

Màster en l'Ensenyament de la Llengua Anglesa en Contextos
Multilingües
(MELACOM)



UNIVERSITAT
JAUME·I

THE EFFECT OF INSTRUCTION ON PRODUCTION
AND RECOGNITION OF PRAGMATIC ROUTINES:
A CASE STUDY

Author:
María José Arrufat Marqués
20484224X

Supervised by:
Dr. Eva Alcón Soler

ABSTRACT

A renewed interest in pragmatic routines has arisen since the early 21st century. The literature previous to these decades focused on intermediate and advanced learners of English, and beginners were given scant attention. Thus, the purpose of the present MA Thesis deals with the effect of teaching pragmatic routines to young learners of English from a SLA perspective and in the frame of Larsen-Freeman's (2011) Complexity Theory.

Our research involved a focus on the oral and written recognition and production of a set of 17 pragmatic routines elicited in 10 different situations. Additionally, a picture was given to each situation in order to help learners acquire the routines as well as hasten their learning process.

This study entailed a four-week period of instruction. One-hour session, two sessions per week made up a total of eight sessions distributed along the four-week research period. Nine tasks were designed for the purpose of this study.

The five children selected for the present case study were five-, six- and seven-year-old students at the language academy Talk To Me, where they are taught English as an after school extracurricular activity. They practiced the oral and written recognition and production of the routines by means of paper-and-pencil tasks, an ODCCT and games.

Results show that (1) students developed a better oral rather than written recognition and production of the given routines. (2) The inclusion of pictures aimed at reinforcing the association picture-routine was essential to hasten the students' acquisition process. (3) Emotions play a role in and affect language learning and language use. Especial attention was paid to task enjoyment and participation versus no participation.

The present dissertation is outlined as follows. First, an introduction is provided. Then, the theoretical background is presented. After that, the methodology devised in order to undertake this case study is thoroughly dealt with. Both quantitative and

qualitative results are discussed afterwards. Finally, conclusions and further research are explained in depth. The list of references and appendices are to be found at the end of the MA Thesis.

ACKNOWLEDGEMENTS

First and foremost I would like to express my sincere gratitude to my supervisor, Dr. Eva Alcón Soler. Thank you for introducing me to the topic and helping me develop as a researcher. Thank you for your priceless support, interest for and guidance in this MA Thesis. This MA dissertation would never have been accomplished without you and without your valuable comments and insights all throughout the research and writing processes. I am immensely indebted to you for sharing your vast experience and extensive knowledge in the field, both as my MA supervisor as well as a lecturer at the MELACOM Master's Degree. Both your personal qualities and good advice have been of great help throughout the past two years.

I would like to thank my Professors at the MELACOM Master's Degree for providing me with the knowledge needed to carry out this MA Thesis. I would like to thank Dr. Safont-Jordà for teaching us that we do not live in a one-language community. Thanks also to Dr. Codina-Espurz for introducing us to the research methods in the field of SLA as well as the individual differences that play a role in the acquisition of a foreign language. Thanks to Dr. Salazar-Campillo for teaching us the theories that have been used in the field of SLA together with the factors that interplay in intercultural communication. And last but not least, thanks to Dr. Fernández-Guerra for teaching us how to put our ideas into the most appropriate manner as well as the guidelines to follow in order to write a research project.

Special thanks to Dr. Martínez-Flor for introducing me to pragmatics, but mainly for having believed in me since my Freshmen Year.

Also, thanks to my employer Adoración Saiz, for letting me collect the data for this MA dissertation from my students at her language academy as well as for her kindness and support.

I am truly thankful to Debra Carol Beatty and Andrew Jacobs. Thank you for proofreading this MA Thesis and providing immeasurable remarks.

Thanks to my family, especially to my parents for their support and patience throughout the process; and also to my brother and Marta for their help in the design of the layout of this project.

Finally, I would like to thank my friends here in Spain and overseas for being there all the way. Special thanks to Bego and Alejandra. Thank you for your impressions, suggestions and inestimable love.

And last but not least, thank you, Carlos. Your friendship, love, encouragement and coffee-flavored exhaustive discussions on this project have been an immense help.

TABLE OF CONTENTS

INTRODUCTION	1
PART I: THEORETICAL BACKGROUND.....	3
1 LITERATURE REVIEW	3
1.1 Pragmatics, pragmatic competence and pragmatic development	3
1.2 Second Language Acquisition and pragmatics	5
1.3 Instructional effects on pragmatics	13
1.4 Pragmatic routines	15
1.4.1 Target pragmatic routines.....	19
1.4.2 Previous research on pragmatic routines.....	21
2 PURPOSE OF THE STUDY: RESEARCH QUESTIONS	24
PART II: THE STUDY	25
2 METHODOLOGY	25
2.1 Setting	25
2.2 Participants.....	25
2.3 Instructional treatment	26
2.4 Data collection and analysis: A mixed method approach.....	28
2.4.1 Instruments and materials for the quantitative analysis.....	28
2.4.2 Instruments and materials for the qualitative analysis.....	34
2.5 Results.....	35
2.5.1 Results for the quantitative data: General patterns of pragmatic change .	37

2.5.2	Results for the qualitative data: Case studies	41
3	CONCLUSIONS, LIMITATIONS AND FURTHER RESEARCH.....	84
4	REFERENCES	89
5	APPENDICES	96

LIST OF ABBREVIATIONS

DCT: Discourse Completion Task

ILP: Interlanguage Pragmatics

L1: First language

L2: Second language

MCQ: Multiple Choice Question

ODCT: Oral Discourse Completion Task

RQ: Research Question

SLA: Second Language Acquisition

S1: Student 1

S2: Student 2

S3: Student 3

S4: Student 4

S5: Student 5

TL: Target language

LIST OF FIGURES

Figure 1: General patterns of pragmatic change.....	37
Figure 2: Student 1's oral recognition development.....	41
Figure 3: Student 1's oral production development.....	42
Figure 4: Student 1's written recognition development.....	43
Figure 5: Student 1's written production development.....	45
Figure 6: Student 2's oral recognition development.....	47
Figure 7: Student 2's oral production development.....	48
Figure 8: Student 2's written recognition development.....	49
Figure 9: Student 2's written production development.....	51
Figure 10: Student 3's oral recognition development.....	53
Figure 11: Student 3's oral production development.....	54
Figure 12: Student 3's written recognition development.....	55
Figure 13: Student 3's written production development.....	57
Figure 14: Student 4's oral recognition development.....	58
Figure 15: Student 4's oral production development.....	59
Figure 16: Student 4's written recognition development.....	60
Figure 17: Student 4's written production development.....	62
Figure 18: Student 5's oral recognition development.....	63
Figure 19: Student 5's oral production development.....	64
Figure 20: Student 5's written recognition development.....	65
Figure 21: Student 5's written production development.....	67

LIST OF TABLES

Table 1: Developmental patterns of the students' oral recognition of the pragmatic routines	71
Table 2: Developmental patterns of the students' oral production of the pragmatic routines	74
Table 3: Developmental patterns of the students' written recognition of the pragmatic routines	79
Table 4: Developmental patterns of the students' written production of the pragmatic routines	81

LIST OF APPENDICES

Appendix 1: Task 1: Listen, repeat, copy and draw.....	96
Appendix 2: An example of task 1 students' performance.....	98
Appendix 3: Task 2: Choose the correct option.....	100
Appendix 4: An example of task 2 students' performance.....	101
Appendix 5: Task 3: Complete the routines.....	102
Appendix 6: An example of task 3 students' performance.....	103
Appendix 7: Task 4: Match them.....	104
Appendix 8: An example of task 4 students' performance.....	107
Appendix 9: Task 5: The Routines Wheel.....	110
Appendix 10: Task 6: Oral Discourse Completion Task.....	111
Appendix 11: Task 7: Memory cards game.....	113
Appendix 12: Task 8: Card-sorting adaptation.....	114
Appendix 13: Task 9: The Routines board game.....	124
Appendix 14: An example of students' craft of The Routines Wheel.....	131
Appendix 15: Evaluation chart on students' oral recognition, oral production, written recognition and written production of the pragmatic routines.....	132
Appendix 16: Interview 1 – Questions.....	133
Appendix 17: Interview 1 – Students' responses.....	134
Appendix 18: Interview 2 – Questions.....	140
Appendix 19: Interview 2 – Students' responses.....	141

Appendix 20: Interview 3 – Questions.....	146
Appendix 21: Interview 3 – Students’ responses.....	148
Appendix 22: Detailed notes.....	152

INTRODUCTION

Teaching pragmatics is fundamental in learning second (L2) and further languages. If students are aware of those rules that govern each culture and how they vary from one culture to another, they will be able to improve their pragmatic competence. Teachers can help learners achieve this goal by providing them with instruction on those elements that make up the pragmatic competence. When teaching pragmatics, apart from the language itself, there are two other components, namely, the context and the learner, which cannot be left out. Complexity theory (Larsen-Freeman 2011; Larsen-Freeman & Cameron 2008) sides with this point of view, which is the one followed in the present case study. Furthermore, Bardovi-Harlig (2009, 2012, in press) claims that oral and written recognition and production are essential when dealing with pragmatic routines. In the present study we deal with the effect of instruction on learning pragmatic routines taking into account the recognition and production of pragmatic routines and we explain our results in the frame of Larsen-Freeman's (2011) Complexity Theory.

A renewed interest in pragmatic routines has arisen since the beginning of the 21st century. This is the pragmatic construct we focus on in the present case study. As reported in the literature, the development of L2 acquisitional formulas (Bardovi-Harlig 2009) in ILP has dealt with intermediate and advanced learners of English, yet scant attention has been drawn to young learners. This research gap is the driving force behind our research question: *To what extent do young learners benefit from the instruction of pragmatic routines?*

Quantitative and qualitative data will be collected by means of adapted card-sorting and multiple-choice tasks, as well as other materials specifically designed for this study, such as memory cards and a board game.

The outline of this project is divided into two main parts. Part I deals with the theoretical review, and Part II presents the study.

Part I is made up of two sections. Section 1 deals with the literature review, which includes pragmatics, pragmatic competence and pragmatic development, SLA and pragmatics, instructional effects on pragmatics and pragmatic routines. Within this

last subsection, the target pragmatic routines are identified first, and the research previously conducted on this topic is dealt with. In section 2 the purpose of the study is presented and the research questions posited.

Part II reports the case study. Section 2 presents the methodology followed to conduct the research. In subsection 2.1, information is provided about the setting in which the study has been conducted. Subsection 2.2 does so with information on the participants; whereas each session is thoroughly accounted for in subsection 2.3. A detailed explanation is provided on the instruments and materials designed and employed to collect quantitative and qualitative data in subsection 2.4, dealing with the mixed method approach adopted to collect data in the present study. Finally, results are reported in subsection 2.5. Results for the quantitative data are explained in sub-subsection 2.5.1; and results for the qualitative data, the case studies, are accounted for in sub-subsection 2.5.2.

Section 3 comprehends the conclusions and limitations drawn and further research proposed from the results obtained in the present case study. Finally, the list of references and the appendices are provided in Section 4 and Section 5 respectively.

PART I: THEORETICAL BACKGROUND

1 LITERATURE REVIEW

1.1 Pragmatics, pragmatic competence and pragmatic development

In order to understand the field of interlanguage pragmatics (ILP), a notion of what pragmatics, pragmatic competence and pragmatic development are is needed. According to Archer and Grundy (2011: 488), *pragmatics* is “the study of language used in contextualized communication and the usage principles associated with it.” Alcón (2013: 179) incorporates another factor, the human factor, in her definition of pragmatics, as she states that this field “deal(s) with language in use in particular social contexts (...), the situational factors that influence how *people* communicate with each other.” Besides, “pragmatics takes into account the point of view of the users of a language, that is to say, both the *speaker’s intention* and the *hearer’s interpretation* of the utterances” (emphasis added on words in italics). In addition, the last definition we include on the concept of pragmatics is the one by Alcón and Martínez-Flor (2008: 3), who claim that pragmatics is in line with “areas such as deixis, conversational implicature, presupposition and conversational structure.” These three definitions tell us that the concept of pragmatics is a wide one, and that scholars perceive it differently, depending on the perspective they adopt. These three views reflect the concept of pragmatics that best suits the purpose of the present MA Thesis. That is the reason why those three definitions in particular were selected.

In addition, *pragmatic competence* is another paramount notion to be tackled. According to Celce-Murcia et al. (2007), *pragmatic competence* has to do with using any second language (L2) in different contexts and situations appropriately. The correct use of the target language (TL) should be met when the student puts together both pragmalinguistic and sociopragmatic competences. The former competence deals with aspects related to the language itself; while the latter has to do with the relationships between the people involved in the conversation and the social distance, status and power between them. What is of utmost importance at this point is to highlight the origins of pragmatic competence. Pragmatic competence comes from the revised model of communicative competence that Celce-Murcia et al. (1995) proposed in response to various models designed by other authors, namely Chomsky (1957, 1965) or Canale and

Swain (1980) among others. The model presented by Celce-Murcia et al. (1995) has several competences, namely “linguistic competence”, dealing with aspects related to language; “strategic competence”, focusing on aspects on communication strategies; “sociolinguistic competence”, related to language in context; “actional competence”, which sheds light on speech acts; and “discourse competence”. The last one is the one that we will describe in greater detail, due to the fact that it is the one that is dealt with most extensively in this project. Discourse competence covers the notion of context and those factors involved in that context in which a conversation occurs. Celce-Murcia et al.’s (1995) pragmatics model consists of two subcompetences: formulaic and interactional, and Celce-Murcia et al. (2007) provide a definition for each of them. *Formulaic competence* comprises those chunks of language used in everyday language, including routines, idioms, collocations and lexical items (see subsection 1.4); whereas both verbal and non-verbal communication as well as aspects from conversational competence and actional competence, such as turn-taking and backchannels, and interpersonal exchanges are taken into account in *interactional competence*. All those aspects are relevant in the area that is described in subsection 1.2, devoted to second language acquisition (SLA) and L2 pragmatics, also known as Interlanguage Pragmatics. A closer look will be paid at formulaic competence in subsection 1.4, as it is the core of this project. And finally, L2 pragmatic development is an area within the ILP field coined by Bardovi-Harlig (1999, cited in Bardovi-Harlig 2013a) as acquisitional pragmatics in which the main focus of research is “the development of the L2 pragmatic system” (Bardovi-Harlig 2013a). In order for the learner’s interlanguage to develop, pragmalinguistic knowledge must improve as well. According to Taguchi (2011b: 606), the notions of grammar that the learner has already acquired somehow determine their pragmatic development. Apart from that, there are other elements that affect the patterns of development, namely individual differences and the effect of feedback. Regarding the former, the learner’s personality will play an important role, due to the fact that the way the learner perceives pragmatic forms will affect their pragmatic development. The notions and issues related to the pragmatics learning in an L2, also known as interlanguage pragmatics (ILP), are to be discussed in the following subsection.

1.2 Second Language Acquisition and pragmatics

The notion of interlanguage pragmatics (ILP), its main features and the theories of SLA related to it will be covered in this subsection. ILP is the pragmatic system that an L2 learner has in the process of learning a second or foreign language. It is not either the pragmatics of their L1 or the pragmatics of the target language, but the constructs the learner learns on their way to mastering the L2 language learning. According to Martínez-Flor, Usó-Juan and Fernández-Guerra (2003: 12), ILP “deals with learners’ use and acquisition of pragmatic issues in the target language.” Moreover, Alcón (2008: 1) refers to the concept of pragmatic ability in second and foreign language contexts. The notion of pragmatic ability is essential at this point. It is defined by Yule (1996: 3-4) as “the ability” speakers have when handling a communicative situation, either spoken or written, in which they have to use the L2 appropriately so that they can understand what the other interlocutor wants to transmit as well as be understood. In that communicative situation, Yule (1996) goes a step further and concretizes that users would be the speaker and the listener in oral communication; and the writer and the reader in written communication.

Research in ILP has always been done in two different areas of knowledge, the linguistic and the social, as pointed out by Alcón and Martínez-Flor (2008: 3). Two authors in particular, Leech (1983) and Thomas (1983), name that distinction. The linguistic knowledge is identified as pragmalinguistics; whereas the social knowledge is known as sociopragmatics. Thus, pragmalinguistics deals with “the linguistic resources for conveying communicative acts and interpersonal meanings”; whereas sociopragmatics accounts for “the social perceptions underlying participants’ interpretation and performance of communicative acts.” Kasper and Roever (2005: 318) define pragmatics in language teaching as “(...) the process of establishing sociopragmatic and pragmalinguistic competence and the increasing ability to understand and produce sociopragmatic meanings with pragmalinguistic conventions.” A core discussion in ILP is how to combine pragmalinguistics and sociopragmatics in order to teach pragmatics. One may focus on one of its two components, but how to mingle them in order to achieve the same goal is where researchers and scholars do not agree.

Lastly, the two types of theories of SLA related to pragmatic learning must be accounted for. These are cognitive and socially oriented. On the one hand, *cognitive* theories related to L2 pragmatic development are reviewed in what follows. Firstly, Schmidt (1990, 1993, 1995, 2001) claims in his *noticing hypothesis* that attention and awareness go hand in hand, and that access to the latter is led to by the former. That is to say, noticing a form is essential to learn a second language. And only once the learner notices a particular form, they will be aware of it (Iwanaka 2011). As Kasper and Schmidt (1996) assert, once “pragmatic information” is understood, either consciously or unconsciously, it can potentially become intake. In other words, it is learnt and can be acquired. Furthermore, it must be noted that there are two levels of awareness: noticing and understanding. The former implies just paying attention to pragmalinguistics; whereas the second implies that the learner already has metapragmatic knowledge, the knowledge on the ability to link pragmalinguistic knowledge with sociopragmatic conventions. Secondly, it is stated in the *output hypothesis* that instructors should push learners to produce language. That way, and according to Swain (1995), when students produce a target language, they realize that the form in their L1 is different to that very same form in the L2 they are learning; and that they have to learn the language to fill that gap. Thirdly, Long (1985, 1996) asserts in his *interaction hypothesis* that by means of communicating, learners use and also acquire the language and know -by that interaction- how and when to correct their mistakes.

On the other hand *socially-oriented* theories are tackled next. Firstly, Giles et al. (1991) put forward the *speech accommodation theory*, in which the authors claim that the language the speaker chooses in different situations is related to their identity and depends heavily on their cognitive and affective variables. These two variables will determine whether or not the speaker adopts (accommodates or resists to) the TL pragmatic norms. Secondly, Schieffelin and Ochs (1986) state that a L2 learner will socialize both when using and by using the target language in their *language socialization theory*. Thirdly, Garfinkel (1967) and Kasper (2006) believe that *conversation analysis* supplies researchers with data on how the language used in the classroom, “classroom talk”, enables students to build identities and roles of their own. Fourthly, Vygotsky (1978) claims in his *sociocultural theory*, that language is acquired within a context. Put simply, this acquisition is achieved not in isolation but in

interaction. Learners not only need input to produce output, but they require feedback as well. These three elements are necessary for a learner to learn a language successfully. Swain's (2006) *linguaging* refers to the phenomenon in which language intervenes in the process of thinking. In other words, language –in both “private speech” and in conversation- helps learners learn the target language by means of tasks such as collaborative dialogues. In *collaborative dialogues*, learners solve linguistic problems and build knowledge of the language they are learning. Swain's (2006) *linguaging* and Vygotsky's (1978) *sociocultural theory* are related due to the fact that they share the assumption that language production fosters both learner's understanding and learning of the target language. The *zone of proximal development* proposed by Vygotsky refers to how a learner performs a task by themselves and how they do when they perform the same or different tasks in the presence of other learners or people with a higher level of proficiency than theirs (Larsen-Freeman 2008: 23). Ultimately, Dewaele (2005) claims that individuals' subjectivity influence pragmatic learning.

Taguchi (in press) mentions three other theories that have not received enough attention in research on pragmatic learning: the input processing theory, the skill acquisition theory and on dynamic approaches.

The *input processing theory* proposed by Takimoto (2006, 2009, 2012a, 2012b) puts forward the claim that acquiring a language is possible only if learners comprehend the input they get, by means of a series of learning strategies to process linguistic data. Structured input activities are designed for learners to draw attention on the grammar rules provided to understand the meaning of a particular linguistic item. This theory is in line with the Noticing Hypotheses in that both focus on noticing and awareness but, while the latter focuses on production, the former does on comprehension. Anderson's (1993) *skill acquisition theory* suggests that L2 acquisition is comprised in two stages: the “what” and the “how”. In the first stage, learners consciously notice a particular form; whereas in the second stage learners process that form. The “declarative knowledge (that learners are provided with in the first stage) can develop into procedural knowledge (processing a particular form, in the second stage)” (Anderson 1993). The “what” will become “how” through practice. The more learners practice, the more they learn.

Finally, Taguchi (2011b: 609) points out the need to focus on the dynamic and complex aspects that play a role when acquiring a L2. Scholars focusing on this area highlight the fact that individuals and context are variables to consider, and language will only develop if interaction between these interdependent variables takes place. Theories that put forward this assumption are the *Complexity Theory* (Larsen-Freeman & Cameron, 2008), the *Dynamic Systems Theory* (de Bot, 2008) and *The Emergentism Approach* (Ellis & Larsen-Freeman, 2006). From those three, special attention will be paid to the former, due to the fact that the Complexity Theory is the theoretical basis of the present study.

The Complexity Theory originated in the physical sciences, but has been applied to many fields of knowledge, ranging from economics, to medicine, engineering, social sciences and also to languages, specially applied linguistics and SLA. Larsen-Freeman states that the complexity theory is “the study of complex, dynamic, non-linear, self-organizing, open, emergent, sometimes chaotic, and adaptive systems” (1997, cited in Larsen-Freeman & Cameron 2008: 4). These authors (2008: 3) highlight the fact that all the factors and components that form a complex system depend on each other and also bring about the behavior of the system as a whole. It is also important to note that the system and the environment surrounding it are in parallel operation. There are two essential factors to consider in this theory: agents or elements and context. Agents or elements adjust and rearrange themselves depending on the feedback received and may change behavior depending on their actions and how they organize themselves in a non-stable world that is changing all the time. The agent cannot be prevented from changing due to the fact that it is self-organized; variation is an inner feature in the human nature. Context is not perceived as a variable separate from the agent or element that conform the system, but rather being and important factor within that system (2008: 16, 34).

The definition of the theory states what a complex system is as well as provides the features that make up for the concept itself. Hence, those characteristics are now the point of discussion. Firstly, the elements and agents that constitute the complex system are not all of the same kind and, in turn, might “themselves be complex systems” as well. Secondly, the dynamism of complex systems is acknowledged, in the sense that there are constant alterations. These alterations do not have a specific preset

development. The course of changes of a complex system might somehow remain bound by its past, yet that will not ascertain its future alterations. And if certain stability is detected in the system, it stems from the driving forces, the dynamics of the very same system. In other words, the system self-organizes due to the interaction of its components, and that self-organization is what brings the dynamism to the system. Moreover, Maturana and Varela (1972, cited in Larsen-Freeman 2011) posited that complex systems are autopoietic in nature; that is to say, even though it changes, the essence remains the same. And this feature can also be applied to languages, on the grounds that parts of the language may vary (new vocabulary is adopted or adapted, for instance) but its identity remains unchangeable (Larsen-Freeman 2011: 51). Thirdly, there is a call for the non-linearity of a complex system. Elements and agents depend on each other. They interact in a dynamic way and that is what brings the non-linearity essence to a complex system. A key issue is that those interactions do not always remain in the same state. Fourthly, Larsen-Freeman and Cameron (2008) state that the idea that a complex system is open stands for the fact that it allows “energy or matter to enter from outside the system.” In the case of pragmatic development, that “energy or matter” that Larsen-Freeman and Cameron (2008: 32) point out is the input that learners get from either the instructor, peers, tasks and/or context. Besides, a complex system can remain stable due to the fact that it is open in nature. Finally, a complex system stands out as being adaptive. According to Larsen-Freeman and Cameron (2008), if the context in which the system is has changed, the system has to adapt to that new environment. Moreover, due to the fact that all parts in a system are related, if alterations are made in one of those components, the whole system will be affected. Evolution implies changes, and those changes are needed for the complex system to be in tandem with the environment, hence remaining alive. Therefore, an essential idea that the Complexity Theory puts forward is that a system is complex, dynamic, and has all its components interconnected, being change the core of both the theory and method. That is the meaning of “complex”, which is not a synonym of “complicated” in this case (Larsen-Freeman and Cameron 2008: 1).

Focusing on language as a complex system, there are some issues that must be tackled. Larsen-Freeman (2011) points out that context is central in a complex system, and language emerges from communication. Communication is the factor that provides

learners with opportunities to use the language. And the language is made up by all the utterances learners have used and listened to other speakers using in conversations in the past. As stated by Larsen-Freeman (2011), language is made up of “graded patterns”, either morphological or syntactic. Language is composed of areas such as syntax and pronunciation and other constructs, like routines, to name a few. According to Spivey (2007: 171), those areas do not have clear-cut boundaries so they overlap (cited in Larsen-Freeman 2011: 52). Those patterns used in conversation are heterochronic, are to be adapted depending on the context and might change in the course of time. Besides, interaction, those instances that a language provides to the learner, is what triggers language development. This development comes through a series of processes which Larsen-Freeman (2011) identifies as “soft-assembly” and “co-adaptation”. The former process was identified and put forward by Thelen and Smith (1994: 64), who claimed that a language is soft-assembled when elements in a language are put together to perform speech or written material and that, in this process, “each action is a response to the variable features of a particular task” (cited in Larsen-Freeman 2011: 54). The assembly is “soft” in that those language patterns and elements that have been put together from interaction can experience variations. In turn, Larsen-Freeman and Cameron (2008) provided a different definition of the term. These authors believe that learners will make different language choices depending on who their interlocutors are. In the case of L2 learners, those choices will show their command of the L2 being learnt as well as traces of their L1 and other languages they may know. On the other hand, Larsen-Freeman (2011: 54) perceives the process of co-adaptation as being “interactive”. Learners learn from what they speak but also from what they hear from other speakers, thus adding those utterances to their linguistic repertoire and employing them in the future. And from those co-adaptive and soft-assembled interactions, stable patterns are found in a language.

Learners are also central in the Complexity Theory. In general terms, they are called “agents”, but when having a look at SLA and L2 development under the complexity theory prism, those agents are identified as learners. As previously stated, language is made up by all those utterances learners have learnt and used in previous experiences. This previous use of language provides learners with the knowledge they need about the language, namely grammar, vocabulary, pronunciation and other areas.

Thus, here resides a key idea: learners are aware of the language they speak, of the patterns that build up a language. As learners become aware of their L2 development, they also notice those words which are less or more frequently used in conversations. Larsen-Freeman (2011) mentions three aspects to consider when dealing with such a complex system. The first one has just been mentioned, frequency. Noticing those words which are most frequently used by speakers in a community is not enough for the learner to choose that particular language pattern over others. Those language patterns have to be meaningful or determine a particular action. Hence, both frequency and reliability are the two components that will determine the learner's language pattern choice. The second aspect relates to the fact that variation is to be found all over the system. The paths learners follow when learning a language are all different and unique, because how learners approach the language, the learning context and the other interlocutors is not similar. This will determine their L2 development. As pointed out by Dörnyei (2009a), the personal qualities of a learner do not always remain the same, and this affects the way they learn a language and its development (cited in Larsen-Freeman 2011). In order for changes to occur, a stable and dynamic complex system should transform its nature into the complete opposite, so that the system within a learner may adopt a different organization. Finally, the last aspect this scholar mentions has to do with the "cross-linguistic influence" the learner experiences in the learning process of a second language. These influences can be detected in many ways, both verbally and non-verbally. The verbal influences on the L2 are discerned when receiving input and when producing output. Furthermore, the influence that the learner's L1 plays is present all throughout the developmental process, even when the learner has a high level of proficiency in the L2. It should be made clear that the influences learners have from other languages they know are not negative. The learning process is always developing; development never ends. That is why the learner's L1 will always be somehow present. In adult learners, Larsen-Freeman (2011: 58) encourages assisting learners to deal with those influences from other languages they know by providing them with explicit instruction as well as opportunities to practice the language by means of authentic tasks.

Moving to research conducted within the Complexity Theory, Larsen-Freeman (2011) discusses the research methods to collect and analyze data in L2 development from the perspective of this particular theory. This scholar claims that both qualitative

and quantitative methods are appropriate, even though some exceptions are drawn. Out of the quantitative methods, Larsen-Freeman (2011) believes the pre-test/post-test method is not suitable. The main idea this author posits is that with this data collection technique, only some parts and factors are controlled, investigated and taken into consideration. But, when dealing with the Complexity Theory, every part, variable and factor that makes up a system is important. These are all interconnected. Therefore, if only one is studied, results will not reflect the whole system, but just that particular component's. But still, Larsen-Freeman claims the need to limit the object of study, yet this must be accomplished strategically. Atkinson, Churchill, Nishino, and Okada (2007) and Bateson (1972) believe that significant results will be obtained only when including "mind, body and world" in a study (cited in Larsen-Freeman 2011: 60-61). According to Larsen-Freeman (2011), taking away all the parts that shape a system and examine them separately does not fit in the Complexity Theory, as the components in a system do not always play the same role. Some might be more influential for a period of time and then take on a secondary role. Agreement on the system's function as a whole is the core of the Complexity Theory and among researchers investigating under this theory.

When conducting research within the framework of the Complexity Theory, the focus is on retrodiction rather than on prediction. Changes in language development can be observed once these have happened. They can only be described retrospectively. Thus, a method to approach language development from this theory perspective focuses on describing what has already happened. Byrne (2002) defined retrodiction (also known as retrocasting) as an attempt "to reconstruct the elements, interactions, and developmental processes of the system"; whereas prediction (or forecasting) calls for the explanation of "the next state by the preceding one" (cited in Larsen-Freeman 2011: 61). By retrocasting, detailed descriptions are provided, while by forecasting, only guessing is traced. Even though explanations and predictions are both accepted, the Complexity Theory leans toward the former.

Larsen-Freeman (2011) states three methods to study complex systems firstly devised by Van Gelder and Bort (1995). These are quantitative modeling, qualitative modeling and dynamical description. Although accepted as an appropriate model of data

collection, quantitative modeling may not fit when conducting research on human beings, due to the fact that from a quantitative perspective, numbers have to be given to every aspect and factor in a system.

The complexity theory has been, is and will be important owing to its transdisciplinary nature. As Larsen-Freeman (2011: 67) states, “its power comes not only from its application to many different disciplines, but also from its application at many different levels [being] language and language development [one of them].” So far, studies conducted in this area of research have analyzed the effect of instruction employing a pre-test and post-test method. These studies have not taken into account the interaction effects among all the factors. Understanding pragmatic instruction within the framework of the Complexity Theory may allow us to explore how instruction and other factors influence the development of pragmatics.

1.3 Instructional effects on pragmatics

In this section, some issues will be dealt with regarding the importance of teaching pragmatics. To begin with, a definition of the concept will be provided. In addition, the importance of teaching pragmatics will be discussed afterwards. First of all, and according to Kasper and Roever (2005), *pragmatics in language teaching* is a developmental process in which the student has to combine pragmalinguistic and sociopragmatic knowledge. That pragmatic ability deals with the decisions on language use which learners make, depending on the context they are in or the other interlocutors taking part in that conversation (Crystal 1997). Three important issues have been discussed in relation to pragmatic instruction. First, whether intervention or no intervention proves to be more successful for language learning. Second, the type of approach that is more beneficial for learners to acquire an L2 –explicit or implicit. And the third one are the short- and long-term goals that learning pragmatics entails.

Responding to the first issue, related to whether pragmatics should or should not be taught, ILP scholars and researchers commonly agree on the fact that pragmatics must be taught; otherwise, students would neither acquire nor improve their pragmatic competence in the L2 they are learning. O’Keeffe (2011) defends this position by

stating that instruction does play a role, as it is both needed and effective. In this same line, Bardovi-Harlig and Mahan-Taylor (2003) also state the need to teach it as well as the benefits that can be achieved from that instruction. Moreover, these authors claim that the learning environment, the classroom, is a suitable one for instruction to take place, as it is in this context where pragmatics can be explained and pragmatic failure can be avoided.

Regarding the second question, on the debate about explicit and implicit approaches to teaching pragmatics, yet there are many studies that assert explicit treatment to be more beneficial (Barraja-Rohan 2012, Cohen and Taron 1994). The advantage of explicit instruction is not so clear when it comes to studies in which these two types of treatments are employed. In these very studies, results are not that homogeneous. Some provide evidence that both treatments are equally effective (Alcón-Soler 2005, 2007; Martínez-Flor 2006; Takimoto 2007); others report implicit treatment to be more beneficial than explicit treatment (Li 2012); whereas others report the main trend, that is, explicit instruction being more profitable for students enabling them to further develop their pragmatic competence (Nguyen et al. 2012, Fernández-Guerra 2008, 2013; Salazar 2008, 2013; Codina 2008, 2013). Thus, inconclusive results are reported in the literature. On the effectiveness of explicit and implicit instruction, we agree with Taguchi (2011: 291) in that the two types of treatment can be understood as the two ends of a continuum, rather than two different and opposing types of teaching methods. The author explains that approaching one end or the other will depend on what the students would benefit more from in particular settings.

Finally, it should be pointed out that there are some pragmatic features that are not easy to explain or transmit in the instructional context. However, there are others which actually are. According to O’Keeffe (2011), the classroom is an ideal context for what this author has identified as short- and long-term goals. Among the short-term goals, O’Keeffe (2011: 143) mentions: “raising awareness,” in which the main purpose is to make learners aware of a particular construct, like speech acts or pragmatic routines, and how and when to be correctly employed; “noticing strategies” that will help in the awareness process just mentioned; and “building receptive pragmatic competences,” so that the learners (can) identify this speech act when they come up

with it. In turn, this author identifies four long-term goals: “building more sophisticated awareness,” that will help learners pay closer attention to a particular form or situation; “honing noticing strategies,” so that the learner will notice which given form is the most acutely possible; and “building more sophisticated receptive and productive pragmatic competence,” so that the learner will be more pragmatically competent. Put simply, the short-term goals are the basis of the learner’s pragmatic competence; whereas the long-term goals are needed in order to refine and improve the learner’s pragmatic competence. By teaching pragmatics, these skills and strategies can be acquired, increasing the learner’s pragmatic ability and competence.

In essence, pragmatics should be taught so that students become aware of the differences between cultures, which also exist in the language of that culture; as well as to prevent or avoid misunderstandings between language users –what is known as pragmatic failure-, as “interlocutors tend to perceive pragmatic failure as an offence rather than simply a deficiency in language knowledge (Thomas, 1983)” (Wijayanto et al. 2013).

1.4 Pragmatic routines

In this subsection, a definition of formulaic competence, together with a classification of formulaic language will be provided. Moreover, a thorough look will be taken at defining pragmatic routines, which are the focus of the present study. Finally, the pragmatic routines selected for this dissertation will be listed and the reasons why these were the chosen ones will be tackled.

As previously stated in subsection 1.1, formulaic language can be identified as those chunks of language used in everyday conversations, including routines, idioms, collocations and lexical items. According to Celce-Murcia’s (1995) model of communicative competence, formulaic competence offsets the linguistic one, in that the latter implies an open group of words in which more can be added up. In contrast, this author (2007: 47) claims that formulaic competence is composed of a series of “fixed and prefabricated chunks of language that speakers use heavily in everyday interactions”. Those prefab string of words fall into four categories:

- Routines: fixed phrases like *of course*, *all of a sudden* and formulaic chunks like *how do you do? I'm fine, thanks; how are you?*
- Collocations: verb-object: *spend money*, *play the piano* adverb-adjective: *statistically significant*, *mutually intelligible* adjective-noun: *tall building*, *legible handwriting*
- Idioms: e.g., *to kick the bucket = to die; to get the ax = to be fired/terminated*
- Lexical frames: e.g., *I'm looking for _____*.
See you (later/tomorrow/next week, etc)

(Celce-Murcia 2007: 48)

Other scholars share Celce-Murcia's perspective on formulaic competence and formulaic language. Wood (2006) and Bardovi-Harlig (2013) also report formulaic sequences to be invariable multi-word units which can be used in a wide range of communicative situations, having different functions and being used differently, depending on the context of a particular situation. Moreover, these two authors also coincide in stating that speakers of a given language store and retrieve formulaic sequences as a whole in the mind. And that by making use of such prefabricated language, their speaking fluency improves. Besides, Bardovi-Harlig (2009, 2012) and Celce-Murcia (1995) assert that a speaker is fluent in a language because they equally employ linguistic and formulaic expressions in their day-to-day communication.

Researchers in the field of pragmatics coin formulaic language differently, depending on the perspective adopted. First of all, a definition of formulaic language should be accounted for. Wray (2002) identifies a formulaic sequence "as a string of words with a meaning or function different from that of its component parts and which, for that reason, is hypothesized to be processed holistically." Moreover, Wray (2013) coincides with Celce-Murcia (2007) in identifying collocations, routines and idioms as formulaic language, although Celce-Murcia (2007) also adds lexical frames. From these

figures of language, a close look will be paid to routines, also known as pragmatic routines.

Pragmatic routines is an umbrella term that covers a variety of perspectives on how to approach formulaic language. Those perspectives are divided into two groups, based on whether pragmatic routines are considered as psycholinguistic phenomena, or if they are seen as social phenomena.

According to Bardovi-Harlig (2013), further distinctions are drawn within the psycholinguistic aspect of pragmatic routines. On the one hand, the terms “formula” and “chunk” can be used to describe the same string of words, but the term “chunk” adds the connotation of retrieval and storage as if a string of words were a single word. On the other hand, the terms “formula” and “routine” can also be used interchangeably, yet a string of words will be called “routine” if it is used in the process of learning a second language. Now, Bardovi-Harlig (2009) makes a further differentiation within the term “formula”, mainly drawing on *when* a formula is acquired in the course of learning a second language (emphasis added). This author identifies two types of formulas, namely “acquisitional” and “social”. A formula will be *acquisitional* if it is acquired at early stages in the learning of an L2. These formulas stand out due to the fact that learners produce them in such a fluent and syntactically correct manner that this is not the one that characterizes their level of proficiency, their interlanguage. Besides, the learner’s interlanguage does not examine those formulas, thus lending support to the assumption that these chunks of language are “stored and retrieved as a whole” (Bardovi-Harlig 2009: 757). Whereas a formula will be *social* when the focus is drawn on the language users in a speech community using a given routine in a specific situation, either written or spoken. Moreover, research in SLA is focused on social formulas, providing them as input or focusing on them as the target forms to study. The social is also distinguished from the acquisitional in that SLA researchers claim social formulas to be those which only learners with a high level of proficiency can appropriately learn and use.

On the other hand, Bardovi-Harlig (2013) states that the terms “formula” and “conventional expression” can be used as synonyms in the social characterization of routines. However, the second term emphasizes the social value of the given string of words when being used by a particular speech community, in that communities of

speakers may not choose the same string. Besides, the term “conventional expression” does not include “the psycholinguistic claim regarding storage and retrieval” (2009: 757). Furthermore, only learners with a high level of proficiency will use conventional expressions more frequently, due to the fact that this is reflected in the development of their interlanguage grammar. Conventional expressions are complex, so only when learners have a “more advanced” interlanguage grammar will they be able to use conventional expressions.

Up to this point, it should be noted that the term “formula” is being used both in the psycholinguistic and social characterization of pragmatic routines. So, other more specific terms related to each perspective, namely “chunk” and “routine” –for the psycholinguistic aspect- and “conventional expression” –for the social one- add those particular connotations needed in each case. Moreover, Bardovi-Harlig (2012: 207-208) identifies another use of formula. These are called “semantic formulas” when they focus and explain in greater detail one of the components of a given speech act. This author provides the example of all the semantic formulas needed in an apology, namely “an expression of apology, a statement of responsibility, an offer of repair, and a promise of forbearance”.

Taking into account the definitions of pragmatic routines mentioned above, we could say that researchers in the area of pragmatics coin conventional expressions as pragmatic routines, yet, in my opinion, “pragmatic routines” is the umbrella term and “conventional expressions” is somewhat more concrete. Our study is in line with Bardovi-Harlig’s (2009, 2012, in press), so we adopt the definition given by this author. Bardovi-Harlig (2009: 757) identifies pragmatic routines as “those sequences that are frequently used by speakers in certain prescribed situations, (leaving aside) presuppositions about the eventual mental representation of these sequences for either native speakers or learners”. Moreover, as Bardovi-Harlig and Vellenga (2012: 77) assert, pragmatic routines are seen as “crucial to social communication.” Narrowing the scope a little further, House’s (1996) definition to identify pragmatic routines in pragmatics teaching is essential to better understand the purpose of our study, and to capture the complete picture. This author states that pragmatic routines should be learnt “*at any learning stage*”, as it is in those formulas where the essence of a community

dwells. Furthermore, conventional expressions are “essential in the verbal handling of everyday life” (1996: 227-228). Emphasis has been given to words in italics because participants in most of the studies conducted so far on pragmatic routines have an intermediate and advanced level of proficiency in English; whereas the participants in ours are beginners, with a pre-A1 level of proficiency in the English language.

Myles, Hooper, and Mitchel (1998: 325) drew five features to categorize pragmatic routines when studying second language development. According to these authors, pragmatic routines are “at least two morphemes in length;” “phonologically coherent, that is, fluently articulated, nonhesitant;” “used repeatedly and always in the same form;” “situationally dependent;” and “community-wide in use.” As reported in the literature, it is easy to identify a pragmatic routine that meets the first four features; whereas it is more complicated to do so with the last one. This is so because, as Bardovi-Harlig (2013) points out, variability exists in the usage of pragmatic expressions. This author provides two more clues to identify these chunks of language. These can be found either in speech and writing; and can be expressed differently, depending on the geographical area the community resides in; and also depending on the age of the speakers, since older native speakers may use an expression different from the one that younger native speakers of the same language may employ to refer to the same “thing.”

1.4.1 Target pragmatic routines

Once the features that define a pragmatic routine have been provided, a list with the pragmatic routines employed in this study and the situations in which they occur will be displayed, as well as the reason why they were selected will be explained. Each situation and the pragmatics are listed as follows.

Situation one is “You ask your friend Quique for the blue crayon” and the pragmatic routines elicited in this situation are: “Please,” “Thank you” and “You are welcome”.

It should be noted that students had been taught when to use the routines “Please,” “Thank you” and “You are welcome” before the research period. So, when

dealing with these pragmatic routines, learners completed the instructor's explanations and examples, without the instructor eliciting those responses or comments.

Situation two is "It is the first day of school. You introduce yourself" and the pragmatic routines elicited in this situation are "Hello," "My name is _____," "I am ___ years old" and "I come from _____."

Situation three is "It is time to go to bed" and the target pragmatic routine in this situation is "Good night."

Situation four is "It is 9 a.m. You go into your classroom" and "Good morning" is the pragmatic routine elicited in this situation.

Situation five is "You see your friend Paula in class" and the target pragmatic routines here are "Hello. How are you?" and "Fine, thank you. And you?"

Situation six is "You must not speak" and the target pragmatic routine is "Be quiet."

Situation seven is "The class is over. It is time to go home" and the elicited routines here are "Goodbye" and "Bye bye."

Situation eight is "Mom and dad leave you at school at 9 a.m." and the pragmatic routines targeted in this situation are "Have a nice day" and "You too."

Situation nine is "Something is going on. Pay attention" and the target pragmatic routine is "Be careful."

Finally, situation ten is "Your friend Ana is six years old today", in which "Happy birthday" and "Thank you" are the target pragmatic routines.

The criteria followed to select these routines are the following. Firstly, they all meet the five features that Myles, Hooper and Mitchel (1998) proposed in order to identify a pragmatic routine. Secondly, students can find these ten situations in their every-day life, so they are useful for them. And thirdly and most importantly of all, learning these routines and the situations they are to be found in will help learners practice and develop their pragmatic competence. Students will not only be learning

grammar and vocabulary from this early stage in their language learning process, but they will also be dealing with pragmatics from the very beginning.

1.4.2 Previous research on pragmatic routines

Research on pragmatic routines has been conducted since the late 1970s. Eight studies have been included in this subsection to provide background research to the present study. We have selected those specific articles because they either are relevant in the area of knowledge we are dealing with or the theories behind them or they have inspired us to design the tasks.

The very first study conducted on pragmatic routines was Scarcella (1979). The author focused on a series of routines such as “Watch out” and “Happy birthday” which were the head act of 15 conventional expressions in a written discourse completion task (DCT). Participants represented 30 native speakers of Spanish studying English as a L2. The responses elicited from the DCT made the author conclude that it is difficult for adult second language learners to acquire expressions used in every-day situations.

Nattinger and DeCarrico (1992) work is important in the interlanguage pragmatics literature because these authors provided an extended list of pragmatic routines, which they coin “lexical phrases.” These authors dedicated a chapter to spoken discourse and conversation in which they had a close look at speech acts and conventional expressions by means of tasks that resembled DCTs. Even though this book was not an empirical study, it was one of the first attempts to focus on pragmatic routines.

Scholars have become more interested in conventional expressions again in the first decades of the 21st century. Kecskes (2000) drew attention to the meaning of pragmatic routines and carried out a study in which this scholar aimed at proving if learners understood what these expressions meant. Data provided significant results: participants found it easier to infer the literal meaning of an expression than the pragmatic one.

Roever (2005) study on pragmatic routines is noteworthy to be included in this review as this author designed what he called “routine task”. This was a written DCT that included a short explanation of the situation and a question, which elicited a pragmatic routine. Participants had to choose the correct one out of four possibilities, which comprised the pragmatic routine and three distracters. Roever (2005) reported that learners who had benefited from explicit instruction performed better than those who had not.

Bardovi-Harlig (2008) conducted research on the written recognition and production of pragmatic routines, taking Meara’s (1989) tasks as a model. Attention to context was left aside, as this author presented participants with a list of conventional expressions, out of which they had to circle the ones they found familiar. The discourse completion task aimed at eliciting some of the routines included in the list presented on the recognition task. Results showed that participants performed better at recognizing than at producing the conventional expressions tested.

In line with the previous study, Bardovi-Harlig (2009) compared learner familiarity with conventional expressions to their production taking proficiency as a factor. Results revealed four patterns that come to our attention: learners reported to be familiar with particular expressions, which they included in their every-day conversation. Some other expressions were not so familiar to learners and, as a consequence, they did not get included in the learners’ repertoire. Regarding some other expressions, the more proficient the learners became, the more those routines were produced. And finally, a striking pattern was found, due to the fact that learners reported to be able to recognize some expressions, but they did not actually use them.

Bardovi-Harlig and Vellenga (2012) focused on the effects of instruction on the oral production of conventional expressions, especially those to which a particular pragmatic function is attached in English. Participants represented 36 students attending college and were provided with a pre-test, followed by instruction and then tested again with a post-test. These authors found that learning conventional expressions is not only subject to instruction but to other factors as well, such as the complexity of the expression and the learner’s level of proficiency.

Pawley and Syder's (1983) *nativelike selection* is closely related to L2 learners familiarity with conventional expressions. This concept deals with the idea of how a language user selects a particular expression to convey a particular meaning in a particular situation. And from that situation, these authors claim that learners should find a way to select those expressions that sound nativelike from those which do not. Moreover, this term is used to identify two stages in the learner's acquisition of conventional expressions. The first part is to recognize conventional expressions out of a given set of "grammatically correct paraphrases"; whereas the second stage deals with the usage of those expressions by L2 learners. According to these authors, learners have to discern which of the expressions are natural and sound idiomatic from those that are unnatural and sound unidiomatic.

In order to present the research questions that have driven our research, a recapitulation of the features that define pragmatic routines should be recalled. Pragmatic routines can either focus on the psycholinguistic or the social dimension. Special attention has been paid to the social one, due to the fact that it is on this dimension where our study has been carried out. Our study is in line with those that have focused on the importance of instruction on conventional expressions both orally and written taking into account the speech community's usage of the pragmatic routines, namely Bardovi-Harlig (2008, 2009) and Bardovi-Harlig and Vellenga (2012).

