

Communication accommodation theory (CAT)

- **Background:** People talk differently using different words and gestures accordingly to the different group of people like old people, children, women, men, teens, rich, poor, powerful, weak, etc. e.g. “Mike adopts the slang his friends use to fit in the group”.
- **Concepts:** people adjust to communicate by minimizing social differences in both interpersonal and intergroup communication. It seeks to explain and predict why, when, and how people adjust their communicative behavior during social interaction in terms of gestures (non-verbal) and words (verbal). (Giles, 1991).
- **Related category:** Register, Code-switching, Language change, Language ideology, Language planning, Multilingualism, Prestige, Variation
- **2 Categories of accommodation:**
 - (1) **Convergence** [収束]: a process of people naturally tending to adapt other communicators’ way of communicating to connect and decrease their social differences in terms of "pronunciation, pause and utterance lengths, vocal intensities, non verbal behaviors, and intimacy of self-disclosures" (Giles, 1979).
 - e.g. A: **JUDY** is a new employee in a beginner’s level in a company. At lunch, all the employees are talking about expensive luxury cars. Though Judy has less knowledge on it, she tries to interact about cars using all the knowledge she has to fit in or belong in that group. She tries to do it to accommodate herself as one of the members of the same group.
 - (2) **Divergence** [拡散]: a process of non-adaptation of communication characteristics of social and nonverbal communication differences.
 - e.g. D: when **JOHN** runs into a disliked classmate from school, his vocal pattern becomes more different from that classmate's. This represents the act of divergence because he is purposely changing his speech to not sound like that person.

Table 1: Accommodation Theory (Giles, 1991)

	Psychological Convergence 心理的収束	Psychological Divergence 心理的拡散
Linguistic Convergence 言語的収束	A=JUDY	C
	<u>X=Language Education/Learning</u>	
Linguistic Divergence 言語的拡散	B	D=JOHN

X=In the case of Language Education/Learning, we need to base our linguistic convergence on whatever psychological state we are in (i.e. Motherese/Parentese, Teacher Talk, Foreigner Talk).

B= Students at Kansai University speak in standard Japanese during seminar classes, but when alcohol is consumed at a party, they begin to speak in their own dialects, with the exception of the Kansai Accent.

C= The spy is psychologically hostile to the other country, but adapts to it by speaking the local language fluently.

X=Language Education/Learning Accommodation

(1) Motherese/Parentese= Infant Directed Speech 母親語

mothers often use simple form of language when talking to their babies: (Kodama, 2015)

Features

1. higher than usual pitch
2. exaggerated intonation
3. use of repetition
4. calling attention to objects
5. using slow stretchy speech

Functions : aid to communication, language teaching, socialization

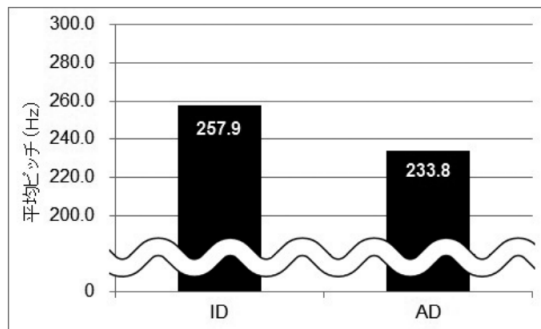


図1. IDとADのピッチの比較

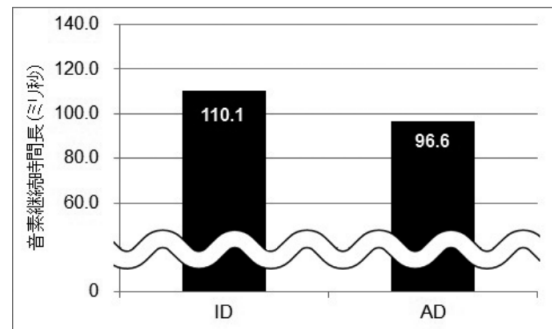


図2. IDとADの話速の比較
(篠原(2008)を引用して一部改変)

ID=Infant-Directed Speech; AD=Adult Directed Speech (Kodama, 2015)

(Pitch height and Duration of phonemes)

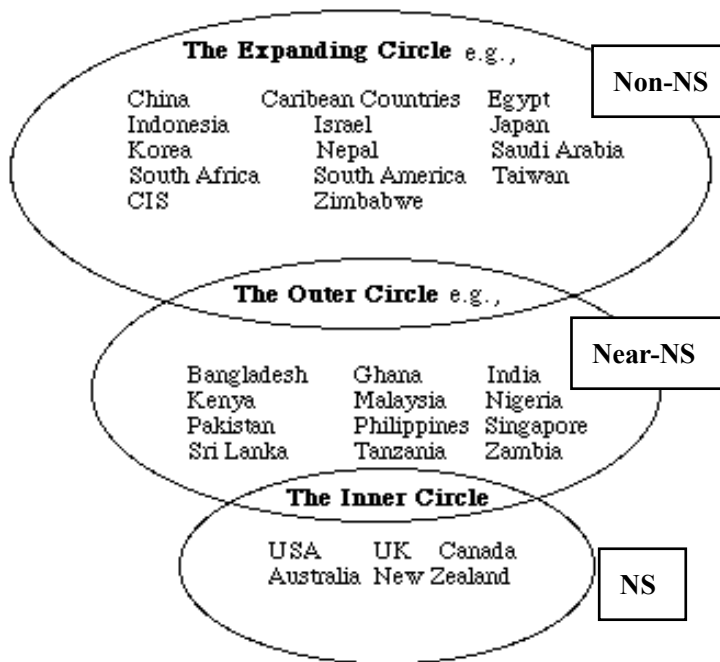
(2) Teacher Talk (Yoshida, T. 2016)

1. Pronunciation: In addition to American and British, Australian, New Zealand, Canada, Singapore English etc. are included from the view point of world Englishes.
2. Lexis: general words are preferred to be used (e.g. flower than daffodil).
3. Grammar: Length of utterance should be shorter (e.g. not “If I had had money the day before yesterday, I could have bought it=One sentence”, but “I did not have money the day before yesterday. So, I could not buy it. =Two sentences”)
4. Interactional adjustment: 教師による繰り返し (repetition), せりふ付け (prompting), 説明 (explanation), 足場かけ (scaffolding), 修正・訂正型付与 (recasting) .

