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Teaching Pragmatics as a means to Developing Oral Skills

TRABAJO DE TITULACIÓN

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Abstract

Currently, English is being widely accepted as the lingua franca worldwide since it allows speakers of different languages to communicate in business contexts. Consequently, developing a communicative competence in the target language is of paramount importance, particularly to developing countries, such as Chile.

This proposal aims to fill a void in the Chilean educational system where the mastery of grammatical knowledge seems to be the main learning goal. In this line, this elective course will help learners to develop oral skills by making them aware of the pragmatic features of the target language. Thus, they will be able to cope with different communicative situations in an appropriate manner.

Key terms: pragmatics, communicative competence, oral skills, pragmatic awareness, explicit instruction, discourse analysis.

Introduction

In the last decades, the Chilean Ministry of Education (MINEDUC henceforth) has invested its efforts in different initiatives that aim to turn the Chilean population into a bilingual one. This ambitious project found a wide support in the MINEDUC since it understands that knowing English is a useful tool in the current economic scenario where this language functions as the official *lingua franca*.

Under these particular circumstances, the Chilean curricular framework (MINEDUC, 2009) has stated that it is of paramount importance that, by the end of their secondary education, Chilean students be able to communicate successfully in a variety of communicative situations.

However, the efforts of MINEDUC have not been enough, and still a small percentage of the Chilean population speak English fluently, as it has been demonstrated by a study of the University of Cambridge (in De Amestica, 2013. Para. 4). This situation can be explained by the fact that in most of the Chilean classrooms, the objective of instruction is still the attainment of what Bachman (in Savignon, 2001, p. 17) called grammatical competence.

In the light of these facts, this pedagogical proposal aims to fill a void in the Chilean educational system where the teaching of pragmatics continues being neglected regardless of the suggestions from the MINEDUC, and learners continue learning English as people did in the 70's when the behaviorist approach was still popular (Richards, 2008).

This project was designed to target a group of 10th graders that attend a semi-private school in Quilpue where that situation was observed. The main objective of this proposal is

to provide learners with the linguistic forms and strategies needed to perform some communicative functions inherent to casual conversation (greeting, exchanging information, inviting, etc.) in an appropriate manner. At the same time, it aims to raise learners' awareness of sociocultural and sociolinguistic factors underlying those communicative events so that learners can be able to communicate effectively at the end of this course.

The structure of the graduation project will be as follows. In section 3, I shall present a literature review to review some key concepts. Then, in section 4, the needs analysis and its results which validate this proposal. The last section will include the proposal itself, including its objectives, contents, lesson samples and activities.

Literature Review

This section provides an overview of key concepts, such as communicative competence, interlanguage pragmatics, explicit pragmatic instruction, a discourse approach to language teaching, and oral skills. This theoretical framework presents the background information that will inform the selection of a syllabus for this graduation project.

Communicative Competence

The concept communicative competence coined by Delia Hymes emerged in opposition to Chomsky's concept of competence, and years later, it reappeared in education as the main goal of the Communicative Approach (CLT henceforth), which is the current paradigm for teaching English as second or foreign language (Celce-Murcia, 2001). Apart from Hymes other authors like Halliday, Canale and Swain, and Bachman have also presented their models that aim to describe the components of this competence, all of them agreed on the idea that being communicatively competent means to have a linguistic and social knowledge of the language (Peterwagner, 2005).

Hymes' definition of communicative competence is a reaction to Chomsky's view of competence, which essentially refers to the knowledge of linguistic forms and grammar. Instead, Hymes (in Savignon, 2001, p. 15) understands communicative competence as the ability to use language in accordance with the context in which the interaction occurs. For example, it allows speakers to evaluate which language behaviors are appropriate under the sociolinguistic norms of certain cultures. Moreover, Peterwagner (2005) highlights that Hymes adds a pragmatic component to the previous concept of competence.

On the other hand, early in the eighties, Canale and Swain (in Savignon, 2001, p. 16) posited that communicative competence was made of four kinds of knowledge, which are essential and interrelated -- suggesting that it is not worthy neither being taught in isolation nor emphasizing one more than another. Namely grammatical competence, discourse competence, sociolinguistic competence and strategic competence.

1. Grammatical competence refers to the knowledge of grammatical forms at a sentence level, which allows the identification of morphological, syntactic, and phonological elements of a language and the use of them to produce and decode messages.
2. Discourse competence describes the ability to produce and comprehend a text; for this, the learner must develop knowledge of coherence, which is the interconnection among all the sentences in a text, and knowledge of cohesion, words, phrases or expressions that establish relationships between sentences or paragraphs in a text.
3. Sociocultural competence is the learner's ability to recognize the social context in which the interaction takes place, the relationship between the participants, the topic in discussion, and the communicative functions attached to that specific communicative event.
4. Strategic competence relates to all the compensatory strategies that language learners use to make them understood in difficult situations, for example asking for repetition, asking for clarification, circumlocution, etc.

Then, in 1990, Bachman proposes a model of communicative language ability that is made of linguistic competence and pragmatic competence (Kasper, 1998). At this point,

Peterwagner (2005) notices that Bachman's model is similar to what Canale and Swain had previously defined as communicative competence retaining the same components.

Bachman describes language knowledge in terms of linguistic and pragmatic components that interacts complexly, but without, any relation of subordination. Moreover, he emphasizes that pragmatics is not an ornamental feature; instead, he points out that it is essential for effective communication. (Kasper, 1997).

According to Bachman (in Kasper, 1997, p. 2), language competence has two components, as it has been stated earlier. The linguistic competence supposes a grammatical and an organizational knowledge. The former refers to linguistic forms and the ways in which they organize in a sentence to convey meanings, specifically in the area of vocabulary, syntax, morphology, and phonology. The latter refers to the rules of cohesion and coherence; it is similar to what Canale and Swain (in Savignon, 2001, p. 18) called discourse competence. On the other hand, pragmatic competence is also made of two components: an illocutionary and a sociolinguistic competence. The first describes the speaker's ability to perform appropriate speech acts in relation with the conventions of use, and the second describes the ability to use the language appropriately in accordance with the particular context variables. This knowledge informs the appropriate selection of linguistic forms to carry out certain communicative acts (Kasper, 1997).

Interlanguage Pragmatics

Kasper (1997) suggests that Crystal (in Ifantidou, 2013, p. 2) provides a good definition of pragmatics when he says that pragmatics is the study of language that focus on the

choices that language users have to make when they communicate; the problems they have to face when they interact; and the effects that language has on the interlocutor.

Thomas and Leech (in Beebe & Zhang, 2005, p.67) explain that pragmatics has two components: pragmalinguistics and sociopragmatics. The former refers to the knowledge of a wide variety of linguistic forms to perform different speech acts. On the other hand, the latter is the ability to choose the more appropriate linguistic means taking into account the contextual facts at hand.

According to Alcon and Martinez-Flor (2005), second language pragmatics or interlanguage pragmatics (ILP henceforth) is a study field that has focused its attention on speech acts, conversation structures, and conversational implicatures. These topics have been investigated through comparative and developmental studies. The latter is important for the development of this project since they address the way in which pragmatic competence is acquired and the factors that affect its learning.

Alcon and Martinez-Flor (2008) also criticize the fact that traditionally, ILP studies have shown an unbalanced interest in pragmalinguistics, focusing most of the research on conversational routines and strategies used to perform certain speech acts, and forgetting the importance of the situational factors underlying those communicative events. A similar situation can be observed in the area of language teaching where pragmatic instruction has been recognized as a necessary activity in order to become communicatively competent. Specifically, the problem is that current proposals for pragmatic instruction are only centered on suitable strategies and forms that will help learners to carry out some of the commonest speech acts, such as requesting and have neglected others like exchanging information and keeping a conversation.

Explicit Instruction of Pragmatics

Pragmatic instruction appears as an alternative in EFL learning environments where the limited input that learners receive and other typical classroom constraints hinder the pragmatic development (Alcon and Martinez-Flor, 2008). Furthermore, Kasper (1997) explains that pragmatic instruction is necessary although learners are supposed to have a universal knowledge of pragmatics since they rarely transfer pragmatic information to their L2 encounters; besides, this author points out that the time of residence in L2 countries does not vouch for the development of a pragmatic competence. As it was proved by Bouton's study (in Cane, 1998, p.35) in which a large percentage of a group of immigrants that had lived in the United States for years failed to decode the correct meaning of implicatures (idiomatic expressions).

Instructional paradigms. There is a clear difference between implicit and explicit learning; the former refers to the type of learning that is acquired unconsciously whereas the latter refers to a deliberate effort to internalize knowledge (Alcon, 2001). Currently, among language teachers, it is widely accepted the idea that L2 acquisition occurs as a consequence of constant exposure to the target language in an unconscious manner similar to the process through which people acquire their mother tongue (Alcon and Martinez-Flor, 2008)

. However, Dornyei (2013) highlights that evidence has shown that L1 and L2 acquisition processes differ, and that target learners will need more than exposure and practice to develop L2 proficiency. Specifically, this author suggests that L2 development will also require the implementation of some explicit learning procedures, such as form focused

activities or controlled practice. In short, there is a need for cooperation between implicit and explicit methods of learning.

Along the same lines, Taguchi (2005) has postulated that formal instruction offers two different opportunities for the development of L2 pragmatics: the first one refers to tailor-made courses designed to achieve pragmatic outcomes, and the other one refers to courses in which pragmatic knowledge is acquired incidentally as a result of exposure to the target language. Kasper (1997) summarizes the features of each instructional paradigm in the following terms: “Explicit teaching involved description, explanation and discussion of the pragmatic feature in addition to input and practice, whereas implicit teaching included input and practice without the metapragmatic component” (p.9).

To sum up, Alcon (2005) explains that the role of instruction has caught the attention of researchers interested in the topic of pragmatic development. In this respect, research findings in the EFL environment show that learners that receive any kind of instruction on pragmatic features are more likely to develop a pragmatic competence. Additionally, research has shown that explicit instruction of pragmatics has been more successful than implicit instruction.

A Discourse Approach to Language Teaching

According to Wu (2013), a discourse approach to language teaching is different from traditional ways of teaching language since they frequently focus on the instruction of grammatical patterns in isolation, without paying much attention to contextual factors. Instead, discourse analysis (DA henceforth) describes the interrelation between language and context. However, this author accepts that it is impossible to keep DA separated from

traditional teaching practices. In contrast, the use of different teaching practices is suggested, such as implicit and explicit teaching techniques.

Awareness-raising activities. Thornbury (2005) explains that according to the Cognitive Theory of Language Learning, awareness-raising activities are necessary before the learners be able to integrate the new piece of knowledge into their existing knowledge. The author also points out that these activities fall under the category of other-regulated activities, in which the teacher has a central role in guiding the learning process; specifically, he has to provide explanations, instructions, support, and feedback.

Use of recordings and scripts. Thornbury and Slade (2006) claim that the use of recordings and transcripts is one way of raising students' consciousness about features of spoken language, such as sociocultural features; then, learners have to study the transcripts of the recording so that they can observe critically how the different variables of context affect communication or how real communication is carried out. These authors suggest that this technique must include three important phases: the exposure phase, the instruction phase, and the practice phase.

The use of authentic material. As Alcon and Martinez-Flor (2008) warns, it is more difficult to develop a pragmatic competence in EFL learning environment than in ESL ones since in the former, learners have fewer opportunities to observe and analyze appropriate L2 pragmatic behaviors. In this line, the use of authentic audiovisual material appears as the most suitable option to provide EFL learners with that input. Wu (2013) supports this idea by explaining that through watching extracts of TV series and movie scenes, learners can be exposed to features of natural language use (hesitation, overlaps, and fillers) that are generally omitted in scripted materials.

Speaking

According to Lazaraton (2001), for many people, knowing a language means knowing how to speak that language since it is the most representative form of human communication. However, it is, at the same time, one of the most difficult skills for EFL learners since every time, someone speaks, many different processes occurs simultaneously as thinking about the message to convey, looking for the appropriate words to convey that contribution, convey the message, observe the effect that message has on its? interlocutor, and monitor his performance. Moreover, that speaker must have previously developed a variety of abilities in order to complete that task as Thornbury (2005) points out.

