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Speech acts as a tool to develop oral skills in English:

An elective course for tenth graders

TRABAJO DE TITULACIÓN

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To my parents Víctor and Jacqueline

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Abstract

For tenth graders, the Chilean English as a foreign language curriculum proposed by the Ministry of Education (MINEDUC) shows how important is to speak in English in a globalized world; nevertheless, to achieve this goal students have to express themselves through short monologues and dialogues applying some grammar structures and/or vocabulary; that is, the lesson are grammar-focused and, most of the times, teacher-centered. As a consequence, students cannot develop their communicative competence since these monologues and dialogues are too far from the real world outside the school. The current pedagogical proposal aims at filling this gap through the use of speech acts so as to bring real-life situations into the Chilean classrooms. This project is based on a notional/functional syllabus since students will learn about the functions accomplished when English is used, and on a task-based syllabus for students to perform these functions in a more real context.

Keywords: speech acts, oral skills, communication, communicative competence, real-life interaction.

Introduction

In the Chilean context, the most renowned foreign language-related program is *Inglés abre puertas* (English opens doors). This program was created in 2003 with the mission of improving English skills throughout the country by introducing some reforms in in-service teachers' programs and in the Chilean English as a foreign language (EFL henceforth) curriculum; these reforms also include extracurricular activities for students and teachers (Centro Microdatos, 2009). In spite of those changes, and if we focus our attention on the statistics about how many people in the nation actually speak in English, it can be said that for Chilean people almost all the doors are locked.

In this globalized world, speaking in English became one of the most significant tools to communicate and to connect countries. Kitao (1996) claims that the importance of it has to do with its uses; English is the most important language of news and information around the world: it is the language of business, maritime communication, and international air traffic control. In fact, even movies and music use the English language throughout the world.

Despite the global need for speaking in English, the situation in Chile is different. According to *Instituto Nacional de Estadísticas* (INE), the 2012 census showed that only the 16.4% of the people between the ages 15 and 29 reported speaking and understanding English. These results show that young Chilean people's proficiency in English is low in spite of the mentioned efforts made by the Government.

While the national curriculum states that students must be able to express themselves orally during English lessons, in accordance with the statistics mentioned above, more than half of the students finish high school without the required oral skills in English. Students' lack of oral skills can be explained by the fact that the EFL curriculum mandates that students create

short and simple monologues and dialogues using vocabulary, grammar structures, and other contents taught during each proposed unit (Ministerio de Educación, 2011), which does not necessarily include real-life situations. However, if those texts were focused on real interaction, students would have better opportunities to develop proficiency in English since the process of communication occurs in everyday life; thus, students need to practice it in a real-life environment: with authentic activities and meaningful tasks that promote oral language (Kayi, 2006). In daily interaction, as Searle (1969) argues, the person who is speaking means something; the words he or she is saying mean something; and the person listening to those words understands the meaning of them. Those utterances used in real-life interactions are called *speech acts.*

Speech acts express a function in communication. These functional units are associated with some common and daily actions, such as greeting, compliments, complaints, invitations, requests, to name a few. Since words used in an utterance are linked to the real world—as Searle (1969) emphasizes—they are helpful for students to increase their levels of spoken English; thus, when the situation calls for real communication outside the classroom, they will be prepared to meet the challenge.

This pedagogical proposal is aimed at developing oral skills in tenth graders—at an intermediate level—from *Colegio Aconcagua Quilpué* through a syllabus design based on the current communicative language teaching approach. In this syllabus design, speech acts are used as a way to provide students with the opportunities to interact in English in a more real environment as some daily situations are brought to their classroom. In other words, speech acts are a tool for students to react orally in the target language; as a result, they can use this tool as the starting point to establish an interaction in English. In order to do this, the proposal

incorporates Austin (1962)'s *Speech Act Theory,* which classifies utterances as having three different significances: *propositional or locutionary* meaning, which is the literal sense; *illocutionary* meaning, that is, the social function that each utterance has; and the *perlocutionary* one, which is the result or outcome that the statement produces depending on the context in which is expressed (as cited in Cohen, 1996, p. 384).

The course is based on both notional/functional and task-based syllabus since its main objective is to teach students some of the speech acts functions and to make them apply and perform these functions so as to communicate and interact in the foreign language.

The structure of this report will be as follows. Next, section 2 will present the literature review in order to clarify and define some key concepts of this project. Then, section 3 will display the needs analysis and its results and conclusions, which validate this work. After that, the main part of this project, which is section 4, will focus on the pedagogical proposal, including its rationale, course description, objectives, assessment, syllabus, and scope and sequence. Finally, sections 5, 6, and 7 will provide some sample lessons, references, and appendices, respectively.

Literature Review

This section provides the theoretical basis for this graduation project. The most important concepts of this research, such as speaking in English as a foreign language and speech acts, will be defined by presenting a thorough selection of the main contributions made by seminal works and recent studies.

Speaking in English as a Foreign Language (EFL)

The ability to speak in English is one of the most fundamental concerns for many second-language or foreign-language learners. In fact, many learners of a second or foreign language (L2 or FL, henceforth) evaluate their success in an English course on the basis of how much they have improved their oral proficiency (Richards, 2008). Indeed, Bailey (2003) points out that many people consider speaking as the most challenging skill of all for two reasons. Firstly, in contrast to reading or writing, speaking happens in real time: when a person is speaking, the interlocutor is waiting for an instantaneous answer. Secondly, when a person speaks, it is really difficult to edit and correct what he or she is saying.

The author also classifies the four skills in terms of their direction. *Productive* language is the one generated by the apprentice—speaking and writing, and language directed at the learner is known as *receptive*—listening and reading. Bailey (2003) also emphasizes the idea of the *channel*, which is related to the means of the message, and it can be *aural/oral* or *written.* Hence, "speaking is the productive aural/oral skill" since it resides in the construction of "systematic verbal utterances to convey meaning" (p. 48).

In terms of language teaching, Richards (2008) highlights that deciding how best to approach the teaching of oral skills has been the focus of methodological discussion for a long time. Writers apply a variety of approaches, which fluctuate from *direct approaches* (focused on

specific features of oral interaction) to the *indirect* ones (which produce situations for oral interaction through task work, group work, and other tactics).

Since one characteristic of the human communication is being in constant interactions with others, it has been important for teachers to create an atmosphere inside the classroom where students can take part in real communication in an FL (Gutiérrez, 2005). Rivers (1987) declares that when students interact in the target language, they can use and apply all they have learned in real life exchanges (as cited in Gutiérrez, 2005, pp. 84). As a consequence, the present *communicative language teaching* approach (CLT henceforth) was designed in order to motivate learners to develop their *communicative competence,* which, according to Savignon (1972), is the ability of language learners to interact with other people (as cited in Savignon, 2007, p. 209). She also identifies CLT as the approach that helps students meet their immediate and long-term social interaction needs.

The fact that humans are social individuals justifies the application of the current approach to teach a language, known as c*ommunicative language teaching* (CLT)*.* However, it is worth adding the history of how speaking in EFL has been taught before CLT.

The background of teaching oral skills. According to Richards (2006), before the current CLT approach, language teaching has been reformed many times in terms of methodology in the last 50 years. The author groups these changes into three phases: "(1) Traditional approaches (up to the late 1960s), (2) Classic communicative language teaching (1970s to 1990s), and (3) Current communicative language teaching (from late 1990s to the present)" (p. 6).

Bailey (2003) explains that the traditional approaches—including the *audiolingual method*, the *grammar translation method*, and the *direct method*—were focused on the

repetitions and mastery of drills; for this reason, teachers for a long time taught speaking by making their students repeat words or sentences, learn grammar rules, study vocabulary, and recite dialogues that were learned by heart. Learning to speak in an L2 was thought to happen by practicing grammatical structures that could later be used in some conversations.

Richards (2006) discusses that the priority given to *grammatical competence* was seen as the basis of language proficiency, and it was justified in the belief that grammar could be learned by direct instruction. He adds that this approach was *deductive* since teachers taught grammar rules to their students, and then they gave opportunities for them to practice these rules. Later, when learners had a basic command of the grammar rules—learned through drilling and controlled practice—the four skills were introduced.

Nevertheless, Richards (2006) explains that in the 1970s, the focus on grammar structures was questioned as specialists realized that "language ability involved much more than grammatical competence" (p. 9). Thus, attention was paid to the learners' understanding and abilities needed to apply grammar and language in an appropriate way in different communicative circumstances; for instance, "making requests, giving advice, making suggestions, describing wishes and needs, and so on" (p. 9).

Clearly then, a new approach was needed to achieve specialists' ideals. The *classic communicative language teaching* was initiated in order to fill that critical gap. This approach postulated that humans learn a language by interactions, so students should interact during their classes rather than simply remember grammar structures and vocabulary (Richards, 2006).

Van Ek and Alexander (1980) establish that in order to develop *communicative competence* in students, some points had to be considered: the purpose for which the persons want to acquire the new language, the setting in which the target language will be used, the role

the student will adopt when using the language, the communicative events in which this person will take part, the language functions intricate in those events, the notions involved—what the learner will need to talk about, discourse and rhetorical skills that the student need to communicate in the real world—for example, when giving a business presentation, the variety of the FL required—American, British, etc., the grammatical and lexical content needed (as cited in Richards, 2006, pp. 9-10).

Moreover, Dörnyei (2009) mentions that the classic CLT was based on the student's contribution in significant L2 interactions in communicative circumstances. In these communicative situations, learners had to complete "less structured and more creative language tasks" (p. 162). Therefore, the memorization of dialogues was substituted by games, problem-solving activities, and role-playing; and pattern drilling was replaced by communicative drills.

Current communicative language teaching. Richard (2006) comments that many language teachers consider CLT as their methodology of choice; however, if they are asked to give more details about this method, their explanations are diverse. He postulates that CLT can be defined "as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (p. 2).

The basis of this new approach can be explained in five principles: (1) Students learn an L2 or an FL by communicating in it, (2) Teachers' role is to encourage authentic and meaningful communication inside the classroom through real-life activities and tasks, (3) Fluency is an important dimension of communication, (4) Within the communication processes different skills need to be integrated, and (5) Learning, as a process of creative construction, consist of trial and error (Walia, 2012).

It is important to mention that the focus of the CLT approach is on the learners, and that its main goal is to develop their *communicative competence*. Based on Dell Hymes' idea that the knowledge of grammar is not enough to learn how to communicate in a new language, Rickheir and Strohner (2008) claim that communicative competence is the ability that helps people reach their goals in life.

In fact, as Jensen and Trenholm (1988) define the concept of *communicative competence* as "the ability to communicate in a personally effective and socially appropriate manner" (as cited in Ma, 2009, 41). In their seminal work, Canale and Swain (1980) declare that the communicative competence is made up of four components: (1) *grammatical competence,* which has to do with the learner's knowledge of words and sentences—including grammar, vocabulary, and phonology—in order to express a message full of meaning; (2) *sociolinguistic competence*, in which the learner needs to know what is expected in the society and culture where he or she is immersed—it has to do with being accurate and appropriate to the sociocultural norms; (3) *discourse competence*, related to rules of cohesion and coherence—to make sense of what the person is saying; and (4) *strategic competence*, which is the tactics (verbal and non-verbal) that a learner uses to manipulate the target language in order to communicate—avoiding breakdowns in communication (as cited in Ma, 2009, 41 and in Coh and Burns, 2012, p. 51).

Furthermore, teachers should pay systematic attention to functional as well as structural aspects of the target language, trying to fuse them in a communicative way (Littlewood, 1981). Similarly, the idea of functions in a language has been studied by philosophers like John Langshaw Austin and John Searle who "have tried to understand how an infinite number of sentences might reflect a very finite set of functions" (as cited in Hatch, 1992, p. 121). Thus, they

established *speech acts* as the classification of this limited number of functions in

communication.

Speech acts

   The area of linguistics that studies speech acts is called *pragmatics,* which is defined as

"meaning in use" and "meaning in context" (Thomas, 1995, pp. 1-2). That is, it is the context the

one that interferes with the interpretation or meaning of language. Indeed, Cohen (1996) defines

a *speech act* as a "functional unit in communication" (p. 384), which, according to Austin's

theory of speech acts (1962), can have three kinds of meanings. The first is the *propositional* or

locutionary meaning, which is the literal meaning of an utterance; for instance, if a pupil says to

a teacher or sends a note, 'It is hot in here,' the locutionary meaning would be related to the

temperature inside the classroom. The second kind is the *illocutionary*, which is the social

function that the unit has. In the same example of the pupil and the teacher, the illocutionary

meaning would be a request or a complaint: the student wants the teacher to turn down the heat,

for example. And the *perlocutionary* meaning or force, which is the result that an utterance has

in a given context: the teacher turns down the thermostat in the classroom (as cited in Cohen,

1996, p. 384).

   To understand this idea better, Bach (2006) explains it with an example taking the case of

an apology. If a person says, "I'm sorry I forgot your birthday" (p. 153), and intends this

utterance as an apology, the person is expressing regret for having forgotten the listener's

birthday. An apology is the act of expressing regret for something—knowing that another person

is hurt or bothered; it is communicative because it is expressing an attitude (regret); and it can

succeed if the other person understands the idea. The author emphasizes that understanding is

parallel with communicating. Communicative success is accomplished "if the speaker chooses

his words in such a way that the hearer will, under the circumstances of utterance, recognize his communicative intention" (p. 153). Thus, if a person hits someone and says "Oops" in the correct way, the utterance will be also taken as an apology.

As the context sets the intention or meaning of each utterance, it was somehow difficult for philosophers to assign functions to sentences since sometimes speakers do not mean what they are saying; for instance, in sarcasm, in which the speaker's intention is completely different from what he or she actually says (Hatch, 1992).

Searle (1969) divided speech acts into five categories: *directives, commissives, representatives, declaratives,* and *expressives.*

- *Directives*: speech acts that are used when the speaker wants the listener to do or stop doing something (a request). For example, "Could you do the dishes?" (Hatch, 1992, p. 122). Other examples are ordering, commanding, pleading, begging, entreating, daring, inviting, and questioning, among others (Brinton, 2000).

