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Facultad de Educación

Pedagogía en inglés

SORRY VS PLEASE, ACCEPT MY APOLOGIES: TEACHING POLITENESS EXPLICITLY TO FIRST GRADE HIGH SCHOOL STUDENTS.

Tesis de pregrado para optar al título de Profesor de Inglés para la enseñanza básica y media; y al grado académico de Licenciado en Educación

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Dedicated to every one of those who has the desire of changing the world providing the best tools to induce critical thinking through the education…

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ABSTRACT

The purpose of this project is to determine how can we help students to develop a more native-like performance. Since Chile has an English Program oriented and based on the communicative approach, teaching pragmatics is something which is not considered in the educational curricula and also there is a limited provision of materials given by the Ministry of Education. For the aforementioned reason, the students of the first-grade high school in a bilingual school were subjects of an intervention that was carried out during four pragmatic lessons in order to analyze the impacts that teaching Pragmatic Competence (PC) in an explicit way has, considering also the self-perception about their skills to communicate themselves using the English language before and after the treatment. To conduct this project a mixed method approach was selected as it gave us the opportunity of combining quantitative and qualitative instruments in order to obtain better and more precise results. The aim of this project is to contribute in a field which currently is not studied deeply; despite the studies that already exist is not common to make an analysis on pragmatics. Most of the students are confident in terms of language proficiency, the majority of the participants evaluated themselves better in receptive than productive skills. In terms of sociopragmatic competence, there was not a statistically significant improvement. However, requests showed a more native-like performance. Regarding pragmalinguistic competence, strategies in the post-test were better applied than in the pre-test. In light of the results obtained in this study, there are some implications that can be recommended for different areas. Mainly, this study has a huge influence in terms of national education policies.

Keywords: pragmatic, sociopragmatic, pragmalinguistic, speech acts, teaching pragmatics, pragmatic strategies.

RESUMEN

El propósito de este proyecto es determinar cómo podemos ayudar a los estudiantes a desarrollar un rendimiento más natural al hablar en inglés. Debido a que en Chile se aplica un programa de inglés orientado y basado en el enfoque comunicativo, la enseñanza de la pragmática es algo que no se considera en los programas educacionales ni tampoco en los materiales entregados por el Ministerio de Educación. Por esta razón, estudiantes de primero medio de una escuela bilingüe fueron sujetos de una intervención que se desarrolló durante cuatro lecciones con el fin de analizar los impactos que tiene enseñar una competencia en pragmática de manera explícita, considerando además la percepción propia acerca de sus habilidades para comunicarse usando el inglés, antes y después del experimento. Para llevar a cabo este proyecto se seleccionó un enfoque de método mixto, que nos dio la oportunidad de combinar instrumentos cuantitativos y cualitativos para obtener resultados mejores y más precisos. El objetivo de este proyecto es contribuir en un campo que actualmente no se estudia profundamente; a pesar de los estudios que ya existen no es común hacer un análisis de la pragmática. La mayoría de los estudiantes se sienten bastante seguros en términos de su nivel de inglés. Muchos de ellos se evaluaron mejor en las habilidades receptivas que en las productivas. En términos de competencia sociopragmática no hubo una mejora significativa. Sin embargo, en la parte de petición, los alumnos mostraron respuestas más nativas. En relación con las estrategias de pragmalingüística, en el post-test, fueron mejor utilizadas que en el pre-test. Los resultados obtenidos en este estudio tienen implicaciones que pueden ser recomendadas para diferentes áreas. Principalmente, este estudio tiene una gran influencia en términos de políticas nacionales educacionales.

Palabras clave: pragmática, sociopragmática, pragmalingüística, actos del habla, enseñar pragmática, estrategias pragmáticas.

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INTRODUCTION

The study of pragmatics is something that has to be considered more often in our country, this work is a reminder that this field needs more and more interest from people who wish to contribute to a field which seems to be forgotten. The study of pragmatics is the main topic of concern in this project, the idea of developing a work dedicated to this topic came from the fact that in Chile there is a lack of studies of this category. Therefore, as said before, pragmatics was selected to develop our BA thesis project, the project itself was a requirement from our university, however, the commitment to this project and the field studied was major and we decided to put even more emphasis in what we were doing in order to do a great labor to collaborate with something fruitful.

The Chilean education has been reformed many times and one of the fields which are important for the Ministry of Education (MINEDUC) is the teaching of foreign languages. Through the years and by some policies the English Language gained the total attention from the schools, putting this knowledge over the French Language and making it a requirement by the MINEDUC. As the English language started to be taught in all the schools, the MINEDUC designed a program to improve the teaching of this language creating more opportunities to use the language, for instance, a total immersion camp in which the participants must communicate their ideas in English, encouraging them to use the tools they acquired in the school. However, despite the great effort and the great ideas behind it, the MINEDUC made all of this based on the communicative approach and since then till today the students are learning from teachers who are prepared to teach the lessons under that approach. We are witnesses of how inside the classroom, many times, the students are learning structures, vocabulary and grammar developing the 4 skills, though; nonetheless, pragmatics has been always something which is not totally considered when the educational process is occurring. The aim of this project is one hundred percent oriented to that point. The objective is to

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determine how we can help our students to develop a more native-like performance. To attain this, a complete class from a real school was required.

The selected establishment is the bilingual school "Colegio Chileno Árabe". The participants are twenty-nine students (that at the final were twenty-four) from a first-grade high school. This group was subject to an experiment in which the central part was an intervention of pragmatic lessons focused on the learning of requests and apologies considering to whom the message is given.

We believe that by studying this field we can prove that teaching pragmatics probably has an important relevance in order to give the students a better knowledge, proving at the same time that teaching pragmatics could elevate the level of native-likeness the students already have. The motivation to investigate this topic was born from two of our teachers who told us that every single contribution to research on Pragmatics is welcome. That was the main reason which inspired us to create a project that could encourage more people to contribute to this field of study, at the same time proving that more investigations on this topic are needed and also that pragmatics is a relevant key to consider at the moment of teaching new content inside the classroom.

The first chapter describes the research problems, its context, and the objectives that this project covers. The second chapter contains all the information related to the literature review in terms of second language acquisition, communicative competences, pragmatic and pragmalinguistic competence, interlanguage pragmatic, politeness, pragmalinguistic itself, sociopragmatic, teaching pragmatic, speech acts, requests, apologies, the perception of the language and self-perception to support the investigation. The next chapter is about the research methodologies, the instruments used and how reliable they were in terms of giving the information we needed to be gathered. In chapter four, this work talks about the procedures in which the instruments were applied and what results we obtained from them, how the data were processed and after analyzed to give the readers a complete analysis

almost step by step. The final chapter presents the discussion part in which the objectives are going to be put under scrutinize to see if they were accomplished.

CHAPTER 1: RESEARCH PROBLEM

The aim of this chapter is to provide a broad idea about the research problem that is going to be investigated. The different points this chapter covers are related to the context of the main problem, the historical background around English language learning in Chile; the research question and the hypotheses and the general objective that leads this research.

1.1 Context of the problem

A couple of decades ago, under the government of the president Eduardo Frei Ruiz-Tagle (1994-2000), a number of free trade agreements were negotiated between Chile and other nations. Countries such as The United States of America and Canada conciliated a relationship with Chile and the Chilean borders were opened stating important deals that sooner than later increased the economy activity. The exponential growth of technology development, the possibilities to obtain a new and better job and the fact that education in XXI century must incorporate new strategies to acquire new competencies in order to improve the social, cultural and professional skills made the English language a necessity.

In 2004, during the government of the president Ricardo Lagos Escobar, the MINEDUC created a program called English Opens Doors (EOD) which was inserted in the Curriculum and Evaluation Unit with the aim of applying technical abilities and improve the teaching of English as a Foreign Language (EFL), making), making the English more accessible to Chilean people. The strategies that can be highlighted from this program are "The National Volunteer Center", seeking native and near-native English speakers in order to work as English teaching assistants in public schools; "The English summer and winter camps", total immersion English camps destined for secondary grades in order to

practice English through activities such as role plays, exercises, group projects and competitive games; "Debate, public speaking and spelling bee competitions" public speaking destined to students in seventh and eighth grade, spelling bee competitions destined to fifth and sixth graders; "Scholarships" destined to those students seeking an EFL teaching degree in accredited Chilean universities to spent their penultimate year of university in a country in which English is the mother tongue or at least is widely used that the student could be totally immersed in their culture; and finally, "the Professional development for EFL teachers", English language and methodology classes, local teacher networks to promote collaboration among them and seminars in which foreign teachers share their expertise.

In addition to this, in the first period of the current president, Michelle Bachelet (2006-2010), two of the thirty-six measures promoted by her government were directly focused on the English language learning process. They established this new program (EOD) to strengthen the English language learning in primary and high school levels ruled by the law-ranking decree n° 2 in 1998 by the MINEDUC and by Legislative Decree No. 3166 in 1980; aimed at improving the English level students acquired in the primary and high schools. During her second period as president, in 2014, EOD was moved to the Division of General Education which was planned from the educational reform of the second Bachelet government in order to carry out the English component of the reform and reach at least 1000 schools over the second time of president Bachelet.

In order to achieve the goal of the program EOD which aimed to incorporate and integrate this language to our educational system, a mixture of principles from different approaches to teaching English had been put together, with the Communicative Approach as backbone supporting the national English Language curriculum. As stated in the guidelines provided by MINEDUC, the Communicative Approach advocates for the development of the four communicative skills: speaking, listening, reading and writing more than

grammar or lexis. The aim of every unit suggested by the MINEDUC study programs is to learn vocabulary and expressions to be used in certain situations along the use of grammatical structures. MINEDUC (2009) made the "Fundamentals of curriculum adjustment in the area of foreign English language" in which it is stated that:

> …… the changes experienced in the country as a result of its growing
>
> insertion in the globalized world makes compulsory that students finish
>
> their studies with a minimum degree of necessary competencies which
>
> facilitates their active participation in this new international order" (p.1).

Evidently, the growing process, that Chile has been experiencing, has forced the change of the curriculum, strongly incorporating the English language in students' life. Moreover, the same document cited Jenkins who in 2000 stated that "One of those competencies is the capacity to communicate in English, because of the role of international communication this tongue plays currently" (Jenkins, 2000, p.1). As the previous quote mentioned, the globalization has made the English language a global language. For that reason, English has a significant role in international communication. According to the MINEDUC also from 2009 on, teaching English as a second language was going to start from fifth grade covering all the subsequent grades till the end of the primary and secondary school in a mandatory way.

Despite all the efforts made by the MINEDUC, what we have observed is that the reality inside the English Language classrooms in Chile is another; there is an excessive emphasis on grammar structures and the social-cultural feature of the language is being neglected. An example of that is the difference, in terms of English language classes, between public schools and bilingual schools. In public schools, students used to have two or three hours of English classes per week. In addition, in some cases the environment is not appropriate for the teaching and learning process, because of the actual physical space: the

classroom and the number of students that in public schools tend to be at least thirty per room reaching up to more than forty students per classrooms in some cases. On the other hand, bilingual schools double the number of English classes per weeks that the public schools have. In terms of students, in bilingual schools, there are no more than twenty-five students per room. The hours of Language teaching proposed in the curriculum and the unreachable gap created between schools with different socio-economic status makes almost impossible to create a different context in which students can use the language appropriately according to the circumstances. This is an impact produced by the General Law of Education which subject schools which receive money from the state to the rules of the MINEDUC and gives a freedom to the schools which are not under the eaves of the state.

As a matter of fact, students immerse in an EFL context (commonly given in public schools) have only the scenarios prompted by their English teacher inside the classroom as well as the chances of talking. Most of the time, a real foreign context is not provided by these teachers. Teachers from EFL schools are limited by the number of hours and the technological material available in the classroom. Meanwhile, students from bilingual schools are immersed in an ESL context setting, because of the number of English classes they have besides the different subjects that are taught in English. As a result of that, students from ESL context setting use and are aware of the pragmatic competence behind, for example, the levels of politeness to use in every case they face.

Chilean students have serious issues while using the language in real-life experiences, struggling with getting their message across or understanding the message being sent, and encountering misunderstandings in the English Language classroom. By concluding, everything that has been mentioned leads you to pose the research question mentioned below.

1.2 Research question

Our focus in this investigation will lead us to answer the following question:

● *What is the impact of teaching Pragmatics explicitly, specifically apology and request, in Chilean EFL classroom context?*

1.3 Assumptions/hypothesis

By teaching Pragmatics explicitly in first-grade high school, students might be able to express ideas about (apologies, requests) according to the pragmatics variables and scenarios they are facing.

Pragmatics may expand and improve the proficiency level of EFL learners.

1.4 Objectives

1.4.1 General objective

To analyze the impacts on the Pragmatic competence and self-perception of first-grade bilingual high school students' level of English by teaching them Pragmatics explicitly.

1.4.2 Specific objectives

● To report students' perception about the English language.
● To analyze how students are perceived regarding their native-likeness in written apologies and requests.
● To scrutinize the pragmatic strategies used by the students' answers in the pre and post-tests in written apologies and request.

CHAPTER 2: LITERATURE REVIEW

Throughout every study, the presence of communication itself has played an important role, despite if it is verbal or nonverbal. Through the history, along with every essay, paper or investigation, the presence of communication is vital. Nonetheless, the fact that every human being can communicate or express an idea there is always going to be an exception to the rule. That exception is the fact that not everybody is communicatively competent. In language teaching, students are supposed to be taught how to be communicative competent or at least how to deliver a message properly considering the different situations faced by them, in simple words, to be prepared to talk to everybody.

In Chile, the English language teaching is far to accomplish a goal of those characteristics. While around the world, many investigations have studied this feature, in Chile people seem to be avoiding it. This study is pursuing to stop that reality and encourage the investigations on that feature, therefore, the study itself will focus on four aspects, which are: Second Language Acquisition, Communicative Competence, Interlanguage Pragmatics and Politeness. In this chapter, these aspects will be directly connected to the impact of teaching Pragmatics explicitly in EFL context.

2.1 Pragmatic Competence.

As noted throughout many years of development in Communication competence models, many have postulated their own opinion, explanation or framework to delimit the different features of the language, all agreed on giving the Pragmatic competence a considerable attention (Canale & Swain, 1980; Bachman, 1990; Celce-Murcia, Dörnyei & Thurrell, 1995; Jorda, 2005).

By way of introduction, it can be established that the language competence is the capacity or ability that a speaker has when the English

language and all its components are used, such as grammatical rules, syntax, and vocabulary. Furthermore, those components are the base of communication. As it was established above, in Bachman's model of language competence (1990) pragmatic competence is a major and central component. According to Bagarić (2007) "pragmatic knowledge refers to abilities for creating and interpreting discourse" (p. 99). Moreover, Mirzaei (2012) defined pragmatic competence as the capacity to express, perform and interpret a social situation in an appropriate form. In other words, pragmatic competence refers to the awareness of context that the person is facing in the moment of speaking. It is to know who you are talking to. Crystal (1985) reported that pragmatic has to do with the language but it focuses on the choices that a speaker makes when a conversion is performed by the speaker.

Besides, in order to have a more satisfactory communication, two more components have to acquire and develop; the sociolinguistic competence and the pragmalinguistic competence. Pragmalinguistic and sociolinguistic competence have a very important role in communication in general. They are totally necessary in order to have a very successfully communication. A study conducted by Marita Härmälä, claims that sociolinguistic competence and pragmalinguistic competence are considered totally relevant in compensating for lacking linguistic competence. Besides, both refer to know how to produce and interpret language in different contexts (Härmälä, 2010). As Mirzaei (2012) stated, the pragmatic failure can be avoided by a process in which students learn pragmalinguistic and sociopragmatic features that the target language possesses. In this way, a learner could gain a satisfactory learning and language competence.

2.1.1 Sociopragmatics

In Mirzaei's investigation (2012), it is mentioned that Kasper and Roever (2005) defined Sociopragmatics as the participant's social perception, interpretations, and performance in terms of communicative action, i.e.

sociopragmatic competence refers to the ability to use the language with the corresponding social meaning. It is acknowledged that the sociopragmatic competence has to be acquired in order to achieve a high level of proficiency in terms of communication.

It is a well-known fact that sociopragmatic competence is as important as the language competence. What is more, it is not enough to acquire the language competence. It is really important and essential to know how and when is appropriate to use the language.

2.1.2 Pragmalinguistic

In contrast with Sociopragmatics, Pragmalinguistics is a combination of pragmatics and linguistics. According to Kasper and Rose (2001), Pragmalinguistics means that students have to provide a message using the pragmatic and linguistic knowledge that they have.

