

**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR  
IN ESMERALDAS**



**APPLIED LINGUISTICS SCHOOL**

**THESIS REPORT:**

**A STUDY OF THE PRAGMATICS OF ENGLISH IN THE APPLIED  
LINGUISTICS SCHOOL AT PUCESE 2016-I**

**TESIS DE GRADO:**

**ESTUDIO DE LA PRAGMÁTICA DEL IDIOMA INGLÉS EN LA  
ESCUELA DE LINGÜÍSTICA APLICADA DE LA PUCESE EN EL  
AÑO 2016-I**

**PRIOR TO THE ACADEMIC DEGREE IN:  
APPLIED LINGUISTICS IN TEACHING ENGLISH**

**Author:**

**MARLENE ELIZABETH RENGIFO OBANDO**

**Advisor:**

**LCDA. XIOMARA MEDINA**

**October, 2016**

## Dissertation committee

As members of the Dissertation Committee at PUCESE, we certify that we have read the dissertation prepared by MARLENE ELIZABETH RENGIFO OBANDO entitled A STUDY OF THE PRAGMATICS OF ENGLISH IN THE APPLIED LINGUISTICS SCHOOL AT PUCESE 2016-I

And recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Bachelor of Applied Linguistics in E.L.T.

---

Reader 1

---

Reader 2

---

School Director

---

Thesis Director

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copies of the dissertation to the Graduate College. I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

---

Thesis Director

## **Statement by the author**

I, Marlene Elizabeth Rengifo Obando, affirm that the investigation in the present thesis report is totally unique, authentic, and personal.

The content of this research is legally and academically a responsibility of the author and “PUCESE.”

Yo, Marlene Elizabeth Rengifo Obando, afirmo que la presente investigación, en el presente trabajo de tesis es totalmente única, autentica y personal.

En virtud que el contenido de esta investigación es de exclusiva responsabilidad legal y académica del autor y de la PUCESE.

Marlene Elizabeth Rengifo Obando  
08458966-1

## **Acknowledgment**

Foremost I would like to thank God who gave me life and intelligence to overcome every difficulty along my university studies. I thank him to provide me life and health. Besides, to strength my heart in every moment I needed.

I also owe plenty of thanks to my parents and sister who have supported me in my learning process. To my parents, especially, because they have spent their earnings in my university studies.

To my second family Riofrío Estupiñan for giving to me academic and personal advice to develop this investigation.

Lastly, to my dearest friends who have been the inspiration for this research and who participate with meaningful ideas to conclude it. Besides, all my thanks are directed to my teachers who guided me to complete the investigation process with patience and wisdom.

## Table of contents

COVER.....	i
DISSERTATION COMMITTEE.....	ii
STATEMENT BY THE AUTHOR.....	iii
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS.....	v
LIST OF FIGURES.....	viii
ABSTRACT.....	ix
RESUMEN.....	x
1. Introduction.....	1
1.1 Objectives.....	3
1.1.1 General objectives.....	3
1.1.2 Specific objectives.....	3
2. Theoretical Framework.....	4
2.1. Pragmatics.....	4
2.2. Pragmatic Problems.....	5
2.3. Socio-pragmatics.....	6
2.4. Context dependent meaning.....	7
2.4.1. Deixis.....	7
2.4.2. Presuppositions.....	9
2.4.3. Speech acts.....	9
2.4.4. Conversational implicature.....	10
2.4.5. Conversational structure.....	11
2.5. Theory of relevance.....	12
2.6. Teaching pragmatics.....	14