2 PURPOSE OF THE STUDY: RESEARCH QUESTIONS

As shown in the literature review, most of the studies done so far on the teaching of pragmatic routines have been done with intermediate and advanced learners of English, and scant attention has been provided to children and their development of pragmatic routines. Safont-Jordà (2011, 2012) and Portolés-Falomir (2013) are the only researchers who have conducted research on children, but from a multilingual perspective. Our study has been devised from a second language acquisition perspective. Moreover, the Complexity Theory in the field of SLA is in its infancy, and more research needs to be conducted under this complex perspective.

Hence, the aim of this study is to examine the effects of teaching pragmatics, mainly pragmatic routines to young English language learners.

Considering the theoretical background provided up until this point, the following research questions are addressed in the present study:

RQ1: To what extent do students benefit from teaching pragmatic routines?

RQ2: Can the instructor hasten the learners' development by promoting learners' adaptive imitation of pragmatic routines?

PART II: THE STUDY

2 METHODOLOGY

2.1 Setting

The present study was carried out at the language academy Talk To Me. This private institution is located in Villarreal de los Infantes, a town settled in the region of La Plana Baixa, in the province of Castellón. Talk To Me was set up in 2003.

Around eighty students currently attend this private institution, whose ages range from four to late fifties. Children and adolescents come from two schools mainly: Nuestra Señora de la Consolación and Pascual Nacher. The first institution is a charter school, whereas the second one is a public school.

There are six instructors working at this language academy. Four instructors teach English, another instructor teaches German and the last one helps students reviewing the subjects that students are taught at school. Focusing on the English teachers, there are two British and two Spanish.

2.2 Participants

Most of the studies done so far on pragmatic routines have had participants with and intermediate or advanced level of proficiency. In the present case study, the subjects are five students, three girls and two boys, who are aged between five and seven. They all have an elementary level of proficiency in the L2, English. Student 2 and Student 3 have Catalan as their L1, and Student 1, Student 4 and Student 5 have Spanish as their L1. The students' names have not been included so that their anonymity was kept. Instead, each student has been identified with a number.

Student 1 is a seven-year-old girl who attends the first year of primary school at Pascual Nacher school in Villarreal de los Infantes. It is the first year that she has taken English courses, both at her school and at the language academy. Student 1 has English lessons twice a week at the two instructional institutions. Sessions at the language academy are one-hour lessons.

Students 2 and 3 are cousins both boys and aged five. They have always been enrolled in and have attended the same class and extracurricular activities. That is why the same information describes both students. They attend the last year of kindergarten at the charter school Nuestra Señora de la Consolación in Villarreal de los Infantes. They have been studying English for two years at school and one year at the language academy. Students 2 and 3 have English language classes four hours per week at school and two hours per week at the language academy. When they were four years old, they were enrolled in a summer school, where they were taught English in 30-minute sessions two days per week, for a one-month period.

Students 4 and 5' profile is the same as well due to the fact that these two six-year-old girls have been friends since kindergarten and have always been classmates. They are even enrolled in the same after school extracurricular activities. Students 4 and 5 are both enrolled in Pascual Nacher school. It is the first year that they have English courses, both at school and at the language academy. Students 4 and 5 have English lessons once a week at the school and two sessions per week – one hour each- at the language academy.

These five children are the students in one of my classes at Talk To Me.

2.3 Instructional treatment

As previously mentioned, we focused only on the pragmalinguistic component of pragmatic routines. In line with Bardovi-Harlig (2008, 2009), Bardovi-Harlig and Vellenga (2012), and Bardovi-Harlig, Mossman and Vellenga (in press), we analyzed the effect of instruction on production and recognition of pragmatic routines.

The study was conducted in a one-hour session two days a week during eight sessions. That made up for a four-week case study.

Regarding quantitative data, the nine tasks were performed on different days. Task 1 was divided into Task 1A and Task 1B, due to time limitations and the task length. The rest of the tasks were performed entirely and distributed along the six remaining sessions. Task 7, the memory cards game was played at the end of most of

the sessions. Task 7 was an interactive extra practice that would be of help for learners in order to reinforce their knowledge on the pragmatic routines. Including task 7 in most of the sessions would also be an indicator of the students' pragmatic development.

A detailed explanation on what was done in each session is explained as follows.

Session one was exclusively devoted to task 1A. Regarding learners' competences, both oral and written recognition and production were practiced in this session.

In session two, tasks 1B and task 7 were both dealt with. Most part of the session was devoted to the former task, whereas only fifteen minutes were to the latter. In this session, all competences were practiced, namely both oral recognition and production, and both written recognition and production, as well as picture recognition was.

In session three, students worked on task 2, they were interviewed for the first time and played task 7 afterwards. Students practiced oral recognition, oral production, written recognition and picture recognition in this session.

Task 3 and task 7 were scheduled for session four. Both oral recognition and production and both written recognition and production of the pragmatic routines were dealt with in this session.

Tasks 4 and 5 were practiced in session five. This session was focused on picture recognition and on learners reinforcing the association between the different pragmatic routines and the pictures associated to each of them. This was the reason why task 7 was substituted for task 5 in this session.

Session six was devoted to task 6 mainly. Students practiced oral recognition, oral production, written recognition and picture production in the ten situations included in the ODCT. Students were interviewed for the second time afterwards. Due to time limitations, task 7 could not be included, although it was scheduled for this session as well.

In session seven, students performed task 8. Students practiced oral recognition, oral production and written recognition in task 8. In addition, students could also reinforce the association between pictures and routines in this task.

Task 9 and Interview 3 were scheduled for session eight, the last session. Students played the board game, in which they practiced oral recognition, oral production, written recognition and picture recognition of the pragmatic routines.

Each session is thoroughly explained in Appendix 22. Session 8, was also the last class before Easter break. So, out of curiosity, we decided that students would craft their own Routines Wheel the first session after Easter recess. We aimed at checking students' development and whether they remembered the routines after one week with no instruction. Results were satisfactory, due to the fact that all students reported that they knew and remembered all pragmatic routines except a few. In other words, each student had difficulties remembering a specific routine. But not all students had difficulties with the same routine. It was striking as well as comforting finding that students did remember the pragmatic routine "Have a nice day," which they were unable to memorize or identify throughout the research period. An example of students' craft of the Routines Wheel has been included in Appendix 14.

2.4 Data collection and analysis: A mixed method approach

So far, the majority of the studies conducted on pragmatic instruction in the English language classroom have been based on quantitative methods to collect data, mainly following the pre-test – post-test research design; whereas fewer studies have analyzed the effect of instruction from a holistic perspective, using a mixed method approach. The mixed method approach has been used in the present study.

The instruments and materials designed to collect data in this study will be explained in the following two subsections. The first subsection deals with the ones used to collect quantitative data; whereas the second subsection focuses on those instruments and materials employed to collect qualitative data.

2.4.1 Instruments and materials for the quantitative analysis

Nine tasks and a chart have been designed to collect quantitative data.

The nine tasks were presented to the students in a gradual process, from the easiest to the most difficult. The first tasks dealt with pragmatic awareness; whereas the subsequent ones focused on the production of the selected pragmatic routines. Each situation in which particular routines were elicited was given a picture, so that the students could relate the pragmatic routine(s) to the picture, making it easier for them to recall and memorize. It is important to note at this point that we dealt with pragmalinguistic competence only. In this study we left the sociopragmatic competence aside because we focused more on the language rather than on the relationships between language and social factors, namely power, status and social distance. In all tasks, the instructor would mime the routines in order to help students better understand the pragmatic routines and the concepts tackled. If students still experienced comprehension difficulties, translation was provided. All tasks were presented to students on paper. A short description of each of them is presented below.

In task one, students were given a worksheet in which all the selected pragmatic routines were provided. The layout of the worksheet consisted of two columns. The pragmatic routines were all written down in the column on the left; whereas a space for the subject to write them down was allotted in the column on the right. The instructor read aloud the routines and students repeated them. And after that, the instructor copied them on the blackboard and drew the picture associated to each pragmatic routine as well. Students would write them down in the blanks left for each routine and would draw the pictures. The instructor provided learners with metapragmatic information all throughout the task, explaining and giving examples so that comprehension and understanding of the routines were facilitated. This task triggers the learners' pragmatic awareness on the selected routines. (See Appendix 1). An example of one of the students' performance has also been included. (See Appendix 2).

Task two focused on the association between a pragmatic routine and the picture associated to it. This task was a multiple choice one, in which the students were presented with ten pictures representing the ten pragmatic routines chosen. For each picture, two or three routines were provided in written mode out of which the students had to choose the right one. The idea of including a third routine in some of the situations was meant to provide students with some more difficult situations and to

check whether they were able to perform them. This task was based on those designed by Roever (2005). The aim of this task was to increase the students' awareness of both the pragmatic routines and the relationship between the routines and the pictures associated to each of them. (See Appendix 3). An example of one of the students' performance has also been included. (See Appendix 4).

Task three required the learners to fill in the gaps. The selected pragmatic routines were placed one after another and some letters were missed out. Students had to fill in the gaps in each word with the missing letters to get the pragmatic routines. Most of the missing letters were vowels. The reason for this decision was that pronunciation is also important. Students worked on the fact that the pronunciation and the written form of a word do not match in English, which is totally the opposite from Spanish. Awareness and production were both tackled in this task. Awareness was elicited when students had to guess what pragmatic routine each one was. And production was elicited at the time when students had to fill in each gap with the missing letters. (See Appendix 5). An example of one of the students' performance has also been included. (See Appendix 6).

Task four was aimed at reinforcing the association of the pragmatic routine with the picture by providing students with labyrinths. In each labyrinth, the picture was at one end and the pragmatic routine related to it was at the other end. Awareness and production were both included in this task. The role that awareness played had to do with task performance. Task performance would enhance the processes of learning these particular routines as well as of associating the routines with their corresponding pictures. The role of production in this task was linked to pronunciation. Students would pronounce the selected pragmatic routines once task performance was completed. Additionally, students were asked questions such as *when do you say this?* These questions were additional instances that the students were provided to practice the given pragmatic routines. (See Appendix 7). An example of one of the students' performance has also been included. (See Appendix 8).

Task five is called "The Routines Wheel", in which a wheel was drawn and divided in ten pieces. Each piece of the pie contained the image associated with each of the selected pragmatic routines. The instructor would randomly point at a picture and

ask students *what is this?* Then students would have to utter the pragmatic routine associated with that particular picture. Task five focused on production, based on the claim that Bardovi-Harlig (2012, in press) puts forward in her recent studies on pragmatic routines. This author states that providing learners with oral input and eliciting oral production from them is essential for the development of pragmatic routines. Hence, task five focused on both oral input and oral production. The researcher took detailed notes on the responses of the learners as well as audio-recorded them in order to collect data during task performance. (See Appendix 9).

Task six was an oral discourse completion task (ODCT). The instructor presented students with some pictures and the scenarios they stand for, one at a time, and provided the first turn of the discourse when needed. Students had to say the pragmatic routine that was elicited in each of the ODCTs. As in task five, both oral input and oral production were the aspects to focus on. Bardovi-Harlig (2013) identified ODCTs as being closed role-plays, in which participants produce some utterances that deal with the pictures and information presented to them either in spoken and/or written language. The aim of ODCTs is for learners to produce some speech related to the target form being studied. But, in order to accomplish this in a natural way, ODCTs should provide the learner with both oral input and visual material, such as pictures (Bardovi-Harlig 2009, cited in Bardovi-Harlig 2013). The data from this task was audio-recorded. (See Appendix 10).

Task seven was a memory-card game aimed at reinforcing the students' knowledge of the selected pragmatic routines as well as for the researcher to check the students' pragmatic development. For the purpose of this task, the pragmatic routines were written in small white paired cards. In one of the cards, the picture and the pragmatic routine were given, and the subject had to find its match, in which the answer to that pragmatic routine was facilitated. For instance, to wish someone happy birthday, both "happy birthday" and "thank you" are needed. Even though the pragmatic routine to study is "Happy birthday," the response "Thank you" is also important. Therefore, on one card students would find the picture and "Happy birthday" and they would have to find its match, a card that contained "Thank you." For those pragmatic routines which are only one sentence, and do not need a response, such as "Be careful" and "Be quiet,"

the picture was drawn on one card and the pragmatic routine was written on the other card. (See Appendix 11).

Task eight was an adaptation of the card-sorting technique. As reported in the literature, the learner has to classify cards according to degree of politeness. In this task, the participant was given a series of colored-coded cards, each group of cards consisting of a scenario and the pragmatic routine(s) needed. As all the routine cards were scattered on a table, each pragmatic routine(s) and their scenario were given a color, in order for students not to get confused with so many cards. The ones containing information about the different scenarios were displayed on other tables. Students had to group the cards according to the color. Then, they had to read what was on each card. Afterwards, they had to order those in which more than one routine was provided. Students' pragmatic awareness was elicited in this task by means of ordering the turns in the given conversations. Production was also tackled in this task, because students had to utter the routines while ordering them. Being able to recognize the pragmatic routines as well as the context in which they are to be used is essential for pragmatic development. (See Appendix 12).

Task nine was a board game adapted from the one designed by Bardovi-Harlig (in press). We decided this task should be the last one due to the level of difficulty. All the selected pragmatic routines were included in the game board, and questions about them were formulated differently, so that students could produce the same outcome but having been asked about them in different ways. Pragmatic routines were elicited in the following ways:

1) "*You Say*" cards. A situation was given and the student had to utter the pragmatic routine. For example, the situation "You must not speak" was provided and the student had to respond "Be quiet".

2) "*What is it?*" cards. Each picture designed for the ten situations were provided on a different card. Students had to provide the pragmatic routines related to the picture they turned over. For example, one student turned over the card with a bubble and "shhh" written on it and had to utter the pragmatic routine "Be quiet".

3) “*Complete*” cards. Some of the components of a pragmatic routine were given and students had to provide the missing word(s) to complete the pragmatic routine(s). For example, a subject got the card “Happy _____!” and then they had to utter “birthday.” The picture associated with each pragmatic routine was placed in the upper right-hand corner on the card. Including the picture in this type of questions played a facilitative role when completing the pragmatic routine.

How to play: Students had to roll the dice and advance as many squares as numbers were on the dice. Then, they had to take a card, depending on the square they landed on.

In this last task, a focus was given on production. All the target forms were presented to students interactively. While students revised all the forms they had been previously practiced, the researcher checked the students’ pragmatic development. (See Appendix 13).

Finally, a chart was explicitly designed for the purpose of this project. It is a tool to evaluate the students’ oral and written recognition and production of the selected pragmatic routines. These refer to the four skills. In other words, oral recognition refers to listening, oral production does to speaking, written recognition does to reading and written production refers to writing.

One chart for each student was filled out after each session, in order to keep a close record on the students’ pragmatic development. Whenever students recognized and/or produced a routine, either written or oral, a tick was put in the box corresponding to the specific type of recognition or production. On the other hand, if students were not successful in the performance of a given pragmatic routine, a cross was drawn on the box corresponding to that specific item. If parentheses “()” were drawn in any box, that meant that the student did not deal with that aspect of a given pragmatic routine. (See Appendix 15).

2.4.2 Instruments and materials for the qualitative analysis

Detailed notes on the naturally occurring data were taken all throughout the study in order to obtain quantitative and qualitative information on participants' pragmatic development.

Identification and a synopsis of the tasks scheduled for each day were presented firstly. Moreover, task enjoyment was also dealt with. After that, the arrangement of the furniture in the classroom was accounted for, as the regular layout was changed each session for the purpose of the present study. Thirdly, some issues regarding the teacher were dealt with. How many languages the instructor spoke and what each language was for were explained. For instance, English was used in order to deal with the selected pragmatic routines and Spanish and Catalan were employed to provide learners with translations of those concepts they had difficulties in comprehending. Besides, it was also stated whether the teacher mimed the routines in order for learners to better understand the pragmatic routines. Fourthly, information regarding the students was also included in each session. An account of the languages they used and the purposes for the use of each language were explained. Moreover, special attention was drawn to the participation or non participation of each student in the tasks and the reasons why they did participate or they did not. Finally, an exhaustive report of the session was included in the section "notes during instruction". There the students' performance of the tasks was explained, as well as how tasks were carried out and other noteworthy comments and situations.

Interviews were the second method used to collect our data and allowed us to explain the research findings from a qualitative point of view. Interviews in our study were semi-structured in nature. Students were interviewed three times while research was being conducted. Interview 1 was scheduled for session 3, March 31st, 2014. Students were interviewed for the second time on session 6, April 9th 2014. Finally, Interview 3 was scheduled for the last session, session 8, May 16th, 2014. Three interviews were designed in order to cover different aspects.

The first interview focused on the students' educational background and experiences on the English language, such as class hours, teaching style and the typical activities they perform at school. In addition, questions about their class participation

and amount of time they spend using English, as well as the amount of homework they were asked to do in their English courses at school were included in this first interview. (See Appendix 16). Students' responses have also been reported. (See Appendix 17).

The second interview covered personal issues: how students felt when using English at school and at the language academy; if they like speaking English; if they enjoy the activities performed in these eight sessions; how they feel about them in terms of difficulty, if they are too easy, too difficult, average, fun, boring. A chart representing students' task enjoyment was designed explicitly for Interview 2 and task enjoyment was represented in a four-point scale. (See Appendix 18). Students' responses have also been reported. (See Appendix 19).

The third interview stood for a recapitulation of the students' learning process throughout the sessions. This was represented in a chart in which the reasons students provided for their participation or no participation were displayed. The second question in this interview focused on task enjoyment. The items included in the third interview were aimed at gaining insights from the students regarding their pragmatic development. (See Appendix 20). Students' responses have also been reported. (See Appendix 21).

Even though the interviews contained these questions, time was given to students to express themselves and talk about other issues that might pop up during the interview. The questions we proposed here were posited as a means of encouraging students to talk about all these points.

2.5 Results

In this section, the students' development as a whole group was first provided in subsection 2.5.1. After that, each of the students' case studies was further explained in subsection 2.5.2.

In order to understand the figures better, the method that was specifically designed to obtain them will be accounted for in the following lines. As previously stated, one chart per student was filled out after each session. In those charts, a tick was

put in those routines that students had understood and performed correctly. On the other hand, if the students' performance was not positive, a cross was put in the corresponding box. If students did not work with a given routine, then a parenthesis "()" was drawn in the corresponding box. So, a "+1" was given to all those boxes in which a tick had been put. Thus, the positive development of the students could be seen more easily. For those cases in which a cross was given, that was translated into a "-1," so that it signaled that the students did not perform or understand a given routine. For those cases in which a parenthesis was drawn, a "0" was given. That meant that the students did not work on a given routine in a particular session, so no points were added or subtracted. Hence, once all the ticks, crosses and parentheses were translated into numbers, these were added, subtracted or maintained in order to provide a visual progression of the students' development. For example: Student 1's development of the oral recognition of the pragmatic routine "Hello. How are you?" during the eight sessions was the following:

[X – () – tick – tick – tick – tick – tick – tick]

Then, this development was translated into the following numerical sequence:

[-1 -1 0 1 2 3 4 5]

This formula was used to analyze the students' development of each of the routines regarding oral recognition, oral production, written recognition and written production.

2.5.1 Results for the quantitative data: General patterns of pragmatic change

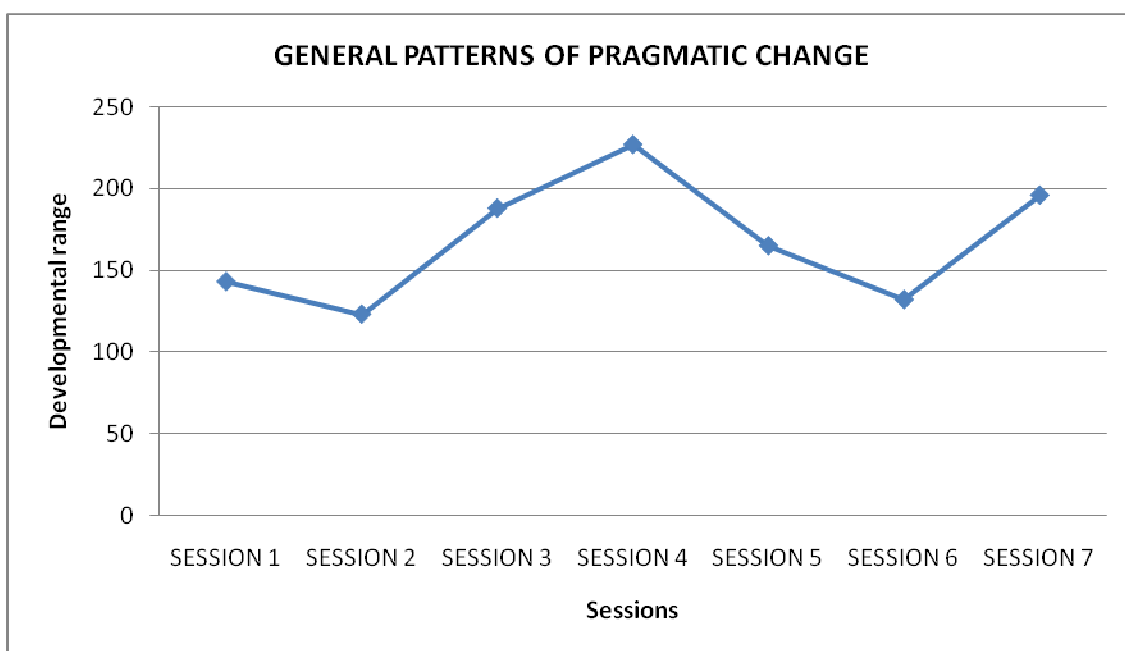


Figure 1: General patterns of pragmatic change

It should be noted that the number obtained in each of the sessions included in Figure 1 represents the addition of all the students' positive performance of the recognition and production of both written and oral forms of the pragmatic routines.

It is important to note that all of the pragmatic routines were not produced the same amount of times on each session. This also accounted for the drop on the students' performance on some of the sessions.

In session 1, a total number of 143 pragmatic routines were counted, including oral and written forms. Task 1A was performed in this session, and not all the pragmatic routines were reviewed. As previously stated, students worked on situations one to four. (See Appendix 1). The pragmatic routines that obtained the highest rate of performance were "Good bye" and "bye bye" with 18 possible points out of 20, followed by "Please" with 17 and "My name is _____" with 16. "Thank you" and "You are welcome" were recognized and produced 15 times out of 20 and "Hello. How are you?" was 14 times out of 20. Finally, the three routines left attained the lowest rates, with "Fine, thank you. And you?" counted 11 times, "I am ____ years old" was 10 and "I am from

_____” was counted nine times. From these results, it could be understood that students had fewer difficulties with those pragmatic routines which they were more familiar with. On the other hand, those routines that were more syntactically complex or included words that students were not familiar with tended to be the ones that were recognized and produced less frequently.

In session 2, a total number of 123 pragmatic routines were counted. Task 1B was performed during this second session. Students were introduced to the pragmatic routines included in situations five to ten and practiced them both orally and in written form. “Thank you” was counted 20 times, “Good morning” was 18 times, followed by “Good morning” and “Be quiet” with 16 times each, and “Happy birthday” and “Be careful” with 14 times each. Finally, “You too” and “Have a nice day” were the pragmatic routines that presented the most difficulties to students, since they were counted 13 and 12 times respectively. Even though these two routines were the most difficult ones, these were still above the average number. The students surpassed the 10 point average.

In session 3, students developed their pragmatic knowledge positively. See Figure 1. Pragmatic routines were recognized and produced 188 times, including oral and written forms. Task 2 was performed during this session, in which all pragmatic routines were included. The aim of this particular task was for students to reinforce on the association between the pragmatic routines and the picture associated with each situation. Although some routines were counted less frequently than in previous sessions, namely “Have a nice day,” which was counted 6 times in this third session, the frequency of counted routines was consistent throughout the session. The times that the routines were counted ranged from 13 to 15 mainly, and only a few were counted 10, 11 and 12 times. “You too” was counted 10 times; “Fine, thank you. And you?” was 11 times and “Hello. How are you?” and “Good morning” were counted 12 times. Oral recognition, oral production and written production were practiced in this task and students reported that this helped them understand the routines. This resulted in a more accurate and correct use of the routines. Moreover, it was generally agreed among all the students that having a picture to which the each routine could be associated was of great help.

In session 4, the students' performance was more positive. A total number of 227 pragmatic routines were counted, including oral and written forms. 12 routines were included in task 3 for students to complete the gaps in each of them. (See Appendix 5). Despite the fact that "Please" and "You too" were counted one and four times less than they were in the previous session, the rest of the routines were produced from one to six more times. The reasons behind the drop of "Please" and "You too" had to do with the pronunciation of the first and the overall usage of the second during this session. Therefore, even though students knew what these two routines meant, they reported that they had had difficulties when they were performing the task, particularly on those two routines. The reasons why students felt those routines to be more difficult arose from the different writing and pronouncing styles of these words. These are not the same in English than in Spanish or Catalan, the students' L1s. These routines are written and pronounced one way in English and differently in Spanish or Catalan. That is why students felt this task to be more difficult.

In session 5, there was a general drop in the students' development of the pragmatic routines. These were counted 165 times during that particular session. Students worked on tasks 4 and 5, which focused specially on both oral recognition and production together with written recognition of the routines. The absence of written production on this session might be related to this drop. Another possible explanation for this lower performance in session 5 might be accounted for the fact that the pragmatic routines "I am ___ years old" and "I am from _____" were not included either in task 4 or task 5. Overall, students performed well and reported that the pictures associated to each pragmatic routine were helping them in order to acquire the routines. "Hello. How are you?," "Fine, thank you. And you?" and "Good bye" were counted only nine times during the session. Even though students knew these routines, these were counted as incorrect if students forgot any of the elements on them. In other words, if students forgot "How are you?" and / or "And you?," the routines were not counted as correct because the point of including those two routines was for students to practice that greeting interaction; and not just saying "Hello."

In session 6, although the pragmatic routines were counted 132 times, the students' performance was generally satisfactory. This pronounced drop was accounted

by the fact that neither written recognition nor written production were included in task 6: ODCCT. Students practiced oral recognition and oral production, as they were presented with ten situations and they had to provide the pragmatic routine(s) elicited in each situation. All of the students performed the ten situations and results were positive. 10 out of the 17 routines elicited attained the highest rates of performance, as these routine were counted 10 times each. On the other hand, some routines were not performed so frequently during this session. “Good morning” was counted nine times, followed by “my name is _____” eight times, “Fine, thank you. And you?” was six and “Have a nice day” was five. “You too” was counted 4 times and “I am ___ years old” and “I am from _____” were counted none.

Finally, the students’ general performance of each of the pragmatic routines increased considerably in session 7. Thus the overall number of pragmatic routines rose to a total of 197 times. In session 7, task 8, the card-sorting adaptation game, was carried out. The students practiced the oral recognition, oral production and written recognition of all of the pragmatic routines. There was an increase from two to eleven times, depending on the pragmatic routines. “Good bye” remained stable, and was counted 10 times, which was the same amount of times that this routine was performed in the previous session. The routines “I am ___ years old” and “I am from _____” were dealt with in this session. The performances of these two routines raised drastically from zero to seven the former and from zero to eleven the latter. Once again, the students’ performance was satisfactory, demonstrating their learning progression by playing task 8.

Session 8 was not included in Figure 1 due to the fact that this session was a recapitulation of all the work done on all previous tasks. As mentioned before, session 8 was devoted to playing the Routines Board Game, in which all of the students could practice the pragmatic routines. This session was devised for the researcher to obtain insights as a teacher; to check on the students’ development in a more relaxed atmosphere. In other words, students felt more comfortable with the game than with a worksheet. Students felt free to perform the routines, to provide answers to what they were asked on the cards, to ask questions whenever they had doubts and to play and interact with their classmates.

2.5.2 Results for the qualitative data: Case studies

In this subsection, a close look will be paid to the students' pragmatic development individually. The differences that each student has shown in the learning process will be accounted for.

Two concepts should be defined first, namely "pattern" and "subgroup." The former refers to the student's development of a given routine throughout the eight sessions. While the latter identifies a group of routines whose development does not match 100%. That is, their developmental patterns coincide in some of the eight sessions, but not in all of them.

STUDENT 1

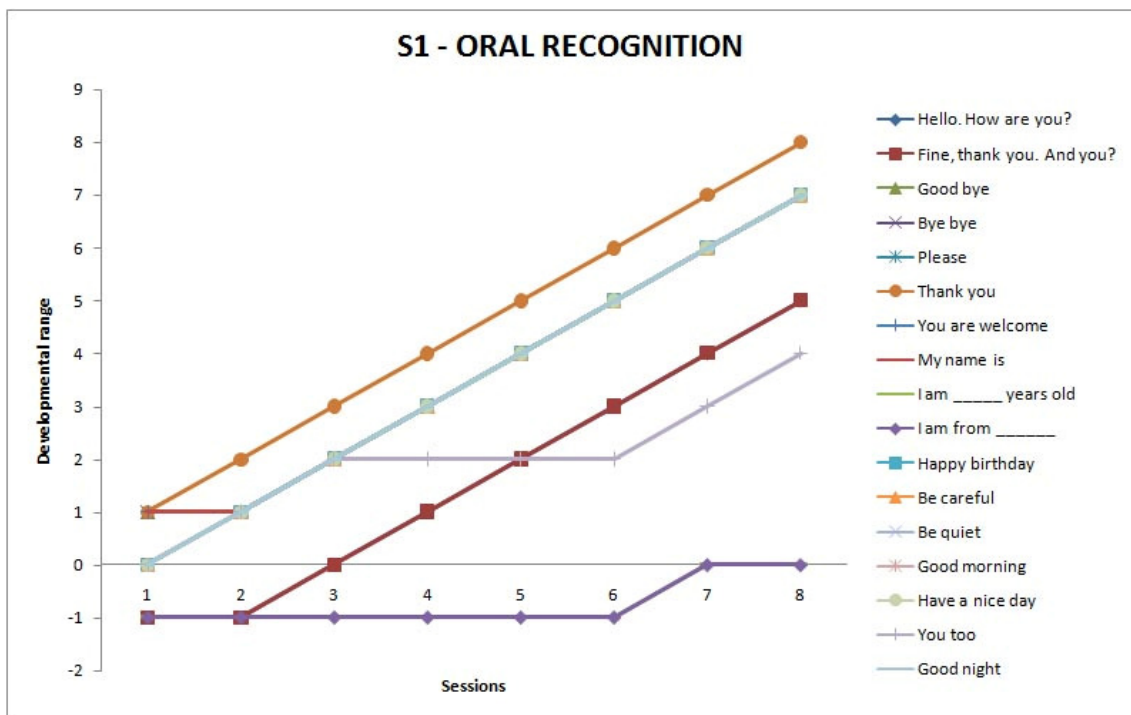


Figure 2: Student 1's oral recognition development

Student 1's development in the oral recognition of the pragmatic routines was overall positive, except for the routine "I am from ____." Additionally, the

development of the routine “Thank you” outperformed the rest of the routines’. The routines’ development were grouped into four groups, since routines overlapped in four different ways. “Hello. How are you?” and “Fine, thank you. And you?” were the first group to identify. Secondly, “Good bye,” “Bye bye,” “Please,” “You are welcome” and “My name is” followed the same developmental pattern. “I am ___ years old” and “I am from _____” were identified as a third group that developed the same way throughout the research period. Finally, the routines “Happy birthday,” “Be careful,” “Be quiet,” “Good morning,” “Have a nice day” and “Good night” comprised the fourth group, in which the aforementioned routines followed the same developmental pattern throughout the eight sessions.

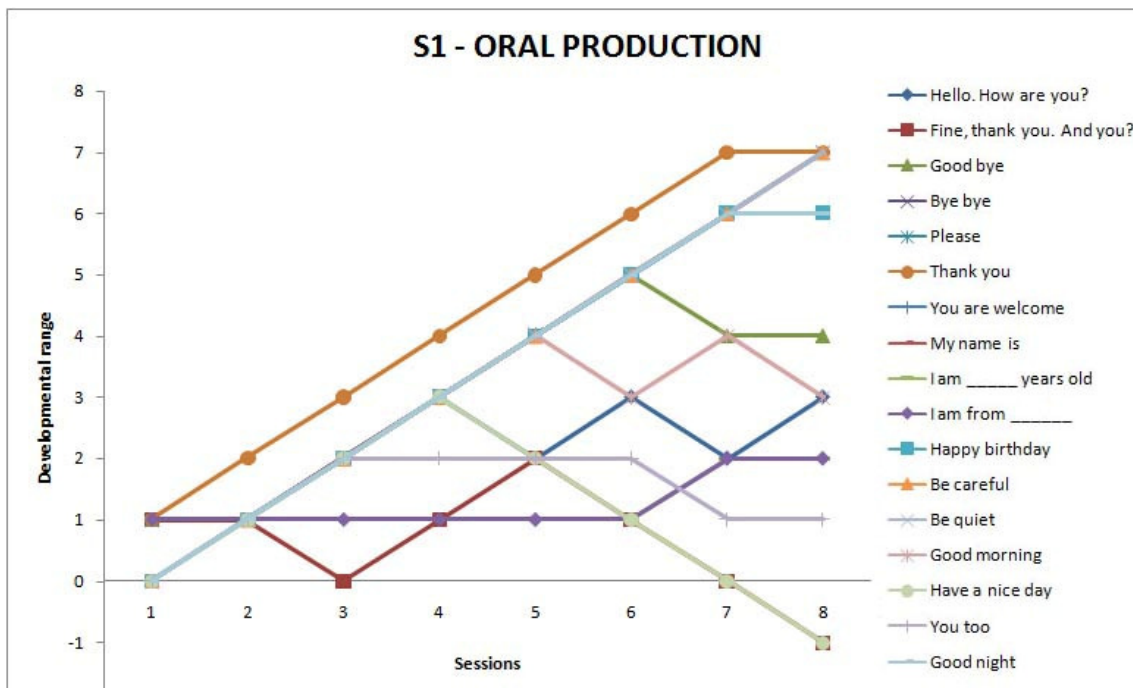


Figure 3: Student 1's oral production development

Student 1's development in the oral production of the pragmatic routines was more irregular than the oral recognition development, but still some patterns were devised. Three groups composed of different pragmatic routines followed a different developmental pattern each. The routines “Please,” “You are welcome” and “My name

is” formed the first group. The second group was composed of the routines “I am ___ years old” and “I am from _____”. Finally, “Be careful” and “Be quiet” made up the third group.

The first subgroup was composed of the routines “Hello. How are you?,” “Good bye” and “Bye bye,” which were in line with the routines in group one. They all followed the same developmental pattern until session 4. Then, all the routines in group one developed equally until session 8 but “Hello. How are you?” followed a different pattern. On the other hand, “Good bye” developed in the same way as group one up until session 6, and “Bye bye” did so up to session 7.

The second subgroup was composed of the routines “Happy Birthday” and “Have a nice day.” These two routines developed in the same way from sessions 1 to 4. Then, each routine developed differently.

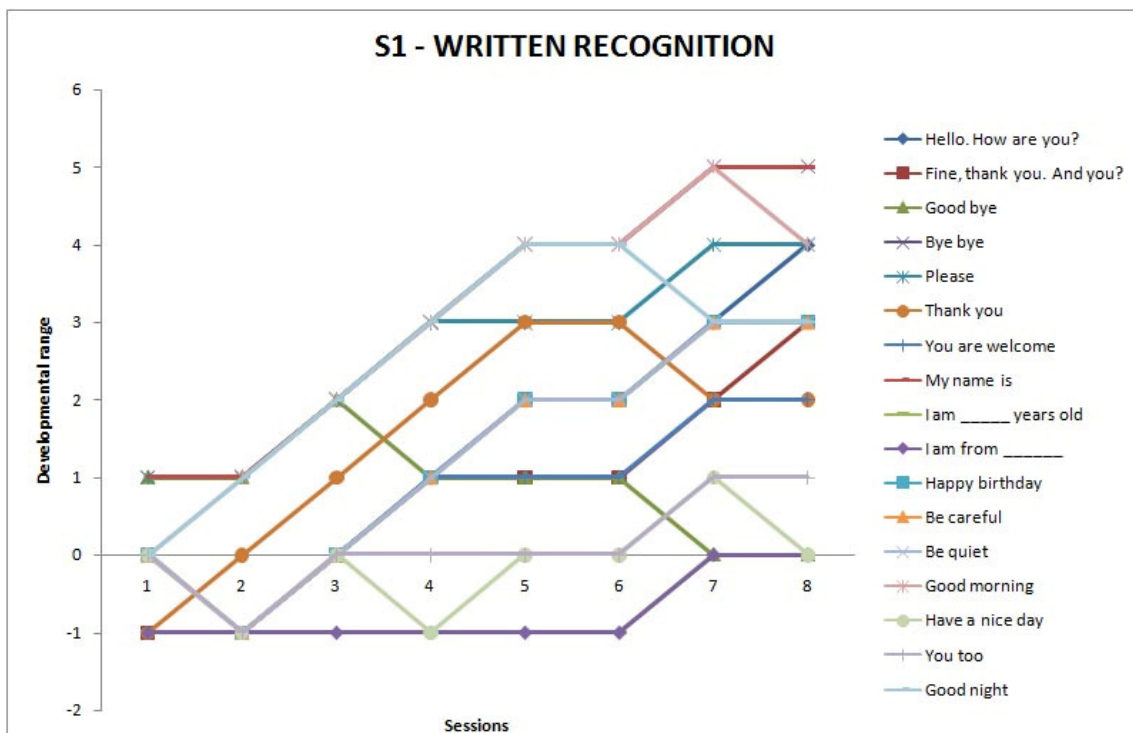


Figure 4: Student 1's written recognition development

Student 1's development in the written recognition of the pragmatic routines was also more irregular than the oral ones. However, some patterns were recognized. Two main groups were differentiated. Four subgroups were also devised. The main groups and subgroups are identified below. Additionally, Student 1 outperformed the written recognition of the pragmatic routine "My name is." Finally, the routines "Thank you" and "You are welcome" followed a different developmental pattern each and could not be included in any of the main groups or subgroups.

Student 1 developed a series of routines in the same way, which were separated into two groups. On the one hand, the pragmatic routines "I am ___ years old" and "I am from ____" followed the same developmental pattern. "Happy birthday," "Be careful" and "Be quiet" made up the second group of routines that developed the same way.

The first subgroup was composed of the routines "Hello. How are you?" and "Fine, thank you. And you?" which developed similarly until session 4. Each of these two routines followed a different developmental pattern from sessions 5 to 8.

"Good bye," "Bye bye" and "Please" formed the second subgroup. These three routines developed to the same degree up to session 3. Then, the first routine developed differently from "Bye bye" and "Please," which each of them did from session 5 onwards. That is, from this subgroup, the last two pragmatic routines followed the same developmental pattern until session 4, one more than "Good bye." Thus, "Bye bye" and "Please" were identified as the third subgroup.

Finally, the fourth subgroup was composed of the pragmatic routines "Have a nice day" and "You too." These routines developed equally from sessions 1 to 3 and then again from session 5 to session 7. The developments of these two routines only differed from each other in session 4 and session 8.

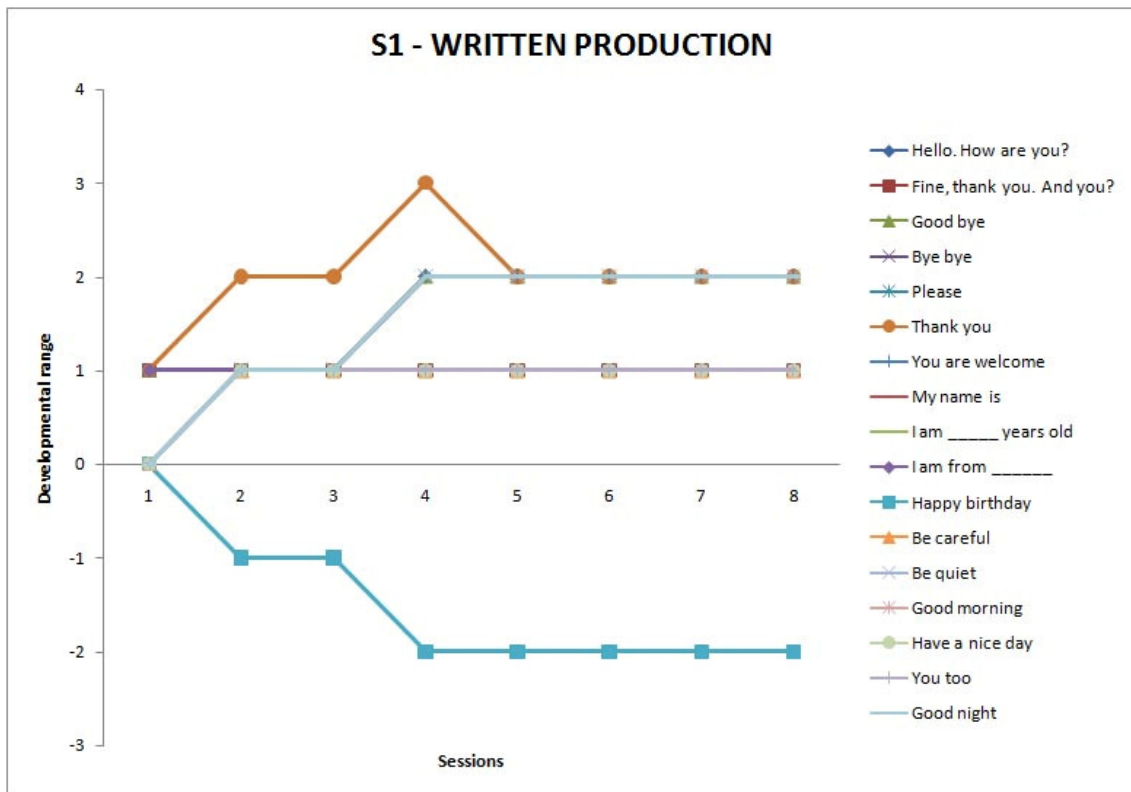


Figure 5: Student 1's written production development

Student 1's development in the written production of the pragmatic routines was more organized and regular. In other words, all the routines except two fitted into one of the four main groups. Exceptions to these four groups were the routines "Thank you," whose development outperformed the rests', and the routine "Happy birthday," which followed the most negative developmental pattern of performance.

The first main group was composed of the pragmatic routines "Hello. How are you?," "Good bye," "You are welcome" and "My name is." All of them developed similarly.

The routines "Fine, thank you. And you?," "Bye bye," "Please," "I am ____ years old" and "I am from ____" formed the second main group. All these routines developed the same way throughout the research period.

“Be careful,” “Good morning,” “Have a nice day” and “You too” formed the third main group. Finally, “Be quiet” and “Good night” were the fourth main group to be identified in Student 1’s development of the written production of the routines.

It is important to note that group one and group four followed the same developmental pattern from session 2 to session 8.

STUDENT 2

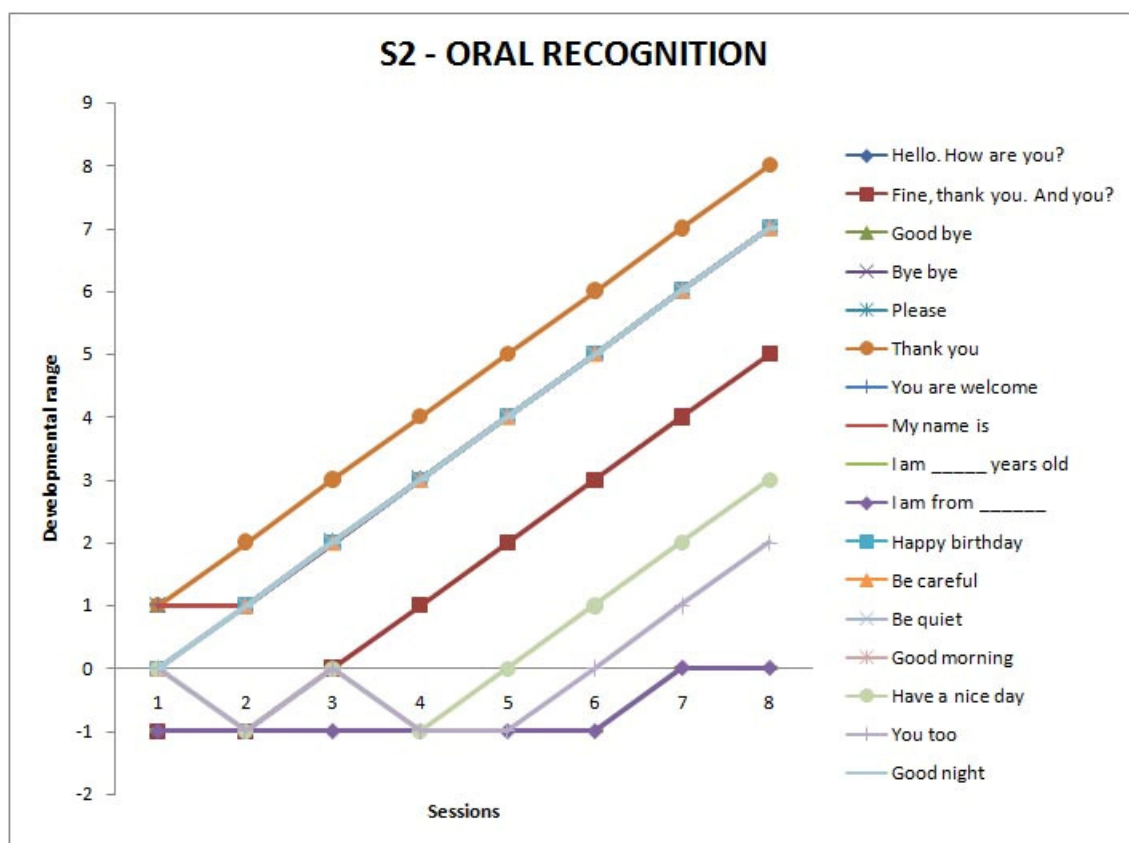


Figure 6: Student 2's oral recognition development

Student 2's development in the oral recognition of the pragmatic routines followed a positive progressive development. Most of the routines evolved in the same way, so they were put together in three different groups. There was also one subgroup. Finally, there were two routines that deserved special attention. "Thank you" was again the one whose development outperformed the rests'. "Fine, thank you. And you?" was the routine that experienced the most positive development, from a non-recognition starting in session 1 and session 2 to a positive progression until the last session.

"Hello. How are you?," "Good bye," "Bye bye," "Please," "You are welcome" and "My name is" formed the first group. Secondly, "I am ____ years old" and "I am from ____" made up another group. Finally, the third group was composed of the routines "Happy birthday," "Be careful," "Be quiet," "Good morning" and "Good night."

The pragmatic routines “Have a nice day” and “You too” formed the subgroup mentioned before. The development of these two routines was the same up to session 4. From session 5 onwards, each of them developed differently.