The implications of CLT in the development of speaking. Currently, the growing interest in speaking and suitable methodologies for developing communicative oral skills can be explained as a direct consequence of the fact that English is widely used around the world for most of cross-cultural transactions between non-native speakers of English. Along the last fifty years, the way of teaching that skill has undergone different changes in terms of goals for teaching and, consequently, its methodological issues. For, example, in the sixties, the main purpose of speaking activities was that learners could internalize some grammatical rules, so they were asked to repeat sentences, respond to drills, and memorize textbook dialogues (Richards, 2008). However, since the advent of CLT in the 70's, the development of oral communication skills with emphasis in sociocultural features has gained more and more advocates among EFL teachers. In fact, one of the greatest contributions of this approach to ELT is that it does not endorse EFL curricular frameworks that only focus on the development of grammatical knowledge. Instead, it proposes a balance between accuracy and fluency, which Hedge defines (in Lazaraton, 2001, p. 104)

as the natural way of communicating. CLT also suggests the development of multiple skills, which, in this context, means connecting speaking activities with others skills like listening and reading. It also encourages the explicit teaching of compensatory strategies that will allow learners to cope with language constrains, cultural differences, and environmental unfavorable conditions.

[In this project, the attention will be paid to what Richards (2008) described as interactional talk, which, in simple words, is what speakers do when they start a conversation -- greeting, introducing themselves, talking about experiences, etc. More specifically, the focus will be on conversation understood as spontaneous, casual exchanges of information that allow people to negotiate their identities as well as their feelings (Thornbury and Slade, 2006) and the features that characterize this genre, such as conversational structures, which refer to the organizational patterns that a conversation follows and the linguistic devices that speakers of the target language use to achieve their communicative goals, such as turn taking, starting and closing a conversation, feedback, and adjacency pairs.

To sum up, this project supports Bachman's view (Kasper, 1997, p. 2) that language competence comprises a linguistic component and a pragmatic one; consequently, it means that a balance between form and functional teaching is necessary in order to become communicatively competent (Alcon and Martinez-Flor, 2008).

The above has the following implications for the development of conversational skills:

1. The goal of speaking activities is not any more the internalization of grammatical rules, but communication (Savignon, 2001).

2. Teachers that aimed to develop their learners' speaking skills must take into consideration what Thornbury and Slade (2006) called the indirect principle plus that suggests that learners should be exposed to authentic material and be provided with many opportunities for interaction, but explicit instruction should be included at certain points.

In the light of the above, explicit instruction of pragmatic features appears as the best option to develop a pragmatic competence. As Kasper (1997) states, there are some pragmatic features that learners do not notice regardless of their level of exposure to the target language. Kondo (2008) agrees with this and explain that successful communication is a matter of optional convergence, which implies that L2 learners have opportunities for reflecting on their language choices, observe if they fit with the pragmatic norms of the target language, and try other linguistic options. Activities that will be only pertinent in a class that explicitly teach pragmatic features.

Needs Analysis

As it has been started before in this project, the target audience for this course is a group of twenty-five 10th graders that attend Colegio Daniel de la Vega who, according to the national curricular framework (MINEDUC, 2009), need to acquire a communicative competence in order to cope with the professional challenges posed by globalization. In order to gather more information about the learners' needs, it was necessary to administer a survey (see Appendix A) made up of eight questions. Twenty-one students out of twenty-five answered it: 10 girls and 11 boys. With the purpose of carrying out a fairly accurate needs analysis, it will also be reviewed the answers of an informal interview to the teacher of English at Colegio Daniel de la Vega Ana Maria Vasquez and my observation during my teaching training process.

First, it is important to mention that for the analysis of the survey, it will be used the needs analysis framework proposed by Dudley-Evans and St. John that consists of three stages: Target Situation Analysis (TSA henceforth), Learning Situation Analysis (LSA henceforth), and Present Situation Analysis (PSA henceforth). The TSA aims to determine the context in which language will be used after the instructional period and the purpose for learning. On the other hand, LSA will reveal learners' perceptions about language learning and the factors that may affect the learning process. In the end, PSA will provide an overview of what learners can do with the target language in the present time.

Survey

Regarding TSA, the survey (see Appendix A, question 4) demonstrates that 70% percent of the learners use the target language outside of the classroom, with interactional purposes when they have the opportunity for real use.

In the PSA stage, the analysis of the survey (see Appendix A, question 7) shows that most of the learners consider that knowing how to express their ideas orally in the target language is of paramount importance. In fact, 13 people agree with the statement that an English course must pay exclusive attention to the development of this task. On the other hand, concerning motivation for improving their oral skills, the obtained data (see Appendix A, question 8) confirm that a large percentage of the learners would take an elective course devoted to the development of oral skills. Besides, information (see Appendix A, question 4) suggests that 40% of the learners are willing to use the target language even when they feel they do not have the necessary knowledge to do so.

About LSA, the results of the survey (see Appendix A, question 1) points out that the learners are frequently involved in speaking activities; 62% of them acknowledge that the teacher includes speaking activities in every lesson. Regarding the nature of those activities, the survey (see Appendix A, question 2) shows that the most common speaking activities that the learners have to do in class are not communicative, and their purpose is not the attainment of real communication, but the correction of pronunciation, the internalization of grammatical rules, or the transaction of information. All the information gathered though

the survey supports the claim in this project that the target audience of this project has a grammatical knowledge of language, but is unable to use the language outside the classroom environment. In fact, the data (see Appendix A, question 3) demonstrates first that 18 learners know how to carry out the most basic functions: greeting and saying goodbye and second that just few of them are able to perform more complex, but widely used functions, such as giving information and giving reasons.

The teacher's perception

The teacher of English at Colegio Daniel de la Vega, Ana Maria Vasquez, answered six questions included in an informal interview (see Appendix 6) that aimed to gather information about the process of teaching oral skills. Regarding the importance of including speaking activities in the language classroom (see Appendix B, question 4), she explained that it is really important since through these activities the teacher can assess if learners have internalized the language items that have been previously taught. She also mentioned some of the speaking activities she usually includes in their language classes, such as performing dialogues, reading aloud, and class discussions (see Appendix B, question 5). At this point, it is important to highlight that the first two activities that the teacher pointed out do not have a communicative purpose since they aim that students could be able to internalize some grammatical items. However, this way of teaching oral skills is consequent with the teacher's purpose for including speaking activities in her class (see Appendix B, question 6), which in her opinion has to do with checking pronunciation and assessing the mastery of linguistic items.

The researcher's perception

During the second term of 2014, I did my teaching practice at Colegio Poeta Daniel de la Vega where I had to teach the target audience of this project twice a week for at least four months. Consequently, I had the opportunity to observe their performance in the target language (their abilities and limitations and the context in which instruction took place).

Regarding the learners' performance in the language class, it is important to mention that at least 70% of students had obtained an approving grade during the first term of 2014 in the English subject, and most of them showed a positive attitude towards the subject. In general, they did not have problems dealing with listening activities, reading activities, and form-focus ones. Nevertheless, when they were asked to produce written and oral texts, they had a lot of problems with these tasks; in fact, they hardly used the target language to answer the teacher's question; instead they used their mother tongue. Frequently, they use English orally to greet and ask for permission to go to the toilet. This situation called my attention since students seemed to understand what the teacher asked along the class, but they were unable to use the language for communication.

On the other hand, concerning to the context of instruction, I immediately realized that students were used to working with the coursebook provided by the MINEDUC. The above means that they usually had to cope with some receptive tasks at the beginning of the class, and then, they had to do focus their attention on the grammatical items that appeared in the text. Sometimes, there was enough time to do the production task that in most of the cases had to do with writing – writing a text similar to the one presented at the beginning of the lesson or writing dialogues that were never performed. In this context, it seems that the only instances that students had to develop their oral skills were the pre-reading or pre-listening stages where they usually were asked to discuss and exchange information.

Pedagogical Proposal

Rationale

This pedagogical proposal sets out to fill a void in the Chilean educational system where the focus of English instruction lies exclusively on the attainment of a grammatical competence despite the requirements of the MINEDUC, which, in contrast, calls for the development of a communicative competence.

In this line, this course aims to raise learners' awareness of pragmatic features of English language. This knowledge will enable them to improve their oral skills and communicate more effectively in the target language. This project particularly targets a group of 10th graders that attend Colegio Poeta Daniel de la Vega in Quilpue where they have already achieved a grammatical competence, but they have not been trained in how to communicate in real situations.

There are important reasons that have encouraged the design of this course: the first one has to do with the urgent need of enhancing the English proficiency level of Chilean population as a requirement of globalization. The second one refers to the fact that in order to comply with this requirement, it is necessary to adopt a new approach to teaching oral skills; and the last one is that currently, the Chilean educational system cannot provide learners with English courses that take into consideration different aspects of language to teach speaking.

Although this course has not been implemented yet, it is possible to predict some problems that might be encountered during that process, such as the absence of real models

of an appropriate pragmatic behavior. In EFL contexts, one of the factors that can limit the development of pragmatic competence is the fact that learners do not have the opportunity to interact frequently with appropriate models of L2 pragmatic behaviors, and the language teacher's discourse is the only input that those learners receive; however, it does not reflect real communication since it is always direct and status-bound (Alcon and Martinez-For, 2008). In order to avoid this problem, throughout the development of this course, authentic material like extracts of movies and TV series will be used so that learners can observe and analyze how native speakers of English carry out speech acts in different contexts.

Besides, it cannot be ignored that some learners' factors, such as shyness can be a constraint for attaining the objectives of this course. Every time, learners are involved in speaking activities, there is a risk that they cannot feel comfortable and unwilling to participate because of their poor knowledge of the language; however, it can be avoided by creating a positive classroom atmosphere and by stimulating learners to focus their attention on communication rather than on accuracy.

Course Description

Name of the course. Teaching Pragmatics as a Means to Develop Oral Skills

Type of course. An elective course

Target Audience. 10th graders at Colegio Poeta Daniel de la Vega

Number of students. 16 students

Type of syllabus. Multidimensional Syllabus, including elements from notional-functional syllabus and discourse-based syllabus

Duration (length). One school term (16 weeks approximately), one 90-minute weekly session.

General objectives. At the end, of this course, students will be able to:

Use language appropriately in accordance with the context variables (the status of the interlocutor, level of proximity, cultural background, etc.).

Specific objectives. At the end, of this course, students will be able to:

- Identify pragmatic features that characterize specific communicative situations.
- Recognize different pragmatic strategies used by native speakers of the target language to deal with different situations.
- Analyze pragmatic behavior in L1 and L2 contexts.
- Compare how L1 and L2 speakers carry out the same speech act.

- Differentiate which language behaviors are appropriate in accordance with the context variables.
- Anticipate the variables of context before starting an interaction.
- Assess the status of the interlocutor.
- Choose appropriate routine phrases in accordance with the context variables
- Select appropriate pragmatic strategies in accordance with the context.

Cross-curricular objectives. At the end of this course, students will be able to:

- Work collaboratively.
- Show respect for others.
- Create a positive classroom atmosphere.
- Analyze cultural differences critically.
- Be aware of their learning process.

Assessment. This course will have different instances of formative assessment that will allow both the teacher and the students to reflect periodically on their current performance and to evaluate their progress. Specifically, plenary sessions, learning files, and reflection journals have been purposefully included all through the teaching-learning process to reach these goals. Whereas plenary sessions and learning files aim to assess learners' progress class to class, reflection journal will tell the teacher if students feel they have attained the goals of each unit.

Finally, at the end of the course, the teacher will evaluate the product of the course through a role-play activity in which students will have to perform one of the different communicative functions studied along the course. At this point, learners are expected to demonstrate an appropriate use of language as well as management of different pragmatic

strategies; consequently, they will have to act out the same function twice first in an informal setting and then in a formal one. This activity will be assessed by the teacher, by other classmates, and by the performers in terms of non-verbal communication (eye contact and closeness), verbal communication (voice and language use), and formal aspects (guidelines).