"Learners may also get very specific pragmalinguistic knowledge for free if there is a corresponding form-function mapping between L1 and L2, and the forms can be used in corresponding L2 contexts with corresponding effects" (Kasper, 1997, para. 8).   As it was mentioned before, the pragmalinguistic competence is not difficult to gain. Learners of a new language could acquire this pragmalinguistic competence for free by having the appropriate guidance about how the word is used in the mother tongue and the target language.

2.2 Interlanguage Pragmatics

Interlanguage pragmatic (ILP) was defined by Leech (2014) as a term used in the application to studies about how L2 learners acquire the pragmatic competencies in their target language.

Harlow, (1999) defined sociopragmatic competence as the ability to vary speech act strategies according to the situational or social variables in the act of

communication. In order to acquire the sociopragmatic competence features like specific linguistic forms, interpersonal meaning, how to vary contents, choice of interpersonal meanings to convey are necessary.

Interlanguage pragmatics has been mainly sociolinguistic rather than psycholinguistic, and the development issues have not got enough attention (Kasper & Rose, 1999; Daives & Tyler, 2005). According to Bardovi-Harlig (2013), there are five areas to make significant contributions to L2 pragmatics: The design and evaluations of pragmatics tasks as simulations of conversations, task design for the study of implicit and explicit knowledge, the measurement of pragmatics development, the interface of the development of grammar and lexicon with pragmatics, the effect of environment on pragmatic development. The area that is related to this study is the measurement of pragmatics development and the effect of environment on pragmatic development. The measurement of a task is very direct (Bardovi-Harlig, 2013), but when talking about tasks on pragmatics, specifically conversations there are many relevant aspects that influence the measurement such as context, interaction, and setting. As Roeber concludes in his article (2006), the testing in sociopragmatics is a difficult challenge given to the wide variety of judgment in what is considered to be polite for example, and also mentions how different areas of the pragmatic knowledge remains unmeasured as in each study the focus has to be narrow.

2.3 Politeness

Firstly, politeness is a term that brings out a lot of controversy within researchers, it can be defined as treating people with respect in specific scenarios, or changing verbal expressions due to a courteous purpose. According to Brown and Levinson (1987) and their politeness theory, every member of a society has faces, which is conceptualized   as one's public self-image, and when the speaker confirms to commit an act which potentially causes the hearer (or the speaker) to lose face, the speaker will tend to use a

politeness strategy in order to minimize the risk. Brown and Levinson (1987) also spotted two kinds of faces, positive face, and negative face. The authors defined positive face as "the want of every member that his wants be desirable to at least some others executors" and negative face as "the want of every 'competent adult member' that his actions be unimpeded by others" (p. 62).

In addition, Vikki (2006) in her paper entitled, "Politeness, Face and Facework: Current Issues", where comments about the Politeness Theory asserting that "It has been the most influential framework of politeness so far, and it provides an important basis for the discussion of the notions of politeness" (p. 324). Moreover, Vikki in that same paper, seizes her investigation to talk about Brown and Levinson's theory asserting that:

The theory assumes that most speech acts, for example, requests, offers, and compliments, inherently threaten either the hearer's or the speaker's face-wants and that politeness is involved in redressing those face-threatening acts (FTA). On the basis of these assumptions, three main strategies for performing speech acts are distinguished: positive politeness, negative politeness, and off-record politeness (p.324).

For this study, we focused on how the students apply their conceptualization of politeness, having as a background the negative face and positive face from Brown and Levinson theory (1987). Until what extent students can comprehend the speech acts and its components, and how they use them in certain scenarios, looking for the strategy which fits the best in them.

On the other hand, Goffman (1955) on his study named "On face-work" describes how the "lines" are the basis for every individual in their social situations. Throughout the evaluation of one's self and others' selves within a particular situation verbal and nonverbal situations play an important role indicating one's singular point of view also known as "line". The aforesaid line taken is "the positive social value" praised by one, and is defined as the "face".

(p. 338). We believe these theories regarding politeness can help us to analyze the politeness components that we decided to measure.

2.4 Pragmalinguistic, Sociopragmatic and Teaching Pragmatics.

As Taguchi (2009) expressed, pragmatic competence is "the ability to use language appropriately in a social context" which involves both innate and learned capacities and develops naturally through a socialization process (p. 1). Dippold (2008) on her study "Reframing one's experience: Face, identity, and roles in L2 argumentative discourse" published in (Pütz and Neff-van Aertselaer, 2008) asserted that "pragmalinguistic competence is understood as the knowledge of conveying particular illocutions through forms and strategies" while "sociopragmatic competence is the knowledge of know of how to use or apply these forms and strategies" (Sec. 2).

As remarked before, pragmatic competence is in simple words the ability to use the language in a social context in an appropriate form, to concrete this, it is necessary to know what more is involved in the pragmatic competence. Having that in mind, the concepts of "Pragmalinguistic" and "Sociopragmatic" should not be difficult to digest. Sociopragmatic and pragmalinguistic are the knowledge, in one case, of combining illocutions which are the actions of speaking or writing and in the other case it constitutes the knowledge of know how to apply those forms and strategies in real situations. These aspects are crucial at the moment of generating an instance of communication because they are totally influential in the process of communication. Trosborg (2010) on her study named, "Pragmatics across Languages and Cultures", established that pragmalinguistic and sociopragmatic are important to both, learners and teachers because both aspects must be considered at the moment of learning or teaching. In the same study, it is also asserted that "communicating appropriately and effectively in a target language requires not only knowledge of the features of the language system, but also of the pragmatic rules of language

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use" (p.17) which gives to the pragmatic rules an important role in the teaching methods a teacher applies for the classes.

However, the reality is another, Vazquez and Sharpless (2009) in their study discussed that teachers are not correctly instructed to provide an instruction on pragmatics but until that date, there were no evidence to prove that point.

As Bouton (1994) discussed, the pragmatic instruction was generally facilitative and necessary when input was lacking. Furthermore, explicit instruction gained better result than implicit teaching, however, the explicit teaching worked well in raising consciousness, and it couldn't develop some aspects of the skill. Researchers have shown that many aspects of pragmatic are teachable and support the fact of doing direct interventions, meaning teaching pragmatics explicitly. Vellenga (2011) in her work concluded after a treatment applied to a teacher that "all responded positively to the pragmatics materials and acknowledged that their own knowledge of pragmatics increased as a result of teaching the lessons" (p.16) giving the clues that are needed to understand and accept that pragmatics is totally teachable. Some studies have shown high proficiency does not guarantee pragmatic success (Williams, 2005), in order to acquire this pragmatic awareness, a high proficiency is required as a minimum, without a good background of English, the goal of awareness may not be achieved as wanted. It is believed that explicit teaching makes the understanding of this area easier for students with low level of English.

2.5 Speech Acts

According to Cohen (2010) in Teaching and learning pragmatic, defined "speech act as the ways in which people carry out specific social functions in speaking such as apologizing, complaining, making requests, refusing things/invitations, complementing, or thanking" (p.82). Following the previous statement, in order to obtain a high level of proficiency the acquisition of

"communicative competences" it is become essential to be aware and use these sorts of rules or strategies to convey a successful L2 communication, that is providing them with knowledge about experience in using the sociocultural rules of the new language (Olshtain & Cohen, 1983, p.54). When the speaker does not have this competence, communicative failure may happen.

In order to avoid this communicative failure in a second language is it needed to learn the rules of appropriateness, which in simple words is to use the language in an acceptable manner.

Olshtain and Cohen (1983) proposed the term *speech act set*, which is basically the majority linguistic and/or pragmatic strategies chosen by the speaker while performing speech acts. Even though these set of strategies tend to exist in most languages, knowing whether they are applied in the given language context, and if so, determining when, how and why they say can be challenging as cited in (Ishihara & Cohen. 2010, p.10).

In the same line, Blum- Kulka and Olshtain (1984) mentioned that even when second language learners have an excellent grammatical and lexical command of the target language, the failures are based on the assumption that observed diversity in the realization of speech acts in context may stem from at least three different types of variability: intercultural situational variability, cross-cultural variability, and individual variability.

For our research, request and apology speech acts are going to be considered.

2.5.1 Request

Achiba (2003) acknowledged Searle (1975) by pointing out that there are established several classes of illocutionary speech acts, within these categories, it is found *"directives"* which is a kind of the speech act in charge of causing the hearer to take a particular action. It means to ask the recipient to do something.

In the same work, as a subcategory of directives, "request" is found according to Becker (1982) "request refers exclusively to an utterance that is intended to indicate the speaker's desire to regulate the behavior of the listener - that is, to get the listener to do something" (p.6)

Following Searle's and Becker's definitions of "directives" and "request" seem very similar, because the purpose is the same, but according to Achiba (2003), the previous terms have been inconsistently employed in empirical studies, some researchers equating "requests" with "directives" and using the terms interchangeably. It means that there are no significant differences among them in terms of definitions and use in the literature.

In order to convey a request, some pragmatic variables have been set to regulate and improve the participant native-likeness performance, in request two kinds of variables were taught.

Firstly, the social distance variable was investigated in the interventions which regulate the strategies that participants should use depending on the person they are requesting something. The social distance variable is degraded in two levels; it could be high or low depending on the kind of relationship that the interlocutors have. Bearing this in mind, if the social distance is high it means that there is a distant or far relationship with the message recipient, on the other hand, if the social distance is presented as low it means that there is a close relationship with the message recipient.

Subsequently, the degree of imposition variable was considered in the interventions as the factor which is in charge of the regulation of the degrees or levels of politeness that they should have according to the how big/ important or small/less important is what they are requesting to. For instance, in requests, a high degree of imposition occurs if they were asking a big favor, whereas a low degree of imposition would exist when the request is small.

Moreover, the speaker has the possibility to choose among a variety of strategies to perform the act of requesting, in order to provide a classification

and analysis of our data some strategies based on The Center for Advanced Research on Language Acquisition website (Ishihara, 2016) were established.

Firstly, the direct strategies are considered in a low degree of imposition. Bearing this in mind participants may use a direct strategy if she or she is requesting something with a less of burden in the recipient. Direct Strategies are expected to be used explicitly as imperative form, one such example is, "cook the dinner" or "I really wish you'd cook the dinner", the kind of direct strategy will depend on the pragmatic variables.

Secondly, the conventionally indirect strategies refer to the previous contextual conditions that infer in request performance, e.g. "How about cooking the dinner?"

Thirdly, non- conventionally indirect strategies invoke to the clues found in a context that infer in the request act, e.g. "I'm hungry" with this statement the speaker want to express indirectly, e.g. "Can you cook the dinner?".

Fourthly, downgraders and upgraders are found as strategies to convey a request modifying the head act. The downgraders indicate being pessimistic covering some aspects such as the use of negative sentences, hesitation, modal usage such as "might", use of the past tense and if- clause might also serve as strategies in a request that show a pessimistic preconceived idea about the answer. Within downgraders strategies some categories are found such as:

- **Syntactic downgraders**

1. Interrogative (*Could you cook the dinner?*)
2. Negation (*Look, excuse me. I wonder if you wouldn't mind cooking the dinner?*)
3. Past Tense (*I wanted to ask you cook the dinner.*)
4. Embedded 'if' clause (*I would appreciate it if you cook the dinner.*)

- **Lexical/phrasal downgraders**

1. Consultative devices, here the speaker try to involve the recipient and bids for his/her cooperation, for instance, "Do you think **I could ask you** cook the dinner?

2. Understated, in this case, the speaker minimized what is going to be requested, e.g. Could you cook an **easy and simple** dinner?

3. Hedges, here the speaker avoids to mention specifically what is requested, e.g. "It would really help if you **did something** about the kitchen".

4. Downtoner, when basically, the speaker infers the possibility of non-compliance, e.g. "Will you be able **perhaps** to cook the dinner tonight?"

5. Politeness device, e.g. Can you cook the dinner tonight, **please**?

- **Upgraders**

Upgraders additionally were found a kind of strategy, they show an intensification in the request act. Within upgraders strategies two categories are found such as:

1. Intensifiers, the speaker over-represents the reality, e.g. "Cook the dinner, if I don´t eat something **I'm going to die"**.

2. Expletives, in this case, the speaker deliberate explicitly and negatively his/her emotional attitude, e.g. "You still haven't cooked the dinner, what a **lazy person** you are."

Finally, Supportive Moves strategies could appear either before or after the head act and modifying the context in which the request is involved and indirectly affects the request act, the relevant instances in our study could be:

- **Types of External Modifications**

1. Sweetener, in this case, the speaker express in an exaggerated manner appreciation of the requester's ability to convey the request act, moreover, the speaker intends to lower the degree of imposition, e.g. "You are the chef that I know in the world! Would it be possible for you to cook the dinner tonight?"

2. Disarmer, here the speaker express awareness of a possible offense and thereby a probable refusal, e.g. "Excuse me, I hope you don't think I'm being forward, but is there any possibility that you could cook the dinner tonight?"

3. Cost minimizer, in this case, the speaker takes into consideration the degree of imposition of the request act involved in a compliance with the request, e.g. "Pardon me, but could you cook dinner tonight, if you are going to be at home early, today I'm going to arrive late at home".

2.5.2 Apology

Brown and Levinson's (1978) stated the term apology as "An apology is a speech act which aims to provide support for the hearer (H) which was actually or potentially mal-affected by a violation (X) for which the speaker (S) is at least partially responsible. When apologizing, the S is willing to humiliate him/herself to some extent and to admit to fault and responsibility for X. Hence the H and face threatening for the S" as cited in (Olshtain & Cohen, 1990, pp 46-47).

Taking in consideration the previous definition, learning the speech act of apologizing is an important part of being communicatively competent while learning a second language. It is common that NNS breaks the cultural rules and face miscommunications, generating an embarrassment scenario for the speaker. For that reasons, "apologies give a chance to save face in threatening or difficult circumstances" (p.25).

The speaker has the possibility to choose among a variety of strategies to perform the act of apologizing. Many researchers have come up with different models of strategies classification in order to tackle the cross-cultural barriers. Olshtain and Cohen (1983) proposed five main strategies used while performing the apology speech act, coined as "speech act set".

In order to analyze the data in our research, a variety of apologizing strategies were taken into consideration based on (Cohen & Olshtain, 1981:

Olshtain & Cohen, 1983, & Blum-Kulka et al., 1989), plus other apology strategies which were compiled by a number of other authors (Owen, 1983; Blum-Kulka & Olshtain, 1984; Trosborg, 1987; Hussein & Hamouri, 1998). For this investigation, a compilation of strategies was taken from the authors mentioned before which were used in order to create our own list of strategies.

The strategies employed to analyze the participant's answers were categorized in eight strategies. The strategies used are:

1. Illocutionary force indicating devices (IFID's): Explicit expression of an apology.
   a. Expression of regret, e.g. "I'm sorry".
   b. Offer of apology, e.g. "I want to apologize".
   c. Request of forgiveness, e.g. "Pardon me".
2. Explanation or account: External mitigatory circumstances, e.g. "There was an accident on the highway".
3. Acknowledgment of responsibility: The offender takes the responsibility of the fault.
   a. Explicit self-blame, e.g. "My mistake".
   b. Lack of intent, e.g. "I didn't mean it".
   c. Expression of self-deficiency, e.g. "I was confused".
   d. Expression of embarrassment, e.g. "I feel terrible about it".
   e. Self-dispraise, e.g. "I'm such a fool".
   f. Justify hearer, e.g. "You're right to be angry."
   g. Refusal to acknowledgment guilt:
      i. Denial of responsibility, e.g. "It wasn't my fault".
      ii. Blame the hearer, e.g. "It's your fault".
      iii. Pretend to be offended, e.g. "I'm not the one to be offended".
4. Concern for the listener, e.g. "I didn't want to upset you".
5. Offer of repair: The apologizer provided a kind of payment for his/her damage, e.g. "I'll buy you another one".

6. Promise of Forbearance: The apologizer promise to not do it again, e.g. "It won't happen again".

7. Interjection: Used along with other strategies, e.g. "oh my god!".

8. Intensification, e.g. "I'm very sorry".

The last two strategies are used in order to emphasize or soften the offense according to the level of severity combined with other strategies.

In addition, as cited in Kasper and Blum (1993) "Bergman and Kasper (chapter 4) focus on the assessment of contextual factors in situations where the speaker has committed some offense and the way in which contextual assessment influences informant's selection of apology strategies." Following their idea, the authors classified as "context-external factors (social distance and dominance) and context-internal factors (severity of offense, offender's obligation to apologize, the likelihood for the offended party to accept the apology and offender's loss of face)" (p.60). For our investigation, only two factors were considered: "social distance" and "severity of offense". In the same line, these two factors were examined in terms of high and low levels.