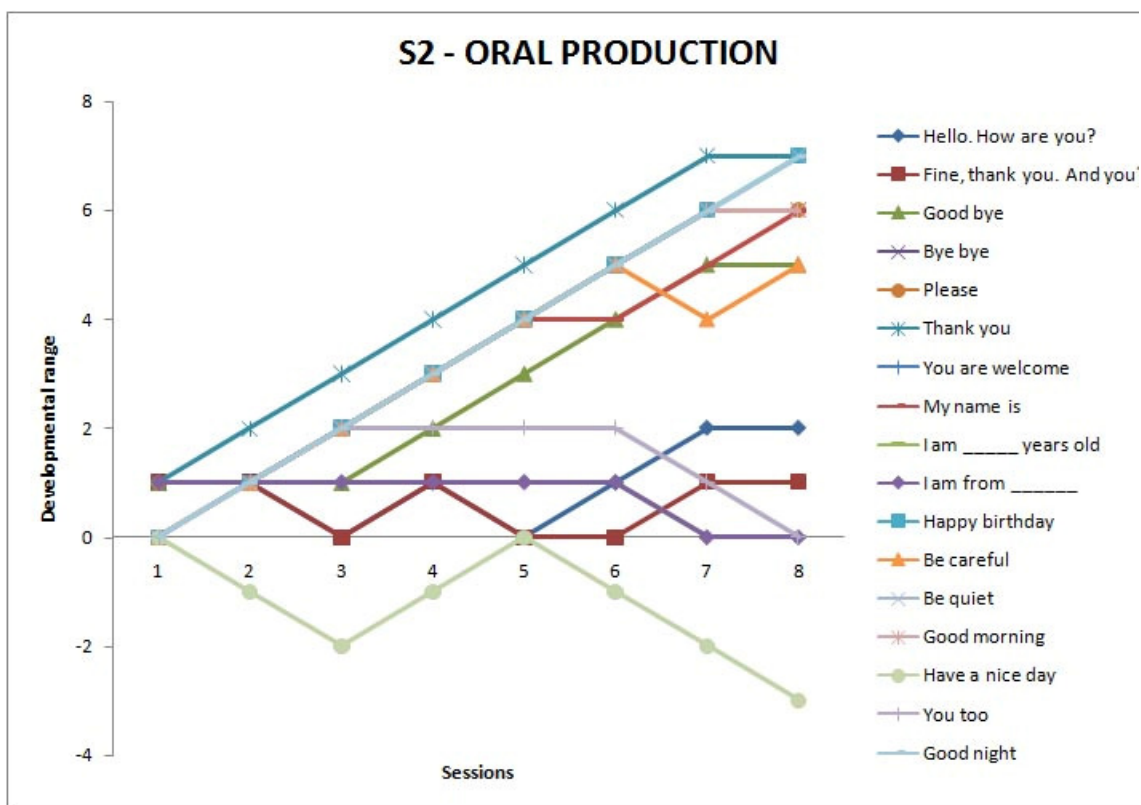


Figure 7: Student 2's oral production development

Student 2's development in the oral production of the pragmatic routines represented an irregular progression. Some of the routines developed positively and the same way. Three main groups were identified. Three subgroups were also recognized. Additionally, as with Student 1, “Thank you” was also the routine whose development outperformed the rests’. Finally, the routine “Have a nice day” represented the most irregular development of all of the routines.

“Bye bye,” “Please,” and “You are welcome” made up the first of the three main groups. “I am ____ years old” and “I am from ____” formed the second group.

Finally, the third group was composed of the routines “Happy birthday,” “Be quiet” and “Good night,” each representing three different developmental patterns.

The first subgroup was composed of the routines “Hello. How are you?” and “Fine, thank you. And you?” These routines developed similarly from session 1 to session 5. Each of them developed differently from sessions 6 onwards.

It is worth paying attention to the pragmatic routine “My name is,” which followed the same developmental pattern as the routines in group one, but differed from them in sessions 6 to 8.

The routines “Be careful” and “Good morning” developed equally as the routines in group three up to session 6 (“Be careful”) and session 7 (“Good morning”).

Finally, the routine “You too” did not fit into any of the groups or subgroups defined.

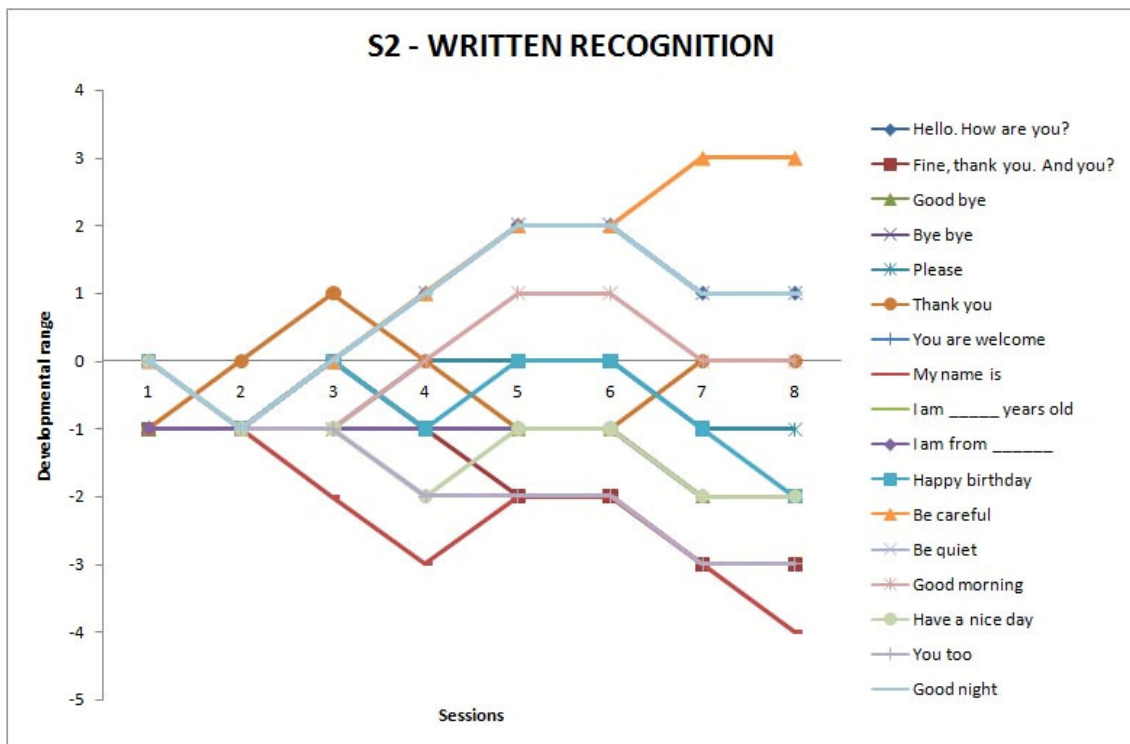


Figure 8: Student 2's written recognition development

Student 2's development in the written recognition of the pragmatic routines was quite irregular, compared to recognition and production in the oral mode. Still, some developmental patterns were identified, since two groups of routines developed each in a particular way. Five subgroups were also recognized. Finally, there was one pragmatic routine, "Thank you," that did not fit into any of the groups or subgroups.

The first main group was composed of the pragmatic routines "Hello. How are you?" and "Bye bye." The second main group was formed by the routines "I am ___ years old" and "I am from ____." The routines in the former group developed equally in a particular pattern; whereas the routines in the latter group did in a different manner.

The routines "Fine, thank you. And you?" and "Good bye" composed the first subgroup and were in line with the first main group in that these two routines and those in the first group developed in the same way from session 1 to session 4. "Fine, thank you. And you?" did so up to session 5.

The second subgroup was formed by the routines "Please," "You are welcome" and "My name is," whose development were the same for the first two sessions. Each pragmatic routine followed a different developmental pattern from session 3 onwards.

"Happy birthday" and "Good night" were the third subgroup, and these routines developed to the same degree from session 1 to session 3. Then, different developments for each one were identified from session 4 onwards.

The fourth subgroup was composed of the pragmatic routines "Be careful" and "Be quiet," whose developmental patterns overlapped up to session 3. From session 4 to session 8, each routine developed in a different way.

Lastly, the fifth subgroup was formed by the routines "Good morning," "Have a nice day" and "You too," which developed in the same way for the first three sessions. An even closer identification was identified in this subgroup, since "Have a nice day" and "You too" followed the same developmental pattern until session 4. Then, each of the routines developed differently.

Another similarity was recognized between group one, group two and subgroup one, as they overlapped in sessions 1 and 2.

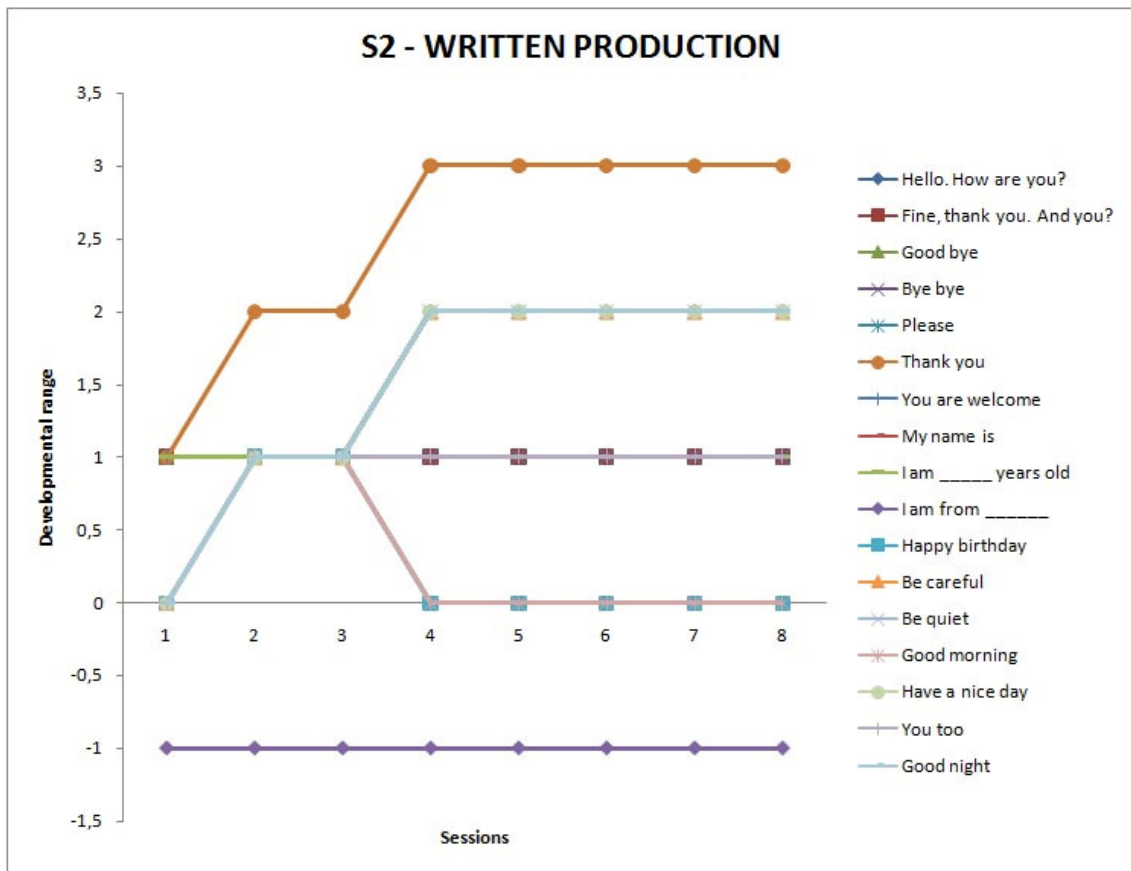


Figure 9: Student 2's written production development

Student 2's development in the written production of the given pragmatic routines was somewhat irregular. Still, several groups were identified. Special attention should be paid to "Thank you," which outperformed the rest of the routines' development, and to "I am from ____," which was the routine performed most poorly.

The first group was composed of the routines "Hello. How are you?," "You are welcome" and "My name is." The routines "Fine, thank you. And you?" together with "Bye bye," "Please" and "I am ____ years old" formed the second group. The third group was made up of the routines "Happy birthday" and "Good morning." Finally, the routines "Be careful," "Be quiet" and "Good night" formed the fourth group. It was interesting to note that group one and group four developed in the same way from session 2 onwards, only differing from each other in session 1.

The routine “You too” was worth paying attention to due to the fact that its development was similar to those routines in group two, differing only in the development during session 1. The other routine to note was “Have a nice day,” which was similar to group one’s development. The difference between this routine and those in group one was their development in session 1, since “Have a nice day” developed in a particular manner and the routines in group one did so in a different way.

It should also be noted that group one, group two and the routine “Good bye” developed similarly for the first three sessions. From session 4 onwards, each group and the routine aforementioned developed differently.

STUDENT 3

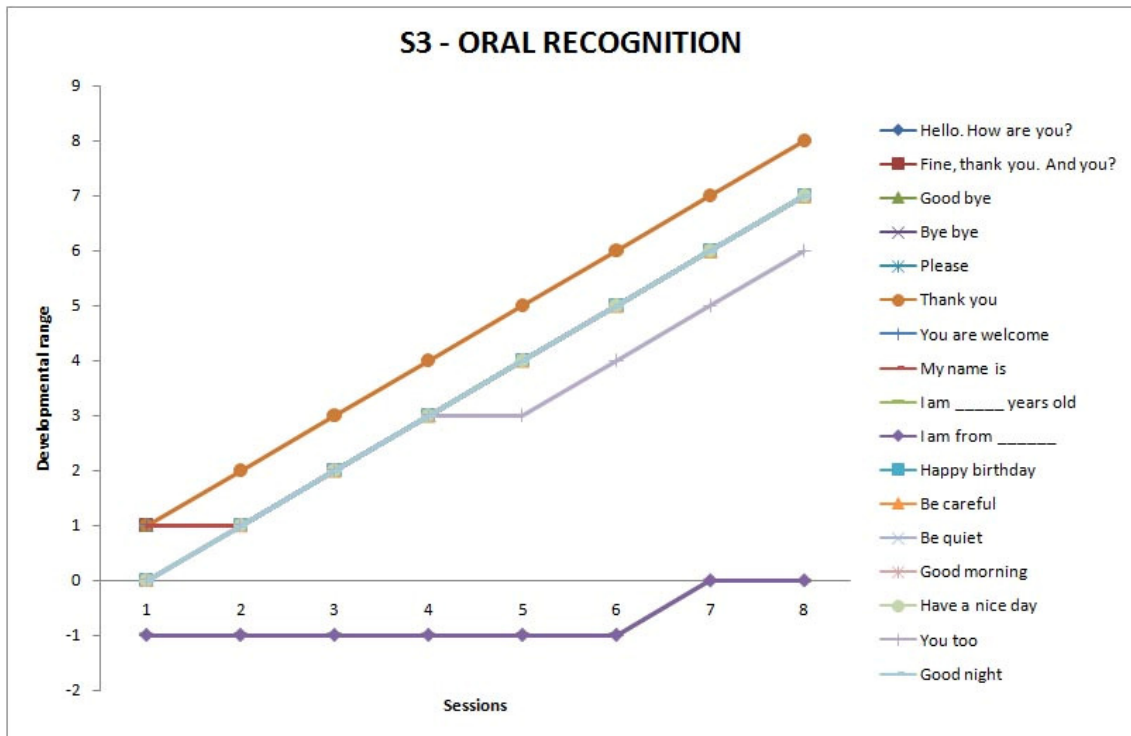


Figure 10: Student 3's oral recognition development

Student 3's development in the oral recognition of the pragmatic routines was overall positive, since all of the routines showed a positive progression. Additionally, as with Student 1 and Student 2, Student 3's development of the routine "Thank you" outperformed the rests' in this skill.

The routines "Hello. How are you?," "Fine, thank you. And you?," "Good bye," "Bye bye" and "Please" formed the first group. The second group was made up of the routines "I am ____ years old" and "I am from ____." The third group was composed of the routines "Happy birthday," "Be careful," "Be quiet," "Good morning," "Have a nice day" and "Good night." Each group was identified by a different developmental pattern.

Finally, it was worth noting the development of the routine "You too," which matched group three's up to session 4. This routine developed differently from the routines in group three from session 5 onwards.

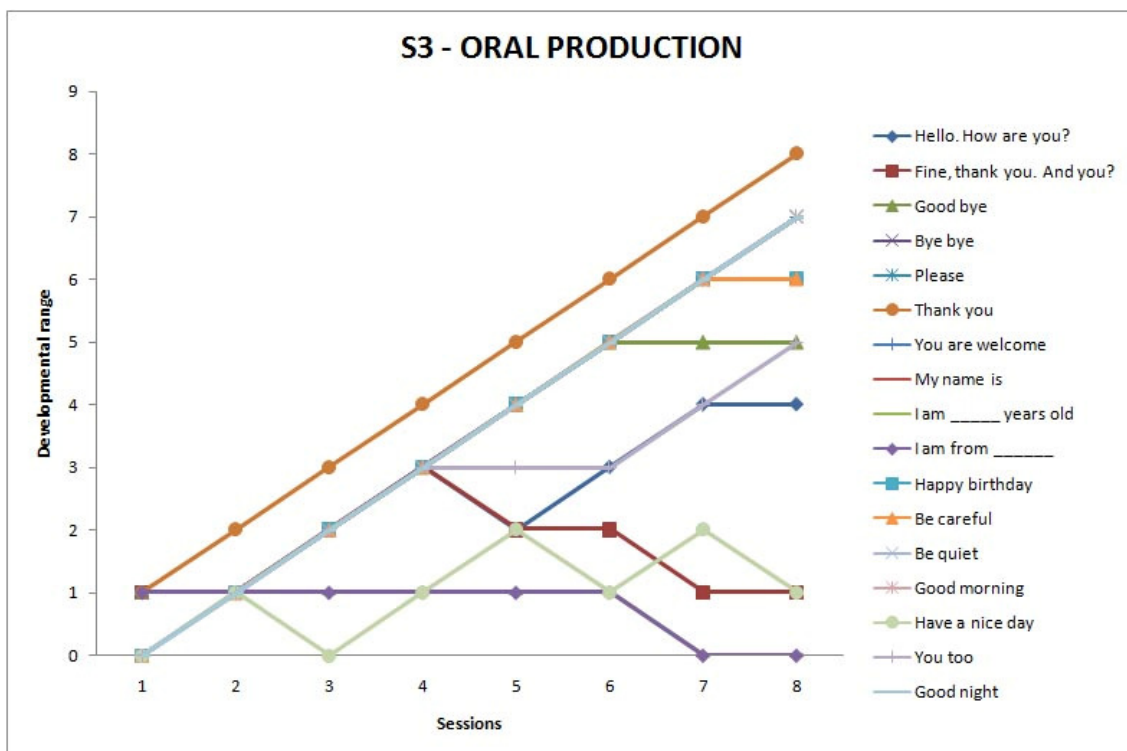


Figure 11: Student 3's oral production development

Student 3's development in the oral production of the pragmatic routines was more irregular than that of oral recognition. Four main groups and two subgroups were identified. The development of the pragmatic routine "Thank you" outperformed the rest in this skill as well.

The first group was composed of the routines "Bye bye," "Please," "You are welcome" and "My name is." The routines "I am ____ years old" and "I am from ____" made up the second group. The third group was formed by the routines "Happy birthday" and "Be careful." Finally, the routines "Be quiet," "Good morning" and "Good night" comprised the fourth group. Each of the four groups developed in a particular way. The first one kept a regular progression with one point in session 1 to seven points in session 8. The second one developed in the same way up to session 6 and then dropped one point for the two following sessions. Group three developed positively up to six points in session 7. These points were maintained in session 8. Finally, group three kept a regular progression with zero points in session 1 to seven points in session 8.

“Hello. How are you?,” “Fine, thank you. And you?” and “Good bye” formed the first subgroup. These routines matched the development of the routines in group one from session 1 to session 4. These routines also developed equally to the routines in group three and group four from session 2 to session 4.

“Have a nice day” and “You too” formed the second subgroup. These routines developed in the same way in sessions 1 and 2. Then, each of them followed a different developmental pattern from session 3 onwards.

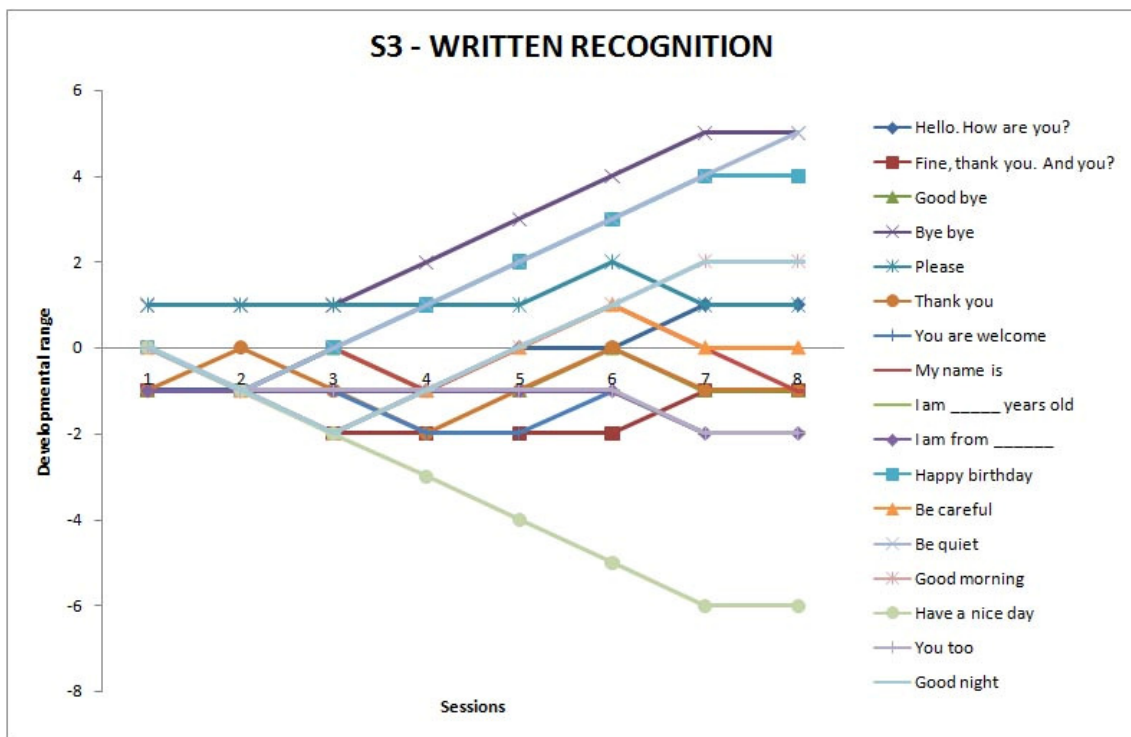


Figure 12: Student 3's written recognition development

Student 3’s development in the written recognition of the pragmatic routines was rather irregular, yet some patterns were found. Two groups and three subgroups were identified. The development of the routine “Bye bye” outperformed the rest of the routines’. It could be seen that the routine that developed most poorly was “Have a nice day.”

The first group was composed of the routines “I am ___ years old” and “I am from ____.” In turn, “Good morning” and “Good night” formed the second group. Each of these groups followed a given pattern. The first group kept a negative performance of -1 point up to session 6 and dropped one point in session 7. A performance of -2 points was also kept in session 8. The second group performed more irregularly compared to the first one. The second group started with zero points and dropped one and two points in sessions 1 and 2 respectively. Performance in session 3 raised one point, that is, -1. One point was added from sessions 4 to 7, going from zero points to two. Finally, that two-point performance was maintained in session 8.

The first subgroup was composed of the routines “Hello. How are you?” and “Fine, thank you. And you?” whose developmental process matched from session 1 to session 3. “You are welcome” and “You too” formed the second subgroup and developed equally for the last three sessions, sessions 6, 7 and 8. Finally, the routines “Happy birthday” and “Be quiet” developed in the same way until session 7. Then, each routine developed differently in session eight.

The rest of the routines have not been mentioned because they did not fit into any of the groups or subgroups aforementioned.

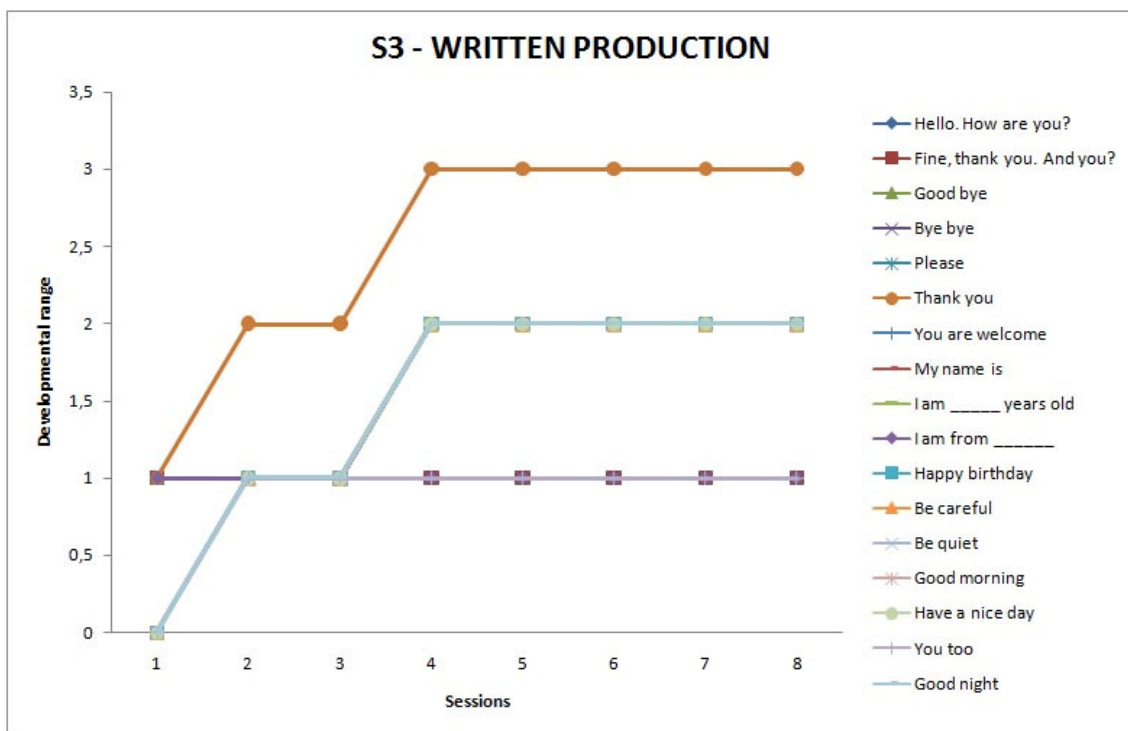


Figure 13: Student 3's written production development

Student 3's development in the written production of the pragmatic routines was irregular. Nevertheless, some regularity was found. Most of the pragmatic routines fitted into one of the three main groups except for the routine "You too." It is worth noticing the fact that Student 3's development of the routine "Thank you" outperformed the rest of the routines'.

The routines "Hello. How are you?," "Good bye," "You are welcome" and "My name is" formed the first group. The second one was composed of the routines "Fine, thank you. And you?," "Bye bye," "Please," "I am ___ years old" and "I am from ____." The third group was made up by the routines "Happy birthday," "Be careful," "Be quiet," "Good morning," "Have a nice day" and "Good night."

The routine "You too" shared the same developmental pattern as the routines in group two but could not be included in the latter due to the fact that this association was seen from session 2 to session 8 only.

STUDENT 4

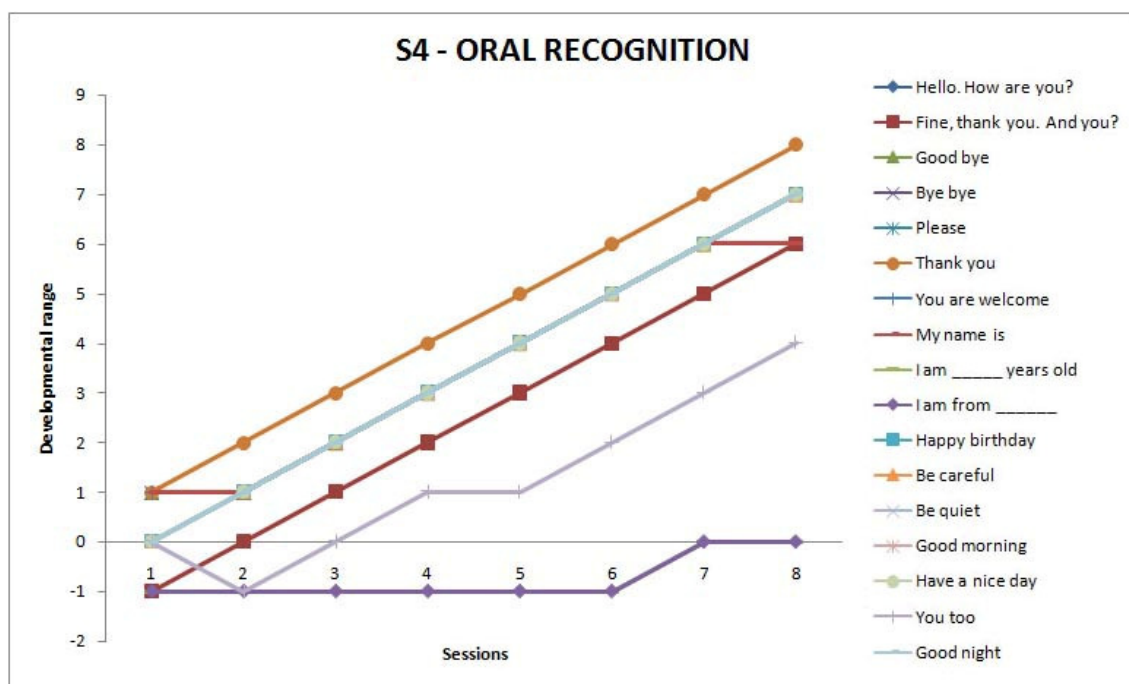


Figure 14: Student 4's oral recognition development

Student 4's development in the oral recognition of the pragmatic routines showed more irregularities than the previous students'. Three main groups were identified. Student 4's development of the routine "Thank you" outperformed the rest of the routines' development.

The first group included the routines "Hello. How are you?," "Good bye," "Bye bye," "Please" and "You are welcome," which developed to the same degree. The second group consisted of the routines "I am ____ years old" and "I am from ____." These routines developed equally. The third group was composed of the routines "Happy birthday," "Be careful," "Be quiet," "Good morning," "Have a nice day" and "Good night." The routines in this last group showed the same development throughout the eight sessions.

Special attention should be paid to the routine "My name is." This routine could not be included in group two because the development of this routine and that of the routines in group two did not match in session 8, even though the developmental

patterns of the routines included in this context were the same from session 1 to session 7.

Finally, the pragmatic routines “Fine, thank you. And you?” and “You too” were not included in any of the groups because these did not develop the same way as the groups did.

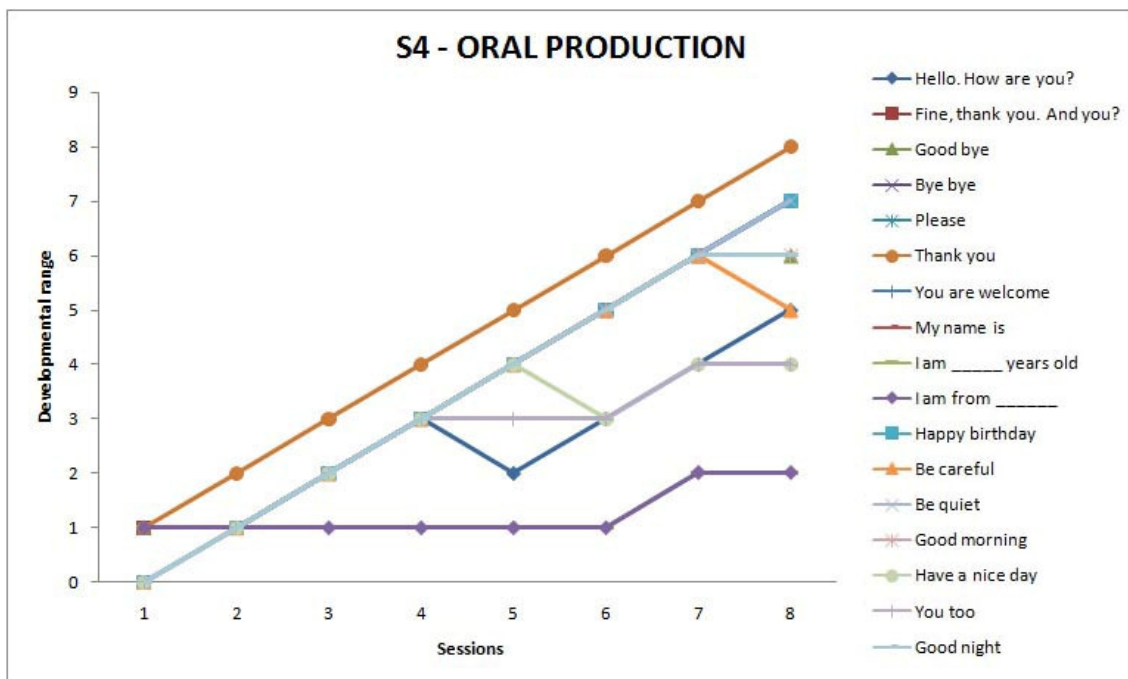


Figure 15: Student 4's oral production development

Student 4’s development in the oral production of the pragmatic routines showed an overall positive development, since all of the routines fitted into one of the five groups or one subgroup. The only routine that did not was “Thank you,” due to the fact that this routine showed the most positive development of all of the routines.

The first group was composed of the routines “Fine, thank you. And you?,” “Bye bye,” “Please” and “You are welcome.” The second group was formed by the routines “Good bye” and “My name is.” The routines “I am ___ years old” and “I am from ___” formed the third group and “Happy birthday” and “Be quiet” the fourth.

The fifth group was made up of the routines “Be careful,” “Good morning” and “Good night.”

The only subgroup found comprised the development of the routines “Have a nice day” and “You too,” which matched in all sessions except session 5. Because of this, these routines could not be considered as a group.

The development of the routine “Hello. How are you?” matched the developments of group 1 and group 2 up to session 4, but then its development did not match any of the other two’s, namely group 1 development or group 2’s.

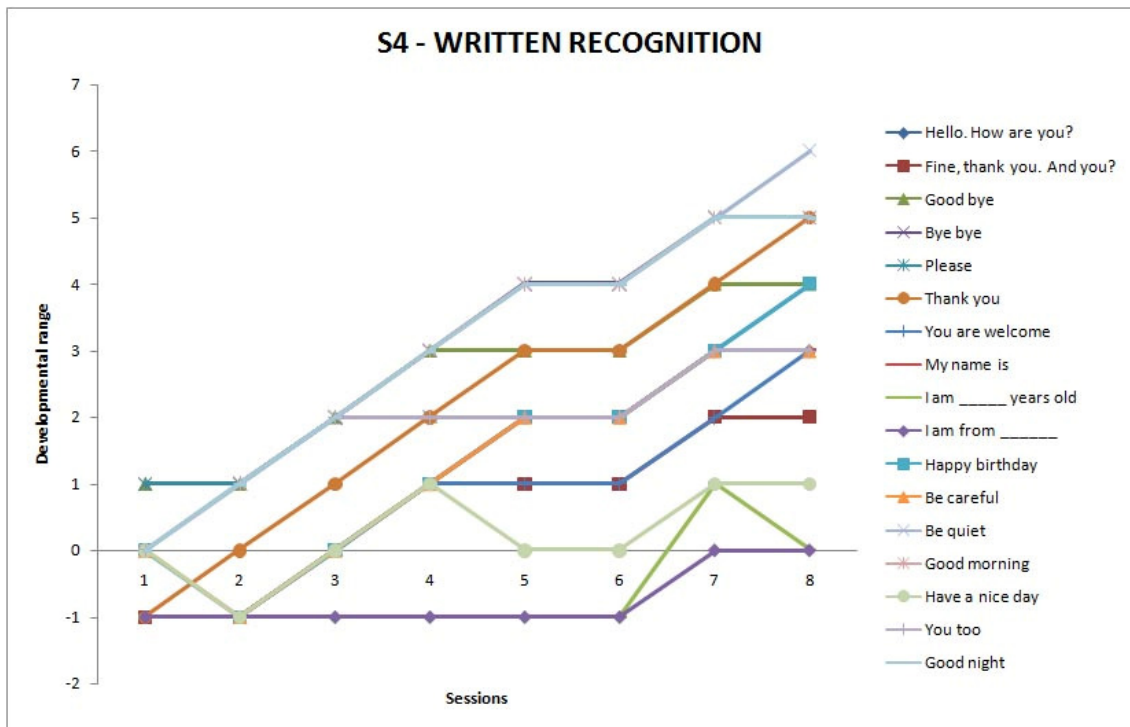


Figure 16: Student 4's written recognition development

Student 4’s development in the written recognition of the pragmatic routines was quite irregular, as there was only one main group and six subgroups. Additionally, there were three routines that did not fit into any of the group or subgroups. These three

routines were “Please,” “Thank you” and “Have a nice day.” “Please” was the only routine that developed positively, that is, with no negative performances at any of the eight sessions.

The main group was formed by the routines “Hello. How are you?” and “My name is.” These routines were the only ones whose developmental pattern matched in all sessions.

In turn, the first subgroup was composed of the routines “Fine, thank you. And you?” and “You are welcome.” They developed equally up to session 7. Then, each of them developed differently in session 8. Since not a complete match was given between these two routines, these could not be considered as a main group.

The second subgroup was made up of the routines “Good bye” and “Bye bye,” whose developmental pattern coincided from sessions 1 to 4. From session 5 onwards, each of the routines developed differently.

The third subgroup was formed by the routines “I am ___ years old” and “I am from ____.” These two routines developed equally up to session 6. Different developments were perceived in each of the routines for the last two sessions.

The fourth subgroup was made up of the routines “Happy birthday” and “Be careful,” which developed in the same way from session 1 to session 7 and differently in session 8.

The fifth subgroup was composed of the routines “Be quiet” and “Good morning,” which also developed similarly for the first seven sessions and in different ways in the last session.

The sixth and last subgroup was formed by the routines “You too” and “Good night.” Their developmental patterns only matched for the first three sessions. Then, each one developed differently from session 4 onwards.

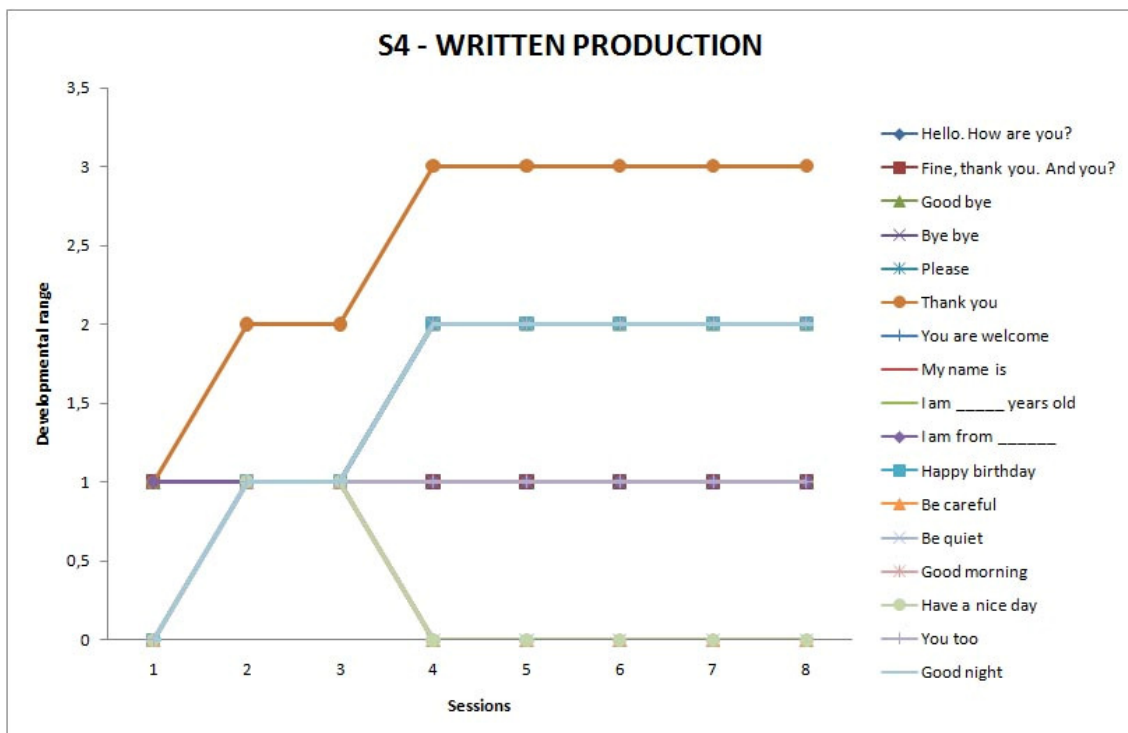


Figure 17: Student 4's written production development

Student 4's development in the written production of the routines was quite structured, since most of the routines fitted into one of the four main groups, except from the development of the routine "Thank you" which outperformed the rest of the routines' significantly.

The routines "Hello. How are you?," "Good bye" and "You are welcome" formed the first group. The second was composed of the routines "Fine, thank you. And you?," "Bye bye," "Please," "I and ____ years old" and "I am from ____." The routines "Happy birthday," "Good morning" and "Good night" made up the third group. And the fourth one was formed by the routines "Be careful," "Be quiet" and "Have a nice day."

"My name is" developed in the same way as the routines in group four, but this routine could not be included in this group due to the fact that the development in session 1 was different. On the other hand, the routine "You too" followed the same developmental pattern as those routines in group two, yet it could not be included in this group because its development in session 1 did not match that of the routines in group two.

STUDENT 5

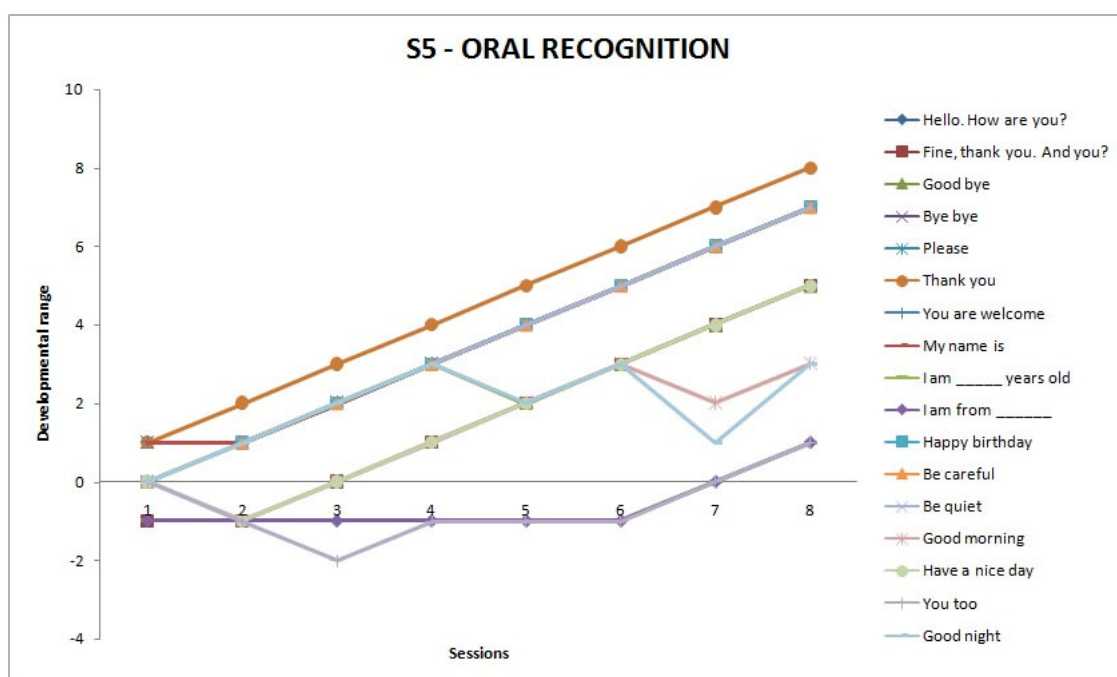


Figure 18: Student 5's oral recognition development

Student 5's development in the oral recognition of the pragmatic routines showed an overall positive progression. Six different developmental patterns were identified in three groups and three subgroups. Additionally, Student 5's development of the pragmatic routine "Thank you" also outperformed the rest of the routines' development. The routine "You too" was the only one that did not fit into any of the three groups or subgroups.

The first group was composed of the routines "Hello. How are you?," "Bye bye," "Please," "You are welcome" and "My name is ____." The routines "I am ____ years old" and "I am from ____" made up the second group. The third one was formed by the routines "Happy birthday," "Be careful" and "Be quiet." It should be noted that groups one and three develop similarly from session 2 to session 8. That is the reason why these were two distinct groups and not the same.

The first subgroup was composed of the routines "Fine, thank you. And you?" and "Good bye." "Good bye" and "Good night" formed the second subgroup, since their

developmental patterns overlapped from session 2 to session 6. “Good bye” was part of the two subgroups. Finally, subgroup three was composed of the routines “Good morning” and “Have a nice day.” The two routines developed equally up to session 6 before differing for the last two sessions.

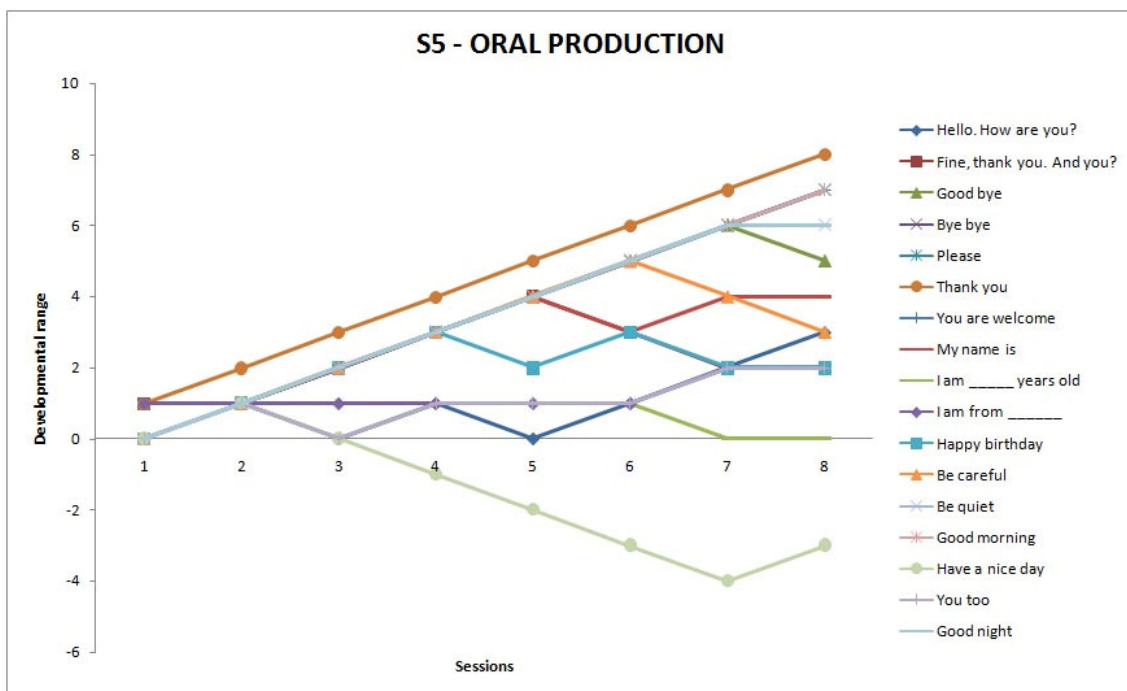


Figure 19: Student 5's oral production development

Student 5’s development in the oral production of the pragmatic routines was irregular, yet some equality was to be found. All of the routines fitted into one of the two groups or three subgroups, except from the routine “Thank you,” whose development outperformed the rests’, and the routine “Hello. How are you?” that did not fit into any of the groups or subgroups.

The first group was formed by the routines “Bye bye,” “Please” and “You are welcome.” And the second group was composed of the routines “Be quiet” and “Good night.” The developmental pattern of the routines in each group was the same; yet the two patterns bearded no resemblance.

The routines “Fine, thank you. And you?,” “Good bye” and “My name is ____” formed the first subgroup. These routines developed in the same way as those in group one from session 1 to session 5. A further similarity within this subgroup had to do with the routines “Good bye” and “My name is ____,” due to the fact that their developmental pattern matched up to session 6.

The second subgroup was made up of the routines “I am ____ years old” and “I am from ____,” since they developed equally from sessions 1 to 6.

Finally, the routines “Have a nice day” and “You too” formed the third subgroup. Their development overlapped along the first three sessions, but differed one to the other from session 4 onwards.

