

1st CLASS

The art of communication in an L2 environment: Considering infelicities

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Step 1

PRESENTATIONS

PEER EVALUATION PER GROUP

1 HOUR

Class Discussion

Question 1: Based on your experience and the knowledge you have now acquired would you say that infelicities are productive or receptive? How do you now conceive the problem?

Read the extract below. Are these infelicities productive or receptive?

It follows, therefore, that H would fail to perceive S's communicative intent if (at level 1) from the range of possible senses and references the hearer chose that/those which the speaker had not intended; and/or (at level 2) the hearer failed to perceive the intended illocutionary force of the speaker's utterance. The following (authentic) examples may serve to illustrate my point.

Example 1

Misunderstanding at level 1 (Failure to understand which proposition S has expressed)

A (to fellow passenger on a long-distance coach): Ask the driver what time we get to Birmingham.

B (to driver): Could you tell me when we get to Birmingham, please?

Driver: Don't worry, love, it's a big place—I don't think it's possible to miss it!

In this case, the driver understood that B's utterance was a request for information, but misunderstood the intended sense of *when*.

Example 2

Misunderstanding at level 2 (Failure to understand the intended illocutionary force of S's utterance)

A: Is this coffee sugared?

B: I don't think so. Does it taste as if it is?

than, as *A* intended, a complaint (Gloss: As usual, you've forgotten to sugar it!), the intended effect of which was to elicit an apology and an offer to fetch the sugar.

The two levels are, of course, closely linked, and H's failure at level 1 to understand which proposition has been expressed may make it impossible for him/her to understand the intended illocutionary force:

Class Discussion

Task 2: Write down 3 strategies (10 minutes) with your partners to teach the pragmatic differences of your examples in Question 4 (Phase II) to your students and suggests strategies of error corrections.

Problems with the teaching of pragmatics and error correction

Implications to Language Teaching

Quirk (1981) proposes English for International Communication
(Nuclear Engl.)

NE = 'culture free as calculus, with no literary, aesthetic, or
emotional aspirations'

Fishman = "without love, without sighs, without tears and
almost without effect of any kind"

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Colourless language?

IF THE ANSWER IS YES THEN THERE IS A FEAR THAT THE JUICE OF OUR WORLD (WHICH
SOME THINK IT IS OUR INCLINATION TO SEE THINGS IN A DIFFERENT WAY MAY BE LOST)

Language teaching situation: *set up*

Initial distinction between

Foreign Language
environment

Second Language
environment

Any difference(s) between
the two?

Language teaching situation: *set up*

Initial distinction between

Foreign Language
environment

The love of the country
its literature, music, etc

KEY WORD: SELECTION

Seek educational or
professional development

Use the language for international
communication

Second Language
environment

These may not exist

KEY WORD: NEED

This may have been done
not by selection but by need

-

Language teaching situation: *set up*

Personal or social factors, The Schumann's (1997)

