REPUBLIC OF TURKEY

ISTANBUL SABAHATTIN ZAIM UNIVERSITY

INSTITUTE OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

THE EFFECTS OF EXPLICIT TEACHING OF SPEECH ACTS ON EFL LEARNERS' PRAGMATIC COMPETENCE

MA THESIS

Sinem BAYINDIR

Istanbul

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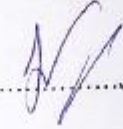
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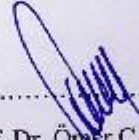
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This is to certify that this MA thesis titled "The Effects of Explicit Teaching of Speech Acts on EFL Learners' Pragmatic Competence" is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

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ABSTRACT

THE EFFECTS OF EXPLICIT TEACHING OF SPEECH ACTS ON EFL LEARNERS' PRAGMATIC COMPETENCE

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This study suggests that pragmatics can be learned via instructed teaching. However, there is a limited number of studies on pragmatic competence and pragmatic awareness of EFL students and how explicit teaching of pragmatics contributes to foreign language proficiency. This study aims to show the effectiveness of explicit teaching of pragmatic knowledge via a set of target speech acts in EFL settings; thus, it contributes to the field of interlanguage pragmatics. This study investigates four target speech acts. It includes a pre and post-test design with an explicit treatment to the experimental group. The data were collected through a Written Discourse Completion Task applied to a control and an experimental group and analyzed through the mixed ANOVA on SPSS v.22 (Statistical Package for Social Sciences 22.0). The results of the pre and post-tests indicate that explicit pragmatic instruction has an evident effect on experimental group's performance of target speech acts. The outcomes of descriptive analysis of pre and post-test scores of each group also revealed that the group exposed to explicit instruction performed significantly better than the other group. The mixed ANOVA results further indicate that the efficacy of explicit teaching changes according to various speech acts. The findings of the present study encourage the use of explicit pragmatic instruction in an EFL classroom setting to develop firstly pragmatic awareness, and then pragmatic competence to perform appropriate speech acts in distinct social settings.

Key terms: Pragmatics, Interlanguage pragmatics, English as a foreign language, speech act, explicit instruction

ÖZET

SÖZEYLEMLERİN İNGİLİZCE YABANCI DİL ÖĞRENCİLERE AÇIK OLARAK ÖĞRETİMİNİN ÖĞRENCİLERİN EDİMBİLİM YETİLERİ ÜZERİNE ETKİLERİ

Sinem BAYINDIR

Yüksek Lisans, İngiliz Dili Eğitimi

Tez danışmanı: Dr. Emrah GÖRGÜLÜ

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Bu çalışma edimbilimin yönergeli öğretim ile öğrenilebileceğini ileri sürmektedir. Ancak İngilizce dil öğrencilerinin edimbilim yetileri, farkındalıkları ve edimbilimin açık olarak öğretiminin yabancı dil yeterliliğine nasıl katkıda bulunduğu üzerine sınırlı sayıda çalışma vardır. Bu çalışma edimbilimsel bilginin İngilizcenin yabancı dil olarak öğretildiği ortamlarda bir dizi hedef sözeylem ile açık olarak öğretiminin etkinliğini göstermeyi hedeflemektedir ve bu sebeple diller arası edimbilim alanına katkıda bulunmaktadır. Bu çalışma dört tür hedef sözeylemi incelemektedir. Bu çalışma deney grubu üzerinde açık müdahale içeren ön-ardıl test tasarımı içermektedir. Veriler kontrol ve deney grupları üzerinde uygulanan Yazılı Söylem Tamamlama testi aracılığıyla toplanmış ve SPSS istatistik programının 22. sürümünde bulunan iki yönlü karma ANOVA kullanılarak çözümlenmiştir. Ön ve ardıl test sonuçları açık edimbilim yönergesinin deneysel grubun hedef sözeylem performansları üzerinde gözle görülür bir etkisi olduğunu işaret etmektedir. Her bir grubun ön ve ardıl test puanlarının betimsel analiz sonuçları açık yönergeye maruz kalan grubun diğer gruptan önemli ölçüde daha iyi performans gösterdiğini ortaya koymuştur. Buna ek olarak, karma ANOVA sonuçları açık yönergenin etkililiğinin farklı sözeylemlere göre değiştiğini göstermiştir. Mevcut çalışma bulguları, ilk olarak edimbilimsel farkındalığı artırmak, sonrasında da farklı sosyal ortamlarda uygun sözeylemleri kullanmak için gerekli edimbilim yetisini geliştirmek için açık edimbilimsel yönergenin İngilizcenin yabancı dil olarak öğretildiği sınıf ortamında kullanımını desteklemektedir.

Anahtar terimler: Edimbilim, Diller arası Edimbilim, Yabancı dil olarak İngilizce, sözeylem, açık yönerge

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LIST OF ABBREVIATIONS

L1   : First Language
L2   : Second Language
EFL   : English as a Foreign Language
ELT   : English language teaching/training
ILP   : Interlanguage Pragmatics
ESL   : English as a Second Language
DCT   : Discourse Completion Task
WDCT   : Written Discourse Completion Task
SPSS   : Statistic Packets for Social Sciences

Dedicated to my mother

CHAPTER I

INTRODUCTION

This study investigates the effects of explicit teaching of pragmatics through four target English language speech acts in a classroom setting and ultimately contribute to the field of interlanguage pragmatics. This chapter is an introduction of the background of the study, the purpose of the study, the research questions, the significance of the problem, limitations of the study, and the definition of the terms used in the research.

1.1. Background of the Study

English language learners in non-English speaking countries are exposed to predominantly linguistic aspects of the target language in language learning settings. However, English as a foreign language (henceforth, EFL) learners also need to learn proper ways to produce contextualized messages, which is essential for successful social interaction in the target language. Pragmatics is the field which meets that need of learners and it is concerned with "how the interpretation and use of utterances depend on knowledge of the real world, next how speakers use and understand speech acts, and then how the structure of sentences is influenced by the relationship between the speaker and the hearer" (Tuncay, 2013: 155).

Interlanguage pragmatics (henceforth, ILP), as a new subfield of pragmatics, specifically deals with the acquisition process of pragmatics, besides comprehension and execution of pragmatics by non-native speakers. ILP is about speech act realization patterns in myriad languages by eliciting the data gathered from native and non-native speakers (Kasper & Schmidt, 1996). The target group of learners analyzed in ILP studies are second or foreign language learners. Even advanced English foreign language learners end up producing inappropriate utterances in various social contexts. As Bardovi Harlig & Griffin (2005) indicate, although the language learners have excellent linguistic competence, they may still have major pragmatic failures. According to Thomas (1983: 91), pragmatic failure refers to the inability of understanding "what is meant by what is said". That failure results from incomprehension of utterances and their intended meaning by even advanced EFL learners. In order to comprehend the intended meaning, learners need to have pragmatic awareness in the target language, which is generally one of their potential

downsides. There should be more extensive research focusing on pragmatic awareness to promote learners to tackle this problem in ILP studies; however, only a limited number of studies have been conducted to date. In that sense, the present study intends to contribute to the field.

There is not a parallel development between the level of linguistic development and pragmatic development of L2 learners. And this imbalance indicates that the formal instruction in English language teaching (henceforth, ELT) settings does not give the equal emphasis on grammar and pragmatics of English. As it is observed in the classroom setting in the present study, the correction of sociopragmatic failures, which concern social aspects of pragmatic failure, is much more challenging than pragmalinguistic failures, which concern linguistic aspects of pragmatic failure, because the input on grammar has always been more than the sociopragmatic aspects of language for learners. Bardovi Harlig & Griffin (2005) note that language learners generally know what to change; however, how to change it is always more challenging for them. It is the result of insufficient input as in the form of explicit instruction on content, which learners acquire in the ELT settings.

The insufficiency of pragmatic input typically stems from inappropriate teaching materials and textbooks in ELT settings. Most of the time, language teaching course books lack deficient pragmatic knowledge. Moreover, they do not reflect the pragmatic realizations of native speakers. When the EFL learners cannot have a chance to study abroad and learn the target language in its natural setting, they do not have direct access to those realizations such as speech acts. Therefore, they resort to learn them through ELT materials primarily from text books. As Zıngır Gülten (2008) indicates, the relationship between interlocuters, context and the setting information is neglected in many ELT texts. Since many popular course books focus on linguistic aspects of language to a great extent, learners are not provided with pragmatically appropriate knowledge needed for a successful communication.

When learners learn a new language, they develop linguistic competence. In the same vein, they need to be exposed to pragmatic knowledge providing appropriate contents for the speech communities in a variety of social contexts in the target language. Since classrooms are the only places that a student is exposed to the target language in non-

English speaking countries, ELT settings need to promote learners' interlanguage pragmatic competence as well as their linguistic competence.

As Zıngır Gülten (2008) indicates, native speakers acquire linguistic and pragmatic awareness instantaneously. Nevertheless, EFL learners, as non-native speakers of the target language, develop pragmatic and grammatical awareness via formal instruction. Note that it has always been regarded as challenging to implement pragmatic instruction to ELT curriculum. If the English syllabi used in language education are probed with respect to pragmatic elements compared to linguistic ones, the drastic gap between grammatical and pragmatic input is noticeably realized. In that sense, interlanguage pragmatics play a significant role as a young field. If research and studies are increased and reach the sufficient point, the awareness on teaching pragmatics to reinforce the pragmatic competence through speech acts will also enhance educational programs in ELT settings.

1.2. The Purpose of the Study

The aim of the current study is to show the usefulness of explicit teaching in pragmatic competence. For this, the study investigates the effect of explicit teaching of pragmatics in a classroom setting rather than staying for a period of time in the target speech community. In the present study, using four speech act patterns, namely greetings, advice giving, complaints and refusals, the effects of explicit teaching of pragmatics on learners' pragmatic competence will be investigated.

1.3. The Research Questions

In this section, the primary research questions at the core of the present study are given.

1. Does explicit teaching of speech acts in a classroom setting increase the pragmatic competence of EFL learners?
2. To what degree does the accepted use of speech acts improve towards a native-like degree through explicit teaching?
3. Does the efficiency of explicit teaching of pragmatics change according to different speech acts?

1.4. The Significance of the Problem

The current study is significant in the sense that it endeavors to fulfil the insufficiency of the investigation of a variety of common speech acts such as greetings, advice giving, complaints and refusals. There is a spate of significant studies concerning the speech act of refusal in the field; however, the target speech acts concerned in the present study have been given less emphasis in previous analyses. These speech acts were deliberately chosen for the present study, regarding the performance failure of pragmatic competence of those speech acts by advanced EFL learners.

1.5. Limitations of the Study

The current study involves a few limitations regarding sample size, the method and instruments. This study is conducted as an experimental study with one experimental and one control group. The participants are at the same proficiency level in both groups; however, they have different instructors during the experimental process. That can be regarded as a limitation of the study. The teaching methods and the personal differences between the two instructors might have affected the development of the students' pragmatic competence.

Each of the participant groups has seventeen students and they were chosen among the students studying in preparatory school at a foundation university in İstanbul. The number of participants in the sample groups was limited to generalize the data to a large group of EFL learners.

The duration of the experiment consisted of seven weeks, which could be regarded as a further constraint for the study. The administrative system in preparatory school allocates seven weeks for every module and after seven weeks students take an exam and the successful ones move to the next level. Since the current study has to be conducted with the same students in the same level and class, the duration of the study is limited to seven weeks in total. Each speech act patterns concerned in the study needed to be designed to be taught in that limited time.

Another limitation in the present study regards the research design. Because of the time limitation, a pretest-posttest design was used in the present study. A delayed-posttest could have been added to the research design if the time had been longer.

The last limitation of the study regards the instrument used in the current study. As an only instrument, a written discourse completion task (henceforth, DCT) was applied to students. As there are some other instruments to elicit the data in pragmatic studies like oral discourse completion task, written DCT might be seen a semi authentic data collection instrument. If there had been more time than seven weeks, both the written and oral DCTs might have been used as instruments in the study.

1.6. The Structure of the Study

In the present study, Chapter 2 provides a background of pragmatics and then it offers some fundamental ideas and theories behind the study. After that, Interlanguage pragmatics the central focus of the present study, is demystified. Next, it offers the concept of pragmatic failure and its possible reasons and finally, the chapter finishes with teachability of pragmatics followed by speech acts -specifically the greetings, advice giving, complaints, and refusals. Chapter 3 presents the design of the research including methodology, setting, participants, data collection procedure and instrument, pilot study, and data analysis. Chapter 4 presents the major findings through analysis of the data elicited from a written discourse completion task with advanced EFL learners. Chapter 5 includes a conclusion for the present study. Subsequently, some important suggestions for further studies are offered.

1.7. The Definition of the Terms

L1: Language 1; the native language, the mother tongue.

L2: Language 2; the target language, a language other than the mother tongue.

EFL: It stands for English as a Foreign Language. It refers to situations where English is taught in countries where English is not the medium of instruction in the schools.

