

PRAGMATIC EXPRESSIONS IN FRENCH LEARNING WITH THE ALTER EGO BOOK

Conny Renny Lasut¹, Jola C. Liuw², Jefry H. Tamboto³
German Education Study Program, Faculty of Language and Arts
Universitas Negeri Manado, Tondano, Indonesia
Email : lasutconny@gmail.com

Abstract : Language as a verbal expression will not provide complete information in terms of humanity if it is only observed from the outside. Language as a means to express ideas, feelings and desires, has forms of expression or expressions whose meaning is not only literal. Many expressions must be interpreted according to the situation and context; thus the purpose of each expression in language communication contains pragmatic functions. Such pragmatic expressions are found in learning French with the Alter Ego book. This study applied a qualitative descriptive method using textbook data collection techniques and content analysis. The results of the study show that, in the book Alter Ego there are many pragmatic expressions that do not have a literal meaning but are socio-cultural among the speakers.

Keywords : *Pragmatic Expressions, French Learning, Alter Ego*

INTRODUCTION

Pragmatics and Implicit Speech

Many linguists try to define pragmatics, therefore many definitions are found. Some of them are as follows: In simple terms Parker in Nadar (2009:4) argues that "Pragmatics is a study of how language is used for communication". This first understanding is directed at applied linguistics, while the following understanding is more influenced by communication theory: "Pragmatics is the theory of linguistic communication" (Fraser in Suudi, 1986:67). Nababan (1987:2-3) cites Levinson's (1983) opinion which defines pragmatics in the following two definitions: (1) Pragmatics is the study of the relationship between language and the context that underlies the explanation of the meaning of language ... (2) Pragmatics is the study of the relationship between the ability of language users to link sentences with appropriate contexts for those sentences.

The first limitation concerns the understanding of language related to extra-

linguistic situations and conditions regarding the meaning of verbal forms; the second limitation concerns the relationship between grammar and the context of language use. As a further explanation of the notion of pragmatics, Parker (1986:11) argues that "Pragmatics is distinct from grammar, which is the study of the internal structure of language. Pragmatics is the study of how language is used to communicate.". Meanwhile Mey (1993) in Nadar (2009:4) says that pragmatics is the study of the conditions of human language uses as these are determined by the context of society 'the study of the conditions of human language use as determined by the context of society'.

In the field of language teaching, pragmatics is seen as a study and approach to language teaching that refers to the role of language as a means of interpersonal communication in certain cultural contexts (Pragmatics lecture material by Sudiraatmaja, 1997). As a linguistics, or more precisely as a field in linguistics, pragmatics are theories about the role of language as a means of human

communication that are appropriate to the socio-cultural context of a particular society. As a language teaching approach, pragmatics discusses communicative methods and materials. According to Levinson in Marjusman Maksan (1993:368), pragmatics is the study of the ability of language users to associate sentences with contexts that are appropriate to those sentences. In the concept of pragmatics, in various languages there are known context-free sentences (not bound by context) which are termed grammatical sentences.

To get a complete picture of the notion of pragmatics, Suudi (1986:67) argues that linguistic communication is an event in which a speaker tries to relate to his listeners by means of the language he speaks, and the utterance is then interpreted by the listener. The same author cites the opinion of Levinson (1983): "Pragmatics is the study of the relations between language and context that is basic to an account of language understanding." This definition provides clear boundaries about the importance of speakers and listeners including non-linguistic factors when communication takes place. When someone utters an utterance to the interlocutor, the speaker certainly wants the listener to understand or give a reaction according to the intent or intention of the sender of the message.

From the description or definition of pragmatics stated earlier, it can be simply concluded that the scope of pragmatics itself is directly the object of study, as Parera (1993:126) has written:

"Pragmatics is nothing but the study of the use of language in communication, especially the relationship between sentences and the context and situation in which and when the sentences are used. Pragmatics includes the study of: (1) how the interpretation and use of utterances depend on knowledge about the real world; (2) how

speakers/speakers use and understand speech acts; (3) how the structure of sentences is influenced by the relationship between speaker/speaker and listener/viewer... As a separate field, pragmatics is the study of deixis, implicature, presupposition, speech and discourse structure."

Implicit speech is indirect speech, meaning that a lingual expression is in the form of a sentence that has no direct or literal meaning. The understanding must indeed be through interpretation of the context which includes pragmatic aspects and elements.

Pragmatic Aspects

Studying language as a means of communication between individuals in certain socio-cultural contexts requires an understanding of several aspects related to the external meaning implied in utterances as a form of expression. Is the expression or utterance context-free, as a grammatical sentence only, or an expression bound by context, namely utterance or speech.

Speech as a form of language expression that is bound by the context of communication as well as contains pragmatic or communicative aspects that support meaning. The lingual units called cotext must be relevant to the extra-lingual units or context. The minimal unit or unit of human verbal communication is not a sentence or a context-free expression, but concerns the performance of various language acts or is called speech acts (speech acts or speech acts) as stated by Searle (1970:18).

According to Leech (1983) in Dewa Putu Wijana (1996:1012), there are several aspects that must be considered in the framework of pragmatic studies: "(1) speakers and speech partners, (2) context of speech, (3) purpose of speech, (4) speech as a form of action or activity, and (5) speech as a product of verbal action. To explain language expressions in relation to pragmatic aspects it is necessary to pay

attention so that they become meaningful or context-bound forms of speech; Searle (1970:22-53) further explains the following aspects:

- Expressions: it can happen in language expressions, someone utters the sounds of language in the form of words or without a specific purpose or purpose, including without the presence of a listener. The act or activity of uttering language is seen as an expression or an expression without meaning because it is context-free.
- Predication: predication includes all of the following expressions or expressions: questions, statements, exclamations, expectations, or other forms that state or predict whether something is true or not. So, predication is not defined narrowly as 'sentence predicate', but is defined as 'expressions that could have arisen from the same predicate'.
- In contrast to philosophers, pragmatists assume that the example sentences above contain predication, and are not only found in expressions or statement expressions.
- Propositions: according to Searle (1970:29) "a proposition is to be sharply distinguished from an assertion or statement of it ..." A proposition must be strictly distinguished from a statement from that proposition, meaning that every utterance or expression of language, apart from containing a predication or References also contain propositions, both in the form of statements (assertions) and in the form of actual propositions (propositions). The first concerns the statement 'what is stated', while the second concerns the 'form of the statement'.

According to Nababan (1987:22), propositions must be clearly distinguished from "statements", because in the same proposition expressed in two different sentences (proposition or assertion).

Stating is action, but proposition is not action but 'what is being asked'. The word "statement" is used both for propositions and assertions 'what is stated' (statement).

Reference: a reference is an expression referring to people, objects, events or things that are recognized to exist and which can be identified.

Expressions of reference include pronouns, phrases, titles or titles, and real names as deixis. Speech refers to or refers to an object, person, thing between objects, people or other things that can be the subject of discussion or about what is explained. An expression used to refer to and identify people, things or events is called a reference. The reference phrase answers "Who?, What?, Which one?" (Nababan, 1987:20).

Pragmatic Elements

The pragmatic elements are none other than the performative elements themselves. According to Austin (1968:6): 'The term 'performative' will be used in a variety of cognate ways and constructions, much as the term 'imperative' is. The name is derived, of course, from 'perform', the usual verb with the noun 'action'...' "

That is, the performative term concerns a performative sentence or utterance, an utterance or language expression that contains an action. In uttering an utterance or speech, or in speaking, a person does not only say something but at the same time does something. So, these performative utterances are what Searle (1970) calls speech acts.