Related with the social distance factor, defined by Bergam and Kasper as "the social role relationship between the offender and offended party" (p. 92) as cited in (Kasper and Blum, 1993). This mean how familiar the apologizer is to the person being apologized. If the social distance is high the interlocutors are not familiarized or on the contrary, they do not know each other. If the social distance is low, the interlocutors are related or close.

According to The Center for Advanced Research on Language Acquisition (CARLA) website "The severity of offense refers to how big the mistake really was and the impact it will have on the relationship" (Sykes, 2006). If the offense has a real-life consequence is considered as high, while if it can be repaired easily, the offense is considered less severe.

2.6 Perception of the language and self-perception.

In Anak's book (2009): *"Student's perception towards English for self-expression"* perception was defined by Lindsay and Norman (1997) as the procedure by which a person organizes and interpret sensation to produce a meaningful experience of the world**.** In this study, perception was considered as a belief or feeling of the participants about their level of English and their opinion or thinking about the English language in general. The perception depends on many aspects such as people's age, gender, background, motivation, projects, etc.

For instance, comparing different realities, a variety of perceptions about the language can be found. Taking in consideration a bilingual school. Two students that belong to the same class, being taught by the same teacher, in the same way, could have different perceptions about their level of English and the English language in general. Besides, some students from a no bilingual school could have the same perception about self-perception of their level of English or the language in general as a student from the bilingual school has.

As it was mentioned before, the perception will depend on the person and his/her context. Furthermore, the different context and situations that a learner could face at the time of learning a language could affect students' perception of the language. According to Richards (2015), a variety of situations and setting for language learning could bring participants to get a major motivation in terms of language learning process. This motivation can change students' perception of the English language, what is more, the perception of the learners about the language and their skills could directly affect the English Language Learning process.

The focus of this study is very difficult to find. Nevertheless, there are some previous studies that have a similar focus in terms of perception. Anak (2009), carried out a study, which has the purpose of identifying the perception of the participant and how it modified the participant's attitude or motivation at

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the moment of learning a second language. This study yielded that the perception, as it was mentioned before, is totally bound with the motivation that students will have when they are studying a language, and that motivation brings students to get a positive perception in learning a second language.

CHAPTER 3: RESEARCH METHODOLOGY

The purpose issued in this study arose from the lack of pragmatic awareness inside the Chilean English Language classrooms, given to the lack of opportunities for students to acquire the pragmatic competence. In order to investigate this, the following question will be developed: *What is the impact of teaching Pragmatics explicitly, specifically apology and request, in Chilean EFL classroom context?*

3.1 Methodology

The decision of using a mixed method approach was directly related to its advantages for our study, for instance, the opportunity of converge experiments and focus groups and the possibility to understand and corroborate the data deeply and widely. As explained before, action research emerges from the mixed methodology; one of the founding figures of action research, Lewin (1948) remarked that "research which produced nothing but books are inadequate. The task, as Marx suggests in his *Theses on Feuerbach* (1845), is not merely to understand and interpret the world but to change it" as cited in (Cohen, L., Manion, L., & Morrison, K. (2000, p. 243).

As stated before, action research was conducted in order to change the world, not just to interpret it or understand it. In our personal case, the decision of using an action research approach was made to contribute to a field which was not even tackled in a deeply way before; our goal is to set a basis to start changing a reality in the current English language process of Chilean classrooms.

3.2 Data collection methods

In this study, researchers collected data from different resources, such as a questionnaire which was applied before the whole intervention, a discourse completion task (DCT) pre and post the intervention and a focus group along with a journal after the intervention.

3.2.1 Questionnaire

The main purpose of applying a questionnaire before the intervention was to know the students' self-perception about their level of English and the best skill they had while using English, among the 4 skills; moreover, the level of involvement that the students had with English every day and finally their general opinion about the English language.

This questionnaire originally had 4 parts, part 1 which consisted on self-perception of their level of English; part 2, questions from 2 to 7 asked about their level of involvement in English every day; part 3 was focused on the general opinion about the English language and part 4 consisted of three questions which asked personal information about the participants. However, only part 1 and 3 were considered finally for the questionnaire analysis.

Part 1 consisted on self-perception of their level of English divided into two questions *"As a whole, what grade you give to your level of English? be honest"* and "*In English, we practice the language with different abilities, these are 4: Listening, Speaking, Reading, and Writing. Give yourself a mark in each ability",* they would grade themselves from 1 to 7.

Part 3 was focused on the general opinion about the English language with statements from 8 to 16, where the participants could choose from numbers: 4 to strongly agree, 3 to disagreeing, 2 to agreeing and 1 to strongly agree.

3.2.2 Discourse completion task

Secondly, a written discourse completion task (DCT) was applied as pre and post-test. This tests consisted of two parts, the first one related to requests and the second one related to apologies. These two parts evaluated how students were capable of requesting something and apologize themselves according to different situations. To corroborate the progress a counterbalance procedure was carried out in order to notice if there was a significant progress, meaning that the post-test consisted on the same situations given in the pre-test, the difference was that in the post-test the students had a wider knowledge of the topic and they were supposedly able to answer the situations in a good manner.

The pre-test measured the level of pragmatic competence that students already had, and the post-test measured the same after the three explicit pragmatics lessons. In the case of the apology, the pragmatic variables examined were 'social distance' and 'severity of offense' meanwhile in the case of request the variables were the 'social distance' and the 'degree of imposition'. When we taught these variables to the students we were reaching our goal of teaching the two features of pragmatics we wanted to emphasize in an explicit way.

After the intervention, the DCTs were analyzed in detail using a rubric created considering five different aspects. The criteria from the lowest to the highest point rated with 0 points to those students who did not answer the situation, gave a totally unrelated answer to it or answered using Spanish; 1 point to those students who gave an unnatural answer and or with mistakes, such as, grammar, word order or vocabulary mistakes; 2 points to those students who gave an unnatural answer but without mistakes; 3 points to those students who gave a natural answer with grammar, word order or vocabulary mistakes and finally four points to those students who gave a native-like answer with no grammar or vocabulary mistakes.

3.2.3 Focus group

After the post-test, researchers applied a focus group with a random group of participants. The session was conducted in the library of the school, while the rest of the class worked in another activity. On the team researchers conducted the questions, one of us acted as the interlocutor while the other acted as the assistant, taking notes and handling the recorder. We decided that this session would be done in Spanish to create and ensure a comfortable environment for the students.

Also, this would allow students to express themselves in depth and freely. The focus group's questions were prepared in order to follow a strict order; to concrete this, the questions were divided into three categories, engaging questions, exploration questions and exiting questions in order to know their opinions about the English language, how they considered they use the language and their opinions about the interventions.

3.2.4 Journal

Meanwhile, the whole intervention was taking place, notes of everything that happened pre, while and post the intervention took place were recorded in a journal written by one of the team researchers.

In this journal, different entries were made in order to collect and keep track of the different things happening in the interventions. Entries regarding the time in which the lessons started and finished, events considered critical while the interventions took place, as well as significant comments made by students, teachers and also researchers, the tracking of students 'attendance. Additionally, different entries were made on how was the behavior of the students in all stages of the lesson and how the instructions were given.

The main objective of this journal was to record in complete detail the events happening during the lessons in order to have more information which would help us.

3.3 Site of the study

This study was conducted at "Chileno-Árabe" School located in Alhambra avenue Chiguayante, Concepción. This school is known for its bilingual approach to teaching the English Language, in which students are immersed in the language since Pre-school to High school grades. The intervention took place in the English classroom which counted with all the necessary facilities to instruct the lesson. These classrooms were equipped with a projector, speakers, a notebook, whiteboard and thirty-five chairs approximately.

3.4 Participants

Students from "Chileno-Árabe" School in first high school level. We expected to form a group with the total number of students in the class, twenty-nine, fourteen girls and fifteen boys, however, due to cognitive problems one student did not take the class, therefore, the number of students involved was twenty-eight at the beginning of the intervention. It is important to remark that also four students were removed from the analytical process due to the different problems they had with the attendance to the whole lessons that were a crucial part of the project and compulsory to take the post-test. As a result of this, the final and total participants were twenty-four. This group was intervened with explicit pragmatic lessons and the intervention also was presented to students as a part of the English class syllabus to develop the possibility to improve their skills in the language.

The age of the participants ranged from 14 to 15 years old, the average was 14.34 years. All the participants were native speakers of Spanish and also have at least six years of English language instruction.

3.5 Data Collection Procedures

The data collection took place in the English classroom of the "Chileno-Arabe" School. The procedure lasted five sessions in total, three sessions consisted in the actual intervention, two hours per week during the English class. These sessions were delivered by two members of the research team, one of them was doing the Teacher-training practicum in the school.

As stated in table 1 below, during the first session the pre-test was applied to the participants to know the proficiency level of the English language they had and also the questionnaire to know the students' opinion and perceptions about the English language. The participants had between 15 to 20 minutes to complete the questionnaire and 40 to 50 minutes to complete the pre-test in order to set the baseline to compare the data gathered after the intervention.

During the following three lessons, the participants were instructed in two features of politeness, apologies, and requests, by using an explicit teaching methodology. The lessons dealt with one feature per session, the first one was apologies and the second requests while the third lesson was a review of the previous lessons in order to nail down a powerful knowledge about the content. The lessons followed the most suitable structure in order to ensure the appropriate knowledge of the students. Some of the classes considered the explanation of concepts such as pragmatics, politeness, social distance, degree of imposition, severity of offense, etc. Also, all the lessons considered the realization of some activities, which were clearly something mandatory in order to guarantee an effective learning.

The activities were closely related to the lessons, for instance, if the class was about requests the resource applied would be a short video in which learners could discriminate the target language' cultural differences, or situations in which people might use the different degrees of politeness. Other materials

used were worksheets and PowerPoint presentations in order to create not only a creative material but also significant.

In the last session, the participants had between 50 to 60 minutes to complete the post-test which was explained as to be the same test applied at the beginning of the intervention but in that time, they had to answer using the knowledge they acquired during the interventions. After the post-test, the participants shared their perception in a 20 minutes' focus group meeting regarding the treatment received.

Table 1Syllabus interventions

Class / Date	Content	Materials
First session / 13 September	Application of the questionnaire. Application of the pre DCT test.	Questionnaire. DCT test.
Second session / 27 September	Requests: Social distance and Degree of imposition. Clarification of some difficult concepts.	PowerPoint Presentation Video
Third session / 04 October	Apology: Social distance and Severity of offense. Clarification of some difficult concepts.	PowerPoint Presentation Video
Fourth session / 11 October	Requests and apology: Social distance, Degree of imposition and Severity of offense.	PowerPoint Presentation Listening activity
Fifth session / 18 October	Application of the post DCT test. Focus group	DCT test. Focus group.

3.6 Validity

In terms of internal validity, the instruments used in this study were suitable for each purpose assigned. For instance, the questionnaire was part and parcel with the questions applied to the focus group; these instruments had a good internal validity as self-perception and opinion producers regarding the interventions and the target language

An important fact to highlight is that all the instruments were part of a process in which teachers assisted us in order to find grammatical errors or incongruences giving us the support needed to be sure that the applied instruments were directly aimed to concrete the objectives we were pursuing. Nevertheless, due to the lack of time, the instruments were not subject of a piloting, this means that we had not the opportunity to apply the tests in anticipation to prove that they were ready to be applied in the real class causing at the final some inconveniences.

3.7 Reliability

Firstly, we believed these instruments (DCTs and Questionnaire) were necessary and accurate to our study. A questionnaire was applied to know the students' perception of their dominance of the English language and also a pre-test was applied to check the previous knowledge of the students. Once we had the background regarding their level of English before the intervention, we proceeded to the following step of this methodological process which was applying the interventions and teaching the different strategies of apologies and requests. Then, the post-tests were applied and checked under a rigorous criterion. We based the checking process on Inter-rater reliability, basically, two raters checked the same tests in order to look for concordance in their final scores or grades. In order to build reliable instruments and trustful results, these instruments were based on the triangulation method as well where we compared the results with previous studies. We strongly believe triangulation was a good

technique that reinforced our confidence regarding the results and made this methodological process reliable as a whole.

On the other hand, some decisions were taken in order to ensure the analysis of the data collected. Firstly, some situations of the pre and post-test were dismissed. In request section, there were incongruous details, hence, two situations were not considered for the analysis of this project. Secondly, in apology section incongruous details between pre and post-test were found as well, thus four situations were not considered for the analysis

CHAPTER 4: ANALYSIS

Following the previous chapter where we described in detail and justified the instruments used, we will proceed to analyze the data obtained from those instruments and the collaboration of the participants.

This chapter will present the findings during the interventions, followed by a deep analysis which will describe the steps used to find those results throughout an analytical procedure. The data collected will be also shown graphically in order to illustrate a concrete analysis of the different objectives to finally give a solid answer to the questions which this research pursued. Therefore, this chapter will have three major parts, the analytical procedure, the data analysis and the summary of the main outcomes. The analytical procedures part will include all the information of how the data was prepared and processed, the data analysis will show explicitly what were the results found and the summary of the main outcomes will establish the most important findings of each specific objective.

4.1 Analytical Procedures

In order to prepare the data for the analysis, several procedures had to be done. These procedures varied regarding the different instruments used for this investigation, in the following sections, these are explained in detail.

4.1.1 Tests

Some decisions were made in order to ensure the reliability of the data analysis. Firstly, after the intervention concluded, the attendance of the students has checked again in order to discard students who have not attended to a minimum of four of five sessions. Three students were discarded as a result of their absence to one of the two mandatory sessions, while one student was

removed from the school while the interventions were being done, this decreased the number of participants to twenty-four, initially, we had twenty-eight.

Secondly, some situations of the pre and post-test were not considered in the analysis.

The request section showed incongruous details in the post-test, these could have generated an impact in the participant's perspective of the situation affecting their answers, hence, three situations were not considered for the analysis of this project. Concerning the apologies section, four situations were removed from the analysis due to changes in the post-test affecting the sociopragmatic factors of the questions that could have been a distraction for the participants, again affecting their answers, ergo the results.

Consequently, taken these changes into consideration, the analysis part was done contemplating just the situations selected due to some contradictions found in the post-tests, which obviously could have changed the way in which the students tackled the scenarios given.

The analysis was done situation by situation, as we are focusing on both pragmatic aspects, Sociopragmatics and Pragmalinguistics, dividing the analysis into the measure of the students' sociopragmatic awareness and the description of their pragmalinguistic development, both before and after the interventions. The first part, regarding the sociopragmatic, a simple statistical description was done running an overall t-test which was also done for each situation.

In addition, in order to rank the participant's answer among the native-likeness, a rubric with five criteria was created. The scores ranged from 0 to 4, where 0 means no answer, totally unrelated and /or in Spanish and 4 which means native-like.

Furthermore, the second part of the analysis, pragmalinguistic deals specifically with the strategies used. The participant's answers were analyzed by coding.

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Combining these two parts we can find support to the questions of how and why the students' answers were perceived native or non-native-like.

4.1.2 Questionnaire

In order to check the students' self-perception regarding their English level, an anonymous questionnaire was applied to the students as a whole. The questionnaire was applied to twenty-nine students, although we only considered twenty-four participants for the study, all the questionnaires were analyzed considering they were anonymous.

Part 1 consisted on self-perception of their level of English; part 2 was about questions which asked about their level of involvement in English every day; part 3 focused on the general opinion about the English language and finally, the part 4 consisted of three questions which asked personal information about the participants. Despite having these four categories, only two were taken into consideration for the data analysis, part 1 and 3. Part 4 was used to give a more detailed description of the participants.

4.1.3 Focus group

First of all, after the focus group was done, it was necessary to make a transcription of everything students said in the focus group interview. In order to do this transcription, the whole conversation was recorded and notes were taken at the same time to avoid losing details of the information provided. After this, the conversation was coded which provided different perspectives of the students' perceptions. As stated earlier in this work, the focus group was done in Spanish to make the students feel in a comfortable environment and to gather as much information as possible, knowing that the students probably would need essential vocabulary to express themselves candidly. The idea of applying the focus group in their native language was born at the moment of reading a Leshan' work in which it is stated that one of the benefits is directly related to the

mother tongue saying that "Group members discover a common language to describe similar experiences". (p. 59). This remark can be interpreted as an indication of how we had to proceed when applying the focus group.