- *Commissives:* these speech acts can function as promises or refusals for some action, the commissives speech acts can vary in strength. For example, "Don't worry, I'll be there" that is very different from saying "Maybe I can do that tomorrow" (Hatch, 1992, p. 125). Brinton (2000) also adds vowing, pledging, threatening, agreeing, and consenting as examples of this category.

- *Representatives:* these are the speech acts that can be judged for truth value. For instance, "I went to the Amish quilt exhibit." Representatives "may vary in terms of how hedged or aggravated the assertion might be:" it is very different to say "Darwin was partially correct" than saying "Darwin was wrong" (Hatch, 1992, p. 127). More examples of

representatives are declaring, describing, claiming, stating, telling, and insisting, among

others (Brinton, 2000).

- *Declaratives:* they bring a new state of being. For example, when a priest says "I now

  pronounce you husband and wife" (Hatch, 1992, p. 128). It is important that the person

  who utters this kind of speech act have the power to change a state—a judge, a

  policeman, a doctor, etc. Brinton (2009) also includes declaring war, seconding a motion,

  firing, nominating, betting, and divorcing as examples of this group.

- *Expressives:* they show happiness, delight, pleasure, or disappointment, sadness, and so

  on. Likes and dislikes are also included in this classification. For instance, "Oh my, that's

  terrible!" (Hatch, 1992, p. 129). Other examples are thanking, apologizing, consoling,

  congratulating, greeting, welcoming, and deploring (Brinton, 2000).

  Speech act functions and subfunctions. Each speech act function can be divided into

some subfunctions. This information is included in Table 1.1.

Table 1.1. Speech acts major functions (from Hatch, 1992, p. 131)

Function	Example	Speech act equivalent
Exchange factual information	The plane departs at 7:10	representative
Exchange intellectual information	These arguments are correct	representative
Exchange emotional attitudes	I'm worried about my term papers	expressive
Exchange moral attitudes	I appreciate your help	expressive
Suasion	Hand in your assignments	directive
Socializing	Hi, Larry, how are you?	directive? (i.e., "Tell me how you are.")

As mentioned before, each function is then divided into subfunctions. Table 1.2 displays

these subfunctions.

Table 1.2. Speech acts subfunctions (from Hatch, 1992, pp. 131-132)

Function	Subfunctions
Imparting/seeking factual information	identify, ask, report, say, think X
Express/discover intellectual attitudes	state whether you/ask if others: agree or disagree, know or don't know, remember or forgot, consider X possible or impossible, are capable or not capable, consider X logical, consider (others) certain or uncertain, consider (others) obliged to do something, ask or give permission, accept or decline an offer or invitation
Express/inquire about emotional attitudes	express your own/question others' interest or lack of interest, surprise, hope, disappointment, fear or worry, preference, gratitude, sympathy, intention, want or desire
Express/question moral attitudes	express or request: apology or forgiveness, approval or disapproval, appreciation, regret, indifference
Suasion	suggest, request, invite, instruct advise or warn someone to (not) do something offer or request assistance
Socializing	greet, introduce, attract attention, propose a toast, congratulate, begin a meal

The author adds that these lists of functions became the basis for syllabus design in language teaching. These syllabi are proposed to teach functions used in real interactions; for instance, teaching students how to show interest in something, to invite somebody to do something, to apologize, and so on.

Speech act in teaching and learning. Cohen (1996) claims that when it comes to learning speech acts, FL students gain a great control of the vocabulary and grammar of the language without having control over the pragmatic or functional uses of the language—those expresses by speech acts. That is, pupils may know many forms for apologizing or offering their thanks, but they may not be sure when it is appropriate to use one or another. For this reason, investigators have studied empirically the effects of transfer from native language on the

sociocultural choices made by students and on the *sociolinguistic forms* used when performing speech acts in an FL/L2.

Sociocultural choices refer to the learner's ability to decide whether it is correct to perform the speech act in a given situation or not; and if it is acceptable, to select one or more semantic formulas that would be suitable in the performance of the given speech act. A *semantic formula* "is a word, phrase, or sentence that meets a particular semantic criterion, any one or more of which can be used to perform the act in question" (Cohen, 1996, p. 254). For this reason, the speaker needs to take into account (1) "the culture involve," (2) "the age and sex of the speakers," (3) "their social class and occupations," and (4) "their roles and status in the interaction" depending on the language situation involved (p. 254). For instance, the semantic formula of expression of apology could serve as an apology—"I'm really sorry" (p. 254), or as an acknowledgement of responsibility and an offer of repair—"I wasn't looking where I was going," or "let me pick them up for you" (p. 254). Hence, sociocultural knowledge is used to decide whether a speech act set is appropriate or not.

Cohen (1996) adds that the *sociolinguistic forms* refer to the actual language forms that the speaker uses to perform the speech act; for example, *sorry* or *excuse me*. The learners' sociolinguistic ability has to do with the control over the register of these forms—from informal to formal; and it is important for the speaker to pay attention to what is said in order not to seem rude or insulting in a given context.

Accordingly, EFL teachers should provide their students with some strategies to perform a function properly depending on the given context. Following this idea, Cohen (2005) presents *speech act learning strategies* and *speech act use strategies* to achieve the proper usage of speech acts. Speech act learning strategies include the following: (1) Taking practical steps to

gain knowledge of how specific speech acts work; for this is necessary to identify the L2 speech acts to focus on—their frequency of use, their value in discourse, and their role in a given community; and to gather information on how those speech acts are used by native speakers in different situations (at the workplace, in informal situations, etc.), (2) Conducting a simple cross-cultural analysis by thinking about the appropriate things to say depending on the contexts, identifying the sociopragmatic norms for using one speech act or another in English, identifying the semantic formulas and linguistic structures to use, determining the difference and similarities between the L2 or FL speaker's culture and the targeted one, and, if possible, ask native speakers for guidance, (3) Accessing published materials about speech acts, which are available on websites, articles, and books.

Speech act use strategies include: (1) Devising and remembering speech act material that has already been learned, (2) practicing them in imaginary interactions with peers, in role-plays, and, if possible, in real interaction with native speakers of English, (3) asking for feedback to see what has been used appropriately and what has not, and (4) determining speakers' own learning style preferences to acquire speech acts more easily (Cohen, 2005).

Research on speech acts. Here it is worth mentioning Molina's (2011) proposal of using speech acts to develop conversation in an FL. Firstly, the author states that conversation in any language needs reciprocity; thus, it is useless to provide students with language just from one side. Even if the EFL teacher has a great command of the language, it is crucial to find a way of creating environments in which conversation in the FL is possible. The author also adds that it is not worthy "to let students speak in pairs if they are not aware of the techniques or tools they need to use to thank, express regret, order, etc." (p. 14). When learners are not aware of these techniques, they tend to translate everything from their mother tongue not taking into

consideration the way in which what they are saying is conveyed in the FL. Teachers must teach students that conversation is indispensable for communication and that is the main purpose of every language.

Following this idea, Roger (2008) claims that "conversation is not just saying something grammatically correct; it is a social activity and has a multitude of internal and social rules" (as cited in Molina, 2011, p. 14). Generally speaking, students are good at speaking in their mother tongue, so if teachers want them to learn how to do it in the FL, they need to be exposed to an authentic and motivating input so as to produce an authentic output, too. Molina (2011) proposes speech acts as this motivating and authentic input since "people constantly find themselves in situations in which they need to use speech acts" (p. 14). Following this, in the classroom teachers have to present the most common speech acts to help students understand the pragmatic aspects of language. As a result, pupils can get familiar with them and can be able to analyze and use the speech acts they feel more useful for each situation. Additionally, Molina (2011) claims that if teachers use speech acts as the basic element to teach conversation among FL learners, it is easier to select materials and organize the contents of each session and activity or task.

In her proposal, Molina (2011) applies the *awareness raising approach* because, as Nolasco and Arthur (1987) state, the most important aspect to develop oral skills in English is that learners need to be conscious of how native people speak in the target language (as cited in Molina, 2011, p. 16). This is the reason why it is very important for teachers "to provide students with direct instructions for the better observation of the different aspects of language" (p. 16). Hence, working with speech acts inside the FL classrooms makes students see what they can transfer from their mother tongue to the FL: which strategies can be used in each situation, what can be considered as an offence, and how people relate in each speech act. In order to develop

their autonomous learning, two kinds of activities are proposed: (1) Activities which aimed at raising their awareness—making students closer to the FL, and (2) Activities which offer opportunities for communicative practice during the lessons.

Another proposal on teaching oral skills through the use of speech acts is the one made by Gesuato (2013), in which she presents an approach to develop oral interactional skills in FL students. Gesuato's (2013) proposal aims at building a repertoire of communicative strategies—both as initiating a conversation and as a responding participants of it, and a conversational behavior in the production and reaction of speech acts, such as apologies, thanks, complaints, compliments, offers, and requests—even though she works with apologies. In this project, students are exposed to model interactions, guided in the analysis of the different speech acts, and engaged in activities that motivate their autonomy; for instance, understanding the context and purpose of a situation, recognizing its importance, imitating and role-playing the interaction, among others.

Gesuato (2013) claims that speech acts "represent a core area of pragmatics, in which the structural, systematic co-construction of discourse as a result of participants' sequentially ordered contributions" can be seen in everyday life (p. 75). The author's work raises awareness of interactional mechanisms and activates FL students' oral skills. The approach is based on Bardovi-Harlig's (2011) idea of "without input, acquisition cannot take place" and "learners need help in interpreting the social use of speech acts" (as cited in Gesuato, 2013, p. 76); which cannot be possible through teacher-centered lessons or English textbooks. She also emphasizes the importance of negotiation of meaning and interactional adjustment, for they facilitate learning; in addition, Alcon-Soler (2005) claims that learning requires attention: noticing and awareness must be accompanied by processing of the input through practice—both inside the

classroom and in social interaction where learning can be used—in order to store knowledge in students' long-term memory (as cited in Gesuato, 2013, p. 76).

Thus, this part of the project provides evidence on how speech acts hold a promise in developing FL learners' oral skills. The works presented are a reference for this pedagogical proposal, its activities, and its scope and sequence.

Needs Analysis

In this part of the project, all the sources collected for the needs analysis will be presented, including their results. In order to collect important data about the target audience—tenth graders from *Colegio Aconcagua Quilpué*—the three following sources were considered:

1) A needs analysis survey, which involved seven questions, directed to the target group so as to collect important information about their needs regarding oral skills. This survey was design on the framework proposed by Dudley-Evans and St. John (1998), in which the authors consider the Present, Learning, and Target Situation Analysis of the group to be analyzed. It is important to mention that the survey was applied to 29 out of 31 students.

2) A needs analysis survey, which consisted of ten questions, administered to four teachers of English from *Colegio Aconcagua Quilpué*; the questions of this survey were based on students' answers in order to see if teachers agree or disagree with student's opinions, and to see if they could add some ideas to what pupils have already expressed. In addition, the survey was made to get extra information about teachers' beliefs about the target group's oral proficiency in English. It is worth mentioning that the original idea was to interview some of the teachers; however, this could not be possible due to the teachers' lack of schedule availability.

3) Observations made in the researcher's final practicum during this semester. This empirical observation helped to find these students' main need.

These different sides will be taken into account in this needs analysis in order to consider a more varied perspective for this pedagogical proposal.

The Students' Angle

As mentioned before, the survey administered to the students (Appendix A) consisted of seven questions. Its main objective was to gather data about their oral proficiency in English, including their lacks, fears, and wants. The framework used to design this survey was proposed by Dudley-Evans and St. John (1998), who recognize three different types of analysis:

1) The Present Situation Analysis (PSA henceforth), which takes into account learners' language proficiency before the course; in other words, their strengths and weaknesses in the target language.

2) The Learning Situation Analysis (LSA henceforth), which is related to the students' opinions, views, needs, fears, and concerns in relation to FL learning.

3) The Target Situation Analysis (TSA henceforth), which has to do with the linguistic contents that the target group is expected to learn. It can be considered the main goal of the course.

This survey took into account both LSA and PSA. However, TSA was not considered in this survey because the main goal for this group is to develop students' oral skills in English.

First of all, on the topic of LSA questions, the results showed that 42 percent of the students cannot express their ideas orally in English because they do not know the grammar structures they should use in each situation, while 38 percent of them declared that they do not do it because they do not know the vocabulary they need in each context. Other students stated that they do not speak in the target language for fear of embarrassment and ridicule (8 percent)— which shows a lack of confidence before speaking. The same percentage of students affirmed that they do not have the opportunities to speak during English lessons, whereas 4 percent of them think that speaking in English is difficult.

However, they do believe that speaking in English is important (93 percent)—just 7 percent of them think that it is not necessary to speak in this language. Regarding this idea, pupils that consider speaking in English as essential, declared that it is because English would be necessary for their future job or career (23 percent); it is crucial in a globalized world (23 percent of them); it is important if they travel abroad or visit a relative in an English-speaking country (22 percent); or if they use the Internet, talk to people online, or surf the Web (17 percent). Other students stated that it is necessary for them to speak in English because they have friends that are native speakers (9 percent of the students), while 6 percent declared that it is important if they want to read articles in English or search information on the Internet.

In regards to speaking in real situations, one hundred percent declared that they would feel more comfortable speaking in English if they had to do it in a more real context, while 90 percent of them indicated that they would like to learn how to speak in English in this type of situations—just 10 percent of them would not. In terms of the real situations themselves, they would like to learn how to greet people in English (19 percent), to compliment somebody (18 percent), to invite somebody to do something (18 percent, too), to request somebody to do something (17 percent), to refuse (to do) something (14 percent), and to complain (14 percent).

Secondly, there was only one question regarding PSA since the evaluation of students' present situation cannot be done through a written survey. That is why PSA will be analyzed based on the observation of this class. Nevertheless, this question's goal was to see how students would react to a real situation based on a speech act; for instance, if a native friend says "It is cold in here!" Thirty-one percent of them stated that they would close the window; another 31 percent would give this person a jacket; 28 percent would think that the person wants to talk

about the weather; 10 percent of them would do nothing; and none of them would think that the person is cold (in spite of closing the window or giving the person a jacket).

Consequently, it can be said that these students' lack of oral skills may not only be because they are not interested in English, but it may very well be because the way in which English has been taught has not been adequate for their needs. As a matter of fact, they tend to think that English is mainly grammar; however, they want to use this FL to face real-world situations, in which grammar is not necessarily the most important aspect. Additionally, they showed a great interest in learning how to interact in real situations rather than in fictional contexts. Finally, it is necessary to teach different real situations for learners to know how to react to them.