Performative elements: an utterance or speech act will be called a performative utterance if it contains elements supporting performative validity.

Dewa Putu Wijana (1996:24-25) cites the conditions put forward. Austin (1968); The speaker and the interlocutor must have a real intention to carry out that action..."

Searle (1970:62-63) thoroughly provides five conditions for a speech act called "promise" as an example of analysis:

- “Rule 1. Pr is to be uttered only in context of a sentence T, the utterance of which predicates some future act A of the speaker S ...
- Rule 2. Pr is to be uttered only if the hearer H would prefer S’s doing A to his not doing A, and S believes H would prefer S’s doing A to his not doing A.
- Rule 3. Pr is uttered only if it is not obvious to both S and H that S will do A in the normal course of events ...
- Rule 4. Pr is to be uttered only if S intends to do A.
- Rule 5. The utterance of Pr counts as the understanding of an obligations to do A.”

That is, in making a promise (Pr: Promise) the speaker (S) must have sincerity towards (T: Sentence) what he promised, he must believe that (H: Hearer) the other person believes that (A: Action) the action his promise will be true will be carried out ; the speaker (S) himself must believe that he must be able to carry out his promise (Pr) and intend to do so; finally, the speaker must predict the action (A) that he does himself, not by someone else.

Speech act theory: the concept of speech acts was first coined by Austin (1962). To explain this concept, he distinguishes between performative utterances and constative or descriptive utterances. According to this philosopher, all utterances are performative in the sense of performing an action instead of saying something they only say something about the world. This opinion is further explained by Tallei (1988:41) that in uttering two elements occur simultaneously, namely the element of action and the element of speech. An utterance with a certain meaning and reference is called a locutionary act, and an utterance that has a certain power is called

an illocutionary act. Another category added by Austin is called a perlocutionary act, namely an utterance intended to obtain a certain effect.

The assumption that forms the basis of speech act theory is that the minimal unit of human communication is not a context-free sentence or other expression, but a context-bound utterance. Compared to the opinions of previous experts, the utterances related to the parole concept of Saussure (Stokhof, 1993:85) are the whole of what is taught by people, including the individual constructions that arise from the speaker's thoughts or choices, or the pronunciations needed to produce these constructs are based on free choice as well. In short, parole is an individual manifestation of language, so it is not a social fact.

Pragmatic Aspects of French

Expressions: context-bound expressions:

- A : (a leader enters the room and while looking at the window says to his subordinates) Qu'il fait chaud! 'how hot the air'.
- B : (understands what his boss means, and without an answer goes straight to the window and opens it wide).

Predication: 'expressions that could have arisen from the same predicate'. For example: lire 'to read' in French can be expressed in various ways:

- (a) Je veux lire ce livre 'I want to read this book'
- (b) Qu'est-ce que tu lis? 'what are you reading?'
- (c) Il faut lire beaucoup hm! 'must read a lot!'
- (d) Tu lis tout le temps! 'it only reads'
- (e) Tu as you le journal? 'have you read the newspaper?'

Proposition: in the form of a statement (assertion) or in the form of an actual proposition.

For example: Il dit que tu lis tout le temps. 'he said his job was just reading'

C'est pas vrai! 'not true'

Reference: reference expression : for example:

- (a) en quarante-deux 'year 42: wartime'
- (b) le moutard 'spicy food'
- (c) le grand conquérant 'Charlemagne'
- (d) champs élysées 'a famous street in Paris'

Elements of French Pragmatics

Example: Je te promets que je t'envoyerai une carte postale à mon arrivée. 'I promise I will send a postcard when it arrives at the destination'

French speech acts :

- (a) Acts of locutionary speech with specific meanings and references, or utterances that function to say and inform something;
- (b) Illocutionary acts of making statements or promises, issuing orders, etc., meaning utterances used to do something;
- (c) Perlocutionary acts affect other people, make people angry, entertain someone, and so on.

Performative types, namely utterances whose utterances are used to do something (Putu Wijana, 1996:22);

- a) Request: (Manadonese) *bole ngana ketik akang ini surat?* 'Can you type this letter?'
- b) Assert, state (that), affirm: (French) Je déclare que la conférence est ouverte 'I declare that the conference is officially opened'
- (d) Question: Vous avez combien d'enfants? 'how many children do you have now'
- (e) Thank (for) : Merci de votre présence 'thank you for coming'
- (f) Advice: Fais attention! 'careful'
- (g) Warn: Ne faites pas de bruit après 22 heures 'don't make noise after 22'
- (h) Greet: Dis bonjour à ton épouse 'greetings/respect to your wife'
- (i) Congratulate: Félicitation! 'safe'

Other speech acts in French :

(a) direct: Appelle le médecin! 'call the doctor!' indirect: Il est trop tard = Ce n'est pas la peine 'it's too late ' it's no use anymore'

(b) literal or literal: Elle est haute, la Tour Eiffel 'high Eiffel tower'

Non-literal speech acts: Explicit performative utterances with verbs that require action:

- (1) Verdictives: verbs that mean decisions,
- (2) Exercitives: verbs that mean use or procurement,
- (3) Commissives: verbs that mean assignment or assignment,
- (4) Behavioral: verbs that mean behavior or behavior,
- (5) Expositives: verbs that mean explanation.

RESEARCH METHOD

This study discusses the problem of French learning as a foreign language in Alter Ego textbooks with the following three problem formulations as the focus of the study, in this case, which are the pragmatic expressions in the Alter Ego textbook? Which types of pragmatic expressions are there in the Alter Ego textbook? Also what is the pragmatic meaning of each expression in the Alter Ego French language textbook? The general aim of this research was to explore the learning material of French as a foreign language in Alter Ego textbooks; while the specific objectives such as to identify pragmatic expressions in the Alter Ego French textbook; classify the types of pragmatic expressions contained in the Alter Ego French language textbook; and to examine the meaning of pragmatic expressions contained in the Alter Ego French language textbook.

Moreover, this study was adhered to a qualitative approach with pragmatic linguistic research methods that focus on the use of the language of each speaker. Sudaryanto in Nadar (2009: 107) suggests that "a method is a method that must be

carried out to achieve research objectives, and research itself is a series of scientific activities that includes the problem-finding period, the problem-solving period and the problem-solving period.” The data was in the form of transcription documents of conversations in Alter Ego textbooks. In order to find pragmatic expressions, in the early stages an analysis of each type of discourse was carried out to determine the context of the communication, regarding the socio-cultural background which is reflected in the variety and style of language of each expression used by the speaker; in the next stage an analysis of the types of speech acts (locutionary, illocutionary, perlocutionary) is carried out, and in the final stage, a study of the pragmatic meaning of each utterance.

To clarify the categories of speech acts from Austin (1962), Tallei (1988:42) cites the following Lyons opinion:

- 1) A locutionary act is an act of speaking, namely producing utterances with certain meanings and references;
- 2) Illocutionary act is an act of language that is performed in saying something such as making a statement or promise, issuing orders, and so on;
- 3) Perlocutionary act is an act of language to influence people, make people angry, and entertain someone, and so on.