Foreign Language
environment

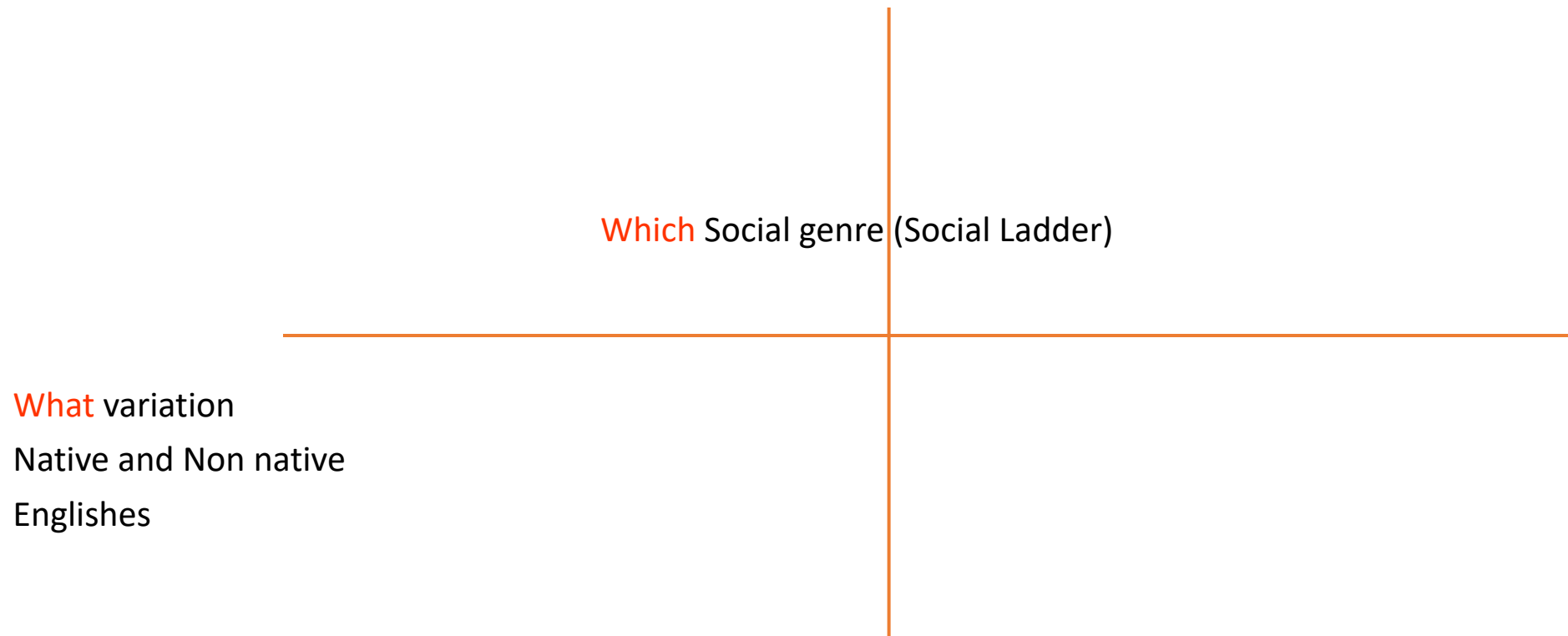
Second Language
environment

-	nesting patterns	+
-	transition anxiety	+
-	desire to create and maintain a personal agenda	+
-	relations with the native speakers	+

- Less frustration more willingness to learn about the TL pragmatics and culture
- Enriching their views of life vs attempt for acculturation

