

**PRAGMATICS USAGE IN ENGLISH TEACHING IN EFLCLASSES**

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**LICENCIATURA EN LENGUA INGLESA**

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**Trabajo de grado presentado como requisito para obtener el título de Licenciado en  
Lengua Inglesa**

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## Contenido

Abstract .....	V
Resumen .....	VI
Justification .....	1
1. OBJECTIVES .....	3
1.1 General objective.....	3
1.2 Specific objectives.....	3
1.3 General Learning Objective .....	3
1.3.1 Specific Learning Objectives .....	3
2. CONCEPTUAL FRAMEWORK.....	4
2.1. What is the implication of the use of pragmatics in EFL classrooms?.....	4
2.2. Pragmatics usage with all ages .....	5
Literature Review .....	7
4. Methodology .....	10
4.1 Context and setting.....	10
4.2Planning stage .....	11
4.3 Design.....	11
4.4Assessment stage .....	13
Assessment Template .....	14
Reflection stage .....	15
Observation Format.....	16
Reflection Format.....	17
5. Results .....	18
5.1 Teaching results.....	18
Strengths.....	18
Challenges .....	19
5.2. Learning results .....	19
Strengths.....	19
Challenges .....	20
5.3 Linguistic outcomes .....	20

Strengths.....	20
Challenges .....	22
5.4 Professional growth.....	22
Strengths.....	22
Challenges .....	23
5.5 Learners' responses .....	24
Strengths.....	24
6. Analysis.....	25
7. CONCLUSIONS .....	27
8. BIBLIOGRAPHY .....	28
9. APPENDIXES .....	31

## **Abstract**

This classroom project is the result of the implementation of four sessions to fourth graders in a public local institution. The main goal of the project is to teach some pragmatic aspects of the target language (L2) dealing with deictic expressions for the learners to use them through some practical tasks. As a classroom project, the results provided are connected to three main aspects: professional growth, students' linguistic outcomes and students' responses. The teaching and learning processes are developed according to the syllabus of the school and the standards of the education from the government (El Reto; Guía No. 22). The results yielded are coherent with the expectations drawn on the lesson plans in particular and the teaching and learning goals in general.

Key words: pragmatic aspects, deictic expressions, practical tasks, professional growth, students' linguistic outcomes and students' responses.

## **Resumen**

Este proyecto de aula es el resultado de la implementación de cuatro sesiones con alumnos de cuarto grado en una institución pública local. El objetivo principal del proyecto es enseñar algunos aspectos pragmáticos del lenguaje objetivo (L2) que tratan con las expresiones deícticas para que los estudiantes las utilicen a través de algunas tareas prácticas. Como un proyecto de aula, los resultados proporcionados están conectados a tres aspectos principales: el crecimiento profesional, los resultados lingüísticos de los estudiantes y las respuestas de los estudiantes. El proceso de enseñanza y aprendizaje se desarrolla de acuerdo con el plan de estudios de la escuela y los estándares de la educación del gobierno (Reto, guía número 22). Los resultados obtenidos son coherentes con las expectativas trazadas en los planes de lecciones en particular y los objetivos de enseñanza y aprendizaje en general.

Palabras claves: aspectos pragmáticos, expresiones deícticas, tareas prácticas, el crecimiento profesional, los resultados lingüísticos de los estudiantes y las respuestas de los estudiantes.

## **Justification**

The following project “The Pragmatics Usage in English Teaching in EFL Classes” (from herein PRUENTA) is based on the need to incorporate pragmatic issues in an English class during the learning process in the 21st century. Bardovi (1996) argues that learners apparently do not learn the pragmatic competence since it is (apparently) unreachable, in some cases due to the lack of specific input or interpretation of language use. In fact, the author claims that classrooms are the right places to provide both input and interpretation.

According to UNESCO (2011), in every corner of the world, young children are learning languages at home from their parents that differ from the dominant language used in their broader social world. These children arrive at school with a resource, their mother tongue and this resource will not be a barrier to acquire L2 in a second language context. Moreover, the situation is quite different when children try to learn a foreign language in an L1 environment now that the exposure or immersion to the new language only occurs in the classroom. Under these conditions, Pragmatics appears as a significant tool to counter this shortcoming bringing the issues of the language which belong to its immersion, ensuring the effectiveness of communication (Celce-Murcia, 1995). Furthermore, in EFL context conventional English teaching emphasizes in grammar and pronunciation filling students with a big amount of worthless information to develop the communicative competence, and it is important to take into account as Bardovi (1996) mentioned, that the language is a relevant issue profitable for diverse purposes, one of them is the necessity of satisfying the interaction with others, to effectively communicate experiences, knowledge, and use different expressions in order to explain something: To thank, to greet, and to apologize; but it is also important to recognize the intonation and the purpose of the speaker or locutor when someone is asking you to do something as an order or favor. Children acquire some of those features spontaneously and part of the pragmatic knowledge during linguistic interchanges in the environment. Thanks to this phenomenon, children can communicate effectively in an orally way.

From our own experiential perspective and based on conversations with other students and in-service teachers, in our context it is not an exception of conventional teaching procedures, the poor pedagogical knowledge for teachers who use traditional methods of teaching even today. That is why pragmatics in language teaching becomes relevant as a response to some governmental programs proposed from the MEN (Ministerio de Educación Nacional). Some of these are:

Colombia Aprende (Programa Nacional de Bilingüismo 2004-2019), unfortunately it did not accomplish with the expectations in terms of students and teachers' proficiencies, therefore a new project is implemented which is Colombia Very Well.

Colombia Very Well (Programa Nacional de Bilingüismo 2015-2025), the Government and the National Education Bureau have worked to incorporate strategies to instruct teachers, pedagogical material, and suitable levels for students to reach in elementary, middle and high school.

Another strategy that has been implemented is to bring English native speakers to teach in Colombia, some of them with pedagogical instruction, and some others without it, in order to accomplish the necessity to increase the level of English in students who finish their high school and finally the articulation to the productive field, but even having programs focused on teaching English with new standards, parameters, foreign human resource are not enough. Now the relevance and the awareness for national teachers about pragmatics show up. Brock (2005) within a social group, normally teachers could find it quite easy to use language appropriate to a variety of communicative settings, due to language is used in fairly regular ways. One source of this regularity is that members of social groups follow general patterns of behavior expected by the group, this statement is the support to incorporate pragmatics in the teaching process in EFL classes, and the Colombian context should not be an exception.

The relevance of this project is firstly to conduct and raise teachers' awareness about the pragmatic instruction, since it gives the learners the opportunity to interact in a simulated instructional setting as that of the natural approach.

## **1. OBJECTIVES**

### **1.1 General objective**

To incorporate pragmatic aspects in English classes guided in a Colombian elementary School.

### **1.2 Specific objectives**

-To involve speech acts such as; greetings, farewells and requesting as a way to implement the pragmatic competence in specific events of communication with elementary learners in EFL classes.

-To articulate deictic elements such as *this, these- that, those* and *here, there-now*, then as a reference of time and place in terms of communication.

### **1.3 General Learning Objective**

To learn pragmatic aspects provided by instructors in EFL classes at elementary school.

#### **1.3.1 Specific Learning Objectives**

-To express greetings and farewells according to the part of the day and context (formal, informal).

-To use correct expressions to make a request according to the need.

-To describe in simple sentences the reference of time and place.

## **2. CONCEPTUAL FRAMEWORK**

Taking into consideration that PRUENTA is designed for all ages, it is important to mention that our first target population will be young learners to teach them not only linguistic features, but also the use of language applied in the context promoting learners' ability to research interactive practices for themselves, and not only learners, instructors may need to be more creative and possibly less traditional in its approach, it requires continually a planned process to guide students to provide comprehensible examples of natural language Bardovi (1996). It is important to mention that according to the Common European Framework (CEFR, 2000) that pragmatic competences are concerned with the user/learner's knowledge of the principles according to which messages are: Organized, structured, and arranged (discourse competence); used to perform communicative functions (functional competence); sequenced according to interactional and transactional schemata (design competence), moreover pragmatic competence refers to two significant aspects of communicative language use which are; signs and reference, and language users that are involved in the context of communication. To conclude, PRUENTA motivates learners since they can use the language to improve their relationships and their social interaction in a practical way, for teachers the success in the classroom is guaranteed and the learning level will be better every class session.