Assessment grading plan.

Formative assessment:

Reflection Journals: 25%

Class participation:

Teacher's evaluation: 15%

Student's self-evaluation: 10%

Summative assessment:

Role-play activity:

Teacher's evaluation: 35%

Peer's evaluation: 5%

Self-evaluation: 10%

Course Syllabus

This course has implemented a multidimensional syllabus, which Johnson (2009) defines as a special kind of syllabus that takes elements from different types of syllabi and combine them in order to cover different dimensions of language. Specifically, it will include elements from a notional-functional syllabus and a Discourse-based syllabus.

As it is been stated earlier in this work, this project shares a communicative view of language, in which it is seen as a means for communication instead of a set of rules that a learner must memorize before being able to communicate, and learners are no longer considered mere receiver of teacher's input, but active builders of knowledge. In the light of the above, the course syllabus must draw on different aspects of language beyond grammatical structures, such as appropriateness, discourse features, and communication strategies (Richards, 2002).

In this line, this graduation project has adopted, on one hand, a notional-functional syllabus, in which a series of communicative events are the unit of organization (Thornbury and Slade, 2006). Each unit depicts some of the most common functions that learners have to face while they are involved in a conversation, such as greeting and saying goodbye. On the other hand, some elements of a discourse-based syllabus have also been included. This decision responds to the need of establishing relations between language and its context, which is fundamental for the development of a pragmatic competence. At this point, Wu (2013) suggests that discourse analysis appears as a suitable option for the attainment of this goal since "Discourse analysis relates language forms to function that a piece of discourse fulfills" (p. 88

Scope and sequence

Units	Objectives	Contents			Materials	Assessment	Number of sessions
		Functions	Grammar	Pragmatic features			
Unit 1: A new school	To provide learners with the linguistic and pragmatic knowledge that they will need to communicate appropriately with the members of a new academic environment	Introducing yourself Starting a conversation Meeting new people Exchanging personal information Keep a conversation Talking about personal issues Talking about past experiences	Simple present: <i>Where are you from?</i> Simple past: <i>When I lived in Chile, I ...</i>	Formal and informal register Symmetrical and asymmetrical relationships Appropriateness: -topics - nonverbal communication	Videos Computer with access to internet Data projector Handouts	Plenary sessions Learning files Reflection journals	2
Unit 2: What are you going to do later?	To provide learners with the linguistic and pragmatic knowledge that they will need to successfully deal with plan organization and invitations.	Making arrangements Suggesting options Discussing options Reaching an agreement Inviting Accepting and refusing invitations Thanking	Expressions: <i>Shall we go for...?</i> <i>I' sorry, but Thanks</i> Modal verbs: <i>I had to</i> <i>I couldn't</i>	Politeness Pragmatic strategies to cope with inviting and refusing someone's invitation Directness vs indirectness Nonverbal communication Appropriateness	Videos Computer with access to internet Data projector Handouts	Plenary sessions Learning files Reflection journals	3
Unit 3: Difficult situations	To provide learners with the linguistic and pragmatic knowledge that they will need to cope with difficult situations	Solving misunderstandings: Asking for repetition Asking for clarification Solving conversation breakdowns Changing the topic Discussing: Showing agreement Showing disagreement Apologizing Giving excuses Regretting	Expressions: <i>Sorry?</i> <i>Could you repeat it again</i> Wish: <i>I wish I had not done that</i>	Register: formal and informal settings Appropriateness: word choice and behaviors Pragmatic strategies to apologize and defending someone's point of view Directness vs indirectness	Videos Computer with access to internet Data projector Handouts	Plenary sessions Learning files Reflection journals	4
Unit 4: What comes next?	To provide learners with the linguistic and pragmatic knowledge that they will need to talk about their future plans and expectations	Guessing about the future: Talking about future plans Expressing possibilities Expressing personal expectations	Simple present: I want Future: <i>I'm going to do something</i> Modal verbs: <i>I may, I might,</i> Expression: <i>I'd rather</i>	Appropriateness: - Verb tenses and their use The difference between oral and written language	Videos Computer with access to internet Data projector Handouts	Plenary sessions Learning files Reflection journals	3
Unit 5: units review	To assess what students have learnt along the course				Evaluation rubrics for oral activities Guidelines for the activity	Role-play activity	2

Sample Lessons

Unit 1: A new school

Lesson 1: The introduction

Sample Lesson 1

General objectives:

At the end of this lesson, students will be able to:

Introduce themselves in an appropriate manner

Specific objectives:

- ✓ Recognize the nature of the relationship between speakers involved in the interaction
- ✓ Use exponents of this function that are appropriate in accordance with the register of the situation
- ✓ Reproduce appropriate L2 pragmatic behaviors

Cross-cultural objectives:

- ✓ Work collaboratively
- ✓ Critically analyze cultural practices
- ✓ Be aware of their learning process

Pre-listening activity:

Teacher's notes: activities 1 and 2 aim to prepare the students for the contents that they are going to work on later in n this lesson.

In activity 1, the students will have to observe two pictures that show people introducing themselves; however, each picture describes different types of relationships: symmetrical (equal) and asymmetrical (not equal) relationships.

First, the teacher explains the students that they are going to work on a group activity in which they will have to observe two pictures and then discuss some questions. The teacher points out that students will have 10 minutes to discuss and answer the questions. She adds that afterwards, they are going to check the answer with the whole class.



1. **Group work:** observe attentively the images below and answer the following questions:



- a) What are people doing in these pictures?
- b) What is different between these pictures?

Answers:

- a) Speakers are introducing themselves to new people
- b) The relationship between interlocutors is different and the settings
- c) In the first one, the speakers are peers; and in the second one, speakers have a different social status.

- c) Which is the relationship among speakers in each picture?

Teacher's notes: when teacher checks the answers of activity 1 with the students, she explains explicitly that every time, they have to introduce themselves to others; they have to pay attention to who the interlocutor is since it influences their word choice and the way in which they are going to behave.

Then, the teacher asks the students to move to activity 2 that aims to activate the students' prior knowledge. In this activity, the students will have to think of different English expressions that they would use when they introduce themselves. Besides, they will have to classify those expressions into formal and informal.

The students will have 5 minutes to do activity 2; afterwards, the teacher is going to check the answers with the whole class. She is going to ask a volunteer to say a expression; then, the teacher asks that person in which part of the chart that answer should be placed, and finally, she asks the rest of the class if they agree with that answer. If so, she is going to write the expression on the board. At this point, the teacher just assess if the answers are correct or incorrect since later on the lesson, she is going to show students which expressions are more appropriate for the different setting.

2. **Prior knowledge:** With your partner, think of different English expressions that you would use to introduce themselves in different settings

Formal settings	Informal settings

While-listening activities:

Teacher's notes: in activity 3, the students are going to watch a scene of the famous American TV series called *Dawson's Creek* where Dawson and his closest friends meet Jennifer for the first time.

As the teacher understands that probably, the students are not familiar with this TV series, she has included a chart that provides information about the main characters and a description of the story. Therefore, before reading and explaining the instructions of activity 3, the teacher asks the students to read this chart. Then, she explains students that they are going to watch the scene in order to answer some comprehension questions. Before playing the video for the first time, the teacher gives the students one minute to read the questions.

The students will have 5 minutes to discuss their findings with their partner and 5 minutes to answer the questions. Then, the teacher is going to check the answers with the whole class



3. Video: watch the following video and answer the following questions:

- a) What is the purpose of this short conversation?
- b) Which of the character is not part of the group?
- c) What is the relationship between the other characters?
- d) How is the characters' attitude towards the stranger?
- e) Does the interaction take place **in a formal or informal setting**?
- f) Do all the characters have a **symmetrical (equal) relationship**?

Answers:

- a) Jennifer wanted to introduce herself to the other characters
- b) Jennifer
- c) They are close friends
- d) They are friendly and willing to talk to her
- e) It took place in an informal setting
- f) Yes, they are all peers

Teacher's notes: after having checked the answers of activity 3, the teacher tell students that they are going to watch the scene again, but this time, they have to focus their attention on details. Then, she reads the instructions and asks students to read the tasks.

The teacher explains that in activity 4, students are going to watch the video again in order to complete two more tasks. The teacher explains that in order to carry out the activity, the students must pay attention to the details. Again, the teacher asks the students to read the tasks, and then she plays the video.

Students will have 2 minutes to discuss with their partner and 2 minutes to answer the questions. Finally, the teacher is going to play the video a third time in order to check the answers.



4. Video: watch the video again and pay attention to the details:

a) Choose the correct answer: when the speakers got together, they ...

I. greet with a kiss on their cheeks



II. greet with a hug



III. shake their hands



b) Number what speakers did during their short interaction:

- I. ___ they exchange some personal information
- II. ___ they greet each other
- III. ___ they say goodbye
- IV. ___ they introduce themselves

Answers:

a) III b) II, IV, I, III

Teacher's notes: during this stage of the lesson, the teacher explains some important concepts that students must be aware of in order to reach an effective communication with L2 speakers.

First students are going to do the activity 5 where they will have to read the script of the video they have just watched (see Appendix E, conversation 1) and look for the information required by the teacher. This activity aims that the students notice how language works in different situations and how external factors can determine the way of conveying the message.

Student will have 10 minutes to do activity 5; afterwards, the teacher is going to check the answers with the whole class.

Then, the teacher is going to explain some important concepts, such as register and interlocutor since they determine the speakers' word choice and behaviors.

Finally, at the end of this stage, the students will have the opportunity to put the contents they have just learnt into practice through a speaking activity in which the students will have to write a dialogue similar the one they watched in the TV series' scene and then perform it.

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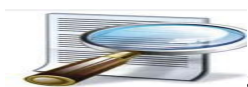
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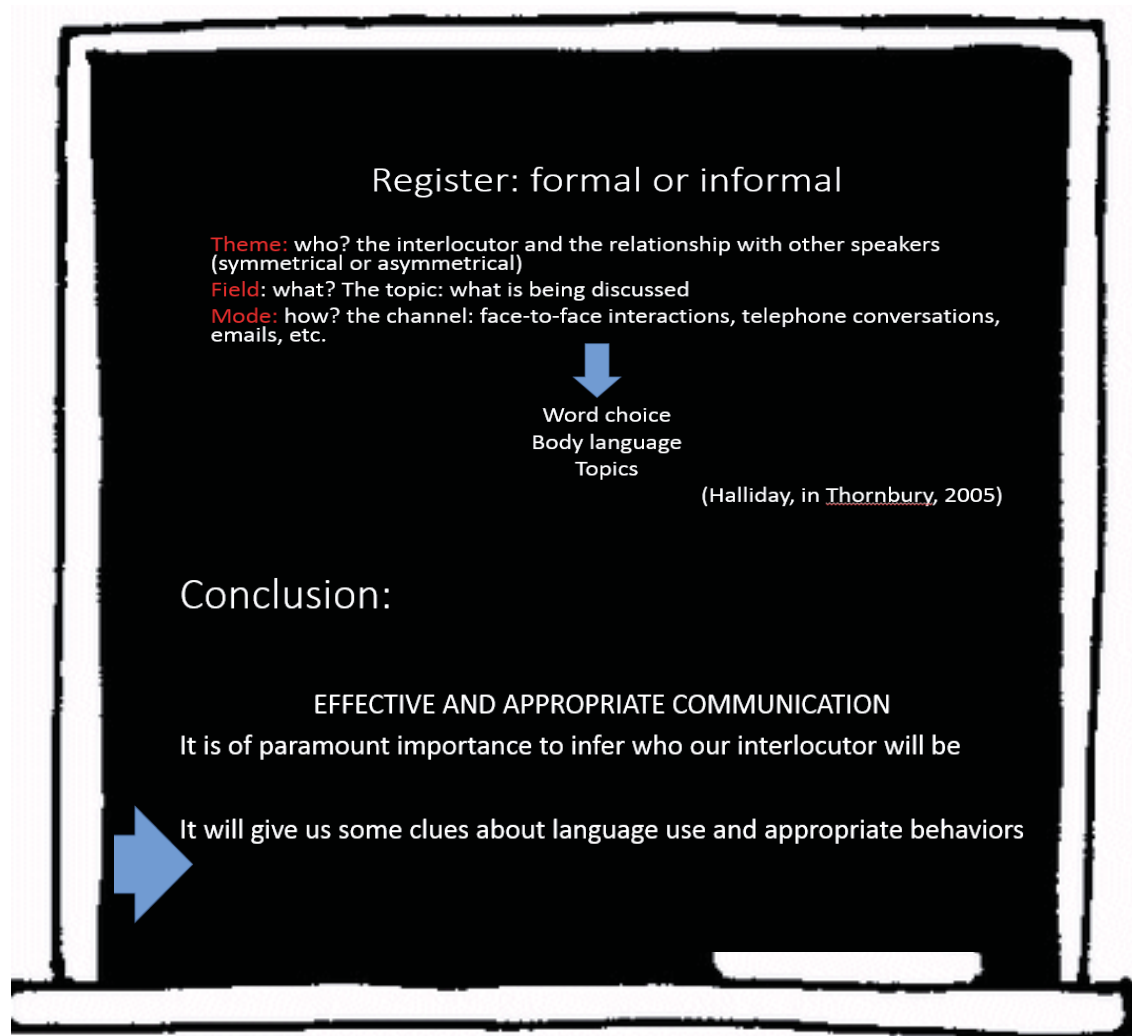
5. Analysis: read the script of the conversation between Jen, Dawson, Joy and Pacey and carry out the following task (see Appendix E, conversation 1):

