

Teaching Pragmatic: Preparing Teaching Materials

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Abstract

As all we know, pragmatics can indeed be taught in the classroom since the extensively discussed results of previous studies from Kasper (1997) and Rose and Kasper (2001). Meanwhile, in Kasper words, 'Successful communication is a matter of optimal rather than total convergence'. In order to achieve optimal convergence for learners, it is important to prepare teaching materials from language structure centered to pragmatic centered. This sharing shows how to prepare pragmatic effective teaching materials to 14 English CSL (Cantonese as a Second Language) learners in a Refresher Cantonese Course and meet learners' demonstrated needs.

1. Why Pragmatics

In this Refresher Cantonese Course, all of learners have been working in Hong Kong Police Force (HKPF) since 1994 or earlier. They are all male and are Senior Superintendent of Police (SSP,1) or Superintendent of Police (SP,1) or Chief Inspector of Police(CIP,8) or Inspector of Police(IP,1) or Senior Inspector of Police(SIP, 3). Also, they have learned Cantonese by systematic programs for 3-5 years around 20 years ago. Although speaking Cantonese is not "must" by living in Hong Kong, learners had been in here for more than 23 years at the time this Refresher Course was conducted. Therefore, learners of this course are assumed to be intermediate or with the basic knowledge of Cantonese language system. What's more, the course is to be designed for adult learners with special needs in a professional work situation---- HKPF.

Table1

| Total | Gender | Nationality | Position (High Positions→ Mid Positions) | No. |
|-------|--------|---|--|-----|
| 14 | Male | British (All from England or Scotland) | Senior Superintendent of Police | 1 |
| | | | Superintendent of Police | 1 |
| | | | Chief Inspector of Police | 8 |
| | | | Inspector of Police | 1 |
| | | | Senior Inspector of Police | 3 |

2. How to Prepare Teaching Materials

2.1 Organizing Principle

2.1.1 Within second language studies and teaching, speech acts, conversational structure, conversational implicature, conversational management, discourse organization, and sociolinguistic aspects of language use are included.

2.1.2 According to the situations of our learners, focus primarily on their purposes of learning should be needed.

2.1.3 Aim to facilitate the learners' sense of being able to find socially appropriate language for the situations that they encounter.

2.2 Course Content Confirmation

According to the ground rules have been set and after negotiation with the Training Department of HKPF, the course content has been confirmed as below:

| Lessons | Topics |
|-----------|---|
| Lesson 1 | Work in an office & talk about your work |
| Lesson 2 | Describe and discuss pick pocket cases |
| Lesson 3 | Work during major Festivals in Hong Kong: e.g. special traffic arrangements and crowd management |
| Lesson 4 | Escort heavily injured to hospital and discuss major accidents |
| Lesson 5 | Handling cheating cases |
| Lesson 6 | Discuss some social problems in Hong Kong: focused topic Drug Abuse |
| Lesson 7 | Report and discuss robbery cases |
| Lesson 8 | Discuss some social problems in Hong Kong: focused topic Domestic Violence |
| Lesson 9 | Discuss Hong Kong economy and loan shark cases |
| Lesson 10 | General Revision |

2.2.1 Souse Texts

Since haven't known well about Police Force, any publication and broadcasting related to Police Force and the web-site of HKPF turn out to be the best database for reference. Three different types of texts (Table 2) have been chosen to fulfill "real" pragmatic functions.

Table 2

| | | | |
|-------------------------------------|--|-----|-----------|
| Text (In Cantonese Romanization) | Case description (in order to represent a "real" context of different cases) | 30% | 200 words |
| | Official interview with reporters | 30% | 100 words |
| | News (to represent a crime briefly to public) | 40% | 150 words |

2.3 Teaching materials

Text in Romanization, Vocabulary, Sentence Structure and Situation are included in each Lesson.

Cheating cases

Lesson Text in Romanization(1)

Jimihng tühng Laihsā dāsyun gāmyaht heui Sāmjan wāan,
kéuihdeih yeuk jó seuhngjau sahpyāt dim hái Seuhngséui fōché
jaahm A chēuthāu chihnmihn dāng. Yihgā sahpyāt dim gáu la,
Laihsā dou jó fōché jaahm la, daahnhaih Jimihng juhng meih
dou, sóyih, Laihsā kyutdihng dāng yātjahn. Jauh hái nī go
sihhauih, yáuh yāt go néuihyán háahng máaihláih, kéuih hóuchih
hóu gánjēung gām, mahn Laihsā: "siujé, siujé, ngóh gāmjtū hái
Sāmjan láih Hēunggóng léuihhāhng, daahnhaih, ngóh
ngāamngāam faatyihng ngóh go ngāhnbāu tühng jinggin dōu m
gin jó, m jī haih jihgái dit jó dihang bái yáhn tǎu jó...Néih hó m
hóyih je yāt chīn mǎn bái ngóh bōu baahn dĩ jinggin a? ".....

Text

Vocabulary

- | | |
|--------------|---------------------------|
| 1. dásyun | AV/N: plan |
| 2. kyutdihng | AV/N: decide to, decision |
| 3. hóuchih | AV: looks like |
| 4. gánjēung | Adj: nervous |
| | |

Vocabulary

Sentence Structure

1. Gingfōng fūyuh sihmāhn tǎihgūng ngongin sēunggwāan ge sīusik

(Police appealed to the public for information on *this case related*.)

