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**Introducing Pragmatics to Secondary
School Students**

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Abstract

The development of pragmatic competence and its acquisition in second language learning plays a key role in the achievement of communicative competence. However, and despite its importance, in the last few decades many authors did not support the idea of pragmatic teachability. Nevertheless, those who were committed with the cause (Rose & Kasper; 2001; Ishiara & Cohen, 2010) greatly contributed to pragmatic implementation in second language teaching settings with their ideas.

This research paper sheds some light on the teachability of Pragmatics to low levels of Secondary Education in Spanish public schools. No language can just be learnt void of its pragmatic side as then, its speakers wouldn't be fully operational. Consequently, any foreign language ST needs to learn the TL pragmatics in order to be proficient in all the language contexts. In order to check this, some 154 students from different levels (2nd and 3rd of ESO and 2nd of Bachiller) studying at IES Broch i Llop in Vila-real (Castellón) took part in this reseach study which aimed at ascertaining whether there had been any progress and acquisition of Pragmatic input after STS had been exposed to it. All the data processed from the pre-questionnaires and post-questionnaires pointed in the direction that Pragmatic acquisition can be gained through STS' exposure to the input and further practice, regardles of the STS' age and level of proficiency in English. Besides, as it will be seen here, transfer from L1 to L2 will not always work despite the similarities in both languages and the proficiency of the learner in their own L1 pragmatics. Nevertheless, and from the analysis of the data obtained from the questionnaires, it can be concluded that some Speech Acts – due to the difficulty it may pose to STS when opening and closing- may be more suited to younger students than others. Still, many other variables should also be taken into account when designing Pragmatic sessions at low levels of secondary Education, such as 2nd and 3rd of ESO, as failing to consider them may lead onto unsuccessfull pragmatic input acquisition, boredom, feeling of frustration and demotivation. Consequently, whether through implicit or explicit methods, second language learners need to be equipped with the necessary mechanisms to infer the correct meaning of language in real life situations.

Therefore, as Pragmatic acquisition is possible, this will surely have implications in the language teaching practice.

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List of Abbreviations

EFL	English as a Foreign Language	SG	showing gratitude
ESL	English as a Secondary Language	SLA	Second Language Acquisition
FL	Foreign Language	ST	student
ILP	Interlanguage Pragmatics	STS	students
NS	native speaker	RRI	requesting repetition of information
NNS	non-native speaker	T	teacher

Introduction

In the recent past, Pragmatics has been a neglected part of any language as it was not the focus of attention of linguists and language teachers. At a later stage, it has been proven by many studies that pragmatic competence is a necessary part in SLA to achieve communicative competence, and failure to master it or lack of it can have devastating effects, uncertain outcomes and lead to breakdowns in communication:

speakers who do not use pragmatically appropriate language run the risk of appearing uncooperative at the least, or, more seriously, rude or insulting. This is particularly true of advanced learners whose high linguistic proficiency leads other speakers to expect concomitantly high pragmatic competence. (Bardovi-Harlig et al.,1991, p. 4)

Proficiency speakers of English often are not aware of the social, cultural, and discourse conventions that have to be followed in various situations (Bardovi-Harlig 1999). And it depends on the teachers and instructors (et alii) expertise to make pupils aware of that and this can only be realized throughout tuition.

Fortunately, once the real value of pragmatics has started to be appreciated, ways of implementing it in any foreign language teaching practice and learning need to be found and tested, as teaching a foreign language and severing its pragmatic member off, will not equip the learner with the necessary tools to convey messages in a native-like way (Kasper, 1997) . Consequently, failure to understand -on the STS' side- that we convey more meaning than just the few words that we utter, that every message has a meaning and an intention behind for the speakers and interlocutors alike, and that it is set in a context (in a when and a where) that makes it meaningful, then, it will imply that learners are interpreting and learning a language void of an important essential element, Pragmatics. They are learning grammar, vocabulary, syntax, etc., projecting an incomplete picture of the target language they want to be proficient in and becoming “accident/mishap prone” regarding communicative competence.

Therefore, with the aim of contributing to this line of research which defends the teachability of pragmatics, this master's dissertation and study sets out to determine whether these findings in STs with a higher knowledge and proficiency in the L2 could also be applied to low levels of secondary education in public schools. By this, we intend to assess and understand how Pragmatics can be implemented in the English classroom for 2nd and 3rd of ESO, and try and ascertain what factors or variables can influence long-term acquisition positively.

So, for a better understanding of it, the current study has been divided into three main parts. The first part which contains two sections, deals with the theoretical background or literature of our study based on the implementation of Pragmatics. The second part has five sections and corresponds to the development of the study. Part III states the possible factors that can hinder and can intervene in Pragmatic acquisition and also contains the conclusion to the study.

Part I deals with the theoretical framework of the study. It is also divided into two chapters that talk about the concept of Pragmatics and ILP (chapter 1) and Speech Act Theory and their teachability and further instruction (chapter 2).

Part II correspond to the development of the study. This part is divided into four chapters that deal with profile of the students and the area (chapter 1), the questionnaires used (chapter 2), the materials created and used (chapter 3) and introducing Pragmatics in the classroom (chapter 4) and the results (chapter 5) .

Chapter three also includes four sections that try to inform the reader of the videos used to implement Pragmatics in the groups, the activities conceived to implement and reinforce the specific pragmatic use and a detailed account by the teachers about how the topic was introduced in the different groups.

Part III contains the conclusions with the findings of the study and an acknowledgement of its limitations. Also observations are provided about the most likely intervening factors in Pragmatic instruction and recommendations for further studies.

Finally, all the references consulted and the annexes are shown at the end of this MA Thesis (TFM).

PART I
BACKGROUND RESEARCH

I. BACKGROUND RESEARCH

For decades, foreign language instruction has mostly focused on teaching the grammar of the language, mainly focusing on the verb tense system, together with the acquisition of vocabulary. Learners were obliged to memorize lists of glossaries and grammatical rules with no attention being paid to context. Therefore, Pragmatics (or the social use of language) received less attention. As for the definition of Pragmatics, this is the social use of language, using language in a way appropriate to the context and bearing in mind the speaker's intentionality to get things done. For instance, something as simple as a *hello* and that can convey a lot of meanings and be a potential cause of trouble to pragmatic unaware STs. Hello is a word used to express a greeting, answer a telephone, or attract attention, an exclamation of surprise, wonder, elation, etc. Also, it is used derisively to question the comprehension, intelligence, or common sense of the person being addressed, i.e. "You're gonna go out with him? Hello!" (for more information watch video <http://www.youtube.com/watch?v=5aeCxWyNAQQ>)

Another example, in contemporary American English the message "Excuse me" has replaced another formula that expressed that someone was in your way, blocking your chance to move. Therefore, Pragmatics addresses expression at the level of utterances, ranging from one-syllable words like, "Oh!" to show pleasant or unpleasant surprise to a longer text or discourse. The same can be said for the following utterances borrowed from David Lodge's *Paradise News*:

'I just met the old Irishman and his son, coming out of the toilet.'

'I wouldn't have thought there was room for the two of them.'

'No silly, I mean *I* was coming out of the toilet. They were waiting.' (1992:65)

Linguists talk about ambiguity when there is more than one possible interpretation or meaning.

Flying planes can be dangerous

The missionaries are ready to eat

David Crystal (1986) provides some more examples that apparently seem perfectly natural and idiomatic but that, however, lead to ambiguity.

He only died yesterday

I've only got six sweets

I only saw Fred

They only arrived at 2

According to linguists and grammarians, the problem is caused by the position of "only" in the sentences, which causes ambiguity. In the sentence *I only saw Fred*, does this mean "I only saw Fred and not someone else" or "I only saw Fred- I didn't speak to him"? In fact, all these ambiguities would disappear if we changed the position of only (e.g. I saw only Fred, not Jim) and both interlocutors were more in tune with context meaning.

In summary, what is most important is the communicative function the utterance plays in interaction with others, how we convey that meaning and how the others understand or interpret that meaning. And this, unfortunately is not something that all our STS are aware of and it needs to be addressed. Therefore, if we select some Pragmatic knowledge and work on it with our STS in class, we might have a better chance of them acquiring that knowledge.

Before we continue with the study any further, it is worth mentioning some basic concepts related to Pragmatics that have been the basis of this study: the Introduction of Pragmatics to low levels of secondary education in a public school in Vila-real, Spain.

1. The concept of Pragmatics

Before delving into the study, it is necessary to mention a few of the definitions of Pragmatics given by other authors and that might shed some insight:

The term pragmatics was coined in the 1930s by the philosopher C.W. Morris; and developed later on as a subfield of linguistics in the 1970s. So it is a branch of linguistics concerned with the use of language in social contexts and the ways in which people produce and comprehend meanings through language.

Linguistic pragmatics (from Greek *pragma*, activity/deed) studies the principles of communication necessary for people to stick to when interacting rationally and efficiently in social contexts. Messages happen here and now and speakers/writers follow these principles to imply additional meaning to a sentence, and hearer/readers follow these principles to infer the possible meaning of an utterance out of all available options in a given context. Pragmatics describes the linguistic forms, action patterns and strategies that are used to imply and interpret, which enable interlocutors to comprehend the intended, but not uttered meaning. (Bublitz, 2001, p. 27)

Kasper (1997, 2000) defines pragmatics as the study of how a speaker uses language in social interaction and its effect on other participants in the communicative event.

Pragmatics studies the use of language in human communication as determined by the conditions of society. (Mey, 2001, p. 6)

"Pragmatics is the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (Crystal 1985, p. 240). Crystal's vision (in Schauer 2009) of pragmatics contemplates a discipline centered in the user's point of view, the choices they make, the constraints they encounter when using the language in social interaction and the effects their use of the language has on the other participants in the act of communication

In other words, pragmatics is the study of communicative action in its sociocultural context, as communicative action does not only include speech acts (requesting, greeting, suggesting, etc.) but also turn-taking, conversation participation, engaging in different types of discourse, and being able to sustain interaction in other more complex speech events.

1.1. Interlanguage Pragmatics (ILP).

Larry Selinker refers to the type of language (or linguistic system) used by second- and foreign-language learners (nonnatives) who are in the process of learning a target language.

Interlanguage pragmatics studies how nonnative speakers acquire, comprehend, and use linguistic patterns (or speech acts) in an L2.

Kasper and Dahl (1991) say that Interlanguage pragmatics "will be defined in a narrow sense, referring to nonnative speakers' (NNSs') comprehension and production of speech acts, and how their L2-related speech act knowledge is acquired".

There is an obvious and urgent need for NNS to be proficient in an L2, and that proficiency includes not only having the correct grammatical structures, a rich and varied vocabulary, an accurate pronunciation, but also possessing a pragmatic ability in the foreign language, both in perception and acquisition (Alcón and Guzmán, 2010). ILP has considered speech acts examined from a cross-cultural and a developmental perspective in different contexts.

Yet, STs' pragmatic development and acquisition have been tackled from two basic approaches, a cognitive and a socially-oriented, both with good results. Alcón and Guzmán (2010) also highlighted those factors that generated a lot of interest ILP, and that can have an influence on pragmatic acquisition in SLA contexts; factors such as the role of instruction on learners' awareness and production of speech acts. A lot of authors are mentioned in their research study, and a relation of the speech acts investigated, like apologies, compliments and their responses, refusals, opening and closings, amongst others is included.

Therefore, in order to avoid misinterpretations, from now on, the term Pragmatics will be used to refer to Interlanguage Pragmatics (ILP), as all the information that appears below is set in SLA contexts.

2. Speech Act Theory

Before going on any further, we are compelled to mention Austin's speech act theory, an authentic bomb in linguistics which is the base for ILP instruction.

The website CARLA (<http://www.carla.umn.edu/speechacts/>) provides an easy definition of speech act, "A speech act is an utterance that serves a function in communication", that is to say, the act by which an utterance (what we verbally produce) has an intention (from the speakers' end) and an effect it on a listener.

John Searle developed Austin's posthumous paper *How to do things with words* (1962). This work was further developed by other linguists and taken up because of the insight it provided into how the language is used for every-day purposes. There are many areas to speech act theory, but we will focus on Cohen's (1996) speech act theory from the SLA context. He stated that "(according to Austin) utterances have three kinds of meaning", Locutionary, Illocutionary and Perlocutionary.

Simply put together, locutionary meaning is the literal meaning of what we say with the words. For instance, the utterance "It's sunny" is a comment on the weather and states that the sun is shining and there are no clouds in the sky. Illocutionary meaning refers to the social function of the words or the way they are intended to be understood. E.g. In, "I'm full" may actually be a nice way of saying "I ate too much. I can't have second helpings" or that "I am not really enjoying what you've given me". Should this be the case, the speaker would be performing an Indirect Speech Act because what he/she means and what he/she says depends on the listener interpreting what the speaker wishes to communicate. The Perlocutionary meaning (Perlocutionary force) is the effect or the aim of the utterance. If we continue with the above example "I'm full", the effect of the utterance could be that we decide to go for a walk to walk down the food or that immediately after we shift onto the coffees and liquours. If doing so was what the speaker intended/desired from the words, the perlocutionary force or result then, would match the illocutionary meaning (intention). Failure to happen so is known as Perlocutionary failure.

Searle suggested the following classification of Speech Acts:

- 1. Assertives :** They commit the speaker to something being the case. The different kinds are: suggesting, putting forward, swearing, boasting, concluding. Example: "No one makes a better cake than me".
- 2. Directives:** They try to make the addressee perform an action. The different kinds are: asking, ordering, requesting, inviting, advising, begging. Example: "Could you close the window?".
- 3. Commisives :** They commit the speaker to doing something in the future. The different kinds are: promising, planning, vowing, betting, opposing. Example: "I'm going to Paris tomorrow".
- 4. Expressives :** They express how the speaker feels about the situation. The different kinds are: thanking, apologising, welcoming, deploring. Example: "I am sorry that I lied to you".
- 5. Declarations :** They change the state of the world in an immediate way. Examples: "You are fired, I swear, I beg you".

(borrowed from <http://www.coli.uni-saarland.de/projects/milca/courses/dialogue/html/node66.html>)

2.1. Why Should Speech Acts be Taught?

Pragmatics explores the ability of language users to match utterances with contexts in which they are appropriate. Pragmatics, in a way, deals with that hovering idea of appropriateness behind every speech act, whether it is requesting, suggesting, accepting, refusing, complimenting, etc., and the speaker's ability to adjust his/her utterances and performance to the who, what, when, where, how and why of the situation, there and then. Therefore, knowing how to socially act is an essential element of any language that deserves proper care.

The teaching of pragmatics to foreign language students ought to lead to enable them, provide them with a kind of radar that will help them in common day to day situations when using the TL. Connected with this idea, the act of teaching pragmatics intends no collateral damage for our STS regarding their identities, (no loss), but it is necessary for them to know at every moment how a NS of the language would act and then act accordingly. NS & NNS' speech acts differ in use, content and form and variables like length of residence, level of proficiency, and the learning environment are key in the perception of appropriate speech acts (Alcón, 2008). Bardovi-Harlig (1996,1999) adds some more differences between NS and NNS in the area of language use. So, knowing that their speech acts are so different gives us the starting point for delving into the issue of how we can make our STS more target-like pragmatic.

Therefore, if L2 learners and NSs' pragmatics significantly differ, instruction is necessary. Why? Because learners of all languages might have difficulty understanding the intended meaning communicated by a speech act, or producing a speech act using appropriate language and manner in the target language. Besides, research has found that classroom instruction on speech acts can help learners to improve their performance of speech acts and thus, make their interactions with native speakers more successful and pragmatically appropriate.

For instance, most speakers in the US would only accept a compliment about 1/3 of the time, so many EFL learners might be grammatically correct but not pragmatically correct with their selection of words. Here's an example taken from CARLA, the website (<http://www.carla.umn.edu/speechacts/>):

A: What a beautiful dress!

B: Thank you. I'm glad you like it. (in textbooks)

A: That's a cute dress you're wearing.

B: Really? This old rag? I got it at the Salvation Army for \$2.00!

or

B: You're the third person today who's complimented me on it. I must have done something right! (in real life)

As NNSs and NSs utterances differ, there's a call for equipping NNSs with NS-like pragmatic use. However, despite the need to instruct our STs in the acquisition of certain speech acts that can be added to their conversational repertoires to succeed in communication in every situation with NSs, not all the authors are faithful supporters of the idea that Pragmatic uses can be taught. For example, Kasper (1997) says,

'Can Pragmatic Competence Be Taught?' The simple answer to the question as formulated is "no". Competence, whether linguistic or pragmatic, is not teachable. Competence is a type of knowledge that learners possess, develop, acquire, use or lose. The challenge for foreign or second language teaching is whether we can arrange learning opportunities in such a way that they benefit the development of pragmatic competence in L2. This, then, is the issue I will address in this paper.

Ever since the left-out sister of Applied Linguistics, Pragmatics, started being paid attention to, there has been a lot of studies and attempts to operationalise it in order for its components to be identified and measured. Different studies from different perspectives and from different approaches have shed light on the difficult issue of pragmatic teachability and how to be implemented in the SLA classroom. Apart from a sound knowledge in Pragmatics, any teacher has to arm himself/herself with enough doses of patience, diversity and creativity. As Bardovi-Harlig and Mahan-Taylor (2003) state, "there is no single approach to the teaching of pragmatics", but a myriad that can be perfectly integrated in the FL classroom setting. Those words place special emphasis on a multiple-approach vision that can lead to operative pragmatic acquisition in FL contexts.

But others like O'Keefe (2011) talk about two important reasons for the teaching of pragmatics, both being its need and effectiveness. Nevertheless, the author strikes back by referring to Olshtain and Blum-Kulka who suggest "it can take ten years or more for learners to perform pragmatics in a way indistinguishable from natives" but suggests that certain uses of ILP can be achieved in a short period of time. Other authors suggest starting the teaching of pragmatics at early stages.

Kasper (1997) talks about pragmatic teachability and adds a positive idea this time, when saying that "learners may also get very specific pragmalinguistic knowledge for free if there is a

corresponding form-function mapping between L1 and L2, and the forms can be used in corresponding L2 contexts with corresponding effects.”

Mir (in Kasper 1997) advocates for the power of language transfer in pragmatic acquisition as the author states that “positive transfer can also facilitate learners' task in acquiring sociopragmatic knowledge. When distributions of participants' rights and obligations, their relative social power and the demands on their resources are equivalent in their original and target community, learners may only need to make small adjustments in their social categorizations.”

Unfortunately, not all transfer from L1 to L2 are effective. Edward and Csizér (2004), in their study of instruction on openings and closings with Hungarian STs, provide relevant information on how the different cultural backgrounds can determine pragmatic transfer. That is the case when STs are asked to translate a simple text from Hungarian into English, in which a young man greets an elderly woman he superficially knows with a common “how are you?” and the lady answers back with a list of complaints and health issues. Obviously, in this case the transfer from L1 to L2 was not effective as it is considered acceptable in Hungarian, but not in English and from someone the young man is not acquainted with.

To sum up, a learner of English might know most of the vocabulary and grammar of the target language, but lack of pragmatic competence might lead to incapability to communicate intentions at the moment of speaking. It is also possible that, as a listener, the learner understands the speaker's intentions but cannot find the most appropriate way to respond to what has just been said. Therefore, pragmatic proficiency has to be directly connected with instruction.

2.2. Pragmatic instruction

Awareness is essential for Pragmatic acquisition. Students need to be made aware of it in order to learn. More often than none, L2 learners develop grammatical competence in the absence of concomitant pragmatic competence (Bardovi-Harlig & Hartford, 1990, 1993). But instructed L2 learners of English develop awareness, in other words, they are aware of differences in learners' and target-language production in grammar (the accuracy of utterances) and pragmatics (the appropriateness of utterances given specific situations, speakers, and content) (Bardovi-Harlig and Dornyei, 1998). In their study they videotaped 20 scenarios to test 543 learners and their teachers (N = 53) in two countries (Hungary and the U.S.) as well as a secondary sample of 112 EFL speakers in Italy, resulting in EFL learners and their teachers consistently identifying and ranking grammatical errors as more serious than pragmatic errors and ESL learners and their teachers showing the opposite pattern. They ranked pragmatic errors as more serious than grammatical errors.

Therefore, how can STs be made aware? Basically, Ts can make STs be aware of the pragmatic use through two main approaches: the explicit and the implicit.

Boyles (2001) explains that “explicit teaching involves directing student attention toward specific learning in a highly structured environment”. It is focused teaching on producing specific learning outcomes. We achieve that by breaking down contents and topics into smaller parts and taught individually without losing the perspective of the full picture. It involves explanation, demonstration and practise. The teacher provides learners with guidance and

structured frameworks and teaches topics in a logical order. Another important characteristic of explicit teaching in SLA involves modeling skills and behaviours and modeling thinking. This way, the teacher leads the STS with his explanations when working through problems and demonstrating processes to students. The STs' attention is important, consequently, listening and observation become the key to success. In addition, introducing topics and specific skills can be done successfully with explicit instruction because of the guided instruction in the basic understanding of required skills, uses, etc. Once awareness has been raised, learners can progress through practice, collaboration, repetition, hands on activities and developmental play. Explicit instruction procedure follows sequence: 1. setting a purpose for learning; 2. telling students what to do; 3. showing them how to do it; 4. guiding their hands-on application of the new learning. Teachers begin setting the stage for learning, and proceed "with a clear explanation of what to do (telling), followed by modeling of the process (showing), followed by multiple opportunities for practice (guiding) until independence is attained". There is a shift from a teacher-centered part with extensive teacher input and little student responsibility initially to the other way round.

On the other hand, Brown (2007) writes that implicit learning is "learning without conscious attention or awareness" and occurs "without intention to learn and without awareness of what has been learned". So this type of learning is a passive process, and students by being exposed to information, simply acquire it.

According to Ellis (2009), implicit teaching involves teaching a certain topic in a suggestive or implied manner. In this type of learning the objective is not plainly expressed. Closely linked to inductive teaching, that is to say, we infer rules from the examples presented first. This way, new concepts are introduced in a student-centered manner, STs are given a variety of examples without being taught the topic and, finally, it allows students to create their own schemas for understanding rules. They don't memorize specific thus enabling long-term memory retention. Regarding its classroom implementation, there are many different ways, like TPR and TRPS. STs are given examples of a desired topic through any medium and should be aware of the learning objective. Rules are not taught, they deduce their own form of rules from examples.

Affordances of Implicit Teaching	Constraints of Implicit Teaching
Can be more contextualized and authentic More communicative Young learners benefit in a more natural approach Can build off of multiple objectives	Can be difficult for learners to deduce rules Vague, unstructured Students may misinterpret rules

Table 1. Affordances and constraints of implicit teaching.

(Borrowed from <http://languagelinks2006.wikispaces.com/Implicit+vs.+Explicit+Teaching>)

Other authors, in their attempt to establish whether implicit instruction has more positive and lasting effects on pragmatic acquisition than explicit or vice versa, carried out a series of research studies with promising outcomes. For instance, Martínez-Flor and Alcón (2007) also investigated the relationship between explicit and implicit instruction methods and pragmatic acquisition, both with positive results. Their study demonstrated the effectiveness of the two different treatment conditions, which materialized in awareness-raising activities/tasks (explicit condition) and a parallel method with input enhancement and recasts (implicit condition), but

with the surprising outcome of the implicit one succeeding in developing STS' pragmaticity, despite having been proved not effective in other studies using the same implicit approach.

Nguyen (2012) also tried to evaluate the relative effectiveness of two types of form-focused instruction on the acquisition of the speech act set of constructive criticism. Sixty-nine Vietnamese learners of English who participated in the study over a 10-week course were divided into three groups, the explicit group and the implicit group and the control group. The explicit group (28) participated in consciousness-raising activities, received explicit meta-pragmatic explanation and correction of errors of forms and meanings. The implicit group (19), on the other hand, participated in pragmalinguistic input enhancement and recast activities. The two treatment groups were compared with a control group (22) on pre-test and post-test performance, that consisted of a discourse completion task, a role play and an oral peer-feedback task. To measure long term retention, a delayed post-test comprising of the same production tasks was also conducted for the explicit and implicit groups. The results showed an improvement on both treatment groups in the immediate post-test over the pre-test and in the delayed post-test, always outperforming the control group. Nevertheless, the explicit group performed significantly better than the implicit group on all measures. Therefore, explicit instruction produces a larger magnitude of effect than implicit instruction. These findings should be taken into account for whatever implications might have for classroom practices.

On the other hand, when facing the task of teaching a pragmatic use, the proposal of pragmatically driven activities come determined by too many factors and variables. Some are out of the teachers' reach, like the STs beliefs and expectations about the TL and others can be teacher- controlled, like the amount of input and output given, the use of technological advances, sufficient awareness-raising activities/tasks and opportunities for STs to develop, usage of real examples and data, and the list goes on and on. But this specific teaching praxis must be founded on two basic and solid pillars, two frameworks connected with SLA and pragmatic learning: a cognitive and a social oriented one.

The cognitive framework amalgamates different theories that try to explain how knowledge is generated. In this case, *Schmidt's noticing hypothesis* defends that there is no knowledge without attention and awareness. Once the information is noticed, the input becomes intake and is stored in long-term memory. Being aware comes associated to two different concepts: noticing (at a more superficial level) and understanding (at a deeper level as we deal with recognition of rules and patterns).

Swain's output hypothesis refers to the actual phase of ST's performance. When STs are producing output some problems arise and they turn to others, like peers or teachers, for help to produce more accurate messages.

Long's interaction hypothesis refers to the power of interaction for speakers to realize other performances and correct their own inaccurate ones.

Vygotsky's sociocultural hypothesis is similar to Long's interaction hypothesis in that cognitive development needs the interaction with other community members and it shall not occur in isolation. Interaction is, therefore, a tool of thinking and learning, of communication.

On the other hand, social oriented frameworks include:

Giles et al.'s speech accommodation theory which refers to the speakers' linguistic variability depending on the different contexts; cognitive and affective variables will interfere and determine the speaker's linguistic behaviour in relation to one's identity and the TL.

Conversation analysis provides information about how learners form their roles and identities through class talk. Hence the important of providing real and authentic models of L2 to obtain data.

The language socialization theory focuses on the integration of language and culture.

Finally *subjectivity and pragmatic learning* refers to the idea that individual construct their multiple identities through the interaction with others. An individual's subjectivity characteristics are variable, as they change over time and space, are dynamic, multiple and non-unitary, etc.

By taking all this information in from Alcón's slides, we, teachers, can come out with a series of principles that will guide our praxis. Some of them include the importance of learning languages together with their culture, by using naturalistic and real speech samples, creating plenty of opportunities for the STs to raise pragmatic awareness through prior guided observation, providing interaction and language-focused practice, determining the importance of feedback and self-evaluation, encouraging the use of new technologies for STs to get sources of L2 pragmatics, etc.

After having discussed how instruction can be carried out through implicit or explicit approaches, and considering cognitive frameworks or social oriented frameworks related to L2 pragmatic development, it's up to the T and the learner to start the teaching and learning process of pragmatics. The following are suggestions to bear in mind when dealing with pragmatic instruction.

1. Awareness Raising

If the input is to be transformed into intake first, STs do need to be made consciously aware of pragmatics. This is based on Schmidt's Noticing Hypothesis (1990). Awareness of this issue can be achieved by directly introducing the topic and telling them it is known as pragmatics, that is to say, how people use language out in the "real world", something quite different to what you can get from textbooks. The introduction of pragmatics in a SLA class can increase ST motivation to learn, "real life" dynamic language as opposed to static textbook language through the discussion of typical examples and why they are used. For instance, "make yourself comfortable," can be said instead of the more direct and more rude "sit down and be quiet," which is what the speaker wants you to do. It is being politically correct or otherwise known as being diplomatic.

2. Authentic Examples

Another important issue is the use of authentic versus realistic materials. Authentic materials or realia are faithful representations of the TL and can serve as motivating tools within a language class. Discussing authentic examples like the one above is one method of teaching pragmatics. Another is to actually see examples in action, perhaps from well chosen clips of TV shows, soaps, sitcoms, news, newspaper articles, radio programmes, internet podcasts, comics, leaflets,

etc. Often the dialogue is not authentic but very realistic, depending on the program, but at least there is the added advantage of hearing correct intonation. The teacher/instructor can illustrate pragmatic speech acts by showing the STs a clip from a favourite programme and then, ask students a series of questions that will help them note the language used for different speech acts, like greetings, for introducing a topic and closing it, for farewells. Consequently, knowing what it is meant and intended by a speaker when saying "What's up, Doc?" rather than "How are you?" shows a good grasp of pragmatic competence.

3. "Homework" Assignments

STs need to work individually and reflect on the pragmatic issues dealt with in class. Some authors, like Alcón (2012) also value the need for STS to think over the instruction given and to analyze the data (speech act) with the aid of some guiding questions that can help enhance input intake. Others prefer a brief homework assignment for extended practice to be the raising awareness method. Observation is then essential to become aware of something. It can be beneficial for STS to make them go to popular coffee shops or a similar public place and just observe the language use going on. Noticing the way people greet each other, take leave of each other, interact, their body language, and so forth can provide the observer with valuable information and they can become role-models for the pupils to learn from. Later, they could write the examples down to be reviewed over time or to reflect on a particular speech use or even to bring the examples back to class for discussion. This way the learner becomes an ethnographer, attitude and position that can lead onto pragmatic observation, awareness and intake.

In the line with Hyme's ethnographer role:

This ability involves a shared knowledge of the linguistic code as well as of the socio-cultural rules, norms and values which guide the conduct and interpretation of speech and other channels of communication in a community ... [T]he ethnography of communication ... is concerned with the questions of what a person knows about appropriate patterns of language use in his or her community and how he or she learns about it. (Farah, 1998: 125)

4. Hands-on practice

After students have learned some social language, it is STS' practice time. The T must provide enough opportunities for the STs to achieve the target and this can be implemented, done in ESL class. One way is by means of role play. E.g. "Sonia, you're the boss, and Jakob, you're the worker, and you need to go into her office to ask her a question about your work. What is a polite way to do that?" The STs need to consider aspects such as the place where the action happens, the age, the social distance between the characters, etc. This is, after all, how language use happens in real life. After they have rehearsed their sketches, student volunteers may perform for the class, the performances can be recorded for further analysis and to serve as an excuse for feedback, whether from the teacher or from peers.

5. New technologies

Russell (2012) and Cohen & Sykes (2013) advocate for the use of new technologies to replace EFL textbooks in their role in SLA, as they have failed to include instruction in pragmatics. "The Internet is an ideal repository for pragmatics-focused materials and the inclusion of video-

based lessons in the current WBT (Web-Based Tutorial) allows learners to view native speaker pragmatic strategy use in real time" (Russell, 2012). In addition, technology can be used to make pragmatic features more salient for learners. This new technology helps STs improve in their pragmatic competence, that is to say, will affect their interactions with NSs. Thanks to concurrent internet communication tools (Wymba, Skype, Second life, etc.) learners can compare their production with native speaker norms, either via text box or web cam technology. The web cam feature allows learners to make both visual and auditory comparisons (gestures, intonation, etc.). "By using technology as a vehicle for instruction, the current WBT encourages learners to notice the gap between their production and native speaker norms with respect to pragmatic strategy use". The WBT also offers resources for explicit instruction on the language forms, structures, and vocabulary necessary to produce linguistically appropriate speech acts. Finally, the ultimate goal of these new technologies is to help FL learners become aware of the pragmatic strategies the NSs use when realizing speech acts so that they can incorporate these strategies by using the appropriate language and manner.

6. Immersion

Regarding giving opportunities to learners, Schauer (2009) offers the first book on the treatment of ILP development in English in a study abroad context. The author indicates that studying abroad can have a positive impact on every domain of language learning, but that it is particularly helpful for the development of abilities related to social interaction. Schauer's research addresses students' awareness of pragmatic and grammatical problems or mishaps, and their production of one the most frequently studied speech acts: requests. This new trend offers a new path in the acquisition of pragmatics by NNSs that can be observed "on discourse and sociolinguistic features of students' repertoires".

In the same line, Martinez-Flor and Usó-Juan (2006) advocate for benefits of immersion in ILP learning. The overall results from their studies illustrated that the learners immersed in the second language (or target language) community "showed a developmental pattern in their acquisition of requests, since they were daily exposed to authentic pragmatic input, as well as opportunities to make requests in different contextual situations". However, the other learners that weren't immersed in the L2 community, obtained poorer results as they had less chances of developing an appropriate requesting behavior in the FL context, their only contact with the target language being the hours spent in class.

7. Learner-centered focus

Celce-Murcia (2007) reminds Ts of the importance of bearing the STs welfare in mind. This ST-centered focus will imply making the classes more dynamic and helping STs interact with other STs and peers in pairs or in groups. By videotaping our Sts performances we are giving them the chance to recap and analyse their own intervention in guided sessions in which each ST can also asses the nature and pace of their own progress. Feedback from the teacher and peers will open the possibilities for ST's awareness in ILP. Another way of enhancing pragmatic learning is though backchanneling. Materials must also be learner-centered and the class must also be adapted to satisfy and fulfill the learners' communicative and pragmatic needs.

PART II
THE STUDY:
PAEDAGOGICAL PROPOSAL

II. THE STUDY: PAEDAGOGICAL PROPOSAL

The idea for this project originated from basic observation in EFL classes, where most of the students tend to translate directly from their L1 into the target language when faced with the challenge of implementing specific speech acts. When faced with the question, "Are Speech Acts easy enough to replicate?" we are also implying that the human brain might have established some parameters for humans to reach and retrieve information from once faced with a determined Speech Act. Therefore, in that case, it would be appropriate to assume that the choices for the implementation and production of speech acts we make are somehow predetermined, depending on the type of Speech Act, and that they are identical and/or share most of its traits regardless of the diatopic variation of the language, the geographical origin of the speaker within a territorial domain of a given language, in this case the anglosaxon world.

With this idea in mind, an American's choice of words for requesting repetition of information would have to be identical or very similar to the choice made by an Irishman, for instance. Consequently, "Is there a pattern of repetitions? Are there certain formulae which are more recurrent in oral language than others to express the same Speech Acts? What are the variations like? Is there an element of free personal choice in the portrayal of Speech Acts or, on the other hand, are there certain cultural constraints that have to be considered? Is there a one-to-one answer for any given speech act or, on the contrary, is there a fan-like-shape of possibilities that all speakers of a language are aware of, are familiar with and this makes the process of construction and deconstruction of a language richer, more interesting and far more creative? In that case, how can we teach all those possible variations to non-native learners of a target language? Is exposure to that Pragmatic input enough? What is the recommended amount of exposure? By what means is that exposure carried out in the classroom and implemented? Is Pragmatic awareness compromised by English Proficiency? Is Pragmatic awareness compromised by age and maturity? Is Pragmatic awareness compromised by attitude towards the target language? Is Pragmatic awareness compromised by exposure to pragmatics through induction sessions? Is Pragmatic awareness compromised by the STS motivation and interest? These are just a few of the questions that need to be assessed in further studies.

There's definitely no shortage of questions that need to be addressed with a sense of immediacy, and which will drive our efforts as teachers to make our STS more aware of Speech Act production and hopefully more proficient in their delivery and decoding.

Therefore, in order to look for these common traits all English speakers should share regarding the production of Speech Acts, some candidates from different English-speaking countries were contacted and provided with extensive questionnaires that tried to show speakers' preferences and choice of mental structures and vocabulary and /or expressions to some given speech acts. This was carried out before and after the Christmas holidays and all the questionnaires were handed back by the end of March 2014. Respondants had to answer what they would say in those situations, and then those answers would serve as guides to teach our STS the most common or recurrent structures in English to express showing gratitude (SG) and requesting repetition of information (RRI).

These respondents filled in the questionnaires "Working with Speech Acts", and they came from:

-British:	11
-Irish:	29
-American:	3
-Dutch*:	1
-Hungarian*:	1
-Spanish*:	10
Total:	55

NOTE: * Though originally not English speakers, these respondents are EFL teachers, or they either have a degree in Modern Languages: English, or hold a C2 certificate.

Once we had studied all the possible answers native speakers of English provided, it was time to schedule the different days to deliver the pre and post-questionnaires and also set the date/s for the Pragmatic induction with the STS. The following calendar shows when the questionnaires were handed in and show that enough time in the time sequence was granted/allocated between the pre-questionnaire and the post-questionnaire for input to become acquisition in the most naturalistic way as possible.

<i>Year Group</i>	<i>Date of Pre-questionnaire</i>	<i>Date of input</i>	<i>Date of post-questionnaire</i>	<i>Number STS</i>
2nd ESO 01	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	21
2nd ESO 02	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	21
2nd ESO 03	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	15
2nd ESO 04	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	11
2nd ESO 05	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	11
3rd ESO 01	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	16
3rd ESO 02	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	21
3rd ESO 03	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	15
3rd ESO 04	24 th -28 th March, 2014	27 th April- 2 nd May, 2014	2 nd -6 th June 2014	14
2nd Bach 04	24 th -28 th March, 2014	27 th April- 2 nd may, 2014	26 th may, 2014	9

Table 2. Calendar

1. Profile of the students and the area

IES Broch i Llop opened in 2004. It is a dynamic, interdisciplinary and multicultural centre. It is also a centre that promotes multilingualism and the use of new technologies. The school encourages the learning and practice of languages through several exchange programmes with European countries and the USA. It also promotes the acquisition of respect towards other languages and cultures different to ours. As for the studies of Bachiller, we offer Ciències de la Naturalesa i de la Salut, Humanitats i Ciències Socials and Arts. This last one is the gateway to activities such as exhibitions, art workshops, scenic arts, music analysis, etc. The school works hand in hand with Vila-real's Town Hall in campaigns dealing with issues such as domestic violence, bullying, road safety and health. The school also works on projects to support children with specific needs (PAE, PDC i PQPI), hiring programme (programa-contracte), projects about eating disorders (DITCA), bullying (PREVI), projects dealing with personal values (awarded the prize Valors de San Viator), project of European schools network promoting healthy habits (SHE), solidarity network centre (centre de xarxes solidàries, FUNDAR), recycling campaign at the school (campanya Recicla l'escola).

The current research study was carried out at the IES Broch i Llop in Vila-real (Castellón). STS from different backgrounds participated in this study. One of the features of the school is the multi-culturalism amongst students. The most common nationalities in the centre are Spanish, Romanian, Moroccan, Ecuadorian, Bolivian, Chinese and Ukrainian.

Regarding the profile of the students who partook in the study, it needs to be said that the study concentrates on 2nd and 3rd of ESO, the first and second block in Secondary Education under the Spanish education system and that there was some rejection on behalf of some of the students to answer the questionnaire. In general, this rejection was due to low levels of motivation and interest amongst many of the STS and to the fact that it was a topic that was not going to be tested nor part of their current curriculum. All this negativity showed up in their answers or lack of them, in their inappropriate answers (full of rude, sexist and chauvinistic connotations) and their lack of interest in writing proper English. They also didn't seem to want to pay much attention to their spelling and many mistakes can be found in their English answers, as well as in their Spanish and Catalan ones. It's also important to note that this school has a high percentage of STS who fail English and that was also a deterrent for them not to want to participate in the answering of the questionnaires nor in the induction sessions.

On the other hand, a group of 2nd of Bachiller 04 also participated in the research and did it willingly and showed a lot of interest in learning about Pragmatics, once they knew what it was and the advantages that being pragmatic aware could provide.

2. The Questionnaires

The assesment was carried out by means of two questionnaires: the Pre-Questionnaire and the Post-Questionnaire. The word test in the original Pre-Test was changed for questionnaire to ease off any pressure our students could have when handed the questionnaires, and also to promote the completion of the same.

Every Pre-Questionnaire contains two clearly divided parts. Before proceeding with the 1st part, the ST is required to fill in the personal information section (sex, age, year group, years

studying English and nationality). After completing this section, STS read the caption box that follows and that contains the instructions to complete the questionnaire. These instructions appear in English first, and then in Catalan. STS can complete the questionnaire either in English, Spanish or Catalan, except for question 14 in the 2nd part. This possibility of answering the questionnaire in three different languages gives freedom to the ST to answer the questionnaire in the language that they feel most comfortable with, and places more emphasis on the answer, the message, than on the form. "Do not worry about mistakes" can be read in the introductory box. Even though spelling mistakes are not encouraged, we did not want the STS to react negatively or feel more anxious before the task of filling in the questionnaire.

"Part I. Information about you" consists of a compilation of 25 close and open-ended questions which try to assess the ST's attitude and degree of motivation towards the foreign language. STS would have to answer some of the questions by ticking the appropriate box (Yes/No/I don't know) and also by expanding their answers in the space provided below the question. All these questions deal with specific issues such as the amount of time devoted to studying English, whether or not the ST has had the chance to travel to English-speaking countries or would love to, the importance of learning/having English nowadays, work prospects, etc.

The second part, "Information about Pragmatics" contains 14 questions, most of them closed questions (Yes/No/I don't know) and 6 of them (1, 2, 9, 10, 13,14) can contain the "Yes/No/I don't know" option but demand further clarification from the students.

Regarding question 14, it is a long and time consuming one which is divided into 8 situations. The student is requested to answer what he/she would say if present in that situation. In order to ascertain the level of language transfer from the ST's L1 to the TL, every situation has to be answered in English first, and then in one of official languages in Spain, either in Spanish or Catalan. The 8 situations have the following titles:

1. Class Notes.
2. Shopping Help.
3. Makeup Test.
4. Nice apartment.
5. The Foreigner.
6. The Teacher.
7. The Pub.
8. The Job Interview.

These eight situations represent variations on the two chosen Speech Acts: **Showing Gratitude (SG)** and **Requesting Repetition of Information (RRI)**. The first four situations are related to Showing Gratitude and the four last ones to Requesting Repetition of Information. All eight situations are designed to make the ST think of their choice of words as the speech act is the same but the intervening factors vary, such as the context, the age of the interlocutor, the location, etc.

This Pre-Questionnaire is five pages long.

The Post-Questionnaire is three pages long and contains the same personal information at the top of page 1 and the box with instructions for STS to follow independently in both English and Catalan.

This time there is only one part "Information about Pragmatics" containing the very same fourteen questions that feature in the Pre-Questionnaire, but this time there are two extra questions at the end (15 & 16) which are devised for the STs to think and recognize the two Speech Acts that appear on the eight situations in exercise 14, and to provide further original examples to illustrate the two previous speech acts (SG & RRI).

3. Materials

In order to implement Pragmatics in the classroom and as to fulfil the main objective of this project, that is to say, to introduce Pragmatics to secondary school STS for the first time, to check their reactions to it and enhance some sort of awareness, some interesting material was selected under the proviso that they had to be authentic, meaningful, entertaining, based on the use of new technologies "to diversify the teacher's instruction" (Ishihara, 2010), interesting, motivating, full of facts and to encourage serious thinking. That way, the YouTube video *Pragmatics of "Hello"* was chosen and then, some videos were devised and shot to illustrate two very distinct Speech Acts: showing gratitude and requesting repetition of information.

3.1. The YouTube video:

Figure 2. The Pragmatics of hello



This video *Pragmatics of "Hello"* that can be easily found in YouTube, shows -through different sketches- the different meanings that a simple word such as hello can adopt, always being associated to tone and context. The video portrays different situations where the word hello is used and then STS have to guess the meaning of that hello and what's the intention behind it. The description of the following situations will definitely shed some light as to what

to expect from the STS' interpretations of their meanings. The situations are as follows:

- ✓ **Situation 1:** Girl relaxedly reading a comic book sitting in the sofa of the living room. She is alone when suddenly someone invades her privacy by coming to the living room while holding a loud conversation over the phone without noticing the intrusion. The first girl says, "Hello", and the phone-girl realizes her mistake and apologizes at the same time as she leaves the room.
- ✓ **Situation 2:** Girl in front of the mirror putting some lipstick on. When she finishes the operation, she talks to herself in the mirror by saying, "hello", and her free hand is drawn

forward in a claw-shape. The movement is accompanied by her facial expression as if she were a tiger attacking its prey and showing her teeth.