ELT setting: ELT classrooms, where English is taught as a subject, and exposure to English is typically limited to the classroom setting.

ELT: It stands for English language teaching/training. It is a general term that includes EFL and ESL.

ILP: It stands for Interlanguage Pragmatics. It refers to a second language learner's comprehension and use of linguistic forms within different social contexts.

ESL: It stands for English as a Second Language. It refers to a curriculum or course designed to teach English to English language learners at various English language proficiency levels.

DCT: It stands for a discourse completion task.

Sociopragmatic failure: It is defined as the pragmatic failure when the speaker uses inadequate strategies related to the social conditions of language in use.

Pragmalinguistic failure: It is defined as the pragmatic failure when the speaker inappropriately transfers speech act strategies from L1 to L2.

CHAPTER II

LITERATURE REVIEW

The main objective of this chapter is to provide a theoretical background of pragmatics and interlanguage pragmatics behind the current investigation. Secondly, the chapter attempts to distinguish between pragmatic competence and communicative competence to emphasize the focus of the study. Then, it provides an overview of the notion of speech acts with the core theories and the prominent researchers such as Austin (1962), Searle (1975), and Harnish (1979) in the field of pragmatics. Then, the four target speech acts dealt with in this study are explained. After that, the chapter discusses the teachability of pragmatics through explicit and implicit teaching of speech acts. Finally, the empirical studies around the world and Turkey will be compared with the aims of the current study, and the effect of classroom instruction on target speech acts investigated in several studies is discussed.

2.1. Theoretical Background of Pragmatics
2.1.1. Defining Pragmatics

Besides some other core disciplines of the linguistic field, which are phonetics and syntax, pragmatics is a relatively new discipline to be examined as an independent linguistic research area (Schauer, 2009). As it is a well-known fact, the new theories and fields generally appear as a reaction to the former ones and as Levinson (1983) advocates, pragmatics came into being as a new area as opposed to Chomsky's (1965) linguistic competence. Leech (1983) strongly disagreed with that theory and he supported the shift of focus in linguistics from competence to performance, which paved the way to a new field, that is to say, pragmatics (Flor & Juan, 2010).

There is no consensus on a certain definition of the concept of pragmatics over the years as it is still a young development in linguistics. As Mey (2001) notes, it is even hard to put some limitations on pragmatics in terms of where it begins and ends. Since it is a still-developing field, there have been only tentative definitions offered so far. Albeit, some definitions providing a framework for the current study are respectively presented in this section. At the very beginning of the development of pragmatics, it was defined as "the study of the relation of signs to interpreters" (Morris, 1938, cited in Schauer, 2009: 5). And in the following years, some other elaborated definitions were suggested in the field. The working definition proposed by Crystal (1985) defines pragmatics as the study of language dealing with the users' choices, the constraints that they encounter during their social interaction and the effects of their use of language on the other interlocutors. Crystal stresses the importance of actual language use in pragmatic research (Ibid: 6). On the other hand, Mey (2001) offers a new definition defining pragmatics as the study of language use in human communication controlled by social conditions.

The first definition offered by Morris and especially the further definition proposed by Crystal regard pragmatics from the perspective of the language users whereas the last definition offered by Mey put emphasis on social conditions in relation with the use of language. As each researcher dealing with pragmatics has a special focus while describing the field, they also draw particular distinctions between different aspects of pragmatics. For instance, Leech (1983) stresses the distinction of two important components of pragmatics as pragmalinguistics and sociopragmatics. With the former component, he refers to the linguistic aspect of pragmatics. In other words, it includes resources such as modification devices, pragmatic routines, directness, and indirectness strategies that interlocutors need to choose when using the target language. The latter component was defined as "the sociological interface of pragmatics" (Ibid: 10). It particularly refers to the effects of social structure involving social distance and social status on the linguistics choice of interlocutors (Barron, 2003).

2.2. Interlanguage Pragmatics

According to the definition of Kasper & Blum Kulka (1993: 3), interlanguage pragmatics is "the study of nonnative speakers' use and acquisition of linguistic action patterns in a second language (L2)". As the number of nonnative speakers of English keeps increasing, interlanguage pragmatics (henceforth, ILP) attracts more researchers and paves the way for more empirical studies in second language research. Kasper (1992: 204) states that "interlanguage pragmatics has predominantly been the sociolinguistic and, to a lesser extent, the psycholinguistic study of NNS' linguistic action". Since interlanguage pragmatics includes sociolinguistic and psycholinguistic aspects of L2 learners, it provokes many researchers to investigate its different aspects.

As Bardovi-Harlig & Hartford (2005) note, interlanguage pragmatics concerns the realization of speech act types, communicative success, communication breakdowns, input effect, and conversational strategies of L2 learners. Recently, the instructional effect, which might be in an explicit or implicit way, has also started to appeal to more ILP researchers. It is observed that the number of studies investigating the insights of instructional treatment has increased remarkably in recent years. However, there is still a massive need to explore the uncovered aspects of instructional effect in ILP research. Therefore, the starting point of the present study is to investigate the success, if any, of explicit instruction on the development of pragmatic competence of speech acts performed by EFL learners.

It is indicated that the method used in ILP research stems from comparative cross-cultural studies as its aim is to study the acquisition of pragmatics in a second/foreign language (Ibid). In these studies, the language use of NNSs and NSs of English is commonly compared and the data produced by participants are collected to investigate the aforementioned concerns of ILP research. There are different data collection methods employed in ILP studies such as role play, DCTs (e.g. Written Discourse Completion Task (WDCT), Oral Discourse Completion Task (ODCT), and Multiple-Choice Discourse Completion Task (MDCT)), and authentic conversations. In the present study, the data were collected through a WDCT including twelve speech events.

The range of research areas investigated in interlanguage pragmatics also varies. The table prepared by Bardovi Harlig (1999) demonstrates common areas to investigate SLA with respect to interlanguage pragmatics with some basic research questions. The research questions of the present study stem from question (h) below in Table 2.2.1.

Table 2.2.1: Basic Questions About SLA with Respect to Interlanguage Pragmatics

a. Are there universals of pragmatic and do they play a role in interlanguage pragmatics?
b. How can approximation to target language norms be measured?
c. Does L1 influence L2 pragmatics? (Transfer)
d. Is the development of L2 pragmatics similar to learning a first language?
e. Do children enjoy an advantage over adults in learning a second language?
f. Is there a natural route of development as evidenced by difficulty, accuracy, or acquisition orders or discrete stages of development?
g. Does type of input make a difference? (foreign language vs. second language)
h. Does instruction play a role?
i. Do motivation and attitudes influence level of acquisition?
j. Does personality play a role?
k. Does a learner's gender play a role?
l. Does (must) perception or comprehension precede production in acquisition?
m. Does chunk learning (formulaic speech) play a role in acquisition?
n. What mechanisms drive development from stage to stage?

Source: Bardovi-Harlig, 1999: 682

Table 2.2.1 presents several questions regarding interlanguage pragmatics with different aspects of SLA. The question (h) is significant as a reference to the present study because this study aims to investigate the instructional effect on speech acts in the field of interlanguage pragmatics. Therefore, as in question (h), the present study firstly attempts to figure out whether instruction plays a role in teaching and learning speech acts. Then, it further questions effectiveness of explicit instruction, and the degree of effectiveness with regard to different target speech acts.

2.3. Pragmatic Competence

Pragmatic competence is a broad term involving different kinds of competence - chiefly communicative competence. To deeply understand the nature of pragmatic competence in language teaching, the distinction between communicative competence

and pragmatic competence, which are regarded as intermingled terms, will be respectively explained in the following sections.

2.3.1. Pragmatic Competence

As stressed throughout the study, language users need to have both linguistic and pragmatic competence in order to be competent in a language. Linguistic competence only provides syntactic and phonetic aspects of a language to the learner. Albeit, learners need to have a kind of competence beyond the linguistic one, which leads them to use their language in appropriate social contexts. As in the aforementioned definition offered by Crystal (1985), speakers have a kind of pragmatic competence that allows them to use language in various situations and contexts. Thus, pragmatic competence is chiefly investigated at the social level controlled by speech acts and social acts or it is examined at the interactional level (Deda, 2013). Yule (1996) notes that if a learner has the pragmatic ability, that learner can interpret the intentional meanings and the aims of the utterances by having the ability to go beyond the literal meaning of the spoken or written language. That simply explains the significance of pragmatic competence required for accurate communication between interlocutors.

As Ishihara & Cohen (2010) further indicate, when L2 learners, as speakers, need to know how to say their utterances with the accurate politeness, directness, and formality, they also need to know what utterances they should not say. Pragmatic ability in the target language requires both competencies.

2.3.2. Communicative Competence

Communicative competence is a popular term in second language learning. After the the idea of linguistic competence model proposed by Chomsky (1965) was rejected by Hymes (1972), the concept of communicative competence started to arouse more and more interest in the field. According to Chomsky's (1965) model, linguistic competence is the system of rules that head an individual's understanding of acceptable and unacceptable notions in the language that they use. Hymes (1972) claimed that grammatical competence is not adequately enough for effective communication in the target language. Therefore, learning the appropriate use of language in different social settings is also essential for learners to have complete competence in a language. The term communicative competence is distinct from the

term pragmatic competence in that sense. They are different levels of knowledge. The following explanation illustrates the different nature of communicative competence:

> …communicative competence might be thought of as a kind of 'mixer' which performed the function of balancing available linguistic forms chosen by drawing on the linguistic competence of the user, against available social functions housed in some kind of social competence (Bell, 1976: 210).

A further definition offered by Widdowson (1989) simplifies the concept of communicative competence as a matter of knowing a bunch of rules and being able to adapt these rules according to the needs of contextual demands. Whereas pragmatic competence and communicative competence have some slight distinctions mentioned above, they are related to each other in the sense that they are both beyond the concept of linguistic competence and they include sociolinguistic aspects of language.

2.4. Speech Acts in Linguistics

When foreign language learners try to learn a second language, an inevitable imbalance between their linguistic and pragmatic development occurs in the learning process. In order to be proficient in the target language so that they could express themselves effectively, the learners need to take several factors into account. The questions raised by Jones & von Baeyer (1997: 1) simply explain these basic factors needed for effective and accurate language use;

1. What are you trying to do with your English sentences? Are you describing something, persuading someone, giving your opinion, or what?
2. What is your role in this situation? Are you a friend, stranger, employee or customer?
3. Where are you talking? Is the setting on a plane, at a party, at a meeting?
4. What are you talking about? Is the topic business, travel, sport?

Jones & von Baeyer argue that the first question deals with the language functions and speech acts represent those language functions in a language. Speech acts are a sort of utterances including particular language functions in communication. In other words, they are communicative acts that language users perform via oral or written language (Korta, Kepa & Perry, 2015). As Kasper (1993: 3) defines, pragmatics is "the study of

people's comprehension and production of linguistic action in context". In that definition, Kasper highlights two important elements; linguistic action and context. These are also fundamental for speech acts in a language. May (2001) further indicates that language users need to connect speech activity with the world action. In this respect, speech acts help language users how to use the syntax of the language to communicate in distinct social settings. By this way, speech acts pave the way for a better understanding of the language we use to communicate.

Speech acts are complex notions to explain with a few theories. However, they are highly important to deeply understand the nature of language that learners use to communicate effectively. What makes speech acts so important is the real-life interactions that they include. As Björgvinsson (2011) states, language would only describe the utterances in terms of truth and falsity without speech acts but they adjust and modify the reality controlled by the power of words. In this respect, the speech act theory makes the language users regard language not only as a tool to communicate but also as an instrument of action.

In the communication process, speech acts may be in the form of a word like '*sorry!*' or sometimes in a sentence or a question like *'It's cold in here.' or 'Can you pass the salt?'*. As it is observed in those examples, speech acts seem to have a basic meaning comprehended by the interlocutors. However, as Ishihara & Cohen (2010: 6) highlight, there is an intended or illocutionary meaning behind the utterances. Ishihara & Cohen refer to this actual illocutionary force as "uptake". For example, the uptake in the sentence of *'It's cold in here'* may be a request for closing the window or the uptake in the question of *'Can you pass the salt?'* is not asking for the ability to pass that interlocutor has but a kind request to take the salt. As it is seen in the sample utterances, there is a certain distinction between surface meaning and implicative meaning of the utterances. There is often an intended meaning beyond what is said. Thus, learners need to learn not just the linguistically accurate way to use their language but also the speech acts in the target language they would use in particular situations.

The interest in beyond saying in the field of pragmatics dates back to 1962, when J. L Austin (1962) proposed a new paradigm called Speech Act Theory. He shared his theory with linguistic circles in his book *How to do things with words* in 1962. In his

theory, he advocates that language is beyond being a tool to convey information between language users. Moreover, it includes actions. Austin's theory is considered as the cornerstone of the pragmatics study and it has encouraged many researchers to investigate different aspects of speech acts.

