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How can teacher’s pragmatic speech help to initiate and develop the sense of verbal interactions of language learners?

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Abstract

Pragmatic speech effect of foreign language teacher on his teaching project specifies indeed, the ability of the learners to initiate and develop the sense of verbal interactions in target language. Teaching action works most of the time through linguistic interactions performed in our context in French and Turkish as teaching languages. In this approach are involved two vital didactic concepts, thanks to which, learners can have good command of a new language: context and inference. This is the reason why we study the pragmatic aspect of language teacher since we search to increase teaching effectiveness in university classroom.

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1. INTRODUCTION

When teaching, the teacher uses many helpful techniques serving to build up the ways to introduce a new lesson matter to teach and continues his/her teaching discourse in order to improve in his/her teaching task. For this purpose, the most important tool of the teacher is apparently the language through which he/she communicates with the students. Especially in the field of foreign language teaching, the teacher’s speaking action imports in his/her communicational behaviors as well as the strategies he/she privileges. In other words, the teacher’s linguistic style helps to produce his/her didactic action. With this in mind, we are going to try to analyze in this article, the contribution of a pragmatic teaching discourse to the learning process of a foreign

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language learner. In that intention, some theories will help to show how linguistic interactions together with their derived archetypes, are connected in a teaching and learning act.

It is possible to establish a conceptual connection between mental representations of a teaching act and the didacticism of the person who is in charge of teaching in a classroom environment. The language used by the teacher mostly provides the didacticism in question. Therefore, the language used when teaching and the teaching phenomenon itself (here, teaching French as foreign language) are complementary facts as it is of evidence. In that sense, they are apt to realize the teaching and learning relationship in a mutual manner. In this perspective, teaching pragmatism can be defined as follows: it is a fact of pragmatism of verbal exchanges occurred between speakers and it’s strictly related to the convention concept. As defined by Herman (1980, P.265) the convention notion is the representation of pragmatic strategy and its internalization is mutually known, accepted by the interactants. In fact, we can accept that speech pragmatism contains mostly traditional language forms and those forms serve to develop a certain application of the knowledge. Vernant (2009) says that co-speakers construct together a common image of their world. In the classroom, co-speakers are the teacher and the learners. Therefore it is necessary to see the teaching action of a new language via the teacher’s professional practice as pragmatic didactic discourse.

As mentioned by Bachman (1990), language familiarity includes, as the incorporation of the knowledge, Organizational knowledge and pragmatic knowledge. Organizational knowledge involves the code of the language. In other words, it refers to having some knowledge on grammatical, morphological, structural and syntactical elements as written in grammar books. Nevertheless, it does not means compulsorily that this kind of knowledge, brings to the user the capacity to produce the language as a skill, even if it exists in the knowledge storage of the user and even if it serves to understand the organization of the language. On the other hand, pragmatic knowledge let the user be communicational, understand meanings since context, make anticipation and inference, get the figurative meanings. Therefore, pragmatic competence procreates a sociolinguistic skill which is extremely important in language learning. Quite rightly, Llurda (2000, P.93) says in his article that competence may be accepted in its Chomskyan formulation as a static and permanent state in all human beings, regardless of whether they are using their first or second language, whereas communicative language ability will be applied to speakers’ ability to use a given language, with a special emphasis on second language use. In addition, it is important to consider language level of the students. In order to clarify better the pragmatism notion, let’s see the essential points on which the notion is constructed.

