

# Effects of Refusal Instruction on English Pragmatic Development

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# Effects of Refusal Instruction on English Pragmatic Development

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Abstract:

This case study examined the effects of explicit instruction on the development of pragmatic competence in English. An English as a foreign language (EFL) high school student received 175 minutes' instruction on refusal strategies. The effects of instruction were measured by a written Discourse Completion Task (DCT). The results showed that the student's use of refusal strategies changed and became more similar to those of North Americans after instruction. This study demonstrated that pragmatics can be taught in an EFL situation. However, an extended period of instruction and practice will be needed for the student to be able to use linguistic forms accurately.

**Keywords:** pragmatic competence, explicit instruction, refusals, EFL learner

## 1. Introduction

Successful communication in a second language (L2) requires not only organizational competence which consists of knowledge of grammar and text but also pragmatic competence (Bachman, 1990). Pragmatic competence is defined as the ability to use language forms in various environments, taking the relationships between speakers involved and cultural and social norms into consideration (Lightbown & Spada, 2013). It is the ability to use language which best suits the specific situation so that communication can go smoothly. Suppose your friend asks you to come to their birthday party this weekend. Even though you do not want to go to the party, you are not supposed to tell the person directly. If your answer is, "No, I don't want to come because I hate parties," your friend will likely feel offended and your friendship will be lost even though the answer is grammatically correct. Thus, it is crucial for L2 learners to acquire pragmatic competence in addition to knowledge of grammar and vocabulary and to use language which is

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appropriate in a specific situation. Even first language (L1) users sometimes have difficulty acquiring pragmatic competence (Hudhes, 2001). However, acquisition of pragmatic competence is essential to be a competent speaker. In this study, the author investigated if explicit instruction on refusals in English would improve pragmatic skills of a Japanese high school student and raise her pragmatic awareness.

## 2. Literature Review

Although pragmatic competence is indispensable for L2 learners to communicate successfully, it is not easy for them to acquire it. Lightbown and Spada (2013) stated that learners who have already learned 5,000 words and know the syntax and morphology of the target language can still have difficulty using the language. Learners need to understand that the same sentence can have different meanings in different situations. When someone says “Shut up!,” for instance, understanding the context is required to judge if the speaker intends to make the interlocutor to be quiet or the speaker is very surprised. The study of how this aspect of language is acquired is called as ‘interlanguage pragmatics’ (Bardovi-Harlig, 1999), and most of the L2 pragmatics studies have been conducted on speech acts (Taguchi & Roever, 2017). A speech act is “an utterance as a functional unit in communication” (Richards & Schmidt, 2010, p. 542) such as requests, orders, and complaints. The history of L2 pragmatics research is not so long. Since the 1980s, a number of research on speech acts in various languages have been conducted (Tatsuki & Houck, 2010), and more research has directly looked into the acquisition of L2 pragmatic ability since the early 1990s (Lightbown & Spada, 2013). However, the number of research that has investigated interlanguage pragmatic development and instructed L2 pragmatic acquisition is still small (Kasper 2001). Kondo (20001) stated that whether pragmatic competence can be taught in an English as a foreign language (EFL) setting was one of the controversial questions. In fact, it had been assumed for a long time that L2 language classrooms could not offer chances to students to learn various speech acts. Different from grammar structures and vocabulary items that can be explained clearly and that have correct answers, pragmatics is difficult to teach because of its characteristics. It is especially challenging for EFL learners to learn pragmatics because they have fewer

opportunities to experience an actual situation where they can practice using their pragmatic skills. However, Rose and Kasper (2002) maintained that pragmatics is teachable. Tateyama et al. (1997) also argued that pragmatic routines can be taught even to beginner-level language learners.