### **2.1. What is the implication of the use of pragmatics in EFL classrooms?**

The most relevant implication when teaching pragmatics is related to the cultural and educational background where for nonnative speakers it should be quite different, but the main idea is to encourage learners to fit the meaning in the context, some examples are: An African man who just arrived in the United States took a bus from the airport to a small southern town where he would be staying. As he took the bus, he saw across the street a supermarket with a large sign with the words, "WHITE STORE," and assumed that, based on his knowledge, the store was only for white people only. In fact "White Store" was simply the name of a chain of supermarkets owned by a family with the surname White. Nagasaka (2005). One more example about a social interaction would be pragmatically inappropriate to request an American taxi driver in order to be polite: "Excuse me, would you mind taking me to White Pearl Hotel" instead of "White Pear

Hotel, please". The inappropriate use of language, since the foreign speaker's judgment of social distance is different from native speakers.

Learners apparently do not acquire the pragmatics Bardovi (1996). The author means that what makes pragmatics unreachable is apparently in some cases the lack of specific input or interpretation of language use. Language classrooms are the right places to provide both input and interpretation. The first problem of input that instruction addresses is to make language available to learners with real examples, real situations involving some speech acts, such as invitations, refusals, and apologies that often take place between individuals, and so learners might not have the opportunity to observe such language without advising sessions guided by instructors who sized the importance of the knowledge inevents as going to the doctor or to a hair stylist to know the conventions to talk with both, which is in a second language something difficult to observe. Differences in making requests by asking "Can I" (speaker-oriented) is a polite invitation, versus "Can you" (hearer-oriented) expresses ability. Finally, classrooms are the right place to help learners to interpret language use. Instruction can help learners understand when and why certain linguistic practices take place. It can also help learners to interpret the input they hear.

## **2.2. Pragmatics usage with all ages**

The input of Pragmatics in the learning process is relevant even if you work with children, adolescents, and adults the use of some features such as temper, humor, sarcasm, and irony among others have a direct relationship with Krashen's affective filter theory in the National Standards of Foreign Language Learning (1996), With such implicit instruction, learners can maintain their own cultural identities, participate more fully in the target language communication, and facilitate contributions. Exposing learners to pragmatics in their second or foreign language helps the learners to expand their perception of the target language and those who speak it. The classroom provides a safe place which learners can try out new forms and patterns of communication in an accepting environment. To conclude the use of pragmatics with learner in all ages and including it in EFL teaching is part of the challenge in the 21<sup>st</sup> century.

This proposal contains these three concepts; real context, language use, and communicative competence. The interaction of these elements makes the learners to achieve the pragmatic skills

for communicating their personal thoughts, ideas and feelings. The use of pragmatic features like humor, sarcasm, irony in a perfect mixture with the speech acts, and real situations guarantees effective learning, and the development of critical thinking and social language skills. Even more, the class will be developed in a dynamic and fun way quite different from traditional teaching classes.

In order to guarantee the development of PRUENTA we decided to join three components: real context, language use and communicative competence. As it is well known; in pragmatics there are different perspectives included that regards context as an extra linguistic but essential factor for the interpretation of linguistic expressions to enrich the effectiveness of the communicative competence understanding that according to CEFR this main competence has three sub competences: Linguistic competence, Socio-linguistic competence and Pragmatic competence. Mihaljevic (2007) defines communicative competence as a procedural or communicative capacity or ability to use knowledge to create meaning in a language.

Porto (2007) as early as the 1930s, and Firth (1935, p. 37) had started to work on linguistic corpora, and already pointed out that “the complete meaning of a word is always contextual, and no study of meaning apart from a complete context can be taken seriously”. But it was around the 1970s that context became the focus of most linguistic trends. Among the several contributions from this time, there was Bransford and Johnson’s (1972) who claimed that the understanding of a sentence does not only depend on our knowledge of the language, but also on our knowledge of the world. Murcia (1991) states that for over 25 years teaching grammar was a common practice in teaching languages. Nowadays teaching pragmatics is a controversial issue nonetheless both grammar and pragmatics teaching could be a good blend to be implemented as a pedagogical technique in EFL teaching practice in the 21<sup>st</sup> century.

## Literature Review

The following studies demonstrate the importance of the pragmatics instruction in the English learning process; in the first study called “Does Instruction Work for Learning Pragmatics in EFL Context” it deals with two instructional paradigms which are: the explicit instruction and the implicit instruction. The studies are focused on the difference between native and non-native speakers where the principle of Interlanguage pragmatics is focused on the pragmatic input given in the learning process. On the other hand, the second study “An Exploratory Study of the Interlanguage Pragmatic Comprehension of Young Learners of English” was focused on Interlanguage pragmatic comprehension with young learners where they were exposed to the direct and indirect speech acts using requesting, apologizing, refusal, compliment, and complaining in contextualized dialogues.

From the study “Does Instruction Work for Learning Pragmatics in EFL Context” Soler (2005) whose study took place in a High School in Spain with 132 students of last year, 95 females and 37 males. They students were divided in three groups; these groups were exposed to excerpts taken from different episodes of the TV series “*Startgate*”. The students were about 17 and 18 years old, and they had been learning English for about 7 to 10 years. The groups were formed randomly into groups of 44 students each. The main goal of the study was to investigate to what extent the two instructional paradigms –explicit versus implicit was more effective.

The first group (explicit group) was oriented with a focus on forms instruction based on the use of explicit awareness-raising task on request and provision of meta-pragmatic feedback. In other words, the purpose was to point out and make students aware of pragmatic features focused on linguistic nuances and their meanings, specifically for using requests where the instructor showed to the learners the expressions and word combinations to make a request. The second group (implicit group) was focused on form instruction by means of input enhancement, since those students did not receive specific task instruction. In fact, they got a better contribution on pragmatic linguistic and socio-pragmatic factors involved in requesting, where the instructor emphasized on people’s reaction to certain words that mean orders and favors from the *Startgate* series. Finally, the third group (control group) did not receive any instruction on the use of request; the focus of the control group was on comprehension and production of the English

language. Teacher A met the three groups 2 hours a week per 15 weeks while and Teacher B designed research tasks and observed the lessons to indicate what should happen with the three groups.

Results: Explicit and implicit instruction would improve learners' pragmatic awareness of requests, but the control group would not improve since this group did not have any instruction. Moreover, the data of the study shows that awareness of request realization strategies increased over time, but the explicit group got better results than the implicit one for many reasons and variables such as social distance between interlocutors or degree of imposition on the use of specific request strategies. However, this difference was not statistically significant, since although learners in the implicit group did not make use of meta-pragmatic explanations, every time they referred to contextual variables by making comments such as *people are friends, they are in a cafe*, and *it is a small favour* we accepted them as a socio-pragmatic claim for explanations. These comments were considered by the author a sign of learners' awareness of socio-pragmatic knowledge.

The conclusion of this study claims the need for any instruction since the third or control group, in which the instruction was not given, reacted as a conventional English class in which the goals are only focused on comprehension and production of the language; of course this group did not have positive results as the other two groups. On the other hand, the second group with an implicit instruction, showed some results as part of the understanding in terms of pragmatic features (request) according to the task proposed. The significant contribution of this study to our project (PRUENTA) is reflected in the first group with an explicit instruction which highlights the importance of this instruction in terms of pragmatic competence since the input was given specifically in both aspects; pragmatics and linguistics. The previous results help us to implement the explicit pragmatic instruction in our project even more in the Colombian context where learners are not constantly exposed to the English language.

The previous and the following studies have in common to give the pragmatic instruction to learners and the impact that this instruction has over the learners' results in terms of the improvement in their English language. On the other hand, the first study was carried out with adolescents and the second study was made with young learners, the results of both studies are

evidence of the reliability of the project. Based on this information we can assure that (PRUENTA) is a useful tool for English learning process and is suitable for all ages.