Despite having a wide range of categories at the beginning of the coding process, in order to meet some of the specific objectives, it was decided finally to narrow down the students' remarks into three different categories: Opinion about the English language, students' self-perception and students' opinion about the interventions. These remarks were grouped into a chart (see Appendix Students' answers, Focus Group Coding Table).

4.2 Data analysis

4.2.1 Pre and Post-Tests

Table 2 Overall statistical description

Group	Pre-test	Post- test	Difference
Population size	24	24	---
Mean	11.17	12.79	1,62
SD	3.70	3.31	0,39

The PGraphPad program was used with the aim of checking if there was a significant difference between the pre and post-test in the DCTs, a t-test for independent samples were computed by using this Graphpad software as well. As is shown in table 2, the mean in the post-test is higher than in the pre-test. In order to unveil if this difference is significant, a t-test for paired samples was run. There was a significant difference in the overall scores of the pre-test (M=11.17, SD=3.70) and the post-test (M=12.79, SD=3.31); t=2.55, p = 0.017.

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This statistical analysis was run for both part of the test, apology and request sections combined.

4.2.2.1 Requests

4.2.2.1.1 Scenario A

"You are in class. You really need to go to the toilet and you ask your teacher for permission to leave the classroom."

● **Sociopragmatic**

A paired-samples t-test was conducted to compare the scores of the test before and after the intervention, specifically scenario A from the Request section.

There was not a statistical significant difference in the scores of the pre-test (M= 3.54, SD= 0.88) and the post-test (M= 3.50, SD= 0.72) in scenario A from the Request section; t= 0.29, p= 0.077.

In this situation, the participants demonstrated from the beginning they had an almost native-like competence, for example, only one participant had a significant improvement which raised from 1 to 3 points. The pre-test answer given was: *"I'm go to the toilet, please."* which reached the native-likeness rating, while in the post-test, the answer given was: *"Teacher, Sorry but I need really go to the toilet now Can I go? please".*

● **Pragmalinguistic:**

Figure 1Requests strategies Scenario A: Pre-test vs. Post-test

Figure 1 shows an overview of the request strategies used by the participants in scenario A before and after the interventions. In the pre-test, the conventionally indirect strategy (CIS) was the most used by twenty-three participants, on the other hand, direct strategies, non-conventionally indirect strategies (NCIS) and supportive moves were the strategies less used by only one participant each. Meanwhile, in the post-test, CIS strategy was used in all the participant's answers, while in supportive moves was the strategy less used by only one participant, NCIS strategy was not used.

Fourteen answers did not have a difference in the pre and post-test.

4.2.2.1.2 Scenario E

"You really want to go to a music festival, but you don't have money for the tickets. Your only option is to ask your father."

● **Sociopragmatic**

A paired-samples t-test was conducted to compare the scores of the test before and after the intervention, specifically scenario E from the Request section.

There was not a statistical significant difference in the scores of the pre-test (M= 2.50, SD= 1.14) and the post-test (M= 2.46, SD= 1.22) in scenario E from the Request section; t= 0.14, p= 0.88. For instance, the participants demonstrate a low level of native-likeness in the pre-test answers which decrease 0.04 points in the post-test. One participant's answer reached the maximum score of native-likeness with the answer: *"Das, i wa't to go to a music festival this summer but i don't Have money to buy the ticket, Would you buy it for me? I will find a way to pay you back, please."*, while the post-test answer given was: *"dad, pleasee!! I badly ant to go… If you give me the money i will work to return all.",* rating the answer below the native-likeness competence.
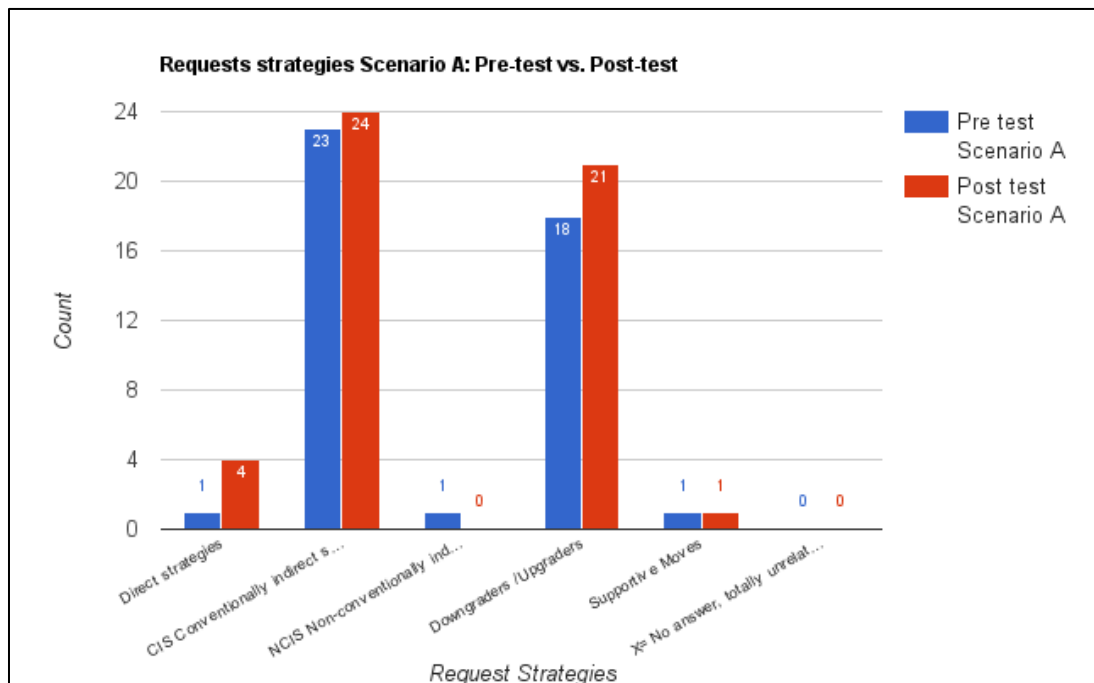
● **Pragmalinguistic:**
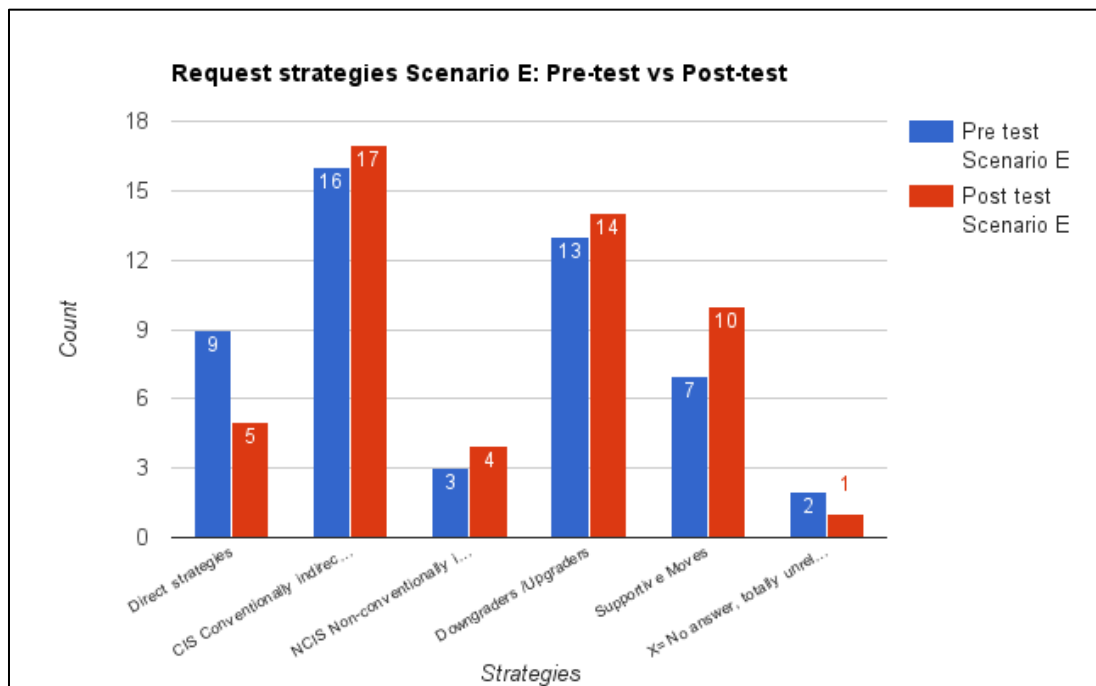
Figure 2 Requests strategies Scenario E: Pre-test vs. Post-test

Figure 2 presents an overview of the requests strategies used by the participants in scenario E before and after the interventions. In the pre-test,

sixteen participants used the CIS strategy being the most used in this scenario, while NCIS was the less used by three participants. As the same as the pre-test, in the post-test CIS strategy was the most used by seventeen participants, and NCIS was the less strategy used in four answers.

For this scenario, two answers were not considered due to the answers cannot be compared.

4.2.2.1.3 Scenario F

"You lost your school travel pass and you don't have enough money to go home. You ask the bus driver if he can take you for less money."

- **Sociopragmatic**

A paired-samples t-test was conducted to compare the scores of the test before and after the intervention, specifically scenario A from the Request section.

There was a statistical significant difference in the scores of the pre-test (M= 1.38, SD= 0.88) and the post-test (M= 1.58, SD= 0.83) in scenario F from the Request section; t= 1.00, p= 0.32. Although there is a statistical significance, in the pre-test the majority of the participants did not reach the native-likeness in the answers, only two answers stand out among the others, one positively and the other negatively. In one hand, one participant reached the maximum score in the pre-test, who gave the following answer: *"I lost my school travel pass and don't have money, Can you let me in?",* while in the post-test, the same participant gave an answer which was rated two points below the native-likeness. The post-answer was: "Hi*, can you take me for less money?".*

On the other hand, a participant did not reach the native-likeness the pre-test, who gave the following answer: *"Hello Mr. i just lost my school travel pass and i don't Have more money, is there a chance for me to go for less money?"* while in the post-test the answer given improved, being rated with the maximum

score in the native-likeness, the answer was: *"Hey, i lost my pass and i don't Have much money, Could you please my a little ride? It's not to far."*

- **Pragmalinguistic:**
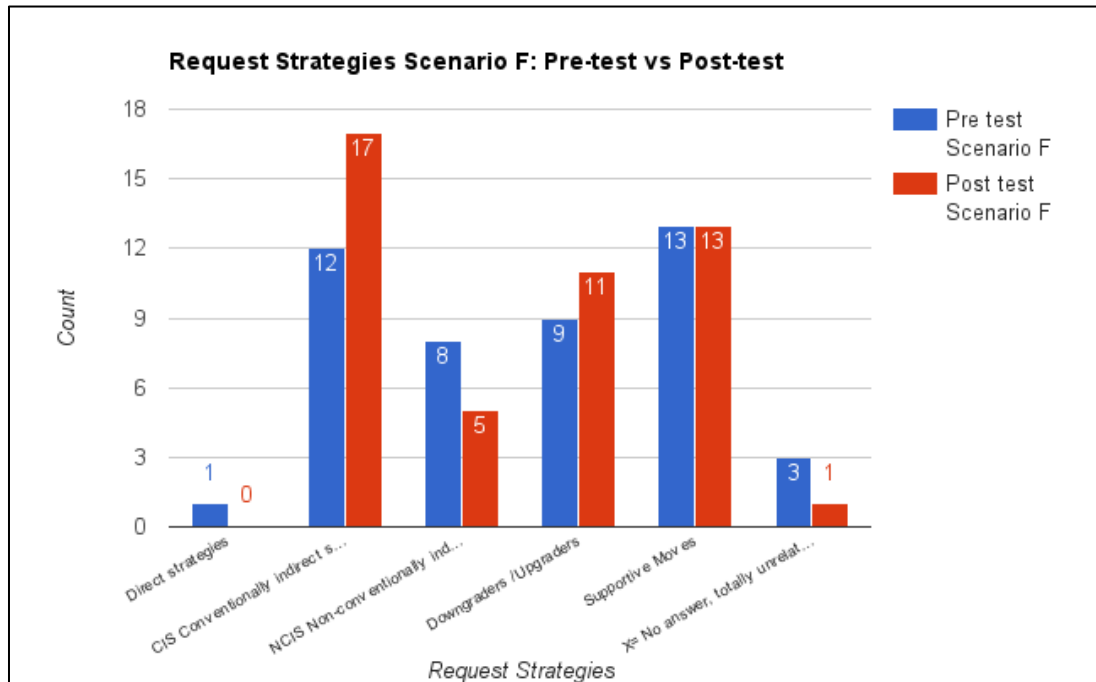
Figure 3 Requests strategies Scenario F: Pre-test vs. Post-test

Figure 3 shows the request strategies in the pre and post-test used by the participants in scenario F. In the pre-test, supportive move strategy was the most used by thirteen participants while the less used was direct strategy by only one participant. In the post-test, CIS was the strategy most used by seventeen participants meanwhile direct strategy was not used by anyone. In addition, six answers did not have differences in the strategies used.

Furthermore, three cannot be comparable being dismissed from the analysis.

4.2.2.2 Apologies

4.2.2.2.1 Scenario D

"You are having lunch with your friend. Accidentally, you drink his soft drink."

- **Sociopragmatic**

A paired-samples t-test was conducted to compare the scores of the test before and after the intervention, specifically scenario D from the Apology section.

There was a very significant difference in the scores of the pre-test (M= 1.75, SD= 1.48) and the post-test (M= 2.71, SD= 1.40) in Scenario D from the Apology section; t=2.47, p= 0.02.

Three participants stand out positively among the others who improved their answers from 0, which mean no answer given in the pre-test, to 4 points in the post-test. One post participant's answer given was: "*oh! sorry*" which rated the answer in the highest score of native-likeness.

- **Pragmalinguistic**

Figure 4 Apologies strategies Scenario D: Pre-test vs. Post-test

Figure 4 gives an overview of the apology strategies used by the participants before and after the interventions.

In the pre-test, Illocutionary force indicating device (IFID) was the strategy most used by fourteen participants while explanation or account was the strategy the less used by only one participant. As well as in the pre-test, in the post-test answers, IFID strategy was the most used by twenty participant's answers, while interjection was the strategy less used by three participants. In the pre and post-test answers, concern of the listener and promise of forbearance strategies were not used by the participants. Moreover, four out of twenty-four participant's answer did not have any difference while using the strategies.

Considering whether any of the pre and post-answer does not fit in a category to be analyzed, a total of seven answers were dismissed for the analysis.

4.2.2.2.2 Scenario F

"You are going to watch a movie with your sister. When you arrive, you realized you left the tickets at home."

● **Sociopragmatic**

A paired-samples t-test was conducted to compare the scores of the test before and after the intervention, specifically scenario F from the Apology section.

There was a very statistical significant difference in the scores of the pre-test (M= 1.92, SD= 1.47) and the post-test (M= 2.63, SD= 0.47) in scenario F from the Apology section; t= 2.28, p= 0.03.