### **2.1. Refusals**

Refusal is a speech act which occurs when a speaker says no to an invitation or a request either directly or indirectly, and it contradicts the interlocutor's expectations (Tanck, 2002). Compared to other speech acts, refusals are different in that they are responding acts to other speech acts (Felix-Brasdefer & Bardovi-Harlig, 2010). In requests, a person who has a request could initiate an utterance. In refusals, on the other hand, a person who refuses always reacts to something that is previously said. Thus, refusals are speech acts uttered in response to initiating acts such as suggestions, invitations, offers, and requests, which makes it impossible for learners to plan and prepare (Houck & Gass, 2011). This characteristic can make refusals particularly difficult for learners because they need to correctly understand what the interlocutor says and choose appropriate refusal expressions (Felix-Brasdefer & Bardovi-Harlig, 2010). The nature of refusals can be greatly face-threatening acts, so even native speakers may consider refusals a challenging task (Archer, 2010). In addition, because refusals often happen between only two interlocutors, language learners might not have opportunities to observe exchanges unless they participate directly in the conversation. Felix-Brasdefer and Bardovi-Harlig (2010) mentioned that refusals are often performed across multiple turns in a conversation instead of one single utterance, which makes the process complicated. There is no universal way of refusals, so what is considered appropriate refusal behavior in one culture might not be appropriate in other cultures. These complex aspects of refusals might be the reason why not so many studies on refusals have been performed in the literature (Tanck, 2002). However, the difficulties of performing refusals and the limited number of studies on refusals do not mean that teachers cannot teach refusals to learners. On the contrary, research has shown that refusals can be taught and learners will be able to use them with practice.

In an attempt to investigate the development of learners' pragmatic competence through

explicit awareness-raising instruction, Kondo (2008) carried out a 12-week study with 35 EFL junior college Japanese learners, whose level was intermediate-low. The study adopted a pre-test/post-test design without a control group. Oral Discourse Completion Task (DCT) was administered for the tests. The participants were taught refusals with the instruction which consisted of five phases; feeling phase, doing phase, thinking phase, understanding phase, and using phase. The methods and materials used in this study were specifically developed for teaching pragmatics to Japanese EFL learners. Results showed that the participants came to use different refusal strategies, which became more similar to those used by Americans after explicit instruction. However, the participants showed a strong preference for a strategy of regret such as 'I'm sorry' even after instruction, indicating that they showed their identities as Japanese by using certain strategies.

Silva (2003) conducted a 50-minute study with 11 low-intermediate English as a second language (ESL) learners who were 20 to 30 years old. Their L1s were Japanese, Chinese, Serbian, and Portuguese. The focus in this study was on refusals to invitations. The learners were divided into a control group and a treatment group. While the former did not receive any instruction on the target feature, the latter was explicitly taught sociopragmatic knowledge and pragmalinguistic knowledge<sup>1)</sup> through activities such as model-dialogs, discussion, explanation of the semantic formulas, and role-plays. Role-plays were used in a pre-test and a post-test. Results showed that the participants in the control group did not change the way to refuse invitations very much, whereas those in the treatment group showed a noticeable change toward the patterns of American English refusals. After the instruction, the use of direct refusals decreased proportionally, and the use of positive opinion and statements of reason increased considerably. Even accuracy improved among the participants in the treatment group.

Although past studies have shown that explicit instruction on refusals can be effective in improving learners' pragmatic skills, not so many studies have been conducted. To the best of my knowledge, there has been no research that examined the effectiveness of

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1) Leech (1983) explains that sociopragmatic knowledge and pragmalinguistic knowledge are knowledge of social rules and linguistic tools respectively, both of which are indispensable for learners to be pragmatically competent.

explicit instruction on refusals for a EFL high school student. Therefore, the aim of this study is to investigate the following question: Does an EFL learner's use of refusal strategies change with short-term explicit instruction?

### **3. Methodology**

#### **3.1. Participant**

Yuko (a pseudonym) was an 18-year old third-year high school student at the time of this study. She was born and grew up in Japan. She started studying English at a cram school at the age of 10 to prepare for junior high school classes. She stopped going to the cram school after entering high school. However, she had gone back and begun studying again five months before this study was conducted in order to prepare for STEP Eiken grade 2 test<sup>2)</sup> and university entrance examinations. She had passed the grade pre-2 at the age of 15 and her approximate English proficiency was low-intermediate. She had been studying mainly grammar and reading both at the cram school and at school, and she had never been taught English pragmatics before. Yuko had visited New Zealand on a school trip for a farm stay for a week just before this study, which was her first experience abroad. She was becoming interested in joining a study abroad program in a university.

