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“The Role of Indigenous Languages in Constructing Identity”

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NOTE

This international seminar on Language Maintenance and Shift V (LAMAS V for short) is a continuation of the previous LAMAS seminars conducted annually by the Master Program in Linguistics, Diponegoro University in cooperation with *Balai Bahasa Provinsi Jawa Tengah*.

We would like to extend our deepest gratitude to the seminar committee for putting together the seminar that gave rise to this compilation of papers. Thanks also go to the Head and the Secretary of the Master Program in Linguistics Diponegoro University, without whom the seminar would not have been possible.

The table of contents lists 92 papers presented at the seminar. Of these papers, 5 papers are presented by invited keynote speakers. They are Prof. Aron Reppmann, Ph.D. (Trinity Christian College, USA), Prof. Yudha Thianto, Ph.D. (Trinity Christian College, USA), Dr. Priyankoo Sarmah, Ph.D. (Indian Institute of Technology Guwahati, India), Helena I.R. Agustien, Ph.D. (Semarang State University, Indonesia), and Dr. M. Suryadi, M.Hum. (Diponegoro University, Indonesia).

In terms of the topic areas, the papers are in sociolinguistics, psycholinguistics, theoretical linguistics, antropolinguistics, pragmatics, applied linguistics, and discourse analysis.

NOTE FOR REVISED EDITION

There is a little change in this revised edition, which as the shifting of some parts of the article by Tatan Tawami and Retno Purwani Sari entitled “Sundanese Identity Represented by the Talents of *Ini Talkshow* A Study of Pragmatics” on page 166 to 167. This has an impact on the change of table of contents.

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"The Role of Indigenous Languages in Constructing Identity"**

WEDNESDAY, SEPTEMBER 2, 2015					
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PRAGMATICS IN THE FRENCH CLASSROOM AS A FOREIGN LANGUAGE

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Abstract

In the reference book on pragmatics, there are several definitions, among others, the study of how language is used to communicate; study on the ability of language users to adjust the sentence to the context so that the sentence is appropriate. Foreign language teachers will experience more difficulties in teaching pragmatics to students, compared with mother language teachers, for example, the Javanese, or national language, Indonesian, because foreign language teachers must succeed in making students understand and produce the utterances that are appropriate with the context.

To be able to understand and produce the appropriate language, the student should be able to distinguish and analyze the sentence in syntax, semantics, and pragmatics. One of the topics in syntax is to analyze sentences based on the type of sentence; in semantics, the students understand the meaning of the sentence, and in the pragmatics, students are taught an intention of someone by using a certain utterance in the communication.

This paper discusses how pragmatics was taught in French classroom as a foreign language in the 4th semester at the State University of Semarang. The book "Guide Pratique de la Communication" by Alan Chamberlain and Ross Steele published by Les Editions Didier Paris containing 57 dialogs and 100 speech acts which are used as a tool for students to analyze the data syntactically, semantically, and pragmatically. This book is used because the speech acts found in this book reflect the real situation. This paper describes the process of students to analyze the data syntactically, which is followed by analyzing the data semantically, and in finally, the students can analyze data pragmatically. The students worked in group so that there would be intensive discussions from different thoughts.

Keywords: pragmatics, French classroom, French as a foreign language

INTRODUCTION

The objective of teaching French as a foreign language in French studies of Semarang State University is that the students achieve French language skills at level B1 as defined by the Common European Framework of Reference for LA: "Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans" (CEFR 2001)

Pragmatic subject is taught in fourth semester which the goal is that the students are able to understand reciprocal relationship between form of speech and form including use of language, context and situation of speech, types of speech acts, principles of conversation, conversational implicatures. These elements are needed to be mastered by language learners because they cannot avoid the situation using these elements. Talking about pragmatics cannot be separated from the discussion on *langue* and *parole*, two very well-known concept proposed by Ferdinand de Saussure. *Langue* is the language system and *parole* is the act of speaking.

Foreign language teachers will experience more difficulties in teaching pragmatics to students, compared with mother language teachers, for example, the javanese language, or national language, Indonesian, because foreign language teachers must succeed in making students understand and produce the utterances that are appropriate with context which in general the students do not yet understand.

With the aim that students can understand better what it is pragmatics, and are able to use speech acts that fit the context. In the last semester this year, the teacher used a pragmatic book written in Indonesian by Prof. Rustono based on his research for his doctorate degree. The author explains clearly the pragmatics in his book entitled "*Pokok-pokok Pragmatik*"

Some years earlier, I have taught Pragmatics in different ways by using multiple sources in French language. Although in the learning process the teacher used Indonesian and French language for explaining the materials, but it can be said that the learning objective of Pragmatics has not been attained.

DISCUSSION

The following is the description how pragmatics is taught in class. In order that students understand properly what it is pragmatics, at a first step the students are required to understand the difference between syntax, semantics, and pragmatics. The students compare these three terms by using a table for being able to see the differences.

Syntax	Semantics	Pragmatics
Syntax studies the formal relationship between the sign in a sentence.	Semantics study the meaning of words and sentences	Pragmatics study the speech intention, for what reason the speech is uttered.
The analysis unit is a syntax	The analysis unit is a meaning.	The analysis unit is an utterance as a result of a speech act.
The syntaxis unit consist of phrase, clause, and sentence	Semantics try to find the answer for the question: "What is meaning?" Meaning in the semantics is determined by the co-text	Pragmatics try to find the answer for the question : "What is the speaker's intention by uttering x?"