When speakers utter a sentence, they ultimately perform different acts. In his theory, Austin described three levels in speech acts, namely, locutionary, illocutionary and perlocutionary levels. As Korta, Kepa & Perry (2015) simply clarify, locutionary level refers to an act of saying something. On the other hand, the illocutionary level is a performance of the locutionary act. It has a particular force in itself. That force makes illocutionary act distinct from the locutionary act. And lastly, the perlocutionary level indicates the acts attributed to the effect of uttering a sentence (Oishi, 2006). Those effects can be some emotions, thoughts, feelings, etc. To sum up, the locutionary act is performing an act OF saying something, an illocutionary act is performing an act IN saying something, and a perlocutionary act is performing an act BY saying something (Acheoah & Olaleye, 2017: 23). Yule (1996) indicates that among these three levels the illocutionary one is considered to be the most distinctive one. As the ultimate aim of the speaker is to gain the illocutionary act by performing it with saying something, the illocutionary level has sparked more interest in empirical studies in linguistics. As Korta, Kepa & Perry (2015) explains, a basic speech act includes a propositional content and an illocutionary force. When speakers perform a speech act, they express an act that they intend to do with the speech act they use. This act is simply called illocutionary force.

After Austin, his speech act theory was further elaborated by his former student, J.R. Searle. Searle (1975) classified the illocutionary force into five categories according to their main intentions. From Searle's point of view, illocutionary force is comprised of representative, commissive, directive, declarative (performative), and expressive acts.

Table 2.4.2: Reclassification of Speech Acts

Act	Definition	Example
Declaratives (Performatives)	are speech acts that change the world as a result of having been performed	We find the defendant not guilty!
Representatives	are speech acts that enable the speaker to express feelings, beliefs, assertions, illustrations, and the like.	Today, tomatoes can be grown in the desert.
Expressives	express psychological states of the speaker or the hearer such as apologizing, complaining, complimenting, congratulating.	Congratulations on your graduation.
Directives	are speech acts that enable speakers to impose some action on the hearer such as commands, orders, requests.	Be quiet!
Commissives	are speech acts whereby the speaker takes on or refuses some responsibility or task and are, therefore, face- threatening to the speaker, or imposing on the speaker.	I'll stop by tomorrow, I promise.

Source: Güngörmezler, 2016: 6

Then, his classification of speech acts was revised by Celce-Murcia and Olshtain (2007). The Table 2.4.2 prepared by Güngörmezler presents a brief explanation of each act category in that reclassification.

On the other hand, Bach & Harnish (1979) proposed a new theory and according to their view, the pragmatic theory is based on inference and intention. Acheoah & Ibileye (2016) state that their theory advocates that the hearer (H) of the speaker (S) in communication must understand the meaning of the acts so that the speaker can perform illocutionary acts. They also proposed a term called *Speech Act Schemata (SAS)* and with SAS they put different illocutionary strategies that concern literal or non-literal utterances in discourse (Bach & Harnish, 1979: 7). SAS basically claims that there is a relationship between hearer and speaker. In that relation, hearer makes an inference of a speech act and the speaker expects the inference that the hearer makes through an utterance (Abbeduto, 1983).

2.5. Types of speech acts

Ishihara & Cohen (2010) state that speech acts are teachable and learnable parts of L2 communication, which paves the way for the empirical resource. There are several types of speech acts researched through empirical studies. They might be listed as greetings, requests, apologies, complaints, refusals, advice giving, invitations, giving compliments, and closing the conversation. In this study, greetings, advice giving, complaints, and refusals were investigated. In the following sections, these four speech acts will be briefly described with a comparison of the current study and pioneering studies.

2.5.1. The speech act of greeting

Firth (1972: 1) defined the speech act of greeting as "recognition of an encounter with another person as socially acceptable". Since the act of greeting is used at the beginning of a communicative process, it is highly significant for EFL learners in terms of being an indicator of their communicative competence. There is a need in the literature of teaching speech acts to discover the insights of greetings as a speech act because there are a few studies focusing on greetings. There are even fewer studies investigating instructional effect on teaching the speech act of greeting. Therefore, the explicit instructional treatment on speech act of greeting in EFL settings was investigated in the present study to fill the gap in the field.

2.5.2. The speech act of advice giving

The speech act of advice giving is examined under the *directives* according to the classification by Searle (1975). Schmidt and Richards (1980) further noted that directives including speech acts such as commands, requests, and suggestions attempt to make hearers do an action. When learners try to trigger interlocutors to do something, they need to be encouraging and polite enough to perform the speech act of suggestion accurately and it is sometimes a challenging task for L2 learners in some social settings. Therefore, the speech act of suggestion is considered a problematic speech act for second and foreign language learners of English. Its realization and the instructional strategies of its teaching are investigated through several studies (Jiang, 2006; Martínez-Flor & Fukuya, 2005). However, it has received less attention compared to the speech act of request that is another directive type of speech acts. Thus, it is

examined under the present study to explore the effect of explicit instruction on suggestions.

2.5.3. The speech act of complaint

According to the classification of Celce-Murcia and Olshtain (2007) and formerly Searle (1975), the speech act of complaint is examined in the expressives. As it is indicated in Table 2.4.2, a complaint is a kind of psychological state of speakers. It is an act resulted from an unpleasant situation in which the speaker is a part of. The speech act of complaint is investigated under two categories; namely, direct and indirect complaints. It is mostly hard to perform complaints for language users. They sometimes hesitate to complain about the unpleasant situation, or they even prefer not to complain even if they are not content in that situation. Thus, compared to other speech acts, it generates much more interest among researchers. It is chosen as a target act in the present study because it is considered as one of the most challenging speech acts performed by EFL learners.

2.5.4. The speech act of refusal

As Brown & Levinson (1987) defines, the speech act of refusal is a face-threatening and negative speech act in its nature. The speakers tend to perform the speech act of refusal when they say 'no' directly or indirectly in reply to a request, suggestion, an offer or invitation (Allami & Naeimi, 2011). The speech act of refusal is considered to be a challenging act to perform by L2 learners because it contains a risk of offending the interlocutor. Therefore, compared to other speech acts, as Cohen (2006) notes the speech act of refusal requires a high level of pragmatic competence. Since it is challenging to acquire especially in EFL settings, the speech act of refusal appeals to researchers around the world as well as the Turkish ones.

2.6. Instructional effect on speech act performance

In the field of pragmatics, several studies have concerned the instructional effect on L2 speech act performance. It is highly suggested that the instruction in general has an impact on the development of learner's pragmatic competence to perform pragmatically appropriate speech acts in the target language. However, there are different opinions about what type of instruction has better effects on pragmatic development of speech act performance. Most of the studies in this field are

observational; however, interventional studies are also increasing in number. In order to explore the instructional effect on speech acts, the interventional studies that are experimental and have pre and post-test designs will be described here. Interventional studies examining speech acts are divided into three categories: (1) those studying explicit intervention and its effects, (2) those studying implicit intervention and its effects, and (3) those studying explicit vs. implicit intervention and their effects. According to Takahashi (2010: 128), *explicit intervention* refers to any kind of instructional treatment including metapragmatic information while *implicit intervention* refers to a kind of treatment which is not evident in any instructional way. The positive effect of explicit intervention is advocated in many studies (Bacelar da Silva, 2003; King & Silver, 1993; Kondo, 2008; Morrow, 1995) and it is claimed that explicit intervention has evident outcomes for teaching and learning speech acts. It is even considered superior to implicit intervention in learning sociopragmatic aspects of target speech acts. On the other hand, several researchers started to question the effectiveness, and durability of the effectiveness of explicit intervention and they tend to explore the effectiveness of implicit intervention (Martinez-Flor & Fukuya, 2005; Ülbeği, 2009). Takahashi (2010) argues that when compared with explicit intervention, some kinds of implicit interventions are also effective at pragmalinguistic level. According to the findings of Koike & Pearson (2005), the results of open-ended part of the tests in the study showed that implicit pre-instruction and implicit feedback are the most effective instructional treatments for L2 learners.

This study supports that pragmatics is challenging for EFL learners to acquire in EFL settings. Therefore, to teach pragmatics of the target language in a limited time to EFL learners, explicit intervention is required. The findings of this study advocate that there are notable positive effects of explicit intervention in a limited time on EFL learners' pragmatic development.

2.7. Teaching and Learning Pragmatics

Rajabia, Azizifara, & Gowhary (2015) note that speakers and hearers use pragmatic competence to communicate and the knowledge of pragmatic competence involves how speech acts are successfully performed in communication. As Deda (2013) states, pragmatics covers sociolinguistic sides of language including speech acts. Therefore, the aim of teaching pragmatics and speech acts is parallel to each other. It is basically

to inform learners about the appropriate and accurate use of target language in distinct social situations. Learners can avoid the communication breakdowns in the social situations they involve by acquiring pragmatic competence via learning speech acts in a target language. Kasper & Schmidt (1996) note that second and foreign language learners have apparent differences in terms of execution and comprehension of some speech acts compared to native speakers when they are using the target language (as cited in Deda, 2013). These differences, especially the miscomprehension of speech acts, result in producing inappropriate utterances in return. As a result of this case, communication that non-native speakers involve might fail or their utterances may be misinterpreted even if they have some good intentions. To avoid such kind of circumstances, learning pragmatic aspects of the target language is a need for learners.

The natural way of acquiring pragmatics is to gain it in an authentic setting abroad. What if the learner would not have a chance to stay abroad for a good amount of time to acquire pragmatics of the target language? This study attempts to find an alternative way of learning pragmatics in such a case and the present study suggests that pragmatics can be learned via instructed teaching. To that end, speech acts might be taught in an explicit way in foreign language learning settings. Röver (2005) claims that developing pragmatic competence may be challenging for EFL learners compared to ESL learners in an English-speaking country because ESL learners have the advantage of being exposed to plentiful pragmatic input through direct communication with English language speakers. Thus, first and foremost, the aim of teaching speech acts in EFL settings might be providing as much as pragmatic input regarding the target speech acts because the success of acquiring pragmatics in an abroad setting results from the ample input provided by speakers of English. When the learners are also encompassed with authentic input in EFL learning settings, firstly their pragmatic awareness, and then their appropriateness of performing the target speech acts will be facilitated.

As Kasper (1997) suggests, without instruction many aspects of pragmatic competence are not acquired adequately. Thus, they need to be taught by proper instructional techniques. This notion has appealed to several researchers and many empirical studies dealing with the effect of pragmatic instruction have been conducted so far. In this study, the effect of explicit pragmatic instruction on the four target speech acts was

examined in a classroom setting. Therefore, in the following part, the empirical studies focusing on the target speech acts and the other classroom-based studies examining the same speech acts will be summarized.

2.7.1. The empirical studies and classroom implications with speech acts

So far, realization of speech acts and the L2 learner strategies as to the target speech acts have appealed a group of researchers (Abbass, Davood, & Masoumeh, 2012; Babaie & Shahrokhi, 2015; Bikmen & Martı, 2013; Çiftçi, 2016; Deveci, 2010; Gungormezler, 2016; Shleykina, 2016). On the other hand, several researchers investigated classroom implications and the instructional effect on teaching speech acts (Bacelar da Silva, 2003; Banerjee & Carrell, 1988; King & Silver, 1993; Martínez-Flor & Fukuya, 2005; Morrow, 1995; Ülbeği, 2009). The studies examined in the latter group argue that speech acts are learnable and teachable units of pragmatics. Some researchers claim that speech acts can be best taught with implicit instruction while some others advocate that explicit teaching is a better way to teach speech acts. On the other hand, there is a group of researchers suggesting that both explicit and implicit instruction is successful in teaching speech acts in EFL settings. To understand the instructional effect on teachability and learnability of speech acts, several pioneering studies about the speech acts under this study will be examined below.

Abbass, Davood, & Masoumeh (2012) investigated the realization of complaint by comparing American and Persian students. They collected their data via a discourse completion task from Persian students (*n*=55) who studied in a university. They also interviewed with participants after giving answers to DCT about the strategies they used while complaining. The general findings of the study reveal that there is a significant difference between Persian and American complaint realizations. The study shows that Americans prefer more indirect complaints (IC) and requests for repair (RR) while Persians use more direct complaints (DC) and indirect accusation (IA) strategies with the same situation. Thus, the study shows that the speech act of complaint was recognized distinctly through different sociocultural norms.

Bikmen & Martı (2013) studied L1 pragmatic transfer of Turkish learners of English when performing the speech act of complaint. They collected data from native speakers of English (ENSs), native speakers of Turkish (TNSs) and Turkish learners

of English (TLEs) via a discourse completion task. The findings of the studies revealed some common strategies like requests, hints, and annoyance, which were used by all groups. TLEs mostly use the strategies including hints, ill consequences, direct accusation, and threats/warnings, and they also use modified blame compared with ENSs and the TNSs and as a final result, the study reveals weak negative pragmatic transfer in the use of complaints as a speech act.

