



XIV CercleS International Conference 2016
*Enhancing Learners' Creative and Critical
Thinking: The Role of University Language
Centres*

22-23-24 September 2016

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Pragmatics Assessment with an holistic approach

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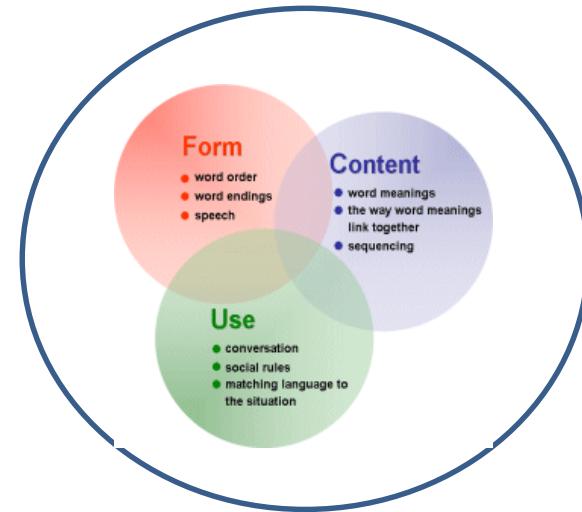
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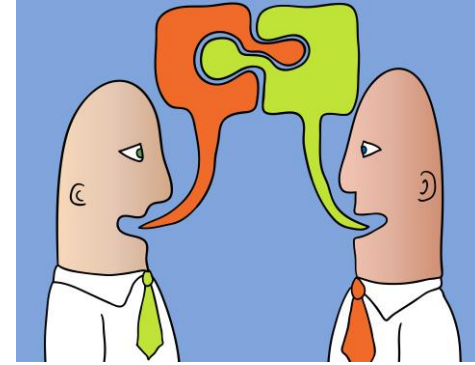
Introduction

- Assessment of pragmatic competence necessary
 - Accurate standardized test difficult
 - Past attempts failed
 - No reliable and valid standardized tests of pragmatics in H.E.
- Holistic, integrative assessment methodology
 - Language as a whole



Pragmatics

“The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication.” (Crystal, 1985: 240).



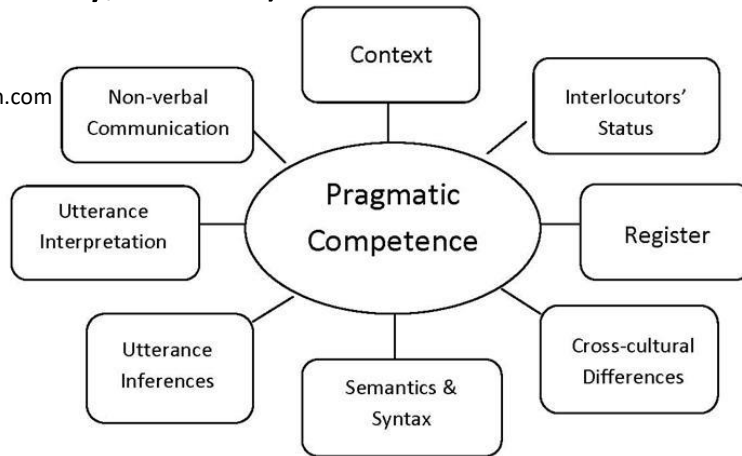
From: veryserioso.wordpress.com/semantics/pragmatics-ii/

“Pragmatics is the study of ‘invisible’ meaning or how we reorganize what is meant even when it is not actually said (or written).” Yule (2005:127)



Pragmatic competence

- Language in use
 - Intentions
 - Purposes
- (Chomsky, 1980a)



- Real-time behavior
- Gestalt of many skills
 - Social context
 - Etiquette
 - Verbal & non-verbal messages
 - Vocabulary & grammar
 - Appropriate response
 - Understandable message
 - Cycle all over again



Pragmatic competence assessment. 1

- Knowledge of different meaning
 - Contextual
 - Sociolinguistic
 - Sociocultural
 - Psychological
 - Rhetorical
- Narrative intelligence
 - instinctive to make sense of the world around us
- Sub-components:
 - Narration
 - Thematization
 - Emplotment
 - Characterization
 - Genre-ation



From: arnoldzwick.org



Pragmatic competence assessment.2

- Narrative ability as tool to assess:
 - Conventional narrative structure
 - Elaboration & Evaluation
 - Narrative cohesion & coherence

Elaboration:

