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SPEECH ACTS IN PRIMARY EDUCATION: A TEACHING PROPOSAL

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List of abbreviations

DCT: Discourse Completion Task

ESL: English as a Second Language

RPSA: Role-Play Self-Assessment

SLA: Second Language Acquisition

TBLT: Task-Based Language Teaching

TSLT: Task-Supported Language Teaching

1. Introduction

Regarding the topic of English language teaching, the pressure to learn the English language exists in many countries. Consequently, the way the language should be taught has also been a topic of concern. In this line, many schools and teachers choose textbooks as their main mean whereby students learn the target language (Rahim Naqi, 2008).

In that sense, it may be said that textbooks have a crucial function in the teaching of pragmatics, as they are an important resource whereby pragmatic input is presented to language learners. Nevertheless, despite the large amount of research that has been conducted regarding speech acts, it may be said that the use of them in English course books has barely been investigated. In addition to that, material developers and course books writers have not given pragmatic competence its deserved attention either. As a result, the materials offered by textbooks do not reflect how speech acts are used by native speakers in their daily life, which reflects the artificially of textbooks. Consequently, textbooks cannot be seen as adequate materials for developing language learners' pragmatic competence (Aksoyalp & Tugba, 2015; Ulum, 2015; and Vaezi, Tabatabaei & Bakhtiarvand, 2014). Furthermore, the results of the study conducted by Khosroshahi (2013) indicated that the content offered by course books are not considered useful and motivating by learners of English.

In that vein, in order to improve the situation, some solutions have been offered. Aksoyalp and Tugba (2015) and Ulum (2015), indicated that it may be convenient for the input to be offered in a more authentic and contextualised way, such as natural conversational models. Moreover, Vaezi et al. (2014) stated that it may be beneficial for students to practise

the target linguistic features through activities such as role-plays, tape recordings and so forth.

In that regard, the purpose of this teaching proposal is to offer a different approach to the traditional way of teaching the English language by means of textbooks, taking into account what have been suggested by what researchers have suggested throughout the years and to make pragmatic competence interesting to students.

2. Theoretical Framework

2.1. Pragmatic competence

The ability of non-native speakers to use the target language in specific social contexts as well as how they learn to do so has been the main subject of several research studies, as, since the 1970s, the interest of language teaching and assessment went from being focused on form to being focused on students' communicative competence, which, in turn, has indicated the importance of pragmatic competence when intending to become proficient in a language (Barbosa da Silva, 2012). In that vein, another factor that has caused pragmatic competence to become an important part of second language learning has been the appearance of different communicative competence models which have emphasised the importance of knowing how to make use of the grammatical forms in social situations, as it is considered as an important element of second language proficiency (Taguchi, 2011).

In that regard, Beltrán-Palanques and Querol-Julián (2018) indicated that, due to its importance within the communicative competence and the fact that it improves language

learners' ability to use the target language appropriately, the development of pragmatic competence may be beneficial when trying to become proficient in any language. Furthermore, they also stated that pragmatics allows researchers to understand how interlocutors co-create, deconstruct and negotiate meaning in different situations. That is why improving language students' competence in pragmatics may prepare them to be capable of using a language in real situations. Therefore, it may be of importance for language teachers to teach language learners to be pragmatically competent in the target language.

On another note, according to Beltrán-Palanques and Querol-Julián (2018), the linguistic discipline of pragmatics "focuses on the use of language in social interaction and the effects its use may have on interlocutors" (p. 81). In this line, pragmatic competence could be defined as the ability to use a language in order to communicate with other people in different social contexts, being capable of performing and understanding utterances taking into account the intentions of the language user and the circumstances. Thus, being able to control a complex interplay of language, context of interaction and language users, is a requirement for language learners in order to become pragmatically competent in the target language. In that vein, being pragmatically competent does not only imply having knowledge of linguistic forms, but it also means knowing their functions and contextual requirements (Barbosa da Silva, 2012 and Taguchi, 2011).

There are two important concepts in pragmatic competence: pragmalinguistics and sociopragmatics. The former is related to the different linguistic resources and strategies speakers can utilise with the aim of communicating with others in a given language, performing pragmatic functions and communicative acts. These resources and strategies can intensify or soften the produced communicative acts by making utterances direct or indirect

and polite or not polite. Some examples of these strategies are directness, indirectness, semantic formulae, linguistic forms and routines. On the other hand, sociopragmatics may be defined as the effects that social factors have on the use of a language and the interpretation and achievement of communicative acts by speakers in certain social contexts. Some examples of factors that may be considered in sociopragmatics are the social status, formality level, social distance, power, imposition and so on (Barbosa da Silva, 2012; Rose & Kasper, 2001; Taguchi, 2011; and Thomas, 1983).

2.2. Importance of pragmatics in language teaching

Communicative competence plays a highly important role in every community life, as people need to interact with each other for a wide range of reasons. In order to do so, it is not sufficient to just produce grammatically correct structures, as interlocutors not only do their utterances need to be meaningful, but they are also expected to be appropriate for them to achieve the final objective desired by the speaker. In this line, elements such as the level of formality, the norms and conventions of the society and so on. In a world characterised by globalisation which allows everyone to interact with people from any place, it may be of importance to know how to say things appropriately, bearing in mind the place. This is called pragmatic competence (Takkaç Tulgar, 2015). These statements have been supported by the literature of the field. In this sense, in order to explore the perception of English as a Second Language (ESL) teachers and students regarding the pragmatic issues in the ESL classroom, the miscommunication problems regarding honorifies that cause misunderstandings and the improvement instruction can offer to learners' communicative competence related to honorifics, Abushariefeh (2016) conducted a study at the College of Alameda. The elicited results stated that participants (teachers and students) indicated the importance of pragmatics

in language learning, specifically honorifics. Furthermore, in the study conducted by Jo (2016), participants (teachers and students of the English language) affirmed the importance of teaching pragmatics.

Consequently, it may be said that it is of English language learners' interest to receive instruction regarding pragmatic competence. In that vein, several researchers have indicated the need of the inclusion of pragmatics in the English as a second/foreign language classroom. For instance, Ghaedrahmat, Nia and Biria (2016) studied the differences between the effects explicit and implicit instruction had on teaching the speech act *thanking*. Once the results were analysed, they asserted the importance of including materials that work on the explicit nature of speech acts in the curriculum. In line with that, after having analysed the results of the study that investigated two types of instruction regarding the production of requests, Ariana, Masoumeh and Mohammad (2017) indicated that in order for students to reduce pragmatic mistakes which may lead to misunderstandings that, in turn, may also be offensive to native speakers, syllabus designers should include the study of pragmatic elements such as speech acts in curriculums.

On another note, it has also been proven that language learners' level of proficiency does not prevent the instruction of pragmatic competence. In that regard, Al Masaeed, Waugh and Burns (2018) conducted a study whereby they compared the production of apologies was investigated between foreign language learners and native speakers of Arabic in formal and informal situations. Results indicated that explicit apologies were produced more by low proficient learners than those with a high proficiency level. Having said that, the latter produced a greater combination of strategies. In this line, they affirmed that the fact that low proficiency students produced apologies indicated that the level of proficiency is not a barrier

to teach pragmatic competence. Similarly, Mohebali and Salehi (2016) conducted a study to investigate how the proficiency level of English as a foreign language students was related to their cross-cultural speech act knowledge. The researchers found that the level of proficiency does not have an impact on language learners' pragmatic competence, therefore, pragmatics can be taught from the first stages in EFL classrooms.

Finally, studies have found that a significant barrier that difficults the inclusion of pragmatic competence in the English as a foreign/second language classroom is English teachers' language and pragmatic competence. In this line, Jo (2016) conducted a study whose results indicated the lack of pragmatic knowledge of middle school teachers of English, as well as their poor competence to teach pragmatics. In this regard, the results of the study stated the importance of professional developmental programs to improve their knowledge of pragmatics and ability to teach it. Furthermore, Zhou and Deng (2017) conducted a study through which they investigated the effects of explicit instruction regarding compliments responses of foreign language learners. They also concluded that in order to successfully teach speech acts to language learners, it is important for teacher to improve their metapragmatic knowledge.

