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Raising Pragmatics Awareness of Second Language Learners: An elective workshop for enrolled in a semester abroad program students

TRABAJO DE TITULACIÓN

Para optar al título de profesor de Inglés y al grado de licenciado en educación

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To my mom, dad, bro and cousin, for supporting me all these years during the whole process and for not lossing their faith in me
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ABSTRACT

Despite the key role that pragmatics plays in the attainment of communicative competence, the development of pragmatic competence in English is often neglected in the high school Chilean curriculum. This leads to misunderstandings or communication breakdowns when second language learners interact with native speakers. To address this problem, this graduation project seeks to develop pragmatic competence in second language learners of English. In order to achieve this aim, this workshop proposes a series of lessons organized under an eclectic approach that combines notional/functional and tasks-based syllabi, in which learners are able to learn different language functions through real life situation activities and communicative tasks in a student-centered classroom.

Key words: Pragmatic competence, communicative competence, explicit instruction, task-based syllabus, notional/functional syllabus
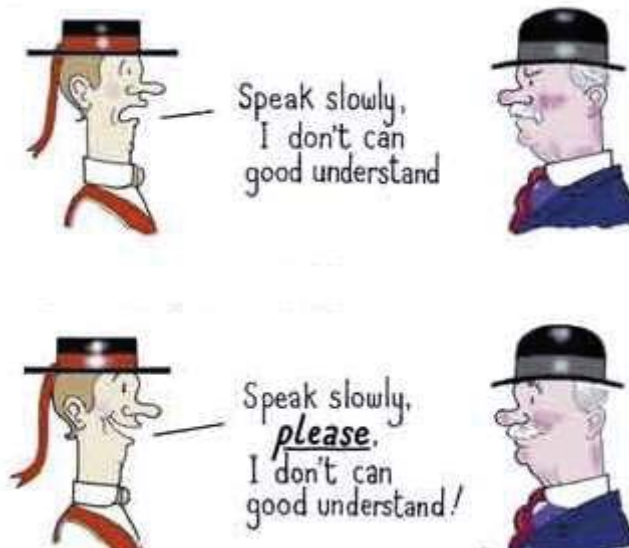
INTRODUCTION

The main purpose of learning a second language (L2) is communication. Yet, many students fail in doing so because despite knowing all the grammar rules of the target language, their lack of pragmatic competence causes difficulties when interacting with native speakers.

Pragmatic competence is defined as "the study of people's comprehension and production of linguistic action in context" (Kasper, 1993: 3). Pragmatic competence includes knowledge about social and physical distance, social status between speakers, cultural knowledge and speech acts (Kasper, 1997). All these elements help L2 learners understand and produce comprehensible utterances.

Pragmatic competence is a relatively new concept as earlier English Language Teaching approaches based their roots on Chomsky's (1965) notion of competence which stresses that to master a language, individuals only need knowledge of the rules of grammar and take no notice of contextual appropriateness. Hymes (1972) expanded on this notion to explain that "competence not only includes the knowledge of grammatical rules, but also the ability to use underlying knowledge of the sociocultural rules of appropriate language use" (p.283).

Developing pragmatic competence is fundamental for second language (L2) learners as it focuses on the analysis of what people mean by their utterances rather than verbatim meaning of words or phrases people use in their utterances (Yule, 1996). In other words, the production and interpretation of utterances in a given context. This knowledge help L2 learners avoid inappropriate usage of the language in the form of a social and cultural misunderstanding.

Helping L2 learners develop pragmatic competence is so important that entire courses are devoted to train teachers in extensive techniques that can be used to raise students' pragmatics awareness. To serve as an example, the Center for Advance Research on Language Acquisition at the University of Minnesota in the United States offers a summer program for L2 teachers. Likewise the University at Albany, State University of New York offers courses with a focus on pragmatics. These courses are offered to prepare English as

Second Language teachers, so they have the necessary tools when teaching pragmatics to their students. In addition to the United States, in Spain some current initiatives trying to implement pragmatics in their English as a Foreign Language (EFL) classes are taking place these days since language scholars have realized how relevant it is for L2 learners to familiarize with the ability to use the target language appropriately in corresponding social contexts.

In the Chilean context, the Ministry of Education (2013) stressed in its Bases Curriculares section that students should know how to:

> "Use the Second Language according to different contexts, situations, and participants; think about possible cultural differences and have an empathetic and respectful attitude among interlocutors; use different strategies that help them to maintain any possible limitations in the use of language" (p.240).

Despite the importance given to pragmatic competence development, nothing has been done in order to actively include the pragmatic components in the Planes y Programas.

Furthermore, the President of English Teachers Association in Chile, identified three mayor reasons that explain why Chilean high school language learners are not proficient in English: (1) English classes are taught in Spanish instead of English; (2) students only have 2 to 3 hours of English classes per week; (3) English classes are not student-centered but teacher-centered (Abraham, 2013). All these reasons affect the development of L2 learners' communicative competence and subsequently of pragmatic competence.

This graduation project aims to raise pragmatics awareness of L2 language learners through real life situation tasks and communicative activities. It is addressed to students enrolled in a semester abroad program at Pontificia Universidad Católica de Valparaíso since they require pragmatic knowledge in order to succeed not only in their academic endeavor, but also in their communicative competence with their teachers, classmates and host families.

This project is organized into three main sections: the Literature Review, the Pedagogical Proposal and the Needs Analysis. The first part examines the underlying principles of pragmatic competence and the appropriate methodology for the workshop. The second part presents the syllabus and sample lessons organized in notional/functional and task-based syllabi. The third and final part, discusses the result of the Needs Analysis that shape the design of this project.

LITERATURE REVIEW

In this literature review, I present an overview of the four strands that will inform the design of this pedagogical proposal. First, I discuss the origins and definitions of pragmatic competence. Second, I revise language teaching approaches that favor pragmatics development. Third, I review two studies on pragmatics in EFL context. Finally, I describe the syllabi used in the design of the sample lessons.

1. Pragmatic competence

1.1 Origins of pragmatic competence

A term first introduced by Hymes (1972) that challenge the Chomskyan notion of competence which only focuses on the grammatical aspects of the use of the language by an ideal speaker-listener. Accordingly, Hymes (1972) defined "communicative competence as not only including the knowledge of grammatical rules, but also the ability to use underlying knowledge of the sociocultural rules of appropriate language use" (p. 283).

The first comprehensive model of communicative competence is that of Canale and Swain (1980) and Canale (1983), which conceive four components of communicative competence: grammatical competence which refers to mastering the linguistic elements of the target language; sociolinguistic competence which relates to knowing the sociocultural norms of the L2; discourse competence which alludes to proper combination of grammatical rules and meanings; strategic competence has to do with the ability to produce verbal and nonverbal devices to foster communication.

 Then, coming from the field of assessment, Bachman (1990: 84) proposed the concept of communicative language ability which consists of three components: language competence, strategic competence, and psychophysiological mechanisms. Here language competence refers to knowledge of the components of speech communication and strategic competence refers to how those components are put into practice in contextualize communicative language use. Later Bachman in collaboration with Palmer (1996) changed the term language competence for language knowledge and strategic competence for metacognitive strategies. Language knowledge was divided in two categories: organizational knowledge that has to do with grammatically accurate production of utterances, and pragmatic knowledge that has to do with meanings and intentions of language users in specific

language settings. On the other hand, metacognitive strategies were divided in three categories: goal-setting, assessment and planning, which were defined as "higher order executive processes that provide a management function of language use" (Bachmand and Palmer, 1996: 70). Both terms enable language users with the capability of generating or constructing and decoding discourse.

1.2 Definitions of pragmatic competence

Producing perfectly accurate sentences is not enough when establishing a conversation with native speakers since effective communication cannot be accomplished if extralinguistic factors are dismissed. Extralinguistic features that enhance communication relate to concepts that go beyond words, but are completely necessary for a speaker in order to get his/her message across. And it is here that pragmatic competence gain importance.