Deveci (2010) examined Turkish EFL learners struggle with speech act of complaint and criticism in the EFL classroom. He precisely investigated the students' complaint performance in two different situations; namely, speaking to a commiserating teacher and speaking to a contradicting teacher. The data of the study was collected through role plays of native English speakers (*n*=20), Turkish native speakers (*n*=25), and EFL students (*n*=40). The interlanguage data were compared in terms of pragmatic transfer of EFL users. The results showed that students made both positive and negative transfer in using 'demand' when they speak with a commiserating teacher. On the other hand, the students made positive transfer in 'explanation of purpose', 'complaint', and 'justification' when they spoke with a contradicting teacher while they made negative transfer in the component 'demand'.

Morrow (1995) investigated the realization of complaint and refusal speech acts by using pre-test, post-test, and delayed post-test with twenty intermediate level second language learners in an intensive English language program in the U.S. He investigated English as a second language and the purpose of the study was to investigate the capacity of explicit instruction of two problematic speech acts, namely complaints and refusal on pragmatic development. This study revealed that there was an increase in the use of politeness strategies for refusals after explicit teaching. Also, the complaint data showed some gains such as increased indirectness, more complete explanations, and fewer explicit statements of dissatisfaction after instruction. The findings of the holistic ratings in this study suggested that explicit speech act instruction helped students to perform more polite, clearer and somewhat native-like complaints and refusals.

The former three studies mentioned above (Deveci, 2010; Abbass, Davood, & Masoumeh, 2012; Bikmen & Martı, 2013) focused on the realization strategies of the speech act of complaint and pragmatic transfer of EFL learners. The empirical studies

conducted so far has mostly intensified their studies on realization strategies and pragmatic transfer by comparing two different languages in distinct sociocultural settings. The last study (Morrow, 1995) focused on the effect of explicit instruction on pragmatic development of the speech act of complaint. However, the last study was conducted in a second language setting. It is observed that the number of studies investigating the effect of either explicit or implicit instruction on the speech act of complaint are less than the former group. There are few studies conducted in EFL settings. Thus, the aim of this study is to investigate instructional effects on complaints and refusals in an EFL setting to meet the need in the field.

Güngörmezler (2016) examined the politeness strategies of Turkish learners of English and American English speakers when they perform the speech act of refusal. The data was collected from twenty-four participants via an open role-play and a semi-structured interview. The data was coded with a classification proposed by Beebe et al. (1990). The findings of the study illustrated that the most common strategies used by both groups were providing an excuse, a reason or an explanation. However, the Turkish learners of English (henceforth; TLE) preferred to give more specific explanations. Furthermore, the findings of interview sessions showed that TLE expressed that their refusal strategies were mostly affected by cultural factors.

Çiftçi (2016) investigated the refusal strategies of Turkish EFL learners by comparing them with native speakers of English. The study was conducted with forty-five participants and the data was collected by using a DCT. The study aims to explore semantic formulas of refusals performed by EFL learners. Both the pragmalinguistic and sociopragmatic aspects of pragmatic competence were analyzed. The general findings of the study revealed that explanations or giving reasons are the most common strategies among the various refusal strategies employed by Turkish and English speakers. The results of the study indicated that the use of refusal strategies was affected by several factors such as the status of the interlocutor, directness and indirectness, and the content of semantic formulas.

Bacelar da Silva (2003) examined the effectiveness of explicit instruction with the speech act of refusal for L2 pragmatic development. A pre-test and a post-test design were applied to experimental and control groups. The study aimed to teach sociopragmatic and pragmalinguistic components of the speech act of refusal via

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explicit instruction. Participants (*n*=14) were chosen among different L1 groups (Japanese, Chinese, Taiwanese, Serbian, and Portuguese). Data was collected through role-plays. The general findings drawn from the qualitative analysis of the data revealed that instructional treatment facilitated the L2 pragmatic development of speech act of refusal.

King & Silver (1993) investigated firstly the refusal strategies employed intermediate-level second language learners and secondly the effect of instruction involving explicit treatment on the development of sociolinguistic competence of NNSs. The participant groups involved a relatively limited number of students. There were totally six college students of ESL. Data was collected via pre-test and post-test questionnaires eliciting refusals in English. The results showed little effect of explicit instruction on refusals.

Ülbeği (2009) investigated the effect of explicit and implicit instruction on EFL pragmatic development by focusing on refusals in Turkey. Pre-test and post-test design were used with a delayed post-test via a control group. Participants were chosen among a group of eight-grade Turkish primary school students. The study tried to teach polite refusals in American English in an EFL classroom. The results of the study indicated that both types of instruction helped learners to acquire polite refusal strategies in the target language. Moreover, findings showed that implicit instruction had better impact than explicit instruction.

The studies above demonstrate that the speech act of refusal is a highly investigated act compared to other speech acts in different EFL settings as well as Turkish ones. There is a number of studies trying to reveal the learner strategies of refusals (Çiftçi, 2016; Gungormezler, 2016; King & Silver, 1993). Also, several researchers investigated the effect of explicit instruction on the speech act of refusal (Bacelar da Silva; 2003; King & Silver, 1993; Morrow,1995). There are also studies in a limited number, which show the effect of both implicit and explicit instruction on teaching refusals (Ülbeği, 2009).

Shleykina (2016) investigated semantic formulas of Russian EFL learners when performing the speech act of greeting. The study firstly aims to compare the realization of greetings by non-native speakers (NNSs) and native speakers (NSs) of English in terms of number, frequency, and content. Then, it tried to explore the effect of NSs

perception of pragmatic appropriateness of NNSs' greetings on ratings. Free discourse completion task and a retrospective interview were employed to collect data in the study. A significant difference was observed in NNSs' use of speech act of greeting. The findings indicated apparent negative pragmalinguistic and sociopragmatic transfer in EFL learners' performances. The results showed that one of the factors affecting the difference between NNSs and NSs' production of greetings was distinct socio-cultural features of two groups.

The speech act of greeting is significant for L2 learners as it is considered as the initial step to start a pragmatically accurate conversation. However, when the studies are examined, it is observed that there is not a sufficient number of studies in teaching greetings. There is one Ph.D study (Shleykina, 2016) investigating the realization and pragmatic transfer of greetings and it tried to explore the pragmatic appropriateness of NNSs' greetings in an EFL setting. However, this study didn't attribute any effect of instruction in greetings. There are not any studies investigating the instructional effect on greetings in Turkish EFL context, either. The present study is significant with regard to investigating the effect of explicit instruction in teaching speech act of greeting to EFL learners.

Banerjee & Carrell (1988) examined the suggestions performed by native speakers of Chinese or Malay (*n=28)* and native speakers of American English (*n=12)* with a DCT including sixty situations. The purpose of the study was to elicit the differences between suggestions of native and nonnative speakers and find possible classroom implications to help learners to improve their pragmatic competence. The data was analyzed quantitatively regarding frequency, directness, and type of suggestion, and qualitatively with a focus on politeness strategies and redressive forms employed when performing suggestions. The general findings of the study showed that non-native speakers made suggestions less frequently than native speakers. The results encourage to teach successful strategies used by NNSs as a classroom implication.

Babaie & Shahrokhi (2015) studied the realization of the speech act of advice giving performed by Iranian EFL learners and English native speakers. They investigated firstly the pragmatic transfer of Iranian EFL learners, secondly their perception of directness/indirectness in the realization of advice giving which improves in line with proficiency development. As a data collection instrument, Babaie & Shahrokhi used a

DCT. The general findings of the study indicate that native English users are more balanced in using indirect advice giving. It was observed that Iranian students had not acquired enough pragmatic competence to offer advice accurately in terms of social power and social distance between interlocutors. The results also show the existence of pragmatic transfer in the performance of Iranian EFL learners' speech act of advice giving.

Martínez-Flor & Fukuya (2005) investigated both explicit and implicit instruction effect on speech act of advice giving. They conducted a comparison experiment with an explicit group exposed to metapragmatic information on suggestions and an implicit group receiving pragmalinguistic input and recast activities. Eighty-one Spanish learners of English participated in the study. When the results of treatment and control groups were compared, it was observed that there was some improvement in groups received instruction. They produced pragmatically appropriate and linguistically accurate suggestions due to instructional input. The findings of the study confirmed that coupled instruction of implicit and explicit techniques could enhance teaching speech act of suggestions.

The speech act of suggestion is investigated in ILP studies; however, it has attracted less interest than other speech act types. The literature analysis shows that there are a few studies discussing the effect of instruction on suggestions. Therefore, the present study aims to contribute to the field in terms of showing the effect, if any, of explicit instruction in teaching speech act of suggestion to EFL learners.

The studies outlined above demonstrate that the number of the studies investigating the effect of instructional treatment either in an implicit or an explicit teaching path is less than the studies investigating the realization, learner strategies and pragmatic transfer of target speech acts. The number is even less in Turkish EFL settings. Therefore, the current study is significant with regards to its contributions to instructional teaching of speech acts. It is the first study investigating the effect of explicit teaching on the speech act of greetings in Turkey. The present study attempts to investigate the speech acts that haven't been addressed in the field, especially in Turkish settings. (e.g. greetings and suggestions) as well as the frequently investigated speech acts that are considered challenging for L2 learners of English (e.g. complaints and refusals).

2.8. Conclusion

This chapter firstly presented a theoretical background of pragmatics, and interlanguage pragmatics, which are the core fields for the present study. Secondly, the chapter explained different natures of pragmatic competence and communicative competence to highlight the focus of this study. After providing a theoretical overview for the notion of speech acts, the chapter made some distinctions among the speech acts investigated in the present study. Then, the chapter discussed the teaching and learning of speech acts. After that, the effect of implicit and explicit interventions on EFL learners' pragmatic competence was explained. Finally, the empirical studies conducted in the world and Turkey were presented, and some other studies investigating the effect of classroom instruction on target speech acts were addressed with reference to the current study. In the following chapter, the methodology applied to conduct the current study will be presented.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter presents the research design, setting and participants, data collection instrument, pilot study, and data analysis procedure for the methodology of the present study.

This study emerged from the need to fill the pragmatic gap that students experience while they are learning English as a foreign language. After searching for a beneficial way to meet that need, explicit teaching of speech acts proposed by several researchers and their studies up to date was considered as an alternative way to help learners of English to gain pragmatic aspects of the language. In line with that aim, the current study focusing on four common speech acts in the English language was conducted to understand to what extent explicit teaching of those speech acts is beneficial for advanced EFL learners.

3.2. Research Design

The current study was designed as an experimental study conducted with a control and an experimental group. The pretest-posttest design was used as a research design. As the researcher was also the instructor of one of the advanced level classes in preparatory school at a foundation university, the researcher's class was chosen as the control group and another advanced class was chosen randomly as the experimental group. As the institution allocated seven weeks for every proficiency level, there was a time limitation for the treatment. Therefore, the duration of the experiment was determined as seven weeks.

Before the experiment, the students were informed that they were going to be provided with some instructions for seven weeks so that they would be aware of the benefits of study for their L2 pragmatic development. Every week, in addition to their main course including integrated skills, reading, writing, listening and speaking courses, the experimental group took two extra hours for learning four aforementioned speech acts with explicit instruction. While the experimental group

was exposed to explicit instruction during those seven weeks, the control group had two extra English hours for just practicing grammar or doing any other kind of English exercises without any intentional instruction on pragmatics by their main course teacher.

3.3. Treatment Instruments and Procedures

For every two weeks, a target speech act determined to be investigated in this study was taught with intentional and explicit instruction including various awareness-raising tasks such as discussions, video-viewing, conversation analysis, and role-plays. For each target speech act, a PowerPoint presentation (henceforth, PPT) was prepared. To teach each speech act, firstly a class discussion was created about the function of the target speech act in our daily lives. Then, further input was provided with PPTs. Those PPTs include some written examples like conversations, cases, and sample reactions that native speakers of English give in a possible situation related with the target speech act of the week. With these examples, students found some chance to analyze the function of the target speech acts reflected in authentic conversations and sample cases. After that, the students watched several short videos prepared by native English teachers or English speakers on the internet to provide some visual and authentic input. Those videos display the possible reactions commonly used by English speakers in real life settings. With those videos, students observed the real-life use of target speech acts and the reactions of other English-speaking people. After providing different kinds of materials as a part of explicit instruction for students, the teacher handed out some role-play activities including different role cards for each student. The role-play activities were done in pairs or in groups for practicing and reflecting the target speech acts in an interaction in a class activity. At the end of the experimental process, a guideline including all the speech acts taught in seven weeks was prepared together with the students. The researcher as the instructor of the class printed the guideline in a booklet form for each student. By doing this, the researcher aimed to make students a part of the process and they felt engaged in the learning process by creating some material for themselves.

3.4. Setting and Participants

The current study was conducted in a preparatory school of a foundation university in İstanbul. It is an international research university offering various research areas to the students from all around the world. There are several different departments in the body of the university. The medium of instruction in most of the departments is English. Therefore, the School of Foreign Languages offers an extensive English language education to the students in their first year of education. The English Preparatory Program offered by The School of Foreign Languages is compulsory for nearly all the departments and it is highly suggested for the Turkish medium departments, too.