2.3. Teaching pragmatics

In order to plan a teaching proposal and create its activities and/or materials, it may be of importance to take into account what the approaches of language teaching state. In this line, the selection of the approaches that will be considered when creating a teaching proposal will depend, in turn, on the theories of Second Language Acquisition (SLA) that will be taken into consideration, as some of them consider the language learning process to be

intrapersonal, others interpersonal and others a process shaped by the context and the individuals.

In that vein, when aiming to teach pragmatic competence, there are several approaches that can be considered. Depending on the objectives that language learners are expected to achieve, it may be convenience to follow a specific approach or to consider different approaches at the same time. In that regard, bearing in mind the cognitive theories of SLA, the following approaches will be considered: explicit instruction, deductive instruction and Task-Supported Language Teaching (TSLT).

One of the most used approaches by instructors is the explicit instruction, which is an approach whereby needed supports, such as expectations, goals, definitions, attributes, instructions, explanations, examples, feedback (metalinguistic or corrective feedback) and so on, are provided to students in order to achieve successful learning, (Ariana, Ahmadi Shirazi & Mousavi Nadoushani, 2017 and Fukuya & Martínez-Flor, 2008). This type of instruction focuses on segmenting complex tasks with the purpose of allowing language learners to acquire subskills in a progressive order with the aim of test them in a complex and authentic task. This approach also directs students' attention to the target features of the language, uses supports/prompts in order for successful engagement to take place, provides affirmative, corrective and metapragmatic feedback and creates opportunities for purposeful practices (Hughes, Morris, Therrien & Benson, 2017). In that regard, it may be said that the explicit instruction is supported by the Noticing Hypothesis, as it states that SLA can be achieved by students when they are aware of the target linguistic elements they are being taught by paying attention to them. On the other hand, if they do not pay attention to the target language input, acquisition will not take place (Schmidt, 2010). In that regard, according to Li (2012), not only does explicit instruction provide metapragmatic information but it also directs students' attention to the target features.

On another note, despite being one of the most used teaching approaches regarding pragmatic competence, explicit instruction has been highly compared to implicit instruction. However, regardless of comparisons between them, studies have proven that both of them benefit language learners' pragmatic competence. For instance, on the one hand, two studies that indicated the benefits explicit instruction offers to the teaching of pragmatics were the ones conducted by Zhou and Deng (2017) and Halenko and Jones (2017). The former study investigated if explicit metapragmatic instruction had an effect on the production of compliments responses of foreign language learners. The elicited data indicated that combination strategies started to be used by students after they had received explicit instruction and their awareness of their use of those strategies was also raised. Learners also considered social factors when performing compliment responses. In this regard, Zhou and Deng (2017) concluded that explicit instruction had a positive effect on students' pragmatic competence, as their performance and awareness on responding compliments were improved. The second study investigated the effect explicit instruction had on the awareness and production of spoken requests of English language learners in a study abroad context. Students were divided into two groups: the control group and the explicit group. After having analysed the outcomes, Halenko and Jones (2017) asserted that explicit instruction had an immediate positive effect regarding internal and external modification of requests. On the other hand, Ariana et al. (2017) carried out a study to discover the effect implicit and explicit instruction had on language learners' production and awareness of request strategies. Results demonstrated the pragmatic benefits of the use of implicit instruction, as it improved

students' production and understanding of requests. Finally, Üstunbas (2017) conducted a research paper with the purpose of exploring the effect the explicit and implicit instruction of pragmatic routines had on the pragmatic competence of language learners. Outcomes indicated the significant effect that both explicit instruction and implicit instruction had on students' pragmatic competence.

Although researchers have found that it is beneficial to use both of them, several studies have been conducted in order to compare explicit and implicit instruction. In this line, there are various studies comparing the two types of instruction regarding speech acts. One of them is the previously mention study conducted by Ariana et al. (2017), which indicated the improvement of students' awareness and production of requests in the groups in which both explicit and implicit instruction were offered. Having said that, the results of the investigation also showed that the explicit instruction group outperformed the implicit one regarding production of requests. Another study related to requests was conducted by Alcón Soler (2005). This study investigated how explicit and implicit instruction affected the knowledge and ability of language learners to use request strategies. The study investigated how explicit and implicit instruction affected the knowledge and ability of language learners to use request strategies. In order to do so, subjects were divided into three groups (implicit, explicit and control) and were exposed to extracts of episodes of a TV series which included requests. The elicited data showed that, despite the fact that the implicit and explicit groups outperformed the control one, the explicit group achieved better results than the implicit one. Finally, Ghaedrahmat et al. (2016) compared the performances of the speech act thanking of English language learners aiming to discover the differences between those who were taught through explicit instruction and those who were taught through implicit instruction. The

outcomes of the study indicated that students taught through explicit outperformed the ones taught implicitly.

Bearing in mind what have been discussed, it may be said that explicit instruction is a teaching approach that should be taken into consideration by foreign/second language teachers, as it has proven to offer several benefits to students' pragmatic competence.

Apart from the explicit instruction, there are other teaching approaches, such as the deductive instruction, which is highly related to the former approach. The deductive instruction starts with the formal explicit explanation of the target linguistic rule, which is followed by examples through which learners can see the rule applied into context (these examples can be supported by visual aids). After this, students are presented with activities in order for them to practice what has been explained and, as a result, be able to acquire the target linguistic rule. In this regard, language teachers have to start lessons with explanations before students can advance to language practice. In this line, it may be said that rules are not acquired through self-discovery, but through teaching (Norris & Ortega, 2000; Takimoto, 2008a; Thornbury, 1999; and Vogel, Herron, Cole & York, 2011).

As all the pragmatic types of instruction, teaching deductively has advantages and disadvantages. In this line, Thornbury (1999) indicated that taking into account that lessons would always start with the explanations of the rules, students, especially young ones, may not be cognitively prepared or may not have the suitable metalanguage to understand the rules. It was also indicated by him the negative effect a rule-driven approach may have on student participation or interaction, the existence of methods of presentation more effective than explanation, such as demonstration. Having said that, Thornbury (1999) further indicated that there are possible benefits of the deductive approach. He indicated that this

kind of approach is very straightforward, as some rules can be explained shortly, which would result in more time for students for practicing them. Furthermore, this approach suits the intelligence and cognitive maturity of most of the language learners, especially adults, as it bears in mind the role of cognitive process in language learning. Finally, it was also stated that language points come up in such a way that teachers will not have to previously prepare or anticipate them.

In that vein, Thornbury (1999) further stated that given that deductive instruction is a rule-driven approach, it may be said that the quality of the explanation highly influences the previously discussed pros and cons, which also depends on its cognitive demand and how user-friendly it is. In this regard, he stated that a rule should show resemblance to what it is describing, clearly state what the limits are when using a given form, use concepts that are familiar to the learners and only answer the questions that need to be answered.

Researchers have conducted numerous studies whose results indicated the effectiveness of the deductive approach, such as Takimoto (2008b), who conducted a study to investigate how different types of form-focused instruction affected language learners' production and comprehension of polite requests. In order to do so, the subjects of the study were divided into four groups: the first one received deductive instruction, the second one inductive instruction with problem-solving tasks, the third one inductive instruction with structured input tasks and the fourth one was the control group. The elicited data showed that the treatment groups outperformed the control one, which indicated the effectiveness of both deductive and inductive instruction.