Three answers stand out negatively, the post answers given were rated below the native-likeness. One participant reached the maximum score in the pre-test given the following answer: "Ups so sorry can we come another day", while the post-test answer given, "So sorry, Can we come another day", this produced a decrease of 2 points and it rated the participants below the native-like level.
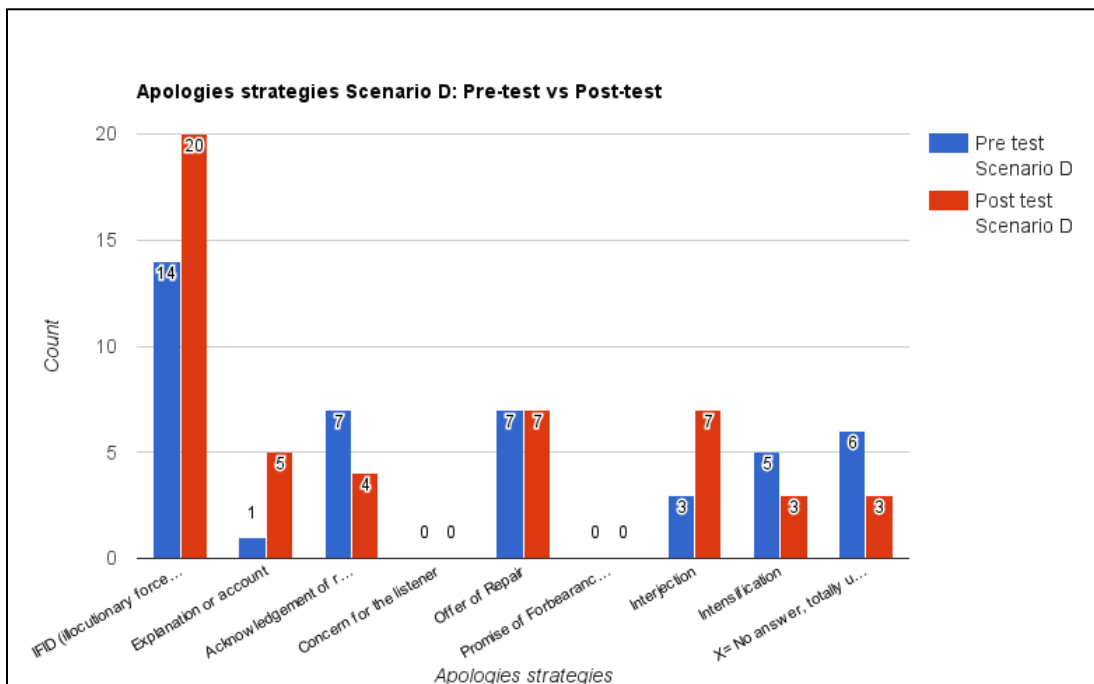
● **Pragmalinguistic:**
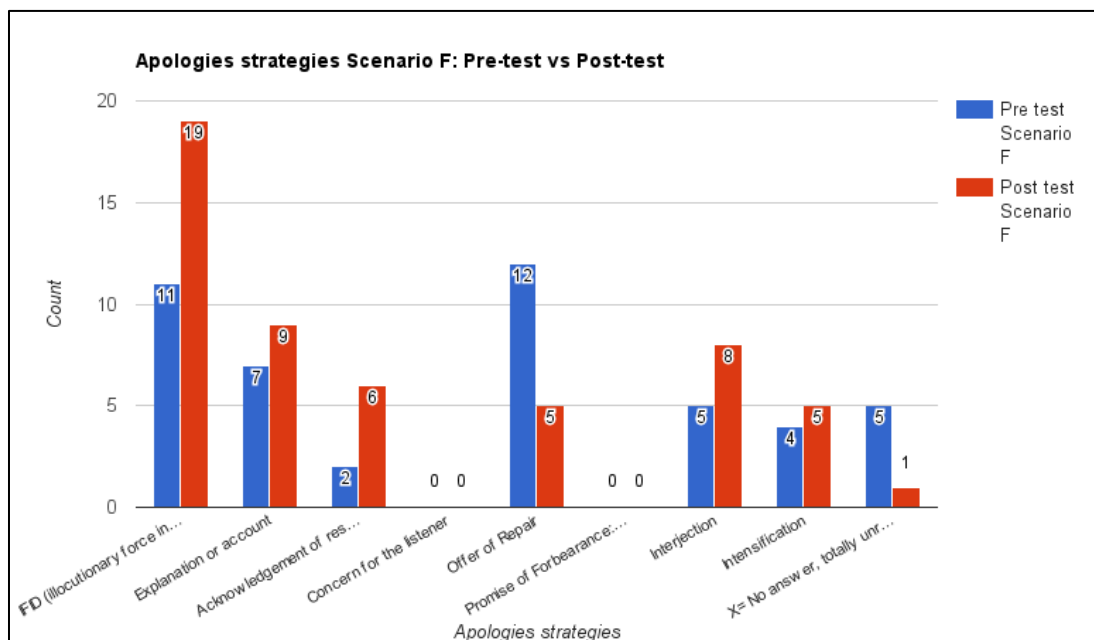
Figure 5 Apologies strategies Scenario F: Pre-test vs. Post-test

Figure 5 shows an overview of the apologies strategies used by the participants in the pre and post-test answers. In the pre-test, twelve out of twenty-four participants used the strategy offer of repair being the most applied in the participant's answers, while the less used was an acknowledgment of responsibility strategy by only one participant. In the post-test, IFID was the strategy more used in the participant's answers, meanwhile interjection and offer of repair were the less used. Four out of twenty-four answers did not have any differences in the use of strategies.

Neither in the pre and post-test concern of the listener and promise of forbearance strategies were used in this scenario.

4.2.2 Questionnaire

The total answers provided by the students were organized into two categories: Answers related to self-perception of their own level of English and the general opinion about the English language. The two categories yield the following results:

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In the category of self-perception of the level of English, figure 6 gives an overview of question one: "As a whole, what grade would you give to your level of English? Be honest." Seven participants rated themselves with a 5, while none of the participants assessed themselves with the minimum grade and one out of twenty-nine participants evaluated himself with a 7.
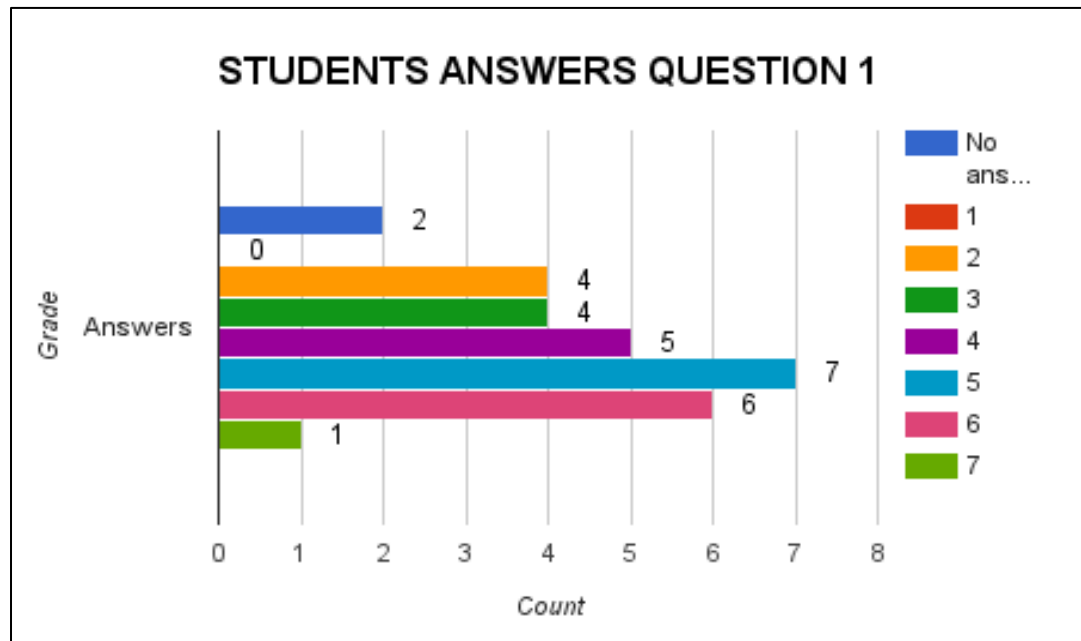
Figure 6 Students' answers for question 1 "As a whole, what grade would you give to your level of English? Be honest".

In question 2: "In English, we practice the language with different abilities, these are 4: Listening, Speaking, Reading and Writing. Give yourself a mark in each ability." Figure 7 explains the student's answers in the listening ability, here we can see that seven out of twenty-nine participants rated themselves with the highest grade, while two out of twenty-nine rated themselves with the lowest grade.
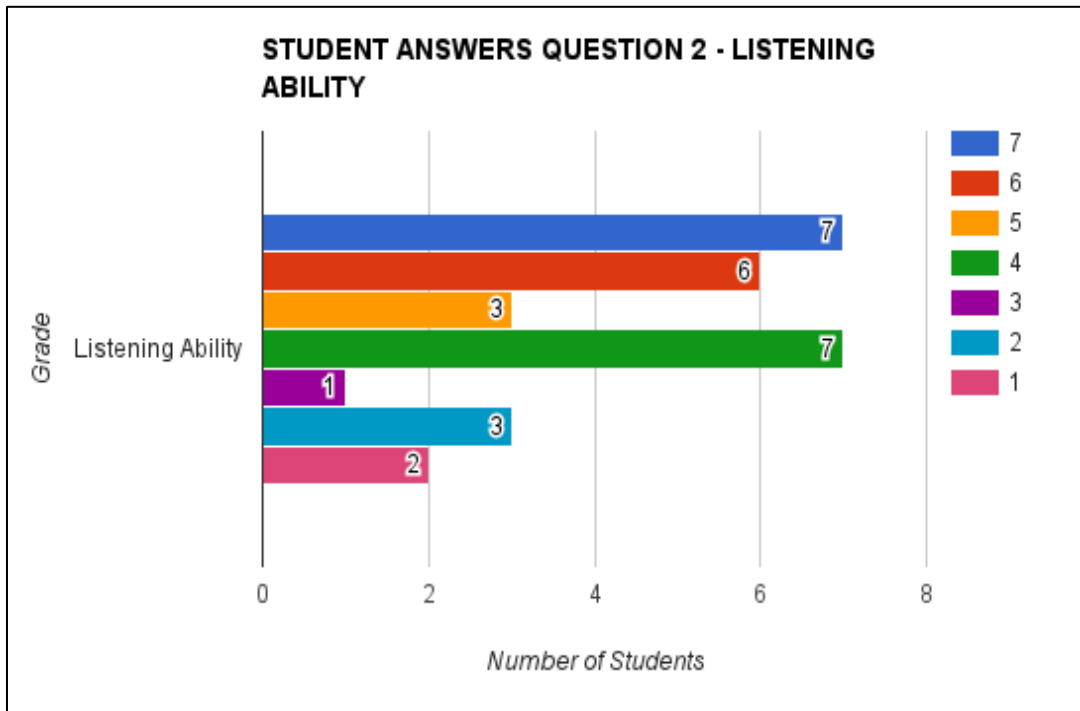
Figure 7 Students' answers question 2: "In English we practice the language with different abilities: Listening ability".
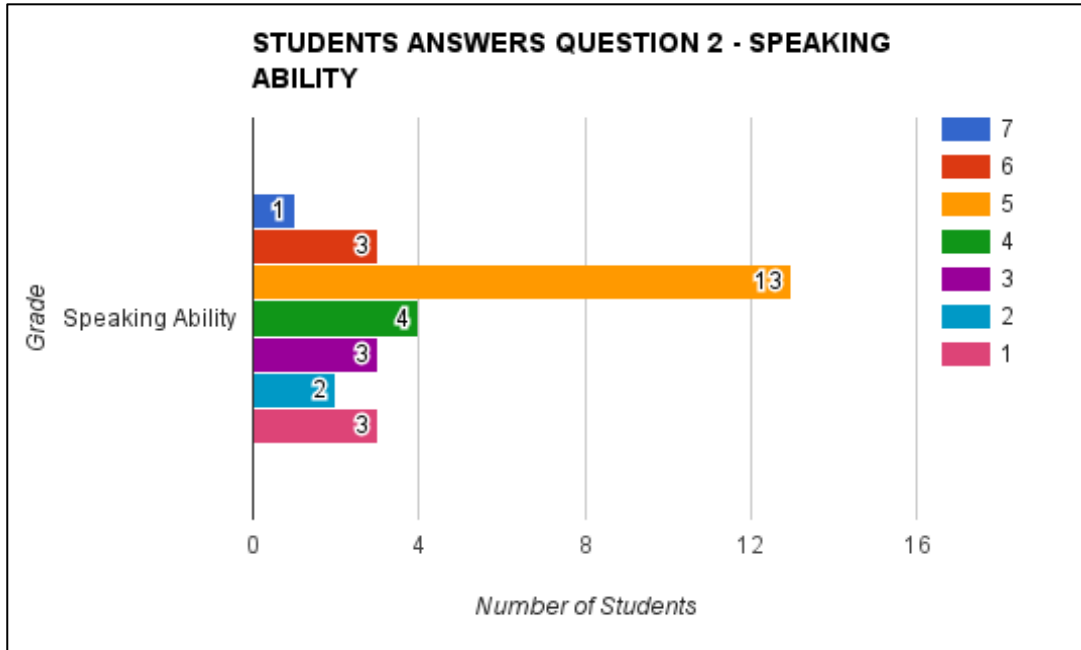
Figure 8 Students' answers question 2: "In English we practice the language with different abilities: Speaking ability".

Figure 8 points out the participant's answers in the speaking ability. Only

one participant rated himself with the highest grade, meanwhile, thirteen students rated themselves with 5 and three rated themselves with the lowest score.
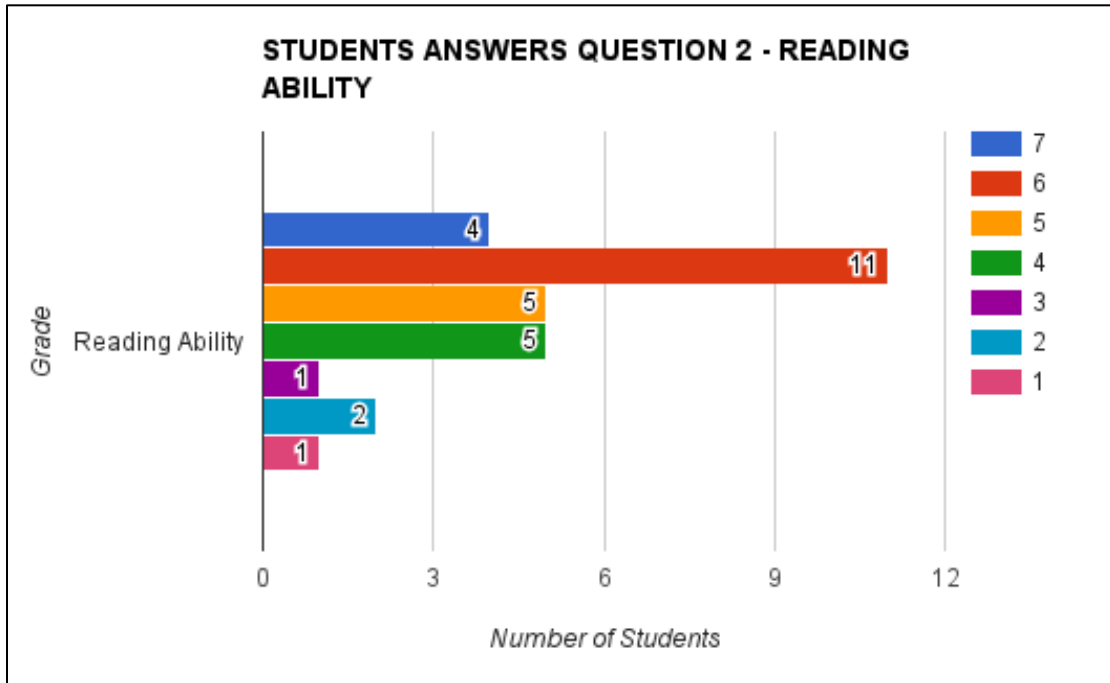
Figure 9 Students' answers question 2: "In English, we practice the language with different abilities: Reading ability".

Figure 9 illustrates the participant's answers in the reading ability. We can clearly see that four out of twenty-nine participants rated themselves with the highest score, at the same time as eleven participants rated themselves with 6 points and one rated with the lowest score.

STUDENTS ANSWERS QUESTION 2 - WRITING ABILITY
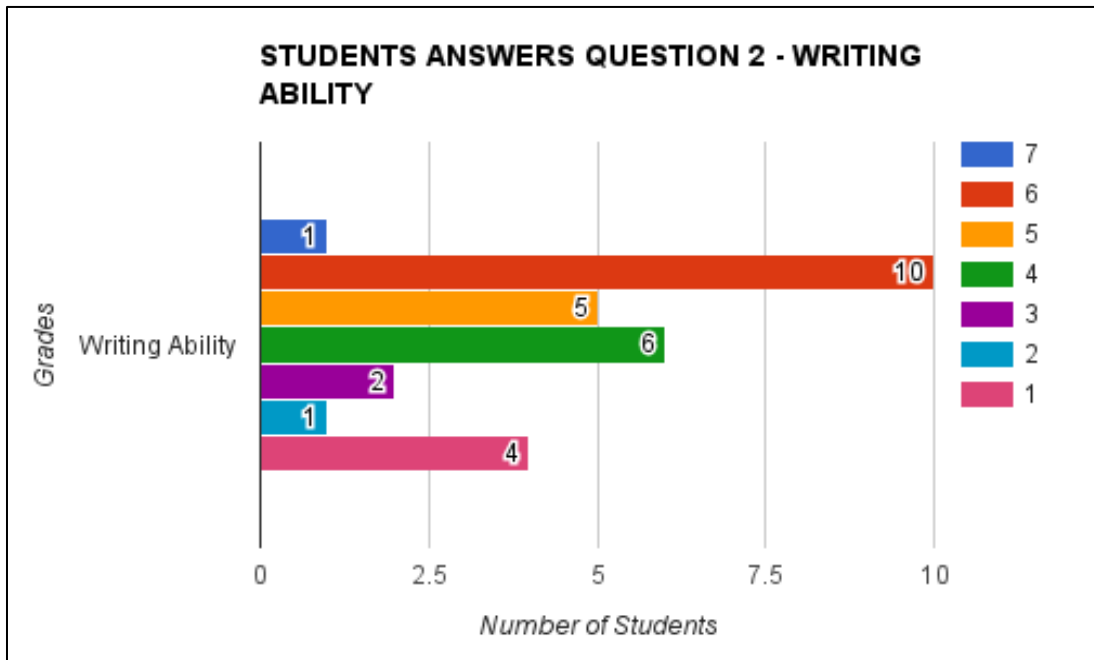
Figure 10 Students' answers question 2: "In English, we practice the language with different abilities: Writing ability".