The Teachers' Angle

As mentioned before, four teachers of English answered this survey (Appendix B) aimed to complement students' points of view. The survey included nine questions and one space to add any farther comment regarding the topic.

First of all, just three out of four teachers have taught English to this class/level. The ones that have taught them were asked to classify the group's oral proficiency using numbers from one to five (one was considered the lowest level). They stated that these students' oral proficiency is between level two (67 percent) and three (33 percent).

Concerning these teachers' lesson plans, 75 percent of them use between ten and twenty minutes per lesson for speaking activities, while 25 percent use more than 30 minutes per class. In spite of this time intended for speaking, teachers believe that students do not speak in English because some of them think that perfection and fluency are crucial from the very beginning. As a consequence, students do not feel comfortable taking risks or making mistakes while speaking in

an FL—which is a natural part of the process. Teachers also declared that students tend to translate every single word in their minds before interacting even though they know the grammar structure to be applied in each situation; and finally, they stated that students do not use the time for speaking in English wisely during the lessons.

Additionally, teachers think that this situation can be overcome by practicing more production and interaction in English (75 percent) and by teaching more grammar structures and vocabulary together with the practice (25 percent of them). In addition, 50 percent of them have incorporated real-life situations in their lesson to improve oral skills, while the other 50 percent have not. Nevertheless, all of them think that it is a good idea to incorporate these situations and to use speech acts to do it because they make students feel closer to their world outside the classroom and feel more motivated about learning. Finally, they added that genuine communication has to do with real life, so it can be concluded that to learn an FL, this must be taught just like people learn to speak in their mother tongue: with real interaction.

As a conclusion, teachers are aware that students are not proficient in English, and they try to incorporate speaking in their lessons. However, the approach and/or methods used might not be the most appropriate ones as they are not tailored to his particular audience's needs.

The Researcher's Observations

The final angle to be analyzed is my own observation of this group from March to May, 2015. Since I have been doing my final practicum in this school, I have had the opportunity to both observe the class and evaluate their performance in English regarding oral skills. As a result, I can conclude that PSA is the following:

The target group is at an intermediate level since the school separates each class in three levels, so this group is formed by all the tenth graders that are at an intermediate level of English.

One of the main characteristics of this level is that they are able to understand written and oral English and to produce written English; however, when it comes to speaking in the FL, it is very difficult for them.

As a consequence, when they have to speak in English, they either tend to translate everything before speaking or they prefer to keep in silence. Nonetheless, when the topic is motivating for them, they try to express themselves in English—despite the mistakes they might make. Here, it is important to add that there are three students who are really afraid of speaking in public, and they avoid all these situations—even in Spanish.

Conclusions

After analyzing these three data sources, the following conclusions, which will be the base of this project, can be drawn:

1) Students want and need to speak in English for many reasons. The most relevant are to perform well in their future job or career; to respond to the demands of a globalized world; to travel abroad or to visit a relative in an English-speaking country; and to use the Internet, talk to people online, or surf the Web.

2) Students would like to speak in real situations and they would feel more comfortable doing it.

3) Students need to know that grammar structures are not the main factor when speaking in English, especially if they want to communicate in this language.

4) They need to learn how to react to and interact in different situations and to recognize the interlocutor's intentions.

5) The way speaking is taught need to be changed, and a good tool for this is the use of speech acts since they carry a real function in communication and can guide students to improve their oral skills.

6) Activities and tasks used to develop their oral skills in English must be designed in order to develop students' confidence and to overcome their anxiety and fear.

Pedagogical Proposal

Rationale

This pedagogical proposal aims at filling a gap in the current Chilean EFL curriculum proposed by MINEDUC, concerning students' oral skills development. Since the existing curriculum suggests only hypothetical situations—monologues and dialogues really disconnected from real world—to enhance learners' ability to speak in English, students do not enjoy English lessons as much as they would, which may hinder their oral abilities. The needs analysis conducted showed that the target students would feel more comfortable speaking in English if real-life situations were brought to their classes. In consequence, this project proposes to take real-communicative instances into the classroom through the use of speech acts, so as to make English lessons more meaningful for students.

The target audience of this project is tenth graders from *Colegio Aconcagua Quilpué*. The decision was based on the class' level of English, as they are at an intermediate level in which they are able to understand oral and written English, and to write in English; however, it is hard for them to speak in the FL. For this reason, the other three skills will be useful to boost their oral ability.

Consequently, the main focus of the course will be on speaking activities, but using the other skills—as well as grammar—as mechanisms to promote students' oral skills' improvement. This work aims at making FL learners to interact with peers in a more real context, as opposite to what commonly happens inside the FL classrooms, where the lessons are teacher-centered and focused on grammar instruction.

It is worth mentioning that the beginning of the course might not be motivating for students because the first unit is mainly to conceptualize speech acts and their importance. In

order to engage students from the first class, the material and resources used during the lessons will be colorful, including current famous characters and topics that would interest them. Additionally, from direct observation it is possible to state that some of the target students are afraid of speaking in public (either in Spanish or English), and for this reason, the oral activities will be in pairs or small groups so as to promote collaborative work and scaffolded help. Thus, they can correct each other's mistakes in a more confident and friendlier environment.

Course description

Name of the course: Speech acts as a tool to develop oral skills in tenth graders.

Type of course: Elective.

Target audience: Tenth graders from *Colegio Aconcagua Quilpué*.

Number of students: 31 students.

Type of syllabus: notional/functional and task-based.

Duration (length): 4 months (one weekly session of 90 minutes).

Teacher: Javiera Ramírez Cornejo.

General objective

At the end of the course, students will be able to communicate orally in real life situations in English.

Specific objectives

In this course students will be able to:

- Understand what speech acts are.

- Understand speech acts' importance.

- Recognize and differentiate some speech acts.

- Understand different real situations.

- Interact in different real situations.

- Design scripts to role-play and simulate.

Cross-curricular objectives

In this course students will be able to:

- Work collaboratively in pairs and small groups.

- Be respectful with others.

- Share ideas.

- Help classmates.

- Develop learner autonomy.

- Appreciate English-speaking cultures.

Assessment

This course contemplates different types of assessment. During each class, students will have time to share ideas and opinions, and to summarize what they have learned up to that point. These class discussions and plenaries will be formative assessment procedures; by doing this, they can recall the contents taught during the classes in order to incorporate them into their long-term memories.

From unit 2 to 4, pair and group work will be based on role-plays assessed by classmates—these role-plays include the contents taught during each lesson. Additionally, each unit will involve a small project in the last class, which will be assessed by the teacher—these small projects are role-plays that include the contents seen during each unit. At the end of the course (unit 5), there will be a final group project assessed by the teacher. The peer-assessment process will be based on a checklist (Appendix C) and the assessment by the teacher—small

projects and final project—will be based on a rubric (Appendix D and E: Guidelines and Rubric, respectively).

The final project mentioned will be a video in which students show a sophisticated simulation—including costumes, make-up, and props. In this project they will have to perform different pretend real-situations applying the contents they have learned. Additionally, students will have the opportunity to evaluate themselves using a checklist (Appendix F), which includes not only their performance in the final project, but also their performance during the whole course.

Finally, it is important to mention that their participation and attendance—including punctuality—during each lesson will be considered on their final grade. Class participation will be based on the activities carried out during each lesson, which can be discussions, role-plays, brainstorming, interviews, story completion, and reporting.

This chart includes all the assessment instruments:

Assessment	Percentage
Peer-assessment (9)	10%
Small projects (3)	40%
Final project	30%
Self-assessment (1)	10%
Class participation and attendance	10%

Course syllabus

For this elective course two types of syllabi are going to be combined: notional/functional syllabus and task-based syllabus. Rahimpour (2010) defines the notional/functional syllabus as

the one in which "the content of the language is a collection of the functions that are to be performed when language is used" (p. 1661). In this elective, students will learn about speech acts, which represent functions in communication; so students will study the different purposes that people express when speaking. On the other hand, the task-based syllabus is the one in which the content is a series of different purposeful tasks that learners need to complete and perform with the language they are learning during a course (Rahimpour, 2010). In this case, the tasks will be based on the speech acts functions and their subfunctions; for instance, requests, greetings, invitations, refusals, to name a few (Hatch, 1992). The purpose here is to develop learners' oral skills through the performance of these activities, and students will have the opportunity to use a variety of language functions and skills when they complete the tasks.

In sum, the lesson plans of this course are organized in the presentation of some functions and their practice in a communicative and meaningful way. It is important to mention that since there too many speech acts subfunctions, this course will focus on just nine of them: greetings, compliments, congratulations, requests, invitations, refusals, complaints, apologies, and thanks— adapted from Hatch's (1992) classification. Finally, the lessons will follow the Engage, Study, and Activate model (ESA). The reason for using this model is that it involves communicative language teaching in which students are engaged to perform speech acts after raising their awareness about them.

Scope and sequence

Unit	Objective(s)	Content(s)	Materials	Assessment	N° of sessions
1. Speech acts: what are they?	-To understand what speech acts are. -To understand speech acts' importance. -To recognize and differentiate some speech acts.	-Definition of speech acts. -Speech acts functions and subfunctions. -Examples of speech acts.	-PowerPoint presentation. -Handouts. -Pictures. -Video.	-Class participation.	2
2. It is nice to be nice	-To understand different real situations. -To interact in different real situations. -To design scripts to role-play.	-Greetings. -Compliments. -Congratulations.	-Handouts. -Pictures. -Videos.	-Class participation -Peer-assessment -Small projects	4
3. It is almost time to party!	-To understand different real situations. -To interact in different real situations. -To design scripts to role-play.	-Requests. -Invitations. -Refusals.	-Handouts. -Pictures. -Videos.	-Class participation -Peer-assessment -Small projects	4
4. Take it easy!	-To understand different real situations. -To interact in different real situations. -To design scripts to role-play.	-Complaints. -Apologies. -Thanks.	-Handouts. -Pictures. -Videos.	-Class participation -Peer-assessment -Small projects	4
5. Lights, camera, action!	-To design scripts to simulate.	Previous contents: Greetings, compliments, congratulations, requests, invitations, refusals, complaints, apologies, and thanks.	-Handouts. -Sheets of paper. *Outside the classroom they will need a camera, costumes, props, etc.	-Final project (assessed by the teacher). -Self-assessment.	2

Sample Lessons

Lesson N°1

Unit 1: Speech acts: what are they? (First session)

General objective:

- ✓ At the end of the lesson, students will be able to understand what speech acts are.

Specific objectives:

- ✓ Students will understand speech acts' importance.
- ✓ Students will recognize and differentiate some speech acts.

Cross-curricular objectives:

- ✓ Students will work collaboratively in pairs.
- ✓ Students will be respectful with their classmates and teacher.
- ✓ Students will share ideas.
- ✓ Students will help classmates.

Warm-up activity: What are your expectations for this course?

TEACHER'S NOTE: Greet your students and introduce yourself before starting. Then, give them a sheet of paper in which they have to write down all the expectations they have for this course. In order to do this, read the following instructions to them. They will have five minutes to do it.

Instructions:

- You have received a piece of paper in which you have to write down all the expectations you have for this elective course.
- Remember than the course is called: "Speech acts as a tool to develop oral skills in English."
- After five minutes, you will share your expectations with the class.

Write your expectations here:

_____
_____
_____
_____
_____
_____

Students' expectations may be many. Hopefully, they will write that they are going to learn about speech acts, learn how to speak in English, learn about real situations, or develop their oral skills.

Presentation: Speech acts.

TEACHER'S NOTE: Before showing the PowerPoint presentation, show your students these three pictures taken from *Family Guy* and *The Simpsons* in which the characters are expressing a speech act function. Read the instructions to the class and give them ten minutes to observe and discuss the pictures with a partner.

1)

2)

3)

Instructions:
- Look at these pictures.
- What do you think it is happening in each picture?
- What do you call these situations?

TEACHER'S NOTE: They might say many things; guide them to the idea that some daily-life expressions are called speech acts, which represent a function in communication. In this case, the first picture shows both a compliment and an expression of gratitude, the second one shows a request, and the third picture shows Homer apologizing to Marge.

Once they have answered the questions, show the presentation.

Speech acts

Unit 1: Speech acts: what are they?

Definition:

- A speech act is a **functional unit** in communication.
- You can find many speech acts in your **daily life**: when we offer an apology, when we greet somebody, when we invite someone to do something, etc.
- A speech act may contain just ONE word; for instance, "Sorry!" (which is an apology) or many words or sentences: "I am really sorry! I forgot our date."
- Speech acts include **real-life interactions**, so require not only knowledge about the language, but also appropriate use of that language in a given culture.

Adapted from:
http://www.carla.umn.edu/speechacts/definition.html

One utterance, three meanings

- They can have <u>three different meanings</u>:
- ➔ Somebody says: "It is hot in here!"
  Meanings:
1) The person is talking about the temperature.
2) <u>Request or complain</u>: the person wants somebody to turn down the heat.
3) The result: the other person turns down the heat.

Importance

- Speech acts are <u>present in our daily life</u> (not only en English, but also in our mother tongue)
- They are useful to <u>express ourselves</u>
- They help us to <u>communicate with others</u> (even with native speakers of English)

Importance

- We <u>can do things or change situations</u> with speech acts. For example,
1) It is cold in the room ➔ You say: "Could you close the door?" ➔ Result: somebody may close the door for you
2) Saying "I'm sorry!" may change a *situation* ➔ Your mother is no longer upset about X situation

---

TEACHER'S NOTE: The three different meanings are locutionary, illocutionary, and perlocutionary (according to Austin's theory).
However, the names are not significant for students.

Examples
- *Speech* acts can be used when the speaker wants the listener to do or stop doing something (a **request**).
- "Could you do the dishes?"

Examples
- When the speaker wants to **congratulate** somebody.
- "Congratulations! You did a great job"

Examples
- When a person **invites** somebody to do something or to go somewhere.
- "Would you like to go to a party?"

Examples
- When a person **refuses** to do something.
- "No, I can't go with you tonight"

TEACHER'S NOTE: Connect these ideas with what students observed in the pictures. They are useful as other examples.