2.6.1. Pragmatic competences.....	15
2.6.2. Testing pragmatics. ....	17
2.7. Applied Linguistics students’ pragmatic problems .....	18
2.8. Teaching Methodologies.....	20
2.8.1 Task-Based approach. ....	20
2.8.2. Content and Language Integrated Learning (CLIL) .....	22
2.9. The Constructivism Theory.....	24
2.10. Research antecedents .....	24
2.11. Legal bases .....	26
2.12. Justification .....	27
3. Methodology .....	28
3.1. Type of investigation.....	29
3.2. Methods.....	29
3.3. Universe and sample .....	30
3.4. Data procesing .....	30
3.5. Techniques instruments.....	30
4. Results .....	31
4.1. Results of the observation .....	31
4.2. Results of the survey .....	34
4.3. Results of the test .....	39
5. Discussion .....	40
6. Conclusions and recomendations.....	42
6.1 Conclusions .....	41
6.2 Recomendations .....	41

7. Bibliography and References .....	43
8. Appendices .....	47
8.1. Observation sheet .....	47
8.2. Observation scale .....	47
8.3. Survey .....	48
8.4. Test .....	50
8.5. Didactic material: glossary.....	52
8.6. Pictures .....	63

## List of figures

<b>Figure 1.</b> Pragmatics' definition .....	<b>34</b>
<b>Figure 2.</b> Importance of pragmatic competences .....	<b>45</b>
<b>Figure 3.</b> Students' experiences on pragmatic problems .....	<b>46</b>
<b>Figure 4.</b> List of problematics which hamper the Teaching-Learning process.....	<b>47</b>
<b>Figure 5.</b> Pragmatic problems .....	<b>39</b>

## **Abstract**

An analysis of the main difficulties related to pragmatics of the English language was done in the Applied Linguistics School (ALS) at the Pontifical Catholic University of Ecuador in Esmeraldas (PUCESE). A descriptive and qualitative investigation was carried out by using the deduction and induction methods; besides, some techniques such as observation, survey, and test were applied to a population of 43 students of third, sixth, and eighth levels from the ALS where English is taught as a foreign language (EFL). The results revealed that the linguistic component investigated, pragmatics, is not taken into consideration at all, in the English language teaching-learning process. Learners, throughout the techniques employed, corroborated their lack of pragmatic competences of the English language when producing it. Several misinterpretations were noticeable in the test operated (Appendix 3). This research coincides with a number of investigations done related to pragmatics. Those provided techniques and some materials to let learners be aware of the linguistic component studied. In this manner, a glossary was made for teachers and students of the ALS to be included as a didactic material to facilitate the English language teaching-learning process and to avoid possible misinterpretations.

**Key words:** pragmatics, English language teaching, Applied Linguistics at PUCESE, lack of pragmatic competences, pragmatic glossary

## Resumen

Un análisis de las principales dificultades de la pragmática del idioma inglés fue realizado en la Escuela de Lingüística Aplicada (ELA) en la Pontificia Universidad Católica del Ecuador Sede Esmeraldas (PUCESE). Una investigación descriptiva y cualitativa fue llevada a cabo mediante los métodos de inducción y deducción. Las técnicas e instrumentos, elaborados en inglés, fueron observaciones, encuestas y un test dirigidas a estudiantes. Los mismos que fueron aplicados a una población de 43 estudiantes de los niveles: tercero, sexto y octavo referentes de la carrera; en los cuales el idioma inglés es enseñado como lengua extranjera. Los resultados de la investigación revelaron que el componente lingüístico en investigación, pragmática, no es tomado en cuenta suficientemente en el proceso de Enseñanza-Aprendizaje (E-A) en la ELA. Los participantes de la investigación confirmaron, mediante las técnicas aplicadas, que tienen escasas competencias de la pragmática cuando usan el idioma inglés oralmente. Un sin número de problemáticas en interpretación y traducción del idioma estuvieron significativamente presentes en los resultados del test (Apéndice 3). Una variedad de investigaciones previas coincidieron con la contribución de materiales didácticos para el desarrollo de las competencias pragmáticas de estudiantes que estudian inglés como lengua extranjera; sin embargo, ninguna ha sido dirigida específicamente al contexto esmeraldeño. Por esta razón, un glosario para docentes y estudiantes de la ELA fue elaborado para facilitar el proceso de E-A. Así, este material didáctico ayudará a que los estudiantes estén más conscientes de la pragmática del idioma inglés y evitar malas interpretaciones que obstruyan el proceso de comunicación.