Types of performative: As previously stated, according to Searle (1970:66-67) there are eight types of performative speech or illocutionary acts:

- Request;
- Assert, state, affirm: state something;
- Question;
- Thank (for): say thank you;
- Advise;
- Warn;
- Greet;
- Congratulate;

In addition to the types of illocutionary acts mentioned earlier, speech acts can also be distinguished on: Explicit or direct

speech acts; Implicit or indirect speech acts; Literal or literal speech acts; Non-literal speech acts.

According to Nadar (2009: 15-16), illocutionary acts are a central part of the study of speech acts which are divided into five, namely: Representative: such as making a hypothesis, suggesting, swearing; Directive: such as commanding, asking, inviting; Commissionive: seeking, promising, threatening; expressive: thanking, congratulating, welcoming; Declaration: declare, name (Searle 1990, Finegan 1992).

FINDINGS AND DISCUSSION

The results of the research in the form of pragmatic expressions in the Alter Ego book are presented in the form of data in bold italics, then immediately followed by a discussion of each as follows:

Pragmatic Expressions in the Book Alter Ego

Linguistic analysis focuses on studying the elements and structure of language, while pragmatic analysis focuses on the use or context of utterances or utterances which are called analysis of locutionary, illocutionary and perlocutionary speech acts; context is not only tied to verbal elements but also to non-verbal elements related to socio-cultural aspects.

Page 12:

X1: Fais voir ce que tu lis?

Y1: Oh! Un test sur l'amitié dans Psychomaq. C'est sympa. Tu veux le faire?

X2: Ok, vas-y, passe-moi les questions!

Y2: Alors..., première question, combien d'amis intimes avez-vous?

X3: Oh ! Je dirais... deux. J'ai beaucoup de bons copains mais de véritables amis, deux seulement.

Y3: Deux amies, I-E-S?

X4: Oui, deux filles de mon âge.

Y4: Bien. Deuxième question avec vos amis, de quoi parlez-vous souvent? a) de vos secrets; b) de vos rêves et de vos envies; c)

de tout et de rien; d) de tout, sauf des sujets in-times. Alors?

X5 : **De tout et de rien, en fait, ça peut être des choses très intimes, importantes, des secrets, mais aussi des trucs futiles, très légers.**

Y5 : **D'accord...** Troisième question : *quelle est la qualité que vous recherchez en priorité chez un ami? La fidélité, l'écoute, la sincérité, autre.*

X6 : **Oh là là ! Toutes les qualités citées sont importantes, mais... je crois que la qualité n° 1 pour moi, c'est la complicité. Tu sais, le fait de partager les mêmes idées, de comprendre ce que l'autre veut dire. Ouais, tu mets : "autre: la complicité".**

Y6 : **Ah ben, c'est marrant, j'ai donné la même réponse que toi ! Alors... on continue.** Quatrième question : *Quel est le défaut que vous n'acceptez pas chez un ami? La malhonnêteté, l'égoïsme, l'indifférence, autre...*

X7 : **Oh, sans hésiter, la malhonnêteté, un ami, c'est une personne sincère, quelqu'un à qui je peux tout dire, que j'appelle quand j'ai besoin de soutien et surtout qui ne me trahit jamais.**

Y7 : **Bien.** Et pour finir: *Quelle est votre définition de l'amitié ? Tiens, lis et choisis une proposition.*

X8 : **Alors... a) pouvoir partager les bons et... C'est difficile de choisir, toutes sont bien. Je peux en choisir deux?**

Y8 : **Ah oui ! C'est pas interdit, je pense.**

X9 : **Alors, l'amitié, c'est être complice et se sentir bien ensemble dans toutes les situations. Mais je crois que je l'ai déjà dit avant, en fait.**

Y9 : **Oh là là! Rachida, t'as vu l'heure? Faut retourner bosser!**

X10 : **Oh oui ! Deux heures dix, je file, salut!**

Context: two girls are spending their break; X, whose name is Rachida, sees Y reading a magazine in the psycho-test section about friendship; In this case, all the selected questions and answers presented in the magazine are in the form of locutionary speech acts or information, while other utterances (which are in bold) are

illocutionary and/or perlocutionary speech acts as pragmatic expressions.

X1: **Fais voir ce que tu lis?** 'show me what you read'. Literally this expression is directive explicit, but according to the context, this expression is actually implicit evaluative, that is "speaker X is very interested in what his speech partner is seeing so he wants to read it together".

Y1: **Oh! Un test sur l'amitié dans Psychomaq.** 'Oh! A test about friendship in Psychomaq' magazine. « Initially, Y gave an mediocre reaction, meaning that there was nothing special, but then, a commissive speech appeared, and ended with an invitation as a directive and assertive speech act » : **C'est sympa.** 'interesting' **Tu veux le faire?** 'You want to make it?' Pragmatically, it means: « This test is interesting, let's try it, I read the questions, and you choose the answers! » There was an agreement, resulting in the following expressions: X2 : **Ok, vas-y, passe-moi les questions!** 'Okay, come on, ask the question', meaning implicitly: « Let's start ! », and the expression Y2 : **Alors...**, appears, which does not mean literally but pragmatically is called acts of stipulating.

X3: **Oh ! Je dirais... deux. J'ai beaucoup de bons copains mais de véritables amis, deux seulement.**'Oh ! I'd say... two. I have many good friends but only two are close friends'. X's answer is not clear, there is an expression of doubt, or not being frank, or maybe not understanding the question. The question concerns male intimate friends (amis intimes), not intimate friends (véritables amis) in general; therefore Y proposed confirmation with acts of reflecting speaker attitude.

Y3: **Deux amies, I-E-S?** In this case there are two possible pragmatic intentions of Y, « wanting to clarify » as an illocutionary speech act, or « wanting to make fun of his speech partner (incidentally at the peer level) to be frank » which is a type of perlocutionary speech act. This is what X does in his answer : - X4 : **Oui,**

deux filles de mon âge. 'Yes, two female friends of the same age'.

- Y4: Bien. 'Fine', but the pragmatic meaning is « Thank you, you have been honest! », and as a perlocutionary utterance can mean: «don't lie, and you must always be honest to yourself and to others ». Some of the following expressions do not contain pragmatic meanings: -X5 **en fait, ça peut être des choses très intimes, importantes, des secrets, mais aussi des trucs futiles, très légers.** 'It can be very intimate, important, secret things, but also the mundane or the lighthearted' (-Y5, -X6, Y6, -X7, Y7, -X8, -Y8, -X9).

The final situation of this conversation, the two speakers were surprised because the ten minute break was over, and X (whose name was Rachida) was too late; -Y9 : **Oh là là!** Not a phrase but an exclamation that means 'astonished', and in this context means 'shocked'; **Rachida, t'as vu l'heure?** 'Have you seen the clock?' as a perlocutionary speech act which has the same meaning as the expression **Faut retourner bosser!** 'should be back to work soon' ; -X10 : **Oh oui ! Deux heures dix, je file, salut!** 'Oh yes, ten minutes past two, I'm leaving, greetings!'