#### **3.2. Instrumentation**

An open-ended Discourse Completion Task (DCT) was administered for a pre-test and a post-test. Situations of the DCT where Yuko refused something were of the same theme both in the pre-test and the post-test, but the occasions were different in order to see the effects of the instruction. The DCT consisted of 11 prompts, which required Yuko to read a written description of a situation and write what she would say to refuse an offer or a request. The author created the prompts taking Yuko's lifestyle into consideration so that she could imagine the situations more easily. The descriptions were given only in English,

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2) STEP Eiken test is an English qualification test which is supported by the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and grade 2 is considered the standard for high school graduates.

but the author checked Yuko's understanding before she began writing answers in order to avoid misunderstanding. Yuko was encouraged to respond quickly without thinking too hard about what her response should be without using a dictionary. She was also asked to write her responses to match as closely as she could what she would actually say. The DCT prompts used in a pre-test and a post-test are shown in Appendix A.

As for teaching materials, the author followed the activities proposed by Archer (2010), which were designed for the class activity. There was only one participant in this study and some activities were beyond her level, so the activities were modified to best suit her situation and language proficiency. The curriculum starts by having a student produce speech samples. Then, refusal strategies are introduced, which is followed by practice using the strategies. It progresses from using receptive practice to productive practice. There are six stages in this framework: (a) Eliciting Refusals, (b) Introducing Refusal Strategies, (c) Sequencing Components of a Refusal, (d) Practicing a Common Refusal Sequence, (e) Receptive Practice, and (f) Productive Practice. The following activities were used in the sessions with Yuko (see Archer, 2010 for more information on the teaching methods).

(a) Eliciting Refusals

This is administered as a pre-test. The instructor asks a learner to write refusals to 11 prompts in DCT.

(b) Introducing Refusal Strategies

The instructor shows a video clip that demonstrates the idea of refusal strategies. The video visually demonstrates the concept of direct refusal which potentially hurts an interlocutor's feelings by using an object that breaks. The instructor explains the difficulty of using refusals because they could lead to embarrassment, a breakdown of the conversation, and hurt feelings. Then, the instructor has the student think about phrases that could soften the impact of a direct refusal. The instructor matches the learner responses to six categories of strategies (*positive statement, offering an alternative, thanking, direct refusal, apology, and giving a reason*), which are written on pieces of paper with six different colored pencils.

Once the learner understands the importance of softening the blow of a direct refusal, the instructor gives the learner a handout (See Appendix B) where the six refusal strategies and example adjuncts are listed with different colors. The instructor explains each category and has the learner use colored pencils to underline examples of corresponding strategies she used in the DCT. For example, if the learner wrote, "Sorry, I don't have money," then *sorry* would be underlined in red (*apology*) and *I don't have money* would be underlined in green (*giving a reason*).

(c) Sequencing Components of a Refusal

The learner practices composing a conversation out of phrases written on strips of paper (See Appendix C). Each phase is labeled with the type of strategy it represents. The instructor asks the learner why she chose the phrases.

(d) Practicing a Common Refusal Sequence

The instructor explicitly explains how North Americans normally use refusals and shows the learner a model refusal. The learner practices a common refusal sequence in English (See Appendix D), the structure of which is based on common native English speakers' practice.

(e) Receptive Practice

The learner watches a video that shows simulations of refusals acted by proficient speakers of English. The learner watches the video multiple times until she can complete the chart (see Appendix E). This practice requires the learner to apply her new pragmatic knowledge. This practice is designed to raise the learner's awareness of various pragmatic features. Watching a video gives the learner chances to realize the importance of nonverbal communication as well as verbal communication.

(f) Productive Practice

Having completed the five previous activities, the learner has received enough exposure to the vocabulary and expressions which can be used in refusals. She will also be able to



have an idea about how native English speakers normally use refusals. Then, the multiturn DCTs for refusals (See Appendix F) are given to the learner. She is given one speaker's part of a conversation and asked to complete the other speaker's part. This practice gives the learner opportunities to use refusal strategies she has learned.

### 3.3. Procedure

Table 1 shows the meeting schedule, the type of exercises to be used, and their purposes, followed by detailed explanations of each session.