**Palabras claves:** pragmática, enseñanza del idioma inglés, escuela de Lingüística Aplicada, escasas competencias pragmáticas, glosario pragmático

## 1. Introduction

The English language is considered one of the most important languages around the world. It is used for different purposes. People who speak English can easily travel to any continent and communicate without problems. Through the years it has become a global language and even established as official language in 57 countries. In Europe there are 3 countries which use the language in a formal manner. In America there are 14 countries; Asia 5 countries; while in Africa 21 and Oceania 14. English is spread around the world. In view of that, specialists on the teaching field have provided a great amount of methodologies and strategies for individuals who want to learn the language. Those have evolved considering the needs of the learners. Inside methodologies and strategies, linguistic components, such as pragmatics, have been emphasized in the didactic process. It is vital to interpret the language to respond properly to it. Nowadays, it is vital for students to handle certain competences to produce the language in an efficient way.

Herein complications arise, especially when learners are Spanish speakers. One of the difficulties is to get pragmatic competences, in order to interpret, and translate the language correctly. This is why, learners of a foreign language get confused with the real meaning of words and phrases in determined contexts.

Concerning to the definition of pragmatics, it deals with words meaning, discourse meaning, and interpretation; not only of the speaker then also the receiver(s)'s interpretation (Blyth, 2010). Speakers must interpret the language, in order to produce it depending to the context or situation in which they are using it. Moreover, the improvement of pragmatic competences is the key in the English learning process to develop accuracy, fluency of the language; and avoid misunderstandings. In American Speech Language Hearing Association (ASHA, 2005) words, pragmatics is also called Social Language Use because it deals with different language functions that are produced in speech. Thereby, social language use means that hanging to the situation, speakers may use different language functions such as giving information, orders, questions, etc. Furthermore, the expressions and words the speaker uses to interact must have a correlation with the conversation. Finally, pragmatics is defined as the interpretation of the language in different social situations.

The English as Foreign Language (EFL) learners must develop pragmatic competences to put into practice the whole knowledge they have about the language. In so doing, they may use expressions / words correctly and mainly fitting with the context. As Brock and Nagasaka, (2005) have mentioned, the lack of pragmatic competences may obstruct communication. This is a main problem for Spanish speakers in the English teaching-learning process because they have misunderstandings of the language. Additionally, the causes of this problem may be: lack of background knowledge about the target language, social factors, and mother tongue interference.

The lack of pragmatic competences in Applied Linguistics students is a challenge for them, since the whole career is taught in English. Many times, there are some words, verbal phrases, or even expressions that giving to a particular context or situation have a different meaning. For instance, when the beginner learners listen to a phrase such as “I am feeling blue”, they tend to think that someone is getting blue color, exempting it is not correct. This means that someone feels sad. This example shows the confusion some learners may have at the moment to interpret the English language. Henceforward, it would be good for teachers to know the main problems students devour at interpreting and translating the English language.

Thereby, the problem of the investigation is:

What are the main difficulties Applied Linguistics Students have in relation to pragmatics of the English Language?

Additionally, this problem of investigation leads other crucial questions such as:

- ✓ What are some of the theories of pragmatics of the English language?
- ✓ What are the main problems the Applied Linguistics students have at the moment of interpreting and translating the English language?
- ✓ What didactic material could be helpful for students and teachers to overcome this problem?

Finally, this research is very valuable and useful for English as Foreign Language (EFL) learners to develop the whole skills needed to be fluent in the language, as well to develop pragmatic competences in order to interpret the messages in a correct way so that it will not interfere or cause problems in the communication process.

## **1.1. Objectives**

### **1.1.1. General:**

To analyze the main difficulties Applied Linguistic students have in relation to the pragmatics of the English language at PUCESE 2016-I.

### **1.1.2. Specifics:**

- To do a bibliographical research on the pragmatics of the English language.
- To identify the main problems Applied Linguistics students have in their understanding of the English language.
- To suggest a didactic material as an effective way to solve the identified problems.

