Interlanguage in Context

- Interlanguage variation
- Social interactional approaches
- Communication strategies
- Interlanguage pragmatics

Langue and Parole

- "Langue is a well-defined object in the heterogeneous mass of facts of parole. ... It is the social side of language, outside the individual who can never create nor modify it by himself; it exists only by virtue of a sort of contract signed by members of a community."
  — Ferdinand de Saussure

- "What part does parole play in the same community? It is the sum of what people say and includes (a) individual combinations that depend on the will of speakers, and (b) equally willful phonational acts that are necessary for the execution of these combinations. Parole is thus not a collective instrument; its manifestations are individual and momentary."
  — Ferdinand de Saussure

Competence and Performance

- "Linguistic theory is concerned primarily with an ideal speaker-listener, in a perfectly homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance."
  — Noam Chomsky

- "The fact that important and significant linguistic behavior can be non-systematic, not predictable by rule and without regular norms, makes it all the more important to look for empirical evidence of a system ... The use of a form of language for communication does not make it automatic that it forms a system ... the degree of systematicity is an empirical matter."
  — William Labov
Variation in English

- Geographical variation in the lexicon:
  - Schlep and hush puppy
  - Variation vs. variability
  - See-saw vs. teeter totter
- What variation have you noticed …
  - In the lexicon?
  - In pronunciation?
  - In grammar?

Variation in English

- New Yorkers vary in their pronunciation of postvocalic (r)
  - New York [nu: jo:k] or [nu: jork]
  - Fourth Floor [fo:θ flo:] or [forθ flor]
- New Yorkers’ variation in (r) is systematic

Variation in Interlanguage Morphology

- Mary: The store is . a . just sells all the books for Christian.
  ...
- Mary: All Chinese . all the book is have to ship from Taiwan . because they didn’t have the store.

Variation in Interlanguage Morphology

- Jennifer: ... I think because my brother . a . hate girls when he was a
- Yun-yun: Really?
- Jennifer: Mm . was terrib- . he she . He’s very strange I mean he . you know he was in the high school he wouldn’t talk to girl you know ...

Variation in Interlanguage Morphology

- Eva: And second problem . Many Catholics was dissident.
- Richard: Dissidents.
- Eva: Dissidents.
Explaining Interlanguage Variation

- Errors in production of plural (s) represent "a slip on the part of the learner, whose knowledge of the correct form is obvious from the fact that he does not omit the plural ending consistently but only in some instances."

— Libuse Dušková (1984)

Interlanguage co-varies with linguistic context

- Lonna Dickerson
  "The learner's interlanguage as a system of variable rules"

Japanese learners’ pronunciation of (r) varies with linguistic context

[Graph showing the variation of (r) pronunciation in different contexts]

French Canadians’ pronunciation of English (th)

<table>
<thead>
<tr>
<th>The Acquisition Phase</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>A</td>
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<tr>
<td>B</td>
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<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
</tbody>
</table>

IL variation is an indication of learners’ stage of acquisition

- Elizabeth Gatbonton
  "Patterned phonetic variability in second language speech: A gradual diffusion model"
French Canadians’ pronunciation of English (th)

<table>
<thead>
<tr>
<th>Stage</th>
<th>Environment 1</th>
<th>Environment 2</th>
<th>Environment 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>1 (V)</td>
<td>(V)</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>1</td>
<td>1</td>
<td>(V)</td>
</tr>
<tr>
<td>G</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Learners style shift in the L2 in the same way they style shift in the L1

- Leslie Beebe
- “Sociolinguistic variation and style shifting in second language acquisition”

Thai learners’ pronunciation of (r) in English

<table>
<thead>
<tr>
<th>Speech Style</th>
<th>Conversation</th>
<th>Listing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial (r)</td>
<td>48%</td>
<td>9%</td>
</tr>
<tr>
<td>Final (r)</td>
<td>35%</td>
<td>72%</td>
</tr>
</tbody>
</table>

Interlanguage co-varies with the task that learners are performing

- Elaine Tarone
- “Variability in interlanguage use: A study of style-shifting in morphology and syntax”
Explaining Interlanguage Variation

- Interlanguage co-varies with linguistic context.
- Interlanguage variation is an indication of learners’ stage of acquisition.
- Learners style shift in the L2 in the same way they style shift in the L1.
- Interlanguage co-varies with the task that learners are performing.
- There are multiple factors that influence interlanguage variation.

Every time a speaker makes a choice of a word, a phrase, a structure, a pronunciation it influences or even determines other choices. When we add to these purely linguistic considerations the interactions between language and context, the complexity becomes very great. To work out the influences on some particular choice, we must do … multivariate analysis.

