Doing the transcultural: Teaching second-language pragmatics in beginner language courses

Part I: *Why*: Reasons for teaching interaction (Huth)

Part II: *What*: Teaching telephone opening sequences (Ghaffarian)

Part III: *How to*: Materials development, resources (Betz)

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1. Materials for Part 1

1.1 Summary: Why teach L2 interaction patterns?

- Go "beyond grammar": Teach practical language usage from day 1
- Help beginning learners to structure their talk in real time
- Teach language as culture: "Translingual/transcultural competencies"
- Research in SLA & pedagogy provides strong evidence: teaching interaction is effective

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2. Materials for Part 2: *Telephone Openings in German*

2.1 Data examples:

Example 1 (taken from Levinson 1983, p. 312)

```
01      (ring)
02 A:   Hello
03 B:   Hello Rob.
04      This is  Laurie.
05      How's everything.
06 A:   Pretty good.
07      How 'bout you.
08 B:   Jus' fine. The reason
09      I called was …
```

Example 2 (Taleghani-Nikazm 2002, p. 1818)

```
01         (ring)
02 Karen:  Karen Dippmann?
03 Dina:   Hallo ich bin's.
04 Karen:  Jai, hallo
05 Dina:   Hi, hui
06 Karen:  Du hast mich inspiriert
07 Dina:   hhh Warum?
08 Karen:  Ich habe heute Nachmittag
09         Pumpkin gemacht.
```

Identify in data examples 1 and 2:

exchange of greeting tokens   "how are you" sequence

identification – recognition sequence   *summons – answer sequence*

2.2 Summary: English and German telephone openings

Action Types	American English	German
_____	• *yes*	• *yes*
_____	• *yes*	• *yes*
_____	• *ID by voice-sample preferred*	• *Called party routinely self-identifies with _____,* • *sometimes with rising intonation.*
_____	• *frequent* • *generally reciprocated* • *quick routine*	_____
FIRST TOPIC	_____	• *Typically following greeting and recognition.* • *Sometimes arising from a "how are you" inquiry; that is, current ailment(s) may* <u>*become*</u> *first topic.*

2.3 Overview: Instructional Phases (based on Barraja-Rohan 1997):

Phase 1:   Reflection on how language in action works

Phase 2:   Contrastive analysis of L1 and L2 structures on the specific learning target

Phase 3:   Analysis of L2 structures based on authentic transcripts and audio-visual materials

Phase 4:   Practice of L2 structures in speaking and writing

Phase 5:   Translingual/transcultural discussion & reflection

2.4 Teaching unit – group activity

Materials for this activity will be distributed as handouts.

3. Materials for Part 3: *Response Tokens in German*

3.1 Summary: responsive *oh – ach – achso*: interactional function

IN AMERICAN ENGLISH:

- *oh*   = displays a knowledge change, can also claim understanding
- *oh I see* = displays an epistemic change and claims understanding

IN GERMAN:

- *oh*   = displays an emotional change (emotion can be positive or negative, e.g., disappointment, empathy, sympathy, admiration, praise)

- *ach*   = displays an epistemic change
- *achso*   = displays an epistemic change and claims understanding

(based on research by Heritage 1984, Golato and Betz 2008, Golato 2010, 2012)

3.2 *oh – ach – achso* in German: Data examples for group activity

Example 1 *Brief* (taken from Golato 2010:152):

```
1   A:  Du hast ja so LANG nichts mehr von dir HÖREN
2       lassen, Mensch.
3   B:  Ja, ich hab dir aber nen Brief geschrieben,
4       nen langen.
5   A:  [Ach, hast du schon?]
6   B:  [Der   ist   aufem ] Weg.
7   A:  AchSO. [Ja ] gut.
8   B:         [Ja.]
```

Example 2 *Spanien* (Golato 2010:165):

```
A: Dienstag- oder Mittwoch fahren die
   ja nach SPAnien.
B: ja,
   Ach Dienstag oder Mittwoch fahren
   die schon nach Spanien?
A: Dienstagabend oder Mittwochfrüh.
B: AchSO.
```

Example 3 *Sprit* (Audiolabor Münster: Bilbao)

```
A: Das ist so teuer nach Hamburg zu
   fahren.
X: Ja.
A: Es kostet hundert- wie viel haben
   wir gezahlt? Hundertzwanzig Euro
   Sprit?
X: Maut? Achso, Sprit ja.
```

Example 4 *Brille* (Golato & Betz 2008:22):

```
X: Wer ist NIKO denn nochmal?
M: Niko HANsen,
   Der immer so daZWISCHEN gerufen hat
   in den VORlesungen und dann so
   KOmische Fragen stellte.
X: Ach der mit der Brille da?
M: Der mit der Brille.
```

Example 5 *Leihwagen* (Golato 2010:163):

```
U: Wann geht der Flieger?
A: Um elf.
   (...)
S: Und mit der S-Bahn isses kein
   Problem. ((zum Flughafen zu kommen))
A: Nee, wir haben dann ja den LEIHwagen.
   den müssen wir ja irgendwo Abgeben.
S: Achso.
U: Ach, ihr habt einen Leihwagen.
```

Example 6 *Trumpf* (adapted from Golato 2012:256):
```
I: Da ist der Trumpf
   der uns noch gefehlt hat.
S: Ja, jetzt wo ich genug Trümpfe habe.
     * F sorts a new card into existing hand
           ** F picks up another card
F: * O::h ** schö:::n.
```

Example 7 *Tennis* (Golato 2012:264)
("Stich" refers to the tennis player Michael Stich):

```
X: Stich sechs eins sechs eins gewonnen.
   Der hat den so abgeZOGEN,
   du glaubst es überhaupt nicht.
M: Oh nee::. Ich find das SCHAde.
```

Notes:

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3.3 Resources for teachers:

(a) Research for developing new units

- Conversation analytic and interactional linguistic research
    ◦ *Gesprächsforschung Online*: http://www.gespraechsforschung-ozs.de/
    ◦ *Verlag für Gesprächsforschung*: http://www.verlag-gespraechsforschung.de/
    ◦ *Research on Language and Social Interaction*: http://rolsi.lboro.ac.uk/
    ◦ *Journal of Pragmatics*: http://www.journals.elsevier.com/journal-of-pragmatics/

- Guides for applying this research to the German classroom:
    ◦ Imo (2013), Huth & Taleghani-Nikazm (2006), Moraldo & Missaglia (2013)
    ◦ Examples: Huth (2007, 2010), Moraldo (2013), Rieger (2003), Betz & Huth (under review)

(b) Data for developing new units

- Conversation data for use in teaching
    ◦ *Gesprochenes Deutsch für Auslandsgermanistik*, U of Münster:
        http://audiolabor.uni-muenster.de/daf/
        includes: - audio/video recordings and transcripts of interaction
                         - ideas for application to DaF teaching
    ◦ Short written interaction (SMS, WhatsApp, Viber):
        https://www.uni-due.de/~hg0263/SMSDB/

(c) Presentation slides: http://prezi.com/_z-igiblc8aq/?utm_campaign=share&utm_medium=copy

(d) If you have any questions or would like copies of (unpublished) teaching units, please contact us!