There are different kinds of technological equipment such as desktop computers with internet access, projectors, and all the necessary class equipment in each classroom. Besides these gadgets, lessons are taught via updated software programs of the books that are used by students. The desktop computers are equipped with all the other necessary systems, too. Students and teachers can easily access to the different types of instructional materials thanks to these pieces of equipment. In the present study, they were utilized in line with the targets of study.

As far as the language education program and its system in the institution is concerned, at the beginning of each academic year, the English Preparatory Program employs an online placement test to determine the students' English level according to the Common European Framework of Reference (henceforth, CEFR). The students, getting over sixty points on that test, take a proficiency test including multiple choice questions assessing their vocabulary and grammar skills as well as a written part. After that, they take a final oral exam. If they score over seventy points in total in the proficiency test, they pass through the exam and they start their departmental programs. If the students fail at any steps of that examination system, they are assigned to the classes at different levels according to the scores based on their placement test results. There are five levels based on CEFR: A1, A2, B1, B1+, and B2. Each level is called a module, or a quarter and they are comprised of seven weeks. Once students complete the last module (B2), they start their departmental programs in the following academic semester.

The present study was conducted with B2 level students who are considered as advanced English language learners, in the fifth quarter of the English language program in the 2017-2018 academic year in preparatory school. Two advanced (B2) classes were chosen among the other advanced classes. The researcher of the present study was the instructor of a B2 level class within that period. Therefore, that class was chosen as the control group, which was designed to take explicit instruction by the researcher. The experimental group, on the other hand, was chosen randomly among the other advanced level classes, which was instructed by another English language instructor within the same institution.

3.4.1. Experimental Group

The experimental group consisted of *seventeen* students as participant of the study. They were all at the same level (B2). They participated at least eighty-five percent of the experimental courses regularly in that foundation university. The experimental group had an extensive English education program including twenty-eight hours consisting of six hours for reading and writing, four hours for listening, sixteen hours for main course and two extra hours called consolidation hours for general practice in a week during the experimental process. The experimental group had the experimental treatment in their consolidation hours in the last two hours of their weekly schedule on Friday mornings. Thirteen participants in the experimental group had never been in another country. Three participants had spent more than ten years in non-English speaking countries like Palestine, Bangladesh and one of the participants had spent time in countries in which English is spoken as a common language like Poland and Germany for two years. They had learned English for about 8-10 years in instructed language settings.

3.4.2. Control Group

The control group consisted of *seventeen* students who were 18-22 years old. They were all at the same level (B2) with the experimental group. The control group had also the same twenty-eight hours English education in a week during the experimental process. The participants in the control group did not take any explicit treatment specific to the speech acts during the experimental process. They had the consolidation hours like the experimental group. However, they did some extra practices including vocabulary or grammar exercises with their main course instructor in consolidation

hours. Sixteen participants in the control group had never been in another country. One of the participants had spent time more than ten years in a non-English speaking country like Palestine. They had also taken English education in instructed language settings for about 8-10 years.

3.5. Data Collection Instrument

As Yuan (2001) indicates, selected data collection tools determine whether or not the researchers answer their research questions in their studies. The researcher needs to choose the right data collection tool and it is one of the most challenging parts of a study for a researcher. In the area of pragmatics, assessment of speech act production is made with different instruments. It might be in an oral form by an oral discourse completion task (henceforth, ODCT) or alternatively, it can be assessed by a written form with a multiple discourse completion task (henceforth, MDCT) or a written discourse completion task (henceforth, WDCT). For the present study, a WDCT was selected as a data collection instrument.

Choosing the appropriate data collection tool was so important for the present study for several reasons. Firstly, the data collection instrument led us to gather the answers for the research questions addressed in the study. Another reason is that the WDCT, as the selected data collection instrument in the present study, elicited the representative speech acts of the target language investigated in the study. It also enabled us to gather some significant data to generalize the conclusions of the study in a limited time. As opposed to a MDCT which offers some standardized multiple options to the task takers, a WDCT demands participants to give open-ended responses (Knoch, 2009). With regard to see the actual words that learners would utter in such situations presented in the task, the WDCT gave more authentic results for the investigated speech acts in the present study. Moreover, as Beebe and Cummings (1995) argue, WDCT has several advantages. By way of example, a WDCT gathers a large amount of data quickly. Another advantage is that it studies perceived requirements for a socially accurate response (as cited in Chen & Liu, 2016: 233). All these advantages were taken into consideration while choosing WDCT as the ultimate data collection tool of the present study.

3.6. Pilot Study

After deciding on investigating on explicit teaching of pragmatics to advanced EFL learners, four speech acts, namely greetings, advice giving, refusals, and complaints, were chosen to be investigated. Before collecting the real data, a pilot study was administered with a pilot participant group. In order to conduct a pilot study, a Written Discourse Completion Task was developed through the WDCT prepared by Bektaş-Çetinkaya (2012). When the WDCT was developed, the age, interest and characteristics of participant groups were taken into consideration in order to form some authentic situations that they might encounter in their lives.

The aim of the pilot study was to see the potential problems that might be encountered during the experimental process. In order to identify whether or not the words, sentences, and the scenarios chosen for the twelve situations in the WDCT would pose any challenge for the participants, the pilot WDCT was given to two pilot groups. Firstly, it was conducted with three native, one non-native English teachers who study in different private schools in Turkey and one native English speaker who lives in the USA. Then, it was given to four EFL learners studying at a foundation university in İstanbul, Turkey. The student participants were all at advanced level. Their age ranged from 18-20. They had been learning English for about 8-10 years in instructed language settings. None of them have been in an English-speaking country before.

There were some drawbacks of the DCT prepared for Pilot study and these drawbacks were observed by way of the reactions of participants in the pilot study. Although English language teachers and the native speaker participant did not find any difficulty to use the WDCT with the advanced students, a few student participants had some challenge while completing the task. For instance, some of the students did not know the meaning of some words such as 'anonymously' and it naturally led them to give unexpected responses to some situations. Another drawback arose from the instruction given at the beginning of the task. Even it was considered as clear enough for advanced students, some students could not understand what was expected from them. The researcher expected from them to write the utterances that they would say for similar situations that they encountered in their lives. However, some of them wrote down their reactions instead of their utterances.

In order to solve these problems, firstly the incomprehensive words and situations were simplified so that they would be understood clearly by the target students. After that, the pronouns or nouns referring to the specific interlocutors that they would give a response in the conversation were added at the end of every situation. After identifying all those potential problems in the pilot study, an edited version of WDCT that was refined from the unclear and problematic parts was prepared for the present study and it was sent again to the English teachers and the native speaker to inform them about the changes. They all checked and approved the final version of WDCT.

3.7. Data Analysis Procedure

The written data collected through the speech act utterances of participants in the WDCT was firstly analyzed using Eisenstein and Bodman's (1986) rating scale. The sociopragmatic accuracy of the responses to the twelve situations demanding to use four predetermined speech acts was rated by four raters to ensure that the whole data was analyzed objectively. The first rater was the researcher of this study and the other raters participating in the rating procedure also had a strong background in English Language Teaching. The second one was a native-like speaker of English. The third rater was an English teacher doing his doctorate, and the last rater was an English teacher doing her master in ELT. As one of the aims of the study is to explore the native like degree of the responses in WDCTs, the native like speaker rater's results were taken as reference. To increase the reliability of analysis, inter-rater reliability was calculated. To determine the inter-rater reliability among raters, Cronbach's alpha was calculated by using SPSS v.22. The alpha coefficient for the four raters is .752, which suggests the consistency among raters are acceptable.

Then, the results drawn from WDCT were coded to be statistically analyzed. The data was analyzed by using percentage analysis and SPSS v.22. To support the findings of the study statistically, two-way mixed ANOVA was conducted on SPSS v.22. In statistical analysis, the term *effect size* has started to be used to explain the magnitude of the effect observed in data results more than the term significance (Field ,2017: 557). It gives us the size of the effect in a standardized way. In this study, the effect size (r) was calculated with the formula presented below by Field (2009) to discuss the effect size of data results.

$$r = \sqrt{\frac{F\,(1, df_R)}{F\,(1, df_R) + df_R}}$$

3.7.1. Eisenstein and Bodman's (1986) Rating Scale

Before the data was analyzed, it was coded according to a rating scale. It was adapted by Eisenstein and Bodman's (1986) rating scale in order to put the non-native participants' responses in certain categories and compare them. Table 3.7.1.3 presents Eisenstein and Bodman's (1986) rating scale. The rating scale includes the following categories:

Table 3.7.1.3: Rating Scale for Pragmatic Responses

Not acceptable:	A violation of social norm- a likely instance of sociopragmatic failure.
Problematic:	An error that might cause misunderstanding, but of a less serious nature. Language so strange, unexpected, or garbled that interpretation is difficult. Instances of pragmalinguistic and/or sociopragmatic failure.
Acceptable:	Clear and appropriate language but containing small errors which do not interfere seriously with native speakers' understanding.
Native-like/perfect:	Close to native responses in content, syntax, and lexicon.
Not comprehensible:	An utterance that is extremely hard, if not impossible, to comprehend. Often an instance of pragmalinguistic failure.
Resistant:	Non-native participants, although find it possible to answer some items, refuse to answer others or give reasons why they cannot or will not answer particular items.

Source: Eisenstein and Bodman, 1986

In this study, the rating scale adapted from Eisenstein and Bodman's (1986) rating scale included five categories, namely acceptable, unacceptable, native-like, no response, and not comprehensible. Then, it was administered to the pre-test and post-test data of control and experimental group in the present study.

3.8. Conclusion

In this chapter, I have introduced the methodology of the research that includes the research design, setting and participants, data collection instrument, pilot study, and data analysis procedure. The research design indicates the organization of the research including the experimental design. Setting was a preparatory school at a foundation university and the participants were comprised of an experimental and a control group. As a data collection instrument, the researcher chose WDCT and a pilot study was conducted with pilot groups. Afterwards, the drawbacks were determined, and some conclusions were drawn in order to be corrected for the real study. In the data analysis procedure section, the rating scale adopted from Eisenstein and Broadman's (1986) scale was presented. In the following section, the major findings concluded from the data analysis process and the results drawn in the present study will be introduced.

CHAPTER IV

FINDINGS & RESULTS

4.1. Introduction

In this chapter, the findings of the data obtained from the WDCT is presented with percentage analysis and SPSS v.22 results. The research questions will be explained through the results drawn from the quantitative analysis of the data. To respond to the first research question of the present study, descriptive statistics of pre-total and post-total data of control and experimental groups will be presented in a table. Then, the findings will also be supported by the results of mixed ANOVA including time and groups relations, within-subjects effects, and between-subjects effects illustrated in the following tables. To answer the second research question, the percentage analysis of each speech act will be illustrated in graphs and tables. To answer the last research question, the results of two-way ANOVA will be reported. Finally, a summary of the results of data analysis and findings will be reported.

There are three research questions investigated in the present study. They will be addressed with different data analysis methods respectively.

1. Does explicit teaching of speech acts in a classroom setting increase the pragmatic competence of EFL learners?
2. To what degree does the accepted use of target speech acts performed by L2 learners improve towards a native-like degree through explicit teaching?
3. Does the efficiency of explicit teaching of pragmatics change according to different speech acts?

4.2. Results

1. Does explicit teaching of speech acts in a classroom setting increase the pragmatic competence of EFL learners?

To answer the first research question, firstly diagnostic descriptive statistics of pre and post-tests of the control and experimental groups are provided in Table.4. The descriptive statistics in the Table 4.2.4 include number, mean, and standard deviation of control and experimental groups in the present study.

Table 4.2.4: Descriptive statistics of pre and post-tests of WDCT scores

		M	SD	N
PRE	control	.5524	.17337	17
	experimental	.6753	.23532	17
	Total	.6138	.21287	34
POST	control	.5329	.27640	17
	experimental	.9024	.09589	17
	Total	.7176	.27686	34

M = Mean, SD = Standard Deviation, N = Number of participants

When the initial diagnostic statistics presented in Table 4.2.4 are examined, it is observed that the mean score of control group was .5524 at the pretest, and its mean score at the post test was .5329. There is not any increase between the mean scores of the control group's pre and posttests. However, the mean score of experimental group at the pretest was .6753, and after having explicit instruction on target speech acts, it is observed that its mean score at the posttest was .9024. That implies that there is an increase (.2271) between the mean scores of experimental group's pre and post-tests in the contrast to control group. To support that apparent descriptive result, the effect of explicit instruction was examined with mixed ANOVA in SPSS v.22.

Secondly; to answer the first research question, two-way mixed ANOVA was conducted. The summary of repeated -measures effects in the ANOVA with corrected F-values was illustrated in Table 4.2.5.