2. PRAGMATICS: ESSENTIAL ASPECTS

2.1. 2.1 Context and inference

Provided that all kind of interactions get significant in a logic frame, all speakers select words to spend, into an enormous terminology baggage. This conscious selection is undeniably mindful because it is made as a result of a specific speech issue as well as some particular conditions of which both (or all) speakers involved are aware. Therefore, every speech act is realized in and for a special situation; otherwise, speakers would not understand each other. This is an implicit agreement, named equally speech convention, between speakers, as a transparent rule proving reciprocal understanding. It means that the subject of the interaction together with the situation is so-called context. When a pragmatic speech appears, logic is as well established via context. The formula is certainly simple: no context, no meaning just for acting in response. That’s why the notion of context is vital.
Language is not only code states Fishman (1977, P.21). Language becomes meaningful when introduced in a context, a social group and a given situation. Afterward, its limited capacity of reflecting sense turns out to be full of potential. In other words, the code which is grammatical content of the language, involves only concrete aspects such as structural, grammatical, syntactic and lexical characteristics. The other facet is the insubstantial side, abstract and fully expressive. For Moescher (2001, P.99), context notion has a very important role in the production of interlocutory acts. The context contains the whole of the information which all makes relevant the statement of the speaker. As a result, the expressivity of verbal interactions comes from the context they belong. Meanwhile, situations with slight context can ultimately exist however even there, speakers stand in some physical conditions frame: some persons, somewhere, interacting on some subject, recognized or not. Moescher (ibid, P.98) points out this matter: These types of models are called compleitives because the context fulfills the role of completing the sense of the interaction content. That’s why Moesher (ibid) says that the context is the whole information making significant the discourse of an interacting person. In other words, context is a promising element as it reflects the inference especially when teaching and learning a new language. Context awareness supplies partly the comprehension. Even though a language learner hears a word or an expression for the first time, he/she can infer a sense thanks to the knowledge of the context of the interaction. In this way, the learner assumes or guesses cognitively through a reasoning process. Sperber and Wilson (1989) study this point with their theory of pertinence. The theory of the relevance such as it is developed by Sperber and Wilson resumes the center of the theory of Grice: the central purpose of the human communication is to recognize, thanks to a cooperative effort, the communicative intention of the interlocutor. This theory is based on the model of inference, models according to which a speaker is going to supply to his interlocutor a number of indications which, situated in parallel with the context, are going to allow to the interlocutor to deduce the intention of communication.

In this perspective, inferences appear in contextual situations between speakers. To exemplify, let’s imagine the teacher says: “I have good news for you”; the students answer by asking “so, can we leave now?” What is the relation which easily makes a coherent dialogue these two incoherent sentences? The relation is that, the day before, the teacher and the students discussed if the next day would be considered as half day holiday. When everyone is aware of the context, the content of the interactions can be cut down however the signification is never reduced in a non-sense. Everyone understands the same thing and the same details: a kind of verbal agreement is settled out because every one has a contextual background. As shown is this example, inferences are contextual when verbal interactions are in question. Therefore, grammatical indications are not always necessary or sufficient to produce a signification. That’s the characteristics of the pragmatic speech and it’s a didactic tool which is able to assure the familiarization with a foreign language when it is regularly applied with simplicity in a classroom environment.

In a second example, Paul (the student) asks the teacher: “When shall we start the course in the afternoon?” The teacher answers: “I don’t need the viewer today. Thank you”. The speech acts seem to be irrelevant but speakers communicate successfully. For those who know nothing about the context, it is impossible to make some inferences. In fact, the speech acts in the example take place on a Friday and are situated in a classroom ritual: The teacher uses visual devices for his language course each Friday and Paul is the student who helps the teacher to arrange visual devices each Friday. In this specific situation the interaction depends on ritual behaviors. Therefore, context is powerfully able to allow speakers produce inferences. The difference between an inference and a hypothesis is determined by the context. A simple estimation without knowledge of the context is a hypothesis. On the other hand, an estimation based on the knowledge of the context is an inference and is situational. This means that this kind of pragmatic inferences can be considered as pertinent.

2.2 Values of teacher discourse
Among the types of discourses used by the language teacher when teaching, imperative speech takes frequently place. As a result, imperative speech uses a conative language in order to be injunctive. In the classroom and during teaching period, the teacher uses instructional speech acts with imperative conjugation mode as follow-me on your book, page 25; take note please; don’t forget the essays for tomorrow; present your paper briefly; try to remember the expression; can you read please; let’s discuss now this point; if you translate in Turkish what would you find then?; be attentive; more effort please; look for it in the dictionary; finish the work till Monday; show-me the title; go on please. Those examples are valuable in classroom context and between the teacher and the students who are dealing with the same work. The reactions of the students, in return, are in accordance with the directives of the teacher. They do what the teacher asks them to do. The students have the role of associates of a verbal statement. Thus, repeated and diversified interactions flow up usually and get installed into language learner’s mind. So, this kind of speech act fulfills the perlocutory function of the language since students respond correctly with appropriate verbal and gesticulating attitudes. Vernant (ibid) calls the engageants, this kind of sentences because they engage the speech act partners to direct or indirect comprehension. The engageants build up an engagement of mutual understanding.

