

# **Pragmatics | Instructors' Bulletin**

Pragmatics is an important part of teaching learners in the LINC program, yet it is also an area that instructors have difficulty navigating and learners find difficulty in mastering. Luckily, there are many readily available resources at your fingertips to help in planning lessons that incorporate pragmatics.

What does 'Pragmatics' mean?	Teaching Resources		
NOUN [UNCOUNTABLE] LINGUISTICS /prægˈmætɪks/ "the ability to use appropriate language in a given communicative situation and comprises functional and sociolinguistic knowledge" <i>CLB Support Kit</i> , p. 71 "the ability to use language appropriately in a given communicative situation"	Lessons on pragmatics normally focus on the areas of apologies, feedback, complaints, compliments, and requests, excuses, invitations, and refusals. Common tasks include a task analysis, whereby learners review and analyze spoken/written language samples. Awareness raising is another useful activity for honing students' ability to understand nuance of speech acts.		
CLB Support Kit, p. 97 "the study of how language is used in particular situations	Online Resources		
to express a meaning or attitude that may not be obvious from the actual words" The Macmillian Dictionary	Norquest College has some excellent materials from a project "Pragmatic Patterns for Business: Professional Language Competencies" including the following:.		
"the appropriate use of language in conducting speech acts such as apologizing, requesting, complimenting, refusing, thanking"	<ul> <li>Instructor Resources: (lesson plans, audio, handouts) http://bit.ly/22uvmBq</li> </ul>		
the CARLA website	Learner Resources (self-study, audio, handouts)		
Two important elements include the concepts of <i>pragma-lingusitcs</i> (linguistic) and <i>sociopragmatics</i> (context).	<ul> <li><u>http://bit.ly/1Reufyl</u></li> <li><b>Pragmatics Game</b> (downloadable dice and scenario</li> </ul>		
Pragmalinguistics (language-focus): the use of appropriate grammar and typical expressions in a particular context	cards) <u>http://bit.ly/1UiRZ7x</u> Note: Order high-quality copies of the Dice Game directly from Norquest		
CLB Support Kit p. 97	The CLB Support Kit, section II "Helping Learners to		
Sociopragmatics (culture-focus): the use of an appropriate speech act in a particular situation (including tone, volume, and stress, which can be taught as aspects of pronunciation) CLB Support Kit p. 97	Communicate Effectively" has two chapters devoted to pragmatics: "Incorporating Pragmatics in a CLB-Based Program" (pp. 71-82) and "Sample Tools for Incorporating Pragmatics in a CLB-Based program" (pp. 83-98). Available for download at <u>bookshelf.language.ca</u> .		
	The chapters includes lesson plans for CLB 2 and 6 as well as sample task analysis, charts of pragmatic elements of CLB competencies, considerations for adapting resources, designing and selecting materials, assessment considerations, a grid of speech acts aligned to CLB levels, assessment rubrics, a pragmatics glossary, and helpful resources (print and online).		
	<b>MacMillian Dictionary</b> offers 11 lesson plans, as well as recommended blog posts, on pragmatics on their website at <u>www.macmillandictionary.com</u> .		

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### Assessment Rubric for Pragmatics

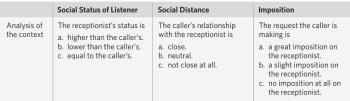
The following is from the CLB Support Kit, pp. 92-93.

#### Sample dialogue for speech act of requests

Receptionist: Good morning. Dr. Wilson's office.

Caller: Oh...hello. This is John Piguette calling. I'm really sorry, but I missed my eight o'clock appointment this morning. My car wouldn't start. I was wondering if I could come this afternoon instead.

#### A: Sociopragmatic evaluation (Ishihara & Cohen, 2010)



#### B: Sociopgramatics evaluation (Ishihara & Cohen, 2010)



#### C: Pragmalinguistic evaluation

	Appropriate	Somewhat appropriate	Inappropriate	Comments
How appropriate is the caller's request?				
How appropriate is the caller's word choice?				
How appropriate is the caller's organization of his message?				

#### D: Discourse Completion Task (DCT) evaluation

Rank order the following requests from 1 (most polite) to 4 (least polite). Write the numbers 1 to 4 in the space to the left of each statement

- "So, change my appointment to this afternoon instead."
- "I was wondering if I could come this afternoon instead.
- "Afternoon is better for me. Book me then."
- "Would it be possible to reschedule for this afternoon instead?"

## #LINCchat - Instructor PD

#LINCchat is a hashtag used on Twitter for scheduled online chats for LINC instructors from across Canada. The secondever #LINCchat took on the topic of pragmatics. The session summary and related resources can be found on Tutela.ca (you will need to log in).

# Other Useful Websites

- http://www.nflrc.hawaii.edu/networks/NW06/
- http://www.indiana.edu/~dsls/publications/introms.pdf .
- http://americanenglish.state.gov/resources/teachingpragmatics

### Academic Articles and Reports

Kasper's (1997) accessible, scholarly article "Can Pragmatic Competence be Taught?" provides a useful introduction to the guestion of teaching Pragmatics in the English language classroom.

There are several Canadian academic articles written on the subject of pragmatics. In fact, in 2013, the openaccess TESL Canada Journal published a Special Issue on Pragmatics, with 10 articles on this important topic.

CARLA, the Center for Advanced Research in Language Education, has an excellent website with an informative, thorough section devoted to "Pragmatics and Speech Acts"

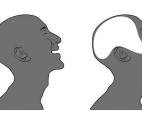
In 2012, Derwing and Waugh authored a report, "Language Skills and the Social Integration of Canada's Adult Immigrants". This report highlights the importance of pragmatics skills and cultural knowledge.

#### References

- Center for Advanced Research on Language Acquisition. (n.d.), Pragmatics and speech acts. Retrieved from http://carla.umn.edu/speechacts/index.html
- Derwing, T. M., & Waugh, E. (2012). Language skills and the social integration of Canada's adult immigrants. Institute for Research on Public Policy. Retrieved from http://irpp.org/research-studies/study-no31/
- Kasper, G. (1997) Can pragmatic competence be taught? Second Language Teaching & Curriculum Centre Retrieved from http://www.nflrc.hawaii.edu/ networks/NW06/
- Yates, L., (Ed.). (2013). TESL Canada Journal, 30(special issue 7). Retrieved from http://www.teslcanadajournal.ca/index.php/tesl/issue/view/139

## LISTN Sharing Session

LISTN held a sharing session on the topic of Pragmatics & Sociocultural Considerations in Teaching LINC on Feb. 12, 2016. Participants were invited to share their resources via the LISTN Tutela group page, in the Forum area with the topic of Sharing Session: Pragmatics and Sociocultural Competencies. Anyone not present at the sharing session is also welcome to post and download resources at this page: bit.ly/22u0fpF. (You must log in.)







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