

**The Effect of Pragmatic Instruction on the Speech Act Awareness of
Third Year Graduate Students of English
Mouna Fératha, Université de Constantine1- Algérie**

Abstract

This study deals with the application of the pragmatics research to EFL teaching. The study explored the effect of explicit pragmatic instruction on the speech act awareness of third year EFL students at the department of English university of Constantine1. The speech acts of requesting and apologizing were selected as the focus of teaching. Teacher-fronted discussions, cooperative grouping, role plays, and other pragmatically oriented tasks were used to promote the learning of the intended speech acts. A pre-test-post-test control group design was used. The subjects included undergraduate students in their last year of study in the field of applied language studies. A multiple choice pragmatic comprehension test was developed in several stages and used both as a pre-test and post-test to measure the effect of instruction on the pragmatic awareness of the students. The results of the data analysis revealed that students' speech act comprehension improved significantly and that pragmatic competence is not impervious to instruction even in EFL settings.

ملخص

هذه الدراسة محاولة لتطبيق ما توصل إليه البحث في مجال البراغماتية اللغوية في سياق تدريس اللغة الإنجليزية كلغة أجنبية؛ حيث أنها تستكشف أثر تلقين قواعد أفعال الكلام بطريقة بينة وواضحة على التمكن من تطبيقها في التواصل الفعلي لعينة من طلبة السنة الثالثة في قسم الآداب واللغة الإنجليزية، جامعة قسنطينة 1. وتركز الدراسة على فعلين من أفعال الكلام وهما الالتماس والاعتذار وتستعملهما في النقاش بين الأستاذ والطلبة وفي العمل الجماعي وتبادل الحوار وغيرها من الأنشطة التي من شأنها تعليم أفعال

الكلام. يُختبر في الدراسة فوجان أحدهما يلقن أفعال الكلام نظريا والآخر يمارسها دون تلقين. تبرز نتائج الدراسة أنّ هناك تحسن ملحوظ في معرفة الطلبة لأفعال الكلام و مهارتهم في استعمالها و بالتالي فإن الكفاءة البراغماتية والتواصلية تحتاج إلى تلقين بين وواضح لأفعال الكلام في سياق تدريس اللغة الإنجليزية كلغة أجنبية.

Introduction

From the perspective of learning English for applying it to communication in our real world, one of the benefits in learning pragmatics is that the learners can understand the meanings of language from a broader intercultural feature. After the students have a basic concept of pragmatic organization, they will be more responsive to people's intended meanings implanted in worldwide communication. Meanwhile, with frequent practice in using other peoples' linguistic aspect and interact in a global way, students will be more likely to be proficient in reacting to foreigners' conversation in a more successful and complete way.

This work is an attempt to apply some of the findings of research in pragmatics to EFL teaching. In the process of learning a foreign language and how to communicate in it, most learners fail pragmatically when they are involved in the act of communication. Trying to get the meaning and function across, they may simply translate speech acts from their mother tongue to the target language. It is possible that such problems are due to the flagrant lack of explicit instruction about pragmatics and the communicative load of language. Foreign language learners' pragmatic competence (their ability to use language in context) is an essential part of their general communicative competence. In that respect, many sociolinguists note that the development of communicative competence should be one of the most important goals of language teaching.

The study attempts to investigate the effect of pragmatic explicit instruction on the speech act awareness of third year students of English as a Foreign Language at the department of English, University of Constantine1. This study includes theoretical backgrounds and highlights methodological issues and the rationale procedures followed throughout the research work including the research participants, instrument and procedures.

Research Question

To what extent does the introduction of explicit pragmatic instruction affect student's awareness of speech acts?

Research Hypothesis

“If students are more exposed to explicit pragmatic instruction and communicative tasks, they will, first, develop better their speech act awareness.”

1. Background of the Study

This study is theoretically grounded in the area of Pragmatics and EFL teaching, Pragmatic explicit instruction and Interlanguage Pragmatics (ILP).

1.1. Why Should Pragmatics be Taught in Language Classes?

The contribution of pragmatics to language teaching is undeniable. Pragmatics, in essence, is a study of language and language teaching from the functional perspective; that is, the performance principles of language are practised. It is because of this reason that pragmatics becomes a theory of linguistic performance and language understanding.