“An Exploratory Study of the Interlanguage Pragmatic Comprehension of Young Learners of English” Lee (2010) in an elementary school in Hong Kong, Cantonese children in early and middle childhood (7-12 years old) who were learning English as a subject at school. The study was made with 176 students, 64 of second grade, 62 of fourth grade and 50 of sixth grade. The study was focused on interlanguage pragmatic comprehension of young learners which is the ability to use language appropriately according to the communicative situation in English based on their performance in a multiple-choice comprehension exercise consisting of five direct and indirect speech acts (requesting, apology, refusal, compliment and complaint) in contextualized dialogues. In addition, two methods were used—retrospective that is when learners verbalized their thought processes immediately after they process the language and introspective or a version adapted to young learners from the method for adults (think aloud)—that is a method consisting of asking learners to verbalize their thought processes while they process the language typically reading a text or writing an essay, both methods complemented each other with the cognitive processes involved in comprehension and language use.

Results of the study: All of the learners performed well in comprehension of direct speech acts in contrast, they had problems in comprehending indirect speech acts particularly indirect refusals, compliments and complaints, in other words the most important finding is about the development of a pattern of pragmatic comprehension ability according to the age, which is direct speech, what stands out that young learners do not have the ability to make inferences that are already set, their natural ability works with the inferences in their world in a spontaneous way.

This study helps us to implement our project (PRUENTA) in our first practicum experience with young learners who have abilities to work with pragmatic issues in direct speech, but with indirect speech is relevant to recognize the capacity according to the age specially with inferences, it does not mean that they cannot do it, they infer the language in unconscious way, here is where humor and irony play an important role plus implementing topics of interest for young learners such as *video games*, *sports* and *famous people*.

## 4. Methodology

### 4.1 Context and setting.

This classroom project will be carried out thanks to the alliance between the Program of Licenciatura en Lengua Inglesa from Universidad Tecnológica de Pereira and the public schools: Colegio Sur Oriental, and Colegio La Julita in the metropolitan area of Pereira. The teaching and learning process will be developed according to the syllabus of the schools and the standards of the education from the government (El Reto; Guia No. 22). This project will be implemented in elementary 4<sup>th</sup> grade. The learners who participated in this project were from a low socioeconomic status, and lived in the neighborhoods around the schools. These learners were selected randomly; the idea was to select a fair percentage of learners from each group in both schools. In Colegio Sur Oriental there were 30 learners in 4<sup>th</sup> grade, the 20% was represented in 6 learners. This process was guided by two practitioners of Licenciatura en Lengua Inglesa who worked 20 hours in all divided into two hours per week.

The project was conducted with learners between 8 and 9 years old. The first stage of the project was implemented with 12 learners (sample group) who were in 4<sup>th</sup> grade.

Murcia (1985) states that there are two types of preliterate learners according to the age, adults and child learners who might lie in the level of grammatical awareness that describes the type of bilingual they are: Adults “experts” and child learners “novice” in other words adults have a complete formal education in their native language in contrast to child learners who are developing this education. Taking into account this definition the learners who were involved in this project were preliterate since they were in the process of learning how to read and write in their own language.

The two practitioner teachers took the roles of tutors and observers. According to Harmer (2009) the tutor works combining the roles of prompter and the resource giving to learners more personal contact and giving them the chance to feel supported and helped, and the observer paying careful attention on the learners’ skills in order to give the tutors some pieces of useful feedback.

## 4.2 Planning stage

This project was designed giving the importance to the pragmatic competence which is a crucial part in terms of communication; it was implemented with elementary school learners of 4<sup>th</sup> grade. According to Murcia (1995) Pragmatics deals very explicitly with the study of relationships holding between linguistic forms and the human beings who use these forms. As such pragmatics is concerned with people's intentions, assumptions, beliefs, goals and the kinds of actions they perform while using the language. It is relevant to mention two aspects about the development of the pragmatic competence; First, speech act as the unit of pragmatics and its crucial role in terms of communication, understanding the previous concept the second aspect is the implementation itself where it makes the difference with a common class, giving or performing the instruction required to develop the pragmatic competence, according to the syllabus. During the academic process learners had to study the following topics, verb To-Be and action verbs in present simple, personal and physical appearance, likes and desires (action verbs; want, like and love), and personal hygiene (hands washing).

The practitioners implemented the development of the pragmatic competence within the class, taking into account the following features; conversational functions as short responses, and pragmatic features as humor, sarcasm and inferences from images.

## 4.3 Design

Following the ESA teaching model, by Harmer (2004) the idea was to have a previous specific linguistic content (Key words or key vocabulary), then the situations, and activities would be developed with it, plus conversational functions, linguistic features, and pragmatic features the class was conversational using listening material as a relevant input to show and practice the topics. The topics were explained in a realistic way of teaching, understanding realism as; Aristotle said, "Truth is objective what can be observed and can be perceived". At the end, learners had some time to produce orally or written by their own without any help from

instructors. It is important to highlight that students did not need to take notes in order to focus and concentrate in the content of the class and the class itself, but at the end students had the chance to make a written production (gap filling) on a worksheet given by the instructor, at the same time alayoutwith the summary of the class was handed in to learners to study and review at home the content of the lesson. It is important to mention, for the success of the class the use of: Video projector, audio system, internet connection, posters, flash cards and some outfits designed by the instructors were essential. Finally, the length of this project covered three months that time was divided into 20 sessions of 60 minutes two times per week

In this specific class, it was taught the pragmatic inference of the verbs: To be, and to have.

This is the procedure to follow:

The following procedure with the physical appearance topic is a sample of our implementation.

**Engage:** A role playfrom instructors will be shown where it will act the pragmatic difference between the verb *to be*, and *to have*, instructors will write or project on the whiteboard the key words or key vocabulary that will be used with these verbs during the class.

**Study:** Instructor will develop the topic, explaining with examples in order that learners can infer; verb to be is used for personal description, but in a few situations, we may use the verb to have, meanwhile for physical description verb to have is used, but in some situations we may use verb to be. The key vocabulary and the explanations previously shown are used to make learners build full sentences describing themselves and others. Then, instructor will perform some written examples using gaps to be filled by learners on the whiteboard as a task.

**Activate:**In conversational chunks set by practitioners, learners will answer through an inference of an image in order that learners provide a full description, moreover listening is an important part due to have the chance to interact or being exposed to real English context in terms of applying what it was already studied, additionally a worksheet will hand in to learners for writing purposes plus a layout with a summary of the class to study at home and for coming classes.

#### **4.4 Assessment stage**

In our project, we considered to use Formative Assessment only, due to the fact that practitioners focused on a sample group of 12 learners, who were randomly selected and informed about their assessment. A variety of methods such as evaluations of learners' comprehension in which the needs and the progress of learners was evident during the lesson, unit or course, were used. The Formative Assessment helped us as instructors to identify the aspects in which the learners were struggling to understand, the skills they were having difficulty with. We also collected detailed useful information to improve instruction and student learning carried out through tasks, homework assignments, worksheets and a register of students' oral production. The idea was to have a register of learner's progress from each class production in a template previously made by the instructor with the learner's name, date, topics studied, type of activity, learner's goal achieved and learner's difficulties, and at the end of the week the progress was assessed.

During the implementation of our classroom project we supplied worksheets to learners with writing assignments, speaking tasks, listening tasks, and different layouts with the content of every class; Furthermore, used the video projector, audio system, posters, flashcards, laptop, and internet connection.

### Assessment Template



<b>Instructors' names:</b>	<b>4<sup>rd</sup> Grade</b>			<b>Name of the School:</b>	
Learner's name	Date	Topic	Activity	Goals	Comments
Week 1					
Week 2					
Week 3					
Week 4					

## **Reflection stage**

The information that we obtained from learners was relevant to know the learning impact, the progress, effectiveness, and the acceptance. Moreover, the measurement of the learned knowledge is a requirement in the Colombian educational system, thereby learners' outcomes were; tasks, worksheets, homework and the register of the learners' oral production. On the other hand, in terms of instructor growth and learners' results were important and concerning, but observation was a wonderful tool. Harmer (2009) stated that instructors need to be able to work and observe simultaneously, listening, watching, and absorbing learners' mood in terms to create the best rapport between in. To have a record of these events it is important to write a journal, this way instructors can think and reflect about previous teaching practices and arrange improvements in the implementation designing activities, tasks, and strategies to interact in a better way to learners allowing teacher growth.