- ✓ **Situation 3:** Early morning in the kitchen, one girl (A) in her dressing gown leaves the bottle of milk in the pantry with the cereals by mistake, and the other girl (B) says “hello” to her pointing at the unrefrigerated bottle of milk in the pantry whose door had been left ajar. When the girl realizes her mistake, she goes to the pantry and picks up the milk to put it back in the fridge.
- ✓ **Situation 4:** At home, in the living room, the girl is telling a man an anecdote about a squirrel while he is brushing his teeth with an electric toothbrush. The girl is expecting some reaction or comment from the man which does not happen. So she says, “Hello! Are you listening?” and then, the man answers her back
- ✓ **Situation 5:** In this situation, two very different meanings of hello are shown. Girl A and B are in the living-room. Girl B is reading a comic book in the armchair and girl A is lying on the sofa dozing. Suddenly, the phone starts ringing and girl B asks girl A to pick up the phone which is nearer to her and which is resting on the coffee table. “Hello! Will you get that?”. Girl A picks up two different phones – one after another- , says “hello” to each of the phones after picking up the handsets, and starts her conversation with the second “Hello” with her interlocutor. Finally, she calls her mum to come to the telephone.
- ✓ **Situation 6:** In the kitchen, the girl is preparing some food and a man (possibly the dad) calls her attention, tries to distract her by pointing at a squirrel they can see from the kitchen window. He tries to sneak a spoonful of the food she’s preparing without her noticing. But, unfortunately, she catches him red-handed, slaps him on the hand that is holding the spoon and says, “Hello!” The man giggles as a reaction.
- ✓ **Situation 7:** Girl standing in the street. Suddenly, an attractive man passes by and when he is out of her range she says, “Hello!” and makes a face showing that she fancies him.
- ✓ **Situation 8:** A boy is texting with his mobile phone, sitting in an armchair at home and he is complaining about the whereabouts of his glasses. The girl walks in, she sees that he is wearing them on his head and while saying hello to him, she points out the glasses on his head for him to realize. He does, puts them back on and continues texting. The girl leaves the room.
- ✓ **Situation 9:** Girl A is leaning against a table while distractedly eating a stringy crabstick with her back facing the rest of the room. Suddenly, girl B sneaks in unnoticed and slaps her on the bottom. Girl A turns around and says “hello” showing surprise.
- ✓ **Situation 10:** Two girls sitting in the living room. One (A) is in an armchair, the other one (B) is on a sofa with a dog. Girl A stands up and tells girl B she’s coming back in a sec. In the meantime, while girl A is gone, a boy comes in and slouches in the free armchair. When girl A comes back, she sees the boy in her place. She cannot believe her eyes and opens both arms holding both hands up (preacher position like) and says hello to both of them, to girl B and the boy.

- ✓ **Situation 11:** A girl opens the door of a hut by a lake and sticks her face in and without passing over the threshold says "hello".
- ✓ **Situation 12:** Two girls walking their dogs in the street. When they are approaching each other girl A waves hello to the other one (B) as they walk by.
- ✓ **Situation 13:** A girl is sitting holding a scrumptious burger in her hands. Before taking the first bite, she looks at it with lust and says hello.

<https://www.youtube.com/watch?v=5aeCxWyNAQQ> and is 3:09 minutes long.

3.2. Videos for showing gratitude and requesting repetition of information

In order to present the Speech Acts of showing gratitude and requesting repetition of information, the following clips were shot trying to portray realistic and authentic situations as best as possible, so that they would be meaningful to our students. There is a total of eight situations: five situations for requesting repetition of information and three for showing gratitude. All the scripts were original and the videos were purposely created for this study. (See Appendix for scripts)

1. Requesting repetition of information: The tourist. (0:23)

<https://www.youtube.com/watch?v=km2OLleWiiA>

In this video a Spanish man stops a foreigner in the street and asks him for directions. The foreigner does not understand him at first and asks for repetition of information. Once the information is understood, directions are given and they say their goodbyes.

2. Requesting repetition of information: The cases I. (0:19)

<https://www.youtube.com/watch?v=Iwn7IlmY9ZY>

An elderly Irish couple are relaxing before leaving for the airport and the husband asks the wife for her opinion on the weight allowance. The husband has to repeat the message as she was distracted and didn't hear it the first time.

3. Requesting repetition of information: The cases II (0:13)

<https://www.youtube.com/watch?v=LDHkOJLdCn4>

The same couple as in 3 continue talking about the suitcases and the husband seems to be having problems getting his message across to her, so he ends up repeating the message again after it being requested by his wife.

4. Requesting repetition of information: The salt. (0:09)

https://www.youtube.com/watch?v=scNO_T9hd9o

A Spanish couple are in the kitchen and the girl asks the boy to reach for the salt and to pass it to her. The boy does so and she expresses her gratitude and affection by saying, "Ta, love."

5. Requesting repetition of information: The results of the football. (0:10)

<https://www.youtube.com/watch?v=stq20MjccU>

Father and son talk about the football results on an internet webpage and the dad asks the son to repeat what he is after saying as he did not understand it.

6. Showing gratitude: The beer. (0:09)

<https://www.youtube.com/watch?v=pfGT90tQ2nQ>

Three friends are having a beer. One man asks a girl for a refill and thanks her in return.

7. Showing Gratitude: The weighing scales (0:11)

<https://www.youtube.com/watch?v=JbjrmR6m0Uc>

Mother packing her luggage asks her son for the weighing scales. When he produces them she thanks him in return.

8. Showing gratitude: The cup of tea (0:10)

<https://www.youtube.com/watch?v=0K02RoLZndo>

Son offers his dad a cup of tea and dad accepts. When the son finishes pouring the tea, the father thanks him.

3.3. Role-playing

Finally, in order to make STS put all the acquired information into practice, whether before or after watching the videos, I created some role-play cards. These cards could be handed to the STS for them to think of the situation and prepare a short dialogue which would give them the opportunity to use the Pragmatic knowledge acquired in the induction sessions. (See appendix for examples)

4. Introducing Pragmatics in the classroom. Induction.

In order to introduce Pragmatics to our STS, first, it was decided which groups of students would be going to partake in the study and which wouldn't. It was agreed on by the group of English teachers from the IES Broch i Llop's English Department that were helping with the project, that those groups whose teachers weren't available for the introduction of Pragmatics in their classes would be left out. Therefore, except for the control groups (2nd ESO 01 and 3rd ESO 03), all the other groups were induced in Pragmatic usage during two full class sessions, 50 minutes each.

The basic induction sessions had the same structure and used the same materials, so that all the STS would be exposed to the same input and for that input –hopefully– to become intake. Consequently, all the members of the staff that dealt with Pragmatics with their groups had the same training and were in permanent contact if difficulties arose.

The way Pragmatics was introduced to the STS was by the teacher writing a sentence on the blackboard borrowed from professor Jürgen Handke's video "Semantics and Pragmatics – Speech Acts, An Overview" (2012) available at <https://www.youtube.com/watch?v=rs6O77SkIOo>.

The sentences read, "Uff! It's very hot in here!" and STS were asked to reply to the sentence after the teacher had said it loud and clear. Different pupils had different goes at it and soon it was clear enough that, even though they perfectly understood the meaning of the sentence and could react to it, none of them were able to interpret the intended use by the speaker correctly, which was for any ST to open a window or a door and let some air in. The STS' reactions to the message were mostly to comply with it, to agree with it, but none suggested doing something else and that's when they were told they had failed as interlocutors, as the interaction, the communication had not been effective and the expected meaning had not reached its target.

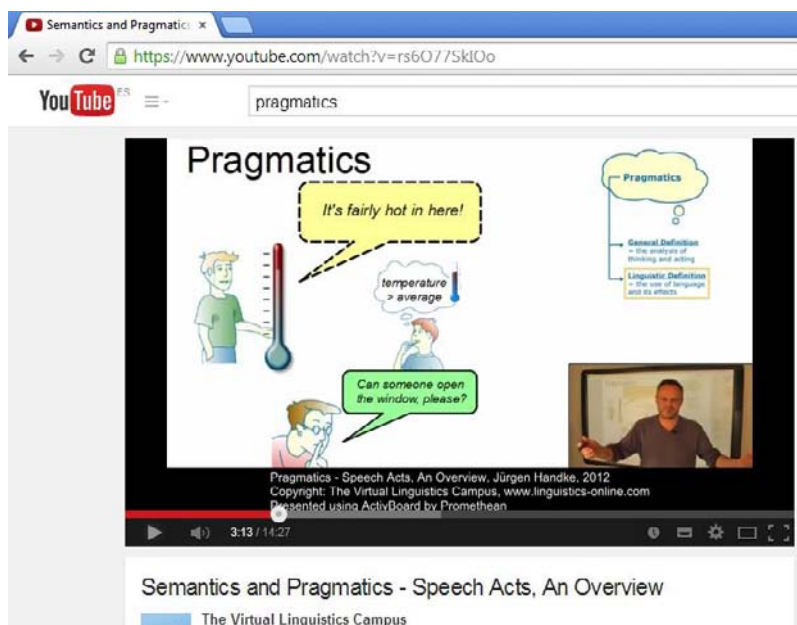


Figure 2. Pragmatic use examples

Hence, the definition for Pragmatics was supplied along with some examples, as well as a definition for Speech Acts and some more examples were provided and written on the blackboard for the STS to see and think about it.

After that, STS were asked whether they could list some of the meanings that a simple word like "hello" could have, and they listed the most common one, that is to say, a greeting. In order to supply them with more logical meanings of hello, we watched the video *Pragmatics of "Hello"* on Youtube, video that portrays different meanings directly connected with tone. (See section 3. Materials, part II for a full description of the video)

Once the projection was over, this time, we elicited from the STS the information regarding the different meanings of "hello", and their answers were, then, copied on the blackboard for everybody to see and to help/serve as a guide to provide more examples that hadn't been mentioned up till then. This exercise created a sense of euphoria among the STs as everybody enjoyed the video, understood the video and what it was about. Fortunately, for low levels of ESO it was the perfect material to illustrate this point as it contained very little talking, it was very visual and was clearly portrayed by amateur actors.

Then, it was time for Pragmatic practice. At this point, we introduced the two Speech Acts we intended to work with the STS: *Showing Gratitude and Requesting Repetition of Information*.

To do so, we used the activity purposely created ad hoc, "The Pragmatic Role-play". (See appendix)

The activity was explained to the pupils; they were also asked to work in pairs or groups of three maximum and then, they were handed out some of the situations printed on a strip of paper. They then had some time to read the situation and come up with a short dialogue to illustrate the Speech Act allocated. Once their preparation time was over, they role-played it in front of the class and their choice of words, structures, and other relevant info was scrutinised by their peers with the help of the teacher. This fun activity ran throughout two sessions as it was very important for the Post-Questionnaire results and they seemed to love it.

Alternatively, some selected groups (2nd Bachiller 04, 3rd ESO 02, 3rd ESO 04, 2nd ESO 04, 2nd ESO 05) were given a photocopy with a version of a newspaper article, *Britons abandon 'thank you' in favour of 'cheers,'* (Option A or Option B) depending on their level of English. Option A is an unabridged version of the article and Option B is a simpler version aimed at lower levels of ESO. Both texts had some activities and exercises for the STS to reflect on and to extract some conclusions. (See annex for more information). Option A included questions that mimicked the structure of a PAU exam in the Valencian Community, as it was intended for 2nd Bachiller STS. These exercises included reading comprehension questions, vocabulary and synonyms, multiple choice exercises and a piece of writing. Option B included simpler reading comprehension exercises, a True or False? exercise, a vocabulary exercise and a Reflection Time exercise (What have you learned today?).

The text was read aloud in class by the STS taking turns and all the problems with vocabulary were sorted out. Once they felt they had a good grasp of the meaning of the text, STs showed different reactions to it, from amazement and surprise to skepticism. Unfortunately, as there was no physical time to conclude the task in class during session 1, they were asked to finish it at home and told it would be corrected in class the following day.

Session two started with the correction of the exercises from the text for the selected groups and with the resuming of the role-play for the rest of the other groups. The acting out of the situations generated some positive feelings among the groups and also served as a reminder of the Speech Acts we were introducing and as an oral exercise to practice their mostly needed oral skills. To follow up, the STs were shown some videos (depending on the time left and whether it was one of the selected groups to do the reading exercise), purposely created for this study with the disinterested help of family and friends. The videos include situations where tourists or visitors ask someone for directions, where the speaker asks the interlocutor to pass something to him/her he/she couldn't reach, expressing concern about something, etc. These snippets of reality illustrate some of the options native speakers of English prefer in order to express SG and RRI. Then, we initiated a sort of debate trying to analyse and compare their peers' performances in the role-plays and the performances of the people in the videos in Youtube. Some interesting conclusions were drawn connected with the choice of structures and grammar, as well as the intervening factors (age, gender, social distance, social status, level of studies, etc.) that can affect the speaker's choice of words in an utterance in a given situation, in a specific Speech Act. (See appendix for the script of the videos)

Next follows the testimonies of two of the work-colleagues who helped introduce Pragmatics at low levels of secondary education at IES Broch i Llop, in Vila-real (Castellón):

"First we reminded students of 2nd ESO 01 of the previous test about pragmatics, which they did before being given any type of input, and asked them whether they knew what pragmatics was. As students couldn't get an answer, we wrote a simple definition on the blackboard and tried to explain it with examples. Students thought of different situations to illustrate what they understood by pragmatics. We also spoke about speech acts, and made students work on the functions of language, giving more examples.

After these two issues were clear for them, we displayed a video on the screen dealing with the different meanings of the word "hello". Students had to think of the meanings of this word they already knew before watching the video, and then they had to pay attention and get as many meanings as possible. We wrote the different meanings on the board, and the pupils were quite surprised although they were quite fast in getting the different meanings.

Finally, we role-played some typical situations in order to find out what students would say in a specific context. Then we showed a video of the same situation, this time involving native speakers, and we compared whether the results were similar or not. Students role-played the situations in pairs, and each of them was given a piece of paper describing the situation and his/her specific role and intention. The results obviously showed that students used different words or expressions than the native speakers, however, they were able to express what they were required to". (A. G., English teacher and translator)

"I have worked with a group of 2nd ESO 04 real situations recorded on video to illustrate with examples the topic of Pragmatics. We have worked on it during a 50-minute session. Taking advantage of the good technological equipment we have in the centre, I have used the class computer, the Internet connection and the smart board for this lesson. The students have watched different videos in which real situations have been put into practice. First, the students have seen a video each time, then we have read the script to ensure that they could get all the expressions used, and afterwards, I have highlighted the phrases (questions and responses) related to the specific case of Pragmatics that the students were analyzing. We have practiced how to ask for repetition in a polite way, how to ask for someone's opinion, how to show agreement or disagreement or how to show gratitude (each case in a different video). The students repeated the structures underlined by the teacher and finally the students, in pairs, have recreated the situations seen by using the structures listed before in short dialogues. This way, students could realize how important context and situation are. The group commented on how the intonation, the kind of language and the situation required one type of expression or the other.

It is necessary to mention that the videos had been shot by ordinary people, not professional actors, and in quotidian places, so the students soon got familiarized with them.

It was quite entertaining for them to role-play the conversations, as well as to use the adequate pronunciation and intonation. I think students were aware of what Pragmatics means".

(A. E., English teacher)

Finally, during the month of June some STS from 2nd of ESO groups pushed the experience further and created and designed some short sketches where they used the two Speech Acts that were intended for them to acquire. Some of the STs formed pairs and groups of three and created some pieces entirely on their own and with the help of other classmates and a dictionary. Their interventions were recorded on video and shown to other groups as well. This experience boosted their confidence, they felt more relaxed using their English and it lead to excellent

results. These results are amazing as they show that the STS who gained Pragmatic knowledge through the sessions can adapt their choice of words depending on the situation and are more pragmatic aware than before.

5. The Results

Before processing the data, only those answers of STS that completed both the pre and post-questionnaires were taken into consideration for this study. That's the reason behind many of the members of all groups not participating in the experience. The numbers of participants are reflected in part **II. The Study: Paedagogical proposal.**

The following data has been processed after both Pre and Post-Questionnaires had been submitted. For a proper interpretation of the data and for practical reasons, A stands for Pre-Questionnaire and B for Post-Questionnaire. St refers to the class list, to the position of the student in the class list attached to the sets of questionnaires for easier identification of the respondents.

Also the informative charts contain information about the positive answers all the STS provided in questions 1 to 13 in the pragmatic section of the questionnaire.

2nd ESO 01:

ST	1	2	3	4	5	7	8	9	11	12	13	14	15	16	17	18	19	21	22	23	24
A	8	5	4	5	5	9	8	6	7	4	7	8	6	9	7	9	9	3	3	2	7
B	9	8	7	6	7	10	5	7	9	5	7	9	3	7	9	10	5	6	4	7	7
	1	3	3	1	2	1	-3	1	2	1	0	1	-3	-2	2	1	-4	3	1	5	0

Table 3. Positive answers Q1-13 in the Pragmatic section by 201

21 STS from the group took part in this study. The positive answers in both Pre and Post-Questionnaires show that there has definitely been an improvement. In the Pre-Questionnaire we find that out of the 11 Yes/No/I don't know questions there were 131 yes options (56.71%) and 147 positive answers (63.63%) in the Post-test. If all the STS (21) had ticked yes in the 11 questions, that would be a total of 231 (100%).

Even though there has been an improvement of 6.92% between the results from both tests, these results also highlight different things. The expected tendency would be to get more knowledge after the induction sessions but unfortunately,

- No difference can be appreciated in 2 subjects (13, 24) as the amount of positive information remains the same in both (9.52%).
- Very little knowledge was gained in 8 individuals (1, 4, 7, 9, 12, 14, 18, 22), that is 38.09% of the total, generally differing just one point in the difference between tests.
- 3 individuals (5, 11, 17) got a difference of 2 points between both tests, that is 14.28%.

- With 3 points in the difference between the Pre and the Post we have 3 subjects (2, 3, 21) which amounts to 14.28% of the total.
- Only 1 ST (23) shows an astounding difference of 5 points between tests (4.76%).
As for subject 23, answers in both tests reveals that it's a motivated candidate with a good level of English, who always participates in class and shows a genuine interest in learning.
- Unfortunately, 4 individuals (8, 15, 16, 19) show a negative decrease or loss of positive input between the tests of 3-4 points in the difference (19.04%). Surprisingly, if we take a look at the answers given by these four individuals to question 14, we can observe a pattern from students with a low level of proficiency in English, not motivated and with negative attitudes towards the foreign language, and we can infer that the results do not correspond to a loss of input, but rather to answering the questions at random and without paying any attention to what they were being asked in both tests as these were compulsory.

Regarding Q1, 13 STS (1, 2, 3, 4, 5, 7, 11, 13, 14, 16, 17, 18, 23) felt they knew they had a good idea about what Pragmatics is and provided explanations that turned out to be quite close to the original one (61.90%). ST 21 marked *I don't know* in the Post-test and provided an explanation for Pragmatics which was completely wrong.

Regarding Q2, 3 STS (4, 21, 23) felt they knew what it was about and also provided some explanations for Speech Acts, but they were wrong. This amounts for 14.28% of the total.

Regarding Q13, 10 STS (1, 3, 4, 5, 8, 11, 17, 18, 22, 23) show some progress (47.61%)

Regarding Q14, no input acquisition is shown in the answers of the 21 STS. They continue expressing SG and RRI the easiest way possible (please, thank you, can you...?).

2nd ESO 02:

ST	1	2	3	4	5	6	7	9	10	11	12	14	15	16	17	18	19	20	21	22	23
A	4	4	6	9	3	6	5	3	4	10	0	5	8	5	6	6	8	0	8	4	2
B	6	6	6	7	4	7	7	5	4	10	0	9	7	7	7	8	8	3	7	5	3
	2	2	2	-2	1	1	2	2	0	0	0	4	-1	2	1	2	0	3	-1	1	1

Table 4. Positive answers Q1-13 in the Pragmatic section by 202

This group is composed of 21 STS. This is the control group and supposedly with STS with high abilities.

Looking at Q1-13 in the Pragmatic section in both questionnaires, in terms of gain or loss of Pragmatic knowledge/input, this is the interpretation of the results:

- 4 STS (10, 11, 12, 19) show no gain or no loss of input > (19.04%)
- Apparent loss of input: 3 STS (4, 15, 21) > (14.28%)
There is an average loss of 1 or 2 points in comparison between tests.

- Gain of input by 1 pt.: 5 STS (5, 6, 17, 22, 23) > (23.80%)
- Gain of input by 2 pts.: 7 STS (1, 2, 3, 7, 9, 16, 18) > (33.33%)
- Gain of input by 3 pts.: 1 ST (20) > (4.76%)
- Gain of input by 4 pts.: 1 ST (14) > (4.76%)

Therefore, we can say then, that 14 STS (66.66%) showed some gain some in Pragmatic use.

If we look closely at Q1, Q2, Q13 & Q14, some important conclusions can be obtained from: Regarding Q1, Only 1 ST (11) in the Post-Questionnaire and with no induction, feel he/she knows what Pragmatics is and can provide some sort of explanation, though incorrect. This is 4.76% of the total group.

Regarding Q2, 7 STS (3, 6, 7, 9, 10, 14, 18) feel they know what a Speech Act is, but 6 STS could provide some sort of explanation which was by far accurate. This amounts to a total of 33.33%.

Q13 with the meanings of "hello" shows that 6 STS (4, 6, 9, 10, 11, 21) showed acquisition of input or progress by being able to provide two or more examples of its meanings in the Post-Questionnaire, despite of the fact that they weren't shown the video of *Pragmatics of "Hello"*. Therefore, a 28.57% of the total progressed despite not having been exposed to any input. The rest of the group, 15 STS failed to answer the question and they either left it blank or didn't seem to provide the right explanation. This amounts to 71.42% of the total and it was expected from the control group.

As for Q14, although the answers to the eight situations seem correct within some parameters, however, they failed to show gain of Pragmatic input in questions 1-13. All the STs were able to express gratitude (*thanks* and *thank you*) or request repetition with (*Can you repeat please?*), but –as expected– no new use was incorporated into their knowledge. No ST presented a negative attitude in the papers as the questionnaires were overseen by the school principal and they are very motivated towards the TL. No inappropriate language and expression can be traced in the questionnaires, but some spelling mistakes both in English and in Spanish or Catalan are present, however.

2nd ESO 03:

ST	1	2	3	9	10	11	12	14	15	17	18	20	21	22	23
A	6	3	6	5	8	0	9	6	7	7	6	3	2	3	5
B	7	6	9	5	6	5	5	9	10	8	6	10	7	3	8
	1	3	3	0	-2	5	-4	3	3	1	0	7	5	0	3

Table 3. Positive answers Q1-13 in the Pragmatic section by 203

15 STS took part in this study. In connection with Q1-13:

- 3 STS (9, 18, 22) didn't gain nor lose any knowledge: (20%)
- Only 2 STS have lost information (10, 12) and if we were to take a close look at their answers to questions on the 2 speech acts (SG & RRI) we would see that they are not

taking the questionnaires seriously and it is not a question of proficiency in the foreign language. There was no gain in Q14 as the STS use the same structures and expressions over and over again (Thank you, can you repeat please?). One possible explanation for this is peer pressure, they shared the information while answering the questionnaire and most of the answers are very similar, and some of the STS did not take the questionnaire seriously.

- 2 STS (1, 17) gained 1 pt.: (13.33%)
- 5 STS (2, 3, 14, 15, 25) gained 3 pts.: (33.33%)
- 2 STS (11, 21) gained 5 pts.: (13.33%)
- 1 ST (20) gained 7 pts.: (6.66%)

That is to say, 10 STS (66.66%) gained some pragmatic knowledge after all.

Regarding Q1, 4 STS (14, 17, 20, 23) gave explanations of the meaning of Pragmatics and 3 of them have a fairly good idea of what it is. (26.66%)

Regarding Q2, 5 STS (3, 4, 15, 21, 22) felt they knew the answer but only subject 14 has gained the knowledge.

Regarding Q13, 5 STS (14, 15, 17, 20, 23) gained Pragmatic knowledge on the meanings of hello (33.33%).

Regarding Q14, subjects 14, 15, 17, 22 and 23 incorporated some new Pragmatic uses as Ta, Cheers, lovely, thanx, thank you, thanks, sorry?, etc. (33.33%)

2nd ESO 04:

ST	13	17	18	19	20	21	22	23	24	25	26
A	3	9	6	7	0	3	5	7	7	6	4
B	9	4	7	7	2	6	8	5	5	5	4
	6	-5	1	0	2	3	3	-2	-2	-1	0

Table 6. Positive answers Q1-13 in the Pragmatic section by 204

There are 11 STS in this group who participated in the study. Looking at Q1-13 in the Pragmatic section in both questionnaires, in terms of gain or loss of Pragmatic knowledge/input, this is the interpretation of the results:

- 2 STS (19, 26) show no gain or no loss of input > (18.18%)
- Apparent loss of input: 5 STS (13, 17, 23, 24, 25) > (45.45%)
There is an average loss of 1, 2 and 5 points in comparison between both tests.
- Gain of input by 1 pt.: 1 ST (18) > (9.09%)
- Gain of input by 2 pts.: 1 ST (20) > (9.09%)
- Gain of input by 3 pts.: 2 STS (21, 22) > (18.18%)

We can say then, that 4 STS (36.36%) gained some insight into Pragmatic use.

If we look closely at Q1, Q2, Q13 & Q14, some important conclusions can be obtained: Regarding Q1, 5 STS (13, 18, 21, 22, 23) feel they know what Pragmatics is and can provide some sort of explanation in the Post-Questionnaire and after being exposed to input. 4 out of 5 provided an explanation, but only 3 respondents could explain the concept of Pragmatics fairly well. This is 45.45% of the total group.

Regarding Q2, only 1 person (22) felt he/she knew what Speech Acts were. The answer couldn't be accepted as it was very incomplete and wrong (9.09%). In addition, ST (24) said yes in the Pre-test and said *idk* in the post-test. This ST couldn't express the concept clearly, so it cannot be accounted as gaining input either.

Regarding Q13, about the meanings of hello, only 2 people (13, 23) could provide two examples or more of the meanings of hello (18.18%). The rest of the class (17, 18, 19, 20, 21, 22, 24, 25, 26) failed to provide enough examples as to appreciate some improvement, (81.81%). This is due to the low level of English of the STS and the little interest they had in paying attention and answering the questionnaires.

Regarding Q14, no apparent progress can be appreciated. Due to the characteristics of the group and their reluctance when answering the items, there is inadequacy of language use (subject 20: okay, your fucking.; subject 19. Are you like salami? In Spanish plis) and a lot of spelling and grammar mistakes, both in English and Spanish/Catalan.

2nd ESO 05:

ST	2	3	5	6	8	9	12	14	15	18	21
A	5	8	7	7	7	2	3	4	8	6	3
B	9	7	8	1	6	8	6	3	7	8	8
	4	-1	1	-6	-1	6	3	-1	-1	2	5

Table 7. Positive answers Q1-13 in the Pragmatic section by 205

With 11 STS in this group that took part in the study, the data extracted from the questionnaires reveals the following:

- Loss of input: 5 STS (3, 6, 8, 14, 15) > (45,45%).
It shows the STS showed no interest in responding to the questionnaires or in the induction sessions on Pragmatics.
- Gain of input by 1 pt.: 1 ST (5) > (9.09%)
- Gain of input by 2 pts.: 1 ST (18)> (9.09%)
- Gain of input by 3 pts.: 1 ST (12)> (9.09%)
- Gain of input by 4 pts.: 1 ST (2) > (9.09%)
- Gain of input by 5 pts.: 1 ST (21)> (9.09%)
- Gain of input by 6 pts.: 1 ST (9) > (9.09%)

That is 6 STS (54.54%) showed some gain of knowledge.

Regarding Q1, 3 STS (2, 3, 8), a 27.27% of the total, feels they know what Pragmatics is but provided no explanation about it.

Regarding Q2, 4 STS (5, 6, 8, 15) a 36.36% of the class ticked positively knowing what Speech Acts were but provided no evidence either. However, 1 ST (3) ticked the yes box in the pre-test and ticked *I don't know* in the Post-test for no apparent reason.

Q13 determines clearly if Pragmatic knowledge has been gained. Therefore, 6 STS (3, 6, 8, 9, 14, 21) show they can give examples of the meanings of hello in the Post-questionnaire after having watched the YouTube video. That's a 54.54% of the total.

Regarding Q14, 2 STS showed some improvement (18.18%). Subject 9 shows some gain of pragmatic knowledge as he/she answer to the situations with a variety of formulae unknown in others. These answers include *Ta/Thanks/Sorry?/What?/Can you repit plis?** (*transcribed literally from the original). Also subject 14 replied with *Ta/Thanks/Sorry?/Could you repeat?/Can you repeat, please?* The rest of the STS don't show any progress and seem to show very little interest or respect towards the study in their answers. Some of the respondents even left their answers blank.

3rd ESO 01:

ST	1	2	3	4	6	8	9	10	11	13	14	15	16	17	19	20
A	10	5	9	2	8	5	4	5	9	6	3	1	7	3	9	5
B	8	7	8	4	6	8	4	6	10	5	4	6	6	8	9	7
	-2	2	-1	2	-2	3	0	1	1	-1	1	5	-2	5	0	2

Table 8. Positive answers Q1-13 in the Pragmatic section by 301

16 STS from this group took part in the study. This group was diagnosed with high abilities and their level of proficiency in English was meant to be higher than the average in the school. So high hopes were placed upon the results of this group from the very beginning.

Looking at Q1-13 in the Pragmatic section in both questionnaires, in terms of gain or loss of Pragmatic knowledge/input, this is the interpretation of the results:

- 2 STS (9, 19) show no gain or no loss of input > (12.5%)
- Apparent loss of input: 5 STS (1, 3, 6, 13, 16) > (31.25%)
There is an average loss of ½ points in comparison between both tests.
- Gain of input by 1 pt.: 3 STS (10, 11, 14) > (18.75%)
- Gain of input by 3 pts.: 1 ST (8) > (6.25%)
- Gain of input by 5 pts.: 2 STS (15,17) > (12.5%)

We can say then, that 9 STS (56.25%) gained some insight into Pragmatic use.

If we look closely at Q1, Q2, Q13 & Q14, some important conclusions can be obtained : Regarding Q1, 5 STS (1, 4, 10, 11, 14) in the Post-Questionnaire and after the induction sessions, feel they know what Pragmatics is and can provide some sort of explanation, though in most of the cases it is incorrect. This is 31.25% of the total group.

Regarding Q2, 7 STS (1, 6, 11, 13, 15, 16, 17) feel they know what a Speech Act is, but only 15, 17 could provide some sort of explanation, though incorrect. This amounts to a total of 43.75%. Two STS (3, 20) marked the yes box in the pre-test and then no in the post-test.

Regarding Q13, the meanings of "hello", we find that 15 STs (1, 2, 3, 4, 6, 8, 9, 10, 11, 13, 14, 15, 16, 17, 19) showed acquisition of input by being able to provide two or more examples of its meanings in the Post-Questionnaire, that is to say, a 93.75% of the total. Therefore, only 1 ST (20) showed no gain of knowledge because he/she wasn't interested in answering the questionnaire, didn't provide enough evidence or simply left it blank. This amounts to 6.25% of the total.

As for Q14, although the answers to the eight situations seem correct within some parameters, sadly, they failed to show gain of Pragmatic input in questions 1-13. That is to say, all the STS were able to express gratitude the traditional way by using *thanks* and *thank you*, or request repetition with *Can you repeat please?*, but no new use was incorporated into their knowledge.. However, subjects 6, 8, 11 provided an alternative and adapted their utterances to the context of asking a teacher or a job officer/interviewer at an interview by saying *Could you repeat (that) please?*, and also by using *pardon* instead of the most common and widespread use of *sorry* among the rest of the STs in the group. Few STs presented a negative attitude in the papers as they are very motivated towards the TL, but some inappropriate language and expression can be found (ex. Subject 8 in situation 1: Thanks. You are my hero! *hugs and fluffy puffy cutie stuff*; situation 5. No hablo ingles/Wakarimasen gomennasai; subject 18 to situation 3: Bad boys bad boys what you gonna do?, etc) , together with some spelling mistakes both in English and in Spanish or Catalan.

3rd ESO 02:

ST	1	2	3	6	7	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24
A	1	1	5	8	6	9	8	5	8	7	8	7	3	8	2	9	6	4	4	4	7
B	2	6	7	8	10	9	9	7	6	2	10	8	7	9	4	11	8	9	8	5	8
	1	5	2	0	4	0	1	2	-2	-5	2	1	4	1	2	2	2	5	4	1	1

Table 9. Positive answers Q1-13 in the Pragmatic section by 302

21 STS from this group participated in this study. The data collected from both questionnaires reflect the characteristics of this very special group. We are dealing with a very mixed group that constantly interrupts the lessons with their comments and complaints, and that hosts five students diagnosed with special needs who require an adaptation of the English syllabus, according to the law. This characteristic shows up in the questionnaires, especially in Q.14 where the STS are requested to elaborate their answers to the 8 situations which exemplify the two Speech Acts: SG and RRI.

Looking at Q1-13 in the Pragmatic section in both questionnaires, in terms of gain or loss of Pragmatic knowledge/input, this is the interpretation of the results:

- 2 STS show no gain or no loss of input (6,9) > (9.52%)

- Apparent loss of input: 2 STS (12,13) with -2 and -5 > (9.52%)
- Gain of input by 1 pt.: 6 STS (1, 10, 15, 17, 23, 24) > (28.57%)
- Gain of input by 2 pts.: 6 STS (3, 11, 14, 18, 19, 20) > (28.57%)
- Gain of input by 4 pts.: 3 STS (7, 16, 22) > (14.28%)
- Gain of input by 5pts.: 2 STS (2, 21) > (9.52%)

Therefore, 17 STS show some gaining of input (80.95%)

Looking closely at Q1, Q2, Q13 & Q14, some important conclusions can be drawn:

Regarding Q1, 11 STS (2, 7, 10, 13, 14, 15, 16, 17, 19, 21, 24) in the Post-Questionnaire and after the induction sessions, feel they know what Pragmatics is and can provide some sort of explanation, though in most cases is incorrect. This is 52.38% of the total group.

Regarding Q2, 13 STS (1, 2, 6, 7, 9, 10, 11, 12, 14, 16, 17, 19, 21) feel they know what a Speech Act is and can provide some sort of explanation, though incorrect in most cases. This amounts to a total of 61.90%.

Regarding Q13, that deals with the meanings of "hello", 13 STS (1, 2, 6, 9, 10, 12, 14, 15, 16, 17, 19, 21, 23) showed evidence they can provide two or more examples of its meanings, that is to say, a 61.90% of the total. However, 8 STS (3, 7, 11, 13, 18, 20, 22, 24) showed no gain of knowledge because they weren't interested in answering the questionnaire, didn't provide enough evidence or simply left it blank. This amounts to 38.09% of the total.

Regarding Q14, no student showed pragmatic gain of input regarding SG and RRI. Also an important number of STS seems to show no interest, nor respect when providing answers to the 8 established situations. This negative attitude is shown in the inappropriate language and expression used, in their numerous spelling mistakes both in English and in Spanish or Catalan. However, subject 5 fails to incorporate new input, but is capable of showing signs of respect in answers by also using formulae like "Could you repeat, please?", etc. in his/her answers.

3rd ESO 03:

ST	1	3	4	5	6	7	9	10	11	14	15	17	18	19	20
A	3	7	9	8	8	5	0	3	7	4	5	4	2	4	5
B	4	7	9	4	6	8	4	6	6	6	8	4	7	4	6
	1	0	0	-4	-2	3	4	3	-1	2	3	0	5	0	1

Table 10. Positive answers Q1-13 in the Pragmatic section by 303

15 STS participated this time. This is the second Control Group. So we expected no changes/differences between questionnaires. Looking into Q1-13 the results are as follows:

- 4 STS (3, 4, 17, 19) show no gain of input:> (26.66%)
- 3 STS (5, 6,11) show loss of input (-1, -2, -4): > (20%)
- 2 STS (1, 20) show gain of input by 1 pt.:> (13.33%)
- 1 ST (14) shows gain of input by 2 pts.:> (6.66%)
- 3 STS (7, 10, 15) show gain of input by 3 pts.:> (20%)

- 1 ST (9) shows gain of input by 4 pts.:> (6.66%)
- 1 ST (18) shows gain of input by 5 pts.:> (6.66%)

All in all, 8 people showed gain of input (53.33%), but this information cannot be trusted 100% as these STS received no input, no induction in Pragmatics at all as it was decided there would be another control group in 3rd of ESO. Where we can realistically observe whether input was gained or not is in Q14, and needless to say, there was no gain of pragmatic knowledge. The formulae and expressions studied with the other groups seem to be missing in this group's results. Another telltale sign is Q13, and as the STS were shown no video of the meaning of hello, therefore, they were unable to provide examples of the different meanings.

Regarding Q1, no STS showed they knew what Pragmatics was. 1 ST (10) said she knew in the pre-test but also marked no in the post-test. The answer was not acceptable in the first case.

Regarding Q2, 4 STS (1, 4, 5,11) felt they knew what Speech Acts were and produced some explanations none of which were appropriate. ST 17 said yes in the pre-test and no in the post-test and ST 20 *no* in the pre-test and *idk* in the post-test, but both explanations provided were not correct.

3rd ESO 04:

ST	1	2	3	4	5	6	7	8	9	10	11	13	14	15
A	9	5	8	4	4	2	9	5	5	7	9	5	7	3
B	8	3	10	7	7	7	7	7	7	6	9	6	10	8
	-1	-2	2	3	3	5	-2	2	2	-1	0	1	3	5

Table 11. Positive answers Q1-13 in the Pragmatic section by 304

14 STS participated in the study. It is a very mixed group with a high number of STS (7) who had repeated the academic year and had no motivation nor interest in taking part in the study, however, they did so reluctantly and this is demonstrated clearly in their answers.

Looking at Q1-13 in the Pragmatic section in both questionnaires, in terms of gain or loss of Pragmatic knowledge/input, this is the interpretation of the results:

- 1 ST shows no gain or no loss of input (11) > (7.14%)
These are the answers of a brilliant ST, highly motivated, with great observation skills and awareness that saw the items as entirely logical and used her common sense.
- Apparent loss of input: 4 STS (1, 2, 7, 10) with 1 or 2 pts > (28.57%)
- Gain of input by 1 pt.: 1 ST (13) > (7.14%)
- Gain of input by 2 pts.: 3 STS (3, 8, 9) > (21.43%)
- Gain of input by 3 pts.: 3 STS (4, 5, 14) > (21.43%)
- Gain of input by 5pts.: 2 STS (6,15) > (14.28%)

Therefore, 11 STS show some gaining of input (78.57%)

Regarding Q1, 8 STS (1, 3, 5, 8, 9, 10, 14, 15) > (57.14%) felt they know what Pragmatics was, but only 4 STS (5, 10, 14, 15) provided an explanation that can be considered within the limits

of correction. ST 11, despite saying *idk* (I don't know) in the post-test, provided a correct explanation of pragmatics.

Regarding Q2, 5 STS (3, 6, 9, 13, 14) stated that knew what a Speech Act is (35.71%), but only 2 STS provided some explanations that are completely unacceptable.

Regarding Q13, 7 STS (1, 5, 6, 9, 10, 11, 13), that is 50% of the class, show acquisition after the induction, as they can provide a minimum of two examples of the meanings of *hello*.

Regarding Q14, 3 STS (11, 13, 15) show some Pragmatic acquisition evidence by including *Ta/Cheers/Thanks/Thank you/Sorry?*, etc. in their answers. This amounts to 21.42% of the total.

2nd Bachiller 04:

ST	1	3	4	5	10	11	12	14	15
A	6	4	4	9	5	8	4	7	8
B	8	8	8	9	8	10	9	7	9
	2	4	4	0	3	2	5	0	1

Table 12. Positive answers Q1-13 in the Pragmatic section by 2B04

This group was formed by 15 STS, but only 9 completed both questionnaires. We are dealing with a group of 2nd of Bachiller, the last year before accessing university and the STS are highly motivated, are very participative in class and there was a great bond and rapport between the English teacher and all the members of the group. Still, the data speaks for itself:

- Only 2 STS' Pragmatic knowledge (5, 14) remains the same in comparison between the tests (22.22%)
- 1 person's gain was 1 point in the difference, subject (15) > (11.11%). The data from the ST belongs to a very efficient ST, highly motivated and with excellent marks in English. So, very little knowledge was gained as the items described in the questions are basically common sense.
- With a gain of 2 points, we have 2 STS (1, 11) that make up for 22.22% of the total.
- With 3 and 4 points gained, we have 3 STS (3, 4, 10) > (33.33%).
- Finally, with 5 points gained, we have subject 12 (11.11%), because he/ she has a good level of English, is highly motivated and highly participative in class. We can assume that not a lot of attention was paid to answering the Pre-Questionnaire, as when we take a look at question 14 we can observe substantial changes in the expressions: *cheers*, *ta*, etc. in the Post-test.

Therefore, 7 STS (77.77%) gained some knowledge after the experience.

Regarding Q1, 8 STS (1, 3, 4, 5, 10, 12, 14, 15) feel they have learnt what Pragmatics is (88.88%) even though only 6 STS provided explanations that seem fairly accurate and show they understood the information given in the induction sessions.

Regarding Q2, 3 STS (4, 10, 11) seem to know (33.33%) what Speech Acts are, however, only 2 STS provided information which was inaccurate and wrong. STS 3, 14 & 15 seemed to know in the pre-questionnaire, but ticked *idk* in the post-questionnaire.

Regarding Q13, 8 STS (1, 3, 4, 5, 11, 12, 14, 15) (88.88%) show Pragmatic acquisition.

Regarding Q14, 3STS (5, 12, 14) show acquisition of pragmatic input regarding the 2 Speech Acts (33.33%). They have incorporated *Ta, Cheers, Merci, Could you ...? Sorry?*, etc. into their speech.

PART III
GENERAL OBSERVATIONS
AND
CONCLUSIONS

III. GENERAL OBSERVATIONS AND CONCLUSIONS

The main objective of this paper is to ascertain whether the introduction of Pragmatics at low levels of Secondary Education in Spain should be considered or discarded based on reports that claim that benefits will derive from instruction and implementation. Therefore, we set out to measure the progress obtained after the introduction of Pragmatic input to 5 groups of 2nd of ESO, 4 groups of 3rd of ESO and 1 group of 2nd of Bachiller, a total of 154 STS.

How this Pragmatic input is acquired could have a strong link to language transfer. The vast majority of the students that took part in the study tend to translate directly from their L1 (mainly Spanish or Catalan) into their L2 or L3 (English), and that can be appreciated in their answers to question 14. Even though pragmatic transfer is a well-established procedure in language learning contexts, it is not void of risks and it might not always work effectively as intended. Besides, our STS need to be aware that this transfer of information from one language to another is can result in communication problems. This exercise 14 was presented to them in the forms in such a way that made it easier for the researcher to ascertain several things from it. These are a few of the issues to be aware of:

1. The level of Proficiency of the ST in the TL.
2. Whether they (STS) transferred information from one language to the other or whether they had acquired enough skills to be able to express something correctly in another language and not copying exactly but being original in both languages, L1 and L2.
3. The STS pragmatic awareness.
4. Their pragmatic appropriateness depending on key factors such as the interlocutor, the age, the setting, the social distance, the sex, etc.
5. Attitude towards the foreign language.
6. Degree of interest in answering the questionnaire.

Apart from all that, it is also worth mentioning here the fact that filling in forms is a tedious, time-consuming and hard task, and today's students do not exercise the habit of writing academic papers, they do not tend to enjoy/like writing and filling in questionnaires, no matter how important they might be. These questionnaires were handed in at the end of the second term during the academic year 2013-2014, and -in fact- they were handed in at different stages as different teachers couldn't compromise in handing them in at particular dates due to time constraints and syllabus prerequisites.

Another issue that is worth mentioning, as well, is the fact that the questionnaire is presented in a bilingual format, being the questions presented in both English and Catalan, this last one one of the official languages in the Valencian Community and greatly spoken in the Castellón area where the school is located. The reasons behind this choice were to make sure all the students understood the questions and situations and could supply us with important data, because the information they were about to provide was valuable, regardless of the choice of language used. All the questions could be answered either in Spanish, Catalan or English, except for number 14 in which the students had to fill in the chart compulsorily using English in one column and their

mother tongue in the other one.(See figure below) This particular question was aimed at measuring the degree of translation and language transfer from the STS' L1 to the TL used by the respondents when answering the 8 situations which revolve around two basic Speech Acts: 1) **showing gratitude** and 2) **requesting repetition of information**. Because of the effort implied in answering in writing in two different languages, this was the question that most students left blank in both questionnaires. It also gave us valuable information as to the level of interest they professed towards the target language.

