Politeness Strategies in TV Interviews

Source: Yukika, Sapporo Univ., Japan

This paper investigates the different narrating ability in Cantonese (L1) and in English (L2) of Chinese-speaking tertiary students in Hong Kong. Following the combination of wordless story-books on narrative research and related findings in Bamberg (1987) and Berman & Slobin (1994), it focused on how the relationships are established and maintained. This relationship-bonding utterances function, while secondary to the interview's transactional purposes, is the locus for politeness strategies. Three American TV talk shows are used as data: the first (A) is a regular, transactional formal interview, the other two (B) and (C) are heated discussions in formal talk shows. B and C show more aspects of interactional discourse in which the interlocutors' face threatening acts are more strictly maintained. In the relationship bonding features pejoratives may threaten the positive face wants of the addressee. By examining floor control and the interlocutors' discourse roles, especially questioning routines, the characteristic of the power relationship becomes apparent. If the interlocutors break rules, they may destroy the positive face in the relationship. It is argued that a comparison of interview programs with talk shows highlights aspects of the interview process but also the politeness strategies in relationship bonding.
reading support system: This study presents a Japanese reading support system, referred to here as CGI-DL2, designed to improve learners' acquisition of vocabulary by using their learning process records. CGI-DL was designed originally by the authors in 1997. It automatically links each word in the input sentences with an English translation. This system uses a natural language processing analyzer (morphological analysis), for dividing sentences into words, and refers to dictionaries in order to link each word with a translation. This system is based on the server and client model, and can be used on a WWW browser (e.g., Netscape Navigator) on any platform through the Internet. By checking on the unknown word, the learner can instantaneously access a translation of the word. As a result, the reading process is not interrupted by looking up words in a dictionary. While CGI-DL is efficient for supporting reading Japanese, this may not be enough to improve the learners' vocabulary, because it does not give feedback about the unknown vocabulary. Furthermore, the teacher is not able to grasp the unknown vocabulary and the learning processes of the learner using CGI-DL. In the present study, we add the following functions to CGI-DL: 1) a record is kept of unknown words the learner accessed via CGI-DL and reports them to the learner, 2) this record is also logged in on the server and can be referred to by the teacher. These functions may help improve the learner's acquisition of vocabulary and help the teacher grasp the learning process and unknown vocabulary of the learner. CGI-DL2 is a tool aimed at furthering self-directed learning. Learners can make use of the language resources on the Internet (e.g., on-line newspaper) as teaching materials, and teachers can individualize their instruction to fit student needs.

This study is co-authored by Jun Uchiyama, Pukyong National University, Korea, and Manabu Okumura, Japan Advanced Institute of Science and Technology, Japan.

8 - 006 <JACET SIG> 10:00-17:00 3F Lobby
Effects of the Electronic Communication Technologies on the Preparation Work for the Public Congress of AILA '99 in Tokyo
Furuya, Chato, Nagasaki Univ. of Technology, Japan

JACET, digitization, e-mail: The Japan Association of College English Teachers (JACET) set up a digitization project to promote electronic systems among JACET members in 1995. There were two aims for this project. One was the introduction of electronic technologies into JACET daily activities. The other was the application of these technologies to preparations for the World Congress of AILA '99 in Tokyo hosted by the Science Council of Japan and JACET.

Web pages, mailing lists, and e-mail communication system have been used for online collaboration among the AILA '99 preparation committee members. These new types of communication are expected to provide an efficient and economical means for decision-making.

The project also has a group, JACET Digital Communication Special Interest Group, which analyzes and evaluates the digitization project. They have done a survey on the state of the application of electronic technologies among JACET members since 1996. The survey has been done once a year to watch how this technology influences English education researchers in Japan. The results show that more and more members are applying electronic technologies to their research and educational activities.

The present poster describes how the new communication technologies were introduced into the AILA '99 preparation committee work and presents their effects on the efficiency in decision-making and economical savings.

8 - 007 10:00-17:00 3F Lobby
Narrating Ability in Cantonese-speaking Children
Leung, Cheung Shmg, City Univ. of Hong Kong, China

narratives, Cantonese, children: This paper reports a study on investigating the narrating ability of Cantonese-speaking Chinese pre-school children in Hong Kong. Following the successful technique of using wordless story-books on narrative research as reported in Bamborg (1987), Berman (1988) and Berman and Slobin (1994), we used the same technique in eliciting the data. Ninety children (aged 4, 5, and 6) from Hong Kong were asked to tell a story in Chinese (Cantonese) based on the wordless story books. Ten adults were also asked to tell the same story. The adult data serve as control for evaluating the development of children.

The spoken data were audio-taped and later transcribed and analyzed. This paper focuses on the strategies used as well as the use of linguistic devices by children in telling stories. The major finding is that a majority of 6-year-olds know the conventional use of story opening and closings and are aware of the global structure of story-telling whereas children aged 4 and 5 do not. Also, the 6-year-olds employ more linguistic devices, e.g., interclausal connectives and adverbials to make their stories more coherent.

This study is co-authored by Shuk Im Chun, City Univ. of Hong Kong, China.

8 - 008 10:00-17:00 3F Lobby
Power, Control and Instructional Discourse: An Exploratory Study of Japanese and Brazilian Mothers
Nakazi, Izumi, Federal Univ. of Mato Grosso, Brazil

Power, control, instructional discourse: According to Bernstein, there is a clear distinction between power and control. Power operates on the relations between categories and establishes legitimate relations of order. Control establishes legitimate forms of communication appropriate to different categories. Thus, a power relation establishes the relation between categories, and control relation socializes the individual into the relationship. From this point of view, this paper is concerned with understanding the power and control relations of some Japanese and Brazilian mothers in relationship to their children in instructional contexts. This study considered three categories of analysis: power relation, control relation, and instructional discourse. The analysis of the results of the Japanese mothers showed that they make explicit the categories of "who teaches" and "who is taught" by two modes: imperative or affirmative mode. And the implicit power relation can be established by four modes: solidarity, appeal, representation or mediation, and weak authority. Also, the control relation can be weak or strong depending on the mother's acceptance or resistance to the child's interference upon the instructional situation. Finally, mothers do control and evaluate their children's acquisition of knowledge by repeating to her/him the instruction or by checking the effects of the instruction. The analysis of the results of Brazilian mothers indicated that they establish explicit power relation with weak relation to instruction. The mode of control relation depends on the mother's knowledge about the subject to be taught, and their instructional discourse focuses on child's performance instead of his/her acquisition of knowledge. The results suggest that the differences between mode of relationship and communication of Japanese and Brazilian mothers can influence differently their children's language learning process and their school performance.

8 - 009 10:00-17:00 3F Lobby
Mother Tongue Teaching Debut: A Qualitative Analysis
Vasconcelos, S.I.C.C.de, Univ. Estadual de Maringa City, Brazil

language, teachers, debut: The aim of this research is to identify the indexes that characterize teaching debut success or failure of schoolteachers of Portuguese as mother tongue. As the beginning of the professional activity is decisive for the whole career, it is important to know why some teachers are successful while others are frustrated. When an educator is not able to reach his/her