According to Eslami-Rasekh, (2004) “*The responsibility of teaching the pragmatic aspect of the language use falls on teachers*”(2004:301). This is indeed the case, however, many teachers struggle finding an

effective way to create or raise awareness of pragmatic competence in their learners.

The classroom provides a safe place for learners to learn and experiment. In the classroom learners are able to try out new forms and patterns of communication in an accepting environment. For example, they can experiment with unfamiliar forms of address, or attempt shorter conversational openings or closings than they are used to that might at first make them feel abrupt or they might try longer openings or closings that initially might feel too drawn out, just to get the feel of it. The instructor and other student participants can provide feedback.

1.2. What Learners can Achieve when Familiar with pragmatics

From the perspective of learning English for applying it to communication in our real world, one of the benefits in learning pragmatics is that the learners can understand the meanings of language from a broader intercultural feature. After the students have a basic concept of pragmatic organization, they will be more responsive to people's intended meanings implanted in worldwide communication. Meanwhile, with frequent practice in using other peoples' linguistic aspect and interact in a global way, students will be more likely to be proficient in reacting to foreigners' conversation in a more successful and complete way.

1.3. Pragmatic Instruction

Since its introduction in linguistics, pragmatics has had diverse applications. Research in this field has always been of crucial importance in teaching and learning foreign languages. A great number of researchers draw attention to the importance of developing learners' pragmatic awareness which enables them to use language appropriately. Since it is obvious that learners' pragmatic failure is due to their lack of

knowledge of certain language forms that are socially appropriate in the target language community; researchers presume that pragmatic competence can be developed through different pragmatic instruction.

This point is fittingly observed by Bardovi-Harlig (2006):

“research on instruction in second language (L2) pragmatics has made fundamental contributions to the teaching of pragmatics in an L2 and a foreign language (FL) context and has shown the benefits of instruction versus exposure in various aspects of pragmatics (Bardovi-Harlig, 2001; Bardovi-Harlig & Griffin, 2005; Kasper & Rose, 2002 [chap7]; Kolke & Pearson, 2005; Rose, 2005; Rose and Kasper, 2001)” (2006:165).

Different studies looked at the effect of pragmatic instruction on increasing pragmatic awareness and instructional methods used to focus learner’s attention. These studies have been devoted to examine the effect of different types of instruction on the foreign language learners’ awareness of the pragmatic aspects that enable them to use the target language appropriately in its different contexts. Ritchie and Bhatia stated that:

“A vigorous line of research on pragmatics, therefore, examines the effectiveness of different instructional arrangement, especially those commonly referred to as “implicit” and “explicit” respectively.

Based on approximately 40 studies available to date, reviews (Kasper, 2001; Rose, 2005) and a meta-analysis of 13 quantitative studies (Jeon & Kaya) suggest that explicit instruction is generally superior to implicit instruction”. (cited in Bhatia and Richie, 2009:268)

A great deal of research on pragmatics has been done on specific and, often, isolated aspects such as speech acts; this means that the use of speech acts is of crucial importance in pragmatics. In fact, it is the basis of pragmatics. Celce-Murcia (1995), for instance, referred to pragmatic competence as proficiency in performing different speech acts. He defined it as “*competence in conveying and understanding communicative intent by performing and interpreting speech act and speech acts sets*” (1995:9).

The studies carried out in the field of pragmatics associate the production of pragmatic competence to the study of the English language in classrooms. These studies have specific features in common in that they combine two different fields of interest; on the one hand, the pragmatic approach taken towards the language understood as communication and, on the other, the context in which this is studied: English language classrooms. Kasper (1997) undertook a comparative research analysis of the different studies carried out in foreign language classes, in which the common feature was the actual setting for these studies – the classroom itself. Her study included all research papers that were completed between 1981 and 1997. It is reproduced in table 1.

Table2 completes Table 1, in which we can find Da Silva’s 2003 study on inter-language Pragmatics from an acquisitional perspective.

Although this author's interest and focus is the inter-language attained by learners throughout their learning process, his study obviously includes all research dedicated to the study of second language acquisition. Da Silva mentions several of the more recent studies that interrelate Pragmatics with the learning process; this time it is based on the language of the students and on the specific items studied.