Finally, for section 1, figure 10 shows the participant's answers in the writing ability, where one out of twenty-nine participants rated himself with the highest score meanwhile ten rated themselves with 6 and four participants rated with the lowest grade.
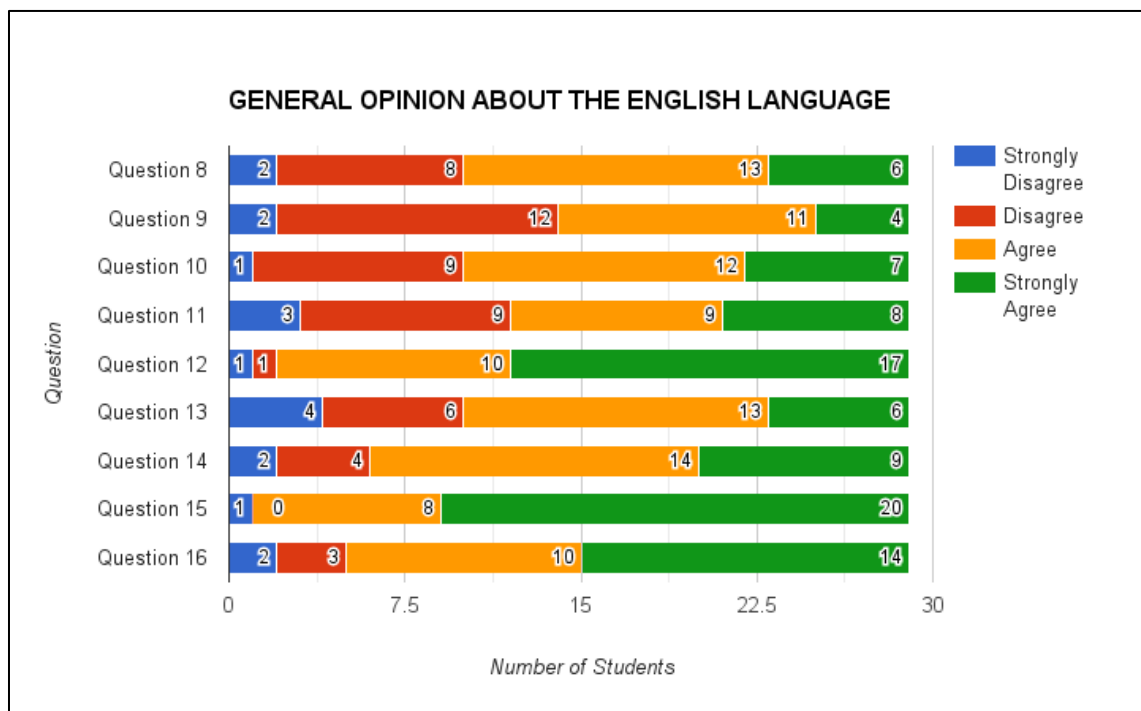
Figure 11 General opinion about the English language, question 8 to 16.

In the second category, part 3 which deals with the general opinion of the English language, figure 11 details the answers students gave from question 8 to 16.

Thirteen participants "agree" with statement 8, "I think English is fun". In statement 9, "I feel confident speaking in English" twelve participants "disagree" with the statement. In statement 10, "I really enjoy learning English", twelve of the participants marked the option "agree". In statement 11 "I think learning English is frustrating but useful for work or studies", the majority of the opinion was divided into "agree" and "disagree" with nine students choosing these two options. Moreover, in statement 12 "I think English is important for my future" most of the students, seventeen out of twenty-nine, marked the option "strongly agree". In the following statement number 13, "I plan to study or work in an English-speaking country" thirteen students marked the option "agree", while fourteen students answered "agree" In the following statement number 14 "I can imagine a situation where I am doing business with people from other countries speaking in English". For the next statement, number 15 "If you travel to English-

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speaking country and you know English, you can meet new people" twenty participants marked the option "strongly agree" in the statement. Finally, in the last statement, "I can imagine myself speaking in English in the future with friends from other countries at parties" the majority "strongly agree" with the statement adding up to fourteen matches.

4.2.3 Focus group

Guided by the coding table, (see Appendix students' answers, focus group coding), it was convenient to associate what the students said with what we expected to find in the transcription. The opinions about the language showed that the students considered talking the English language in a country which speaks Spanish as a mother tongue really interesting. They felt that people who can do that excel in foreign countries and maybe do not excel in their own country.

At the same time, the students expressed that it was hard for them to understand an English native speaker considering the speed rate they have, generating difficulties when trying to understand what they wanted to communicate. One of them remarked that if a person knows how to understand the English language, meaning a higher level of the listening than the speaking ability, communication is possible using basic phrases or basic words too.

When they were asked about their perceptions regarding their own level of English, they recognized that they had to improve because most of them cannot speak fluently or are not competent enough to formulate what they are thinking in order to express themselves in a spontaneous conversation. One of them also considered himself proficient in writing but not speaking in English while another person said that he was not accomplished enough to speak the language at all.

However, many of them considered that they could feel more comfortable if the English language speaker would speak at a slow pace and using basic structures.

Concerning the opinions about the intervention, the students expressed how difficult was for them to discriminate the different uses of saying sorry, adding to it a word to stress the importance of that apology. Also, the students recognized how different the lessons were in comparison to the usual lessons they have, they enjoyed the interventions, they highlighted the importance to the tasks in groups they did in the interventions and even gave feedback on how to improve these lessons. The students thought that a good way of making the lessons more interesting for them was to recreate real situations, not to create them, in which they have to use the English language to give a solution to that troublesome situation, giving an apology or requesting something.

Despite the different opinions of the students, their opinions were connected, therefore, it was really easy to make a generalization of what they said in the focus group.

4.3 Summary of Main Outcomes

4.3.1 Research Question: "How can we help our students to develop a more native-likeness performance?"

By teaching pragmatic explicitly, the results showed an improvement in the participants' performance in request and apology situations. It is reasonable to think that teaching pragmatics can help to develop a more native-like performance after applied the interventions. In the interventions, we were not focused on how the students pronounced the words or the structures learned but we focused on the use of the words trying to know if they applied a good command of the structures they were using. In our case, to develop a more native-like performance we taught pragmatics explicitly and it did result, by

teaching pragmatic explicitly students were more aware of why they were using certain expressions or why they were stressing the request or the apology putting more emphasis on what they were saying. Therefore, we can help students to develop a more native-like performance just explaining another way of saying the same thing they want to say and explaining the importance that it has because it is always important to know who is the person you are talking to and the respect that he or she deserves.

4.3.2 Specific Objective 1: To report students' perception about the English language.

This objective is divided into two aspects of the perception; students' self-perception of the level of English and students' general perception of the language. The twenty-nine questionnaires were analyzed question by question. As a result, the analysis yielded that most of the students are confident in terms of their language proficiency. In the focus group, most of the participants corroborated this information. The majority of them assessed themselves with 5, this mark is above the average mark which is 4. They felt confident with their level of English. On one hand, regarding the four skills; listening, speaking, reading and writing, an important number of participants evaluated themselves better in the receptive skills; reading and listening. On the other hand, in the productive skills; speaking and writing, most of the participants assessed themselves with lower marks. Nevertheless, in the focus group, participants only talked about their English language perceptions regarding the productive skills. What is more, at the moment of talking about how they think they speak English the opinions were divided because some of them were not confident when talking in English while the most of the participants felt confident enough to maintain a conversation in English.

4.3.3 Specific Objective 2: To analyze how students are perceived regarding their native-likeness in written apologies and requests.

As mentioned before to analyze the native-likeness of the students in both speech acts and written performance, a rubric with five different criteria from 0 to 4 was created to rank the native-likeness of the student's answers.

In general terms, there was an improvement in the participant's answers, even though it was not statistically significant as we expected.

As a matter of fact, the request section shows a more native-like performance in the participant's answers.

4.3.4 Specific Objective 3: To scrutinize the pragmatic strategies used by the students' answers in the pre-and post-tests in written apologies and requests.

As an overall overview related with the apologies strategies by far, the most used was IFID in the post-test. In both scenarios, neither concern for the listener nor promise of forbearance was used at all. This might be because the situations did not need that kind of strategies.

Is also important to point out that those answers which were rated with the minimum score in the pre-test improved significantly, meaning the participants took the time and gave the importance to provide a more appropriate answer in each scenario.

Moreover, in request strategies by far the strategy most used among the three scenarios was CIS strategy in the pre and post-test.

In addition, as well as in the apology part, the answers given with the minimum score decrease in the post answers which might mean that again the students gave the importance to provide an appropriate answer in the post-test.

CHAPTER 5: DISCUSSIONS

The following chapter will present the discussions arisen by the whole process of this project. the results are directly connected with the previous literature exposed on this work explaining also the reasons why we got those results under what conditions and bringing to light the factors that probably were not considered or should be considered if someone would decide to continue this project in the future. An important fact to be highlighted is that all the specific objectives will be scrutinized under the following structure: to make a connection between the general and specific objectives and the previous literature plus the explanations and the factors to consider at the moment of making some improvements.

This chapter will also mention the areas in which our research can make contributions This part of the work also will describe the limitations found at the moment of applying the instruments and doing the analysis of the results.

5.1. Discussion

5.1.1 Specific Objective 1 To report students' perception about the English language.

As it was mentioned before perception is the interpretation, belief or feeling that a person has about something, in this case, the English language and participants' self-perception about the language. In terms of students' perceptions about the language in general, the most relevant aspects were that in the questionnaire which was answered by students before the interventions, in general, participants felt very confident with the receptive skills; reading and listening, due to students are more likely to develop those skills at school. At the end of the interventions, in the focus group, most of the participants answered

that they feel confident in terms of the productive skills; speaking and writing. That information implies that the use of role plays and productive activities aided participants to improve in that area.

Besides, most of the students claimed that their perception about the interventions was positive. They liked the activities, one student mentioned, e.g. "[las clases fueron] distintas" and other mentioned "Si porque… Amanda: [Javi, todo es subjetivo] por ejemplo todos los videos que nos ponían, no los ponían normalmente videos en clases". Taking these comments into account, it can be seen that students' attitude, facing an EFL learning process, is very positive. This positive attitude led students to have a significant improvement in their foreign language, as it was mentioned previously, the positive perception and motivation that students had when they are studying a new language, bring them to perform well in that language (Anak, 2009), besides the same idea was stated by Chamber (1999).

5.1.2 Specific Objective 2 To analyze how students are perceived regarding their native-likeness in written apologies and requests.

It focuses on to what extent students' answers can be perceived as native-like, in order to notice if there is an impact, pre and post-tests results were evaluated by an external rater with a rubric with specific criteria.

Despite one situation in which the results in the post-tests showed that there was not an improvement, the tendency was in most cases upward. The results obtained from the request DCTs part was amazingly variable, in some situations the students reached the level of native-likeness in the pre-test and their scores rose just some points in the post tests. In one situation, the students decreased their results from the pre to the post-test, maybe, trying to create longer answers. However, the majority of the student's results found in the requests DCTs analysis showed finally that the level of the students in their

answers was, in fact, a solid improvement though the answers did not reach the native-likeness in most of the cases.

On the other hand, in apology DCTs results the tendency was always upward. This tendency was in fact due to that most of the students in some situations in the pre-test did not answer the question and in the post-test, they reached the native-like level in the maximum score. As a matter of fact, the improvement from the pre to the post-test is separated by more than one point in all the situations, showing that the interventions were really practical for them in order to improve their results.

Therefore, after the interventions, the students were perceived as more prepared to write or create phrases in a more native-like way because their results showed a real improvement. However, even though they are prepared to write in a native-like way, the major problem here is that they are just prepared to do it only in requests and apologies.

5.1.3 Specific Objective 3 To scrutinize the pragmatic strategies used by the students' answers in the pre and post-tests in written apologies and requests.

To summarize, there was a little improvement in the performance of the students. Despite the fact that was a little improvement, students comprehended this complex branch of pragmatics at a certain point. The context that these students have is a crucial component as well, considering that this school is bilingual, students did have a good level of English, at least to achieve simple commands or basic complements. As Trosborg (2010) discussed, having a high level of proficiency in terms of skills in L2, does not claim a good level of pragmatic level, and this may provoke a failure in the communicative act due to the lack of social features. We believe students probably did not have enough interventions as well as time to receive proper feedback.

5.2 Implications

In light of the results obtained in this study, there are some implications that can be recommended for different areas. Mainly, this study has a huge importance in terms of national education policies.

The sociopragmatic and pragmalinguistic competence is virtually unconsidered in the current national curriculum. Thus, most of the students don't have opportunities to develop the pragmatic awareness and competence explicitly they should achieve in order to have a successful native-like communication. For the majority of students, the only input that they receive is in the English classes. Bearing this in mind, through this investigation is shown that teaching pragmatics explicitly by conscious-raising activities, receiving explicit metapragmatic explanation and correction of errors of forms and meanings, it can be suggested that the teaching of pragmatics explicitly, is necessary to accomplish a more favorable communicational skill.

Our results influence the language teaching in terms of explicit methodology, where in our Chilean context is not commonly seen, especially in high school students, as researchers, we looked for suitable methods to teach apologies and requests which are not considered in the actual Chilean curriculum.

5.3 Limitations

During the process of development of this work we discovered some problems in the planning, for instance, it was expected to do more than ten interventions but some changes were done in order to structure our interventions with the real available time for it. Firstly, the interventions were considered as an after-class workshop where the participation of the students would be as volunteers, after several decisions taken the workshop was dismissed, because of the lack of motivation of the students to participate in a

workshop after classes. Thus, it was decided to use part of the English hours to apply the interventions. In this case, it becomes imperative to realize and be aware of the time needed to do the interventions. Another failure found while doing the process of analysis was related to the discourse completion tests, either case, the pre and post-test. At the beginning of the work, the idea of applying a DCT before and after the intervention was finally done with the aim of doing a t-test to compare the results and find improvements that had been assumed at the beginning of the project.

As mentioned before in this work, some situations of the pre and post-discourse completion tests were not considered at the moment of analysis due to some incongruences found. The original idea was to take a test which was totally and not partially similar before and after the intervention to make sure that the students acquired the knowledge taught in the interventions.

One of the most important errors found in this work was related to the piloting of the tests before they were applied. Despite the fact that they were being applied without any problem, it was found later that in fact, the test had some errors which provoked the confusion within the answers of some students.

Finally, in the transcription and coding part of the focus group, it was realized that the participant's answers were not the expected. According to the coding data collected, participants evocated their answers in aspects such as their self-perception about English language and opinions about the interventions done more than in opinions about the language which was needed to fulfill with one of our specific objectives. As a consequence of that, the data collected from this instruments was not enough to be highly analyzed. In further investigations in this field, it is important to have in mind what is the data needed to create the instrument properly and obtain the accurate information.

5.4 Agenda for Further Research

The present work represents only a partial overlook of the field of Interlanguage Pragmatics and future studies on the current topic are therefore recommended.

When replicating this work, the realization of a placement test in order to learn the students' language level is advised. The placement test would not only help to define the assessment criteria for an accurate measurement of participants' development but also would support the design of lessons and materials for future interventions.

By expanding the scope of this study to related topics such as teacher training programs, even further improvements can be expected in the students' performance by means of teachers increased proficiency in the language.

As there is abundant room for further progress in the exploration of Interlanguage Pragmatics the next logical step would be a cross-cultural application of this intervention contrasting characteristics such as native language background, pragmalinguistic knowledge, and proficiency level of participants from different cultures.

5.5 Conclusions

To conclude this study, some aspects were analyzed in order to scrutinize how first high school students from a bilingual school phrase requests and apologies in different scenarios. Furthermore, the participants were taught these speech acts and its components explicitly, in order to see if this procedure has an impact in their final answers.