14. What would you say in these situations? // Què diries en les següents situacions?

Situation	In English?	In your culture/language?
1. Class Notes Yesterday, you were sick and didn't go to classes. This morning you ask someone for his class' notes and he says: Friend (Student A): Sure thing. Here you are. <i>Ahir vares estar malalt/a i no vares anar a classe. Este matí li demanes els apunts a un company i diu:</i>	You:	You:

4

<i>Amic (estudiant A). És clar. Açí els tens.</i>		
2. Shopping Help B goes to a clothing store and needs to find a new shirt. B doesn't want any assistance. I am a salesperson. I approach B and say: Salesperson (Student A): Can I help you? <i>B està comprant una camisa nova i no necessita cap ajuda. El dependent se li acostia i li diu: Necessita ajuda?</i>	You:	You:

Figure 3. Question 14

When tackling question 14, the author thought it would be interesting to work on two very distinct speech acts: one showing gratitude or thanking and one requesting repetition of information in this Introductory episode of Pragmatics to students from the IES Broch i Llop in Vila-real (Castelló). Therefore, eight situations were chosen on account of portraying only two speech acts, but in different scenarios, with different types of interlocutors, different ages, etc. The first four came from a questionnaire written by Houck and Tatsuki (2011) and without any modifications. These situations showed some format mistakes (“errores de forma”) in the way they were presented and that lead to erroneous interpretations of the questions in some of the cases. For example:

“B goes to a clothing store and needs to find a new shirt. B doesn't want any assistance. I am a salesperson. I approach B and say: Salesperson (Student A): Can I help you?”

The problem could have been sorted by replacing the subject B for You and the figure of the salesperson instead of being referred to as I by He. That way, misunderstandings would have been prevented and the sense of confusion minimized. Also, these could have been avoided if a pre-pre-test had been run on a very small group of students to check for mistakes.

Regarding attitudes to language learning, a lot of the students were not motivated or interested in filling in the questionnaires and a few students did not fill in question number 14, which makes reference to the STS' pragmatic knowledge and use of English. Some subjects found some of the situations confusing as for number 1 which appeared in two different sheets of paper and led to confusion, many of the participants answering wrongly by believing they had to ask someone for his/her classnotes instead of showing gratitude to them for being lent the notes. Another situation that was not answered correctly by many STS was number 2, in which it

was very clearly stated that you didn't need any help when buying a new t-shirt at a store and the assistant approached you and offered his/her help. A lot of the respondents actually omitted that information, whether by reading it very quickly in English or by not paying their full attention or by not really understanding the message because their level of English was too low in order to fill in the questionnaire.

Another problem arose when facing situation number 3 in which a student has to thank his/her professor when oversleeping at an exam and getting the date of the exam changed to another day as a personal favour. Many of the students interpreted it as if they had to apologize for the inconvenience and actually asked for the repetition of the exam at a later stage. In fact, many STS interpreted it that way, even some of the STS with a good level of English, such as the ones belonging to the Adult B1/B2 Friday Group (teachers from IES Broch i Llop) who did not complete the whole process due to lack of time.

Another situation that offered some trouble was the one requesting repetition of information due to an annoying /disturbing noise that shielded/masked/shadowed the understanding of the question made by the teacher while in class. Some people actually understood they had to write something for the student that made the noise. This can be prevented by adding extra information to clarify the situation further.

Also to be considered for future reference is the so-called Halo Effect (Cardello & Nielsen, 2013) which is "a well documented social-psychology phenomenon that causes people to be biased in their judgments by transferring their feelings about one attribute of something to other, unrelated, attributes".

So when asked to assess some situation or question based on a series of traits, a negative perception of any one trait connected with the foreign language or the English teacher himself/herself can drag down all the other trait scores. Having said that, The Halo Effect works in both positive and negative ways:

- People who like one aspect of something will have a positive predisposition toward everything about it.
- On the other hand, people who dislike one aspect of something will have a negative predisposition toward everything about it.

So, some of the answers of the respondents were definitely biased as a result of the Halo effect.

In conclusion, pragmatics is a less-explored but important part of linguistics and it should be considered in language learning. It should not be neglected on behalf of studying grammar and vocabulary as it is actually necessary for STS to know how to use language in specific situations and the appropriate way to use it to accomplish specific tasks. Scrutiny and observation of the real pragmatic world are essential for the teaching and acquisition of ILP. In this case the introduction of Pragmatics has been tackled through two main approaches. The cognitive one and the socio-cultural one, both defending that Pragmatics can be taught and defending its effectiveness. Although it is widely accepted that grammatical competence does not ensure pragmatic competence, Bardovi-Harlig (1999) cautions that grammatical competence may be the platform upon which pragmatic competence is built. Finally, there is growing research-based consensus (e.g., Yoshimi, 2006; Alcón, 2008, 2012 ; Taguchi, 2011) that explicit metapragmatic explanation is critical for pragmatic development and this study can prove that it works and that STS can acquire and gain some knowledge. Finally, we can state that the level of Proficiency of the language is not determining in pragmatic acquisition if the level of

motivation and attitude towards the L2/L3 is positive. In addition, the amount of input (2 sessions) is enough if the ST is aware of the process and acts accordingly, regardless of his/her level of English. Either way, some knowledge is gained under such conditions.

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Table 1: Studies examining the effect of pragmatic instruction

study	teaching goal	proficiency	languages	research goal	design	assessment/ procedure/ instrument
House & Kasper 1981	discourse markers & strategies	advanced	L1 German FL English	explicit vs implicit	pre-test/ post-test control group L2 baseline	roleplay
Wildner-Bassett 1984, 1986	pragmatic routines	intermediate	L1 German FL English	eclectic vs suggestopedia	pre-test/ post-test control group	roleplay
Billmyer 1990	compliment	high intermediate	L1 Japanese SL English	+/-instruction	pre-test/ post-test control group L2 baseline	elicited conversation
Olshtain & Cohen 1990	apology	advanced	L1 Hebrew FL English	teachability	pre-test/ post-test L2 baseline	discourse completion question
Wildner-Bassett 1991	pragmatic routines & strategies	beginning	L1 English SL German	teachability to beginning FL students	pre-test/ post-test	questionnaires roleplay
Bouton 1994	implicature	advanced	L1 mixed SL English	+/-instruction	pre-test/ post-test control group	multiple choice question
Kubota 1995	implicature	intermediate	L1 Japanese FL English	deductive vs inductive vs zero	pre-test/ post-test/ delayed post-test control group	multiple choice & sentence combining question
House 1996	pragmatic fluency	advanced	L1 German FL English	explicit vs implicit	pre-test/ post-test control group	roleplay
Morrow 1996	complaint & refusal	intermediate	L1 mixed SL English	teachability/ explicit	pre-test/ post-test/ delayed post-test L2 baseline	roleplay holistic ratings
Tateyama et al. 1997	pragmatic routines	beginning	L1 English FL Japanese	explicit vs implicit	pre-test/ post-test control group	multi-method

Borrowed from <http://www.nflrc.hawaii.edu/networks/NW06/>

APPENDIX

Note: The following charts have been reproduced literally and being faithful to the original questionnaires, trying to maintain both the STS' expression and spelling mistakes.

Group: 2nd ESO 01. Information about Pragmatics (I)

Subjects:	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	7A	7B	8A	8B	9A	9B	11A	11B	12A	12B	13A	13B	
questions																							
1	no	yes*	no	yes*	no	yes*	no	yes*	idk	yes	idk	yes*	no	no	no	no	no	yes*	no	no	no	yes	
2	yes*	no*	no	idk	no	idk	no	yes*	idk	idk	idk	idk	no	no	no	no	no	no	no	no	idk	no	
3	yes	no	idk	yes	yes	no	yes	no	no	no	yes	yes	yes	no	yes	yes	no	yes	no	no	no	yes	
4	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	
5	yes	yes	idk	idk	no	no	no	idk	no	no	yes	yes	yes	no	no	yes	yes	yes	no	yes	yes	no	
6	yes	yes	idk	yes	no	yes	no	yes	no	no	yes	yes	yes	no	yes	yes	yes	yes	no	yes	yes	yes	
7	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	no	
8	yes	yes	yes	yes	no	yes	yes	idk	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	no	yes	no	
9	0	*	*	*	0	*	*	*	*	*	*	*	*	idk	*	0	*	*	idk	0	*	*	
10	idk	yes	idk	yes*	idk	idk	no	idk	no	yes	yes	yes	yes*	idk	no	idk	no*	no	no	no	yes*	yes*	
11	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	
12	no	yes	yes	idk	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	no	yes	
13	*	*	*	0	*	*	*	*	*	*	*	*	*	*	0	*	*	*	idk	*	*	*	

Notes:

1A-2: quan tu parles per a un public/1A-13 : una salutació/1B-1: Es a dir una cosa en el moment, lloc, persona ... en qui estàs adequada per a la situació./1B-2: No m'arrecorde/ 1B-9: Cuasi tot/ Molts, com veuret en una situació desagradable/ 1B-13: salutació, exclamació, per cridar l'atenció .../2A-9: l'estudi./2A-13: una salutació/2B-1: Que una paraula té més d'un sentit/2B-9: l'interlocutr, els estudis/2B-10: Perque pot ser que l'altres es senca inferior//3A-13: Que solo te esta saludando, que esta intentando atraer tu atención/ 3B-1: Es como usar una palabra en diferentes conceptos/3B-9: la edat/3B-13: saludar, atraer la atención, sorpresa, pregunta./ /4A-9: Maybe the level of studies of the both./ 4A-13: The form what you say it can mean one thing or more./ 4B-1: The different way to say a word or an expression/ 4B-2: La manera de dir una cosa segons la situació en la que et trobes./ 4B-9: The age and the status of my interlocutor./4B-13. Salute, dude, attraction, // 5A-9: the age of my interlocutor and if he/she knows more or oless English./ 5A-13: Be educated with the other person/ 5B-1: The way that you interpret a situation/ 5B-9: the gae and maybe the studies/5B-13:Salute, pay attention... //7A-9: El nivell de l'altra persona/ 7A-10: Causar mal entenguts/7A-13: Hola/ 7B-1. The same word in diferent situations have diferent significate./ 7B-9: His social statuts, sex, age, studies, level of instruction/7B-10: Bad interpretation/7B-13: saludadar, refiendose a una estupidez, // 8A-9: En tot en lo de a d'alt/8A-10: Que et tiren de la faena o té malinterpretren/8A-13: Sí, educació, amabilitat.../8B-13: Saludo, quando ves algo que no te cuadra, quando ves a alguien que te gusta...// 9A-9:Tot el dalt contestat /9B-13: Saludo, del mar.// 11A-9:Tot lo marcat anteriorment además d'un vocabulari més ampliat/11A-10: A no ser que no sapigues parlar l'idioma/ 11A-13: Una salutació/11B-1: El significado de una palabra según el contexto./11B-9: Tot lo dit anteriorment/11B-13: Hola es un saludo, una manera de llamar la atención o destacar algo./12B-13: Es un saludo//13A-9: El novell d'anglés que puga tindre/13A-10:Que no s'entenguen./ 13A-13: Pot dir-se d'una manera correcta, amb bon to o saludar només per educació, de forma obligada./ 13B-1: es una paraula que es pot utilitzar en diferents situacions. Ex:

Hola./13B-9: L'edat i el sexe de l'altra persona./13B-10: Si parles a un xiquet de 8 anys com a un adult de 35 no te entendrà molt bé./ 13B-13: Per saludar, quan esta parlant en algu per a que et disen asoles...//

Group: 2nd ESO 01. Information about Pragmatics

Subjects:	14A	14B	15A	15B	16A	16B	17A	17B	18A	18B	19A	19B	21A	21B	22A	22B	23A	23B	24A	24B
questions																				
1	no	yes*	no	no	no	yes*	no	yes*	idk	yes*	no	no	idk	idk*	no	idk	no	yes*	no	idk
2	idk	idk	no	no	no	idk	no	no	idk	idk	no	no	idk	yes*	idk	yes*	no	no	no	idk
3	yes	yes	no	no	yes	yes	yes	yes	yes	yes	yes	no	no	yes	idk	yes	no	no	no	yes
4	yes	yes	no	0	yes	no	yes	yes	yes	yes	yes	yes	idk	no	no	yes	idk	yes	yes	yes
5	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	no	no	no	idk	yes	0
6	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	no	no	idk	yes	yes	yes
7	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	no	idk	yes	yes	no	yes	yes	yes	yes
8	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	idk	yes	0	yes	yes	yes	yes
9	*	0	*	0	*	*	*	*	*	*	*	0	*	*	0	*	*	*	0	0
10	idk	idk	no	0	yes*	idk	no	no	yes*	yes	yes	no	0	yes*	idk	idk	idk	idk	no	no
11	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes*	yes	yes	yes	yes	no	no	idk	yes	yes	yes
12	yes	yes	yes	no	yes	yes	no	yes	yes	yes	yes	yes	yes	idk	yes	yes	idk	yes	yes	yes
13	0	0	*	*	*	0	*	*	*	*	*	*	*	*	*	*	*	*	*	0

Notes:

14A-9: El nivell d'anglès que tinga l'altra persona/14B-1: Que té més d'un significat./15A-9: Algunes coses./15A-13: L'hora de temps./15B-13: Hola de saludo; Hola de playa/16A-9: Depen amb qui siga./ 16A-10: Que no et entenga./16A-13. bon dia, etc./16B-1: la forma de parla segons el receptor./16B-9: Qui siga l'altra persona/17A-9: L'altra persona./17A-13: Una salutació/17B-1: Es el significado de la palabra según el contexto/17B- 9: L'altra persona i la situació/17B-13: Una salutación, una manera de llamar la atención./18A-9: The age, the sex, status and studies of the person who I am talking to./18A-10: Yes, maybe saying less polite words that I should have said in that conversation./18A-13. A start of a new friendship or relationship./18B1: It's considering what to say depending on the situation./ 18B-9: The age, sex, status ... of the person who I'm talking to./18B-10: Misunderstandings/18B-13: It can be a salute, a call of attention .../19A-9: Que no se mol l'inglès./19A-13: Hola asoles./19B-13: Es un saludo/21A-9: la situacio/21A-13: Hello salutació, alegria/21B-1:les paraules que utilitzem per a comunicarnos/ 21B-2: La forma de comunicarnos i com parlem/21B-9: la persona, la situació, ect./21B-10: Quedar mal, perdre una entrevista de treball/21B-13: Hola de salutacio, hola de dir com: hola? algu me esta escoltant. hola!!!/22A-13: Hola tiene un significado de saludo de bien venido./22B-2: un acte de parla es saber parlar be con bones paraules./22B-9: Porque es una persona mayor de edad y porque

tengo respeto/22B-13: Hola cuando ves a una persona, cuando entras en una casa i para saludar.// 23A-9:Mi vocabulario/23A-13: Puede ser un saludo/23B-1: usa una palabra en diferentes situaciones/ 23B-9: Influiria la edad/23B-13: Saludar, pregunta, sorpresa ... etc//24A-13. Ningún./

PART II. Information about Pragmatics. Question 14.

<i>Group 2nd ESO 01</i>			
<i>subject</i>	<i>Situation</i>	<i>Pre-questionnaire</i>	<i>Post-questionnaire</i>
1	1.Class Notes.	When homework yesterday/ que deberes mando ayer	A lot of thanks/ moltíssimes gràcies
	2.Shopping Help	No, thanks/ no gracies	No, thanks/ No, gràcies
	3.Makeup Test	thanks teacher/ gracies professor	A lot of thanks/ Moltes gràcies.
	4. Nice apartment	thanks/gracies	Thanks, when you will, you can come/Gràcies, quan vullgues pots vindre
	5. The Foreigner	i don't know/ no se	Can you repeat please?/ Pot repetir-lo, per favor?
	6.The teacher	can you repeat please/puedes repetir por favor	Please?/Per favor?
	7.The pub	can you repeat please/puedes repetir por favor	Yes, yes/Sí, sí
	8.The job interview	i don't know/ no se	Can you repeat please?/Pots repetir-lo per favor?
2	1.Class Notes.	Thanks/gracies	Thank you/Gracias
	2.Shopping Help	No, thanks/No, gracies	No, thanks/ No, gracias
	3.Makeup Test	OK/Vale	Thanks/Gracias no volverá a pasar
	4. Nice apartment	Yes!/Sí	Yes!/Sí!
	5. The Foreigner	I don't now I don't understand/No lo se No te entiendo	I don't understand/ No te entiendo
	6.The teacher	Can you repeat please?/ Puedes repetirlo por favor?	Can you repeat please?/Puedes repetir por favor?
	7.The pub	0/0	0/0
	8.The job interview	0/0	0/0
3	1.Class Notes.	Can you give me your class notes?7Me puedes dar lo apuntes	Thanks/Gracies
	2.Shopping Help	No, thanks/No gracias	No thanks/No gracies
	3.Makeup Test	I never do that/ No volvera a pasar	Thank you very much/Gracies, mai tornara a

			pasar
	4. Nice apartment	That's so beautiful this place./Que sitio más bonito	Thanks, it's very beautiful./Gracies, es...
	5. The Foreigner	Sorry, I don't understand you./Lo siento, no te entiendo	Can you repeat please?/Pots repetir per favor?
	6.The teacher	Sorry, can you repeat please?/Puedes repetir por favor.	Can you repeat the last part of the question, Sir!/Pots repetir l'ultima part de la pregunta per favor!
	7.The pub	I don't like you./no te me acerques.	I don't understand you. /No t'entenc.
	8.The job interview	Sorry, can you repeat please because I don't understand the question./Podrias repetir porque no entendí la pregunta.	Sorry, I'm very nervous, can you repeat please./ Perdó, estic molt nerviós, podries repetir-ho!
4	1.Class Notes.	Please, can you say me what homework did we have yesterday?/Per favor me dius els deures de ahir?	Thank you. If you need it somedayi will be here./Gràcies, si algún dia ho necesites tu, me hu dius.
	2.Shopping Help	No, thank you/No, gracies.	No, thank you./No, gràcies.
	3.Makeup Test	I put more than one alarm fro the next time./Pose més d'una alarma per a la próxima vegada.	Thank you and sorry. It won't happen anymore./No tornarà a passar, gràcies.
	4. Nice apartment	Thank you!/Gracies!	Thank you/Gràcies.
	5. The Foreigner	I ask him if he speak English./Li pregunte si sap anglés.	Sorry, I don't understand./Perdó, no ho entenc.
	6.The teacher	I say: Please can you repeat the question? I couldn't hear it./Li dic ue si la pot tornar a repetir, perque no la he pogut escoltar.	Can you repeat it? I couldn't hear you./Ho pots repetir? No t'he escoltat.
	7.The pub	Can you speak louder?/Pots parlar més fort?	Can you repeat it? I can't hear you./Ho pots repetir? No te escolte.
	8.The job interview	I try to remember it, but if i can't i ask if she can repeat it./trate de recordarla o pregunte si la poden repetir.	Sorry, can you repeat, please?/Perdó, pots repetir-ho per favor?
5	1.Class Notes.	Can you tell me what did you do yesterday?/Me pots dir que vàreu fer ahir?	Thank you/Gràcies

	2.Shopping Help	No, but thank you./No, però gràcies.	No, thank you./No, gràcies
	3.Makeup Test	Thank you so much./Moltes gràcies.	Thank you so much. It won't happen again/Moltes gràcies. No tornarà a ocórrer.
	4. Nice apartment	I think the same as you/Pense el mateix que tu.	Thnak you. /gràcies.
	5. The Foreigner	Sorry, I can't understand you. Can you say it with mimic?/Ho senc, no t'entenc, ho pots dir fent mímica?	Sorry, I can't understand you. Please, could you repate it again./Ho sent. No t'entenc.Pots repetir-ho una altra volta.
	6.The teacher	Can you repeat it, please?/Pots repetir-la, per favor?	Please, could you repeat the question?/Per favor, pots repetir la pregunta?
	7.The pub	Sorry, I don't understand what you say, can you repeat it, please?/Perdona, no he entes que has dit, pots repetir-ho, per favor?	Could you repeat it, please?/Pots repetir-ho per favor?
	8.The job interview	I don't understand it, can you repeat it, please?/No ho he entés, pots repetir-ho, per favor?	Sorry, i don't understand you. Could you repeat it?/Ho sent, no t'he entes. Pots repetir-ho.
7	1.Class Notes.	Thank you very much I'll/Moltes gracies	Thank you/Gràcies
	2.Shopping Help	Oh, no thank you I don't need help./No gràcies no necesito ajuda	No thanks/No, gràcies
	3.Makeup Test	Ok Thanks it won't happen another time/gràcias no passará altra volta	Sorry, it won't happen another time/Perdó no tornara a pasar
	4. Nice apartment	I decorated my house thank you//El vaig decorar jo.	Thank you/gracies
	5. The Foreigner	Sorry I don't understand you Can you repeat please?/perdón no te entiendo puedes repetirlo?	Sorry, can you repeat that please?7Pots repetir això per favor?
	6.The teacher	Can you repeat please?/ Puedes repetirlo por favor.	Can you repeat please?/Pots repetir-lo per favor?
	7.The pub	Sorry I didn't understand you Can you repeat it please?/No te entendí, puedes repetirlo?	Sorry what did you said?/ Perdó, que has dit?

	8.The job interview	Oh sorry I didn't understand what you said can you repeat please?/Oh, perdona no te acabo de entender bien.	I'm a little bit nervous can you repeat it please?/Estic un poc nerviós pots repetir-lo?
8	1.Class Notes.	0/0	Thanks/gracias
	2.Shopping Help	No, thats/No, gracias	No, thanks/No, gracias
	3.Makeup Test	Very thats/muchas gracias	Thank you very much/Muchas gracias
	4. Nice apartment	It's very cool/0	Thanks/Gracias
	5. The Foreigner	Repition, please/repite, por favor	I don't speak your languagest./no hablo tu lengua.
	6.The teacher	Repition, please/repite, por favor	You can repition, please/puedes repetirlo, por favor.
	7.The pub	I don't know/No lo se	You can repition, please/puedes repetirlo, por favor.
	8.The job interview	0/0	You can repition, please/puedes repetirlo, por favor
9	1.Class Notes.	Thanks/Moltes gràcies	Thanks/gracias
	2.Shopping Help	No, Thanks/No, gràcies	No, thanks/no, gracias
	3.Makeup Test	Thanks (x12)/gràcies (x12)	thanks/gracias
	4. Nice apartment	I know/Ja lo se	ja, thanks/ja, gracias
	5. The Foreigner	Can you repeat? Pots repetir	i don't know/ no te entiendo
	6.The teacher	Can you repeat please?/ Perdona?, pots repetir?	can you repeat/puedes repetir
	7.The pub	Yes, yes/Si, si	can you repeat/puedes repetir
	8.The job interview	Sorry?/Perdó?	can you repeat/puedes repetir
11	1.Class Notes.	Thanks!/Gracies!	Thank you/Gracias.
	2.Shopping Help	No, I find the T-shirt i was looking for./No ja he trobat la camiseta que estava cercant.	No, thanks./No, gracias
	3.Makeup Test	It won't happen again./No tornarà a ocurrir.	Sorry. It won't happen again./Lo siento, no volverà a ocurrir.
	4. Nice apartment	I know it, i love my home./Ho se! M'encanta el meu hogar.	Yes, I know it!/Sí, ya lo se!
	5. The Foreigner	What did you say?/Que has dit?	Sorry, what did you said?/Lo siento, qué ha

			dicho?
	6.The teacher	Sory, can you repeat, please?/ Perdó, pots repetir per favor?	Can you repeat please?/Puedes repetir?
	7.The pub	Can you repeat it? It's a lot of noise/Pots repetir-ho? Fa massa soroll.	Sorry, can you repeat please?/Perdona, puedes repetir?
	8.The job interview	Sorry, I'm soo nervous./Perdó, es queestic molt nerviós.	Sorry, can you repeat please?/Perdona, puedes repetir?
12	1.Class Notes.	0/Depende	0/Si ten
	2.Shopping Help	0/0	0/No gracias
	3.Makeup Test	0/Li faria cas	0/donam una altra oportunitat
	4. Nice apartment	0/gracias	0/ja o se a mi tame m'agrada molt
	5. The Foreigner	0/Que le pregunte a otro	speak aponés?/no tantenc
	6.The teacher	Can you repit pleace/Le digo al profe que la repita. Me lo puedes volver a repetir	Can you repit please?Pot repetir perfabor
	7.The pub	0/Que salieramos fuera para habla i entendernos mejor. Vamos a salir fuera.	0/ho he sen no parle amb persones que no conec
	8.The job interview	0/Repitemelo por favor	Can you repit please?/Pots repetir perfavor
13	1.Class Notes.	Thank you so much/Gracies.	Thank you so much./Moltes gràcies.
	2.Shopping Help	No, thanks/ No, si la necesite tè avisaré. Gracies.	No, I'm only looking the shirts.Thank you./No, només estic mirant. Gràcies.
	3.Makeup Test	Thnaks so so much. Thats not will repeat/Moltíssimes gràcies. No es tornarà a repetir.	Thnak you very much./No tornarà a passar. Ho asegure.
	4. Nice apartment	Yeah, its' so cool. Si, a mi m'encanta.	Thnaks. I think the same./Gràcies, a mi també m'agrada.
	5. The Foreigner	Can you repeat? I can't understand you//Can you speak another language?/Perdó? No puc entendre't!//Parles un altre idioma?	Sorry. I don't understand you. Can you repeat please?/Perdona? Pots repetir-lo? No te he entés.
	6.The teacher	What? Can you repeat?/Que has dit al final? Pots repetir-lo?	Can you repat please? I don't listen to you./Pots repetir-lo per favor? No te he escoltat.
	7.The pub	I don't understand. Repeat please./No te	What ? Repeat please ?/Que? Que has dit?

		entensés. Que has dit? Repeteix-lo per favor.	
	8.The job interview	Well ..., maybe... Can you repeat the question?/Pues... a lo millor ... No ho sé.Pots repetir la pregunta?	Sorry. Can you repeat the question please?/Perdona no te he escoltat. Pots repetir la pregunta per favor?
14	1.Class Notes.	Thank you./Gracias.	Thank you/Gracias
	2.Shopping Help	Yes, please./sí, per favor.	No, thanks/No, gracias
	3.Makeup Test	Thanks you very much/Muchas gracias	0/0
	4. Nice apartment	Yeah, it's cool!/Sí, está guay!	0/0
	5. The Foreigner	I don't understand you, sorry./No te entiendo, lo siento.	0/0
	6.The teacher	Sorry can you repeat the question?/Lo siento, puedes repetir la pregunta?	0/0
	7.The pub	I don't understand you very good, sorry./No te entiendo muy bien, lo siento	0/0
	8.The job interview	I'm sorry, I'm nervious, can you repeat the question, please?/Lo siento, estoy nervioso, puedes repetir la pregunta, por favor?	0/0
15	1.Class Notes.	Yes/Si	0/No
	2.Shopping Help	Yes/Si	0/No
	3.Makeup Test	0/Poner la alarma dos veces	0/Gracias
	4. Nice apartment	0/0	0/Ya
	5. The Foreigner	Drawing/Por un dibujo.	0/No entiendo
	6.The teacher	0/¿Me la puedes repetir?	0/Repite porfa plis
	7.The pub	0/¿Me lo puedes repetir?	0/Repite porfa plis
	8.The job interview	0/¿Me lo puedes repetir?	0/Puedes repetir
16	1.Class Notes.	Thanks./Gracias	Thanks very much/Muchas gracias
	2.Shopping Help	No, tanks you./No, gracias.	No, I look, thanks./No, miro, gracias.
	3.Makeup Test	0/0	Sorry, don't let it happen again, thanks./Lo siento, no volverá a pasar, gracias.
	4. Nice apartment	0/0	Yes, thanks/Si, gracias
	5. The Foreigner	Can you repeat please?/Puedes repetirlo?	Sorry, I don't understand/Lo siento, no te

			entiendo
	6.The teacher	Can you repeat, please?/ Perdona?	Can you repeat me, please?/¿Me lo puedes repetir, por favor?
	7.The pub	0/0	What?Repeat please/¿Qué? Repite, por favor
	8.The job interview	0/0	I'm sorry I don't what you say.../Lo siento, no entiendo lo que has dicho...
17	1.Class Notes.	Can you give me the notes?/me puedes dar los apuntes.	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracias.	No, thanks/No, gracias
	3.Makeup Test	Thanks/Gracias	Sorry, it won't happen another time./Perdón no volverá a passar
	4. Nice apartment	Yes, it's cool/Si, és guai	Thank you/Gracias
	5. The Foreigner	Sorry, I don't understand you./Perdon no puedo entenderle	Sorry, can you repeat ?please/ Perdón puedes repetir por favor
	6.The teacher	Can you repeat, please?/Puedes repetirlo por favor?	Can you repeat? please/ Puedes repetir por favor
	7.The pub	Can you repeat, please?/Puedes repetirlo por favor	Sorry, can you repeat please?/ Perdona, puedes repetir por favor
	8.The job interview	Can you repeat, please/Puedes repetirlo por favor?	Sorry, can you repeat please?/Perdona, puedes repetir por favor?
18	1.Class Notes.	Thank you/Gràcies	Thanks/Gràcies
	2.Shopping Help	No, thanks. By now I'm just looking./No, gràcies. Per ara només estic mirant.	No, thank you/No, gràcies.
	3.Makeup Test	Thank you so much, it will never happen again./Moltes gràcies, no tornarà a passar.	Thank you so much. It won't happen again./Moltes gràcies. No tornarà a passar.
	4. Nice apartment	Thanks/Gràcies	Thanks./Gràcies.
	5. The Foreigner	Sorry, I can't understand you. Could you please speak more clearly?/Disculpa no t'entenc. Podries, per favor, parlar més clarament?	Sorry, can you repeat?/Perdona, pots repetir?
	6.The teacher	Sorry, I didn't hear it. Could you please say that again?/perdona no ho he sentit.Podries,	Sorry, Could you please say that again?/Perdona, podries per favor repetir-ho?

		per favor, repetir-ho?	
	7.The pub	Sory, can you say that again?/Perdona, pots repetir-ho?	Sorry, I didn't catch that./ Perdona no ho he pillat.
	8.The job interview	Sorry, Sir, could you please say that again?/Perdone, senyor, podria vosté repetir-ho?	Sorry, Could you please say that again?/Perdone, podria per favor repetir-ho?
19	1.Class Notes.	0/Gracies.	0/Ahora te los doi.
	2.Shopping Help	Yes/0	0/No, gracias.
	3.Makeup Test	Yes/0	0/Per favor donam l'examen que ha sigut un accident.
	4. Nice apartment	0/0	0/Ya ho se. A mi també m'agrada molt.
	5. The Foreigner	Yes/0	Speak Spanish Please?/No entenc. Pots parlar en castellà per favor
	6.The teacher	Yes/0	Can you repeat please?/Pots repetir per favor?
	7.The pub	No/0	0/Ho sent, pero no parle amb persones que no cónec.
	8.The job interview	Yes/0	Can you repeat please?/Pots repetir per favor?
21	1.Class Notes.	This classes notes easy says thak teles home/I don't not	Thanks my friend/gracias amigo
	2.Shopping Help	No thank/No gracies	No thanks/No gracias
	3.Makeup Test	My good/me pareix bé.	Thanks boy/gracias chico
	4. Nice apartment	Thanks/gracies má alegre que t'aja agradat	thank four you/gracias a tu!!
	5. The Foreigner	Hello No Spanish?/Hola No eres español	Sorry for my/perdoname a mi
	6.The teacher	My can you repit/me la podires repetir	Repit de question please/Me puedes repetir la pregunta por favor?
	7.The pub	Holla No Spanish?/Hola No español	Repit plis./repite porfis
	8.The job interview	please, ripit/por favor repite	Nice to meet you boss/encantado de conocerte Jefe
22	1.Class Notes.	0/0	Tenks/Gracias
	2.Shopping Help	0/0	Yes/Yes
	3.Makeup Test	0/0	I answer OK/Le respondo vale.
	4. Nice apartment	0/Estudiant	Thank you/Muchas gracias

	5. The Foreigner	0/0	0/No entiendo?
	6.The teacher	0/ y no entiendo la pregunta me sienta y me perdona y lo digo ue no me entendio	Sory/Perdona
	7.The pub	0/Puede tener verguensa de la atra persona	No understand/No te entiendo
	8.The job interview	0/Le digo que no entiendo porque estoy muy nervioso/a	0/Puedes Repetir?
23	1.Class Notes.	Today we haven't got any exercise.Hoy no tenemos ningún ejercicio.	Thanks./Gracias.
	2.Shopping Help	No, thanks/No, gracias	No, thanks./No, gracias.
	3.Makeup Test	Thanks very much./Muchas gracias.	Thank you very much./Muchas gracias.
	4. Nice apartment	Thanks. It was very expensive./Gracia. Ha sido muy caro.	Yes, thanks./Sí, gracias.
	5. The Foreigner	Can you repeat please?/¿Puedes repetirlo por favor?	Can you repeat please?/Puedes reeptirlo.
	6.The teacher	Can you repeat the final of the question?/ ¿Puedes repetir el final de la pregunta?	Can you repeat the last part of the question please?/Puedes repetir la ultima parte de la pregunta.
	7.The pub	What are you say?/¿Qué has dicho?	I don't understand./No entiendo.
	8.The job interview	Sorry, i'm nervous can you repeat?/Perdona, estoy nerviosa puedes repetir?	Sorry, I'm very nervous.Can you repeat please./Perdona, estoy muy nervioso/a. Puedes repetir-lo?
24	1.Class Notes.	0/0	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracias	No, thanks/No, gracias
	3.Makeup Test	0/0	Sorry, I don't let it happen/Perdon.No volvera a ocurrir
	4. Nice apartment	0/0	Yes ,Thanks/Si,gracias
	5. The Foreigner	0/0	0/0
	6.The teacher	0/0	0/0
	7.The pub	0/0	0/0
	8.The job interview	0/0	0/0

Group: 2nd ESO 02. Information about Pragmatics

Subjects:	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	9A	9B	10A	10B	11A	11B	12A	12B	
questions																							
1	no	no	idk	no	idk	no	yes*	no	no	no	no	idk	yes	idk	no	idk	no	no	idk	yes*	no	no	
2	idk	no	idk	idk	yes*	yes*	yes*	0	no	no	yes*	yes*	no	yes	idk	yes*	yes*	yes*	yes*	no	no	no	
3	no	yes	no	no	idk	yes	no	no	no	no	no	no	idk	yes	no	no	no	no	yes	yes	idk	no	
4	yes	yes	yes	yes	idk	yes	yes	yes	no	yes	yes	no	idk	yes	no	no	no	no	yes	yes	idk	no	
5	no	yes	no	yes	yes	yes	yes	yes	no	no	no	yes	yes	yes	idk	no	no	no	yes	yes	idk	no	
6	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	no	yes	yes	idk	idk	idk	idk	no	yes	yes	idk	no	
7	no	no	no	yes	yes	yes	yes	yes	no	no	yes	yes	yes	yes	yes	yes	no	no	yes	yes	idk	no	
8	yes	idk	yes	yes	no	yes	yes	yes	yes	no	yes	yes	idk	idk	yes	yes	no	no	yes	yes	idk	no	
9	*	0	*	0	*	0	*	*	*	*	*	*	idk	0	idk	*	*	*	*	0	0	0	
10	no	idk	no	yes*	idk	idk	idk	idk	no	no	idk	idk	idk	idk	idk	yes*	yes*	yes*	yes*	yes*	idk	no	
11	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	no	
12	no	yes	no	idk	yes	idk	yes	yes	no	yes	yes	yes	idk	yes	idk	no	yes	yes	yes	yes	idk	no	
13	*	*	*	*	*	0	*	*	*	*	*	*	0	0	*	*	*	*	*	*	*	0	

Notes:

1A-9: La manera de explicar./1A-13. Saludar./1B-13: Pues una manera de saludar de anim o de estat./2A-13: Pues un hola yaban./2B-10:Discusions grans.
 /2B-13: Un simple hola pot donar a entendre> Hola que no vol parlar en ningu i només en tu perque esta trist, que esta enfadat./3A-2. Parlar./3A-9: El nivel de Ingles/3A-13: hola. saludar. Hola: Ironico/3B-2: Cuando dos personas hablan//4A-1:Una part de llenguatge que te relació amb l'acte de parlar /4A-2:Parlar. /4A-9:Depén de amb qui parle (si es dona o home em te igual)/ 4A-13: Una forma de saludar o una manera de cridar l'atenció./4B-9: Tot depeén de la persona amb la que parle/4B-13: Per a saludar o per a cridar l'atenció del receptor// 5A-9:Les formes d'explicarme./ 5A-13:Saludar./5B-9:Res/5B-13: Saludar./6A-2:Quan una persona sap parlar molt bé. /6A-9: Els estudis /6A-13: Pot tindre un significat de saludar o de burla./6B-2:Parlar amb una altra persona./6B-9: Segons el nivell d'estudi/6B-13:Pot significar un hola que no has entes be les coses./9A-13: Saludar/9B-2: Parlar amb algu voluntariament /9B-9:Com me responga el interlocutor /9B-10: Ofendre sense voler al interlocutor /9B-13: Per a saludar, per a dirli a altra persona que no te escolta o pasa de tu i per a reirte de l'altres (segons el to de veu)//10A-2:Que una persona es fica davan la gen i parla. /10A- 9:Pues com va España. /10A-10: per la forma de parlar-li, perque no le parles igual a un jove que a una persona major./ 10A-13: Si, "hola" normal de saludo y "holla" de en plan me estas escuchando, me estas ignorando./10B-2: Cuan parles amb altres persones./10B-9: Nose, depen de quina conversa siga./10B-10: Discusions/10B-13: Hola normal de saludo, hola de asco, Hola de pregunta com dien hi ha algú ahí//11A-2: It's when someone stares in front of the others and speaks about something./11A-9: I think all of the things I said before./11A-10: The other person would think you're rude./11A-13: It could start a friendly conversation or even an argument. There are

lots of possibilities./11B-1: són les formes diferents de dirigir-se a alguna persona segons el contexte i altres aspectes./11B-10: The other person might think you're rude./11B-13: It can mean a lot of things, such as "I know you" or "are you listening to me?"//12A-13: Molts//

Group: 2nd ESO 02. Information about Pragmatics

Subjects:	14A	14B	15A	15B	16A	16B	17A	17B	18A	18B	19A	19B	20A	20B	21A	21B	22A	22B	23A	23B
questions																				
1	no	no	no	0	no	no	idk	no	idk*	idk	idk	idk	no	no	no	no	idk	no	idk	no
2	no	yes*	no	idk	no	no	idk	no	idk*	yes*	idk	idk	idk	idk	no	idk	idk	no	idk	idk
3	no	yes	yes	yes	no	yes	yes	yes	idk	idk	no	no	no	idk	no	no	idk	yes	idk	yes
4	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	idk	no	yes	yes	idk	no	idk	no
5	no	yes	yes	yes	idk	no	idk	yes	no	yes	yes	yes	idk	yes	yes	yes	idk	yes	idk	idk
6	no	yes	yes	no	idk	yes	idk	yes	yes	yes	yes	yes	idk	no	yes	yes	idk	no	idk	no
7	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	idk	no	yes	yes	yes	yes	idk	yes
8	yes	yes	no	no	yes	yes	yes	yes	yes	no	yes	yes	idk	no	yes	no	yes	no	idk	idk
9	*	*	*	*	*	*	*	idk	*	*	*	*	idk	idk	*	*	idk	idk	idk	*
10	yes*	yes*	yes*	yes*	yes	idk	idk	idk	yes*	yes*	yes*	yes*	idk	no	yes*	yes*	no	no	no	idk
11	yes	0	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes
12	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	idk
13	*	*	*	*	idk	0	*	*	*	*	*	*	*	idk	*	*	*	*	*	*

Notes:

14A-9: Si se parlar bé, tindrà una conversació bona i si no pues no./14A-10 : No parlar be./14A-13: Un Saludo.../14B-2: /14B-9: La forma de hablar /14B-10: Que sera maleducada y no hablarà bien/14B-13: Saludo, comenzamiento de una conversación./15A-9: L'interlocutor, però també depen de l'estudi, si saps més l'idioma o no/ 15A-10: Tindre una mala impressió nostra./15A-13: Un saludo, una benvinguda. //15B-9: L'edat de l'interlocutor. /15B-10: No entendre al interlocutor. /15B-13: Per a mi un simple "hola" és una salutació, l'inici d'una conversa... //16A-9: My level of instruction./16B-9: My level of English//17A-9: la pregunta que em diga l'altra persona. /17A-13: Una salutació./17B-13: Saludarse./18A-1: la pràctica gramatical d'una llengua./ 18A-2: Intentar parlar una llengua./ 18A-9: Paraules necessaries per a realitzar la conversa/ 18A-10: Suppose que algú es podrà enfadar./ 18A-13: Dos, un de saludar i l'altre per a comprovar si el receptor t'escolta./18B-2: Intentar parlar una llengua/18B-9: Paraules que siguen pròpies d'una conversa i que tinguen ha veure amb la temàtica./18B-10: Poden no entendre't perquè no saben anglès./18B-13: Saludar entre interrogants (hola?) de duda./19A-9: The interlocutor./ 19A-10: Probably your interlocutor can't understand you./19A-13: That you're trying to be friendly./19B-9: The age of the interlocutor is the most important, I think. / 19B-10: Probably the y don't understand you. /19B-13: It can mean: I want to meet you, I'm happy to see you again...//20A-13: Un saludo./21A-9: Pues is la

persona es mas culta ,y intelectualmente superior y puedes hablar igual por que no. /21A-10: Que piensen que eres idiota./ 21A-13: Pues un saludo, o para decir si me estas escuchando. /21B-9: Com siga la persona si es adulta amb respecte, si es un conegut amb mes confiansa que a altres persones./ 21B-10. Que la persona tinga un status superior i poden haver-hi problemes./ 21B-13: Hola com un salut, hola amb sarcasme.//22A-13: Pues de saludar, de no me he estas escuchando, o estoy aquí./22B-13: De saludar, una ola del mar...//23A-13: Pues de saludar, de que no me escuchas, o no estas atento./23B-9: El no hablar muy bien /23B-13: Hola per a saludar, una ola del mar //

PART II. Information about Pragmatics. Question 14

Group: 2nd ESO 02			
subject	Situation	Pre-questionnaire	Post-questionnaire
1	1.Class Notes.	quie me the exercises/0	Thank you/Gracias
	2.Shopping Help	Can Y help you?/0	No thanks/No gracias muy amable
	3.Makeup Test	I'm no the alarm/0	Thanks. But no happen again./Gracias no pasara mas.
	4. Nice apartment	I nice/0	Thanks/Gracias
	5. The Foreigner	I he yor no speak language?/0	I'm no understand. In spanish plis/No te entiendo. En español porfavor.
	6.The teacher	Can you repeat place?/0	Can you Repeat plis?/Res. Me quede callat. O li dic si lo pot repetir.
	7.The pub	I she is a no language speack?/0	0/0
	8.The job interview	Can you repeat please?/0	Can you repeat plis?/Puedes repetir porfavor?
2	1.Class Notes.	Give me the exercises./0	0/Hem pots donar els apunts?Gracies.
	2.Shopping Help	Can I help you?/0	0/No moltissimes gracies.
	3.Makeup Test	0/0	0/Val, no tornara a ocurrir deveres.
	4. Nice apartment	Nice place!/0	0/Moltissimes gracies.
	5. The Foreigner	0/0	0/0
	6.The teacher	0/0	Pots tornar-lo a repetir?/0
	7.The pub	0/0	Ho sen meu pots repetir? Esque estava pensan en altres coses./0
	8.The job interview	Can you repat please?/0	0/0
3	1.Class Notes.	Can you led me the homework please?/me dejas los apuntes porfavor.	ceens you/gracias
	2.Shopping Help	no, ceens/no, gracias	No ceen you/No gracias
	3.Makeup Test	bery ceens/Muchas gracias	Ceens you of the two oportunitat/gracias por la segunda oportunitat
	4. Nice apartment	0/0	Ceens you/Gracias
	5. The Foreigner	can you repet me please/me lo puedes repetir porfavor	repit please/repitelo porfavor
	6.The teacher	can you repet me please/me lo puedes	repit please/repitelo porfavor

		repetir porfavor	
	7.The pub	can you repet me please/me lo puedes repetir porfavor	I'm sotapp/Me callo
	8.The job interview	can you repet me please/me lo puedes repetir porfavor	Can you repit please/Disculpe podria repetirme la pregunta
4	1.Class Notes.	Can you give me the homework?/¿Puedes darme los deberes?	Can you give me the homework?/Em deixes els deures?
	2.Shopping Help	You need help?/¿Necessitas ajuda?	No, thanks/No, gracias.
	3.Makeup Test	Thanks for repeat the exam/Gracias por repetir el examen.	Ok, thanks!/Vale, gracias
	4. Nice apartment	Thanks!/¿Gracias!	Yes, thanks/Si, gracias
	5. The Foreigner	Can you repeat please?/¿Puedes repetirlo por favor?	Can you repeat please?/Pots repetir-ho per favor?
	6.The teacher	Can you repeat please?/¿Puedes repetirlo por favor?	What?/Què?
	7.The pub	Can you repeat please?/¿Puedes repetirlo por favor?	Can you repeat please?/Pots repetir-ho per favor?
	8.The job interview	Can you repeat please?/¿Puedes repetirlo por favor?	Can you repeat please?/Pots repetir-ho per favor?
5	1.Class Notes.	Quet me the exercicis Plis ?/0	Can let you homework/Me dejalos deberes
	2.Shopping Help	No Can you jelp?/Yes	No, thinks/No gracias
	3.Makeup Test	Yes I'm repit eam plis./Yes	OK/Vale
	4. Nice apartment	No I nice/No	Thinks/Gracias
	5. The Foreigner	Nose Is her explicate/Yes	Can you repet plis?/ Me puedes repetir la calle por favor?
	6.The teacher	Can you repit./Yes	Can you repet?/Pots repetir?
	7.The pub	Can you repit?/0	Can you repit?/Pots repetir?
	8.The job interview	Can you repeat?/0	Can you repet./Pots repetir.
6	1.Class Notes.	Please, can you give me the homework?/Me puedes dejar los deberes?	Can you give me your notes, please?/Pots donar-me els apunts
	2.Shopping Help	No, thanks/No, gracias	No, thank you/No gracias.
	3.Makeup Test	Oh, thank you so much Is not going to	Okay, it isn't going to happen again/No va a pasar

		hapend /Gracies. No pasara mas	mai més.
	4. Nice apartment	Thanks./Gracias	Thnak you I have a lot fo free time/Gràcies
	5. The Foreigner	Please, can you repeat please?/Puedes repetir por favor?	Can you repeat please?/Pots repetir?
	6.The teacher	Please can you repeat the end?/Porfavor pots repetir el final?	Can you repeat please?/Pots repetir?
	7.The pub	I can't hear you/No t'escolte	Can you repeat please?/Pots repetir?
	8.The job interview	I'm sorry but i'm very nervous and I don't listen you/Lo siento pero estoy muy nerviosa y no te he oido	0/0
7	1.Class Notes.	Thanks/Gracies	Thanks!/Gracies!
	2.Shopping Help	No, thanks/No, gracias	No, thanks!/No, gracies!
	3.Makeup Test	0/0	Thnaks!/Gracies!
	4. Nice apartment	Thanks/Gracias	I know!/Ho se!
	5. The Foreigner	Can you repeat?/Pots repetir?	Can you repeat?/Pots repetir?
	6.The teacher	I don't understand the question? Can you repeat? Pleas/No he entes la pregunta? Pots repetir, per favor?	Can you repeat?/Pots repetir?
	7.The pub	Godbye!Adios!	What?/Que?
	8.The job interview	Can you repeat pleas?/Pots repetir, per favor?	Can you repeat?/Pots repetir?
9	1.Class Notes.	Do you done the work of clas?/Me puedes dejar los apuntes?	Thank you very much/Muchas gracias
	2.Shopping Help	No, thanks./No, gracias.	No, thank/No, gracias
	3.Makeup Test	Thank you very much/Muchas gracias juro que no volvera a pasar	Thank you very much/Gracies, no tornara a pasar
	4. Nice apartment	Thanks/Gracias aun em falta ordenarlo un poco.	Yes, is beautiful/Si, es precios
	5. The Foreigner	What?/Perdone, no le entiendo, me lo puede repetir?	What?/Que?
	6.The teacher	Can't you repit please?/Que?	What?/Que has dit?
	7.The pub	What?/Que?	What?/Que?