- Prosodic
- Lexical
- Morphosyntactic
- Discursive

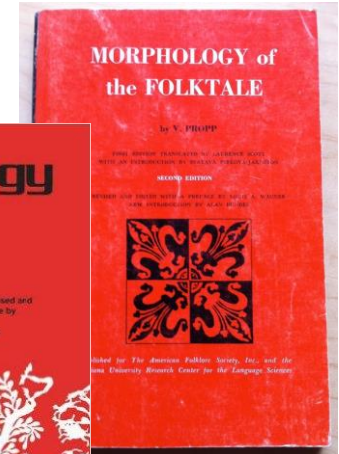
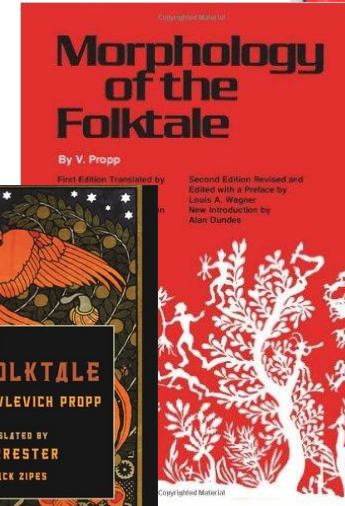
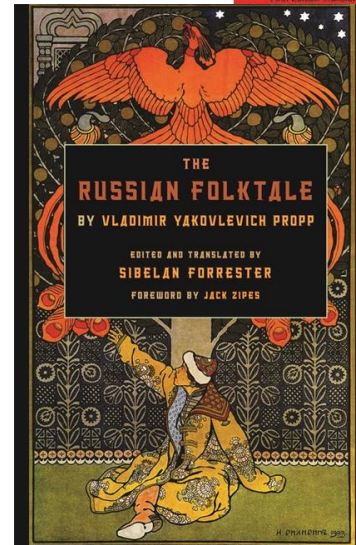
From: .brandsummit.es



Vladimir Propp

- *Morphology of the Folktale* (1928)
 - Basic plot components of Russian folk tales:
 - narratemes
 - dramatis personae

From: en.wikipedia.org



Propp's narratememes

- Absence
- Interdiction
- Violation of interdiction
- Seeking for information
- Misfortune
- Interdiction Repair
- Leaving home
- Test or challenge
- Magical agent
- Acceptance of help
- Fight
- Marking
- Reparation
- Return
- Confrontation
- Recognition
- Marriage/Ruler



From: surfnetkids.com



Propp's dramatis personae

- Villain
- Donor
- Helper
- Princess
- Dispatcher
- Hero
- False hero



From: surfnetkids.com



Creating a collective story

- **PROCEDURE**

- Brainstorm story ideas
- Choose an appropriate one for the intended audience
- Make a story outline
- Develop characters and/or scenes to illustrate the story
- Decide:
 - The language to be used (vocabulary and structures)
 - The visual aids you will use

- Make the visual aids
- Practice storytelling with your partners
- Perform the story for your audience



From: kstoolkit.org



Self-assessment checklist

1. Does your story have a clear beginning?
2. Does your story use a hook so to catch the listener attention?
3. Does your story have a clearly defined goal?
4. Does your story have some characters such as defined by Propp?
5. Does your story have struggles, difficulties, twists and frights?
6. Does your story have a happy ending?



Story elaboration rubric

STORY ELABORATION RUBRIC

		1	2	3	4
Story Structure	<ul style="list-style-type: none">• Story has a clear and engaging opening.• Story's sequence of events is easy for the listener to follow.• Story's ending has a sense of resolution				
Vocabulary	<ul style="list-style-type: none">• Teller's choice of language is expressive and articulate.• The teller's character text is easily distinguished from the narrator's text.				
Innovation	<ul style="list-style-type: none">• Teller employs a effective use of language, sound, and body language.• Teller artistically presents the sequence of events.• Teller's perception of the meaning of the story is cleverly expressed through the telling.				



Performance skills rubric

PERFORMANCE SKILLS RUBRIC					
		1	2	3	4
Voice Mechanics	<ul style="list-style-type: none"> Speaks with an appropriate volume for the audience Employs clear enunciation Uses vocal expression to illustrate the meaning of the text 				
Facial Expression	<ul style="list-style-type: none"> Uses facial expression to convey feelings 				
Body Language & Gesture	<ul style="list-style-type: none"> Uses body language and gestures to emphasize the action or dialogue 				
Focus	<ul style="list-style-type: none"> Audience's attention is kept. Eye contact with audience is engaging Maintains a good presence on stage. 				
Characterization	<ul style="list-style-type: none"> Characters are credible to listeners Storyteller's voice is distinguished from character voices 				
Use of Space	<ul style="list-style-type: none"> Storyteller seems at ease and confident in front of audience. Storyteller maintains clear spatial relationships for characters and narrator 				
Timing/Pacing	<ul style="list-style-type: none"> The story is presented at an appropriate pace The story keeps listeners' interest the whole time 				



Conclusions

- Pragmatic competence needs to be assessed when training teachers.
- An holistic approach is the best for assessing pragmatic competence.
- Narratives are appropriate tools for enhancing pragmatic competence and for holistic assessment.
- FL teacher education programs should:
 - Equip students with practical teaching skills such as narratives.
 - Create opportunities in which graduate students can practice, display and assess their narrative skills.



To know more:

- **Paulenko, A.** (2007) Narrative competence in a second Language. In Byrnes, H., Weger- Guntharp, H., Sprang, K.A. (eds.) *Educating of Advanced Foreign Language Capacities. Constructs, Curriculum, Instruction, Assessment*, pp.105-117. Washington D.C: Georgetown University Press.
- **Pishgadam, R.** et al (2013) The Role of Narrative intelligence in English Language Teaching, Major and Gender. In *Porta Linguarum* 19, pp. 59-70.
- **Propp, V.** ([1928] 1969). *Morphology of the Folktale*. Texas: University of Texas Press.
- **Purpura, J.** (2004). *Assessing Grammar*. New York: Cambridge University Press
- **Vicker, B.** (2003). Can social pragmatic skills be tested? In *The Reporter*, 8(3), 12-15.