After conducting this study, it can be seen that teaching pragmatics explicitly, could be given as an opportunity to obtain more native-likeness in English language students' performance by using sociopragmatic and pragmalinguistic knowledge. These competencies could help Chilean students and students all over the world, who are learning an L2, to develop a more

substantial communication between them and the people they are communicating with.

Once the intervention took place, the students expressed in the focus group their perceptions regarding it. They notoriously demonstrated that they liked the manner in which the classes were developed and the topic that was taught. In fact, we noticed after the post-test how they considered the aspects we taught during the lessons to answer the situations given, even though some answers were not written correctly. Therefore, the significance of how students change their answers to consider social aspects of the language means that the impact of this teaching was positive, it means that there is an awareness already in students' knowledge of the L2, nevertheless the teaching of pragmatics in an explicit way actually helps students reach a more native-like level and raises, even more, the pragmatic awareness they already had.

These findings inspire and motivate us to keep working in the Teaching and Learning of the English Language.

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APPENDIX INSTRUMENTS

1. DCT

NAME: _____ DATE: _____

Part one

There are six situations described below. Please read the description of each situation and write down what you would say in that situation. *Keep in mind the person you are talking to.*

Situation A: You are in class. You really need to go to the toilet and you ask your teacher for permission to leave the classroom.

You say:

_____

Situation B: You are in class and you want to borrow your friend's pen.

You say:

_____

Situation C: You are going on holiday and you can't take your pet with you. You want to ask your friend's parents if they can take care of it. You know they don't like animals.

You say:

_____

Situation D: You are in a shop and you want to get more information about a videogame you like. Your friends told you that the lady in the shop is not very kind.

You say:

_____

Situation E: You really want to go to a music festival, but you don't have money for the ticket. Your only option is to ask to your father.

You say:

_____

Situation F: You lost your school travel pass and you don't have enough money to go home. You ask the bus driver if he can take you for less money.

You say:

_____

Part Two

There are six situations described below. Please read the description of each situation and write down what you would say in that situation. *Keep in mind the person you are talking to.*

Situation A: You arrive 20 minutes late to class and you want to come in. Last week you arrived late with the same teacher and she told you not to be late again.

You say:

_____

Situation B: You are preparing a group presentation with your classmates. The group leader divided the work but you didn't pay attention and you couldn't follow his instructions so you work on something else. You have one hour to finish and you realized about it after 30 minutes working.

You say:

_____

Situation C: You are on the bus and you sneeze in front of an elderly woman without covering your mouth.

You say:

_____

Situation D: You are having lunch with your friend. Accidentally, you drink his soft drink.

You say:

_____

Situation E: You are having dinner with all your classmates including your teacher. Accidentally you knock over your teacher's drink.

You say:

_____

Situation F: You are going to watch a movie with your sister. When you arrive, you realized that you left the tickets at home.

You say:

_____

2. QUESTIONNAIRE

English students Questionnaire.

We would like you to help us by answering the following questions, to understand your thoughts and beliefs about learning English.

This questionnaire is **not a test** so there are no "right" or "wrong" answers and you do not even have to write your name on it. We want to know your personal opinion. Please answer sincerely, the results of this questionnaire will be used only for research purposes.

Thank you very much for your help!

PART 1

Self-perception of the level of English.

In this part, we would like you to put a mark between 1 and 7 to the following aspects. Circle the number.

Please do not leave out any question.

(Example*) I think my grade should be good because I always do good in Arts.*

What grade would you give to your performance in Arts?

1   2   3   4   (5)   6   7

---

1. As a whole, what grade would you give to your level of English? Be honest.

      1   2   3   4   5   6   7

2. In English, we practice the language with different abilities, these are 4: Listening, Speaking, Reading, and Writing. Give yourself a mark in each ability.

i) Listening	1	2	3	4	5	6	7
ii) Speaking	1	2	3	4	5	6	7
iii) Reading	1	2	3	4	5	6	7
iv) Writing	1	2	3	4	5	6	7

PART 2

Level of involvement with English every day

In this part, we would like to know how often you do these activities by circling a number from 1 to 4.

Please do not leave out any questions.

(Example)				
Questions	Never	Sometimes	Often	Always
1. I enjoy doing exercise.	1	2	③	4

Questions	Never	Sometimes	Often	Always
2. I visit websites (games, social network, YouTube channels, etc.) in English	1	2	3	4
3. I post on social networks (Facebook, Instagram, Tweeter, etc.) in English.	1	2	3	4
4. I watch movies or series in English.	1	2	3	4
5. I listen to music in English.	1	2	3	4
6. I chat with people in English or with native speakers of English	1	2	3	4
7. I like reading magazines, books or blogs in English.				

Thank you, you are doing fine. You are helping us so much!

PART 3

General opinion about the English Language

In this part, we would like you to tell us how much you **agree or disagree** with the following statements by circling a number from 1 to 4.

Please do not leave out any questions.

(Example)				
Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I enjoy doing math exercises.	1	2	3	4

Questions	Strongly Disagree	Disagree	Agree	Strongly Agree
8. I think English is fun.	1	2	3	4
9. I feel confident speaking in English…	1	2	3	4
10. I really enjoy learning English.	1	2	3	4
11. I think learning English is frustrating but useful for work or studies.	1	2	3	4

12. I think English is important for my future.	1	2	3	4
13. I plan to study or work in an English-speaking country.	1	2	3	4
14. I can imagine a situation where I am doing business with people from other countries speaking in English.	1	2	3	4
15. If you travel to English-speaking country and you know English, you can meet new people.	1	2	3	4
16. I can imagine myself speaking in English in the future with friends from other countries at parties.	1	2	3	4

Almost ready, just a few more questions and you are done!! Thank you!

PART 4

Please write the information or tick (✓) in the box. This will help us to better

interpret your previous answers.

- You age: _____
- Male ☐   Female ☐
- Have you ever had or do you have a native English- speaking teacher?
  Yes ☐   No ☐

Thank you again for your cooperation!

3.   FOCUS GROUP

Engaging Questions

1.- ¿Cuándo ocupas normalmente el inglés? Ej. viendo películas, leyendo, jugando.

2.- Cuando ves a alguien hablando en inglés, ¿qué te llama la atención? (Pronunciación, lenguaje corporal, errores).

alguna vez, ¿has tenido que hablar con alguien que no hable nada de español?

Exploration Questions.

3.- ¿Qué les parecieron nuestras clases en estas últimas semanas, ¿Qué les llamó más la atención?
Podrían aquí ahondar en lo que aprendieron, que dé cuenta de su pragmatic awareness.

4.- les parece que es importante considerar la situación y las personas con las que hablamos, antes de hablar? ¿o es algo que es automático?

6.- ¿Consideran que después de estas clases que les hicimos se sienten más seguros de su inglés, de poder conversar con alguien en inglés?

7.- ¿qué creen que sea más importante, solo entender el inglés o saber comunicarse en inglés?

Exiting questions

8.- Tienes un amigo en otro curso que no tuvo estas clases, y te pregunta cómo fueron, ¿qué le contarías?

9.- ¿Qué creen que podrían hacer los profesores para lograr que los alumnos mejoren su inglés?

APPENDIX RUBRIC

DCT RUBRIC	
Descriptors	Points
Native like: No grammar or vocabulary mistakes.	4
Natural with mistakes: Word order, grammar, and/or vocabulary mistakes.	3
Unnatural: No grammar or vocabulary mistakes.	2
Unnatural with mistakes: Word order, grammar, and/ or vocabulary mistakes.	1
No answer, totally unrelated and /or in Spanish	0

APPENDIX TRANSCRIPTION FOCUS GROUP

MVP: Entonces, como para comenzar a hablar. ¿Cuándo es que normalmente ocupan inglés? Viendo películas…

Students: Todo el día

MVP: Todo el día. ¿Pero qué cosas hacen, leen en inglés…?

Students (girls): Todo el día, jugamos

Javiera R: Series

MP: Series

Antonia: yo leer

MP: leer

Jav F: escuchar música

MP: escuchar musica

Jesus: pokemon

Jose A: música y cuando hablo con mis primos

MVP: ¿Ellos de dónde son?

Jose: De estados unidos

MVP: ¿Y que, o sea, ellos nacieron allá o…

Jose: No…

MVP: …viven allá solamente?

Jose: O sea, es que ellos se fueron desde muy chicos allá

MVP: Ya, y entonces hablan nada de español.

Jose: Ehh… Poco, pero ellos entienden el español, pero hablan en inglés.

MVP: Ah, ya, responden en inglés. ¿Y los demás, juegan…?

Jose: Sí

Emilio: Yo lo hago todo en inglés, hablo con mi mamá en inglés, veo tele en inglés, escucho música en inglés, TODO, rara vez hago algo en español en mi casa.

MVP: ¿Y tú, Juan José, haces algo en inglés o no?

Todos: [Risas]

Juan José: No sé, escucho música…

MVP: Pero si no importa, si yo igual elegí gente que tal vez no todo el rato lo usa si yo quiero opiniones variadas aquí no necesitamos así que todos concuerden…

Juan José: No, no sé, en clases y sería, o cuando escucho música o juego

MVP: Solamente en las clases, y, y…]

MVP: Ah, música igual puede ser, pero menos que tus compañeros yo creo. ¿Y cuando ven a alguien hablando en inglés, qué les llama la atención?

Amanda: De que está hablando,

Jav R: el acento [**M.V.P:** la pronunciación] si es que hay distintos acentos.

Antonia: que tan rápido hablan también

José: Es que depende, depende, es que si escucho a un inglés hablando inglés ehh no le entiendo, entiendo menos porque con el acento… [**M.V.P:** Por el acento británico]

Jesus: Por el acento británico...Si…

M.V.P: ¿Y a un gringo?

JJ: Hablan muy rápido, [Amando: El británico es mucho más entendible] los estadounidenses hablan rápido.

Amanda: Me gusta cuando las personas hablan inglés en un país que es totalmente hispano

M.V.P: ¿Por qué?

Amanda: Me gusta porque es como que se destaca en otro lado que la gente probablemente no llama la atención en otros países

Jav R: What?

M.V.P: Lo que ella dijo es que le gusta cuando ehh las personas en un país que habla español… hay personas que hablan en inglés. [Risas]

M.V.P: Ehm, bueno entonces aparte de la pronunciación y más que nada uno se fija en qué tan rápido habla o que acento tiene a lo mejor, ¿no? [Aha] Y no sé, lenguaje corporal o… ellos se mueven menos o no? O igual que nosotros?

Amanda:: De la misma forma que nosotros Antonia:[De la misma forma] [Si]

M.V.P: Y cuando alguien habla en inglés pero tiene errores, se fijan en eso en los errores o más se fijan en cómo hablan?

Jav R: No… Jose:[Yo si]

Jesus: En los errores [Depende] [Farkas]

Todos: (Risas)

M.V.P: Ah, muy bien … Jose: [Cuando se hizo una entrevista a Alexis Sanchez] (Risas)

M.V.P: Y bueno, igual las clases que tuvimos fueron pocas. Las que eran específicamente de esto porque nosotros cuando empezábamos la clase eran todos los martes y les decíamos "esta es la clase de pragmática, pragmatic lessons, ¿qué les pareció?

Jose: Bien

Antonia: Bien.

Jesus: Demasiado sorry (Risas)

MP: Sorry, sí.

Jesus: Esto es extremely sorry y no se me daba poner y yo ponía a todo I'm very sorry, sorry y no

M.V.P: Pero igual hacías la diferencia porque esa era la idea, que hicieras la diferencia entre solo decir "sorry" y "very sorry" que es diferente

Jose: No mereces las disculpas del Tomás (Risas)

M.V.P: Pero… eh les parecieron que fueron distintas, que fueron iguales a las clases comunes

Jose: Distintas

Jav R: A mí me gustaron…

Emilio: O sea, si o sea hubo como un sistema distinto Amanda: [Es que las clases que hacían no tenían la misma materia]

M.V.P: Si, es una materia distinta, un sistema distinto a lo mejor

Jose: Si porque…

Amanda: [Javi, todo es subjetivo] por ejemplo todos los videos que nos ponían, no los ponían normalmente videos en clases

M.V.P: No, ¿no ven muchos videos? (Comentarios random) Pero eso no era de pragmática, esos eran de mis clases (risas)

Jav R: What are you doing? What – are – you doing? [**M.V.P:** ¿¡Y a alguien… no le pareció que…] YOU DOING!?

M.V.P: ¿Y a alguien no le parecieron bien o fome o no sé?

Amanda: No a mí me gustó Jav R: [I play pokemon go everyday (8)]

M.V.P: ¿Juan José?

JavR: (Risas) Se va a enojar el Juan Jo

M.V.P: Por favor, esto igual es serio para nosotros [Si puh] y es importante saber cómo las opiniones así reales que tenían no solamente que digan "si, si, no se" por eso les preguntaba si a alguien le pareció fome, si a alguien le pareció como las mismas clases que antes o en realidad distintas…. Y, entonces por ejemplo se dan cuenta de que… hay maneras distintas de decir las cosas **Jav R:** [Si] aunque estés diciendo lo mismo [Ah ah] Y de qué depende eso?

Jav R: De la social distance

M.V.P: Si, de la social distance, ¿pero más que nada de la gente con la que uno habla? Jav R: [Si] Y de lo que está diciendo puh **Jav R:** [También de uno mismo yo creo] o sea… Si, si **Antonia:** [Y del respeto hacia alguien también puh] Yo me fije mucho de que ah por ejemplo cuando yo decía que algo era un big favor o un small favor no todos les parecía que era lo mismo a alguien le parecía que a lo mejor era lo contrario. Que a lo mejor no tenía que disculparse por algo que yo si consideraba que era grave, pero a otros no les parece que, y entonces también van en, en la persona como uno habla, ¿cierto? **Jav R:** [Si] Les parece? ¿No? (Risas) Y, pero cuando hace eso como considerar las situaciones y las personas, ¿les parece que es automático? ¿O que solo se da así? O uno lo piensa antes **Jesus:** [Es automático] de hablar? Es automático, ¿en inglés igual? **Jav R:** [Yo creo que si] **Jesus:** [Independiente del idioma…] ¿Que uno así realmente considera antes de hablar las cosas?

Fernanda: Es algo que es como por impulso solamente [Por impulso] En varias ocasiones [**M.V.P:** Si, es automático, ¿cierto?] [Yo al menos pienso antes de hablar]

Amanda: [Si, pero] Es que depende porque si es en inglés me cuesta **Jav R**: [Si, pero] cuesta pulmonar algo **Jav R:** [Si, pero si tú haces algo…] estresar […tu inmediatamente dices "im so sorry" y después piensas en que]

M.V.P: Pero por ejemplo si vas a pedir un favor grande **Amanda:** [Ahí tengo que meditar antes para hablar con un inglés…]

Jose: Es que igual depende de la situación porque uno obviamente uno piensa más cuando va a pedir un favor que cuando va a pedir disculpas **Javiera F:** [también, si]

M.V.P: Si porque uno quiere conseguir algo, queri que la persona te diga que si entonces uno piensa un poquito más las palabras que va a usar

Fernanda: Pero también con la forma de actuar, no simplemente en decir algo [**M.V.P:** Ah claro, con las acciones también porque como que…] o en el tono de la voz también [**M.V.P:** Como que suma, así como si uno pone una voz más fuerte o más.] Porque por ejemplo le podría estar pidiendo un favor a alguien, pero si tiene un tono que no debe serlo no sería como un lo siento de forma correcta [**M.V.P:** De adentro, si

tienen razón (Risas) entonces la voz y…] **Jav R:** [El lenguaje corporal [**M.V.P:** harta razón tienen]

M.V.P: ¿Y en general ustedes se siente seguros de su inglés? ¿Así como de su inglés?

Amanda: Tengo que mejorarlo [A mi igual me gustaría]

M.V.P: ¿Pero te sientes segura? [Para…] ¿Para conversar? [Si] **M.V.P:** ¿Y tú?

Antonia: O sea, es que siento que puedo hacer hartas cosas en inglés, pero para hablar fluidamente por ejemplo siento que todavía me falta

M.V.P: ¿Y tú?

Jav r: O sea, eh, yo igual puedo entender varias cosas en inglés y cuando la gente me habla, pero a mí me cuesta bastante formular mi [**M.V.P:** Tus ideas] cuando estoy hablando ingles, pero… me atrevería a decir que me manejo bastante en ingles

M.V.P: ¿Y qué hay de ti Emilio? [Ehhh] te sientes seguro con tu inglés?