	8.The job interview	What?/Que?	What?Que?
10	1.Class Notes.	Thanks/Moltes gracies	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracies	No, Thancks/No, gracies.
	3.Makeup Test	Thanks/Moltissimes gracies	0/No tornara a pasar. Gracies
	4. Nice apartment	Thanks, I hope you'll be fine/jeje moltes gracies, espere estigues agust.	Thancks/Gracies
	5. The Foreigner	Can you repit plis./me lo puedes repetir porfavor?	repit, Plis/Puedes repetirlo porfavor
	6.The teacher	Can you repit?/Me lo puedes repetir?	Repit, the question plis./Puedes repetir la pregunta porfavor.
	7.The pub	What?/Que? No he antes bé	What?/Que?
	8.The job interview	Sorry, can you repit plis? I'm very nervous./Lo siento, me lo puedes repetir porfavor? Estoy muy nervioso	0/Como?, me lo puedes repetir porfavor.
11	1.Class Notes.	Thank you very much. I'll give them back to you when I finish copying them./Gràcies! te les torne quan acabe, d'acord?	Thnak yuo so much!/Moltes gràcies, t'en dec una.
	2.Shopping Help	No, thanks. I'm just looking./No, gràcies. Estic mirant.	No, thanks. I'm just looking around./No, gràcies. Sols estic mirant.
	3.Makeup Test	I won't. Thank you very much./No tornarà a pasar. Gràcies.	I won't, thank you so much./Moltes gràcies, no tornarà a passar, ho promet.
	4. Nice apartment	Thank you! When I moved here i had to clean a./Gràcies! M'ha costat el que no està escrit de limpiar!	I've been working hard on thi, thank you!/Gràcies! La veritat és que m'ha costat d'arreglar.
	5. The Foreigner	Sorry, can you repeat it again? I can't understand you./Perdona? Pots repetir-lo.	Sorry, can you repeat the question?/Perdona, pots repetir la pregunta?
	6.The teacher	Sorry, can you repeat the question please?/Perdona, pots repetir la pregunta perfavor?	Sorry, can you repeat the question?/Pots repetir la pregunta?
	7.The pub	Sorry?I can't hear you, the music's too loud!/Perdona? La música està molt alta,	Whaat? I can't hear you!! The music's too loud!!/Queee? No puc sentir-te, la música està molt

		pots repetir-ho?	alta!
	8.The job interview	Sorry, can you repeat the question please?/Perdona, podria repetir la pregunta perfavor?	Ehm, sorry. Can you repeat the question, please?/pot repetir la pregunta, si us plau?
12	1.Class Notes.	0/0	Thanks/Gracias
	2.Shopping Help	0/0	No/No
	3.Makeup Test	0/0	OK/Vale
	4. Nice apartment	0/0	I know/Ya lo se
	5. The Foreigner	0/0	I can't help you/No puedo ayudarte
	6.The teacher	0/0	Can you repit please?/Me lo puedes repetir?
	7.The pub	0/0	What?/Que?
	8.The job interview	0/0	Can you repit please?/Me lo puedes repetir?
14	1.Class Notes.	Yes./Si.	Thanks Johana/Gracias, Johana
	2.Shopping Help	Yes./Si	Si, please/Si, porfavor.
	3.Makeup Test	Thanks, thanks!!/Gracias, gracias!	Yes, yes and thanks!!/Si, si, gracias.
	4. Nice apartment	Thanks/Gracias	Thanks/Gracias
	5. The Foreigner	I don't understand/No te entiendo	I don't speak Ingles/Yo no hablo Ingles.
	6.The teacher	Can you repit please?/Puedes repetirlo otra vez?	Can you repeat please?/me lo puedes repetir porfavor?
	7.The pub	What?/Que?	What?/Que?
	8.The job interview	Can you repit please?/ Puedes repetirmelo otra vez porfavor?	Can you repeat please?/Me lo puedes repetir porfavor.
15	1.Class Notes.	What didn't you go to school? Yes, the class notes the .../Que te va pasar ahir?Espere que te millores. Clar que tels done.	Can you let me your homework pleas?/Puedes dejarme los deberes por favor?
	2.Shopping Help	No, thanks./No, gracias	No, thank you./No, gracias
	3.Makeup Test	Okay, thank you very much./Vale, moltes gracias.	Thank you very much!/Muchas gracias!
	4. Nice apartment	Yes!/Si!	Oh, thanks!/Oh,gracias!
	5. The Foreigner	What?Can you repit pleas?/Que? Pots repetir per favor?	Can you repeat pleas?/Puedes repetir-lo por favor?

	6.The teacher	What? Can you repeat pleas?/Pots repetir-ho per favor?	Can you repeat pleas?/Puedes repetir por favor?
	7.The pub	What? Can you repeat pleas?/Que? Pots repetir-ho perfavor?	Can you repeat pleas?/Puedes repetir-lo por favor?
	8.The job interview	Can you repeat pleas?/Pots repetir-ho perfavor?	Oh, sorry. Can you repeat pleas?/Oh, lo siento puedes repetir por favor?
16	1.Class Notes.	Thanks/0	Thanks/0
	2.Shopping Help	No, thanks/0	No, thanks/0
	3.Makeup Test	Thanks/0	Thank you/0
	4. Nice apartment	Thanks?	I know.../0
	5. The Foreigner	I don't know, I don't know./0	Can you repeat please?/0
	6.The teacher	Sorry, can you repeat please?/0	Please, teacher. Can you repeat the question?/0
	7.The pub	Sorry, can you repeat please?/0	I can't listen you./0
	8.The job interview	Sorry, can you repeat please?/0	Sorry, can you repeat your question?/0
17	1.Class Notes.	Thank you./Gracies, eres la millor	Thank you/Gracias.
	2.Shopping Help	No, we don't need help./No, gracias, no necesitamos ayuda, nosotros podemos.	No, thank you/No, gracias
	3.Makeup Test	Thank you/Moltes gracies, no tornarà a pasar.	Thank you, the alarm doesn't go off./gracias, la alarma so sonava.
	4. Nice apartment	Yes, it's very beautiful./Es molt chuli.	Yes/Si.
	5. The Foreigner	What?/Qué? No entenc?	I don't know/No lo se.
	6.The teacher	Can you repeat, please?/ O pots repetir.	Can you repeat, please?/Lo puedes repetir porfavor?
	7.The pub	OK/Valeeeee.	Good bye/Adios.
	8.The job interview	I'm very nervous, and I don't understand the question./ Estava nerviosa que no he entengut la pregunta.	Can you repeat, please?/Lo puedes repetir porfavor?
18	1.Class Notes.	Thank you, you're very nice./Moltes gràcies, eres molt amable.	Oh! Thank you./Moltes gràcies.
	2.Shopping Help	No, thank you./No, de totes formes, moltes gracies.	No, thanks/No, gràcies.
	3.Makeup Test	Thank you!/Moltes gràcies, no tornarà a passar.	Thanks you fou you amability/Moltes gràcies.

	4. Nice apartment	Oh! Thank you, you're very nice./Oh! Moltes gràcies.	Thank you friend, but aren't nice place./Moltes gràcies amic.
	5. The Foreigner	Can you repeat, please?/Eh podrías repetir?	I don't understand your language./No te entiendo, lo siento.
	6. The teacher	Can you repeat, please?/Hem podrías repetir? No l'escoltat bé.	Can you repeat, please?/Lo puedes repetir, por favor??
	7. The pub	Can you repeat, please?/Hem podrías repetir? No l'escoltat bé.	What? Can you repeat, please?/ Lo puedes repetir?
	8. The job interview	Can you repeat, please?/Hem podrías repetir? No l'escoltat bé.	Can you repeat, please? I don't understand./Lo podrías repetir?
19	1. Class Notes.	Can you give my your class notes?/Pots donar-me els teus apunts?	Thank you. I'll return them to you tomorrow. Graciés. Te els retornarè a tu demà.
	2. Shopping Help	No, thank you. I'm looking./No, gràcies. Estic mirant.	No, thank you. I don't need anything./No, graciés. No necesite ninguna cosa.
	3. Makeup Test	Thank you. That won't happen again./Gracies. Açó no tornarà a pasar.	Thank you. That isn't going to happen again./Graciés. No tornarà a ocorrer.
	4. Nice apartment	Really? Do you like it?/De veres? T'agrada?	Really? Do you like it?/De veres? T'agrada?
	5. The Foreigner	Sorry. I don't understand you./Disculpa. No t'entenc.	Sorry, but I don't understand you./Perdona, però no t'entenc.
	6. The teacher	Can you repeat it please?/Pots repetir per favor?	Sorry, can you repeat it?/Perdona, pots repetir-ho?
	7. The pub	Sorry. What did you say?/Perdona. Qué has dit?	Can you repeat it please?/Pots repetir-ho perfavor?
	8. The job interview	Sorry. Can you repeat me the question please?/Disculpa. Pots repetir-me la pregunta per favor?	Sorry, can you repeat it please? I'm a bit nervous./ Disculpa, pots repetirho? Estic un poc nerviosa.
20	1. Class Notes.	0/Que te paso ayer?	Thankiu!/Gracies!
	2. Shopping Help	No, thankiu./No, gracias	No, thankiu!/No, gracias!
	3. Makeup Test	OK, thankiu/Vale, gracias	Thankiu, don't let it happen again./Gracias, no volvera a passar.
	4. Nice apartment	Thankiu./Gracias.	Thankiu!/Gracies!

	5. The Foreigner	What?/Qué?	Can you repeat?/Me lo puedes repetir?
	6.The teacher	What?/Qué?	Can you repeat?/Me lo puedes repetir?
	7.The pub	Can you repeat, please?/Me lo puedes repetir, por favor?	Can you repeat, please?/Me lo puedes repetir, por favor?
	8.The job interview	Can you repeat, please?/Me lo puedes repetir, por favor?	Can you repeat please?/Me lo puedes repetir, por favor?
21	1.Class Notes.	Thank you/Gracias.	Thanks/Gracias
	2.Shopping Help	No/No	No, thanks/No, gracias
	3.Makeup Test	It will not happen./No volvera a pasar.	OK/Vale.
	4. Nice apartment	Thank you./Gracias.	Thanks/Gracias
	5. The Foreigner	I don't speak english, sorry./No hablo ingles, lo siento	No, speak ingles./No hablo ingles
	6.The teacher	What?/¿Que?	What?/¿Que?
	7.The pub	I can repeat./Me lo puedes repetir.	No,.../No te e oido.
	8.The job interview	I could explain the question again./Me la podrias explicar otra vez la pregunta.	You are repeat the question./Me podria repetir la pregunta.
22	1.Class Notes.	Yes/Sí	Are you ask someone for his class notes?/¿Me puedes dejar los deberes?
	2.Shopping Help	No, I don't/No	No, thanks/No, gracias
	3.Makeup Test	Thanks you/Gracias	Thaks/Gràcias.
	4. Nice apartment	Thanks you/Gracias	Yes/Si.
	5. The Foreigner	I don't know/No lo sé	Can you repeat?/Puedes repetir
	6.The teacher	Can you repeat please?/¿Puedes repetir porfavor?	Can you repeat please?/¿Puedes repetir por favor?
	7.The pub	OK/Vale...	No, thanks/No, gracias.
	8.The job interview	Can you repeat please?/¿Puedes repetirla porfavor?	Can you repeat the question?/Puedes repetir la pregunta?
23	1.Class Notes.	Yes/Sí	Thank you/Gracias
	2.Shopping Help	No, I don't/No	No, thanks/No, thanks
	3.Makeup Test	Thanks you/Gracias	Thank you/Gracias
	4. Nice apartment	Thanks you/Gracias	Thanks/Gracias
	5. The Foreigner	I don't know/No lo sé	No./No

	6.The teacher	Can you reepit please?/puedes repetir-lo por favor?	Silence, please/Silencio por favor
	7.The pub	OK/Vale	Can you repeat me?/Me lo puedes repetir?
	8.The job interview	I can repit please?/Puedes repetir-lo por favor?	Can you repeat?/Lo puedes repetir?

Group: 2nd ESO 03. Information about Pragmatics (I)

Subjects:	1A	1B	2A	2B	3A	3B	9A	9B	10A	10B	11A	11B	12A	12B	14A	14B	15A	15B
questions																		
1	no	idk	no	idk	no	idk	no	idk	no	idk	no	idk	no	no	yes*	yes*	no	no
2	no	idk	no	idk	idk	yes*	idk	idk	no	idk	no	idk	no	no	yes*	yes*	no	yes*
3	yes	yes	no	no	no	yes	idk	idk	no	yes	idk	no	yes	no	no	yes	yes	yes
4	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	no	yes	yes	yes
5	yes	yes	yes	yes	yes	idk	idk	idk	yes	yes	no	idk	yes	yes	yes	yes	no	yes
6	no	yes	no	idk	no	yes	yes	idk	yes	yes	idk	idk	yes	yes	no	yes	no	yes
7	no	yes	no	yes	yes	yes	yes	idk	yes	no	idk	yes	yes	no	yes	yes	yes	yes
8	yes	yes	yes	0	yes	yes	idk	yes	yes	no	idk	no	yes	no	yes	no	yes	yes
9	*	*	0	*	*	*	*	*	0	*	idk	*	0	*	*	*	idk	*
10	no	idk	no	yes	idk	yes*	idk	yes*	yes	idk	idk	yes*	yes*	no	yes*	yes*	yes*	yes*
11	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	0	yes	yes	yes
12	yes	idk	no	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	0	yes	yes
13	*	*	0	0	*	*	idk	idk	*	0	idk	*	0	*	0	*	idk	*

Notes:

1A-9: Influiria les paraules i les persones./ 1A-13: Bon dia, bona vesprada, un salut normal.../ 1B-9: Depende del status social del receptor/ 1B-13: Un saludo// 2B-9: No becuase a my friends I have trust//3A-9: Estudiar-lo, aprendre més coses.../3A-13: hola de salutacions igual que el hi!/3B-2: Quan es comunica amb algú./3B-9: depenent del receptor en una profesora es parla més formal i a una amiga informal./3B-10: Si, perque un xiquet no t'entendria./3B-13: salutació, // 9A-9: Depenent de qui siga la persona/9B-9: Pues no li parlaria igual, perque a una persona adulta no se li parla igual que a un xiquet de la meua edat. 9B-10: The problem is that understand// 10A-13: Una salutasio./10B-9: El estatus social/ 11B-9: a una profesora parles formal i a una amiga li parles informal/ 11B-10: Si li parles a un xiquet no te entendra de lo que parles que quan li parles a una profesora/ 11B-13: I don't know/No me'n recorde.// 12A-10: Dificultat al parlar./12B-9: La edad, si coneixes o no a la persona.../12B-13: Un saludo, una presentació.//14A-1: Saber escribir y hablar cosas con sentido/14A-2: Hablar dos personas y que se entiendan/ 14A-9: El tema del que se trata/ 14A-10: Decir cosas sin sentido/14B-1: es la forma de cómo hablar dependiendo del receptor/14B-2: Es una acto donde el emisor y el receptor se entienden y se comunican/ 14B-9: depenent del receptor/ 14B-10: Que no haya buen "royo" entre los hablantes./14B-13: saludar, expresar confusión, decir que algo o alguien esta bueno/a, para decir que ese era tu sitio, etc.//15A-10: Que no s'antenguen/15B-2: es parlar oralment/15B-9: El nivell d'anglès que tinga/15B-10: Que els interlocutors no s'antenguen/ 15B-13: Para evidenciar algo, para saludar, Cheers, Ta, Thank you.//

Group: 2nd ESO 03. Information about Pragmatics (II)

Subjects:	17A	17B	18A	18B	20A	20B	21A	21B	22A	22B	23A	23B
questions												
1	0	yes*	idk	idk	no	yes*	idk	no	no	no	no	yes*
2	yes*	no	no	idk	no	no	no*	yes*	yes*	yes*	no	no
3	yes	yes	no	no	idk	yes	no	yes	no	no	yes	yes
4	yes	yes	yes	yes	no	yes	no	yes	no	no	yes	yes
5	no	no	no	yes	yes	yes	no	yes	no	no	no	no
6	yes	yes	no	no	yes	yes	no	yes	no	no	no	yes
7	yes	yes	yes	yes	yes	yes	no	yes	no	no	no	yes
8	yes	yes	yes	no	idk	yes	yes	yes	yes	yes	no	yes
9	*	*	*	*	*	*	0	*	*	*	*	*
10	idk	no	yes*	yes	no	yes*	no	no	no	idk	yes	yes*
11	yes	yes	yes	yes	no	yes	yes	no	no	no	yes	yes
12	no	yes	yes	yes	no	yes	no	no	yes	yes	yes	no
13	*	*	*	*	*	*	*	idk	*	*	*	*

Notes:

17A-2. Cuan algu parla/17A-9:Segons amb qui parle/17A-13: Ningun/17B-1:Són palabras que sirven para muchos significado/ 17B-9: Que dar bé davan a les persones/ 17B-13: Saludar, Para preguntar si hay alguien, cuando coloca algo en un sitio inadecuado.../18A-9: Saber com utilitzar les paraules correctament/18A-10: Que el interlocutor pense que l'estic insultant o algo./18A-13: Pues un simple hola es cuando alguien se interesa, un saludarte./18B-9: depende de la edad y de si la conozca mucho o no./18B-10:Que es pot enfadar el interlocutor/18B-13. Para dar los buenos dias//20A-9:Si fuera alguien muy adinerado o los padres de un amigo/a ...etc./ 20A-13:Un saludo/20B-1: Son palabras que utilizas para decir varios significados/20B-9:El sexe, el status social i els estudis./ 20B-10: No poder entenderse entre si./20B-13: Para saludar, para ligar, para decile una cosa obvia,para decirle que se vaya y para decir que no sabia que estaba ahí./21A-2. Algo de hablar./21A-13: Si es con un desconocido, una nueva amistad depende de cómo vaya./21Depende de cmo este y quien sea./22A-2: Que la gent sap molts idiomes/22A-9: De que no se parlar-lo bé./22A-13: Un saludo cortito./ 22B-9: El llenguatge/22B-13: Hello: get up, ola, estoy aquí,.../23A-9: la edad i el sexe del interlocutor./23A-13: saludo, interrogación./23B-1: Es una palabra que se utiliza en varias situaciones/23B-9: L'edat i el sexe del interlocutor/23B-10: Problemes de comunicació/23B-13: Se puede usar cuando estas sentdo en una silla te vas i se pone otro, cuando dejan la leche fuera de la nevera, etc...

PART II. Information about Pragmatics. Question 14

Group: 2nd ESO 03			
subject	Situation	Pre-questionnaire	Post-questionnaire
1	1.Class Notes.	Yes!here you are/Claro!Ya me paso y te los doy.	Thanks/Muchas gracias
	2.Shopping Help	You need something?/Necesita algo?	No, you don't./No, no pasa nada
	3.Makeup Test	0/0	Thanks/Gracias. No volvera a pasar
	4. Nice apartment	Good place! /¡¡Ala!!¡¡Que chulo!!	Thanks/Ya si eso pasas unos días aquí
	5. The Foreigner	0/0	Can you speak any spanish?/Hablas un poco español
	6.The teacher	0/0	Repeat me the question/¿Me podrias repetir la pregunta?
	7.The pub	0/0	What?/Que?
	8.The job interview	0/0	Repeat me the question/Repíteme la pregunta por favor.
2	1.Class Notes.	The pag number two, exercis five and six/De la pagina numero 2 ejercicio 5 i 6.	Thanks/Gracias
	2.Shopping Help	0/0	No, thanks/No Gracias
	3.Makeup Test	0/0	No I will happen/No tornara a passar
	4. Nice apartment	0/0	Yes This is very modern/si es muy moderno
	5. The Foreigner	0/0	i don't speak Ingles/No se hablar Ingles
	6.The teacher	0/0	Can you repeat plase./Puedes repetir porfavor.
	7.The pub	0/0	I don't understand/No te entiendo
	8.The job interview	0/0	Can you repeat please, because is nervous./Pudes repetir porfavor, porque estoy nerviós.
3	1.Class Notes.	OK, thank you very match.One kiss/Moltes gracias, un bes.	Ok, thanks you very much/Vale, moltes gracias.
	2.Shopping Help	No, it's OK,thanks/No, está bé, gracias	Yes, please/Si, per favor
	3.Makeup Test	OK, thanks very match teacher/Vale, moltes gracias profe.	Ok,Don't worry. I promise you, thanks you vey match/Vale, no te preocupes, t ho promet, moltes gracias

	4. Nice apartment	Is very fantastic and modern/Es molt fantastic i modern.	Thanks very much/Moltes gracies
	5. The Foreigner	Can you repeat please? I don't understand you/Pots repetir-lo? No, t'he entés.	Can you repeat please? I don't understand/Pots repetir-ho per favor? No t'entenc.
	6. The teacher	Can you repeat please teacher?/Pots repetir-lo profe?	Can you repeat teacher, please? I can't listen/Pots repetir-ho? Per favor professor. No ho he escoltat.
	7. The pub	Can you up the volume?/I don't listen you/Pots alçar el volumen? No t'escolte.	I don't understand you/No t'entes.
	8. The job interview	Don't worry./No te preocupes.	Can you repeat please? I don't understand you I'm nervous sorry./Pots repetir-ho per favor? No t'entenc No t'entenc Estic nervios/a hu sent
9	1. Class Notes.	Yes/Si, despues te los deajo.	Thanks, you is fantastic./Gracias, eres genial.
	2. Shopping Help	No, thanks./No, gracias.	No, thank, more freindly./No, gracias, muy amable.
	3. Makeup Test	Okey, very much/Vale, muchas gracias.	Very much, not .../Moltes gracies. No tornara ha passar, teu promet.
	4. Nice apartment	Thanks./Gracias.	Yeah, i love it, thanks./Si, me encanta, gracias.
	5. The Foreigner	Repit please./Repiteme lo por favor.	Sorry, not understand/Lo siento, no te entiendo.
	6. The teacher	Repit the final plase teacher. Profesor repiteme el final por favor	You repit finish, plase/Me puedes repetir el final por favor.
	7. The pub	What?/Que?	What?/Que?
	8. The job interview	Repit plase? Are more nervios./Me lo puedes repetir? Esque estoy muy nerviosa.	I not undestent the question, repit please./No he entendido la pregunta, me la puedes repetir
10	1. Class Notes.	Thanks/Gracias	Thanks you/Grasies
	2. Shopping Help	No, thenkiou/No, Grasies	No, Thanks you/No, grasies
	3. Makeup Test	Thanks/Gracies	Okey/Vale, no tornara a pasar.
	4. Nice apartment	Yes/Si	Thanks you/Grasies
	5. The Foreigner	Qui ti pici wats run ?/Que te pasa	Please, you cant repeat place?/Per favor, pots repetir?
	6. The teacher	repit plis/Pots repetir	Cant repeat place?/Pots repetir per favor
	7. The pub	Nu ris/No res	What?/ Que

	8.The job interview	Can you repit plis/Pots repetir	Plase, you cant repeat place?/Per favor, pots repetir?
11	1.Class Notes.	0/0	Thanks/Gracies.
	2.Shopping Help	No, thanks/No, gracies	No, thanks/No, gracies.
	3.Makeup Test	Thanks/Gracies	Ok, I promise/Vale, lo prometo
	4. Nice apartment	No ris/No res	Jaja, thanks/jaja,gracies
	5. The Foreigner	I don't understand/No entiendo	I don't understand English/No entenc l'anglés. (En anglés)
	6.The teacher	Can you repit please?/Pots repetir perfavor	Can you repeat please?/Puedes repetir porfavor.
	7.The pub	Bye By/Adios	I don't understant you./No t'entenc.
	8.The job interview	0/0	Repeat please/Repetis perfavor.
12	1.Class Notes.	Thenkiu, for you help./Gracies per donar-mels.	Thanks you/Gracies
	2.Shopping Help	No, thenkiu/No, moltes gracies.	No, thanks/No, gracies
	3.Makeup Test	Thenkiu, teacher. No torn a pasar./Gracies, no tornara a pasar.	Okey, won't pasar plus./Vale, no pasará més.
	4. Nice apartment	Thenkiu, I'm decorection/Gracies, la he decorat jo.	Yes, very beautiful./Si, es molt bonic.
	5. The Foreigner	Sorry, you can reeat please./Pedon, pots repetir.	Please, you can repeat please./Perfa-vor, pots repetir.
	6.The teacher	You can repeat please./Pots repetir./No té sentit	What? Repeat please./Que? Repite perfavor.
	7.The pub	What? Repeat please/Que repite, porfavor.	I don't listen./No te he escoltat
	8.The job interview	Sorry, you can repeat/Perdon, pots repetir.	You, can repeat pleas/Pots repetir
14	1.Class Notes.	Can you say me the homeworks please./Dime los deveres que pusieron ayer porfa.	Cheers, if you need some say me./Muchas gracies.
	2.Shopping Help	No, thanks/No, gracias	No, for now no, cheers/No gracias, si necesito algo ya te aviso
	3.Makeup Test	Sorry, the alarm don't sound, can you repeat me the exam please?/Lo siento, la alarma no sonó, puedes repetirme el	Thank you very match/Muchisimas gracies.

		examen?	
	4. Nice apartment	Thanks/Gracias	Thanks bro./Gracias
	5. The Foreigner	I don't understand u./No te entiendo.	I don't understand you, sorry, ask for other person./No te entiendo, lo siento, pregunta a otra persona.
	6.The teacher	Can you repeat the question please/No he oido el final, lo puedes repetir?	Can you repeat the ask, please, i don't listen you. /Puedes repetir la pregunta que no he oido el final, porfavor.
	7.The pub	I don't listen you, can you repeat?/No te oigo por la musica acercate un poco.	Can you repeat me to the ear./Me lo puedes decir mas cerca.
	8.The job interview	.Can you repeat I don't listen you because I'm nervous./Puedes repetir esque estoy muy nervioso.	Sorry, i'm very nervous, can you repeat please/Lo siento, esque estoy muy nervioso puedes repetir la pregunta
15	1.Class Notes.	Thank you/Gracias	Cheers/Gracias, ahora te los devuelvo
	2.Shopping Help	No/No, me les puc apanyar	No, thanks/No, gracias
	3.Makeup Test	0/No tornará a passa hu senc	Thnaks/No volvera a pasar, gracias.
	4. Nice apartment	0/Gràcies.	Ta/muchas gracias, me faltan algunos muebles
	5. The Foreigner	0/Lo siento, no te entiendo	I not andstant/No entiendo.
	6.The teacher	0/Pots repetir, perfavor.	¿Can you repeat please?/¿Puedes repetir, porfavor?
	7.The pub	0/Eh, repetis-ho perfavor.	0/¿Que has dicho?
	8.The job interview	I don't on ston./No te entiendo	Sorry, can you repeat please./Perdon esoty muy nervioso ¿puedes repetir?
17	1.Class Notes.	Tack's/Gracias	Ooh, lovely/Gracias tio
	2.Shopping Help	No/No	No, I don't help, thax/No, no necesito ayuda.
	3.Makeup Test	No/No volvera a pasar	Oh thanx I love you/Gracias
	4. Nice apartment	Thack/Gracias	Chees/Gracias
	5. The Foreigner	0/No te entiendo	What?/Que?
	6.The teacher	Can you repit place/Me el pots repetir	repit the question please/Me lo puedes Repetir
	7.The pub	0/Ádeu	repit please/Que?
	8.The job interview	0/Pensaria ne lo que dir	repit the centences please/Puedes repetir porfavor
18	1.Class Notes.	Thenks/Gracies	Thank you/gracias

	2.Shopping Help	No, thank you/No, Gracias	No, but thank you/No, pero gracias
	3.Makeup Test	Okey teacher then you/Vale, professora gracias	OK, won't happen/Vale no pasara más.
	4. Nice apartment	Thanks you friend/Gracias amigo.	Thank you/Gracias
	5. The Foreigner	Sorry, but I'm understand/Lo siento pero no te entiendo	Sorry, I'm not understand/Perdon, yo no te entiendo.
	6.The teacher	Sorry, you can repit the question?/Perdon puedes repetir la pregunta?	Sorry teacher, can you repite the question?/Perdon Professor Podrias repetir la pregunta?
	7.The pub	Sorry boy, I can't listening./Lo siento chico Pero no te escucho	Sorry I'm not understen, can you repite please?/Perdon no te entiendo, puede repetirlo porfavor?
	8.The job interview	Sorry, you can repit the question, because I'am nevous/Lo sinto.Puedes repetir la pregunta, Porque estoy nerviosa.	Sorry can you repit the question, because I'm extremely nervous/Por favo pudes repetir la pregunta Porque estoy muy nerviosa
20	1.Class Notes.	There aren't any homework/No hay nada de deberes	Ok,thanks/Vale, gracias
	2.Shopping Help	No, thanks/No, gracias	No, I don't need help/No, no necesito ayuda.
	3.Makeup Test	Thanks, teacher/Gracias profesor	Ok,sorry/Vale, perdon.
	4. Nice apartment	Thanks/Gracias	Jaja, thanks/ Jaja, gracias.
	5. The Foreigner	I don't understand you sorry. Can you repite?/no te entiendo, lo siento. Podrias repetirlo?	Can you repite please?/Me lo puedes repetir porfavor
	6.The teacher	Can you repite please?/Puedes repetirlo porfavor?	Can you repite please?/Me lo puedes repetir porfavor.
	7.The pub	Can you repite?/Puedes repetirlo	Come with me outside. I don't listen you/Ven conmigo fuera. No te escucho.
	8.The job interview	Can you repite the ask?/Puedes repetir la pregunta?	Can you repite the cuestion please?/Puedes repetirme la pregunta porfavor.
21	1.Class Notes.	0/Porfa dame los deberes que estoy malo y no e podido ir al insti.	Thank! You/Gracias
	2.Shopping Help	0/Si, donde estan las zapas de futsal?	No, thank you/No, gracia si la necesito te lo digo.

	3.Makeup Test	0/Vale, gracias no volvera a pasar.	Thank you/Gracis tanquilo que no pasara mas.
	4. Nice apartment	0/Yaves es mio. Si quieres dormir 10 euros la noche.	Thank you/Lose te mola, gracias
	5. The Foreigner	0/Lo busco en el traductor Google del móvil y te ayudo.	No speaking very good english/No hablo muy bien ingles
	6.The teacher	0/Le digo ¿Que? Y que lo vuelva a repetir.	Can you repite plis?/Repitelo porfa que no he escuchado el final.
	7.The pub	0/Le pregunto si puede repetirlo otra vez que no lo e entendido.	Can you repite plis?/Por favor lo puedes repetir?
	8.The job interview	0/Lo siento estoy nervioso puedes preguntarme poco a poco. GRACIASS	Can you repite plis?/ Perdon por interrumpir, puedes repetir la pregunta que no la he escuchado bien por favor?
22	1.Class Notes.	Thank/gracias	Cheers/Gracias
	2.Shopping Help	No/No	No, cheers/No, gracias
	3.Makeup Test	OK/Vale	Cheers/Gracias
	4. Nice apartment	Yes/Si	Ok/Vale
	5. The Foreigner	What?/Que?	Can you repit please?/Pots repetir per favor?
	6.The teacher	What?/Que?	Can you repit please?/Pots repitit per favor?
	7.The pub	What speak?/Que parles?	What?/Que?
	8.The job interview	Can repitation?/Pots repetir?	Can you repit please?/Pots repitir per favor?
23	1.Class Notes.	Okay./Vale demà t'els done.	Chairs/Gracias
	2.Shopping Help	No, thenkiu/No, gracias.	No, chairs/No, Gracias
	3.Makeup Test	Thenkiu/Moltes gracias no tornarà a passar	Thank you/Gracias
	4. Nice apartment	Thenkiu/Gracies!	Chairs/Gracias
	5. The Foreigner	Can you repete please?/Puedes repetirlo por favor?	Can you repeat? Please?/Puedes repetirmelo por favor.
	6.The teacher	Can you repeat the question please?/Puedes repetir la pregunta por favor?	Can you repeat the question?/Puedes repetir la pregunta
	7.The pub	Can you repeat please!/Puedes repetir Gracias	Can you repeat/Puedes repetirmelo.
	8.The job interview	Can you repeat please!/Puedes repetir	Can you repeat the question?Please/Puedes

		Gracias	repetirme la pregunta.
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Group: 2nd ESO 04. Information about Pragmatics

Subjects:	13A	13B	17A	17B	18A	18B	19A	19B	20A	20B	21A	21B	22A	22B	23A	23B	24A	24B	25A	25B	26A	26B
questions																						
1	idk	yes*	idk	idk	no	yes*	no	no	no	idk	idk	yes	no	yes*	no	yes*	no	no	idk	no	idk	no
2	idk	no	idk	idk	no	no	no	no	no	idk	no	no	yes*	yes*	no	no	yes*	idk	idk	no	idk	no
3	no	no	yes	yes	no	no	no	no	no	no	idk	yes	no	no	no	no	yes	yes	no	no	yes	yes
4	yes	yes	yes	no	yes	yes	no	yes	no	idk	idk	no	no	yes	yes	yes	yes	yes	yes	yes	yes	yes
5	no	yes	yes	yes	no	yes	yes	yes	idk	yes	yes	yes	no	no	no	yes	idk	idk	yes	yes	no	yes
6	no	yes	yes	yes	yes	yes	yes	yes	no	idk	yes	no	no	yes	yes	yes	idk	yes	idk	yes	no	no
7	no	yes	yes	no	yes	idk	yes	yes	no	idk	yes	yes	yes	yes	yes	idk	yes	idk	yes	no	no	no
8	no	yes	yes	yes	yes	yes	yes	yes	no	idk	0	yes	yes	no	yes	idk	yes	yes	yes	no	no	no
9	*	*	0	0	*	*	*	*	0	0	0	0	*	*	*	*	*	*	idk	idk	*	idk
10	no	yes	yes	no	no	yes*	yes	idk	no	idk	no	no	idk	yes*	yes*	idk	idk	idk	idk	idk	no*	no
11	yes	yes	yes	idk	yes	idk	yes	yes	no	no	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
12	yes	yes	yes	idk	yes	yes	yes	yes	no	yes	0	no	yes	yes	yes	no	yes	no	yes	yes	yes	no
13	*	*	idk	0	*	*	*	0	*	0	*	0	*	*	*	*	*	idk	*	idk	*	0

Notes:

13A-9: I think it'll be the situation, if it is formal or informal./ 13A-13: Thousands and thousands, depending of many things./13B-1: It is all the meanings that a word can have/ 13B-9: I will influence, over all, the context that we are talking./ 13B13: It can say a salutation, can used that someone's left something in a meaningless place, it can be used to say someone that is in your sit, to say that you like something, etc./18-9: My English level, my social status and my age./18A-13: I don't understand this question./18B-1: Pragmatics are the different forms to say something to give it a special use./ 18B-9: The characteristics of the other interlocutor/18B-10: Social problems/ 18B-13: Uff... there are much significates./19A-9: el nivell d'angles que tinga 19A-13: hola, que ase/19B-9: studies//20A-13: No sé, saludar/21A-13: Hola como estas,//22A-2: Saber paralar amb sentit. /22A-9: Pues el meu nivell de paraules. / 22A-13: Els que u interprete/22B-1: Son els diferents senetits que pot tiendre una mateixa paraula. /22B-2: Expressar-te. / 22B-9: El nivell d'angles. /22B-10: No entendre's / 22B-13: Una llamada d'atencio./23A-9: the another man/woman, her/his status.../ 23A-10: A not fluided converse,/ 23A-13: that's differentan

“hello” for a friend that a “hello” for a president, that’s logic./23B-1: Pragmatics is the form of expression us to the English./ 23B-9: Influiria com es la meua forma de ser./ 23B-13: Cridar la atenció, saludar, renyir...//24A-2: Parlar amb algú/24A-9: Todo lo de anres/24A-13: Un salut/24B-9: Todo lo anterior// 25A-13: Muchos//26A-9: res. /26A-10: ningun/ 26A-13: saludar, ola de mar.// /

PART II. Information about Pragmatics. Question 14

Group : 2 nd ESO 04			
<i>subject</i>	<i>Situation</i>	<i>Pre-questionnaire</i>	<i>Post-questionnaire</i>
13	1.Class Notes.	Hey. Yesterday I was ill. Can you borrow me yesterday class notes?/Hola, ahor estava malalta.Pots deixarme els apunts d'ahir?	Can you borrow me yesterday homework? I was ill./Me pasas los deberes? Ayer estuve mala.
	2.Shopping Help	No, thanks/No, gràcies	No, thank you./No, gràcies
	3.Makeup Test	I will do it. But if next time you oversleep, I won't do it./Ho faré. Però, si et tornes a dormir no el tornaré a fer.	Thank you very much. I promise that this will never happen again./Moltíssimes gràcies. Te promec que no tornarà a passar.
	4. Nice apartment	Thanks./Gràcies	Thank you. It took me forever to decorate/Gràcies, m'ha costat molt decorar-lo.
	5. The Foreigner	Sorry, I don't understand anything/Perdona. No entenc res.	Sorry? Can you repeat?/Què? Lo puedes repetir?
	6.The teacher	Can you repeat it?/Ho pots repetir?	Can you repeat? I couldn't hear you./Lo puedes repetir? No te he oído.
	7.The pub	Sorry?/Què?	Sorry?/Què?
	8.The job interview	Sorry? I didn't understand/Què? No ho he entés	Sorry, can you repeat it?/Perdona, ho podries repetir.
17	1.Class Notes.	What homeworks ter?/Que deberes abian?	Thanks/Gracias
	2.Shopping Help	Yes/Si	No/0
	3.Makeup Test	OK/Vale	Okay/Vale
	4. Nice apartment	Yees/Siii	Okay/Vale
	5. The Foreigner	0/0	What/Que
	6.The teacher	What?/Que?	What/Que
	7.The pub	0/0	What/Que
	8.The job interview	Sorry?/Perdón?	What/Que
18	1.Class Notes.	Yes, sure/Si, clar que si.	Thanks/gracias
	2.Shopping Help	Yes, please/Si per favor.	No, thanks/No gracias

	3.Makeup Test	Thank you very much./Moltes gracies	Thank you very much. It don't will happen again/Gracies, no tornarà a passar.
	4. Nice apartment	Thanks/Gracies.	I know it/Lo sé ...
	5. The Foreigner	I don't understand you./No t'entenc.	I don't understand/No te entiendo
	6.The teacher	I don't understand the question's final./No antenc el final de la paraula.	Can you repeat, please?/puedes repetirlo, por favor?
	7.The pub	What? Can you repit it./Que? Pots repetir per favor.	Good bye/Gusbai
	8.The job interview	I don't understand the question very well./No he antes molt be la pregunta.	Repeat it please./repetelo, por favor.
19	1.Class Notes.	Thanks/gracias	Thankiu/Gracies
	2.Shopping Help	No, thanks/No, gracias	No/No
	3.Makeup Test	Thanks/gracias	0/0
	4. Nice apartment	Yes/si	0/0
	5. The Foreigner	In spanish plis/en español porfavor	0/0
	6.The teacher	Teacher replay plis/profesor repite porfavor	0/0
	7.The pub	Are you like salami?/Quieres salami?	0/0
	8.The job interview	replay plis/repite porfavor	0/0
20	1.Class Notes.	Adivinas!!/Ahh... Adivinas!!	Thanks/Gracias
	2.Shopping Help	No/No	No, thanks/No, gracias
	3.Makeup Test	Okay, your facking/0	Thanks/Gracias
	4. Nice apartment	0/0	Its true/Si
	5. The Foreigner	I don't speak english, sorry/0	Yes, yes/I don't entender very mucho
	6.The teacher	What?/Que?	Sorry?Perdón?
	7.The pub	0/0	Sorry?/Perdona?
	8.The job interview	0/0	0/Perdón?
21	1.Class Notes.	Okay/Vale	Thank you/gracias
	2.Shopping Help	No, thanks/No, Gracias	Yes/Si
	3.Makeup Test	Thank/Gracias	OK/Vale
	4. Nice apartment	Okay/Vale	Yes/Si
	5. The Foreigner	Can you repeat/Puedes repetir	0/0

	6.The teacher	What/Que?	Can you repeat/puedes repetir
	7.The pub	Can you repeat/Puedes repetir	0/0
	8.The job interview	Okay/Vale	Hello?/Hola?
22	1.Class Notes.	What homework it's?/Que deberes hay	Thank you!/Gracias!
	2.Shopping Help	No, I only see the rope/No, solo miro la ropa	No, I don't need help. Thank you!/No necesito ayuda. Gracias!
	3.Makeup Test	Thank you for repeat the exam!/Gracias por repetir el examen!	Thank you! I will not repeat./Gracias. No se repetira
	4. Nice apartment	Thank you. It's decorated for my/Gracias. Esta decorada por mi.	Is the my dad./Es de my padre.
	5. The Foreigner	I don't understand. /No, el entenc	I don't understand./No lo entiendo
	6.The teacher	Can you repeat please?/Lo puedes repetir porfavor?	Can you repeat please?/lo puedes repetir?
	7.The pub	I have a married/Estoy casado.	What say?/Que dices?
	8.The job interview	I know a little english. Can you repeat?/se poco ingles. Me lo puedes repetir?	I don't listen/No lo he escuchao.
23	1.Class Notes.	Can you give me the homeworks that the teacher's give you?/Puedes darme los deberes que el profesor os dió ayer?	Can you pass me the Maths homework.7Me pots passar els deures.
	2.Shopping Help	No, thanks/No, gracias	No thanks/No gracias
	3.Makeup Test	Thanks teacher, I'm so sorry/Gracias Profesor, perdonemé.	Thank you very much/Moltes gracias
	4. Nice apartment	Thanks, do you want anything to drink?/Gracias, quieres algo para beber?	Yeah!/Si!
	5. The Foreigner	Can you say it in spanish please?/¿Puede repetirlo en español porfavor?	Yes/Si
	6.The teacher	Can you repeat the question, please?/¿Puede repetir la pregunta por favor?	Can you repeat the question please/¿Pot repetir?