## 2. Theoretical framework

### 2.1. Pragmatics

The term pragmatics has Greek and Latin origins and it studies the way in which context benefits interpretation of languages. Horn & Ward (2014) stated pragmatics as the study of the context-dependent pieces of sense. It is the study of the relationship between the organization of the semiotic system (syntax, semantics, and pragmatics) and its usage in different contexts; additionally, pragmatics and semantics forms part of the theory of the meaning. These fields help to understand the function of languages, also to get a consistent and logical meaning of them.

Pragmatics studies, mainly, how communicators in a conversation interpret the language and respond rendering to the context. In this process of communication social factors, background knowledge of topics, linguistics interferences, physical, and epistemic contexts may affect it, so that the process cannot be managed adequately. As a definition found in the Dictionary of Linguistics and Phonetics, (2008) pragmatics is “the study of language from the point of view of the users, especially of the choices they make and how those are encountered in the act of communication” (p.379). It means that this field is focused on the interpretation of languages in relation to the speakers’ situation during the communication process of both, the sender and the receiver. During a conversation speakers may use some words or expressions which meanings may vary triggered to the context in which they are said; when those fix in the conversation, it is said that speakers involved have developed pragmatic competences. As the phrase: *to be on coke*. This expression may have three different meaning: (1) drinking Coca-Cola, (2) to use cocaine, (3) to have solid-fuel heating. Along this line, when this expression is used in a conversation, speakers may realize what the communicator refers to by using it. So, the competences in interpreting the language emerge and it is called pragmatics.

Finally, this linguistic component focuses on the interpretation of languages at any level in which it is used; furthermore, to understand and interpret a language other fields,

such as semantics and syntax, are related to pragmatics to get the adequate meaning of a language.

## **2.2. Pragmatic problems**

In the pragmatics field, the interpretation of the language should be done by means of its purposes. The intentions produced may vary accordingly to the language function. In the teaching-learning process, learners must handle them to figure it out the language. Consequently, there are three main skills to be considered in the pragmatics area to communicate. Thereby, when these skills are not handled by learners, they are, immediately, well-thought-out problems.

The interpretation of a language is perceived by verbal and non-verbal communication. ASHA, (2013) listed the commonest functions that languages use to lead into interactions. First, to use language for different purposes, such as: greeting, informing, promising, requesting, and forbidding. Second, to shift language along with the desires of the hearer or condition, like: speaking in a different way to a baby than to an adult, giving background information to an unfamiliar hearer, or changing the style depending on the audience.

Lastly, following rules for conversations as taking turns, presenting topics, staying on topic, restating when misheard topics, to use verbal and nonverbal signals, to use facial expressions and eye contact. By means of that, language is interpreted differently by the hearer. These communicative skills are acquired naturally and produced as well. Competences of the language are shown through these skills.

Teachers who follow the didactic process in EFL context may bear in mind the functions of the target language (TL). They have to deliver enough time explaining and practicing to communicate and let learners be clear on TL. When those skills are not developed in discourse, the lacks of communicative and pragmatic competences are palpable on learners. Herein, problems are noticeable when producing the language. In view of that, these skills should be taught so as to avoid problems when transferring the message.

Despite these skills are necessary in language output, this investigation is focused on the first skill. To use the language for different purposes is what non-native English learners

are dealing with. They have to, at least, expertise this ability to have a productive output.

### **2.3. Socio-pragmatics**

Speakers who use a language know the whole linguistics components of that language; also, how to handle it in different situations and at any level, even if they have not study their language as a whole. It means in an unconscious manner. This field of language perception is called *socio-pragmatics*.

As Wang, (2011) referred to this discipline as the “ability to recognize the effect of context on strings of linguistic events and to use language appropriately in specific social situations”. This field takes into consideration society and its components such as: culture, age, educational level, and dialects in order to interpret the language in the each of its functions. In this manner, speakers get competences by means of using their language adequately to its context so the communication process keeps its essence without misinterpretations.