Study	Teaching Goal	Proficiency	Languages	Research Goal	Design	Assessment/ Procedure/ Instrument
House & Kasper 1981	Discourse markers & strategies	Advanced	Advanced L1 German FL English	explicit vs. implicit	pre-test/ posttest control group L2 baseline	Role play
Wildner-Bassett 1984, 1986	Pragmatic routines	Intermediate	L1 German FL English	eclectic vs. suggestopedia	pre-test/ posttest control group	Role play
Billmyer 1990	Compliment	High Intermediate	L1 Japanese SL English	+/- instruction	pre-test/ posttest control group L2 baseline	elicited conversation
Olshain & Cohen 1990	Apology	Advanced	L1 Hebrew FL English	teachability	pre-test/ posttest L2 baseline	discourse completion question
Wildner-Bassett 1994	Pragmatic routines & strategies	Beginning	L1 English SL German	teachability to beginning FL students	pre-test/ posttest	questionnaires role play
Bouton 1994	Implicature	Advanced	L1 mixed SL English	+/- instruction	pre-test/ posttest control group	multiple choice question
Kubota 1995	Implicature	Intermediate	L1 Japanese FL English	deductive vs. inductive vs. zero	pre-test/ posttest/ delayed post-test control group	multiple choice & sentence combining question
House 1996	Pragmatic Fluency	Advanced	L1 German FL English	explicit vs. implicit	pre-test/ posttest control group	roleplay
Morrow 1996	Complaint & Refusal	Intermediate	L1 mixed SL English	teachability/ explicit	pre-test/ posttest/ delayed post-test L2 baseline	roleplay holistic ratings
Tateyama et al. 1997	Pragmatic routines	Beginning	L1 English FL Japanese	explicit vs. implicit	pre-test/ posttest control group	multi-method

Table 1: Studies Examining the Effect of Pragmatic Instruction from 1981 to 1997 based on Kasper (1997).

INTERVENTIONAL STUDIES TO DATE

Pragmatic Routines	Wildner-Bassett (1994), House (1996) and Yoshimi (2001)
Apologies	Olshain & Cohen (1990) and Tateyama (2001)
Implicatures	Bouton (1994) and Kubota (1995)
Compliments	Billmyer (1990), LoCastro (2000), and Rose & Ng Kwai-fun (2001)
Requests	LoCastro (1997), Fukuya & Clark (2001), and Takahashi (2001)
Socio/stylistic variation	Lyster (1994)
Hedges in academic writing	Wishnoff (2000)
Interactional norms	Liddicoat & Crozet (2001)
Refusals	King and Silver (1993), Morrow (1996), and Kondo (2001)

Table2: Studies Relating Pragmatics to the Classroom 1993-2003 (Da Silva, 2003)

As can be seen, all the findings and results of the above stated studies mentioned in tables 1 and 2 show the significance of introducing speech acts in classroom materials when teaching pragmatics in EFL context.

1.4. Goals of Teaching Pragmatics via Instruction

The chief goal of instruction in pragmatics is to raise learners' pragmatic awareness and to give them choices about their interactions in the target language. The goal of instruction in pragmatics is not to insist on conformity to a particular target-language norm, but rather to help learners become familiar with the range of pragmatic devices and practices in the target language. With such instruction learners can maintain their own cultural identities (Kondo) and participate more fully in target language communication with more control over both intended force and outcome of their contributions. Kondo notes *that "successful*

communication is a result of optimal rather than total convergence" (Giles, Coupland, & Coupland, 1991).

Instruction should allow for flexibility for the students in how much of the pragmatic norms of the culture that they would like to adopt or adapt to their own repertoire. No matter how much learners intend produce, they will be able to better interpret the speech of others. They will enjoy a greater level of acceptance or insight into the target culture.

2. Methodology

2.1. Participants

The original sample selected to participate in this study was 100 third year students majoring in English as a foreign language (EFL) from University of Constantine 1. However, several participants were absent in part of the treatment or in the pre-test(s) or post-test(s). Therefore, the final sample was 72 graduate students. The students belonged to two classes and were enrolled in the option of applied language studies. Because of institutional constraints, it was not possible to assign students randomly to different groups, thus making it necessary to work with two intact groups.