Page 18:

X: Agnès, *vous vous occupez de madame Pinchon: shampoing, coupe, brushing, comme d'habitude. Voilà, allez-y, Mme Pinchon.*

Y1: **Bonjour, madame Pinchon! Dites, on vous voit moins souvent, en ce moment!**

Z1: **Eh oui ! J'étais chez ma fille, en province.**

Y2: **Ah ! C'est pour ça que vous n'étiez pas à la fête des voisins!**

Z2: **Pif! La fête des voisins! ça m'intéresse pas du tout.**

Y3: **Pourtant, vous devez être plus tranquille, vos voisins avec leurs cinq enfants sont partis le mois dernier...**

Z3: **Pensez-vous! C'est toujours aussi bruyant, on n'entend plus les gosses crier, mais maintenant, avec les nouveaux locataires, j'ai droit aux travaux toute la journée! Et je peux vous dire qu'il y a autant de bruit qu'avant, peut-être plus, même!**

Y4: **Ah bon! Mais ça va peut-être pas durer,.. Et puis la résidence est très agréable, le nouvel espace aménagé devant, c'est vraiment extra!**

Z4: **Oh, le jardin! Parlons-en ! On était mieux quand il n'y en avait pas. C'est bien simple : entre les gosses et les chiens, c'est devenu un véritable zoo ! Et il y a des grottes et des jouets partout ! Alors créer des espaces verts pour avoir un meilleur cadre de vie, ça sert à quoi, hein!**

Y5: **Oh là là là !... Vous n'avez pas de chance, madame Pinchon!**

Z5: **Ah ben non, alors ! Sans parler des augmentations de loyer! Payer autant qu'à Paris pour vivre dans ces conditions-là, vraiment! Oh! Mais faites attention ! Vous m'avez mis du shampoing dans les yeux ! C'est pas possible!**

Context : Ms. Pinchon (Z), as a regular customer, goes to a beauty salon owned by X which is located not far from her house to have her hair cut and treated. He was served by Y, and during the treatment process a conversation occurred between two people who had known each other for a long time. The following utterances in bold are illocutionary and/or perlocutionary speech acts as pragmatic expressions.

X : **Voilà, allez-y, Mme...** 'Here, come on, ma'am...' A simple expression that contains several pragmatic meanings: « The place is ready, please sit down, we are ready to serve you Mother »; meaning, this is a representative illocutionary speech act or acts of stipulating. An understanding of this type of pragmatic expression, in the French actional learning process, can be done by means of re-expression, for example: « Ça y est, tout est prêt, s'il vous plaît, Mme. »

Y1 : **Bonjour, madame Pinchon!** 'Good afternoon, ma'am!' A pragmatic expression that is expressive in nature: the speaker respects the older speech partner which means politeness; Tested, on vous voit moins souvent, en ce moment! 'Tell me, people see you less often, nowadays!' An expressive illocutionary act but in the form of acts

of evaluating which are negative or worried (speculate): the mother rarely goes to the salon, maybe because she is sick, or often goes to other salons, or other problems? This requires Z to confirm:

- Z1 : **Eh oui ! ... , en province.** 'Oh yes! ... in the area', a declarative illocutionary speech act or acts of asserting (confirm) «Like this! The truth is that I am returning home » ; in this case the word *en province* does not have a literal meaning, but is contextual or pragmatic.
- Y2 : **Ah !** This word is not as simple in meaning as an interjection; its pragmatic meaning is as an expression of astonishment or surprise (because it is not as the speaker previously thought), or acts of reflecting speaker attitude (praise) « I see, it turns out that my assumption was wrong! »
- Z2 : **Pif!** Again an expressive speech act that reflects the attitude of the speaker's rejection, he clearly feels disgusted (*disagree/oppose*) about the topic **La fête des voisins!** (neighbor's party program) put forward by his partner **ça m'intéresse pas du tout.** The context: generally the elderly (elderly) prefer calm; that is, the tastes and ages of speakers and partners are very much different (maybe in their twenties and sixties). In the learning process can be developed in the form of questions and answers about the estimated age of the speakers.
- Y3 : **Pourtant, ...** 'but, even so' as the literal meaning of this word feels inappropriate, meaning that there must be a pragmatic meaning, for example: « If that's the case exactly », or « Thank goodness, if that's the case », acts of asserting (respond).
- Z3 : **Pensez-vous! ...**, 'You think so?' or 'You think so?' Pragmatically, these expressions are synonymous with « Au contraire ! », « Pas du tout ! » which wants to express declarative speech acts or acts of asserting (protest), because in reality, **j'ai droit aux travaux toute la journée!** « I don't have time to take a short break! » ..., **peut-être plus, même!** « Now, maybe even noisier! » Expressions of disagreement or

differences of opinion among the speakers, each has a different attitude, one applauds, the other blames.

- Y4 : **Ah bon!** Finally, Y accepts Z's opinion for the time being with reasons **Mais ça va peut-être pas durer...** 'But it may not last long' ; pragmatically these expressions mean: « True! But, don't worry, it's only temporary... », a perlocutionary speech act to influence the speech partner (the act of affecting someone, Putu Wijana, 1996:20) so that « be patient » is the main intention of the utterance; Next, expression **c'est vraiment extra!** 'Extraordinary!' as an expressive illocutionary speech act or acts of evaluating (calcify)

Z4 : **Oh, le jardin! Parlons-en !** 'Oh, that park!' as an expressive speech act that reflects the attitude of the speaker's rejection, he explained that he was "disagreeing" (disagree/oppose) about the subject of the conversation, namely the garden in the newly built environment, complemented by other illocutionary speech indices, namely acts of exercising authority (approve) ..., **c'est devenu un véritable zoo !** « Instead of a park, but instead a zoo full of animal waste » ; next, the speaker performs acts of requesting a speech act a request to change the perspective on improving the quality of life: not a major environmental problem, but an urgent economic problem to be corrected » : ..., **ça sert à quoi, hein!** « the government only wastes money on things that are not useful », so in addition to illocutionary speech acts, on the other hand, it can also be intended as perlocutionary speech acts.

- Y5 : **Oh là là là !...** An exclamatory expression that is very simple literally but contains a very deep pragmatic meaning: expressive illocutionary acts of wanting to express feelings of pity and sympathy for the hearer (acts of reflecting speaker attitude (sympathise). **Vous n'avez pas de chance, madame Pinchon!** Overall, the pragmatic meaning is « Oh, poor thing, Mom ! » Z « receives sympathy » Y: in the French language system, the stimulus

is released and gets a response non 'no', it means 'oui' 'yes' , so the pragmatic meaning of the following expression.

Z5 : **Ah ben non, alors !** « Okay, thank you »; **Sans parler des augmentations de loyer!**: Z wants to convince Y with illocutionary acts act of asserting (argue)....., **vraiment!** « unreasonable! » **Oh! Mais faites attention !** as an act of requesting (instruct), a perlocutionary speech act: « an order to the speech partner to work more carefully ! », and ends with expressions of complaint and at the same time rejection **C'est pas possible!** as a perlocutionary act of exercising authority (reject) : « Stop acting like that! »

Page 21 : *Point culture* «Les lieux de rencontre amoureuse »

A1: *Ton mari, tu l'as rencontré où, Laurence?*

B1 : **Oh, ça ne date pas d'hier...** *Au lycée, on était dans la même classe en terminale, a fait presque dix ans! Et toi, ton copain?*

A2 : *Quand je faisais mon stage chez Thomson.*

B2 : *Eh ben, moi, Thomas, je l'ai rencontré l'année dernière, à l'occasion du réveillon du nouvel an, chez des amis communs.*

A3 : **Ah, vous êtes pas originales, les filles !** *J'ai lu récemment une enquête sur les lieux de rencontres amoureuses, et ça correspond exactement à vos réponses! Et en plus, vous donnez même le classement dans l'ordre!*