The impact of the pragmatic instruction in EFL and ESL classes have been demonstrated for the last years especially in terms of learners responses in fact Archer (2012) argued that learners show pleasant responses when they feel their progress in terms of communication due the fact that the information learned through the use of pragmatics is effective increasing their fluency when they are speaking and their understanding when they are listening, increasing the motivation and interest in the classes. Moreover, the use of pragmatics according to Malarz (2016) the foreign and second language acquisition is a process parallel to acculturation since provides culturally and linguistically appropriate instruction where the implementation of pragmatics in class assures that learners will enjoy and the information will last forever.

**Observation Format**

<b>ISSUES TO BE OBSERVED</b>	 <b>YES</b>	 <b>NO</b>	<b>WHY?</b>
Do learners follow instructions?			
Do learners have good attitude during the class?			
Do learners have difficulties to develop the task or the activity?			
Do learners develop the Pragmatic Competence?			
Does instructor give clear instructions?			
Does instructor develop the pragmatic competence within the class?			
Does the instructor have good classroom management?			
Is the instructor well accepted by learners?			

**Reflection Format**

Planning stage	Why?	Implementation		Setting	Assessment
Was all I planned applied?		Pre-service teacher: Instruction: Engage: Interaction: Emotions:		Conditions:	Instruments:
What fitted my plan?		Students: Behavior: Participation: Motivation: Engagement: Response:		Physical environment:	How effective were the instruments or strategies:
What did not go well?		In-service Teacher: Role: What does teacher do during the implementation? Principal:		Classroom:	
What issues did I have when I planned? Time: Resources: Institution: External:		Materials: Cost: Level of difficulty: Size: Quality of images: Quantity:		School:	

		Efficiency:			
		Outcome: Language ability:	Outcomes different that I planned:		

## 5. Results

The results of this classroom project “The Pragmatics Usage in English Teaching with EFL learners” will be presented in this section by emphasizing strengths and challenges implied during its implementation regarding teaching and learning achievements.

### 5.1 Teaching results

In the following paragraphs the pedagogical characteristics of the project in terms of strengths and challenges will be presented.

#### Strengths

The most significant strength was the selection of the audiovisual materials. The selected materials were used for the implicit teaching of English focused on pragmatic aspects as a teaching strategy which takes into consideration the students’ cultural and academic previous knowledge. The audio-visual materials were the following: Flashcards, posters, songs and video clips. The teacher used these materials as a resource to brainstorm the students’ ideas, and as soon as those emerged the teacher made the connection with the aim of the class. This was evidenced in the observation number two, when the teacher captured the students’ attention using engaging material which portrayed the Colombian football player James Rodriguez showing images of his life as a child vs an image of the player as he looks today. Those images were used to explain the deictic expressions *before*, *now* and *then*. Also during the implementation number four regarding the proximal and distal terms *this-that*, *these –those* the teacher played a video through cartoons

giving examples of the difference between *far* and *near* with demonstratives. The selection of audiovisual material as a teaching strategy became a strength in this classroom project now that students were able to infer what words (demonstratives) corresponded to *far* and *near*.

## Challenges

In the school where this classroom project was carried out, the access to some technological devices such as video beam, audio system was rather limited. The challenge encountered during the implementation of this classroom project was the use of technological devices, especially the video projector. Understanding that pragmatics refers to the practical aspects of the language and communication, the use of technology might be an aid to bring to the class examples in which visually attractive scenes are shown. Since it was difficult to have access to this tool and our sessions were planned based on the use of this and we did not have a plan B, it was necessary to design posters, flashcards being quite creative when using the whiteboard to get the learners to achieve and use the concepts on the deictic expressions taught.

## 5.2. Learning results

In the next paragraphs will be evidenced the strengths and challenges faced by learners during the implementation of this classroom project.

### Strengths

The relevant strength was students' metacognitive awareness; for example, the ability the students have to use words like *can* and *may* according to the necessity of communication which is one pragmatic aspect. In observation number three it was evidenced that the students associated the cognates *request* and "*requerir*" plus the explanation from the teacher about the concepts *ability*, *permission* and *possibility* associated to the modal verbs *can* and *may*. Participation was a common response from students, thanks to the examples and resources they were being exposed. At the moment of students completing the task, they made the connection between the requirement of the sentence or the pragmatic use. Moreover, the workshops and quizzes were completed according to teacher's expectations, this was evidenced in observation number two

which students were shown images related to the connotation of what is *far* and what is *near* and they made the relation with the deictic expressions *here* and *there*.

## Challenges

The most representative challenge for learners was to understand the relation between the parts of the day and the greetings and farewells used for these purposes, and with more complexity the idea for learners to understand what greetings and farewells were formal and informal, this was evidenced in observation number one, when students did not know the difference between good night and good evening, and the different ways to say hello and good bye depending of the level of formality. Students learnt through teacher's examples that good evening is used to say hello and good night to say goodbye both at night, plus hello has some others forms or options such as *hi, what's up! And how are you?*, and good bye has some other forms or options as well as *bye, bye bye, chao, see you, see'ya! And until tomorrow*. It is relevant to take into consideration that it is not only enough to know the translation of a word from English to Spanish, but it is also important to know how to use the word in the context due to whom, where and when, which is the practical or pragmatic side of the language.

## 5.3 Linguistic outcomes

### Strengths

For this project, the aim of the lessons was basically for the learners to identify deictic expressions for both location and time in singular and plural forms. Which meant, writing missing words in worksheets, saying out the words when asked to do it, and pointing out when the words were uttered. These deictic expressions, which were part of more complex discourse, were: *this, that, these, those, here, there*, which based on the pragmatic theory, linked to nearness or farness in terms of place and time.

In lesson plan number four (see appendix 4) we read: "Teacher will show some images making the students infer the concepts of near and far".

Since the purpose of the lesson was, among others, “infer the concepts of *near* and *far*”, we consider that the objective was fully achieved by the learners as seen on video number four (see appendix 8) from 1:20 to the end, in which 90% of them could fulfill the task.

From the reflection for this lesson, it can also be supported based on what is written there: “Students immediately got the meaning of the images and they started to say ‘*near, far*’”. (Appendix 4), students accomplish aptly all the task and they tried to predict and write the answers as it is evidenced on the video number four(see appendix 8), minute: 1.20 to the end. Furthermore, during the reflection process after the implementation of this class teacher wrote in his journal “teacher called students attention showing a video with cartoons where they were able to see once again the relation between demonstratives, quantity and location, as a result students gradually focused on the content of the class, the context played a crucial role”.

It was evidenced in class that students had the ability to understand and articulate general issues concerning the meaning of language such as “*new, old, far* and *near*” where students inferred them as soon as the images were shown. In lesson plan number four (see appendix 4) we read: “Students immediately got the meaning of the images and they started to say “*near, far*”. Teacher then made a relation between the topic they knew (“Deictic expressions” Since in class number two (see appendix 2) the aim was “To recognize in simple sentences the reference of time and place using *here, there, now* and *then*”, and the new one which is “Demonstratives”). Also, the teacher explained the importance on use the appropriate demonstrative word depending of the quantity of the objects or people and the distance it has with the speaker” as it is evidenced in minute 1.32 on video number three (see appendix 7).

During the process of our implementation it was relevant for us as future teachers to scaffold students’ learning process. Through the classes of our implementation we worked to guide students step by step from basic concepts such as parts of the day connected to greetings and farewells, lesson plan number one (see appendix 1) which on the procedure is read “on a PowerPoint presentation, the teacher will show images of the parts of the day and students will infer the names that correspond (*Morning, afternoon, and night*). Right after, a video will be shown”. As well as “*far* and *near*” related with *here* and *there* and *before* and *after* related with *now* and *then*. Students followed the reading while teacher read recognizing deictic expressions (*here, there, now* and *then*), it is evidenced on video number three, minute 4.25(see appendix 7).

It is important to highlight that during the implementation sessions we as teachers on development focused on the four skills of language (speaking, reading, listening and writing), during the lesson plan number three (see appendix 3) is read “The class was focused on writing skill; in order to activate it, students were provided a task where they were able to see five sentences. Each sentence represented a different situation in which students needed to fill in a gap the correct requesting word”. Additionally, students gathered information in written form from teacher’s explanation which is evidenced on video number one (see appendix 5).

