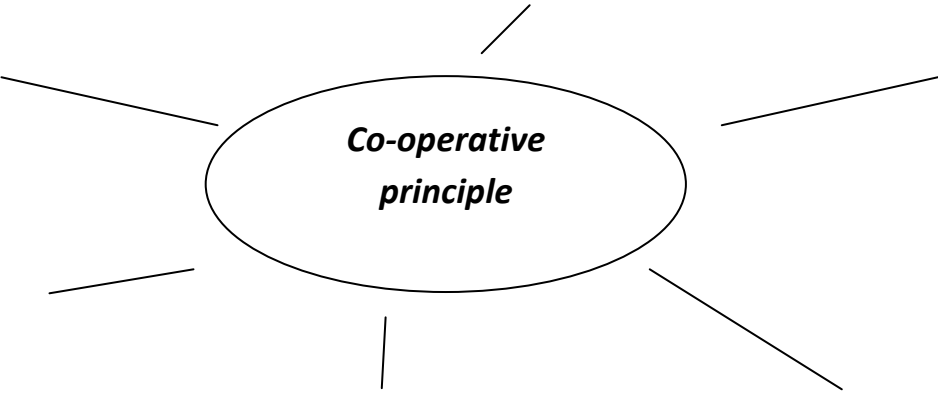


WORKSHEET B

Title Pragmatic competence	
Objective(s) To think about pragmatic competence and to devise how to develop it on the part of the learner	
Keywords Discourse competence – cooperation – interaction	
Ref to the guide	Ref to the CEFR
III.2	5.2.3.1
Task A	
Step 1 († † †)	
<p>The co-operative principle is a basic principle of discourse competence and in particular of the "ability to structure and manage discourse" (CEFR 5.2.3.1, p. 123)¹. Think about the concept of co-operative principle and about the implications it has for the process of teaching/learning languages. Make the mind-map.</p>	
	
Step 2 († †) then († † †)	
<p>Taking Grice's² co-operative principle and the maxims that you are going to read as a starting point, devise one task concerning interaction, and specify for each maxim the ways in which learners take part in order to achieve a successful conversational exchange and a successful task as well. Think about any possible difficulties that might arise. Complete the grid, then compare your grids and how your work has progressed in the group.</p>	
<i>The principle of co-operation</i>	
«Each of the interlocutors tries to contribute to the conversation in a rational and co-operative way in order to facilitate the interpretation of the statements.»	

¹ This principle is founded on the conversational maxims that Paul Grice formulated (1975).

² Translated from M. Bracops, *Introduction à la pragmatique*, Bruxelles, De Boeck, 2006, p. 77-78.

a. The maxim of quantity

«Each of the interlocutors must provide as much information as it is necessary, but not more.»

b. The maxim of quality

«Every contribution must respond to the conditions of truthfulness and validity: every interlocutor must be sincere (hence not to lie), and speak advisedly, that is to say, have good reasons (evidence) to affirm what they affirm.»

c. The maxim of relevance (pertinence)

«Each interlocutor must be relevant, speak a propos, that is to say, produce statements in relation to their own previous statements or to those from other interlocutors.»

d. The maxim of manner or modality

«All interlocutors must express themselves clearly, without any obscurity or ambiguity, in a concise way and respecting such order that favours the understanding of the information provided.»

Maxims	Task	Possible difficulties
<i>Maxim of quantity</i>		
<i>Maxim of quality</i>		
<i>Maxim of relevance</i>		
<i>Maxim of manner</i>		

Task B

The CEFR indicates that one of the components of pragmatic competence is discourse competence.

Step 1 (†) puis († † †)

Examine your teaching/learning curriculum and discuss with your partners:

a) the characteristics of your group of learners (expectations, interests, plans, needs, acquired knowledge, learning path and existing resources);

b) for one given level (A1, A2, B1, B2, C1 or C2) discuss which aspects of discourse the learners will need to recognise and to control in terms of:

a. topic/focus;

b. given/new;

c. «natural» sequencing (e.g. temporal);

d. cause/effect;

e. ability to structure and manage discourse in terms of:

– thematic organisation;

– coherence and cohesion;

– logical ordering;

– style and register;

– rhetorical effectiveness;

– *the co-operative principle*;



f. text design (knowledge of the text organisational conventions in one given community, for example, how information is structured in realising the various macrofunctions).

Step 2 († † †)

Discuss with your partners whether you need to modify the objectives in your curriculum or teaching/learning programme in terms of discourse competence, for a given group of learners.