The two groups were: (1) the control group, which received no explicit instruction on pragmatics but had instructor-led lessons from the textbooks; (2) the classroom setting with explicit instruction on pragmatics from the instructor. There were 34 students in the control group, 38 students in the experimental/Teacher Instruction group, both the pre-test(s) and post-test(s) were randomly assigned to the intact classes. The study was conducted in the second semester of third-year students of English at University of Constantine 1.

2.2. Materials

The data collection tool used in this study is a two-group (Pre-test Post-test) Experimental Design. The Two Group Design is, by far, the simplest and most common of the pre-test-post-test designs, and it is a useful way of ensuring that an experiment has a strong level of internal validity. Both groups are pre-tested, and both are post-tested; the ultimate difference being that one group was administered the treatment. Indeed, this design evaluates the efficiency of the sampling process and also determines whether the group given the treatment showed a significant difference.

A true random sampling was not possible and intact groups were used. Therefore a pre-test – post-test group design was adopted in this study. Two - group experimental design has practical advantages over the true and quasi experimental designs because it deals with intact groups and, thus, does not disrupt the existing research setting. This reduces the reactive effects of the experimental procedure and, therefore, improves the external validity of the design. Indeed, conducting a legitimate experiment without the participants being aware of it is possible with intact groups, but not with random assignment of subjects to groups. The participants were not allowed to interact with one another while completing the task.

A pre-test/post-test design was utilized as the preferred method by which to evaluate the learners' speech act awareness (comprehension and production). In this design, we are most interested in determining whether the two groups are different after the explicit pragmatic instruction. Typically, we measure the groups at one or more levels. The data in this study was collected by a pragmatic and speech act judgment assessment that was presented in the form of tests.

2.3.Procedures

2.3.1. Stage I: Tests Construction

A pre-test and post-test were given before and after the treatment to measure the participants' pragmatic proficiency at the level of speech act awareness (speech act comprehension + speech act performance

2.3.1.1.Speech Act Awareness Test

Because pragmatic language is a part of all communication, any communicative language assessment should include the test of speech act awareness which is the amalgamation of two tests (speech act comprehension test + speech act production test).

✓ Speech Act Comprehension Test

The Test of speech acts comprehension is an effective instrument designed to assess student's comprehension of the intended meaning of different utterances and to provide information on crucial dimensions of pragmatic language: physical setting, audience, topic, purpose...etc

The Test of speech act comprehension allowed us to assess the effectiveness, and appropriateness, of a student's pragmatic language comprehension. It also provided important information about social skills. It was administered in approximately 45 minutes.

✓ Discourse Completion Test (DCT)

The test used in order to assess the student's speech act realization (production) is a Discourse Completion Task (DCT).), using a DCT was nearly unavoidable, as it would have been all but impossible to collect 'natural' data as a result of observer fieldwork with a reasonable number of participants interacting with all of the different types of interlocutors and communicative situations that were proposed.. Golato notes that DCTs are "*widely used in the field of pragmatics, intercultural communication, and second language acquisition, mainly because their*

simplicity of use and high degree of control over variables lead to easy replicability” (2003: 93).

2.3.2. Stage II: Treatment (Instructional Materials)

The two intact classes were randomly assigned to two experimental groups: an implicit group (IG) and an explicit group (EG). Both groups were given 10 treatments, each of which lasted between 30 and 40 minutes of the class of pragmatics. The instructional materials included two parts; one was for the instructor, and the other was for the participants.

The two groups received instructions in different ways. In the EG, instruction of request and apology were realized through six phases i.e. three phases for each speech act. In the first phase, the input exposure phase, students were provided with models of English requests and apologies. These are explained explicitly by the teacher (instructor). In the second phase, the strategy recognition phase, students were provided with a brochure, and were asked to identify the formulas and strategies of making requests and apologies. Then, they were given a list of request and apology strategies and formula (meta-pragmatic rules for both speech acts strategies were taught). Students ranked the given pragmalinguistic formulas in the order of directness, discussed the factors that affect the choice of these formulas and strategies such as power, social distance, imposition, settings, and talked about the differences and similarities in the way that the social factors affect the choice of formulas and strategies. It was expected that this knowledge would help learners make connections between linguistic forms, pragmatic functions and their social distribution through lectures, handouts, group or pair work and explanatory feedback. The third phase, the production practice phase, included role-played activities which engaged students in different social

roles and speech events where they could practice and gain familiarity with the pragmalinguistic and the sociopragmatic aspects of request and apology. During the practice task, errors were pointed out if there were any, and feedback was provided. In addition to the explicit instruction, a number of activities which are useful for pragmatic development were developed. Such activities aimed at raising students' pragmatic and speech act awareness that offers opportunities for communicative practice. Awareness raising activities are activities designed to develop recognition of how language forms are used appropriately in context. Students were also involved in role-play activities.