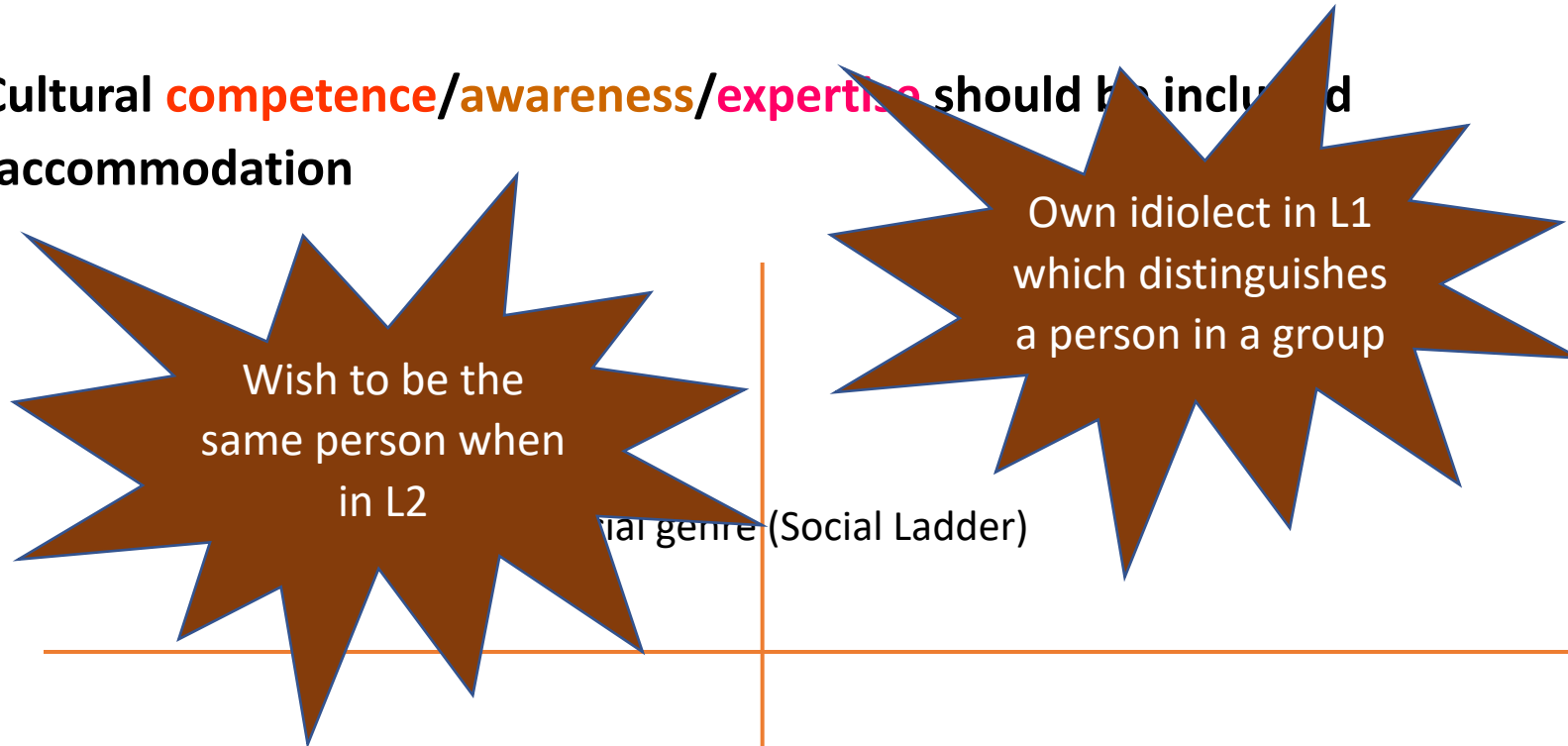
Implications to Syllabus

- Symbolic Cultural **competence/awareness/expertise** should be included
- The art of accommodation