Moreover, in another class students tried to relate the words corresponding to demonstratives that they were able to see on the video clip as it is evidenced on video number two in minute 2.29 (see appendix 6). Students’ were not always produced orally, they also developed written productions as it is reflected on this result.

## **Challenges**

During the implementation of the sessions we had to face some difficulties regarding linguistic performance of the students. When teaching the lessons, we wanted the input to be held in L2; nonetheless, sometimes we had to switch to L1 since we noticed that learners were not following the class. This might be due to the fact that learners seem not to be used to be given input in L2 only. One possible recommendation to partly overcome this difficulty could be to have a clear knowledge of the language students bring to class before starting the course to organize the input in such a way that learners get used to listening to L2 progressively.

## **5.4 Professional growth**

### **Strengths**

Keeping students focused on the class can, sometimes, be a hard task now that they are children and when the class session proceeds break, for instance, the task might be even harder.

Nonetheless, we were able to keep them focused on the class through different activities without giving them time to get bored. Activities such as following lyrics from a video what is evidence

on lesson plan number one (see appendix 1) regarding greetings and farewells (<https://youtu.be/AA5hOCxlRaI>), which students followed the dialogue understanding the parts of the day; moreover, the class was paced from one activity to another as it is reflected in the same lesson plan.

The selection of material was an important achievement since it was selected according to the needs, the age of students, and the vocabulary required for the class topic. The fact that there is a lot of material on the web, to select it effectively was part of our professional development. For example, videos that were used in class number four, lesson plan number four (see appendix 4) which were well accepted by students, fulfilled the achievement of the class topic.

The assessment was relevant, since students felt that their grades were according to their progress and their learning and it is not a way of repression or a tool to make them work. Teacher made students worked during the implementation with the idea to show teacher their understanding as main purpose forgetting the grade. It is evidenced on all the videos which students autonomously try to participate and it is also reflected on the copies from their exams and worksheets (see appendix 10)

Designing workshops, posters, flashcards, and quizzes was a great and enriching experience since the students had a good response every time teachers used this material, responses such as: Easy understanding of activities and images called their attention; moreover, technology changes every day and we felt the necessity to update our skills regarding tools and applications to design effective material for the students. (see appendix 6)

## **Challenges**

As pre-service teachers, we must be careful when keeping learners disciplined (which means focused) in class and to find strategies to correct and help students and their parents regarding this issue. The strategies we implemented the most were called students by their names and made them feel important and loved, taking into consideration that these students are from vulnerable areas of the city and most of the cases with lack of affection at home.

## 5.5 Learners' responses

### Strengths

The use of L1 facilitated both the comprehension of new topics, and the participation of the learners during the sessions and their positive response to the input intended.

The use of true cognates or words that students connect easily to Spanish made learners feel confident and facilitated the connection of what they have in their minds to the class topic in an effective way: For example, the meaning of the word “*request*” that can be observed in lesson plan three (Nov 3.1) (see appendix 3). The translation of certain words helped students with their understanding; for example, *far*, *near*, that was planned on the lesson plan number two (see appendix 2) and carried out on video three (see appendix 7) and *old* and *new* that was planned on lesson plan number four (see appendix 4) video number two (see appendix 6) where the students actively participated when trying to guess the meaning of the words, some of them in English and others in Spanish.

Music was in our case a powerful tool to get the students engaged in the activities proposed for the lessons. The students enjoyed to study with music of their interest, in video number four (see appendix 8) the teacher used a song with a bit of “Rap” and the students found it easy to keep the rhythm following the lyrics with the connotation of “*this, that, these, and those*”.

For our classroom project, reading in English was a pleasant activity for our learners especially when they knew what they were reading. To get this purpose the teacher explained twice what the context of deictic expressions *here, there* was, through a story in which he used his words on what reading was about using his body language to induce comprehension, the first time in English and the second one in Spanish. It can be observed on video number three (see appendix 7).

The students reacted with good attitude and motivation after a clear explanation of the topic “*request*” when the teacher monitored students’ writing productions asking them:

-How it goes?

-Do you understand?

-Do you finish?

This can be evidenced on the video number one (see appendix 5).

### Challenges

The main challenge we faced regarding students' responses was that some students did not want to speak in English; they did not feel confidence about their vocabulary or pronunciation.

Motivation was crucial to encourage students to speak and participate, this issue was gotten to make them understand that if they speak, they can be corrected and nobody will make fun of them.

## 6. Analysis

The information that we can obtain from learners is relevant in order to know the learning impact, the progress, effectiveness, and the acceptance. Moreover, the measurement of the learned knowledge is a requirement in the Colombian educational system, thereby learners' outcomes are going to be; tasks, worksheets, homework and the register of the learners' oral production. On the other hand, in terms of instructor growth and learners' results are important and concerning, but observation is a wonderful tool. Harmer (2009) stated that instructors need to be able to work and observe simultaneously, listening, watching and absorbing learners' mood in terms to create the best rapport between in. To have a record of these events it is important to write a journal, this way instructors can think and reflect about previous teaching practices and arrange improvements in the implementation designing activities, tasks, and strategies to interact in a better way to learners allowing teacher growth.

The impact of the pragmatic instruction in EFL and ESL classes have been demonstrated for the last years especially in terms of learners responses in fact Archer (2012) argued that learners show pleasant responses when they feel their progress in terms of communication due the fact that

the information learned through the use of pragmatics is effective increasing their fluency when they are speaking and their understanding when they are listening, increasing the motivation and interest in the classes. In addition, the use of pragmatics according to Malarz (2016) the foreign and second language acquisition is a process parallel to acculturation since provides culturally and linguistically appropriate instruction where the implementation of pragmatics in class assures that learners will enjoy and the information will last forever.

## 7. CONCLUSIONS

After the implementation of this classroom project, satisfactory results were yielded in terms of linguistic outcomes, students' responses, and professional growth. The studies that were taken into consideration to support this project were useful and the methodology used during the implementation was appropriated for the purpose as well as for the assessment. We can assure that the use of Pragmatics in EFL classrooms with young learners is nowadays a good option to enrich teaching since it makes classes focused on practical aspects of the language satisfying the need of developing some aspects of the communicative competence when teaching and learning a foreign language. The methods used to introduce the topics made the classes, dynamic, and effective for learners. The possibility of leaving aside grammar instruction and use Pragmatics in its place, gave teachers the chance to plan different classes along with the aid of technology (video beam projector, Internet) what granted its success, as it was evidenced in this project.

It is relevant to mention that Pragmatics gives the possibility to bring into the class a target-language-like scenario (as 'authentic' as possible) in terms of communication. From this standing point, the 'immersion' in a Pragmatic-use language class, produced opportunities for both teachers and learners to experience the language in such a way that it goes beyond a simple foreign language class.

When implementing a classroom project like the one we worked on, we consciously believe that for teachers who are willing to update knowledge and increase their professional development and have students with better results, this type of experience is fundamental.

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## 9. APPENDIXES

### Appendix 1 LESSON PLAN # 1 AND REFLECTION #1

<b>Date of the class:</b>  <b>October 19th, 2016</b>	<b>Class Number:</b>  ____11____
<b>AIM:</b>  At the end of the lesson the learners will be able to:  To learn and recognize the greetings and farewells in a formal and informal way and interact them with the parts of the day.	
<b>Estándares Básicos de Competencias (MEN):</b>  <b>Estándar General:</b> Participo en conversaciones cortas usando oraciones con estructuras predecibles  <b>Estándares Específicos:</b> Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. Verifico la ortografía de las palabras que escribo con frecuencia. Asocio un dibujo con su descripción escrita.  <b>Indicadores de logro:</b> Reconozco los saludos y las formas de despedidas de manera formal e informal y los relaciono con las partes del día.	



