

「博士論文」合否査定資料

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学位の名称 博士（英語英文学）

論文名 The Realization of the Apology Speech Act in English by Japanese Speakers :
Cross-Cultural Differences, Pragmatic Transfer, and Pedagogical Implications

審査委員 主 査 北尾 キャスリーン

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審査結果 合

2017.2.9 英語英文学専攻博士後期課程委員会 承認
2017.2.9 文学研究科博士後期課程委員会 承認

博士学位論文審査結果報告書

2017年 2月 8日

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The Oral Defense for Ms. Hitomi Abe's dissertation, *The Realization of the Apology Speech Act in English by Japanese Speakers: Cross-Cultural Differences, Pragmatic Transfer, and Pedagogical Implications*, was held at 4:00 pm on February 3, 2017. In attendance were the director of the thesis, Dr. Kathleen Kitao and two examiners, Dr. Natsumi Wakamoto and Dr. Tsuyoshi Iida. The Oral Defense was open to the public, and in addition to the above, graduate students and members of the faculty of the Graduate School of English were also present.

Dr. Kitao first introduced herself and the examiners and asked Ms. Abe to give a brief summary of her research. After her summary, there were comments and questions by first Dr. Iida and then by Dr. Wakamoto. There were follow-up questions by each examiner. Finally, Dr. Kitao concluded by asking Ms. Abe about what type of research should be done in the future.

Ms. Abe demonstrated a high level of mastery of her field and has done a considerable amount of original research which furthers the understanding of Japanese students' production of apologies in English and how they are evaluated by American speakers of English. Her research will hopefully contribute to an improvement in how English apologies are taught in Japan. Suggestions were made for several revisions, but the committee concluded that Ms. Abe had answered the questions satisfactorily, and that both the content of the dissertation and Ms. Abe's defense of it indicated that she had attained the level of scholarship required for the doctoral degree 博士(英語英文学) at Doshisha Women's College of Liberal Arts.

博士学位論文審査結果要旨

2016年 2月 8日

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論文題名	The Realization of the Apology Speech Act in English by Japanese Speakers : Cross-Cultural Differences, Pragmatic Transfer, and Pedagogical Implications
(要旨)	<p>This dissertation, which was written in English, has the goal of learning whether Japanese learners of English have knowledge of English speakers' preferred and dispreferred apology strategies, whether Japanese speakers' apologies in English exhibit pragmatic transfer, what apology strategies are frequently used by Japanese speakers in English and Japanese and by Americans in English, what Japanese EFL students are taught about apologies in English, and how American English speakers evaluate the appropriateness of Japanese speakers' apologies in English. As Ms. Abe stated during her defense and in the dissertation itself, she chose apologies over other speech acts to study because they are difficult and complex as well as being important in maintaining relationships. Japanese speakers of English may have difficulties with English because they tend to apologize too much (due to pragmatic transfer), have a relatively limited repertoire of apology strategies, and may tend to either apologize too much or too little.</p> <p>Ms. Abe reviewed literature related to a variety of issues that have an influence on apologies. She began with communicative competence in general and pragmatic competence in second language learners in particular, looking at the work of numerous scholars on the structure of communicative competence and pragmatic competence and their importance in the learning of a second or foreign language, concluding that in English Language Teaching, acquiring pragmatic competence and an understanding of sociocultural norms are necessary to successful communication. Students have to be able to produce appropriate speech acts for specific situations. In addition, she looked at pragmatic transfer and interlanguage pragmatics, and pragmatic failures, considering issues related to interlanguage and Jenny Thomas' work on how pragmatic failure happens and how it can be prevented. This led to a discussion of the speech act of apology and studies of non-native speakers' apologies.</p> <p>In conclusion, Ms. Abe reviewed literature on teaching pragmatic competence and on teaching the speech act with apologies. Studies indicate that even advanced students often did not have a great deal of pragmatic awareness or competence.</p>

Finally, Ms. Abe compared data collection methods for studying speech acts, including Discourse Completion Tests (DCTs), role plays, natural conversations, and spoken corpora. Finally, she explained why she chose to use DCTs. Ms. Abe synthesized information related to issues of communicative competence and pragmatics as they relate apologies and teaching them to Japanese English language students.