Pragmatics is defined as "the study of the relationship between linguistic forms and the users of those forms" (Yule 1996: 3-4). It can be understood that pragmatics is not concerned with the structural aspect of language per se but in language use, that is to say the relationship between language form and language use. To go further, Thomas (1995: 2) defines pragmatics as "meaning in interaction." This definition stresses the fact that meaning can be made of literal significance of words used in communication, or sense created by the speaker or the hearer alone. Across definitions it is clear that meaning making is a dynamic process, in which interlocutors bring about interpretations during the whole communicative situation.

Another definition that view pragmatics through rules of use is Crystal (1985) who suggests that pragmatics is

> "the study of language from the point of view of users; especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in the act of communication"(p. 240).

In a more recent definition, Kasper and Rose state that pragmatics can be described as "the study of communicative action in its sociocultural context" (2001: 2). The notion of communicative action refers to the use of speech acts, as apologizing, complaining, requesting and complimenting. When communicating, participants aim to different intentions, and pragmatics studies the ways they use the language to succeed in achieving

those intentions. The concept of sociocultural context refers to the foreign environment in which L2 learners are going to be immersed.

Kasper and Rose description of pragmatic competence is the one that perfectly aligns with the aim of this workshop which is raising pragmatic competence awareness of L2 learners. The reason for this decision is based on the notion that L2 learners must know and acquire the speech acts since those acts play a fundamental role when interacting with native speakers. Likewise understanding the sociocultural context in which students will produce speech acts will determine learners' success or failure when delivering a message.

1.3 Components of pragmatic ompetence

Leech (1983) identified two types of pragmatic competence: sociopragmatics and pragmalinguistics (p. 10-11). Sociopragmatics studies "the perceptions underlying participants' interpretations and performance of communicative actions" Kasper and Rose (2001: 2).Hence, sociopragmatics has to do with how different social interactions affect language use (Crystal, 1991) and how appropriate the linguistic forms are in a specific cultural context (Taguchi, 2009). Those notions address the importance of knowledge about social context, and factors such as status or social distance that may affect the choice of linguistic forms (Hassal, 2008).

On the other hand, pragmalinguistics refers to "the resources the person has for converting communicative acts and relational or interpersonal meanings" (Kasper and Rose 2001: 2). Thus, in order to develop pragmalinguistic competence participants need to take into account means and forms for organizing knowledge in real communication settings. Likewise, students need to have a variety of linguistic forms to accomplish their language functions and comprehend sociocultural norms and rules that direct the usage of those forms (Taguchi, 2009). For instance, in a communication exchange a person can use direct or indirect expressions in his/her utterances or use other linguistic forms to soften or intensify his/her message.

1.4 Instruction on pragmatics

Having defined and described pragmatic competence, now it is necessary to discus about the effect of pragmatics' instruction and its teachability in EFL classrooms.

Since the development of pragmatic competence, questions regarding its teachability have emerged among scholars (Bardovi-Harlig 1996; Rose and Kasper 2001; Bardovi-Harlig and Griffin 2005). Is it necessary to train students in class to achieve pragmatic competence? or should pragmatic competence be developed alongside grammatical competence?. Studies have shown that even L2 learners with high grammatical proficiency may have low pragmatic competence as they differ from native speakers in the production of speech acts, semantic formulas, etc (Bardovi-Harlig, 2001: 14). This means that students may form grammatically complex and correct utterances, but pragmatically wrong ones in their speech. In contrast, learners may form pragmatically correct utterances which may include grammatical errors, yet achieving their communicative purpose effectively.

Accordingly, it has been argued that knowledge of pragmatics must be taught and learned just as the knowledge of the linguistic system, such as grammar and vocabulary, for learners to acquire pragmatic competence (Bialystok, 1993: 44). Studies have suggested that L2 learners who do not receive instruction in pragmatics have evident different pragmatic system than native speakers (Bardovi-Harlig, 2001: 29). It is not enough, for properly acquisition of pragmatic competence, to expose L2 learners to input since students will not necessarily identify and understand pragmatics functions of it and as a result may fail learning pragmatics rules of the second language. Thus, consciously paying attention to the important components enhances the learning of pragmatics rules.

Moreover, empirical evidence reported by Kasper (1997) shows that instruction on pragmatics has positive effect on developing pragmatic competence and learners who were exposed to pragmatics based instruction outperformed learners who did not receive any instruction. In this sense, the studies revealed that explicit input make possible the development of pragmatic competence as directly addresses learners' attention to pragmatic rules of the language (Takahashi, 2001).

2. Language teaching approaches that favor pragmatics development

In order to successfully develop L2 learners' pragmatic competence it is essential to know which approaches fit better to accomplish this task. Considering that raising pragmatics awareness must be embedded in real life situations to make it a meaningful experience, I decided to explore two approaches that give students opportunities to get involved in communicative activities to enhance their learning: communicative language teaching and task-based language teaching.

2.1 Communicative language teaching

Hymes (1972) suggested that knowing a language should not only imply recognizing a set of grammatical, lexical, and phonological rules, but should also imply developing communicative competence, which is the ability to use the language properly in given social settings. Consequently, speakers need to grasp a variety of competences when they use language for communication. So understanding the context in which communication takes place helps to understand communicative language teaching (CLT).

The CLT approach suggests a focus on learning, and learning is more likely to take place when classroom activities are real and meaningful to learners. For CLT to be successful learners should be guided to not only pay attention to strategies for presenting structures and functions of language; but it also needs the participation of learners in the dynamic and interactive process of communication (Savignon, 1987: 235-242). The purpose of CLT is to teach language learners to be able to use the language efficiently for their real communicative needs, instead of just providing learners knowledge about the grammar system of the language.

As CLT focuses on communicative activities based on real life situations, it fits perfectly with the purpose of this project, which is to raise L2 students' awareness on the proper use of pragmatic competence.

2.2 Task-Based language teaching

Task-based language teaching (TBLT) centers around task completion. A task is a classroom activity that focuses primarily on meaning. It also requires from real and purposeful communication among all participants: between teacher and students or between

two or more students communicating one another. Additionally, in TBLT learners are expected to produce something as a result (Willis and Willis, 2009).

A task-based approach uses meaningful tasks to organize the learning of an L2. So students engage in interaction exchange to complete a task. Long and Crookes (1992) claimed that task have pedagogic relations to out-of-class language use. In the language teaching class, students play a central role and are provided with a wide variety of opportunities to be motivated in activities, in this environment teacher plays a facilitator role.

Salmani-Nodoushan (2008: 5-16) has pointed out that TBLT aims are to promote learners' native-like performance in the L2, in addition to develop communicative efficiency. Willis (1996) stressed that "tasks are always activities where the target language is used by the learner for a communicative purpose" (p.23)

Based on the definition above, TBLT approach fits a suitable framework to train students on learning pragmatic competence because its main tenet is the use of meaningful communicative activities.

3. Researching pragmatic competence development in EFL context

Following are the result of two studies conducted in an ELF context. Pinto and Raschio (2007) examined how Spanish speakers used requests versus English speakers using the same function. The purpose was to obtain information related the level of directness and occurrence of downgrading mechanisms comparing the two languages.

Pinto and Raschio (2007) results show that Spanish native speakers tend to be more direct and use less language mitigators. On the other hand, English speakers tend to use indirect requests and so more mitigating devices.

The second study (Yuan, 2012) investigated Chinese learners view's on pragmatic competence. The aim of the study was to raise awareness about the importance of pragmatics when comes to communicating in the target language.

Yuan (2012) investigated Chinese College English student's perception of pragmatics. The author reported that Chinese students are aware of the importance of developing pragmatic competence; however, Chinese teaching method is focused on learners' linguistic

competence development, leaving aside pragmatic knowledge because lack of time and no evidence of pragmatics functions on their textbooks.