	7.The pub	Him can yuo repeat it loud?/Hola ¿puedes repetirlo mas alto?	Hello Can you repeat!/Hola! Pots repetir.
	8.The job interview	What's the question?/¿Cual era la pregunta?	What?/What?
24	1.Class Notes.	Thanks/gracias	Thanks you salving my/Gracias me has ayudado
	2.Shopping Help	No, thanks/No, gracias	No, thanks/No gracias
	3.Makeup Test	Ok/Vale	Yes, no happen again./Si no volvera a pasar
	4. Nice apartment	Thanks/Gracias	Thanks/Gracias
	5. The Foreigner	Sorry my Inglis not it's very got/Lo siento mi ingles no es muy bueno	Can you repeat plis/Me lo puedes repetir porfavor
	6.The teacher	You can repit plis the questios/Puedes repetir la pregunta por fabor	Can you repeat plis/Me lo puedes repetir porfavor
	7.The pub	OK.../Vale...	Yes/Si
	8.The job interview	You Can repit the question plis/Puedes repetir la pregunta	Can you repeat plis/Me lo puedes repetir
25	1.Class Notes.	Thank you/Gracies	Thanks/Gracias
	2.Shopping Help	No thanks/No gracias	No thanks/No Gracias
	3.Makeup Test	OK/Vale	OK Sorry/Vale.
	4. Nice apartment	Yeah You like It!/Si me alegro de que te guste	OK/Si Bastante
	5. The Foreigner	I don't understand you, sorry/No te entiendo	What/Que
	6.The teacher	Can you repeat?/Puedes repetirme la pregutna?	Can you repeat, please?/Podeis repetir
	7.The pub	No/No	What/Que
	8.The job interview	Fuck!!!/Joder!	Can you repeat sr?/Puede usted repetiro?
26	1.Class Notes.	Hame los apunts./dejame los apuntes.	0/Me dejas los apuntes
	2.Shopping Help	Can you help?/te ajudo?	0/le puedo ayudar
	3.Makeup Test	Hame your exam./Dejame acer el examen	Tanks/Gracias
	4. Nice apartment	Than kiu/gracies	Tanks/Gacias
	5. The Foreigner	No speak inglish./no ablo ingles	No speak inglish/No ablo inges

	6.The teacher	can you repit/me lo repite	can you repeat please/me lo repite por favor.
	7.The pub	skiusme./perdona	can you repeat please/me lo repite por favor.
	8.The job interview	can yuo repit./me lo repite	can you repeat/me lo repite

Group: 2nd ESO 05. Information about Pragmatics

Subjects:	2A	2B	3A	3B	5A	5B	6A	6B	8A	8B	9A	9B	12A	12B	14A	14B	15A	15B	18A	18B	21A	21B
questions																						
1	no	yes	idk	yes	no	no	no	no	no	yes	no	no	no	no	no	idk	no	idk	no	no	no	no
2	no	no	yes	idk	yes	yes	yes	yes	no	yes	no	no	no	no	no	idk	no	yes	no	no	idk	no
3	yes	yes	yes	no	no	no	yes	no	yes	idk	idk	yes	no	no	no	yes	yes	yes	yes	no	no	yes
4	no	yes	yes	yes	yes	yes	no	no	yes	yes	no	yes	no	yes	idk	no	yes	yes	no	yes	idk	yes
5	no	yes	yes	yes	no	yes	yes	no	yes	yes	0	yes	yes	yes	idk	idk	yes	no	yes	yes	yes	yes
6	no	yes	no	yes	yes	yes	yes	no	yes	idk	0	yes	no	no	idk	idk	yes	no	idk	yes	idk	yes
7	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
8	yes	yes	no	no	no	yes	yes	no	yes	no	yes	yes	no	yes	yes	idk	yes	yes	yes	yes	idk	yes
9	idk	idk	*	*	0	*	0	*	*	*	0	*	0	0	0	*	*	*	0	*	0	*
10	yes	yes	yes	yes*	yes	no	no	no	no	no	idk	yes	no	no	idk	idk	no	no	yes*	yes*	idk	idk
11	no	no	yes	no	yes	yes	no	no	no	yes	idk	yes	no	yes	yes	yes	yes	yes	0	yes	yes	yes
12	yes	yes	yes	yes	yes	yes	yes	no	yes	idk	no	idk	yes	yes	yes	idk	yes	yes	yes	yes	idk	yes
13	*	*	*	*	*	*	0	*	*	*	idk	*	*	0	*	*	*	*	*	*	idk	*

Notes:

2A-13: Adivina?/2B-10: Perque depen del parlant/2B-13: como, estas, prenta, etc.//3A-2: Quan parles amb algu/3A-9: Depen de si parle amb un senyor major o amb un amic/3A-13: hola de hola per a saludar i ola de mar/3B-1: Expresiones de palabras en ingles/3B-9: influa si es un president o els meus compains de clase/3B-10: porque a lo mejor dice una palabra que le ofende/3B-13: exageracion, saludo, llamada de atencion, etc.//5A-2: Cuan un parla y els alupnes les escolten/5A-13: moltes coses/5B-2: Pues es com una presentacion/5B-13: pot significar educacio, vergoña, disculpes, moltes coses//6A-2: que saps com parles/6B-2: quan dos es comoniquen entre eis/6B-9: me pondria nervioso/6B-13: que haces, saludar, llamar la atencion.// 8A-9: Practicar mas el ingles/ 8A-13: Hola de saludar/8B-9: la edad/8B-13: Hola, que haces, etc...; Para llamar la atencion//9B-9: Cuando estoy hablando o con mis amigos o con mi padre/9B-13: Saludar, dar las buenas tardes, expresar asombro// 12A-13: Jelo//14A-13: De saludar/14B-9: Els estudis que faja cada dia/14B-13: de pregunta, de saludar, etc.// 15A-9: Si se parlar o no/15A-13: pues un hola/15B-2: Cuando una persona habla con otra/15B-9: La persona con la que hable/15B-13: Buena

educacion//18A-10: No hablar adecuadamente/18A-13: un saludo/18B-9: la forma de hablar en la conversacion/18B-10: No hablar adecuadamente./ 18B-13. Ke
aces, ke tal//21B-9: el vocabulari/21B-13: Hola de saludo, Hola de hay alguien ahi, Hola de que estas haciendo?

PART II. Information about Pragmatics. Question 14

Group: 2nd ESO 05			
subject	Situation	Pre-questionnaire	Post-questionnaire
2	1.Class Notes.	Adivina. Ni idea	No.No
	2.Shopping Help	Yes. Sí.	I don't. No lo se.
	3.Makeup Test	Yes. Sí	Sorry. Perdón.
	4. Nice apartment	No. No	Yess. Sí.
	5. The Foreigner	No/ No	You speak spanish? Habes espanyol?
	6.The teacher	Yes. Sí.	0
	7.The pub	No/ No	Replay. Repite.
	8.The job interview	Yes/ Yes	Replay. Repite, por favor.
3	1.Class Notes.	Fanqs/gracias	Tanks/gracias
	2.Shopping Help	No, fanqs/ No gracias	No Tanks/no gracias
	3.Makeup Test	fanqs/gracias	Thanks/gracias
	4. Nice apartment	fanqs/gracias	Yes/si
	5. The Foreigner	Repet please/ Pot repetir	0/0
	6.The teacher	Can you repit plis/Pots repetir per favor	Can you repit plis/pots repetir per fabor
	7.The pub	Gut boy/ adios	Can you repit plis/pots repetir per fabor
	8.The job interview	Can yuo repit plis/ Pots repetir perfavor	next please/siguiente por fabor
5	1.Class Notes.	0/me puedes decir los deveres porfa?	Thanks very much/muchas gracias
	2.Shopping Help	help my? Please/me puedes ayudar porfavor?	Yes thaks/Sí, gracias
	3.Makeup Test	Cenquiu very much/Muchas gracias no se volvera a repetir	Very thaks i not repet/gracias no se volvera a repetir
	4. Nice apartment	Jaja its very crazy/gracias jajaja	Jaja is very nice/ es muy chulo si
	5. The Foreigner	sorry and stated/ losiento no le entiendo	Mi level the English is very bad/mi ingles es muy malo
	6.The teacher	Repit?Please?/ me lo repites porfavor?	Repet plis?/ Porf abor me lo repites
	7.The pub	Why?/que as dicho?	Repet plis?/no lo entendí

	8.The job interview	Why?/ porfavor me lo puede repetir	Repet plis?/me lo puede repetir
6	1.Class Notes.	Si/grasies	Thanks for you/ gracias a ti.
	2.Shopping Help	Si per favor/gracias	Yes/si
	3.Makeup Test	vale/gracias	Esciusme/perdon
	4. Nice apartment	0/0	thanks/gracias
	5. The Foreigner	0/0	wat/que
	6.The teacher	0/0	wat/que
	7.The pub	0/0	ho!! Yes!/o! Si!
	8.The job interview	0/0	wat/que
8	1.Class Notes.	Thinkiu very much/Gracias	Thankiu/Gracias
	2.Shopping Help	No thinkiu/No Gracias	Yes thankiu/Si gracias
	3.Makeup Test	Thenkiu don't let i happen again/Muchas gracias no volvera a passar	Thankiu very much/Muchas gracias
	4. Nice apartment	Thenkiu/Gracias a que mola	Yes/Si
	5. The Foreigner	I don't on the stant you/No te entiendo	What?/Que?
	6.The teacher	Can you repit pleas/Puedes repetir	Can you repit? Please/Puedes repetir? Por favor
	7.The pub	What/Que	What?/Que?
	8.The job interview	Can you repit pleas./ Por favor puedes repetir.	Can you repit please?/Puedes repetri por favor?
9	1.Class Notes.	Thanks/Gracias	Thanks/Gracias
	2.Shopping Help	No, thanks/No Gracias	No, thanks/ No gracias
	3.Makeup Test	Okey/Vale	Ta/Gracias
	4. Nice apartment	Thanks/Gracias	Yeah/si
	5. The Foreigner	What?/Que?	What?/Perdona?
	6.The teacher	What?/Que?	Sorry?/Perdona?
	7.The pub	What?/Que?	Can you repeat plis?/Puedes repetir por favor?
	8.The job interview	What?/Que?	Can you repeat plis?/Puedes repetir por favor?
12	1.Class Notes.	3/No se no me acuerdo	Fenkiu/gracias
	2.Shopping Help	0/0	Yes fenkiu/gracias
	3.Makeup Test	0/0	fenkiu/gracias
	4. Nice apartment	0/0	fenkiu/gracias

	5. The Foreigner	0/0	repit pit + fenkiu/gracias
	6.The teacher	0/0	repit pit + fenkiu/gracias
	7.The pub	0/0	repit pit + fenkiu/gracias
	8.The job interview	0/0	repit pit + fenkiu/gracias
14	1.Class Notes.	Thnaks you, very much/Mañana te lo devuelvo,gracias	Thanks/Gracias
	2.Shopping Help	No, thanks./No gracias si te necesito te llamo	No, thank you/No, gracias
	3.Makeup Test	Perfects/Muchas gracias no volverá a passa.	Ta/Gracias
	4. Nice apartment	Thanks you!/A que sí? Es muy relajante!	Oh, thanks/Oh, gracias
	5. The Foreigner	I don't know.../ Lo iento, no te entiendo, podrías decirmelo con las manos?	Can you repeat, please?/Puedes repetirmelo porfavor?
	6.The teacher	I can you repeat please?/puedes volverlo a preguntar?	Can you repeate?/Puedes repetirmelo?
	7.The pub	Sorry, i don't know./Dejame no me encuentro	Sorry, can you repeat?/Perdona, puede repetirmelo?
	8.The job interview	0/0	Could you repeat?/Puede repetirmelo?
15	1.Class Notes.	0/Si toma, pero esta tarde me los devuelves	Thanks/gracies.
	2.Shopping Help	0/No, gracias	No, thanks./No, gracies.
	3.Makeup Test	0/Moltes gracies profe, no tornara a pasar.	0/Que gracies i no tornara a pasar.
	4. Nice apartment	0/Si, te gusta?	0/Ja veus.
	5. The Foreigner	0/Intento hacer lo que puedo hacer.	You go to police/Que vaiga a la policia.
	6.The teacher	0/Le digo al profe que repita la pregunta.	0/Pots repetir per favor?
	7.The pub	0/Le sigo el rollo.	Hi/Hola.
	8.The job interview	0/Por favor, me puedes repetir la pregunta? Es que los nervios pueden	0/Que si pot repetir la pregunta per favor?

		conmigo.	
18	1.Class Notes.	Very match/muchas gracias	0/Muchas gracias
	2.Shopping Help	0/0	0/No. Gracias
	3.Makeup Test	0/0	0/Gracia professo no volvera passar.
	4. Nice apartment	0/0	0/Gracias
	5. The Foreigner	0/No ablo español losiento.	0/lo siento no le puedo entiendo
	6.The teacher	0/0	0/Porfavor me podrias repetir la pregunta
	7.The pub	0/0	0/0
	8.The job interview	0/0	0/Perdone emb podria dir la pregunta esque estic nervios i no me enterat
21	1.Class Notes.	Do you say me the homework please?/Me puedes dejar los apuntes porfavor?	Thanks/gracias mañana te los doy.
	2.Shopping Help	No, Thanks/No, gracias	No,thanks you/no, gracias estoy mirando.
	3.Makeup Test	Sorry, don't let it happen again./Gracias, No volvera a pasar lo siento	Thanks, sorry/gracias, perdon no volvera a pasar.
	4. Nice apartment	Oh! Thanks yo very much/Oh! Muchas gracias	Thanks/Gracias
	5. The Foreigner	Sorry, i don't understand. I don't speak English/lo siento no entiendo lo que dices no hablo Ingles	Sorry i don't understand/perdon no le entiendo
	6.The teacher	Sorry, can yo repit the question?/Perdon, puedes repetir la pregunta?	Sorry, can you repit/Perdon, puedes repetirlo esque no me he enterado.
	7.The pub	I don't understand/Perdon no lo entiendo	What do you say?/Que dices?
	8.The job interview	Sorry can you repit the question?/Podrias repetirme la pregunta porfavor?	Sorry, can you repitt/Perdone, podria repetirlo?

Group: 3rd ESO 01. Information about Pragmatics

Subjects:	1A	1B	2A	2B	3A	3B	4A	4B	6A	6B	8A	8B	9A	9B	10A	10B	11A	11B	13A	13B	14A	14B	
questions																							
1	yes	yes	idk	idk	no	no	no	yes*	idk	idk	no	no	no	no	no	yes*	no	yes	idk	idk	idk	yes	
2	yes	yes	idk	idk	yes*	no	no	idk	yes*	yes	no	no	no	no	no	no	yes*	yes	idk	yes	idk	no	
3	yes	no	idk	no	no	yes	idk	no	idk	no	yes	no	no	no	no	no	no	no	idk	no	no	no	
4	yes	yes	yes	yes	yes	yes	idk	no	yes	yes	no	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	
5	yes	idk	idk	yes	yes	yes	no	no	yes	no	no	yes	no	no	no	no	yes	yes	idk	no	idk	no	
6	yes	yes	idk	yes	yes	yes	no	no	yes	yes	yes	yes	no	no	no	no	yes	yes	yes	yes	no	no	
7	yes	idk	yes	yes	yes	yes	no	idk	idk	no	no	yes	yes	yes	yes	yes	yes	yes	yes	no	no	no	
8	no	yes	yes	yes	yes	yes	no	yes	yes	yes	no	yes	yes	yes	yes	no	yes	yes	yes	idk	yes	yes	
9	*	*	*	*	idk	*	*	*	0	*	*	*	*	*	*	*	*	*	*	*	*	*	
10	yes	yes*	yes*	no	yes*	idk	idk	yes*	yes*	no	yes	yes*	idk	idk	idk	yes*	yes*	yes*	idk	no	no	idk	
11	yes	yes	idk	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	
12	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	idk	no	
13	0	*	*	*	idk	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	idk	*	

Notes:

1A-9: Culture and another things./1B-9: Who is talking with me, and which are its characteristics./1B-10: You can't be educated, and you will be unsensible./1B-13: You can say hello, you can be ironic, it can be a noun.../2A-9: Speak good./ 2A-10: No communication./2A-13: A lot./2B-9: L'edat, la situació, la persona i si es laboral o informal./2B-13: Salutació, quan preguntes, quan parles per telèfon .../3A-2: Communicate with people./3A-10: If the person that you are talking hasn't any study level, he won't understand you./3B-9: El sexe de la persona, si es un amic, si es major o xicotet./3B-13: 2Que estas haciendo?" Saludar, .../4A-9: Nothing, if I understand him/her more./ 4A-13: Hello?/4B-1: Sí, però no sé explicar-ho molt bé./4B-9: Parlaria igual amb tots./4B-10: Si la persona o tu no sap parlar bé l'anglès costaria més la comunicació./4B-13: té molts significats, per exemple: "hola" per a saludar o "hola" de quan algú està empanat fer-li reaccionar./6A-2: When you have the possibility to speak english with someone/6A-10: differences between the people/6A-13: i don't know but if you say hi! Is more informal than Hello/6B-9: Els temes tractats avans/6B-13: Salutació, toc d'atenció, sorpresa, incomprensió, etc./8A-9: My moral status/8A-10: You can get a wrong concept of the conversation/8A-13: Depending of your tone that "hello" can be a "Hi how are you?" or "Hi I'm here to kill you"/8B-9: the mood of the other person and also is depending of who. I wouldn't talk by the same way to my freinds and to the president./8B-10: You can fault to the respect of the other person./ 8B-13: Depending of the situation and the tone of your voice a hello can mean many things like "hello, how are you", "hello! are you mad?" or "hello! That's my place"/9A-9: El nivell d'aprendisatge i comprenió de l'altra persona i jo sobre l'idioma./9A-13: I don't know, hello?/9B-9: El meu nivell 'anglés./9B-13: Salutació, sorpresa, fascinació./10A-9: No lo sé./10A-13: Un saludo./10B-1: Sí, es quan dius una paraula en diferents situacions./10B-9: No ho sé./10B-10: No entendre el que diu./10B-13: Desaludar, de estar sorprés, de estar enfadat, de que veus que algu fa algo mal, de que no te escolten, per a preguntar si hi ha algú./11A-2: Communicate with other people./11A-9: All./11A-13: To be polite./

11B-9: The studies, the education, level of status./11B-10: Missunderstanding/11B-13: "Hello" > What's hapenning?/What are you doing?... "Hello" > say hello. "Hello" > to say that something is wrong...//13A-9: I don't know/13A-13: I don't know/13B-9: Els temes tractas avans/13B-13: Salutació, toc d'atenció, sorpresa, incomprensió, etc.//14A-9: The age of the person/14B-9: Anything (?)/ 14B-13: Saludo, interrogación (hello?) sorpresa, admiració, quan pensens que algú/alguna cosa esta bon/a//

Group: 3rd ESO 01. Information about Pragmatics

Subjects:	15A	15B	16A	16B	17A	17B	19A	19B	20A	20B
questions										
1	no	idk	no	no	idk	idk	no	no	no	no
2	idk	yes*	yes*	yes	idk	yes*	no	no	yes*	no
3	yes	no	no	no	no	no	yes	yes	no	idk
4	no	yes	yes	yes	yes	yes	yes	yes	no	yes
5	idk	no	no	no	idk	yes	yes	yes	yes	yes
6	idk	no	no	no	no	yes	yes	yes	yes	yes
7	idk	yes	yes	yes	yes	yes	yes	yes	idk	yes
8	idk	yes	yes	idk	yes	yes	yes	yes	yes	yes
9	0	*	idk	idk	0	*	*	*	*	*
10	idk	idk	yes*	yes*	0*	idk	yes*	yes*	idk	yes
11	idk	yes	yes	0	idk	yes	yes	yes	yes	yes
12	idk	yes	yes	yes	0	yes	yes	yes	no	idk
13	0	*	*	*	0	*	*	*	*	*

15B-2: Quan tu parles, els moviments que fas/ 15B-9: Segons el lloc on estiga i el nivell en el idioma on estiga/ 15B-13:Per a saludar, per a dir-ho en ironia, ...//16A-10: I don't know, but I think so./16A-13: The started a conversation/16B-10: La confusió/ 16B-13: Molts: de salutació, de sorpresa, ...// 17A-10: Some times in weird situations./ 17B-2: I don't know how explain this./17B-9: All the others situations./17B-13: Salude, interrogation, surprise, admiration, etc.//19A-9: Everything; even the place, the day, .../ 19A-10: Problems like somebody can't understand somebody./19A-13: It depend of the form to say, for example. A simple "HELLO" can be sarcastyc or can be honest./19B-9: Everything./19B-10: Explaining problems, interpretations mistakes, .../19B-13: I can be a greeting hello, a sarcastyc hello,...// 20A-2: parlar amb algu/20A-9: El nivell d'angles meu i el de la persona a la que li parle./ 20A-13:Saludar/20B-9: El estatus socials i els estudis/ 20B-13: Salutació-exclamació, etc.//

PART II. Information about Pragmatics. Question 14

Group : 3rd ESO 01			
<i>subject</i>	<i>Situation</i>	<i>Pre-questionnaire</i>	<i>Post-questionnaire</i>
1	1.Class Notes.	Thank you very much./Muchas gracias! Moltes gràcies.	Thank you very much./Muchas gracias.
	2.Shopping Help	No, thank you./No gracias/No, gràcies.	No, thanks. Everything is OK./No, gracias. Esta todo bien.
	3.Makeup Test	Thnaks! I'm sure it won't happen. I promise./Gracias! No volverá a ocurrir, lo prometo.	Thank you./It won't happen again./Gracias. No volverá a ocurrir.
	4. Nice apartment	Yes, is a very nice place!/Sí, es un muy buen lugar!	Yes, I'm very proud of it!/Sí, estoy muy orgulloso de el!
	5. The Foreigner	Sorry, I can't understasnd you./Lo siento, no te entiendo.	Sorry, I can't understand you. What do you need?/Perdon, no te entiendo. Que necesitas?
	6.The teacher	Pardon? Can you repeat it?/Perdona? Puedes repetir?	Sorry teacher, can you repeat please?/Perdona profesor, puedes repetir por favor?
	7.The pub	Can you repeat, beautiful girl?/Puedes repetir, guapa?	Sorry, what do you mean?/Perdona, que quieres decir?
	8.The job interview	Sorry Sir, can you repeat?/Disculpe Señor, puede repetir?	Sorry Mr., can you say it again?/Perdone señor, puede decirlo otra vez?
2	1.Class Notes.	Thanks/Gràcies.	Thanks./Gràcies.
	2.Shopping Help	No, thanks./No, gràcies.	No, it's fine./No, està bé.
	3.Makeup Test	Thanks, this don't happens again!/Gràcies, no tornarà a pasar	Thanks, I don't do this never./Gràcies, açó no ho he fet mai.
	4. Nice apartment	It's cool/Ès guay.	Yes, that's cool./Sí, esta guay.
	5. The Foreigner	Sorry, I don't understand what are you saying/ Perdó, no entenc el que dius.	Can you repeat, please?/Pots repetir, per favor?
	6.The teacher	What? Can you repeat?/Què? Pots repetir-ho?	What are you saying?/ Que estàs dient?
	7.The pub	What? What?!/ Què? Què?!	What?/Què?
	8.The job interview	Sorry, I'm so nervous. Can you repeat,	Repeat, please./Repeteix, per favor.

		please?/Perdona, estic molt nervios. Pots repetir per favor?	
3	1.Class Notes.	Thank you./Gràcies	Thank you very much./Mltes gràcies
	2.Shopping Help	No, thank you/No, gràcies.	No, thank you. I don't need any help./No, gràcies, no necessite ajuda.
	3.Makeup Test	OK, thank you Professor./Moltes gràcies, no em tornarà a pasar.	Thank you. I won't do it again./Gràcies, no tornarà a ocorrer
	4. Nice apartment	Thank you very much. I think it's cool too./Gràcies, crec que està molt bé també.	Thank you. /Gràcies.
	5. The Foreigner	I can't understand you./No t'entenc, pregunta-li a altre.	Sorry, I can't understand you, can you repeat?/Perdona, no t'entenc, m'ho podries repetir
	6.The teacher	Can you repeat please?/Pots repetir, per favor.	I didn't hear you sorry./No t'he escoltat, ho sent molt.
	7.The pub	Sorry, i didn't hear you. Can you repeat me, please?/Perdona no t'escolte. Pots repetir.	I can't hear you/No t'he puc escoltar
	8.The job interview	Can you repeat me the question?/ Em pots repetir la pregunta?	Can you repeat me the question? Thank you/Pots repetir-me la pregunta? Gràcies.
4	1.Class Notes.	Thanks you so much./Moltes gràcies.	Thanks you so much!/Gràcies!
	2.Shopping Help	No, thanks you. It's good./No, gràcies.	No, thanks. If i need help I will call you./No, gràcies. Si necessite ajuda et cride.
	3.Makeup Test	It never happens again./No pasarà més.	Thanks! This don't let it happen again. I promise you./Tranquil, no tornarà a passar, gràcies!
	4. Nice apartment	Thanks./Gràcies.	Oh, thanks you!/Moltes gràcies!
	5. The Foreigner	Can you repeat, please?/Pots repetir, perfavor?	Can you repeat, please?/Pots repetir-lo, perfavor?
	6.The teacher	Can you repeat?/Pots repetir?	I don't understand you, can you repeat please?/No, t'escoltar bé, pots repetir?
	7.The pub	What?/Qué?	*I laugh*/Asentiría fent que ho he entés.
	8.The job interview	Can you repeat, please? I'm so nervous, haha./Pots repetir? Eitic un	I'm so nervous, haha. Can you repeat?/Perdó, estic molt nerviosa. Pots repetir?

		poco nerviosa, haha.	
6	1.Class Notes.	Thank you/0	Thank you/Gràcies
	2.Shopping Help	No, thank you/No gracies	No, thank you/No gràcies
	3.Makeup Test	Okey, thank yo very much./Val, Moltes gracies	Thank you very much/Moltes gràcies
	4. Nice apartment	Thank you/Gràcies	Thank you/Gràcies
	5. The Foreigner	Can you repeat please? Pots repetir-ho per favor	Sorry, I can't understand you can you repeat?/Perdona, no t'entengut Pots repetir-ho
	6.The teacher	Can you repeat please? Pots repetir-ho per favor	Can you repeat please?/Pots repetir-ho?
	7.The pub	Pardon?/0	Can you repeat please?/Pots repetir-ho?
	8.The job interview	Can you repeat please? I don't understand you./0	Pardon, can you repeat?/Perdona, pots repetir-ho
8	1.Class Notes.	Thanks. You are me hero!! *hugs and fluffy puffy cutie stuff*/ Gràcias.	Oh! Thank you, you have saved me/ Oh! Gracias me has salvado!
	2.Shopping Help	No, thank you/Gracias, estoy bien	I'm fine, thanks/No, gracias, estoy bien
	3.Makeup Test	I'm sorry sensei/Lo siento	Don't worry it won't happend again/No volverá a pasar
	4. Nice apartment	Thanks, your opinion stinks/Gracias	Yeah I know/Lo se.
	5. The Foreigner	No hablo ingles/Wakarimasen gomennasai	I didn't get that sorry/no lo he pillado lo siento
	6.The teacher	Can you repeat it please?/¡Me repite la pregunta? Porfis *pucheritos*	Could you repeat please?/lo podría repetir porfavor?
	7.The pub	Talk with my hand/*ignora*	Bye/Adios!
	8.The job interview	Unicorns grow inside my shoes and give birth to cue potatoes/...Perdon?	Could you repeat it to me please?/Podría repetirmelo porfavor?
9	1.Class Notes.	Thanks/Gracies/Gracias	Thank you/Gracies
	2.Shopping Help	No, thanks/No, gracies/No, gracias.	No, thank/Gràcies, però no.
	3.Makeup Test	Thank you very much. You are the best/Muchas gracias Eres el mejor	Thank you so much/Moltes, moltes gracies
	4. Nice apartment	Of course. I bought it./A que sí?	Is a joke?/Que va.

	5. The Foreigner	Sorry, I don't understand./Perdon no te entiendo	Sorry, can you repeat, please?/Heu senc, podries repetir-ho
	6.The teacher	Can you repeat?/Pots repetir?	I don't listen. Can you repeat?/Que has dit?
	7.The pub	Please, can you repeat? I don't understand./Puedes repetir-lo porfavor? No te he entendido	Can you repeat pretty?/Pots repetir-ho guapa?
	8.The job interview	Can you repeat the question?/Quina era la pregunta?	I don't listen you. Sorry, can you repeat?/Perdone, però no l'he antés, pot repetir-ho perfavor?
10	1.Class Notes.	Thank you/Gracias	Thanks you/ Muchas gracias.
	2.Shopping Help	Yes, please/Si, porfavor.	No, thanks/No, gracias
	3.Makeup Test	Thank you so much teacher/Muchas gracias profesor.	Thank you so much. It's the last time. Thank you again./Muchissimas gracias. Sera la última vez. Gracias otra vez.
	4. Nice apartment	Thank you/Gracias	Thank you!/Gracias.
	5. The Foreigner	I don't understand. You speak slow please?/No te entiendo, puedes hablar despacio?	Talk slow please. Can't you repeat please?/Habla despacio. Puedes repetirlo porfavor?
	6.The teacher	Can you repeat please?/Puedes repetir porfavor?	Can't you repeat? I don't hear the end of the question, because the silly boy has noisily./Puedes repetirlo. No escuché el final, por culpa del tonto estornudando.
	7.The pub	Can you speak slow?/Puedes hablar despacio?	Okey!/Vale.
	8.The job interview	Can you repeat? I'm a little nervous/Puedes repetirlo? estoy un poco nerviosa	Can't you repeat?/Puedes repetir.
11	1.Class Notes.	Could you let me your class notes./Dejame los apuntes pf.	Thanks you I will give them back soon./gracias, luego te los dare.
	2.Shopping Help	No, thanks. I'm okay./No gracias.	No thanks you, I'm fine./No, gracias, esta bien así.
	3.Makeup Test	It's thanks it won't happen again./gracias, no volvera a pasar	Ohh thanks you. It won't happen again./Oh gracias no volvera a pasar.
	4. Nice apartment	Thanks/gracias.	Oh you are really smart. Thank you/Oh gracias.

	5. The Foreigner	Sorry, I don't understand, ask another person./No te entiendo preguntale a otro. Lo siento.	Sorry, I didn't understand would you mind repeating it?/¿lo siento no le he entendido te importaria repetirlo?
	6. The teacher	Pardon, what did you say?/Por favor puedes repetir la pregunta.	Could you repeat it please?/¿Podrias repetirlo por favor?
	7. The pub	Sorry could you say it again?/perdon podrias repetirlo esque no estava atenta?	Sorry, I didn't understand would you mind repeating it?/¿lo siento no le he entendido te importaria repetirlo?
	8. The job interview	Sorry, but I'm very nervous so could you repeat the question, please/per favor, estic molt nervios podria repetir la pregunta.	Sorry I'm very nervous could you repeat the question?/¿lo siento estoi muy nervioso podrias repetir la pregunta?
13	1. Class Notes.	thank you/gracias	Thank you/Gràcies
	2. Shopping Help	No thank you/No gracias	No, thanks/No, gràcies
	3. Makeup Test	Thank you very much/Moltes gracias	Thank you very much/Moltíssimes gràcies
	4. Nice apartment	Thank you/gracias	Thanks/Gràcies
	5. The Foreigner	Can you repeat please?/Pot repetir-ho per favor?	Can you repeat please?/Pots repetir-ho, per favor?
	6. The teacher	Can you repeat please?/Pots repetir-ho per favor?	Can you repeat please?/Pot repetir-ho, per favor?
	7. The pub	Sorry?/Perdona?	What?/Què?
	8. The job interview	Can you repeat please/Per favor pot repetir?	Can you repeat please?/Pot repetir-ho, per favor?
14	1. Class Notes.	Oh. Thanks/Gracias prim.	Thx/Gracias
	2. Shopping Help	Yes please do you have other size?/Tienes otra talla por favor?	Yes, You think that I'm sexy?/Estoy bueno me sienta bien?
	3. Makeup Test	I don't know/0	Thx teacher/Gracies profe.
	4. Nice apartment	Yes, is better than your apartment.../Pues sí, es mejor que el tuyo...	Thx my friend/Gracies amic meu, es millor que el teu
	5. The Foreigner	What the hell are you saying?/Que estás diciendo?	Thx my bagabundo friend/No gracias ya he menjat

	6.The teacher	Can you repeat this please?/Que has dicho?	Thx can you repeat?/Es una pregunta trampa ja que tots sabem que els unicornis existeixen
	7.The pub	Oh fuck, my nose is bliding.../Me esta sangrando la nariz...	Thx, my friend./Fuera d'aquí ché.
	8.The job interview	Yeah, I really love my unicorn/Pues si, ya he aprendido a contar hasta verde.	Thy./0
15	1.Class Notes.	Thank you/Gracies	Thank you very much/Gracies, moltes grasis.
	2.Shopping Help	No, thank you/No, gracies	No, I know that I want./No, yo sé el que vuic.
	3.Makeup Test	OK, don't let it happen again/Vale, no tornara a ocurrir	Very, much. This wasen't happen./Grasis, no tornara a ocorre.
	4. Nice apartment	Oh, thank you!/Oh, gracies!	Oh,thank you!/Oh, grasis.
	5. The Foreigner	Sorry, I don't understand/Perdona, no ho entenc	Can you repeat? pleas./Pots repetir? Porfavor.
	6.The teacher	Repeat pleas/Repite, perfavor	Repeat, please/Repeteix perfavor.
	7.The pub	Goodbye/Adeu	Can you repeat?/ Pot repetir?
	8.The job interview	Sorry, repeat pls/Perdon, repeteix perfavor	I want to repeat this question/Vuic repetir.
16	1.Class Notes.	Thank you so much./Moltes gràcies.	Thank you so much./Moltes gràcies.
	2.Shopping Help	No, thanks./No, gràcies.	No,no, thanks./No, no, gràcies.
	3.Makeup Test	I never repeat this, thanks./Nunca ho repetiré, gràcies.	Thank you so much./Moltes gràcies.
	4. Nice apartment	Thank you, I know, hahaha./Gràcies ho sé, jajaja.	Yeah, it's so cool./Sí, es muy guay.
	5. The Foreigner	Can you repeat please? I don't understand./ Pots repetir-ho, per favor? No ho entenc.	Can you repeat de question, please?/¿Puedes repetir la pregunta, por favor?
	6.The teacher	Can you repeat the question please?/ Pots repetir la pregunta, per favor?	I can't hear you, can you repeat the question?/No puedo escucharte, ¿puedes repetirme la pregunta?
	7.The pub	What do you say, sorry? I can't hear you./ Què dius, perdó? No puc escoltar-te.	Can you repat the question please?/¿Puedes repetir la pregunta, por favor?
	8.The job interview	Sorry, I'm so nervous. Can you repeat	Sorry... I'm so nervous ... can you repeat the

		the question please?/Ho senc, estic molt nerviosa, pot repetir la pregunta per favor?	question?/ Lo siento ... estoy muy nerviosa ... puedes repetir la pregunta?
17	1.Class Notes.	Thank you very much./Moltes gràcies.	Thank you very much./Moltes gràcies.
	2.Shopping Help	No, but thank you also/No, però gràcies igualment.	No, but thank you for help/No, però gracies per la teua ajuda
	3.Makeup Test	I'm really sorry, I promise the this will not happen again/Heu senc molt promet que esto no tornarà a passar	Oh, thank you sorry and I promise that this isn't goin to happen another time./Oh, moltes gracies, perdó I promec que esto no tornarà a passar
	4. Nice apartment	Thank you. My brother help my to decorated./ Gràcies.El meu germà m'ajudat a decorar-lo.	Thank you very much/Moltes gràcies
	5. The Foreigner	Sorry, I don't understand you But I try to help you./Perdón, no t'entenc pero intentaré ayudarte.	Sorry, I can't understand you/Perdó. No te he entés
	6.The teacher	Can you repeat please?/ Pots repetir-lo per favor?	Please, Can you repeat?/Per favor Pots repetir?
	7.The pub	What did you say me? I don't understand it/Que m'has dit? Es que no t'entés.	Sorry, I can't understand you, Can you repeat Please?/Perdó No t'e he entes, pots repetir-lo?
	8.The job interview	Can you repeat please? I'm very nervous and I don't understand very well the question?/Pots repetir per favor? Estic molt nerviosa i no he entés molt bé la pregunta.	Sorry, I'm very nervous Can you repeat please?/Perdó, estic molt nerviosa pots repetir-lo
19	1.Class Notes.	Really thanks. I really need it./Muchas gracias. Te debo una (que nunca devolveré)	Thank you really much/Moltíssimes gràcies
	2.Shopping Help	No, thanks. I'm OK. This makes me sexy?/ No gracias. Que haces esta noche?	No, thanks. It's all right./No gràcies. Puc a soles.
	3.Makeup Test	Bad boys bad boys what you gonna do?/Prometo que nunca, nunca jamás	Of course, this will be never repeat. Really thanks/Es clar, no es tornarà a repetir. Moltes gràcies

		volvere a dejar que Snorlax bloquee la ruta 7.	
	4. Nice apartment	Gracias a lot, macu/Largate de mi kelly!	Yes, thanks! I think, too/Si, gràcies! També ho crec.
	5. The Foreigner	Sorry, I have to ... (run away)/Sorry, I have to ... (mirarle fijamente)	Excuse me? I didn't understand you.../Perdona? No t'he entés...
	6.The teacher	Jesusbird, I bless you./Calla ya mocaso!	Excuse me, can you repeat the last lesson, please?/ Pedona, pots repetir l'última lliçó, per favor?
	7.The pub	Ñaca, ñaca?/ Vivo cerca	Let's exit, we can't talk here!/Eixim a un lloc més tranquil per parlar!
	8.The job interview	Juro por dios que soy hermafrodita secuencial./Oh, god I poop on my pants...	Can you repeat the last question, please?/Pot vosté repetir la última pregunta, per favor?
20	1.Class Notes.	Thank you/Gracias	Thanks!/Gracies!
	2.Shopping Help	No, I don't need help. Thank you/No, necesite ajuda. Gracias	NO/NO
	3.Makeup Test	Please, I study very much. Repeat the exam./Perfavor, he estudiant molt. Repite el examen.	Awesome Thank you/genial.gracies
	4. Nice apartment	I know/Lo se	I know/Ho se
	5. The Foreigner	Sorry, I don't live here./Perdona, no vivo aqui.	I have to work. Godbye/Tinc que treballar. Adeu
	6.The teacher	Sorry, Can yor repeat the cuestion please?/Perdon, puedes repetir la pregunta?	Yes, yes.../si,si...
	7.The pub	Yes, yes.../Si, si ...	WHAT?/QUE?
	8.The job interview	Sorry, I'm so nervous can I go to the toilet./Perdona estic nervios puc anar al bany.	Sorry?/Perdon?