B3 : *Et toi, alors, ton copain, tu l'as..-A4 : Je suis moderne, moi, je vis avec mon temps!*

B4 : **Je sais pas moi, en boîte?-A5 : Non, encore plus rare... sur In-ter-net!**

B5 : *Sur Internet! -A6 : Et ça marche?*

B6 : *Oui, ça fait deux ans que ça dûre, et... on va se marier!-A7 : Non!*

B7 : **Et comme d'habitude, Violaine ne dit rien!**

A8 : **Oh, vous savez, c'est pas très intéressant...***Sylvain, c'était mon prof au club de gym...*

B8 : **ça alors ! C'est toi la plus originale!**

Communication context: two women talking about their potential and life partners: A is not married, B already has a life partner. The impression of honesty and frankness can be seen through the conversation. What's interesting about this dialogue is that at first A was friendly (tutoyer), but after knowing B was married, A changed his speech style somewhat to keep a distance and show respect (vouvoyer); What needs to be understood concerns socio-cultural issues, namely the lifestyle and culture of young French people who adhere to the value of freedom, and who are no longer bound by the value of formal marriage. Cognitions and value systems influence or are reflected in verbal and pragmatic expressions; the following analysis no longer explores denotative or literal meanings, but directly on connotative meanings based on the pragmatic context based on French socio-cultural background:

B1 : **Oh, ça ne date pas d'hier...** The pragmatic meaning of this expression is "Time and location are not important and even almost forgotten", meaning an illocutionary speech act or act of asserting (refuse), that is not the point of the conversation.

A3 : **Ah, vous êtes pas originales, les filles !** Synonyms: *c'est pas comme d'habitude! C'est unique/C'est extra!C'est à la mode! Usually, French girls find their potential lover in the cinema, in a cafe, in a club, at school, or at an ordinary time and place, but it turns out that B's experience is somewhat unique and is rewarded by A in the form of a pragmatic "compliment".*

A4 : **Je suis moderne, moi, je vis avec mon temps!** An expression of arrogance because it follows the style of "today's slang youth" an expressive speech act or act of suggesting (suggest) to "imitate" (perlocutionary).

B4 : **Je sais pas moi, en boîte?** Expressions that mean shame and low self-esteem or acts of reflecting speaker attitude (blame) as illocutionary speech acts.

- A5 : **Non, encore plus rare... sur In-ter-net!** Still an expression of arrogance by pressing syllables, an expressive speech act or act of suggesting (suggest), with the aim of influencing B to "do what he makes" (perlocution).
- B5 : **Sur Internet!** The same word as the previous one, but with a different meaning, namely "astonished and at the same time confused": "Is that true?", *c'est vrai? T'es sûr?* , "Ah, cook?"; "Really!"; again the act of reflecting speaker attitude (question) as an illocutionary speech act.
- A6 : **Et ça marche?** Illocutionary speech act as an act of asserting (confirm) "*Il n'y a pas de problème?*"
- A7 : **Non!** "Don't do that again": A knows exactly that B already has a life partner and previously made an oversight, a perlocutionary act so that B is loyal to his partner, and does not repeat the same actions in the past.
- B7 : **Et comme d'habitude, Violaine ne dit rien!** A past fact that his partner, whose name was Violaine, wasn't mad; so, A need not worry. B provides a guarantee or act of exercising authority (grant).
- A8 : **Oh, vous savez, c'est pas très intéressant...** "Eh, embarrassment, ah..."; Embarrassed and at the same time uncomfortable and worried about her future partner who turns out to be her gymnastics club instructor.
- B8 : **ça alors ! C'est toi la plus originale!** "Oh I see? You are the most unique!": act of evaluating (find).
- Page 22:
- T1: *Vous êtes vraiment très nombreux à nous appeler pour la chanson dédicace, et j'ai en ligne maintenant... Patricia, je pense.*
- P1: **Oui, bonjour Thierry.**
- T2: **Bonjour, Patricia.** *Vous avez sélectionné la chanson de Carla Bruni, Raphael. Belle chanson, très sympathique, mais dites-nous pourquoi vous l'avez choisie.*
- P2: **Eh, bien voilà !... C'est pour mon amoureux.**
- T3: *Et votre amoureux, il s'appelle... Raphael?*
- P3: *Oui, exactement! On s'est rencontrés au moment où les chansons de cet album passaient tout le temps à la radio. C'était à l'anniversaire d'un ami, il y a trois ans... J'étais assise à côté d'un beau jeune homme... mais on ne se connaissait pas, on avait seulement un ami commun.*
- T4: **Et évidemment ça a été le coup de foudre!**
- P4: **Ben non, justement !** *On a simplement échangé quelques mots, mais il ne s'est rien passé. On ne s'est pas revus pendant six mois, puis de nouveau on s'est retrouvés chez cet ami commun et c'est seulement ce jour-là que j'ai appris son prénom ! Et... on ne s'est plus quittés!*
- T5: *Et vous êtes follement amoureux l'un de l'autre?*
- P5: *Oui, effectivement, et nous allons nous marier dans trois semaines.*
- T6: *Dans trois semaines ! Mais c'est merveilleux ! cette chanson, elle évoque vos sentiments pour Raphael!*
- P6: *Oui, elle me rappelle nos premiers rendez-vous, j'avais toujours la chanson dans la tête!*
- T7: *Alors, on écoute la chanson de Carla Bruni, pour Raphael et Patricia. Au revoir, Patricia, et tous nos vœux de bonheur!*
- P7: **Au revoir Thierry, merci!**
- Context: communication via telephone between a radio announcer (T) and one of his listeners (P) in a selected song program: two people who do not know each other 'on se vouvoie' but are bound by the main topic of young romance. Even though the language style is somewhat formal, there are pragmatic expressions here and there:
- T1: **Patricia, je pense.** Illocutionary speech acts, clearly the act of stipulating (call) and can develop into perlocutionary speech acts to invite partners to speak immediately.
- P1: **Oui, bonjour.** Speech act of saluting and greeting or act of reflecting speaker attitude (compliment/salute).
- T2: **Bonjour,.....** Speech act of saluting and greeting or act of reflecting speaker attitude (compliment/salute)... **pourquoi**

vous l'avez choisie: illocutionary speech act, meaning act of asserting (confirm).

P2: **Eh, bien voilà !...** « Frankly ! » or « What is certain... » an illocutionary speech act, in particular *act of reflecting speaker attitude (object to)*.

T4: **Et évidemment ça a été le coup de foudre!**
The form of the sentence is declarative but actually pragmatically is a question (*question : act of reflecting*) « Is that fast like puppy love? » P understands this meaning and immediately answers with the following expression.

P4: **Ben non, justement !** « Of course, » is not at all an illocutionary speech act expressing belief (*assure : act of committing*) **Et... on ne s'est plus quittés!** « The proof.... we have true love so it's impossible to break up! » as an expression of promise (*commit : act of committing*).

T6: **Mais c'est merveilleux !** Expressions of praise and support, expressive illocutionary acts of congratulating or applauding or acts of reflecting speaker attitude « Great, and many congratulations!»