To conclude, the first study by Pinto and Raschio (2007) portrays differences between Spanish speakers and American speakers when making requests. Yuan (2012), on the other hand, exposes a necessity to integrate the teaching of pragmatic competence in current classroom methodologies. Both studies provide clear evidence that instruction on pragmatics is compulsory in order to avoid inappropriate use of the language.

4. Type of syllabi

In order to create appropriate lessons that correlate with the purpose of this workshop it is essential to embrace a suitable syllabus that enhances L2 learners' pragmatics awareness. Particularly, notional/functional and task-based syllabi fit with the aim of this project.

According to Wilkins (1976), a notional/functional syllabus is an approach in which the notions and ideas that learners expect to be able to express in the L2 language combined with the functions acts students try to achieve determine the organization and type of material the teacher should use. On this, the backbone to be taught is the language in use rather that linguistic item. Thus, the root of notional/functional syllabus is to look at kinds of meaning which are considered when teaching the L2 in use.

As stated in a previous section, TBLT syllabus seeks improving communication of L2 learners by engaging them in real life situation activities in which student are in charge of their own learning process by actively participating in communicative tasks.

Since the objective of this workshop is to raise L2 learners' pragmatics awareness, it is necessary to explicitly teach students the language functions they will be learning. In order to make this process more meaningful learners will perform meaningful communicative activities in collaboration with their peers. Hence, notional/functional and task-based syllabi will frame the design of this course.

PEDAGOGICAL PROPOSAL

1 Course Syllabus

Course name: Raising pragmatics awareness of second language learners

Type of course: Elective workshop

Target Audience: Undergraduate college students enrolled in a semester abroad program

Duration: 20 sessions, once a week (1 hour and 30 minutes)

Number of students: 12 students

Teacher: Vera Callejas Carúz

Mail: vera.callejas@gmail.com

2 Course Description

This 30-hour elective workshop is organized into five units to be developed with half-an-hour weekly meetings. The course is designed for undergraduate college students enrolled in a semester abroad program at PUCV. Participants are expected to recognize different language functions with regards to the use of second language in different social settings in a foreign context. This workshop relates to the Needs Analysis (Appendix A), in three aspects: skill to improve, class organization, and topic preference. Students want to improve their speaking skill, given that they are going to orally interact with native speakers it is necessary for them to do it efficiently. In terms of class work preferences, students prefer class discussion, objective that goes alongside with the idea of creating an interactive environment in which they can boost their confidence and therefore developing their pragmatic competence effectively. Finally, I have named it "topic of preference", but it actually is the context students detected that they need to raise their pragmatic competence students. The context they picked was classroom setting, this is because they are going to spend large hours in the classroom sharing not only with their classmates, but also with their teacher; in that sense it is essential for them to learn how to approach them in a proper way.

3 Course Organization

Activities designed for each class support the amount of practice students need in order to gain confidence in giving their opinions and expressing their feelings. The purpose of this is to prevent learners from having an abrupt transition from their present situation to the target situation. The course is divided into five units and presents different real life situations that they will encounter once arriving in the foreign country.

Unit 1 *Adapting to your new family*: In this unit students will learn how to express gratitude, how to offer assistance, and how to ask permission. All this functions are designed in order to help him/her to smoothly adapt to his/her new family.

Unit 2 *A day on campus*: The language functions to be covered though out this unit are embedded in a more casual environment. Some of the functions are introducing yourself, initiating and ending a conversation, and making complaints.

Unit 3 *How to deal with your teachers*: In this unit students will learn how to deal with their teachers through the use of functions such as apologizing, addressing their teachers, and suggesting ideas.

Unit 4 *Getting along with your classmates*:   The language functions students will acquire in this unit will lead them to request information, to ask for clarification and to stand their position in a semi-formal setting.

Unit 5 *Summarizing your learning experience*: In this unit learners will design a leaflet that contains all the language functions they learnt throughout the course. Once the leaflet is ready they will present it to the whole class.

Throughout these units L2 students are expected to understand how power and social distance interactions are affected by the correct use of different linguistic functions. Also to identify cross-cultural differences that may lead to misinterpretations.

4 General Objective:

This graduation project aims to prepare college students to properly face different classroom situations when arriving at their Universities in the United States.

Unit	Objectives: Students will be able to….
I *Adapting to your new family*	• Express gratitude for the hospitality of the family • Offer to do households • Ask for permission to go out late at night
II *A day on campus*	• Introducing yourself • Initiating and ending a conversation • Make complaints about cafeteria, library, or photocopy center service
III *How to deal with your teachers*	• Address teachers appropriately • Suggest additional reading material or activities • Apologize when getting late o not showing up for an appointment
IV *Getting along with your classmates*	• Request information • Ask for clarification • Defend your opinion at class discussion
V *Summarizing your learning experience*	• Select all the language functions they think are more important to keep in mind • Create a leaflet made up by all the selected language functions • Present their work in front of the class

5 Assessment

The assessment of this workshop will be divided into seven sections that aligns with the methodological purpose of this course, which is to make students actively participate in class activities in order to perform and build up their own learning.

Area to assess	Percentage assigned
Attendance	5%
Class participation	15%
Class work	15%
Final presentation	15%
Role-playing	20%
Pair evaluation	15%
Process assessment	15%

With the purpose of engaging learners to actively participate in class work and developing their own learning process, students will evaluate their peers according to classmates' commitment with the class and classmates' commitment with the development of collaborive work. At the end of every lesson students will hand in to the teacher the rubric (Appendix C) with the evaluation of their peers.

Sample Lessons

The following sample lessons correspond to Unit IV from the pedagogical proposal. Through a variety of tasks L2 learners will recognize four language functions: (1) making requests, (2) asking for clarification, (3) agreeing, and (4) disagreeing. Once the functions are identified students will put them into practice by creating real life situations activities. In that way, once in the foreign country, learners will relate them easily. Therefore, they will be able to have a natural and fluent interaction with native speakers.

It is necessary to point out that at the beginning of every class the teacher will refer to the language function that will be covered during the lesson and will also explain fundamental expressions that enhances L2 learners' pragmatics awareness.

UNIT IV: Getting along with your classmates

In this Unit you will be able to…

✓ **Recognize and use language functions related to making requests, asking for clarification, agreeing and disagreeing**

✓ **Prepare yourself to face different situations in which you will put into practice what you have learnt**

✓ **Evaluate your classmates participation on collaborative tasks**

Before we start Unit IV, tick (✓) the option that you feel describes your present situation

	I feel confident	I do not feel confident
Speaking with classmates		
Speaking in front of the class		
Giving my opinion		
Asking for favors		
Asking for clarification		

Before we start lesson 1 and 2

The following definition and grammar points will help you to develop the activities.

If you say that someone is *polite*, you mean that they are considerate for other and they adhere to conventional social standards of good behavior. If you say that someone is *impolite*, you mean that they are rather rude and do not have good manners.

Asking for a favor function is also called *requests*. When you *make a request* is because you need someone else to do something for you.

Grammar points

Soften Requests

The following grammatical structures can be used to soften requests.

- **Past tense form: *I wanted to ask you* to finish the report we have to hand in tomorrow.**

- **Continuous form: *I was wondering* if you could lend me your notes.**

- ***Would like* rather than *want*: *I would like* to get a copy of your notes.**

Making Challenging Requests

Diverse strategies are used to ask for something important. Therefore, different requests are used in different situations. For example, a speaker would be likely to use softer or more polite requests:

- **with people the speaker does not know very well**
- **with people who are in positions of power**
- **when the request is for something that is difficult or expensive**
- **when the speaker expects some resistance**

Lessons 1 and 2: Could you do me a favor?

> **Objective**: Students will be able to make requests.