- a) State the nature of the relationship between Jen, Dawson, and Dawson's friends
 - _ A symmetrical relationship
 - _ An asymmetrical relationship
- b) Underline the expressions that the characters used to introduce themselves
- c) Highlight the expressions and words that denote that this conversation is an informal interaction

d) Circle the words that denotes Joy's bad attitude towards Jen

Answers:

- a) A symmetrical relationship among peers
- b) I'm Jen; Hello, Dawson; Hi, Pacey; Guys, I'm really nice to meet you
- c) I'm Jen, cool, are you just visiting your grandpas?
- d) Hi, I'm Joy, I live crossing the river, and we have never met, ever.



7. Talk time: with your partner, choose one of the following situations, create a dialogue, and act it out

Situation n°1: it's lunchtime, and you go to the cafeteria to eat something. You do not want to eat alone, so you decide to talk a girl that you have just seen in your English class. For this, you first have to introduce yourself since you have never talk to her before, but she seems to be a nice person.

Situati^on2: you are a new student, and the new school is big; consequently, you had problems to find your classroom and arrived 15 minutes later to class. You have to give an explanation to the teacher, but you do not know him/her, so you will have to introduce yourself first and then, ask him/her if you are allowed to enter the classroom.

Guidelines for the dialogue:

- ✚ Each speaker must take at least 10 turns
- ✚ You must use the expressions learnt in this lesson
- ✚ You must develop the situations chosen

Guidelines for the performance:

- ✚ Use appropriate gestures
- ✚ Try not to read during the performance

Teacher's notes: in the last stage of the class, the teacher submits a handout with students' homework. Then, she reads the task with students and clarifies their doubts. At this point, the teacher explains students that it is of paramount importance that they do their homework since it is an instance to put into practice what they have learnt during the lesson.

Afterwards, the teachers announces that before leaving the class, they are going to complete a learning file, in which they will have to read some statements regarding the attainment of the lesson's objectives. This activity aims that students can be able to reflect and evaluate their own performance.

Then, the students will have to share their answer with their classmates and the teacher; this instance will allow the teacher to observe if students have learnt and if the teaching techniques are working.



Homework: watch this short video and do the following activities

Go to: <https://www.youtube.com/watch?v=16RKfpBodgk>



- Explain what is the video about
- Decide whether the language used by the speakers is appropriate or not
- Observe if the speakers' behaviors are in accordance with the register of the interaction
- Bearing in mind the concept of appropriateness, tell us what is wrong with the behaviors' of the office staff

Guidelines for homework:

- ✚ Submit your homework in a separate sheet of paper
- ✚ Write your homework by hand
- ✚ Submit your homework next class

Learning file:

✓ Individually, read the statements and answer yes or no

STATEMENTS **YES** **NO**

1. I have learnt some new words and expressions during this lesson.		
2. Now, I can see the importance of knowing who the interlocutor is.		
3. I understand that the concept of appropriateness is bound to cultural issues.		

4. I think I can cope with introducing myself in different settings.

5. I think I need more practice on the concepts learnt in this lesson.

- ✓ Share your answers with the teacher and classmates

Unit 1: A new school

Lesson 2: the first days at the new school

Sample lesson 2:

General objectives

At the end of this lesson, students will be able to:

Perform the function of exchanging personal information appropriately

Specific objectives

At the end of this lesson, students will be able to:

- ✓ Understand nonverbal clues
- ✓ Employ different conversational strategies to keep a conversation going
- ✓ Choose appropriate topics to keep the conversation going

Cross-cultural objectives

At the end of this session, students will be able to:

- ✓ Work collaboratively
- ✓ Develop social relationships
- ✓ Be sympathetic towards others

Teacher's notes: activity 1 is a pre-listening activity that aims to anticipate and prepare students for the video they are going to watch later on.

In this activity, students will have to read the lyrics of a song that describes the feelings of an adolescent during her first day at a new high school and then answer four questions. The first two questions have to do with the interpretation of the song, and the other ones aim that the students realize that being the new kid is a really difficult situation.

Before starting the activity, the teacher reads the instructions and provides students with background information of the song and its singer since they are not very famous in our country.

When the teacher gives the instructions, she explains students that this is a group activity, so they will have to work in groups of four people. Then, they will have to read the lyrics of the song presented below and answer a couple of questions. She points out that they will have ten minutes to do the activity, and then they will have to share their answers with the whole class. Finally, she asks students to use English language as much as possible during the development of this activity.

Pre-listening activity



1. Group work: read the lyrics of this song called “My first day: a high school story” and discuss the following questions:

- a) According to the song, how did the singer feel during the first day at her new school?
- b) Why do you think she felt in that way?
- c) Do you agree with the singer that being **the new kid** is a rough experience?
- d) Suppose you were one of the classmates of the singer, what would you have done to make her feel better?

Laura Shiguhara is an AMERICAN-Japanese video game composer, game developer, singer, and songwriter. She composed the song "My first day: A high school story" in 2013. This song was created for a game that is called High School Story.



“My first day: A high school story”

By

Laura Shigihara

It is the first day

Don't know where I stand anymore

I've got my hand in my pockets

I'm staring down at the floor

When I walk through the halls

Will I fall flat on my face?

Am I in over my head?

Are people even gonna know my name?

Give it time

It's okay if I

Don't figure everything out overnight

It's too late to turn back now

Gotta fight!

One, two, three!

Gotta be everything that I can

If I fail if that's the way it's gotta be

I'll prove there's more to me than what
you see

I'll live my life

All on the first day

All on the first day

It is the first day

And I'm sitting all by myself

All the weird things about me

Maybe I should leave them somewhere else
(Whoa)

When I wanna speak up

My voice decides it's gonna get really soft
(Whoa)

Cause there's a part of me that want to run

And not be seen at all

Give it time

It's okay if I

Don't figure everything out overnight

It's too late to turn back now

Gotta fight!

One, two, three!

Gotta be everything that I can

If I fail if that's the way it's gotta be

I'll prove there's more to me than what you
see

I'll live my life

All on the first day

Answers:

- a) She felt uncomfortable
- b) Because she was so shy
- c) This question is a personal opinion
- d) Among the possible answers can be all the behaviors that show kindness, such as smiles.

Besides, in this stage of the class, the teacher explains students that **the new kid** is an informal way to refer to new classmates.

While-listening activity:

Teacher's notes: in activity 2, the students are going to watch two scenes from the American movie *Twilight: The beginning*, the first part of the *Twilight saga* that was released in 2008. These scenes show when Bella and Edward, the main characters of this story, met for the first time during a biology class.

In this activity, the students are going to watch the video and then they will have to answer some questions that aim to check their understanding of general ideas. This time, the students will work in pairs.

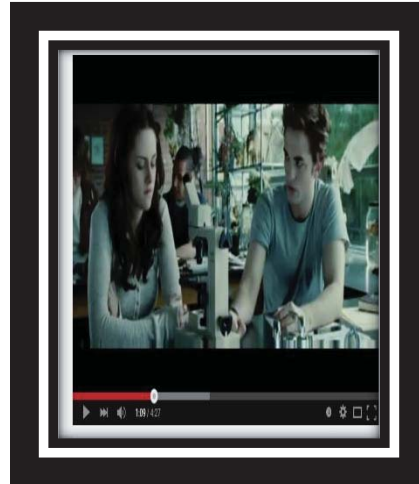
First, the teacher reads the instructions and explains the students that they are going to watch a video. At this point, the teacher asks some general question, such as have you ever listened to about this movie? in order to check if the students have some background knowledge of the story at hand. Afterwards, she asks the students to read the questions before playing the video; then she plays the video that lasts about eight minutes.

In this activity, the teacher suggests that the students pay a lot of attention to characters' non-verbal behaviors and attitudes. Once the video is over, the students will have five minutes to answer the questions. At this stage, the students are expected to work collaboratively in order to come up with complete answers. Finally, the teacher is going to check the answers with the whole group, so the students will have to share their answer with the whole class.



2. **Video:** watch the video and answer the following questions:

- a) How is Edward's attitude towards his new classmate in the first meeting?
- b) How did Edward show his discomfort?
- c) Why did he behave in that way?
- d) What happened between Edward and Bella in their second encounter?
- e) What changed?
- f) How was Bella's reaction to Edward's change of mood?



Answers:

- a) He is really cold and unfriendly
- b) He showed his discomfort through his facial expressions and silence
- c) Because he found something strange in his new classmate, and he did not know what it was exactly
- d) This time, they interact politely, but not very friendly
- e) Edward had a different attitude towards Bella, and he tried to be kind to her
- f) She was confused, and people could notice that due to her facial expressions



3. Video: watch the video again and decide if the statements below are **true** or **false**

- a) ____ During the first biology class, Eduard wanted to talk Bella, but he noticed her unwillingness to talk and decided not to say a word.
- b) ____ During the second biology class, they just talked about academic matters.

Teacher's notes: in activity 3, the students will have to watch the videos again in order to complete a true false activity. This activity aims that the students focus their attention on the details of the video, such as the topics discussed by Eduard and Bella during their exchange of information.

The students will have 5 minutes to discuss their findings with their partner and 2 minutes to complete the task. Then, the teacher is going to check the answers with the whole class. When the answer is false, the teacher is going to ask the students to provide the correct answer.

- c) ____ During the second biology class, they were able to start a conversation.
- d) ____ During the second biology class, they talked about their personal lives.
- e) ____ During the second biology class, Eduard asked Bella about the weather just as an strategy to start a conversation with her.
- f) ____ During the second biology class, Bella explained that she has moved to that city because she missed her father.
- g) ____ During the second biology class, Eduard left Bella alone because he had an important meeting

Answers: a) F b) F c) T d) T e) T f) F

Post-listening activities

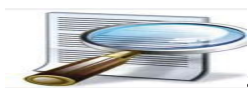
Teacher's notes: the post listening stage will be divided into three moments. The first one where the students will have to analyze the script of Bella and Eduard's interaction during their second biology class and identify the linguistic and pragmatic features present in this exchange of information and in the second one where the teacher is going to introduce and explain some important concepts.

The teacher asks the students to read the instructions of activity 5 and 6; afterwards, she clarifies doubt and states that the students will have 15 minutes to complete both activities and then, they are going to check the answers as a group.

While the teacher and the students are checking the answer of activity 5, the teacher explains that people use different strategies to keep a conversation going, such as asking questions, making comment, or changing the topic. These strategies are called conversational strategies. At this point, the teacher use examples of Eduard and Bella's interaction to show how these strategies work.

When the teacher and the students are checking activity 6, the teacher warns that during the first meetings, they should avoid touching sensitive topics, such as religion and political matters.