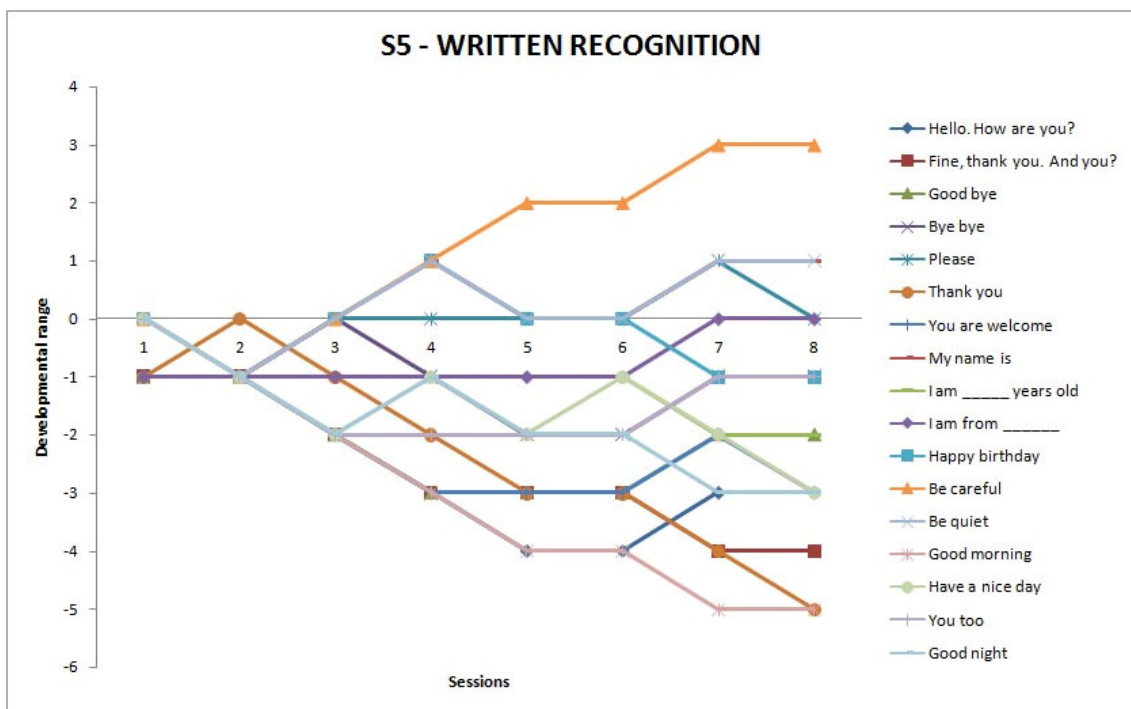


Figure 20: Student 5's written recognition development

Student 5’s development in the written recognition of the pragmatic routines was quite irregular, since none of the routines developed the same throughout the eight sessions. Instead, seven subgroups were identified. Additionally, the development of the

pragmatic routine “Thank you” outperformed the rests’. The lowest performing one was “Good morning.”

The first subgroup was composed of the routines “Hello. How are you?,” “Fine, thank you. And you?,” “Good bye” and “You are welcome.” These three routines developed similarly up to session 4. Two more similarities were drawn within this same subgroup. Firstly, the developmental patterns of the routines “Hello. How are you?,” “Fine, thank you. And you?,” “Good bye” and “You are welcome” matched up to session 6. Secondly, the two last routines developed in the same way from sessions 1 to 7.

The second subgroup was composed of the routines “Bye bye,” “Please” and “My name is ____.” The three routines developed equally from sessions 1 to 3. But then, the development of the two last routines coincided again from session 5 to session 7.

The routines in subgroup three, namely “I am ___ years old” and “I am from ____” showed an overlap in their developmental patterns up to session 6. These differed for the two last sessions.

The routines “Happy birthday,” “Be careful” and “Be quiet” formed the fourth subgroup. They all developed in the same way until session 4, but “Be careful” and “Be quiet” did so until session 6. Their development differed for the last two sessions.

The fifth subgroup was composed of the routines “Good morning,” “Have a nice day,” “You too” and “Good night.” Their developmental progression matched from sessions 1 to 3. Additionally, “Have a nice day” and “Good night” matched from session 1 to session 5 and then in session 8 again.

The routines “Bye bye” and “You too” formed the sixth subgroup and developed similarly in session 2 and then from session 5 to session 8.

Finally, subgroup seven was composed of the routines “Hello. How are you?” and “Good morning,” since their developmental processes were the same from sessions 2 to 6, only differing in sessions 1, 7 and 8.

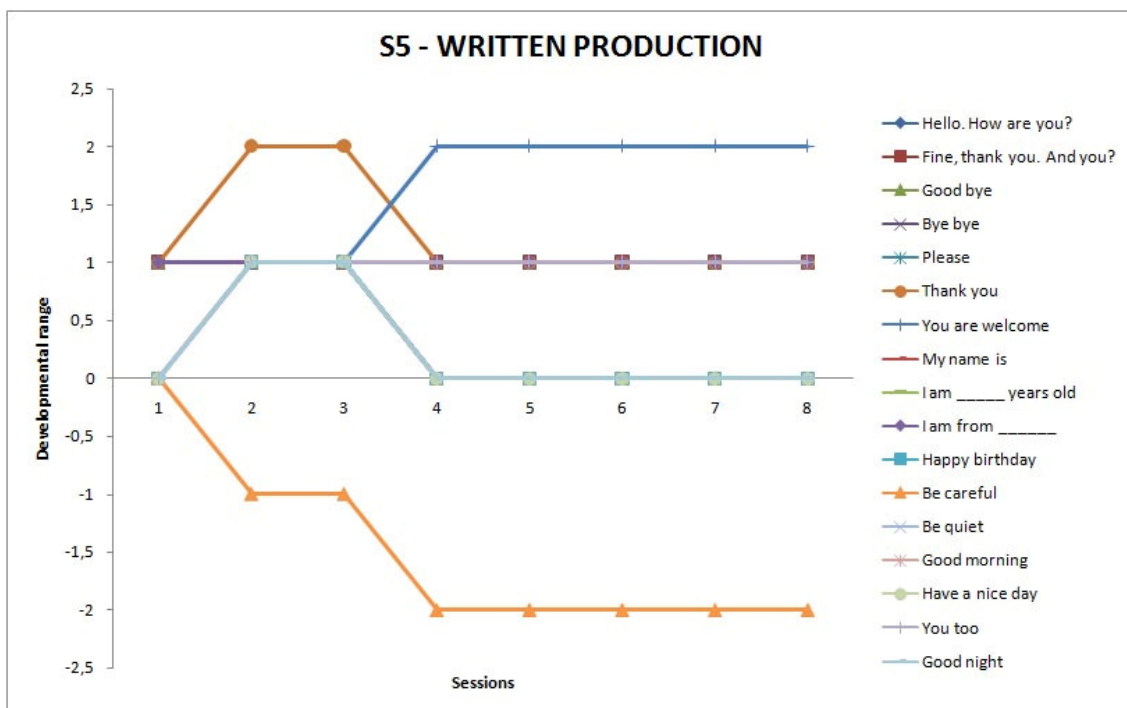


Figure 21: Student 5's written production development

Student 5's development in the written production of the pragmatic routines showed some developmental patterns, since most of the routines were included in one of the three groups except for "Thank you" and "You are welcome," which did not fit into any of the aforementioned groups, and "Be careful," which experienced the poorest development of all of the routines. The routine "You too" deserved special attention.

The first group was composed of the routines "Hello. How are you?," "Good bye" and "My name is ____." The second one was made up of the routines "Fine, thank you. And you?," "Bye bye," "Please," "I am ____ years old" and "I am from ____." The third group was formed by the routines "Happy birthday," "Be quiet," "Good morning," "Have a nice day" and "Good night."

The routine "You too" could not fit into group two because the development in session 1 was not the same for all of the routines included in this context. So, "You too" and the routines in group two developed equally from session 2 to session 8.

Some notes about Student 5 should be taken into consideration. This student's overall performance was somewhat the antithesis compared to the rest of the students.

Some examples support this claim. Focusing on the routine “Be careful,” Student 5 was able to recognize and develop this routine positively in written mode, whereas the rest of the students’ performance was from average to poor. Additionally, Student 5 was able to develop this routine positively in written recognition but not in written production. Another example is the routine “Thank you,” which Student 5 could not develop the same way as the rest of the students did.

Once the five case studies have been dealt with in detail, we will identify the similarities and differences among all the students’ performances in the oral recognition, oral production, written recognition and written production of the selected pragmatic routines.

ORAL RECOGNITION

Similarities and differences among students:

Students’ development in the oral recognition of the pragmatic routines was rather homogeneous. In other words, two main groups and a smaller group were identified. One of the two groups was formed by the routines “Hello. How are you?,” “Good bye,” “Bye bye,” “Please,” “You are welcome” and “My name is.” The other big group was made up of the routines “Happy birthday,” “Be careful,” “Be quiet,” “Good morning,” “Have a nice day” and “Good night.” The smaller group was composed of the routines “I am ___ years old” and “I am from ____.” Finally, there was one routine that outperformed the rest, “Thank you.”

Some comments should be noted on the students’ development of the routines “Hello. How are you?,” “Good bye,” “Bye bye,” “Please,” “You are welcome” and “My name is.” Overall, students’ performances of these routines were somewhat similar, but some students differed from the rest at some points. Student 1’s performance of the routine “Hello. How are you?” was totally different from the rests’. Additionally, Student 4’s development of the pragmatic routine “My name is” matched the overall

equal pattern followed by all of the students, but differed in the last session, in session 8.

Regarding the pragmatic routine “Fine, thank you. And you?,” Student 1, Student 2 and Student 5 performed equally all throughout the research period. Student 3 did not perform in the same way as the other three students did. And Student 4 performed equally to Student 1, Student 2 and Student 5 in the first session. From session 2 onwards, a different development was experienced by Student 4 with this routine.

All of the students developed the routine “Thank you” similarly, which outperformed the rest of the routines’ development. Additionally, all of the students shared the same developmental pattern throughout the eight sessions in the routines “I am ___ years old” and “I am from ____.”

The students’ development of the routines “Happy birthday,” “Be careful,” “Be quiet,” “Good morning,” “Have a nice day” and “Good night” were similar to a certain extent, but some exceptions were found. Student 5’s development of the routines “Good morning,” “Have a nice day” and “Good night” did not match the general development shared by all of the students in all of the routines. Instead, “Good morning” and “Have a nice day” shared another developmental pattern from session 1 to session 6, and developed differently for the last two sessions. On the other hand, Student 5 developed the routine “Good night” in the same way as all of the students for all of these routines (“Happy birthday,” “Be careful,” “Be quiet,” “Good morning,” “Have a nice day” and “Good night”) but only up to session 4. Then, Student 5 performed the routine “Good night” differently from the other four students regarding the rest of the routines just mentioned. The fourth exception was on the development of the routine “Have a nice day” by Student 2, which matched Student 5’s development of the routines “Good morning” and “Have a nice day” for the first three sessions, and then matched with Student 5’s development of the routine “Good morning” in sessions 7 and 8.

Finally, the students’ development of the pragmatic routine “You too” was more complex and less similarities were found. Student 1 and Student 3 developed this routine in the same way for the first three sessions and then each student developed this

routine differently from session 4 onwards. On the other hand, Student 2, Student 4 and Student 5 shared the same developmental pattern from session 1 to session 3, even though that similarity was shared by Student 5 only until session 2.

A similarity in those developmental divergences was found on the routines “Good morning,” “Have a nice day” and “You too.” Student 5 developed “Good morning” and “Have a nice day” to the same degree for the first three sessions. That development (0 -1 0) was shared by Student 2’s performance of “Have a nice day” and “You too.” This developmental pattern (0 -1 0) was also shared by Student 4 in the development of the routine “You too.” Finally, the pattern (0 -1) was developed by Student 5 in the routine “You too” as well.

The following chart has been included in order to facilitate comprehension. Each of the aforementioned patterns has been given a different color, so identification and understanding come more easily.

ORAL RECOGNITION					
	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
Hello. How are you?	Red	Yellow	Yellow	Yellow	Yellow
Fine, thank you. And you?	Red	Red	Yellow	Blue	Red
Good bye	Yellow	Yellow	Yellow	Yellow	Yellow
Bye bye	Yellow	Yellow	Yellow	Yellow	Yellow
Please	Yellow	Yellow	Yellow	Yellow	Yellow
Thank you	Green	Green	Green	Green	Green
You are welcome	Yellow	Yellow	Yellow	Yellow	Yellow
My name is	Yellow	Yellow	Yellow	Brown	Yellow
I am ___ years old	Purple	Purple	Purple	Purple	Purple
I am from ___	Purple	Purple	Purple	Purple	Purple
Happy birthday	Blue	Blue	Blue	Blue	Blue
Be careful	Blue	Blue	Blue	Blue	Blue
Be quiet	Blue	Blue	Blue	Blue	Blue
Good morning	Blue	Blue	Blue	Blue	Dark Green

Have a nice day					
You too					
Good night					

Table 1: Developmental patterns of the students' oral recognition of the pragmatic routines

ORAL PRODUCTION

Similarities and differences among students:

Similarities and differences shown in the comparison of the students' development of the different pragmatic routines were not as clear-cut as in oral recognition. The oral production development of all of the students was approached by having a look at the routines in pairs, in groups or even at each routine individually, since there were even more differences regarding the developmental patterns within some of the routines.

Students' development of the pragmatic routine "Hello. How are you?" was regular in general, yet some differences were detected in each student's development. That is, three students developed this routine in a particular way, and the other two students did so in a different manner. So, Student 1, Student 3 and Student 4 shared the same developmental pattern up to session 6. Additionally, performance was similar in Student 3 and Student 4 in session 7 as well. On the other hand, Student 2 and Student 5 developed this routine in the same way from session 1 to session 7 and differently each of them in session 8. The developmental patterns followed by the two groups were different.

Regarding the routine "Fine, thank you. And you?," several differences were found once the similarities were set among all of the students. In other words, Student 1 and Student 2 developed this routine equally from session 1 to session 4, and then differently from each other from session 4 onwards. On the other hand, Student 3, Student 4 and Student 5 shared the same developmental pattern, which was different from Student 1 and Student 2's, during the first four sessions. Student 4 and Student 5 developments matched until session 5. Then, the students' development differed from each other for the four sessions left.

Focusing on the routine “Good bye,” Student 1, Student 3, Student 4 and Student 5 developed it the same way from session 1 to session 6. Furthermore, Student 4 and Student 5 did so up to session 7. Student 2 was the only one whose developmental pattern differed totally from their classmates’. A narrower coincidence was found in session 8, since Student 2, Student 3 and Student 5 developed this routine equally in this particular session.

Students 1, 3, 4 and 5 developed the routine “Bye bye” in the same way throughout the eight sessions. In turn, Student 2 followed another developmental pattern, different from Student 1, 3, 4 and 5’s.

Regarding the routine “Please,” Student 1 and Student 2’s development followed the same pattern as Student 2’s in the previous routine. On the other hand, Students 3, 4 and 5 developed this particular routine in the same way as they developed the previous one, “Bye bye.”

The routine “Thank you” was a special one, due fact that the students’ development of this routine outperformed the rest of the routines’ development. All of the students developed this routine equally up to session 7. Then, Student 1 and Student 2 followed one pattern and Student 3, Student 4 and Student 5 followed a different one.

Focusing on the routine “You are welcome,” Student 1 and Student 2 developed this routine both of them in the same way as they developed the routine “Please.” The developmental pattern acquired by Students 3, 4 and 5 was the same as in the routines “Bye bye” and “Please” and Student 4’s performance of “Fine, thank you. And you?”

Regarding the routine “My name is,” Student 1 and Student 2 developed it in the same way as they developed the routines “Please” and “You are welcome.” Student 4 also developed this routine following this pattern. It has to be noted that regarding Student 2’s development, session 6 and session 7 did not match that specific pattern, but the rest of the sessions did. Student 5 developed this routine following this pattern up to session 5, and followed a different one from session 6 onwards. Student 3 developed this routine in the same way as he did the routines “You are welcome,” “Please” and “Bye bye.”

Two different patterns were observed in the following two routines, “I am ___ years old” and “I am from ____.” Student 1 and Student 4 followed the pattern (11111122) in these two routines, and so did Student 5 in the routine “I am from____.” On the other hand, Student 2 and Student 3 followed the second pattern (11111100) in their development of these two routines, and so did Student 5 in her development of the routine “I am ___ years old.”

Two distinct patterns were identified in the students’ development of the routines “Happy birthday,” “Be careful,” “Be quiet,” “Good morning” and “Good night.” The first pattern was identified in Student 1’s development of the routines “Happy birthday” and “Good night” and in the first four sessions of the routine “Good morning.” This pattern was also found in Student 2’s development of the routine “Good morning”; Student 3’s development of the routines “Happy birthday” and “Be careful”; Student 4’s development of the routines “Good morning” and “Good night”; and Student 5’s development of the routines “Be quiet” and “Good night.” Student 2’s, Student 4’s and Student 5’s development of the routine “Be careful” also followed this pattern but up to session 6. Then, each of the students developed this routine in a different way.

The other pattern was found in Student 1’s development of the routines “Be careful” and “Be quiet”; Student 2’s and Student 4’s development of the routines “Happy birthday,” “Be quiet” and “Good night”; Student 3’s development of the routines “Be quiet,” “Good morning” and “Good night”; and Student 5’s development of the routine “Good morning.”

Finally, the routines “Have a nice day” and “You too” developed differently, depending on the student. It is important to state that regarding these two particular pragmatic routines, similarities were found only in specific sessions. In other words, those students whose developments of these routines matched would only do so in some of the eight sessions, but not in all of them. Three different patterns, which were none of all of the mentioned so far, were found in the students’ development of these routines. One pattern was found in Student 1 and Student 4’s development of the routine “Have a nice day” and only from session 1 to session 4. Then, this same pattern was found in Student 3 and 4’s development of the routine “You too,” which matched up to session 7.

The second pattern was found in the Student 1 and Student 2’s development of the routine “You too,” from session 1 to session 7. Finally, the third pattern was identified in Student 3 and Student 5’s development of the routine “Have a nice day” and in Student 5’s development of the routine “You too.” Student 2 developed the routine “Have a nice day” in a totally different manner from the ones just explained.

The different patterns aforementioned have been given each a color and presented in the following chart in order to facilitate recognition and comprehension.

ORAL PRODUCTION					
	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
Hello. How are you?	Grey	Orange	Grey	Grey	Orange
Fine, thank you. And you?	Orange	Orange	Pink	Pink	Pink
Good bye	Pink	Black	Pink	Yellow	Pink
Bye bye	Pink	Yellow	Pink	Pink	Pink
Please	Yellow	Yellow	Pink	Pink	Pink
Thank you	Light Green	Light Green	Light Green	Light Green	Light Green
You are welcome	Yellow	Yellow	Pink	Pink	Pink
My name is	Yellow	Yellow	Pink	Yellow	Yellow
I am ___ years old	Dark Blue	Light Blue	Light Blue	Dark Blue	Light Blue
I am from ___	Dark Blue	Light Blue	Light Blue	Dark Blue	Dark Blue
Happy birthday	Cyan	Olive Green	Cyan	Olive Green	Cyan
Be careful	Olive Green	Cyan	Cyan	Cyan	Cyan
Be quiet	Olive Green	Olive Green	Olive Green	Olive Green	Cyan
Good morning	Cyan	Cyan	Olive Green	Cyan	Purple
Have a nice day	Brown	Purple	Pink	Brown	Pink
You too	Red	Red	Brown	Brown	Pink
Good night	Cyan	Olive Green	Olive Green	Cyan	Cyan

Table 2: Developmental patterns of the students' oral production of the pragmatic routines

WRITTEN RECOGNITION

Similarities and differences among students:

Students' developments in the written recognition of the pragmatic routines were also quite irregular. Only four general patterns were identified. The rest of the similarities found among the students were just given in particular sessions. Being the developments of such irregular natures, the pragmatic routines are explained individually or in pairs.

Focusing on the routine "Hello. How are you?," two different patterns were identified. Firstly, Student 1, Student 2 and Student 4 performed similarly up to session 6, and Student 1 and Student 4 did up to session 7. The other pattern was found in sessions 1 to 3 in Student 3 and Student 5's development of this same routine.

Regarding the routine "Fine, thank you. And you?" two patterns were also identified. One of them was found in the previous routine, namely the one found in Student 3 and Student 5's development (-1-1-2). This pattern was the one found in these very same students' development of this second routine. Matches among these two particular developments were found in sessions 1 to 3 as well. The other pattern found in this routine was similar to the other pattern in the previous routine in that the first three sessions matched (-1-1 0), but from session 4 onwards, the pattern in this second routine, "Fine, thank you. And you?," differed from the one in "Hello. How are you?," which Student 2's development matched in the second routine. Student 1 and Student 4 developed the pattern in "Fine, thank you. And you?" in the same way from session 1 to session 7 (-1-101112) and differently in the last session.

Having a close look at the routine "Good bye," two patterns were recognized among the students' development of this third routine. Student 1 and Student 4 developed this routine in the same way from session 1 to session 3, yet different developments were found from session 5 onwards for each of the students. On the other hand, Student 2 and Student 3 shared another pattern up to session 5. Student 5 developed this routine in the same way as Students 2 and 3 for sessions 1 and 3, and the same way as Student 2 in sessions 7 and 8.

Regarding the routine “Bye bye,” performance matched 100% in Student 1 and Student 4 and in Student 3 only in sessions 1, 2, 6, 7 and 8. Student 2 developed this routine in the same way this student developed the routine “Hello. How are you?” Finally, Student 5 performed this routine similar to Student 2, but only in the first three sessions.

Focusing on the routine “Please,” minimal similarities were found among the students’ developments. Student 1 and Student 4 performed similarly only for the first three sessions with one pattern; and so did Student 2 and Student 5 in sessions 1, 2, 4, 5 and 6. Student 3’s development did not fit into any of the patterns found in their classmates’ performances.

Having a close look at the routine “Thank you,” again, Student 1 and Student 4 performed in the same way, but up to session 6 this time. Student 3 and Student 5’s development also matched, but following a different pattern than the one in the previous routine, and from session 1 to session 4. Yet two different patterns were identified in this routine, all of them developed equally for the first two sessions, and so did Student 2’s development. That was the only similarity between Student 2’s and the rest of the students’ development.

Regarding the routine “You are welcome,” similarities were found on the first two sessions of Student 1 and Student 4’s development of this routine. Then, each student developed this routine differently. In turn, Student 2, Student 3 and Student 5 performed equally only in sessions 1, 2 and 8.

Focusing on the routine “My name is,” Student 3 and Student 5 followed the same developmental pattern in sessions 1 to 3 and 5. Student 4 did so in sessions 1 to 3, and Student 2 only did so for the first two sessions. Student 1 developed this routine differently from the rest of the students.

Two specific patterns were identified in the students’ development of the pragmatic routines “I am ___ years old” and “I am from ____.” One of the patterns was recognized in the performance of Student 2 and Student 3 development of these two routines and in Student 5’s development of “I am ___ years old” (-1-1-1-1-1-1-2-2). In

turn, the other pattern was identified in Student 1 and Student 4's development of these two routines and in Student 5's development of "I am from ____" (-1-1-1-1-1-100).

One general pattern was associated with the pragmatic routines "Happy birthday," "Be careful" and "Be quiet" (0-1012233). This pattern was found in Student 1's development of these three routines and Student 2, Student 4 and Student 5's development of the routine "Be careful." Student 2's development of the routine "Happy birthday" only matched this general pattern for the first three sessions. Student 3's development of this very same routine matched the general pattern up to session 5, only did in sessions 1, 2, 4 and 5 in the routine "Be careful," and matched sessions 1 to 5 in the routine "Be quiet." Regarding Student 4's development of the routine "Happy birthday," similarities were found up to session 7. Student 2's development of the routine "Be quiet" followed another different pattern, which matched this same student's development of the routine "Good night." In turn, Student 4's development of the routine "Be quiet" coincided with several other routines, which will be explained afterwards. Finally, Student 5's development of the routines "Happy birthday" and "Be quiet" developed differently from the general pattern attached to the routines mentioned at the beginning of this paragraph. Student 5's development of the routines "Happy birthday" and "Be quiet" coincided up to session 6 among them and matched other routines, which will be identified in the following lines.

The general pattern and the one Student 2's development of the routines "Be quiet" and "Good night" coincided from session 1 to session 6.

Student 4's development of the routines "Good morning" and "Good night" set another different pattern. Student 4's development of the routine "Be quiet" matched this pattern up to session 7; and so did Student 1's developments of the routines "Good morning" and "Good night," but up to session 7 the former and up to session 6 the latter.

Student 4's development of the routine "Have a nice day" and Student 5's development of the routine "Be quiet" were the same, and so another different pattern was identified. Student 1's developments of the routines "Have a nice day" and "You too" were in line with this last pattern, but not a total match was given between these

two routines and the general pattern. Student 1’s development of the routine “Have a nice day” coincided with the pattern except for session 4 and 8. In turn, Student 1’s development of the routine “You too” matched the general pattern in all sessions except session 4.

A different development was perceived in Student 2’s performance of the routines “Good morning,” “Have a nice day” and “You too.” All of these three routines developed equally from session 1 to session 3, and so did the last two until session 4. Differences in the development of these routines by Student 2 were found from session 4 onwards in “Good morning” and from session 5 onwards in the other two routines, “Have a nice day” and “You too.”

Student 3 developed the routines “Good morning” and “Good night” differently, setting another pattern, which these two routines shared throughout the eight sessions.

Student 3 performed the routine “Have a nice day” and Student 5 so did the routine “Good morning” in the same way from session 1 to session 5. This pattern was not any of the mentioned so far.

Finally, Student 5 developed the routines “Have a nice day,” “You too” and “Good night” to the same degree from session 1 to session 3, and so were the developments of “Have a nice day” and “Good night,” but up to session 5 and then in session 8 again. Student 3 developed the routine “You too” in line with this last pattern and coincided with Student5’s development of the routine “Have a nice day” in sessions 1, 2 and 7.

The different patterns aforementioned have been given each a color and presented in the following chart in order to facilitate recognition and comprehension.

WRITTEN RECOGNITION					
	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
Hello. How are you?	Blue	Blue	Yellow	Blue	Yellow
Fine, thank you. And you?	Purple	Purple	Orange	Purple	Orange
Good bye	Red	Brown	Brown	Red	Brown
Bye bye	Green	Blue	Green	Green	Green

Please					
Thank you					
You are welcome					
My name is					
I am ___ years old					
I am from					
Happy birthday					
Be careful					
Be quiet					
Good morning					
Have a nice day					
You too					
Good night					

Table 3: Developmental patterns of the students' written recognition of the pragmatic routines

WRITTEN PRODUCTION

Similarities and differences among students:

The patterns found in the students' development in the written production of the pragmatic routines were more homogeneous than the ones found in the written recognition development. The pragmatic routines were put together in eight groups, out of which seven were bigger and the other group just included two routines.

In the first group, several routines were found, namely "Hello. How are you?," "Good bye," "You are welcome" and "My name is." Regarding the first routine, "Hello. How are you?," Students 1, 2, 3 and 4's development were included in this group. Focusing on the second routine, "Good bye," Students 1, 3 and 4's development were put together in this first group. Finally, regarding the third routine, "You are welcome," all of the students' development of this routine, together with Students 1, 2 and 3's development of the routine "My name is" were also found in this first group.

The second group complemented the first one. Student 5's development of the routine "Hello. How are you?" on the one hand and the development of the routine "Good bye" together with Student 2 on the other hand; and the development of the routine "My name is" together with Student 4 made up this group.

The third group was composed of the students' development of the routines "Fine, thank you. And you?," "Bye bye," "Please" and "I am ___ years old." The five students developed these four routines to the same degree. Students 1, 3, 4 and 5 developed the routine "I am from ____" in the same way, but Student 2 developed this routine in a completely different way.

The fourth group was represented by only one routine, "Thank you." The pattern found in this routine was found in Student 2, Student 3 and Student 4's development of this routine completely. Student 1's development matched the general pattern up to session 4; and Student 5's development did so from session 1 to session 3.

The fifth pattern was identified in several routines. These were: Student 1's development of the routines "Be quiet" and "Good night"; Student 2's development of the routines "Be careful," "Be quiet" and "Good night"; Student 3's development of the routines "Happy birthday," "Be careful," "Be quiet," "Good morning," "Have a nice day" and "Good night"; and finally, Student 4's development of the routines "Happy birthday" and "Good night."

The sixth pattern was found in Student 2's development of "Happy birthday" and "Good morning"; in Student 4's development of "Be careful," "Be quiet" and "Have a nice day"; and finally in Student 5's development of the routines "Happy birthday," "Be quiet," "Good morning," "Have a nice day" and "Good night."

The seventh pattern was found in Student 1's development of the routines "Be careful," "Good morning," "Have a nice day" and "You too." The rest of the students' development of this last routine, "You too," also developed according to this seventh pattern.

Finally, the eighth pattern was identified in Student 1's development of the routine "Happy birthday" and in Student 5's development of the routine "Be careful."

The different patterns aforementioned have been given each a color and presented in the following chart in order to facilitate recognition and comprehension.

WRITTEN PRODUCTION					
	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
Hello. How are you?	Yellow	Yellow	Yellow	Yellow	Purple
Fine, thank you. And you?	Blue	Blue	Blue	Blue	Blue
Good bye	Yellow	Purple	Yellow	Yellow	Purple
Bye bye	Blue	Blue	Blue	Blue	Blue
Please	Blue	Blue	Blue	Blue	Blue
Thank you	Light Green	Light Green	Light Green	Light Green	Light Green
You are welcome	Yellow	Yellow	Yellow	Yellow	Yellow
My name is	Yellow	Yellow	Yellow	Purple	Purple
I am ___ years old	Blue	Blue	Blue	Blue	Blue
I am from	Blue	Black	Blue	Blue	Blue
Happy birthday	Grey	Pink	Light Green	Light Green	Pink
Be careful	Light Pink	Light Green	Light Green	Pink	Grey
Be quiet	Light Green	Light Green	Light Green	Pink	Pink
Good morning	Light Pink	Pink	Light Green	Light Green	Pink
Have a nice day	Light Pink	Light Green	Light Green	Pink	Pink
You too	Light Pink	Light Pink	Light Pink	Light Pink	Light Pink
Good night	Light Green	Light Green	Light Green	Light Green	Pink

Table 4: Developmental patterns of the students' written production of the pragmatic routines

A similarity that all of the students shared should be accounted for. That similarity had to do with the pragmatic routine “Have a nice day,” which all of the students were not able to produce orally in English unless the first two words of the routine were provided to them. This situation happened several times throughout the research period. Students were able to produce it orally in Spanish, “*que tengas un buen día,*” but needed help in order to utter it in English. It was only after the Easter Break when students showed that they had learnt this particular routine. That happened in

“session 9,” the session that was devised in order to check the students’ development and acquisition of the routines. It was in that session when students uttered the routine needing no help.

Finally, the results obtained in this study will be related to the research questions.

RQ1: To what extent do students benefit from teaching pragmatic routines?

Teaching the routines to the students was crucial. Students would have had more difficulty acquiring them without instruction, since students do not find these pragmatic routines in their everyday life in English. Students might be taught some routines at school, but not as in depth as they have been taught with me, since I focused exclusively on the teaching of these routines.

Students find these routines every day in their L1s, namely Spanish and Catalan. But it is more difficult for students to have access to these routines in English. Thus, instruction is the most suitable and profitable possibility.

Students benefited from instruction in some skills more than in others. Students were able to listen and utter the routines more easily than reading and writing them. These findings could be different if students were older and so their proficiency level was higher.

But, it should be recalled that special attention was paid to oral recognition and oral production rather than written recognition and written production in this study.

RQ2: Can the instructor hasten the learners’ development by promoting learners’ adaptive imitation of pragmatic routines?

Including the pictures on the cards helped learners acquire the routines and to do so faster than if these pictures had not been included. All of the students agreed that the pictures helped them learning the routines. And it can be assured that having the pictures next to the routines or the situations that elicited the routines helped learners

acquire the routines faster. Students' performance of task 6, the ODCT, and task 8, the card-sorting adaptation task are two clear examples of such a statement. In task 6, students were presented with the 10 situations and were elicited the routines belonging to each situation. In task 8, students were presented with the situation-cards again and they had to order the routines that were elicited in each of the situations. The situation cards for both of these tasks were the same and having the picture in each of these cards helped students remembering the routines. That was translated into a positive performance.

3 CONCLUSIONS, LIMITATIONS AND FURTHER RESEARCH

In this dissertation, we aimed at investigating the effects of instruction of a particular set of pragmatic routines in young learners of English from a SLA perspective, and following a mixed-method approach. In our data analysis we expected that learners would benefit from instruction and, in line with the findings obtained, it can be claimed that students did so. Hence RQ1 is confirmed by our results. Data gathered with both quantitative and qualitative methods allows us to assert that RQ2 is also confirmed, since including pictures associated to each pragmatic routine and the situations that elicit those routines hastened the students' acquisition of the routines. The findings obtained in the present study can be explained taking into account previous research.

- In line with Alcón's (forthcoming) findings on her study on request mitigators in instructed study-abroad contexts, emotions are a decisive factor in the language learning process, especially regarding attention and the effect it has on the use of a language and on the development of the pragmatic competence. This was found in Student 1 and Student 5. Student 1 behaved completely different depending on task enjoyment as well as task performance. If this student liked a given task, she paid attention and was actively involved in task performance and in the class. Additionally, if she remembered the routines and performed well, she behaved correctly and smiled. On the other hand, in those instances in which she did not like the task or did not perform it well, she behaved totally different. She got angry, did not pay attention and did not participate. Sometimes, she was even rude and absent from the session.
- Regarding Student 5, emotions also affected her language learning process. In general terms, Student 5 did not like doing worksheets and stated that she was bored even before having a look at the task, whatever it was. But, while performing task 4 in session 5, she misbehaved and had to be scolded. What is important here is to note her behavior taking into account whether she was scolded or not. Either she was scolded or was paid no attention, her regular behavior was a rather negative one.

- Taking into account emotions and task performance, Student 2's behavior changed drastically. He was a very quiet and shy student who remained silent for most of the class at the beginning of the course. But once he was paid more attention and was given more opportunities to participate, he became one of the students who got more involved in the sessions. And so, his behavior towards the instructor changed as well, resembling those of Shoko, one of the students in Taguchi (2011b) who addressed the professor as if he or she were one of her classmates.
- We have also found that students' use of the routines matched some of the patterns that Bardovi-Harlig (2009) devised on her study. This author identified four patterns regarding a match between recognition and production of pragmatic routines, namely high recognition and high production, low recognition and low production, development and overgeneralization; and two patterns regarding the mismatch between recognition and production, high recognition and low production and low recognition and high production, of the routines included in her study. Students in our study followed some of these patterns in the development of the pragmatic routines. In our study, we have identified high recognition and high production in the routines "Please," "Thank you," "You are welcome" and "Bye bye." All of the students knew these routines before the research period and those eight sessions were an opportunity they had to practice them. The low recognition and low production pattern was identified in the students' use of the routine "Have a nice day," which they did not recognize or produce for the first two sessions. But, this routine was also identified in one of the two mismatch patterns, namely high recognition and low production. This was so due to the fact that once all of the students recognized this routine, they could only produce it in their L1s, that is, Catalan or Spanish, but they could not in English. In addition, we also observed some patterns of development. All of the students knew "Hello" and some of them "Hello. How are you?," but they did not know the other routine found in the greeting interaction, "Fine, thank you. And you?" So, students were able to acquire this routine along the research period.

- These findings can be explained within the framework of the Complexity Theory. As previously seen in the subsection 1.2 Second Language Acquisition and pragmatics, this theory states that all of the components in a complex system are interconnected. And, perceiving language as a complex system, and from the SLA perspective, the learner, the context and the language affect each other and interplay in the development of the language learning process. Additionally, all the factors that play a role in the acquisition of a language should not be forgotten. Hence, none of these components and factors should be excluded for research purposes.
 - One of these factors to pay a close look at is task enjoyment. Task enjoyment leads to participation. And according to Dewaele and MacIntyre (forthcoming), students feel proud as well as they feel that they have achieved a goal when a task is performed positively and satisfactorily. This was seen in Student 2's performances of pragmatic routines whenever he knew them.
 - Focusing on participation, Dewaele and MacIntyre (forthcoming) state that students enjoy their successful performance. And this was perceived in the behavioral change that Student 3 experienced. This student misbehaved on a regular basis at the beginning of the course. But he changed his behavior when he realized that if he did the worksheets and participated, I was happy and I would praise him. So, from that moment on, he behaved correctly and took a more active role in the class. That change in behavior brought a change in performance as well. That is, Student 3's performance happened to improve when he behaved in an appropriate manner.
- Another finding is the aforementioned issue of associating pictures to the pragmatic routines or the situations that elicited those routines. Students mentioned several times throughout the research period that they could identify the pragmatic routine they were being asked because of the picture. Having the picture was essential in order to perform satisfactorily as well as to memorize the routines.

On the other hand, the study has some limitations:

- First, the instructor and the researcher were the same person. Since the class I teach English to at the Talk To Me language academy was the only sample I could carry on research with, I had to be the instructor and the researcher at the same time.
- Secondly, the students' level of proficiency might be perceived as another drawback, since they had problems recognizing letters and thus written production might not be perceived as such because it meant writing isolated letters or copying the words from the blackboard. In other words, written production cannot be considered the same in this study than in other studies in which participants have a higher level of proficiency. Age and level of proficiency is an issue to further explore in the future.
- Thirdly, a pilot study could not be carried out. If I had the possibility to undertake previous research with some of the students, I would have made some changes, mainly in task 1 and task 3.
 - Regarding task 1, it was the first time that the students were presented with the pragmatic routines. So, I would have modified this task and made it a more visual and entertaining one with less writing and more oral production.
 - Concerning task 3, I would have combined the longer with the shorter routines. This would be so because students complained that the longer ones, namely "Good morning," "Have a nice day" and "Good night" were at the end and that by that time, they were tired. In addition, I would have included the picture associated to each of the routines included in that task, so that it would have been more beneficial for students for their learning process.
- And finally, the fact that we focused only on the pragmalinguistic aspect of pragmatic routines is another limitation. If the sociopragmatic aspect had been taken into consideration, different results could have possibly been obtained.

Some concluding remarks should also be pointed out.

Despite the fact that qualitative results might seem discouraging in some aspects, the session after the Easter recess suggest improvement on the production and recognition of the pragmatic routines. In that session, in which students crafted their own Routines Wheel, all of them performed most of the routines well. Their overall development of the oral recognition of the routines was satisfactory, as well as the development of the oral production was. Regarding the development of the written recognition of the routines, the general development was less positive than the oral recognition and production, but still students performed in a proper way. Finally, the development of the written recognition of the pragmatic routines was not so satisfactory. As mentioned above it is possible that Student 2 and Student 3, who currently attend the last year of kindergarten, may not have enough reading comprehension, since they are learning how to write in their L1s, Spanish and Catalan. This may be the cause why their written production performance in English is not as advanced as the rest of the students' included in the present study.

All in all, formulaic language is a field of study within applied linguistics that can be approached from several domains, like SLA, attitudes or L2 instruction among others. Additionally, the context is an essential factor to consider when addressing research on pragmatic routines under the prism of pragmatics (Bardovi-Harlig 2012). This statement is in line with the core of the Complexity Theory in that all of the factors and components of a complex system are interrelated and should all be included when conducting research.

Further research should be conducted to analyze the long-term effect of teaching pragmatic routines.

If my PhD were on pragmatic routines, I would take this MA Dissertation as the pilot study, and would try to improve the project, taking into account the feedback that professors from the MELACOM MA may give me during my defense.

4 REFERENCES

- Alcón-Soler, E. (2005). Does Instruction Work for Learning Pragmatics in the EFL Context? *System*, 33, 417-435.
- Alcón-Soler, E. (2008). Investigating Pragmatic Language Learning in Foreign Language Classrooms. In *IRAL*, 46, 173-195. Walter de Gruyter.
- Alcón-Soler, E. (2013). Discourse and Pragmatics in SLA. In P. Robinson *The Routledge Encyclopedia of Second Language Acquisition* (pp. 178-186). New York, N.Y.: Routledge.
- Alcón-Soler, E. (forthcoming). Development of e-mail request mitigators in instructed study-abroad contexts: AAAL, Portland.
- Alcón-Soler, E., & Martínez-Flor, A. (2008). *Investigating Pragmatics in Foreign Language Learning, Teaching and Testing*. England: Multilingual Matters. Second Language Acquisition: 30.
- Anderson, J.R. (1993). *Rules of the Mind*. Hilldale, NJ: Erlbaum.
- Archer, D., & Grundy, P. (2011). *The Pragmatics Reader*. New York, NY: Routledge.
- Bardovi-Harlig, K. (2001). Evaluating the empirical evidence: Grounds for instruction n pragmatics? In Rose, K.R. and G. Kasper (eds.). *Pragmatics in Language Teaching* (pp. 13-32). Cambridge: Cambridge Applied Linguistics.
- Bardovi-Harlig, K. (2008). Recognition and production of formulas in L2 pragmatics. In Z.-H. Han (ed.), *Understanding second language process* (pp. 205-222). Clevedon, England: Multilingual Matters.
- Bardovi-Harlig, K. (2009). Conventional expressions as a pragmalinguistic resource: recognition and production of conventional expressions in L2 pragmatics. *Language Learning*, 59, 755-795.
- Bardovi-Harli, K. (2012). Formulas, routines, and conventional expressions in pragmatics research. *Annual Review of Applied Llinguistics*, 32, 206 – 227.
- Bardovi-Harlig, K. (2013a). Developing L2 pragmatics. *Language Learning*, 63 – 1, 68-86.
- Bardovi-Harlig, K. (2013b). Pragmatic routines. In C.A. Chapelle (ed.) *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.

Bardovi-Harlig, K. (in press). Recognition of conventional expressions in L2 pragmatics. In G. Kasper, D. Yoshimi, H. Nguyen, & J. Yoshioka (eds.), *Pragmatics and language learning* (Vol. 12). Honolulu: University of Hawai'i, National Foreign Language Resource Center.

Bardovi-Harlig, K., & Mahan-Taylor, R. (2003). *Teaching Pragmatics*. Washington, D.C: United States Department of State.

Bardovi-Harlig, K., & Vellenga, H. E. (2012). The effect of instruction on conventional expressions in L2 pragmatics. *System*, 40, 77-89.

Barraja-Rohan, A.M. (2012). Using Conversation Analysis in the Second Language Classroom to Teach Interactional Competence. *Language Teaching Research*, 15-4, 479-507.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Issues in Applied Linguistics*, 6 – 2, 5-35.

Celce-Murcia, M. (2007). Rethinking the role of communicative competence in language teaching. In E. Alcón-Soler and M.P. Safont-Jordà (eds.), *Intercultural Language Use and Language Learning*, (pp. 41-57). Dordrecht: Springer.

Codina-Espurz, V. (2008). The immediate vs. delayed effect of instruction on mitigators in relation to the learner's language proficiency in English. In E. Alcón (ed.), *Learning How to Request in an Instructed Language Learning Context*, (pp. 227-256). Bern, Switzerland: International Academic Publishers.

Codina-Espurz, V. (2013). The role of proficiency in the production of refusals in English in an instructed context. In O. Martí-Arnándiz & P. Salazar-Campillo (eds.), *Refusals in Instructional Contexts and Beyond*, (pp. 121-146). Amsterdam – New York, NY: Editions Robodopi B.V.

Cohen, A.D., & Tarone, E. (1994). The Effects of Training on Written Speech Act Behavior: Stating and Changing an Opinion. *Minnesota TESOL Journal*, 12, 39-62.

Crystal, D. (1997). *The Cambridge Encyclopedia of Language*. Cambridge: Cambridge University Press.

Dewaele, J-M. (2005). Investigating the psychological and emotional dimensions in instructed language learning: obstacles and possibilities. *The Modern Language Journal*, 89- 3, 367-380.

Dewaele, J-M., MacIntyre, P. (Forthcoming). The two faces of Janus? Anxiety and Enjoyment in the Foreign Language Classroom. In P. MacIntyre & T. Gregersen (Guest eds.) Paper submitted for inclusion in a special issue (guest eds.) Special issue *Positive psychology in SLA, Studies in Second Language Learning and Teaching*, July 2014.

Fernández-Guerra, A.B. (2008). Requests in TV series and in naturally occurring discourse: A comparison. In E. Alcón (ed), *Learning How to Request in an Instructed Language Learning Context*, (pp. 111-126). Bern, Switzerland: International Academic Publishers.

Fernández-Guerra, A.B. (2013). Using TV series as input source of refusals in the classroom. In O. Martí-Arnándiz & P. Salazar-Campillo (eds.), *Refusals in Instructional Contexts and Beyond*, (pp. 5-22). Amsterdam – New York, NY: Editions Robodopi B.V.

Garfinkel, H. (1967). *Studies of Ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.

Gilles, H., Coupland, N, & Coupland, J. (1991). Accomodation theory: Communication, context and consequence. In H. Giles, J. Coupland & N. Coupland (eds), *Contexts of Accomodation: Developments in Applied Sociolinguistics*. Chapter 1. Cambridge: Cambridge University Press.

House, J. (1996). Developing pragmatic fluency in English as a foreign language: routines and metapragmatic awareness. *Studies in Second Language Acquisition*, 18, 225-252.

Iwanaka, I. (2011). Roles of Noticing in English Language Learning: A literature review. *Kagawa Education Research*, 8-5, 53-67.

Kasper, G. & Schmidt, R. (1996). Developmental issues in interlanguage pragmatics. *Studies in Second Language Acquisition*, 18, 149-169.

Kasper, G. (2006). Beyond repair: conversation analysis as an approach to SLA. *AILA Review*, 19, 83-99.

Kasper, K., Roever, C. (2005). Pragmatics in second language learning. In E. Hinkel (ed.), *Handbook of research in second language teaching and learning*. (pp. 317–334). Mahwah, NJ: Erlbaum.

Kecskes, I. (2000). Conceptual fluency and the use of situation-bound utterances in L2. *Links & Letters*, 7, 145-161.

Kecskes, I. (2010). *Formulaic Language in English Lingua Franca*. From <http://www.albany.edu/~ik692/files/Kecskespaper.pdf>

Larsen-Freeman, D. (2011). A complexity theory approach to second language development/acquisition. In D. Atkinson (ed.) *Alternative Approaches to Second Language Acquisition*. Chapter 2. New York, NY: Routledge.

Larsen-Freeman, D., & Cameron, L. (2008). *Complex Systems and Applied Linguistics*. Oxford: Oxford University Press.

Li, Q. (2012). Effects of Instruction on Adolescent Beginner's Acquisition of Request Modification. *TESOL Quarterly*, 46- 1, 30-55.

Long, M. H. (1985). Input and second language acquisition theory. In S. Gass and C. Madden (eds.), *Input and second language acquisition* (pp. 377-393). Rowley, MA: Newbury House.

Long, M. H. (1996). The role of the linguistic environment in second language acquisition. In Ritchie, W. C., & Bahtia, T. K. (eds.), *Handbook of second language acquisition* (pp. 413-468). New York: Academic Press. Reprinted in Ortega, L. (ed.), *Second language acquisition: Critical concepts in linguistics*. London: Routledge.

Martínez-Flor, A. (2006). The Effectiveness of Explicit and Implicit Treatments on EFL Learner's Confidence in Recognizing Appropriate Suggestions. In K. Bardovi-Harlig, C. Félix-Brasdefer, A.S. Omar (Eds.) *Pragmatics and Language Learning*, 11, 199-225. Honolulu, HI: University of Hawai'i Press.

Martinez-Flor, A., Usó.Juan, E., & Fernández-Guerra, A. (2003). *Pragmatic Competence and Foreign Language Teaching*. Castelló de la Plana: Publicacions de la Universitat Jaume I. Servei de Comunicació i Publicacions.

Myles, F., Hooper, J. Mitchell, R. (1998). Rote or rule? Exploring the role of formulaic language in classroom foreign language learning. *Language Learning*, 48-3, 323-363.

Nattinger, J.R., & DeCarrico, J.S. (1992). *Lexical Phrases and Language Teaching*. Oxford: Oxford University Press.

Nguyen, T., Pham, T., Pham, M. (2012). The Relative Effects of Explicit and Implicit Form-focused Instruction on the Development of L2 Pragmatic Competence. *Journal of Pragmatics*. 44, 416-434.

O’Keeffe, A. (2011). Pragmatics in Language Teaching. In O’Keeffe, A., Clancy, B., Adolph, S. *Introducing Pragmatics in Use*. Milton Park, Abingdon; New York, NY: Routledge.

Pawley, A. & Snyder, F.H. (1983). Two puzzles for linguistic theory: nativelike selection and nativelike fluency. In J.C. Richards, & R.W. Schmidt (eds.), *Language and Communication* (pp. 191-286). London: Longman.