Having said that, despite being an approach that improves language learners' pragmatic competence, it seems to be outperformed by the inductive instruction in the field

of pragmatic competence. In this line, Takimoto (2008a) supported that statement by conducting a study that investigated the effects both type of instruction had on the English language learners' acquisition of pragmatic competence. The outcomes indicated that although deductive and inductive groups outperformed the control one, the deductive group reduced the positive effects between the post-test and the follow-up test. Moreover, Xuedan and Chun (2017) also compared the effectiveness of the two types of instruction. They investigated how the deductive and inductive instruction affected Chinese language learners' use of requests. Results affirmed that inductive instruction was more effective than deductive instruction in regard to the teaching of requests in Chinese as a second language.

Finally, the last teaching approach that will be discussed is the Task-Based Language Teaching (TBLT)/TSLT, which states that the best way to learn a language is through communication, creating opportunities for communicative interaction in the classroom (Ellis, 2012). This approach focuses on meaning and the achievement of understanding and communicative interaction and students role become important in language learning (Ellis, 2012). Furthermore, it promotes more interaction between students (negotiation of meaning) and creates more opportunities for them to practice with the purpose of acquiring the target language. In this line, it may be said that this approach is supported by the Interaction hypothesis, which indicates that during conversational interactions, interlocutors may encounter drawbacks and, then, they will repair communication by negotiating meaning with the purpose of reaching mutual comprehension (García Mayo & Alcón, 2013) and this comprehensible input, according to this hypothesis, will allow the SLA acquisition to take place. Moreover, the TBLT approach is also supported by the Output Hypothesis proposed by Swain (1985), which indicates the importance of providing students with numerous

opportunities to produce output in the target language with the purpose of developing grammatical accuracy.

That being said, despite the fact that the TBLT approach supports explicit learning, it does not encourage explicit instruction (Long, 2015). In that vein, Swan (2005) indicated an alternative approach that supports explicit instruction, which is the TSLT approach.

On another note, in order to prove the positive effect this approach have on the language learners' pragmatic competence, several studies have been conducted. In this line, Herraiz-Martínez (2018), conducted a study to investigate whether a TBLT approach is effective regarding the teaching of apologies to 10 and 11-year-old English language students. In order to do so, a series of lessons was developed following the TBLT approach and using technology. The results obtained after the implementation of the lessons revealed that tasks and technology have a highly positive effect for 6th grade Primary students of English, as they demonstrated having improved their pragmatic competence. Furthermore, in line with the topic of speech acts, Kim and Taguchi have carried out two key studies for this teaching approach. In the first study, Kim and Taguchi (2015) examined the effect of task complexity on the development of requests. There were three groups in this study: two groups followed a TBLT approach (one through simple tasks and the other through complex tasks) and a control group. While the task groups performed a pretest, collaborative task and two posttests, the control group only performed the pre-test and the posttests. The results indicated that the groups instructed through TBLT outperformed those from the control group. However, there were no differences regarding complexity in the post-test between the simple and complex groups. That being said, in the delayed post-test, only those from the complex group maintained gains after the treatment. Thus, it may be said that this study has

proven task-based instruction to be beneficial regarding the learning of request speech acts. In the second study, Kim and Taguchi (2016) investigated the effects of task complexity on the development of requests again, however, this time with a focus on learner-learner interaction. In this line, subjects, adolescent EFL learners, were divided into two groups (simple and complex collaborative writing tasks). The elicited data indicated that task complexity had an effect on developing sociopragmatic competence rather than pragmalinguistic competence.

Taking into account what have been discussed, the decision of whether to use TBLT or TSLT will be decided by the type of instruction the language teacher will follow, as the TSLT approach takes into consideration the explicit instruction, while the TBLT approach does not. Furthermore, it may be said that both TBLT and TSLT are important teaching approaches regarding the development of language learners' pragmatic competence and target language acquisition, as not only are they supported by two important cognitive theories of SLA, but they are also reinforced by the literature of their field.

2.4. Pragmatic assessment

Assessing the pragmatic competence of students is not an easy task for foreign/second language teaching to do. As previously commented, it is important to carefully choose the instruments that will assess their outcomes and various authors have stated the convenience of using various instruments at the same time when assessing students' pragmatic competence. In this regard, Fukuya and Martínez-Flor (2008) conducted a study focused on how two assessment tasks (phone and e-mail) interact and the explicit and implicit instruction. After having analysed the elicited data, they affirmed that it would be of interest for language teachers to employ various assessment tasks in order to evaluate second

language learners' pragmatic competence, as, for instance, the desired learning outcomes may not be seen if teacher evaluates students' performances through an oral mode when they have been working on a language feature through a Focus on Form approach.

On another note, the are several instruments that evaluate the pragmatic competence of language learners, such as Discourse Completion Tasks (DCTs) (written and oral), multiple-choice DCTs, role-plays, self-assessments and Role-Play Self-Assessments (RPSAs). In that vein, a DCT is a data gathering device used to elicit responses to specific problematic situations. In this line, a description of the situation will be provided at the beginning, followed by a dialogue and an empty gap which needs to be completed (Martínez-Flor & Usó-Juan, 2011). An advantage of using this instrument is that it can be manipulated easily (factors such as social status, distance and intensity), having said that, they have been criticised and considered to be artificial due to the fact that learners must respond in a written mode what is supposed to be oral and because of the difficulty of creating a realistic situational context through a single prompt (Martínez-Flor & Usó-Juan, 2011 and Cohen, 2008). As this instrument has been criticised due to its poor representation of a real conversational interaction, in order to make DCTs more realistic, Cohen and Shively (2002) proposed the addition of multiple rejoinders to the DCTs with the purpose of trying to reflect the turn-taking of a conversation. This means that with multiple-rejoinder DCTs respondents are given an initial description of the situation and then they have to respond the initial gap. After that, they will have to facilitate two more responses, which are prompted by the rejoinders provided for the situation.

The other instrument that will be discussed is the role-play. This instrument is a data gathering instrument used whereby language learners are given a detail description of a

specific situation which they are expected to perform. Furthermore, depending on the number of turns they have, close role-plays and open role-plays can be distinguished. The former type asks learners to perform a single turn in order to respond the given situation while following specific instructions. On the other hand, although open role-plays also present students with a specific situation that has to be performed, they do not give any additional guidelines. Consequently, learners may perform as many turns as they need with the purpose of maintaining interaction (Martínez-Flor & Usó-Juan, 2011 and Brown & Ahn, 2011).

Finally, the last instrument that will be taken into consideration is the is the RPSA, which is the combination of the previous discussed instrument (role-play) and the self-assessment (whereby language learners are asked to rate their pragmatic ability in a certain situation that has been described). In this line, they are asked to perform a described situation, which is recorded on video or audio, and then judge their own performance (Brown & Ahn, 2011 and Barbosa da Silva, 2012).

In order to test the effectiveness, reliability and viability of the three discussed instruments, different studies have been conducted. In this line, Enochs and Yoshitake-Strain (1999) examined the reliability, validity, and practicality of six measures of cross-cultural pragmatic competence. These tests were focused on the ability to appropriately produce the speech acts of requests, apologies, and refusals in situations involving varying degrees of relative power, social distance, and imposition. The subjects of the study were Japanese learners in an EFL context. The final results proved that RPSA, role-play tests are highly reliable regarding the assessment of pragmatic competence, specially the former. However, none of them were found as easy to administrate and evaluate. On the other hand, the Multiple-choice DCT test proved not be as reliable as the previous two tests, as it had much

less internal consistency. Finally, in line with the previous study, Brown and Ahn (2011) also tested four types of pragmatic assessment instruments: both oral and written DCTs, RPSA and discourse role-play tasks. In order to do so, they used the classical theory, Generalisability theory, and FACETS analyses. After having analysed the elicited data, they concluded that the discourse role-play tasks and the RPSA proved to be the best tests overall in terms of reliability and effectiveness and both of them appeared to be more dependable than the oral DCT and the written DCT. Furthermore, researchers also indicated that in order to make use of pragmatic tests, practical and validity considerations must also be taken into account. For instance, while the RPSA generally appeared to be more dependable than the Discourse Role-Play Task, it produced more effective results, and can be easier to score.