In her Methods and Results chapter, Ms. Abe described the methods and results of three studies. For each study, she described how she collected data, the participants in the study, her measures and procedures, and quantitative and qualitative data analysis. One of the examiners questioned whether she needed to use statistical procedures on some or her data, and she rightly replied that the same tendencies were also confirmed in qualitative data and that showing the descriptive statistics is a usual process in pragmatics study. There was also a comment from an examiner that there was a need to be clearer in the description of her analyses.

The results indicated that there were differences between the apology strategies of the Americans and the Japanese speakers of English. The most common apology strategy for all three groups was the direct expression of apology, though Americans used the intensified expression of apology more frequently than Japanese speakers in English. Japanese used a request for forgiveness more frequently than Americans. Americans used explanations more frequently, while Japanese used a statement of the situation more frequently. In general, the Japanese preferred to use more formulaic expressions than the Americans did. Ms. Abe found that a common combination of strategies that Japanese speakers used in English (specific offer of repair, concern for interlocutor) was also common in Japanese. Ms. Abe felt that her research had, according to her answer of a question in her defense, a more detailed analysis of apologies due to an increase in the number of categories.

Ms. Abe also found, by studying junior high and high school textbooks, that there were examples of apologies both in the book notes and in the main conversational sentences, in about equal numbers. The textbooks used only a small repertoire of strategies, which was reflected in the responses to the DCT.

In the questionnaire filled out by the American participants, they indicated that apologies were important to maintaining harmony in relationships and to redressing offenses. Most of them felt that apologies were varied based on relationship and on severity of the offense. More severe offences require a more explicit expression of apology, followed up by indirect strategies. The Americans indicated that both the closeness of the relationship and the severity of the offense influence the apology. Generally, they found the apologies appropriate, though some were insufficient and others were too much. The main problem was using the direct expression of apology, without other strategies, which was considered insufficient in some situations.

In her dissertation, Ms. Abe demonstrates her understanding of previous research and of research design and her ability to carry out and analyze well-designed research that makes contributions to her field of study. While there are some revisions that need to be made, it was the conclusions of the members of the committee that the dissertation reaches the level of scholarship required for the doctoral degree 博士(英語英文学) at Doshisha Women's College of Liberal Arts.

博士学位論文内容要旨

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(要旨)	
<p>This dissertation, <i>The Realization of the Apology Speech Act in English by Japanese Speakers: Cross-Cultural Differences, Pragmatic Transfer, and Pedagogical Implications</i>, which was written in English, is divided into an Introduction, two chapters, a Conclusion, References, and Appendices with the questionnaires. The objectives of the dissertation are to learn whether Japanese learners of English have knowledge of English speakers' preferred and dispreferred apology strategies, whether Japanese speakers' apologies in English exhibit pragmatic transfer, what apology strategies are frequently used by Japanese speakers in English and Japanese and by Americans in English, what Japanese EFL students are taught about apologies in English, and how American English speakers evaluate the appropriateness of Japanese speakers' apologies in English. The study found differences between Americans and Japanese speaking English and that some of these differences were influenced by Japanese apology strategies. An examination of English language textbooks in Japanese junior highs and high schools showed that they did not introduce a wide variety of strategies. The American participants generally judged the Japanese participants' apologies as appropriate, though some were judged as insufficient and others as too much.</p> <p>In the Introduction, the author discussed the importance of communicative competence in general and pragmatic competence in particular. She also explained the difficulty and importance of apologies.</p> <p>Chapter 2, Review of Literature. The author reviewed literature related to communicative competence, pragmatic competence in second language learners, pragmatic transfer and interlanguage pragmatics, pragmatic failures, the speech act of apology, studies of non-native speakers' apologies in English, comparing the apology strategies of Japanese speakers of English and native English speakers, teaching pragmatic competence, and teaching the speech act of apology. In addition, she compared data collection methods for studying speech acts, including Discourse Completion Tests, role plays, natural conversations, and spoken corpora.</p> <p>Chapter 3, Methods and Results. In this chapter, the author described three studies.</p>	

For each study, she described how she collected data, the participants in the study, her measures and procedures, and quantitative and qualitative data analysis.