Portolés-Falomir, L. (2013). Early multilingualism: an analysis of pragmatic awareness and language attitudes in consecutive multilingual children. PhD Dissertation. Castellón: UJI – Universitat Jaume I

Roever, C. (2005). *Testing ESL Pragmatics*. Frankfurt: Gunter Narr.

Safont-Jordà, M.P. (2011). Early requestive development in consecutive third language learners. *International Journal of Multilingualism*. Routledge.

Safont-Jordà, M.P. (2012). A longitudinal analysis of Catalan, Spanish and English request modifiers in early third language learning. In D. Gabrýs-Barker (ed.), *Cross-linguistic Influences in Multilingual Language Acquisition*. Second Language Learning and Teaching. Berlin, Heidelberg, Germany: Springer-Verlag.

Salazar-Campillo, P. (2008). Task analysis on mitigation in the speech act of requesting: Discourse completion task and role-play. In E. Alcón (ed.), *Learning How to Request in an Instructed Language Learning Context*, (pp. 143-161). Bern, Switzerland: International Academic Publishers.

Salazar-Campillo, P. (2013). Production of refusals: Insights from stimulated recall. In O. Martí-Arnándiz & P. Salazar-Campillo (eds.), *Refusals in Instructional Contexts and Beyond*, (pp. 235-249). Amsterdam – New York, NY: Editions Robodopi B.V.

Scarcella, R. (1979). Watch Up! *Working Papers in Bilingualism*, 19, 79-88.

Schieffelin, B. & Ochs, E. (1986). *Language Socialization across Cultures*. Cambridge University Press.

Schmidt, R. (1990). The role of consciousness in second language learning. *Applied Linguistics*, 11, 129– 58.

Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka, (eds.), *Interlanguage pragmatics* (pp. 43– 57). New York: Oxford University Press.

Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt (ed.), *Attention and awareness in foreign language learning* (pp. 1–63). University of Hawai'i at Manoa, Second Language Teaching & Curriculum Center.

Schmidt, R. (2001). Attention. In P. Robinson (ed.), *Cognition and second language instruction* (pp. 3-32). Cambridge: Cambridge University Press.

Swain, M. (2006). Languaging, agency and collaboration in advanced second language proficiency. In H. Byrnes (ed.), *Advanced Language Learning: The Contribution of Halliday and Vygotsky* (pp. 95-108). London, England: Continuum.

Taguchi, N. (2011a). Teaching Pragmatics: Trends and Issues. *Annual Review of Applied Linguistics*, 31, 289-310.

Taguchi, N. (2011b). Pragmatic Development as a Dynamic, Complex Process: General Patterns and Case Histories. *The Modern Language Journal*, 95, 605-627.

Takimoto, M. (2006). The effects of explicit feedback on the development of pragmatic proficiency. *Language Teaching Research*, 10, 393-417.

Takimoto, M. (2009). The effects of input-based tasks on the development of learners' pragmatic proficiency. *Applied Linguistic*, 30, 1-25.

Takimoto, M. (2012a). Assessing the effects of identical task repetition and task type repetition on learners' recognition and production of second language request downgraders. *Intercultural Pragmatics*, 9, 71-96.

Takimoto, M. (2012b). Metapragmatic discussion in interlanguage pragmatics. *Journal of Pragmatics*, 44, 1240-53.

Takimoto, M. (2007). The Effects of Referential Oriented Activity in the Structured Input Task on the Development of Learner's Pragmatic Proficiency. *New Zealand Studies in Applied Linguistics*, 13, 46-60.

Vygotsky, L. (1978). *Mind and Society*. Cambridge, M.A.: Harvard University Press.

Wijayanto, A., Laila, M., Prasetyarini, A., Susiati, S. (2013). Politeness in Interlanguage Pragmatics of Complaints by Indonesian Learners of English. *English Language Teaching*, 6-10, 188-201.

Wood, D. (2006). Uses and functions of formulaic sequences in second language speech: an exploration of the foundations of fluency. *Canadian Modern Language Review/ La Revue canadienne del langues vivantes*, 63-1, 13-33.

Wray, A. (2002). *Formulaic Language and the Lexicon*. Cambridge: Cambridge University Press.

Wray, A. (2013). Formulaic sequences. In C.C. Chapelle (general ed.), *The Encyclopedia of Applied Linguistics*. Vol. IV, 2200-2204. Oxford, UK: Oxford University Press.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

5 APPENDICES

APPENDIX 1: Task 1: Listen, repeat, copy and draw

1) Hello! How are you?

Fine, thanks. And you?

2) Goodbye!

Bye bye!

3) Please (Pepa, pass me the blue color)

Thank you.

You are welcome

4) Hello.

My name is _____

I am _____ years old

I am from _____

5) Happy birthday!

Thank you.

6) Be careful.

7) Be quiet.

8) Good morning.

Good morning.

9) Have a nice day!

You too.

10) Good night.

Good night.

APPENDIX 2: An example of task 1 students' performance

1: Listen, repeat, copy and draw

1) Hello! How are you?
Fine, thanks. And you?

2) Goodbye!
Bye bye!

3) Please (Pepa, pass me the blue color)
Thank you.
You are welcome

4) Hello.
My name is ARIANNA
I am 7 years old
I am from VILLARREAL

5) Happy birthday!
Thank you.

6) Be careful.

Hello How are you
Fine, thank you
And you

Goodbye
BYE BYE

PLEASE THANK YOU
YOU ARE WELCOME

HELLO
MY NAME IS ARIANNA
I AM 7 YEARS OLD
I AM FROM VILLARREAL

Happy birthday
Thank you

Be careful

7) Be quiet.

Be quiet

9

8) Good morning.

Good morning.

Good MORNING
Good MORNING.

9) Have a nice day!

You too.

HAVE a nice day
YOU TOO

10) Good night.

Good night.

GOOD NIGHT
GOOD NIGHT

APPENDIX 3: Task 2: Choose the correct option

1)



Happy birthday
Good night
Hello. How are you?

2)



Good bye
Thank you
You are welcome

3)



Have a nice day
Good night
Thank you

4)



Good morning
My name is

5)



Happy birthday
Good morning

6)



Good bye
Be careful

7)



Hello. How are you?
Be quiet

8)



Good morning
My name is

9)



Good night
Happy birthday
Have a nice day











10)



Good night
Good bye

APPENDIX 4: An example of task 2 students' performance

2 - TASK TWO
CHOOSE THE CORRECT OPTION

1)  Happy birthday Good night Hello. How are you?	2)  Good bye Thank you You are welcome
3)  Have a nice day Good night Thank you	4)  Good morning My name is
5)  Happy birthday Good morning	6)  Good bye Be quiet. careful
7)  Hello. How are you? Be quiet	8)  Good morning My name is
9)  Good night Happy birthday Have a nice day	10)  Good night Good bye

APPENDIX 5: Task 3: Complete the routines

1) H__PP__ B__RT__D__Y

2) G__ __ DB__E

3) TH__NK YO__

4) M__ N__M__ __S

5) H__LL__

6) H__W__RE__OU?

7) W__LC__ME

8) B__ C__R__F__L

9) B__ Q__ __ET

10) G__ __D M__RN__NG

11) H__VE A N__CE D__Y

12) G__ __D N__GHT

APPENDIX 6: An example of task 3 students' performance

3 - TASK THREE

COMPLETE THE WORDS

1) HAPPY BIRTUDAY

2) GOOD BE

3) THANK YOU

4) MY NAME IS

5) HELLO

6) HOW ARE YOU?

7) WELCOME

8) BE CAREFL

9) BE QUIET

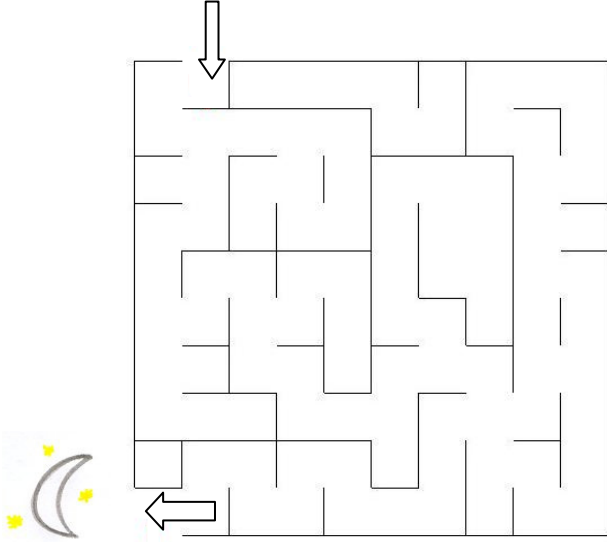
10) GOOD MORNING

11) HAVE A NICE DAY

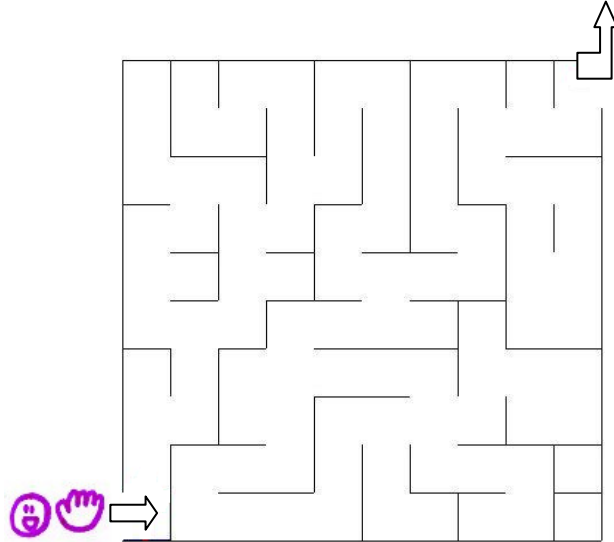
12) GOOD NIGHT

APPENDIX 7: Task 4: Match them

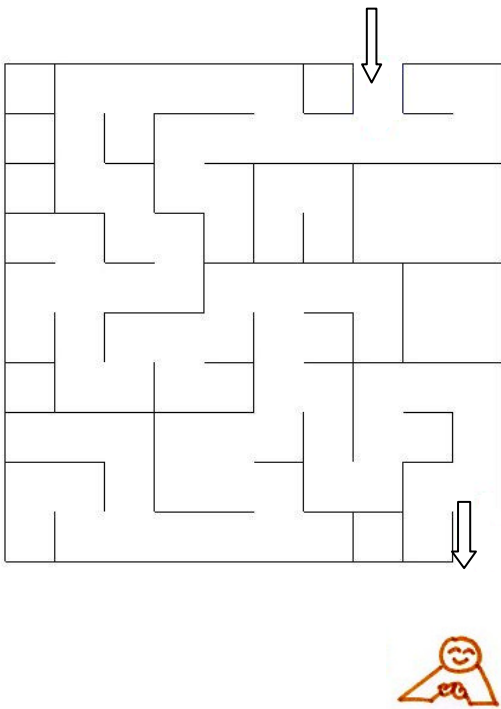
GOOD NIGHT!



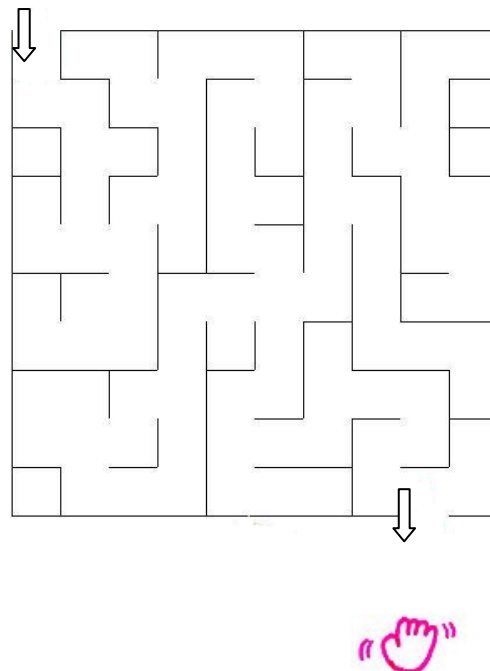
HELLO! HOW ARE YOU?



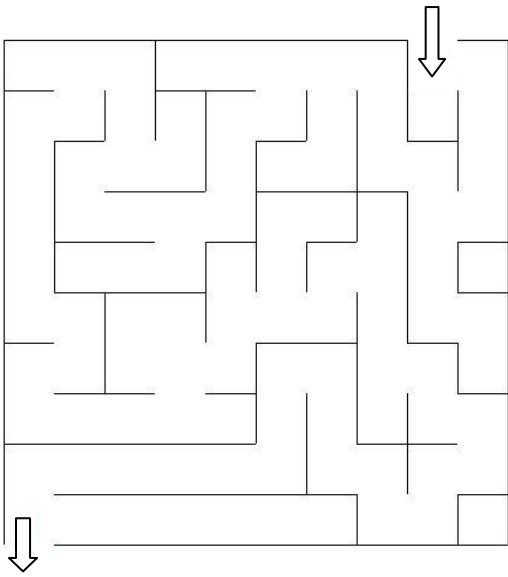
THANK YOU



BYE BYE

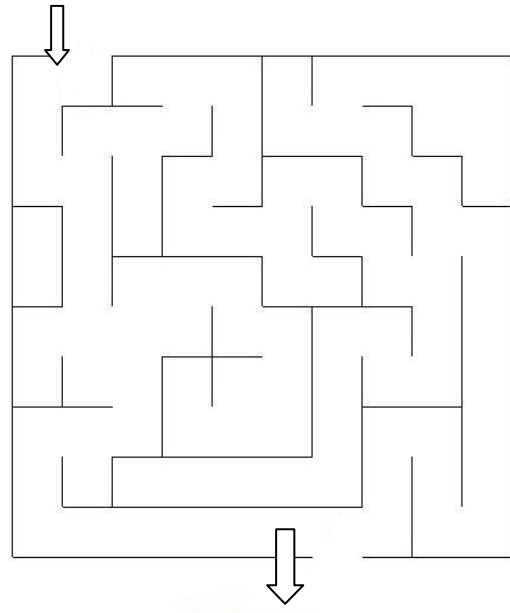


MY NAME IS

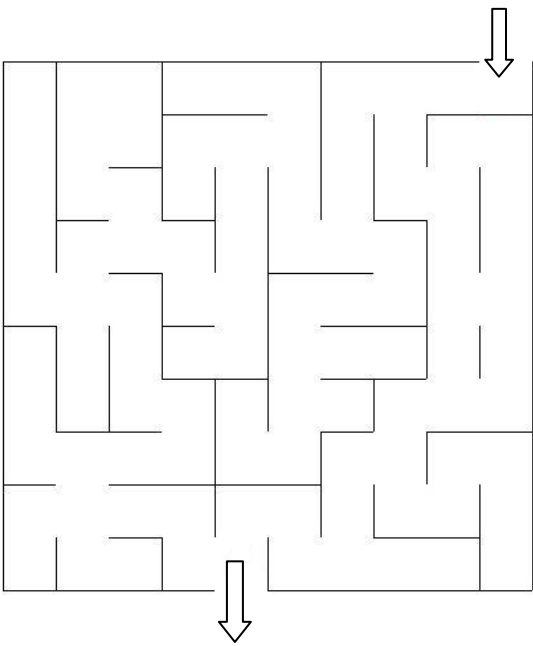


Pepa

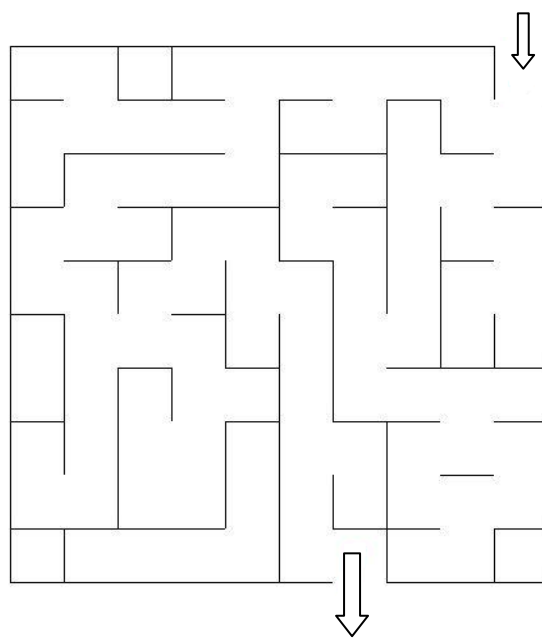
HAPPY BIRTHDAY!



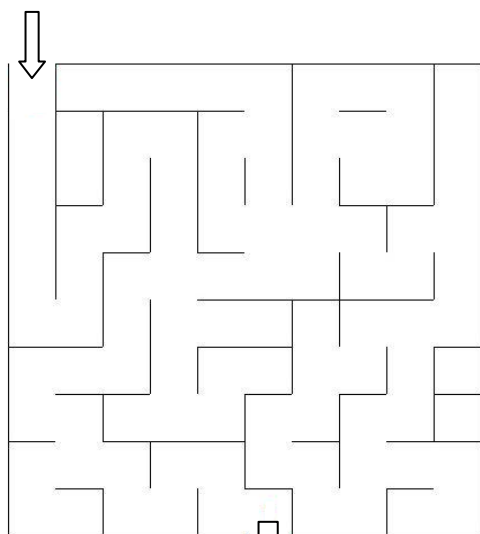
BE CAREFUL



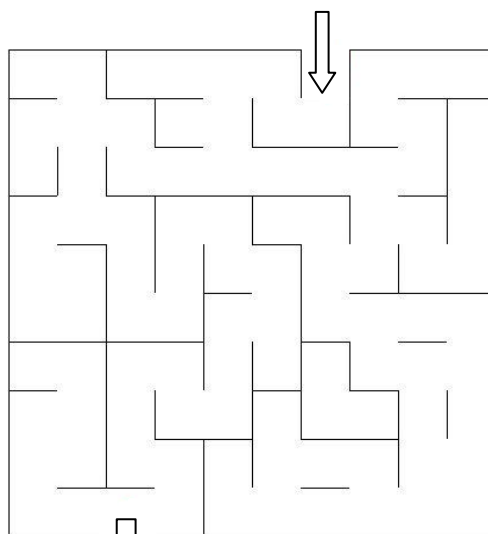
HAVE A NICE DAY



BE QUIET



GOOD MORNING

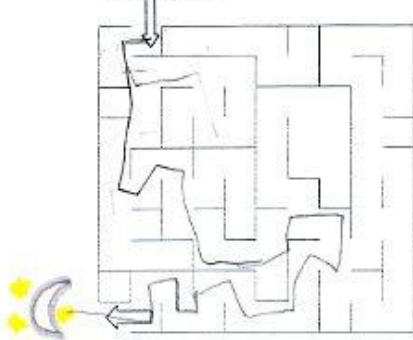


APPENDIX 8: An example of task 4 students' performance

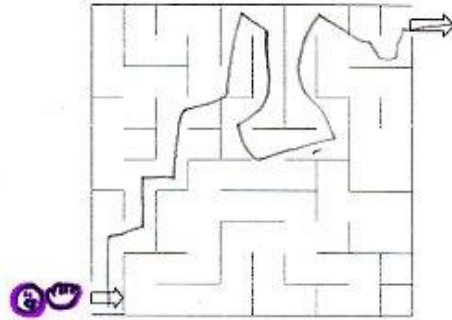
4 - TASK FOUR

MATCH THEM.

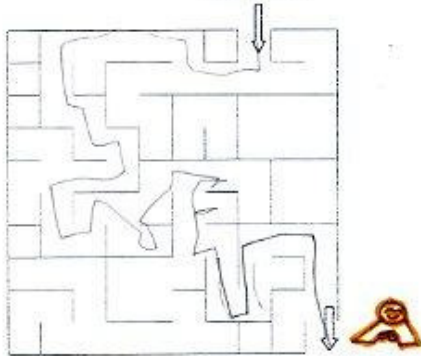
GOOD NIGHT!



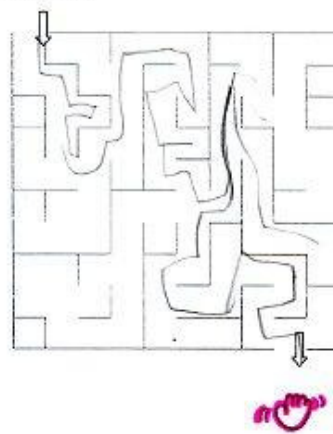
HELLO! HOW ARE YOU?



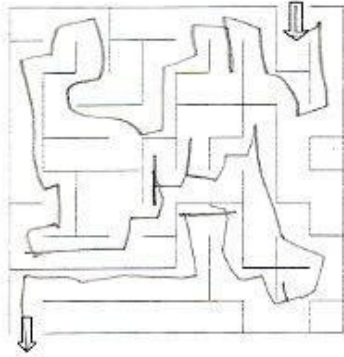
THANK YOU



BYE BYE

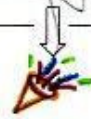
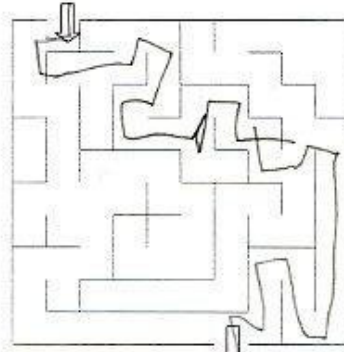


MY NAME IS

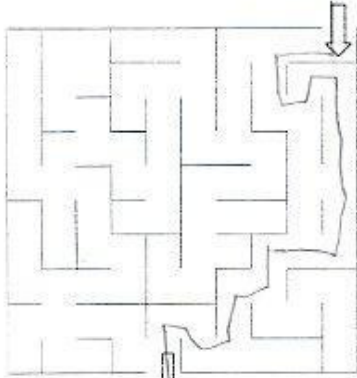


Papa

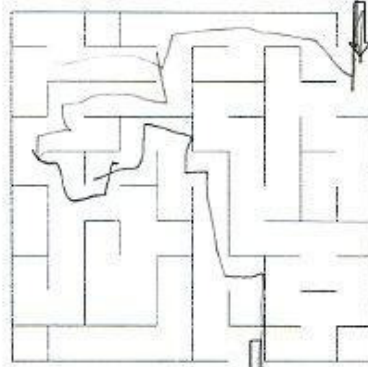
HAPPY BIRTHDAY!



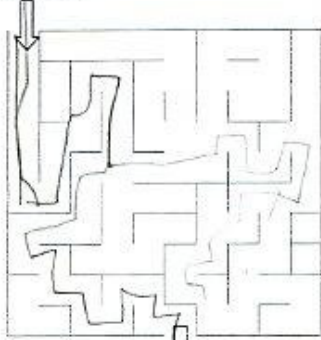
BE CAREFUL



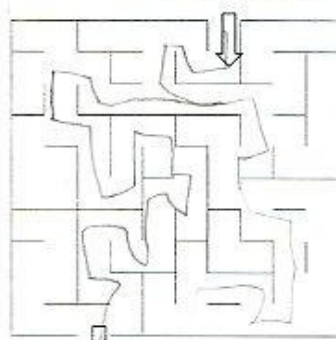
HAVE A NICE DAY



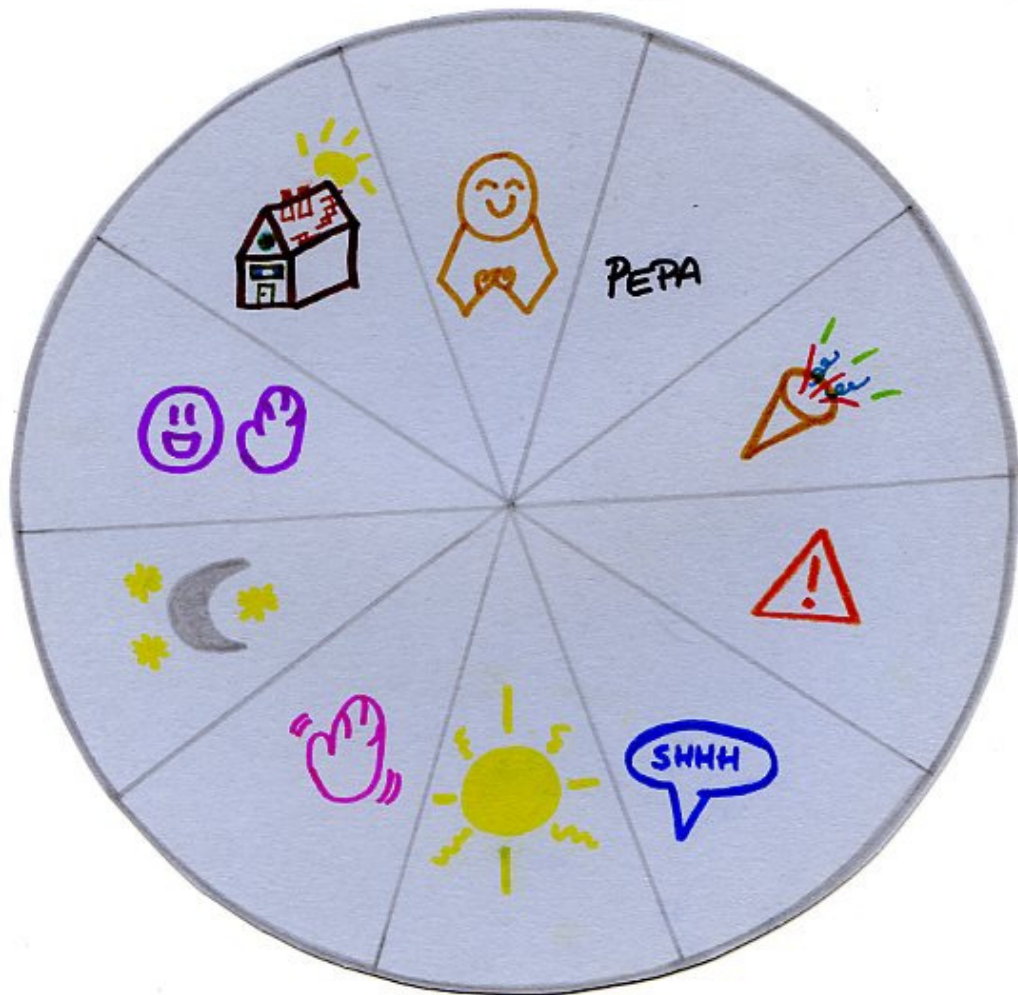
BE QUIET



GOOD MORNING




APPENDIX 9: Task 5: The Routines Wheel




APPENDIX 10: Task 6: Oral Discourse Completion Task


You see your friend
Paula in class



The class is over.
It is time to go home




You ask your friend
Quique for the blue crayon



It is the first day of school.
You introduce yourself

Pepa

Your friend Ana
is 6 years old today



Something is going on.
Pay attention



You must not speak



It is 9 a.m.

You go into your classroom



Mom and dad leave you
at school at 9 a.m.



It is time to go
to bed



APPENDIX 11: Task 7: Memory cards game

		You too
	 Good morning	 Good night
Be careful	Good morning	Good night
Be quiet	 Have a nice day!	

 Hello! How are you?	 Thank you!	 Happy birthday!
Fine, thanks. And you?	You are welcome	Thank you
 Goodbye	Pepa	
Bye bye	Hello My name is _____ I am _____ years old I am from _____	

You see your friend
Paula in class



Hello!

How are you?

Fine, thank you.

And you?

The class is over.

It is time to go home



Bye bye

Goodbye

You ask your friend
Quique for the blue crayon



Thank you

Please

You are welcome

It is the first day of school.

You introduce yourself

Pepa

Hello

My name is _____

I am _____ years old

I am from _____

Your friend Ana
is 6 years old today



Happy birthday

Thank you

Something is going on.

Pay attention



Be careful

Y
You must not speak



Be quiet

It is 9 a.m.

You go into your classroom



Good morning

Good morning

Mom and dad leave you
at school at 9 a.m.



Have a nice day

You too

It is time to go
to bed

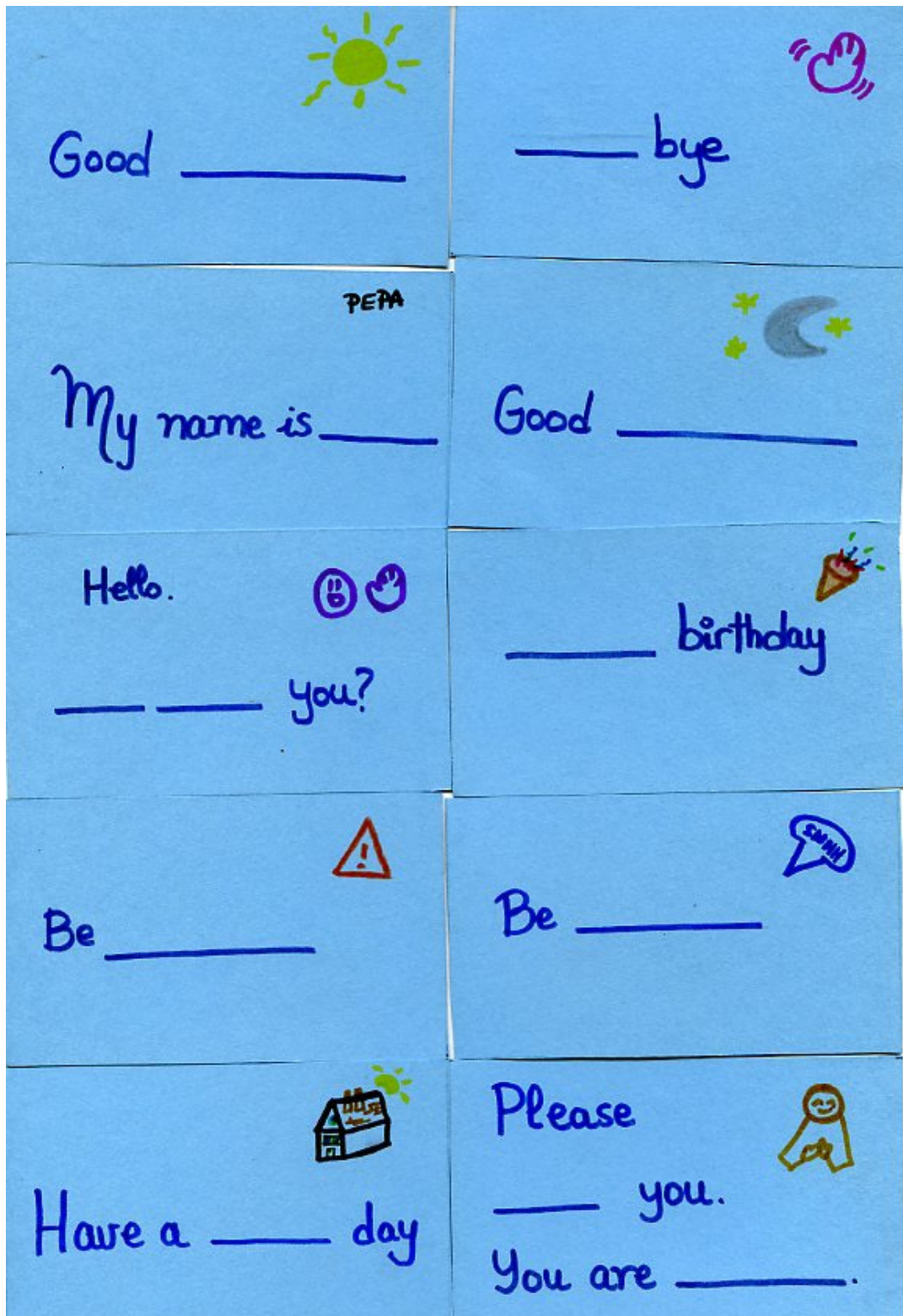


Good night

Good night

APPENDIX 13: Task 9: The routines board game

The three sets of cards and the board



COMPLETE	COMPLETE
COMPLETE	COMPLETE
COMPLETE	COMPLETE
COMPLETE	COMPLETE
COMPLETE	COMPLETE



PEPA



WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

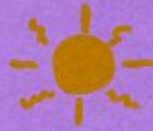
WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

WHAT IS IT?

It is 9 a.m.
You go into your classroom



The class is over.
It is time to go home



It is the first day of
school.
You introduce yourself

PEPA

It is time to go
to bed



You see your friend
Paula in class



Your friend Ana
is 6 years old today



Something is going on.
Pay attention.



You must not speak



Mom and dad leave you
at school at 9 a.m.



You ask your
friend Quique
for the blue crayon.



YOU SAY

YOU SAY

YOU SAY

YOU SAY

YOU SAY

YOU SAY

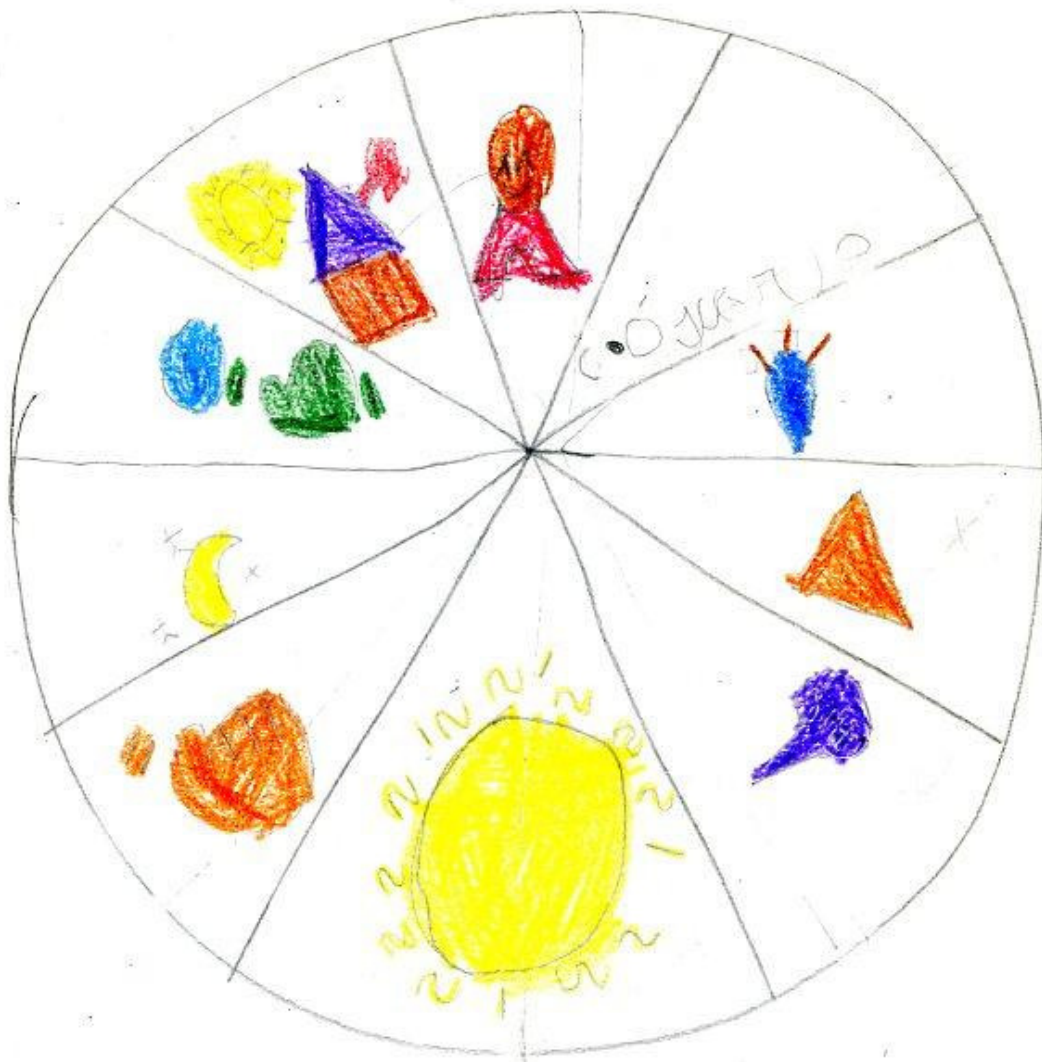
YOU SAY

YOU SAY

YOU SAY

YOU SAY

APPENDIX 14: An example of students' craft of The Routines Wheel



APPENDIX 15: Chart on students' oral recognition, oral production, written recognition and written production of the pragmatic routines.

EVALUATION TIME				
DATA	ORAL		WRITTEN	
PROCESS	RECOGNITION	PRODUCTION	RECOGNITION	PRODUCTION
Hello. How are you?				
Fine, thank you. And you?				
Goodbye				
Bye bye				
Please				
Thank you				
Your are welcome				
My name is				
I am _____ years old				
I am from _____				
Happy birthday				
Be careful				
Be quiet				
Good morning				
Have a nice day				
You too				
Good night				

APPENDIX 16: Interview 1 - Questions

The first interview is focused on the subjects' educational background and experiences. This first interview includes the following questions:

- 1 When did you start learning English? Where?
- 2 How many hours of English per week do you have at school?
- 3 What is one of your English lessons at school like?
- 4 What type of activities do you perform in your English class at school?
- 5 Do you participate in your English class at school?
- 6 When do you speak English? Only at school (a part from the two hours per week at the language academy)
- 7 Do you get homework to do from your English class? If so, how much?

APPENDIX 17: Interview 1 – Students' responses

Interview 1 – Student 1

The first interview is focused on the subject's educational background and experiences. This first interview includes the following questions:

1 When did you start learning English? Where?

She started learning English this year at school

2 How many hours of English per week do you have at school?

She has English lessons twice a week.

3 What is one of your English lessons at school like?

Firstly, her teacher asks pupils in her classroom some questions related to the topic they had been dealing with in the previous session. After that, they move on to work on their course book, do a worksheet or sit an exam.

4 What type of activities do you perform in your English class at school?

She either does activities in her course book, worksheets or games. When working with worksheets, she fills in the blanks, matches and circles whatever they are working on. Then, she colors the people, animals or things on the worksheet. And finally, she studies the words (mainly vocabulary on assorted topics) on the worksheet because she will be asked the following session.

5 Do you participate in your English class at school?

She reported that she does not participate much in her English lessons at school. She is rather quiet, which contrasts with her participative attitude here in the sessions at the language academy with me.

6 When do you speak English? Only at school (a part from the two hours per week at the language academy)?

She only speaks English at these two places: the school and the language academy.

7 Do you get homework to do from your English class? If so, how much?

No. She does not get homework from her English lessons at school.

Interview 1 – Student 2

The first interview is focused on the subject's educational background and experiences. This first interview includes the following questions:

1 When did you start learning English? Where?

He has been studying English for two years at school and one year (this year) at the language academy. When he was four years old, he was enrolled in the summer school at his school, in which he was taught English in 30-minute sessions two days per week for a one-month period.

2 How many hours of English per week do you have at school?

He has English language lessons four hours per week at school.

3 What is one of your English lessons at school like?

He reports that they do the activities and worksheets in their course book.

4 What type of activities do you perform in your English class at school?

He works with their course book, does worksheets, plays games and sits exams.

5 Do you participate in your English class at school?

He reports that he does not usually speak much in his English lessons at school, which is totally the opposite as how he behaves with me at the language academy.

6 When do you speak English? Only at school (a part from the two hours per week at the language academy)?

He only speaks English at these two places: at school and at the language academy.

7 Do you get homework to do from your English class? If so, how much?

He reports that he never gets homework the English subject.

Interview 1 – Student 3

The first interview is focused on the subject's educational background and experiences. This first interview includes the following questions:

1 When did you start learning English? Where?

He has been studying English for two years at school and one year (this year) at the language academy. When he was four years old, he was enrolled in the summer school at his school, in which he was taught English in 30-minute sessions two days per week for a one-month period.

2 How many hours of English per week do you have at school?

He has English language lessons four hours per week at school.

3 What is one of your English lessons at school like?

He reports that they do the activities and worksheets in their course book.

4 What type of activities do you perform in your English class at school?

He works with their course book, does worksheets, plays games and sits exams.

5 Do you participate in your English class at school?

He reports that he does not usually speak much in his English lessons at school, which does not match with his behavior at the language academy with me.

6 When do you speak English? Only at school (a part from the two hours per week at the language academy)?

He only speaks English at these two places: at school and at the language academy.

7 Do you get homework to do from your English class? If so, how much?

He reports that he never gets homework the English subject.

Interview 1 – Student 4

The first interview is focused on the subject's educational background and experiences. This first interview includes the following questions:

1 When did you start learning English? Where?

She reports that this year is the first she has started learning English, both at school and at the language academy.

2 How many hours of English per week do you have at school?

She has one English lesson per week at school.

3 What is one of your English lessons at school like?

She reports that they work with their course book.

4 What type of activities do you perform in your English class at school?

In her English lessons at school, she works with their course book, does some worksheets, plays games and takes tests.

5 Do you participate in your English class at school?

She reports that she does not speak much during her English lessons at school, which is the opposite of what she does at the language academy with me.

6 When do you speak English? Only at school (a part from the two hours per week at the language academy)?

She states that she only uses the English language at these two learning environments: her school and the language academy.

7 Do you get homework to do from your English class? If so, how much?

Yes, she does get homework. She says they have to do worksheets and study for their tests.

Interview 1 – Student 5

The first interview is focused on the subject's educational background and experiences. This first interview includes the following questions:

1 When did you start learning English? Where?

She reports that she started learning English this year, both at school and at the language academy.

2 How many hours of English per week do you have at school?

She has one English lesson per week at school.

3 What is one of your English lessons at school like?

She reports that they work on their course book.

4 What type of activities do you perform in your English class at school?

She reports that they work on their course book, do some worksheets, play games and take tests.

5 Do you participate in your English class at school?

She says she remains rather silent during her English lessons at school, which is the opposite of what she does at the language academy with me.

6 When do you speak English? Only at school (a part from the two hours per week at the language academy)?

She states she only uses the English language at these two learning environments: her school and the language academy.

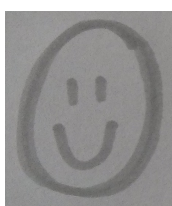
7 Do you get homework to do from your English class? If so, how much?

Yes, she does. She states they have to do worksheets and study for their exams.

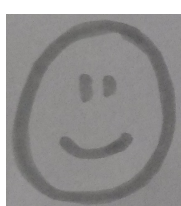
APPENDIX 18: Interview 2 - Questions

The second interview focuses on the subject and task enjoyment. Two questions have been posted regarding this matter.

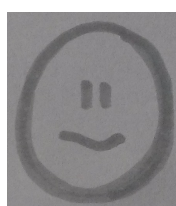
- 1 How do you feel when you use the English language at school? And how do you feel when you use it at the language academy? Do you like speaking English?
- 2 Do you enjoy the activities we do at the language academy? (The ones designed for this MA Thesis). The following chart includes the tasks and how each student felt towards each task.



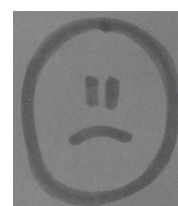
I loved it



I liked it



I liked it a little



I did not like it

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
TASK 1					
TASK 2					
TASK 3					
TASK 4					
TASK 5					
TASK 6					
TASK 7					

APPENDIX 19: Interview 2 – Students’ responses

The second interview focuses on the subject and task enjoyment. Two questions have been posted regarding this matter.

- 1 How do you feel when you use the English language at school? And how do you feel when you use it at the language academy? Do you like speaking English?

All the students reported excitedly that they like speaking English both at school and at the language academy.

Comments students made regarding speaking English at school and the language academy were:

- Student 1: “*¡¡A mi sí, me gusta mucho!! Porque aprendemos inglés y así nos sabemos las cosas.*”
- Student 5: “*Y saber un idioma que en verano cambiamos d’escola y hablem en inglés y ya nos ho sabem i fem exàmens i saques un 10.*” Note that student 5 combined Spanish and Catalan. She even used verbs in Spanish but added the Catalan ending, such as “*hablem*” that is composed by the verb “*hablar*” (meaning “speak”), and the ending referring to the second person plural “*-em.*”

- 2 Do you enjoy the activities we do at the language academy? (The ones designed for this MA Thesis). The following chart includes the tasks and how each student felt towards each task.

Students provided some comments regarding task enjoyment. These are displayed in what follows:

Student 2: “*Perquè m’ agrà els jocs que fas i les cartulines.*”

Student 3: “*Per el joc de cartes.*” He means task 7, the memory cards game.

Student 4: “*Todos los juegos que haces me encantan.*”

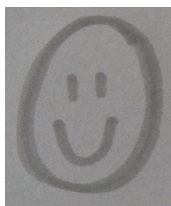
Student 5: “*A mi no me gustan las fichas.*”

Student 1: (adding on student 5’s comment) “*Son dificiles.*”

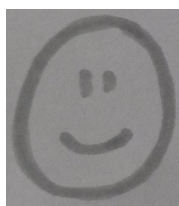
One of the students that comes on Wednesdays, Student A, and who has played task 7 a couple of times added: “*Porque contigo nos divertimos mucho.*”

Student 3 concluded: “*Me gusta mucho estar aquí.*” He meant being in my class, which is quite an attainment. This is so because he was a mischievous student at the beginning of the course. He was not involved in the tasks, worksheets and games we performed and played. It was not until March that he behaved really well and was praised for that. From that moment on, he reported that he realized that if he behaved, he would learn more and I would be happier with him.

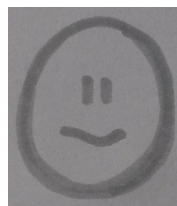
The chart that illustrates students’ task enjoyment is displayed in what follows. A 4 point enjoyment scale has been designed for this interview. It ranges from I loved the task to I really disliked it.



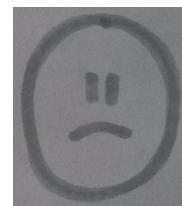
I loved it



I liked it

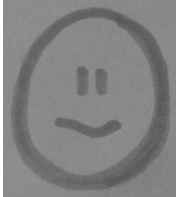
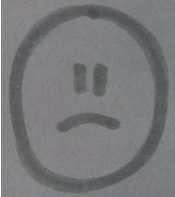
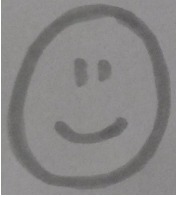
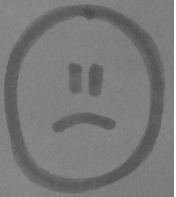
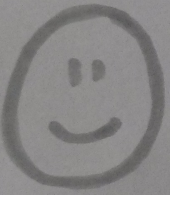
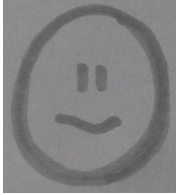
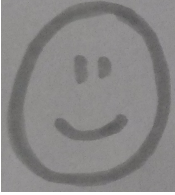
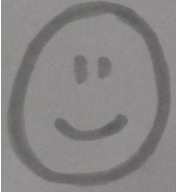
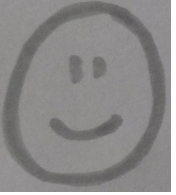
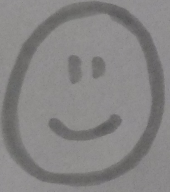
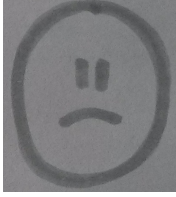
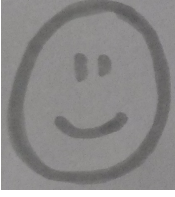
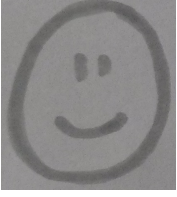
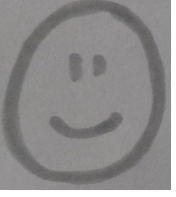
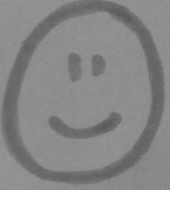
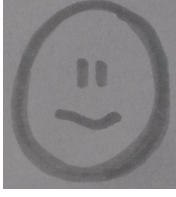
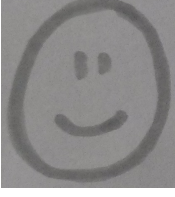
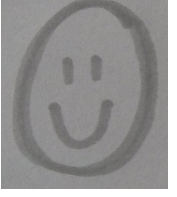
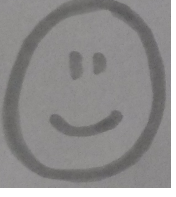
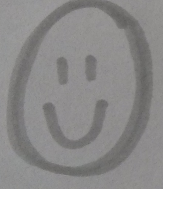
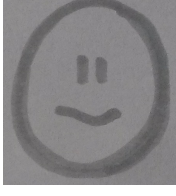
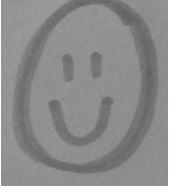
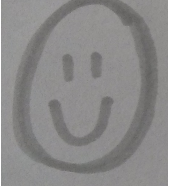
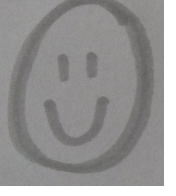
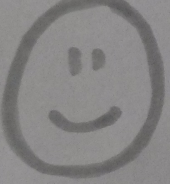
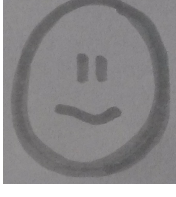
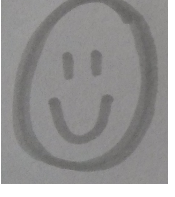
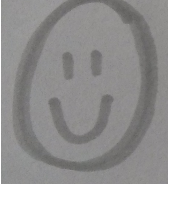
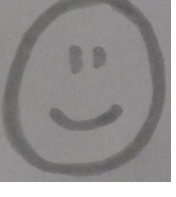
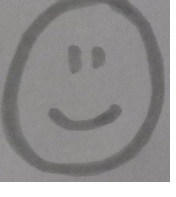


I liked it a little



I did not like it

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
TASK 1					

TASK 2					
TASK 3					
TASK 4					
TASK 5					
TASK 6					
TASK 7					

Students made some comments regarding task enjoyment. These are presented in the following lines.