**Table 1:** Brief Summary of Sessions

Meeting	Activity	Exercise	Purpose
Session 1	40 min. Pre-test (a) Eliciting Refusals	11 DCT prompts	To see how a learner uses refusals in English
Session 2	50 min. (b) Introducing Refusal Strategies (c) Sequencing Components of a Refusal	Video watching (Archer, 2009b)  Example strategies and adjuncts for refusing invitations Invitation refusal sequences (Archer, 2010)	To raise the learner's awareness of the impact of direct refusals  To explicitly teach refusal strategies

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Session 3	90 min. (b) Introducing Refusal Strategies (d) Practicing a Common Refusal Sequence (e) Receptive Practice	DCTs Example strategies and adjuncts for refusing invitations (Archer, 2010)  Video watching (Archer, 2009a)  Refusal strategies and nonverbal behaviors (Archer, 2010)	To check the learner's understanding   To build up receptive skills
Session 4	35 min. (b) Introducing Refusal Strategies (f) Productive Practice  25min. Post-test	Example strategies and adjuncts for refusing invitations DCTs (Archer, 2010)  11 DCT prompts	To build up productive skills   To assess the effects of the activities

**Session 1**

The author explained how to answer DCT prompts carefully. After checking her understanding, the DCT were administered for a pre-test. Having finished them, Yuko stated that it was hard to refuse offers and requests in English. She also mentioned that she could not come up with English words she wanted to use. When asked if she had actually experienced the situation where she wanted to turn down an offer or a request, Yuko talked about her farm stay experience. One day, her host father offered his favorite mint gummy to her which she didn't want to try. Yuko did not know how to decline his offer, so she just ate it. As she had imagined, she did not like its taste. Then, her host father offered another gummy, so she pretended not to hear him. Yuko stated that she had had great difficulty turning down the offer not only because she did not have enough

vocabulary but also because she did not know how to turn down the offer politely. This story shows that she had neither pragmalinguistic knowledge nor sociopragmatic knowledge. She was excited about learning how to use refusals in English.

### **Session 2**

Yuko had been asked to watch a Youtube video (Archer, 2009b) before the session. She said she did not understand it very well even after watching it three times. The explanation in the video was too fast with some difficult words for her. Thus, the author used six cards and a lego which is breakable and demonstrated the same thing explained in the video more carefully and slowly until she understood the concept.

After Yuko was explicitly taught refusal strategies that North Americans normally use, she mentioned that it was interesting that Americans and Japanese use refusal strategies differently or in a different order even though both Americans and Japanese try to soften the blow of a direct refusal. By classifying and coloring the strategies she used in the DCT prompts, she realized that she herself had used the strategies of “*apology*” and “*giving a reason*” a lot.

### **Session 3**

The session started with reviews of each of the six strategies she had learned in the previous session. The author also asked her about the way North Americans usually refuse and had her read a model refusal. Yuko understood all of them well, so she practiced three of the DCT prompts from the pre-test where she needed to decline an invitation or a request. Her answers showed a great change toward the pattern of Americans in that the strategies of “*positive statement*”, “*thanking*”, and “*giving an alternative*” appeared, none of which had been used in the pre-test.

Then, receptive practice was introduced. After watching the video, Yuko could answer two items, which are (1) situation and context and (3) nonverbal (See Appendix E), but she mentioned that the conversation was so fast that she could not understand what strategies were used. Thus, the author handed Yuko a transcript of the conversation (See Appendix F) and she read each sentence aloud. She then translated each sentence into

Japanese, read each sentence again, and listened to the conversation with the script. After confirming her understanding, the author asked her to classify and underline the strategies used with colored pencils. Yuko succeeded in identifying all the strategies except for “*I’m sorry*” which comes at the end of the third conversation. She looked happy because she was able to use and identify refusal strategies she had learned. She mentioned that she did not know that even ‘*Umm*’ and ‘*Well*’ have an important role to mitigate a direct refusal.

#### ***Session 4***

The session began with reviews of each of the six strategies she had learned. Yuko and the author also did a role play using the transcript used in Session 3. Then, the last activity, productive practice was introduced, and she utilized the strategies she had learned. After checking her answers, the author gave her feedback, did a role play with her. She stated that it was interesting to do the DCT. Having finished all the activities, Yuko answered DCT prompts for a post-test without a dictionary or any of the materials she had used during instruction.