Finally, the students will have to move to the talk time section where they will have create a dialogue similar the one they have just watched and then perform it.



5. Analysis: read the script of Eduard and Bella's interaction in their second biology class and carry out the following tasks (see Appendix E, conversation 3):

- a) Underline the sentences that speakers used to keep a conversation
- b) Read the sentences you have just underlined and decide which conversational strategies speakers used to keep the conversation going, for example: **asking questions**
- c) Label the topic that Eduard and Bella Covered during their conversation



6. Pair work: highlight the topics you **would not introduce** during a conversation with someone you have recently met:

- a) Personal issues
- b) Cultural issues
- c) Family problems
- d) Likes and dislikes
- e) Music
- f) Politics
- g) Religion
- h) Your sexual option
- i) Food
- j) Academic life
- k) Social life

Answers:

Activity 5:

a)

Eduard: I'm Eduard Cullen and you are Bella.

Bella: You are a Cullen.

Eduard: So you enjoy in the rain?

Eduard: If you hate cold and rain, why did you move here?

Eduard: So, you don't like the guy.

Eduard: Why did you move?

Eduard: Now, you are happy?

Bella. You have contact lenses? Your eyes are black I saw you, Now you have they are brown.

b) making comments, asking questions, and changing the topic

c) likes and dislikes and personal lives

Activity 6:

a) F b) F c) T d) T e) T f) F

Keeping a conversation

Conversational strategies to start a conversation:

Making comments

Bella: You are a Cullen.

Eduard: Am, yeah. We came to this town a couple of years ago.

Asking questions

Eduard: Why did you move?

Bella: Well, he travels a lot. My mother stays at home with me, but she was sad.

Bella: I noticed, and I decided to stay with my father for a while thinking that I will be happy here.

Changing the topic

Bella: You have contact lenses?

Bella: Your eyes are black I saw you, Now you have they are brown.

Eduard: No, it is the light

Appropriateness

You should **be careful about** the topics you touch during the first meeting.

It is not advisable to **touch sensitive topics** during your first encounters since your interlocutor can feel uncomfortable.

AVOID: family problems, religion discussions, political issues, etc.

When you are starting a relationship with somebody, it is **better to talk about unimportant thing**, such as likes and dislikes, music, anecdotes, etc. otherwise, the relationship can abruptly end up.

Guidelines for the role-play activity:

Creating the dialogue

- ✚ Choose one of the interlocutors in the pictures and think how you would introduce yourself
- ✚ Use appropriate language
- ✚ Use some of the strategies to start a conversation with your interlocutor

Performance:

- ✚ One of the student must perform the role of the person in the picture you have chosen, and the other one must be a student
- ✚ Each participant must take 12 turns



7. **Talk time:** with your partner, create a dialogue and act it out



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Teacher's notes: in the last stage of the class, the teacher submits a handout with students' homework. Then she reads the task with students and clarifies their doubts. At this point, the teacher explains students that it is of paramount importance that they do their homework since it is an instance to put into practice what they have learnt during the lesson.

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Afterwards, the teachers announces that before leaving the class, the students will have to write their first reflection journal, in which they will have to reflect on the question what I have learnt during this unit? and write a short text regarding that. The teachers reads the instructions and the guidelines for this task, and then, she adds that the students will have

on the internet, search for a short video in which someone is the new student at high school, and then do the following tasks:

- Identify which strategies speakers used to start a conversation
- Tell what they talk about
- Explain how they express their attitudes and feeling through nonverbal

Guidelines for homework:

- ✚ Provide the source of the video
- ✚ Submit your homework in a separate sheet of paper
- ✚ Write it by hand
- ✚ Submit it next class

communication



Reflection journal: think about the following questions

and write your reflection journal n°1

What have I learnt during this unit?

General guidelines:

- ✚ Write between 100 and 150 words
- ✚ Write your reflection journal in a separate sheet of paper
- ✚ Do not forget to put your name on the sheet
- ✚ Submit your reflection journal before leaving the class

Unit 2: what are you going to do later?

Lesson 3: an invitation to the prom

Sample lesson 3:

General objectives:

At the end of this lesson, students will be able to:

Refuse invitations in an appropriate manner

Specific objectives:

At the end of this lesson, students will be able to:

- ✓ Know different pragmatic strategies to refuse an invitation
- ✓ Use appropriate expressions
- ✓ Show politeness while they are refusing an invitation

Cross-cultural objective:

At the end of this lesson, students will be able to:

- ✓ Listen carefully to others
- ✓ Show respect for others' way of thinking and culture

Teacher's notes: during the pre-listening activity stage, the teacher is going to present students some vocabulary that they will find later on in the lesson.

In activity 1, the students will have to look at some pictures of a school prom and answer some questions. This activity aims that the students understand what a school prom is and compare this activity to similar celebrations in the students' culture.

In activity 2, the students will have to think of English expressions that they would use to refuse an invitation. At this point of the lesson, the teacher just wants to assess the learners' prior knowledge not to teach them the expressions since it will happen later on the lesson.

Before starting each activity, the teacher reads the instructions and clarifies the students' doubts. Then she states the time for the completion of each activity: for each activity, the students will have 5 minutes. Finally, she adds that after having finishing the activities the students will have to share their answers with the whole class; though this activity, the teacher can modify some of the students' misconceptions (activity 1) and correct some errors of accuracy (activity 2).

Pre-listening activity:

1. Pair work: observe attentively the pictures below and answer the following questions



SCHOOL PROM



- According to the pictures, what is a **school prom**?
- What do you think these adolescents are celebrating?
- In your country, is there a similar party? When does it takes place?
- What do you think is the most stressful task you have to carry out before going to such an important party?

Answers:

- a formal dance party for older students held at the end of the school year:
- The answer can vary, but students are expected to answer that the adolescents are celebrating something related with the end of a school period.
- The graduation party when they finish high school
- Getting a companion, finding the cutest dress, inviting someone's to the party, or similar answers

2. Prior knowledge: in pairs, discuss different ways you would use to refuse someone's invitation to the prom politely

Possible answers: I'm sorry, but I can't go; It would be a pleasure for me, but; I have plans, or something similar

While listening activity:

Teacher's notes: in the while-listening stage, the students will have to watch some scenes of the movie *Twilight: the beginning* and do a series of activities that aim to raise students' awareness of the linguistic and pragmatic behaviors of L2 speakers when they have to refuse someone's invitation to somewhere.

This stage is divided into two different sections; the first one aims that the students pay attention to general aspects of the video whereas the second one aims that the students focus on the details.

In activity 3 and activity 4, the students are encouraged to work with their partner so that they can contrast their findings and elaborate a complete answer.



3. Video: watch the video and answer the following questions:

- a) Which will be the most appropriate label for these two scenes?
 1. Inviting someone to go out
 2. Refusing an invitation



4. Video: watch the video again and chose the correct answer:

- a) What was the excuse that Bella gave her friend for not going to the prom with him?
 - i. she explained that she would go with another person
 - ii. she said that she would go out with her father that day
 - iii. she told her friend that she would be travelling Jacksonville during this weekend
- b) How did Bella refuse their friend invitation to the beach?
 - i. She just says no

- ii. She did not answer
 - iii. She gave an excuse
- c) What did Bella do in order to make her friend feel better after her refusal?
- i. She said that they could go out another day
 - ii. She told him that another person wanted to go to the prom with him
- d) In your opinion, which refusal scene was more embarrassing? Support your answer with evidence from the video.
- i. Scene 1

Answer:

- a) iii; b) ii; c) ii; e) i (because the boy tries to persuade Bella, but his effort were not enough)
- ii. Scene 2

Post-listening activities:

Teacher's notes: in the post-listening stage, there will be three important moments: the analysis of the scripts of the video that the students have just watched in order to identify the linguistic and pragmatic features inherent to the function of refusing invitations. In addition to the teacher's instruction and explanation of important concepts, such as pragmatic strategies, directness, and indirectness. At this point, she also warns the students about the power of their body language since sometimes people convey wrong messages through their attitudes and gestures. Finally, in this section, the students will have the opportunity to apply what they have learnt in the talk time activity.

This is the most important part of the lesson; consequently, it will take at least half of the lesson.

5. Analysis: read the script of the two scenes and do the following tasks:

- a) Highlight the sentences that Bella used to refuse the invitation in scene 1
- b) Underline the sentences that Bella used to refuse the invitation in scene 2
- c) State which communicative functions Bella used to refuse invitation in scene 1

d) State which communicative function Bella used to refuse the invitation in scene 2

Answers:

a)

Dancing? I don't know if it is a good idea for me.

I have something for that weekend, anyway.

I'm going to Jacksonville this weekend.

b)

I will go for a coffee, and I will see.

c)

She gives an excuse.

d)

She did not answer the question/ avoiding a topic

Refusing an invitation

- There are different strategies that people use to carry out the **difficult** task of **refusing an invitation** without sounding rude nor unkind
- It is advisable you not refuse the invitation directly and look for more indirect ways of doing so since saying "No, I can't." can sound rude and unkind

So it is better to use more indirect strategies to refuse an invitation, such as giving excuse, giving reasons, or suggesting other options, changing the topic, etc.

Also, it will be appropriate to use polite expressions, such as I'm sorry, but...; I would like to go, but...; etc.

Other ways of refusing

Sometimes you can refuse an invitation without using words with acts or gestures

At this point, you **must be careful** since these answers can be interpreted as a rude way of refusing invitations; besides, they can make other people feel really bad



6. Talk time: with your partner, read the situation below and react to it

in an appropriate manner

Situation 1: it is Friday night, and your best friend who has recently broken out with her boyfriend and feels so sad arrives your home with two tickets for the cinema, but you already have plans with other friends.

a) Look for an appropriate way of refusing her invitation

Guidelines for the speaking task:

- ✚ Read the situation and react appropriately
- ✚ Take turns to refuse the invitation
- ✚ Use appropriate expressions
- ✚ Be careful about politeness

Teacher's notes: in the last stage of the class, the teacher submits a handout with students' homework. Then she reads the task with students and clarifies their doubts. At this point, the teacher explains students that it is of paramount importance that they do their homework since it is an instance to put into practice what they have learnt during the lesson.

Afterwards, the teachers announces that before leaving the class, they are going to complete a learning file, in which they will have to read some statements regarding the attainment of the lesson's objectives. This activity aims that students can be able to reflect and evaluate their own performance.

Then, the students will have to share their answer with their classmates and the teacher; this instance will allow the teacher to observe if students have learnt and if the teaching techniques are working.



Homework: surf on internet, find a video in which someone refuses and invitation, and answer the following questions

- a) What was the invitation?
- b) Why has the speaker refused the invitation?
- c) Which strategy did he use to refuse the invitation?
- d) Did the speaker used polite expressions to refuse the invitation? If so, provide an example.

Guidelines for homework:

- ✚ Provide the source of the video
- ✚ Submits your homework in a separate sheet of paper
- ✚ Write your homework by hand
- ✚ Submit your homework next class

Learning file:

✓ Individually, read the following statements and answer yes or no

STATEMENTS	YES	NO
1. I have learnt some new words and expressions during this lesson.		
2. I am able to use different pragmatic strategies to react to someone's invitations.		
3. I did well during the listening stage in this lesson.		
4. I did well during the talk time in this lesson.		
5. I can work collaboratively with other classmates.		

✓ Share your answer with the teacher and your classmates

Sample lesson 4:

Unit 4: what comes next?

Lesson 1: future plans

General objectives:

At the end of this lesson, students will be able to:

Talk about their plans

Specific objectives:

At the end of this lesson, students will be able to:

✓ Recognize when will it is being used to talk about plans

- ✓ Understand that will can be used for different purposes
- ✓ Use will and going to to talk about their future plans
- ✓ Critically analyze the difference between spoken and written language

Cross-cultural objectives:

At the end of this lesson, students will be able to:

- ✓ To be sympathetic to others
- ✓ To show respect by individuals and their histories
- ✓ Be aware of their learning process

Pre-listening activity:

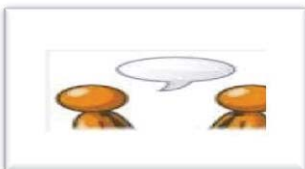
Teacher's notes: at the beginning of the lesson, the teacher is going to collect homework assigned during the previous class. Then, the teacher makes a summary of what the present lesson will be like and states the objectives for it.