PREPARATION

Activity 1: Answering questions

➕ How do you ask for a favor in Spanish? Write at least three sentences.

_____
_____
_____

➕ How do you ask for a favor in English? Write at least three sentences.

_____
_____
_____

Activity 2: Discussion

Pair work Compare the way Spanish speakers and American speakers ask for favors. What differences do you notice? Why do you think this happens?

Activity 3: Pre-Listening

3.1 Individually Look at the images below and answer the following questions.

a) Who are these people?	
b) Where are they?	
c) What do you think they are talking about?	

3.2 Individually Complete the following chart by asking a favor to your teacher, classmates or host family (the first one is done for you):

Element	Requests	Person you are making the requests
computer	Is it OK if I use your computer?	One of your classmates
	Can you lend me your pencil?	
		To your teacher
	Can I borrow your notes?	
jacket		
money		
	Would it be OK if I borrow your car?	

3.3 Pair work Compare your answers with the person sitting next to you. How many differences did you have?

PRACTICE

Activity 4: Listening

4.1 You will listen to two people making requests. Answer the following questions:

a) Where are they?	
b) What is the relationship between speakers?	
c) How are the girl's manners? (polite, impolite)	
d) How does the man feel about it? (annoyed, irritated, happy, pleased)	

4.2 Listen again and write down all the requests you hear.

_____   _____

_____   _____

_____   _____

_____   _____

Activity 5: Post-Listening

5.1 Individually Classify the requests you heard from the most to the least polite.

most polite ↓ least polite	

5.2 Pair work Compare your answers with the person sitting next to you and discuss about the student's attitude. Was it appropriate or inappropriate? Why? Then, discuss about the teacher's reaction. Did he overreact?
Have you ever talked in this way to your teachers?

FOLLOW UP

Activity 6: Speaking

Pair work Choose one of the situations below and create a dialogue using the requests you have learnt. Be prepared to perform in front of the class.

Situation 1

Ask a classmate to give you a lift.

Situation 2

Ask a classmate to explain you the topics of the next test

Situation 3

Ask your teacher to move the coming test

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Individually Read the following statements about your progress and tick (✓) one of the boxes.

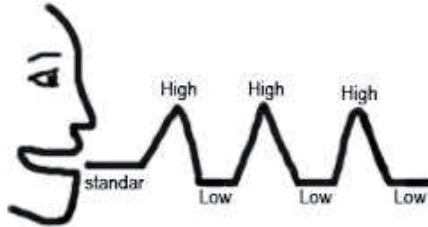⭐ I need more practice   ⭐⭐ I find this difficult   ⭐⭐⭐ No problem

	⭐	⭐ ⭐	⭐ ⭐ ⭐
Identifying differences when making requests in Spanish and English			
Using the different grammatical structure to make more or less polite requests			
Making requests			
Making polite requests			

Before we start lesson 3

The following definition and grammar points will help you to develop the activities.

Intonation is very important at the moment of asking questions. When asking for clarification using direct question speakers use **rising intonation** to do not sound rude. When asking for clarification using indirect question speakers use **falling intonation** to sound polite.

Explicit or *implicit* statements:
Statements that are *explicit* are expressed or shown clearly, without hiding anything.
E.g. Can you repeat?

Statements that are *implicit* are expressed in an indirect way.
E.g. I am not sure if I understood what you said...

There are two ways of asking questions: directly and indirectly. Both have the same meaning but we use **indirect questions** when we want to be more polite or more formal, we use them when talking to a person we do not know very well, or professional situations.
E.g. Would it be possible for you to finish the project by tomorrow.
Direct questions are the "normal" questions that we can ask to friends, family members, and people who we know well.

Unit IV: Getting along with your classmates

Lessons 3: Can you repeat, please?

> **Objective**: Students will be able to ask for clarification.

PREPARATION

Activity 1: Answering questions

- What do you do when you do not understand what someone says in Spanish? Write at least three sentences.

_____

_____

_____

- What do you do when you do not understand what someone says in English? Write at least three sentences.

_____

_____

_____

Activity 2: Discussion

Pair work Compare the way Spanish speakers and American speakers ask for clarification. What differences do you notice?

Activity 3: Brain storming

Pair work Write down three different situations in which you need to ask for clarification.
E.g.   What is your date of birth?
         August 15, 1981.
         Did you say August 16th?
         *No, August **15th**.*

Situation 1

Situation 3

Situation 2

3.1 Group work Compare your answers with the rest of the class. Were there a variety of situations or were repetitive? Which one was the funniest? Which one was the most boring?

PRACTICE

Activity 4: Asking for clarification

Individually Read the following questions and tick (✓) one of the boxes.

	Direct	Indirect
What are you trying to say?		
Excuse me, but I didn't quite catch the point. Can you go over it again?		
I don't quite understand what you are trying to get at.		
What's your point?		
Pardon me, but this is such a new field to me I don't think I can get the main idea of your presentation.		
I don't get it. What are you talking about?		
Sorry, I missed your point.		
Get to the point, will you please?		
I'm sorry. I didn't understand the point you were making. Could you possibly say it again, please?		
I'm sorry I didn't catch what you were saying.		

Go back to *the useful tips* if you do not remember the difference between direct and indirect questions.

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4.1 Individually Read the again following questions and decide who you would ask each question. Tick (✔) one of the boxes

	Teacher	Classmate	Both
What are you trying to say?			
Excuse me, but I didn't quite catch the point. Can you go over it again?			
I don't quite understand what you are trying to get at.			
What's your point?			
Pardon me, but this is such a new field to me I don't think I can get the main idea of your presentation.			
I don't get it. What are you talking about?			
Sorry, I missed your point.			
Get to the point, will you please?			
I'm sorry. I didn't understand the point you were making. Could you possibly say it again, please?			
I'm sorry I didn't catch what you were saying.			

4.2 Group work Compare your answers with the class and discuss your decision.

Activity 5: Repetition

Listen to your teacher saying this phrases and repeat. Underline the falling intonation questions and circle rising intonation questions.

Activity 6: Speaking

Pair work Choose one of the situations you come up with in activity 3and create a dialogue using the asking for clarification questions you have learnt. The dialogue should include at least six interventions peer participant. Be prepared to perform in front of the class.

FOR REFLECTION

Individually Read the following statements about your progress and tick (✓) one of the boxes.

⭐ I need more practice   ⭐⭐ I find this difficult   ⭐⭐⭐ No problem

	⭐	⭐ ⭐	⭐ ⭐ ⭐
Identifying differences when asking for clarification in Spanish and English			
Identifying direct questions			
Identifying direct questions			
Recognizing falling intonation questions			
Recognizing rising intonation questions			
Asking for clarification in different situations			

Before we start lesson 4

The following expressions will help you to develop the activities.

Agreeing with people expressions Sometimes people give an opinion and you totally agree with. We have many ways to show agreement in English. Here are ten of them.

1. That's a good point.

2. I think so too.

3. I would go along with that.

4. I couldn't agree more.

5. That's just what I was thinking.

6. There is no doubt about it that...

7. That's so true.

8. I completely agree.

9. So do I.

10. You are absolutely right.

Disagreeing with people expressions Sometimes people give an opinion and you don't agree with. We have many ways to show disagreement in English. Here are ten of them.

1. I'm not sure about that.

2. You could be right, but...

3. (I'm afraid) I don't agree.

4. I agree up to a point, but..

5. That's an interesting idea, but..

6. Do you really think..?

7. I'm afraid I can't agree with you

8. I'm sorry to disagree with you but…

9. Actually, as a matter of fact. I think..

10. That's not how I see it.

(Retrieved from http://www.ihbristol.com/useful-english-expressions/)

Unit IV: Getting along with your classmates

Lessons 4: Speaking personally…

> **Objective**: Students will be able to recognize giving opinion, agreeing and disagreeing with people expressions.