2.4.Data Analysis Procedures

To investigate the research question proposed earlier and to make a scientific interpretation, the data are analyzed through descriptive and inferential statistics. Both types of statistics are used to describe the basic features of the data. They provide simple summaries about the sample and the measures. Together with simple graphics analysis, they form the basis of virtually every quantitative analysis of data. The significance value is set at 0.05 at all statistical tests in the present study. The data of the study are collected from two sources. One is the subjects' score on pragmatic and speech acts tests; means, standard deviations, t-test and Person correlation analysis of each group are compared to see whether there is any significant difference between the scores obtained before and after the experiment.

2.5.Findings

The general teaching effects in the present study were reflected by the comparison of the mean scores between the pre-test and the post-test and the distribution frequency of improvement among the students after instruction. The comparison of the mean scores is used to find out if there

is a significant difference between the two tests, Furthermore, the distribution of improvement can find out to what extent the students improved after instruction. To find out the general teaching effects, the scores of pre-test and post-test within the two groups were compared respectively. Therefore, an independent t-test was used as a statistical method to obtain the results for the research question and to test Hypothesis

The result of the t-test showed that there is no significant difference between the two groups before the treatment. Therefore, it could be concluded that the two groups were homogeneous in terms of pragmatic comprehension of the speech acts under study. Summary of the findings for both groups on the pre-test is provided in Table 3

2.5.1. A Comparison of the Pre-test in Speech Act Awareness between EG and IG

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Var</i>
Experimental	38	8.29	3.36	11.29
Control	34	8.51	3.42	11.69

Table3: Summary of Data for Both Groups (Pre-test)

From the above table, one can see that the scores for the pre-test of the speech act awareness were not significantly different before the treatment the t obtained is -0.27 (**t= -0.27**) treatment among the two groups was assumed equally in the speech act awareness pre-test. It was hoped that this balance might guarantee a valid result for the post-test.

2.5.2. A Comparison of the Post-test in Speech Act Awareness between EG and IG

<i>Group</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Var</i>
Experimental	38	12.52	2.48	6.15
Control	34	8.5	3.16	9.98

Table4: Summary of Data for Both Groups (post-test)

The post-test was used to measure the participants' speech act awareness after the treatment. The mean scores of the IG and EG for the post-test were compared through an independent t-test (table). It was found that the EG gained a higher mean score in the post-test than the IG did. The statistical analysis showed there was a significant difference between the two means in the independent t test the t obtained is 5.79 t-test ($t=5.79$). This indicated that explicit instruction helped facilitate the participants' speech act comprehension and speech act production of request and apology.

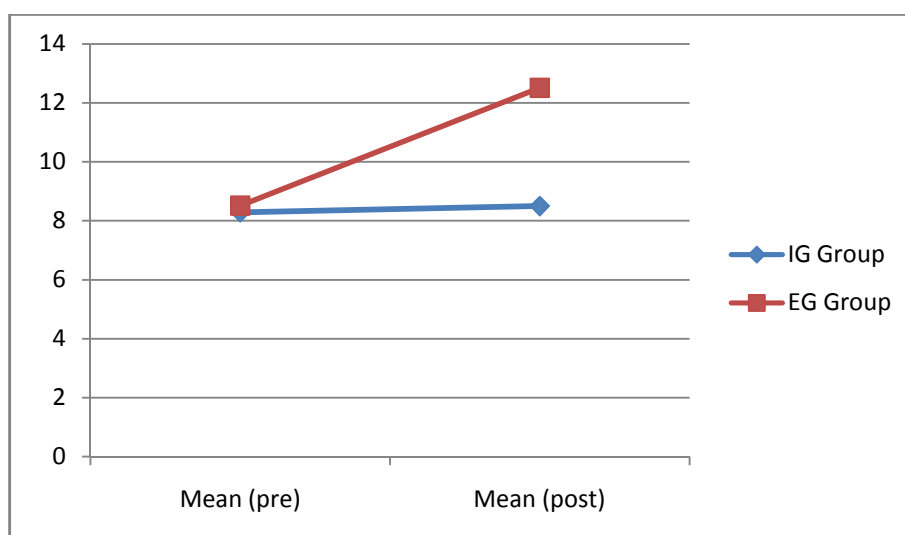


Figure 5: Difference in the Mean of both (Experimental and Control Group)