P6: **Oui,..., j'avais toujours la chanson dans la tête!** ! Expression of ability and proof of the speaker (*approve : act of exercising authority*) «I know the lyrics and the song perfectly! »

T7: **Au revoir**, Speech acts of saluting and greeting or *act of reflecting speaker attitude (compliment/salute)* **et tous nos vœux de bonheur!** Expression of hope and prayer of blessing (*wish : act of reflecting speaker attitude*).

P7: **Au revoir**. Speech acts of saluting and greeting or *act of reflecting speaker attitude (compliment/salute)*. **merci!** Speech acts of saluting and greeting or *act of reflecting speaker attitude (thank)*.

Page 29:

Alors... Formation... *Je donne des cours... depuis... ben, mon retour d'Angleterre, donc... depuis février 2004! J'ai animé des ateliers pendant un mois,.. en... juillet 2004. Et j'ai été jeune fille au pair de... juillet 2002 au janvier 2003. Et voilà!*

The discourse above is a monologue which includes only two pragmatic

expressions: first at the beginning **Alors...** « First... » an illocutionary speech act to start a conversation (begin: act of stipulating), second at the end **Et voilà!** « Finally » which is an illocutionary speech act to close the conversation (close: act of exercising authority).

Page 33:

Bien, je vais vous poser une série de questions et je vous demande de répondre brièvement.

Ouais, j'suis prêt.

Pourquoi souhaitez-vous quitter votre emploi actuel?

Parce que je supporte pas mon chef. Il est tout le temps sur mon dos.

Quelle est votre motivation à occuper le poste que nous proposons?

J'aime bien la vente. Vous êtes une grande société, y a la sécurité de l'emploi. Et...c'est tout près de chez moi, c'est pratique.

Comment voyez-vous votre avenir?

Chef. Je voudrais être chef de rayon. C'est plus sympa de donner des ordres que d'en recevoir. Vous êtes d'accord avec moi?

Et... qu'est-ce que vous allez faire pour avoir une promotion?

Ben... *je vais bien vendre. J'suis dynamique, convaincant, et j'aime bien ce métier.*

Quels sont vos points forts? - J'suis un bon vendeur. J'pourrais vendre des trigidaires à des Esquimaux ! J'ai quinze ans d'expérience dans l'electromenager.

Bien... et quel est votre principal défaut?

J'aime pas qu'on me marche sur les pieds.

J'suis cool, mais bon...

Bien, alors, je crois qu'on va s'arrêter là pour aujourd'hui... On vous écrira la semaine prochaine pour vous donner une réponse,

OK, au revoir

The discourse above is included in the standard variety category even though the form of the conversation is not too formal: the interviewer's expression is rather formal, but the speech partner's expression as the person being interviewed shows verbal

forms that are familiar or do not want to keep their distance: **Ouais, sympa, Ben, J'suis, J'pourrais, J'suis cool, OK**

Page 34:

Bien, merci beaucoup, Simon et Justine. **Alors**, vous avez entendu l'entretien de Simon pour le poste de vendeur. Vous avez certainement des choses à lui dire... Qui veut réagir

Moi, je trouve que **t'es assez sur de toi, t'as pas... t'as pas l'air impressionné**.

Moi, justement, je pense que **t'es trop cool**. Il faut que tu surveilles ta façon de parler!

Ah! oui, je suis d'accord et c'est la même chose pour ta motivation, il faut pas que tu dises ta vraie motivation comme ça ! Mais il faut que tu dises des choses plus sérieuses, plus intéressantes pour un employeur! Par exemple : pour évoluer dans ma carrière ou autre chose...

Oui, c'est comme pour tes défauts: **il faut jamais** dire ses vrais défauts. Il faudrait que tu sois plus positif.

Bon, en bref, **faut que** je mente, c'est ça?

Simon..., ce qu'on vous explique, c'est qu'il faut que soyez moins direct dans vos propos, que vous évitiez de dire vos défauts et... que vous fassiez attention à votre vocabulaire, c'est important

Et puis peut-être aussi que tu aies une tenue plus adaptée... **Hein**, habillé comme ça, on te donnera jamais un emploi!

Ben évidemment, à l'entretien, je mettrai d'autres tringues, un costume et une cravate... **Classique, quoi!**

Study of the socio-cultural background of the above study discourse as an effort to understand the context or situation of the ongoing communication; the variety of language used shows the status and style of language of the participants or speakers, namely familiar and non-formal, except at the beginning of the dialogue there is an illocutionary speech act of thanking. **Bien, merci beaucoup**, and how to start the conversation (*begin: act of stipulating*) **Alors** « On commence ! » Popular vocabulary like and how to start the conversation: **t'as pas...**(*tu n'as pas*), **t'es**

trop cool (*tu es trop calme*), **il faut jamais** (*il ne faut jamais*), **faut que** (*il faut que*), **Hein** (*n'est-ce pas*), **Ben** (*Bien*), **Classique, quoi!** (*Ce n'est pas à la mode!*). The standard variety usually follows and adheres to grammatical rules, while the familiar variety refers to pragmatic rules according to the communication context of the speakers.

Page 36:

Alors, et vous, Jacques, c'est tellement important pour vous de continuer travailler?

Oui, très important, vital même. Toute ma vie, j'ai été instituteur et quand j'ai eu 55 ans, personne m'a demandé mon avis, j'ai dû arrêter de travailler, plus tôt que tout le monde ! Mais vous savez, moi, j'ai besoin de m'occuper, de faire quelque chose d'utile, sinon ma vie n'a pas de sens.

Bien sûr... Et donc, vous avez eu la possibilité de faire partie d'une association qui s'occupe de soutien scolaire, n'est-ce pas?

Oui, je voulais absolument faire du bénévolat quelque part, avec des enfants, de préférence. Sal eu de la chance, j'ai rencontré quelqu'un qui m'a proposé d'aider les enfants en difficulté scolaire. J'assure une permanence tous es jours de 16 heures 'a 20 heures dans cette association, et c'est très enrichissant pour moi!

Alors vous, Rémy, vous cumulez deux activités à temps complet! Mais, dites-moi, ce n'est pas trop difficile?

Non, ça va! Il faut dire que je suis pas un adepte des 35 heures: moi, quand je ne fais rien, je suis malheureux ! C'est pour ça que j'ai deux emplois.

Oui ! Alors, vous êtes cuisinier le jour et gérant d'un night-club la nuit. Et vous arrivez à tout faire, sans problème?- Oui, oui. Mais je dois préciser quelque chose : pour être en forme, je n'ai besoin que de trois ou quatre heures de sommeil par nuit!

Quelle chance! Beaucoup de gens aimeraient être comme vous, je crois!

A dialogue discourse but lacks pragmatic expressions because the discourse

uses a standard variety, so it will not cause difficulties for teachers and students in the learning process.

Page 44:

Europe 1, Europe 1.- Il est 8 h 20, Jean'Pierre Elkabach, vous recevez ce matin les auteurs de < Pas si tous, ces Français, aux éditions du Seuil.

*Ben, en fait je recois uncouple : Julie Barlow et Jean-Benoit Nadeau. **Bonjour!- Bonjour, bonjour.** De vous deux, qui est canadien?- Je suis canadienne, canadienne anglaise. Et qui est québécois? Québécois de naissance, oui.*

Oui, ça veut dire que vous êtes tous les deux canadiens, je peux le dire?

Oui, oui. Oui, et du Québec?- Et du Québec.: nous sommes comme ça?

Oul, c'est un pays de contradictions..- De paradoxes.