Table 4.2.5: The summary of Within-Subjects Effects in the ANOVA

		SS	df	MS	F	Sig.
Time	Sphericity Assumed	,183	1	,183	6.053	,019*
time * participants	Sphericity Assumed	,258	1	,258	8.528	,006*
Error(time)	Sphericity Assumed	,969	32	,030		

*p <.05

According to the results of within-subjects test, the interaction between time and the participants is significant, $F(1,32) = 8,528$, $p < 0.05$, $r= .045$, which indicates that the effect size is medium. In other words, both groups improved by the time.

Table 4.2.6: The Summary of Between-Subjects Effects in the ANOVA

		SS	df	MS	F	Sig.
Time	Sphericity Assumed	30,138	1	30,138	545,585	,000
time * participants	Sphericity Assumed	1,030	1	1,030	18,651	,000*
Error(time)	Sphericity Assumed	1,768	32	,055		

*p<.05

Table 4.2.6 presents the interaction between the explicit instruction and the groups. According to the results, the interaction is quite significant, $F(1,32) = 18,651$, $p < 0.05$, $r= .073$, which indicates that effect size is large. This result shows that the scores of

experimental and control groups were affected differently by time and experimental group was positively affected by explicit instruction in time.

After checking repeated-measures effects in the ANOVA, the estimated marginal means were used to better understand aforementioned interaction between time and instruction. The Figure 4.2.1 clearly shows that there is a notable increase in experimental group in the time period allocated for the present study. Thus, it is concluded that the experimental group was affected by the interaction between time and instruction more than the control group was.

Figure 4.2.1: Estimated Marginal Means
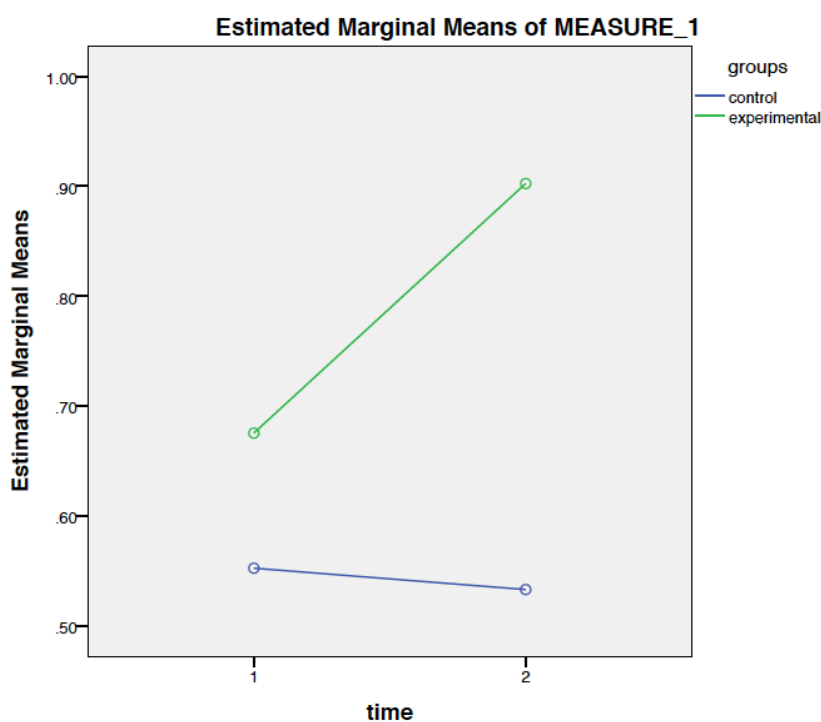
2. To what degree does the accepted use of target speech acts performed by L2 learners improve towards a native-like degree through explicit teaching?

To answer the second research question, the percentage analysis of pretest and posttest results of control and experimental groups was presented in following tables. Each speech act and three situations under each speech act will be analyzed separately to see the effect of explicit intervention. Firstly, the results of percentage analysis of

control group will be presented in Table 4.2.7, Table 4.2.8, Table 4.2.9, and Table 4.2.10. Then, the tables will be followed by the subsequent discussion.

Table 4.2.7: Percentage Analysis of Greetings in Control Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	Native-like	Acceptable	Native-like
Greeting of a friend	5	8	3	9
Greeting of a professor	5	5	4	3
Greeting of a cashier	5	7	3	7
Total (*N = 51*)	15	20	10	19
%	29.41	39.22	19.61	37.25

As it is seen in Table 4.2.7, the percentage of native-like responses of participants to the greeting scenarios in the control group is 39.22 % at the pretest while the percentage of their native-like responses is 37.25 % at the posttest. This implies that there is not any improvement between two tests. There is a decrease in performance of their native-like responses at the posttest to the contrary. There is not any increase in acceptable responses, either.

Table 4.2.8: Percentage Analysis of Advice -Giving in Control Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	Native-like	Acceptable	Native-like
Advice to a friend	9	5	12	1
Advice to a teacher	4	0	3	0
Advice to a stranger	4	0	3	1
Total (*N = 51*)	17	5	18	2
%	33.33	9.8	35.29	3.92

Table 4.2.8 shows that the percentage of native-like responses of participants to the advice-giving scenarios in the control group is 9.8 % at the pretest while the percentage

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of the native-like responses is 3.92 % at the posttest. It is clear that there is a decrease in native-like use of the speech act of advice-giving at the posttest results. There is 1.96 % increase in acceptable responses, though.

Table 4.2.9: Percentage Analysis of Refusals in Control Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	Native-like	Acceptable	Native-like
Refusal of a dinner	8	3	1	12
Refusal of a movie offer	11	1	2	12
Refusal of a studying offer	9	2	4	11
Total (*N = 51*)	28	6	7	35
%	54.9	3.92	13.73	68.63

As it is clear from Table 4.2.9, the percentage of native-like responses of participants to the refusal scenarios in the control group is 3.92 % at the pretest while the percentage of the native-like responses is 68.63 % at the posttest. This implies a dramatic increase at the posttest without having a pragmatic instruction.

Table 4.2.10: Percentage Analysis of Complaints in Control Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	Native-like	Acceptable	Native-like
Complaint to a friend	5	0	0	6
Complaint to a waiter	6	1	2	5
Complaint to a teacher	3	0	3	4
Total (*N = 51*)	14	1	5	15
%	33.33	9.8	35.29	3.92

According to the results of Table 4.2.10, the percentage of native-like responses of participants to the complaint scenarios in control group is 9.8% at the pretest while the

percentage of the native-like responses is 3.92 % at the posttest. There is not any improvement at the posttest. On the contrary, there is a decrease in performing complaint speech act and there is 1,96 % increase in acceptable responses.

Secondly, the results of percentage analysis of experimental group will be presented in Table 4.2.11, Table 4.2.12, Table 4.2.13, and Table 4.2.14. Then, the subsequent discussions will follow each table.

Table 4.2.11: Percentage Analysis of Greetings in Experimental Group's Pretest-Posttest

	PRETEST		**POSTTEST**	
	Acceptable	**Native-like**	**Acceptable**	**Native-like**
Greeting of a friend	0	13	4	13
Greeting of a professor	11	4	4	13
Greeting of a cashier	4	9	2	15
Total (*N = 51*)	15	26	10	41
%	29.41	50.98	19.61	80.39

As it is clear from Table 4.2.11, the percentage of native-like responses of participants to the greeting scenarios in experimental group is 50.98 % at the pretest while the percentage of the native-like responses is 80.39 % at the posttest. There is 29.41 % increase at the posttest as a result of explicit instruction that students exposed. According to the results in Table 4.2.11, it can be suggested that the accepted use of greeting speech act performed by L2 learners improved towards native-like degree through explicit teaching.

Table 4.2.12: Percentage Analysis of Advice-Giving in Experimental Group's Pretest-Posttest

	PRETEST		**POSTTEST**	
	Acceptable	**Native-like**	**Acceptable**	**Native-like**
Advice to a friend	4	8	11	5
Advice to a teacher	5	3	11	2
Advice to a stranger	8	4	8	3
Total (*N = 51*)	17	15	30	10
%	33.33	29.41	58.82	19.61

Table 4.2.12 shows that the percentage of native-like responses of participants to the advice-giving scenarios in the experimental group is 29.41 % at the pretest while the percentage of the native-like responses is 19.61 % at the posttest. As it is seen in the Table 4.2.12, there is a decrease in native-like responses at the posttest results. However, there is 25.49 % increase in acceptable responses. The results show that explicit teaching improved the accepted use of advice-giving speech act performed by L2 learners towards acceptable degree not in native-like degree.

Table 4.2.13: Percentage Analysis of Refusals in Experimental Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	**Native-like**	**Acceptable**	**Native-like**
Refusal of a dinner	4	9	5	12
Refusal of a movie offer	7	6	8	9
Refusal of a studying offer	8	7	7	9
Total ($N = 51$)	19	22	20	30
%	37.25	43.14	39.22	58.82

As it is clear from Table 4.2.13, the percentage of native-like responses of participants in the refusal scenarios in the experimental group is 43.14 % at the pretest while the percentage of the native-like responses is 58.82 % at the posttest. This implies that the explicit instruction resulted in 15.68 % increase in performing the speech act of refusals at the posttest. Also, it is observed that there is an increase in acceptable responses at the posttest. Thus, it can be concluded that the accepted use of refusal speech act performed by L2 learners improved towards both acceptable and native-like degree through explicit teaching.

Table 4.2.14: Percentage Analysis of Complaints in Experimental Group's Pretest-Posttest

	PRETEST		POSTTEST	
	Acceptable	Native-like	Acceptable	Native-like
Complaint to a friend	3	1	13	1
Complaint to a waiter	4	2	12	3
Complaint to a teacher	4	3	15	0
Total ($N = 51$)	11	6	40	4
%	21.57	11.76	78.43	7.84

In Table 4.2.14, the percentage of native-like responses of participants to the complaints scenarios in the experimental group is 11.76 % at the pretest while the percentage of the native-like responses is 7.84 % at the posttest. The results imply that there is not an increase in native-like responses in performing complaint speech act with explicit instruction. However, it can be concluded that explicit instruction affected the increase in acceptable responses. Table 4.2.14 shows that there is 56.86 % increase in acceptable responses at the posttest and it suggests that the use of complaint speech act performed by L2 learners improve towards acceptable degree instead of native-like degree through explicit teaching.

According to the percentage analysis presented in abovementioned tables, it is concluded that explicit instruction has a positive effect on L2 learners' pragmatic development. The comparison of control group's posttest percentage analysis and experimental group's percentage analysis results suggest that explicit instruction led to an improvement in performing target speech acts of L2 learners. Further analysis indicated that the pragmatic improvement was towards acceptable degree in speech acts of advice-giving, refusals, and complaints while the improvement was towards native-like degree in greetings and refusals.

3. Does the efficiency of explicit teaching of pragmatics change according to different speech acts?

To answer the third research question, the results of experimental group were analyzed by using a two-way ANOVA conducted on SPSS v.22. As only the experimental group

was provided with explicit instruction, the data of experimental group's pre and post-tests were analyzed. Table 4.2.12, Table 4.2.13, Table 4.2.14, and Table 4.2.15 report the results as to the efficacy of explicit teaching on each target speech act. To measure and discuss how efficient explicit teaching was for each speech act performance and difference of efficacy, if any, among the target speech acts, the effect sizes of pre and posttest results of greetings, advice-giving, refusals, and complaints were calculated.

Table 4.2.15 shows the efficacy of explicit teaching on the speech act of greetings performed by the experimental group.

Table 4.2.15: ANOVA Tests of Within-Subjects Contrasts of Greetings

Source	instruction	Type III Sum of Squares	df	Mean Square	F	Sig.
instruction	Linear	,845	1	,845	11,571	,004*
Error (instruction)	Linear	1,168	16	,073		

*p<.05

According to the statistical results presented above, there is a significant effect of explicit instruction on greeting speech act performance of the experimental group (p= ,004). The effect size is large (r= 0.65). This implies that explicit teaching has highly positive effect on performance of speech act of greeting.

Table 4.2.16 presents the efficacy of explicit teaching on the speech act of advice-giving performed by the experimental group.

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Table 4.2.16: ANOVA Tests of Within-Subjects Contrasts of Advice giving

Source	instruction	Type III Sum of Squares	df	Mean Square	F	Sig.
instruction	Linear	,396	1	,396	4,090	,060*
Error (instruction)	Linear	1,550	16	,097		

*p<.05

The results presented in Table 4.2.16 show that the effect of explicit teaching on advice-giving speech act performance of the experimental group is not significant (p= ,060) but the effect size is medium (r= 0.45). Therefore, effect size indicates that explicit instruction on advice-giving is also effective with a medium size.

Table 4.2.17 indicates the efficacy of explicit teaching on the speech act of refusals performed by experimental group.

Table 4.2.17: ANOVA Tests of Within-Subjects Contrasts of Refusals

Source	instruction	Type III Sum of Squares	df	Mean Square	F	Sig.
instruction	Linear	,052	1	,052	1,140	,302*
Error (instruction)	Linear	,730	16	,046		

*p<.05

Table 4.2.17 reports that the effect of explicit instruction on the speech act of refusal is not significant (p= ,302) and the effect size is also small (r= 0.25). Compared to the greeting and advice-giving, the efficacy of explicit teaching on refusals is less. Table 4.2.18 shows the efficacy of explicit teaching on the speech act of complaints performed by the experimental group.