Implications to Syllabus

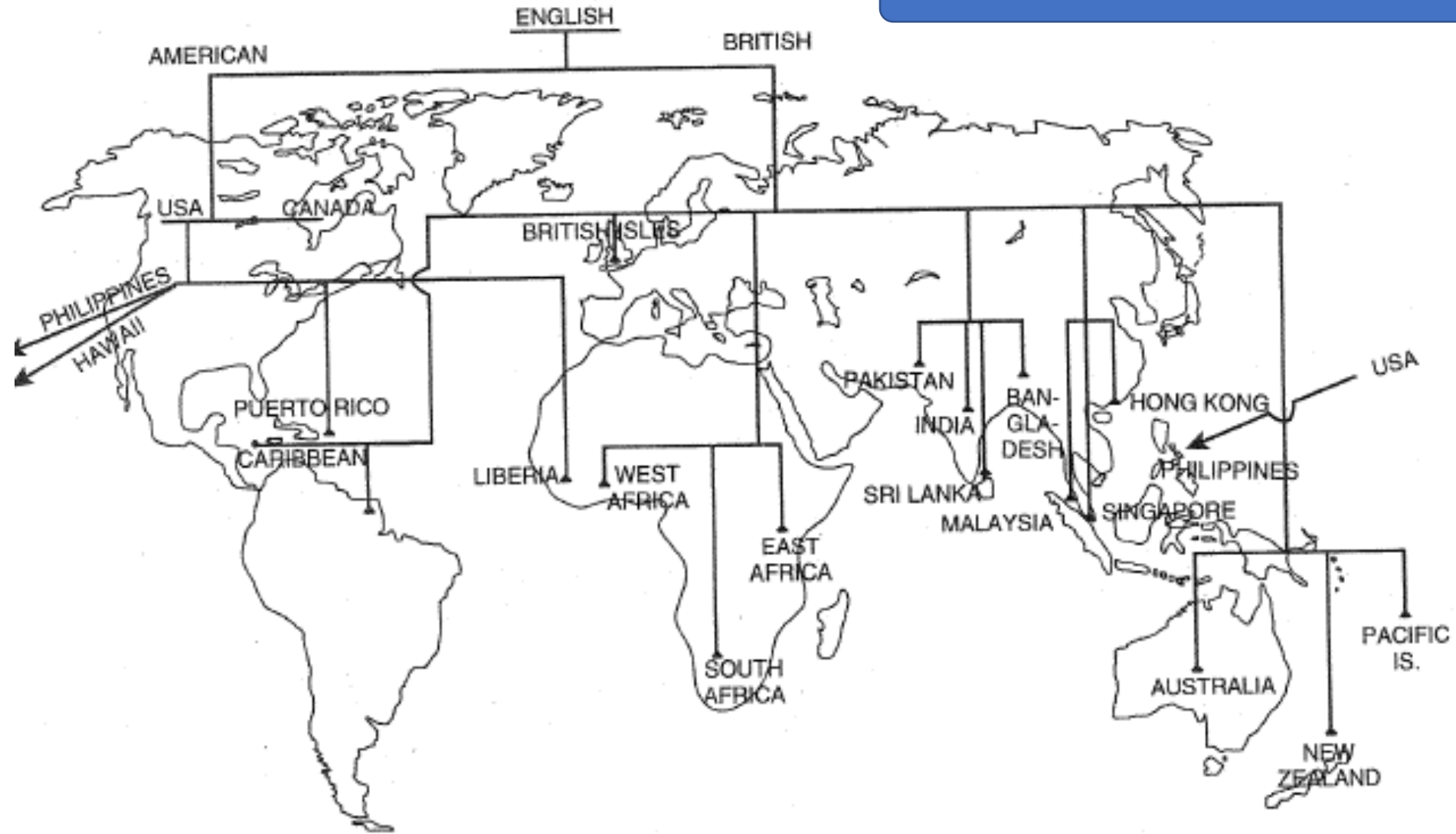
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