Group: 3rd ESO 02. Information about Pragmatics

Subjects questions	1A	1B	2A	2B	3A	3B	6A	6B	7A	7B	9A	9B	10A	10B	11A	11B	12A	12B	13A	13B	14A	14B
1	no	no	idk	yes*	idk	no	no	idk	no	yes*	no	no	no	yes*	idk	idk	no	no	yes*	no	idk	yes*
2	no	yes*	idk*	yes*	no	0	yes*	yes*	no	yes*	yes*	yes*	yes*	yes*	yes*	yes*	yes*	yes*	no	no	yes	yes*
3	idk	idk	no	yes	no	no	yes	yes	yes	yes	yes	yes	no	no	yes	yes	yes	yes	yes	yes	idk	no
4	idk	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes	yes	yes	yes	yes
5	idk	idk	no	no	yes	yes	yes	no	idk	yes	yes	yes	yes	yes	no	idk	no	yes	no	no	idk	yes
6	idk	idk	idk	no	yes	yes	no	yes	idk	yes	yes	yes	yes	yes	no	0	yes	yes	yes	no	yes	yes
7	idk	idk	idk	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	idk	yes	no	yes	yes
8	idk	idk	no	no	no	no	no	yes	yes	yes	no	no	yes	no	no	yes	yes	idk	no	idk	yes	yes
9	idk	idk	idk	idk	*	*	idk	*	*	*	0	*	*	*	idk	*	*	*	idk	0	*	*
10	idk	idk	idk	yes*	idk	yes*	yes*	idk	idk	yes*	yes*	yes	no	yes*	yes*	yes*	yes*	idk	idk	idk	yes	yes*
11	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	no	yes	idk	yes	yes
12	idk	idk	idk	no	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	idk	yes	yes
13	*	*	*	*	idk	*	idk	*	*	0	*	*	*	*	*	*	*	*	*	*	0	*

Notes:

1A-13: 1 o dos/1B-2: Hablar (?)/1B-13: Saludar, de preguntar q pasa, si hay alguien en algún lugar// 2A-2: ¿Cuando hablas?/2A-13: Pos para decir Hola!/ o para decir Hola?/2B-1: Es lo de que una palabra puede tener varios significados/2B-2: Cuando se habla/2B-10: Que no te entiendan/2B-13: Para saludar i para llamar la atención//3A-9: Influirà segons el nivel d'estardan, l'edat, les persones amb qui parles... /3B-9: Influirà segons l'àmbit d'ús en que estigues parlan, pues social, familiar, col.loquial .../ 3B-10: Clar, seria un no expressar-te bé/3B-13: de sorpresa, enfadat, d'alegria, tristesa...//6A-2: Quan dues persones conversen entee sí./ 6A-10: Segons qui sea./6B-2: Parlar dos persones entre sí./6B-9: El sexe i l'edat./ 6B-13: De saludar. Sarcasmo.//7A-9: The other person and the ambient/7A-13:Per a saludar./7B-1: Es utilizar una misma palabra para mostrar diferentes expresiones./ 7B-2: Utilizar las palabras correctas según el contexto y la persona./ 7B-9: La edat de la persona, el estatus social (no es lo mismo hablar con el rey que con tu madre) los estudios./7B-10: No se quins// 9A-2: Que se habla en un idioma/9A-10: Que te equivoques./9A-13: Hola para llamar l'atencion Hola para saludar./9B-2: Cuando una persona se comunica con otra de forma oral/9B-9: Los estudios/9B-13: Hola de saludar, de no entender lo que te han dicho.// 10A-2: Quan tens una conversació amb algú/ 10A-9: El meu nivell en eixa llengua/10A-13: Molts./10B-1: Utilizar la misma palabra para diferentes contextos./10B-2: Cuando se comunican dos personas como mínimo./10B-9: La edat de la persona y según mi estatus social o el de la otra persona./10B-10: Parecer una maleducada y con poca educación./10B-13: Saludo, sorpresa, no entender algo (¿hola?), deseo, ironia //11A-2: But I speak/11A-10: Pues que ell no l'antenga/11A-13: Un saludo/11B-2: Es el acte quan una persona parla./11B-9: El to de veu/11B-10: Que no t'entenga i quan li parles no sabra que dir/11B-13: Un saludo//12A-2: quan una persona parla per a expresarse./12A-9: De molts factors: edat, sexe, .../ 12A-10: Problemes, porque pots quedar mal/12A-13: hola:Per a saludar/ 12B-2: Cuando dos o mas personas empiezan a hablar./ 12B-9: Depenen la actitud, la persona .../ 12B-13: Depende la entonación, la actitud...//13A-1: Poroules/13A-13: Dos cridar la

atencio o saludar/13B-13: Hola//14A-9: La seua actitud./14B-1: Use different words depending on the context and the person who are talking with you./14B2:when two persons are talking in the same language./14B-9: Influirá la edad del interlocutor, el seu estatus social, el seu nivell d'estudis./ 14B-10: Que tinga una mala imatge de tu./ 14B-13: Puede significar un saludo, para preguntar si hay alguien, cuando no entiendes algo//

Group: 3rd ESO 02. Information about Pragmatics

Subjects:	15A	15B	16A	16B	17A	17B	18A	18B	19A	19B	20A	20B	21A	21B	22A	22B	23A	23B	24A	24B
questions																				
1	no	yes*	no	yes*	no	yes*	idk	no	no	yes*	no	no	no	yes*	no	idk	no	no	idk	yes*
2	no	idk	yes*	yes*	no	yes*	idk	no	no	yes*	no	idk	yes*	yes*	idk	idk	no	idk	idk	idk
3	yes	no	idk	no	yes	yes	yes	no	yes	yes	yes	yes	idk	no	idk	yes	no	yes	no	idk
4	yes	yes	idk	no	yes	yes	no	yes	yes	yes	no	yes	idk	yes	idk	yes	yes	yes	yes	yes
5	no	yes	idk	yes	yes	no	idk	yes	yes	yes	idk	yes	no	yes	idk	yes	yes	yes	yes	yes
6	no	yes	idk	no	yes	no	no	no	yes	yes	idk	yes	no	yes	idk	yes	yes	yes	yes	yes
7	yes	yes	idk	yes	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes
8	yes	yes	idk	yes	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	yes	yes
9	idk	*	idk	*	*	*	0	0	*	*	*	*	idk	*	idk	*	idk	*	idk	0
10	yes*	yes*	no	no	idk	yes*	idk	no	yes*	yes*	yes*	0	idk	idk	idk	idk	no	no	idk	idk
11	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	no	yes	yes	yes	no	yes	yes	yes
12	yes	no	yes	yes	yes	yes	idk	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes
13	*	*	*	*	*	*	0	0	*	*	*	*	*	*	idk	*	*	*	idk	*

Notes:

15A-10: Pues que la persona se sentiria ofendida/o/15A-13: Muchos./15B-1: Es el dialecto que utilizamos según la persona en la que hablamos/15B-9: la cultura y estudios/15B-10: No hablar bien/ 15B-13: Sorpresa, Enfado, Indignación, Saludo/16A-2: Quan mantens una conversa amb algú./16A-13: Molts/ 16B-1: Segons la situació utilitzes una expressió o paraules o altres./16B-2: Quan hi ha una conversa entre dues persones./ 16B-9: Els estudis que tinguen els interlocutors i l'estatus social (menys important que l'altra)./16B-13: Hola per a saludar, per a preguntar si hi ha algú en un lloc al que entres, quan et quedes sorprés per alguna cosa, etc./17A-9: Mis estudios y mi nivel de Inglés/17A-13: Pues un saludo./17B-1: Explicar el significado de una palabra en diferentes situaciones/ 17B-2: Cuando hay una conversación /17B-9: Segons la persona i segons el meu nivell de vocabulari i de cultura./ 17B-10: Falta de enteniment./17B-13: Salutació, Ironia, extranyessa, reclamació: Quan una persona no li fa cas a altra i ell li diu Hello!! per a que li faça cas./ 19A-9: Todo./19A-13: Saludo./19B-1: Los diferentes significados que tiene una palabra dependiendo del contexto./19B-2: Hablar./ 19B-9: Todo./ 19B-10: No se,

pero si que hay/19B-13: Saludo, llamar la atención.// 20A-9: Very things./ 20A-10: malentesos/20A-13: Saludar, para llamar la atención./20B-9: Totes les preguntes d'abans./20B-13: Saludar a algú o ironia.//21A-2: És parlar en un altre idioma/ 21A-13: Saludar a una persona, el pots dir, per a que et presten atenció./ 21B-1: Las diferentes formas d'expressar una palabra/21B-2:Quando dos personas hablan entre si y se entienden /21B-9: Depen de la persona/ 21B-13: Saludo, per a cridar l'atenció, Quant una persona entra en una casa diu: Hola? Per a saber si hi ha algú.//22B-9:El meu nivell d'anglès /22B-13: Pues muchos ... un saludo ...//23A-13: Te el significat de saludar./23B-9:Si poerque songs lo que digues podries danyar algú /23B-13: Saludar, pregunta, ironia.//24B-1: Decir una palabra en distinto tono para que signifique otras cosas./24B-13: Pues diversos significats. Saludo y pregunta//

PART II. Information about Pragmatics. Question 14

Group: 3rd ESO 02			
subject	Situation	Pre-questionnaire	Post-questionnaire
1	1.Class Notes.	Thank you/Gracias	Thank you/Gracias
	2.Shopping Help	No, thank you./No,Gracias	Yes, please/Sí, perfavor
	3.Makeup Test	Thnak you I love you/Gracias Te quiero	Thnaks my prefer teacher/Gracias mi profesor preferido
	4. Nice apartment	Jaja, I know/Jaja Lo sé.	I know/Lo sé.
	5. The Foreigner	I don't understant, can you repeat?/No te entiendo Puedes repetirlo?	Can you repeat pls?/Puedes repetir porfavor?
	6.The teacher	Can you repeat the question?/Puedes repetir la pregunta.	I don't undestand, can u repeat?/No, entiendo, puedes repetir
	7.The pub	You are ugly./Eres fea.	Goot bi I have girlfriend/ Vet p`a Tengo novia.
	8.The job interview	I am a few nervous, sorry/Estoy un poco nervioso. Perdón	Sorry, I was blowjob. Can you repeat?/Pedón, estava empanao, puedes repetir
2	1.Class Notes.	Thanks/Gracias	Thenk/Gracias
	2.Shopping Help	I don't, thanks/No, gracias	No, thanks/No, gracias
	3.Makeup Test	thanks teacher/gracias profesor	I don't let it happen again/No volverá a pasar.
	4. Nice apartment	thanks/gracias	Thenk/Gracia
	5. The Foreigner	Bye/Adios	Can you repit please/Puedes repetir por fabor?
	6.The teacher	Can you repit plis?/¿Puedes repetir?	Can you repit please/Puedes repetir por fabor?
	7.The pub	Yes, yes, very good/Si, si	Yes, yes/Si, si
	8.The job interview	Can you repit plis?/¿Repite porfavor?	Can you repit please/Puedes repetir porfavor?
3	1.Class Notes.	Sorry, Did you ask the homework? Thanks/Pedona me pots donar els deures? Gràcies	Oh, thanks/Oh, gràcies
	2.Shopping Help	No, thanks/No, gràcies	No, thanks nothings are looking/No, gràcies sols estic mirant-la
	3.Makeup Test	OK, don't let it happen again/Vale, no tornara a succeir.	No, I don't left./No tornarà a passar

	4. Nice apartment	Oh yeah it's Incredible/Claro es increíble	Yes, thanks/Si gràcies
	5. The Foreigner	Sorry, I don't speak you english/perdona, però no parle anglés	I don't standing/No t'entenc
	6.The teacher	Did you repeat the questions please?/Pots repetir la pregunta per favor?	Sorry, repeat the questions please/Perdona, pots tornar a repetir la pregunta per favor
	7.The pub	I don't know/No se el que dius/	I don't know/No ho sé
	8.The job interview	Did you repeat the question please? Thanks?/Podries repetirme la pregunta per favor Gràcies	Sorry, I am nervous, repeat the question/Perdona, estic nerviosa, repestis-me la pregunta.
6	1.Class Notes.	Thanks/Moltes gracies.	Thanks!Gracias!
	2.Shopping Help	No. Thanks./No gracias.	No, thank you!/No, gracias!
	3.Makeup Test	Thnaks teacher. I love you!/Gracias profe Te loveo!	Thanks teacher!/Muchas gracias!
	4. Nice apartment	Like me./Como yo!	What are you doing?/Que dices puto loco?
	5. The Foreigner	I don't understand you./No te entiendo na.	I don't understand you./No te entiendo.
	6.The teacher	Repeate the question please!/Repite la pregunta porfa!	Can you repeat please?/Puedes repetir la pregunta porfavor?
	7.The pub	What?/Que dices?	I don't listen you./No te escucho.
	8.The job interview	I don't understand./No he entendio ná	Can you repet please?/Puedes repetir a pregunta porfavor?
7	1.Class Notes.	Thanks we talk tomorrow/Gracias hablamos mañana	Thanks men/gracias tio
	2.Shopping Help	No, thanks/No, gracias	No, it's all right/No gracias va todo bien.
	3.Makeup Test	Thanks, don't let it happen again./Gracias no volvera a pasar	Thank you don't let it happen again/Gracias no volvera a pasar
	4. Nice apartment	Do you like it seriously?/Te gusta de verdad?	Thank you/Gracias.
	5. The Foreigner	Could you repeat in a diferent way please?/Puedes repetirlo de otra	Could you repeat please?/Puedes repetirlo porfavor?

		forma o de otra manera?	
	6.The teacher	Can you repeat please?/Puedes repetir porfa?	Can you repeat please?/Puedes repetirlo porfavor?
	7.The pub	Sorry, I can't undestad you./Losiento, no te entiendo.	I can't stand you. Do you want go out?/ No puedo entenderte Quieres ir fuera?
	8.The job interview	Sorry I'm nervous wait a minit please/Losiento estoy nervioso espera un minuto porfa.	Sorry, I'm so nervous can we start again the interview?/Perdon es que estoy muy nervioso, podemos empezar otra vez?
9	1.Class Notes.	Yes, later/Si, despues.	Thanks/Moltes gracies
	2.Shopping Help	No, thanks/No, gracias	0/No, moltes gracies
	3.Makeup Test	Thanks teacher/gracias professor	Gracies no tornara a pasar
	4. Nice apartment	Thanks/Gracias.	0/Moltes gracies
	5. The Foreigner	0/0	0/0
	6.The teacher	I repeat the question please/Me repites la pregunta porfavor.	0/Me lo puedes repetir porfavor
	7.The pub	0/0	0/0
	8.The job interview	0/0	Puedes repetir la pregunta porfavor.
10	1.Class Notes.	Thank you very much/Muchas gracias.	Thank you very much/Muchas gracia
	2.Shopping Help	No, thanks/No, gracias.	No, thanks, I'm looking./No, gracias, estoy mirando.
	3.Makeup Test	Thank you./Gracias, te lo aseguro.	Thank you very much/Muchas gracias en serio, te lo agradezco, no volverá a pasar.
	4. Nice apartment	Oh! Thanks, is true./Gracias, es verdad.	Thank you very much!/¡Muchas gracias!
	5. The Foreigner	I don't understand./No le entiendo.	Can you repeat please?/¿Lo puedes repetir por favor?
	6.The teacher	Can you repeat please?/¿Lo puedes repetir por favor?	Teacher, can you repeat the question please?/ Profesor ¿puedes repetir la pregunta por favor?
	7.The pub	I don't understant you/No le entiendo.	I don't understand sorry. Can you repeat please?/No le he entendido, perdón.¿lo puedes repetir porfavor?
	8.The job interview	Can you repeat the question please?/¿Me puedes repetir la	Sorry, can you repeat the question please?/Perdón ¿puedes repetir la pregunta?

		pregunta por favor?	
11	1.Class Notes.	0/Hay deberes?	Thanks/Gràcies
	2.Shopping Help	No, sorry/No, perdon.	No, thanks./No, gràcie
	3.Makeup Test	Thnaks/Gràcies	Thanks/Gràcies
	4. Nice apartment	Really?/Enserio?	Hahahaha yes is very nice/Jajaja Si es molt guapet
	5. The Foreigner	You can repeat please?/Me lo puedes repetir porfavor?	Repeat please. I not understand/Repetir perfavor No ho en entes
	6.The teacher	Repeat/Repetir	Repeat please./Repite porfavor
	7.The pub	What do you mean?/Que quieres decir?	I not understant, sorry. Repeat again please/No lo he entendido. Perdona Repitelo otra vez pleas
	8.The job interview	What?/Qué?	Repeat please/Repitelo, porfavor.
12	1.Class Notes.	Yes, after the train/Si, luego de entrenar.	Thanks friend/gracias, amigo
	2.Shopping Help	No, thank/No,gracias	No, thanks/No,gracias
	3.Makeup Test	Thanks teacher, I don't let it happen again/Gracias profesor No volvera a ocurrir.	Thanks, teacher/gracias profesor
	4. Nice apartment	Thanks but I don't like/gracias, pero no me gusta.	gracias/thanks
	5. The Foreigner	Sorry, I don't understand/lo siento, pero no lo entiendo	you continou five km and turn left/continua 5 km y gira a la izquierda
	6.The teacher	Can you repeat plis?/Puedes repetir porfavor.	Can you repeat plis?/Puedes repetirla?
	7.The pub	Sorry, can you repeat plis/lo siento, puedes repetir?	Don't speak your lenuatge, sorry/No entiendo tu idioma, lo siento
	8.The job interview	I don't understand this question/lo siento no lo e entendido.	Can you repeat?/Podria repetirla.
13	1.Class Notes.	Thanks very much/Grac tio k te peten	Thonck you/Grocies
	2.Shopping Help	No, thanks. I don't need/No gracias	don't worry/No, No fa falta
	3.Makeup Test	Thanks, don't happen again/Gracies no pasara més	Can you repeat me the exam please?/Pots repetirme l'examen?
	4. Nice apartment	Thanks brother/Gracies prim	Are you silly/Em cres tonoto?

	5. The Foreigner	I don't can help you. Were are you from?/No t'entenc. daon ets	go for this ploce/Ves cop ollí
	6.The teacher	Can you repeat please./Repeteix porfas	Con you repeat?/Pots repetir?
	7.The pub	Oh yea good oss/Si si esta bé	Yes!/Si tens tota la roó
	8.The job interview	Can you repeat/Pots repetir	Can you repot?/Pots repetir?
14	1.Class Notes.	Thank you/Gracies	Thanks you mea**/Moltes gràcies cosí!
	2.Shopping Help	No, thanks/No, gracies.	No, thank you/No, gràcies
	3.Makeup Test	Thank you very much, I'm sure that other time will not occurred./Gracies, no tornarà a pasar	OK, really thank you. I'm sure that won't happen again!/Vale, moltes gràcies, estic segur que no tornarà a pasar.
	4. Nice apartment	Yes, is very Beautyful/Si, es molt bonic	I know man!/Ho se! tio
	5. The Foreigner	Sorry, I don't understant you/Heu senc no puc entendret	I don't understant you, anywhere, this way./No te preocupes, es per aquí.
	6.The teacher	Sorry, can you repet?/ Me ho pots repetir?	Can you repeat the question again?/Meu pots repetir que este no para de fer soroll?
	7.The pub	Can you move in other sit plese!/Veste'n d'ací	Go out please! I've got a girlfriend!/Aparta't!
	8.The job interview	Sorry, can you repet the question?/No te entenc.	I'm very nervous, can you repeat the uestion please?/Perdó, estic molt nerviós me pots repetir la pregunta?
15	1.Class Notes.	Thank you/Gracias	Thaks/Gracias
	2.Shopping Help	I'm fine thank you/Yo estoy bien gracias	No, I' fine/No, yo estoy bienm
	3.Makeup Test	Very well/0	No, I don't let it happen again. Thaks/No yo no me volvera a pasar. Gracias
	4. Nice apartment	Thank you/Gracias.	Verry thanks/Muchas Gracias
	5. The Foreigner	I don't know/No lo se	I don't know/Yo no lo sé
	6.The teacher	Can you repeat plis?/Puedes repetirlo por favor?	Can you repeat egen plase?/Puedes repetirlo de nuevo porfavor?
	7.The pub	Can you repeat plis?/ Puedes repetirlo	Can you repeat egen please?/Puedes repetirlo de

		por favor?	nuevo porfavor?
	8.The job interview	Can you repeat plis/ Puedes repetirlo por favor	Can you repeat egen please/Puedes repetirlo de nuevo porfavor
16	1.Class Notes.	Thank you/Gracias	Thank you/Muchas gracias
	2.Shopping Help	No, thanks/No, gracias	No, thank you/No, gracias
	3.Makeup Test	Sorry, willn't appening./Lo siento, no volverá a pasar	Calm, don't let it happen gain/Tranquilo, no volverá a pasar
	4. Nice apartment	I know/Lo sé.	I know./Lo sé.
	5. The Foreigner	I don't understand./No te entiendo	I don't understand you./No te entiendo.
	6.The teacher	Can you repeat again please?/¿Puedes repetir otra vez por favor?	Can you repeat again please?/¿Puedes repetir otra vez por favor?
	7.The pub	I don't understand you/No te entiendo	Can you repeat again please/¿Puedes repetir otra vez por favor?
	8.The job interview	Can you repeat again please?/¿Puedes repetir otra vez por favor?	Can you repeat again please?/¿Puedes repetir otra vez por favor?
17	1.Class Notes.	Thank you/Gracias.	Thank you very much/Muchas Gacias
	2.Shopping Help	No, thanks/No, gracias	No, Don't worry/No, no te preocupes
	3.Makeup Test	Thaks You are a good friend/Gracias, res un buen amigo.	Thank you very much I love you/Muchas gracias te quiero.
	4. Nice apartment	Jaja/Jaja	My family helped me/Me ayudó mi familia Ja Ja Ja
	5. The Foreigner	I'm sorry I don't understand you./Cogo el traductor google del movil y que lo escriba en su idioma	I don't understand you I'm sorry/No te entiendo lo siento
	6.The teacher	Can you repeat please?/Puedes repetirlo?	Can you repeat please?/Puedes repetirlo porfavor?
	7.The pub	Bye./Adios	I don't understand you baby/No te entiendo nena.
	8.The job interview	Can you repeat this question?/Puedes repetirme esta pregunta?	Teacher can you repeat the question please/Profe, puedes repetir la pregunta
18	1.Class Notes.	Very well/Fine thanks	0/0
	2.Shopping Help	Fine thanks/Nothing	0/0
	3.Makeup Test	Yes/Nothing	0/0
	4. Nice apartment	I don't know/0	0/0

	5. The Foreigner	Sorry, I don't speak english/0	0/0
	6.The teacher	Can you repit/0	0/0
	7.The pub	I don't understand/0	0/0
	8.The job interview	0/0	0/0
19	1.Class Notes.	Thanks/Gracias	Thanks/Gracias
	2.Shopping Help	You go to "por ahi"/Vete por ahi.	No, thanks/No, gracias
	3.Makeup Test	Thanks/Gracias	Thanks/Gracias
	4. Nice apartment	Thanks/Gracias	I don't give my apartment, but thanks/No te voy a regalar mi apartamento, pero gracias.
	5. The Foreigner	Repeat please./Repítemelo.	Do you speak spanish?/Hablas español?
	6.The teacher	Can you repeat me? And you, stupid, die./Puedes repetirmelo? Y tú, estúpido, muere.	Can you repeat, please?/Lo puedes repetir, por favor?
	7.The pub	What?/Qué?	What?/Qué?
	8.The job interview	I'm not understand the question./No he entendido la pregunta.	I'm not understand the question/No he entendido la pregunta.
20	1.Class Notes.	Yes, of course/Si, persupost.	OK, thank you/Vale, gràcies.
	2.Shopping Help	No, thank you./No, gràcies.	No, thank you/No, gràcies.
	3.Makeup Test	OK, thank you./Vale, gràcies.	Thank you. You're the best/Gràcies, eres el millor.
	4. Nice apartment	it's smaller than I thought./Es mas pequeño de lo que me esperaba	is not bad/Bueno, no esta mal.
	5. The Foreigner	What I don't understand you./Que? No t'entenc.	Can you repit please?/Pots repetir-me-ho per favor.
	6.The teacher	Can you repit the question please?/Pots repetir la pregunta, per favor?	I don't listen you good. can you repit?/No, ho he sentit pots repetirlo
	7.The pub	Go outside to chat there no listening good./Anem fora a xarrar que açí no s'escolta bé.	The musci is very noisy can yuo repit?/La musica esta molt alta. Pots repetir?
	8.The job interview	I don't listening good. Can yo repeat please?/No ho he sentit be pots repetirlo perfavor?	Sorry, can you repeat the question?/Perdona, podries repetir la pregunta?

21	1.Class Notes.	thanks/gracias	Thanks/Gracias
	2.Shopping Help	No, I can't thanks/No gracias	No, thanks/No, gracias
	3.Makeup Test	I doesn't let happen again/No tornará a passar	Thanks teachers Don't let it happen again/Gracias professor. No volvera a passar.
	4. Nice apartment	this place is very big and nice/Este lugar és grande I bonic	I know it/Lo sé.
	5. The Foreigner	I don't understand English/No entiendo inglés	I don't know/No lo sé
	6.The teacher	Can you repite the question?/Puedes repetir la pregunta?	Can you repeat? Thanks/Puedes repetir? Gracias
	7.The pub	What?/Que?	Can you repeat?/puedes repetir
	8.The job interview	Please, can you repit it? Thanks/Per favor pot tornar a repetirme gracias	Can you repeat it? I am very nervous and I don't listen you./puedes repetirmelo Estoy nervioso y no te he oido.
22	1.Class Notes.	0/Toma los apuntes	Gracias/Thanks
	2.Shopping Help	No thanks/No gracias	No, gracias/No, thanks
	3.Makeup Test	Thanks.../Gracies, no tornara a pasar	Vale, gracias/Ok, thanks
	4. Nice apartment	Thank you!/Gracias!	Gracias/Thanks
	5. The Foreigner	I don't know JAJÁ!/No sé JAJÁ	No te entiendo/I don't understand you.
	6.The teacher	Can you repeat?/Puedes repetir?	Puedes repetir la pregunta porfavor?/Can you repeat the question please?
	7.The pub	0/No te entiendo	No lo he entendido, puedes repetir la pregunta porfavor!/I don't understan, can you repeat please?
	8.The job interview	Repeat the question please/Repite la pregunta porfavor	Puedes repetir la pregunta porfavor?/Can you repeat the question please?
23	1.Class Notes.	Hello. Is homework/Dame los deberes	Thank you./Gracias.
	2.Shopping Help	No/No	No/No
	3.Makeup Test	Thanks you./Gracias.	Thank you./Gracias.
	4. Nice apartment	Is a beutiful./Que guapo	Can you repeat please./Puedes repetirlo otra vez.
	5. The Foreigner	Can you repit plese?/Puedes volver a	Can you repeat please./Puedes repetirlo otra vez.

		repetir-lo?	
	6.The teacher	Can you repit?/Puedes volver a repetirlo.	Can you repeat please./Puedes repetirlo otra vez.
	7.The pub	Can you repit?/Puedes repetir-la.	Can you repeat please./Puedes repetirlo otra vez.
	8.The job interview	Can you repit?/Puedes repetir-la.	Can you repeat please./Puedes repetirlo otra vez.
24	1.Class Notes.	I don't know/No lo sé No me acuerdo	Thanks/Gracias
	2.Shopping Help	I don't know Thanks/No lo se Gracias.	No/No
	3.Makeup Test	I don't know Thanks/No lo se Gracias però no	No se escribir en ingles lo que he puesto en español/Gracias, no volvera a pasar.
	4. Nice apartment	I don't know/No lo se Por supuesto	Thanks/Gracias
	5. The Foreigner	I don't know/No lo se. Es posible	Sorry, I can't speak English/Perdon, no se hablar inglés.
	6.The teacher	I don't know/repite porfa No lo se	Can you repit please?/Puedes repetir porfavor?
	7.The pub	I don't know/No lo se. Es posible	What?/Que?
	8.The job interview	I don't know/No lo se No estoy seguro	Can you repit please?/Puedes repetir porfavor?

Group: 3rd ESO 03. Information about Pragmatics

Subjects:	1A	1B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	9A	9B	10A	10B	11A	11B	14A	14B	15A	15B	
questions																							
1	no	no	idk	no	no	idk	no	no	no	no	no	no	idk	idk	yes*	no	no	no	idk	no	no	no	
2	no	yes*	idk	no	yes*	yes*	yes*	yes*	no	no	no	no	idk	idk	no	no	yes*	yes*	idk	no	no	no	
3	no	no	no	no	idk	yes	yes	no	no	yes	no	yes	idk	no	no	no	idk	no	yes	yes	idk	yes	
4	no	no	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	idk	no	yes	yes	yes	yes	idk	yes	no	yes	
5	no	no	yes	yes	yes	yes	no	no	yes	yes	yes	yes	no	no	no	idk	idk	no	idk	yes	yes	yes	
6	no	no	yes	yes	yes	yes	no	no	yes	yes	yes	yes	idk	no	no	idk	idk	no	idk	yes	idk	no	
7	yes	no	yes	yes	yes	yes	yes	no	yes	no	yes	yes	idk	yes	yes	yes	yes	yes	no	no	yes	yes	
8	no	yes	yes	yes	yes	yes	yes	no	yes	no	yes	yes	idk	yes	0	yes	yes	yes	yes	no	yes	yes	
9	idk	*	*	*	*	*	*	*	*	*	*	*	idk	*	0	*	*	*	*	*	*	*	
10	yes*	no	no	no	yes*	idk	yes*	no	yes	idk	yes*	yes*	idk	0	no	yes	yes	no	idk	idk	idk	yes	
11	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	no	idk	yes	idk	yes	yes	yes	yes	yes	yes	yes	
12	no	yes	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	idk	yes	idk	yes	yes	yes	yes	yes	yes	yes	
13	*	*	*	*	*	*	*	*	*	*	0	0	*	*	*	*	*	*	*	*	idk	idk	

Notes:

1A-10: Alguns/1A-13: que per exemple saps alguna cosa./1B-2: Es una conversació entre dos persones/1B-9: el vocabulario/1B-13: Que saps parlar almeny algo de ingles, saps gramatica i vocabulari, has apres.// 3A-9: Every thing/3A-13: A lot of mean/3B-9: Todo/3B-13: Uno, salutación.//4A-2: Un intent de parlar/4A-9: Depen de qui siga./ 4B-10: Que si parles mal al rei pots anar a la presso./4A-13: Un acomiadament /4B-2: Parlar/4B-9: Qui siga el receptor./4B-13: Una salutació// 5A-2: Que estan parlant/ 5A-9: L'edat/5A-10: Que no ho entengen/5A-13: Donar la benbinguda/5B-2: Quan algu esta parlant./5B-9: L'edat/5B-13: Hola significa un salut//6A-9: In a converstion be affected by my interlocutor's status./6A-13: I don't know./6B-9: A lot of things/6B-13: Tiene varios significados, por ejemplo: saludar a un amigo y a una persona desconocida, son saludos distintos.//7A-9: Estudis./7A-10: Molts./7B-9: Tot/7B-10:Que no sapigues comunicar-te//9A-13: Un salut/9B-9: Depenent en qui parle./9B-13: Fer-se amic de algú.//10A-1: Practica i gramatica juntas/10A-13: Que vol coneixer/10B-9: Depenen la persona./10B-13: Saludar a una persona, ser amable//11A-2: Que esta parlant/11A-9: L'edat/11A-13: Molts/11B-2. Quan algu parla./11B-9: L'edat/11B-13:Saludo,//14A-9: The person who I speak./14A-13: You can't be mean to someone if they say hello. So be nice./14B-9: La situación./ 14B-13:De Saludo. De respeto//15A-9: Only the experience of that person talking english/15B-9: The situation, status, level instruction...//

Group: 3rd ESO 03. Information about Pragmatics

Subjects:	17A	17B	18A	18B	19A	19B	20A	20B
questions								
1	no	idk	no	no	no	no	no	no
2	yes*	no	no	no	no	no	no	idk*
3	yes	yes	no	no	no	yes	yes	yes
4	yes	yes	idk	yes	idk	yes	yes	yes
5	idk	idk	no	yes	yes	no	idk	idk
6	idk	no	no	yes	yes	no	yes	yes
7	yes	yes	no	idk	idk	yes	idk	idk
8	idk	no	no	yes	idk	yes	idk	yes
9	idk	*	*	*	0	*	*	*
10	idk	idk	idk	yes*	yes	no	idk	yes*
11	idk	no	yes	yes	no	no	yes	yes
12	idk	yes	yes	yes	yes	no	yes	idk
13	*	*	*	*	*	*	*	*

17A-2: Parlar/17A-13: Un salut/17B-9: La persona, edat, etc.../17B-13: Saludar a una persona, ser amable.../18A-9: La forma de ser./18A-13: Muchas cosas./18B-9: La manera de parlar i les expressions/18B-10: No entendre el que diu./ 18B-13: Un saludo frio i simple hacia una persona. Ejemplo: No es lo mismo en un ascensor con una persona que no conoces que saludar a un amigo que hace una semana que no lo ves//19A-13. Que vols coneixer a algú./19B-9: Que a l'hora de parlar en l'interlocutor sera mes facil, perque, et podras manejar millor./19B-13: Estas saludant a algú. Una manera de començar una conversació./20A-9: Qui és./20A-13. Depen de la situació/20B-2: La manera en que se habla/20B-9: Dependiendo de quien es./20B-10: Entender mal las cosas./20B-13: Hay "holas" mas frios o mas cordiales, o sí es un "hola" para un amigo. Se puede tomar de diferentes maneras.

PART II. Information about Pragmatics. Question 14

Group: 3 rd ESO 03			
<i>subject</i>	<i>Situation</i>	<i>Pre-questionnaire</i>	<i>Post-questionnaire</i>
1	1.Class Notes.	Yes, I do./Si	Thinks/Gracias
	2.Shopping Help	Yes, I bought the thesart./si quiero comprar una camiseta.	I don't know, thinks./No necesito nada, gracias.
	3.Makeup Test	Okey, thank you theacher., Can't you repeit plis?/Gracias, me lo puedes repetir porfavor?	Very thinks, teacher./ Que muchas gracias.
	4. Nice apartment	X I like?/ Te gusta? A Yes,/ Si X Thank you friend./Gracias, amigo.	Thinks,/Ya ves
	5. The Foreigner	0/0	¿What?/Que? No entiendo nada.
	6.The teacher	0/0	Can you repaet please?/Puedes repetir.
	7.The pub	0/0	Can you repaet please?/Puedes repetir porfa?
	8.The job interview	0/0	Can you repaet plis?/Puedes repetir porfavor?
3	1.Class Notes.	Thank you./Gracias.	Thanks./Gracias.
	2.Shopping Help	No, thanks/No, gracias.	No, thanks./No, gracias.
	3.Makeup Test	Thanks/Gracias	Very thanks./Muchas gracias.
	4. Nice apartment	Thanks/Gracias	Thanks, guy./Gracias, tio.
	5. The Foreigner	I don't understand you, sorry/Perdona, no te entiendo	Can you repeat, please?/Puedes repetirlo porfavor.
	6.The teacher	Can you repeat, please?/Por favor puedes repetirlo	Can you repeat, plase?/Puedes repetirlo porfavor.
	7.The pub	I don't undertant/No le entiendo.	What?/Que?
	8.The job interview	Sorry, can you repeat please?/Perdona, puedes	Sorry, can you repeat, please?/Perdon, puedes repetirlo, porfavor?

		repetir porfavor?	
4	1.Class Notes.	Can you give me the homework/Me pots deixar els deures.	Thanks/Gracies
	2.Shopping Help	No, thanks/No, gracias.	No, thanks/No, gracias
	3.Makeup Test	Can you repit the exam please?/Pots repetir l'examen? perfavor	Thanks teacher/Gracies profesor
	4. Nice apartment	I know!/Ja ho sé!	I know/Ja ho sabia
	5. The Foreigner	I don't understant you/No t'antenc.	Can yor repeat please?/Pots tornar a repetir-lo, per favor?
	6.The teacher	Can you repeat me please/Pots repetimeu per favor.	Can you repeat te question please/Pots tornar a repetir la pregunta perfavor?
	7.The pub	What?/Que?	I don't underestand/No te entiendo
	8.The job interview	Can you repeat me please/Pots repetimeu per favor.	I don't understand/ No ho he antes.
5	1.Class Notes.	0/Ten	Thanks/Gracies
	2.Shopping Help	No, thank you./No, gracias.	No, thanks/No, gracias
	3.Makeup Test	OK, but I don't spend more./Vale, però que no torne a passar.	OK, thanks/Vale, gracias
	4. Nice apartment	Yes/Si	Was good/Esta bien
	5. The Foreigner	Don't speaking English/No parle English.	I don't know/Yo no lo se
	6.The teacher	Can you repleat please/Pots repetirlo perfavor?	What?/Que?
	7.The pub	What?/Que?	What?/Que?
	8.The job interview	Can you repleat pleas/Pot repetirlo perfavor?	Can you replet please/Me lo puedes repetir porfavor.
6	1.Class Notes.	Do you give me the	Thanks/Gracias

		homework?/Me puedes dar los deberes?	
	2.Shopping Help	Oh, no, thank you/Oh, no, gracias	No, thanks./No, gracias
	3.Makeup Test	My alarm doesn't go off. Can I make the exam tomorrow?/Mi alarma no ha sonado. ¿Puedo hacer el examen mañana?	Thank you/Gracias
	4. Nice apartment	Really?/¿En serio?	Very thanks/Muchas gracias
	5. The Foreigner	Can you repeat?Please./Puedes repetir? Por favor.	Can you repeat the question, please?/ Puedes repetir la pregunta, por favor?
	6.The teacher	Sorry, I don't listen the final of the question because he was sne.../Perdona no he oido el final de la pregunta porque él ha estornudado.	Repeat the question, I don't listen it. Please/Repite la pregunta, no la he oido. Por favor.
	7.The pub	What?/¿Qué?	Repat/Repite.
	8.The job interview	Can you repeat the question? Please./ ¿Puede repetir la pregunta? Por favor.	Can you repeat the question?/Puedes repetir la pregunta.
7	1.Class Notes.	Thank you/Gracias	Thank you/Gracias
	2.Shopping Help	No/No gracias	No thaks/No Gracias
	3.Makeup Test	Thank you/Trankil que no	0/No volvera a ocurrir
	4. Nice apartment	Thank you/Moltes gracias.	Thaks/Gracias
	5. The Foreigner	Can I repite please I don't understand/Lo siento no l'antenc ben.	I not understand/No te entiendo
	6.The teacher	Can you repite please/Puede repetir el final	Can you repit/Puedes repetir
	7.The pub	Can you repite beautiful girl.	Can you repeat the convers please/Puedes

		Jaja/Puedes repetir guapa!!	repetir la conversa.
	8.The job interview	Can you repite please/Puede repetir por favor.	Puede repetir/Can you repeate
9	1.Class Notes.	Give me your homework please/Deixam els apunt d'ahir.	Thanks/Gracies
	2.Shopping Help	No, tanks./No, Gracies.	No, thanks./No, gracias.
	3.Makeup Test	Tank you./Gracias.	No, thanks./No, thanks.
	4. Nice apartment	I know! I have style./Ho sé! Tinc estil.	You are a choni./Tu eres un choni.
	5. The Foreigner	Sorry, I don't understand you./Ho senc, no t'antenc.	I don't underestand./Yo no lo entiendo.
	6.The teacher	Please, can you repeat me?/Perfavor; me ho pots repetir?	Can you repeat please./Puedes repetirlo profavor.
	7.The pub	What?/Que?	Can you repeat?/puedes repetirlo.
	8.The job interview	Sorry, I don't understand you. Can you repeat me?/Ho senc, no t'entes M'ho pots repetir?	I don't underestand. Can you repeat me please./No lo he entendido. Me lo puedes repetir por favor.
10	1.Class Notes.	Thank you/Gracias	Thanks/Gracias
	2.Shopping Help	No thank you/No gracias	Oh, no thanks/No Gracias
	3.Makeup Test	Thank you very much/Muchisimas gracias	I promes you/Te lo prometo
	4. Nice apartment	OK OK/vale vale	Oh thanks/Oh gracias
	5. The Foreigner	Can you repite please?/¿Puedes repetirlo?	Sorry, I don't undestrand/Losiento no lo entiendo
	6.The teacher	Can you repite please?/¿Puede repetirlo?	Sorry, can you repite please/Perdon, puede repetirlo
	7.The pub	Can you repite please?/¿Puedes repetirlo?	Sorry/Perdon
	8.The job interview	I don't know/No se	Sorry, can you repite/Puede repetir

11	1.Class Notes.	0/Ten	Thanks/Gracies
	2.Shopping Help	No, Thank you./No, gracias	No, thanks/No, gracias
	3.Makeup Test	OK, but I don't spend more./Vale, pero que no pase mes.	Very thanks/Muchas gracias.
	4. Nice apartment	Yes/Si	Was good/Esta bien
	5. The Foreigner	I can you repit plis./Me lo puedes repetir porfavor.	I don't know/No lo se.
	6.The teacher	I can you repit plis./Me lo puedes repetir.	Can you repit plis?/Me lo puedes repetir porfavor?
	7.The pub	What?/Que?	What?/Que?
	8.The job interview	I can you repit pleas./Me lo puedes repetir.	Can you repit plis?/Me lo puedes repetir porfavor?
14	1.Class Notes.	Thank you very much./Muchas gracias.	Thanks./Gracias.
	2.Shopping Help	No, thank/No, gracias	No, thanks. I just watching./No, gracias. Solo estoy mirando.
	3.Makeup Test	I'm sorry, it will never happen agasin/Perdona, no volverá a pasar.	Thanks. I won't happen again./Gracias. No volverá a pasar.
	4. Nice apartment	It's a normal apartment lol./Es un apartamento normal lol.	Ha, ha thanks./Ja Ja gracias.
	5. The Foreigner	Can you repeat please? You speak Spanish?/Puedes repetir porfavor? Hablas español?	Are you OK?/¿Estas bien?
	6.The teacher	You can repeat the question please?/ Puedes repetir la pregunta porfavor.	Can you repeat please?/¿Puedes repetir por favor?
	7.The pub	Are you okay?/¿Estas bien?	Uh?/Eh?
	8.The job interview	Sorry I have not listened well./Perdone no le he escuchado bien.	Can you repeat please? I don't hear the question./¿Puedes repetir porfavor? No escuché su pregunta.

15	1.Class Notes.	Can you give me the class' notes of the last day?/Me pots dixer els apunts d'ahir?	Thanks, man!/¡Gracias, tio!
	2.Shopping Help	No, thanks. I'm just looking./No, gracias. Nomes estic mirant.	Yes. I'm serching for a shirt then I want./Si. Busco una camiseta que quiero.
	3.Makeup Test	Many thanks!/Moltes gracies!	Thanks, professor! I will finish it fast./¡Gracias, profesor! Acabaré el examen rapido.
	4. Nice apartment	Really? In my opinion it's "normal"./En serio? En la meua opinió es "normalet"	Thanks! It's not to awsome./¡Gracias! No es muy impresionante.
	5. The Foreigner	I don't know what you're saying. Can you say me that again?/No se el que dius. Me ho repeteixes?	Can you repeat me the question, please?/¿Puedes repetirme la pregunta, porfavor?
	6.The teacher	Can you repeat again, please?/Me ho pots repetir, per favor?	Can you repeat?/¿Me lo puedes repetir?
	7.The pub	Where are you from?/De on eres?	Let's go to other place more silent./Vamos a otro lugar mas silencioso.
	8.The job interview	0/0	0/0
17	1.Class Notes.	Thank you so much/Gracias.	Thank you./Gracias.
	2.Shopping Help	No, thanks/No, gracias.	No, thanks./No, gracias.
	3.Makeup Test	OK, thanks/Vale, moltes gracies	Sure, thank you./Muchas gracias.
	4. Nice apartment	Yes, thanks/Si, gracias	I know./Lo sé.
	5. The Foreigner	Sorry but I don't understand you/No te entiendo.	Sorry, I don't understand./No le entiendo.
	6.The teacher	Can you repeat please?/Lo puedes repetir, porfavor?	Can you repeat please?/Me lo puedes repetir?

	7.The pub	Repeat./Repite	Fuck I don't understand/Adios.
	8.The job interview	You can repeat the question./Puedes repetir la pregunta.	Can you repeat please?/Me lo puedes repetir?
18	1.Class Notes.	Thank you/Gracias	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracias	No, thanks/No, gracias.
	3.Makeup Test	Okay/Vale	Okay, don't worry/Vale, no pasa nada
	4. Nice apartment	O thanks/O gracias.	Thanks you Friend/Gracias Amigo
	5. The Foreigner	I don't understand sorry/Lo siento, no te entiendo	I don't understand you/No te entiendo
	6.The teacher	Can you repeat please?/Lo repites porfavor?	Can you repite please?/me lo puedes repetir porfavor?
	7.The pub	What?/Que?	What?/Que?
	8.The job interview	0/0	Can you repite please?/Me lo repites porfavor?
19	1.Class Notes.	Thank you/Gracias	Thanks./Gracies.
	2.Shopping Help	No, thank you/No, gracias	No,thanks./No, gracias.
	3.Makeup Test	Okey, perfect./Ok, perfecte.	Thanks./Gracies
	4. Nice apartment	Than you/Gracies.	Thanks./Gracias.
	5. The Foreigner	¿I don't understand? ¿Sorry?/ No ho entenc ¿Perdó?	Sorry, I don't understand/Lo siento, no entiendo
	6.The teacher	No/No	Can you repeat, please/Me lo repites, porfavor.
	7.The pub	No/No	Sorry, I don't understand/Lo siento, no entiendo
	8.The job interview	No/No	Can you repeat, please./ Me lo repites, porfavor.
20	1.Class Notes.	Thanks./Gracias, luego te lo devuelvo.	Thanks./Gracias.
	2.Shopping Help	No, thanks/No, se lo que quiero, gracias.	No, thanks./No, gracias.
	3.Makeup Test	Okey, thanks./No tornará a	Okey no. let it happen again/Vale no volvera

		passar.	a pasar.
	4. Nice apartment	Of corse! Thanks./Ya u sé, jajaja gracias.	Of corse./Por supuesto.
	5. The Foreigner	No english, speak spanish!/No te entenc o senc.	Speak Spanish please/Habla Español porfavor.
	6.The teacher	Can you repit please?/Vuelve a repetirlo que no lo e entendido.	Repeat?/Puedes repetir?
	7.The pub	What?/Que vols?	Bye Bye/Adios Adios.
	8.The job interview	0/Respoc el que pense que es correcte.	Repeat please/Puedes repetir porfavor?

Group: 3rd ESO 04. Information about Pragmatics (I)

Subjects:	1A	1B	2A	2B	3A	3B	4A	4B	5A	5B	6A	6B	7A	7B	8A	8B	9A	9B
questions																		
1	no	yes	idk	idk	yes*	yes	no	no	idk	yes*	no	idk	no	no	no	yes	idk	yes
2	idk	idk	idk	yes	yes*	yes	no	no	idk	idk	idk	yes*	no	no	idk	no	idk	yes
3	yes	no	yes	yes	no	no	yes	idk	idk	idk	idk	yes	yes	yes	no	idk	yes	yes
4	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes
5	yes	yes	yes	idk	yes	yes	no	yes	idk	no	idk	yes	yes	yes	no	yes	no	no
6	yes	yes	yes	idk	yes	yes	no	yes	idk	yes	no	idk	yes	yes	no	idk	no	no
7	yes	yes	no	idk	yes	yes	no	yes	yes	yes	yes	yes	yes	yes	no	yes	idk	no
8	yes	yes	no	idk	yes	yes	no	yes	idk	yes	no	idk	yes	yes	yes	yes	yes	no
9	*	*	*	0	*	*	idk	0	*	*	idk	*	*	0	*	0	0	0
10	yes	idk	0*	0	idk*	yes	no	idk	idk	yes	no	idk	yes*	no	yes*	0	idk	yes
11	yes	yes	yes	0	idk	yes	yes	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes
12	yes	yes	idk	0	yes	yes	yes	yes	yes	no	idk	yes	yes	yes	yes	yes	yes	yes
13	*	*	*	0	*	*	*	0	*	*	*	*	*	0	idk	0	*	*

Notes:

1A-9: Els meus estudis i saber parlar davant de persones (nervis)/ 1A-10: No entendre-mos./ 1A-13: començar una conversa/1B-9: Els meus estudis i el meu nivell/ 1B-13: Salutació, cridar l'atenció, el desitg.// 2A-9: l'aspecte de l'interlocutor i la relació personal/2A-10: ni dir coses a u en qui no confies/2A-13. No lo se//3A-9: Estudiar-lo, aprendre més coses.../3A-1: Text./3A-2: Parlar entre gent./3A-9: El nivell de l'anglès./3A-10: Segos el nivell dels parlants./ 3A-13: Un saludo/3B-9: Que influiran els meus consonants./3B-13: Hola saludo.// 4A-13: Un saludo.//5A-9: No lo se, en si la persona es major o no es./5A-13: Amistad, de ser amable, etc .../5B-1: Es tantos significados una palabras como por ejemplo, hello: hola, pregunta, sorpresa./5B-9: La meua educació, etc .../5B-13: hola?> pregunta Hola?> Ironia Hola> Sorpresa, etc...// 6A-13: Un saludo/6B-2: Si es cuan dos o mes persones es comuniquen/6B-9: l'edat del interlocutor i l'estatus/6B-13: Hola-Saludo, Hola de exclamacion, Hola de interrogacion//7A-9: L'estudi/7A-10: Molts/ 7A-13: Molts.//8A-9: L'edat./8A-10: Pot dur problemes.//9A-13: un saludo/9B-13: Muchos. "Hello" en un caso puede significar ¿Qué haces?, en otro, Digame", etc... //

Group: 3rd ESO 04. Information about Pragmatics (II)

Subjects:	10A	10B	11A	11B	13A	13B	14A	14B	15A	15B
questions										
1	no	yes*	idk	idk?*	no	no	no	yes*	no	yes*
2	no	idk	idk*	idk	no	yes	yes*	yes*	no	idk
3	yes	yes	yes	yes	yes	yes	yes	yes	yes	no
4	yes	yes	yes	yes	yes	yes	yes	yes	no	yes
5	yes	yes	yes	yes	idk	yes	yes	yes	no	yes
6	yes	yes	yes	yes	idk	yes	yes	yes	no	yes
7	yes	idk	yes	yes	yes	idk	yes	idk	no	yes
8	yes	idk	yes	yes	idk	idk	idk	yes	no	yes
9	*	*	*	*	*	*	*	*	*	*
10	no	no	yes*	yes*	idk	no	idk	yes*	no	idk
11	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
12	no	no	yes	yes	yes	no	idk	yes	yes	yes
13	*	*	*	*	*	*	*	*	*	0

Notes:

10A-9: El meu nivell de parla d'Angles./10A-13:Una paraula per a saludar/10B-1: Usar una misma palabra para diferentes situaciones/10B-9: L'edat, el sexe, l'estatus social/10B-13: pot expresar sorpresa, cuando coges el telefono decir hola en vez de decir si./11A-2: Hablar de forma oral/11A-9: La persona a la que vayan dirigidas./11A-10: El no comprendrese, o bien no ser respetuosos, etc./11A-13: El querer conocer a alguien, una forma de introducirse.../11B-1: Saber cómo actuar dependiendo de la persona a la que te diriges, el contexto.../11B-9: la persona a la que te diriges, dónde se d la situación, etc.../11B-10: Ofender a la otra persona, no comprenderse adecuadamente.../11B-13: "Hello" can mean a lot of things like: hello when you meet someone, hello when you want someone to pay attention, hello para halagar./13A-9: l'edat, el sexe i els estudis de l'altra persona./13A-13: Una paraula per a saludar i Cridar l'atencio./13B-9: la edad, el estatus social, el sexe.../13B-13: Perdona?, Un saludo, una sorpresa, cuando coges el telefono, para llamar la atención a alguien./14A-2. Intercambiar paraules./14A-9: Tot/14A-13. El de saludar/14B-1: El significado de cada palabra según el contexto./14B-2: Mantener la conversacion/14B-9: El contexto./14B-10: La no comprensión./14B-13. Todos los que le des./15A-9: Depen amb qui estiga/15A-13. No se./15B-1: Una palabra puede tener muchos significados./15B-9: Depen de l'interlocutor./

PART II. Information about Pragmatics. Question 14.