PREPARATION

Activity 1: Answering questions

✦ What would you say if you agree with someone says in Spanish? Write at least five expressions.

_____
_____
_____
_____
_____

✦ What would you say if you agree with someone says in English? Write at least five expressions.

_____
_____
_____
_____
_____

Activity 2: Discussion

Pair work Compare the way Spanish speakers and American speakers agree with someone else's opinion. Are the expressions too similar? Do you notice any significant difference?

Activity 3: Pre-Listening

Pair work Discuss with a partner about the following sentences. Have you ever heard about those topics? What is your position? Would you agree or disagree?
1. Asking people how much they earn
2. Banning smoking from public places
3. Marihuana legalization
4. Prostitution legalization

Activity 4: Listening

4.1 You will watch "7 Taboo Questions" game show. Complete the following chart with *giving your opinion* expressions that the participants use (In my opinion…, what I think…)

Topic	Peter	Chelsea	Theresa
Should you ever ask someone how much do you earn?			
Should smoking be banned from public places?			
Should medical marihuana be legalized?			
Should it be a restriction on the type of food you can eat?			
Should there ever be a circumstance where blond jokes are appropriate?			
Should prostitution be legalized?			
If you were to find out someone is cheating on his/her spouse, would you tell this person?			

4.2 Listen again and complete with the participants opinion (agreement or disagreement)

Topic	Peter	Chelsea	Theresa
Should you ever ask someone how much do you earn?			
Should smoking be banned from public places?			
Should medical marihuana be legalized?			
Should it be a restriction on the type of food you can eat?			
Should there ever be a circumstance where blond jokes are appropriate?			
Should prostitution be legalized?			
If you were to find out someone is cheating on his/her spouse, would you tell this person?			

Activity 5: Post-Listening

Pair work Think about what you answered in activity 3. Did the participants' opinions change your mind? Why? In which topics did it change? In which topics did not change?

Activity 6: Preparing for next class presentation
Group work Think of any other topic you consider taboo. In groups of four investigate about it (why is it taboo, where is it banned, why is it banned, etc.) and decide which one of will you agree and which one will disagree with the sources of your investigation. Present it to the class using the same pattern that the TV show presented.

FOR REFLECTION

Individually Read the following statements about your progress and tick (✓) one of the boxes.

⭐ I need more practice   ⭐⭐ I find this difficult   ⭐⭐⭐ No problem

	⭐	⭐ ⭐	⭐ ⭐ ⭐
Identifying different expression to give my opinion			
Identifying different expression to agree with people			
Identifying different expression to disagree with people			

Unit IV: Getting along with your classmates

Lessons 5: Speak your mind

> **Objective**: Students will be able to give opinion, agree and disagree with people expressions.

PREPARATION

Activity 1: Rehearse your presentation.

PRACTICE

Activity 2: Groups presentation

FOLLOW UP

Activity 3: Giving your opinion

 3.1 Group work Decide whose presentation was the best by providing your opinion about it.

3.2 Individually Evaluate the commitment of your partners with the task. Use the rubric attached in the following page.

FOR REFLECTION

Individually Read the following statements about your progress and tick (✔) one of the boxes.

⭐ I need more practice   ⭐⭐ I find this difficult   ⭐⭐⭐ No problem

	⭐	⭐ ⭐	⭐ ⭐ ⭐
Using different expression to give my opinion			
Using different expression to agree with people			
Using different expression to disagree with people			

APENDIX A: Needs Analysis

Needs Analysis

Objectives:
- Identify students' experience in a foreign country.
- Identify students' preferences in relation to the learning process.
- Identify students' feelings towards different situations in English.
- Identify students' attitudes toward participating on this elective workshop.
- Identify students' use of the language in context needs.

Section I: Choose only one answer from the following choices to each question.
1) What is your major?

A. Liberal Arts.   B. Science
C. Engineering.   D. Other. (Specify_____)

2) Do you have any abroad experience?

A. Yes (Where: _____)   B. No.

3) What is your level of proficiency in English?

A. Beginner   B. Pre-Intermediate.
C. Intermediate.   D. Advance.

4) In which way do you want to learn about how to use English in real context?

A. Teacher's explanation.
B. Classroom discussion.
C. Watching TV programs.
D. Self-study.

5) What ability would you like to develop the most when learning English?

A. Ability to communicate with other non-native speakers.
B. Ability to communicate with native speakers of the language.
C. Ability to do well in English examinations.
D. Ability to read materials related to my major.

6) Imagine you are in a foreign country living the following situations, how comfortable do you feel about…

	Confident	Fairly Confident	Confused	Not confident at all
1)Meeting people				
2) Taking to native speakers				
3) Asking for help				
4) Expressing gratitude				
5) Declining proposals				

7) Rank the following skills from 1 to 6 in term the ones you would like to improve the most (being 6 the most important).

_____ Grammar
_____ Speaking
_____ Vocabulary
_____ Listening
_____ Reading
_____ Writing

8) In which circumstances you think you need to develop an appropriate use of English:

A. Addressing your teachers
B. Classroom settings
C. Host family coexistence
D. Social events

Section II: Provide full answers to the following questions.

9) Do you think that Chileans express in the same way that American English speakers do when comes to apologizing? Why?

_____
_____
_____

10) Do you think that Chileans express in the same way that American English speakers do when comes to asking for help? Why?

_____
_____
_____

11) Do you consider necessary to learn how to express in English appropriately in different situations? Why?

_____
_____
_____

12) Would you be interested in taking an elective course in which you can improve your ability to express yourself in English appropriately in social context? Why?

_____
_____
_____
_____

13) Name other functions you still need to develop in order to have a fluent interaction in the foreign language.

_____
_____
_____

This needs analysis was intended to identify the social and linguistic functions students need to acquire in order to succeed when communicating in the target language. The purpose of this survey was also to discover L2 learners needs and wants; disposition and interest in participating in this workshop.

The Participants

This Needs Analysis was conducted to seven undergraduate college students from Pontifícia Universidad Católica de Valparaiso. All the respondents are enrolled in the semester abroad program offered by the University; therefore, they constitute the target audience for the elective workshop.

The Instrument

The survey is divided in 2 sections: the first part is built up by 7 multiple choices questions and the second part is built up by 5 short answer questions. The close-ended questions provided information regarding students experience abroad, learning strategies, and their feelings using L2 in different situations. The open-ended questions showed students perceptions of two language functions differences between Chilean speakers and American speakers, also the gap between what they know and what they need to learn, likewise their disposition on actively participating in this workshop.

The questionnaire was written and presented to the participants in English. The reason for this decision is that contestants are attending to an English workshop imparted by the University. The lessons are in English and they are encouraged to practice and use the L2 as much as they can.

Results

The questionnaire was designed according to Dudley-Evans & St John's (1998) Needs Analysis terminology categorization, which corresponds to a: Target Situation Analysis (Questions 7, 11, 12, 13); Learning Situation Analysis (Questions 4, 5); and Present Situation Analysis (Questions 2, 3, 6, 8, 9, 10).

