for assessing communicative performance. This is illustrated with three rating scales developed for the public communication course in the Department of Intercultural Communication at Kochi University. It is argued that the use of rating scales has several advantages over the use of numerical grading, which merely disguises the inherent problems of assessing communicative performance. Firstly, rating scales are more transparent than numerical grading systems, their main feature being actual descriptions of performance. Another advantage, is the positive washback effect on both teaching and learning as an assessment process using rating scales inevitably reflects classroom activities as well as short and long-term course objectives.

8. The Method-in-Use in Qatari Secondary Schools

Based on TESOL ARABIA Conference Paper (AL-Ain UAE, March, 1995 - Published in the Selected Papers of the Conference Proceedings 1995 & 1996 - In Holbrook, A. C. Coombes and S. Troudi (eds.1-29)

A detailed preliminary report (refined considerably in my PhD) on the findings of a research project to describe the 'Method-in-Use' of a sample of Qatari Secondary school teachers. It illustrates an original model for describing classroom method, focusing on discourse structure, turn-taking procedures and discourse topic. The model is used to describe the classroom roles that underlie the actual method-in-use. As a result, it was possible to record a huge discrepancy between the actual classroom method being used and the named method, the so-called 'communicative approach' said to be in use in Qatari schools.

7. Describing Students' Spoken Interaction: A Profile Approach

Research Reports of Kochi University. Vol. 45. Humanities.1996 (pp. 147-156)

An introduction to the theoretical background for profiling the spoken interaction of students conversing in small groups. It was the first stage in a research project aimed at assessing the needs of Kochi University students in spoken interaction, developed extensively over the following years. It focuses on three related areas of interaction, patterns of participation, control of topic and features of conversational cooperation.

6. Language Teaching Across Cultures: Memory and Repetition

Research Reports of Faculty of Humanities: no 4, 1996 University of Kochi (pp165-174).

A critical examination of the role of memory and repetition in language learning within a framework for comparing different approaches to language teaching and learning in different cultural contexts.

5. Learning From Qatar: Evaluation of Method-in-Use

"Featured Article". The Language Teacher (JALT): Vol. 20, number 3, March, 1996 (pp. 7-10)

The debate about the Monbusho Guidelines on communicative methodology bears considerable resemblance to the attempted introduction of communicative methodology in the Arabian Gulf. Recent discussion of the Japanese case has been compared to research findings from a research project in the Gulf. The discussion here focuses on the compatibility of communicative approaches to classroom teaching in different educational contexts.

4. Confronting the Communicative Approach with its Context of Communication

Research Reports of Kochi University. Vol. 44. Humanities.1995 (pp. 23-41)

This article argues that Hymes' theory of communication has two applications to language teaching. The first one is well known in that it has been influential in changing the emphasis of language teaching from teaching language as a self-contained grammatical system towards teaching language for use in social contexts. However, the theory of communication in context can equally be applied to the language classroom, which is itself a social context. This article analyses a so-called communicative lesson within a school system in which the communicative approach has apparently been in use for more than fifteen years. The analysis of classroom communication reveals a gap between the named method and the actual "method-in-use". It is hence by applying the theory of communication itself to classroom analysis that we may conclude that a communicative approach is not suited to all contexts.

3. Discourse Analysis: the Argument for a Fourth Element of Structure

Research Reports of Kochi University. Vol. 44. Humanities.1995 (pp. 43-63)

This analysis focuses on eliciting exchanges in classroom discourse, although the model proposed is shown to be independent of any particular genre of discourse. A modified version of Sinclair and Coulthard's model of exchange structure has been proposed because a simple I-R-F structure does not seem to account for the units of interaction from the data corpus adequately. By defining each element of exchange structure in terms of sequential order, prospection, encapsulation, and its obligatory or optional nature, it seems possible to argue for a fourth element of structure without radically changing the basic I-R-F paradigm with the use of a simple equation which allows the model to be both comprehensive and economic.