TEACHER'S NOTE: After each slide, ask your students to provide another example (asking two or three students per slide is enough), in this way they can connect the content with their knowledge of the world and daily lives, and participate actively in the lesson.

Main activity: Familiarization with speech acts.

➔ **Video:** The Vampire Diaries – Elena invites Damon.

(34 seconds)

TEACHER'S NOTE: Tell you students that they are going to watch a video taken from *The Vampire Diaries,* in which Elena (if they do not know the names, just say "a woman") invites Damon ("a man") in.
Give students the worksheets with the instructions and activities. Then, read them aloud. Tell them that they are going to watch the video twice and to work in pairs.
At the end, students will share their answers, ideas, opinions in a class discussion.
Ask one student to repeat the instructions to see if they understood.
During the activity, help students with vocabulary and/or doubts.
The whole activity (including the discussion) cannot last more than twenty minutes.

Instructions:
    A) Pre-listening activity:
In pairs, predict the possible words and phrases that you might hear (remember that this video is about invitations). Write down your predictions (if you do not know how to write something, ask your teacher).
    B) First listen:
- As you watch the video, underline those words or phrases that you predicted correctly. Write down all the new words or phrases.
- Compare what you have understood so far and explain how you arrive at the understanding. Make a note of the parts of the video that will require special attention in the second listen.

Adapted from: Goh and Yusnita, 2006 (as cited in Richards, 2008, pp. 13-14).

Instructions:

    C) <u>Second listen:</u>
- Listen to those parts that require special attention and make notes of any new information.
- Answer these questions:
    1) What happens in the story?
    2) Who is outside the house?
    3) Why is this person outside the house?
    4) What do the two women say to invite him in?

    D) <u>Whole-class discussion:</u>

Your teacher will lead a discussion to check your understanding of the story, or the grammar used; ideas; and opinions.

Adapted from: Goh and Yusnita, 2006 (as cited in Richards, 2008, pp. 13-14).

Write your answers here:

_____
_____
_____
_____
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Answers:

*Script of the video:
Stefan: What are you doing here?
Damon: Waiting for Elena to invite me in.
Elena: Oh, yeah, you can...
Stefan: No, no, no. He can't, uh... he can't stay. Can you, Damon?
Caroline: Get in here.
Stefan: We're just... finishing up.
Elena: It's fine. Just come on in.
Damon: You have a beautiful home, Elena.

They might predict many different ways to invite somebody in; for instance, "do you want to come in?" "Would you like to come with me?" "Would you like to know my house?"

1) Damon—who is a vampire—cannot go inside the house unless somebody invites him (just because he is a vampire). However, this fact is not important for the class; they just need to realize that he is waiting for Elena to invite him in, that Stefan does not want him to come in, and that Caroline and Elena (the women) finally invite him in.
2) Damon (or "one of the men") is outside the house.
3) He is outside because he is waiting for Elena to invite him in.
4) They say: "Get in here" and "just come on in."

TEACHER'S NOTE: Explain that invitations are just an example of speech acts and that there are many forms of inviting someone to do something. This is just the beginning of the course, during the course they are going to know more about invitations and about other speech acts. Additionally, explain that speech acts can be found everywhere since they are part of daily communication.

During the discussion, also pay attention to grammar: these expressions were in the imperative, so the verbs come in infinitive without "to," and the expressions are directed to the person that is invited to so something.

Wrap-up activity: Group discussion and plenary.

Instructions:
- Each class we are going to discuss about the contents you learned during the lesson.
- In pairs, complete the following chart in order to see if you learned and/or paid attention during the session. You have ten minutes to do it.
- Then, share your answers with the class.

Write down the following:
- Things we learned today:

  _____
  _____
  _____

- Things we cannot forget:

  _____
  _____
  _____

- Things we did not understand:

  _____
  _____
  _____

Their ideas can be the following:
- Things learned and things that cannot be forgotten: what speech acts are, some examples, the importance of speech acts in our daily life, how to invite somebody in, among others.

TEACHER'S NOTE: Guide the plenary and check students' understanding of the contents. If necessary, correct their mistakes; and summarize the lesson. When they share the things that they did not understand, explain the doubts to them or ask another student who knows the answer to explain.
Explain the homework they must do for next session.

Homework assignment:

- Today you learned about speech acts. The examples seen were compliments, thanks, requests, apologies, congratulations, invitations, and refusals.
- Write down one example (one phrase or sentence) per each type of speech act seen during the lesson.

Write your examples here:
1_____
2_____
3_____
4_____
5_____
6_____
7_____
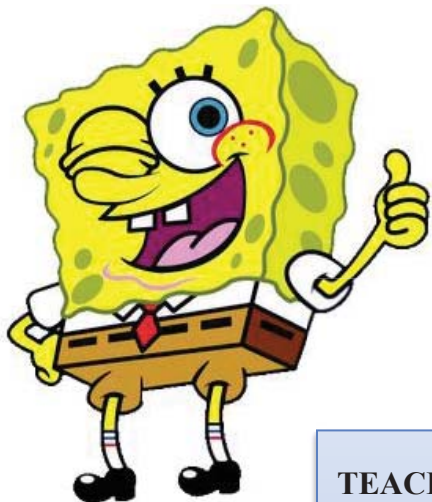
TEACHER'S NOTE: Explain that next class—the last one of Unit 1—they will continue talking about speech acts before going deeply in the different speech acts that were selected for the course.
Tell them that it is really important to bring the homework.

Lesson N°2

Unit 3: It is almost time to party! (First session)

General objective:

✓ At the end of the lesson, students will be able to understand different real situations and interact in them.

Specific objectives:

✓ Students will understand requests.
✓ Students will be able to request something or request somebody to do something.

Cross-curricular objectives:

✓ Students will work collaboratively in pairs and small groups.
✓ Students will be respectful with their classmates and teacher.
✓ Students will share ideas.
✓ Students will help classmates.
✓ Students will develop learner autonomy.

Warm-up activity: What do you remember from last unit? (including correction of homework)
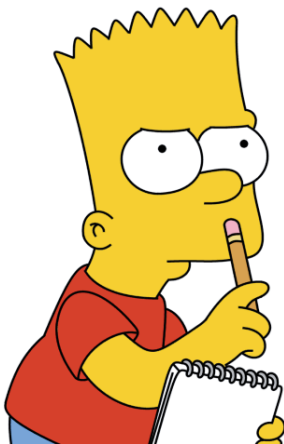
TEACHER'S NOTE: Tell students that today they start a new unit—Unit 3—which is called "It is almost time to party!" and its main contents are requests, invitations, and refusals.

Instructions:
- In pairs, check the homework assignment received last class.
- Since this assignment was about the three different speech acts learned during Unit 2: "It is nice to be nice"—greetings, compliments, and congratulations, your answers will be useful to complete a semantic map about the unit.
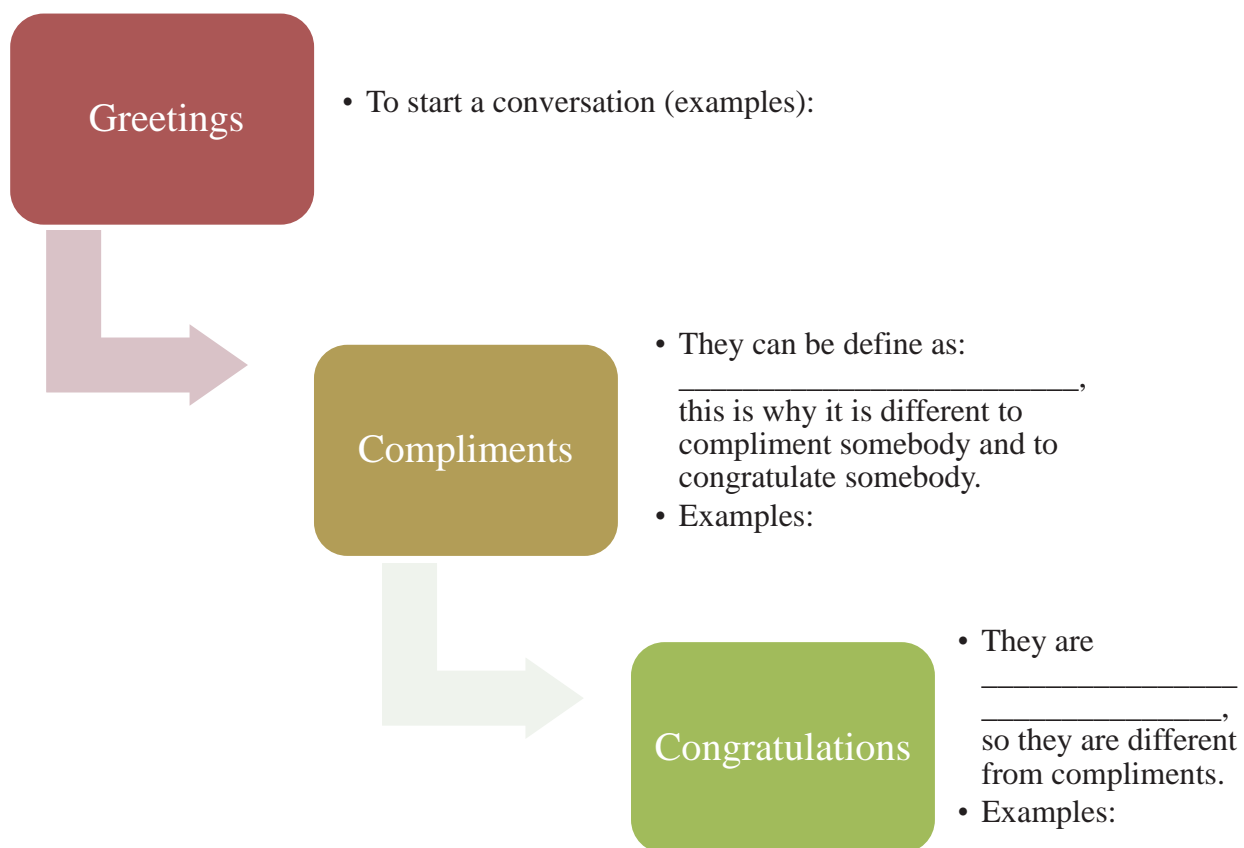
Homework assignment:
1) How can you start a conversation (in a polite way)?
2) What is the difference between complimenting somebody and congratulating somebody? Provide two examples to differentiate them (one per each speech acts).

TEACHER'S NOTE: Read the instructions to the class, tell them that they have five minutes to check their homework with a classmate. Then, they will share their answers with the whole class, in this way they can complete the semantic map on the whiteboard.

In order to make this activity more engaging (and to wake students up), use a small ball. Throw it to one of the students, this student should start sharing one idea to complete the semantic map; then, he or she throws the ball to another person. This game continues until they finish the semantic map.

Check if their answers are correct, if not, correct them.

This activity is good to both check the homework and activate previous knowledge.

Greetings

- To start a conversation (examples):

Compliments

- They can be define as:
  _____,
  this is why it is different to compliment somebody and to congratulate somebody.
- Examples:

Congratulations

- They are
  _____
  _____,
  so they are different from compliments.
- Examples:

Semantic map answers:
- Greetings:
  1) How are you?
  2) It's been a while.
  3) How have you been?
  4) Nice to see you.
  5) It's good to see you again.
  6) What's new?
- Compliments: Telling somebody that you like something they have done, they have got, etc. For example, "I like your jeans," "I love your hair," "You look beautiful today," "This is a good essay/story."
- Congratulations: Saying somebody that you are happy about their achievements, good luck, etc. For example, "Congratulations for your new job!" "I'm glad to hear that you finally bought a new house, congrats!"

> **TEACHER'S NOTE:** In greetings, encourage your students to mention different and new examples (avoiding the ones they know since they are children: *hello, good morning, hi,* etc.).

Videos: 1) The Simpsons – Donut hell

(58 seconds)

2) The Big Bang Theory – Sheldon and ketchup

(26 seconds)

TEACHER'S NOTE: Tell your students that they are going to watch two short videos (one taken from *The Simpsons*, and the other taken from *The Big Bang Theory*). In both there is a character that makes a request.
Give students the worksheets with the activities. Then, read them aloud. They are going to watch each video twice and to work individually, and then they will share their findings.
Help students with vocabulary and/or doubts.
The whole activity cannot last more than fifteen minutes.

Instructions:
 A) Pre-listening activity:
 - In the first video, Homer has to go to hell because he eats the forbidden donut. What do you think is the request?
 - In the second video, Rajesh wants the ketchup, but Sheldon does not understand Rajesh's intentions when asking for it. What do you think is going to happen?
 B) While-listening activity:
Write down the two requests from the videos. Who requests the first one? (You already know that Rajesh is who requests the ketchup in the second video).
 C) Post-listening activity:
 - What is the similarity between both requests?
 - What is the difference between both results?

Write your answers here:
_____
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Answers:

1) Donut hell: The request is "Doesn't my father have the right to a fair trial?" (it is made by Lisa Simpson)
2) Sheldon and ketchup: The request is "Sheldon, is there ketchup on that table?"

The similarity between them is that both requests are indirect: by asking something, the other person understands the real intention (a trial or the ketchup). However, the difference is that Flanders understands that Lisa wants the trial, but Sheldon does not understand that his friend wants the ketchup (by asking if there is ketchup on the table, Sheldon only answers: "Yes, there is" and starts talking about ketchup).

TEACHER'S NOTE: Explain that there are direct and indirect requests; for example, "give me the ketchup" and "is that ketchup?" (In which the answer can be "yes, it is;" but the interlocutor may not give you the ketchup).
During the discussion, also pay attention to grammar: the first request uses present simple; if you replace "my father" (singular) with "my father and brother" (plural), you have to use DO (not) instead of DOES (not). In addition, the main verb is in infinitive. [Explain a bit more about present simple, if necessary].
On the other hand, the second request uses "is there" (questions); if Rajesh wanted ketchup and salt (plural), it would be "are there." [Explain a bit more if they needed].

Activity: How can I request somebody to do something?

Instructions:
Work in groups of four.
   A) Pre-reading activity:
You have received a text in which two friends are in a restaurant, scan the text to find all the requests: underline/highlight them. Pay attention to their structure.
   B) While-reading activity: Answer these questions:
1) What happens in the story?
2) Is it a formal or informal situation? Is it a polite or impolite? Why?
   C) Post-reading activity: Answer this question:
1) How is this situation different from the two videos that you watched before?