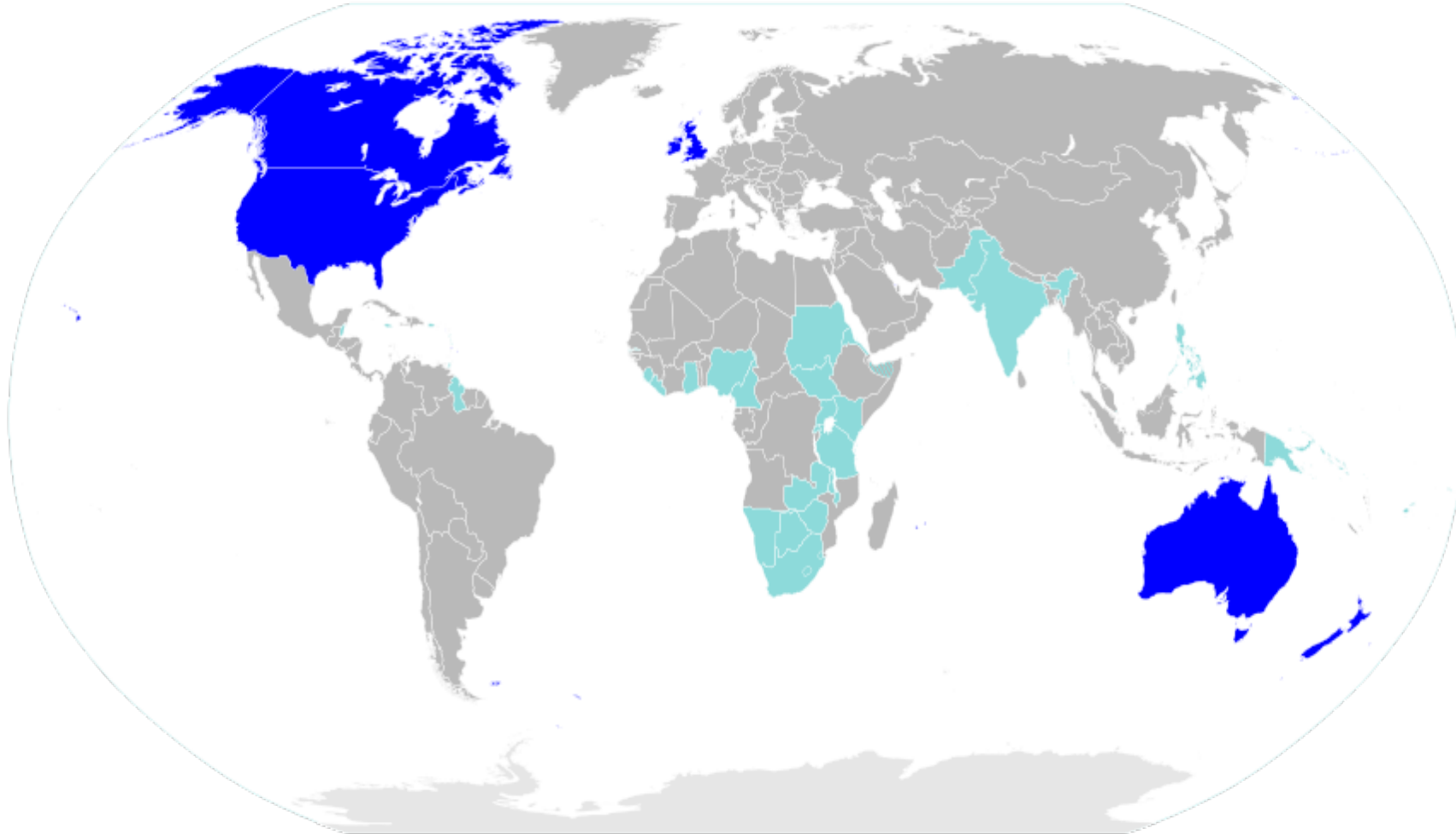
What variation
Native and Non native
Englishes