These studies have confirmed that both role-plays and RPSA can be considered as two reliable and effective ways of assessing pragmatic competence. That being said, researchers have also indicated that the use of various type of instruments in order to assess pragmatics may be of importance. In this line, as the disadvantages attributed to the DCTs by the literature of the field have been palliated by the addition of multiple rejoinders to them, it may be stated that the combination of role-plays, RPSAs and multiple-rejoinder DCTs should be taken into account when choosing the instruments to assess language learners' pragmatic competence.

In conclusion, according to the statements and ideas that have been discussed above, it may be stated that pragmatic competence is needed in English language teaching. In this line, the following sections will offer a different manner of instructing pragmatic competence from the traditional use of textbooks in the context of Primary Education by means of a

teaching proposal based on important teaching approaches in the field, such as the explicit instruction, the deductive instruction and the TSLT approach.

3. Teaching Proposal

The purpose of this teaching proposal is to make students able to request, invite and thank in different situations that take place during their lives, specifically when organising a birthday party. In order for that objective to be achieved, lessons will be focused on three different type of speech acts: requesting, thanking and inviting. In this line, different activities will be conducted through these lessons with the aim of preparing students to complete the final task of the learning situation, which will imply the use of the three previously mentioned speech acts. In this regard, all the activities will be contextualised with the purpose of teaching students to use the speech acts in their daily lives. Therefore, pupils will be asked to do a final task at the end of the teaching proposal whereby they will have to perform certain actions that they would carry out in real situations, such as buying food, asking for permission, talking to a friend and so on. Furthermore, examples will be provided in every lesson for students to have a reference on how the speech acts should be used in the given contexts.

In that vein, the proposal consists of eleven lessons of one hour each, which work with different contexts, such as shopping, asking for help, inviting people to do something and thanking. These lessons can be divided into four groups: the ones focused on requests (lessons 1, 2 and 3), the ones focused on *thanking* (lessons 6 and 7), the ones focused on *inviting* (lessons 8 and 9) and the ones focused on the final task, the evaluation of students

and the evaluation of the teaching proposal itself (lessons 8, 9, 10 and 11). The first lesson of the groups focused on the speech acts will be the introduction to the given speech act, as students need to understand their meaning and their utility and see examples of how they are used in real life situations. The following lessons will serve students to practise what they have learnt in the introductions, having opportunities to use the given speech act and preparing themselves for the final task. It may be of importance to mention that the lessons of these three groups are designed to end with a task that will help students improve their pragmatic competence with the purpose of being able to produce the final task, which is creating and acting out four situations that would happen during the process of organising a birthday party: asking for permission to their parents, allocating the tasks (buying decorations, cutlery and so on, ordering the food and drinks for the party, making the invitations and choosing the music), shopping and inviting friends to the party. In that regard, lessons 8 and 9 will be focused on creating the final task, lesson 10 on acting out the final task and the evaluation of the performances and lesson 11 on evaluating the teaching proposal itself in order for the teacher to discover what needs to be improved.

On another note, several points that are highly relevant to the learning situation will be discussed in this section. First, the educational context in which the learning situation will be conducted will be addressed. Then, in order to explain the teaching proposal, the methodology used by the teacher will also be explained. Afterwards, a thorough explanation of the lessons and their activities will be offered, discussing their main goals and the roles of teacher and pupils in each of them. In that same section the allotted time, materials and the pragmatic elements that will be addressed by the lessons will also be offered by means of a table (Table 1). Finally, in order to conclude this section, the evaluation that will be followed

in order to assess both the students (what will be evaluated and how) and the teaching proposal will be discussed.

3.1. Educational context

The school chosen for this teaching proposal is located in the centre of Castelló de la Plana, a city of the Valencian Community (Spain). This area has a lot of immigration, hence the school having students from many different nationalities. There are students who come from Romania, Morocco, Nigeria, Pakistan and Ukraine. There are Italian, Colombian, Peruvian, Chinese and finally, Spanish pupils.

Moreover, the school follows the linguistic program Programa de Educación Plurilingüe e Intercultural, through which most subjects are taught in Valencian while Spanish is used to teach religion, values and the Spanish language. Concerning English, it is taught to children from the age of 2 and the hours of exposure to the language incrementally increase. The subjects taught in English are English as a foreign language and arts. In the Valencian Community, schools have the liberty of choosing the second subject in which English is used as a medium depending on the training of the teaching staff.

Regarding the English subject, it may be said that there are two teachers of English, one that teaches from the 1st to the 3rd level of Primary and another one that does it from the 4th to the 6th level of Primary. Moreover, there are two classrooms designated to this subject, one on the second floor for students from the 1st to the 3rd level of Primary Education and another one on the fourth floor for students of the 4th, 5th and 6th level of Primary.

The class in which the proposal will be carried out consists of 20 students. There are no pupils with disabilities or special needs. Moreover, 11 students are females and 9 are

males. They are enrolled in their fourth year of Primary Education. Learners are used to work by projects, therefore, it may be said that they will have no problems adapting to the methods that this proposal is following. However, despite the fact that they have worked with verbal tenses that will be used, they have never been taught pragmatic competence, as they have been focusing on forms instead of meaning.

Finally, the space in which the learning situation will be conducted is the English classroom, as the subject has a separate room with all the materials necessary for an English teacher (textbooks, storybooks, computer and so on). There are 20 tables, which are distributed in groups of 4. The classroom is also equipped with a digital board, a projector, a blackboard and a whiteboard, a part from the common furniture, such as chairs, cupboards, bookcases and so on.

3.2. Methodology

One of the methods that will be used in this teaching proposal is the TSLT approach, which focuses on meaning and the achievement of understanding and communicative interaction. Its design and implementation in the classroom make possible the existence of conversational interaction and, therefore, negotiation of meaning, the use of communication strategies and communicative outcomes which are, as discussed in previous sections, important for students to be able to practise the target language. Furthermore, this methodology fosters cooperation and allows students to work in pairs or groups, which increases interaction among them. Moreover, learners will also learn about the language that is needed and used in the real world, as they will have to do activities they would do in their daily life.

In that regard, the TSLT approach will be used, as if we were to follow a pure TBLT approach, it would not be possible to use an explicit instruction during the teaching proposal. In that line, in order to follow an explicit instruction, students will know from the beginning what they will be doing throughout the lessons and what they will be asked to do as the final task at the end of the teaching proposal. Moreover, the teacher will always direct students' attention to the target linguistic features (*requesting*, *thanking* and *inviting*) by providing explanations, examples, definitions, instructions and audiovisual input. Finally, learners will also be provided with feedback every time they produce outcomes. In this line, the teacher will discuss with them how they performed, what they did wrong, and how to correct it, and what they did correctly.

Finally, with the purpose of following a deductive instruction, the teacher will always present the target speech act with an explanation of what it, how it must be used and examples of it being applied in different contexts. After explanations and examples have been concluded, activities will be presented to students for them to practice the target speech acts. It may be of importance to indicate that, as learners are students of Primary Education, examples and materials will be adapted to their age in order for them to find lessons attracted (comics, videos of children using the speech acts, drawings and so on).

3.3. Lessons

3.3.1. Lesson 1

This will be the introductory lesson for students regarding requests, as it may be of importance for them to learn about their meaning and function before starting to use them. Furthermore, the three different types of requests and the level of politeness within them will

be discussed, as well as some structures to produce conventionally indirect requests. First, the teacher will explain the aim of the teaching proposal and the final task, which is acting out four situations related to the process of organising a birthday party. Then, dictionaries will be used in order to discover their definition. In this regard, students will read it and the teacher will give an explanation as well as examples of requests. Furthermore, a battery of questions (such as Have you ever made a request? When would you use them? or What would you use them for?) will be presented to students about their previous knowledge on the topic. Finally, a video will be displayed in order for students to see some examples.