The graphics that provide meaningful information for the decisions taken in the design of this course are detailed next:

Target Situation Analysis (TSA)

Q7: *Rank the following skills from 1 to 6 in term the ones you would like to improve the most (being 6 the most important).* According to this graphic, students would like to boost their Speaking ability the most. This skill is followed by reading, vocabulary, and writing abilities.
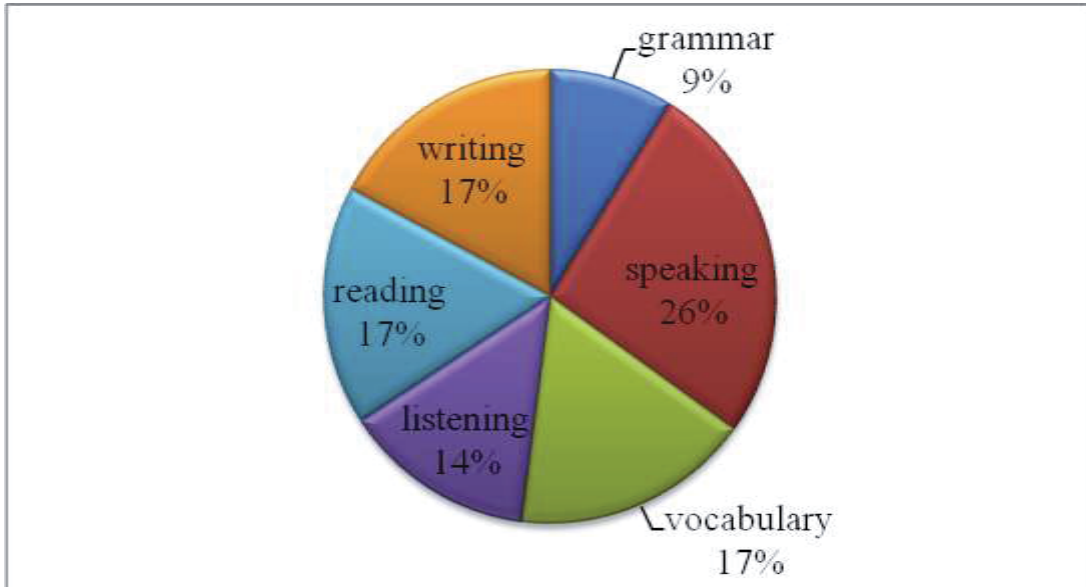

Q11: *Do you consider necessary to learn how to express in English appropriately in different situations? Why?* All of the participants considered necessary to learn how to express in English appropriately in different context. Among the reasons they gave to support their answers, students mentioned the importance of different context, differences between languages, and facing different situations as the main ones.
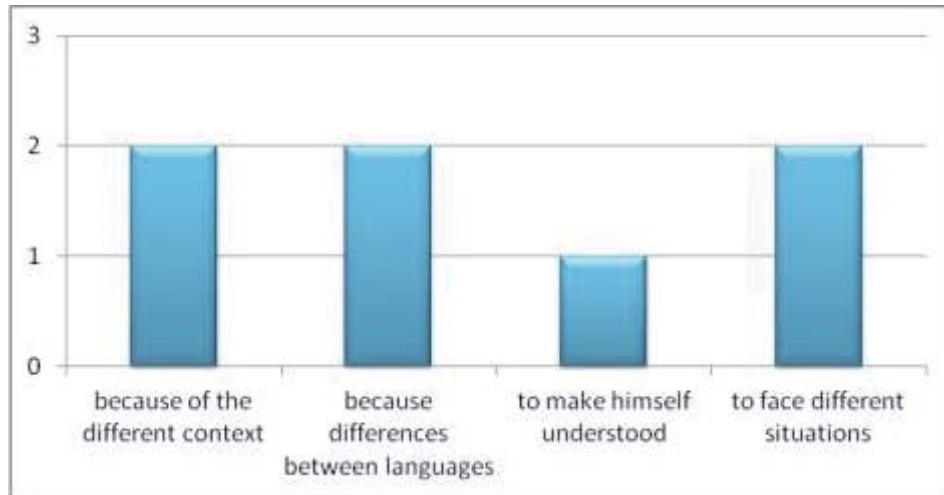
Q12: *Would you be interested in taking an elective course in which you can improve your ability to express yourself in English appropriately in social context? Why?* Considering their own learning, all the respondents expressed that participating in this workshop could improve their communication skill. Other reason mentioned was avoiding misunderstandings.
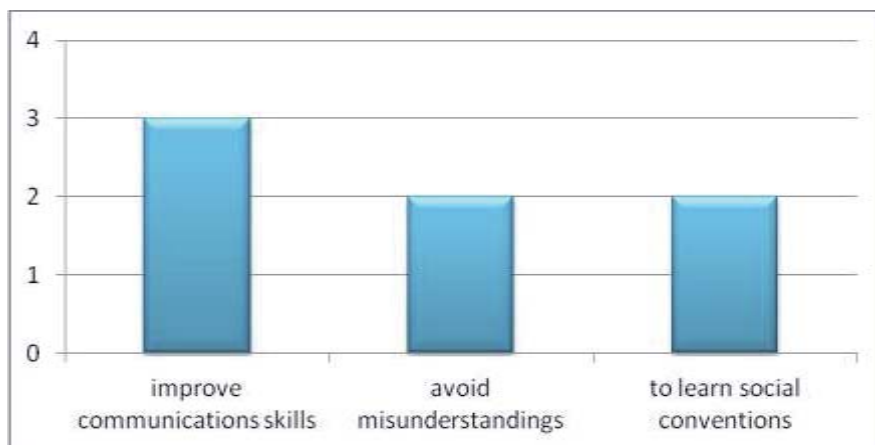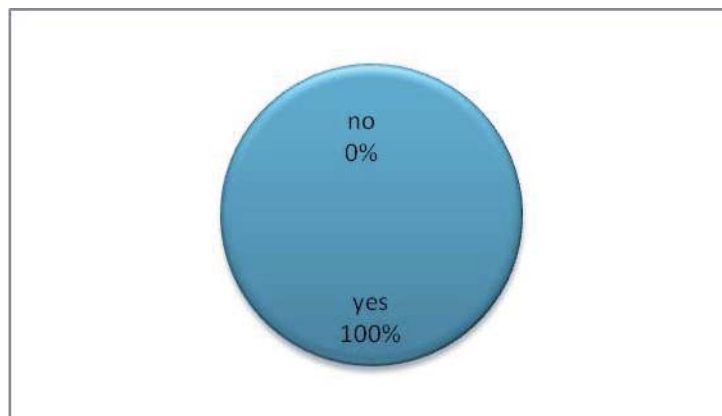
Q13: *Name other functions you still need to develop in order to have a fluent interaction in the foreign language.* L2 students showed discrepancy when they were asked to name other functions they think still need to develop. In spite of that, two types of functions got the majority of the suggestions.
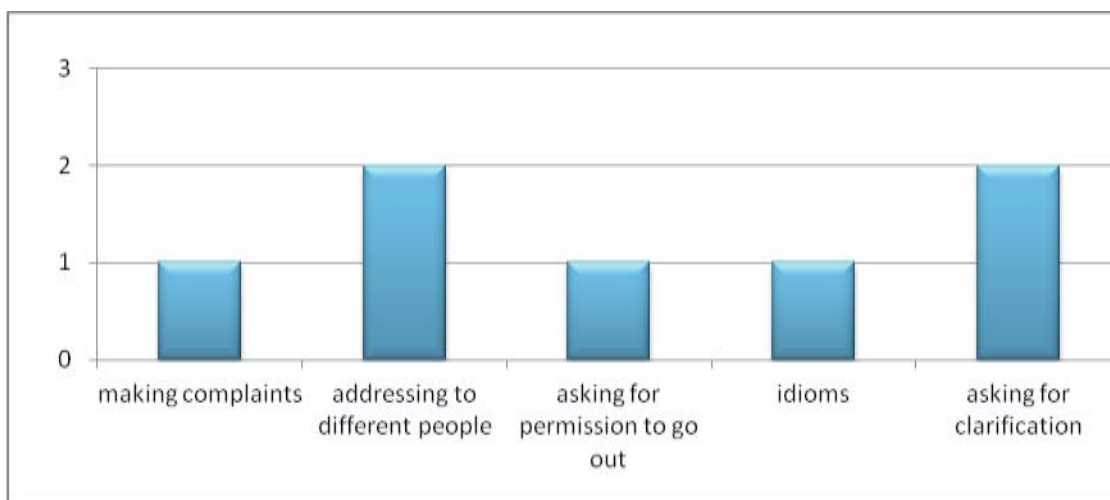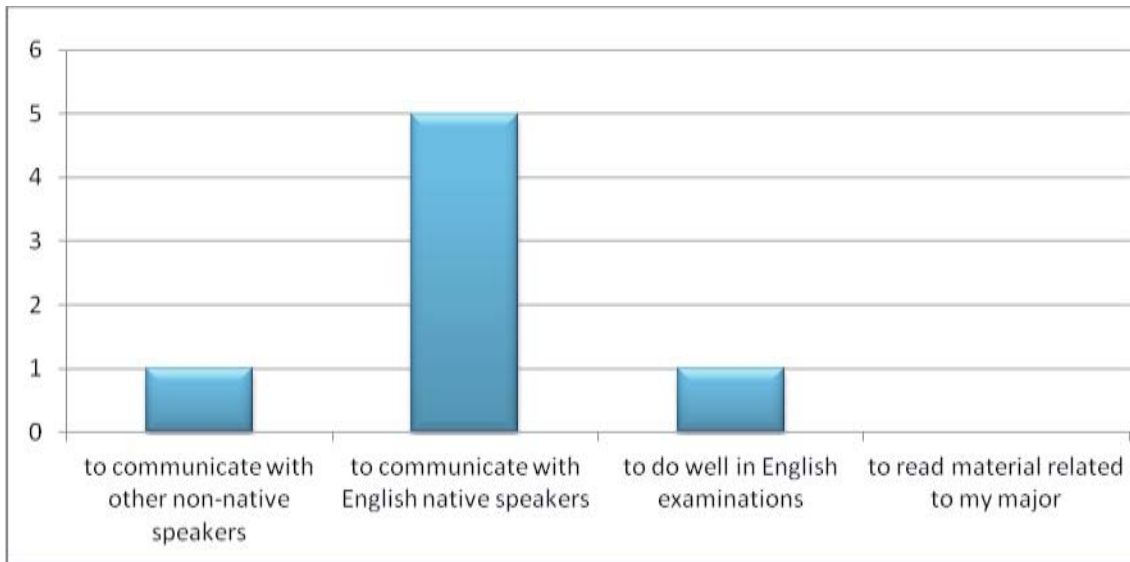