<p><b>Activate</b></p> <p><b>10:22 to 10:32 am</b></p> <p><b>10:32 to 10:45 am</b></p>	<p>On a PowerPoint presentation teacher will teach the difference between a greeting and a farewell, and he will show a list with the formal and informal ways, and students will write them in their notebooks.</p> <p>A video will be shown to practice with a role play.</p>	<p><b>Students might take more time than expected</b></p> <p><b>If students might not understand the instructions in English, teacher will explain one more time in Spanish.</b></p>	
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	<p>On the PowerPoint presentation teacher will show three image; happy face, sad face, and angry face. In a role play students will make a short conversation performing the face feeling.</p> <p>Teacher includes in the conversation the greetings and farewells previously studied.</p>		
<b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b>			
<b>REFLECTION SESSION:</b>			
<p><b>What went well?</b></p> <p><b>How do you know that?</b></p>			

**What didn't go that well?**

**What would you do different next time?**

The class was planned in order to teach some aspects of pragmatics, in this opportunity speech acts such as; greetings and farewells. In class pre-service teacher used technological devices as video projector, laptop, and speakers, through the use of these devices teacher had the chance thanks to the web, to show the different options that are used in English native environment; moreover, teacher emphasized the use of the right one according to the level of formality (audience) and the part of the day. Teacher called the students' attention using engaging material as well as colorful images of; morning, afternoon and night, the idea was first to call students attention brainstorming their ideas through these images, second to related the parts of the day with the class topic which was greetings and farewells. Right after he used songs to introduce the topic to students. The entire group was engaged and involved in the activities; however, we had selected randomly 6 students (samples). 4 of the 6 samples were paying attention during the explanation, one of them was doing different activities, talking and he was constantly changing of sitting place, and the other one was absent.

One of the teaching specific objectives in our project is to involve speech acts such as; greetings, farewells and requesting as a way to implement the pragmatic competence in specific events of communication with elementary learners in EFL classes. In fact it was the first class in which the pragmatic features (speech acts) were included. Due to the students interest are about cartoons, teacher took advantage about it and showed a video in where greetings and farewells were shown in formal and informal way including some classroom vocabulary, in which students not only enjoyed the video but also they learned content, and as a consequence the motivation and participation were activated. Students did not know the difference between the formal or informal context of greetings and farewells, but they learned the relation between the parts of the day and the topics mentioned before.

Students' speaking production was our target in terms of assessment, the entire group wanted to participate and most of them did it, some of them with the performance desired and some others

**with difficulties, in our sample group the performance expected was earned, but one student did it in a funny way (disruptive behavior); laughing, moving, acting as a clown. Well there are many things to improve in terms of keeping discipline, but we were satisfied at the end of the class.**

## Appendix 2 LESSON PLAN # 2 AND REFLECTION #2

### LESSON PLAN

<b>Date of the class:</b>  <b>Wednesday, October 26th, 2016</b>	<b>ClassNumber:</b>  ____12____
<b>AIM:</b>  At the end of the lesson the learners will be able to:  Torecognize in simple sentences the reference of time and place using here, there, now and then.	
<b>Estándares Básicos de Competencias (MEN):</b>	

**Estándar General:**Comprendo textos cortos, sencillos e ilustrados sobre temas cotidianos, Personales y literarios.

**Estándares Específicos:**Comprendo descripciones cortas sobre lugares, Reconozco, en un texto narrativo corto, aspectos cómo, cuándo y dónde,Reconozco, en un texto narrativo corto, aspectos como qué, quién, cuándo y dónde. Uso adecuadamente estructuras y patrones gramaticales de uso frecuente.

**Indicadores de logro:**Reconozco de forma escrita y oral las expresiones de tiempo y de lugar; now, then, here, there.

**Assumed Knowledge:**

Verb To-be in Present Simple, parts of the house, and members of the family.

**Materials:**

Video projector, whiteboard and a written quiz.

DAY/STAGE/ ACTIVITY/	PROCEDURE  TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED	COMMENTS

TIME		SOLUTIONS	
<p>*</p> <p><b>9:45 to 9:55 am</b></p> <p><b>9:56 to 10:10 am</b></p> <p><b>10:11 to 10:30 am</b></p> <p><b>10:31 to 10:45</b></p>	<p>Warm up</p> <p>Teacher will show some images making students infer the concepts of; far, near, now and then.</p> <p>Teacher will show a poster with the expressions of time and place in order to present the topic, and write some sentences in the whiteboard.</p> <p>Teacher will ask students to take notes in their notebooks</p> <p>Teacher will read slowly the reading “Johnny’s house” using body language to help students to</p>	<p><b>Students might have confusions with the difference between now and then, that case teacher will contextualize the meaning showing examples.</b></p> <p><b>Students might have problems to understand the reading.</b></p>	

	<p>understand the lecture, then teacher will read again and providing translation of some words only if it is necessary.</p> <p>In pairs students will develop the workshop with the supervision of the teacher.</p>		
<b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b> <p>English class starts after the school break.</p>			
<b>REFLECTION SESSION:</b>			
<p><b>What went well?</b></p> <p><b>How do you know that?</b></p> <p><b>What didn't go that well?</b></p> <p><b>What would you do different next time?</b></p> <p><b>The class was planned in order to teach to students the Pragmatic aspects included in</b></p>			

Deictic expressions and through the use of these expressions users know how the language will affect the social interaction and the act of communication. In this class were used flashcards with images showing the relation between deictic expressions. The images were related with the connotation of what is far and what is near, that way students made the relation with the deictic expressions here and there, also students established the relation between the objects and people that were illustrated on the material and examples. Pre-service teacher called the students' attention using engaging material with the football player James Rodriguez showing images when he was a kid and another nowadays image to explain the words before, now and then. We focused on the sample group (6 students), however the entire group was involved and included in the activities; Students paid attention to teacher during the explanation and the development of the class.

Students after practicing the deictic expressions a couple of times and looking at the material posted on the board, they developed the exercises orally, but the goal was to include deictic expressions in terms of reading skill; a workshop was implemented in order to help students not only to say and pronounce these words appropriately in the context, but also to recognize them in a reading document. The reading was about a tour visiting "Johnny's house"; in the reading Johnny is telling their friends the description of the house using the expressions here, there, now and then. The workshop over this reading included two tasks; first students underlined the expressions of place and expressions of time, second students made a list with the objects and places following the expressions mentioned before. At the beginning students had problems to follow the instructions especially on second task; moreover, after teacher's monitoring students clarified the process of the task finishing at the time planned.

## Appendix 3 LESSON PLAN # 3 AND REFLECTION # 3

**LESSON PLAN**

<b>Date of the class:</b>  <b>Thursday, November 3rd, 2016</b>	<b>ClassNumber:</b>  ____14__
<b>AIM:</b>  At the end of the lesson the learners will be able to:  Write and express requests using, can, could, and may.	
<b>Estándares Básicos de Competencias (MEN):</b>  <b>Estándar General:</b> Participo en conversaciones cortas usando oraciones con estructuraspredecibles.  <b>Estándares Específicos:</b> Sigo atentamente lo que dicen mi profesor y mis compañeros durante un juego o una actividad. Verifico la ortografía de las palabras que escribo con frecuencia. Asocio un dibujo con su descripción escrita.  <b>Indicadores de logro:</b> Expreso peticiones de manera escrita y oral.	

<b>Assumed Knowledge:</b>  Verb To-be in Present Simple and some vocabulary from previous classes.			
<b>Materials:</b>  Laptop, speakers, poster, and the whiteboard.			
DAY/STAGE/ ACTIVITY /TIME	PROCEDURE  TEACHER AND LEARNER ACTIVITY	ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS	COMMENTS
*  9:45 to 9:55 am  9:56 to 10:20 am  10:21 am to 10:45	Warm up; With a song of Sean Paul students will dance expresses their abilities.		