Table 4.2.18: ANOVA Tests of Within-Subjects Contrasts of Complaints

Source	instruction	Type III Sum of Squares	df	Mean Square	F	Sig.
instruction	Linear	,732	1	,732	8,818	,009*
Error (instruction)	Linear	1,329	16	,083		

*p<.05

Table 4.2.18 presents the results of the effect of explicit teaching on complaint speech act performance of the experimental group. According to the statistical results given above, there is a significant effect of explicit teaching on complaints (p= ,009). The effect size is also large (r= 0.59), which indicates that the explicit instruction is highly effective on teaching complaints.

According to the results on two-way ANOVA presented in the tables above, it is concluded that the efficacy of explicit instruction is not assured for all types of speech acts. The effect sizes calculated with the aforementioned formula for each speech act show that the efficacy of explicit teaching changes according to various speech acts. In this study, four speech acts were analyzed, and the findings indicate that explicit teaching is effective most for the speech act of greeting with r= 0.65, and for the speech act of complaint with r= 0.59. It has medium effect size for the speech act of advice-giving with r= 0.45 while its effect is small for the speech act of refusals with r= 0.25. When the target speech acts investigated in the present study are compared, the SPSS results claim that explicit teaching is more effective for greeting performance and less effective for refusal performance of EFL learners who participated in this experimentation.

4.3. Conclusion

This chapter firstly presented a discussion of the findings analyzed on SPSS v.22. The discussion of this study attempted to explain three research questions mentioned above with quantitative analysis of the findings drawn from the data collected from experimental and control group. For the analysis of first research question, the data of both experimental and control group were analyzed with two-way mixed ANOVA on SPSS v.22. With the first research question, the meaningful differences between control and experimental group suggested that explicit teaching of speech acts in a classroom setting increase the pragmatic competence of EFL learners. The second research question was analyzed with percentage analysis of pre and posttest of each group's performances of target speech acts. The second question attempted to examine the degree of acceptable use of target speech acts, which improved towards native like degree for each target speech act. The results suggested that explicit instruction improved the performance of target speech acts of EFL learners and that improvement was towards native-like degree in the speech acts of greeting and refusal. Finally, the last research question was analyzed through two-way ANOVA on SPSS v.22. It tried to find out whether the efficacy of explicit teaching of pragmatics change according to different speech acts. The results showed that the efficacy of explicit teaching was not equal for target speech acts. The following chapter will present a discussion, some suggestions for further studies and a conclusion to the present study.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter firstly provides a discussion about the findings drawn from the statistical analysis and the implications of the findings for relevant literature. Secondly, the suggestions for further studies will be mentioned with the limitations of this study. Lastly, the chapter will present a conclusion to the present study.

5.2. Discussion of the Findings

Based on the research findings on pragmatic instruction, Kasper (1997) discusses that certain aspects of pragmatics can be taught through pragmatic instruction either explicitly or implicitly. Pioneering studies in the field show that learners' pragmatic competence benefit from instructions regardless of the type of the intervention when they are compared to a group of uninstructed learners. The promising findings of the pioneering studies led to an increase in interlanguage pragmatic studies among researchers who investigate the effects of instruction. When interlanguage pragmatic researchers attempt to explore the effect of instruction, they undertake several interventional studies examining instructional effect on teaching various kinds of speech acts such as requests, compliments, refusals, complaints, and so forth.

Inspired by the previous studies and their findings, the present study attempted to shed some light on less investigated speech acts with regards to instructional effect; namely, greetings and advice-giving as well as the prevailing ones such as refusals and complaints. To that end, a pretest-posttest design was employed to a control and an experimental group in an EFL classroom setting. Their pragmatic development through explicit instruction on target speech acts was assessed through a WDCT. Finally, the findings of the present study were analyzed on SPSS v.22, and the discussion of the findings of the present study will be presented below with the empirical findings of the previous studies about the target speech acts.

The present study, firstly, aimed to explore the efficacy of explicit instruction on pragmatic competence of L2 learners of English in an EFL classroom where learners' exposure to target language was limited. The question was whether there was an increase in pragmatic competence of L2 learners after being provided with some target language pragmatic input through explicit instruction. The statistical analysis indicates that there is a significant difference between control and experimental group posttest results and this finding of the study supports that the explicit instruction contributes to the pragmatic development of EFL learners and increase their pragmatic competence. This finding is in line with the findings of Morrow, 1995; Bacelar da Silva, 2003; Kondo, 2008. This study provided evidence in line with Bacelar da Silva's (2003) findings regarding the positive effects of explicit teaching approach for L2 pragmatic development of learners. Morrow (1995) also agreed that explicit instruction helped learners to improve their pragmatic performances towards an appropriate, more polite, and more native like degree.

Secondly, the findings of the present study discuss the degree of the accepted use of target speech acts performed by L2 learners, which improved towards native-like degree through explicit teaching. Previously, it was found that the accuracy and appropriateness of the responses of NNS of English learners improved with explicit instruction (King & Silver, 1993; Morrow, 1995; Bacelar de Silva, 2003; Martinez and Fukuya, 2005; Kondo, 2008). In this regard, the present study similarly supports this claim with its findings that show an increase in overall acceptable responses accumulated through the WDCT in four types of target speech acts examined in the scope of this study. Furthermore, the present study suggests that the degree of accepted use of target speech acts performed by L2 learners even improved towards native like-degree through explicit instruction provided to learners in seven weeks. The percentage analysis of the results drawn from WDCT in this study indicated that not all types of speech acts but refusal and greeting performance of L2 learners in this experimental process improved toward native-like degree via explicit teaching according to the posttest results. The findings of this result can be associated with the findings of Morrow (1995), who reported that explicit speech act instruction helped students to perform more polite, clearer and somewhat native-like refusals. On the one hand, the findings of the present study reveal that explicit instruction positively effects, especially the performance of speech act of refusal by L2 learners to a great extent; on

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the other hand, King & Silver (1993) claim that there is little effect of explicit instruction on refusals according to the results of the questionnaire that they applied to their participants. The findings of this study further claim that explicit teaching increased the acceptable responses of complaints performed by L2 learners. However, it did not ensure any improvement of complaint pragmatic performance towards native like degree. In contrast to this finding, Morrow (1995) reported that the explicit teaching helped learners to produce native like complaints in the target language.

Lastly, when the superiority of explicit teaching is revealed and supported by several interlanguage pragmatic researchers, the present study aims to take the discussion one step further and it questioned whether the efficacy of explicit teaching of pragmatics changes according to different speech acts. As an advantage of studying more than one speech acts in the present study, the results showing the efficacy of explicit instruction on speech acts could be compared with the results drawn from a two-way mixed ANOVA on SPSS v.22. The findings of the present study showed that L2 learners could not learn all speech acts taught in this study equally. The findings showing that the greeting speech act performances of L2 learners towards native like degree exceeded the decreasing native like responses of complaint speech act at the posttest supported the previous claim. This finding is also in line with the findings of Cohen and Ishihara (2005). They found that the explicit teaching did not help to teach all speech acts equally to Japanese EFL learners. There might be different factors causing that result; for example, the time limitation allocated for experimentation process. Correspondingly, it can be concluded that the time allocated for learning pragmatics might change according to each different speech act.

5.3. Suggestions for the Further Studies

The present study aimed to explore the effect of explicit instruction on speech act performances of L2 learners in an EFL classroom setting with some limitations. In the light of these limitations and the results concluded from this study, several suggestions might be provided for further studies and the interlanguage pragmatic researchers.

Firstly, the experimentation process in this study was seven weeks because of the institutional regulations. The findings of the current study showed that the efficacy of

explicit instruction on different speech acts might change, which suggests that some speech acts need more time to be pragmatically developed by L2 learners. That result might be attributed to the time limitation in the present study. In order to get better results, a longer experimental study might be conducted. If the time can be lengthened, a delayed posttest might be employed to the participants in order to test the durability of the positive effects of explicit instruction on pragmatic performance. As the time was limited in this study, only a pretest-posttest design was applied to the control and experimental groups. A delayed-posttest could not be applied to the experimental group to observe the sustainable effects of explicit instruction on pragmatic development. A delayed-posttest might strengthen the results of the further studies.

Secondly, as an instrument only WDCT was employed in this study. In order to support the results of the study, some other instruments such as MDCT and ODCT might be added to the further studies. A combination of different types of DCTs might provide a chance to compare the responses of participant to different instruments. Another suggestion might be about the instructors in the study. In the present study, the experimenter of the study provided explicit instruction in her classes to the experimental group while another instructor had the same number of classes with the control because of the time limitation. In a longer empirical study, the experiment might be conducted with the same instructor for both groups to eliminate the effect of teaching and personality differences of instructors.

Thirdly, this study was conducted with one control and one experimental group, which had instructors who are L1 Turkish speakers of English. A further study might be designed to assess the effect of an instructor of native / native-like speaker of English and a nonnative instructor with the same explicit teaching procedure. The results might be promising for the discussion of NS / NNS teacher dichotomy with some evident of pragmatic insights.

As a final suggestion, this study might be replicated with a low proficiency group of participants. The present study was conducted with advanced learners of English in a preparatory school in a foundation university and this study advocates that to develop pragmatic competence, language proficiency is also needed. The previous interlanguage pragmatic studies also tend to be conducted with advanced L2 learners

of English. However, according to Bardovi Harlig (1999), those studies demonstrate that learners with even advanced proficiency do not exhibit a similar pragmatic proficiency level. Furthermore, many researchers observed that being linguistically proficient does not warrant to be pragmatically proficient (Bardovi Harlig & Hartford, 1990; Olshtain & Blum Kulka, 1985). Based on this counter view, there might be a further comparison study attempting to explore the efficacy of explicit instruction on learners from low to advanced proficiency levels.

5.4. Conclusion

Interlanguage pragmatics is a relatively new field compared to pragmatics. As it is mentioned before, ILP aims to study the nonnative speakers' use and acquisition of linguistic action patterns in a target language. In the field of pragmatics, with the flourishing developments in second language acquisition research area, the number of studies and researchers examining the learners' pragmatic competence is gladsomely increasing. On the one hand, there are many observational studies examining the realization of various speech acts; on the other hand, interventional studies focusing on the instructional effect on various speech acts are also increasing. The present study is one of the interventional studies which aim to contribute to the field of interlanguage pragmatics by examining the effect of explicit instruction on four target speech acts. Firstly, this study aimed to find out the pragmatic competence of participants by employing a WDCT to a control and an experimental group in the pretest. After that, in the experiment, explicit instruction including teaching different pragmatic aspects of four target speech acts was provided to experimental group while the control group was not taken any overt pragmatic instruction. The employment of a posttest including the same WDCT followed the experimentation process. Then, the results of pre and posttest were compared to draw some findings to the present study.

According to the results of the study, the descriptive analysis revealed that explicit teaching affected pragmatic development of EFL learners in a positive way. After having explicit instruction on target speech acts, learners in the experimental group produced more accurate and appropriate speech acts by using required softeners and politeness strategies. The pretest results indicate that both control group and experimental group used more direct speech acts, which constrained their politeness and increased their possibility of miscommunication in the sample situations presented

in WDCT. However, the posttest results show that the experimental group developed their use of polite and more indirect strategies for target speech acts, which led them to give more acceptable and even native-like responses to the situations in WDCT. The further analysis with two-way mixed ANOVA conducted on SPSS v.22 revealed that the efficacy of explicit teaching is not equal among four speech acts examined in the present study. When the performance of some of the speech acts such as greetings and refusals improved towards a native-like degree, the other speech acts; namely, advice-giving and complaints improved towards an acceptable degree at the posttest. This result indicated that some speech acts needed more time to be developed towards native-like degree.

As Kasper (2001) indicates, several studies dealing with instruction on pragmatics in classroom settings resulted in positive effects on learners' pragmatic competence. In many of the studies (Bacelar de Silva, 2003; King & Silver, 1993; Kondo, 2008; Martinez and Fukuya, 2005; Morrow, 1995), explicit instruction including teaching information about speech acts was employed. As a result, learners seemed to perform more native-like speech acts by way of explicit instruction at the end of experimentation process. This study is in line with this result in terms of revealing positive effects of explicit instruction on pragmatic development of EFL learners.

In conclusion, as Schmidt (1993) states, pragmatics is not a universal. Therefore, pragmatics of a target language must be taught explicitly in classroom settings. Ultimately, learners can produce appropriate pragmatic utterances in the target language in distinct social settings. He also advocates that teacher-provided explicit instruction encourages learners' pragmatic competence. Based on this view, this study aimed to develop pragmatic competence of EFL learners by mainly teacher-provided explicit instruction on target speech acts in an EFL classroom. EFL setting and learners were deliberately chosen as the target of the study because this study tried to compensate the drawbacks of pragmatics teaching in the EFL context. As it is clear that ESL learners have more favorable learning conditions with regards to pragmatics than EFL learners. As Kasper (2001) reveals, opportunities provided for L2 learners in foreign language settings are much more limited compared to the learners who learn the target language in a second language setting. One of the foremost advantages of ESL learners is the direct exposure to the target language and ample authentic input for learning the different aspects of the target language including pragmatics.

