

Table of contents

Acknowledgements	IX
Transcription conventions	XI
CHAPTER 1	
Introduction	1
CHAPTER 2	
A review of silence in intercultural communication	5
2.1 Overview	5
2.2 Preliminaries: Silence in communication	5
2.2.1 Forms of silence	5
2.2.2 Functions of silence	7
2.3 Silence in intercultural communication	12
2.4 Silence in multicultural classroom contexts	16
2.5 Silence of overseas students from Asia in the Anglo-mainstream classroom	18
2.6 Silence in Japanese communication	22
2.6.1 The 'silent Japanese'	22
2.6.2 Length of silent pauses in Japanese	23
2.6.3 Silences as speech acts	26
2.6.4 Distribution of talk and silence	27
2.6.5 Underelaboration	28
2.7 Summary: An overview of silence in intercultural communication	30
2.8 Interpreting silence	31
2.8.1 A multi-layered model for interpreting silence	31
2.8.2 Inter-relationship between the two dimensions of the model	35
2.8.3 The relationships and weight of factors	39
CHAPTER 3	
The sociocultural context: Silence and talk in Japanese classrooms	41
3.1 Japanese high school classroom study	41
3.2 Linguistic domain	43
3.2.1 Modes of communication	43

3.2.2	Participant structures in Japanese classrooms	47
3.2.3	Turn-taking in the classroom: Interactional roles	49
3.2.4	Turn-taking in the classroom: Timing management	51
3.3	Socio-psychological domain	52
3.3.1	The teacher-student relationship and politeness orientation	52
3.3.2	Politeness and face-work in the classroom	53
3.4	Cognitive domain	60
3.4.1	Norms of speed of interaction	60
3.4.2	Approach to knowledge	60
3.4.3	Norms of relevance	61
3.4.3.1	Approach to topics	61
3.4.3.2	Critical views and disagreement	65
3.5	Summary: Japanese classroom practice and silence	66

CHAPTER 4

Perceptions of silence: From a macro-perspective 69

4.1	Introduction	69
4.1.1	Speaking about silence: Ethnographic interviews	70
4.1.2	Perceiving others' silence: Lecturer questionnaire	71
4.2	Linguistic factors contributing to silence	72
4.2.1	Language proficiency	73
4.2.2	Norms of turn-taking	74
4.2.3	Participant structures	76
4.3	Socio-psychological factors contributing to silence:	
	Politeness orientations	84
4.3.1	Maintaining positive face of the self	84
4.3.2	Silence to save the other's face: 'Don't do the FTA' strategy	87
4.4	Cognitive factors contributing to silence	91
4.4.1	Speed of reaction	91
4.4.2	Norms of relevance	93
4.5	Intentional and unintentional silence	97
4.6	Summary: Perceptions of silence in intercultural communication	98

CHAPTER 5

Performance and perceptions of silence: An empirical view 101

5.1	Introduction	101
5.2	Methodology of the case studies	103
5.2.1	Japanese participants	103
5.2.2	Classroom observation	103

5.2.3	Video and audio recording from classroom observation	104
5.2.3.1	Participation coding scheme	104
5.2.3.2	Conversation analysis	105
5.2.4	Follow-up/stimulated recall interview	107
5.3	Talk and silence in the case studies: Comparison of performance and perceptions	107
5.3.1	Case Study 1: Tadashi	107
5.3.2	Case Study 2: Miki	111
5.3.3	Case Study 3: Aya	114
5.3.4	Summary	115
5.4	Linguistic factors contributing to silence	115
5.4.1	Language proficiency	115
5.4.2	Norms of turn-taking	120
5.4.2.1	Silent inter-turn pauses leading to a delayed response turn	121
5.4.2.2	Silent inter-turn pauses leading to expansion of the elicitation turn	123
5.4.2.3	Silent inter-turn pauses leading to other students' self-selection	127
5.4.2.4	Timing of self-selection	134
5.4.2.5	Summary: Norms of turn-taking	140
5.4.3	Participant structures	141
5.4.3.1	Case Study 1	142
5.4.3.2	Case Study 2	145
5.4.3.3	Case Study 3	148
5.4.4	Preferred mode of communication	152
5.4.5	Summary	154
5.5	Socio-psychological factors contributing to silence	154
5.5.1	Silence as a strategy to maintain positive face of the self	154
5.5.2	Silence to save the other's face: "Don't do the FTA" strategy	157
5.5.3	Silence as an "off-record" strategy	161
5.5.4	Assessment of politeness and negotiated silence	166
5.5.5	Context and politeness orientation	168
5.5.6	Summary	171
5.6	Cognitive factors contributing to silence	171
5.6.1	Speed of reaction	171
5.6.2	Knowledge schema, topic and shared knowledge	173
5.6.3	Norms of relevance	177
5.6.3.1	Topic relevance	177
5.6.3.2	Relevance of critical comments	189

5.6.4	Summary	192
5.7	Summary of the chapter	193
CHAPTER 6		
	Re-interpreting silence in intercultural communication	197
6.1	Introduction	197
6.2	What is 'silence'?	197
6.3	The roles of factors affecting silence at different levels of social organisation	199
6.3.1	Individual level	199
6.3.2	Situational level	200
6.3.3	Sociocultural level	202
6.4	Rethinking 'the silent East': Perceptions and performance	203
6.4.1	Perceptions, performance and the role of context	203
6.4.2	Implications for improved intercultural communication	206
6.4.3	Implications for research into silence in intercultural communication	207
	References	209
APPENDIX 1		
	Questions for interviews with 19 Japanese students (translated from Japanese)	221
APPENDIX 2		
	Biographical information of Japanese participants in the interview	223
APPENDIX 3		
	Lecturer questionnaire	225
APPENDIX 4		
	Biographical information of the three Japanese participants in the case studies	227
APPENDIX 5		
	Video coding sheets	229
APPENDIX 6		
	International Second Language Proficiency Ratings (ISLPR) levels	233
	Author index	235
	Subject index	237