This field claims that society fulfills a notable role at interpreting a language. Furthermore, it is important to realize different factors in order to understand and interpret what a language means. A clear situation is shown in many countries across the world. They share languages such as Spanish in Spain and in most of the countries in South America (Ecuador, Bolivia, Paraguay, Colombia, Chile, and Argentina), so, each country may have its distinction in using phrases or words with different connotations.

It means that if speakers from each country are taken to interact in the same conversation, they may have some misunderstandings and misconceptions of what they are referring to; Set off to the variants of the Spanish language, it interferes the way of interpreting words or phrases used in that dialogue. Those speakers may realize the effect caused by the Spanish variants and to guess what they mean by a phrase or word used in the context and objects they are using. As a result, the communication process may not be affected.

As a conclusion, the socio-pragmatics field refers, essentially, to society and its influence at interpreting and understanding a language. Speakers may not be conscious of their capacity and competences acquired, during their sensitive period until puberty where the knowledge of a language is acquired, in order to have a clear and successful process of communication.

## **2.4. Context dependent meaning**

In the contemporary fields of pragmatics there are many factors that affect the understanding of the language. As Levinson, (2003) listed five central factors concerning context-dependent meaning. First, *deixis* which is focused on the abstract meaning of a language; Second, *presuppositions* in which the speaker presumed a sentence in a conversation; Third, *speech acts* refers to the illocutionary way of responding to language; Fourth, *conversational implicature*, it is related to some aspects of pragmatics which are implicated in this field; Finally, *conversational structure*, it is mainly known with two types: presumptions and interchange of messages.

In the teaching field, professionals must know about these factors; even though these are central to take into consideration in the teaching-learning process. Teachers may provide significant ways in which the learner can interact in the communication process. In this manner, he/she can develop essential competences to react and respond to an utterance. Additionally, EFL learners must have more opportunities to interact in a conversation. They need to know how to handle to foreign language by their own not memorizing utterances. Therefore, teachers should include these pragmatic factors in their curriculum in order to avoid difficulties on the learners' comprehension. Although speech acts is considered fundamental in the teaching-learning process, there are more factors about context depending meaning which are related with the pragmatics field. This are expand below.

### **2.4.1. Deixis**

In a conversation may be sings that tell the receiver what the language means. Deictic words or expressions serve as a reference for listeners –in a conversation– to identify the person, situation, address, time, thing or place that the speaker is referring

to. In so doing, the message may be accomplished successfully. Levinson, (2003) stated that deixis "...is the phenomenon whereby some linguistic expressions are systematically dependent on the context for their interpretation". It means that context is a central part to get the meaning of what a speaker means. As in the statement "*Put this computer over there*"; the receiver may have some questions in mind, such as: *which computer? And in which place it is supposed to be put.* In this situation one of the keys, in order to respond correctly to this utterance, is the context in which it is said, it may be in a library or school; also, the second one goes beyond those questions in order to understand this utterance, gestures and the use of demonstrative pronouns, in this case *this-there*, which specify the book and the place. For the sake of notice if an utterance is whether deictic or not, goes beyond the time, address, and place of the speaker; it must be true. For instance, the fact that two plus two is four, is a logic statement, on the contrary, it is not a deictic utterance; in contrast, if a speaker says *I was at the beach yesterday*" it is a deictic statement, because the person, time, and place are identified and many questions related with address, and situation may be done.

Deixis can be found in all languages in different parts of its grammar and vocabulary save for it must be considered in four central constraints: personal deixis—first, second, and third—; time deixis —past, present, and future—; lastly, spatial deixis —demonstrative pronouns and adverbs. (Levinson, 2003)

The first constrains is personal deixis which is referred to the typical grammar system, when the first and second person is focused on the number of participants in the conversation; whereas the third person focuses on verbal agreement. This constrains have certain limitations in Asian and some Australian languages, those focuses on other parameters using deixis as a base.