THEN THERE IS ANOTHER QUESTION. WHAT ENGLISH?

PLEASE SELECT WHICH ONE



The Spread of English in the World (Svartik, Jan and Geoffrey Leech, 2006)

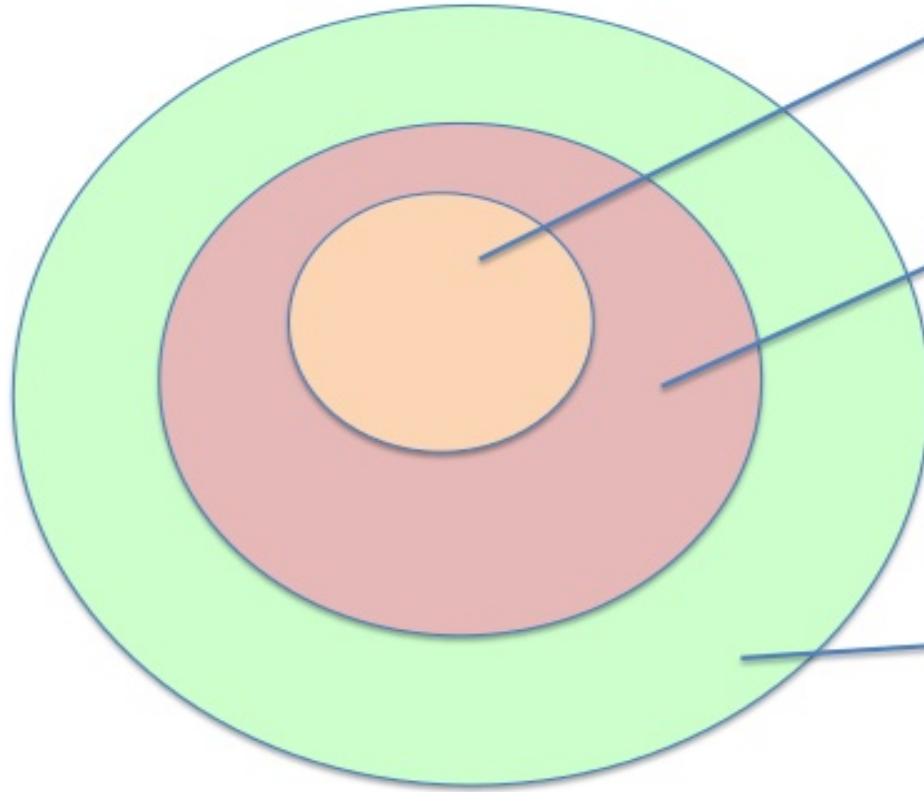


World Englishes (anglospeak.png)