Afterwards, requests will be explained in more detail by means of a presentation (see Appendix A). In this line, the teacher will explain what they are, what they are used for and the types of requests there are (direct, conventionally indirect and non-conventionally indirect). In this line, in order to adapt the complexity to their level, direct requests will be presented as direct, conventionally indirect requests as indirect and non-conventionally indirect requests as hints. However, only the second type will be explained in detail, as it will be the one that will be taught through the proposal. Moreover, the difference between direct and indirect requests regarding the level of politeness will also be explained. Furthermore, students will be presented with four structures ("Can I...?", "Can you...?", "I would like to..." and "Would you...?") they can use to produce conventionally indirect requests and then they will practice by asking their classmates to do something for them. In order to do so, images of objects and actions will be given next to the previously mentioned structures for pupils to ask their classmates to do something for them.

Lastly, in order to put into practice what has been taught, students will play a game.

They will be given a worksheet (see Appendix B) which is divided into two sections: one

with nine spaces for them to draw and one with nine requests. Students will have to draw the requests in the spaces in a random order and then cut the paper so that the two sections are separated from each other. After that, they will exchange their drawings with a classmate with the purpose of trying to guess the matching requests for the drawings of the other person.

3.3.2. Lesson 2

This lesson will be focused on the use of conventionally indirect requests in the shopping context in order to revise the meaning and function of this speech act and the structures taught in the previous lesson. Therefore, the session starts with the display of a video in which people use requests to communicate what they want when shopping. Only the first two minutes of the video will be displayed. The teacher will stop every time a request is produced to explain its meaning and purpose in order for students to understand how and when requests are used in this situations. Furthermore, the structure used by the speakers will also be discussed for learners to revise them. For instance, if a customer says "I would like to have five apples, please", the teacher would explain that the customer is using an indirect request to ask the greengrocer to sell her five apples as they do not know each other, so the context requires to be polite, moreover, the teacher would also mention that the customer is using the structure "I would like to...", as it is an indirect request.

After that, students will be divided into groups of 4 with the aim of creating comics that represent people in different shopping contexts (grocery shop, toy shop, clothes shop, bus station and so on) using requests. The teacher will give examples of possible contexts but the groups will decide which context to represent. Having said that, despite having freedom to choose the context, the only condition is that there must be four characters in the comics. The teacher will write the structures taught in the previous lesson ("Can I…?", "Can

you...?", "I would like to..." and "Would you...?") on the whiteboard in order for students to create the dialogues of the comic.

Finally, groups will have to act out the comics they have created and all the members have to participate at least once. The teacher will give metalinguistic feedback to groups after each performance aiming to improve their understanding of requests and to raise the awareness of their mistakes (corrective feedback), in order for pupils to fix them, and achievements (affirmative feedback).

3.3.3. Lesson 3

This lesson, as the previous one, will revise the meaning and function of conventionally indirect requests and the structures taught in lesson 1. However, this time the session will deal with different contexts. In order to do this, a collage (see Appendix C), in which different pictures represent situations of people needing help, will be projected. Students will work in pairs to analyse the pictures and write a matching indirect request for all of them on a piece of paper. The teacher will write, as in the previous lesson, the structures ("Can I…?", "Can you…?", "I would like to…" and "Would you…?") taught in lesson 1 on the whiteboard for students to complete the activity. After that, each picture will be explained one by one and everyone will share their answers in order to correct them.

Then, students will be divided into the same pairs as the previous activity in order to create a situation in which a person that needs help makes a request to another person. Pupils can use the situations seen in the previous activity as reference. Moreover, they will also have to create the conversation that takes place in their situation, for which they will have freedom of choosing whether it is through a phone or face to face, the place, the time and any other

aspect of the situation. The only requirement is using the same structures they used in the previous activity.

Finally, once students have created and rehearsed the conversation, they will act it out. Once again, the teacher will give metalinguistic feedback to groups after each performance aiming to improve their understanding of requests and to raise the awareness of their mistakes (corrective feedback), in order for them to fix them, and achievements (affirmative feedback).

3.3.4. Lesson 4

Through this lesson, the speech act *thanking* will be presented to students. In this line, the teacher will discuss the meaning and function of *thanking* and five different ways of thanking and the level of politeness within them. In order to see the previous knowledge of pupils on the topic, a battery of questions ("What does 'thank you' mean?", "Why do we say it?", "When do we say it?" and "Have you ever said 'thank you'? Give examples") will be conducted. During this activity, the teacher will let students talk and discuss among them and act as a mediator, as the objective is to discover and refresh their previous knowledge on the topic.

Afterwards, the speech act will be explained in more detail through a presentation (see Appendix D). The teacher will discuss the meaning of *thanking*, the reason why we do it, its function and when it is appropriate to do it using different images offered as examples by the presentation. After that, pupils will be presented with different ways of thanking other people ("Thank you!", "Thanks", "Thanks a lot", "Thank you very much!" and "Thank you so much!"), as well as the level of politeness within them. It may be of importance to mention

that those expressions were selected due to the age of the students, as other expressions like "I appreciate it" may be found complex by them. Finally, students will be presented with several situations in which people are thanking and they will have to discuss why they are doing it.

With the purpose of concluding the lesson, learners will be divided into pairs for the last activity. A comic (see Appendix E) without dialogue that represents the day of a child will be given to pupils. They will have to identify the situations in which a person can use the speech act *thanking* and write their arguments on paper. After that, students will analyse the comic with the teacher in order for the former to evaluate their answers. Finally, pairs will have to create the conversation of one of the situations.

3.3.5. Lesson 5

The focus of this lesson will be on revising the meaning and function of the speech act *thanking*, the five expressions taught in lesson 4 and the level of politeness within them. In order to start the lesson, students will revise the function of *thanking* in the first activity. In this regard, the teacher will write a vertical list of people everyone should thank (for example: parents, doctors, Santa Claus, Walt Disney, firemen, policemen and so on) on the whiteboard. Then, next to the previous list, the reasons why each of those people should be thanked will be written, however, reasons should not be written next to their correspondent subject. Later, each student will be given a paper with either a subject or a reason of the ones previously mentioned. After that, they will have to walk around the class trying to find out their correspondent subject or reason using the target language. Finally, once every one has found their couple, the teacher will link the subjects with their correspondent couples on the

whiteboard and explain why in order for learners to see the function of thanking in each situation and to know if they answered correctly.

Afterwards, for the next activity, students will be asked to create, individually, a list with 5 people they want to thank. Then, they will be divided into pairs in order for them to explain to their classmate the reasons why they want to thank those people. Later, they have to pick one person they have in common (if not possible, they choose one from any list) and imagine the situation in which they will thank that person. Finally, they will be required to create the dialogue of the situation, as they will act it out in the next activity. In order to do that, the teacher will write on the whiteboard the five structures taught in the previous lesson with the aim revising them ("Thank you!", "Thanks", "Thanks a lot", "Thank you very much!" and "Thank you so much!"). Students will have to decide which one to use in their dialogues bearing in mind the level of politeness required by the situations.

In order to conclude the lesson, students will be divided into the same pairs as the previous activity, as they will be asked to rehearse the conversation and situation they created and act it out. As in previous lessons, the teacher will give metalinguistic feedback to groups after each performance aiming to improve their understanding of the speech act and to raise the awareness of their mistakes (corrective feedback), in order for pupils to fix them, and achievements (affirmative feedback).