Till now, the examples we analyzed provide direct understanding. We just meet again the inference notion when indirect understanding exists. The teacher says: this is really easy for you; exercises are well done. . The students react: let’s don’t wait for a week; let’s begin to study the new subject now. The students infer that the teacher would like to accelerate the didactic rhythm and they propose to learn the upcoming matter. This is a production of inference made available by the words of the teacher. If the interaction would not be appealing, the students would not react. Therefore, we can suggest that teacher’s speech has the power to drive the student to interact as well as it stimulates the teaching and learning act, which is a motivating fact in all didactic process.

Meanwhile, as mentioned above, speech acts differ from situation to situation. Provided that learning motivation comes also extrinsically from teacher’s stimulation due to his speech acts, many contributions are mainly assigned to engageants. So, they bring out the didacticism of the teaching act by:

- Drawing the student into the language by stimulating his curiosity
- Creating an instinctive need of interaction within student’s comprehension trial
- Providing memory indices, a kind of clues for the student because he often imitates his teacher expressivity and those repetitions are necessary for keeping in mind language-specific properties
- Developing student’s anticipation and annotating capacity in foreign language
- Inciting a cognitive learning strategy in favour of inferential findings.

As a result, locutory or perlocutory speech acts, when they are regularly repeated in a same/similar context (foreign language courses) and situation (teaching and learning a foreign language), like a language teacher does in his teaching process, have pragmatic aspects, which are very important for the learners. Pragmatic facts are communicational dimensions of a language besides its linguistic code. The code knowledge is important especially in writing abilities and is undetectable from foreign language teaching and learning. The pragmatics’ specificity is that it is able to teach how to communicate, how to speak familiar language, how to be understood and to be comprehensible. Particularly when foreign language teaching action is realized in an environment without native language teachers, as in our context in university, teacher’s pragmatic speech in the target language becomes more and more functional.

3. HOW DOES PRAGMATIC LANGUAGE TEACHE?

3.1 Didactic relationship
Teaching activity concerns the teacher and the learner as well as learning activity involves the same two performers. The teacher teaches in order to help the student to learn but he cannot learn in his place. He can only show the ways, the instruments and the strategies to use. In the mean time, knowledge, as a matter to transfer by the teacher towards the learner and as a matter to acquire by the learner, is the didactic substance between them.

When we model the didactic relationship structured by Houssaye (2000), we find out these three dimensions: teaching, learning and knowledge. The original title in French is triangle pédagogique; Chevallard (1985) calls it didactique triangle and as many other educational researchers, we mention it because we believe it explains the complicated relations that a language teacher and a language learner are handling. Teaching process, learning process and knowledge itself are preconditioned facts for the founding of a didactical process. The contribution of these facts to the pragmatic communication between the teacher and the learner is operational with regard to didactic activity. So that, at the end of this interference, didactic activity gains success or fails. In other words, the student does learn or contrarily, he does not. The system depends on how the teacher presents the knowledge, how he takes into consideration the learning styles of his students and how his pragmatic discourse appeals the learner to get closer to the knowledge. Conversely, the student’s role is equally important. Is he dealing properly with his responsibilities and settling himself in position of learner? Namely, is he making necessary efforts, paying attention, using necessary cognitive, metacognitive and social-emotional strategies advised by the teacher and/or targeted by himself?