On the other hand, time is also a fundamental constrain. It is found, mainly, in Romance languages such as English, where the adverb 'now' indicates the exact time of an event. This temporal deictic is needed to know the time of the event mentioned by a speaker. It may be a past, present, or future event. It is necessary to mention that many Asian languages have more than six deictic tenses and not all of them are deictic. It means that not all languages follow the same pattern in grammar.

Last of all, spatial deixis is focused on the usage of demonstrative pronouns such as *this, there, those, that* and certain adverbs —now, yesterday, ago, then, and others— in speech

in order to demonstrate the location and place related with the speaker. In most of the cases, this parameter is covert e.g. *the dog is next to the house* this denotes that the sender is placed next to the dog and the house. (Levinson, 2003)

Finally, deixis utterances place a fundamental role in interpreting a language due to its relationship with parameters like address, person, address, etc. that gives meaningful information of the message. So, context gives to the comprehension of languages.

### **2.4.2. Presuppositions**

In all languages background knowledge of common and usually spoken topics must be known by its speakers. It is also known as ‘general culture’ this term is referred to notorious and most spoken topics in a community. For instance, the traditional Christmas dinner is a known topic to talk in different cultures and in a conversation, people tend to presume the ingredients for the dinner, the time to put it on the table, and so on. This major component of pragmatics is also related to daily topics known in a family, a group of friends, marriages, and others. As in a family conversation, someone asks: *Is your friend still perturbing you?* All may suppose that someone was causing troubles and now a member asks if that friend has stopped doing it. It may happen in a negative question too. The presuppositions in the example show that the imagination of people may go deeply and suppose something immediately related to any topic listened. (Levinson, 2003)

Another example in which presupposition plays a role is demonstrated in the statement *‘The president of the Heart isle is visiting our country’* this preposition immediately gives information to the listeners about people existing in that isle and that the mentioned isle exists.

This component is present in the daily language production. It has been consider as part of pragmatics concerning the widest field it shows. The main factor that helps people to do presuppositions is the background information they have about a determined topic.

### **2.4.3. Speech acts**

Learners have to develop speaking skills in order to transfer the message. They have to know that the message he/she produces may have an effect on the listener. Consequently, speech acts are central in the teaching-learning process, because they are aware of how the message (words) can be produced and the actions that can be taken.

As Levinson mentioned, the manner of producing words may generate a controversial action. A person can forbid, affirm, negate, give orders, and even show dudes with the same words; the style in which this words are placed in an utterance may have a different connotation. E.g., it is not the same if someone says '*Put the computer on the desk*' or if someone says '*don't put the computer on the desk*' or '*do you put the computer on the desk?*' Through this examples, it is noticeable that word order modify significantly the meaning of this utterances.

Herein, it is useful to carry out speech acts in the teaching-learning process. Learners have to know that their ideas can be expressed in different ways and with different meanings. In that way, they not only acquire vocabulary including fluency and accuracy also.

#### **2.4.4. Conversational implicature**

In the pragmatics field there is another science that fulfills this area. It is semantics. In this discipline, there are many inferences implicated. Some expressions may have a different implicature; meaning is needed to get their interpretation. Hence, the cooperative principle, which says that the communication process must have a logical order that serves to keep on the flow of a talk, is essential as well as the maxims. These are fundamental to carry out the meaning of the language.

Grice proposed the *maxims of conversation* which are focused on the logical meaning of an utterance. In the next statements: 'All women are beautiful' — then — 'I am a woman' if a person implies or make an inference, he/she assumes that the person, who is expressing these utterances (a woman), is beautiful; both prepositions help the listener to deduce the meaning, implicitly, said. In view of that, Grice's maxims of conversation are based on logic of the interpretation of the language; it has four main sub maxims. First, the maxim of quality, it is related to utter what is considered to be true. Let's say, when someone is asked about his/her age and answers '200 years old'; this maxims is

violated because nobody can be 200 years old. Second, the maxims of quantity, says that conversations should be economical as possible; it means that the speaker gives the whole message without effort of explaining every single detail. Third, the maxim of manner states that the message has to be clear and avoid ambiguities. As a final maxim is the relevance maxim, this proposes that the utterances produced may be relevant so incoherence conversation might not take place in discourse.