	<p><b>Teacher will explain with a poster the use of; can, could, and may for requesting using different examples and situations.</b></p> <p><b>Students will take notes</b></p> <p><b>Individually Students will do the workshop.</b></p>		
<p><b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b></p> <p><b>In order to complete the all the classes, in –service teacher and practitioner arranged two classes. This lesson plan corresponds to the first class before the school break.</b></p>			
<p><b>REFLECTION SESSION:</b></p>			
<p><b>What went well?</b></p>			

**How do you know that?**

**What didn't go that well?**

**What would you do different next time?**

At the beginning of the class teacher reproduced a song and ask students to dance, this song was used to request students to dance as a way to introduce the topic. They were afraid and timid however after few minutes students were comfortable. Some students danced and others did not, then teacher asked to the entire group, "Can you dance?" Students did not understand the meaning of the question by that time. After that, teacher showed to students a poster in which they were able to see the words: "Can, Could and may" with the explanation about the pragmatic aspects: Can (ability, permission), could (possibility), and May (formal permission) taking to account that these words are used to express requests. The poster was used since the video projector could not be booked, the school only has two video projectors, and they were used by other practitioners at the same time. Teacher asked to students, "Do you know what a request is?" Students made a connection between the word "request" in English and a similar word in Spanish "requerir". Teacher explained the meaning of a request and the importance to use them appropriately in the context, even their similar meaning in Spanish the connotation is different; As Brown (1996) states, "a complete meaning of a word is always contextual, it cannot be learned separately".

Teacher used a poster to explain the words and wrote contextualized examples on the whiteboard, also he insisted to learners to take notes and update their notebooks since one of the last grades will be taken from their updated English notebooks. The class was focused on writing skill; in order to activate it, students were provided a task where they were able to see five sentences. Each sentence represented a different situation in which students needed to fill in a gap the correct requesting word. In each sentence students had the opportunity to see into a parenthesis if the sentence was about a possibility, ability or formal permission. At this time students did not have issues answering the task, they easily made the connection between the requirement of the sentence and the social use required based on the description they saw in

parenthesis.

The objective was; students will recognize the word using to make a request according to the situation, this objective was earned since during the class students followed the instructions and answered the questions on the correct way, and in the workshop at the end of the class students developed it without any problem. Students understood the topic of requesting which is a speech act thanks to the focus on pragmatics aspects that teacher proposed in class such as; ability, permission, possibility, and formal permission.

#### Appendix 4 LESSON PLAN # 4 AND REFLECTION # 4

##### LESSON PLAN

<b>Date of the class:</b>  <b>Thursday, November 3rd, 2016.</b>	<b>ClassNumber:</b>  __15__
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**AIM:**

At the end of the lesson the learners will be able to: Identify the usage of Demonstrative adjectives; this, that, these, and those.

**Estándares Básicos de Competencias (MEN):**

**Estándar General:** Comprendo cuentos cortos o lo que me dice mi profesor en clase.

**Estándares Específicos:** Sigo y doy instrucciones básicas cuando participo en juegos conocidos. Identifico los nombres de los personajes y los eventos principales de un cuento leído por el profesor y apoyado en imágenes, videos o cualquier tipo de material visual. Comprendo descripciones cortas sobre personas, lugares y acciones conocidas.

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**Indicadores de logro:** Identifico el uso de los adjetivos demostrativos en un texto hablado.

**Assumed Knowledge:**

Verb To-be in Present Simple and some vocabulary from previous classes.

**Materials:**

Images, video projector, laptop, speakers, and whiteboard.			
<b>DAY/STAGE/ ACTIVITY/ TIME</b>	<b>PROCEDURE TEACHER AND LEARNER ACTIVITY</b>	<b>ANTICIPATED PROBLEMS AND PLANNED SOLUTIONS</b>	<b>COMMENTS</b>
<p><b>*</b></p> <p><b>9:20 to 8:25 am</b></p> <p><b>8:26 to 8:35 am</b></p> <p><b>8:36 to 8:45 am</b></p> <p><b>8:46 to 9:15</b></p>	<p>Warm up</p> <p>Teacher will show some images making the students infer the concepts of near and far.</p> <p>Teacher will explain with a poster the use of demonstrative adjectives.</p> <p>Teacher will show a video with demonstrative adjectives explaining again step by step.</p> <p><a href="https://youtu.be/BcxmWhY-zx8">https://youtu.be/BcxmWhY-zx8</a></p>	<p>This class will be after the school break and the second class of English during the day, the previous class was before the same break, moreover students need extra motivation to engage their attention. The use of images that were used in classes before will raise their confidence.</p> <p>The videos will make the class fun and</p>	

	<p>Teacher will play a song and in pairs students will write a list of sentences using adjectives in singular and plural.</p> <p><a href="https://youtu.be/1Go8yG1WvoU">https://youtu.be/1Go8yG1WvoU</a></p>	dynamic for students.	
<p><b>EXTRA-CLASS WORK, ANNOUNCEMENTS, THINGS TO CONSIDER:</b></p> <p><b>In order to complete the all the classes, in –service teacher and practitioner arranged two classes. This lesson plan corresponds to the first class after the school break.</b></p>			
<p><b>REFLECTION SESSION:</b></p>			
<p><b>What went well?</b></p> <p><b>How do you know that?</b></p> <p><b>What didn't go that well?</b></p> <p><b>What would you do different next time?</b></p>			

Teacher showed some flashcards to students, these flashcards were familiar to them due to teacher used the same images to teach deictic expressions. As soon as students saw the images they made the connection between an object and people that are near or far. Students immediately got the meaning of the images and they started to say “near, far”. Teacher then made a relation between the topic they knew (“Deictic expressions” and the new one which is “Demonstratives”) also teacher explained the importance on use the appropriate demonstrative word depending of the quantity of the objects or people and the distance it has with the speaker.

Taking advantage of the previous knowledge students had, teacher showed them a poster where they were able to see “Demonstratives” with the particular meaning and in parenthesis students saw the word that indicates when it should be used. At this time Students had some problems of concentration due to this class was after break; however teacher called their attention showing a video with cartoons where students were able to see once again the relation between Demonstratives, quantity and location, as a result students gradually focused on the content of the class, the context played a crucial role.

Students had the explanation of the teacher and the examples on the video; finally teacher asked them to work in pairs, in this task students needed to gather information from a video clip which is a song with demonstratives (this, that, these, those) connected with some nouns in singular and plural, the task was to write a list of the demonstratives with the nouns that students were able to listen four times , the main idea of working in pairs was that students were be able to help each other in effective communication and collaboration, these skills are essential to becoming a successful learner, also the social context that involves student-student and expert-student collaboration on real world problems or tasks that build on each person's language, skills, and experience shaped by each individual's culture" (Vygotsky, 1978, p. 102). Students had some problems at the beginning due the fact that the video clip with subtitles goes fast and they need to catch and write the information, but after the first time and under the constant suggestions from teacher of working as a team of two members; one student wrote Demonstratives and the other student wrote the noun, students realized and accomplished the task, and they were moved from a sensation of stress to a fun comfort zone.

**In this session teacher had the chance to use: Video projector provided by school, laptop, and speakers.**



Appendix 5 VIDEO # 1 WRITING SKILL [https://youtu.be/F\\_b6--Og3Ho](https://youtu.be/F_b6--Og3Ho)

Appendix 6 VIDEO # 2 TEACHING WITH A VIDEO <https://youtu.be/7lDvocEWCyY>

Appendix 7 VIDEO # 3 READING SKILL <https://youtu.be/D8pP8xAI5qI>

Appendix 8 VIDEO # 4 – LISTENING SKILL <https://youtu.be/yJ6nlwyfpWQ>

## Appendix 9 PARENTAL PERMISSION

Señor: Arnobia Corrales M.  
Acudiente del estudiante: Valeria Moncada Corrales,  
Institución educativa Colegio Suroriental.  
Sede: Escuela Gustavo Arango.

**Consentimiento para la participación del proyecto de grado.**

Yo Arnobia Corrales M. identificado con cédula de ciudadanía 24411688 de de Apia R. autorizo a mi hijo Valeria M. estudiante del colegio Suroriental sede Escuela Gustavo Arango del grado Cuarto, a participar en la implementación del proyecto de grado desarrollado por los profesores Ricardo Julio Mesa Nieto y Karla Jiménez estudiantes del programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira.

Firma del acudiente: Arnobia Corrales

Firma del estudiante: Valeria Moncada C.



Señor: Juana Petrona Ríos Mosquera

Acudiente del estudiante: Juana Petrona Ríos Mosquera

Institución educativa Colegio Suroriental.

Sede: Escuela Gustavo Arango.