#### **3.4. Analysis**

The DCT prompts Yuko answered for a pre-test and a post-test were analyzed. Each sentence was classified into one of the six categories: *direct refusal*, *apology*, *giving a reason*, *positive statement*, *thanking*, and *offering an alternative*. Then, the number of each strategy used was counted.

#### **4. Results and Discussion**

The research question posed at the beginning of this study was: Does an EFL learner’s use of refusal strategies change with short-term explicit instruction? The number of each strategy used in the pre-test and post-test is shown in Table 2, which shows a clear change in Yuko’s use of refusal strategies after instruction.

**Table 2.** Pre-test and Post-test

Strategy	Pre-test	Post-test
Direct Refusal	8	7
Apology	6	7
Giving a Reason	11	9
Positive Statement	0	8
Thanking	0	3
Offering an Alternative	0	2

#### 4.1. Choices of Refusal Strategies before and after Instruction

The refusal strategies that Yuko used changed over the course of three sessions of 175 minutes. Before instruction, Yuko had only employed three strategies, which were *direct refusal*, *apology*, and *giving a reason*. She had not used any of the other three, *positive statement*, *thanking*, and *offering an alternative*. After instruction, however, she came to use all the six strategies which she had learned and practiced through the three sessions. *Positive statement*, *thanking*, and *offering an alternative* were used eight, three, and two times respectively in a post-test. This result is consistent with the findings of Kondo (2008) and Silva (2001) that refusal strategies utilized by the students became more similar to those of Americans after explicit instruction.

While the use of *positive statement*, *thanking*, and *offering an alternative* increased noticeably, not a big difference was seen regarding the use of the other three strategies she had already used before instruction. The use of *apology* increased by once, and the use of *direct refusal* and *giving a reason* decreased by once and twice respectively. This result is contradictory to Silva's (2001) finding that participants used *direct refusal* a lot less frequently after instruction, which might be due to the usage of different instruments. Role-plays were used in Silva's (2001) study, which elicited participants' spontaneous speech through interaction. Because there was an interlocutor who reacted their utterances in role-plays, participants did not have to use complete sentences and used more hesitation marks such as "I mean" and "uhm," which could replace direct refusals. In the DCTs used

in this research, on the other hand, Yuko needed to write complete sentences to express her feelings and thoughts clearly because there was no reaction from the interlocutor. This could have resulted in her frequent use of direct refusals.

Out of the three strategies which appeared only after the instruction, Yuko's use of *positive statement* increased most, from zero to eight times. This might result from a great impact this strategy gave on her. When she was taught that Americans use the strategy of *positive statement* when turning down an offer or a request, Yuko smiled wryly and commented that she felt strange to use it because it sounded insincere. After the author explained that this strategy was important to maintain a good relationship, she seemed to be convinced. The author spent the most time talking about this strategy with Yuko. Therefore, it might have made a greater impression on her, which led her to use this strategy more frequently than the other two. In sum, Yuko employed a wider variety of refusal strategies after explicit instruction and the strategies moved toward those of Americans, which suggests that explicit instruction was effective in raising her pragmatic awareness.

#### **4.2. Accuracy of Refusal Strategies before and after Instruction**

In terms of grammatical accuracy, at the time of the pre-test, there were few mistakes except for the misuse of particles. She used *can't* to refuse something six times and *have to* to give a reason. She had learned these two phrases at junior high school, so she had already acquired them and was able to use them accurately. In a post-test, even though Yuko succeeded in using more strategies she had learned through the sessions, the rate of accuracy decreased.

During instruction, an expression *I wish I could go there* was taught and practiced as *positive statement*. Different from *can't* and *have to* she had been using so many times, it seemed Yuko had not been accustomed to using this expression. She commented that she did not understand the subjunctive mood she had learned at school very well. In the post-test, Yuko tried to use *I wish I could* four times, but none of them was used correctly. This shows that although Yuko's pragmatic awareness was raised through 175 minutes of explicit instruction, it was not enough for her to reach the level where she could use the

expression of *positive statement* accurately. In the post-test, Yuko wrote *I could eat it* once and *I could help you* twice where she meant to say *I wish I could eat it* and *I wish I could help you*. She also wrote *I wish go there* once, which was supposed to be *I wish I could go there*. These mistakes indicate that Yuko was trying to express *positive statement* using the expressions she had learned during instruction, but she had not acquired them fully yet. In order to be able to use these expressions of *positive statement* accurately, it might be necessary for Yuko to continue practicing these expressions for an extended period time.