⊕ **Learning Situation Analysis (LSA)**

Q4*: In which way do you want to learn about how to use English in real context?* In terms of preferences, classroom discussion was the most accepted way student would like to work during the lessons.
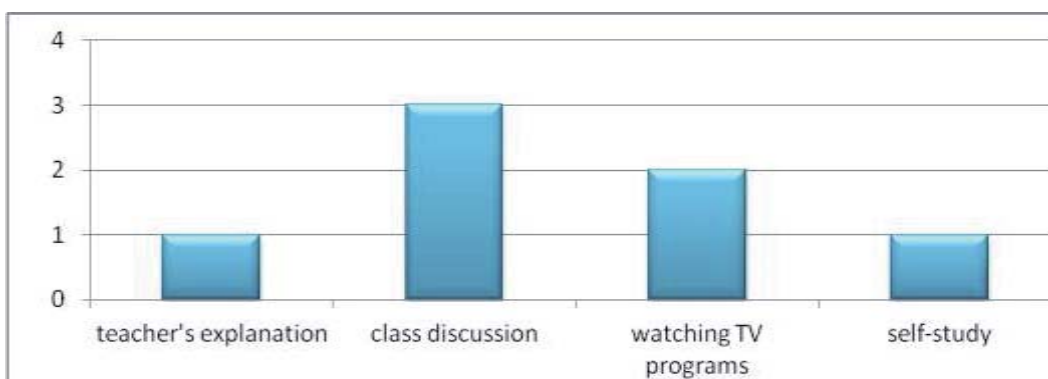
Q5: *What ability would you like to develop the most when learning English?* Out of question, most of the participants showed high interest in boosting their ability to communicate with English native speakers.