2. The Problem of Neutrality in Intercultural Classroom Research

Research Reports of Kochi University. Vol. 44. Humanities.1995 (pp. 65-80)

This article discusses the question of neutrality in the field of intercultural innovation in English language teaching. While no research model can claim neutrality, the pre-pedagogical model of communication analysis proposed here encourages the avoidance of the ideologies of the field under investigation. The ethnographic perspective to intercultural research outlined in the research model is considered to be particularly relevant to intercultural innovation of educational methodology, but the underlying principles are considered to be relevant to intercultural research beyond the educational setting

1. Some Principles of Cross-Cultural Research in EFL

Presented in December, 1991 at the Qatar University Language Teaching Symposium. 'Recent Developments in E.F.L.: Classroom Application in the Arabian Gulf' (Revised and Published in May, 1994 - Qatar University English Language Teaching Unit Symposium - Selected Papers, pp. 52-70)

This paper outlines an experiential research approach that is compatible with intercultural research principles. It argues that socio-cultural research must generate its own principles rather than borrow the principles of experimental research. It then provides an illustration of how these principles may be put into practice in the area of comparative communication and behaviour of teachers.

Presentations

11. Curriculum Development and Course Design: Introducing the EPIC Programme (with Darren Lingley) JACET Shikoku and Chukoku Chapter Annual Convention, Matsuyama University (June, 2004)

This joint presentation describes the background, content and philosophy behind the new English Programme for International Communication (EPIC) at Kochi University. The EPIC course marks the latter part of a two-stage curriculum renewal project in the General Education programme at Kochi University, a project that began with formative oral placement testing for all freshman students in the compulsory English Conversation course in April 2003. Curriculum development projects in one area, while significant in their own right, can also have a huge impact elsewhere in the curriculum. The formative placement testing initiative in 2003 meant repercussions for the current 2004 curriculum in that students from different levels now have different needs. In our description of the new EPIC programme, we consider the needs of the advanced students. One feature is intensity of language study, which is set in the context of international standards. Another prominent feature of the EPIC programme is its interlocking content with each of the six courses taught with an aim towards an inclusive notion of language competence. Core skills courses are taught in tandem with applied content courses leading to a progressive recycling of grammar, vocabulary and other skills at different stages of different courses.

10. Classroom Role Choices and Classroom Discourse Control JACET Shikoku and Chukoku Chapter Seminar, Matsuyama University (January, 2004)

This presentation examined classroom interaction data in three very different classroom contexts in which Japanese students adopt very different roles. It illustrated the use of lesson role maps as a means of describing the roles adopted during classroom interaction by teachers and students. Emphasizing these roles provides a description of how a language is being used in the classroom, facilitating comparison and encouraging teachers to consider the implications of adopting a variety of alternative roles.

9. Slavery in Jane Austen's Novels

English Literary Society of Japan, Shikoku and Chukoku Chapter Conference, Kochi University (October, 2003)

This paper discussed Edward Said's interpretation of the single reference to slavery in Jane Austen's novel, *Mansfield Park*. It argued that a detailed textual analysis in context made Said's view that slavery could not be talked about at *Mansfield Park* untenable. The paper then discussed the nature of what Said calls "contrapuntal" reading in relation to Jane Austen's novels.

8. Lesson Role Maps and Classroom Discourse Control Poster Presentation

BAAL (British Association of Applied Linguistics) Conference, Leeds University, September 2003

This poster presentation illustrates diagrammatically the use of lesson role maps as a means of describing the roles adopted during classroom interaction by teachers and students. Emphasizing these roles provides a description of how a language is being used in the classroom, leading to a reasoned consideration of potential roles for particular teaching situations. Presenting a diagrammatic description of what is being and what can be done in the classroom facilitates comparison and encourages teachers to consider the implications of adopting a variety of alternative roles.

7. Cooperation and Relevance in *Intercultural* Conversation: the Influence of Background Knowledge on the Inferential Process

BAAL (British Association of Applied Linguistics) Conference, Reading September 2001

This presentation uses a sample from a data-base of recordings of simulations involving foreign and Japanese students of intercultural communication in Kochi University. Three views of inferencing are discussed in relation to the data sample. Grice's view of inferencing guided by a principle of cooperation, and its subordinate maxims, Sperber and Wilson's relevance theory and Clyne's revised maxims for intercultural analysis. Within a theory of relevance, "contextual effects" are created by reference to known information, reducing the need for processing by interlocutors who share the same prior contextual clues in a "mutual cognitive environment". In *intercultural* negotiation, however, a higher level of awareness of assumptions about common knowledge is of central importance to performance.

6. Language Learning across Boundaries – Negotiating Classroom Rituals

BAAL (British Association of Applied Linguistics) Conference, Cambridge September 2000

This paper re-examines the nature and purpose of teacher-fronted classroom interaction, looking in particular at the relationship between ritual and negotiation in classroom data samples in order to re-evaluate some useful purposes and some limitations of teacher-fronted classroom discourse in language lessons.

