



Linguistic coaching : learning and teaching the strategic pragmatics of communication

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To succeed in establishing reliable strategies of communication, and mastering a language (the mother tongue or a foreign language) in the multiplicity of interactions that the occidental society asks us becomes more and more important in terms of professional and personal outcome nowadays.

The means and techniques of expression and learning, in the native language as well as in a foreign language call for the mobilization of a data set of tools and skills that aren't quite often explicitly analysed : they usually are observed only in a normative, institutionalized and theoretical frame. But other aspects are present, and we think must be integrated in an holistic research of how people learn a language and the skills to communicate properly. The scientific advances concerning strategic communication pragmatics achieved by the Invisible College of Palo Alto throughout the second part of the 20th century seem to us a great help in trying to find quick and efficient responses to the numerous problems that a learner has to face. An interdisciplinary study of the different processes involved is relevant if we really want to try to explicit what are the most efficient, easily working and applying strategies.

We are proposing to examine within the holistic frame we decided to put our research, these different aspects:

- psycho-sociological: motivation in learning and using the knowledge acquired in different situations encountered in everyday life; personal and emotional relationship between the learner and the growth of pragmatic skills regarding the spoken language;
- linguistics: on which grammar patterns the learner is more likely to show difficulty, what type of grammar is it better to use on a specific case, how and what to teach the learner, adapting the skills and « tricks » of the strategic therapy of Palo Alto with the injunctive discourse;
- semiotics: from a narratologic point of view, what form and what type of story is the most efficient to « unblock » a learner in his apprenticeship and speaking and to re-motive him;
- cognitives: what strategies and cognitive processes are operating throughout the apprenticeship of a language and the practice of communication skills, particularly when orally utilized.

We set down the following hypothesis : if we succeed in finding retroactive and integrated links between the different fields considered, the results of our study could set forth a path for a more focus-oriented teaching of language.

References:

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