Therefore, this study attempted to provide different types of authentic input supported by practice activities to make EFL learners to be exposed to target language's pragmatic aspects as much as possible. Finally, the overall results of the present study showed that learners grow substantial pragmatic knowledge with regards to speech acts to develop their pragmatic competence in the target language in their EFL classroom by means of explicit instruction. Therefore, explicit instruction of pragmatics must be considered carefully and included more within EFL contexts.

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APPENDICES

APPENDIX A: Pre-test WDCT

The Discourse Completion Task

Age: **English proficiency level:**

Gender: male   female   **Years of English learning:**

Previous Travel to English speaking countries: Yes (specify):
                                                   No

Instructions

There are twelve situations described below. Please, read each situation and write down what you would *say* in these situations.

1. When you are shopping in a shopping mall on the weekend, you see one of your good friends. What would you say to your friend?

   _____

2. You go to a café to meet your friends and you see your professor sitting on a table near your friends. What would you say to your professor?

   _____

3. What would you say when a cashier in a supermarket says to you, "Hi, how are you doing?"

   _____

4. A close friend sends you a picture of two t-shirts while s/he is shopping. S/he asks for help to decide on which t-shirt s/he should buy. Actually, you don't like any of them. What would you say to your friend?

    _____

5. You like your writing class teacher personally, but you don't like the way s/he teaches the lesson. She asks you to write a feedback about his/her class but s/he doesn't want you to write your name on the feedback paper. How would you give advice to your teacher?

    _____

6. You are waiting in line at a florist. The other customer seems to be confused about the choice. You don't have much time to wait, so you have decided to give some advice to him. What would you say to other customer?

    _____

7. A friend has moved to a new house and s/he is giving a dinner party on Friday evening. S/he asks you to join them, but you have had a busy week and you want to take some rest. How would you refuse this invitation?

    _____

8. A close classmate has an extra movie ticket for tonight, and s/he invites you to watch the newly released horror movie, but you don't like horror movies and you don't want to go. How would you refuse this invitation?

    _____

9. You have a final exam tomorrow. You have studied hard, but you feel that you need one more review. One of your friends, who doesn't have much chance to study for the exam, calls you and invites you to his/her home for lunch and

study for the exam together. You want to study on your own. How would you refuse this invitation?

_____

10. You have a group assignment and you have shared the tasks; however, one of your group members doesn't like his/her part and s/he doesn't do anything for the assignment. How would you express your complaint to your friend?

_____

11. Imagine your friend is visiting your city for the first time, you are in a good local restaurant and you have ordered some dish, but you wait so much and when your order comes, you realize that they are cold and not fresh. How would you make a complaint to the waiter?

_____

12. You are playing a game in your English class. Your teacher put everyone in different groups. The other groups' members are stronger than yours, then at the end your group lost the game. You think it's unfair. How would you make a complaint about this result to your teacher?

_____

Thanks a lot for your participation!

APPENDIX B: Post-test WDCT

The Discourse Completion Task

Age: **English proficiency level:**

Gender: male   female   **Years of English learning:**

Previous Travel to English speaking countries: Yes (specify):

No

Instructions

There are twelve situations described below. Please, read each situation and write down what you would *say* in these situations.

1. When you are shopping in a shopping mall on the weekend, you see one of your good friends. What would you say to your friend?

_____

2. You go to a café to meet your friends and you see your professor sitting on a table near your friends. What would you say to your professor?

_____

3. What would you say when a cashier in a supermarket says to you, "Hi, how are you doing?"

_____

4.A close friend sends you a picture of two t-shirts while s/he is shopping. S/he asks for help to decide on which t-shirt s/he should buy. Actually, you don't like any of them. What would you say to your friend?

5.You like your writing class teacher personally, but you don't like the way s/he teaches the lesson. She asks you to write a feedback about his/her class but s/he doesn't want you to write your name on the feedback paper. How would you give advice to your teacher?

6.You are waiting in line at a florist. The other customer seems to be confused about the choice. You don't have much time to wait, so you have decided to give some advice to him. What would you say to other customer?

7.A friend has moved to a new house and s/he is giving a dinner party on Friday evening. S/he asks you to join them, but you have had a busy week and you want to take some rest. How would you refuse this invitation?

8.A close classmate has an extra movie ticket for tonight, and s/he invites you to watch the newly released horror movie, but you don't like horror movies and you don't want to go. How would you refuse this invitation?

9.You have a final exam tomorrow. You have studied hard, but you feel that you need one more review. One of your friends, who doesn't have much chance to study for the exam, calls you and invites you to his/her home for lunch and study for the exam together. You want to study on your own. How would you refuse this invitation?

10. You have a group assignment and you have shared the tasks; however, one of your group members doesn't like his/her part and s/he doesn't do anything for the assignment. How would you express your complaint to your friend?

11. Imagine your friend is visiting your city for the first time, you are in a good local restaurant and you have ordered some dish, but you wait so much and when your order comes, you realize that they are cold and not fresh. How would you make a complaint to the waiter?

12. You are playing a game in your English class. Your teacher put everyone in different groups. The other groups' members are stronger than yours, then at the end your group lost the game. You think it's unfair. How would you make a complaint about this result to your teacher?

Thanks a lot for your participation!

APPENDIX C: Rating Sheet

Speech acts	Acceptable	Unacceptable	Native-Like	No response	Not comprehensible

1) GREETINGS
   a. *Greeting of a friend*
   b. *Greeting of a professor*
   c. *Greeting of a cashier*					

2) ADVICE GIVING
   a. *Advice to a friend*
   b. *Advice to a teacher*
   c. *Advice to a stranger*					

3) REFUSALS
   a. *Refusal of a dinner*
   b. *Refusal of a movie offer*
   c. *Refusal of a studying offer*					

4) COMPLAINTS
   a. *Complaint to a friend*
   b. *Complaint to a waiter*
   c. *Complaint to a teacher*					

APPENDIX D: Video Sources

https://www.youtube.com/watch?v=orWL34vG3tY&index=8&list=PL_q
kUWBh8NQG_VHyAs8tCRD8eDGEoSPUU

https://www.youtube.com/watch?v=nSFAYxO4MA4&index=6&list=PL_
qkUWBh8NQG_VHyAs8tCRD8eDGEoSPUU

https://www.youtube.com/watch?v=orWL34vG3tY&index=8&list=PL_q
kUWBh8NQG_VHyAs8tCRD8eDGEoSPUU

https://www.youtube.com/watch?v=O8DNNyVJh4Y&index=7&list=PL_
qkUWBh8NQG_VHyAs8tCRD8eDGEoSPUU

https://www.youtube.com/watch?v=S8aXVz799Dc

https://www.youtube.com/watch?v=KNVS3oqfbPQ

APPENDIX E: **PPTs for Greetings**

GREETING

1. Greeting a friend
2. Greeting your teacher/ professor
3. Greeting a cashier

Different ways of saying HELLO

1. Hey   (most common)
2. Hey men   (just for men)
3. Hey guys   (both men & woman)
4. Hi
5. Hello   (more serious)
6. Morning   (day time)

How to answer How are you?

1. Good (most common positive)
2. Great (more positive than good)
3. Fine (a little negative)
4. Not good/so good. (more negative than fine)

Different ways of asking

1. How is it going?
(Answers: Good/great/not bad.
2. How are you?
(Answers: Good/great/not so good.
3. What's up? / Wuddup?
(Answers: Wuddup/ nothing/ Nothing much

Who can ask the question of
HOW ARE YOU? around us?

1. Server at a restaurant
2. Cashier at a supermarket
3. An office mate at work

   .

   .

   .

How to answer and return this question to those people?

Cashier /server: Hi. How (are) you doing?

You: Good, how about you?
     Fine, and you?
     Good, how about yourself?

Cashier/ server: Good, thanks.

APPENDIX F: PPTs for Advice-Giving

3

Have you thought about...?

Soft way
More serious

✓ Friend

4

I don't know if _____ is a good idea.

Negative way
Soft way

✓ Friend

5

Maybe you should try...

Positive
Soft way
Encouraging way

✓ Friend
✓ Stranger

6

Maybe you could ...

Maybe you would ...

Positive
Soft way
Serious way

✓ Teacher ⭐
✓ Stranger

7

If I were you, I would...

<u>Positive</u>

✓ Friends
✓ Stranger

REFUSALs

1.Refusal of an __INVITATION__ (Dinner etc.)

- ✓ Like/Thank the invitation
- ✓ Use a softener
- ✓ (but) your excuse
- ✓ Make another invitation ☺

For example: «Thank you so much for the invitation, but I'm sorry but I've got a busy schedule this weekend. I'll visit your house another time. Next week is ok?»

2.Refusal of a friend's __OFFER (movie etc.)__

- ✓ Thank the offer
- ✓ Use a softener
- ✓ Refuse the offer
- ✓ Make another offer/alternative

E.g.: Thanks, but I hate horror movies. I think Kate may like them, though. ☺

Sorry, I don't like horror movies but there is a comedy movie next week. How about going it together?

3. Refusal of <u>an invitation (study)</u>

✓Thank the invitation
✓Use a softener + excuse
✓Make another invitation 😊

Example: - Thanks for your invitation, but I'm sorry. but I really need to study on my own but We can meet up after the exam.

 or

How about meeting just before 10 minutes of the exam and review quickly?

APPENDIX H: PPTs for Complaints

4 STEPS OF COMPLAINING IN ENGLISH

Strategy
1. Initiation and explanation of purpose
2. A complaint
3. A justification
4. A request

	Strategy	Example
1.	Initiation and explanation of purpose	"Excuse me, professor, but I wanted to talk to you about my grade."
2.	A complaint	"My grade's too low."
3.	A justification	"I come to every class, and I study hard. I just didn't do well on one test."
4.	A request	"Can I do an extra credit assignment to improve my grade?"

Table 1. Four strategies for complaining (adapted from Murphy and Neu 1996, 199–203)

USEFUL EXPRESSIONS :

Step 1: Saying you have a Complaint
1. Excuse me, but I'd like to make a complaint.
2. I'm sorry to bother you, but I think there's something wrong with … .
3. I'm afraid I've got a bit of a problem. You see, … .
4. I'm sorry to have to say this, but there's a slight problem with … .
5. Excuse me, but there appears/seems to be a problem with … .

Step 2: Stating the Problem

Complaints can be statements reacting to a negative behavior, attitude, or habit. Examples:
1. My students don't turn in their homework on time.
2. Children spend too much time playing video games.

Complaints can also be statements reacting to a condition. Examples:
1. The office is too hot.
2. This city has too much air pollution.
3. Rent is too expensive in this neighborhood.

Step 3: Making a Request

Requests usually follow a complaint. Use "please," "I would be grateful," or "I would appreciate it" to make a request more polite. Examples:
1. Could/Can you please … [turn in your homework at the beginning of class]?
2. I would be grateful if you could/would … [come to class on time].
3. I would appreciate it if you could/would … [clean up your room].

Must and/or *insist* make a request stronger:
1. You must … [turn in your homework at the beginning of class].
2. I must insist that you … [come to class on time].

EXAMPLE 1: COMPLAIN ABOUT YOUR GROUP MEMBER

- ✔ I'm sorry to say this but ...
- ✔ You don't seem to have finished your part.
- ✔ We need your help to finish our Project.
- ✔ Could you please try your best to complete your part?

EXAMPLE 2: COMPLAIN ABOUT AN ORDER

- ✔ Excuse me, there seems to be some problems with our order. Unfortunately, it is cold and not fresh.
- ✔ My friend is here to taste your good food.
- ✔ Could you please change it? /Is there anything you can do about it or we have to cancel the order.

EXAMPLE 3: COMPLAIN TO A TEACHER

- ✔ Excuse me/ Sorry, Mr. /Ms. Brown,
- ✔ But I think there is something unfair about this game.
- ✔ The teams are not balanced so it's normal to fail our team.
- ✔ Could you please change some team members next time? /How about one more turn /chance for our group?

APPENDIX I: Role-Play Worksheet for Complaints

Situation	**Situation**	**Situation**	**Situation**
Your next-door neighbor is having a loud party.	You are a teacher, and your student always comes late to class.	You are at a restaurant, and the server brought the wrong order.	You are a student, and you think you should have gotten a higher grade on your last English presentation.
Complaint	**Complaint**	**Complaint**	**Complaint**
Music too loud	Late to class	Ordered tea, not coffee	Low grade on presentation
Request	**Request**	**Request**	**Request**
Turn it down	Arrive on time	A cup of tea	Explain why the grade is so low