The first activities are pre-listening activities; consequently, they aim to anticipate what the students will find later on in the lesson.

In one hand, activity 1 aims to provide the students with background information of a British movie called *Now it is good*. The students will need this information since in the while listening section, they are going to watch some scenes of this movie.

On the other hand, activity 2 aims to activate the students' prior knowledge by making them think which structures – will, going to, or present continuous -- can be used to talk about their future plans.

The teacher reads the instructions with the students, clarifies doubts, and states the time they will have to complete both activities. She says that students will have 10 minutes for both activities, and then they will check the answers as a group.



1. Pair work: read the short description of the movie *Now it is good* and answer the following questions

- a) What is the movie about?
- b) What is the genre of this film?
- c) Is this movie based **on a real-life story**?
- d) What does the verb **pass away** mean?

2. Prior knowledge: tick all the grammatical structures you would use to talk about your future plans

___ will

___ be going to

___ be doing (present continuous)

Answers:

Activity 1:

- a) It is about a girl that is about to die and make a list of the different things she would like to do before leaving this world forever.
- b) It is a mix of drama and romance
- c) No, it is based on a book
- d) To die

Activity 2:

Will and be going to



Now Is Good (2012)

Top 5000

PG-13 | 103 min | Drama, Romance | 19 September 2012 (UK)



Your rating: ★★★★★★★★ -/10

Ratings: 7,2/10 from 23.408 users

Reviews: 51 user | 43 critic

A girl dying of leukemia compiles a list of things she'd like to do before passing away. Topping the list is her desire to lose her virginity.

Director: Ol Parker

Writers: Jenny Downham (based on the book "Before I Die" by), Ol Parker

Stars: Dakota Fanning, Josef Altin, Jeremy Irvine |
[See full cast and crew »](#)

[Contact the Filmmakers on IMDbPro »](#)

Teacher's notes: during the while listening stage, the students will watch two different scenes of the movie *Now it is good* where the main characters Adam and Tessa talk about what they will do in the future. These situations are special since they talk about a future that it is not possible because she suffers from a terminal cancer.

In activity 3, the students are going to watch the video for the first time, and then, they will have to answer some questions that aims they gather general information about the scenes, such as the communicative purpose of them.

In contrast, activity 4 aims that the students gather detailed information from the video, such as which structures speakers used to convey their plans about the future.

The teacher reads the instructions for each activity, clarifies doubts, and states that the students will have 20 minutes to complete the tasks. She finally adds that afterwards, they are going to check the answers as a group.

To check activity 4, the teacher is going to play the video again so that the students can be able to observe the evidence that supports their answers.

While- listening activates:

3. Video: watch the video and answer the following questions:

- What are the speakers doing in scene 1?
- What are the speakers doing in scene 2?



- c) How certain are speakers about their plans in scene 1?
- d) Do you think that the speakers 'plans are likely to happen in the future? Support your answer.



4. Video: watch the video again and pay attention to details:

- a) Which grammatical structure do Adam and Tessa used to talk about their future (scene 1)?
- b) How Tessa does convey their plans in scene 1? Provide examples.
- c) Find the following sentences in the scenes of the movie
 - I. I will put it on my list.
 - II. I will teach you!
 - III. It is going to happen
 - IV. I will be back as somebody else.
 - V. I'll be the wild-hair girl that will ask you what you are studying.
 - VI. I'll fall in love with you at first time.
- d) Explain the communicative purpose of each sentence
- e) Tick those sentences that are used to talk about future plans

Answers:

Activity 3:

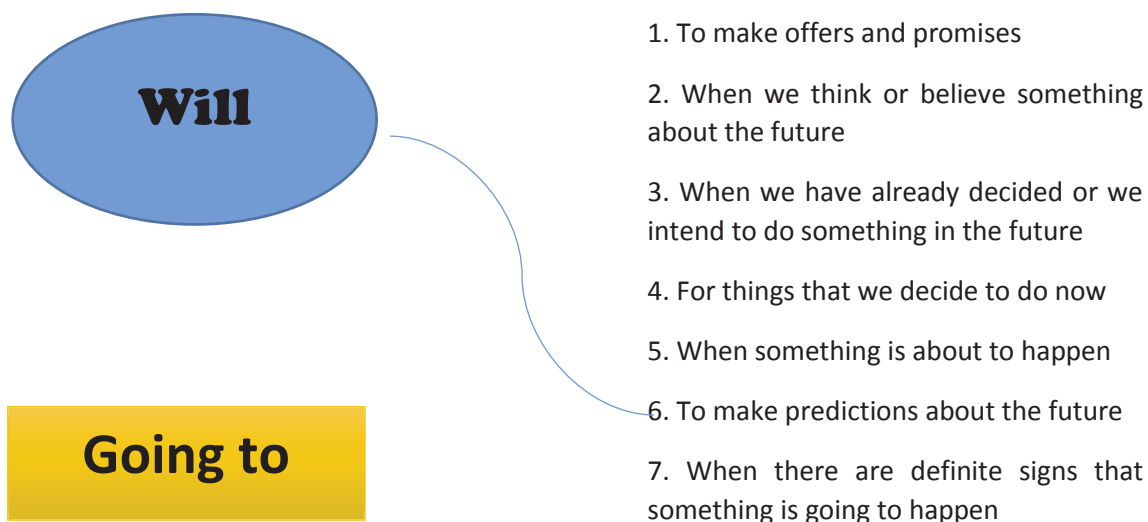
- a) Will
- b) With gerunds and infinitive clauses
Examples:
Listening to you snore for years and years
To go to the park with our three children.
- c) x
- d) I. a plan; II. A promise; III. Something sure to happen; IV. A prediction; V. A prediction; VI. A promise
- e) I

Post-listening activities:

Teacher's notes: the post-listening stage, there will be three important moments: during the first one, the students will have to do some exercise that aim to make them aware of the metalinguistic aspects of two grammatical structures (will and going to). Then the teacher is going to explain in a better way how and when we will use these two structures interchangeably and when it is not the case. Besides, the teacher is going to make a contrast between what happens when we write and when we speak; she will put the emphasis on the fact that sometimes, L2 speakers asks questions without using the inversion; instead they use the affirmative pattern and a falling intonation so that their interlocutor interprets their words as a question.

Finally, the students will have the opportunity to put the contents they have just learnt into practice in the talk time section where they will have to discuss about their plans for the summer holidays.

5. Pair work: match these grammatical structures with the situations in which they must be used



Answer:

Will: 1, 2, 4, 6

Going to: 3, 5, 7

To make prediction: Pínera *will* win the elections in 2016

6. Write in your notebook a definition of when it is necessary to use **will** and **going to**

Plans

➤ We can use both **will** and **going to** to talk about our plans for the future

➤ **Level of certainty**: when we use will and going to for this purpose, we are not claiming that these things are going to happen. In a way, we are expressing what we want to happen.

Structure:

affirmation:

Subject + will + verb

Subject + verb to be + going to + verb

Different functions of **will**

You can use will to perform different communicative functions:

- ❖ Promising: "And I will fall in love with you at first time"
- ❖ Guessing about the future: "Actually, I will have three girl"
- ❖ Making plans: "I will listen to your snores for years and years"

Written vs spoken language rules

When L2 speakers are involved in a conversation, this interaction is governed by rules different from the ones that govern written genres

Examples:

You can't? vs Can't you do that?

We will have three? vs will we have three children?

We will? vs Will we figure it out?

Notice that the speakers above used these structures to ask questions during the conversation although it may sound inaccurate according to grammatical rules.



7. **Talk time:** in pairs, discuss what you think you will do during

summer

Guidelines for the discussion:

- ✚ Each student must tell his/her classmate his(her plans for summer holidays
- ✚ Students must use will or going to to convey their ideas
- ✚ Each student must ask at least 5 questions during the interaction
- ✚ Students should take notes of what the other classmate says since afterwards, they will have to share with the class what they have found out.

Teacher's notes: in the last stage of the class, the teacher submits a handout with students' homework. Then she reads the task with the students and clarifies their doubts. At this point, the teacher explains the students that it is of paramount importance that they do their homework since it is an instance to put into practice what they have learnt during the lesson.

Afterwards, the teachers announces that before leaving the class, they are going to participate in a final activity, a plenary session in which individually, they will have to answer some questions that aim to gather information about the students' own perception about the attainment of the lesson's objectives. In the second part of the activity, the students will have to share their answers with their teacher and classmates. This activity will allows the students to observe that other students also have problems with some learning tasks and share some learning tips. On the other hand, this instance allows the teacher to assess her work in terms of measuring if the teaching techniques used for the lesson fit the students' learning styles and needs



Homework: write a list of your own plans and expectations about the future and present it in front of the class next week

Guidelines for writing the list:

- ✚ You must think about 10 things you want to do after leaving school

Guidelines for the oral presentation:

- ✚ You must present your list in front of the class
- ✚ You must use visual aids for your presentation, such as power point presentation and pictures
- ✚ Your presentation must last 3 minutes as maximum
- ✚ Your presentation must fulfill with all the points listed in the oral presentation check list

Checklist for oral presentations:

- The student keeps eye contact with his/her audience
- The students clearly explains what the presentation is about
- The student's presentation is within the required time frame
- Visual aids enhance the presentation

Plenary sessions:

- a) Individually, think about the following questions:
- Which contents were covered in the today's lesson?
 - What have you learnt during this lesson?
 - What kind of activities did you enjoy the most?
 - Which activities were more difficult for you?
 - How was your performance in the talk time section?

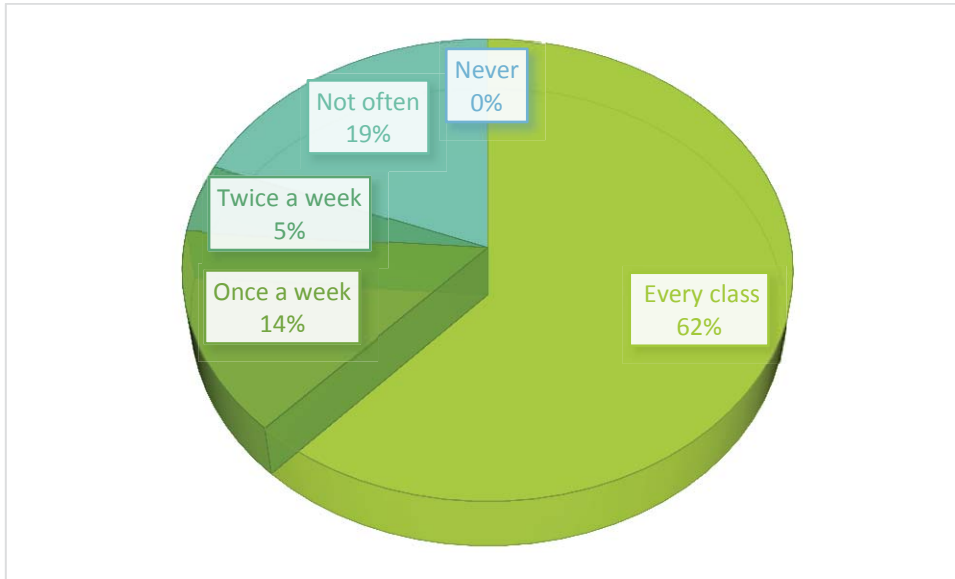
1) good 😊 2) fairly good 😐 3) bad ☹️

b) Share your answers with the whole class and discuss some strategies that could help you to enhance your performance in this class?