## 5. Limitations

There are several limitations regarding this study. First, because of the time constraints, it was not possible to see if Yuko could completely acquire accurate linguistic forms. Future studies might be replicated with a longer time of instruction to examine how the participant's pragmatic linguistic competence will develop over an extended period of time. Second, DCT might not have been the best way to obtain authentic data. Even though Yuko was asked to complete DCT prompts without thinking too much, it took her approximately 35 minutes and 25 minutes to finish the pre-test and the post-test, respectively. Even in the post-test, it still took an average of two minutes per prompt. In a real situation, speakers are not supposed to spend this much time thinking about what to say. In addition, Yuko wrote her answers, which might have been different from what would have been produced in a naturalistic spoken setting. Therefore, it might be better to set the time limit to complete DCT prompts in future studies. To utilize an oral version of DCT might be another option, where the participant produces oral spontaneous data, which is closer to natural settings.

## 6. Conclusion

This study shows that explicit instruction of 175 minutes on refusal strategies was effective for raising a high school EFL learner's pragmatic awareness. Her use of refusal strategies changed and became more similar to those of North Americans after instruction. The number of strategies and sentences she used to refuse something increased and she was able to use all the six refusal strategies she had been taught. She also came to understand

the importance of softening the impact of a direct refusal. This study demonstrated that L2 pragmatics can be taught in an EFL situation. However, the expressions she had learned during instruction had not been acquired completely. Although 175 minutes of instruction on refusal strategies helped to raise the learner's awareness on pragmatic aspects of language, an extended period of instruction and practice will be necessary for complete acquisition of correct forms.

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## Appendix A

### Pre-test

1. You are staying with a host family for the next few weeks. Yesterday, your host mother picked you up at the airport, took you home, and showed you around the house. She seems very kind. Today, she spent all day making a welcoming dinner for you. As a dessert, she served you rice. You tried it for the first time, but did not like its taste. Your host mother offers you a second helping with a big smile. What would you say to your host mother to turn down her offer?
2. You are working part-time at a sushi bar, and today is Friday. There is a shortage of staff this weekend. The manager asks you to help him, but you don't want to work on weekend. What would you say to turn down the request?
3. Your friend invites you to go to a movie which you don't want to see. What would you say to turn down the offer?
4. You are a member of the fencing club. Your coach strongly suggests that you continue fencing after you enter a university. However, you do not want to do fencing anymore. What would you say to turn down the suggestion?
5. You are spoken to by a person who is selling pictures on the street. The person enthusiastically encourages you to buy a picture you don't want to. What would you say to turn down the request?
6. You are at a beauty salon. The hair dresser encourages you to have your hair permed. The hair dresser is confident and saying that you will look nicer with permed hair. However, you don't like the idea. What would you say to turn down the suggestion?
7. You and your friend are on your way home from school. Your friend invites you to drop by a coffee shop to eat something, but you don't want to do that. What would you say to turn down the invitation?
8. You are studying for the tomorrow's examination. Your friend, who skips classes a lot, asks you to lend her your notebook. What would you say to turn down the request?
9. You are shopping with your friend. Your friend finds something she really likes but she doesn't have enough money to buy it. She asks you to lend her 5,000 yen. What would you say to turn down the request?

10. Your teacher at school asks you to come to school at 7 a.m. and help clean the schoolyard, but you don't want to. What would you say to turn down the request?
11. You are working part-time at a sushi bar, and today is Friday. There is a shortage of staff this weekend. The manager asks you to help him, but you don't want to work on weekend. What would you say to turn down the request?