Sentence Structure

Situation in Romanization

1. Seuhng go sīngkēih, faatsāng jó sām sei jūng dīhnwá pinngon, pinji dōu yuhng leuihchih ge sāufaāt ngāk lóuhyāngā dī chin : dá dīhnwá bēi kéuihdeih, wah kéuihdeih ge jǎinēui yihgā yāuh ngāihhim, giu kéuihdeih jīkhāk yahp chin lohk xx wuhhāu. Yihgā yāuh yāt go geijé fōngmahh néih, chéng néih tǎihséng hāh dī lóuhyāngā, hēimohng kéuihdeih m hóu bēi yāhn āak.
2. Yihgā gāitāuh pinngon ge leuihyihng yāuh hóudō, peiyūh wah: gá gāmsik (Fake Gold), bōuyehkdóng (Fake Herbs), junggām (Pyramid Schemes) dāngdāng. Chéng néih túhng ngōh deih gaaisiuh yāt jūng néih chyuléih gwo waahk jé néih tēng gwo ge gāitāuh pinngon.

Situation

2.3.1 Texts without Translations

Refer to the situations of the learners, translations related activities could be conducted with most of them whose communicative competence is already developed that they have an overview of the equivalence relations between Cantonese and English and cultures.

Therefore, texts of teaching materials are provided without English translations, and just ask learners to embrace them. This activity is indeed more motivated and creative than reading sentence-by-sentence translations as traditional. Virtually, it already became an inspiring part during the classroom.

Case sharing (a clue of learners' thinking and creating):

In Cantonese: Gó go cháak haak dou geuk yúhn.

S1: That thief is scared to leg soft?

S2: No, it should be the same meaning as "Gó go cháak haak dou séi jó" (Cantonese), like scared to die, very very scary.

S3: Oh, no! It means that thief is scared to jelly legs.

S4: Oh, yeah! You are right.

"scared to leg soft" "scared to die" "scared to jelly legs"
 haak dou geuk yúhn → haak dou séi jó → haak dou geuk yúhn

2.3.2 Vocabulary and Sentence Structures

Base on three different types of source texts, to pick up core words and sentence structures, which should be introduced as **phrase units** used in high frequencies should be needed.

Table 3

| | | |
|---------------------|---|----------------|
| Vocabulary | For instance: Appeals to the Public Voc. 1. Gíng fōng N: police (in publication context) 2. Fū yuh V: to appeal | Around 30 |
| Sentence Structures | For instance: Appeals to the Public Sentence Structures: - <u>Police appealed to the public for information on missing girl in Wong Tai Sin.</u> - <u>Gíngfōng fūyuh síhmàhn tàihgūng Wòhng daaih sīn sātjūng néuihji ge sūsik.</u> | 1 or 2 /lesson |

Lesson Text in Romanization(2)

Sānmàhn boudouh yùhn: Nīdouh haih Hēunggóng
dihntòih, yìhgā boudouh máahngāan sānmàhn.
Gāmyaht hahjau léuhng dímjūng, yáuh 4 go féitòuh
dāgip hái Gáulūhngsìhng Taaijī douh dūng tūhng
Nàahmgok gouh gāaugaai yāt gāan jyūbóu gāmhóng.
Gíngyùhn góndou yihnehēuhng hauh, sēungfōng
yātguhng hōijó sāamsahpgéi chēung. Yáuh 3 go féitòuh
jungchēung, dōngchēuhng séimòhng. Juhng yáuh 1 go
féitòuh lauhmóhng, gíngfōng yìhgā tūngchāp yātmìhng
Jūnggwok jìhk nàahmjí, nihnlìhng yáuh 30 jì 35 seui,
jūngdáng sānehòih. **Gíngfōng fūyuh síhmàhn tàihgūng**
ngongín sēunggwāan ge sūsik.

Appeals to the Public

Sentence Structure:

- 警方呼籲市民提供案件相關嘅消息。
- Police appealed to the public for information on this case related.

Appeals to the Public

Voc.

警方

N: police (in formal context)

呼籲

V: to appeal

2.3.3 Situation

Both topic-related and the “real” contexts assumed learners will faced to are the main points to be considered.

Table 4

| | | |
|------------|---|----------------|
| Situations | --To work in different places (to work in the office, in the scene, etc.) | 2 or 3 /lesson |
| | --Official interview with reporters (to appeal the Public to make the cooperation with Police, represent a case to the Public, etc.) | |
| | --To share some cases with others (in a casual context) | |

Situation

1. Ching gokwái gáandāan gónggháh yātjūng jeuigahn
faatsāng ge sāmman, waahkjé yíhchíhn chyúhléih gwo
ge ngongín.
2. Ching léuhng wái tùnghohk yātjáu: yāt wái haih
sēungjé, yāt wái haih gíngchaat. Gó wái gíngchaat yiu
mahn chingchó sēungjé ge chihngfong, tùnghmàaih
sung kéuih heui yíyún.
3. Yíhga faatsāngjío yātgo ngongín (hóyíh haih dagip,
yáuh yáhn dohláu, gāautūng yi'ngoih, yáuh yáhn
sauhsēung dāngdāng.) Ching yāt wái tùnghohk jouh
gíngfōng doihbiu, léuhng wái tùnghohk jouh geijé.
Ching geijé mahn gíngfōng doihbiu gwāanyū ngongín
ge mahntàih, gíngfōng doihbiu dōu hónàhng yiu fūyuh
síhmàhn bōngsáu.

To share some cases
with others

To work in the scene

Official interview with
reporters

3. Conclusion

Considering the characteristics of this Cantonese Refresher Course, to choose the authentic learning materials from variety of different resources including the Internet should be needed.

On the other hand, base on learning purpose-related orientation, to set the learning outcomes refer to the simulation of communicative tasks required by the target situation should be more effective. Also, to give learners different tasks, for instance, to simulate the conference preparation, presentation of a particular crime case, formal interviews with reporters, taking a statement with people (victims or witness), and making announcements in Public, would be productive.

References

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