After knowing the differences of syntax, semantics, pragmatics , the students try to find the data of each concept from the book of Alan Chamberlain and Ross Steele entitled "*Guide Pratique de la Communication : 100 Actes de Communication, 57 dialogues*" 'Practical Guide for Communication: 100 speect-acts, 57 dialogs'. This book provides a means for students to communicate naturally in everyday life which is divided into two parts. The first part presents the structure and the most useful expressions for 100 acts of communication classified in six groups. There are *les liens sociaux* 'social relation', *demander et donner des informations* 'ask and give information, *pour passer à l'action* 'to take action' *decrire des attitudes et exprimer des sentiments* 'describe attitudes and express feelings', *pour aller plus loin* 'to go further', *la vie professionnelle en Europe* 'working life in europe'. The second part includes 57 dialogues representing professional and social situations, daily meetings, friendly and professional appointments, meals, shopping, trade tourism, leisure etc.

The students works in group and each group try to find the most appropriate exemples for each concept (syntax, semantics, pragmatics). One of groups used the following data to be analyzed syntactically, semantically, and pragmatically.

Le Dialog between a car driver and a police entitled *Excès de Vitesse* 'Exceed Speed'

"Retrait du permis! Mais ce n'est possible! J'ai absolument besoin de ma voiture pour mon travail"
"Removing the driving license! But it is possible! I absolutely need my car for my work "

Syntax	Semantics	Pragmatics
1. <i>Retrait du permis!</i> 2. <i>Mais ce n'est possible!</i> 3. <i>J'ai absolument besoin de ma voiture pour mon travail</i> "		
Syntactically, the first and second sentence are the exclamative sentences. The third is the declarative sentence.	Semantically the sentences mean that the driver needs her car for working so it is impossible to give the driving licence to the police.	Pragmatically the driver, Mrs. Duval, was angry when the police said that she exceeded the limit so that she refused when the police asked her driving licence because she has to use her car to work. she thought not to do that.

The correct analysis results show that the students have understood the differences of the three concepts above. By using this manner, the students can take the conclusion how the declarative sentence can be used as a means to refuse, to show disagreement, to express the angry. And It is the appropriate time and situation to discuss what is *langue* and *parole*.

After, the teacher can continue to deliver other materials by using the same manner: They read first the materials from Pragmatics book in Indonesia, they discussed the materials in group and try to find the data related with the materials discussed from the book of Alan Chamberlain and Ross Steele.

In the topic of Grice's Cooperative Principle, the students tried to find the maxims and its sub maxims in Indonesian, French, and in English. They noted all the descriptor, discussed these concepts and then worked together to find the data from Alan Chamberlain's book.

The following are the Grice's Cooperative Principle:

Make your conversational contribution such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.

- Quantity : Make your contribution as informative as is required
Do not make your contribution more informative than is required
- Quality : Do not say what you believe to be false
Do not say that for which you lack adequate evidence
- Relation : Be relevant
- Manner : Avoid obscurity of expression
Avoid ambiguity
Be brief (avoid unnecessary prolixity)
Be orderly

(Grice quoted from Davies 2000 downloaded from www.leeds.ac.uk/arts/download/1328/Davies2000)

The following is one of the the student group work. For **the maxim of Quantity**, this group used the dialog in page 131 from Alan Chamberlain's book. This dialog talks about the conversation between the butcher and her customer at the butcher shop:

- Le Boucher* : *Bonjour Madame, vous désirez?*
(Good morning Madame, what do you want?)
- Mme. Renard* : *Je voudrais quatre steaks.*
(I want four steaks.)
- Le Boucher* : *Qu'est-ce que je vous donne? Filet? Faux filet, entre-côte?*
(What do I give you? Filet? Sirloin, rib steak?)
- Mme Renard* : *Faites voir l'antrecôte? Non, elle est trop grasse.*
(Let me see the rib steak? No, it's too fat.)
Donnez-moi quatre tranches de faux-filet.
(Give me four slices of sirloin.)

The group argued that each conversation existing in this dialog contributes the adequate quantity quantity, the information given is not excessive. The learners also said that the dialog contains a **maxim of quality**, because it provides the right information, which indicates the types of meat and ask the customer to choose the meat that fits her needs.

Dialogue is also **relevant** because it expresses the related utterances: the butcher helped the customer to get the type of meat needed. When it is observed, this dialogue takes place with short, straightforward, with the correct order, and not ambiguous. Thus the dialogue is ideal because it meets the four requirements of the cooperative principles.

In the discussion of locutionary act, illocutionary act, and perlocutionary act the students took the data from the dialog *Excès de vitesse* :

” *Vous rouliez à 150 Madame*“
(You were driving at 150 Madam)

This data can be analysed as a locutionary act, an illocutionary act, and a perlocutionary act. It is a locutionary act, when the receiver of communication receives it as an information that the driver was driving at 150 km per hour. It is an illocutionary act when it is understood as an information to the driver that she has violated the traffic regulation. And it is a perlocutionary act, when it is understood that the

police asks the driving licence of the driver and the driver do not authority to drive a car for a certain moment.

During the learning process, students felt happy. The active discussion was also running. Thus it can be said that this is an interesting way for teaching pragmatics in French classroom learning as a foreign language.

CONCLUSION

The following is the conclusion and the readers can try to follow the steps for teaching pragmatics as a foreign language:

1. In order that the concepts of pragmatics are received correctly by students, the use of the book of pragmatic theory in Indonesian is needed for the first step.
2. Students work in group to discuss the concepts of pragmatics, after which they are asked to find each of the data from the book which contains examples of natural speech-act (Alan Chamberlain and Ross Steele's book).
3. When the students already mastered the concepts and examples, the teacher can introduce the book of pragmatic theory in French to the students.

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