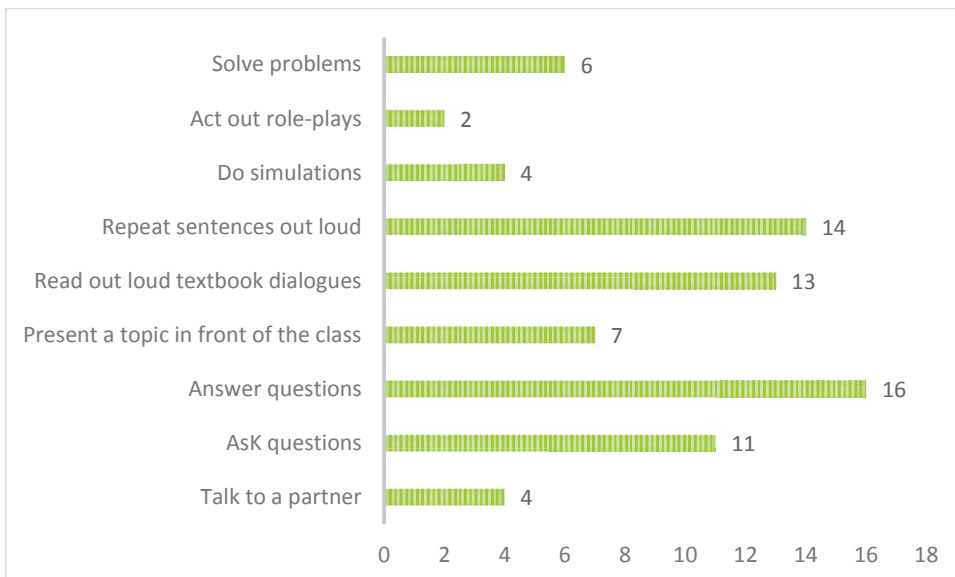
Appendix

Appendix A

1- How often does your teacher include oral activities in your English class?



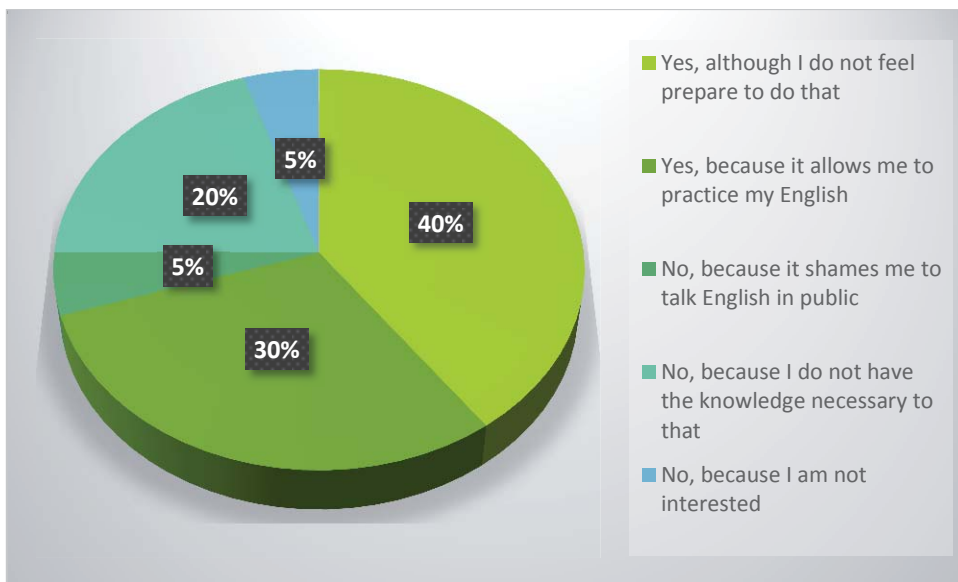
2- Which of the following tasks do you usually do in your English class? Mark all the answers you agree with.



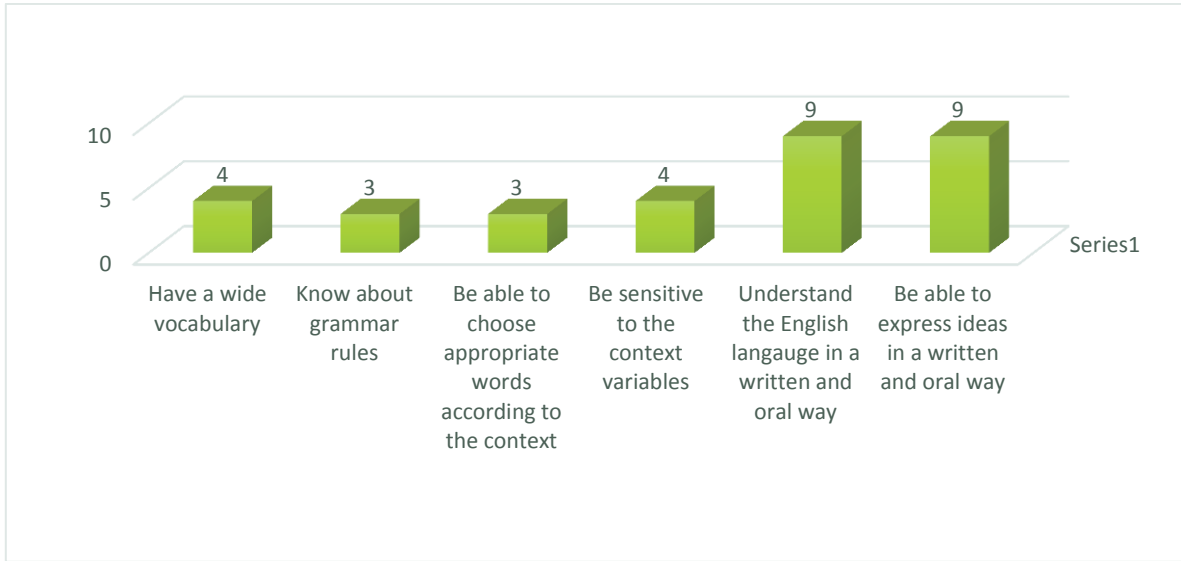
3- According to your level of English, which of the following communicative acts are you able to perform in English?



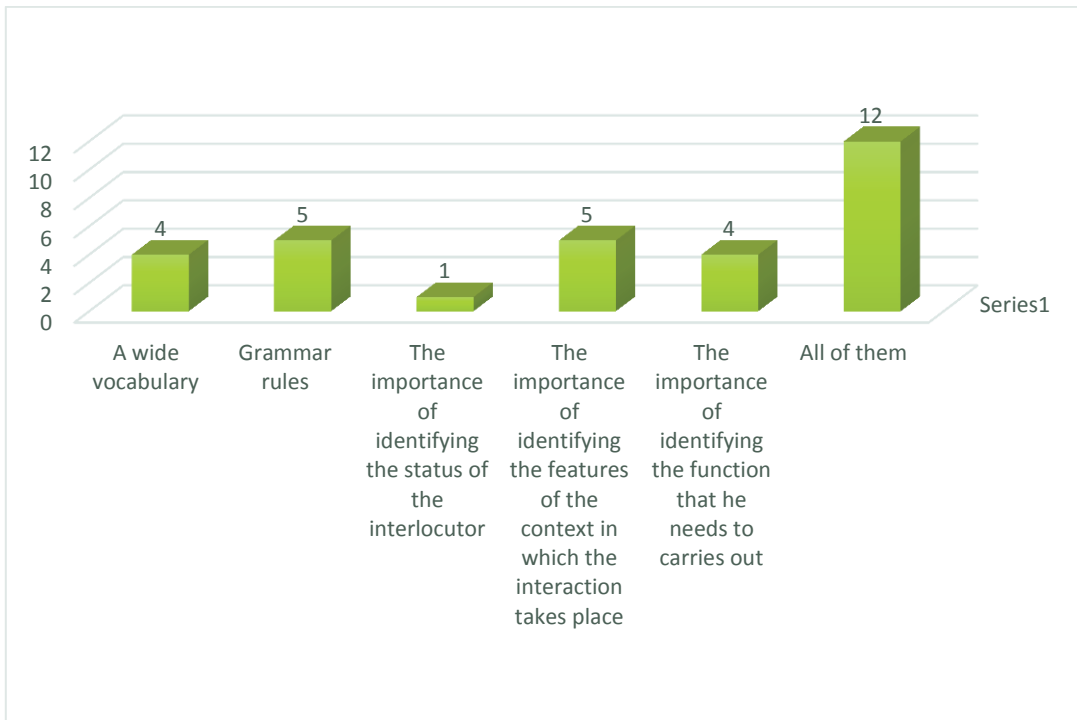
4- If a native speaker of English approached you to talk in the street, would you be able to carry on a conversation with him/her?



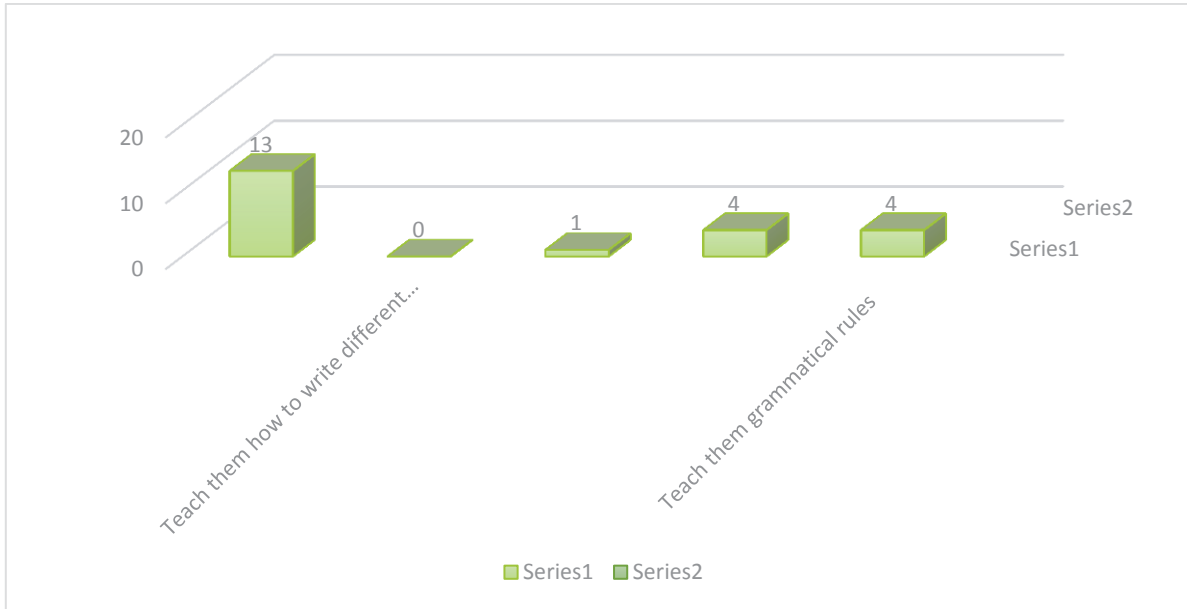
5- In your opinion, what does it mean to know English?



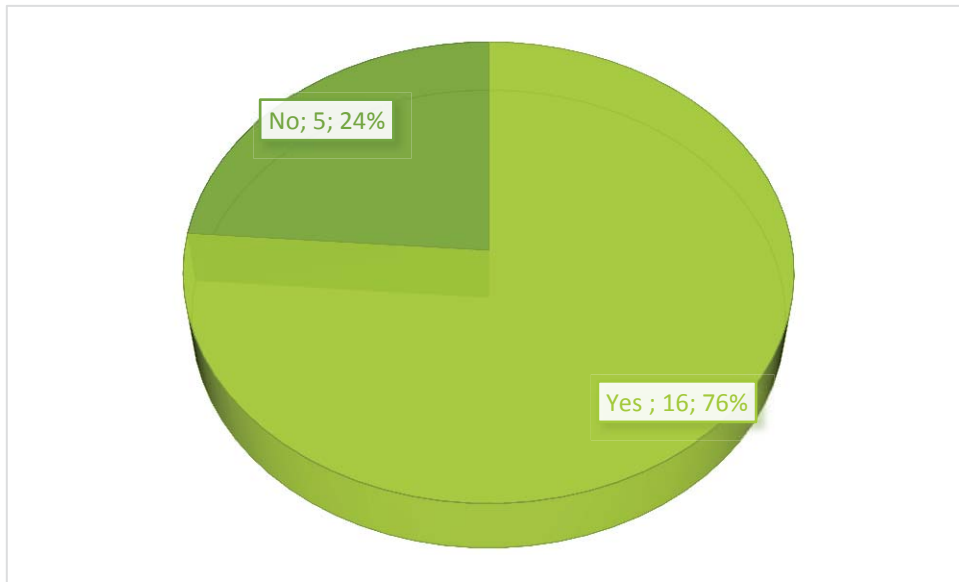
6- In your opinion, what should an English learner know in order to be able to communicate effectively? Mark all the answers you agree with.



