from Groups 1 (p<0.01) and 4 (p<0.05). The learners made more errors when they wrote down longer phrases (5- and 6-word blanks): A linear regression pattern was found (p<0.01). Further error analysis on the individual words revealed that long content words with 6 to 8 letters (e.g., “exchange”, “student” and “second”) were not difficult to comprehend although their word frequency was lower than that of short words such as “and,” “the,” and “are”. Many learners were poor at perceiving the articles and the last two words in the longest (6-word) phrases. However, these errors tended to decrease in Post-dictation. Many students also made mistakes in parsing the subject-and-verb combination (“rooms are”). This type of grammatical mistake persisted in Post-dictation. We also discuss the results of a questionnaire on the students’ views on the pros and cons of dictation exercises.

How the Learners Perceive Moves: Linguistic Dimensions of Hint Expressions in Science and Engineering Research Presentations

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Effective oral research presentations require suitable moves (tags for logical progression) as well as the use of appropriate hint expressions to signal them and thus aid audience understanding. The architecture of the research presentation is less structured and more spontaneous than that of the research article, being influenced by colloquial tenets. To help novice presenters grasp the moves and hint expressions needed for effective presentations, we undertook the move-tagging of JECPRESE, the Japanese-English Corpus of Presentations in Science and Engineering (http://www.jecprese.sci.waseda.ac.jp/) of novice as well as expert native speaker presentations. Our study tried to classify the linguistic dimensions of hint expressions extracted from the presentations during the move-tagging procedure. Analyses of discrepancies among the four raters and the ensuing discussion process revealed not only a semantic dimension but a structural (or linguistic) dimension influencing the move identification. Important roles were found in the linguistic features embedded in verb forms, modals and tenses. The evolution of the manual tagging process seemed to be in synchrony with how learners (unconsciously) perceive moves as they improve in the accuracy of their understanding of the presentation architecture. Our findings should have pedagogical implications and contribute to the development of automated move tagging.

Big Lessons on Small Talk: An Analysis of Pragmatic Failure by University EFL Students

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While instruction on small talk remains an underexplored area in EFL courses due to limited resources and research, research on small talk among migrant workers and intellectually-disabled workers provides the rationale for the need for its explicit instruction. This presentation introduces an analysis of pragmatic failure in role-plays based on lessons on small talk. The participants, intermediate EFL students at a private university, were first given explicit instruction on what small talk entails, including contextual factors, such as status difference and social/psychological distance between the speaker and hearer. Next, the students performed a discourse completion task (DCT), in which they wrote what they would say in a given situation when engaging in small talk with another speaker. The DCT was followed by videotaped role-plays conducted in small groups, through which the analyses revealed some patterns in their pragmatic failures, both pragmalinguistic and sociopragmatic. Open-ended questionnaires completed by students address issues to be further