To finish, the maxims of conversation are a great impact to practice when teaching a language. Teachers must handle the methodology and apply these maxims in their plans so that learners' interaction can be effective and logic.

#### **2.4.5. Conversational structure**

Conversations or dialogues are done every day in a person's life. It is considered as a natural human interaction owing to the need to communicate with each other. Notwithstanding, the closeness or relationships a person has with his/her receiver may vary from formal to informal speech. Since with a boss, teacher or principal the style must formal, with friends, brothers, or sisters should be less formal by dint of the close relationship and confidence the speakers may have.

To establish a conversation, formality or informality is not the only factor that plays a role counting the way, order, and turns the participants take in a dialogue. So, some strategies to maintain a conversation and not a discussion or a hot talk are taken into consideration in discourse; a common strategy, proposed by Levinson, (2003) is *turn-taking*. It is not something conscious taken by the speakers, nonetheless, the little silent between an opinion and another in a conversation, gives the speakers the key that tells that it is their turn to provide their own thinking. By this means, turn-taking takes place; so, an effective process is done and the messages are understood clearly.

Summarizing, the communication process is something natural that people need to carry out. It is a process in which many strategies takes plays in an unconscious manner except that they are applied for an effective dialogue.

## 2.5. Theory of relevance (RT)

The pragmatics field studies the meaning of the language produced in particular contexts. There are theories that take into consideration language output. It means that the way in which the language is produced, its interpretation may be affected. That is why, the RT is considered one of the main pragmatics theories which carry out the logical interpretation of utterances. As Sperber and Wilson established in the latest 90's, quoted by Pietarinen (2005), this theory "explains how the hearer recognizes the intended interpretation of an utterance". Consequently, people involved in conversations have to identify the messages provided so that its flow may not be interrupted by misinterpretations. It is basically why the RT is essential in language output and how people may understand the conversation, in different ways. Furthermore, literal and non-literal interpretations are also involved in this theory. In the English language there are idioms, verbal phrases, and false friends which have to be interpreted in a non-literal way to comprehend the message; and more, the context and situations in which those expressions are produced are taken into consideration to understand effectively. Herein, its meaning does not have to be interpreted so inaccurately; if so, its real meaning may be altered. As in the English idiom '*It's raining cats and dogs*' if it is interpreted in a literal way, it has no sense. Animals cannot be falling from the sky. On the other hand, if this idiom is interpreted in non-literal way, its meaning is totally different. English native speakers use this idiom to refer to the weather. '*It is so bad that is raining a lot*'.

This example shows clearly how literal and non-literal interpretations may affect the understanding of a language, in this case English.

Additionally, the RT involves endeavors to identify and share intentions produced by the act of communication. Those intentions must present logical and cognitive reasons of relevance. In doing so, emotions and feelings are shown and understood by the speakers. In this manner, features of expressions are needed to interfere in the discourse context. Facial expressions, gestures, hands moves, and nodding are natural strategies to make the message more evident and relevant to the hearers. Therefore, the aim RT is to afford a communication theory that can represent a huge pragmatic problem in the linguistic discipline. (Pietarinen, 2005)

Despite gestures and movements can make utterances more relevant, there are two major factors concerning relevant statements, these are input and context. Those ought to be always together. As a consequence, utterances listened are understood by means of the context. These two factors cannot be alone; they together are the key to comprehend a language. Not all utterances are relevant for individuals. Some of them may be relevant when the individuals involved in a conversation have background information about the theme in discussion. It means, they have background knowledge about a determined topic and they have the opportunity to express their ideas and own reflections about it. Thereby, the language listened is processed and understood in consonance to the environment in which it is said. Some speakers may have more interest in some topics than in other.