7- If you were a teacher of English, which of the aspects below would be the focus of your class? Choose the one you consider the most important.



8- Would you like to take an English course focused on the development of conversational skills?



Appendix B

Teacher's interview

Objectives: this interview aims to gather information about the teaching of oral skills in the Chilean classrooms and the attitudes of secondary education students towards this skill. The purpose of this interview is to create an elective course devoted to the development of conversational skills.

Instructions: answer the following questions. Do not skip any questions since all answers are essential for this project.

1. Do you think 10 graders at Colegio Daniel de la Vega enjoy speaking activities?

2. Which is their attitude towards speaking tasks? Support your answer.

3. How would you describe their speaking performance in general?

4. Do you think including speaking activities regularly in the language classroom is important? Why?

5. Which kind of speaking activities do you usually use in your classes? Mention some them.

6. Could you tell me what is the purpose of including oral skills in the language class?

Appendix C

Survey

Objective: this survey aims to gather information about the current needs of 10th grade students at Colegio Poeta Daniel de la Vega in Quilpué regarding English language.

The data will be useful for the design of an elective course focused on the development of conversational skills

Instructions: in this survey, there are not correct or incorrect answers. All contributions are valuable for the development of this project, for we ask you to provide honest and complete answers.

1- How often does your teacher include oral activities in the English class?

- a) Every class
- b) Once a week
- c) Twice a week
- d) Not often
- e) Never

2- Which of the following tasks do you usually do in your English class? Mark all the answers you agree with.

- a) Talk to a partner
- b) Ask questions
- c) Answer questions
- d) Present a topic in front of the class
- e) Read out loud textbook dialogues
- f) Repeat sentences out loud
- g) Do simulations
- h) Act out role plays
- i) Solve problems (example, decide which of the suggested tourist destinations is more convenient).

3- According to your level of English, which of the following communicative acts are you able to perform in English?

- a) Greeting and saying goodbye
- b) Giving information
- c) Giving reasons
- d) Expressing preferences
- e) Expressing obligation
- f) Expressing wishes
- g) Expressing needs
- h) None

4- If a native speaker of English approached you to talk in the street, would you be able to carry on a conversation with him/her?

- a) Yes, although I do not feel prepared to do that
- b) Yes, because it allows me to practice my English
- c) No, because it shames me to speak English in public
- d) No, because I do not have the knowledge needed to do that
- e) No, because I am not interested

5- In your opinion, what does it mean to know English?

- a) have a wide vocabulary

- b) know about grammatical rules
- c) be able to choose the appropriate words according to the context
- d) be sensitive to the context variables
- e) understand the English language in a written and oral way
- f) be able to express ideas in a written and oral way

6- In your opinion, what should an English learner know in order to be able to communicate effectively? Mark all the answers you agree with.

- a) A wide vocabulary
- b) Grammatical rules
- c) The importance of identifying the status of the interlocutor
- d) The importance of identifying the features of the context in which the interaction takes place
- e) The importance of identifying the function that he needs to carries out
- f) All of them

7- If you were a teacher of English, which of the aspects below would be the focus of your class? Choose the one you consider the most important.

- a) Teach them how to express orally in English
- b) Teach them how to write different types of texts in English
- c) Teach them some strategies to improve their reading comprehension
- d) Teach them some strategies to improve their listening comprehension
- e) Teach them grammatical rules

8- Would you like to take an English course focused on the development of conversational skills?

- a) Yes
- b) No

Appendix D

Rubrics

Rubrics for reflection journals (teacher's evaluation)

Total score: ---- /20 points

Criteria	5	3	1	Total
Legibility	Handwriting is legible	Handwriting is not legible in some places	handwriting is not legible	
Assignment completion	The students hands the assignment completed	The student hands more than a half of the assignment	The student does not complete the task, and he she hands less than a half if the	

		completed	task attempt	
Guidelines	The student always follow the guidelines provided by teacher	The student partially follow the guidelines provided by the teacher	The student ignores the guidelines	
Responsibility	The student submits the assignment on time	The student submits the assignment some hours after the deadline	The student submits the assignment one day after the deadline	

Rubrics for class participation (teacher and peers' evaluation)

Total score: ---- /25 points

Criteria	5	3	1	Total
Attendance	The student attends all the sessions	The student misses 2 classes	The student misses more than 2 classes	
Engagement	The student always contribute to the class by making comments and answering questions	The student generally contributes to the class by making comments and answering questions	The student never contributes to the class. He/she is in silence most of the class	
Collaborative work	The student participate actively when he/she works with others	The student contributes to the task, but the others complete the task	The student does not contribute when he/she works with others. He/she is in silence during the whole class and let others to complete the task	
Homework	The student always do his/her homework	Twice, the students arrive without his/her homework	The students rarely arrives with his/her homework	
Respect	The student listens to other classmates'	The student sometimes	The student never listens to	

	contribution in silence	speaks while others are making contributions	others' contributions	
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Check list for role-play activity (teacher, peers, and self-evaluation)

Total score: ---- /21 points

Criteria	Yes 3 points	No 0 points	Some of the times 1 point	Total
1. The student keeps eye contact with his/her interlocutor				
2. The student speaks aloud so that the whole class can listen to what he/she says.				
3. The student uses appropriate exponents of the function.				
4. The student knows how to deal with different register.				
5. The student use conversational strategies to keep the conversation going.				
6. The student chooses appropriately the topics she/ he is going to touch during the conversation.				
7. both students work hard during the session devoted to prepare this				

activity.				
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Role-play activity

Instructions:

- ✚ Choose a partner
- ✚ Choose a one of the following speech act
 1. Exchanging personal information during the first encounter
 2. Inviting someone – accepting
 3. Inviting someone – refusing
 4. Coping with communication breakdowns
 5. Apologizing
 6. Taking about you plans in the future
- ✚ Create a story
- ✚ Decide the roles
- ✚ Think of different expressions that you can use to perform your role
- ✚ Write a script

General guidelines:

- ✚ You must present a two-minute informal interaction
- ✚ You must present a two-minute formal interaction
- ✚ You must use realia
- ✚ Do not read a dialogue
- ✚ Pay attention to the rubric for the role-play activity

Appendix E

Transcripts

Sample lesson 1. The introduction

Conversation 1

Jen: Hi, there.

Pacey: Hi, Pacey.

Jen: Hi!

Dawson: Hello, Dawson!

Jen: You are Dawson. Yeah I know. . We met before. I'm Jen

Dawson: Yeah, the granddaughter from New York, okay, okay, okay.

Jen: Right, right!

Dawson: Well, you look different!

Jen: Yeah, a little bit.

Joy: Hi, I'm Joy, I live crossing the river, and we have never met, ever.

Jen: Ah!

Dawson: So Jen, are you are just visiting?

Jen: Yeah, my grandfather has collapsed, and my parents have sent me to help for a while.

Dawson: So, CVO school here?

Jen: Yeah, at 10th grade

Pacey: Cool, us too.

Jen: Oh, good, look, my grandma is waiting for me, so I should go, but it was really nice to meet you, guys, and I'll see you at school

Dawson: if not sooner!

Joy: if not sooner

Pacey: nice!

Sample lesson 2. The first day at the new school

Conversation 2

Teacher: Oh, yes. Miss Swan.

Teacher: Hi, can I have the pass? Thank you.

Teacher: Welcome to the class.

Teacher: Here, you have your stuff, okay?

Teacher: And I got a seat for you right here, so come over.

Teacher: The last one.

Teacher: Just follow along till you catch up.

Teacher: Today we are going to be checking the behavior of planarian.

Teacher: So what we are gonna do...

(Eduard and Bella were in silence during the whole class until they left the classroom; they just looked at each other)

Conversation 3

Eduard: Hello

Eduard: I'm sorry I didn't have the chance to introduce myself the last week.

Eduard: I'm Eduard Cullen and you are Bella.

Bella: Yes.

(The teacher provides instructions for an activity)

Eduard: Ladies first.

Bella: You are a Cullen.

Eduard: Am, yeah. We came to this town a couple of years ago.

Eduard: Personal reasons.

Bella: Probe this.

Eduard: So you enjoy in the rain?

Eduard: What?

Bella: You are asking me about the weather?

Eduard: Yeah, I guess I am.

Bella: I don't believe I like the rain.

Bella: I need the cold weather thing.

Eduard: Ha!

Bella: What?

Eduard: Nothing.

Eduard: Metaphase.

Bella: You mind if I check?

Bella: Metaphase.

Eduard: Right.

Eduard: If you hate cold and rain, why did you move here?

Bella: It is complicated!

Eduard: I am sure I can keep up.

Bella: Amm, my mom remarried.

Eduard: So, you don't like the guy.

Bella: No, that is not.

Bella: He is really nice.

Eduard: It is metaphase.

Eduard: Check it.

Bella: I believe you.

Eduard: Why did you move?

Bella: Well, he travels a lot. My mother stays at home with me, but she was sad.

Bella: I noticed, and I decided to stay with my father for a while thinking that I will be happy here.

Eduard: Now, you are happy?

Bella: No.

Eduard: I'm sorry. I'm just trying to figure you out...

Eduard: it's really difficult to.

Bella. You have contact lenses?

Bella: Your eyes are black I saw you, Now you have they are brown.

Eduard: No, it is the light

Sample lesson 3. An invitation to a prom

Conversation 4

Bella's friend: You look good!

Bella's friend: You are alive.

Bella: Yeah, I know. False alarm I guess.

Bella's friend: Am, I want to ask you, you know, if I, I know it is a month away, but do you want to go to the prom?

Bella's friend: So, what do you think?

Bella: What?

Bella's friend: You want to go.

Bella's friend: The prom. With me.

Bella: Oh, I... the prom?

Bella: Dancing? I don't know if it is a good idea for me.

Bella: I have something for that weekend, anyway.

Bella: I'm going to Jacksonville this weekend.

Bella's friend: You can't go in another weekend?

Bella: No, I won't find tickets.

Bella: You should ask Jessica.

Bella: I know she wants to go with you.

Conversation 5

Bella's friend 1: Le Puch, baby. You in?

Bella: What does it mean?

Bella's friend 2: The Puch beach on the northern coast.

Bella's friend 3: We are all coming.

Bella's friend 1: We can surf like on the internet.

Bella's friend 2: Yeah!

Bella's friend 4: We are all going, come with us?

Bella: I will go for a coffee, and I will see.

Lesson 4. Future plans

Conversation 6

Tessa: I wish I could do that!

Adam: You can't?

Tessa: No, I can just do two and then just die.

Adam: I will teach you!

Tessa: I will put it in my new list.

Adam: Along with what?

Tessa: Too many things.

Tessa: Spring, narcissus, and tulips.

Tessa: A long train journey, a kite, bed and breakfast, a joint bank account.

Tessa: Listening to you snore for years and years.

Adam: I don't snore, do I snore?

Tessa: You will when you get older.

Tessa: To go the park with our three children.

Adam: We will have three?

Tessa: Yes, Chester, Marlin, and Daisy.

Tessa: Actually, it will be three girls.

Adam: Then, God help us!

Conversation 7

Tessa: It is going to happen.

Adam: I know.

Tessa: So, how was that?

Adam: Big, with lots of buildings. I even got lost.

Tessa: We will figure it out.

Adam: We will?

Tessa, Yes, I will be back as somebody else. I'll be the wild-hair girl that will ask you what you are studying.

Adam: And I'll fall in love with you at first time.

Adam: Again.

Appendix F

Symbols


Videos 

Analysis 

Talk time 

Pair work 

Group work 

Homework 

Reflection journal 

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