In language learning, when the teacher integrates in classroom ritual interactions as ritualized and diversified words, sentences, expressions in target language, the learner feels progressively approached to the language he learns; he gets familiar with a new language sound; he tries repetitively to give sense to words and sentences, he frequently finds the opportunity to imitate his teacher intrinsically or extrinsically. Therefore, using pragmatically the target language, enables the learner himself creating an inherent learning climate. This event is also a kind of establishment of a learning aptitude and of an acquisitional skill. The phenomenon in question provides to the learner several linguistic abilities to perform in target language, as summarized below:

- Adapting himself to the learning environment of a new language
- Developing comprehensive capacity
- Interpreting and getting the meaning of indirect and elliptic speech acts
- Being appealed to respond which conducts to reacting verbally
- Building unconsciously mimetic competence
- Decreasing his feeling of linguistic incapacity
- Changing his position from being simply a receptor versus being producer

3.2 Learning blank spaces

Ideal teaching process promises in result ideal learning outcomes. Meanwhile, we wonder if the idea of an ideal teaching process is completely found somewhere. In consequence, we don’t know if exhaustive learning outcomes exist. Seeing that teaching and learning process is multidimensional, the relationship between teaching and learning acts is far away of being simple. As teaching practitioners, we can only state that we always witness some average blank spaces in the mind and performance of the student. Therefore, we do our best to obtain optimal learning outcomes. In return, the situational context of a language classroom is a place where the occupants wait for the apprehension of knowledge, for its analysis and its synthesis. After all, they usually expect to have a language competence in a so-conditioned environment the reason why teaching and learning atmosphere (classroom) can be considered as a likely natural didactic location. Brousseau (1998) already
indicates that, as if a didactic contract is signed between the teacher, the learners and the knowledge, there is currently an implicit agreement which brings out the learning performance.

Even if we know, due to our experience, that learning and teaching blank spaces occur in didactical process, we however consider this educational situation as typical when it reflects a minimal portion of the didactic transfer. As far as we continue to let available the pragmatism of teacher speech in coherent educational situations, the accomplishment of learners cognitive tasks are promoted better and better. So, when the teacher uses regularly and professionally a pragmatic call in target language toward his students, it contributes much to didactic process and fill out the blanks in favor of didactic agreement.

In conclusion, learning blank spaces are never entirely reduced and there is always a missing part of the knowledge the teacher tries to transfer to the learner. It can be partly recovered by some compensating strategies used by the learner, such as academic self-management: repeating, exercising, researching, asking questions and help, revising and concentrating. To this tridimensional relationship, we would like to add, as a didactical support, the repetitive pragmatic speech of the teacher, able to implement in learner’s cognitive conscience additional and complementary knowledge which makes smaller blank spaces.

3.3 Language classroom: pedagogical components

Let’s consider three elements necessary to realize a didactical situation in language learning: the knower (teacher), the candidate (learner), the information (knowledge). The knower is the coach; he trains, instructs and informs the candidate. The candidate needs and requests to reach the information. The information tells about and describes the knowledge. Afterward, we will underline the way the information turns out to functional knowledge.

The information is the tool enabling the candidate to understand and to produce a different language than his, in written and verbal forms. The information does not come by itself but by the pragmatic competence regarding the teaching language. All details involved in teaching language depend on this pragmatic side. Without this aspect, grammatical and theoretical issues can be certainly apprehended however taking an active part in sensible ways for expressing and understanding a language rather than having fixed unassociated knowledge, would be impossible. Ellis (1994, P.407) proposes that learning is environmently driven and learners need very little in the way of innate knowledge. Therefore, when a language user candidate is trained in such a pragmatic communicational speech acts environment, his candidacy improves as his language learning level improves until he becomes an intern. Being a language learner intern means having abilities to communicate via the target language, at different levels. In that case, the candidate gets in touch with the knowledge because not only he knows it but he also uses it.

In learning environments like ours, where the target language is not used at all, except the course content, where the teacher explains everything in the mother tongue of both the teacher and the students, language teaching process becomes slow and related learning process becomes more and more restricted and useless. Meanwhile, this situation does not signify that the mother tongue should be excluded from the teaching and learning process. Especially at the beginning level and in situations where troubles occur, when complicated points have to be cleared up, the use of mother tongue in teaching process is crucial and solves problems.