5. Designing Activities for Teaching Small-Group Interaction July 1999 Matsuyama JALT guest speaker.

Classroom activities in small-groups provide opportunities for practising important conversational skills such as distributing and competing for opportunities to speak, holding the floor, adjusting to the contributions of other speakers, and negotiating real understanding when exchanging information, opinions, feelings and attitudes. The design of interactive tasks to develop these skills was discussed in some detail and several examples of the writer's own materials were presented. Rating scales were then proposed not only as a means of reporting test performances. They can also guide the teaching process, defining the principles for the construction of both assessment and classroom tasks and providing teachers (and students) with achievable goals, which they themselves have formulated in writing.

4 Intimate Disharmony in Jane Austen's Dialogues May, 1999 English Literary Society of Japan Conference, Matsuyama

Everyday conversation is at the centre of Jane Austen's work. The primary context of communication between the writer and her readers is closely linked to a secondary level involving a meticulous, multi-level analysis of conversations in the limited social settings of upper-middle class Georgian society. The reader is invited to interpret conversations not only as events, which allow the intrigue to develop, but also as representations of one of Austen's central themes, the nature of intimate social communication itself. This paper considers the explanatory potential of notions of implicature related to Grice's conversational maxims as a means of interpreting Austen's conversations. Conversely, the author's realistic representations of conversation also contribute to an understanding of conversation. The maxim of quality is considered in relation to *Emma* in which the heroine declares her allegiance to open, honest and direct communication. Yet Emma's own conversational behaviour reveals that she herself is unable to live up to her own principle. A further theme well illustrated in *Emma* is the enormous potential for misunderstanding in even the most

intimate conversations. This potential for misinterpretation and the resultant disharmony is further revealed in the conversations of the sisters, Elinor and Marianne, in *Sense and Sensibility*.

3a. Using Rating Scales to Guide the Assessment of Small-Group Interaction August, 1998

Guest Speaker on the Testing Specialists` Course, Centre for Applied Language Studies, University, of Reading.

3b. Using Rating Scales to Guide the Teaching and Assessment of Small-Group Interaction October, 1998 A fuller 2-hour version of no.3a above presented to the Tokushima JALT Chapter, including a practical session in designing rating scales and a detailed section on task design.)

Classroom activities in small-groups provide opportunities for practising important conversational skills such as distributing and competing for opportunities to speak, holding the floor, adjusting to the contributions of other speakers, and negotiating real understanding when exchanging information, opinions, feelings and attitudes. A rating scale was proposed here as a practical means of addressing the difficult task of assessing both the level of a particular communicative performance in a small group and the general ability to perform in small-group conversations over time. This paper argued that theoretical difficulties of designing and using rating scales for this purpose, while requiring serious consideration, are outweighed by practical advantages. Rating scales not only report test performances. They can also guide the teaching process, defining the principles for the construction of both assessment and classroom tasks and providing teachers (and students) with achievable goals, which they themselves have formulated in writing.

2. Putting Language Teachers` Questions in Context. Method-in-Use or Methodology (August, 1998)

Public Lecture at the Centre for Applied Language Studies, University of Reading, England

This 90-minute presentation examined in detail the implications of characterizing language teachers' questions as "display" questions for intercultural curriculum development. In particular it attempts to demonstrate that the characterization of teachers' questions as display questions because they are non-referential is only relevant on one level of analysis. By using a three-level analysis, which considers the classroom as the primary level of context, it has been possible to challenge a negative characterization of the exchanges initiated by teachers' questions, which were said to be purposeless in one pedagogical setting. This misinterpretation can be seen as one reason for the failure of an attempt to eliminate "display questions" from classroom interaction in that setting.

1. The Method-in-Use in Qatari Secondary Schools

TESOL ARABIA Conference Paper (AL-Ain UAE, March, 1995)

(Published in the Selected Papers of the Conference Proceedings 1995 & 1996 - In Holbrook.A, C. Coombes and S. Troudi (eds.) 1997 pp. 1-29)

A detailed report on the preliminary findings of a research project to describe the "Method-in-Use" of a sample of Qatari Secondary school teachers. It illustrates an original model for describing classroom method, focusing on discourse structure, turn-taking procedures and discourse topic. The model is used to describe the classroom roles that underlie the actual method-in-use. As a result, it was possible to record a huge discrepancy between the actual classroom method being used and the named method, the so-called 'communicative approach' said to be in use in Qatari schools.