De paradoxes: moderne, archaïque, autoritaire et créatif.

Ouais, aux yeux du monde, nous passons souvent pour des fous, c'est d'ailleurs pour ça qu'on nous aime... Mais quelle est notre principale folie?

The discourse above is a dialogue but lacks pragmatic expressions because it is included in the standard variety category; only found a few pragmatic expressions that are not difficult to understand: **Ben** « bien », **Bonjour!** The illocutionary act of saluting and greeting or the act of reflecting speaker attitude (compliment/salute).

Page 46:

*Oui est-ce qui connaît une histoire drôle? Nous, nous ! On rentre de Belgique et... **je sais pas** si vous le saviez, eux aussi ils racontent des blagues, mais sur les Français!*

*Ah bon ? C'est vrai? Raconte! Oui, oui ! Par exemple celle-ci : pourquoi les Français racontent-ils des histoires belges? Parce que ce sont les seules qu'ils sont capables de comprendre! **Y'a aussi** celle de l'autoroute: pourquoi les autoroutes françaises ne sont-elles pas éclairées? Parce que les Français se prennent tous pour des lumières! Et celle-ci, c'est le même genre : comment*

devenir riche en France? Acheter un Français au prix qu'il vaut et le revendre au prix qu'il croit valoir.. Et encore celle-là pour finir: comment tuer un français d'un seul coup? En tirant une balle vingt centimètres au-dessus de sa tête, en plein dans son complexe de supériorité. Bon ! Si je comprends bien, ils prennent leur revanche, les Belges!

The discourse above only has two expressions which are included in the popular variety: **je sais pas** (*je ne sais pas*). **Y'a aussi** (*Il y a aussi*); Most of the expressions belong to the standard variety which have no pragmatic meaning.

Page 48:

*Oh là là! **Le pauvre**, il n'est pas trop chargé?*

*Mais non ! Il a l'habitude, il peut porter jusqu'à 200 kilos! **hein**, Pompon? Bon, **ben**, tout le monde est là, je crois qu'on peut y aller. Bien, alors, messieurs dames, ce matin, on monte dans la montagne, direction le petit village de Pradelles. Je pense qu'on y arrivera vers une heure. Et on pique-nique là-bas*

Exactement, on s'arrête là-bas, on va y rester trois quarts d'heure, une heure environ, et on en repartira vers deux heures.

Et les ânes, ils pique-niquent aussi?

*Non, non, les ânes, ils vont boire à la fontaine du village, mais ils mangeront seulement en rentrant. **Allez, c'est parti!***

Context of communication: a coachman drawn by a donkey conversing with the passengers before leaving. Expression **Le pauvre**, means « Poor, poor animal » an illocutionary act that expresses concern (regret: act of reflecting speaker attitude) in relation to the burden of the cart. **Allez, c'est parti!** « Let's go! »

Page 51:

*Voyage Insolite, **bonjour!***

***Bonjour!** Je vous appelle pour avoir des renseignements concernant le séjour à Barcelone.*

Oui, je vous écoute. La visite de l'atelier du chef a lieu quel jour? Le samedi.

Est-ce qu'on dîne ensuite dans son restaurant?

Ah non, monsieur! Il s'agit seulement de la visite de son atelier, pendant que le chef y travaille avec son équipe. Le prix inclut la nuit d'hôtel, le petit déjeuner et une visite guidée dans la ville le vendredi après-midi, mais il faut la réserver. La visite de l'atelier du chef coûte 90€, à réserver aussi. Vous êtes intéressé?

Oui, oui. Je voudrais organiser un week-end pour l'anniversaire de mon frère. Encore une question: est-ce que vous faites des réductions pour les groupes?

Oui, à partir de dix personnes. Et les enfants paient demi-tarif jusqu'à 10 ans. Vous serez combien?

Peut-être sept adultes et cinq enfants. Est-ce qu'il vous reste de la place pour le dernier week-end d'octobre?

Oui, il en reste. Si ça vous intéresse, **il vaut mieux réserver rapidement**

Communication context: telephone conversation between a travel agency employee and someone who is interested in tour packages to Barcelona, and both use the standard variety. Expression **Bonjour!** It is an illocutionary speech act of saluting and greeting or an act of reflecting speaker attitude (compliment/salute). Pragmatic expressions are found at the end of the talk, **il vaut mieux réserver rapidement**, as a direct speech act, the meaning is clear, but behind this expression is a perlocutionary act of suggesting (act of suggesting) to influence the speech partner to immediately make a reservation, as if places and opportunities are getting limited. a marketing strategy, despite the fact that there are still few enthusiasts who place orders. Language is a powerful weapon to influence and convince people.

Page 54 :

Merci d'avoir accepté de témoigner pour notre dossier sur Paris et la province. **Je vous rappelle** les trois questions qui nous intéressent. Premièrement, pourquoi vous

avez choisi d'habiter là? Deuxièmement, ce qui vous plaît, ce que vous appréciez dans ce lieu, et finalement, ce qui vous déplaît, quels inconvénients vous trouvez. En fait, je n'ai pas vraiment choisi, je suis arrivé en Bourgogne à l'âge de un an, et j'y habite toujours! Ce que j'aime en province, c'est un état d'esprit qu'on ne retrouve pas à Paris : je suis copain aussi bien avec le maire qu'avec le boulanger du coin. Ce qui me plaît en Bourgogne, ce sont les paysages et tous les produits de la région, Pour votre dernière question, **je vois pas!** Aucun inconvénient à vivre ici! - Vous savez, mon cœur et mes origines sont en Bretagne, mais je suis obligé de vivre à Paris. Mes activités professionnelles me font prendre l'avion au moins une fois par semaine, ce que je ne peux pas faire hors de Paris. C'est également beaucoup plus pratique pour mes rendez-vous de travail! Ce que j'apprécie particulièrement ici, c'est la vie culturelle, les musées, les théâtres,.. Mais bien sûr, la vie est plus chère qu'en Bretagne... Et ce qui est insupportable, c'est la circulation... Ce qui me manque le plus ? C'est la mer!

Context of communication: a form of question and answer, open interview regarding personal opinion about the differences between living in Paris and living in the area: reasons for living, advantages and disadvantages; This discourse belongs to the standard variety so that there are almost no pragmatic expressions, except: **Merci** expressions or speech acts of gratitude, **Je vous rappelle** illocutionary act of requesting (request), **je vois pas!** « *Je ne comprends pas!* » because the type of interview is open, the questions are less specific act of reflecting (complaining).

Page 61:

Europe FM, il est midi, le journal... Europe midi, Luc Verdier. Bonjour à tous. Au sommaire d'Europe midi: le froid polaire arrive! Le temps change radicalement, les températures baissent considérablement sur tout le pays. Reportage et prévisions météo complètes dès le début de ce journal. Le dollar baisse encore, Washington s'inquiète. A l'étranger

toujours : les Chiliens ont élu hier une femme ala présidence. Reportage de notre envoyé special dans quelques instants Liberté, égalité !.. Les femmes manifestent aujourd'huL.. L'année prochaine, les enfants vont apprendre leurs premieres notions d'informatique à l'école primaire... Trop, c'est trop, les artistes sont en cohere : on télécharge de plus en plus illégalement. Le ministre de la Culture les recevra aujourd'hui... Le dernier Spielberg est arrivé : son nouveau film sort aujourd'hui dans les salles

Situation context: news or information conveyed by radio; no pragmatic expressions other than **Bonjour à tous**.