Regarding task 2:

- Student 4 reported that she did not like this task because the right pragmatic routine had to be circled and it was very difficult, *“porque ahí tienes que rodear y era muy difícil.”*
- Student 2 added that he liked it only a little bit because he made mistakes, *“y me equivocaba.”*

Regarding task 3:

- Student 1 reported that she did not like it because there were many blanks to fill in, *“Habían muchas, ¡Doce!”* and pointed at the ones she said to be the longest: “Have a nice day,” “Good morning,” “How are you” and “Happy birthday.”

Regarding task 4:

- Student 1 reported that she did not like it because she made one mistake, *“me equivoqué una vez.”*
- Student 4 said that she did not love just one situation, situation 4) Thank you, because she did not know what it meant.
- Student 5 stated that she did like the task, but that she got confused most of the times, *“A mí sí que me gusta, ¡pero me lío! Mi cabeza hace así “brrrrrr””*

Regarding task 5:

- Student 1 stated that she did not like the task because she did not know everything on it, *“no me lo sé todo.”*

Regarding task 6:

- Student 1 signaled that the tasks were difficult and that she was always late, *“porque son difíciles y yo siempre llego tarde.”* She was said that they had always been explained and examples provided about everything she had missed, so that she could follow the class the same way her classmates did. Her response to that argument was a sad face.

Generally speaking, Student 3 reported that he liked all the tasks, “*a mi me van gustar*”, mixing Spanish and Catalan.

A note should be made about Student 1. She is really a perfectionist and is not pleased with herself unless she knows everything. She meant all the pragmatic routines. She added that she made three, four or five mistakes and that such a number of mistakes was no good. She pointed out that she made three mistakes in task 3 and that she was sad. She was told that making up to five mistakes when dealing between 10 to 12 routines was pretty fair and that she should be happy with her results. Even though she was praised because her learning development was positive, she still was not happy.

APPENDIX 20: Interview 3 - Questions

The third interview deals with the subjects' learning process and whether they participated or not while performing the tasks and why. The issue on task enjoyment is reviewed again, due to the fact that tasks 8 and 9 had not already been dealt with. These issues are illustrated in the following two charts. The first one addresses the question on students' participation versus no participation and the reasons provided for one or the other. And the second chart is concerned with students' task enjoyment.

1.- In the following chart, students' participation versus no participation and the reasons they provided are to be found.

	PARTICIPATIVE	NO PARTICIPATIVE
STUDENT 1		
STUDENT 2		
STUDENT 3		
STUDENT 4		
STUDENT 5		

2.- The issue on task enjoyment is reviewed again, due to the fact that tasks 8 and 9 had not already been dealt with. The following chart addresses students' task enjoyment.

Task enjoyment regarding tasks 1 to 7 should be reported to be the same. Asking students this again is also aimed at double checking this issue.

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
TASK 1					

TASK 2					
TASK 3					
TASK 4					
TASK 5					
TASK 6					
TASK 7					
TASK 8					
TASK 9					

APPENDIX 21: Interview 3 – Students’ responses

The third interview deals with the subjects’ learning process and whether they participated or not while performing the tasks and why. A chart has been designed in order to illustrate students’ participation versus no participation. The reasons each student has provided are also included.

1.- In the following chart, students’ participation versus no participation and the reasons they provided are to be found.

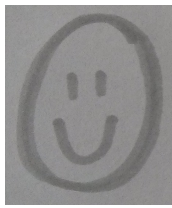
	PARTICIPATIVE	NO PARTICIPATIVE
STUDENT 1	<i>Porque me sé las respuestas.</i>	<i>Porque no gano. Porque no me gusta la ficha porque es difícil.</i>
STUDENT 2	<i>Perque m’agraen les fiches* i els jocs i les cartulines. Perque m’agraen els dibuixos.</i>	<i>Perque estic cansat.</i>
STUDENT 3	<i>Perque m’agrada estar en classe en tú.**</i>	<i>Perque estic cansat. Perque la ficha* és aburrida.</i>
STUDENT 4	<i>Porque me gusta (the task or game).</i>	<i>Porque no me gusta la ficha.</i>
STUDENT 5	<i>Porque me ayudas.**</i>	<i>Porque tengo sueño.</i>

(*) The word “task” is “fitxa” in singular and “fitxes” in plural in Catalan and “ficha” in singular and “fichas” in plural in Spanish. Well, Student 2 and Student 3 were speaking in Catalan but pronounced the word “task” in Spanish.

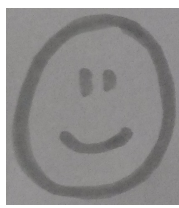
(**) That second person singular that Student 3 and Student 5 refer to is me, their instructor.

2.- The issue on task enjoyment is reviewed again, due to the fact that tasks 8 and 9 had not already been dealt with. The following chart addresses students' task enjoyment.

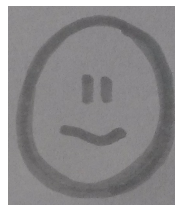
Task enjoyment regarding tasks 1 to 7 should be reported to be the same. Asking students this again is also aimed at double checking this issue.



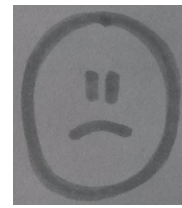
I loved it



I liked it

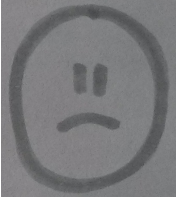
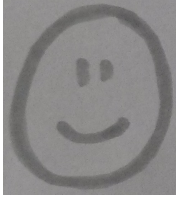
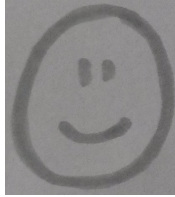
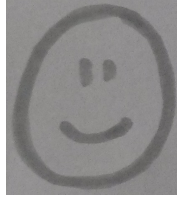
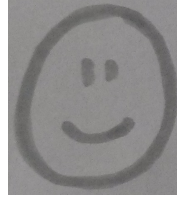
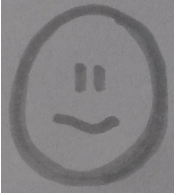
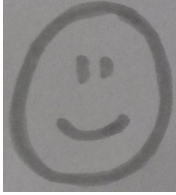
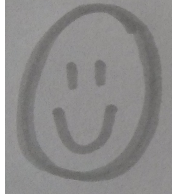
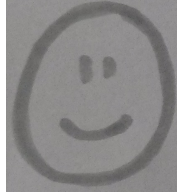
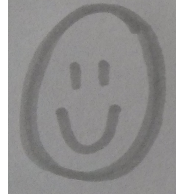
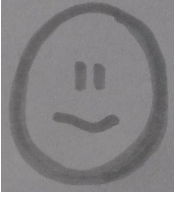
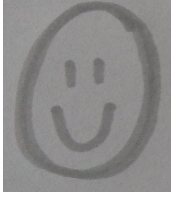
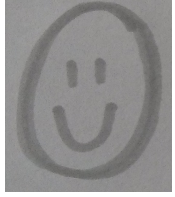
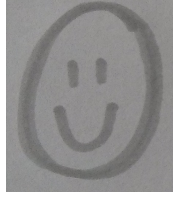
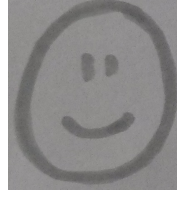
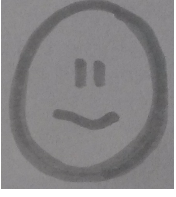
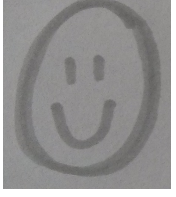
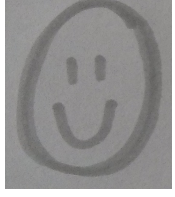
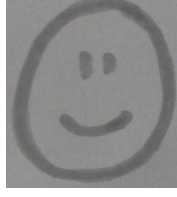
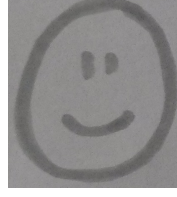
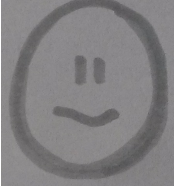
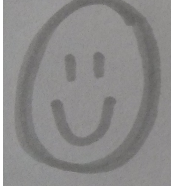
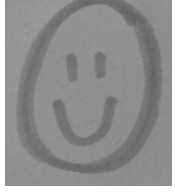
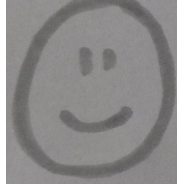
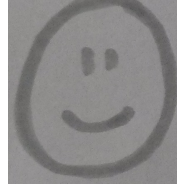
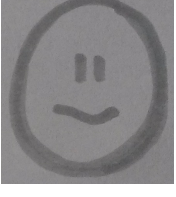
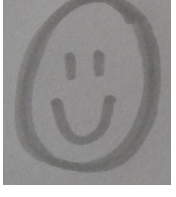
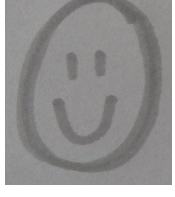
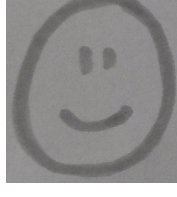
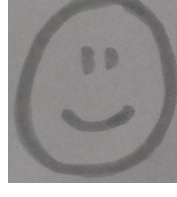


I liked it a little



I did not like it

	STUDENT 1	STUDENT 2	STUDENT 3	STUDENT 4	STUDENT 5
TASK 1					
TASK 2					
TASK 3					

TASK 4					
TASK 5					
TASK 6					
TASK 7					
TASK 8					
TASK 9					

Students reported the same feelings towards tasks 1 to 7 than what they were interviewed for the second time. Regarding tasks 8 and 9, there was a range of different opinions.

- Student 1 reported that she liked task 8 just a little because she did not know all the answers. And she did not like task 9 very much because she did not win.
- Students 2, 3, 4 and 5 reported that they liked both tasks 8 and 9 because these were fun games. Students 2 and 3 put more emphasis on their task enjoyment than students 4 and 5.

APPENDIX 22: Detailed notes

The terms “pragmatic routines” and “routines”, either in singular or in plural, have been used interchangeably.

SESSION 1: 24/03/2014

TASKS:

Today was the first session of research and learners had to carry out task 1 and task 7.

In task 1, students had to listen, repeat, copy and draw the pragmatic routines that have been selected for this project. This task was two pages long, so it had to be split up into two: task 1A and task 1B. Task 1A comprised pragmatic routines from 1) to 4); whereas task 1B involved routines 5) to 10). Task 1A was carried out the first session (today, March 24th, 2013), and task 1B was the main focus of session 2 (March 26th, 2013).

Due to time limitations, it was not possible to work on task 7, the memory cards game, whose goal was to reinforce the knowledge obtained during the previous task.

Participants seemed not to enjoy task 1A very much due to the fact that it was quite long for them because they had to copy all the pragmatic routines. This was the main drawback of the task. They did enjoy it at the beginning, but as soon as they had to copy three words or more per sentence, they started feeling tired and ceased to be more participative. Regarding situation 4, when dealing with “I am ___ years old”, students were told to write the figure. Nevertheless, students reported that they not only wanted to copy the figure but also write the number with letters.

Regarding task 7, students did enjoy it, even though it was a bit difficult for them. It was the first time that students faced those pragmatic routines in written mode by themselves. If they were not able to recognize any routine, translation was provided and the routine was mimed. Hence, students were provided help both explicitly and implicitly.

CLASSROOM:

The tables were placed in two rows which were split into two groups, making up a total of four rows: two at the front and two at the back. But, the instructor changed the positions of the tables to work with this group of students. Tables were arranged in a circle. This provided learners with a sense of unity and made them feel part of a same group, which would not be possible if students were sitting next to each other in one or two rows.



TEACHER:

During this session, the instructor combined English and Spanish and sometimes Catalan. Even though the language of instruction was English, learners needed translation very often. Due to learners' low proficiency in the English language, translation into Spanish and Catalan had to be provided after each sentence uttered in English.

The pragmatic routines were mimed as well in order to help learners understand them.

Moreover, examples were provided to the students. Those examples were real contexts in which the students themselves would use those pragmatic routines. For instance, when explaining the routines "Hello! How are you?," "Fine, thank you. And you?" students were told: "when you come into the classroom, I tell you "Hello. How are you?" and you should answer "Fine, thank you. And you?" Providing these kinds of

examples enabled learners to picture themselves in those situations as well as learning them in a meaningful way.

STUDENTS:

Student 1 always came 10-15 minutes late, so we stopped the class in order for her to join the lesson. The task was explained to her as well as what the worksheet was about. The students together with the instructor waited for her to complete the gaps or write down whatever the rest of the students had done so far.

Student 3 had to leave 15 minutes earlier every Monday. Even though he missed those last fifteen minutes, he was able to carry out the main task of the session.

Participants only used English when pronouncing the pragmatic routines being studied. They talked about other issues, such as something that happened today at school, or things they have at home. When it came to addressing each other or the instructor, they did so either in Spanish and/or in Catalan. It is “and/or” because they sometimes combined the two languages, even in the same sentence. Students 1, 4 and 5 speak Spanish to communicate to each other; whereas Students 2 and 3 use Catalan.

Today, student 5 was ill, so she was rather silent all throughout the session.

Student 4 was more willing to participate. Once a new pragmatic routine was introduced, explained, examples provided and written on the blackboard, Student 4 repeated it until she knew it. And she actually verbalized that thought “*¡Ya me lo sé!*” If she had some difficulties when repeating the same form, the right one was provided for her and she kept repeating it to herself, in a low tone of voice. She did it on her own; she was not told to do so.

Student 2 was a little bit distracted today. Besides, he wanted the teacher to pay more attention to him by telling her that he did not know how to write the words that composed the pragmatic routines. So, the teacher had to sit next to him and spell each word, letter by letter. He was quite tired towards the end of the session and it was pretty challenging for him to write down the routines in situation 4, the last one in today’s

session. He missed some of the words in two routines in this situation: “years old” in “I am ___ years old” and the preposition “from” in “I am from _____”.

In other instances, Students 1 and 2 had difficulties recognizing letters and they had to be told what those letters were and even write them in capital letters on the blackboard.

It should be noted that at least these five children recognize capital letters more easily than lower case letters.

NOTES DURING INSTRUCTION:

Learners faced an interrogative mark in the pragmatic routine “Hello. How are you?” Student 5 reported that she was studying it at school, *“lo estudiamos en clase.”* Student 3 added *“Sí, yo conozco ese símbolo.”*

When copying the pragmatic routines, some of the students had difficulties recognizing the letter “h.” Student 3 kept saying *“la ‘h’ es una letra mudita,”* and Student 1 told him once *“pero en inglés suena.”*

Thinking about the pragmatic routine “Fine, thank you. And you?” and how it is constructed, Student 4 asked the instructor: *“¿Porqué se pone un punto detrás de ‘you’ en ‘Fine, thank you. And you?’”* The instructor explained to her as well as to the rest of the students that the period was needed because there were two sentences and we had to distinguish one from the other. Student 4 nodded and kept writing.

Student 4’s pencil lead broke and she told the teacher. This student was given another pencil and, seeing that the student did not say the “magic words,” the instructor elicited those words by saying: *“¿qué se dice?”* and before Student 4 could say anything, Student 5 provided the answer “Thank you!” Then Student 4 repeated it, to which the instructor replied “you are welcome.”

In another instance, Student 1’s pencil fell to the floor, Student 4 picked it up for Student 1, who immediately said “Thank you” and Student 4 replied “You are welcome.”

Learners were provided with metapragmatic information about the pragmatic routines they were dealing with, and asked if they understood them afterwards. If they did not, the pragmatic routines were mimed, and if students still had recognition problems, translation into Spanish and Catalan was provided. When dealing with pragmatic routines in 3) “Please,” “Thank you,” and “You are welcome,” learners were told “*en castellano estas cosas también las decís, ¿verdad?*” to which learners responded that they did. Then Student 4 added “*claro, lo decimos en español y ahora lo estudiamos en inglés.*”

Students had been previously taught when to use the routines “Please,” “Thank you” and “You are welcome” before the research period. So, when dealing with these pragmatic routines, learners completed the instructor’s explanations and examples, without the instructor eliciting those responses or comments. Student 1 had some difficulties when copying the word “thank” in “Thank you.” Once students were given the metapragmatic information they needed to understand this routine, Student 1 repeated that form, to which another learner responded “You are welcome!” with a smiley face.

Working on situation 2) “goodbye”/“bye bye,” once metapragmatic information had been provided to participants and they had finished copying it from the blackboard, Student 3 said: “*Entonces “hello” i “goodbye”...*” without finishing the sentence and looking at the instructor expecting her to explain both routines. Students were reported that “*decimos “hello” para cuando llegas y “goodbye” para cuando...*” and two participants finished the instructor’s utterance at the same time saying: “*¡te vas!*” Right after that, the other participants repeated what their mates had said, overlapping with the instructor’s praise, as they were right.

It was also interesting to note the pronunciation of the word “bye” made by three students. One of them said to another: “*se dice “bi”*,” to what the third learner replied to the first: “*no, no se dice bi.*” Right after that, the third participant asked the instructor for the proper pronunciation of the word, which was provided to them.

Learners forgot to copy some isolated letters when writing down the pragmatic routines from the blackboard. Having noticed those instances, learners were asked to

pay attention to and focus on those words, which were pronounced for them. Some of the participants produced those words orally after listening to them. Finally, those letters that students missed out were circled and underlined on the blackboard, so that students could see them and write them down where needed. Awareness was raised there in an implicit way, due to the fact that students were not directly told what letter was missing where. Instead, their attention was drawn to those words that needed to be rewritten.

It took more time for Student 2 to write the pragmatic routines than for the rest of the students. So, in order to help him, Student 3 kept telling him what letters to write in each word and pointed out any error the former participant had made. “*Ací t’has equivocat,*” “*ací te falta açò,*” “*ara va esta lletra, i ara esta altra*” were some of the comments Student 3 addressed to Student 2 when helping him.

Before going into situation 4) “Please (Pepa pass me the blue crayon),” “Thank you” and “You are welcome,” Student 4 had a look at it and raised her hand enthusiastically asking if she could read it. She did so because she reported that she recognized the first sentence, but the other two did not. Student 4 was asked about the situation when she would utter that sentence, which the student responded correctly. It was right after that when she asked what the other two utterances, “Thank you” and “You are welcome,” meant. As this student realized that she could identify all the elicited pragmatic forms, she was more willing to read them aloud for her classmates. She was told that she would as soon as all the participants were done with the previous pragmatic routine. Student 4 waited patiently until she was told she could read these new routines, which she did non-hesitantly. Student 1 also reported vividly that she recognized the name “Pepa” in the first sentence.

Situation 3, which comprised those three forms aforementioned, had proved the most successful one. Students were supplied with metapragmatic information and one of the participants provided an example before it was given to them. Another participant responded to their classmate by orally producing the following routine “Please Pepa, pass me the pink crayon.” Another participant replied “Thank you” and another one rounded up the situation by uttering the last routine on it, “You are welcome.” All those interventions were not elicited by the teacher. It was the participants telling the

instructor that they knew what to say and when in that specific situation. A general feeling of content and happiness was reported from all the participants.

In situation 4) students worked with the routines “Hello,” “My name is _____,” “I am __ years old,” and “I come from _____.” Students understood those routines once they were explained to them and examples were provided. After that, each student practiced this situation orally by completing the routines with information about themselves. Finally, these four routines were written on the blackboard and the students wrote them down on their worksheets.

Right towards the end of the session, Student 5 counted the instances left to fill in and told the instructor: “*mos queden six frases.*” This example was included here due to the fact that it shows that learners were allowed to use all the languages they know in the classroom, not only English.

TASKS:

Task 1B was performed today, yet the instructor forgot to tell participants to draw the picture associated to each pragmatic routine. That error was amended when playing task 7, the memory cards game. Students had played this game before, so they already knew how it worked. Students were told before they started playing that what they would find on the cards would be all those sentences they had been practicing in the previous task, tasks 1A and 1B. Moreover, they were informed that they would find a picture in some of the cards that made up each pair of cards. Students did actually enjoy task 1B more than task 1A, due to the fact that students reported that task 1B was shorter and the routines included on it were easier.

The aim of performing task 7 was to confirm whether the students were learning the selected pragmatic routines or not. Today it was found that learners recognized some of the pragmatic routines very well, but only orally. When it came to written recognition, students tried to read the routines but were not able to. They needed to be assisted. Students either kept that puzzled look and remained silent or verbalized that thought by making comments such as *“profe no lo entiendo”* or *“açò no sé lo que és.”* Task 7 permitted to check that participants performed some pragmatic routines well in task 1, such as “Hello. How are you?,” “Fine, thank you. And you?,” but they did not identify that very same routine in task 7, even after students were provided with oral input.

Noticing the difficulties that the students were having when trying to read the pragmatic routines, these were read aloud for all participants. Even read aloud, students did not recognize some of the routines they had previously done in task 1B, such as “Have a nice day,” “You too” or “Hello. How are you?,” “Fine, thank you. And you?” in task 1A. These two situations happened to include some of the most difficult pragmatic routines in terms of grammar, because these were composed of interrogative clauses or multiple sentences.

In terms of students’ performance, some of them did well at recognizing the routines, whereas others did not, even after exposing them to oral input. It was the first

day that students dealt with this game, so this was the most logical and expected thing to happen.

Interview 1 was scheduled for today but it could not be carried out in this session due to time limitations. That interview could be rescheduled and moved to another session. It would be more beneficial for students to have more exposure to the pragmatic routines in this session because it was today when task 1 was fully completed.

CLASSROOM:

The tables were normally arranged in two rows but split into two, making up a total of four rows: two at the front and two at the back. But the layout of the tables was changed when working with this group of young students. Seven tables were rearranged in a circle today. This provided learners with a sense of unity and made them feel part of a same group, giving a student-oriented rather than a teacher-fronted perspective both towards students, making them feel as if they were the main characters in a story, as well as the session itself, in which students were more important than the instructor.

Up to this point, it should be reminded that research for the present study was conducted on Mondays and Wednesdays. The first session, held on 24/03/2014 was on Monday, and the five students included in this study were the only students in the classroom that day. On the contrary, there were two more students in the classroom on Wednesdays. This should be noted at this point because it was related to how tables were arranged. Two more tables were added to the five-table circle, thus all students were together, even if two of them did different activities and were not included in the present study.

TEACHER:

The instructor spoke in three languages, English, Spanish and Catalan, even though the first two were used more frequently. Although the language of instruction was English, learners needed translation very often. Due to learners' low proficiency in

the English language, translation into Spanish and Catalan had to be provided after each sentence uttered in English.

The pragmatic routines were also mimed in order to help learners understand them.

In addition, students were provided with examples, with real contexts in which they would use those pragmatic routines. Examples of metapragmatic instruction are included below in section “NOTES DURING INSTRUCTION.”

STUDENTS:

As previously stated, there were two more students in this class on Wednesdays. They were not included in this project, but still took an active role in some of the tasks. They participated and provided Students 1 to 5 with examples. These two students will be identified as Student A and Student M.

Student 1 always came 10-15 minutes late, but she was only five today, so she could easily catch up with the pragmatic routine that their classmates were still practicing, which was the first one, situation 5.

Again, participants only used English today when dealing with the routines. They spoke Spanish and/or Catalan to address each other as well as the teacher. It is “and/ or” because students sometimes combined the two languages, even in the same sentence and added some words in English too, yet this did not happen as frequently as combining only their L1s, Spanish and Catalan. Participants used those languages to talk about things in the classroom or other topics that did not have anything to do with the research being conducted. If those comments were short, and related to the classroom or the tasks, the instructor let them talk about it. But if they stopped doing the task to keep talking, they were told to please be quiet and to go back to finishing the task.

Student 1 was more willing to participate. Once they had been presented a new situation, it had been explained and examples had been provided, this student finished copying the pragmatic routines in each situation even before the instructor had written

them on the blackboard. She reported that she had finished with enthusiasm, sometimes with a “*ya está, teacher,*” “finished!” (raising both arms) or “*Pepa, ya he acabado*” (with a smile).

Student 2 was not as participative as he normally was. He reported that he was tired today, towards the end of task 1B, when performing situations 8, 9 and 10. He still had problems recognizing letters, especially the letter “g.” Special attention had to be paid to him and letters carefully spelt, particularly those in “birthday” and “morning,” which he said were difficult and did not know how to write them. He lowered his voice and looked down when he told the teacher that he did not know how to do something. This behavior was totally the opposite to those situations in which he finished copying a particular form before the rest of his classmates did. In those situations, he raised his voice, looked at the teacher, smiled and even raised his arms.

Student 3 was the one who best understood and produced specific situations orally, namely 5, 6 and 7. The better he performed the more at ease he felt both with himself and towards the rest of his classmates, adopting a more relaxed position, smiling and even looking the teacher in the eyes, which he only did when he was confident with himself.

Student 4 reported that she was tired, so she did not get involved today as much as she normally did. She produced some of the routines students had to write down on their worksheets orally, but remained silent for most of the session.

Student 5 had to study for an English exam at school, so she missed the explanations for situations 5 to 9. Once she had finished revising for her test, she was given her worksheet and she copied the pragmatic routines in the situations she had not done yet. She did on her own, not telling the instructor or asking for clarification. Once she reported that she had finished, “*Pepa, ya he acabado,*” she was asked whether she understood everything, and Student 5 nodded. She was asked a second time and she replied: “*sí, lo entiendo, que son fáciles. Mira, la cinco es feliz cumpleaños, la seis nos lo dices cuando tenemos que prestar atención y hacerte caso, la siete lo dices cuando hablamos y nos dices que nos callemos, y la ocho la dices cuando dices “buenos días”.*” She proceeded, “Have a nice day (reading literally) *no sé lo que significa, pero*

lo acabas de explicar.” Metapragmatic information together with an example were provided to her again and then she said she understood.

NOTES DURING INSTRUCTION:

Situation 5) was read and mimed to the students to help them understand what the pragmatic routines included in that situation meant. Special guidance was provided by raising the tone of voice, so that learners would better comprehend when “Happy birthday” is uttered. Students were asked “¿sabéis lo que es “Happy birthday”?” and Students 2 and 3 remained silent and hesitated. It was Student 1 who answered the question immediately, “claro, eso es cumpleaños feliz.” Examples were provided afterwards. Students were the main characters in each example, in order to make them feel part of the class, that they actually are (emphasis added) the class, in the sense that they could participate and feel useful; totally the opposite in a teacher-fronted classroom. Those examples were:

1- The instructor came next to Student 3, sat by his side and told him: “Student 3, Happy birthday!” then remained silent for a second waiting for the student to respond, as she saw the participant hesitating but smiling at her. Then the student responded “Thank you!” After that, the instructor praised him with a “Fantastic! Well done, Student 3!” The decision to sit by the student’s side was to avoid the stress that students may experience when they see the teacher standing next to them and they have to look up. Instead, when they see that the teacher sits next to them and cheers them, the student’s level of anxiety may decrease. That was the aim of adopting such a position when providing learners with these examples.

2- The instructor remained by the side of the participant in example 1 and addressed him and another participant: “Okay, now Student 3, *és el cumple de Student 2. Tú qué li diries?*” Student 3 hesitated for a second and then uttered “Happy birthday!” and Student 2 replied to his classmate with a “Thank you!” with no hesitations. After that small guided performance, the instructor praised these two students, who smiled and relaxed. Their body language was an indicator of that. Examples were provided in Spanish only because students got confused when the

example was first provided in English and then in Spanish. Even though students were told that both utterances meant the same, they still experienced identification struggles. Then, the pragmatic routines were written on the blackboard and students copied them in their worksheets. Once all students reported that they had finished writing down the routines, situation 6) was presented to them.

The pragmatic routine in situation 6) “Be careful,” was read aloud, repeated several times and mimed for students. Finally, both Spanish and Catalan translations were provided, “*aneu en comptar*,” “*prestad atenció*.” Examples were given in both languages due to the fact that these two are the students’ L1s. Catalan is Students 2 and 3’s L1; whereas Spanish is Students 1, 4 and 5’s. After that, students were provided with three examples, in which they took an active part.

- 1- The instructor came closer to Student 3 and told him (looking at him as well as at Student 2): “Student 3, *veus que Student 2 està ixint per la porta i que la porta s’està tancant. Què li dius?*” Even though Student 3 hesitated for a second, he provided the target pragmatic routine, “Be careful!” He was praised and then he smiled and looked content.
- 2- The instructor came closer to Student 2 and told him (looking at him as well as at Student 1): “Student 2, *se li està caent el llàpiz a Student 1. Tú què li dius?*” And he answered back “Be careful!” He was praised, to which he smiled brightly.
- 3- The instructor remained by Student 2’s side and, looking at Student 1, told Student 1 (looking at her as well as at Student A): “Student 1, *el zumo de Student A està en la mesa, pero se le va a caer. ¿Qué le dices a Student A?*” Student 1 hesitated for a moment and, it was in that moment when Student 3 uttered the target pragmatic routine. Student 3 was praised and scolded as well. He was told that it was Student 1’s turn and that he had to be quiet. He told Student 1 that he was sorry. The question was formulated to Student 1 again, who provided the pragmatic routine “Be careful.”

A recurrent attitude from the students was noticed when they did not know or were not sure about the answer they should provide. It was then when they looked at the

instructor, expecting her to provide them with the first word(s) of the answer, so that they knew what to say or they double checked that they were right or not. This was a practice we repeated each time students had difficulties with identifying a routine or providing an answer.

Once all examples were rehearsed, the pragmatic routines were written on the blackboard for students, who wrote them down on their worksheets. We moved to situation 7) as soon as all students reported that they had finished.

Before going into situation 7), Student 3's pencil fell to the floor. Student 1 noticed and picked it up for him. Student 3 told her "Thank you," to which she responded "Welcome." This instance has been included at this point because there was something important to highlight. All of the students had been taught these three pragmatic routines before the data collection period for this MA Thesis started. The first time that they were taught these routines, they were told that they should respond "Welcome" instead of "You are welcome" because I thought that it would be easier for them in terms of grammar and structure complexity. They learnt it that way and used it any time they had the opportunity to. Sometime later, the students were performing a task and the instructor said "you're welcome" to one of them. And one of the students told the instructor "*Pepa, es "Welcome".*" It was then when students were explained that both utterances were correct, "You're welcome" and "Welcome." From that moment on, there were some students, Student 1 mainly, who tended to use "Welcome"; whereas the rest of the students preferred the more syntactically complex thanking form "You're welcome."

The pragmatic routine in situation 7), "Be quiet," was produced orally for students in order for them to get oral input. After that, the onomatopoeia that stands for this routine was also pronounced, "shhh." "Be quiet" was repeated several times for students, who also practiced saying it. After that, translations into Spanish and Catalan were provided to solve any doubts regarding the meaning of this pragmatic routine. After that, students were asked if they knew what that routine meant. These were some of their responses:

- 1- Student 3 answered immediately, "*¡Silencio!*"

- 2- Student 1 added, “*Sí! Y cuando estamos... ¡Chillando!*”
- 3- Student 2 listened carefully to his classmates and did not provide an example of his own. Instead, he agreed with the two previous examples, nodded all the time and said “*¡Sí!*” a couple of times.

Once participants finished providing each example, the routine “Be quiet” was written on the blackboard. While participants were copying it on their worksheets, Student 3 asked “*¿Cuál es esa letra,?*” meaning the letter “q.” He was told that that was the letter “q” and was written for him on the blackboard to notice how to write it. Before an explanation could be provided, Student 2 added “*esa es la qu y tienes que hacer un circulito, luego un palito largo y luego otro cortito así,*” tracing a small perpendicular line to the longer one. Student 2 wrote the letter for Student 3 to see at the same time that he was providing the explanation to his classmate. Student 2 was praised for the assistance given to Student 3 as well as for his kind and illustrative explanation. Once all students reported that they had finished copying “Be quiet,” situation 8) was introduced.

In line with the previous situations, situation 8) was read aloud and repeated several times. Moreover, the picture associated to it was mimed at the same time that the routine was being uttered. Students were asked whether they understood this routine or not and they responded that they did not at first. As soon as the translation into Spanish and Catalan was provided together with an explanation on when to use this particular routine, students reported that they understood. Student 3 was trying to guess the meaning and kept saying “hello!” and “*eso lo dices cuando dices hola.*” The following example was provided to the students: “*decimos good morning por ejemplo cuando vais por la mañana al cole y entráis en clase. Veis a vuestra profe y le decís “good morning!” y podéis decir las dos cosas juntas “Hello. Good morning!”*” Then, all participants nodded and said comments like “*aaah, vale. Ya lo entiendo,*” “*sí, sí*” and “*¡ja ho entenc.*” Students practiced this situation among them, ones saying “good morning” and the others responding “good morning.” They were smiling and waving their hands while performing the situation. Once they finished, they were asked again if they understood in order to double check. All students reported that they did. Finally, the routine was written on the blackboard for students to copy on their worksheets.

Student 2 reported that he was tired and wrote the words really slow. The instructor came by his table and told him that we were almost done and that we were going to play a game afterwards, trying to cheer him up. Then he said that he did not know how to write the letter “g,” which the instructor wrote again on the blackboard. The instructor had to go over to his table again and help him write the words, as well as spell the letters one by one so that Student 2 would copy them down. Students 1 and 3 could write the forms by themselves. They did not need any help. Student 1 did so quickly.

While they were copying the pragmatic routine, Student 1 asked suddenly “¿Cómo se llama caracol en inglés?” and she was replied that “*Caracol en inglés es “snail”.*” She repeated the word twice and kept copying. And then, Student 3 addressed Student 1 asking her “¿Y sabes cómo es serpiente?” which she reported that she did not. Student 2 immediately answered “snake!” Student 1 replied “¿Serpiente es “snake”!?” looking at the instructor, who nodded and said “yes, *serpiente* is snake in English.” And the three participants repeated the word a couple of times.

Another issue came up while participants were copying the pragmatic routine “Good morning.” Student A was doing an activity in her book and asked the instructor “*Pepa, caminar es “walk”, ¿verdad?*” The teacher agreed but corrected her pronunciation, as she read the verb in the same way it is written. Once Student A was provided with the proper pronunciation of the word, she repeated the word several times. And it was in that moment when Student 1 wondered “*eso es perro, ¿no?*” and looked at the instructor. The teacher said “*No. Mira, perro es “dog” y caminar es “walk”*” and emphasized the pronunciation of each word so that Student 1 could distinguish them. Student 1 noticed the difference and repeated the words saying “*ah, vale. Entonces perro es “dog” y andar es “walk”.*” Once the last student reported that he had finished, we went on to situation 9).

Situation 9) was read two times emphasizing each word and miming it, but participants did not understand this situation. So the translations and an explanation were provided, both in Spanish and Catalan. The students had never seen “you too” before, so they were told the meaning in Spanish and Catalan. Then they repeated this utterance without being told to do so. Moreover, the students were given an example and they reported that they understood this pragmatic routine, yet two of them said they

did but hesitated. Students were not completely sure if they understood or not. After that, they practiced this situation among themselves. Students 2 and 3 had problems and were helped to sort them out. Student 3 hesitated and when he said “You too” he knew the meaning of this utterance. On the other hand, Student 2 responded correctly. He said “You too,” but with an interrogative tone of voice. That allowed the teacher to realize that Student 2 did understand the two sentences that make up this situation, but did not know which to use first. Student 2 responded correctly because he had heard another participant’s response before and he remembered. The instructor came to this conclusion due to the fact that while students were playing the memory cards game, Student 2 found “Have a nice day” on one of the cards and did not recognize it either written, on the card, or orally, as the instructor read it aloud. Student 2 did not know either the meaning of it or the context in which to utter it.

Student 1 answered immediately, without hesitating.

Once examples were performed, “Have a nice day” and “You too” were written on the blackboard and the students wrote them down on their worksheets. Student 3 reported “*Pepa, esto es muy aburrido*” and he was told “*Però ja mos queda poquet. I, també, si no mos sabem estes cosetes ara, després no sabrem jugar al joc.*” He replied “*vaaalee*” and kept copying.

Situation 10) was easy for the students. An explanation and a translation were given in Spanish and Catalan. Once students had finished practicing it among themselves, it was written on the blackboard and they copied it on their worksheets. Before practicing among them, Student 3 had difficulties because he mixed up “Goodbye” and “Good night.”

There was a point while working on one of the last situations in task 1B that Student 5 asked “*¿qué estás apuntando, Pepa?*” as she realized that the instructor was jotting down something in a notebook. She was told that “*estoy apuntando algo que se*” and Student 1 completed the instructor’s utterance: “*algo que se tiene que acordar.*”

SESSION 3: 31/03/2014

TASKS:

Today was session three and participants carried out task 2, were interviewed for the first time and finally played task 7, the memory cards game.

In task 2, students were provided with ten situations in which they were given a picture associated to a particular pragmatic routine together with two or three possible options from which they had to select the correct one. Students seemed to enjoy this task, even though they reported that some of the situations were difficult, especially situation 9, featuring the pragmatic routine “Have a nice day.”

Once task 2 was finished, students were interviewed. Questions were formulated in Spanish and to all students in general, so that they felt free to answer the question as well as to add any comment they wanted about anything related to their English class at school. (See Appendix 16 and Appendix 17).

Finally, two tables were placed in front of each other at the front of the classroom and cards were displayed on them. The students played the memory cards game for the rest of the session. More details on how the students did on the game are included in NOTES DURING INSTRUCTION section. Even though the students had difficulties when recognizing the routines written on the cards, they stated that they enjoyed task 7 very much.

CLASSROOM:

The tables were always arranged in two rows but split into two, making up a total of four rows: two at the front and two at the back of the classroom. Again, five tables and five chairs, one per student, were rearranged in order to shape a circle. Tables distributed this way provided learners with a sense of unity and made them feel part of the same group, which would not be so if students were sitting next to each other in one or two rows.

TEACHER:

During this session, the teacher used English, Spanish and Catalan as the languages of instruction. The instructor used English to deal with the tasks, read the pragmatic routines and address the students. Spanish and Catalan were used to provide students with translations when understanding difficulties arose. Every concept uttered in English was translated.

Today, the routines were mimed more than in the past two sessions. In task 2, participants had to guess the pragmatic routine by looking at the given picture in each situation. So, if the pragmatic routine was uttered right away, the solutions would be provided already. So, the pictures associated to each pragmatic routine were mimed in order for students to understand each picture and therefore try to guess which it was from the two or three written options in each situation. Moreover, copying the pragmatic routines on the blackboard was avoided, because if it was done so, the students would have the answer for each situation, thus not thinking about it, but just circling the correct one.

STUDENTS:

Participants barely spoke English today. They only used this language in order to produce the pragmatic routines orally. They mostly spoke Spanish to address the instructor as well as each other, and to comment on the tasks.

Overall, participants were very focused on the tasks, asked questions and made comments.

Student 1 came late and the rest of her mates waited for her to complete the situations they had already completed. She was explained the aim of the task and how to perform the ten situations. She was participative and asked questions any time she did not understand a particular item.

Student 2 took an active role in today's session as well. He recognized most of the pictures and that encouraged him to keep performing the task keenly.

Student 3 felt sick today and was not very participative.

Student 4 had to study for an English exam for her school, so she caught up with the tasks as soon as she had memorized what she would be asked on the exam.

Student 5 was not as participative as she normally was. Nevertheless, she was not absent-minded and followed the session at ease.

NOTES DURING INSTRUCTION:

Task two was intended for participants to practice the association between the pragmatic routines and the pictures associated to each routine.

Situation one referred to the pragmatic routine “Hello. How are you?” As the routine could not be uttered, the picture was mimed, so that students could understand and guess what pragmatic routine was being referred to. Students were asked “*Si yo hago esto* (and then smiled and waved), *¿qué quiero decir?*” and Students 2, 4 and 5 replied “*adiós*” and “Bye bye!” They were reported that that was not correct and were explained the difference between “Hello” and “Good bye/ Bye bye.” They were told that in order to distinguish these two pragmatic routines, “*hacemos este gesto* (smiling and waving) *cuando entramos a clase,*” and the instructor went out of the classroom and came into again waving and smiling. That way, students understood and Student 4 provided the right answer. Right after that Student 4 said the correct routine, Students 2 and 5 did so as well. The situation was repeated two more times, and then the students were asked to choose the correct pragmatic routine. Those three participants did not have difficulties in finding it. Nevertheless, Student 2 was asked how he knew it was the right one and he did not know what to answer. He reported that the other two options were not the ones, “*las otras dos no son, entonces es esta.*” Once all participants were done, we went over situation two.

In situation two, students had to find out that the picture meant “Good bye.” Students got confused between this situation and the previous one, so these two were mimed for them again. This time, the instructor made a sad face and walked towards the door. This way, students understood that the instructor was leaving the classroom.

Student 4 said suddenly “¡Adiós! Bye bye!” and was praised for her excellent performance. In order to double check whether all doubts were solved, students were asked how they would say “Hello. How are you?” and “Good bye” or “Bye bye.” Students were presented with the following example: “Decimos “Hello. How are you?” *cuando saludamos a alguien, ¿sí? Y decimos “Good bye” o “Bye bye” cuando...*” and here all participants said almost at the same time “*cuando nos vamos,*” “*cuando nos despedimos*” They were cheered. After that, the picture was drawn on the blackboard and the students were told to find “Good bye” out of the three routines given. Some participants did well, finding it without much difficulty, recognizing it in written form; whereas Student 5 reported that she could not find it. She was reminded that she should try and read all possible answers and guess which one was the right one. Pointing at “You are welcome,” Student 5 asked if “You are welcome” was “Good bye” a couple of times and, as she could not come up with the answer herself, she was advised to try and read the routines. She did not do it, but circled “welcome” instead. If she had been told the answer, then the rest of the students would have circled the correct answer as well, thus having no validity. When each student had finished, they began to say so. Students 2 and 4 reported that in English while Student 5 did so first in Spanish by saying “*ya está*” and later in English, “finished.” Once they all did, we moved on to situation three.

In situation three, the students had to guess that the picture was associated to the pragmatic routine “Thank you.” But, in the situation where they say “Thank you”, there is another routine that comes before, “Please.” So, in order to help them, the picture was mimed for the students. Student 5 added “Please Pepa, pass me...” Here it was important to explain how this participant knew about “Please.”

This participant meant the situation in which both the students and the instructor most used these pragmatic routines. We used them when the students had to color something. So, even though the box of crayons was placed on one of the students’ table, they mainly addressed the instructor when they asked for a crayon. So, the students were taught to ask for it in the following way: “Please (Pepa), pass me the (green) crayon.” The words in brackets were examples: the name could be the instructor’s or any other student’s, and the crayon would be the one they needed. Then the crayon was given to them, to what they responded “Thank you” and they were replied “You are

welcome” to conclude. That is how these students were taught those routines before this research project was carried out. The students were explained what each routine meant. Then these routines were copied on the blackboard and students practiced them while they were painting some items in a worksheet.

So, as Student 5 introduced that situation, she was said “Good! *Muy bien*. So, *¿Cómo lo dices? ¿Cómo pides un colorín?*” Student 5 responded “Please Pepa pass me the pink crayon.” Then she was praised and asked “Great! *Y luego yo os doy el color y ¿qué me decís?*” to which she answered “Thank you.” She was finally asked “*Y luego yo, ¿qué os digo?*” to which she replied “You are welcome!” Her performance was given good credit and all of the students were told to look for “Thank you.” Student 5 commented that she could not find it, to what Student 2 responded “*es la tercera, la que está abajo.*” The instructor looked at him with her eyes wide open, smiled at him and told him “shh”; he blushed and apologized. He was told that it was fine and that he did not have to worry. Finally, once all of the students reported that they had completed this situation, the fourth one was introduced.

In situation four, the students had to guess the pragmatic routine “My name is_____.” Again, instead of saying the routine, “Pepa” was read aloud and the instructor pointed at herself. Student 4 then said “*Pepa. Tú eres pepa,*” to what the instructor responded “*Muy bien*, very good! And you? *Y tú, ¿Cómo te llamas?*” She responded “*Me llamo Student 4*” to which the instructor responded “OK, good. And in English?” Then she hesitated and looked at the instructor. Then the teacher produced orally “My na...” and waited for her to finish the utterance, which she did. She said “My name is Student 4.” The rest of the students were listening to us carefully. She was praised, then the name Pepa was written on the blackboard and students were asked to find “My name is” in that situation. Once they were done, we move on to the next situation, situation five.

In situation five, the little hat and the confetti represented the pragmatic routine “Happy birthday.” It was explained to students that that little hat is worn at a special party in which we grow a year older. Student 4 added suddenly “*feliz cumpleaños,*” but neither she nor the rest of the students could recall this routine in English. So, the first word was given to them orally and then Students 2 and 4 completed it. They produced

the whole pragmatic routine orally. Student 5 remained silent and once the other two participants had uttered the routine, she repeated it. After that, students were told to find the routine among the two options given. Student 2 finished quickly. He was asked how he identified the routine, to which he responded “*lo sé porque ya lo hemos rodeado, la de abajo.*” He mixed up “Good morning” with “Good bye.”

As the answers could not be told to the students, the instructor looked at Student 2 and said it was fine and that he had to wait for his classmates to complete the situation. It took some more time (less than a couple of minutes) for the rest of the participants to finish circling the routine in this situation. When they were almost done, Student 1 came in. The same procedure was followed today: she was explained the aim of the task and how to proceed. Once she completed situation five, we all moved on to situation six.

In situation six, participants had to associate the warning sign with the pragmatic routine “Be careful.” This particular sign was selected to represent this particular routine because when the instructor wanted the students to pay particular attention to a form or because something was going to be explained to the students, they were always told “please, pay attention” or “*cuidado*” (“be careful,” “watch out” in Spanish). The instructor realized that there was a mistake on the worksheet because she had included two situations: “Good bye” and “Be quiet” and the one aimed at being elicited was “Be careful.” So, before the students looked at them, they were told that there was a mistake. It was corrected on each worksheet and the explanation of the situation was taken up again. Then the word “careful” was copied on the blackboard carefully for students to check. Once the students associated the picture to its pragmatic routine, they circled it. Student 2 circled the correct one and told the instructor, who came by his table and asked him how he knew that that was the correct one. His answer was “*porque la otra opción ya está elegida.*”

The instructor realized that, at least in his case, he did well in most of the situations because he saw that the other options given in each situation had already appeared in previous ones. So, task 7 would be decisive to check whether he actually knew and recognized the pragmatic routines or not.

Task two was aimed primarily at reinforcing the idea of the association of a pragmatic routine and a picture; as well as at recognizing the pragmatic routines in written form. Hence, it was believed that it was acceptable to read the routines aloud for students if they did not remember the pragmatic routines, because what actually mattered was the written recognition of the routines.

Once the last participant reported they had finished, we moved on to situation seven.