**Post-test**

1. You are at your friend's house. Her mother offers you a cake, but you don't feel like eating it. What would you say to turn down her offer?
2. You are working part-time at a convenience store, and your boss asks you to change your shift and start working at 6:00 am instead of 10:00 am tomorrow, but you don't want to get up so early. What would you say to turn down the request?
3. Your friend invites you to go on a picnic, but you don't want to go. What would you say to turn down the invitation?
4. You are talking with your teacher at school. The teacher recommends you to take a qualification test next month, but you don't feel like studying hard for it. What would you say to turn down the offer?
5. You are spoken to by a person on the street, who encourages you to go to a comedian show, which will be held in the nearby department store, but you don't want to go there. What would you say to turn down the invitation?
6. You are at a clothing store. A kind clerk follows you and strongly recommend a swimsuit you don't want to buy. What would you say to turn down the offer?
7. You and your friend just finished Awawadori practice. Your friend invites you to go to Macdonald's to eat French fries, but you want to go home immediately. What would you say to turn down the invitation?
8. You are studying for a term examination with your friend. Your friend asks you to lend her a pen, but you are using it. What would you say to turn down the request?
9. You and your friend are at a convenience store to buy lunch. Your friend asks you to buy her lunch because she forgot to bring her wallet. She always forgets to bring it. What would you say to turn down the request?

10. Your teacher at school encourages you to come to the school library to study at 7:30 a.m. every day to get a good grade, but you don't want to. What would you say to turn down the suggestion?
11. You met a neighbor who is as old as your mother. The neighbor wants you to help prepare a city festival this weekend because there is a shortage of volunteers, but you don't feel like doing it. What would you say to turn down the request?

### Appendix B

#### Example Strategies and Adjuncts for Refusing Invitations (Archer, 2010, p. 187).

<p><b>Positive statement (purple)</b> That sounds wonderful, but... I'd like / love to, but... I wish I could, but...</p>	<p><b>Offering an alternative (blue)</b> Maybe some other time. Would you want to _____ instead?</p>
<p><b>Thanking (pink)</b> Thank you for the invitation...but Thanks, but...</p>	<p><b>Apology (red)</b> I'm sorry, but... Sorry</p>
<p><b>Direct refusal (black)</b> I can't go. I can't make it.</p>	<p><b>Giving a reason (green)</b> I already have other plans. I have to...</p>

### Appendix C

#### Responding to Invitations (Archer, 2010, p. 189).

An old friend who you have not seen in a while is in town and has asked you to go to lunch next week, but you have to work. How would you respond to the invitation? Order the sentence strips. You do not have to use all of the strips.

Examples: "That sounds great, but I have to work. Thanks for asking me."

"That sounds great and maybe some other time, but I have to work."

<p>Positive statement <b>that sounds great</b></p>	<p>Thanking <b>Thanks for asking me</b></p>
<p>Apology <b>I'm sorry</b></p>	<p>Alternative <b>Maybe some other time</b></p>

Direct refusal <b>I can't go</b>	Reason <b>I have to work</b>
<b>but</b>	<b>and</b>
<b>but</b>	<b>and</b>

## Appendix D

### Invitation Refusal Sequences (Archer, 2010, p. 188).

To refuse an invitation politely, please follow this refusal sequence and the refusal strategies listed in it. Please note that it can change depending on the context.

- 1) **Signaling the refusal:** Prepare interlocutor for the refusal. Begin with a positive statement, words of thanks, followed by the word *but*.
- 2) **Refusal:** Offer a direct refusal or an apology used instead of a direct refusal.  
Example: "I won't be able to make it."  
Example: "I'm sorry but I have another appointment at that time."
- 3) **Follow-up:** These statements tend to explain, justify, soften, or reinforce the refusal. An alternative may be proposed at the end.  
Example: "I already have plans with my family. My son is playing in his championship baseball game. Thanks for inviting me though! Maybe we can meet up for lunch some other time."

### A Model Refusal (Archer, 2010, p. 188).

In refusing an invitation, North Americans often begin with a delay (e.g., words or vocalizations such as *oh, well, umm, uh*), and expression of thanks, and / or a positive statement. Then, they generally offer an apology followed by a reason for the refusal.

Note that a direct refusal is sometimes not expressed.

This model can change depending on the conversation, but it is a very common form. In English, giving a reason for the refusal can be especially important. The person you are talking with will normally feel better about your refusal if they understand *why* you cannot accept.