Page 62:

*Europe FM. Passons maintenant à la suite de Planète Télévision, avec notre rendez-vous quotidien: voici les messages des auditeurs laissés sur notre répondeur hier soir. Edmond, de Vichy. **Bonsoir**, je vous appelle parce que je viens de regarder sur TFI l'émission qui veut gagner des millions? >, je l'avais jamais vue avant. Je sais que ce sont les émissions comme ça qui marchent, ça distrait les spectateurs et puis les millions ça fait rêver tout le monde... mais alors!! Les questions posées sont vraiment nulles ! Et, en fait, c'est l'ignorance des candidats qui me choque le plus. Moi je dis non, non et non, arrêtez ! Arrêtez ce genre d'émission stupide ! **Au revoir!** Sofia, Paris vingtième. **Bonjour** à tous les auditeurs ! **Alors**, moi, je voulais dire simplement bravo la nouvelle télé-réalité, programmée sur M6 hier soir. C'est l'originalité de l'émission qui m'a plu, c'est ça que j'aime avant tout. Je me suis bien amusée! **Bonsoir**, c'est Corinne, de Lyon. **Ecoutez**, alors, je suis en train de regarder < 24 heures chrono > sur Canal. Alors, j'ai rien dire sur la qualité du scénario, c'est bien fait, **y'a** du suspense, mais moi, c'est la violence de certaines scènes que **j'accepte pas**. A cette heure de grande audience, **je suis pas d'accord, c'est pas** un spectacle pour les enfants. Voilà, bon, c'est tout ce que j'avais à dire, **bonsoir!***

Communication context: radio and telephone conversations between the

announcer, Edmond, Sofia, and Corine. Generally there are only pragmatic expressions as ordinary illocutionary acts: **Bonsoir, Bonjour, Au revoir**, (greetings and expressions of respect) **Alors** (mengawali pembicaraan), **y'a** (*il y a*), **j'accepte pas** (*je n'accepte pas*), **je suis pas d'accord** (*je ne suis pas d'accord*), **c'est pas** (*ce n'est pas*) all kinds of familiar, except the expression **Ecoutez** does not have a literal meaning but is an illocutionary speech act which means "protest, complaint, and rejection".

Page 66:

Mon portaaaable! us ont pris mon téléphone! Au voleuuur! Arrêtez-les ! Mon portaaaable!

*Bien. Donc, vous voulez déposer une plainte? Alors.. nous sommes le.. 18 mars. Vous allez m'expliquer exactement comment ça s'est passé, et je vais enregistrer votre déclaration. **Alors**, vous m'avez dit.. ii sagit d'un vol de téléphone mobile, n'est-ce pas? Oui. - Dites-moi précisément où et quand cela s'est passé? Devant la gare, il y a une demi-heure environ...En fait c'était à 18 h 10 exactement, je venais de descendre du train. ...devant la gare. Pouvez-vous me raconter les faits exacts ? Avez-vous vu le voleur? Tout s'est passé très vite. J'ai entendu la moto, elle arrivait à toute vitesse derrière moi, ils m'ont arraché mon portable, et... voilà ! Je les ai vus, mais **j'ai pas pu** les rattraper! Vous dites que vous les avez vus, donc, ils étaient deux, nest-ce pas? Deux hommes? - **Bah**, c'est difficile à dire, euh... ils portaient un casque, et ça a été très vite... mais la femme que j'ai aperçue, à l'arrière..*

Pourquoi dites-vous que c'était une femme? Eh bien, elle avait des cheveux longs, blonds, qui dépassaient du casque, et puis elle avait l'air petite. Les casques, les vêtements, vous les avez mémorisés? Ah oui! Elle avait un casque avec des dessins rouges, un blouson noir..., mais le conducteur, je sais pas. Bon, Il y a déjà eu plusieurs vols à l'arraché dans le quartier, votre description correspond aux témoignages des autres victimes. On va lancer un signalement.. Voilà, vous pouvez

signer la déclaration.
Merci... Ah, j'allais oublier! La moto! Je l'ai reconnue, parce que j'ai la même :c'était une Honda, une 125CG- Ah, très bien ! C'est une information précieuse!

Communication context: a mobile phone theft victim rushes into a police station screaming. The police, while recording information, interviewed the victim for complaint letter data. The police and the victim use the standard variance, but there are two expressions of the victim that are not included in the standard variance: *j'ai pas pu* (*je n'ai pas pu*), and *Bah* "confused and angry" (blame: act of reflecting speaker attitude) as an illocutionary speech act. There are pragmatic expressions as ordinary illocutionary acts: *Merci* (thank you), and *Alors* (start the conversation)

CONCLUSION

In the Alter Ego 2 French language textbook, there are discourses that are classified as standard varieties which generally follow and adhere to grammatical rules, while discourses that include familiar varieties refer to pragmatic rules according to the communication context of the speakers. Dialogue discourse which includes a formal variety does not contain pragmatic expressions, if any, does not require in-depth study or analysis, and will not make it difficult for teachers and students in the process of learning French as a foreign language.

The majority of locutionary speech acts in the French language textbook Alter Ego 2 contain pragmatic meanings of the type of illocutionary speech. It is also found that some locutionary utterances are very simple but are perlocutionary speech acts that contain deep pragmatic meanings or that can contain many interpretations. The discourse in the form of a monologue in the Alter Ego 2 French language textbook usually does not or lacks pragmatic expressions, on the other hand, the dialogue of familiar varieties contains many pragmatic expressions. Furthermore, the conversation that takes place naturally, and

the relationship between speakers who do not have privileges do not contain pragmatic expressions.

In the French textbook Alter Ego 2, a simple expression may have several pragmatic meanings based on the context of communication. And in certain contexts, an illocutionary speech act can also be a perlocutionary speech act, meaning that two intentions are found: the first is minimal, and the second is maximal in utterance according to the level of understanding of the speech partner or listener. Language is a powerful weapon to influence and convince people through pragmatic perlocutionary expressions.

A teacher of French as a foreign language must exploit all locutionary utterances which are very simple but are perlocutionary utterances which contain deep pragmatic meanings or which can contain many interpretations. An understanding of pragmatic expressions, in the French actional learning process, can be done by means of re-expression by the teacher in the explication stage, as well as by students to practice comprehension skills. The study of pragmatic expressions in the Alter Ego 2 French textbook has not been fully completed, and it is suggested that further studies be carried out by teachers who use the book by following the analytical model in this study.

REFERENCES

- Bertet, Annie, et al., 2006. Alter Ego 2 : Méthode de Français A2. Paris : Hachette FLE.
- Breton, Gilles, et al., 2005. Réussir le DELF Niveau A1 : CIEP. Paris: Didier.
- Dewa Putu Wijana. 1996. Pragmatic Basics. Yogyakarta: ANDI.
- Lescure, Richard, et a., 2005. DELF A1 : 150 Activité pour Nouveau Diplôme. Paris : CLE International.
- Levinson, Stephen C. 1983. Pragmatics. Cambridge: Cambridge University.
- Nababan, P.W.J. 1987. Pragmatics: Theory and Application. Jakarta: Project

Ministry of Education and
Culture Education Personnel
Development.
Nadar, F.X., 2009. Pragmatics and
Pragmatic Research. Yogyakarta:
Science Graha..