

Teaching Oral English Skills from Discourse Analysis

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[Abstract] This paper explores teaching oral English skills from discourse analysis, mainly cooperative principle and speech act theory. Different methods of discourse analysis can help English learners gain sociolinguistic and strategic competence in learning speaking English.

[Key words] Teaching speaking English; Discourse analysis; Pragmatics; Communicative competence

1. Introduction

Oral language teaching gains more attention from language researchers and teachers than before. Oral language skill development targets at these communicative competencies: sociolinguistic competence, discourse competence and strategic competence. In oral English teaching, teachers are responsible to help students gain these communicative competencies for the aim of achieving successful communication outside classroom. In communicative competencies, discourse competence only advocates micro aspects of cohesion and coherence. The discourse analysis framework is much broader, under which spoken discourse can be approached from several different theoretical perspectives (Barn, Joyce & Collin, 1996): Systemic-functional linguistics, exchange structure theory, conversational analysis, pragmatics and critical discourse theory. These theories provide different models of discourse analysis and help obtain insight into the problems of how to teach language skills in classroom, and help learners gain not only the micro discourse competence, but also sociolinguistic, and strategic competence.

2. Discourse Analysis

Discourse analysis draws on a variety of disciplines, including linguistics, sociology, psychology, and anthropology, and the various disciplines share a common interest in language in use. (McCarthy, 1991) Cook's (1989) definition of discourse analysis links it to language teaching:

Discourse analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and unified for their users. — Traditionally, language teaching has concentrated on pronunciation, grammar, and vocabulary, and while these remain the basis of foreign language, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieve successful communication. (p. viii)

Discourse analysis is primarily concerned with relationship between language use and its contexts, both textual context and sociolinguistic context. Exploring how sociolinguistic context relates to construction of discourse and revealing this to language learners target at improving their sociolinguistic competence.

3. Pragmatics and Cooperative Principle

Comparing with written language, speaking is more dependent on its physical and social contexts, and on the interpersonal factors, especially a face-to-face conversation, whose production is most reciprocal among all kinds of discourses. "Pragmatics examines how interactants, use and understand appropriate utterances in relation to various situational contexts" (Barns, Joyce & Collin, 1996, p. 21) In speaking language teaching, teachers should help learners gain pragmatic competence (primary part of sociolinguistic competence) to produce appropriate utterances according to contexts.

There are indeed some rules followed by people in real life interaction, which can be traced and are valuable for learners to understand how target language operates in successful communication. Grice (1975, cited in Pecorei, 1999, p. 27) puts forward co-operative principle, people assumed to abide in conversations. The four maxims of co-operative principle are:

3.1 RELEVANCE: make sure that whatever you say is relevant to

the conversation at hand.

3.2 QUALITY: Do not say what you believe to be false. Do not say that for which you lack adequate evidence.

3.3 QUANTITY: Make your contribution sufficiently informative for the current purposes of conversation. Do not make your contribution more informative than is necessary.

3.4 CLARITY: Do not make your contribution obscure, ambiguous or difficult to understand

(Pecorei, 1999, p. 27).

However, in real interactions, people do not always obey the maxims. They may violate maxim of quality to make a lie. In some situations, interactants are aware of their violation of co-operative maxims and do so deliberately. The deliberate violation of conversation maxims is called flouting. (Grice, 1975, cited in Cook, 1989) Flouting of cooperative maxims may be sometimes required by the context of utterance. We cannot expect the same detailed responses to the question "What did you do last Friday?" from a friend in casual talk as from a witness in court case. A witness's answer may seem over detailed, when it is put in a casual conversation, but it satisfies the court with sufficient information. Equally, other maxims also can be flouted according to the speaker's communicative needs. Cook (1989, p. 32) notes, "The meaning created by these floutings, it will be noticed, are often social, signaling the attitude of the sender to the receiver of the message, and the kind of relationship between them".

4. Speech act theory

Speech act theory looks functions performed by language forms. Cook addresses, "Speech act theory provides us with a means of probing beneath the surface of discourse and establishing the function of what is being said." In philosopher Austin's (1975, cited in Pecorei, 1999, p.44) speech act theory, a speech act has three layers of acts: locution, illocution and perlocution. Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. Illocutionary act is the act of creating an utterance with a function: requesting, commanding, offering or thanking, etc. It is a utterance's illocutionary force that we study in pragmatics. Perlocution is the actual effect of the locution.

Under the umbrella of pragmatics, there are also other theoretical approaches that can be employed to study contextualized language use, like conversational implicatures and politeness principle. The significance of teaching speaking from pragmatics lies in that learners can acquire pragmatic competence of realizing and producing appropriateness of utterances within various situational and sociocultural contexts and interpreting the meanings and functions of particular speech acts, and further achieve successful oral communication.

5. Classroom Practice

Although some discourse skills can be taught explicitly by teacher's demonstration of discourse analysis, like some static generic structure of certain discourse type, as well as words and grammar associated with certain text types and generic stages and turn types, explicit teaching is far from enough for enabling learners for real communication, teaching of speaking English towards communicative competence entails great amount of classroom activities. Among all kinds of current prevailing activities, discourse analysis activities with emphasis can directly (下转第70页)

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