3.3.6. Lesson 6

In this lesson, students will be introduced to the last speech act of the teaching proposal: *inviting*. In this line, its meaning, function, a structure to produce it, different strategies and different ways of *inviting* will be explained. In order to do that, the teacher will

start by asking students two questions (Do you know what an invitation is? Have you ever invited someone?) with the aim of discovering their knowledge on the topic. Later, learners will be presented with a video whereby they'll see children making invitations in the target language. After that, the teacher will discuss the video with students by means of a battery of questions: what were the children doing? How did they do it? Did all the children accept the invitations? Can you make invitations in different ways? Can you name some ways of making invitations?

Afterwards, invitations will be explained more thoroughly by means of a presentation (see Appendix F). In this line, the teachers will explain to learners what an invitation is and their function is. Moreover, various strategies (being sure to be able to do what is going to be proposed, asking if they are able before inviting them and knowing that it is okay if they decline the invitation) will be shared. Furthermore, a structure to make invitations ("Do you want to…?") and different means whereby people can be invited to do something (phone call, letter, text message and face to face) will also be commented by means of images of different situations.

In other to end the lesson, students will be divided into pairs to do the last activity. A worksheet (go to Appendix G to see an example) will be given to each group, which will contain the description of a situation (each pair's situation will be different) in which two characters are involved and what they must do. In this line, pairs are requested to create a dialogue for the situation (using the structure "Do you want to...?"), rehearse it and act it out. During performances, the teacher will give metalinguistic feedback to groups after each performance aiming to improve their understanding of the speech act and to raise the

awareness of their mistakes (corrective feedback), in order for pupils to fix them, and achievements (affirmative feedback).

3.3.7. Lesson 7

In this lesson, students will revise the speech act *inviting*, the structure "Do you want to...?" and two of the ways of *inviting* (letter and face to face). In that regard, they will be asked to act out a situation in which they have to give someone an invitation for an event. In order to do so, a brainstorm will be conducted in order to create a list of possible events students could organise for people to attend. The teacher will ask students for realistic events which they could organise with the help of their family and friends, as the intention of the lesson is to put them in situations that could happen in real life.

In the next activity, pupils will visualise a video (until the minute 3:56) in which cards for different topics are created. In this line, they will get inspire by the variety of cards in the video. Then, each student will choose an event of the list created in the previous activity and will make an invitation card for it. They will have total freedom to do it and decorate it, however, they will have to write a message whereby they invite a person to the event in the invitation and use the structure "Do you want to…?".

Finally, for the conclusion of this lesson learners will be divided into groups of 4. Then, students will have to tell to their group the event they chose and the reason for that, as well as explain their invitation cards. Once everyone has done it, groups will choose one of the cards their members have made in order to create a situation for the invitation to be performed. Furthermore, they will also have to create the dialogue of the conversations and then act it out. The only requirement they have is that all the members of the group must

participate in the conversation and that the structure "Do you want to...?" have to be in the dialogue.

Once again, during performances, the teacher will give metalinguistic feedback to groups after each performance aiming to improve their understanding of the speech act and to raise the awareness of their mistakes (corrective feedback), in order for pupils to fix them, and achievements (affirmative feedback).

3.3.8. Lesson 8

This lesson will be conducted in order to start the final task, through which students will revise the three speech acts that have been taught in the previous lessons: *requesting*, *thanking* and *inviting*. In that regard, the teacher will explain to students that what they have done so far was for preparing them to do the final project, which is creating a dramatization of the process of organising a birthday party. In this line, they will be told that they have to create 4 situations that would happen during the process: asking for permission to their parents, allocating the tasks, shopping and inviting friends to the party. After that, a brainstorm will be conducted in order to create a list of things students will need to do if they want to organise a birthday party and for them to realise that they will need the help from other people to do so.

Later, students will be divided into groups of 4. Each group will start organising a birthday party. In order to do so they will be given a worksheet (see Appendix H) which will help them plan a party step by step. First, they will have to indicate where and when the party will take place. Then, they will need to say, what they will need to buy (food, drinks, objects,

decorations and so on), make (invitations) and do (buying, organising the space, choosing the music and so on). Finally, they will need to decide who will be responsible for each task.

Finally, the teacher will explain the final task again, but this time in more detail. Students will be told that they will have to create 4 situations that would occur during the process as well as their dialogues: asking for permission to their parents, allocating the tasks (buying decorations, cutlery and so on, ordering the food and drinks for the party, making the invitations and choosing the music), shopping and inviting friends to the party. They will have to use the structures they have learnt to perform the speech acts *requesting* ("Can I...?", "Can you...?", "I would like to..." and "Would you..."), *thanking* ("Thank you!", "Thanks", "Thanks a lot", "Thank you very much!" and "Thank you so much!") and *inviting* ("Do you want to...?") and bear in mind the level of politeness required by the contexts they are creating. Then, they will have to act out the situations. Furthermore, during the act out all the members of the groups have to participate in the conversations and produce the three speech acts at least once. Moreover, groups will use the worksheet from the last activity and the invitation cards they made during lesson 7. Finally, groups will continue in the next lesson, as this will require a lot of time.

3.3.9. Lesson 9

During this lesson, students will be divided into the same groups of 4 as the previous lesson. They will continue making the final task during this whole session. Thus, they will be revising the same pragmatic elements from the previous lesson. They will have to be able to finish and practice it in this time, as it will be in the next lesson when they have to do the performance. The teacher will help them if needed and will act as a guide during the session, making sure every group understands the final goal and what they are being asked to do and

giving metalinguistic feedback to groups aiming to improve their understanding of the speech acts and to raise the awareness of their mistakes (corrective feedback), in order for pupils to fix them, and achievements (affirmative feedback).

3.3.10. Lesson 10

In this lesson groups will perform their role plays. As commented before, groups will have to use the three speech acts they learnt during the teaching proposal (*requesting*, *thanking* and *inviting*) when acting out, and all the members of the group have to participate in the conversations and produce the three speech acts at least once. In order to do that, they will use the structures and expressions they learnt throughout the last nine lessons for the speech acts *requesting* ("Can I…?", "Can you…?", "I would like to…" and "Would you…"), *thanking* ("Thank you!", "Thanks", "Thanks a lot", "Thank you very much!" and "Thank you so much!") and *inviting* ("Do you want to…?"), bearing in mind the level of politeness required by the situation they are performing.

Furthermore, groups will have to complete a RPSA (see Appendix I). In this regard, after the performance of a group is finished, its members will evaluate their own individual performance regarding the use of the three type of speech acts they were asked to produced. Then, other group will perform their role-play and do the same RPSA test and so on. After every group has finished, the teacher will give metalinguistic feedback to the students and congratulate them for having finished the task.

3.3.11. Lesson 11

The purpose of this lesson is to discover what has been successfully acquired by the students and what has not. In this line, this will function as a diagnosis for the teacher to

discover the strengths and weaknesses of the teaching proposal and, therefore, to know what needs to be improved or changed.

In order to do that, students will be asked to complete a multiple-rejoinder DCT (see Appendix J). In this line, they will be presented with three different situations: one related to *requesting*, another one related to *thanking* and a third one related to *inviting*. Each situation will be presented with a description at the beginning. Under the description, a dialogue will be provided, which will have empty gaps. Students will have to complete those gaps by using the structures and expressions they learnt throughout the teaching proposal.

Lastly, with the purpose of concluding, the allotted time, the material that will be needed and the pragmatic elements that will be taught in each lesson can be found in the Table 1 below.