Scenario: Luis and Amanda are in a fast food restaurant, they are friends.

Script:
Luis: How did you find this restaurant?
Amanda: Well, Sergio told me that it was very good.
Luis: Oh! I mean did you like the food and service?
Amanda: Yes, but I didn't try the pizzas yet! And I really want to sit in a different area now. It has gotten too loud in here!
Luis is calling waiter: Excuse me, my friend and I are feeling a bit crammed at this table. Could we move over to a quieter place, please?
Waiter: Well, this section is full. Do you mind sitting near the register?
Luis: Oh! Okay sure.
Waiter: Great! It will just take a minute to collect your things and clean the other table.
Luis: Do you think you could bring us the menu please? Amanda, which do you prefer?
Amanda: I would like to have a Hawaiian pizza.
Waiter: Oh! Sorry we don't have that one.
Amanda: Could you tell me what is the best pizza here?
Waiter: It's the Neapolitan pizza.
Amanda: Awesome then. But could you tell me about the ingredients? I am allergic to olives.
Waiter: Don't worry; this one is perfect for you. Would you like to try our natural juices? I recommend trying the mango juice.
Amanda: Mmmm, mango juice. Can we have a couple of minutes to think?
Waiter: Sure.
Luis: Great!

Adapted from: http://digital.library.wisc.edu/1793/70953

Write your answer here:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TEACHER'S NOTE: Give the texts and instructions to the class, and ask one student to explain the instructions again. When everybody has understood, give them fifteen minutes to work.

Help them with their doubts.

After the fifteen minutes, check their findings and answers with the whole class.

Explain that requests are the action of asking for something, it can be formally and politely (or not). Also, they can be direct (as the one in the text) or indirect (as Lisa's and Rajesh's requests in the videos). When a person makes a request, he or she uses *modal verbs*, such as *can, could, would;* and expressions as *excuse me,* or *please* (polite).

Add that after the request "would you mind," the verb comes with –ing (gerund); and after "would you like," the verb comes with to + infinitive.

Expected answer/findings:

- **Luis:** Could we move over to a quieter place, please?
- **Waiter:** Do you mind sitting near the register?
- **Luis:** Do you think you could bring us the menu, please?
- **Amanda:** Could you tell me what is the best pizza here?
- **Amanda:** Could you tell me about the ingredients?
- **Waiter:** Would you like to try our natural juices?
- **Amanda:** Can we have a couple of minutes to think?

While-reading questions:
1) There are two friends, Luis and Amanda, in a restaurant. They want to eat pizza, but they have some problems before ordering: the place is loud and Amanda is allergic to olives. The waiter offers things to eat/drink. At the end, they want time to decide what to eat and drink.
2) It is an informal situation (restaurant), and people are polite (and show respect while talking).

Post-reading question:
1) This situation is different because the requests are direct (the ones from the videos were indirect), and the interlocutor understands what the other person wants (it is different from Sheldon's attitude).

Time to practice!

CARD A:

Things to request: helping somebody to do some homework, closing the door, cleaning the house, helping somebody to plan a party, cooking somebody's favorite meal, etc.

Useful phrases to help you request:
Would you like_____?
Can you _____?
Do you mind_____?
Let's _____!
Do you think you could _____?
Would you mind _____?

CARD B:

Possible answers:
- Sure
- No problem
- Yes, I would like to
- Yes, of course
- Yes, that would be fun!

Instructions ➔ Role-play
- Work in pairs.
- You have received one card (A or B); find a person that has a card different from yours.
- Student A has to make at least four requests, while student B gives the answers to the requests.
- Role-play the whole situation. Do not use expressions/material only from the cards, continue the interaction. Go farther!
- Swap roles (and change the situation/ideas).
- Have fun and be respectful!

TEACHER'S NOTE: Give students the cards and instructions. Motivate them to interact and have fun in a friendly environment.
Check their interactions (move around the classroom), help them if they need it.
They have twenty-five minutes to do it.
After this, continue with the plenary.

Wrap-up activity: Group discussion and plenary.

Instructions:
- As you know, each class we are going to discuss about the contents you learned during the lesson.
- In pairs, complete the following chart in order to see if you learned and/or paid attention during the session. You have five minutes.
- Then, share your answers with the class.

Write down the following:
- Things we learned today:

  _____
  _____
  _____

- Things we cannot forget:

  _____
  _____
  _____

- Things we did not understand:

  _____
  _____
  _____

Their ideas can be the following:
- Things learned and things that cannot be forgotten: What a request is, how I can make a request, the idea that a request can be polite or impolite, and some examples.

TEACHER'S NOTE: Guide the plenary and check students' understanding of the contents. If necessary, correct their mistakes; and summarize the lesson. When they share the things that they did not understand, explain the doubts to them or ask another student who knows the answer to explain.

After that, give them the **checklist for peer-assessment** (Appendix C) and explain that they are going to evaluate the classmate whom they work with, go over the grading criteria with students, read the instructions clearly, and give them five minutes to complete the checklist. Tell students that they have to be very honest when completing the checklist. At the end, they have to hand it in to you.

Explain the homework they must do for next session.

Homework assignment:

-Write a short script in which one friend requests another friend to do something (you are free to choose).
-You can use the requests learned during the lesson or you can create new ones following the structures.

Write your script here:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
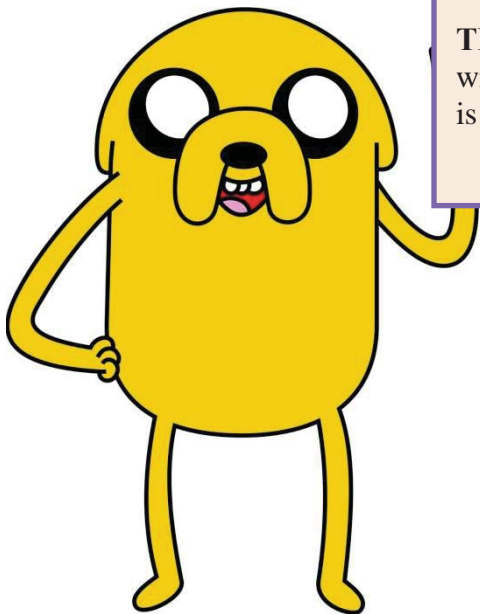
TEACHER'S NOTE: Explain that next class they will learn about invitations and that the homework is compulsory.

Lesson N°3

Unit 3: It is almost time to party! (Second session)

General objective:

✓ At the end of the lesson, students will be able to understand different real situations and interact in them.

Specific objectives:

✓ Students will understand invitations.
✓ Students will be able to invite somebody to (do) something.

Cross-curricular objectives:

✓ Students will work collaboratively in pairs and small groups.
✓ Students will be respectful with their classmates and teacher.
✓ Students will share ideas.
✓ Students will help classmates.
✓ Students will develop learner autonomy.

Warm-up activity: Do you remember how to request something or somebody to do something?

Instructions:
- For this activity each row is a team (there are three teams).
- You have received a sticky note in which you have to write a request in just thirty seconds.
- When you have your request, go to the whiteboard and put the note there.
- The team that has more correct requests, wins.

TEACHER'S NOTE: Give the instructions and the sticky notes to the students. During the activity, monitor the time and maintain discipline.
At the end, check the requests written and count them. Give some candies to the winners.
After this activity, check their homework.

Time to check homework!

Homework assignment:
-Write a short script in which one friend requests another friend to do something (you are free to choose).
-You can use the requests learned during the lesson or you can create new ones following the structures.

Instructions:
- Share your homework with a partner (you had to write a short script using requests).
- Help you classmate to correct some mistakes (if there are some).
- Share your scripts with the class, so you can get feedback from them and from your teacher.

TEACHER'S NOTE: Read the instructions aloud and give students five minutes to share and correct their homework.
Here it is important to mention that their answers may be many, what is important is that they apply the structures taught last class, some of the examples to request something or somebody to do something (direct or indirect), etc.
They can share their scripts either by reading them or role-playing them with a classmate (volunteer).
Correct them and give feedback on grammar, pronunciation, and vocabulary.
Check if they completed the task correctly.

TEACHER'S NOTE: After checking the homework and explaining briefly about requests, tell your students that today they are going to learn about invitations.
Give the instructions for the first activity, which is to engage them with the topic.

Instructions:
- Look at these pictures for one minute.
- Tell your partner (the person next to you) what you see in each picture (everything than comes to your mind, but remember that we are learning about invitations).
- You have five minutes for this activity.
- Share your ideas later.

1)

2)

3)

Expected answers:

In the first picture, the girl wants to invite the other girl to eat something (pasta). In the second one, the girl wants to invite the boy to the cinema or to watch a movie together. Finally, in the third picture, the boy wants to invite the girl to have lunch/dinner with him.

TEACHER'S NOTE: Ask them if they know how to invite somebody in these situations. If they actually know, encourage them to share their answers; if not, help them to create the expressions (the structures learned about requests are very useful for this exercise).
- Would you like to come with me…?
- I was wondering if you would…?
- I want to invite you to…

Video: Family Guy – Peter's birthday invitations

(23 seconds)

TEACHER'S NOTE: Tell your students that they are going to watch a video taken from *Family Guy*. In this video, Peter (the father) invited everybody to his birthday party, but he did not want to invite Meg (his daughter).

Give the worksheets to your students and read the instructions aloud. Ask if they have any doubt before playing the video.

They can watch the video three times (hopefully just twice) and check with a classmate at the end. Then, they share with the whole class.

This activity cannot last more than fifteen minutes (including the correction).

Instructions:

A) Pre-listening activity:

Write down some expressions that Peter could use to invite people to his party.

B) While-listening activity:

Complete the script of the video and check if one of your predictions was right. Pay attention to the invitation's structure.

C) Post-listening activity:

1) What is the difference between Peter's invitation to Chris and Peter's "invitation" to Meg?

Peter's birthday invitations:

Peter: (1) _____ gonna have (2) _____ (3) _____ birthday (4) _____ ever. I (5) _____ (6) _____ all my (7) _____ yesterday.
Hey, Chris, um, (8) _____ (9) _____ wondering (10) _____ you'd (11) _____ to (12) _____ to my (13) _____ tomorrow.
Chris: (14) _____, Dad! I'd (15) _____ to…
Peter: Oh, no! M-E-G.
Meg: Hey! (16) _____ are you (17) _____ talking (18) _____?
Peter: Uh, nothing.
Chris: (19) _____!
Peter: (20) _____ sports! No, just (21) _____!
Meg: Oh, okay.
Peter: Meg, (22) _____ are not (23) _____ to my (24) _____.

Answers:

A) Pre-listening activity:
They can predict many expressions; for instance, "would you like to go to my party?" "Go to my party," "Do you want to go to my party?"

B) While-listening activity:
Peter: I'm gonna have the best birthday party ever. I gave out all my invitations yesterday.
Hey, Chris, um, I was wondering if you'd like to come to my party tomorrow.
Chris: Thanks, Dad! I'd love to…
Peter: Oh no! M-E-G.
Meg: Hey! What are you guys talking about?
Peter: Uh, nothing.
Chris: Sports!
Peter: Birthday sports! No, just sports!
Meg: Oh, okay.
Peter: Meg, you are not invited to my party.
*The structures used were "wonder if," "would like to come to," and "be invited to."

C) Post-listening activity:
1) The difference is that Peter is more polite to ask Chris to go to his party (I was wondering if you'd like to…), while the situation with his daughter is completely different: he affirms that she is not invited and he is really direct to express that.

Time to practice!

Instructions ➜ Role-play
- You will be assigned a color with a sticky note, form a group with all the people that have the same color as you have.
- Using the card your teacher gave you and the expressions learned to invite somebody to do something, invite your classmates to do an activity (something that is appealing to you). They may accept or not.
- Role-play the situation; be creative and respectful!
- Swap roles at the end.

TEACHER'S NOTE: Give students the cards and instructions. Motivate them to both interact a lot and have fun while working.
Explain the structures underlined in the card:
want/like + to infinitive; should + infinitive; feel like + gerunds (-ing); be happy + to infinitive.
Move around the classroom to help, check, give feedback, etc.
They have thirty minutes to do the task.

Ways to invite somebody to do something:

-Do you <u>want to (have</u> a coffee/go for bike ride) one day?
-We <u>should go to</u> (that new store) some time.
-What days are you usually free? Do you <u>want to do</u> something?
-We <u>should get</u> together outside this class some time.
-Do you <u>feel like (eating</u> pizza) one day after class?
-Do you <u>want to (go</u> to the cinema) next week?
-I'm going to (the mall) today; do you <u>want to come</u> with me?
-What are you doing tonight? Would you <u>like to come</u> to my house?
-Do you guys <u>want to get</u> together sometime soon?
-My friends and I are going out on (Saturday). We'd <u>be happy to have</u> you along.
-I'm going to (a restaurant this Monday to see my best friend's band play); do you <u>want to join</u>?

Adapted from: http://www.succeedsocially.com/invitingpeopleoutexamples

Wrap-up activity: Group discussion and plenary.

Instructions:
- As you know, each class we are going to discuss about the contents you learned during the lesson.
- In your groups, complete the following chart in order to see if you learned and/or paid attention during the session. You have five minutes.
- Then, share your answers with the class.

Write down the following:
- Things we learned today:

  _____

  _____

  _____

- Things we cannot forget:

  _____

  _____

  _____

- Things we did not understand:

  _____

  _____

  _____

Their ideas can be the following:
- Things learned and things that cannot be forgotten: What an invitation is; how we can invite somebody to do something; for instance, to a party; and some examples.

TEACHER'S NOTE: Guide the plenary and check students' understanding of the contents. If necessary, correct their mistakes; and summarize the lesson. When they share the things that they did not understand, explain the doubts to them or ask another student who knows the answer to explain.

After that, give them the **checklist for peer-assessment** (Appendix C) and explain that they are going to evaluate their groups, go over the grading criteria with students, read the instructions clearly, and give them five minutes to complete the checklist (at this point, they should know this process). Tell students that they have to be very honest when completing the checklist. At the end, they have to hand it in to you.

Explain the homework they must do for next session.