Chapter 4 Conclusion. The dissertation concluded that there were differences between the apology strategies of the Americans and the Japanese speakers of English. The most common apology strategy for all three groups was the direct expression of apology, though Americans used the intensified expression of apology more frequently than Japanese speakers in English. Japanese used a request for forgiveness more frequently than Americans. Americans used explanations more frequently, while Japanese used a statement of the situation more frequently. In general, the Japanese preferred to use more formulaic expressions than the Americans did. She found that a common combination of strategies that Japanese speakers used in English (specific offer of repair, concern for interlocutor) was also common in Japanese.

The author also found, by studying junior high and high school textbooks, that there were examples of apologies both in the book notes and in the main conversational sentences, in about equal numbers. The textbooks used only a small repertoire of strategies, which was reflected in the responses to the Discourse Completion Test.

In the questionnaire filled out by the American participants, they indicated that apologies were important to maintaining harmony in relationships and to redressing offenses. Most of them felt that apologies were varied based on relationship and on severity of the offense. More severe offences require a more explicit expression of apology, followed up by indirect strategies. The Americans indicated that both the closeness of the relationship and the severity of the offense influence the apology. Generally, they found the apologies appropriate, though they judged some as being insufficient and others as being too much. The main problem was using only the direct expression of apology, with no additional strategies, which was considered insufficient in some situations.

The author also considered pedagogical implications. She recognized a need to raise Japanese EFL students' awareness of how sociolinguistic variables influence speech acts differently in their native language and in the target language. In addition, there needs to be a greater variety of apology strategies taught in junior high and high school textbooks, with exercises that reflect native speaker usage and thinking.

Finally, Ms. Abe made suggestions for future research, including looking at responses to apologies, at a variety of variables and how they influence apologies, at the influence of English proficiency, and at apologies in English speakers other than the US.

試問結果の要旨

2017年 2月 8日

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<p>(要旨)</p> <p>The Oral Defense for Ms. Hitomi Abe's dissertation was held at 4:00 pm on February 3, 2017. In attendance were the director of the thesis, Dr. Kathleen Kitao and two examiners, Dr. Natsumi Wakamoto and Dr. Tsuyoshi Iida. The Oral Defense was open to the public.</p> <p>Ms. Abe was asked a series of questions and given comments by the examiners.</p> <p>First, she was asked about the characteristics of her dissertation and the major differences between previous research and her thesis. She answered she had made more detailed analyses by increasing the number of categories of apologies.</p> <p>In relation to the rationale to focus on apology, Ms. Abe was asked in which part of Figure 1 (p. 8) apology would be. She correctly responded that apology is related to “Functional knowledge” and “socio-linguistic knowledge,” specifically “register,” in Bachman & Palmer’s (1996) figure. Then she was asked why she focused on apology, she offered the appropriate response that apology is the most important and fundamental function for Japanese learners of English.</p> <p>She was asked why she did not use statistical measures to confirm this. She replied correctly that the same tendencies were also confirmed in qualitative data and that showing the descriptive statistics is a usual process in pragmatics study. In relation to pragmatic transfer, she was then asked whether the English proficiency affected the use of apology. She responded that the influence of Japanese language and culture is enormous and the same results were also confirmed in previous studies, though she admits that in future study, including participants’ English proficiency might be useful. She was asked why she did not observe actual use of apology in the classroom. She admits the importance of observation of or interview with participants, instead she combined other methods, orchestrating Study 2 and 3.</p> <p>Finally she was asked how she would teach apologies to Japanese learners of English. She responded that she could teach apology explicitly while showing the appropriate videos or films. She also added that in the era of “lingua franca,” the criteria of apology might also shift from the one of native English speaker to the one of non native speaker of English.</p> <p>Among the suggestions that were made were that she consider delving more into the differences between Japan and/or East Asian countries and the West and that she explain her analyses more clearly so that they could be better understood and the studies could be replicated.</p> <p>There was also a discussion of English as a lingua franca and whether it is appropriate to use native English speakers as a standard for the realization of speech acts.</p> <p>It is the conclusion of the members of Ms. Abe’s committee that her defense of her dissertation reaches the level of scholarship required for a doctoral degree 博士(英語英文学) at Doshisha Women’s College of Liberal Arts.</p>			