Social interactional approaches

- Conversation Analysis
- Sociocultural Theory

For full details, take English 715 or English 905 with Young.

Types of Communication Strategies

- Reduction Strategies
- Achievement Strategies
- Others
### Reduction Strategies
- Topic avoidance
- Message abandonment
- Meaning replacement (or semantic avoidance)

### Topic Avoidance
- **NS:** ... Do you ah... do you consider yourself ah... part of the... what they call the new breed of Japanese young people.
- **NNS:** Un... yes, I think so, but... I am the... between... new generation and old people? so called old people.
- **NS:** Un...
- **NNS:** Un.
- **NS:** How do you mean between.
- **NNS:** Un... cause... (pause) ah... I thi...
- **NS:** What’s what’s the new generation’s idea, do you think?

### Message Avoidance
- **NS:** Ummm ... why is it called Crater Lake.
- **NNS:** Why ... called?
- **NS:** Why is it called Crater Lake.
- **NNS:** Ah ... I'm not sure but ... the .. maybe in the first ... Um ... crater means the .... Ah ... I don't know how to explain ... (laugh)

### Meaning Replacement
- **NNS:** What what kind of cost is this and... this is the ah... and ah... actually, they.. do the ah... Same eh thing they ah... wrote in.. Write in the ah..ah.. application.. and.. they do the, actually they do the, they do the same thing.. abroad.
- **NS:** Uh huh.
- **NNS:** And I check their ... on the.. Just on the paper.

### Achievement Strategies
- Lexical substitution
- Generalization
- Exemplification
- Circumlocution
- Word coinage
- Morphological creativity
- Language switch
- Foreignizing
- Literal translation
- Restructuring
- Cooperative strategies

### Lexical Substitution
- **My father.. is ah.. president of eh.. junior high school, and.. my mother is a president of kindergarten.**
  
  ("president" = principal )
Generalization

- Eh... I... went to: uh.. Mikuni port to Oki island, ah!, we need two days.

("went" = sailed)

Exemplification

- So, it is good way for the sport ah.. sports ah... people to ah... eat ah.. bread or rice or spaghetti... something like that.

(= carbohydrates)

Circumlocution, Paraphrase, or Description

- NS: What kind of work.
- NNS: Oh, oh... I was working now eh... Develop and... fine-line pattern, (laugh) uh... circuit board, like circuit board... very fine.
- NS: Uh huh..
- NNS: Uh.. fine line, and... very very narrow... line.. On a board.
- NS: So, it's a new... new kind of IC or something like...
- NNS: No no no no... circuit board, full circuit board... IC is settled on this.. circuit board.

( = surface-mount technology)

Word coinage

- And... at the mountain, we.. get off the taxi, and.. climb.. the mountain. It takes.... in total we have we are.. we stayed... two... sleep..... sleep days in the mountain.

("sleep day" = night)

Morphological Creativity

- ... ah... we have to uh... uh.. internationalization, but.. before.. before that we have uh... been internationalized.

Foreignizing

- ... and when I.. when I did a.. part-time job at ... a department.

("Department" = department store)
Literal Translation

- NNS: Ya, ah ... I live in my house, that is the ah ... bag shop.
- NS: ...
- NNS: BAG.
- NS: Bag shop ...

Restructuring

- NS: Why why did you NOT decide to go to Hawaii like everyone else?
- NNS: Ah... I've ever been to Hawaii. So, but so ah.. many Japanese there.
- NS: ... of course, the number of Japanese who are going to Canada for their honeymoon is increasing too. So you may not be alone.
- NNS: ... But Hawaii is more... But Canada is.. Bigger than Hawaii

Cooperative Strategies

- ... It's very hard for me to answer..

Other Strategies

- Repair
- Telegraphic
- Fillers
- Change of Role

Repair

NNS: ... I think Japanese education... The characteristics of Japanese education system is that... ah... is that students can, ah... get the knowledge only and a... knowledge only and a... Japanese education system don't teach student... students how to think very well.
NS: Uh huh.
NNS: how to think.. ahh logically very well..

Telegraphic

- Um.. in summer.. in summer vacation.... we... we go... we go to.. Mount Shirouma... and... we are..... ummm.. our party is... our party....
  is...... 5 people... and.. two... among them, two people is female, ahl, female... and we go to Mount.. Shirouma..... we go to eh....... we.. in.... in night, we get on, the train... at.. B. B.
  station, and...... Shi-... Shirouma, Shirouma station..
Fillers

- So, I think, I hope ne at least.. 
  nanteyuukana.. four go- gold medals...

(Ne = Japanese back-channel
Nanteuukana = Japanese gambit, “How do you say?” or “You know?”)