Group: 3 rd ESO 04			
<i>subject</i>	<i>Situation</i>	<i>Pre-questionnaire</i>	<i>Post-questionnaire</i>
1	1.Class Notes.	0/0	Oh thank you! /Gracias!
	2.Shopping Help	No, thanks./No, gracias.	No, thanks/No, gracias.
	3.Makeup Test	thanks./Gracias	Thanks you very much./Muchas gracias
	4. Nice apartment	Thanks/Gracias.	Thanks you/Gracias
	5. The Foreigner	I'm sorry, but I don't understand/ Lo siento pero no le entiendo.	I'm sorry. I don't understand/Lo siento, pero no le entiendo.
	6.The teacher	Can you repeat, pleas?/Puedes repetir, por favor?	Can you repeat please?/ Puedes repetir, por favor?
	7.The pub	Can you repeat, please?/Puedes repetirlo?	Can you repeat?/ Em... no le he escuchado, puede repetir?
	8.The job interview	Can you repeat, please?/ Puede repetir por favor?	Can you repeat, please?/Puede repetir, por favor?
2	1.Class Notes.	cenkiu/Gracies	Cenkiu/Gracies
	2.Shopping Help	Cenkiu no wont help/ no gracies no necesite ajuda.	I don't know/No necesito ajuda
	3.Makeup Test	I A happen again./Gracies te promes que no volvera a passar	0/No volvera a passar
	4. Nice apartment	0/ si vols es pots quedar a dormir	you like/te gusta
	5. The Foreigner	don't nowk/ no se on esta	repeat/repite
	6.The teacher	repeat please/repite me la	repeat/repite
	7.The pub	I have to go (I run)/ Me tengo que ir (salgo corriendo)	What?/que?
	8.The job interview	Repeat the question please,/li dit que no li he escuchat per que estig mig sord	repeat the question please/me lo puedes decir otra vez
3	1.Class Notes.	Thanks/Gracias.	¡Thanks!/¡Gracias!
	2.Shopping Help	No/No	¡No thanks!/¡No gracias!
	3.Makeup Test	Very much/Muchas gracias	Thanks/Gracias
	4. Nice apartment	Yes./Si	Yes thanks/Si. Gracias.

	5. The Foreigner	No/No entenc.	¿Whats?/¿Que?
	6.The teacher	Rupit/Repite	Repit/Repite.
	7.The pub	No capte/No ho capte	¿Whats?/¿Qué?
	8.The job interview	Rupit/Repite.	Repit.Repite
4	1.Class Notes.	0/0	Thank you/Gracies
	2.Shopping Help	Yes, please./Si, perfavor.	No/No.
	3.Makeup Test	Thank you./Gracies.	Thank you/Gracies.
	4. Nice apartment	0/Ja ho se ja...	Thank you/Gracies.
	5. The Foreigner	I dont underst./No te entenc.	Can you repeat please?/Repeteix perfavor
	6.The teacher	Can you repeat ples/Pot repetiro perfavor	Can you repeat please?/Repeteix perfavor
	7.The pub	I'm hapy./Me en????	Can you repeat please?/Repeteix perfavor
	8.The job interview	0/Li pregunte al profsor.	Can you repeat please?/Repeteix perfavor
5	1.Class Notes.	tkans./Gracias, por dejarmelos	Thanks/Gracias, no mas los acabe te los doy.
	2.Shopping Help	No tkans (Amabilidad)/No, gracias Si necesito ayuda ya le avisare	No, thanks/No gracias si la necesito le llamo.
	3.Makeup Test	Tkans yes, I am not a sleping/No, gracias por todo no me dormire.	thanks, than OK never happen again./ Gracias no volvera a pasar
	4. Nice apartment	Ohh thanks/Gracias por tu palabras	thanks/Gracias
	5. The Foreigner	One moment plese, i am look tranductor/ Un momento que mire un traductor.	that's repit please!/Repite porfavor?
	6.The teacher	Can you repit please?Repite porfa	that's repetet the question?/Puedes repetir?
	7.The pub	Can you repit/repite,	Repit/Repite porfa?
	8.The job interview	Not nervious, i am relaxing/Relax, me relajado i ya.	thats repit, please. I its very nervious/Puedes repetir porfavor, es que estoy muy nerviosa
6	1.Class Notes.	Yes here you have the papers/Si claro aqui los tienes	Thanks you/Vale gracias
	2.Shopping Help	No thancks you/No gracias ya esta	No thanks I don't need help/No gracia no necsito ayuda
	3.Makeup Test	Thnack you for repeat me the exam/Muchas gracias por repetirme el examen	I not make it again/No volvera a pasar
	4. Nice apartment	O thacks you/Gracias	Thankyou/Gracias

	5. The Foreigner	Sorry I dont know where is/perdon nose donde esta la calle	Sorry can you repeat the question/perdona Pots repetir la pregunta
	6.The teacher	Can you repet me te question/pots repetirme la pregunta	Can you repeat plase/pots repetir la pregunta
	7.The pub	Can yourepeat/repitemelo que no te he entendido	Can you repeat plase/No lo he entendido puerer repetir
	8.The job interview	Sorry i dont undesteng the question/Perdona no he entes la pregunta	Can repeat the question I dont undestan It/pots repetir la pregunta No he entes
7	1.Class Notes.	Thanks you/muchas gracias	0/0
	2.Shopping Help	Don't worry thanks/No te preocupes Gracis.	0/0
	3.Makeup Test	Thanks you very much/Muchas gracis	0/0
	4. Nice apartment	Thanks/gracias.	0/0
	5. The Foreigner	0/0	0/0
	6.The teacher	0/0	0/0
	7.The pub	0/0	0/0
	8.The job interview	0/0	0/0
8	1.Class Notes.	Thanks/Gracies.	Thank you/Gracies
	2.Shopping Help	I don't need help, thanks/No necesite ajuda gracies.	No/No
	3.Makeup Test	Thanks, don't repeat/gracies no es repetira.	Thank you/Gracies
	4. Nice apartment	Thanks/Gracies	Thank you/Gracies
	5. The Foreigner	Can you Repeat please?/Pots repetirlo per favor?	Can you repeat please?/Pots repetir per favor
	6.The teacher	Can you repeat the question?/Pots repetir la pregunta per favor?	Can you repeat please?/Pots repetir per favor
	7.The pub	What?/Que?	Can you repeat please?/Pots repetir per favor
	8.The job interview	Can you repeat please?/Pots repetir per favor?	Can you repeat please?/Pots repetir per favor?
9	1.Class Notes.	Thank you/ Muchas gracias maja	OK.Thank you/Vale, muchas gracias.
	2.Shopping Help	No, Don't worry./No, tranquilo.	No, don't worry?No, tranquilo.

	3.Makeup Test	OK,thank you very much./Gracias por ofrecerme otra oportunidad para hacer el examen.	OK, thank you./No volvera a pasar, gracias
	4. Nice apartment	Mmm....NO!/Ui si, guapissimo.	Thank you./ Ja ja ja a que si?
	5. The Foreigner	Sorry, I don't understand you/ Lo siento no te he entendido. Podrias repetir?	Can you repeat please?/No te entiendo, lo siendo.
	6.The teacher	0/0	Can you repeat?/Puedes Repetir la pregunta?
	7.The pub	0/0	What are you say?/¿Que has dicho?
	8.The job interview	0/0	Sorry, I don't understand. Can you repeat the question, please?/No he entendido la pregunta puedes repetir por favor?
10	1.Class Notes.	Thanks/Gracias	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracias	No, thanks/No, gracias
	3.Makeup Test	Thanks/Gracias	Thanks/Gracias
	4. Nice apartment	Thanks/Gracias	Thanks/Gracias
	5. The Foreigner	Sorry, repit, please./Perdone, repita porfavor	Can you repeat please?/Me lo puedes repetir porfavor
	6.The teacher	Repit please/Repite porfavor	Can you repeat please?/Me lo puedes repetir porfavor
	7.The pub	What do you say?/Que has dicho?	Can you repeat please?/Me lo puedes repetir porfavor
	8.The job interview	Sorry repit please/Perdon, repitala porfavor.	Can you repeat please?/Me lo puedes repetir porfavor
11	1.Class Notes.	Thanks mate./Gracias.	Ta, mate!/¿Gracias!
	2.Shopping Help	No, I'm just taking a look, Thank you./No, solo estoy mirando, gracias.	No, thanks. I'm just taking a look over here./No, gracias, solo estoy mirando.
	3.Makeup Test	Thank you very much. It won't happen again./Muchas gracias, de verdad. No volverà a pasar.	Really thank you!/¿Muchísimas gracias!
	4. Nice apartment	Thanks/Gracias	Cheers!/¿Verdad? Gracias
	5. The Foreigner	Sorry, can you repeat?/¿Disculpa?	Sorry, can you repeat please?/¿Perdona?
	6.The teacher	Can you repeat please?/¿Puedes repetir la	Sorry?/¿Perdón?

		pregunta por favor?	
	7.The pub	Sorry?/¿Perdona?	What? I can't hear you/¿Qué? No te oigo
	8.The job interview	Can you repeat the question please?/¿Puede repetir la pregunta por favor?	Please, can you repeat the question?/¿Puede repetir la pregunta?
13	1.Class Notes.	Thanks/Gracias	Thanks/Gracias
	2.Shopping Help	No, thanks./No, gracias.	No, thanks/No, gracias.
	3.Makeup Test	OK, thanks/Vale, gracias.	Thanks you, very much/Muchas gracias.
	4. Nice apartment	Thanks/Gracias.	Very much./Gracias
	5. The Foreigner	What? I'm not speak inglis./Que? Yo no hablo ingles.	Hello? Can you repite plase?/Hola, me lo puedes repetir?
	6.The teacher	Can you repite?/Lo puedes repetir?	Sorry, can you repite please? I don't listen your question./Perdona, puedes repetir por favor. No he escuchado la pregunta.
	7.The pub	What? Can you repite the question? I don't listen you./Que? Puedes repetir? No te he oido.	Can you repite plase?/Puedes repetirlo porfavor?
	8.The job interview	Plase, can you repite the question? I don't understand. Porfavor, Puedes repetir la pregunta? No la he entendido.	Can you repite the question? I don't understood./Puedes repetir la pregunta? No la he entendido.
14	1.Class Notes.	Can you coping me de notes?/Me puedes dejar los apuntes?	Thanks/Gracias
	2.Shopping Help	No, thanks/No, gracias.	No, thanks. I didn't need help./No, gracias No necesito ayuda.
	3.Makeup Test	Thanks/Gracias	Thanks, thanks, thanks!/Gracias, gracias, gracias!
	4. Nice apartment	Thanks/Gracias	Ooh, thanks!/Ooh, gracias
	5. The Foreigner	Can you repeat the question?/¿Puedes repetir la pregunta?	Can you repeat please?/ Puedes repetir, porfavor?
	6.The teacher	Can you repeat the question?/¿Puedes repetir la pregunta?	Can you repeat please?/ Puedes repetir, porfavor?
	7.The pub	Can you repeat!;/¿Puedes repetir!	0/0

	8.The job interview	Can you repeat the question please?/¿Puedes repetir la pregunta porfavor?	0/0
15	1.Class Notes.	Yes, thanks/Si, gracias	Thank you/Gracias
	2.Shopping Help	No, thanks/No, gracias	No, thank you/No, gracias.
	3.Makeup Test	Yes, thanks/Si, gracias	Thank you/Gracias
	4. Nice apartment	Thanks/Gracias	Thank you/Gracias
	5. The Foreigner	Can you repeat plis?/Lo puedes repetir porfavor?	Can you repeat plis?/Puede repetirlo porfavor?
	6.The teacher	Can you repeat?/Lo puedes repetir?	Can you repeat plis?/Puedes repetirlo porfavor?
	7.The pub	Can you repeat plis?/Lo puedes repetir porfavor?	Can you repeat plis?/Puedes repetirlo porfavor?
	8.The job interview	Can you repeat the question?/Puedes repetir la pregunta.	Can you repeat plis/Puedes repetirlo porfavor?

Group: 2nd BATX 04. Information about Pragmatics

Subjects:	1A	1B	3A	3B	4A	4B	5A	5B	10A	10B	11A	11B	12A	12B	14A	14B	15A	15B
questions																		
1	yes	yes*	idk	yes*	idk	yes	idk*	yes*	no	yes*	no	idk	yes*	yes*	idk	yes	no	yes*
2	no	idk	yes*	idk	idk	yes	no	idk	no	yes*	yes*	yes*	idk	idk	yes	idk	yes*	idk*
3	no	no	idk	no	idk	idk	yes	idk	no	no	no	yes	no	no	no	no	no	no
4	yes	yes	idk	yes	idk	idk	yes	yes	yes	yes	yes	yes	no	yes	yes	yes	yes	yes
5	idk	yes	no	yes	idk	yes	yes	yes	idk	idk	yes	yes	0	yes	no	no	yes	yes
6	idk	idk	yes	yes	idk	yes	yes	yes	idk	idk	yes	yes	0	yes	no	no	yes	yes
7	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
8	yes	yes	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes	yes
9	*	*	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
10	yes*	yes*	idk	yes*	idk	idk	yes*	yes*	yes*	yes*	yes*	yes*	0*	yes*	yes	yes*	yes*	yes*
11	idk	yes	yes	yes	yes	yes	yes	yes	yes	yes	idk	yes	yes	yes	yes	yes	0	yes
12	yes	yes	no	no	yes	yes	yes	yes	idk	yes	yes	yes	no	yes	yes	yes	yes	yes
13	*	*	*	*	0	*	*	*	*	*	idk	*	*	*	*	*	*	*

Notes:

1A-1: Es una part de la lingüística que se ocupa de los elementos de la comunicación. También es la práctica que tiene una persona./1A-9: La edad de la persona, el nivell del seu anglés, etc./1A-10: No entendre bé el que es diu/1A-13: Un saludo/1B-1: Hay mil formas de entender una palabra, como por ejemplo "hello"/1B-9: L'edat, l'estatus social i el vocabulari que tinga l'altra persona/1B-10: Porque no te pot entendre i malinterpretar/1B-13: De sorpresa, d'esglai, de salutació, d'avisar.../3A-2: Fer un discurs/3A-13: De saludar/3B-1: Part de la llengua que et serveix per a entendre diferents significats/3B-9: Tot el que he dit abans més el meu nivell del idioma/3B-10: Que mal interpretar el que vols dir/3B-13: Saludar a algu o per a preguntar que esta fent, en el sentit que està fent alguna cosa que no deu fer./4A-9: The situation/4B-9: Moltes coses, com l'espai o l'àmbit d'ús/4B-13: Idiferència, irinoia, salutació, per a comprovar si algú t'està escoltant/5A-1: I think it's a science to learn the Speech Act/5A-9: Everything can influence on a conversation/5A-10: No entenderse, no tener cosas en común e incluso reñir/5A-13: Puede cambiar el trato que tienes con las personas, o empezar una bonita amistad. Además es señal de amabilidad y educación/5B-1: És la part de la llengua que ajuda a explicar les diferents formes d'entendre el significat i ús de les paraules./5B-9: El grau de la conversació, els temes a tractar i, primerament, la intenció d'aquesta conversa./5B-10: El mal enteniment i, també, produir mala sensació a l'interlocutor./5B-13: Inconformitat, disculpa, aclariment, cridar l'atenció, comprovar si hi ha algú a casa o el feedback entre interlocutors.../10A-9: la confianza o cercanía con el interlocutor o su edad, sol si es mayor que yo (sí es menor le hablo igual)/10A-10: Es tan importante mirar que dices como a quién se lo dices o cómo./10A-13: Depende de quién o cómo lo digo/10B-1: la manera de emplear el idioma y lo que significan las cosas según el contexto./10B-2: Una situación de habla/10B-

9: La edad y la confianza con el interlocutor/10B-10: Mal entendidos, discusiones, faltas de respeto.../10B-13: Dependiendo de la situación y la manera de decirlo. Por ejemplo no es igual saludar con un "hola" todas las mañanas a una amiga que decirle "hola" después de que no te llamó en 3 semanas.//11A-2: Com una conferència/11A-9: El meu nivell d'anglès i el del interlocutor, l'edat, el status social .../11A-10: Mals entesos i passar-te en un compromís/11B-2: Un acte on un o més personatges interactuen/ 11B-9: El meu status social i el del meu interlocutor, el nivell d'estudis, l'edat, etc./11B-10: Et poden malinterpretar el que vols dir i tindre problemes/11B-13: Acte de salutació, per a fer entendre que no estàs d'acord amb una opinió o concepte que haja dit alguna persona//12A-1: The science which studies the language of a country/12A-9: Everything you have written before/12A-10: May be, it depends the person you have in front of you/12A-13: You want to be polite with somebody, you want to be.../12B-1: És la parte de la lengua que se ocupa de explicar las distintas formas de entender el receptor aquello que formula el emisor. Y los distintos significados que puede tener una misma palabra u oración dicha de distinto modo por el emisor/12B-9: Tot lo que s'ha dit abans, la situació en la qual ens trobem.../12B-10: No entendre's bé, que hagen malentesos i algú es senta ofés, etc./12B-13: De saludar, de quan algú fa una tonteria que no té gràcia, quan algú contesta el telefon, quan algú fa alguna cosa que no te sentit, quan te lleven el lloc en el sofà o el silló, etc.//14A-9: The age and the level of studies of the interlocutor./14A-13: It depends of the tone./14B-1: Part de la llengua que t'ajuda a comprendre els diferents significats d'una paraula./14B-9: L'edat de l'interlocutor, la situació, el conflicte o tema de conversació, els estudis de l'interlocutor, etc./ 14B-10: Per exemple, els estudis d'altra persona./14B-13: Una salutació, com una pregunta tipo "què fas", una sorpresa, pregunta per a veure si hi ha algú en el lloc, etc.//15A-2: Oral English./15A-9: La persona con la que hablo, su nivel cultural y el mio y la situación (formal, informal)/15A-10: No hablar correctamente./15A-13: Saludo, inicio de una conversación/15B-1: Los distintos usos de una palabra/15B-2: Una conversación/15B-9: El ámbito, la situación, el nivel de estudios de la otra persona/15B-10: Faltas de respeto y malinterpretación/15B-13: Saludo, comprobar si hay alguien, ante una sorpresa, cuando no estas de acuerdo con algo//

PART II. Information about Pragmatics. Question 14

Group: 2nd Batx 04			
subject	Situation	Pre-questionnaire	Post-questionnaire
1	1.Class Notes.	Can you give me your notes one moment?/Me puedes dejar los apuntes?	Thanks you!/¡Gracias!
	2.Shopping Help	No, thanks./ No necesito su ayuda, gracias.	I don't need your help, thanks./No, gracias.
	3.Makeup Test	Thanks to repeat me the exam./Gracias, no volverá a pasar.	Thanks for your comprehension./No volverá a pasar, gracias!
	4. Nice apartment	Thanks, my mum help me to decore./Gracias, mi madre me ayudó a decorar.	Decoration is created to my mum, thanks./Aún faltan reformas, pero gracias.
	5. The Foreigner	I don't understand you. Say it again./ No te entiendo, vuelve a decirlo.	Sorry, i don't understand you./ No te entiendo, lo siento.
	6.The teacher	What? How?/ ¿Qué?¿Cómo?	Can you repeat, please?/¿Puedes repetirlo?
	7.The pub	What have you said?/¿Qué has dicho?	I don't understand. Are you Spanish?/Lo siento, no te entiendo. Dime.
	8.The job interview	Sorry, can you repeat it, please?/¿Puedes repetir la pregunta, por favor?	Can you repeat me, please? I don't hear you./Puedes repetir, porfavor?
3	1.Class Notes.	Thanks/Gracias	Thank/Gracies
	2.Shopping Help	I don't need help/Jo no necesite ajuda.	Thank but I don't need assistance/Gracies, pero no necessite cap ajuda.
	3. Makeup Test	Please, you can repeat the exam./Perfavor, pots repetir el examen.	I'm very grateful/Teu agraire molt
	4. Nice apartment	Thanks, is a good place./Gracies, es in bon lloc.	Mercy, tuth is that the price is also nice./Gracies, la veritat és que el preu també és guapet.
	5. The Foreigner	Sorry you can repeat the direction?/Perdó, pots repetir la dirrecció.	Please can you repeat?/Perfavor pots repetir
	6.The teacher	Sorry you can repeat the question./Perdó, pots repetir la pregunta?	Excuse me I can't underestand you.Please can you repeat/Disculpam no he pogut entendret. Perfavor pots repetir.
	7.The pub	I can't underestand you can repeat please/Jo	Sorry, can you prepeat please/Perdó, pots repetir

		no e pogut entendre, pot repetir-lo per favor?	per favor?
	8.The job interview	Please you can repeat the question/Per favor pots repetir la qüestio	I can't listen you. Please you can repeat. /No he pogut escoltarte, pots repetir.
4	1.Class Notes.	Thank you. I love you/Gracias, te amo.	Thanks you. Let me give you a kiss/Em copiaré tot exactament com ho tens. Gràcies.
	2.Shopping Help	No, don't worry./No hace falta. No te preocupes.	No, don't worry/No, tanquil, jo puc assoles.
	3.Makeup Test	OK. But you must be more responsible./ De acuerdo, pero debes ser más responsable.	Yes, oh my god, you're a wonderful person./Moltes gràcies, no te'n fallaré.
	4. Nice apartment	Thank you, welcome./Gracias, bienvenido.	0/0
	5. The Foreigner	I would use signals/Usaría señales.	0/0
	6.The teacher	Please, silence, I can't hear the teacher./Por favor silencio, no puedo escuchar al profesor.	0/0
	7.The pub	Sorry, are you drunked? Perdona, estás borracha?	0/0
	8.The job interview	Sorry, can you repeat the question?/Disculpe, puede repetir la pregunta?	0/0
5	1.Class Notes.	Hey, gir? Can you tell me the homeworks?/ Tía, ¿puedes dejarme los deberes?	Merci./Muchas gracias.
	2.Shopping Help	No, thanks. I'm so sorry./Lo siento. No, gracias.	No, thanks./no, estamos mirando.
	3.Makeup Test	Please, can you repeat me the exam? My clock hasn't rung this morning./ Por favor, ¿Puedes repetirme el examen? Mi reloj no ha sonado esta mañana.	Thank you, is a big opportunity./Muchísimas gracias, no volverá a pasar.
	4. Nice apartment	Thanks, I'm so happy with my new home./gracias, estoy muy contento con mi nuevo hogar.	Cheers!/gracias, tío.
	5. The Foreigner	Excuse me? I don't understand you./Lo siento, no te entiendo.	Sorry, I couldn't answer./No se donde es, lo siento.
	6.The teacher	Can you repeat the question?/ Puedes	Hello! Could you repeat the question?/Perdona,

		repetirlo?	puedes repetir?
	7.The pub	Wow, what do you saying me this?/Ohh, ¿qué me dices?	Hello? I don't understand you./¿Cómo? No te entiendo...
	8.The job interview	What the employee had sai before?/¿Qué había dicho antes?	Sorry?, Please I don't understand you. /No te he escuchado, me sabe fatal, ¿puedes repetirlo?
10	1.Class Notes.	Thanks you./gracias.	Thanks for the homeworks./Gracias por los deberes.
	2.Shopping Help	No, thanks but I can do it alone./Gracias, pero me apaño.	No, thank for your attention./No, gracias por tu atención.
	3.Makeup Test	Thanks you I wouldn't be repeat it another time/Gracias, no volvera a pasar.	Thanks. I don't let that it happen again./ Gracias, no dejaré que pase otra vez.
	4. Nice apartment	Thanks I waste some time in that, now is beautiful./Gracias he gastado mucho tiempo en él, ahora es bonito.	Thanks, sit and relax is you house too./Gracias, relajate estas en tu casa.
	5. The Foreigner	Sorry, i don't understand you I can't help you./Perdon, no te entiendo. No puedo ayudarte.	Sorry I don't hear you well Can you repeat pleas?/Lo siento yo no te he escuchado bien. Puedes repetirlo, por favor?
	6.The teacher	Can repeat me the question pleas? I can't lisent you./Puedes repetir la pregunta, por favor? No puedo oirte.	Sorry, Pleas could you repeat it again./Perdón, puedes por favor repetirlo otra vez.
	7.The pub	Can repeat me the quiestion pleas? I can't listen you./Puedes rpetir la pregunta, por favor? No puedo oirte.	Sorry I don't understand you. Can repeat please?/Perdona no te he entendido. Puedes repetir, por favor?
	8.The job interview	The same^/Lo mismo^	I am sorry but i don't understand. Can you rePEAT it again pleas?/Lo siento no te he entendido bien. Puedes repetirlo otra vez, por favor?
11	1.Class Notes.	0/Hola, pot deixar-me els apunts d'ahir? Gràcies./Thank you/Gràcies.	Thank you. /Gràcies.
	2.Shopping Help	No, thank you./ No, gràcies.	No, thank you i am seeing only./No, gràcies, estic mirant soles.
	3.Makeup Test	Thank you. I promise that I will never do it./Gràcies, et promet que no tornarà a passar.	Thank you, i promet that i will pass the exam./Gràcies, et promet que aprovaré l'examen.
	4. Nice apartment	Thank you. I have been much effort to fix all	Oh yes!, I love my apartment. Thank you./Oh! Sí,

		good./gràcies, m'ha costat molt d'esforç arreglr-ho tot bé.	M'encanta el meu apartament. Gràcies.
	5. The Foreigner	I apologise you and i tell you that ask another person./Li demanes disculpes i li dicque pregunte a una altra persona.	I don't understand.Sorry./No t'entenc. Perdona.
	6.The teacher	I would ask you to repeat the question./Li demane per favor que repetisca la pregunta.	Can you repeat the question, please?/ Pots repetir la pregunta, per favor?
	7.The pub	I ask you that it to repeat./Li demane que ho torne a repetir.	Can you repeat, please?/ Pots repetir, per favor?
	8.The job interview	I would ask you please to repeat the question./Li demane per favor que repetisca la pregunta.	Can you repeat, please?/Pot repetir, per favor?
12	1.Class Notes.	Thank you very much! You're the best! I love youuu/Mil gracias eres el/la mejor Te quieroo!	Cheer!/Graciaaas!
	2.Shopping Help	No thanks, I'm OK / No gracias, estoy bien	Thank you, I am good. If I need your help I will call you./No, gracias, estoy bien.
	3.Makeup Test	One million thanks I promise this will be the last time!/ Un millón de graciaaas! Prometo que esta será la última vez que pase!	Thank you very much, i promess it won't happen again./Gracias, prometo que no volverá a pasar.
	4. Nice apartment	Yeah! I decorated the apartment without help! Don't you think i'm an artist?7Sí! Decoré el apartamento yo solita, no crees que soy una artista?	Yeah! Baby/Ya ves ee??
	5. The Foreigner	Sorry, I don't understand you, could you repeat, please?/Lo siento, no te entiendo, puedes repetir por favor?	Excuse me but I couldn't understand, if you could repeat me, please?/no te entiendo, puedes repetir por favor?
	6.The teacher	Excuse me, I can't hear what you are telling me, can you repeat the end of the sentence?/Lo siento, no puedo oir lo que me dices, puedes repetir el final de la frase?	Excuse me, I can't hear you, please could you repeat that?/Pots repetir que no t'he sentit?
	7.The pub	What are you saying? I can't understand you,	Repeat me please!/No te oigo!!!

		let's go another side where i can hear you better./Qué dices? No te entiendo, vamos otro lado donde te pueda oír bien.	
	8.The job interview	So, you have questioned me X, haven't you? Well I think that .../ Entonces la pregunta que me has hecho es X, no? Pues creo que ...	Excuse me, I couldn't hear you sorry. Could you repeat please?/Disculpe, pero no entendí lo que me dijo. Podría repetirme la pregunta por favor?
14	1.Class Notes.	Thank you!/Gràcies	Thank you so much!/ Moltes gràcies!
	2.Shopping Help	No, thanks/No, gràcies.	No, thank you, it's all right./No gràcies, m'apanyo sola.
	3.Makeup Test	I'm so sorry, i don't know what happened./Ho senc molt, no sé que ha pogut passar.	Thank you so much. I promise that it doesn't happen again./ Ho senc molt. Moltes gràcies per l'oportunitat. Això no ocurrirà una altra vegada.
	4. Nice apartment	Yeah! I like it too! It was decorated by a young couple./Sí, a mi també m'agrada molt! Va ser decorat per una parella jove.	Oh!Meerci! It was decorate by my friend./Oh! gràcies! Va ser decorat per un amic.
	5. The Foreigner	Sorry, I don't understand. You should go to the police and ask them./ Ho senc, no sé que em vol dir. Hauria d'anar a la policia i preguntar-ho allí.	Sorry, I don't get it. Can you repeat it?/Ho senc, no ho he entès. Pots repetir?
	6.The teacher	Sorry, can you repeat the question, please? I don't understand it./ Em podria repetir la pregunta? No la he entes per el soroll.	Sorry, I don't get it. Can you repeat it, please?/Ho senc, no ho he entès. Pots repetir, per favor?
	7.The pub	Repeat, please. I don't hear well./Repeteix-ho, que no ho he escoltat bé.	Sorry, I don't hear what you say. Can you repeat?/Ho senc, no t'entés. Pots repetir?
	8.The job interview	Sorry, can you repeat the question, please? I'm a bit nervous?/ Per favor, podria repetir la pregunta? Es que estic un poc nerviosa.	Sorry, i don't get it. Can you repeat the question, please?/ Ho senc, no ho he entés. Podrieu repetir-me la pregunta, per favor?
15	1.Class Notes.	Can you give me the homework, please?/ Me puedes decir los deberes por favor?	Thank you!/Muchas gracias!
	2.Shopping Help	Don't worry. I'm only looking. Thanks./No gracias. Estoy mirando solo.	Don't worry, thanks for your attention./ No gracias, solo estoy mirando.

	3. Makeup Test	I'm sorry my clock haven't rang./Lo siento, me he dormido no me ha sonado el despertador. He estudiado mucho puedo hacer el examen?	Thank you, it won't occure. /Muchas gracias, no volverá a pasar.
	4. Nice apartment	Thanks!/Gracias!	Do you like it? Thanks!/Te gusta? Muchas gracias!
	5. The Foreigner	Sorry, I don't understand you. Can you repeat it again, please?/Lo siento, no te entiendo. Me lo puedes repetir por favor?	Sorry, I have not understand you. Can you repeat it please?/Lo siento, me lo puedes repetir?
	6. The teacher	Sorry, I have not listened you./Perdón, no te he escuchado.	Sorry, Can you repeat it please?/Perdón, no te he oído.
	7. The pub	Sorry?/ Perdon?	Excuse me?/Perdón?
	8. The job interview	Sorry, i'm nervious, Can you repeat it, please?/ Lo siento, estoy nerviosa, me lo puedes repetir?	Sorry, I'm nervious. Can you repeat it please?/Lo siento, estoy un poco nerviosa. Me lo puedes repetir?

PRE-QUESTIONNAIRE ON PRAGMATICS**by A.C.M. (2014)**

Sex: _____ Age: _____ Year group: _____

Years studying English: _____ Nationality: _____

The next questions in parts I & II are about English in your life and your knowledge of Pragmatics. Read them carefully and answer them the best you can. Do not worry about mistakes. You can do it either in English, Spanish or Valencian, as you prefer. Thank you very much.

Les següents preguntes en les parts I i II són sobre l'anglès en la teua vida i el teu coneixement sobre la pragmàtica. Llegeix-les amb cura i respon-les el millor que pugues. No et preocupes per les errades. Pots fer-ho en anglès, castellà o valencià, com tu preferisques. Moltes gràcies.

Part I. Information about you1. Have you ever been to any English-speaking country? // *Has estat en algun país de llengua anglesa?*Yes No I don't know 2. Have you ever been abroad and used your English? When? Where? How long? Why? // *Has estat a l'estranger i has usat el teu anglès? Quan? On? Durant quant de temps? Per què?*Yes No I don't know 3. Would you like to travel to the US or any other English-speaking country? Which one? Why? // *T'agradaria viatjar als Estat Units o qualsevol país anglòfon? Quin? Per quin motiu?*Yes No I don't know 4. Do you like using your English when you travel abroad? // *T'agrada utilitzar l'anglès quan viatges a l'estranger?*Yes No I don't know 5. Do you feel uncomfortable when you use your English to communicate with foreigners? // *Et sents incòmode quan uses el teu anglès per a comunicar-te amb estrangers?*Yes No I don't know 6. How do you feel when you have to speak English in the classroom? And outside? // *Com et sents quan has de parlar anglès dins l'ambient escolar? I fora?*

7. Do you think it's important to know the traditions and customs of the people you speak English with in order to have a successful conversation? // *Consideres important conèixer els costums de la gent amb qui interactues en anglès per a comunicar-te exitosament?*Yes No I don't know

8. Are you interested in knowing how they live in English-speaking countries and their customs? Why?//
T'interessa saber com viuen en altres països de parla anglesa i conèixer els seus costums? Per què?

Yes No I don't know

9. When did you start speaking/studying English?// Quan vares començar a parlar/estudiar l'anglès?

10. How long have you been learning English? Can you speak English? Why? // Quants anys fa que estudies anglès? Pots parlar-lo? Per què?

11. Do you use your English much? Why?//Utilitzes sovint el teu anglès? Per què sí o no?

Yes No I don't know

12. Do you use your English in the English class at school? // Utilitzes l'anglès a classe d'anglès a l'institut? Per què sí o no?

Yes No I don't know

13. Do you practise oral English in your English class? Why? How much during the week?//Practiques l'anglès oral a classe d'anglès? Per què? Quant de temps a la setmana? (Fes una estimació en hores/minuts).

Yes No I don't know

14. Do you listen to songs or films in English? Why? Why not? //Escoltes pel·lícules o cançons en anglès? Per què sí o no?

Yes No I don't know

15. What do you do to improve your English?// Què fas per a millorar el teu anglès?

16. What would you need to speak English more often? //Què necessaries per a parlar anglès més sovint?

17. How long do you devote to the learning of English weekly? Do you think it's enough? Why? // Quant de temps li dediques a l'anglès setmanalment? Consideres que és suficient? Per què?

18. Would you do more? Would you sacrifice more time to its study? Why?// Faries més? Li dedicaries més temps a estudiar-lo? Per què?

Yes No I don't know

19. Is learning English important to you? Why? // Aprendre anglès és important per a tu? Per què?

Yes No I don't know

20. Do you think that English is important for your professional career or personally?// *Consideres que l'anglès és important per al teu futur professional o personal?*

Yes No I don't know

21. Would you consider working in an English-speaking country if you didn't find work near home?// *Consideraries treballar en un país anglòfon si no trobaves feina prop de ta casa? Per què sí o no?*

Yes No I don't know

22. You don't speak English properly because// *No parles bé l'anglès perquè* _____

23. What is being proficient in a language to you?// *Què consideres que és dominar un idioma?*

24. Is there anybody at home or in the family who can speak English or other languages? Who? How many?// *Hi ha algú a casa o en la família que sàpiga parlar anglès o algun altre idioma/idiomes? Qui? Quins?*

Yes No I don't know

25. What do you think of that skill? Why?// *Què en penses, d'eixa habilitat? Per què?*

Part II. Information about Pragmatics

1. Do you know what Pragmatics is? Explain it. // *Saps què és la pragmàtica? Explica-ho.*

Yes No I don't know

2. Do you know what a Speech Act is? Explain it. // *Saps què és un acte de parla? Explica-ho.*

Yes No I don't know

3. Will your choice for words in a conversation be affected depending on sex, whether you speak to a man or a woman? // *Creus que la teua elecció de paraules en una conversa canviarà segons el sexe de l'interlocutor, de si parles amb un home o amb una dona?*

Yes No I don't know

4. Will your choice for words in a conversation differ depending on age, the age of the interlocutors?// *Creus que la teua elecció de paraules en una conversa diferirà segons l'edat dels interlocutors?*

Yes No I don't know

5. Will your choice for words in a conversation be affected by your social status?// *Creus que la teua elecció de paraules en una conversa canviarà dependent del teu status social?*

Yes No I don't know

6. Will your choice for words in a conversation be affected by your interlocutor's social status?// *Creus que la teua elecció de paraules en una conversa canviarà dependent de l'estatus social del teu interlocutor?*

Yes No I don't know

7. Will your choice for words in a conversation be affected by the level of your instruction/ studies?// *Creus que la teua elecció de paraules en una conversa canviarà dependent dels teus estudis?*

Yes No I don't know

8. Will your choice for words in a conversation be affected by the level of instruction/ studies of your interlocutor?// *Creus que la teua elecció de paraules en una conversa canviarà dependent del nivell d'estudis del teu interlocutor?*

Yes No I don't know

9. What will influence your choice for words in a conversation? // *Què influirà en la teua elecció de paraules en una conversa?*

10. Do you think that failing to consider the previous factors in a conversation can bring you problems? What type of problems?// *Creus que no considerar els factors abans esmentats en una conversa pot portar problemes? Quins?*

Yes No I don't know

11. Do you think that tone can affect the message being communicated? *Creus que el to pot afectar el significat d'un missatge comunicat?*

Yes No I don't know

12. Do you think that in order to be a proficient speaker of a language you have to know more than just grammar and vocabulary?// *Penses que per a ser un parlant efectiu en una llengua has d'aprendre més coses que gramàtica i vocabulari?*

Yes No I don't know

13. What can a simple "hello" mean? // *Quins significats pot tindre un simple "hola"?*

14. What would you say in these situations? // *Què diries en les següents situacions?*

Situation	In English?	In your culture/language?
<p>1. Class Notes Yesterday, you were sick and didn't go to classes. This morning you ask someone for his class' notes and he says: Friend (Student A): Sure thing. Here you are. <i>Ahir vares estar malalt/a i no vares anar a classe. Este matí li demanes els apunts a un company i diu:</i></p>	You:	You:

Amic (estudiant A). És clar. Aquí els tens.		
2. Shopping Help B goes to a clothing store and needs to find a new shirt. B doesn't want any assistance. I am a salesperson. I approach B and say: Salesperson (Student A): Can I help you? <i>B està comprant una camisa nova i no necessita cap ajuda. El dependent se li acosta i li diu: Necessita ajuda?</i>	You:	You:
3. Makeup Test B has been studying very hard for a grammar test, but on the morning of the test B's alarm doesn't go off, and B oversleeps. I am B's teacher. B asks me for a makeup test. I say: Teacher (Student A): OK. I'll give you a break this time, but don't let it happen again. <i>B ha estudiat molt per a un test de gramàtica, però el matí de l'examen l'alarma no li sona i s'adorm. B li demana al professor repetir-li l'examen i el professor accepta, però amb la condició que no torne a passar.</i>	You:	You:
4. Nice Apartment X is visiting your apartment for the first time and says: Friend (Student A): Nice place! <i>X visita el teu apartament per primera volta i diu: Friend (Estudiant A): Quin lloc més guapet!!</i>	You:	You:
5. The Foreigner You're walking down a street in town and a foreigner comes up to you. With poor broken English, he/she asks for directions, but you don't understand what he/she's saying. <i>Camines pel carrer i et trobes amb un estranger que, amb un anglés pobre, et pregunta per un carrer, però tu no entens el que diu.</i>	You:	You:
6. The Teacher You're in class and the teacher asks you a question. Just as the teacher is asking you the question someone blows his/her nose or coughs noisily and you don't catch the end of it. <i>Estàs a classe i el professor et fa una pregunta. Mentre et pregunta, algú es moca el nas o tus estrepitosament i no entens el final de la pregunta.</i>	You:	You:
7. The Pub. You are in a pub and someone of the opposite sex comes up to you looking for conversation. He/She mumbles something that you can't hear/understand well. <i>Estàs en un pub i una persona del sexe contrari s'acosta a tu per a conversar. Diu alguna cosa però tu no ho copses bé.</i>	You:	You:
8. The Job Interview. You are at a job interview and you are extremely nervous, so you are not sure you understood or can't hear the question correctly/fully. <i>Estàs en una entrevista de treball i estàs molt nerviós/a. Per això no estàs segur/a si vares entendre o no vares sentir la pregunta correctament/sencera.</i>	You:	You:

Thanks for your cooperation!!

POST-QUESTIONNAIRE ON PRAGMATICS
by A.C.M. (2014)

Sex: _____ Age: _____ Year group: _____

Years studying English: _____ Nationality: _____

The next questions in Part I are about your knowledge of Pragmatics. Read them carefully and answer them the best you can. Do not worry about mistakes. You can do it either in English, Spanish or Valencian, as you prefer except for question 14. Thank you very much.

Les següents preguntes a la part I són sobre el teu coneixement sobre la pragmàtica. Llegeix-les amb cura i respon-les el millor que pugues. No et preocupes per les errades. Pots fer-ho en anglés, castellà o valencià, com tu preferisques a excepció de la pregunta 14. Moltes gràcies.

Part I. Information about Pragmatics

1. Do you know what Pragmatics is? Explain it. //Saps què és la pragmàtica? Explica-ho.

Yes No I don't know

2. Do you know what a Speech Act is? Explain it. //Saps què és un acte de parla? Explica-ho.

Yes No I don't know

3. Will your choice for words in a conversation be affected depending on sex, whether you speak to a man or a woman? //Creus que la teua elecció de paraules en una conversa canviarà segons el sexe de l'interlocutor, de si parles amb un home o una dona?

Yes No I don't know

4. Will your choice for words in a conversation differ depending on age, the age of the interlocutors? // Creus que la teua elecció de paraules en una conversa diferirà segons l'edat dels interlocutors?

Yes No I don't know

5. Will your choice for words in a conversation be affected by your social status? // Creus que la teua elecció de paraules en una conversa canviarà depenent del teu status social?

Yes No I don't know

6. Will your choice for words in a conversation be affected by your interlocutor's social status? // Creus que la teua elecció de paraules en una conversa canviarà depenent de l'estatus social del teu interlocutor?

Yes No I don't know

7. Will your choice for words in a conversation be affected by the level of your instruction/ studies? // Creus que la teua elecció de paraules en una conversa canviarà depenent dels teus estudis?

