

**SOCIOPRAGMATIC TRANSFER
IN THE INTERACTIONS
BY NATIVE MYANMAR PEOPLE USING ENGLISH**

PhD DISSERTATION

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ABSTRACT

In the course of Myanmar EFL learners' interactions in English with people from different language backgrounds, there emerges a need for an improvement of their language proficiency for correct communication of messages, force indicating the urgency of message or reflecting social relations and intentions in the context of a given speech event. This makes the argument compelling for improving the pragmatic competence in English of Myanmar speakers. This dissertation studies the sociopragmatic competence of Myanmar learners of English as a foreign language and attempts to identify transferred elements and strategies in making responses in the target language. Data was collected from 120 Myanmar respondents by means of a Discourse Completion Test (DCT). Deviations from the acceptable target language forms were identified, classified and explained based on the model of Beebe et al (1990). Deviations were explained in terms of strategies of sociopragmatic transfer posited by Leech (1983) and Thomas (1983). Orders, frequencies and content of semantic formulas were quantified and qualified. Deviations from or conformation to the norms of the target language, English, were identified and accounted for with references to transfer theories with a particular focus on sociopragmatic aspects. Suggestions were made on how to correct learners' errors in view of improving their pragmatic competence in the English language. The findings of this study may help in raising learners' awareness of pragmatic elements and features in English as well as avoiding the common errors identified in this research and similar deviations from the target norms.