(3) Foreigner Talk (Ellis, 1983)

Origin : Native speakers (NS) frequently engage in "FOREIGN TALK" (FT) when interacting with second language learners. This is done to increase efficiency, especially when the native speakers perceive the non-native speakers as less competent communicators, or to increase attraction i.e. it establishes a special kind of affective bond between the native speaker and the non-native speaker because of the sense of fulfillment experienced when communication takes place.

Fig. 3: Concentric Circle of Englishes



Pluricentricity of Englishes (Kachuru, 1992) : English has become a pluricentric language with Asian and African norms

Norm-providing (Inner & Outer Circle)

→L1 norm (American, British, Australian, New Zealand, Canada) **NS**

→L2 norm (India, Nigeria, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, South Africa, the Philippines) **Near-N**

Norm-dependent (Expanding Circle)

(Japan, Cambodia, Taiwan....) **NNS**

→**less competent communicators**

Two types of adjustment by NS (Ferguson, 1977; Hatch, 1978; Long 1983)

(A) Input features (インプット面での調整)

- (1) those that involve grammatical simplifications
- (2) those that involve ungrammatical simplifications

(B) Interactional features (相互交渉面での調整)

specific discourse functions performed by native speakers

(A) Input features (インプット面での調整) **check⇒videos**

Level	Standard (grammatical)	Non-standard (ungrammatical)
Pronunciation	<ul style="list-style-type: none"> ✓ slowing down speech :100 WPM vs. 160WPM=Radio, 250WPM=commentators ✓ separate word/syllable articulation ✓ more careful pronunciation : bag=/bæg/ not /bægu/ 	<ul style="list-style-type: none"> ● addition of vowel to final consonant ● fewer reduced vowels ● exaggerated intonation

	<ul style="list-style-type: none"> ✓ heavier stress ✓ increased volume on key words 	
Lexis (vocabulary)	<ul style="list-style-type: none"> ✓ restricted vocabulary size (Basic English 850; VOA 1500 ⇒ Simple English Wikipedia) ✓ more frequently occurring words ✓ fewer pronouns (he⇒Jack) ✓ repetition of words ✓ use of analytic paraphrases (hammer⇒ 'tool for hitting with') ✓ use of gesture (non-verbal communication) 	<ul style="list-style-type: none"> ● special lexicon of quantifiers, intensifiers, and modal particles ● Use of foreign or foreign sounding words (e.g. 'savvy')
Grammar	<ul style="list-style-type: none"> ✓ fewer contractions (I had not I'd) ✓ overall shorter utterance length (magical 7) ✓ grammatical relations made explicit (He asked to go ⇒ He asked if he could go) ✓ co-ordinating conj. preferred to subordinating conj. (従位<等位接続詞) ✓ less preverb modification (I *<u>definitely</u> like milk) ✓ topics moved to the beginnings of utterances (I like John ⇒ John, I like him) ✓ fewer WH questions & more yes/no questions ✓ more uninverted questions (You like John?) ✓ More 'or-choice' questions (A or B) ✓ More tag questions (... , don't you) ✓ More present tense 	<ul style="list-style-type: none"> ● Omission of: <ul style="list-style-type: none"> - copula* =a word links the subject to complement, such as "The sky (<u>is</u>) blue" - 'it' - 'do' - verb inflections ● Use of interlanguage*中間言語 forms: <ul style="list-style-type: none"> e.g. 'no' + verb = He no go. e.g. Simplification: He have two dog.

(B) Interactional features (相互交渉面での調整)

Type	Description	Example
More 'here-and-now' topics	NS refers to familiar objects/events	NS: What's that you are wearing?
More topic-initiating moves	NS starts a conversational topic by asking a question or making a comment.	NS: How are you doing today?
More confirmation checks	Utterances designed to elicit confirmation that a learner utterance has been correctly heard or understood.	NNS: I went to cinema. NS: The cinema?
More comprehension checks	Attempts by the native speaker to establish that the learner is following what he is saying.	NS: It was raining cats and dogs. Do you follow?

More clarification requests	Utterances designed to get the learner to clarify an utterance which has not been heard or understood.	NNS: She very high? NS: Sorry?
More self-repetitions	The native speaker repeats part or the whole of his preceding utterance.	NS: He got stuck in the window trying to get in. He got stuck.
More other-repetitions	The native speaker repeats part or the whole of the learner's previous utterance without seeking confirmation.	NNS: I went to the cinema. NS: Yeah. You went to the cinema.
More expansions	The native speaker expands the learner's previous utterance by supplying missing formatives or by adding new semantic information.	NNS: I wear a sweater. NS: Yes, you're wearing a <u>red</u> sweater.
Shorter responses	The native speaker restricts the length of his response to a learner question or comment.	NNS: What is the 747? NS: The 747's a big jet. And it's a Boeing, an American plane. (vs. The 747's a big American Boeing jet.)

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Sesame Street: Mrs. O Plants Garden

https://www.youtube.com/watch?v=tiXU_SDirRQ

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When to change your speed

Speaking fast - indication of passion, urgency, excitement, and emotion

Speaking slow - indication of importance, sadness, confusion, the seriousness of a point