🞣 **Present Situation Analysis (PSA)**

Q6: Respondents were asked *how they would feel about five different situations: meeting people, taking to native speakers, asking for help, expressing gratitude, and declining proposals.* Most of the answers show that students feel fairly confident when facing these situations.
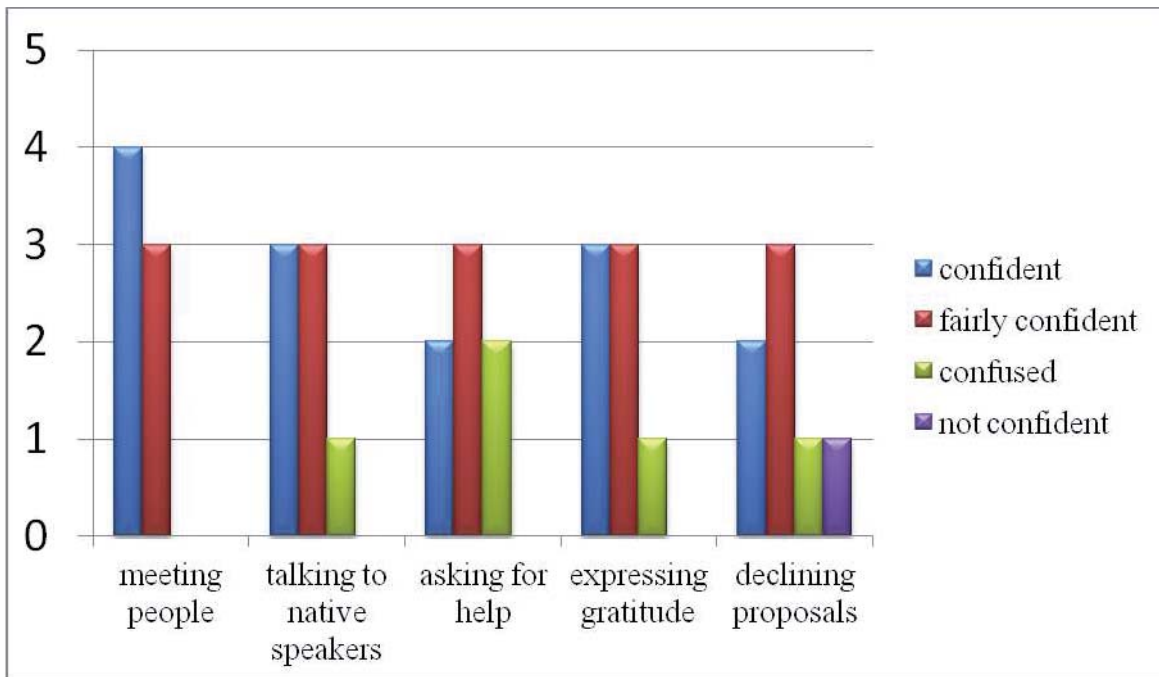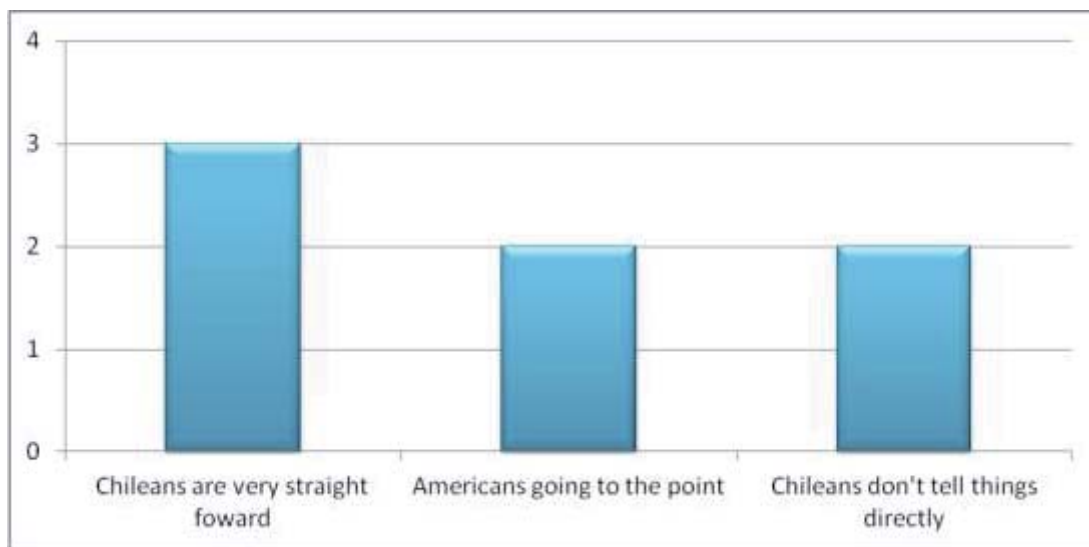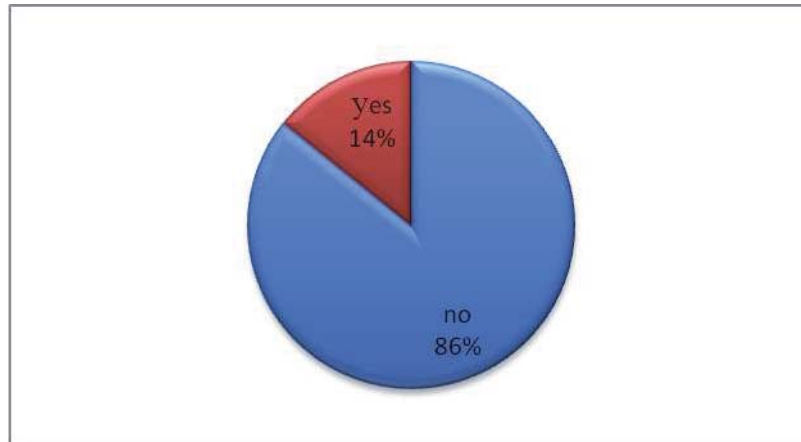
Q8: *In which circumstances you think you need to develop an appropriate use of English?* Regarding the context in which students need to raise their pragmatic awareness, surprisingly they chose classroom settings. Nevertheless, there was a slight difference among topics.
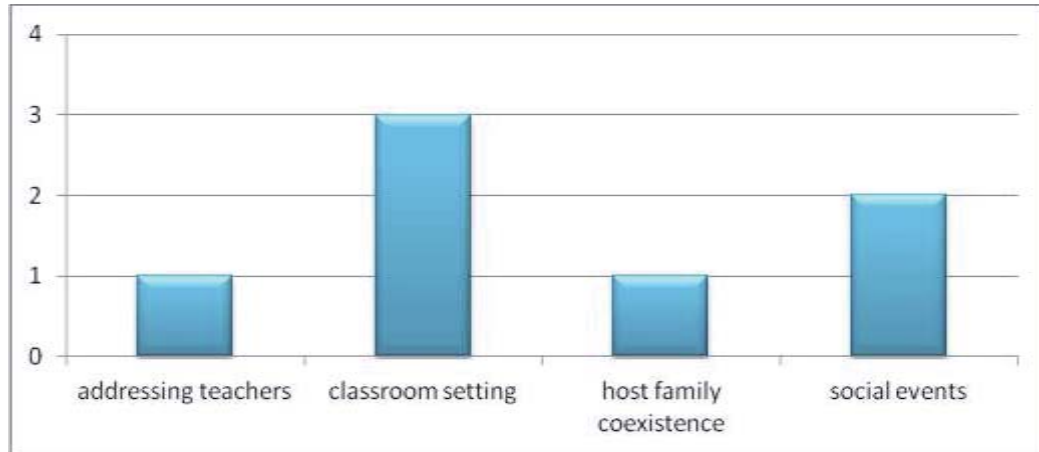
Q9*: Do you think that Chileans express in the same way that American English speakers do when comes to apologizing? Why?* The majority of the students expressed that Chileans speakers and American speakers apologize in different ways. Each of them provided on reason that state this difference.
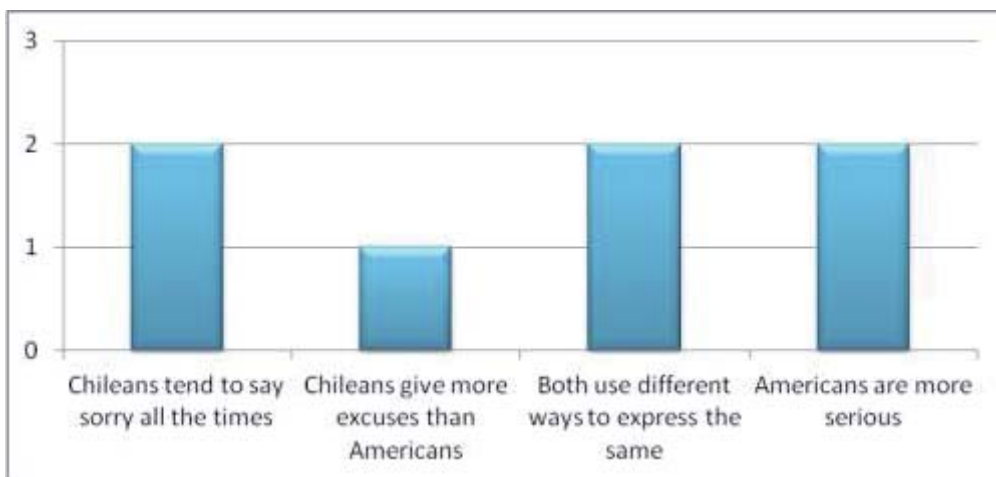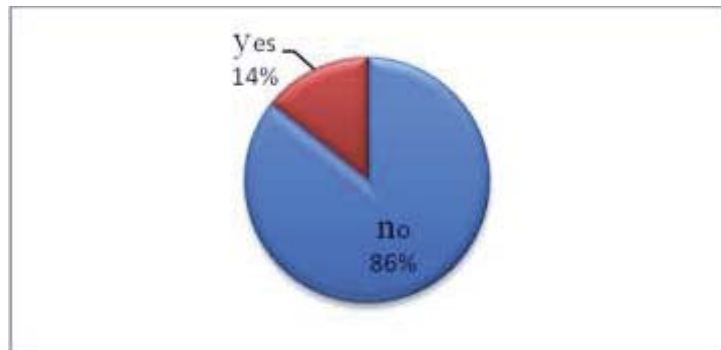
Q10: *Do you think that Chileans express in the same way that American English speakers do when comes to asking for help? Why?* Similarly to the previous question, learners expressed that Chileans speakers and American speakers refuse to comply with a request in different ways. However, there is not an agreement in their answers, this demonstrate that they have different views on this function.

APENDIX C: RUBRIC

Collaborative work rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory
Group/Partner Teamwork	3 points	2 points	1 point	0 points
	Consistently makes necessary compromises to accomplish a common goal.	Usually makes necessary compromises to accomplish a common goal.	Occasionally makes compromises to accomplish a common goal, and sometimes helps keep the group working well together.	Rarely makes compromises to accomplish a common goal and has difficulty getting along with other group members.
	Always has a positive attitude about the task(s) and the work of others.	Usually has a positive attitude about the task(s) and the work of others.	Occasionally is publicly critical of the task(s) or the work of other members of the group.	Is often negative and publicly critical of the task(s) or the work of other members of the group.
	All team members contributed equally to the finished .	Assisted group/partner in the finished project.	Finished individual task but did not assist group/partner during the project.	Contributed little to the group effort during the project.
	Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work.	Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work.	Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work.	Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work.

TOTAL SCORE: _____/12

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https://www.youtube.com/watch?v=WYRWSHK3yOc (Listening: Expressing Opinions (B2))