Emilio: Si, o sea la fluidez más que nada, pero… [**M.V.P:** Pero puedes hacerlo] Si

M.V.P: ¿Que hay de ti Juan José? (Risas) [No se] Pero, no se rían si son [Este es prodigio]

Juan Jose: Se me hace más fácil escribir en inglés que hablarlo

M.V.P: Ya, pero por ejemplo si tuvieras que hablar con una persona en inglés y no hay nadie más así que

JJ: [No sé…] te está pidiendo ayuda

Juan Jose: Yo creo que hablaría yo cacho

M.V.P: Igual lo harías, ¿pero… te sientes seguro? Oh, oh no importa se me cayó la piocha… Pero te sentirías de seguro de poder entender y **JJ:** [Si] conversar **JJ:** [Si] Bien. ¿Y tú Vicente?

Vicente: No podría hablar con una persona en inglés

M.V.P: No te sientes como seguro con lo que tú sabes [No, pero…] O más que nada para conversar **Vicente:** [Así como lo básico, no podría mantener una conversación fluida] Y tú?

Jose: Yo creo que sí, es que igual… [**M.V.P:** Ah, pero es que tú igual ya lo practicas] Si es que, con las tomas, el chino desde chicos y el Emilio desde chicos que… ah y la Antonia desde chicos que aprendemos ingles así que y por lo menos a mí no me cuesta gusta mucho

M.V.P: ¿Y tú?

Jesus: Yo me siento seguro con mi capacidad (RISAS) sintáctica

M.V.P: ¿Podrías mantener una conversación con un nativo inglés?

Jesus: Depende

M.V.P: ¿Depende de qué?

Jesus: Si es que es un tema muy…

M.V.P: Pero una conversación así eh básica, no sé, Jav r: [Con los mormones] en que te estén preguntando… [Debate entre todos] No dije conversación normal, dije básica, no sé, si te preguntan no sé, como puedo llegar al centro alguien que no es de acá podrías?

Jesus: Si usa palabras elegantes yo creo que entenderías

Jose: El hablo con unos mormones en inglés la otra vez

Jesus: Ohh, ¿quién llama a unos mormones para hablar?

Jav R: Eh, Poblete. No, le iba a decir lo de los mormones

Jesus: [Trajo a unos mormones] Si, llamó a unos mormones. Era como tirarse a un volcán [Sole te toca] [Nos dieron un libro]

M.V.P: Y entonces en general ustedes creen que es más importante entender el inglés o saber comunicarse en inglés

Jesus, JavR, Jav F: Entender, entender Amanda: [Comunicarse] entender

M.V.P: Unos dicen comunicarse otros entender…

Amanda: ¿Pero es que si uno se comunicara cómo entendería algo? [Si]

Vicente: ¿Si no entendemos el inglés como vamos a comunicar?

M.V.P: Pero…

Antonia ero es que para comunicarse tienes que entenderlo primero [Por eso]

Antonia: [Es que van juntos]

M.V.P: Sipo, pero es que a uno…

Amanda: Es que hay hartas maneras de comunicarse que no están… (imperceptible)

JavR: Yo creo que es mejor entender porque hay otras maneras como para expresarlo por ejemplo gesticular con las manos

Antonia: Es que si entiendes el inglés igual te vas a comunicar, aunque sea de manera muy básica

M.V.P: ¿Y los demás? ¿Entender o comunicar que es más importante para ustedes?

Vicente: Entender, entender, JJ**, Juan, Juan: [**Entender]

M.V.P: ¿Para los demás entender? O saber comunicarse en inglés…

Vicente: Entender [entender]

M.V.P: porque hay veces que no vas a entender todo lo que dicen, pero si uno puede sacar como el contexto, así como a ya no se esta palabra específica, pero sé a lo que se refiere entonces… **Javi F:** [Puedes formar una idea de lo que pueden estar hablando] si finalmente a lo mejor no entendiste todo, pero igual te puedes comunicar, no sé o solo entender, entender y…

Jesus: Entender [Entender es la base]

MP: Y como para salir un poco del tema, ¿algunos de sus compañeros amigos de otros cursos saben de estas clases? ¿No… no les han preguntado? **JAvF**: [No les he preguntado] **Juan:** [No] Pero si tienen un amigo que le contarían? Si les preguntaran, así como qué onda esa clase que le dirían ustedes así?

Amanda: Que es bacán (risas)

MP: No, pero, no sé, ¿que le contarían?

Vicente: Que es distinta **JavR**: [No sé, que aprendemos cosas útiles]

Amanda: Que sale un poco de la rutina

Antonia: Que nos enseñan cosas más importantes para comunicarse que no son palabras sueltas como vocabulario

M.V.P: Y más que nada, que creen que podríamos hacer con estas clases como para mejorarlas. ¿Que le agregarían, que le quitarían?

Vicente: Más trabajo en grupo, más dinámico

Emilio: Cállate chino, cállate chino, cállate chino tu no haci nada solo esperai que los demás hagan el trabajo por ti

M.V.P: Pero yo encuentro que Vicente su fuerte es más hablar, no es anotar… porque su letra es horrible (risas) pero si por ejemplo tiene las ideas y habla, habla, habla es la parte del speaking, pero si se le da tiene que explotar esa parte, tiene que usarla po si igual es bueno

JavR: Yo creo que sería bacán recrear las situaciones donde tenemos que pedir un favor y pedir disculpas

Emilio: [Si, si, hablar más] No pero no como para un trabajo en grupo si no como que se nos presente una situación real. No que la planeemos nosotros o que la escribamos nosotros si no que sea planeado por algún compañero

Jav F: [Que sea espontaneo] Sí que sea espontaneo.

M.V.P: Si la idea era que finalmente representarán una de las situaciones, pero siempre el tiempo uno queda corto de tiempo siempre. ¿Alguna otra sugerencia? Más dinámico dijeron por allá. ¿Pero a que se refieren con más dinámico?

Emilio: No sé, hacernos hablar más

M.V.P: Más speaking

Juan: Si es que igual me encantaría, así como situaciones reales que no estén así hechas por ejemplo me refiero a situaciones de verdad pasen, que sucedan donde yo pueda usar el inglés sin que tener que hacer algo antes y que eso esté hecho, preparado

M.V.P: Como que sean así como casi reales, así como "oh, esto está sucediendo, tengo que hacerlo, tengo que hablar, tengo que…"

Juan: Porque esa es como la mejor manera de aprender… si vamos a hablar y entender

M.V.P: ¿Pero a que te refieres con situaciones reales?

Juan: Que no es una actividad preparada en que nos digan que tenemos que hacer una situación que sea algo espontáneo que venga de repente [Deperrente]

Amanda: Pero que… haya alguien extranjero y que tengamos que comunicarnos con ella igual, eso

M.V.P: Y alguna vez han tenido… porque me dijo la miss Margot que tuvieron una vez una niña en pasantía que era de otra universidad

Amanda: ¡Un niño ruso! (Risas)

M.V.P: O que era nativo [Era chileno] No. Entonces no han tenido clases con alguien nativo [Yo no, yo no]

JJ: Yo si en otro colegio

M.V.P: ¿En que colegio?

JJ: En el Thomas Jefferson

M.V.P: ¿Y el profe de donde era?

JJ: De Estados Unidos

M.V.P: ¿y hablaba español?

JJ: No, casi nada

M.V.P: Ah no sabía nada de español, ¿Y él era el como ayudante del profe? o era el profe?

JJ: era la profe

M.V.P: si, ¿y que tal fue eso? (silencio) pero como no sabi, era difícil?

JJ: me hacía cuando iba como quinto o sexto

M.V.P: ¿Pero era difícil o no? (si) era no sé

JJ: igual era más complicado si no sabía decir algo por ejemplo cómo le voy a decir una palabra en español que me la traduzca en inglés.

MP: Y no sé, alguna forma, tratar así, pero igual se podían comunicar

JJ: Sí

MP: Igual lo intentaban

MP: ¿Qué más? ¿Alguien más tuvo por ahí un profe nativo?

Amanda: Yo, pero como en segundo básico (risas) y era muy difícil. En el Santa Teresita, quedaba cerca de mi sector de Hualpén

MP: Ya

Amanda: Y siempre hablaba, no traducía nada, porque obviamente era de Estados Unidos, y era muy difícil porque en segundo básico recién pasan lo que… no lo que es hablar fluidamente en Estados Unidos.

MP: No, eso es vocabulario y cosas más…

 Amanda: Entonces él ya estaba más progresado en el sentido a lo que era hablar fluidamente.

Sí, pero así es como los niños se acostumbran, a escucharlo.

MP: Bueno, eso era la conversación que necesitaban, gracias por su aporte y gracias por ayudarnos en este proyecto, lo apreciamos bastante. Con esta información ahora vamos a poder redactar un poco mucho más cosas de lo que sucede en realidad en sus cabezas y en sus mentes de estudiantes, más que nada, y que lo más importante de repente, cuando queremos hacer cambios en la educación y queremos hacer cambios en cómo se enseña para que las clases no sean todo el tiempo que la gramática y que la gramática, y más que nada que se busque que ustedes puedan comunicarse en inglés más que saber tantas cosas y que como lo decían ustedes, que sean cosas útiles que en realidad las van a usar, no por ejemplo, no sé, el…

Amanda: Los vegetales

MP: No, pero si eso lo, eso tú tienes que saberlo, porque si no ¿cómo lo vas a usar después? tienes que pedir un menú…

Amanda: Es que no los como

MP: Bueno, entonces eso. Así que muchas gracias por su participación.

APPENDIX STUDENTS ANSWERS, FOCUS GROUP CODING.

Coding table		
Opinion about the language	Self- perception	Opinion about the interventions
Me gusta cuando las personas hablan inglés en un país que es totalmente hispano	Tengo que mejorarlo [A mi igual me gustaría]	Demasiado sorry
Me gusta porque es como que se destaca en otro lado que la gente probablemente no llama la atención en otros países	O sea, es que siento que puedo hacer hartas cosas en inglés, pero para hablar fluidamente por ejemplo siento que todavía me falta	Esto es extremely sorry y no se me daba poner y yo ponía a todo I'm very sorry, sorry y no
Hablan muy rápido, [Amando: El británico es mucho más entendible] los estadounidenses hablan rápido.	O sea, eh, yo igual puedo entender varias cosas en inglés y cuando la gente me habla, pero a mí me cuesta bastante formular mi [...] cuando estoy hablando inglés, pero… me atrevería a decir que me manejo bastante en inglés	[las clases fueron] distintas
Es que si entiendes el inglés igual te vas a	Si, o sea la fluidez más que nada, pero […] si	A mí me gustaron [las intervenciones].

comunicar, aunque sea de manera muy básica		
	Se me hace más fácil escribir en inglés que hablarlo	O sea, si o sea hubo como un sistema distinto Amanda: [Es que las clases que hacían no tenían la misma materia]
	Yo creo que hablaría yo cacho	Si porque… **Amanda:** [Javi, todo es subjetivo] por ejemplo todos los videos que nos ponían, no los ponían normalmente videos en clases
	No podría hablar con una persona en inglés	No, a mí me gustó Jav R: [*singing:* I play pokemon go everyday]
	Así como lo básico, no podría mantener una conversación fluida	Más trabajo en grupo, más dinámico
	Yo creo que sí, es que igual… [**...**] Si es que con el tomas, el chino desde chicos	Yo creo que sería bacán recrear las situaciones donde

	y el Emilio desde chicos que… ah y la Antonia desde chicos que aprendemos ingles así que y por lo menos a mí no me cuesta gusta mucho	tenemos que pedir un favor y pedir disculpas
	Yo me siento seguro con mi capacidad sintáctica	Si, si, hablar más. No pero no como para un trabajo en grupo sí, no como que se nos presente una situación real. No que la planeemos nosotros o que la escribamos nosotros si no que sea planeado por algún compañero
	Si usa palabras elegantes yo creo que entenderías	No sé, hacernos hablar más
	Yo creo que es mejor entender porque hay otras maneras como para expresarlo por ejemplo gesticular con las manos	

APPENDIX INFORMATIVE LETTER

<div align="right">Concepción, 1 de septiembre de 2016</div>

Estimada Sra. Claudia Albornoz

Jefa de UTP.

Los estudiantes de I medio, nivel senior one han sido invitados a participar del estudio de investigación conducente al grado de Licenciado en Educación, de la carrera Pedagogía en Inglés de la Facultad de Educación de la Universidad Andrés Bello. La investigación es dirigida por la profesora Angie Fuentealba, de la mencionada Facultad, y realizada por los estudiantes Katrin Hemmelmann, Maria Paz Guzman, Stephanie Maldonado, Bastián Morales, Camila Rosas y Savka Valdebenito.

Tema del estudio:

El estudio propuesto se centra en descubrir si hay una mejora en el aprendizaje de la lengua inglesa a través de la enseñanza explícita de Pragmática. Posee los siguientes objetivos:

Objetivo General

1 Analizar el impacto de la comunicación del inglés en estudiantes de primero medio, en términos de pragmática a través de la enseñanza explícita de reglas de cortesía en distintos escenarios.

Objetivos específicos

1. Determinar la efectividad de enseñar peticiones de distinta índole en el desempeño escrito de los estudiantes.
2. Analizar la efectividad de enseñar reglas de cortesía en el desempeño escrito de los estudiantes.
3. Explorar la autopercepción de los estudiantes relacionado al nivel de inglés antes de la intervención.

4. Explorar la percepción de los estudiantes sobre el conocimiento de la pragmática después de la intervención.

Se espera que el estudio propuesto contribuya al conocimiento en el área de lengua inglés en su establecimiento de la siguiente manera:

● Planificación y desarrollo de estrategias que contribuyan a mejorar el área de inglés en su establecimiento.

Su participación es voluntaria: Formar parte del estudio es completamente voluntario. Si los alumnos deciden no formar parte, omitir alguna de las preguntas, o retirar cualquier tipo de información que hayan suministrado, son libres de hacerlo sin ningún perjuicio.

Lo que pediremos hacer: La investigación requerirá la participación de los alumnos de 1° año medio de su establecimiento en pre y post test con los investigadores. Las pruebas, intervenciones y observación serán realizadas en sala de clases de inglés del establecimiento. Las intervenciones han sido planificadas de tal manera que no intervendrán con los contenidos obligatorios de la presente unidad, comenzando estas el día martes 6 de septiembre y finalizando el día martes 11 de octubre del presente año, en total 6 semanas. La profesora Sra. Margot Castro mentora de la alumna en práctica María Paz Guzmán, está informada y de acuerdo con los procedimientos a implementar. Además, dos alumnos integrantes de la investigación, Katrin Hemmelmann y Bastián Morales serán quienes conducirán las intervenciones, mientras que María Paz Guzmán observará las clases y tomará apuntes de la clase.

Riesgos y beneficios: La recolección de datos se realizará en un ambiente seguro, por lo que los estudiantes no estarán expuesto a ningún riesgo predecible. Los resultados del estudio, sin embargo, proveerán información que puede ser usada para planificar y desarrollar estrategias que contribuyan a mejorar el área de inglés en su establecimiento.

Sus respuestas serán confidenciales: La información recolectada mediante post test, pre test y diferentes evaluaciones hechas en clases será mantenida

en estricto secreto. En cualquier documento a publicar *no incluiremos* ningún tipo de información que haga posible su identificación como participante o la de la institución donde trabaja o estudia, por lo que durante todo el estudio se recurrirá al uso de seudónimos. Los registros de la investigación serán archivados bajo llave y solo los investigadores tendrán acceso al material. Si desea destruir los registros de la entrevista, lo haremos una vez transcritos. Si usted así lo desea, luego de concluida la investigación, le enviaremos una copia de los resultados y conclusiones. También es posible que los resultados sean publicados con fines académicos.

Para más información. Si tiene cualquier preocupación o duda sobre el estudio, puede comunicarse con la Profesora Angie Fuentealba, profesor guía de esta investigación, al teléfono (+569) 94052125, por correo electrónico a a.fuentealbacartes@uandresbello.edu o en la Facultad de Educación, Fernández Concha 700, Edificio C-2 Piso 3, Las Condes, Santiago. Asimismo, puede comunicarse directamente con la Presidenta del Comité de Ética de Facultad de Educación, Dra. Carmen Gloria Zúñiga G., al teléfono (2) 2661-3943, o por correo electrónico a carmen.zuniga@unab.cl

A todos los participantes se les hará entrega de una copia del documento informativo para participantes y del formulario de consentimiento o asentimiento informado para su registro personal.

Saludos cordiales,

Equipo Investigador, Pedagogía en inglés

Universidad Andrés Bello, Concepción.