Table 1. Allotted time, materials and pragmatic elements of each lesson

Lessons	Time	Materials	Pragmatics of the lesson
1. Requests!	60	Dictionaries,	Definition of the speech act
	minutes	whiteboard, markers,	requesting, its function, types (direct,
		projector, computer,	conventionally indirect and non-
		the video called	conventionally indirect), level of
		"[Invitación]	politeness within the types of
		Ayudarse a sí mismo.	requests (direct vs conventionally
		Puede que tenga un	indirect) and structures to produce
		poco más? (En la	conventionally indirect requests
		mesa)", Power Point	

		presentation (see	("Can I?", "Can you?", "I would
		Appendix A),	like to" and "Would you").
		worksheets (see	
		Appendix B),	
		scissors, pencils,	
		rubber and colours.	
2. Requests in	60	Computer, projector,	Conventionally indirect requests and
a shop	minutes	video called	structures to produce them ("Can
		"Shopping at the	I?", "Can you?", "I would like
		Grocery Store –	to" and "Would you").
		English	
		Conversation",	
		whiteboard, markers,	
		pencils, rubbers,	
		colours and papers.	
3. Requesting	60	Projector, computer,	Conventionally indirect requests and
help	minutes	collage (see Appendix	structures to produce them ("Can
		C), whiteboard,	I?", "Can you?", "I would like
		markers, papers,	to" and "Would you").
		pencils and rubbers.	
4. Thanking!	60	Whiteboard, markers,	Meaning and function of the speech
	minutes	projector, computer,	act thanking, different ways of
		Power Point	thanking ("Thank you!", "Thanks",

		presentation (see	"Thanks a lot", "Thank you very
		Appendix D), comic	much!" and "Thank you so much!"),
		(see Appendix E),	level of politeness within them (polite
		pencils, rubbers and	vs colloquial ways of thanking) and
		papers.	identifying situations in which
			thanking occurs.
5. Reasons to	60	Papers, pencils,	The speech act <i>thanking</i> , structures to
thank	minutes	rubbers, whiteboard	produce it ("Thank you!", "Thanks",
		and markers.	"Thanks a lot", "Thank you very
			much!" and "Thank you so much!")
			and level of politeness within the
			structures.
6. Invitations!	60	Whiteboard, markers,	Meaning and function of the speech
	minutes	computer, projector,	inviting, a structure to produce it
		video called "Video	("Do you want to?"), strategies
		Modeling - Asking a	(being sure to be able to do what is
		Friend to Play",	going to be proposed, asking if they
		Power Point	are able before inviting them and
		presentation (see	knowing that it is okay if they decline
		Appendix F),	the invitation) and different ways of
		worksheets (see	inviting (phone call, letter, text
		Appendix G as an	message and face to face).

		example), papers and	
		rubbers.	
7. Creating	60	Whiteboard, markers,	The speech act <i>inviting</i> , the structure
invitations	minutes	projector, computer,	"Do you want to?" and two of the
		video called "14	ways of inviting (letter and face to
		COOLEST DIY	face).
		PAPER CARDS",	
		papers, pencils,	
		rubbers, colours,	
		scissors, cardboards,	
		glue and other	
		material for making	
		crafts.	
8. Party time!	60	Whiteboard, markers,	The speech acts requesting, thanking
(Part 1)	minutes	worksheets (see	and <i>inviting</i> , the structures to perform
		Appendix H), papers,	them ("Can I?", "Can you?", "I
		pencils, rubbers and	would like to", "Would you",
		the invitation cards	"Thank you!", "Thanks", "Thanks a
		from lesson 7.	lot", "Thank you very much!",
			"Thank you so much!" and "Do you
			want to?") and the level of
			politeness within the structures.

9. Party time!	60	The worksheets from	The speech acts requesting, thanking
(Part 2)	minutes	the previous lesson,	and <i>inviting</i> , the structures to perform
		the invitation cards	them ("Can I?", "Can you?", "I
		from the lesson	would like to", "Would you",
		Creating invitations,	"Thank you!", "Thanks", "Thanks a
		papers, pencils and	lot", "Thank you very much!",
		rubbers.	"Thank you so much!" and "Do you
			want to?") and the level of
			politeness within the structures.
10. Acting	60	The invitation cards	The speech acts requesting, thanking
out!	minutes	from the lesson	and inviting, the structures to perform
		Creating invitations,	them ("Can I?", "Can you?", "I
		any props students	would like to", "Would you",
		have created to	"Thank you!", "Thanks", "Thanks a
		perform their role-	lot", "Thank you very much!",
		plays and the RPSA	"Thank you so much!" and "Do you
		(see Appendix I).	want to?") and the level of
			politeness within the structures.
11. Diagnosis	60	Multiple-rejoinder	The speech acts requesting, thanking
of the teaching	minutes	DCT test (see	and inviting, the structures to perform
proposal		Appendix J), pencils	them ("Can I?", "Can you?", "I
		and rubbers.	would like to", "Would you",
			"Thank you!", "Thanks", "Thanks a

	lot", "Thank you very much!
	"Thank you so much!" and "Do yo
	want to?").

3.4. Assessment

The purpose of this teaching proposal is to teach students to use three speech acts (requesting, thanking and inviting) in different context of real life, especially in the one related to birthday parties. Therefore, their pragmatic competence and ability to use those speech acts successfully according to the context, will be evaluated.

In order to do that, two different instruments will be used in order to assess students (role-plays and RPSA). The reason of this is that, as Barbosa da Silva (2012) stated, it may be beneficial if different instruments of data collection are used.

In that regard, learners' outcomes of each lesson will be taken into consideration when evaluating their progress. In this sense, pupils will be creating and performing several role-plays throughout the teaching proposal in order to test their ability to use the speech act that is being taught in the given lesson in everyday life situations.

Moreover, a RPSA (see Appendix I) will be conducted as the final task, whereby the teacher will test students' ability to use the three speech acts at the same time in conversational situations. In order to do this, students will have to create four situations, that would occur during the process of organising a birthday party, in which the three speech acts are used. They will also be asked to create the dialogue of the conversations as they will act out all the situations. Immediately after performing each role-play, the members of the given

group will rate on a five-point Likert scale how they use the three speech acts during the dramatization.

On another note, with the purpose of collecting data to discover the strengths and weaknesses of the teaching proposal and for the teacher to be able to know which lessons should be improved or reinforced, a multiple-rejoinder DCT will be conducted for students to show which aspects have been successfully acquired and which ones have been not. In that regard, as commented in previous sections, DCTs are considered to be a good instrument for collecting data when there is a large number of participants. That being said, they have also been criticised due to their poor representation of a real conversation. That is why the proposed alternative by Cohen and Shively (2002/2003) called multiple-rejoinder DCT (see Appendix J) will be conducted, as it reflects the turn-taking of a conversation.

4. Appraisal

4.1. Conclusion

This teaching proposal has been designed with the purpose of making Primary Education students capable of using three type of speech acts (*requesting*, *thanking* and *inviting*) in real life situations, such as shopping, playing with friends, organizing a party and so on. In order to do so, a TSLT approach will be followed, as well as the explicit and deductive instruction methods.

Students will be exposed to eleven lessons whereby they will prepare themselves to do a final task (role play) in the penultimate lesson. Throughout the first seven lessons,

learners will learn about the three target speech acts: what they are, how to use them in different situations and their function. In this line, learners are expected to acquire enough knowledge on the topic to be capable of successfully doing the final task, which is acting out different situations that happen during the process of organising a party.

In that regard, the explicit instruction will provide needed supports to students and direct their attention to the target linguistic features in order to improve their pragmatic competence. This is supported by the Noticing Hypothesis, as it states that SLA can be achieved by students when they are aware of the target linguistic elements they are being taught (Schmidt, 2010).

Furthermore, in order to prepare students to do the final task, the teaching proposal will offer them numerous opportunities to interact, negotiate meaning and learn how to make use of the speech acts through the TSLT approach. This is supported by the Interaction Hypothesis and the Output Hypothesis. In this line, the former states that in order for SLA to take place, comprehensible input is necessary, which will occur during conversational interactions (Long, 1985 and García Mayo and Alcón, 2013). Moreover, the Output Hypothesis proposed by Swain (1985) indicates the importance of providing students with numerous opportunities to produce output in the target language with the purpose of noticing gaps in their language outcomes and, in turn, becoming conscious of their productions in order to produce comprehensible output.