**Consentimiento para la participación del proyecto de grado.**

Yo Juana Petrona Ríos identificado con cédula de ciudadanía 39.426.547 de Apurhuelo (P.N) autorizo a mi hijo Maria José Ríos estudiante del colegio Suroriental sede Escuela Gustavo Arango del grado Cuarto, a participar en la implementación del proyecto de grado desarrollado por los profesores Ricardo Julio Mesa Nieto y Karla Jiménez estudiantes del programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de Pereira.

Firma del acudiente: Juana Petrona Ríos

Firma del estudiante: Maria José Ríos

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PerSeñor: Paula Valencia

Acudiente del estudiante: \_\_\_\_\_

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Institución educativa Colegio Suroriental.

Sede: Escuela Gustavo Arango.

Firm

**Consentimiento para la participación del proyecto de grado.**

Yo Paula Valencia identificado con cédula de  
ciudadanía 25203324 de \_\_\_\_\_ autorizo a mi hijo  
José Gabriel estudiante del colegio Suroriental sede Escuela Gustavo  
Arango del grado Cuarto, a participar en la implementación del proyecto de grado  
desarrollado por los profesores Ricardo Julio Mesa Nieto y Karla Jiménez estudiantes  
del programa de Licenciatura en Lengua Inglesa de la Universidad Tecnológica de  
Pereira.

Firma del acudiente: Paula ValenciaFirma del estudiante: José Gabriel

## Appendix 10 STUDENTS WORKSHEETS

**Workshop**

Names: Maria José dos ..... Emmanuel Henrique ..... October 24<sup>th</sup>

1- Underline in the reading the expressions of place and the expressions of time.

**Workshop**

Names: Daniela ..... Mariana ..... Lisya ..... Mariana G. ..... October 24<sup>th</sup>

X1- Underline in the reading the expressions of place and the expressions of time.

2- Make a list with the objects and places related with the following expressions.

	Now	Then	Here	There
1. living room	1. dining	1. Mother	1. you	
2. bedroom	2. walked	2. serves	2. can	
3. set	3. room	3. delicious	3. see	
4. right	4. outside	4. bedroom	4. river	
5. chair	5. house	5. father	5. weekend	

B

## Workshop

Names: Josa Gabriel Lalinda Sofia Diana Rojas October 24<sup>th</sup>

- 1- Underline in the reading the expressions of place and the expressions of time.
- 2- Make a list with the objects and places related with the following expressions.

Now	Then	Here	There
1. <u>living</u> ✓	1. <u>was</u> ✓	1. <u>my</u> ✓	1. <u>is the</u> ✓
2. <u>road</u> ✓	2. <u>walked</u> ✓	2. <u>was</u> ✓	2. <u>is the</u> ✓
3. <u>are</u> ✓	3. <u>was</u> ✓	3. <u>my</u> ✓	3. <u>you</u> ✓
4. <u>was</u> ✓	4. <u>walk</u> ✓	4. <u>other</u> ✓	4. <u>is</u> ✓
5. _____	5. _____	5. <u>father</u> ✓	5. _____

A

## Workshop

Names: Verónica Marina Bernaldo Jennifer Mejía Do October 24<sup>th</sup>

- 1- Underline in the reading the expressions of place and the expressions of time.  
 2- Make a list with the objects and places related with the following expressions.

Now	Then	Here	There
1. living room	1. we	1. bedroom	1. Kitchen
2. big	2. walk	2. we	2. we
3. sofa	3. to	3. are	3. continued
4. eight	4. the	4. in	4. with
5. chair	5. dining	5. My	5. touch

Name: Maria Jose Nov 9th, 2016.

Fill the blanks with the right conjugation of the verb in brackets.

✓ 1- I was a good student (To-Be).

✓ 2- They went to the park (Go).

✓ 3- She cries all day (Cry).

✓ 4- He washed the car (wash).

✓ 5- She takes notes in her notebook (take).

A

Name: Sofia Riveta Rojas Aras Alma Nov 9th, 2016.


Fill the blanks with the right conjugation of the verb in brackets.

- ✓ 1- I am a good student (To-Be).
- ✓ 2- They go to the park (Go).
- ✓ 3- She stays all day (Cry).
- ✓ 4- He washes the car (wash).
- ✓ 5- She takes notes in her notebook (take).

A


Name: Donna Rosa Rodriguez Nov 9th, 2016.

Fill the blanks with the right conjugation of the verb in brackets.

- ✓ 1. I am a good student (To-Be).
  - ✓ 2. They go to the park (Go).
  - ✓ 3. She cries all day (Cry).
  - ✓ 4. He washes the car (wash).
  - ✓ 5. She takes notes in her notebook (take).
- 

Name: Veronica Marin Graldo Nov 9th, 2016.

Fill the blanks with the right conjugation of the verb in brackets.

- ✓ 1- I am a good student (To-Be).
  - ✓ 2- They go to the park (Go).
  - ✓ 3- She cries all day (Cry).
  - ✓ 4- He washes the car (wash).
  - ✓ 5- She takes notes in her notebook (take).
- 


Name: Daniela Mendez (Luis) Nov 9th, 2016.

Fill the blanks with the right conjugation of the verb in brackets.

- ✓ 1- I am a good student (To-Be).
- ✓ 2- They go to the park (Go).
- X 3- She cries all day (Cry).
- ✓ 4- He washes the car (wash).
- ✓ 5- She takes notes in her notebook (take).

Name: Sanika P. S. Kulkarni Nov 9th, 2016.

Fill the blanks with the right conjugation of the verb in brackets.

- ✓ 1- I am a good student (To-Be).
  - ✓ 2- They go to the park (Go).
  - ✓ 3- She cries all day (Cry).
  - ✓ 4- He washes the car (wash).
  - ✓ 5- She takes notes in her notebook (take).
- 

Names: maico pedro eschev 11y Nov 3rd, 2016

63

Write; can, could, or may according to the sentence.

- ✓ 1- I...could.....play basketball today. (possibility)
  - ✓ 2- She...can.....dance reggaeton. (Ability)
  - ✓ 3- ...may...I dance with you? (Formal permission)
  - ✓ 4- ...could...you go to the party? (Possibility)
  - ✓ 5- They ...can..... speak English and French. (Ability)
- .....

Names: Daniela ..... Manal ..... Corrigles ..... Nov 3rd, 2016

Write; can, could, or may according to the sentence.

- 1- I ..... could ..... play basketball today. (possibility)
- 2- She ..... can ..... dance reggaeton. (Ability)
- 3- ... may ..... I dance with you? (Formal permission)
- 4- ... can ..... you go to the party? (Possibility)
- 5- They ..... can ..... speak English and French. (Ability)

A

Names: Jose Gabriel Latorre Latorre Nov 3rd, 2016

Write; can, could, or may according to the sentence.

- ✓ 1- I could .....play basketball today. (possibility)
  - ✓ 2- She can .....dance reggaeton. (Ability)
  - ✓ 3- May .....I dance with you? (Formal permission)
  - ✓ 4- could .....you go to the party? (Possibility)
  - ✓ 5- They can ..... speak English and French. (Ability)
- .....

Names: Veronica Maria Giraldo ..... Nov 3rd, 2016

Write; can, could, or may according to the sentence.

- ✓ 1- I could ..... play basketball today. (possibility)
- ✓ 2- She can ..... dance reggaeton. (Ability)
- ✓ 3- May ..... I dance with you? (Formal permission)
- ✓ 4- could you go to the party? (Possibility)
- ✓ 5- They can ..... speak English and French. (Ability)

S

Names: Maria Jose Diaz Mosquera Nov 3rd, 2016

Write; can, could, or may according to the sentence.

- ✓ 1- I could play basketball today. (possibility)
- ✓ 2- She can dance reggaeton. (Ability)
- ✓ 3- may I dance with you? (Formal permission)
- ✓ 4- could you go to the party? (Possibility)
- ✓ 5- They can speak English and French. (Ability)

Names: Jennifer Mejia Rodriguez ..... Nov 3rd, 2016

Write; can, could, or may according to the sentence.

- ✓ 1- I could ..... play basketball today. (possibility)
- ✓ 2- She can ..... dance reggaeton. (Ability)
- ✓ 3- may ..... I dance with you? (Formal permission)
- ✓ 4- can ..... you go to the party? (Possibility)
- X 5- They could ..... speak English and French. (Ability)

can

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