Yes No I don't know

8. Will your choice for words in a conversation be affected by the level of instruction/ studies of your interlocutor? // *Creus que la teua elecció de paraules en una conversa canviarà depenent del nivell d'estudis del teu interlocutor?*

Yes No I don't know

9. What will influence your choice for words in a conversation? // *Què influirà en la teua elecció de paraules en una conversa?*

10. Do you think that failing to consider the previous factors in a conversation can bring you problems? What type of problems? // *Creus que no considerar els factors abans esmentats en una conversa pot portar problemes? Quins?*

Yes No I don't know

11. Do you think that tone can affect the message being communicated? *Creus que el to pot afectar el significat d'un missatge comunicat?*

Yes No I don't know

12. Do you think that in order to be a proficient speaker of a language you have to know more than just grammar and vocabulary? // *Penses que per a ser un parlant efectiu en una llengua has d'aprendre més que gramàtica i vocabulari?*

Yes No I don't know

13. What can a simple "hello" mean? Give examples. // *Què significats pot tindre un simple "hola"? Dóna exemples.*

14. What would **YOU** say in these situations? // *Què diries **TU** en les següents situacions?*

Situation	In English?	In your culture/language?
<p>1. Class Notes Yesterday, you were sick and didn't go to classes. This morning you ask someone for his class' notes and he says: -Friend : Sure thing. Here you are. <i>Ahir vares estar malalt/a i no vares anar a classe. Este matí li demanes els apunts a un company i et diu:</i> - Amic: És clar. Aquí els tens.</p>	You:	You:
<p>2. Shopping Help You go to a clothing store because you need to find a new shirt. <u>You don't want any assistance.</u> A salesperson approaches you and says: -Salesperson: Can I help you? <i>Tu estàs comprant una camisa nova i <u>no necessitas cap ajuda.</u> El dependent se t'acosta i et diu.: <u>Necessita ajuda?</u></i></p>	You:	You:

<p>3. Makeup Test You have been studying very hard for a grammar test, but on the morning of the test your alarm doesn't go off, and you oversleep. You ask your teacher for a makeup test. -Teacher: OK. I'll give you a break this time, but don't let it happen again./ What do you answer to him? <i>Tu has estat estudiant molt per un test de gramàtica, però el matí de l'examen l'alarma no et sona i et dorms. Tu li demanes al professor repetir-te l'examen i el professor accepta però amb la condició que no torne a passar. Què li contestes?</i></p>	You:	You:
<p>4. Nice Apartment X is visiting your apartment for the first time and says: -Friend : Nice place! <i>X està visitant el teu apartament per la primera volta i diu: -Amic: Quin lloc més guapet!! Què li contestes?</i></p>	You:	You:
<p>5. The Foreigner You're walking down a street in town and a foreigner comes up to you. With poor broken English, he/she asks for directions, but you don't understand what he/she's saying. <i>Camines pel carrer i et trobes amb un estranger que amb un anglés pobre et pregunta per un carrer, però tu no entens el que diu. Què li contestes?</i></p>	You:	You:
<p>6. The Teacher You're in class and the teacher asks you a question. Just as the teacher is asking you the question someone blows his/her noise or coughs noisily and you don't catch the end of it. <i>Estàs en classe i el professor et pregunta algo. Mentre que t'està preguntant, algú es moca el nas o tus estrepitòsament i no agafes el final de la pregunta. Què li dius al professor/a?</i></p>	You:	You:
<p>7. The Pub. You are in a pub and someone of the opposite sex comes up to you looking for conversation. He/She mumbles something that you can't hear/understand well. <i>Estàs a un pub i una persona del sexe contrari s'apropa a tu per a conversar. Diu algo però tu no ho copses bé. Què li dius?</i></p>	You:	You:
<p>8. The Job Interview. You are at a job interview and you are extremely nervous, so you are not sure you understood or can't hear the question correctly/fully. What do you say? <i>Estàs a una entrevista de treball i estàs molt nerviós/a Per això no estàs segur/a vares entendre o no vares sentir la pregunta correctament o sencera. Què li dius?</i></p>	You:	You:

15. Could you identify the two speech acts that are present in the eight situations above?//Podries identificar els dos tipus d' actes de parla que apareixen en les huit situacions?

16. Could you provide any more examples of situations to illustrate the two speech acts shown above?// Podries aportar més exemples de situacions en les quals aparegueren el dos actes de parla vists dalt?

Thanks for your cooperation!!

WORKING WITH SPEECH ACTS

PARTICIPANT INFORMATION:

1. Surname:

2. Name:

3. Date of birth:

4. Nationality:

5. Address:

6. Civil Status:

7. Profession:

8. Studies:

9. Level of English:

Signature:

Date:

INSTRUCTIONS:

Dear reader,

The following pages show situations of two very different speech acts. For your convenience, each part has been clearly identified with its function.

Part I

You are about to read two each examples carried out by two different people, in which two different situations are shown and where an **expression of gratitude** must be employed. These examples have been taken from Houck & Tatsuki's (2011). Read the following twelve situations carefully and, assuming you are Student B, reply to Student A's interaction in every situation. You should do that in under 10 seconds so the response is as natural, fresh and spontaneous as possible. Thank you for your cooperation.

Part II

Now you are about to read fourteen situations (no example provided) each carried out by two different people, where a **request for repetition of immediate information** must be employed. Read the situations carefully and write what you would say in each situation in the box to your right. You should do that in under 10 seconds so the response is as natural, fresh and spontaneous as possible. Thank you for your cooperation.

PART I -SHOWING GRATITUDE-

Student A	Student A
<p>Example 1:Old Friend Situation (Student A reads): I see my old friend B at a party. I walk over to B and say: Friend (Student A): Hi, How are you? Student B: Fine, and you?</p>	<p>Example 1: Heavy Desk Situation (Student A reads): I need some help moving a heavy old desk out of my dorm room. B is a friend of mine. I say: Friend (Student A) Could you help me move this desk? Student B: I'd be happy to!</p>
<p>1. Class Notes Situation: Yesterday, B was sick and didn't go to classes. This morning B asks me for my class' notes and I say: Friend (Student A): Sure thing. Here you are. Student B:</p>	<p>7. Rainy Day Situation: It's raining really hard, and A doesn't want to walk. I pull my car over to offer B a ride. I say: Friend (Student A): Hey, want a ride? Student B:</p>
<p>2. Campus Reception Situation: There is a reception on campus, and I am the organizer. I invited B and a few other students as well. It's getting late, and B decides to leave. B comes over to me. I say: Organizer (Student A): Thank for coming! Student B:</p>	<p>8. Shopping Help Situation: B goes to a clothing store and needs to find a new shirt. B doesn't want any assistance. I am a salesperson. I approach B and say: Salesperson (Student A): Can I help you? Student B:</p>
<p>3. More Food Situation: B and I are friends. B is having dinner at my house. B couldn't possibly eat another bite. I say: Friend (Student A): would you like some more? Student B:</p>	<p>9. Pen Situation: Right before the final exam B notices that he or she doesn't have anything to write with. I hand b a pen and I say: Friend (Student A): Here, use this. Student B:</p>
<p>4. Makeup Test Situation: B has been studying very hard for a grammar test, but on the morning of the test B's alarm doesn't go off, and B oversleeps. I am B's teacher. B asks me for a makeup test. I say: Teacher (Student A): OK. I'll you a break this time, but don't let it happen again. Student B:</p>	<p>10. Friendly Cashier Situation: B is in a supermarket. After paying, B picks up his or her own bag and is ready to leave the counter. I am the cashier. I say: Cashier (Student A): Have a nice day! Student B:</p>
<p>5. Nice Apartment Situation: I am visiting B's apartment for the first time and I say: Friend (Student A): Nice place! Student B:</p>	<p>11. Store Trip Situation: B needs to go to a store all the way to the other side of town. I am B's friend. I say: Friend (Student A) I can take you. Student B:</p>

<p>6. Book Pickup Situation: B is in her or his apartment talking with me (I am B's roommate). B mentions that she or he needs to pick up a book at the bookstore, but B doesn't have any free time today. I say: Roommate (Student A): I can pick it up to you. Student B:</p>	<p>12. Busy Professor Situation: B stops by his/her professor's office to ask a question about an assignment. I am B's professor. B knows I'm very busy, but I answer B's question in detail. When I finish I say: Professor (Student A): ... and that's all you have to do. Student B:</p>
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NOW THINK ABOUT IT!

This time, it's you who's going to be asked to provide examples of situations, like the ones before. Use the space given below. Thank you once more.

A. Could you think of and suggest any other situation where gratitude is shown? Think of the environment and the people who intervene. Also bear in mind their social status, studies and degree of formality in the relationship between the participants in the speech act.

PART II -REQUESTING REPETITION OF INFORMATION-

SITUATION	WHAT DO YOU SAY?
<p>1. The Foreigner Situation: You're walking down a street in town and a foreigner comes up to you. With poor broken English, he/she asks for directions, but you don't understand what he/she's saying.</p>	<p>1. The Foreigner What do you say? You:</p>
<p>2. The Teacher Situation: You're in class and the teacher asks you a question. Just as the teacher is asking you the question someone blows his/her noise or coughs noisily and you don't catch the end of it.</p>	<p>2. The Teacher What do you say? You:</p>
<p>3. The Classmate Situation: You're in class and a classmate asks you something but you're distracted and you don't know what he/she asked.</p>	<p>3. The Classmate What do you say? You:</p>
<p>4. Let's Get Loud! Situation: You are in your bedroom listening to loud music. At that moment, your father knocks on your door, opens it and starts telling you something you can't hear.</p>	<p>4. Let's Get Loud! What do you say? You:</p>
<p>5. The Job Interview. Situation: You are at a job interview and you are extremely nervous, so you are not sure you understood or can't hear the question correctly/fully.</p>	<p>5. The Job Interview. What do you say? You:</p>
<p>6. The Pub. Situation: You are in a pub and someone of the opposite sex comes up to you looking for conversation. He/She mumbles something that you can't hear/understand well.</p>	<p>6. The Pub. What do you say? You:</p>
<p>7. The Dinner Party. Situation: You are at your best friend's who's hosting a dinner party tonight. Your best friend is having a conversation with you and another guest, but you are not fully involved in it, thus, missing part of the conversation as you come in and out of the kitchen trying to help. Then, your friend asks you something about the conversation going on and you don't really know what he means/ is referring</p>	<p>7. The Dinner Party What do you say? You:</p>

to.	
<p>8. Fatal Attraction. Situation: You fancy someone you work/study with and he/she doesn't know. Your confidante/best friend knows and he/she is trying to give you a hand. Luckily, one day, your friend walks into the same room where you and the person you fancy are. "Wow! You look great in that outfit!", your friend says to you trying to call his/her attention. You engage in a game and say back ...</p>	<p>8. Fatal Attraction. What do you say? You:</p>
<p>9. Corrections. Situation: You are a teacher and, when correcting, you don't point out mistakes directly as you believe the ST has to be aware of his/her own mistakes in order to get rid of them. Today you are correcting a ST's homework/exercise orally in class. She/He's making a mistake and you want your student to repeat it as many times as it takes for him/he to realize it.</p>	<p>9. Corrections. What do you say? You:</p>
<p>10. The Proposal. Situation: You've been friends with someone for a long time. But one day, and out of the blue, he/she says, "Marry me!" Of course, it comes as a shock and is unexpected and you find it hard to believe.</p>	<p>10. The Proposal. What do you say? You:</p>
<p>11. Changes. Situation: You boss has announced some big changes in the company/department/section where you work. These changes will affect you in a positive way and you ask him/her for repetition for reassurance and confirmation.</p>	<p>11. Changes. What do you say? You:</p>
<p>12. A Shock to the System. Situation: Your partner is confessing that he/she has made a decision about something that will affect you negatively and you want him/her to repeat it for confirmation or reassurance.</p>	<p>12. A Shock to the System. What do you say? You:</p>
<p>13. Teaching Manners. Situation: You are a parent and your child addresses you incorrectly (impolitely). You want him/her to rephrase what has been said in a more accurate/correct way.</p>	<p>13. Teaching Manners. What do you say? You:</p>

<p>14. Chavs. Situation: You come from a very poor background and neighbourhood and your schooling has been neglected. A mate tells you something shocking and you ...</p>	<p>14. Chavs. What do you say?</p>
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NOW THINK ABOUT IT!

This time, it's you who's going to be asked to provide examples of situations, like the ones before. Use the space given below. Thank you once more.

A. Could you think of and suggest any other situation where a request for repetition of information may occur? Think of the environment and the people who intervene. Also bear in mind their social status, studies and degree of formality in the relationship between the participants in the speech act.

PRAGMATIC PRACTICE**Activity name:** *The Pragmatic Role-play*

Goal: To think -pragmatically speaking- in the choice of words and formulas STs have to express gratitude and request repetition of information in different scenarios. To get acquainted with the basics of Pragmatics.

Suitable for: Students from 3rd ESO onwards.

Type of activity: Pair work.

Materials needed: a printout of the following cards. Some props optional. Computer with internet connection to show the snippets of Speech Acts from Youtube.

Instructions: The following exercise is a role-play in which the students have to think of the information given in their cards and perform it in front of the class. To do so, they have 10/20 seconds, approximately, in order to preserve spontaneity and its freshness. After their improvised performance, they are shown a video with the exact conditions and information than the ones just performed in class. STs compare and contrast both Speech Acts and with the help of the questions provided below, they analyze them and draw their conclusions. Alternatively, the STs' performances could be recorded for further analysis and entertainment.

This is a role-play. Read the information presented on the card and think in what you would say in that situation. You have approximately 10 seconds to come up with an answer. Remember that intonation and body language also play an important part in people's performances. Enjoy!! Have fun!!

<p>Situation 1 Student A</p>	<p>Situation 1 Student B</p>
<p>You are a tourist visiting a city/town and you have problems locating the Town Hall. You stop a passer-by and ask him/her for help. <i>What would you say?</i></p>	<p>You are a passer-by in town and a tourist stops you to ask you for directions, but you don't understand what he/she said. You want to help him/her. <i>What would you say?</i></p>
<p>Situation 2 Student A</p>	<p>Situation 2 Student B</p>
<p>This morning you are waiting at home before leaving for the airport to check-in. You have plenty of time. You are distracted reading a book when your travelling friend/compagnion asks you something, but you don't get the question. <i>What would you say?</i></p>	<p>This morning you are waiting at home before leaving for the airport to check-in. You have plenty of time. You are sitting by your travelling friend/compagnion. You are concerned if your luggage is overweight. <i>What would you say?</i></p>

Situation 3	Student A	Situation 3	Student B
	You are at a party and you want some beer , so you ask a friend to pour you a glass of beer. What would you say?		You are at a party and a friend asks you to pour him/her a glass of beer and so you fill his/her glass with beer. What would you say?
Situation 4	Student A	Situation 4	Student B
	Before taking a plane, you are packing and you want to check the weight of your luggage. So you ask a friend or relative for the weighing scales. He/she hands them to you. What would you say?		A friend or relative asks you for the weighing scales and you go and fetch them and give them to your friend or relative. What would you say?
Situation 5	Student A	Situation 5	Student B
	You are cooking in the kitchen and you need the salt, which is on the other side. So you ask a friend/partner to hand it to you. What would you say?		You are in the kitchen with a friend/partner when he/ she asks you something you don't understand, so you ask him/her to say it again. What would you say?
Situation 6	Student A	Situation 6	Student B
	Your are relaxing in the sofa and a friend/ relative offers to check something for you on the internet. You accept. What would you say?		You are checking something on the internet but you offer to check the football results for your friend/relative who is nex to you in the sofa. What would you say?

Questions to reflect on:

- What speech acts did you act out/study/see?
- What's the relationship between the characters in the video?
- Where does the action take place?
- What formulas are chosen to express gratitude/request for repetition of information?
- What do you think influenced that choice of formulas? And why?
- Would you change your choice for words if you were interacting with different people? For example, with a teacher? Your boss? The King of Spain?
- And in different places? A bar? At work? In the office? In the street?

SCRIPT for the Youtube Videos

1) Situation 1 "the cup of tea"

(Father and son at home. Father asks for a cup of tea to his son and he hands it to his dad)

Mark: Here is your tea, dad.

Sean: Thank you, Mark. That's very nice. I hope it's hot, is it?

Mark: Yeah.

<http://youtu.be/OK02RoLZndo>

2) Situation 2 "The weighing scales"

(Father and mother packing at home. Mother asks her son for the weighing scales and he hands them to her)

Sean: Now!

Mark : Here's the weighing scales, mum.

Vera: Oh! That's great, Mark. I hope we are not overweight. That's the only problem.

Mark: Yeah! Hopefully not.

<http://youtu.be/JbjrmR6m0Uc>

3) Situation 3 "The cases"

Take1

(Husband and wife relaxing at home before leaving for their holidays. Husband is concerned about their luggage being overweight. Wife distracted reading her book)

Sean: Ok. Vee, I hope we are not going to be overweight with those cases. What do you think?

Vera: What? What did you say?

Sean: I was saying I hope we won't be overweight with the cases. What do you reckon?

Vera: Oh! (undecipherable/undistinctive production)

<http://youtu.be/lwn7llmY9ZY>

Take 2

(Husband and wife relaxing at home before leaving for their holidays. Husband is concerned about their luggage being overweight. Wife distracted reading her book)

Sean: Ok, Vee. I hope those cases won't be overweight, do you reckon?

Vera: What? What? Sorry!

Sean: I was saying I hope those cases will not be overweight. What do you reckon?

Vera: No, I don't think so. I don't think so. I think we are fine.

<http://youtu.be/LDHkOJLdCn4>

4) Situation 4 "The results of the football"

(Father and son at home. Son checking his mail and offering to check the results of the football for his dad.)

Mark: Do you want me to check the results of the football, dad?

Sean: I beg your pardon? Mark?

Mark: Do you want me to check the results of the football?

Sean: Yes, please.

Mark: OK. I can check

<http://youtu.be/stq20MjicU>

5) Situation 5 "The salt"

(A couple is in the kitchen and she asks him to pass her over the salt, but he doesn't get it at first.)

Carmen: Could you pass me the salt, please?

Jacin: Sorry?

Carmen: Pass me the salt, please!

Jacin: Ah! OK!

Carmen: Ta, love.

http://youtu.be/scNO_T9hd9o

6) Situation 6 "The beer"

(Friends at a party and he asks her for some more beer)

Mark: Laura, could you fill us up there?

Laura: Sure

Mark: Lovely, cheers.

<http://youtu.be/pfGT90tQ2nQ>

7) Situation 7 "The tourist"

(A tourist asks for directions to a passer-by)

Sergio: Excuse me, the Town Hall?

Mark: Pardon? I didn't get that?

Sergio: The Town Hall?

Mark: Ah! The town Hall! OK. Hmm... Ok, If you keep going straight and take the first turn to the right, it's just there in front.

Sergio: OK. Thank you so much.

Mark: You're welcome. Bye

<http://youtu.be/km2OLleWiiA>

Working on Pragmatics A

Student's name:

Date:

Llengua estrangera II: ANGLÈS Lengua extranjera II: INGLÉS

OPCIÓN A/OPCIÓN A

Part A. Reading Comprehension.

Read the following text:

Britons abandon 'thank you' in favour of 'cheers'



By [Murray Wardrop](#)
6:25AM BST 24 Aug 2010

They are the two magic words which for generations have been the cornerstone of good manners.

But research suggests today's Britons are no longer capable of saying 'thank you' when showing gratitude. Instead, 'cheers' has overtaken the expression to become the most popular phrase to bestow thanks.

Forty per cent of those polled said they believe saying 'thank you' sounds too formal, and would rather heap praise using colloquial terms like 'fab', 'lovely' or 'wicked'.

Almost half of those polled said they now use 'cheers' more often than 'thank you', while other popular phrases include 'ta', 'cool', and 'great'.

A third said they would often just resort to a quick wave instead of saying 'thank you'.

Caroline Weaver from the gift company Me to You, which conducted the poll of 3,000 people, said: "While the Great British public might feel uncomfortable saying thank you these days, they do like to show their gratitude in other ways.

"Respondents felt it didn't matter how you thanked someone for their kind actions, as long as you did so in a friendly and polite way.

"At the end of the day everyone knows that a big smile and some form of acknowledgement is all it takes to show we are grateful."

The study found 'lovely', 'nice one', 'much appreciated', 'you star', and 'all right' are also used regularly in lieu of 'thank you'.

Even foreign words such as 'merci', 'danke' and 'gracias' have become more popular than the traditional expression of thanks.

However, despite the trend towards more informal language, two thirds of people described Britain as a "rude" nation and 84 per cent think people should make more of an effort to show appreciation.

The decline in standards manifests itself in the fact that four in ten people no longer send thank you letters if they receive gifts through the post, and the same percentage would not make their children send a thank you either, the study said.

TOP 20 WAYS TO SAY THANK YOU:

- | | | |
|-----------------|---------------------|-------------|
| 1. Cheers | 7. Lovely | 13. Awesome |
| 2. Ta | 8. Nice one | 14. Wicked |
| 3. That's great | 9. Much appreciated | 15. Merci |
| 4. Cool | 10. You star | 16. Danke |
| 5. OK | 11. All right | 17. Gracias |
| 6. Brilliant | 12. Fab | 18. Super |

19. Ace

20. Thank you

I. Answer the following questions using your own words but taking into account the information in the text. (2 points: 1 point each)

- a. What has happened to the British?
- b. Why do some people think of the British as being rude?

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. (1.5 point: 0.5 each)

- a. "Thank you" and "cheers" are the two magic words which for generations have been considered the cornerstone of good manners.
- b. Britons incapability for showing gratitude has compelled them to use other expressions.
- c. Smiling or waving your hand gently at your interlocutor are alternative ways of showing gratitude.

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each) engulfed/ fashion / pillar/ polled/ deterioration/ preferred

- a. trend
- b. overtaken
- c. decline
- d. cornerstone

IV. Choose a, b, or c, in each question below. Only one choice is correct. (1.5 points: 0.5 each)

1. 40% of the respondents ...
 - a. prefer the use of formal forms to show praise.
 - b. use more colloquial formulas to show gratitude.
 - c. polled the thank you form.
2. The majority of the British...
 - a. still like to show gratitude by other means.
 - b. use foreign words like "gracias" or "merci" instead of "thank you".
 - c. feel you can thank people by being friendly and polite to them.
3. This social degradation of customs in Britain ...
 - a. applies to adults and children alike.
 - b. only applies to when they get presents through mail.
 - c. applies to people who use foreign words..

Part B. Composition (130 to 150 words approximately) (4 points)

Write a formal letter of complaint to the Personnel Department in a renowned shop. You were ignored by the shop-assitant, she was rude to you by keep you waiting for 20 mins while she was talking to a colleague and she did not show gratitude after you paid for your big purchase.

Working on Pragmatics A

Student's name:

Date:

Llengua estrangera II: ANGLÈS Lengua extranjera II: INGLÉS

OPCIÓ B/OPCIÓN B**Part A. Reading Comprehension.****Read the following text:**

Britons abandon 'thank you' in favour of 'cheers'



By **Murray Wardrop**
6:25AM BST 24 Aug 2010

They are the two magic words which for generations have been the basics of good manners. But study suggests today's Britons won't say 'thank you' when showing gratitude. Instead, 'cheers' has become the most popular the expression to substitute thanks.

Forty per cent of the participants in the study believe that saying 'thank you' sounds too formal, and prefer using colloquial terms like 'fab', 'lovely' or 'wicked'.

Almost half of those questioned said they now use 'cheers' more often than 'thank you', while other popular phrases include 'ta', 'cool', and 'great'.

A third said they make a quick wave with their hand instead of saying 'thank you'.

Caroline Weaver from the gift company Me to You, which conducted the poll of 3,000 people, said: "While the Great British public might feel uncomfortable saying thank you these days, they do like to show their gratitude in other ways.

"Respondents felt it didn't matter how you thanked someone for their kind actions if you did so in a friendly and polite way.

The study found 'lovely', 'nice one', 'much appreciated', 'you star', and 'all right' are also used regularly in lieu of 'thank you'.

Even foreign words such as 'merci', 'danke' and 'gracias' have become more popular than the traditional expression of thanks.

However, despite this tendency towards more informal language, two thirds of people described Britain as a "rude" nation and 84 per cent think people should make more of an effort to show appreciation.

The decline in manners also manifests itself when four in ten people don't send thank you letters if they receive gifts through the post, and the same percentage would not make their children send a thank you either, according to the study.

TOP 20 WAYS TO SAY THANK YOU:

- | | |
|---------------------|------------------------------|
| 1. Cheers | (adapted by A. Ciurana,2014) |
| 2. Ta | 11. All right |
| 3. That's great | 12. Fab |
| 4. Cool | 13. Awesome |
| 5. OK | 14. Wicked |
| 6. Brilliant | 15. Merci |
| 7. Lovely | 16. Danke |
| 8. Nice one | 17. Gracias |
| 9. Much appreciated | 18. Super |
| 10. You star | 19. Ace |
| | 20. Thank you |

1. Answer the following questions about the text.

- a. What happened to the British?
- b. Why do they not use "thank you" that often?
- c. What expressions are the most popular?
- d. What other non-verbal alternatives are there to "thank you"?
- e. How many people participated in the study?
- f. Do many of the participants in the study speak French or Spanish?
- g. What's the opinion many people have on the British?
- h. What idea do parents transmit to their children?

2. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by underlining the exact passage in the text.

- a. "Thank you" and "cheers" are the two magic words which for generations have been considered the cornerstone of good manners.
- b. Britons incapability for showing gratitude has compelled them to use other expressions.
- c. Smiling or waving your hand gently at your interlocutor are alternative ways of showing gratitude.

3. Find a synonym for the following words.

- a. replace (line 3)
- b. words (line 5)
- c. present (line 9)
- d. fashion (line 18)
- e. impolite (line 19)
- f. shows (line 21)

REFLECTION TIME

4. What have you learned today?

ANSWERS TO OPTION A

I. Answer the following questions using your own words but taking into account the information in the text. (2 points: 1 point each)

- a. What has happened to the British? **There has been a change in showing gratitude as they prefer other forms to the traditional "thank you".**
- b. Why do some people think of the British as being rude? **Because many people show gratitude differently, in a more informal way, using even foreign words and gestures.**

II. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by copying the exact passage on the answer sheet. (1.5 point: 0.5 each)

- a. "Thank you" and "cheers" are the two magic words which for generations have been considered the cornerstone of good manners. **FALSE, They are the two magic words which for generations have been the cornerstone of good manners.**
- b. Britons incapability for showing gratitude has compelled them to use other expressions. **FALSE, But research suggests today's Britons are no longer capable of saying 'thank you' when showing gratitude. Instead, 'cheers' has overtaken the expression to become the most popular phrase to bestow thanks.**
- c. Smiling or waving your hand gently at your interlocutor are alternative ways of showing gratitude. **TRUE, A third said they would often just resort to a quick wave instead of saying 'thank you'.**

III. Find a synonym for each of the four words below from these six options: (1 point: 0.25 each) engulfed/ fashion / pillar/ polled/ deterioration/ preferred

- a. trend **fashion**
- b. overtaken **engulfed**
- c. decline **deterioration**
- d. cornerstone **pillar**

IV. Choose a, b, or c, in each question below. Only one choice is correct. (1.5 points: 0.5 each)

1. 40% of the respondents ... **B**
 - a. prefer the use of formal forms to show praise.
 - b. use more colloquial formulas to show gratitude.**
 - c. polled the thank you form.
2. The majority of the British... **A**
 - a. still like to show gratitude by other means.**
 - b. use foreign words like "gracias" or "merci" instead of "thank you".
 - c. feel you can thank people by being friendly and polite to them.
3. This social degradation of customs in Britain ... **B**
 - a. applies to adults and children alike.
 - b. only applies to when they get presents through mail.**
 - c. applies to people who use foreign words..

Part B. Composition (130 to 150 words approximately) (4 points)

Write a formal letter of complaint to the Personnel Department in a renowned shop. You were ignored by the shop-assitant, she was rude to you by keep you waiting for 20 mins while she was talking to a colleague and she did not show gratitude after you paid for your big purchase. **STUDENTS' OWN ANSWERS**

ANSWERS TO OPTION B

1. Answer the following questions about the text.

- a. What happened to the British? **There has been a change in showing gratitude, more informal ways have been adopted.**
- b. Why do they not use "thank you" that often? **Because they feel it is too formal.**
- c. What expressions are the most popular? **Fab, lovely and wicked.**
- d. What other non-verbal alternatives are there to "thank you"? **A big smile and waving your hand.**
- e. How many people participated in the study? **3000 people.**
- f. Do many of the participants in the study speak French or Spanish? **No, they didn't.**
- g. What's the opinion many people have on the British? **That they are a rude nation.**
- h. What idea do parents transmit to their children? **Not to send thank you letters when they receive a present through the post.**

2. Are the following statements true (T) or false (F)? Identify the part of the text that supports your answer by underlining the exact passage in the text.

- a. "Thank you" and "cheers" are the two magic words which for generations have been considered the cornerstone of good manners. **FALSE**
- b. Britons incapability for showing gratitude has compelled them to use other expressions. **FALSE**
- c. Smiling or waving your hand gently at your interlocutor are alternative ways of showing gratitude. **TRUE**

3. Find a synonym for the following words.

- a. replace (line 3) **substitute**
- b. words (line 5) **terms**
- c. present (line 9) **gifts**
- d. fashion (line 18) **tendency**
- e. impolite (line 19) **rude**
- f. shows (line 21) **manifests**

REFLECTION TIME

4. What have you learned today?

PRAGMATIC SESSIONS by Alex Ciurana

What's Pragmatics?

What's a Speech Act?

What factors do have an influence on Speech Acts?

HOW MANY WAYS DO YOU KNOW TO EXPRESS GRATITUDE? AND TO ASK FOR REPETITION OF INFORMATION?

<http://www.englishandculture.com/blog/bid/94914/English-Tip-How-to-Express-your-Gratitude-in-4-Different-Situations>

Students look at the following situations/images and talk about it.

Scenario #1: Saying thank you to a store clerk



You are at Best Buy and the man who works there has just spent the last 20 minutes explaining to you the difference between an HD TV and a regular TV.

He has been generous with his time and patient with your English skills. You want to let him know that you appreciate his help.

This is a casual situation and since it is his job to help you, you don't need to overwhelm him with your expression of thanks.

Here are some things you can say:

- "Thanks for your help."
- "Thanks a lot, this has been very helpful."
- "Thanks so much."
- "Thanks."
- "I appreciate your help. Thanks a lot."
- "Great, thank you."

Scenario # 2: Saying thank you to a colleague



You just returned from a meeting and you notice that your colleague has left a Starbucks coffee on your desk.
What a nice gesture! You didn't even ask for it.
This colleague is at the same level as you in the company.

Here is what you can say:

- "Wow, that's so nice of you."
- "What a nice surprise."
- "I didn't expect that, thanks a lot."
- "You read my mind, thanks." (You are implying that he figured out that you were craving coffee)
- "Thanks a million." (used more when you write a thank you note)
- "Much appreciated" (used when you write a thank you note)

Scenario # 3: Saying thank you to your boss



You have been struggling at work and your boss has been very kind and patient with you.

You have just finished a 30 minute one-to-one meeting with him. During the meeting he gave you his undivided attention, was very supportive, and answered all your questions about the new project. You are feeling grateful and you want to make sure that you show your respect.

Here is what you can say:

- "Thank you for your time today." (By email or in person)
- "I really appreciate your taking the time to meet with me today."
- "Our meeting was very helpful. Thanks so much."

Scenario #4: Saying thank you to a close friend



Your close friend who lives in your new city allowed you and your family to stay at her apartment while you looked for a place to live. You stayed in their place for two weeks. This is a big deal! You want to express your appreciation the right way.

Note: In this situation, you might want to give your friend a small gift and a note to say thank you when you move out of their home. Perhaps you can give them something from your home country.

Here's how to say thank you:

- "You have been a lifesaver, thank you." (This means that you were really in need of help and she was there at the right time)
- "I'm really thankful for your generosity."
- "Thank you for everything you've done for us."
- "I don't know how to thank you."
- "I can't thank you enough."

Don't forget gestures, intonation, and eye contact



Remember that communication is not just verbal!
Now that you have learned a few new phrases, try to use them along with the appropriate gestures, tone of voice, and eye contact for the situation.
Don't forget- this varies across cultures! The right way to do this might be different in your home culture so observe the people around you.

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Ways to express thank you in English.

<http://english.stackexchange.com/questions/65689/ways-to-express-thank-you-in-english>

I am wondering how many expressions in English can express "Thank you" (I am just running out of them):

- Thank you (very much) or Thanks.
- Many thanks!
- I appreciate it indeed!
- Thanks a million!
- I can't say enough thanks to you
- Cheers! Ta! Wonderful! (In the sense of That help you provided was wonderful.) It's also common to borrow French and Spanish words, for some reason. – TRiG Oct 13 '12 at 0:33
- "I am so grateful." "I am eternally grateful." "You'll never know how grateful I am." "You have my gratitude" "Wow! That really helped!" I'm sure there are many others. I know the last one does not literally give thanks, but I think that it, and other phrases like it, imply(ies) gratitude.
- Dare I add "Yo, thanks Gee!"?
- "Much obliged" can be used. An old way of saying thank you.
- For some reason this reminded me of "Ta muchly".

– TRiG Nov 30 '12 at 19:39

When expressing gratitude it is important to do so with a smile on your face and a sincere tone of voice. Although gratitude can be faked, it must always come off as sincere appreciation. In the modern western world it is common to hear people say 'thank you', 'you shouldn't have' or 'I can't believe you did this for me'.

When someone says 'you shouldn't have' it does not mean that they are not grateful but it simply means that they feel that they do not deserve the gift, attention or gesture you have given them. Gratitude is one of those things that is hard to fake because when you are grateful

you are overcome with emotion.

There are many ways in which you can express gratitude, if you are speaking casually you could say 'oh I really appreciate that', 'you shouldn't have' or you could resort to the old trusty yet timeless 'thank you'.

There is a difference between being polite and showing gratitude. Being polite can be considered as common decency whereas gratitude is an expression of an emotion. An example of this is when one receives a gift; this is usually followed by emotion and a heartfelt 'thank you'.

Although saying 'thank you' is timeless it is by no means redundant or as the young would say 'lame'. So remember to say 'thank you'!

<https://www.englishtown.com/community/Channels/article.aspx?articleName=gratitude>

Words of Appreciation: How to Thank People in English

Improve your vocabulary by learning different ways of thanking in the English language.



Tanja Batista

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You thank somebody when they have done something for you or given you something that you truly appreciate. The English language distinguishes between informal and more formal ways of thanking.

Basic Ways of Thanking

If you want to thank somebody in English in a very basic way, you can use the exclamations 'Thank you' or 'Thanks'. The exclamation 'Thank you' is more formal, while the exclamation 'Thanks' is informal or casual. For example:

- A: You are a very good employee. B: Thank you, Mr. Black. *formal*
- A: You're my best friend, Tanya. B: Thanks, darling. *informal*

Some speakers, especially speakers of British and Australian English, use the exclamation 'Cheers!' to thank somebody in a very casual way. For example:

- A: I absolutely love your new car! B: Cheers, mate! (the noun *mate* is used as a friendly way of talking to someone, especially a man)

When you're thanking somebody for something, you can use the preposition *for* after the exclamations 'Thank you' and 'Thanks'. For example:

- Thank you / Thanks for the delicious dinner.
- Thanks for helping me with my homework, Dad.

Emphatic Ways of Thanking

When you want to thank somebody for something in a very emphatic way, you can add *so much*, *very much*, *very much indeed* or *a lot* to the exclamations 'Thank you' and 'Thanks'. For example:

- Thank you very much for all your help. / Thank you so much for your help.
- A: I'll call you tomorrow morning. B: Thanks very much indeed.

Warning: You can say 'Thanks a lot', but you can't say 'Thank you a lot'. You also can't say 'Cheers very much' or 'Cheers a lot'.

In English, gratitude can be expressed in a number of different ways. For example:

- A: If you need me, just call me. B: That's very kind of you.
- I can't tell you how grateful I am for all your help.

More Formal Ways of Thanking

More formal occasions require more formal ways of thanking. You can thank somebody more formally by saying 'I want to thank you for...', 'I would (I'd) like to thank you for...' or 'I really appreciate it'. For example:

- I want to thank you for your advice, Mr. President.
- I'd like to thank you for your hospitality, Mrs. Dion.
- Thank you for reading my book. I really appreciate it.

Thanking Someone for a Present

When you've been given a present, you can express your gratitude by saying 'Thank you', or something like 'It's lovely'. For example:

- Thank you for the present. It's lovely!

Sometimes, when people are given a present, they say 'You shouldn't have' as a polite way of indicating that they are very grateful for it. For example:

- A: Here. This present is for you. B: Oh, honey, you shouldn't have!

Thanking Someone for an Enquiry

Sometimes people ask you how you are or how a member of your family is, and sometimes people ask you if you have had a nice holiday or weekend. In reply, you can use the exclamations 'Thank you' or 'Thanks'. For example:

- A: How are you, my friend? B: Fine, thank you / thanks.
- A: David, did you have a nice weekend? B: Lovely, thank you.

Replying to Thanks

A response to a thank you is not necessary in British English. Did you know that the British do not always automatically respond to a thank you? Replying to thanks is much more common in American English; however, a response to a thank you is becoming more and more frequent in Britain too. People in the United States and Britain often say 'You're welcome' or 'No problem' when replying to thanks. For example:

- A: Thank you for carrying my shopping. B: You're welcome. / No problem.

If you want to sound very polite and friendly at the same time, you can say 'My pleasure', 'It's a pleasure' or 'Pleasure'. For example:

- A: Thank you very much for the lecture, Dr. James. B: It's a pleasure. / My pleasure. / Pleasure.

If you want to sound casual, then you can use 'Any time'. For example:

- A: You've been very helpful. B: No problem. Any time.

Sometimes people express their gratitude in a very emphatic way. You can reply by using the expressions 'It was no trouble', 'It was nothing' or 'Not at all'. For example:

- A: I'm immensely grateful for all your help. B: It was no trouble. / It was nothing.
- A: I'm enormously grateful for your kind words, Mr. President. B: Not at all.

This article has showed you that gratitude can be expressed in a number of different ways in the English language. Practice these expressions as often as you can in conversation with other English-speaking people and soon you will be able to remember them all.

<https://suite.io/tanja-batista/5ypg26x>

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Thank you and goodbye: Most of us 'would rather say cheers, ta or even just give a wave or smile'

<http://www.dailymail.co.uk/femail/article-1305488/Thank-goodbye-Most-say-cheers-ta.html>



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HOW MANY WAYS DO YOU KNOW TO REQUEST REPETITION OF INFORMATION?

Look at the following possibilities:

Requesting Information

I'd like you to...
Would you mind... I wonder if you could...

Asking for Repetition

I didn't catch that. Could you repeat that, please?
I missed that. Could you say it again, please?
Could you run that by me one more time?

Asking for Clarification

I'm afraid I don't quite understand what your are getting at.
Could you explain to me how that is going to work?
I don't see what you mean. Could we have some more details, please?

Asking for Verification

Do you mean that...?
Is it true that...?

http://esl.about.com/cs/onthejobenglish/a/a_meetphrases.htm

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https://www.youtube.com/watch?v=N_uWaHAHv2s

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Excuse me?
Could you repeat that?
Could you say that again?
What did you say?
What was that (again)?
Did you say . . . ?
I'm sorry. I didn't catch that.

What did you say your name was?

It's Cathy Henderson.

Did you say <i>Andersen</i> or <i>Henderson</i> ?	Henderson, with an H.
Is "Cathy" spelled with a C or a K?	It's C as in Cadillac.
And what was your address again?	72 West Sunshine Blvd., Suite 501.
Sorry, I didn't catch the last part.	Do you want me to repeat it?
I can't hear you very well.	Maybe you should turn down the radio.

http://www.eslgold.com/speaking/asking_repetition.html

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What did you say your name was?	It's Cathy Henderson.
Did you say <i>Andersen</i> or <i>Henderson</i> ?	Henderson, with an H.
Is "Cathy" spelled with a C or a K?	It's C as in Cadillac.
And what was your address again?	72 West Sunshine Blvd., Suite 501.
Sorry, I didn't catch the last part.	Do you want me to repeat it?
I can't hear you very well.	Maybe you should turn down the radio.

<http://free-english-study.com/speaking/asking-for-repetition.html>

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Speaking Situations: Asking for Repetition

- Phrases for these situations:

Excuse me? (said like a question)

Pardon me? (rising intonation)

What did you say (your name was)?

Did you say . . . ?

Can you repeat that?

Could you say that again please?

What was that again?

Sorry, I didn't catch that.

Could you speak up please?

Could you speak a little louder?

Conversation Practice

1. Pretend you are being introduced to someone at a party.

The music is very loud, and you can't hear your partner clearly.

Example,

What did you say your name was?

Cindy Carton.

Did you say Sidney or Cindy?

Cindy, like the famous model.

2. Pretend your partner is applying for a passport.

Ask him/her for personal information*

(name, birth date, address, telephone number, etc.)

Then practice asking for repetition.

For example,

What is your date of birth?

August 15, 1981.

Did you say August 16th?

*No, August **15th**.*

*Since this is a "role play," you don't have to use actual (real) information.

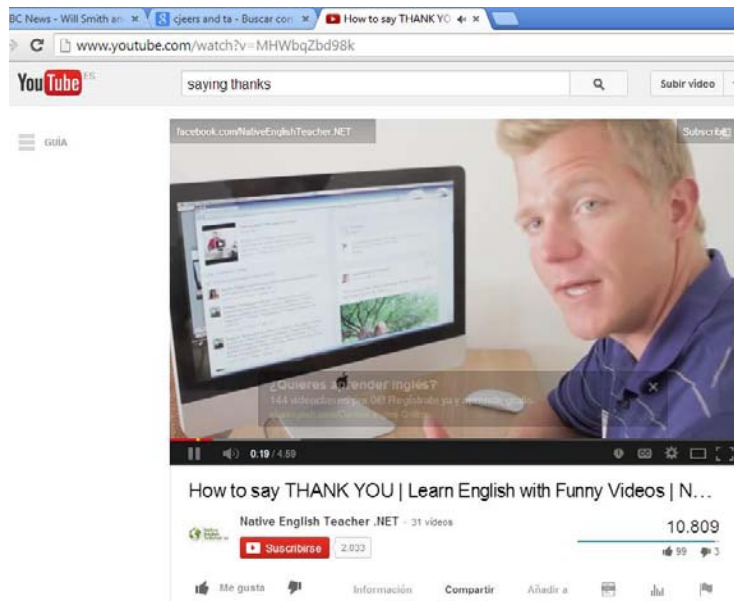
You may "make up" dates, numbers, etc.

http://www.eslgold.com/speaking/ss_asking_repetition.html

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AUDIOVISUAL MATERIALS AVAILABLE ON THE NET

How to say THANK YOU | Learn English with Funny Videos | N
<http://www.youtube.com/watch?v=MHWbqZbd98k>



How to ask for Repetition and Meaning | Learning English Conversation

<http://www.youtube.com/watch?v=AoKsHJGYemc>

Learning English Conversation 1

http://www.youtube.com/watch?v=xg_lrzthvEA



College Oral Communication 1 Ch1 Act18 Qs for clarification <http://www.youtube.com/watch?v=St9fel6WR5g>

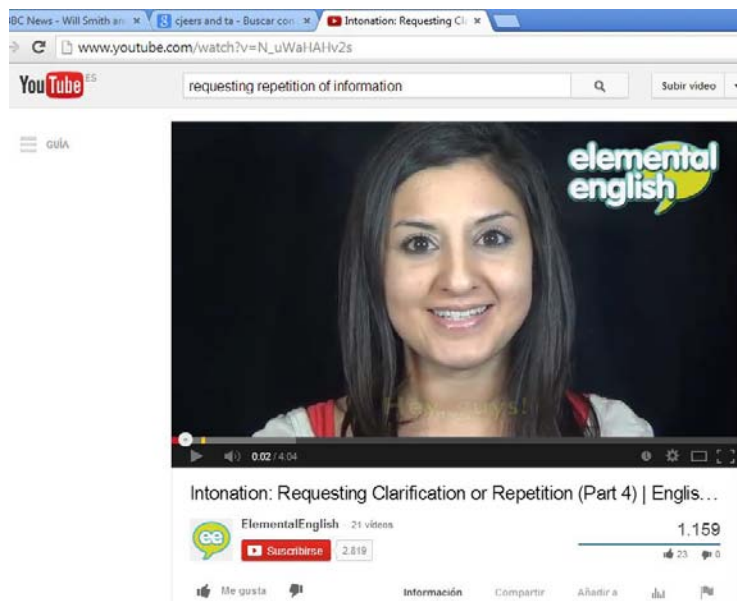


Unit 6 Learn English 9 Asking For Clarification <http://www.youtube.com/watch?v=JuGBeVTbvho>



Intonation: Requesting Clarification or Repetition (Part 4) | English P

http://www.youtube.com/watch?v=N_uWaHAHv2s



Example of real communication in a TV show (a reality programme). A man, Stephen Fanuka, asking for repetition of information.



<https://www.youtube.com/watch?v=cAI88k7k6DA>

What? 1.45 MINS