Conclusion

Overall, the results from the data analysis supported the claim that explicit instruction facilitates interlanguage pragmatic development. Although this study did not deal with the ‘sequence’ of acquiring speech act patterns and strategies, it showed that explicit pragmatic instruction in these patterns and strategies makes significant contributions to the learners’ speech act comprehension processes. The results revealed that pragmatic competence does not seem resistant to explicit pragmatic instruction.

The findings of this study shed light on the rather controversial issue of what effects—if any—explicit instruction has on interlanguage development in an EFL setting. As indicated, result of the data analysis of this study showed that explicit pragmatic instruction by providing input enhancement in the FL classroom, raising FL learners’ awareness about the input features, and engaging students in productive class activities and language use precipitated and facilitated IL pragmatic development to a considerable degree. The study shows the pivotal role that explicit instruction can play in EFL settings.

References

1. Bardovi-Harlig, K., Félix-Brasdefer, C., & Omar, A. S. (Eds.) (2006). *Pragmatics and Language Learning 11*. Honolulu, HI: University of Hawai'i, National Foreign Language Resource Center.
2. Bardovi-Harlig, K., & Griffin, R. (2005). L2 Pragmatic Awareness: Evidence from the ESL Classroom. *System*, 33, 401-415
3. Bhatia, T. K., Ritchie, W.C. (2009). *The handbook of second language acquisition*.(p.268).Emerald Group Publishing Limited: Howard house.UK.

4. Billmyer, K. (1990). "I like your life style": ESL learners learning how to compliment. *Penn Working Papers*, 6, 31-48.
5. Bouton, L. F. (1994). Can NNS skill in implicatures in American English be improved through explicit instruction? In L. F. Bouton (Ed.), *Pragmatics and language learning monograph series* (Vol. 5, pp. 89-109). Urbana-Champaign: Division of English as an International Language: University of Illinois.
6. Celce-Murcia, Marianne, Dörnyei, Zoltan and Thurrell, Sarah (1995): "Communicative competence: A pedagogically motivated model with content specifications". *Issues in Applied Linguistics*, 6(2): 5-35
7. Eslami-Rasekh, Z.; Eslami-Rasekh, A. and Fatahi, A.(2004): The Effect of Explicit Metapragmatic Instruction on the Speech Act Awareness of Advanced EFL Students. *The Electronic Journal for English as a Second Language: Volume 8, Number 2*. Texas A&M University.
8. Fukuya, Y. J., & Clark, M. K. (2001). A comparison of input enhancement and explicit instruction of mitigators. In L. F. Bouton (Ed.), *Pragmatics and language learning monograph series* (Vol. 10, pp. 111-130). Urbana-Champaign: Division of English as an International Language: University of Illinois.
9. Giles, H., Coupland, J., & Coupland, N. (Eds.).(1991). *Contexts of accommodation*. Cambridge: Cambridge University Press.
10. House, J. (1996). Developing pragmatic fluency in English as a foreign language: Routines and metapragmatic awareness. *Studies in Second Language Acquisition*, 18, 225-252.
11. House, J. & Kasper, G. (1981). Zur Rolle der Kognition in Kommunikationskursen. *Die Neueren Sprachen*, 80, 42-55.
12. Kasper, G. (1997). Can pragmatic competence be taught? (NetWork #6) [HTML document]. Honolulu: University of Hawai'i, Second Language Teaching & Curriculum Center. Retrieved October, 26, 2001, from www.nflrc.hawaii.edu/NetWorks/NW06
13. Kasper, G. (2001a). Classroom research in interlanguage pragmatics. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 33-60). Cambridge: Cambridge University Press.
14. Kasper, G. (2001b). Four perspectives on L2 pragmatic development. *Applied Linguistics*, 22, 502-530.