Dark Blue: English is an official language or majority language

Light Blue: English is an official language but minority language

**“Three Circles of English”
Braj Kachru**



Inner-Circle

UK, USA, AU, NZ, etc.
380 million speakers

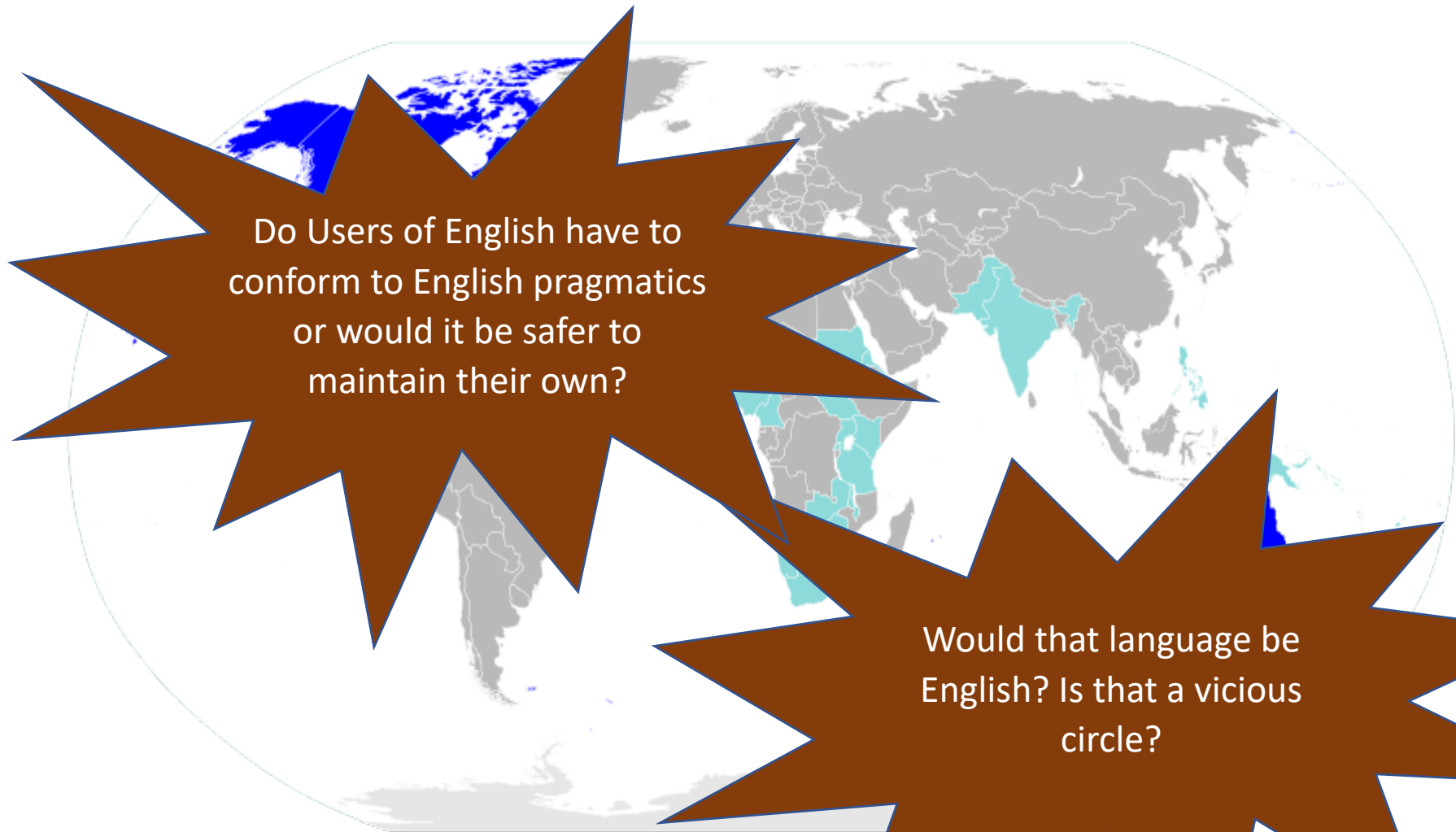
Outer-Circle

India, Nigeria, Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa and Canada, etc.
150–300 million speakers

Expanding Circle

China, Russia, Japan, most of Europe, Korea, Egypt, Indonesia, etc.
Up to one billion speakers.

Three Circles of English, (Kachru, 1992)



Do Users of English have to conform to English pragmatics or would it be safer to maintain their own?

Would that language be English? Is that a vicious circle?

World Englishes (anglospeak.pr

Dark Blue: English is an official language or majority language

Light Blue: English is an official language but minority language

The content: Target language *English vs Another Lang.*

English

A minority language

International language

Native non Native

Non native with Non native

What English?

None of this

Map of Englishes

What English? (social ladder)

Same here

Implications for Teaching Methodology

IMPLICIT

EXPLICIT

Implications for Teaching Methodology

IMPLICIT

COST EFFECTIVE

OFFENCE GIVEN AND TAKEN

EXPLICIT

“studial capacity” Palmer `92

“ersatz” native speaker Cook `93

ETHICAL QUESTIONS

KNOWLEDGE REQUIRED

Clearly the questions are many and at this stage I believe each one would have to provide an answer for him/herself.