Homework assignment:

-Imagine that there is a native speaker of English (from Canada, USA, England, Australia, etc.) in your school, and you like him/her a lot; so you would like to invite that person to go with you to a party (or to another place you choose).
-Write what you would say to this person in order to invite him/her to the place you chose.

Write your ideas here:
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TEACHER'S NOTE: Tell your class that next session is going to be about refusals. It is important to mention that they cannot forget their homework.

Lesson N°4

Unit 3: It is almost time to party! (Third session)

General objective:

✓ At the end of the lesson, students will be able to understand different real situations and interact in them.

Specific objectives:

✓ Students will understand refusals.
✓ Students will be able to refuse (to do) something.

Cross-curricular objectives:

✓ Students will work collaboratively in pairs and small groups.
✓ Students will be respectful with their classmates and teacher.
✓ Students will share ideas.
✓ Students will help classmates.
✓ Students will develop learner autonomy.
✓ Students will appreciate English-speaking cultures. (Homework)

Warm-up activity: Do you remember how to invite somebody to do something?

Instructions:
- You will pick a piece of paper that has a phrase on it, with this phrase you have to invite your teacher/classmate to do that activity.

TEACHER'S NOTE: You will have fifteen pieces of paper with some phrases, such as "going to the mall," "going to the gym," "going to the cinema," "going to a party," etc.
Explain the activity and make them pick one piece of paper (they cannot see them before choosing). With the phrase chosen, they have to create one invitation. Give them feedback.
When you do not have more papers, check the homework assignment.

Time to check homework!

-Imagine that there is a native speaker of English (from Canada, USA, England, Australia, etc.) in your school, and you like him/her a lot; so you would like to invite that person to go with you to a party (or to another place you choose).
-Write what you would say to this person in order to invite him/her to the place you chose.

Instructions:
- Compare your homework assignment with a classmate and pretend that he or she is this native speaker that you really like.
- Role-play your homework, and then do the same with your classmate's homework.
- Remember that you can accept his/her invitation or not.

TEACHER'R NOTE: While they role-play inviting somebody to do something, help them with their doubts (grammar, pronunciation, word choice, etc.).
Give them ten minutes to check their homework assignments.
After this task, begin with refusals. Show the following four pictures and ask students to compare the four pictures (differences or similarities).
Ask whether they found something similar or not. Guide a sort of discussion. They have five minutes to compare and five to discuss.

1)

2)

3)

4)

Some of their ideas can be:
- These pictures are very similar because all these people are saying "no" in different ways: gestures, written language, yelling, etc.
- It can be said that they are saying that they cannot do something, will not do something, or accept something.

TEACHER'S NOTE: Tell them that a refusal is the act of saying that you will not do/accept something that another person has asked you to do.

Video: How to say no politely – Good manners.

(02:42 minutes)

TEACHER'S NOTE: Give students the worksheets and read the instructions.
They are going to watch a video in which a woman that tells how to say no to an invitation or a request.
You can play the video twice (no more than that).
They have ten minutes to do the activities.

Instructions:
Work in groups of four.
    A) <u>Pre-listening activity</u>:
Predict some ways to refuse an invitation or a request.
    B) <u>While-listening activity</u>:
Take notes of the different ways the woman states to refuse an invitation or a request.
    C) <u>Post-listening activity</u>: Answer the following questions:
1) Why do you think it is important to be polite when saying no?
2) What does the woman say about saying no?

How to say no politely – Good manners

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Answers:

The woman points out ➔ "No, but thank you very much for this lovely invitation," "Thanks so much for the invitation, I'm not able to go; but I hope you have a good time," "Thank for the invitation, I appreciate it; but I'll not be able to be there today," "No, I can't, I've got plans tonight; but I'd love to set up another time when we can meet or hang out."

*In the last one, you show interest for the other person's invitation.

It is important to be polite when saying no, because sometimes saying no sounds rude and the other person may feel hurt. The woman claims that it is important to answer instead of evading the question. Saying no is fine and empowering.

Time to practice!

Instructions ➔ Role-play

- You have received two things: one chart with different refusals and a card—which can be either A or B.
- You are going to work in pairs. Find a person that has a card different from yours.
- Student B has to invite Student A to a party, and student A has to refuse the invitation, give a reason or suggest another idea (if she or he wants).
- Role-play the whole situation, and interact as much as possible! Remember to go farther.
- Swap roles at the end. Change the ideas, too.

TEACHER'S NOTE: Give students the cards and instructions. Motivate them to interact and have fun in a friendly environment.
Explain the grammar structures highlighted in the chart.
Check their interactions (move around the classroom), help them if they need it.
They have twenty-five minutes to do it.
After this, continue with the plenary, make them evaluate their peers' performance during the lesson, and give the homework assignment.

CARD A:

One of your friends has invited you to a party. You have two options:
1) You do not want to go to that party.
2) You cannot go because of X reason.

How can you refuse this invitation? Do not be rude.
Use this time to interact with your friend about other topics (it is not just saying no and bye)

CARD B:

Invite your friend to a party. Explain why she or he should go. Unfortunately, your friend is not going. Listen to her or his explanation and continue the conversation.

Thanking and/or positive statement	Apology	Reason	Alternatives	Sending wishes or thanking
(Oh! Well, uh, umm) -Thank you for thinking of me. -Thanks you so much for your invitation. -That sounds lots of fun. -I would be delighted. -It sounds great.	-I am sorry, I can't make it. -I am afraid I can't make it. -I am sorry. -Unfortunately, I can't make it.	-I will be out of the country on that day. -I have a lot of work to do. -I have a meeting at that time.	-But I have to go out tomorrow, maybe we can go together. -But I have some free time on Friday.	-Great then! -Thanks for inviting me though.

Adapted from: http://digital.library.wisc.edu/1793/70953

TEACHER'S NOTE: To explain the grammar structures:
-Thank somebody for + gerung (-ing) or something.
-That/it sounds ➜ the role of the "s" in present simple. Explain how would change if you say "those ideas sound" (no "s").
The same with "I have" vs. "She has," for example.
-*Would* or *can/can't/cannot* + infinitive.
-*Have* + to infinitive.
-*On* + a day = On Friday.

Wrap-up activity: Group discussion and plenary.

> **Instructions:**
> - As you know, each class we are going to discuss about the contents you learned during the lesson.
> - In pairs, complete the following chart in order to see if you learned and/or paid attention during the session. You have five minutes.
> - Then, share your answers with the class.

Write down the following:
- Things we learned today:

  _____
  _____
  _____

- Things we cannot forget:

  _____
  _____
  _____

- Things we did not understand:

  _____
  _____
  _____

Their ideas can be the following:
- Things learned and things that cannot be forgotten: What a refusal is, how I can refuse something/to do something, how I can explain my reasons without being rude, and some examples.
- Things that cannot be forgotten: apart from the ones mentioned above, I cannot forget that being polite is very important and that saying no is fine.

TEACHER'S NOTE: Guide the plenary and check students' understanding of the contents. If necessary, correct their mistakes; and summarize the lesson. When they share the things that they did not understand, explain the doubts to them.
After that, give them the **checklist for peer-assessment** (Appendix C) and explain that they are going to evaluate their partner, go over the grading criteria with students, read the instructions clearly, and give them five minutes to complete the checklist (at this point, they should know this process). At the end, they have to hand it in to you.
Explain the homework they must do for next session.

Homework assignment:

-You have to find a native speaker of English (as an advice, go to a University, an Institute, or even to the Port) and interview this person in order to find more ways to refuse an invitation or a request.
-Ask about his/her country and the importance of being polite there.
-You can ask this person all the questions you want, but be respectful.
-Be creative and have fun!

*If it is really impossible for you to find someone, interview another teacher of English.

Write the interview here:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

TEACHER'S NOTE: Explain that next class is the last session of Unit 3, in this class they will have to do a small project in groups: to write a script (applying all the contents of the unit) and to role-play it. It is going to be graded by the teacher.
The homework is very important to have more ideas about refusals (hopefully from different countries).

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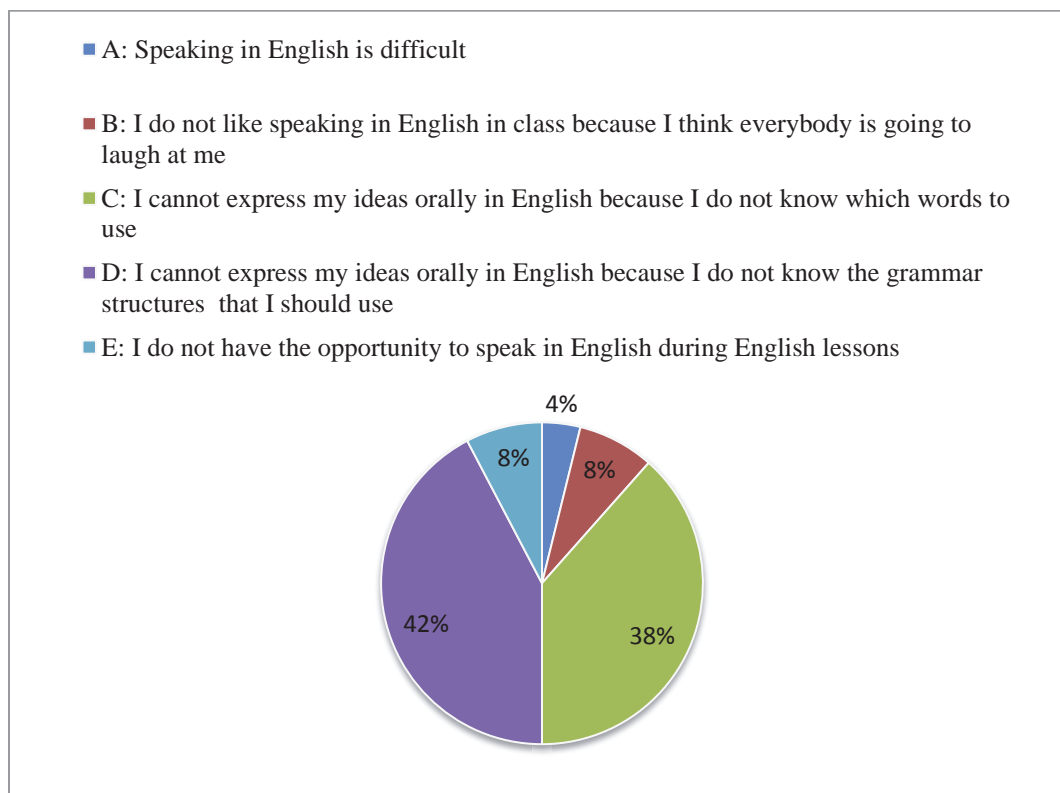
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Appendices

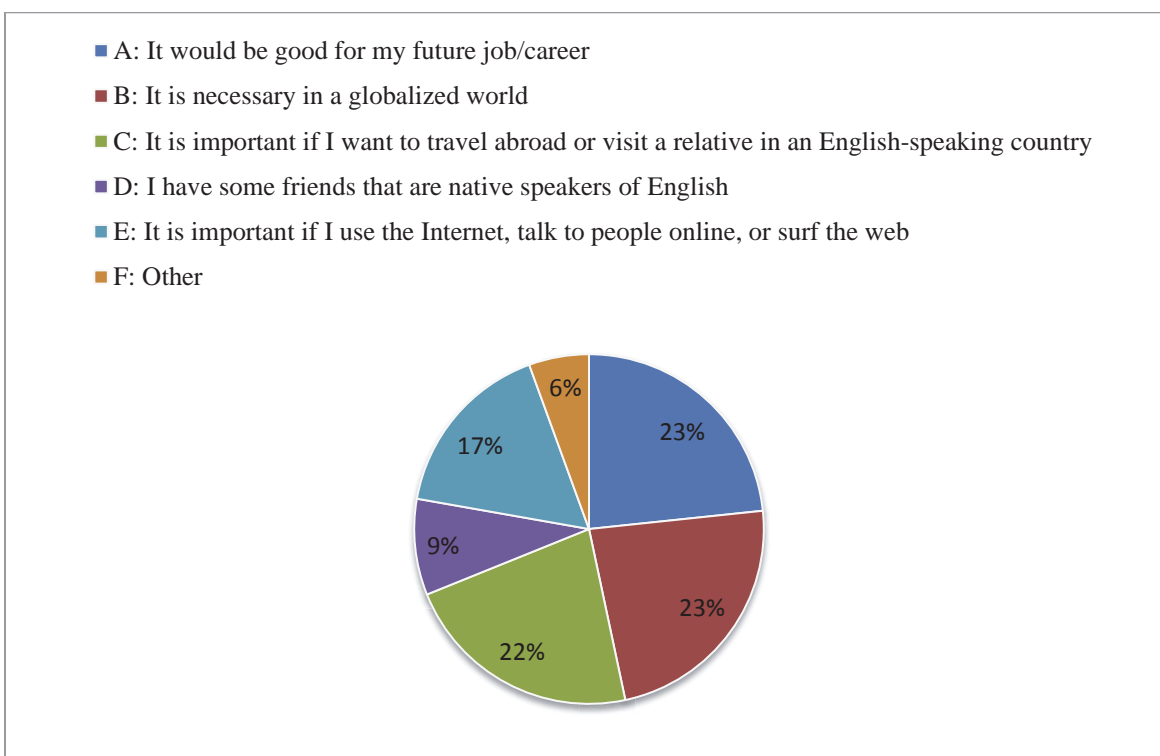**Appendix A:** Needs analysis survey for students and results

Question 1: Which of the following statements applies to you?

- A: Speaking in English is difficult
- B: I do not like speaking in English in class because I think everybody is going to laugh at me
- C: I cannot express my ideas orally in English because I do not know which words to use
- D: I cannot express my ideas orally in English because I do not know the grammar structures that I should use
- E: I do not have the opportunity to speak in English during English lessons

4%
8%
8%
42%
38%

Question 2: Do you think it is important and necessary to speak in English?