In this perspective, language teacher better uses the target language when communicating with and teaching his students. It is particularly necessary to establish a natural communicational ambiance for transporting the information from the teacher to the learner rather than creating only an artificial area full of theoretical
knowledge. If, most of the time, as a habit, the mother tongue is used as the vehicle to transport the information, the link between the language to learn by the learner and the information used to do so, would not be transparent and smooth. This fact would afterward constitute a major barrier to the growth of student’s cognitive capacity.

3.4 Teaching process via pragmatic speech

Paying attention to the effects of didactic relationship (3.1), learning blank spaces (3.2) and language classroom (3.3), we can see that pragmatic speech helps pedagogically teaching process. First of all, this kind of teaching process describes, expresses and explains the knowledge in a more obvious and visible way. In a pragmatic speech, the teacher tells about what to teach and learn, what to use and how to use. Secondly, the teacher adjusts and standardizes his/her teaching action vis-à-vis his/her learners’ learning attitudes and skills resulting from these strategies. Taking into consideration classroom observations, the teacher can decide to repeat a lesson, explain again a notion and revise the exercises; he/she can illustrate the lesson matter; rearrange the work to fit the learning level of the students. At the third step, the teacher feels advanced on his/her teaching process and sees how the learners learn and apply the knowledge. He/She notices that a part of the work, which looked hard at the beginning, starts now to look easy. That’s why the students know furthermore to a certain extent, the knowledge. We can call this situation of recognition, the transference of the knowledge, enabled and getting lighter. So, the knowledge is at this moment mobilized in a sense of recovered and improved in the mind of the learners. The fourth step consists on using this knowledge for creating authentic productions: the learner is able to synthesize the knowledge and to get an appropriate skill.

All this process is in fact derived from the pragmatic teaching style using the target language. Facing all the time a similar process, repetitively and constantly, make seize the facts of “how to do” and “how to be” in the target language and culture. Thus, the distance run by the knowledge between the teacher and the learner gets smaller. Consequently, it is conceivable that pragmatic speech in teaching foreign language has a diminutive role concerning the disproportion between teaching act and learning act since teaching act appears easier while learning act demands more time and effort. As a reality, we know, after all, that the teacher is experienced but the learner is apprentice. It is true that this asymmetry, as apprenticeship, cannot be erased in the situation of organized learning and that the places of learners and teacher are not exchangeable. The teacher is exactly considered as a key figure of the process of teaching and learning. Pragmatic speech in language classroom creates a didactic nature and combines this nature to normal teaching features to maximize the process of acquisition.

In that case, the effect of the pragmatic speech in the teaching process points out two important works: the work of the teacher and the work of the students. The teacher does not only expose the knowledge, the problems and the resolutions like written in a book but takes the responsibility for proposing situations where the student as a learner could be able to construct a knowledge by asking a question in target language and searching for its answer. The pragmatic side of the teacher constructs here a kind of reorganization of the context and recontextualization of the knowledge. Once effectuated, this can lead to the repersonalization of the knowledge by the learner. Recontextualization and repersonalization are two important processes to built and memorize new knowledge.

On the other hand, the student should not only learn the definitions, theorems and techniques, memorize, retain, know methods but should also be able to expose his inabilities, create or resolve a syntactical, structural, lexical or semantic problem, discuss the subject, produce answers as approaches, comparisons with mother tongue and formulations. The student should try to prove the ways he learns and show their pertinences.
The above-mentioned process reminds Socratic maieutic dialectic method, which is a technique engendering knowledge by asking motivating questions via pragmatic speech. The difference is that, in a classroom, environmental conditions are also taken into consideration. Definitively, we have a student who is already adapted to a specific teaching-learning situation. So, teaching-learning situations formed inside a pragmatic speech milieu helps a lot to be more and more adapted to a new language. In such manner, what is new and unknown becomes progressively usual and known. This is not only a linguistic interaction between the teacher and the students but also between the students and the classroom environment because this specific environment is mobilizing cognitively the knowledge of the student.