In situation seven, participants were given the picture standing for the pragmatic routine “Be quiet” and two options to choose from: “Hello. How are you?” and “Be quiet.” Again, the onomatopoeia “shhh” was read to introduce the routine to participants. Student 1 guessed it immediately, providing the right answer. Student 5 confused this routine with the previous one, but as soon as she was reported that “Be careful” was not the right answer, she changed it for “Be quiet.” Once that distinction was made clear for all students, they were told to circle the pragmatic routine, and uttered it a couple of times more. Student 2 reported again that it was easy to find the right one because the other one had already appeared in situation one. Student 4 added “*es súper cortita la que tenemos que encerclar.*” Finally, before moving on to situation eight, students were posed the question “¿Qué es “shhh”?” and one of the participants said immediately “*callaos.*” The instructor continued “Yes, but in English?” and then they all replied “Be quiet” at the same time. Students were reminded that “*callaos*” sounded quite imposing and rather impolite and that they should say “*Silencio, por favor*” or “*Callad, por favor.*” After that, situation eight was introduced.

In situation eight, participants had to identify the picture of a yellow sun with the pragmatic routine “Good morning.” The other option given was “My name is.” All participants look puzzled, so the pragmatic routine was read aloud for them. Student 2 was not really sure about what option to choose. Then the students were asked again “what is “Good morning”?” and Student 1 replied “*a dormir.*” She was told “*No, pero fijate, hay un sol.*” Then she recalled and added “*¡Buenos días!*” After that, another participant made the following comment “*claro, lo dices porque es por la mañana.*” Before moving on to situation nine, students were asked whether they understood this

routine or still had doubts. They all reported they understood. Finally, situation nine was introduced.

In situation nine, the picture standing for the pragmatic routine “Have a nice day” was provided as well as three options to choose from, including the correct one, “Good night” and “Happy birthday.” Student 1 reported that she had recognized it in written form because she had read it. Student 5 added “*¡La he sabido enseguida!*,” but neither one nor the other were able to provide the meaning of the routine. Student 4 remained silent, and Student 2 asked “*¿Es la última?*” Once all doubts were solved, situation ten was introduced.

In situation ten, students had to make the connection between the picture of a moon and three stars and the pragmatic routine “Good night.” Students were provided with an explanation and a translation. Student 1 identified the pragmatic routine in written form immediately, whereas Students 4 and 5 hesitated. Student 2 could not recognize it. Hence, all of them practiced pronouncing this pragmatic routine and talked about the picture while circling the target routine. One of those comments came from Student 1, who told her classmates “*claro, la casa con el sol y el buenos días. Pues sí, dices buenos días.*”

Once all participants completed task 2, they proceeded to respond to the questions included in Interview 1. (See Appendix 16 and Appendix 17).

While performing task 7, the memory cards game, participants verbalized their thoughts as well as made some comments about the pragmatic routines that were noteworthy. We considered all these examples important due to the fact that they portrayed the learners’ pragmatic development as well as their learning of the pragmatic routines included in this study. Comments are presented in chronological order.

- 1- Student 1 took the “Good night” card, which she recognized. Student 2 asked “*¿Es la noche?*”
- 2- Student 4 was able to read “You are welcome” correctly, with the right pronunciation. Then took the “Happy birthday!” card and stated they did not match.

- 3- Student 2 turned over the card with the picture attached to the routine “Be careful.” Student 1 uttered this pragmatic routine, thus recognizing the association between this picture and the routine attached to it. Student 2 took the “You too” card and stated that they did not match.
- 4- Student 1 turned over the card with the picture “Shhh” and said it referred to the routine “Be quiet.” She took the card “Hello. How are you?” afterwards and recognized these two cards did not match.
- 5- Student 5 took the card with the pragmatic routine “Good night” written on it, the one without the picture on it. She could not recognize it, even though Student 1 had already turned it over and the translation into Spanish had been provided.
- 6- Student 4 was able to read the pragmatic routine “Good morning” properly, which she also identified correctly.
- 7- Student 2 turned over the two cards that made up the situation in which the pragmatic routine “Good night” was elicited.
- 8- Student 1 first took the card with the “shh” picture on it and “Be careful” after that. She stated that the first card meant “Be quiet” and that those two cards did not refer to the same routine.
- 9- Student 2 turned over the “You are welcome” card and remained silent, doubting, but Student 1 recognized the routine and read it aloud.
- 10- Student 1 got the two cards making up the situation in which the pragmatic routine “Be quiet” was elicited. She recognized both with no hesitation.
- 11- Student 4 got two cards, but Student 2 guessed and uttered that they did not match before Student 4 could.
- 12- Student 2 got the card with the picture standing for “Be careful.” The instructor mimed it and he replied “*Ten cuidado.*” Then Student 1 asked him “¿*En inglés cómo se diría?*” Student 2 looked at the instructor, who told him “Be...” and he completed “careful.” Then Student 2 turned over a card which did not match

with the one he had just taken and said “no,” meaning that the cards did not match.

13- Student 5 took the cards “Thank you” first and “Be careful” afterwards and reported that they did not correspond to the same pragmatic routine.

14- Student 4 turned over the cards “Be careful” and “Pepa,” which stands for the pragmatic routines “Hello. My name is _____,” “I am ____ years old” and “I am from _____,” all grouped in another card.

This participant provided an excellent pronunciation of “Be careful” and the fact that putting the messages from the two cards together made perfect sense made her laugh. So, she uttered “Be careful, Pepa” and looked at the instructor.

15- Student 2 took the card with the warning sign on it, corresponding to the pragmatic routine “Be careful.” Right after he turned over that card, Student 1 told him “*ten cuidado.*” He took the “Thank you” card afterwards and stared at the instructor, who remained silent. All his mates told him “no,” meaning that those two cards did not match. So Student 2 looked at the instructor again and told her “no.”

16- Student 5 turned over the “Thank you” card, which Student 2 just did, and could not recognize it, even though the rest of her classmates had already taken it at least once. It also was the second time that she had taken it and she still had difficulties identifying this pragmatic routine in written mode. In order to help her, Student 4 told her “*ahora tienes que encontrar* “You are welcome”.” Even though Student 4 provided Student 5 with this little help, the latter could not tell.

17- Student 4 turned over two cards belonging to two different pragmatic routines, which she reported. These two cards were “Good morning” and “Bye bye.” Student 4 pronounced them correctly and without hesitating.

Not many interventions of Student 5 have been included because, out of the six rounds we had time to do on task 7 in this session, she did not identify most of the pragmatic routines or the pictures associated to them, neither did she find the two cards in a match.

Also, no comments have been included regarding Student 3 because he did not talk much while playing the game. When he recognized a routine, he said so, providing the translation into Spanish, but he remained silent for most of the time allotted to this memory cards game.

In turn, Student 4 and Student 1 turned over more cards which did not match. They identified each of them and reported they belonged to different routines. Those examples were not included before either because they involved cards that had already been turned over more than once by other students or by those two themselves. There would have been much repetition.

SESSION 4: 02/04/2014

TASKS:

Today, students performed task 3 and task 7.

In this task 3, learners had to fill in the gaps in each word to complete them in order to have the whole pragmatic routine. Once participants finished doing task 3, they played the memory cards game, task 7.

Regarding task enjoyment, Student 1 did not like task 3. She did not verbalize it, but it could be perceived due to her body language and face expressions. Students 2, 3, 4 and 5 reported that they were having fun while performing the task, yet they started to get a little tired towards the end of the task, while going over routines 10) “Good morning,” 11) “Have a nice day” and 12) “Good night.”

CLASSROOM:

The tables were normally arranged in rows, but they were changed in this session as well. Today, a “U” shape was made with them, as it was Wednesday and Student A and Student M came today. So, while the five students did some of the tasks related to the research we were carrying on, the other two students had worksheets to work with. Student A and Student M were eight years old, so they could work on their own. They only addressed the instructor when they do not understand something on those worksheets.



TEACHER:

The instructor used English, Spanish and Catalan throughout the session. Translation was provided whenever it was needed, which happened to be after each sentence uttered in English. So, it became a habit to say something in English and provide the translation into one or the two languages afterwards.

Today the pragmatic routines included in task 3 were also mimed. By miming the routines, the students were being implicitly assisted to understand what those routines were and what they meant as well as to understand the situations in which these routines were employed.

STUDENTS:

Today, Student 1 came fifteen minutes late, as she always did, because she could not arrive on time. Still, she was able to catch up and follow the lesson perfectly. Nevertheless, Student 1 was tired today and so she was not as participative as she always was. She remained quieter than usual.

Student 2 participated today, which he usually did. He also helped Student 3 in some instances when the latter had some problems with any of the routines and the instructor was helping other students.

Student 3 was ill today, so he was not as participative as he normally was. Nonetheless, he repeated the routines whenever they were elicited, provided translations any time he felt he knew a word or a whole pragmatic routine, and also helped his classmates.

Student 4 did take an active role in today's session. She was as willing to participate as she usually was. She provided the missing letters in many of the situations she recognized, but also reported that she did not know some others. Her good performance on task 7 was indicative of her positive learning development. She was able to read some of the routines with a proper pronunciation. In some of the instances that she took a card, she read the routine, recognized it and provided the (missing part of) routine that complemented the one on the card she had turned over.

Student 5 was also participative today. Even though she was quite talkative today and was asked to be quiet more than once, she kept focused on the tasks. She provided missing letters in some words of some routines, together with translations whenever she felt she knew what a pragmatic routine meant, even though she was not sure whether that translation was the right one or not.

All in all, the five participants did a great job today and exerted themselves in both tasks.

NOTES DURING INSTRUCTION:

Students were given task 3 and asked if they knew what should be done in it. Student 5 said “*poner las palabras que faltan*” (even though she meant letters instead of words). After that, the first pragmatic routine was introduced. Before going into each situation in detail, it should be noted that once all participants had reported that they had finished completing each routine, they were asked again for the meaning of the routine they had just completed, in order to double check whether they knew and understood what that pragmatic routine was and meant.

In number one, “Happy birthday” was the pragmatic routine that students had to complete. All of them reported that they recognized it and they even produced it orally. When it came to filling in the gaps, it was almost totally agreed on that they did not know what the missing letters were. Student 5 reported “*yo solo happy*,” meaning that she only knew the letters in the word happy. After that, they were asked to provide the meaning of the routine again, to which Students 1 and 5 responded in unison “*feliz cumpleaños*.” Finally, the pragmatic routine was written on the blackboard for them to complete it on their worksheets and was practiced orally. Once all students reported that they had finished copying the missing letters, the second pragmatic routine was introduced.

In number two, learners had to guess the routine “Good bye.” It was mimed in order to help them understand, because they looked puzzled and remained silent. Student 5 said “Hello!” and Student 3 added “*saludar*.” Right after that, they were told it was not the right answer and Students 2 and 5 uttered “Bye bye” at the same time.

They were asked again if they remembered the other way to say “Bye bye.” Still, all participants remained silent and, once the first word in the routine was provided, they all produced the other word orally. After that, the routine was written on the blackboard, but a mistake was spotted on the students’ worksheets and had to be amended. Once this was corrected, students completed the routine. And after the last student reported they had finished, the third pragmatic routine was introduced.

In number three, students had to write the missing letters to complete the pragmatic routine “Thank you.” Student 5 reported that she recognized the word “you,” but that the first one she did not. Students were asked “¿Y qué pasa en la primera palabra? Cuando damos las gracias...” to which Student 4 immediately responded providing the right pragmatic routine “Thank you!” Then, this routine was written on the blackboard for students to fill in the blanks on their worksheets. Once each student had finished, they said so and the fourth pragmatic routine was introduced.

In number four, “My name is” was the pragmatic routine students had to recognize and add the appropriate letters where needed. Student 1 reported “yo esa no me la sé” and neither did some other students but did not say anything. Thus, the instructor pointed at herself and said “Yo, Pepa,” to which Student 5 said “My name is Pepa!” After that, the pragmatic routine was provided to them orally and they were asked to repeat it, each one saying their name. Then, the routine was written on the blackboard. Students copied it and practiced with it a couple of times more. Student 2 had missed one of the missing letters and had some difficulties. So, each letter had to be spelt for him and circled on the blackboard for him to notice what letter fitted in what blank. Student 4 reported that she already knew the following pragmatic routine and wanted to say it already. But she was told to wait until all her classmates were done and that routine was introduced. Once the last student had finished, we moved on to the fifth pragmatic routine.

In number five, students had to fill in the gaps in “Hello.” It was then when Student 4 said “falta la “e” y la “o”.” She was asked what word needed those letters to which she replied that it was “Hello.” After that, the routine was written on the blackboard, the learners copied the missing letters and were asked for the meaning of

the routine at last. Student 1 was the first to produce it orally and the rest of the students did so after her. The sixth pragmatic routine was presented altogether.

In number six, students had to identify “How are you?” but none of them did at first sight. They could not recognize this routine in written form. So, they were told “*Si me preguntáis, si me hacéis esta pregunta, yo os diré* “Fine, thank you. And you?” Seeing that this example had not been of much help, it was repeated and Student 2 was asked “how are you?” to what Student 3 added “today,” trying to finish the question posted to Student 2. This made me realize that Students 2 and 3 had already been taught this routine at school adding the adverb “today” at the end of the question. So, the whole situation in which the routine elicited here takes part was provided orally to the students. Then they were asked for the translation of “How are you” and Student 5 said “*hola*” and Student 3 uttered “*com estàs?*” Finally, the routine “How are you?” was asked to all of the students, who responded correctly. They all nodded when they were asked if they understood. The seventh pragmatic routine was presented to them at last.

In number seven, students had to provide the letter to complete the routine “Welcome” (variant of “you are welcome”). Students reported that they had difficulties identifying it, so they were asked “*Si yo te digo* “thank you,” *¿Tú qué me dices?*” Student 2 responded hastily “You are welcome!” and so he was praised. Before the routine was written on the blackboard for them to copy the missing letters, Student 1 said “*yo me la sabía. La iba a decir,*” but she did not because Student 2 had already had. Once they all had finished filling in the blanks, they were asked again about the meaning of the routine in order to double check whether they had actually understood it and knew what it meant. The eighth pragmatic routine was introduced once all students had practiced saying the seventh routine aloud.

In number eight, students had to identify “Be careful” but none of them recognized this routine the way it was presented to them. So, this routine was mimed in order to help them. Still, they could not tell. So they were asked the following question “*¿Qué os digo yo cuando os digo* “pay attention?”” Student 1 answered “*Ten cuidado,*” Student 3 tried to pronounce “*ten cuidado*” in English, but he was not successful. They were asked again “*¿y en inglés?*” to what they all answered “Be quiet” at the same time. As soon as they were told that it was not the right answer, Student 5 provided the right

one, uttering “Be careful” loudly. After that, the routine was written on the blackboard and, while students were copying it, Student 5 made the following comment “*Se pronuncia* “be careful” (pronouncing it appropriately) *pero es* “Be careful,” reading it the way it is written. Student 3 repeated “Be careful” a couple of times while filling in the blanks on that routine. Once all participants reported they had finished, the ninth pragmatic routine was presented to them.

In number nine, students had to recognize the pragmatic routine “Be quiet.” Student 1 was the first one to do so. She did immediately after they were told “OK. Now we move on to number nine.” Student 1 said “*callad. Callad, por favor.*” She added that “*por favor*” the second time because she noticed that if only “*callad*” was provided, it was felt to be rude and impolite, imposing. Student A and Student M made an interesting comment on how to say “please, be quiet” politely. Student M said “*callad es más bien* “shut up”.” “Shut up, *¡callaos! Pero, pero eso no queda muy bien. Por favor, silencio. Please...*” And then Student A added “*Es que eso* (meaning “*callad*” and “shut up”) *parece que sea un insulto.*” After that, Students 1 to 5 nodded and the routine was written on the blackboard. They wrote down the missing letters and reported that they had finished once they were done. Finally, the tenth pragmatic routine was introduced.

In number ten, “Good morning” was the routine that students had to identify. They had difficulties at first, so the word “good” was pronounced for them. Student 5 said “*¡Buenos días!*” And when they were asked to translate it into English Student 1 did so. Then, the routine was written on the blackboard. Students filled in the blanks and practiced saying the routine aloud. And the translation into Spanish and Catalan was provided once they finished. The eleventh pragmatic routine was presented to them afterwards.

In number eleven, students had to recognize “Have a nice day” and complete each word with the missing letters. Student 3 was able to notice “nice,” which he pronounced. Student 1 reported the word nice to be “*¿A donde pone la “ene,” la “ce” y la “e”?*” After that, Student 5 uttered the word “day” (with a proper pronunciation) and Student 1 replied that ““day” *significa día.*” Then the pragmatic routine was written on the backboard emphasizing the pronunciation of each word while writing them and

students filled in the blanks. Once the students had reported that they had finished, the last pragmatic routine was introduced.

In number twelve, “Good night” was the routine that students had to recognize. Student 4 reported that she had already identified it and provided the rest of the students with the routine. Once Student 4 pronounced “Good night” (with a proper pronunciation), Student 1 provided the translation into Spanish “*buenas noches.*” After that, “Good night” was written on the blackboard and students wrote down the missing letters. When all of the students reported that they understood this routine and that they had finished copying the missing letters, they were told to write their names on the worksheet. Once they did, these were collected and two tables were arranged to play the memory cards game.

Before playing the memory cards game, task 7, students were asked if they knew how to play the game. They nodded and added comments like “*emparellar les paretles,*” which Student 2 made. Student 3 added “*I el dibuix en la palabra.*” This last comment was pointed out to be really important, due to the fact that there were some cards which only had a picture, whereas there were others which had both a picture and something else written on it. The examples included here were the most relevant instances. Most of them dealt with students being unable to recognize the pragmatic routines in written form whose cards they turned over.

Student 4 turned over the “Pepa” and “Thank you” cards. She did not identify the second one written on the card, but once she heard it she did and she repeated it, nodding. She identified the first one and provided the pragmatic routine in which this name is part of. It should be reminded that this name stands for an example. Student 4 acknowledged these two cards not being a match.

Student 5 got the “Bye bye” card and reported that she knew what was written on it. She said “Be careful.” She was told that it was not and Student 1 provided the right one “Bye bye,” waving her hand. After that, Students 1 and 3 pronounced “Bye bye” again.

Student 2 turned over the “Good morning” card but read “Good bye” instead. So, he was asked what “Good morning” meant and he did actually respond correctly, because he said “*buenos días*.”

Student 5 got the “Good morning” pair of cards. Even though she recognized the first card written and pronounced it properly, then she reported that those two cards did not match. So, an example in which these routines occur was explained to her. She nodded, and said that she understood.

Student 2 got the cards “Be careful” and “Thank you” but could not tell if they matched or not. He kept having difficulties recognizing these routines in written form, but he actually identified them when he listened to them.

Student 5 turned over the two cards in the “Bye bye” – “Good bye” match. She did not recognize them, but once she listened to “Bye bye” she nodded and said “*es adiós*.” After that, she was asked what “Good bye” meant and she reported it was “*Hola*.” Once she was told it was not, Student 3 added “*buenas noches*.” This student kept mixing up “Good night” and “Good bye.” So, the difference between those two routines was explained to the students. Once all doubts were solved, we continued playing the game.

Student 3 turned over the “Happy birthday” and “Good night” cards. Providing that he had just been taught the difference between the two routines he had been having problems with, he was asked about the meaning of “Good night.” As he did not recognize it in written form either, Students 1 and 2 read it aloud slowly and student 2 provided the translation into Spanish once they had finished reading it. Student 3 nodded but did not make any additional comments.

Student 5 took the “Good morning” and “Happy birthday” cards and read “Happy birthday” aloud while looking at the “Good morning” card. So, she was asked whether “good morning” was there on that card. She responded it was not, but she actually did not know, because it was the rest of her classmates who told her it was “Happy birthday” the routine written on the card.

Student 2 turned over the two cards making up the “Good night”-“Good night” situation, but could not tell whether they matched or not. It was Student 1 who said they

did. After that, Student 3 did so and finally it was Student 2 the one who reported those cards to match. It was guessed that Student 2 provided such a response because Student 1 had provided the answer and Student 3 had corroborated that statement.

Overall, Students 2 and 3 did well with some of the pragmatic routines they faced but not so much with others. Student 5 did rather poorly, barely identifying the routines in the cards she turned over. Students 1 and 4 were the ones who performed better because they were able to identify in written form the pragmatic routines on the cards they turned over as well as tell whether they matched or not, yet Student 4 had some difficulties when identifying the routines “Fine, thank you. And you?,” “You too,” “Thank you” and “you are welcome”. Once she was provided with oral input, she was able to identify all of them except “Fine, thank you. And you?” with which she still had some written recognition difficulties.

TASKS:

Task 4 and task 5 were carried out today.

Task 4 was composed of 10 labyrinths with a routine and an associated picture in each of them. Students had to find the way that lead from the written form of the routine at one end to its picture, which was at the other end. This task was three pages long, in which there were four labyrinths on pages one and two and only two labyrinths on page three. The aims of this task were two. Students had to work on the link between a given routine and the picture associated to it. Moreover, students also had to practice the written recognition of the pragmatic routines. All of the students did not enjoy the task equally. Students 1, 2 and 4 did actually enjoy it. They nodded enthusiastically and reported that they did. On the other hand, Students 3 and 5 reported that they did not enjoy the task. Student 3 said “*sempre estem fent fitxes*” and nodded when he was asked whether he thought the task was boring. Student 5 added “*yo també no,*” meaning that she also believed that task 4 was boring. Both Students 3 and 5 coincided in that this task was boring because it was difficult.

Task 5 was “the routines wheel.” The wheel was a round piece of cardboard which was divided into ten pieces. The pictures of the ten routines selected for this study were each given a piece. Task 5 was taken as a variant of task 7, which students played at the end of some session. Written recognition of the routines was one of the main goals of task 7 but, due to the fact that students would already be working on that in task 4, it was also important for students to reinforce their knowledge on the association routine-picture or picture-routine. That was the main aim of task 5. Besides, reinforcing that association also helped learners to acquire the selected pragmatic routines. Regarding task enjoyment, all students did enjoy this task. They reported that they liked it and that it was fun. Students were really engaged in the task.

CLASSROOM:

The tables were rearranged for today's session as well. They were always placed in four rows, two at the front and two at the back, each split into two. Instead of this, a circle was shaped with five of them in order to provide students with a sense of unity, which made them feel more at ease than if they were sitting in rows, one next to the other and in different rows. An interesting fact occurred at a given point in the session, when a student joined his table to his partner's, due to the fact that the tables were not physically in contact.

For task 5, students had to take their chairs and shape a circle with them at the front of the class. Students needed neither pencil nor rubber as worksheets were not required, only their chairs were. That was the reason why students were told to take them, together with the fact that they felt more at ease when we were sitting in that circle. They were closer to each other and to the instructor, which made them feel more self-confident and relaxed.

TEACHER:

The instructor also spoke English, Spanish and Catalan today. English was used when introducing the routines to students and an explanation related to them had to be provided. It was then when translations into both Spanish and Catalan were needed, even though not as many as in previous sessions were.

Miming was not needed as much as in previous sessions due to the fact that students worked mainly on the pictures related to each routine today. Some of the routines were not mimed today, but as an implicit way of clarifying any doubts that students had related to some of their meaning.

STUDENTS:

Overall, all students took an active role in this session, yet not in the same way. The more they knew and the more participative and self-confident they were, the more they enjoyed the tasks.

Student 1 came late today as well, but that did not prevent her from enjoying the lesson. She reported that she liked both tasks. Once she identified any routine or realized she knew something, she said so.

Student 2 was also very participative today. It was noticed that it was in this session when he was able to recognize all the pragmatic routines. He had been experiencing some troubles in the previous sessions, but it was today when he was really involved in the two tasks and he even reported that he wanted to produce all of the routines orally right towards the end of the session. The only one that he had some difficulties with was “Have a nice day,” which were overcome after practicing task 5.

Student 3 was rather bored at some points while performing task 4 due to the fact that he admitted he did not like the task. But as soon as he was praised for his nice performance and cherished to keep doing so he changed his behavior into a nicer and more cooperative one. He was totally involved in task 5, paying attention all the time and helping his classmates.

Student 4 also reported that she knew all the routines except two: “Have a nice day” and “Be careful.” Student 4 was only able to provide the Spanish translation of the two of them, but could not remember how to say them in English. Nevertheless, that drawback did not affect her mood or her willingness to participate in both tasks. She did great today in both tasks 4 and 5. She produced orally some of the routines and tried to help her classmates whenever she felt she had to.

Student 5 did not enjoy task 4 so she kept complaining that she did not like it. This behavior of hers was how she wanted the instructor to pay exclusive attention to her. Despite the fact that she was helped any time she needed, she was warned once about her behavior. Still, she misbehaved up until the point in which she had to be scolded. That happened while performing task 4. From that moment on, she changed her behavior into a nicer one. The task she enjoyed most was task 5. She laughed and tried to help her classmates. She was actively involved in this last task.

NOTES DURING INSTRUCTION:

Students made some comments worth mentioning together with some situations that should also be noted during task 4. A compilation of all these instances is provided in the following lines.

Dealing with the first pragmatic routine, it was Student 2 who first identified the routine. He asked the instructor “¿El primero es “Good night”?” And as soon as he was confirmed to be right, he provided the translation into Spanish *¡Buenas noches!*” Even though he asked a question, Student 2 was not asking for an explanation, but for corroboration. Student 2 only formulated these types of questions when he actually knew something, but needed that knowledge to be corroborated.

Students 1, 2, 3 and 4 knew what had to be done in this task. Nevertheless, Student 5 did not. She complained about not having a clear idea of how to play this game. She was instructed on how to perform this task, and Student 2 added “*no puedes tocarlas*” (meaning the walls within the labyrinths). Student 5 agreed and replied “*vale ya lo entiendo.*” But, despite the fact that she so stated, she kept complaining that she did not throughout the task. So, she was provided with assistance at all times.

Student 4, having completed the first situation, eagerly reported that she wanted to provide the answers for the following two situations. She stated “*yo quiero hacer estas dos*” with a smiley face. This intervention of hers showed that she was enjoying the task, together with the fact that she was able to identify the routines she had seen so far.

Regarding situation two, Students 2 and 3 got confused because they looked at the picture but did not try to read the pragmatic routine. They uttered a possible answer, “Bye bye,” just in case it was the correct one, although they had not paid any attention to the routine. It was mimed for them and it was Student 5 who provided the rest of the students with the right answer; she said “Hello.” But it was Student 4 who finished the routine reading it aloud, with a proper pronunciation. After that, Student 5 uttered the translation into Spanish of that second part of the routine, “How are you,” “¿*Cómo estás?*” She did it by herself, not being elicited to do so, which was excellent. When students provided translations into Spanish or Catalan of whatever routine they were

learning, they were also making connections on how to say something in more than one language.

Student 1 reported that she recognized the pragmatic routine in situation 1 (“Good night”) without hesitating. “*Si que me lo sé,*” she reported. Student 1 read this routine aloud appropriately pronounced. Then she repeated “Good night” nodding, acknowledging that she actually identified it. And she finally provided the Spanish translation.

Regarding the routine “Hello. How are you?” featured in situation two, Student 1 did recognize and produced “Hello” orally, but could not provide the pronunciation of the written form of “How are you?” Nevertheless, she identified this second part of the routine orally as soon as Student 4 uttered it.

Student 3 also reported having some difficulties regarding the pronunciation of this very same routine. He knew how to read it, but he needed some help, which was provided by Student 2.

Situation three enclosed the pragmatic routine “Thank you.” Student 4 reported that she did not know what it meant, not until it was read aloud for the students. She identified this routine and produced it orally. After that, she provided the Spanish translation “*gracias.*”

Again, Student 5 still had problems on how to perform the task. She had to be told that the task would not be done for her. It was in that moment when she smiled. That gesture allowed the instructor to glimpse that *that* (emphasis added) was exactly what she wanted: to get the task done for her. So, she was provided with hints and comments that would help her. If she was paid special attention, she would perform better, without complaining. Nevertheless, she kept complaining “*pero es que no lo entiendo.*” She was praised when she did well. And it was in those instances when she said she understood. But then she behaved the same: not paying special attention to her led to her complaints. Once she was provided with some help, she behaved and performed the task.

In situation four, the routine “Bye bye” and the picture associated to it were at the two ends of the labyrinth respectively. The routine was read aloud for students and it

was mimed several times. Students 1, 2, 3 and 4 understood and knew the situation, whereas Student 5 could not. So, “Bye bye” was read and mimed again and the Spanish translation was provided for her afterwards. This was rather unusual due to the fact that this student had previously recognized this particular pragmatic routine and had been using it most of the sessions when she left the classroom.

“My name is _____” was the pragmatic routine to practice in situation five. Student 2 identified it immediately. He asked “¿Esto (pointing at the labyrinth) es my name is?” Again, he asked for corroboration, rather than for an answer. Finally, each student uttered this routine saying their names at the end in order to practice this routine. Neither recognition nor comprehension difficulties were reported.

Students dealt with the routine “Happy birthday” and the picture associated to it in situation six. Again, Student 2 was the first to identify both the routine and the picture. He added “¿Esto es cumpleaños feliz?” seeking for corroboration once again.

While students were working on this routine, Student 5 started behaving even more willfully and had to be scolded. She reported that she was not enjoying the task and that she wanted to leave the classroom to be with another teacher in another classroom. She even faked some tears. But this behavior was not new so that is why the instructor knew that the tears were not real and that what she really wanted was not to perform the task and play a game. She expressed her will to stay with the other instructor due to the fact that the first time she behaved this way, she stayed in the other classroom and did not do any worksheet, but watched some videos instead. In that first situation, the instructor explained the situation to the other instructor, who happened to be the employer, the director of the academy. But as the situation was not new this time, the student’s instructor knew what to do. So, Student 5 was told that no other task like this one would be done, together with the fact that she had to finish the task and had to do it herself. She was also told that her behavior was not appropriate and that she had to change that misbehaving attitude. Even though Student 5 kept complaining until she performed the very last situation, she softened her behavior. Again, she was assisted whenever needed, providing her with clues and explanations on how to proceed in each situation.

Once Student 2 finished linking “Be careful” with the warning sign associated to this routine, he kept saying “finish” enthusiastically until he was praised. So did Student 3. Once all of the students had so reported, they moved on to situation eight.

In situation eight, students found the pragmatic routine “Have a nice day” at the top end, and the house picture associated to it at the other end of the labyrinth. All of the students with no exceptions failed to identify this routine in written form. Only once it was read aloud for them did they recognize it and repeated it. The first two words of the routine were given to them and they provided the ones left. Student 5 was the first one to do so keenly. Once the students had completed this situation, they focused their attention on the following situation.

In situation nine, students had to find the right path that led from the pragmatic routine “Be quiet” to the onomatopoeia standing for it. Student 1 read it aloud excitedly even before the situation was introduced to them.

Student 5 went through a stressful moment when she realized that the rest of the students had completed this situation and was moving on to the last one. She was told that there was nothing wrong if she was to start situation nine, as well as not to worry. She was told “*tranquila, que yo estoy aquí contigo. Mira, mueve un poquito la silla que me siento y las hago contigo.*” The instructor did not mean it literally, but told her so in order for her to gain some self-confidence. She could do the task. She only had to believe that she could.

In situation ten, students had to work on the routine “Good morning” and the yellow sun representing this pragmatic routine. Both Students 3 and 5 reported that this last situation was difficult. Student 3 added “*No me aclaro. Yo no me aclaro. Es que hay muchas paredes.*” So, the instructor told him to come closer to student 5’s table and that the instructor was willing to see how well Student 3 was going to complete that last situation. So, both Students 3 and 5 were assisted in the performance of situation ten and were praised as soon as they had finished doing so. Both students reported to be more relaxed once task 4 was over. They did not do this verbally, but non-verbally, through their body language.

Students took their chairs, placed them towards the front of the classroom, and sat in a circle in order to play The Routines Wheel, task 5. The wheel was spun for each student. They were informed that they should remain silent when it was not their turn, so that each student would have the same number of opportunities to participate. Nonetheless, there were some instances in which some students responded to other classmates' turns. This had its assets as well as its drawbacks. On the one hand, it was great for students to utter the routines they knew, because that proved they knew them. On the other hand, they did so before the participant from whom the form was being elicited could provide an answer. Thus that student could be influenced by their classmate's previous response. So, if the student did not know, they replicated the routine they had just heard, even though it was incorrect. Nevertheless, if they actually knew the routine before the other classmate provided the answer, they either said the classmate's name or used hand gestures in despair looking angry, to name a few examples. All participants' turns had noteworthy instances, which are explained in the following lines.

Student 2 got the picture standing for "Be quiet" and identified this routine but Student 1 provided the correct answer before Student 2 could. He was asked what "shhh" meant. He replied "*callad, silencio*. Be quiet."

Student 5 got the picture of the party cap meaning "Happy birthday," but she was not able to recognize either the picture or recall the routine.

Student 3 got the picture standing for the routine "Thank you." It is interesting to note the fact that Student 3 first provided the "Please, Pepa, pass me the blue crayon" example. So, we continued with the example so that this student could also utter both routines "Thank you" and "You are welcome," which he did successfully.

Student 1 got the pink waving hand that is associated to the routine "Bye bye." She identified both the picture and the routine, which she uttered keenly.

Student 4 got the orange warning sign standing for the routine "Be careful." She recognized the picture but provided the Spanish translation of the target routine. When she was asked to produce this routine in English, she reported that she did not remember.

Student 2 got the picture associated to the pragmatic routine “Happy birthday.” He identified the picture and orally produced the routine immediately.

Student 5 had to identify the pragmatic routine “Be quiet,” but she could not recognize the picture. Student 2 guessed it first and so did Student 3 right after Student 2, almost overlapping while uttering this routine. Student 5 repeated the routine afterwards.

Student 3 got “Pepa,” which was related to the routine “My name is _____,” but Student 1 identified and produced it orally before Student 3 could. He showed his despair by giving Student 1 an angry look and saying Student 1’s name angrily.

As an exception, the wheel was spun again for Student 3, who got the picture of the small house this time. He could not identify what pragmatic routine the house was associated to. Again, Student 1 provided the answer, but in Spanish this time, “*que tengas un buen día.*” Student 1 was praised first but scolded then because she kept providing the answers to other participants’ turns. Student 3 was asked once more if he remembered the routine in English, which he did not, neither did any of his classmates. So, the first three words were provided for them and then the students said “day!” all at the same time. This was the most difficult pragmatic routine for students in written recognition and production as well as producing it orally without any help.

Student 1 got the smiley face and the waving hand, the two pictures linked to the routine “Hello. How are you?” Student 5 guessed before Student 1 could and started uttering this routine. Student 5 said “Hello” and stopped there. Then Student 3 added “How” and all five students uttered “are you?” at the same time. Finally, Student 4 completed the routine by adding “I’m fine. Thank you.”

Student 4 had to identify the pragmatic routine “Thank you,” which she did, but produced the whole formulaic sequence. So, again, as was done with Student 3 a couple of turns earlier, the student provided the routine “Please, Pepa, pass me the blue crayon.” Then, a pencil was given to her, to which she said “Thank you” and finally provided the other interlocutor’s intervention, “You are welcome.”

Student 2 got the pragmatic routine “Be careful,” which he was not able to identify. Student 3 tried to help Student 2 by telling him “*¡has dit antes. Pay attention!*”

He only uttered “Be” and then hesitated, expecting to get the routine finished for him, so that he could know what routine it was.

Student 5 got the small yellow sun that stood for the routine “Good morning.” She reported that she did not know, “*esa no me la sé.*” Student 1 provided the Spanish translation of the routine, “*buenos días.*” And once they were asked how this was said in English, Student 1 did not respond and it was Student 5 who provided the correct answer.

Student 3 had to recognize the pragmatic routine “Good night.” Generally speaking, when this student knew something but he was not completely sure that what he thought was actually the right answer, he hesitated and looked at the instructor. That was what happened this time. So in order to help him be confident enough to provide the answer, he was asked “*la luna es...*” to what Student 1 added “*buenas...*” looking at Student 3, trying to help him as well. Again, they were asked “*buenas... ¿qué?*” and both Students 1 and 3 responded “*noches!*” Then, Student 3 was about to utter “Good night” but Student 2 did so first. Student 3 was upset with Student 2 and reported to the teacher that he was about to say it, and that he knew that “*la luna es “Good night”.*”

Student 1 got the picture associated to the pragmatic routine “Thank you.” She identified the picture and recognized the routine, which she produced orally. Again, the whole situation in which the three pragmatic routines “Please,” “Thank you” and “You are welcome” were included was rehearsed with Student 1. She performed the situation successfully.

Student 4 had to recognize the pragmatic routine “Be quiet,” but Student 3 did before Student 4 could. Student 4 reported then that she knew this routine before Student 3 uttered it.

Student 2 got “Happy birthday” again. He identified the picture immediately and produced this pragmatic routine keenly.

Student 5 got the picture associated to the pragmatic routine “Have a nice day,” which she identified. She provided the Spanish translation, “*que tengas un buen día,*” but did not know how to say that in English. So, the word “Have” was given to her, then

Students 1, 2, 3 and 4 added “a” and Student 1 finished the routine uttering the two words left “nice day.” Student 5 repeated the whole routine afterwards.

Student 3 got the pragmatic routine “Good night.” He identified the picture first and uttered this routine in English enthusiastically.

Student 1 had to recognize the routine “Good morning.” She identified the picture associated to it and provided the Spanish translation, “*buenos días*.” But she was not able to produce it orally in English by herself. The word “good” was given for her as a hint, but she responded “night.” So, she was taught to pay special attention to the picture, which she reported to be a small yellow sun. She had difficulties in remembering the word “morning.” Finally, the first syllable of this word was provided to all students, who responded “ning” at the unison. Student 1 repeated the whole pragmatic routine afterwards.

Student 4 got the little house drawing which stood for the routine “Have a nice day.” She identified the picture and provided the Spanish translation, “*que tengas un buen día*.” Nevertheless, she was not able to say that in English because she did not know how to say it. The words “have a” were given to the students, who finished the routine all at the same time “nice day.” This was the last intervention in today’s session.

It was observed today that students tended to provide the Spanish or Catalan translation of a given routine before the English one, mainly because they either did not know or did not remember it. Yet producing the routine orally in their L1s first was also positive, the goal of these tasks was for students to learn the selected pragmatic routines in the English language. Nevertheless, it had become a recurrent fact that students provided the translation into their L1s only. And when elicited to provide the English translation, they performed less successfully. Asking students to provide the Spanish or Catalan translation, depending on the student’s L1, was meant for them to reinforce the knowledge of these pragmatic routines in their L1s as well. But this was always asked to them in second place, only after having provided the English translation first.

It was also noticed that the main drawback in task 4 was the fact that students were more concerned with finishing the task rather than focusing on the routine and its picture.

Students tended to identify the picture formerly associated to “Thank you” as “Please.” This was taken as an asset instead of a drawback, due to the fact that this way, students practiced the three pragmatic routines included in this specific situation, “Please,” “Thank you” and “You are welcome.”

SESSION 6: 09/04/2014

TASKS:

Task 6, task 7 and the second interview were scheduled for today.

Task 6 was an oral discourse completion task (ODCT). There were two main aims to meet in this task in order for students to identify the routines: oral and picture recognition on the one hand, and oral production on the other hand. Providing students with oral input –reading the context situation aloud- and including the picture on the card helped them identify the target pragmatic routine. Students’ output was the oral production of the routines.

Task 6 was composed of a series of ten color-coded board cards. Each situation elicited a different (set of) pragmatic routine(s). Situations were briefly described and the pictures associated to the targeted pragmatic routines were included at the bottom right end on each card. Situations were color-coded in order to differentiate each of them, but colors had been randomly assigned to each pragmatic routine. (See Appendix 6). Students reported that they enjoyed practicing task 6, which was presented to them as a game in which they had to guess the pragmatic routine that was elicited in each situation. Even though some students did not perform well overall, they had fun while dealing with this task.

Interview 2 was carried out after task 6 and took all the time left to be completed. So, task 7, the memory cards game, could not be performed due to time limitations. (See Appendix 18 and Appendix 19).

CLASSROOM:

The tables were also rearranged for today’s session. They were always outlined in four rows, two at the front and two at the back, each split into two. A “U” was shaped with seven tables and seven chairs in order to provide students with a sense of unity, which made them feel more at ease than if they were sitting in rows, one next to the other and in different rows. An interesting fact occurred at a given point in the session,

when a student jointed his table to his partner's, due to the fact that the tables close to each other but were not physically in contact.

TEACHER:

The instructor also spoke English, Spanish and Catalan today. English was used when reading the situations on each colored cardboard and provided any explanation related to them or to the pragmatic routines. Each situation was translated into Spanish and Catalan after being read in English.

Miming was needed today in order to help learners better understand the situations and the pragmatic routines elicited in each situation. Miming was an implicit way to solve any recognition and understanding difficulties.

STUDENTS:

Overall, all of the students took an active role in this session, yet not in the same way. The more they knew and the more participative and self-confident they were, the more they enjoyed the tasks. Students felt disappointed or despaired when they could not identify or remember a particular routine, but they could still enjoy the task when they were cheered up and told that it was fine if they made mistakes, because mistakes were a part of the learning process.

A striking fact came up while introducing task 6. Students 3, 4 and 5 showed a rather negative attitude towards themselves regarding their task performance. That negative predisposition was influencing their learning development. Students were asked why they were saying such things and they reported that they just did not know the routines. These students were told that they were doing well, which cheered them up. Once task 6 was finished, the five students were reported that they had improved, that they had done better than what they had in previous sessions.

Comments on each student in particular are reported in the following lines.

Student 1 came late today as well, but that did not prevent her from enjoying the lesson, even though she reported that it was difficult for her. Generally speaking, once Student 1 recognized a routine or identified a picture, she produced it orally shouting and smiling. This was how she reacted when she realized that she knew something. She was asked whether she shouted at school too when she identified something. She said she did not. So, even though she was told she did not have to scream in the classroom, this behavior of hers was taken as something positive. She might feel more at ease in the sessions at the language academy than at school, so she may feel more herself in the academy than at school and that was why she felt like shouting.

Student 2 was also very participative today. He could identify most of the routines. He was really involved in today's session as well. He reported that the task was fun and that he liked it.

Students 3 and 4 actively participated in task 6, even in those situations when they had some difficulties recognizing some routines.

Student 5 enjoyed task 6 as well, although she was the one having the most recognition difficulties. Her behavior was totally different from the last session, when she was scolded.

NOTES DURING INSTRUCTION:

Due to time limitations, students were only asked 4 different pragmatic routines each, yet they were able to listen to the ten situations and practice them all.

First of all, students were explained that they would be presented with a situation in which they would be told something and that they had to provide an answer to that information. That answer would be the pragmatic routines. After that, an example was given so that students would understand how to perform the task. Students were asked in a particular order in the first two rounds, but they were at random in the last two ones. A particular situation was read aloud in English for each student. Then the Spanish and Catalan translations were provided. Translations were needed because students did not understand the situations while being read in English.

The students made some comments about the routines they knew and the ones they did not before starting to play this game. Student 5 argued that “*yo no me sé ninguna*,” meaning she did not know any of the pragmatic routines. Student 4 added “*yo sólo la de “Bye bye” y “Good morning”.*” And Student 3 concluded “*y yo “Good night” y “Bye bye”.*” These statements proved not to be true because these students performed better than what they stated they would.

Examples on students’ performance of task 6 are described in the following lines.

Student 4 was presented with the situation “It is the first day of school. You introduce yourself” and the name “Pepa” was also provided as a hint. This situation was translated into Spanish afterwards. Student 4 provided the pragmatic routine elicited in this situation, “My name is (Pepa),” which she uttered again changing the name Pepa for hers. Student 2 had pointed out the picture first.

Student 5 reported that “*yo no me la sé*” before being provided with any situation. Student 4 told her “*¡Si aún no te la ha dicho!*” This showed the negative predisposition Student 5 had towards herself. The situation “You ask your friend Quique for the blue crayon” was read to her. She reported that she saw the picture and added “Thank you.” She was right, but the situation was read again in order for her to produce the whole situation orally in which the set of pragmatic routines were included, namely “Please,” “Thank you” and “You are welcome.” Students 3 and 4 helped her building the main question “Please, Quique, pass me the blue crayon.” Student 5 was acknowledged that she knew the routines and was praised for that. That made her smile and feel more self-confident, which could be seen by her body language, as she was not tense anymore.

The situation “The class is over. It is time to go home” was read to Student 2. Once he was provided with the Catalan translation, he nodded enthusiastically and provided the target pragmatic routine. He said “Good bye.” It should be noted that Student 2 was the only one who used the routine “Good bye.” The rest of the students preferred the variant “Bye bye.”

Once student 2 concluded his intervention, Student 3 asked how the pictures associated to “Hello. How are you?” and “Bye bye” could be distinguished. Students were explained that the picture related to the former routine was made up by a purple smiley face and a waving hand; whereas the picture associated to the latter consisted of a pink waving hand only.

Student 3 was presented with the situation “You see your friend Paula in class” as well as with the Catalan translation. He hesitated but finally provided the right pragmatic routine “Hello.” He was asked how he knew that that routine was the correct one, and he reported that he knew it because of the small drawing, which he mimed and Student 2 produced orally.

Student 1 was provided with the situation “It is time to go to bed” and the Spanish translation afterwards. She immediately recognized the routine once she listened to the translation. She uttered the pragmatic routine in English and also reported that the picture was of help, *“lo sabía y he mirado un poco el dibujo.”*

The situation “Mom and dad leave you at school at 9a.m.” was read to Student 4 and translated into Spanish. She did not know what routine this situation referred to, so she uttered “Bye bye?” She reported that she did not remember what the little house stood for. So, the words “Have a” were given to the students, who completed the pragmatic routine uttering the two words left “nice day.” Students 1 and 5 repeated this routine in Spanish. Student 1 did so screaming and smiling.

This pragmatic routine was still the most difficult one for students. Some of them recalled what the picture associated to it stood for; some other students knew the routine but in Spanish. They would produce it orally in English only after they had listened to it.

Student 5 was presented with the situation “It is 9 a.m. You go into your classroom” together with the Spanish translation afterwards. She reported that she did not know the target pragmatic routine. Students 1 and 4 provided the routine elicited in this situation in English. Student 5 rehearsed this situation with Students 1 and 4 a couple of times.

Student 2 was read the situation “You must not speak” and was provided with its Spanish translation. He recognized the routine immediately, which he produced orally with proper pronunciation and without hesitation. Student 4 uttered the picture associated with this pragmatic routine, “shhh.”

Student 3 was provided with the situation “Something is going on. Pay attention.” He could not recall the target pragmatic routine even after the Spanish translation of the situation was given. He did once “Be careful” was provided orally, which he repeated together with Students 1 and 4.

Student 1 was presented with the situation “Your friend Ana is 6 years old today” as well as with the Spanish translation. She produced “Happy birthday!” orally without hesitating.

Student 1’s intervention constituted the last one in the second round. So, students were asked if they had any doubts or questions regarding the pragmatic routines or the situations so far. Student 4 stated that she did not know that “Good bye” and “Bye bye” were the same. Even more, she reported that these two routines meant two different things. She was explained that “Good bye” and “Bye bye” were synonyms and that they could be used interchangeably. An example was provided as well in which these two routines were employed. Finally, Student 4 nodded and reported that she understood then. There were no more questions to solve so we moved on to round three.

Student 3 was presented with the situation “Your friend Ana is 6 years old today” and the Catalan translation was also provided. Student 3 uttered the pragmatic routine “Happy birthday” immediately, smiling and non-hesitantly.

Student 5 was read the situation “Mom and dad leave you at school at 9 a.m.” The Spanish translation of the situation was given after that. Student 5 provided the Spanish translation of the target pragmatic routine, “*que tengas un buen día,*” but reported that she did not know the routine in English. Again, the first two words in this routine were provided to the students, who uttered “nice day” without hesitating. This routine was the only one that no student knew. They all had some kind of difficulty either related to how to say this routine in English or not remembering what the picture

stood for, which were the most recurrent ones. Finally, this situation was practiced several times until all of the students had no more doubts about it.