One Suggestion by Jenny Thomas

Pragmalinguistic Failure
Misformulated

Teacher corrects
straightforwardly

Sociopragmatic Failure
Misused

Teacher points out and
discusses

A TEST

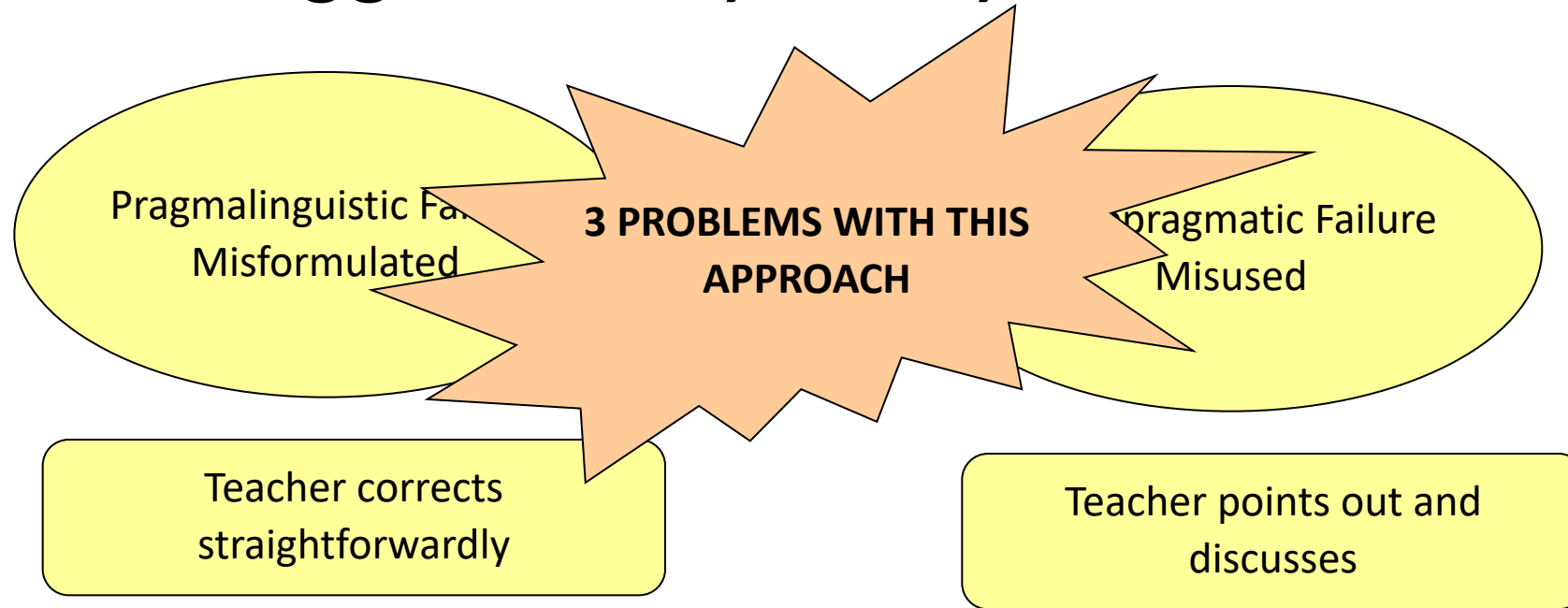
Pragmalinguistic Failure
Misformulated

e.g. NP, *this N of yours*
has deprecatory overtones as in
This cat of yours [REDACTED]

PARAPHRASE

the semantic
paraphrase *your cat* has none.

One Suggestion by Jenny Thomas



- (a) No instructions for non clear-cut, mid-scale instances: corrections on the spot-no source book
- (b) Should the learner know about this or teacher centred (decide/correct)
- (c) What pedagogic input should there be in cases of doubt?

**WHAT THE
BRITISH SAY**

I hear what you say

With the greatest
respect

That's not bad

That is a very brave
proposal

Quite good

I would suggest

Oh, incidentally/ by
the way

I was a bit
disappointed that

Very interesting

I'll bear it in mind

I'm sure it's my fault

You must come for
dinner

I almost agree

I only have a few
minor comments

Could we consider
some other options

WE

ERS



WHAT THE BRITISH SAY	WHAT THE BRITISH MEAN	WHAT FOREIGNERS UNDERSTAND
I hear what you say	I disagree and do not want to discuss it further	He accepts my point of view
With the greatest respect	You are an idiot	He is listening to me
That's not bad	That's good	That's poor
That is a very brave proposal	You are insane	He thinks I have courage
Quite good	A bit disappointing	Quite good
I would suggest	Do it or be prepared to justify yourself	Think about the idea, but do what you like
Oh, incidentally/ by the way	The primary purpose of our discussion is	That is not very important
I was a bit disappointed that	I am annoyed that	It doesn't really matter
Very interesting	That is clearly nonsense	They are impressed
I'll bear it in mind	I've forgotten it already	They will probably do it
I'm sure it's my fault	It's your fault	Why do they think it was their fault?
You must come for dinner	It's not an invitation, I'm just being polite	I will get an invitation soon
I almost agree	I don't agree at all	He's not far from agreement
I only have a few minor comments	Please rewrite completely	He has found a few typos
Could we consider some other options	I don't like your idea	They have not yet decided

Question 3: How does accommodation theory fit in the process of communication in an L2 environment and how can it be implemented to cater for pragmatic infelicities in L2 communication for special needs groups? What is the type of knowledge students may not possess that would help them successfully converge with or diverge from their audience?



**Life is too short
to be wasted in
finding answers.
Enjoy the
questions!**

**Manuscript Found in Accra
Paulo Coelho**

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