Teaching a language is in fact a pragmatic art. How to teach without using the targeted language itself especially when we teach a foreign language? Consistent and permanent pragmatic speech acts, interactions and intercommunications in language learning context, are a strong teaching institution apart. Lhote (1995, P.82) mentions that

*being a good listener in foreign language, it is at first to observe the behavior, the attitudes; it is to try to get the accentuated elements which are inevitably connected to the theme or to the way an interlocutor is situated with regard to him/her. This notice explains indeed, how the style of the teacher is characterized by regular alternations between didactic interventions and those to maintain the interaction with students. Teacher’s speech style regulates the teaching and learning process.*

### 3.5 Regulating teaching and learning

As one of our many pragmatic classroom interactions, it would be useful to revise a practice recorded during a collaborative and playful classroom work. We practice a vocabulary game similar to scrabble in order to deal with French vocabulary, grammar and orthographic competences of the students. The teacher, acting as a guide, helps the learners to amplify the puzzle. Three groups of four students, with level B1, are playing the game. The game is on the screen via Internet connection. The mother tongue of the students is Turkish; they learn French since three years and they know English as another foreign language. Here are a part of the interactions in question. Speech acts in French of the students are partially erroneous. We give in parentheses the translation in English.

(1) Student 1 – Il y a un mot en moins ici. (There is a missing word here)
(2) Teacher – Comment ça? Il y manque quelque chose? (How can it be? Anything is missing there?)
(3) Student 2 – Pas de mot. Il y manque une lettre mais... (Not a word. A letter is missing but...)
(4) Student 1 – Une lettre oui mais comme a, c, i. (A letter but like «a, c, i»)
(5) Teacher – Une voyelle donc. (A vowel then)
(6) Student 2 – Oui parce que avant il y a c et c. (Yes because there is c and c before)
(7) Student 3 – Il devient occ. Deux c. (It becomes occ. Two c)
(8) Teacher – Ça fait quoi alors exactement? (That makes what then exactly?)
(9) Student 1 – Ça fait occuper. On peut faire verbe occuper. (It makes « occuper ». We can make the verb « occuper »)
(10) Student 2 – Non, nous ne pouvons pas. Il y a la lettre a suivant. (No, we cannot. There is a letter following)
(11) Teacher – Ah! Il y a un a qui suit! Attention là. Peut-être que ce n’est pas un verbe. (Ah! There is one « a » which follows. May be, it is not a verb.)
(12) Student 3 – On forme un nom. Occupation. (We construct a noun. Occupation)
(13) Student 4 – La case qui suit c’est p. C’est difficile. On trouve quoi par p? (The case which follows it is «p»). It is difficult. What can we find with «p»?)
(14) Teacher – Pas grand chose alors? Bon. Continuez avec un préfixe si vous voulez. (Not much then? Good. Go on with a prefix if you want)
(16) Student 1 – Ça fait préoccupation. (It makes « préoccupation »)
(17) Student 6 – Mettons un s après pour pluriel. (Let’s add an «s» after for the plural)
(18) Teacher – A la fin? Pour le pluriel? Pourquoi pas! Bonne idée. (At the end? For the plural? Why not? Good idea)
(19) Student 3 – A la fin du mot. De cette façon, on obtient un mot plus long. (At the end of the word. Thus, we obtain a longer word)
In this empirical sample, we can observe how the teacher is able to regulate the teaching-learning moments by implementing and conducting pragmatically a mental exercise. Furthermore, verbal communication between students themselves and between the teacher and the students is mostly important. Let’s analyze the sequences.

- Interactions (1), (2) and (3) are complementary. Interaction (3) shows how student 2 seizes from his teacher’s words (interaction (2)), the correct way of talking and how he corrects the wrong way of talking of student 1. The students are imitating the teacher and thus, they are completing their missing knowledge. This mimetic competence is vital for the transposition of the student to the position of a learner.