In that vein, different teaching approaches and methods based on cognitive theories have been followed in order to design this teaching proposal that aims to teach pragmatic competence. Therefore, it may be said that if used in a Primary Education context, it will be beneficial for students' outcomes.

Finally, it may be of importance to indicate that it is difficult to offer or propose changes in order to improve the effectiveness of the teaching proposal, as it has not been put in practise. Nevertheless, it may be of convenience to discuss some drawbacks this teaching proposal presents. In this line, it may be said that, as it is related to a Primary Education context, teachers may have to adapt the allotted time for each activity or lesson, as it is difficult to predict how long they will take due to different variables, such as students attitude and motivation, timetable of the school and so forth. Lastly, this teaching proposal has got a high level of dependence on computers and projectors, as several activities require the use of them in order to be successfully conducted.

4.2. Significance

Research and teaching proposals related to pragmatic competence, speech acts or the use of requests, invitations and gratitude in the Primary Education context are scarce. Therefore, it may be said that students are not learning how to use real language in contextualised situations in a proper way at a young age. That is why this teaching proposal may help to fill this gap, as it fosters conversational interaction in the target language, allowing pupils to learn how to make requests, invitations or express gratitude, in situations of different real-life contexts. Additionally, it will also provide a different manner of teaching pragmatic competence. The proposal follows different teaching approaches (explicit instruction, deductive instruction and TSLT), which have not been commonly used in the context of Primary Education. Finally, the teaching proposal will serve as an example for teachers to realise that creating their own materials is feasible, which is of great importance, as those materials will take into account their students' needs, strengths and weaknesses.

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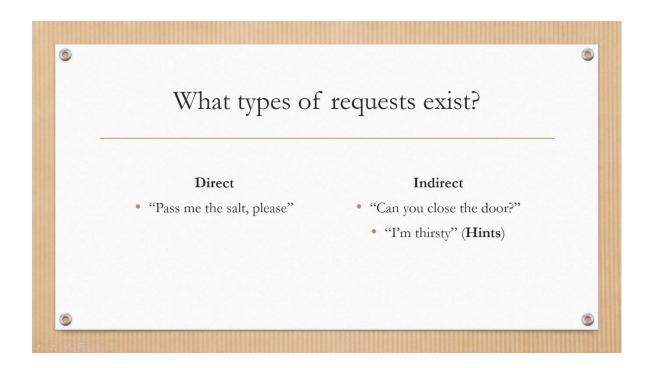
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Appendices

Appendix A: Requests presentation











Appendix B: Worksheet 1

Requests.	
Can you open the door?	Could I play with your ball?
Can I have the pencil?	I would like to have a pizza, please.
Can you tell me the time?	I would like you to close the window, please.
Could I have the skateboard?	I would like to have some water,
Could you pass me the book?	please.
1. Draw.	

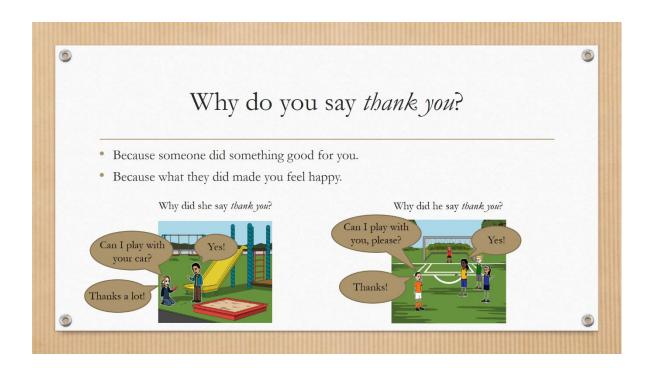
Appendix C: Collage

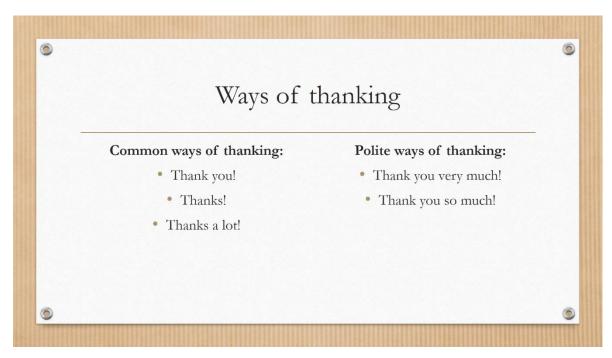


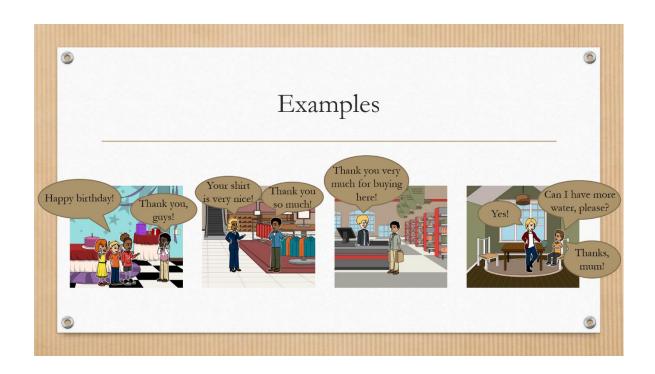
Appendix D: Thanking presentation











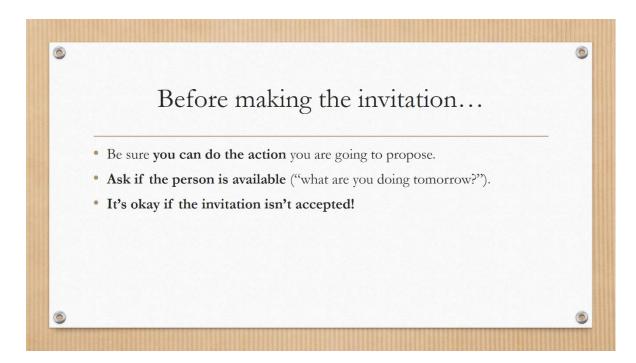
Appendix E: Comic



Appendix F: Inviting presentation











Appendix G: Worksheet 2

Names:

Person A:

You are in the break of the school day playing basketball alone. One of your friends is

alone.

Now: Go where he/she is. Invite your friend to play basketball with you.

Person B:

You accept to play basketball with your friend. After 5 minutes you talk to her/him about

the new game you have.

Now: Invite her/him to play with you at your house on Saturday.

Write your dialogue:

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Appendix H: Worksheet 3

Write.	
Where?	
When?	
Food	
Drinks	
Entertainment (games, music)	
Thing to make, to do (invitations,	
buying food)	
Write.	
Who will buy the food and the	
drinks?	
Who will be the DJ?	
Who will make the invitations?	
Who will buy the decoration?	

Appendix I: RPSA

Name:

1. Evaluate your use of the three speech acts during the role-play.

0)	

Requesting:

very 1

bad

3

2

4

5

very

good

Thanking:

very

bad

1 2

3 4 5

very

good

Inviting:

very

bad

1 2 3 4 5

good

very

Appendix J: Multiple-rejoinder DCT

Name:
1. Requesting.
You are at home. It's lunch time and you are hungry.
Dad: Yes?
You:
Dad: Okay, we can eat soon.
You:
Dad: We can't eat paella because we don't have rice. But we can eat tortilla!
You:
Dad: Yes, you can help me cook.
2. Thanking.
You are at school and it's break time. Your friend is playing with her/his toys. You show
her/him your new car.
Friend: I like your new car, it's very cool!
You:

Friend: Sit with me, you can play with my toys too!
You:
Friend: Do you want to come to my house this weekend?
You:
3. Inviting.
It's your birthday party. You and your friends are at your house. One of your friends is
alone.
You:
Friends: No, I don't want to play tennis, thank you. I'm tired.
You:
Friends: Yes, I'll eat with you later.
You:
Friend: Okay, I'll play with you after we eat.