Change of Role

NS: ... Do you ah... consider yourself ah... part of the... what they call the new breed of Japanese.. young people.
NNS: Un.. yes, I think so, but.. I am the... between..new generalization and old people? so called old people.
NS: How do you mean between.
NNS: Un.. cause... (pause) ah... I thi... What's what's the new generation’s idea, do you think?

What strategies are used at different levels of L2 proficiency?

- Increased proficiency brings more frequent use of these strategies:
  - Repair

What strategies are used at different levels of L2 proficiency?

- Increased proficiency brings less frequent use of these strategies:
  - Paraphrase
  - Interlingual
  - Telegraphic

What strategies are used at different levels of L2 proficiency?

- At the intermediate level of proficiency there is more frequent use of these strategies:
  - Reduction
  - Fillers
"I am Chinese, and I am also Australian. My life as a migrant in this vast land began in January 1997. The second day of my arrival marked my 23rd birthday, and a new chapter in my life. I thus embarked on a new life journey, wading into the unfamiliar waters of a new culture. Before coming to Australia, I had never been outside the People’s Republic of China, being born and raised in the more or less racially homogenous city of Shanghai."

Chinese ideas about ways of expression of emotion are so different from those of English that such expression is often misinterpreted and misunderstood, which places stress on cross-cultural relationships.

A 'honey' in public would make me blush. I was brought up with the Confucian code of behaviour that nannü shoushou buqin (‘man and woman do not touch each other’s hands’). Any intimate behaviour in public would make me extremely uncomfortable. Any expression of emotion should be controlled and subtle. Chinese couples do not say ‘I love you’ to each other, as people in Australia do over the phone, when seeing each other off, and before going to work. We do not place so much emphasis on verbal expressions of love and affection, because they can evaporate quickly. For a Chinese, love and affection are embodied in care and concern, in doing what we believe are good things for the other party.

We ‘force’ our husbands to eat in the belief that it is good for them. We criticise them directly as a way of showing endearment and true concern. We do not need to compliment our husbands, saying ‘I am proud of you’, because ‘honeyed’ words are niceties for social purposes. As long as we know this in our hearts, we do not need to say them out aloud, and the other party would know this. When we say our innermost thoughts to our partner and point out their ‘bad sides’ for improvement, we are thinking truly and purely in the interest of the other; it is the ultimate care. It took a few years for my husband to get accustomed to this Chinese ‘logic’ of love, and for me to be more communicative in expressing my love and affection. To me ‘honeyed words’ are lubricants in the relationship. But in discovering and coming closer to these different ideas about the ingredients of ‘true love’, we found that our ways of expression can be multi-dimensional.

Though I have also come to ponder more about the importance of words, I still believe that the essence of true love lies in deeds. My parents have never said ‘I love you’ to me; neither have I to them. Even the first time when I left them for a long time, flying ten-thousand miles to another part of the world, at the airport, we fought back our tears and urged each other repeatedly to take care; we wore the biggest smiles to wave good-bye to each other, to soothe each other’s worries. Just like any other Chinese parting between those who love each other, there were no hugs and no ‘I love you’. Yet I have never doubted my parents’ profound love for me. I know that they have worked hard so that I could live a better life; and they will always be there for me. These are comforting thoughts, ones that have always sustained me and given me strength in these years of absence.

Beatrice was enrolled in a business-related program in Paris where a home-stay arrangement was required. She had basic working proficiency in French and was a highly motivated student.
Beatrice studies abroad

- "Something absolutely unbelievable happened today that has managed to alienate me from every single French person I know. Today, Olivia asked our French teacher very politely if she could miss class next week to go with her parents to the beaches in Normandy—as her grandfather fought there during WW2."

Beatrice studies abroad

- "She would have to miss his class because that was the only day tours of the USA beaches were offered in English and her parents only speak English. Well our teacher flipped out on her basically telling her it was completely out of the question and how dare she ask something like that."

Beatrice studies abroad

- "It was by far the rudest thing I have ever witnessed. She's better than I am because if I had been she, I would have said something to the effect of 'Listen you asshole, he was fighting for you and without people like our grandfathers you would be German now'. Olivia however said nothing but I told her to go anyway and I think she is going to."

Beatrice studies abroad

- "Well when I told my French family—they said it was a bit rude of her to ask that. Are you kidding me? The double standard of this is that guys in our class skip and come late to class everyday and our prof. says absolutely nothing. But Olivia, in trying to be polite is reprimanded and her actions are considered rude. You have to be joking. I do not see what is so wrong with going to the Normandy beaches and without the Americans on those beaches that fought for them, the French would have become German."

“What we got here is failure to communicate.”