A: Yes   B: No

7%
93%
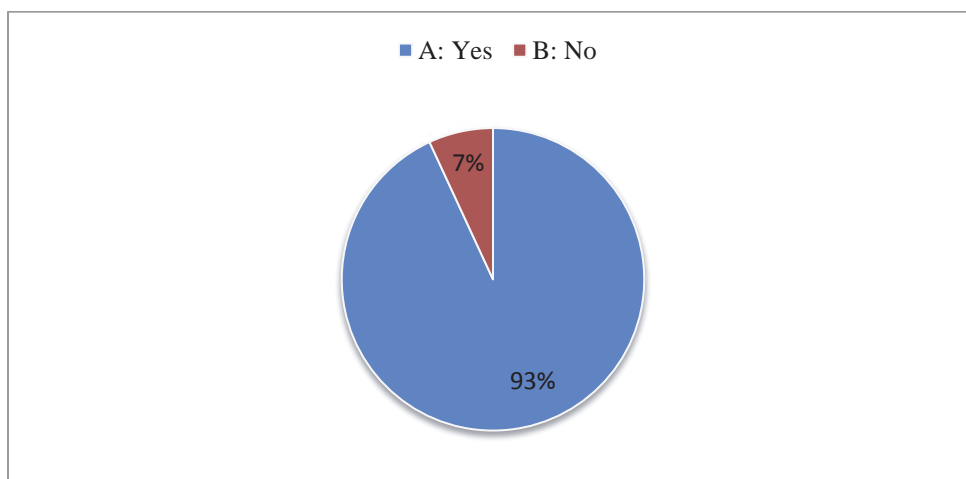
Question 3: If you think that speaking in English is important and necessary, why do you think it is?

A: It would be good for my future job/career

B: It is necessary in a globalized world

C: It is important if I want to travel abroad or visit a relative in an English-speaking country

D: I have some friends that are native speakers of English

E: It is important if I use the Internet, talk to people online, or surf the web

F: Other

Other answers: "There are many articles in English," and "It is important if you need more information from the Web."

Question 4: Would you feel more comfortable speaking in English if you learned how to communicate in real situations?

A: Yes   B: No
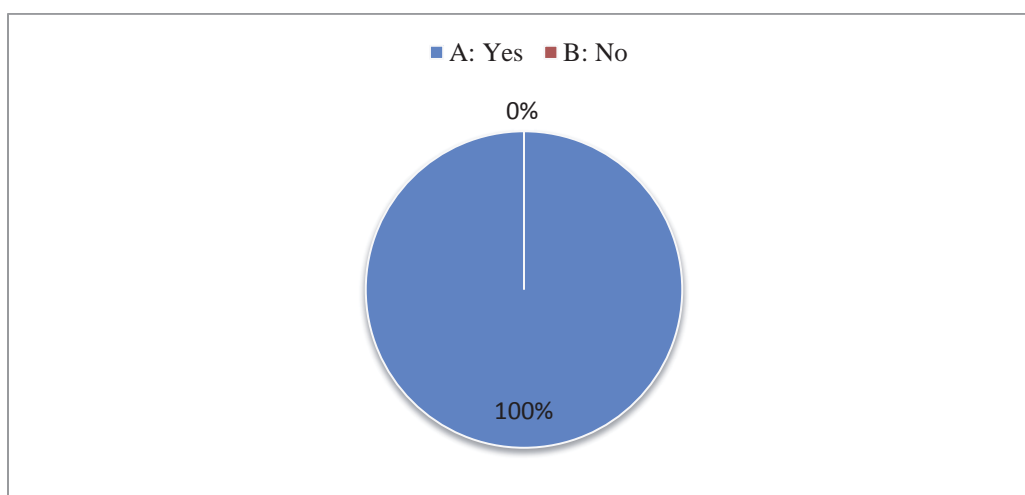
Note: Nobody would feel uncomfortable.

Question 5: Imagine that you are visiting an English-speaking country and you made a friend there. How would you react if your friend says, "It is so cold in here!"?
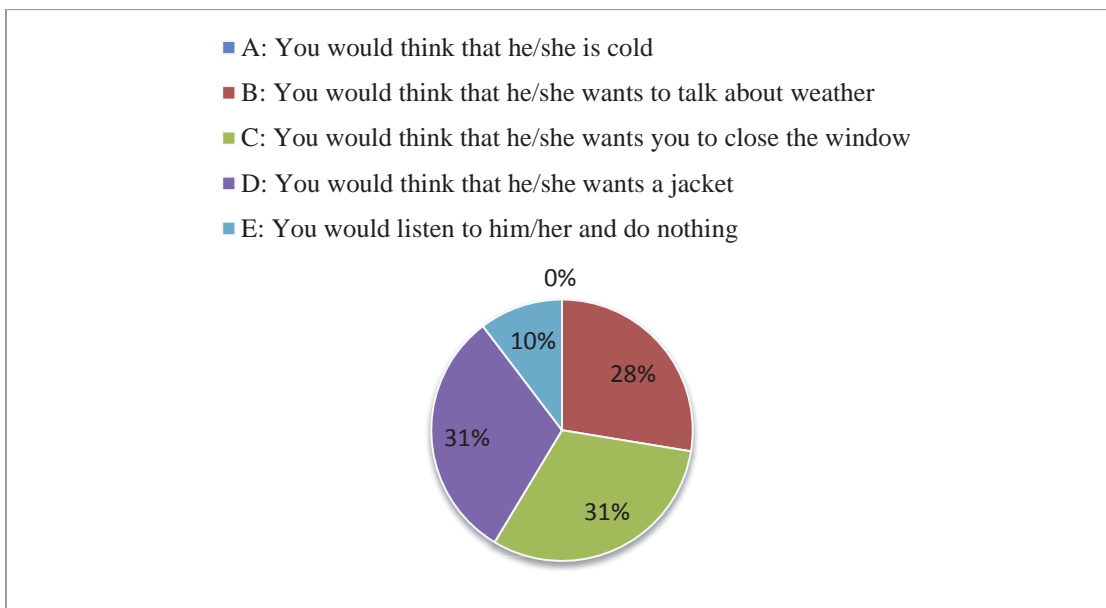
Note: Nobody would think that the person is cold.

Question 6: Would you like to learn how to use English in real oral situations and practice them during your English lessons?
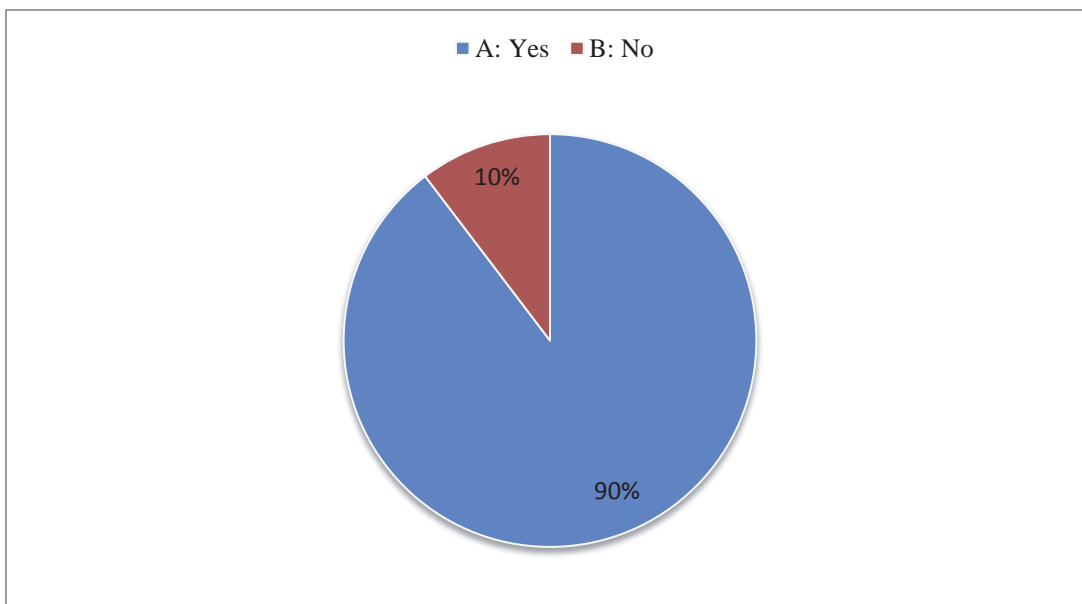
**Question 7: Only if you answered "Yes," which kind of real situations in English would you like to learn about?**

- A: Compliments (a way to express admiration of somebody/something)
- B: Invitations (a way to request somebody to do something)
- C: Greetings (when you say hello to somebody or you welcome a person)
- D: Refusals (when you say that you will not do something)
- E: Requests (a way to ask for something politely)
- F: Complaints (when you do not feel satisfied with somebody/something)
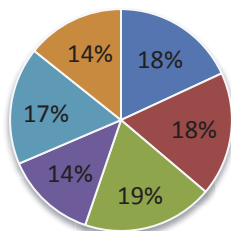
Appendix B: Needs analysis survey for teachers and results

Question 1: Have you taught English to this level and/or class?
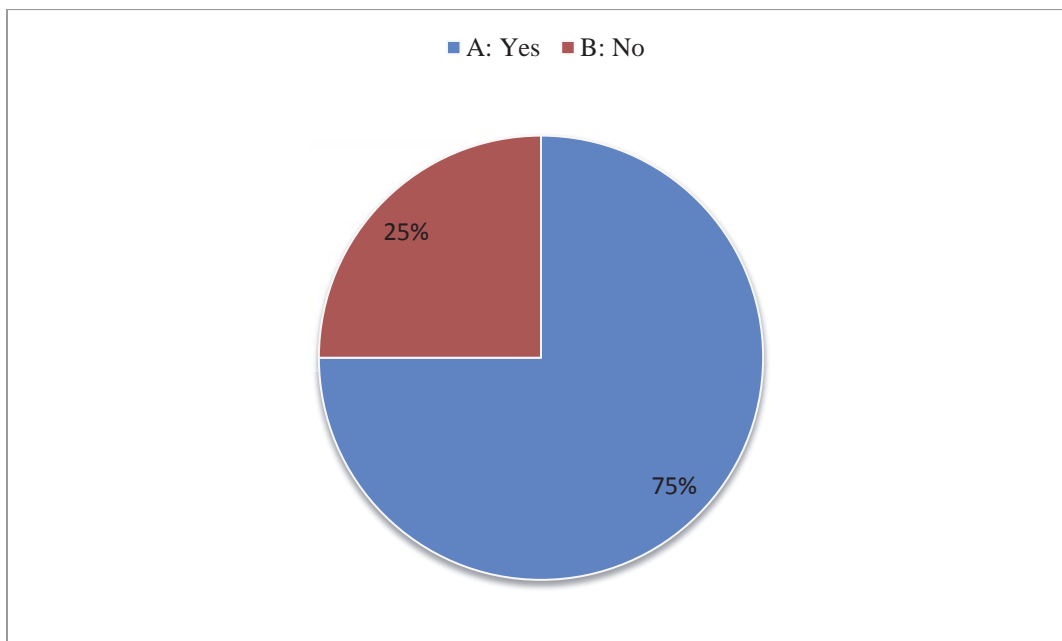
Question 2: If you answered "Yes" in the previous question, what level do you think these students' oral proficiency is at? Choose from 1 to 5, being 1 the lowest.
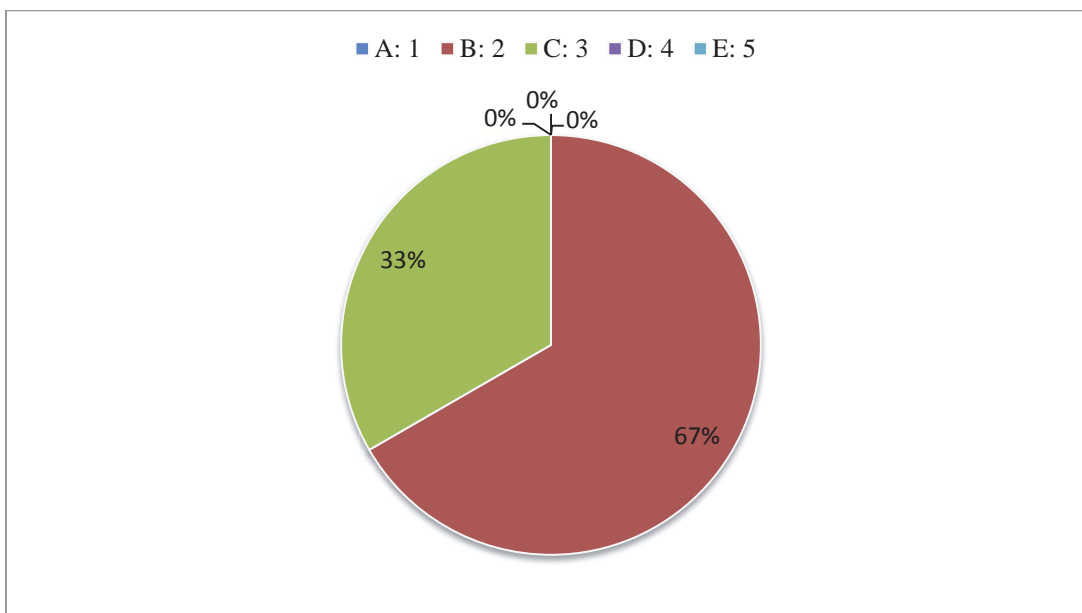
Note: Nobody thinks that students' oral proficiency is at level 1, 4, or 5.