Student 2 was presented with the situation “Something is going on. Pay attention” together with the translation into Catalan. Even though he hesitated for a moment, he provided the target pragmatic routine, “Be careful.” In those seconds that Student 2 hesitated, Student 1 screamed that she knew the target routine “*¡Es que me la sé!*,” who had to be scolded because she screamed. And Student 3 tried to provide an answer, which was not the correct one. That made Student 2 hesitate and be confused. Student 3 was told to please be quiet and patient, so that Student 2 could provide the routine, which he did. Student 3 was also told that all of the students were allowed to provide an answer they believed to be the right one, only if a student would not be able to provide the elicited routine by themselves.

Student 1 was provided with the situation “You must not speak.” She uttered the elicited pragmatic routine immediately and keenly, even before the Spanish translation was given.

Student 4 was presented with the situation “The class is over. It is time to go home” together with the Spanish translation. She produced “Good bye” and then “Bye bye” orally, which proved she actually understood the previous explanation on this matter.

Round four included the following five interventions, one per student.

Student 3 was presented with the situation “It is time to go to bed”, which he recognized. He provided the target pragmatic routine, “Good night” before the Spanish translation was given to him. He reported that the small picture of the moon and the three stars helped him recall the pragmatic routine.

Student 2 was read the situation “You see your friend Paula in class,” which was translated into Catalan immediately afterwards. He recognized the elicited routine but only uttered “Hello,” not including “How are you?” This could also be applied to most of the students. They all forgot the second part of the routine. It was Student 4 the only one who included it, and just did it once.

Student 1 was provided with the situation “It is 9 a.m. you go into your classroom.” The Spanish translation was also given to her. Student 1 produced the target pragmatic routine in Spanish, “*buenos días*,” but reported that she did not know how to say it in English. “Good morning” was provided to her. It was then when she recalled it and repeated it a couple of times, nodding.

Student 5 was presented with the situation “It is the first day of school. You introduce yourself,” which was translated into Spanish. Even though Student 3 provided the target pragmatic routine, Student 5 could not recognize either the situation or the picture related to the elicited routine. Instead, she uttered “Hello?” Student 5 was told the right routine again, which she repeated afterwards.

Finally, student 4 was provided with the situation “You ask your friend Quique for the blue crayon” as well as with the Spanish translation. Student 4 performed the three routines included in this situation. She first uttered “Please, Quique, for me the blue crayon.” Once she was given a blue crayon, she added “Thank you” and concluded including the other interlocutor’s intervention “You are welcome.” While producing the first pragmatic routine orally, she repeated it three times, and kept saying “for me” in each of them. The proper construction was provided to her and she repeated it nodding before she continued performing the situation.

Once task 6 was completed, students were told that feedback from them was needed regarding task enjoyment. They were asked two questions in which they had to report whether they liked speaking English, and if they liked the tasks done so far. In order to help learners recall all the tasks they had been doing for the past three weeks, these were all displayed in two tables. These questions together with the students’ responses are to be found in Interview 2. (See Appendix 18 and Appendix 19).

SESSION 7: 14/04/2014

TASKS:

Task 8 and task 5 were scheduled for today.

Task 8 was the main task in today's session. It was a card-sorting adaptation in which students were presented with the ten situations they had already dealt with in the previous session, in task 6. Students reported that they remembered these situations. The aim in task 8 was, on the one hand, for students to identify the pair of cards -the situation together with the routines needed in each situation. On the other hand, it was also aimed that students recognized the routines in written form. Having the picture included in the situation cards was another help provided for students.

The ten colored cardboards with one situation written on each of them were displayed on three tables. There was a fourth table in which the smaller cards were scattered. Those smaller cards contained the pragmatic routines needed in each situation. Each set of cards made up by one bigger cardboard and the smaller one(s) was given the same color, which was also a hint for students to recognize the ten sets more easily.

Students were told that they would proceed to perform the task individually, because whether they knew the ten situations and the pragmatic routines in them could only be tested appropriately and accurately this way. If more than one student did the task at the same time, they would report their classmates' responses if they did not know. So, if students performed at their own pace, all of them would be given the possibility to perform all of the situations. While one student was performing task 8, the rest of the students were drawing and coloring. They were not given a worksheet to do because they had shown they were not able to do them on their own, due to task difficulty and their level of proficiency. So, the best way they would be focused on something and not paying attention to what the other student was doing in task 8 was that, drawing and painting.

Each student was explained the aim of the task one at a time. That decision was taken on behalf of the fact that if the goal of the task was told to all of the students, they would tell what pragmatic routines went where, then disclosing them. In other words,

no pragmatic routine could be uttered, as the main aim was to check whether students knew the routines or not. So, if one was disclosed before task performance, students would have been told one answer already.

All of the students reported that they enjoyed this task, that it was fun and that the pictures had been included, which helped them discover the routines needed in the situations.

Due to time limitations, students could not play task 5, the routines wheel.

CLASSROOM:

The tables were arranged in two rows as usual, each split into two groups, making up a total of four rows, two at the front and two at the back. Five tables and five chairs –one per student- were taken to shape a circle with them.

Additionally, four tables were displayed at the front of the classroom, to which students came to perform task 8 individually.



TEACHER:

The instructor spoke English, Spanish and Catalan as well today. English was used to read the situations in each colored cardboard. Any explanation related to the situations or the pragmatic routines was provided in Spanish or Catalan mainly.

Situations were translated into Spanish or Catalan when needed. This was done once they had been read in English.

Miming was not needed today as much as in previous sessions, due to the fact that students recognized most of the routines and did not have to be assisted as frequently as in previous sessions.

STUDENTS:

Students were quite participative today. Task 8 motivated them and that helped students to keep focused on task performance. Nevertheless, whether they knew more routines or fewer routines conditioned their willingness to participate and their mood.

Student 1 performed task 8 pretty well. She knew most of the routines and recognized them either by the picture or in written form. Those situations that she did not remember or those routines she did not know made her feel down which, in turn, made her become angry. Nevertheless, she was praised each time she performed well, so that cheered her up and she was more willing to participate.

Student 2 was more focused on matching the smaller cards with their bigger correspondents rather than on actually reading what was on the cards from the very beginning. Nevertheless, he identified most of the situations because of the picture. So, he did well at picture recognition. However, he was not able to recognize the vast majority of the pragmatic routines in written form. Neither did he order the routines in those situations in which more than one was elicited. Student 2 tried to read them but could not. He would only identify them once the situation was read aloud or translated into Catalan. Translation was not needed in some situations due to the fact that Student 2 recognized the routines because of the picture drawn in the situation card. In those instances, this student would utter the whole situation, including all the routines, if there were more than one. Overall, Student 2 showed a positive behavior towards the task and towards the comments about his performance.

Student 3 performed the task well. He knew most of the routines. He did not recognize just a couple of them and needed some help in just one or two more. He was

able to match the situation cards with the routine cards due to the fact that each pair was given the same color, as all of the students did. He also did well at picture recognition, which triggered the target pragmatic routines. He took an active role during task performance and was willing to complete the ten situations.

Student 4 read all the situations in Spanish, once she was provided with the Spanish translations. There were other instances in which she read the situation in English and understood it. Overall, she identified most of the routines, only missing a few. When she did not recognize a routine, she said explicitly that she did not know. Nevertheless, she smiled and provided the answer immediately whenever she did identify the routine(s) in a situation. She also reported that the pictures were of help.

Student 5 was the student who performed less satisfactorily. Even though she was committed to performing the task, she could not recognize most of the pragmatic routines in written form. That made her feel somehow sad or disappointed, but that did not prevent her from doing the task keenly. She performed some of the routines well, which she did happily, and reported that she did not remember or know any routine in those instances in which even the picture was of no help for her. Overall, she was totally focused on and attempted to perform the task the best she could.

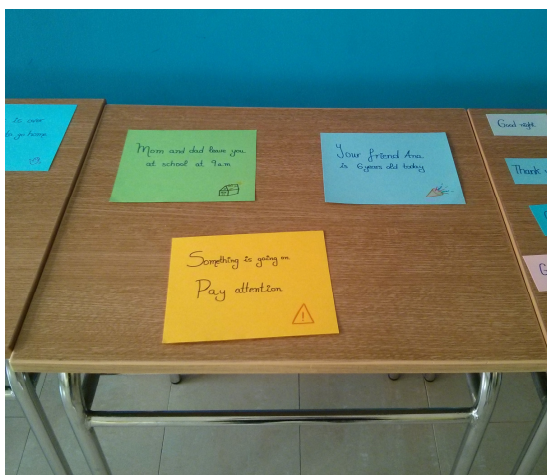
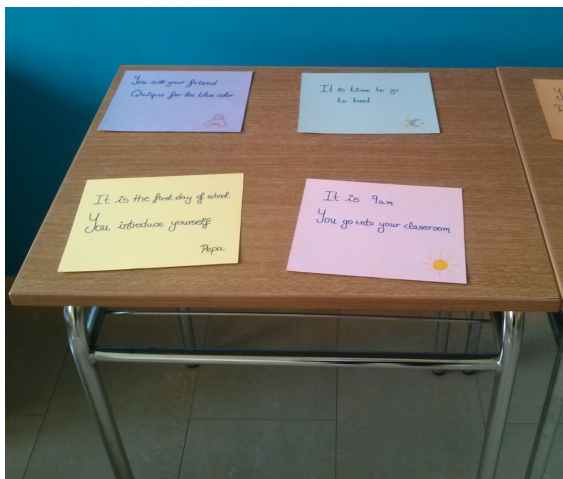
NOTES DURING INSTRUCTION:

In this section an accurate detailed report of the students' performance will be provided.

Student 3 was the first to perform task 8, followed by Student 1, Student 5, Student 4 and finally Student 2.

Regarding the explanation of the student's performance in each set of cards, a guideline was followed. Firstly, it was stated whether the situation was read in English or not and if translation into Spanish or Catalan was needed. After that, the student's performance was reported, in which card recognition, card reading, card translation and card ordering (when needed) were the procedures accounted for.

Also, the ten situations were presented to the students in the same order, from left to right as shown in the following pictures. Situation 1 was “You ask your friend Quique for the blue crayon.” Situation 2 was “It is the first day of school. You introduce yourself.” Situation 3 was “It is time to go to bed.” Situation 4 was “It is 9 a.m. and you go into your classroom.” Situation 5 was “You see your friend Paula in class.” Situation 6 was “You must not speak.” Situation 7 was “The class is over. It is time to go home.” Situation 8 was “Mom and dad leave you at school at 9 a.m.” Situation 9 was “Something is going on. Pay attention.” And finally, situation 10 was “Your friend Ana is 6 years old today.” All of the pragmatic routines were mixed up in table four. Each time one student finished, these smaller cards were distributed at random on the table again.



Student 3:

- Situation 1 was read in English and translated into Catalan for him. Then he uttered the request on his own “Please, Quique pass me the blue crayon.” After that, Student 3 took the three correct cards and went back to table 1, where the card situation was. He recognized them because these were the same color as the situation card. He tried to read the routines on the cards, but needed some help. He read “Please” when handing the “You are welcome” card. He was given the sound of the “th” in “thank” in “Thank you” and the subject pronoun in “You are welcome.” Once he heard them, he produced the routines orally with no hesitations. He did not need any card translation because he understood what each of them meant. Finally, Student 3 ordered the cards in the way these pragmatic routines were produced in the situation. “Please” went first, then “Thank you” and “You are welcome” afterwards.
- Situation 2 was read aloud in English and then translated into Catalan for him. After that, Student 3 uttered the target pragmatic routine “My name is Student 3,” picked up the right card and tried to read the four routines included in that card: “Hello,” “My name is _____,” “I am ___ years old” and “I am from_____.” Despite the fact that he needed some help in order to read these routines, these need not be translated, because this student knew them and completed each of them orally satisfactorily.
- Situation 3 did not have to be read aloud due to the fact that Student 3 produced orally the target pragmatic routine as soon as he saw the picture associated to this situation and the routine. It was interesting that, when looking for the smaller cards in which “Good night” was written, Student 3 kept saying “good” until he found them. He also reported that he was confused because there were two cards in which “Good night” was written. So, the whole situation in which this routine was used was presented to him again, so that he could remember. He was reminded the fact that it was one speaker who said “Good night” and the other speaker replied the same, “Good night.”
- Student 3 tried to read situation 4 by himself, which he did with a little help. After that, it was read again for him and translated as well. He was also given a hint “*És de matí i, en el solet, què diem?*” He then identified the routine and

produced it orally. Student 3 also recognized this pragmatic routine in written form. This was noted when he reported that there were also two cards with “Good morning” written in each of them and that that confused him. Again, he was explained that in a situation in which “Good morning” was used, there were two people and that one of them said this routine first and the other interlocutor responded to the first one by saying the same thing, e.g. him and his teacher at school. Then Student 3 nodded and acknowledged that it was then when he remembered and that he understood.

- Situation 5 was read in English but no translation was needed, due to the fact that Student 3 recognized the picture and uttered the target pragmatic routine immediately afterwards. He only said “Hello” so he was asked “Hello! *Què més?*” and he added “How are you today?” Student 3 needed some help in order to remember the second part of this routine, “I am fine, thank you. And you?” which Student 3 produced orally only after he was given the word “fine.” Student 3 selected the correct smaller cards among those remaining in table four, read them aloud and ordered them in the end.

It is interesting to note the fact that Student 3 was the only one who added the adverb “today” to the question “How are you?” The reason behind this was that Students 2 and 3, who attend the same school, had already been taught this pragmatic routine in their English class at school. Nevertheless, Student 3 was the only one who produced it orally.

- Situation 6 was read in English and the onomatopoeia was produced orally for Student 3, who reported that he did not remember the elicited pragmatic routine. The first word was provided to him. He then recalled the routine and completed it correctly. He uttered “Be quiet,” with a proper pronunciation and non-hesitantly. Furthermore, Student 3 identified the routine in written form and read it aloud. After reading it aloud he stopped and told the instructor “*t’has olvidat de ficar la elle*” and he pronounced “quiet” again and, when he reached the “i,” he pronounced a double “l.” It was explained to him that the written “i” stood for an “i” instead of a double “l” when pronouncing the word. Then he nodded and pronounced the word again, this time uttering an “i” instead of a double “l.”

- Situation 7 was read in English but not completely. Only the first sentence in the situation was, due to the fact that Student 3 provided the pragmatic routine “Bye bye” at that point. He recognized the “Bye bye” card but was told that another card was needed. Student 3 was asked whether he could recall the other way of saying “Bye bye,” but he did not. It was read aloud for him and once he got the card with “Good bye” on it, his attention was drawn to “bye” in “Good bye” and was told to look at both cards, where he would see that the word “bye” was present in the two of them. Finally, Student 3 read aloud the two cards, nodded and reported that he understood then.

- Situation 8 was read in English and translated into Catalan. Student 3 reported that he neither remembered the pragmatic routine nor could identify the picture. He was given the two first words of the routine and he completed it non-hesitantly. Student 3 did not remember either the second routine making up this situation, that is “You too.” He picked up the right cards from table four and reported that these two were the correct ones because the color on those smaller ones, the routine cards, matched the color on the bigger one, the situation card. Thus, he was asked to read the routines in each of the two cards, but he was not able. Nevertheless, he produced them orally without hesitations only after he had listened to them. He was asked to put “Have a nice day” and “You too” in order and he placed “You too” first. It was explained to him this situation again and an example was provided. He reported that he understood afterwards.

- Situation 9 was read in English and translated into Catalan for Student 3, who needed some help to produce orally the pragmatic routine elicited in this situation. The first word, “Happy” had to be uttered for him, who completed the routine only after he listened to the first word. He recognized the picture, but could not remember the routine. He picked up the right cards and reported that he did so because the color was the same in all three cards. So, in order to check whether he identified the routines in written mode, he was asked to read them aloud. Student 3 could read both “Happy birthday” and “Thank you” properly. Finally, he was able to order the cards, namely “Happy birthday” first and “Thank you” afterwards.

- Situation 10 was read in English and translated into Catalan for Student 3, who claimed that he did not remember the word, meaning “careful,” but he did love the picture instead. Nevertheless, he did provide the Spanish translation of the elicited pragmatic routine. He read “Be careful” on his own, yet he had some difficulties uttering “ful” in “careful. The routine was read for him and Student 3 repeated it in the end.

Student 1:

- Situation 1 was read for this student but no translation was needed, due to the fact that Student 1 uttered the request as she identified the situation. Then, the whole sequence in which the three pragmatic routines were elicited was rehearsed and Student 1 needed a little assistance while performing it. This student pronounced the request and the three routines properly. Student 1 picked up the cards taking into account the color of the situation card. She read “You are welcome” correctly, and she needed some help with “Please” as well as with “Thank you.” The first two letters in each of these two routines were pronounced for her. Then, she recognized each routine and produced them orally. Finally, Student 1 ordered the three routine cards appropriately.
- Situation 2 was read in English and translated into Spanish. Student 1 said “Hello!” immediately. She was provided with some help, uttering “My,” the first word in the second part of this routine in order for her to recall it and produce it orally. And so she did. After that, she found the correct card and read it all and completed the routines by herself. That meant that she recognized in written form the following routines: “Hello”, “My name is_____” which she completed with her name, “I am __ years old” which she completed with her age; and finally “I am from_____” which she completed by providing the name of the town she lives in. Even though she mispronounced the first person singular subject pronoun “I,” which she read the way it is written, that did not impede her from performing well.

- Student 1 started reading situation 3 “It is time to go to bed,” but needed some help towards the end. It was not translated because the student reported that she understood it and she actually provided the target pragmatic routine once the situation had been read. Student 1 mixed up “Good bye” and “Good night” when picking up the cards. She was told to mind the cards and the pragmatic routines on them. Once she chose the two correct ones, the situation was rehearsed.
- Student 1 tried to read situation 4 “It is 9 a.m. You go into your classroom,” but could not from the second word onwards. So it was read for her and translated into Spanish afterwards. Yet she chose the right card due to the fact that it matched the color of the situation card, she actually recognized the pragmatic routines in written form in both cards.
- Situation 5 was read in English and translated into Spanish for Student 1, who uttered “Hello!” However, she did not produce either the second part of the first routine, namely “How are you?,” or the second routine that made up this situation “I’m fine, thank you. And you?” Despite the fact that she reported that she had selected the cards that matched with the situation because the three of them were the same color, Student 1 was able to read the pragmatic routines on the two cards entirely without any assistance required. Finally, she was able to order the two routines so that the situation made sense. This student placed “Hello. How are you?” first and “I’m fine, thank you. And you?” in the second place.
- Situation 6 was started to be read in English but as soon as Student 1 identified the picture, she uttered the target pragmatic routine, “Be quiet,” enthusiastically. Student 1 found the right card and read the routine aloud.
- Situation 7 was read in English and the translation into Spanish was provided. It was so because when the first sentence in the situation was read - “The class is over”- Student 1 said “Hello!” immediately. She was reported that that was incorrect and was asked in Spanish what she normally says when she leaves school and goes home after class. Then she uttered the right pragmatic routine, “Bye bye.” Student 1 was praised and was told that she should be more patient

and listen to the whole situation. While picking up the cards, she took the “Bye bye” card immediately but, as it happened to Student 3, she had some problems with identifying the “Good bye” card, the routine written on that card. She was asked whether she remembered the other way to say “Bye bye,” which she reported to be “Good night.” At that point she was reminded when “Good night” was used. Then she nodded while recalling that situation. Going back to the routines targeted in situation 7, Student 1 had to be told what the other card was. She could not identify “Good bye” in written form and reported that she had recognized the card because it was the same color as the “Bye bye” card and the situation card.

- While situation 8 was being read in English for Student 1, she provided the Spanish translation, “*Que tengas un buen día.*” After that, she was asked whether she could tell how this routine was said in English, but she could not. So, she was provided with the first word in the routine, “Have” and then Student 1 was able to complete it. She uttered “a nice day.” Even though she was able to recognize this routine orally, she was more doubtful with this one than with the other routines that she actually knew. Moreover, she did not remember the second routine included in this situation, “You too.” Student 1 was able to recognize the cards, but again, due to the colors in the three cards matched. Even though Student 1 could not read these two routines aloud, she identified them in written form and ordered them, placing “Have a nice day” first and “You too” after the former.
- There was no need for situation 9 to be either read or translated into Spanish. It was the last one that Student 1 provided as soon as she saw the picture on the situation card. She was asked whether she remembered how to say this routine in English, but she reported that she did not. In order for the researcher to double check this statement, Student 1 was provided with “Be” but still no answer was given. So, “Be care” was provided to the student, who was able to complete the routine then. Despite the fact that she picked up the right cards because of color match, Student 1 was able to recognize the routine in written form and produced it orally with a proper pronunciation.

- Situation 10 needed not be translated because Student 1 identified the picture immediately and uttered the two pragmatic routines elicited in this situation. She produced both “Happy birthday” and “Thank you” orally. She could read those two pragmatic routines and order them perfectly.

Student 5:

- Situation 1 was read for her in English, but Student 5 did not need any translation because she produced orally the three pragmatic routines targeted in this situation, “Please,” “Thank you” and “You are welcome.” After that, the situation was rehearsed and Student 5 picked up the three routine cards. By the time Student 5 had to read the routines, she uttered “Thank you” while showing the “Please” card, then she did well with the other two. Student 5 was able to order these three routines properly and with no help.
- Situation 2 was read in English and translated into Spanish for Student 5, who identified it and provided the main pragmatic routine in this situation, “My name is Student 5.” She mixed up the cards when selecting the appropriate one in table four because she got confused with the two types of yellow, the brighter (meaning this situation) and the more orangish, referring to situation 9 “Be careful.” Student 5 was more focused on the color of the cards rather than on the routines written on them. Then she realized it was not the same color and took the right one. She reported that she had taken the right one because the color matched that second time. Student 5 experienced no difficulties when reading the routines “Hello,” “My name is _____” and “I am from _____,” but she did with “I am ___ years old,” in which some help was provided to her. She was asked in Spanish how old she was and then she was asked to translate that –the number- into English and to finish reading. She did the first, but had difficulties reading “years old,” so these two words were read together by the student and the instructor.
- Situation 3 was read in English and translated into Spanish in order to help Student 5. She reported that this situation was “Good morning” and had to be

explained both situations “Good night” and “Good morning” and an example in each situation was also provided. Even though this student acknowledged that she understood, she picked up the right cards because of color match and again mixed up both situations, because she read “Good morning” on both cards on which “Good night” was written. After that, both situations were made clear for her again and were rehearsed for a second time. Student 5 nodded and reported that she understood then.

- Situation 4 was also read in English and translated into Spanish. And Student 5 added that she had already uttered that routine. But when she was asked what that routine was, she remained silent for a couple of seconds and then produced “Good night” orally. Despite the fact that she had just been explained these two situations two times, she was one more time. This was done so that this student could actually understand the difference between “Good night” and “Good morning,” which she had reported but it was actually not true. She could recognize the cards because the colors matched in both the situation card and the routine cards.
- Before situation 5 could be read and translated for Student 5, she approached table four in order to look for the cards that matched this situation, but focusing on the colors only. She had to be scolded to pay attention to the situation first and to understand it. She was also told that there would be enough time to look for the cards afterwards. So, situation 5 was read and translated into Spanish, to which Student 5 provided the target pragmatic routine dubiously. She did not know that “Fine, thank you. And you?” was the response to the routine she just uttered. Student 5 was able to select the correct routine cards but could only read “Hello. How are you?” with no help. She needed some in order to read “Fine, thank you. And you?” which she started reading but could not finish. She was not able to order the two routines by herself either. She did, but only when she was indirectly instructed. That is, when this student was asked if she was sure whether “Fine, thank you. And you?” was the first pragmatic routine to be uttered in this situation.

- Situation 6 was also read in English and translated into Spanish for Student 5, who pronounced the onomatopoeia standing for the target pragmatic routine. Student 5 mixed up the routines “Be quiet” and “Be careful” because when she read the onomatopoeia aloud, she identified it as “pay attention.” This was a synonym that the students were given when dealing with “Be careful,” and then she also provided the Spanish translation for the former, “*ten cuidado*.” Student 5 was asked if she knew how to say the elicited routine in situation 6 in English and she did, only after she was about to produce “Be careful” first which she finally did not do. Regarding card recognition, this student was mistaken, due to the fact that she selected the lighter green card, which had to do with another situation. Then she picked up the correct one. Student 5 was able to read “Be quiet” on her own, despite some minor pronunciation errors, as she did not pronounce the “u” in the “ui” diphthong.
- Situation 7 was read in English and translated into Spanish for Student 5, who provided the pragmatic routine elicited in this situation non-hesitantly. This student identified the cards because of the color match but still she was able to recognize them in written form. Hence, Student 4 read aloud both routines “Bye bye” and “Good bye.”
- Situation 8 was also read in English and translated into Spanish afterwards. Then, Student 5 was asked what would her parents told her when they left her at school every morning. She said “good bye,” the same as Student 3 did, which is correct, but they were being elicited another pragmatic routine. Again, Student 5 was not able to produce it on her own and the first word of this routine had to be provided to her. It was after that that she was able to complete it. Card recognition she did successfully, despite the fact that she paid more attention to the color than to the routines on each routine card. Student 5 was able to read “You too” on her own, but she was not able to recognize “Have a nice day” in written form. Student 5 said that “*muy bien*” was written in the “Have a nice day” card. It could be understood that this student just made something up because she did not really know what was written on the card. After that, this situation was rehearsed one more time before moving on to situation 9.

- Situation 9 was read in English and translated into Spanish. Student 5 reported that she had already provided the routine elicited in this situation. When she was requested to produce it orally again, she said “Pay attention!” Yet this was perfectly correct, she did not utter “Be careful.” So, this routine was elicited to the student by providing the word “Be” to her. Then she completed the routine immediately. Regarding card recognition, she did, but again, just because of the color match between the situation card and the routine cards. However, Student 5 could read the situation aloud from the routine card without any help and with an excellent pronunciation.

- Finally, situation 10 was also read in English first and translated into Spanish afterwards. Then, Student 5 was asked in Spanish what she would tell someone who grew a year older today. She remained silent because she did not know how to say that in English. So, she was asked to provide the Spanish translation, which she gave right away. Hence, the first syllable in “Happy” was provided to her, but she uttered “Have a nice day.” So, she was given the word “Happy” to what she responded “birthday.” But then, she did not know that the other interlocutor had to say “Thank you” back. So, the whole situation was explained to her through an example. This student could identify the cards because those two were the only ones left on table four. She was not able to recognize the routines in written form, so some help was provided to her in order for her to produce them orally. Nevertheless, she did order them properly, placing “Happy birthday” first and “Thank you” afterwards.

Student 4:

- Situation 1 was read in English and Student 4 tried to translate it into Spanish. She identified the picture on the card and produced the whole situation, including the request and the three pragmatic routines, namely “Please Quique pass me the blue crayon,” together with “Thank you” and “You are welcome.” See the first pragmatic routine embedded in the request. Regarding card recognition, this student had to be told to focus on color match, at least for this

situation, due to the fact that she could not find the three routines. Once Student 4 selected those three cards, she read each of them aloud, thus identifying each in written form. Finally, by the time Student 4 had to order those three cards, she placed “You are welcome” first. As soon as she was told “Hey, look. Be careful,” she ordered them correctly.

- The second situation was read in English and translated into Spanish in order to help Student 4, who reported that she did not remember the main pragmatic routine elicited in this situation. It was provided to her, which she repeated and completed with her name, “Hello. My name is Student 4.” After that, she picked up the correct card and read the four routines on the card by herself. Only Student 1 and then Student 4 were able to read “Hello,” “My name is _____,” “I am ___ years old” and “I come from _____” as well as to complete the second, third and fourth routines on their own.
- Situation 3 was read aloud in English. Student 4 produced it in English too and then provided the target pragmatic routine, “Good night.” She found the two cards and stated that there were two. She was confused because there were two. As she said, “*están repetidas.*” So, it was explained to her that in that situation, there were two speakers involved, speaker A and speaker B. Hence, speaker A said “Good night” first and so responded speaker B to speaker A. Additionally, Student 4 was given an example in which her mom and she were speakers A and B. It was easier for her to understand this way. Student 4 nodded and reported that she understood and then found the cards and read them non-hesitantly.
- Situation 4 was read aloud and translated into Spanish afterwards, which Student 4 reported that she did not know what it was. Even though she was given an example in which it was her and her teacher at school playing out this situation, she said that the target routine was “Good night.” Student 4 was told that this was not the routine and was provided with the right one “Good mor...” which she completed and repeated afterwards. Despite the fact that Student 4 recognized the routine cards because of the color match, she read the routine properly and with no help. So, this student performed well at recognizing the routine in written form.

- Again, situation 5 was read in English first and then the translation into Spanish was also provided. Student 4 recognized this situation and the picture associated to it immediately, as this student identified the target routine but only produced “Hello” orally. So, she was given the interrogative particle in “How are you?” as an implicit way of making Student 4 remember and utter this second part of the first routine. As for the second routine, Student 4 needed some help in order to complete it. She reported that she had selected those two routine cards in particular because they matched the color of the situation card. Nevertheless, Student 4 performed card reading and card ordering satisfactorily.
- Situation 6 was read in English and then Student 4 repeated it as well as pronounced the onomatopoeia in the picture associated to the pragmatic routine elicited in this situation. When this student was asked whether she recalled what pragmatic routine that onomatopoeia stood for, she uttered “Be quiet.” When Student 4 was picking up the card, she chose the right one as well as one from another pair, which was also in green, but a different green. So, she was asked if something was said in response to the teacher when they were told to please be quiet. She said “no” and then realized she had taken two cards. She read them and left the odd one. Finally, Student 4 recognized the routine in written form and read it aloud on her own.
- Situation 7 was read in English for Student 4, who repeated the Spanish translation once it was provided to her. She also identified the picture and provided the target pragmatic routine. Regarding card recognition, again this student reported that she had indentified them because of color match. Nevertheless, she had no problem when reading “Bye bye” and “Good bye” from the cards and by herself. It should be noted that Student 4 knew “Bye bye” better than “Good bye.”
- The same procedure was applied to situation 8, in that it was read aloud, translated into Spanish and Student 4 repeated the Spanish translation. This student was asked what her parents would tell her in that situation but she did not answer the question and headed to table four to choose the right routine cards. This student was asked to read them as soon as she got the cards, which

she did correctly and with an accurate pronunciation. Moreover, Student 4 was able to order “Have a nice day” and “You too” appropriately.

- Situation 9 was read in English and, as Student 4 remained silent, she was asked “¿Yo qué os digo cuando quiero que prestéis atención?” to which Student 4 responded “pay attention!” with an excellent pronunciation. She was asked again if she could recall the other way they were told to be quiet, but what she did was to pick up the card, according to the color match. Then, Student 4 read aloud the routine on the routine card, “Be careful,” on her own.
- Finally, situation 10 was also read in English and translated into Spanish. After that, Student 4 selected the two cards, the only two left on table four, and read them. But, when the situation was being rehearsed, this student said that “And you?” was the response that speaker B would give to speaker A, once the latter had said “Happy birthday” to the former. It was explained to Student 4 that “And you?” was not the correct one, that “Thank you” was and this student repeated it nodding. Finally, Student 4 was able to order the two cards in this situation on her own appropriately.

Student 2:

- Situation 1 was read in English but needed not be translated, because Student 2 provided the request “Please, Quique pass me the crayon blue.” L1 transfer came up here, in that Student 2 said “crayon blue,” which would be the order to follow in Catalan and Spanish, instead of “blue crayon.” After that, the situation was rehearsed once more and then this student headed to table four to collect the three routine cards, “Please,” “thank you” and “You are welcome.” Student 2 was able to read on his own “Thank you” and needed some help with the other two routines.
- Situation 2 was read in English but was not translated due to the fact that Student 2 provided the target pragmatic routine, the main one, “My name is _____,” which he completed with his name. Student 2 selected the “Be careful” routine card, which the instructor made him read aloud and he could. So, that situation

made him realize that this card was not the right one. Student 2 was not able to read the four routines elicited for this situation, namely “Hello,” “My name is _____,” “I am ___ years old” and “I come from _____.” These had to be read for this student, who repeated them and completed the three last ones.

- Situation 3 was also read in English and was not translated because Student 2 identified the picture in the situation card and uttered the pragmatic routine elicited immediately. This student did well at card recognition, but did not read the card on his own.
- Situation 4 was provided to Student 2 in English first and then translated into Spanish. This student was asked what he would say when the sun is up and he responded to that question with the target pragmatic routine “Good morning.” Again Student 2 recognized the cards because of the color match, but did not read the routines on them.
- Situation 5 was presented to Student 2 first in English. Then it was translated into Catalan and this student responded with the first part of the first routine elicited in this situation. He was able to perform “Hello!” on his own. But he did not remember either “How are you?” or “I’m fine, thank you. And you?” at first. Student 2 chose the correct cards but could not recognize the routines in written form. So, the situation was rehearsed again and he did well this time. Student 2 produced both pragmatic routines completely and with an accurate pronunciation.
- Situation 6 was read in English and then the onomatopoeia standing for the target pragmatic routine pronounced as well, which Student 2 provided immediately after that. Despite the fact that this student did well at card recognition, Student 2 did not at reading “Be quiet,” which was written on the routine card.
- Situation 7 was read in English and Student 2 provided one of the two target pragmatic routines. This student produced “Good bye” orally. After that, Student 2 mixed up the pair of cards regarding this situation and situation 10, “Happy birthday,” due to the fact that both are presented in blue cardboards but it was a

lighter blue for situation 7 and a little brighter blue for situation 10. So, this student was pointed out which ones were the correct ones. Again, Student 2 did not read the pragmatic routines written on the cards.

- Situation 8 was read in English and translated into Catalan afterwards in order to help Student 2, who reported that he did not know what routines were elicited in this situation. This situation was provided with the first two words in “Have a nice day,” routine that Student 2 was able to complete and repeat once he had listened to it. The same procedure was followed with the second routine in this situation, “You too.” Again, this student did well at card recognition, because he focused on the color of the cardboards, but could not recognize the routines in written form.
- Situation 9 was read in English but there was no need to translate it into Catalan due to the fact that Student 2 identified the picture and provided the translation himself. Then, this student needed some help recalling the word “careful.” Student 2 produced this routine orally, but could not recognize it in written form once he selected the routine card.
- Situation 10 was not read because Student 2 recognized the picture immediately. He uttered the pragmatic routine “Happy birthday” but did not remember “You too.” Student 2 did not read them from the cards but performed well when the situation was rehearsed at the end.

FINAL NOTE: None of the participants could recall “Have a nice day” and “You too” on their own. Only in oral recognition and oral production did students perform this situation successfully, especially with the pragmatic routine “Have a nice day.”

SESSION 8 (16/04/2014)

TASKS:

Task 9, the routines game board, and Interview 3 were scheduled for today.

Task 9 was aimed at checking students' learning development of the pragmatic routines that they had been studying and practicing for the past seven sessions. This last task was a game in which all the pragmatic routines, the pictures associated with each of them and the situations in which they occur were all included. The students reported that they enjoyed the task and that they had fun while playing, except for Student 1, who claimed that she did not like task 9 very much because she did not win.

Firstly, each student chose one colored star, which would be their counter. There were six colors, orange, red, yellow, blue, green and purple. After that, the students were explained the rules of the game and how to proceed. They were told that they would all have to place their counters on the "Start" square. Then they would roll the dice and advance as many squares as the number they got on the dice. Then, they would turn over a card, depending on whether they had landed on "*You say*," "*Complete*" or "*What is it?*" and then they would have to provide the answer elicited on the card.

Next, the students were given more information about the cards. They would find three different sets: "*You say*" in purple, "*Complete*" in blue and "*What is it?*" in orange.

In the "*You say*" cards, the students would find the situations in which a pragmatic routine was given and they would have to provide the target pragmatic routine elicited in that particular situation. The ten situations included in tasks 6 and 8 were the ones included in these cards. The pictures associated to each pragmatic routine were also included on each of the corresponding cards.

In the "*Complete*" set of cards, the students would find all of the pragmatic routines they had been practicing but, in this case, one or two words in the routines were missing. So, they would have to provide those missing words.

Finally, in the “*What is it?*” set of cards, the students would find the picture related to each pragmatic routine and would have to produce the routine elicited on each card orally.

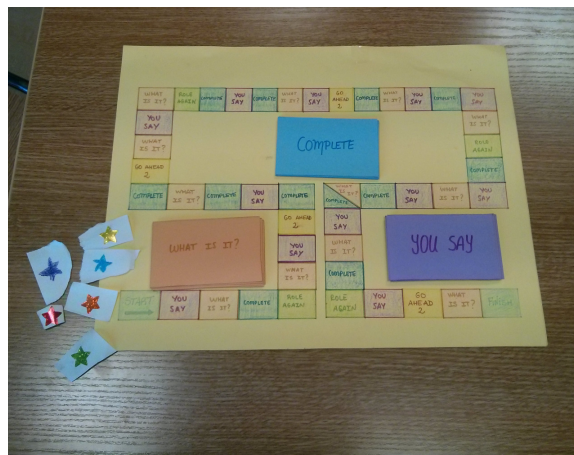
The students were also told that they would find two other types of squares, one yellow and one green. If the students landed on a yellow one, “Go ahead two,” they would have to skip and advance two squares. If the students landed on a green square, “Roll again,” they would have to roll the dice again. The students were given examples on how to go ahead and roll again in order for them to better understand these two actions.

The students could play eight rounds, which will be described in the NOTES WHILE INSTRUCTION section. The students finished playing in the eighth round because some more time was needed to interview them.

The students were interviewed for the third time at the end of the class, for the last ten minutes of today’s session.

CLASSROOM:

Tables were arranged in two rows as usual, each split into two, making up a total of four rows, two at the front and two at the back. But, for the purpose of task 9, one table and 6 chairs were taken. The chairs were placed around the table, so that all of the students could see the board game and have enough room to play.



TEACHER:

The instructor spoke English, Spanish and Catalan as well today. English was used to read the situations on each colored cardboard. Any explanation related to the situations or the pragmatic routines was provided in Spanish or Catalan mainly. Situations were translated into Spanish or Catalan when needed. Translations took place once a given routine or situation had been read in English, yet barely any translations were needed today.

STUDENTS:

Overall, the students did play an active role in the classroom and were involved in this last task. Despite the fact that Student 1 seemed not to enjoy the task as much as their classmates did, because she reported it was due to her not winning, the rest of her classmates did enjoy the task and participated as much as they could.

Student 1 became angry in round two because she was not able to identify the pragmatic routine she was being elicited. Apart from that, this student knew most of the routines and did well in the task, as well as in picture recognition. Regarding Interview 3, Student 1 did not respond to the questions because she was angry, due to the fact that she had not won in task 9.

Student 2 reported that he had had a good time while playing task 9. This student took an active role and responded keenly in each of his eight turns. If Student 2 did not remember any of the routines he had to provide, he did not feel sad, but kept playing. This student also did well at picture recognition

Student 3 performed well. This student knew all of the routines he was asked on the cards and he also did well at recognizing the pictures. Student 3 reported, as well as Student 2, that the pictures had helped them identify the target routines in some of the cards they got. Student 3 also reported many times throughout the eight rounds played that he knew the routines that his classmates had to provide.

Student 4 was much involved in the task, being focused and responding to all of the routines she knew and recognizing the pictures associated to them, which happened

to be most of the routines she was asked about. Those instances in which this student did not remember a routine did not prevent her from still performing well.

Despite the fact that Student 5 reported that she was sleepy and that she wanted to go home, this student performed as well as she could. Student 5 knew more routines than in previous sessions and she felt more self-confident while performing this last task.

It was Wednesday today, so Student M was also in the classroom. He also played the game, even though his turns will not be reported afterwards in the NOTES DURING INSTRUCTION section because this student was not included as a participant in this study.

NOTES DURING INSTRUCTION:

While the board game was being placed on the table, Student 1 gave a helping hand and divided the cards into the three sets, purple, blue and orange, and, while placing the orange set, this student recognized two pictures, the one related to the pragmatic routine “Hello. How are you?” and the one related to “Good bye.” Then she added that they differed because “*una mano sola es “Bye bye” y una cara y una mano es “hello”.*”

Before the students started playing, they rolled the dice so as to determine the order in which they would play. Student 2 would start, followed by student M, Student 3, Student 1, Student 4 and Student 5. Students were praised if they did well, and encouraged if they did not throughout the task.

ROUND 1:

- Student 2 turned over a “*What is it?*” card with the picture of the pragmatic routine “Have a nice day.” Student 2 did not remember the routine but said “*No és una casa, és un cole. Quan els pares se’n van diu(:) Bye bye.*” He was given a hint, the two first words of the routine and this student, together with the rest of the students, completed the routine.

- Student 3 had to guess the routine associated with the name “Pepa” in a “*What is it?*” card. Student 3 identified the pragmatic routine, which he uttered completing it with his name.
- Student 1 had to provide the pragmatic routine “Good morning” because this student landed on a “*What is it?*” square and turned over the card with the yellow sun on it. Student 1 reported that she did not remember that routine, “*uy, esa no me la sé.*” After that, this student got angry because she was not able to recognize that particular routine.
- Student 4’s turn was intelligible.
- Student 5’s turn was intelligible.

ROUND 2:

- Student 2 uncovered a “*What is it?*” card with the picture of the moon and three stars, which he identified and provided the pragmatic routine associated to it, “Good night.”
- Student 3 had to “*Complete*” the card about the pragmatic routine “Be quiet,” which he did non-hesitantly.
- Student 1 landed on a “*Complete*” square and turned over the card in which this student had to provide the missing word in the routine “Have a nice day.” Student 1 provided the Spanish translation of the target routine, and reported that she could not recall how to say it in English.
- Student 4 had to identify the routines in the “*What is it?*” card with the picture eliciting “Please,” “Thank you” and “You are welcome” on it. Student 4 identified the picture and uttered the whole situation in which a request and those three pragmatic routines were included.
- Student 5 was presented with the “*You say*” card with the situation “The class is over. It is time to go home.” This student uttered “Hello” but realized it was not

the appropriate one and provided one of the two possible routines, “Bye bye,” immediately after she recognized she had made a mistake.

ROUND 3:

- Student 2 landed on one of the “*Roll again*” squares. He did so and landed on a “*You say*” square. He got the situation “Your friend Ana is six years old today” and provided the right pragmatic routine immediately and keenly. Student 2 pronounced the target routine orally even before the situation was read. This reported he had identified the picture first.
- Student 3 turned over the “*What is it?*” card with a pink waving hand on it. This student had to provide the pragmatic routine “Bye bye” or “Good bye.” He uttered the first one.
- Student 1 landed on a “*What is it?*” square and turned over the card in which the picture associated with the routine “Hello. How are you?” was drawn. Student 1 provided both routines, the one just mentioned and the response, “I’m fine, thank you. And you?,” yet she did not produce the subject and the verb “I’m.”
- Student 4 had to “*Complete*” the card in which “Please,” “Thank you” and “You are welcome” were given. This student produced orally the two missing words, “Thank” and “welcome.”
- Student 5 landed on one of the “*Go ahead 2*” squares. This student rolled the dice again and had to provide the pragmatic routine to the situation given on the following “*You say*” card: “You ask your friend Quique for the blue crayon.” Student 5 provided the full request as well as the three pragmatic routines elicited in this situation.

ROUND 4:

- Student 2 had to provide the pragmatic routine associated to the onomatopoeia “shhh” drawn on the “*What is it?*” card that he got. Student 2 performed correctly and non-hesitantly.
- Student 3 had to complete the routine “My name is” on the “*Complete*” card he got, which he did appropriately.
- Student 1 landed on a “*Complete*” square and had to provide the missing word in the pragmatic routine “Good morning,” which she was not able to do.
- Student 4 had to utter the routine “Be careful,” due to the fact that this student turned over the “*What is it?*” card with the warning sign on it. Student 4 did not remember how to say this routine in English and provided the synonym “pay attention,” which was given to them whenever they were told to be careful. Student 1 added “*ten cuidado.*”
- Student 5 landed on one of the “*Go ahead 2*” squares. She rolled the dice again and landed on a “*What is it?*” square. This student had to provide the pragmatic routine “Good morning” because she had turned over the card with the yellow sun on it. Student 5 first translated the situation partially, “*son las nueve de la mañana*” and then produced orally the elicited pragmatic routine.

ROUND 5:

- Student 2 went ahead 2 squares first and landed on one of the “*What is it?*” squares afterwards. This student turned over the card with the picture associated to “Happy birthday,” the pragmatic routine he provided non-hesitantly.
- Student 3 had to utter the pragmatic routine elicited in the following “*You say*” card: “It is the first day of school. You introduce yourself,” which he did correctly.
- Student 1 could not provide the target pragmatic routine “Have a nice day” associated to its picture on the “*What is it?*” card that she turned over.

- Student 4 had to provide the missing word “happy” on the “Happy birthday” routine “*Complete*” card.
- Student 5 had to produce “Have a nice day” orally, due to the fact that it was the target routine elicited in the situation provided on the “*You say*” card that she had turned over. That situation was: “Mom and dad leave you at school at 9 a.m.” She uttered “Good night” and “Good morning,” which she was told were not the correct ones. Then Student 5 stated that she did not remember what pragmatic routine was the correct one.

ROUND 6:

- Student 2 had to roll the dice twice, because he landed on one of those squares first and on a “*What is it?*” afterwards. This student produced the routine “My name is Student 2” as soon as he saw the name “Pepa” written on the card.
- Student 3 landed on one of the “*Roll again*” squares and then on a “*Go ahead 2.*” Finally, this student landed on a “*What is it?*” square and provided the pragmatic routine “Good morning” that was elicited by the yellow sun drawn on the card that he had turned over.
- Student 1 had to provide the missing words “How” and “are” on the “Hello. How are you?” routine “*Complete*” card. This student did so and additionally, despite the fact that she forgot “And you?,” Student 1 also provided the second routine elicited in that situation, “Fine, thank you. And you?”
- Student 4 produced the word “quiet” orally, missing on the “Be quiet” routine “*Complete*” card.
- Student 5 completed the pragmatic routine “Have a nice day” successfully. This student provided the missing word “nice” on this routine “*Complete*” card.

ROUND 7:

- Student 2's turn was intelligible.
- Student 3 landed on one of the "*Roll again*" first and on a "*What is it?*" square afterwards. This student had to provide the three pragmatic routines included on the "Thank you" situation. Student 3 provided the full request "Please Quique pass me the red crayon" together with the other two routines, namely "Thank you" and "You are welcome."
- Student 1 recognized the picture associated to the "Bye bye" or "Good bye" routine "*What is it?*" card. Student 1 uttered the first one, "Bye bye," as soon as this student saw the picture on the card.
- Student 4 landed on a "*Roll again*" square, which she did, and landed on a "*What is it?*" one. Student 4 identified the picture and provided the two pragmatic routines that were elicited from that picture, "Hello. How are you?" and "I'm fine, thank you. And you?"
- Student 5 had to provide the missing words "Thank" and "welcome" on the "Thank you" routine "*Complete*" card. Instead, this student uttered the whole situation, providing the full request "Please, Pepa, pass me the blue crayon" first, and then the two pragmatic routines left, "Thank you" and "You are welcome."

ROUND 8:

- Student 2 turned over the "*You say*" card on which the situation "Something is going on. Pay attention" was written. This student orally produced the pragmatic routine elicited in that situation, "Be careful," non-hesitantly and keenly.
- Student 3 was presented with the situation "It is time to go to bed," to which this student provided the routine "Good night" immediately.
- Student 1 landed on a "*Go ahead 2*" square first and on a "*What is it?*" later. This student was able to identify the routine "Be quiet" which was elicited by the picture associated to it, the onomatopoeia "shhh."

- Student 4 landed on a “*You say*” square and read the situation “The class is over. It is time to go home” on her own. This student provided the target pragmatic routine “Bye bye” afterwards.
- Student 5 had to produce the pragmatic routine “Be careful” orally, as this student landed on a “*What is it?*” square and turned over the card with the warning sign drawn on it. Student 5 provided the Spanish translation, “*¡Atención, atención!*” but did not remember how to say that pragmatic routine in English. Student 1 provided the answer in the end.

ROUND 9:

- Student 2 was the first one to cross the finish line and we stopped there.

Students were interviewed for the third time after that. Interview 3 focused on the students’ participation versus non participation and the reasons why they took an active role in the session or why they did not participate at all. (See Appendix 20 and Appendix 21).