15. Kasper, G., & Rose, K. (2002). Pragmatic development in a second language.

Malden, MA: Blackwell.

16. King, K. A., & Silver, R. E. (1993). "Sticking points": Effects of instruction on NNS refusal strategies. *Working Papers in Educational Linguistics*, 9, 47-82.
17. Kondo, S. (2001, October). Instructional effects on pragmatic development: Interlanguage refusal. Paper presented at PacSLRF at University of Hawai'i at Manoa.
18. Kubota, M. (1995). Teachability of conversational implicatures to Japanese EFL learners. *Institute of Research in Language Teaching Bulletin*, 9, 35-67.
19. Liddicoat, A. J., & Crozet, C. (2001). Acquiring French interactional norms through instruction. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 125-144). Cambridge: Cambridge University Press.
20. LoCastro, V. (1997). Pedagogical intervention and pragmatic competence development. *Applied Language Learning*, 8, 75-109.
21. LoCastro, V. (2000). Evidence of accommodation to L2 pragmatic norms in peer review tasks of Japanese learners of English. *JALT Journal*, 23(1), 6-30.
22. Lyster, R. (1994). The effects of functional-analytical teaching on aspects of French immersion students' sociolinguistic competence. *Applied Linguistics*, 15, 263-287.
23. Morrow, C. (1996). The pragmatic effects of instruction on ESL learners' production of complaint and refusal speech acts. Unpublished manuscript, Buffalo.
24. Olshtain, E., & Cohen, A.D. (1990). The learning of complex speech act behavior. *TESL Canada Journal*, 7, 45-65.
25. Olshtain, E., & Cohen, A. D. (1991). Teaching speech act behavior to nonnative speakers. In Celce-Murcia (Ed.), *Teaching English as a second and foreign language* (pp. 167-180). Boston: Heinle & Heinle.
26. Rose, K., & Kasper, G. (2001). *Pragmatics in language teaching*. Cambridge: Cambridge University Press.
27. Rose, K., & Ng Kwain-fun, C. (2001). Inductive and deductive teaching of compliments and compliment responses. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 145-170). Cambridge: Cambridge University Press.

28. Silva, A.C. (2003). The effects of instruction on pragmatic development: teaching polite refusals in English. SLS PAPERS. Volume 21, [HTML document]. Honolulu: University of Hawai'i, from www.hawaii.edu/sls/sls/wp-content/.../06/Silva.pdf
29. Takahashi, S. (2001). The role of input enhancement in developing pragmatic competence. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 125-144). Cambridge: Cambridge University Press.
30. Tateyama, Y. (2001). Explicit and implicit teaching of pragmatic routines: Japanese 'sumimasen'. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 200-222). Cambridge: Cambridge University Press.
31. Tateyama, Y., Kasper, G., Mui, L., Tay, H., & Thananart, O., (1997). Explicit and implicit teaching of pragmatics routines. In L. Bouton (Ed.), *Pragmatics and language learning*, Vol. 8. Urbana, IL: University of Illinois at Urbana-Champaign.
32. Wildner-Bassett, M. (1984). *Improving pragmatic aspects of learners' interlanguage*. Tübingen: Narr.
33. Wildner-Bassett, M. (1986). Teaching 'polite noises': Improving advanced adult learners' repertoire of gambits. In G. Kasper (Ed.), *Learning, teaching and communication in the foreign language classroom* (pp. 163-178). Århus: Aarhus University Press.
34. Wildner-Bassett, M. (1994). Intercultural pragmatics and proficiency: 'Polite' noises for cultural appropriateness. *International Review of Applied Linguistics*, 32, 3-17.
35. Wishnoff, J. (2000). Hedging your bets: L2 learners' acquisition of pragmatic devices in academic writing and computer-mediated discourse. Working Papers of the Department of ESL, 19(1), Retrieved March 31, 2004 from www.hawaii.edu/sls/uhwpsl/on-line_cat.html
36. Yoshimi, D. R. (2001). Explicit instruction and JFL learners' use of interactional discourse markers. In K. Rose & G. Kasper (Eds.), *Pragmatics in language teaching* (pp. 223-247). Cambridge: Cambridge University Press.