Question 3: In general, how much class time do you use for speaking activities?
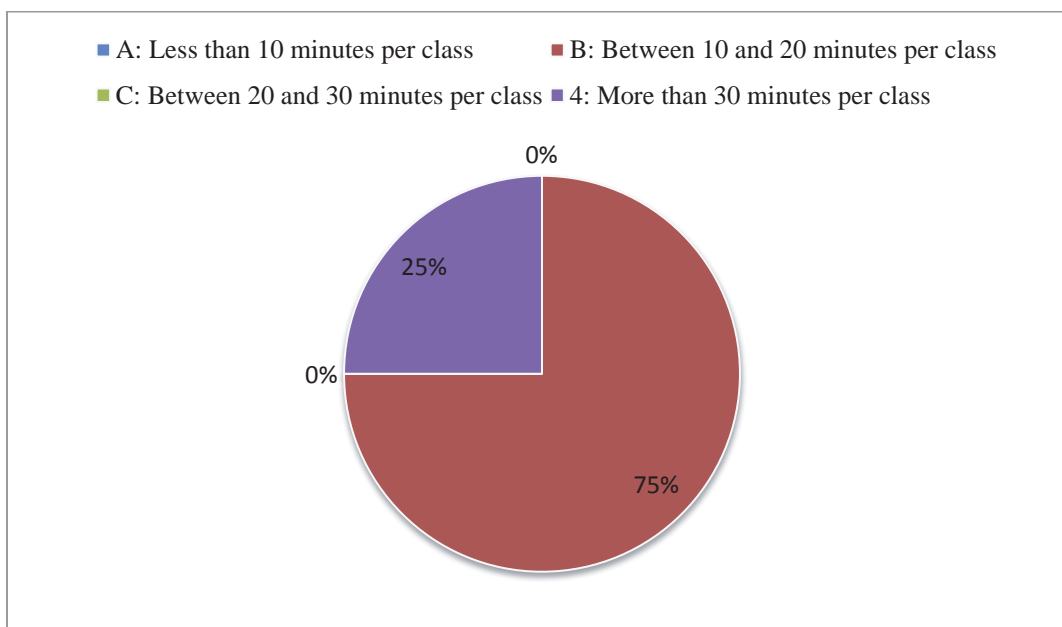
Note: Nobody uses less than 10 minutes or between 20 and 30 minutes per class for speaking activities.

Question 4: In terms of oral skills, they declared that they cannot express their ideas orally in English because "they do not know the grammar structures or words they should use." Why do you think they answered that?

Teachers state that this is mainly because some students think perfection and fluency are required from the beginning, and they do not feel comfortable taking risks and making mistakes—which is part of the process when learning a foreign or second language. Also, teachers believe that students tend to translate every word in their minds before speaking and/or they do know the grammar structures, but they do not feel sure about them. Another important factor mentioned was that students do not use the time for speaking wisely during classes.

Question 5: How do you think we can overcome this situation?
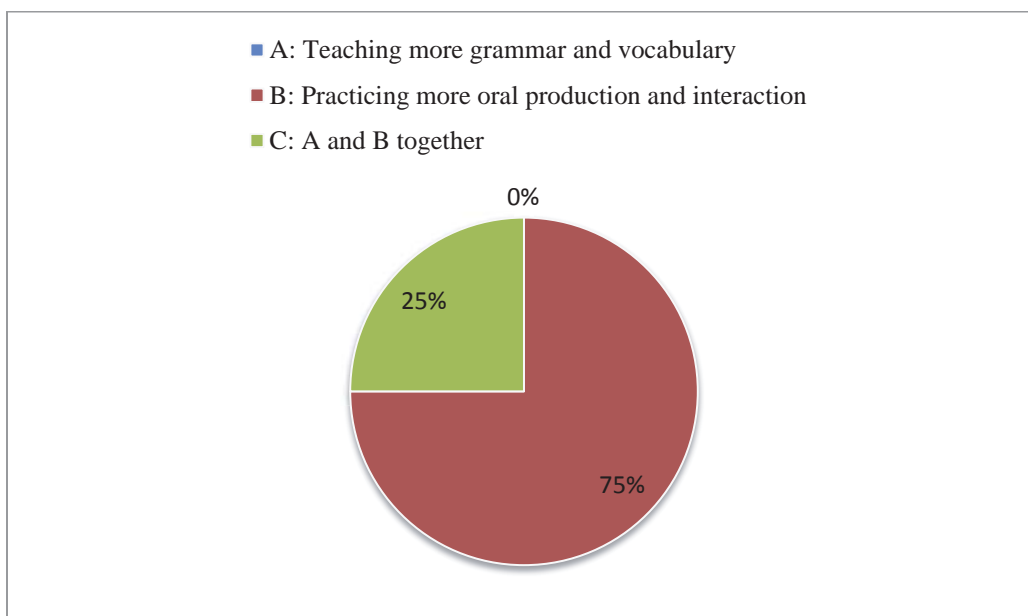
Note: Nobody would teach more grammar and vocabulary.

Question 6: One hundred percent of them stated that they would feel more comfortable speaking in English if they learned how to communicate in real situations, and 90 percent of them declared that they would like to learn how to do it during the English lessons. Have you tried to incorporate real-life situations in your English lessons? (Not only the speaking activities proposed by the MINEDUC or the textbook)
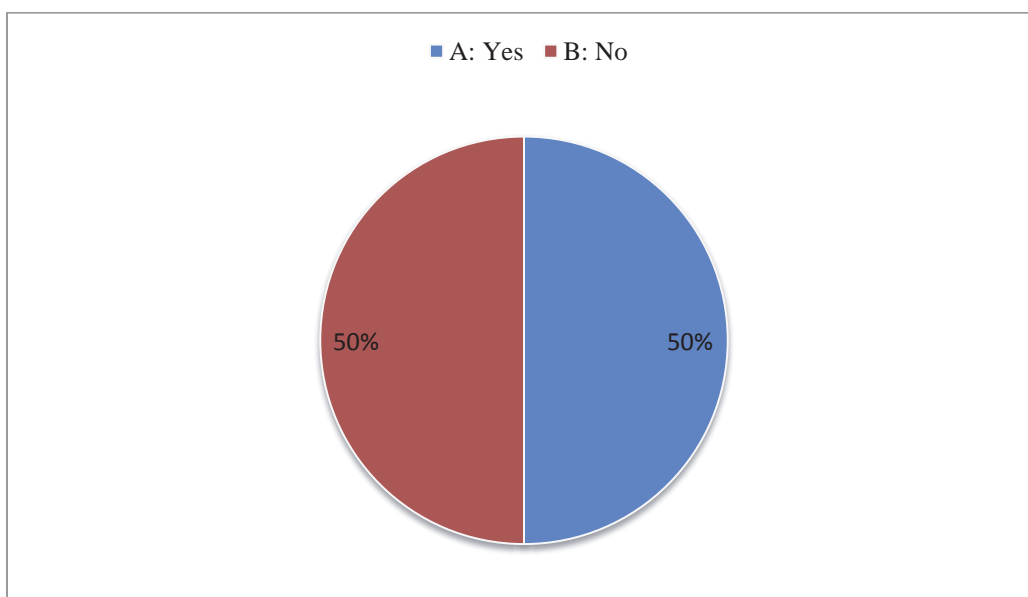
Question 7: Do you think that it would be a good idea to incorporate real-life interaction in the English lessons?
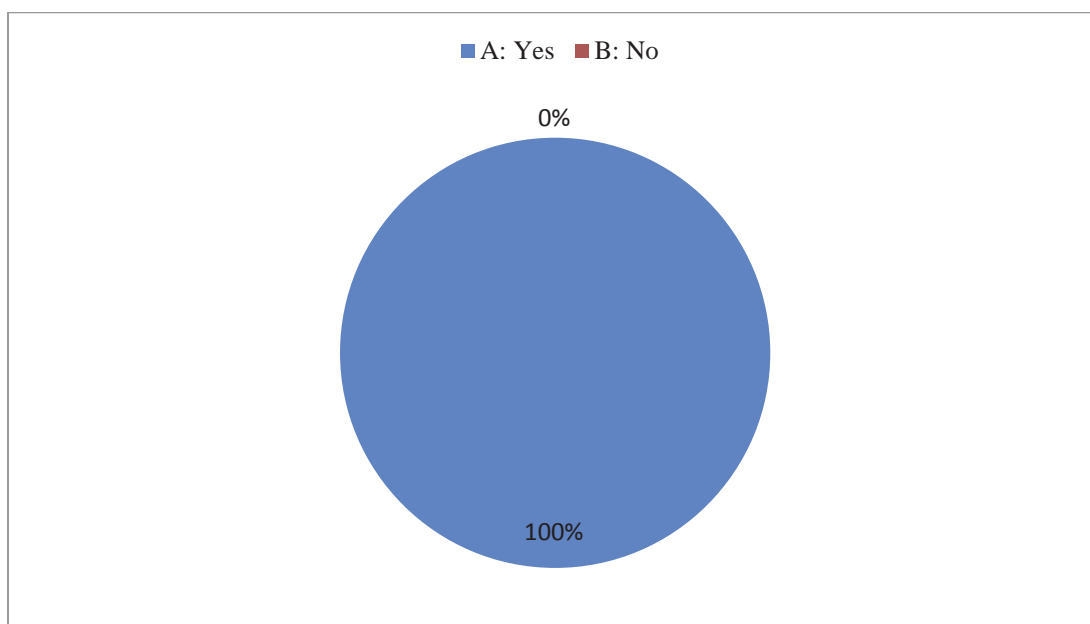

Note: Nobody thinks that real-life interaction in the English lessons would be a bad idea.

Question 8: Why did you answer "Yes" or "No"?

Teachers declare that real-life interaction makes students feel closer to their world and to the input they have outside the classroom, and that genuine communication has to do with real-life situations. Additionally, they think that real-life communication inside the classroom is motivating for students.

Question 9: If you answered "Yes" in Question 6, do you think that speech acts (compliments, invitations, complaints, requests, etc.) are a good tool to teach how to interact in real situations?
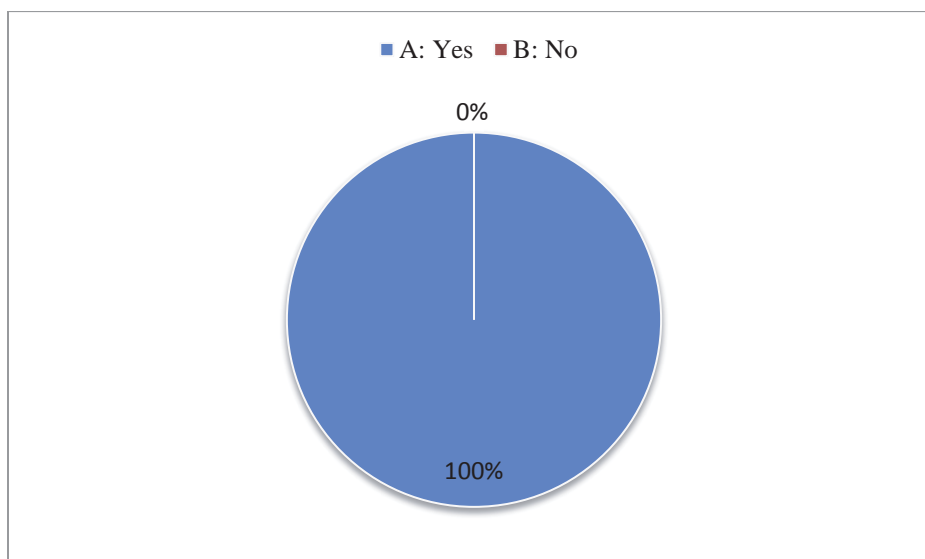
Note: Nobody think that speech acts are not a good tool to teach how to interact in real situations.

Question 10: If you want to add any farther comment regarding the topic, please do it here.

Just one of the teachers answered this question. The teacher stated that he or she found interesting this article about "The silent period:" http://www.eslbase.com/articles/acquisition.

Appendix C: Checklist for peer-assessment

Peer-Assessment

Name_____ Class_____ Date_____

Write the names of your group members/the name of your peer in the numbered boxes. Then, assign a value for each listed attribute. Do not forget to count the points!

Values:

5: Superior   4: Above average   3: Average   2: Below average   1: Weak

Attribute	1.	2.	3.	4.
Participated in group work				
Helped to keep the group on task				
Contributed useful ideas				
Used English during the task				
Applied speech acts				
TOTAL				

Other comments:

_____

_____

Adapted from: http://www.lapresenter.com/CoopEvalPacket.pdf

Appendix D: Guidelines for final project

Final project: Lights, camera, action!

- ✓ In groups of 3 or 4, you have to record a video in which you simulate a whole real situation that includes some speech acts. The scenario will be outside the school (you are free to choose it).
- ✓ The video must last between 5 and 7 minutes.
- ✓ You have one lesson to prepare the script of your simulation. Remember that you are a team, so everybody must work and contribute with ideas.
- ✓ Your script must include some speech acts (the ones you learned in class). The amount of them will depend on the amount of people in your group (everybody needs to express at least one subfunction). You choose the ones you prefer.
- ✓ Once your script is ready, share it with other classmates and/or the teacher to check mistakes.
- ✓ Since it is a simulation, you will need costumes, make-up, objects, etc.
- ✓ Do not forget to be creative.
- ✓ HAVE FUN! ☺

IMPORTANT: Bring your video next class.

Appendix E: Rubric for small and final project

Name: _____ Class: _____ Date: _____ Points: _____

	4: Mastery	3: Accomplished	2: Adequate	1: Developing
Use of Expressions	The speaker uses a variety of target functional expressions with fluency and accuracy to fit the situation and accomplish the task.	The speaker uses a variety of target functional expressions to fit the situation and accomplish the task.	The speaker uses the most basic and familiar functional expressions to accomplish the task.	The speaker uses incorrect or inappropriate expressions that do not fit the situation or accomplish the task.
Confidence	Expresses strong confidence and has clear and audible speech throughout the situation.	Expresses confidence and has audible speech throughout the situation.	Expresses some confidence, and speech can generally be heard and understood.	Lacks confidence and requires effort to be heard or understood.
Nonverbal Communication	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses some eye contact, gestures, and body movements to accomplish the task.	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.
Language	-Complete, accurate and varied sentences. -Generally accurate vocabulary and word forms. -Clear pronunciation and appropriate intonation.	-Sentences mostly complete and accurate; some sentence variety. -A few errors in vocabulary and word forms which do not prevent comprehension. -Mostly clear pronunciation and appropriate intonation.	Errors in sentence structure vocabulary and word forms and/or pronunciation sometimes make comprehension difficult.	Errors in sentence structure vocabulary and word forms and/or pronunciation make speech incomprehensible at times.

Taken from: http://www.pasadena.edu/resources/online/online_124.pdf

Appendix F: Checklist for self-assessment

Self-Assessment

Name_____ Class_____ Date_____

Assign yourself a value for each listed attribute. Do not forget to count the points!

Values:

5: Superior   4: Above average   3: Average   2: Below average   1: Weak

Attribute	
I participated in discussions	
I participated in group works	
I helped my groups	
I contributed useful ideas	
I used English during the tasks	
I learned about speech acts	
Now I can interact in English in some real situations	
TOTAL	

Other comments:

_____

_____

Adapted from: http://www.lapresenter.com/CoopEvalPacket.pdf