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كلية الآداب واللغات  
Faculty of Letters and Languages  
قسم الآداب واللغة الإنجليزية  
Department of Letters and English Language



المستوى ثانية ماستر لسانيات  
Level: 2<sup>nd</sup> Year master Linguistics

الأستاذ المكون يوسف بن الشيخ

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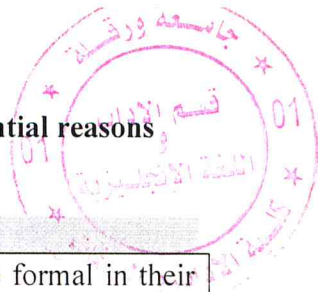
Full name (in Arabic).....  
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Question 01 : Describe how to use DCT and role play tools in order to develop your learners' pragmatic ability (07 pts)

Language class : speaking session  
Speech acts : requesting, refusing, complimenting, apologyzing  
Teaching tool : Discourse Completion Task (DCT) / role play

Speech act 01 :.....  
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Speech act 02 :.....  
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**Question 02 : Read carefully the scenarios below then determine the potential reasons for pragmatic divergence (12 pts)**

**Scenario 01 :**

An American learner of Spanish has a sense that Spanish speakers are more formal in their requests so if she wants a glass of water from the mother of her host family, she asks for it in a most polite way, "Would you be able to give me a glass of water, please." The host mother finds her style overly formal since in their Barcelona home they just say the equivalent of "Water, please" or "Give me a glass of water, please."

**Potential reasons for pragmatic divergence: .....**

**Scenario 02 :**

A learner of English who reads in an ESL textbook: *Americans say "thank you" to a compliment received*, starts responding that way to all compliments she receives and expects all fluent English speakers to react that way.

**Potential reasons for pragmatic divergence:.....**

**Scenario 03:**

A Japanese learner of English is invited to a concert on the weekend, but wants to decline because he would rather spend the night with his children at home. He literally translates what he would say in Japanese into English and says, "I have something to take care of at home."

**Potential reasons for pragmatic divergence:.....**

**Scenario 04:**

An English-speaking learner of Indonesian hears an expression, *Did you eat yet?* as a regular greeting used among native speakers but avoids using it herself because it does not really seem like a greeting to her.

**Potential reasons for pragmatic divergence: .....**

**Scenario 05:**

A beginning learner of English asks a good friend to help him/her with a course paper written in English. The friend says: "If you'd told me earlier, I could've helped you." The learner catches the "... I could ... help" portions of the message and is somewhat confused about what the friend means: Can s/he help or not?

**Potential reasons for pragmatic divergence: .....**

**Scenario 06:**

A beginning learner of English requests that a clerk in a repair shop fix an item, with "Do this for me now" because the learner has not yet learned how to be more indirect and consequently sound more polite (E.g., "I was wondering how soon you might be able to repair this for me").

**Potential reasons for pragmatic divergence:.....**

**Scenario 07:**

An American learner of Japanese is taught to fill a pause with *eeto* (more informal) or *ano* (more formal) in his Japanese class, and so does his best to fill as many pauses as he can that way, only to be told by a Japanese teacher that he is filling his pauses too much – that they prefer to use silence or non-verbal cues more.

**Potential reasons for pragmatic divergence:.....**

**Scenario 08:**

An American learner of Italian heard that Italians talk with their hands a lot, so he made an effort to use a lot of hand gestures to make his points in Italian while studying in Rome. An Italian friend took him aside and told him that he was gesturing too much, and also that some of his gestures meant something different from what he intended.

**Potential reasons for pragmatic divergence:.....**