## Effects of Refusal Instruction on English Pragmatic Development

Example: "Oh, that sounds like a lot of fun but I'm afraid I have to work tomorrow night. Maybe we can do something this weekend. I already have plans with my family. My son is playing in his championship baseball game. Thanks for inviting me though! Maybe we can meet up for lunch some other time."

### Appendix E

#### Refusal Strategies and Nonverbal Behaviors (Archer, 2010, p. 190).

1. Fill in Columns 1 and 2 of the chart below. Focus on the speakers' verbal communication. What is the context and what refusal strategies do the speakers use?
2. View the video again. Fill in Column 3 of the chart below. Focus on the speakers' nonverbal communication.
3. Write how you felt about what you saw. How would people from other countries and cultures behave in this situation?

(1) <b>Situation and Context</b> Who are the speakers? What is their relationship? How did the speaker seem to perceive the refusal?	(2) <b>Strategies Used</b>	(3) <b>Nonverbal</b> What did you notice about the speakers' body language, facial expressions, or tone of voice?
(a)		
(b)		
(c)		

### Appendix F

#### Receptive Practice (Archer, 2010, p. 193-194).

- 1) *Professor and Student: Professor Brady asks Kelly if she can attend a training.*

Prof: Um any other questions on the assignment?

K: Nope, I think that's pretty clear.

Prof: OK, well I'm sure you'll be fine. Oh (snap) before I forget, there's a workshop this Friday on Dreamweaver, and I really would like you to attend because umm I, I think they've got some new stuff that'll be very useful. Umm it's, it's

at uhh 2:30 in the afternoon.

K: 2:30?

Prof: Yeah.

K: I think I have a doctor's appointment then. I think it'd, it'd be useful, but I can't miss Friday. DO you know of any other days that they're doin' it?

Prof: Umm no, not right off the top of my head, but let me check because, you know, they're pretty good about doin' these kinds of things again.

K: All right.

Prof: OK.

2) *Good friends: Han Suk asks Kate if she wants to go out for ice cream.*

HS: Hey.

K: Hey, how's it goin'?

HS: Very well. What's up?

K: Not too much.

HS: OK. Hey, would you like to go out for ice cream?

K: Ummm. I don't think so. It looks like it's gonna rain. [So...]

HS: [Oh, really?] Oh. I didn't know that.

K: Yeah.

HS: OK, never mind.

3) *Acquaintances: Heather asks Chrissy if she wants to go to a movie.*

H: Hey, Chrissy?

C: Yeah, Heather.

H: Umm, I was wondering. They're showing the *Devil Wears Prada* in Bethesda next week. Would you be interested in going to that movie with me?

C: Well, I don't know. It's August. It's kind of hot. I've already seen it. Is there anything else, maybe inside? Or uh a different, something else we can do? Maybe you wanna go shopping? Or, it's just.

H: We can [go shopping.]

- C: [I don't know.] It's just, it's just, it's kind of hot for me.  
H: Oh, I understand. That's OK. [We'll try something else.]  
C: [I'm sorry.] OK.

## Appendix G

### Discourse Completion Task (Archer, 2010, p. 191).

Complete the following dialogues using appropriate refusal strategies.

1. A close friend has asked you to come to her house to watch a movie, but you don't really want to go, because you've already seen the movie and don't like it.

A: Do you have plans Friday?

B:

A: I was going to have some people over to watch a movie.

B:

A: I think Julie's going to bring *Silence of the Lambs*.

B:

A: It'll be fun. There'll be a lot of people there and we're going to order pizza.

B:

2. Your friend asks you to come to her school festival, but you have to work.

A: So, do you think you're going to be able to come to my school festival?

B:

A: It's on September 10<sup>th</sup>. That's a Sunday.

B:

A: Yeah, next Sunday. Do you think you can come?

B:

3. Your friend invites you to a surprise birthday party that she is having for her boyfriend, but you already have plans to go to Shibuya with your friends.

A: I'm having a surprise birthday party for my boyfriend next Saturday afternoon.

B:



A: If you're free, you should come. I know he would love to see you there.

B:

A: Oh, O.K. Well, if your plans change for any reason, feel free to stop by.

B:

A: Thanks. Have a nice trip.