- Interactions (4), (5), (6) and (10) are as well complementary. In those interactions, words like “letter” (interactions (3) and (4)) instead of “mot” (interaction (1)), are used by the students. When one of the students forgets a word, the other one reminds. The interaction helps them activating their knowledge stored up in their mind. Pragmatic speeches allow the accumulated knowledge to be mobilized.

- Interaction (5) remembers the right word “voyelle” and in interactions (6) and (7) we see how the meaning is implicitly and completely understood by students 6 and 7.

- Interactions (7), (8), (9) and (16) demonstrate how the utilisation of “devient” turns out smoothly to the utilisation of “ça fait”.

- Interaction (12) gives to interaction (9) a corrective feedback: student 3 uses the sentence “on forme” as a paraphrase towards interaction (9) “on peut faire” performed by student 1.

- In interaction (10) we see the wrong use of “suivant”. However, in interactions (11) and (13) the correct form appears. In interaction (11), the teacher repeats in an implicit and corrective approach, the words of student 2 (interaction (10)). Interaction (13) proves that the interaction (11) has got the power to teach furtively the use of the relative pronoun “qui”.

- In interaction (14) the teacher gives slightly an idea using the word “préfixe”. Even hearing the word “préfixe” has been sufficient to be creative enough and discover the word “préoccupation” for student 1 in interaction (16).

- Interactions (17), (18) and (19) reinforce the use of “à la fin” instead of “après”.

- Interactions between students, like interactions (19) and (20), underline the use of the comparative and superlative “plus”.

- Interaction (20) shows how speaking freely and fearlessly is a way of being autocorrective. In that interaction, student 4 says first “c’est nous qui gagne”. But, he thinks he makes an error. That’s why he says “nous gagnons” just then.

As affirmed by Pennac (2007), the teacher needs to know to play with the knowledge. The game is the respiration of the effort, it’s another heartbeat; it does not harm the seriousness of learning; it is the counterpoint. Beyond all, playing with the lesson matter means improving more in the matter. Pragmatic speech is a good tool for reaching the stated aim.

4. TOWARDS A CONCLUSION

The virtues of the pragmatism in foreign language teaching find their justifications in the familiarization aspect as a teaching outcome. Familiarization is adaptation. It is a primary aptitude that a foreign language learner should acquire because a new language arrives together with its authentic linguistic and cultural characteristics. It is not possible to treat the new language as identical to the mother tongue of the students (Turkish in our situation). Languages and cultures may certainly have similar features which are helpful for learning a new language. However, points which are not parallel abound. They seem distant, inaccessible, difficult to get. When a foreign language teacher is able to teach using pragmatically the target language, distance
and inaccessibility may disappear or decrease. The learners get adapted and familiarized. That is a serious reason to facilitate the learning.

The first rule of automatic (in a sense of habitual) foreign language learning is to be regularly exposed to authentic speech acts. Finally, interactants manage to understand each other and learners imitate the teacher. Learners enrich more and more their knowledge and their skills. The teacher’s skill adhere, in a mnemotechnical and mimetic way, to the learner’s cognition and it becomes step by step a skill belonging to the learner. This linguistic phenomenon is developed by the comprehension of the context. Besides, the context brings the inference. To be able to make inferences due to the context means to comprehend the language, to handle it and to communicate into that language. In this way, the memory’s blindness is converted into awareness.

*Communication research perceives teaching as a process of oral communication where a commonness of understanding is created between a sender and a receiver. The process consists of a sequence of events whose desired effects on the receiver can be arranged [...]*, states DeLozier (1979). As indicated by DeLozier (idem): 1.Getting and maintaining attention/awareness 2.Gaining understanding 3.Developing or changing attitudes (e.g., toward the topic being taught to create an atmosphere for learning) 4.Learning 5.Action (application of the material learned) are the results as desired effects. As a foreign language teacher, we play the role of sender. What we send is the knowledge (for us, French language). The receiver is the student. We believe and see that sending pragmatically in French language the knowledge, by taking into account and regulating the level of the language acts and by paying attention not to exceed the didactic and pedagogical limits of the learner public, will mainly achieve a success in teaching and learning process of a new language.

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