Some utterances may be more relevant than others despite background information individuals have, but the intention of the language. In the one hand, there is an informative intention. It is when speakers want to inform something new in a conversation. It can be fulfilled by itself. E.g., an individual informs about UFO. He/she is just informing. On the other hand, the communicative intention is to let know the speakers about something new taking into account the context or reality. It goes beyond than inform. It consists on believes. E.g., a communicator says something about the World War and its disadvantages. That person is talking about a real and relevant event in the history of the world. In this fashion, between informing and communicating there is a gap that complements the act of communicate and establish a comprehensible dialogue between individuals.

In conclusion, the RT aims logic and cognitive factors in order to receive the message, encode it, interpret it, and react to it. This process, provided by Spelber and Wilson, are fundamental to the pragmatic field. It deals with language production directly. Moreover, natural gestures and facial expressions can modify completely the meaning of the message in a conversation as well as background knowledge about a topic in utterances.

## **2.6. Teaching pragmatics**

Teaching a second language (L2) demands more strategies and methodologies to provide a meaningful teaching-learning process. The main aspect to take into consideration on teaching a L2 is its context. In Latin America, the English language is taught as a foreign language, in contrast to other countries such as the BANA (Britain, America, New Zealand and Australia) it is taught as a second language. Whenever the context is, the didactic process has to be done effectively. In Ecuador, the English language is taught as a foreign language (EFL) because the only place where learners have the opportunity to use their knowledge and apply their competences is the classroom. Through the years, the linguistics components have been playing a fundamental role in the National curriculum for teaching English.

Nowadays, pragmatics is placed in the Ecuadorian-in Service Teachers Standards and it is compulsory to include pragmatics in the lessons. Nevertheless, this linguistic component is not emphasized at all neither included in the unit plans. During lessons, teachers and students are focused only on pronunciation, lexicon, and grammar; even though, there are many intelligent and disciplined students, the didactic process fails as a consequence of lack of pragmatic competences. In Brook and Nagasaka words, students' abilities to interpret or to express communicative functions are limited.

Despite the limitations learners have, there are more problems concerning the teaching process in Ecuador such as the lack of English teachers, additionally, those who are teachers have deficit of linguistic knowledge about the language. Whatever the problem could be, learners ought to get pragmatic awareness to afford a good performing of the target language (TL). For that reason, Brock and Nagasaka (2005) proposed the SURE steps. These are used by teachers in some countries. This acronym See, Use, Review, and Experience has become one of the most known strategies for developing pragmatic competences. In the first step, the teacher may help students to see the language in different contexts and explain the function of pragmatics in determined situations. The teacher may explain in a detailed way the language functions and the variation of meaning of words in contexts. Second, teachers may develop activities through which students can use English in real situations. Students have to know how to interact based on previous explanations. The most essential objective the teacher has to fulfill is to make students develop communicative competences; subsequently they can get logical fluency in the language. Third, teachers ought to do a feedback in order to make clear the pragmatics of the English language. Further, to make an indirect evaluation using cognate words or expressions so that students may have a clearer interpretation of those words. Finally, through experiencing and observing the role of pragmatics in the English language, it is vital to present videos, films, TV-shows, because with these authentic materials is how real communication is interpreted in different contexts or situations.

These steps are a good support to facilitate the teaching-learning process in order to carry out education. It is a strategy that permits the EFL learner to develop his/her language skills. Learners may improve their proficiency of the language by having opportunities to put in practice what they have been taught. So, these steps give students facilities to mature the competences required. It is a practical and easy strategy to add in lessons.

### **2.6.1. Pragmatic competences**

In teaching English, there are common situations in which problems are perceived. A normal one heard is that EFL learners cannot manage a language in spite of years of studies. It is a conventional problem even to those who are English language

users and are exposed to speakers of another English variant. This noticeable problematic is known in linguistics as pragmatic competences. It is the proficiency utterers have on using the language depending on the communicative circumstance. (Aquino, 2011)

At this point, it is important to establish the difference between communicative competences and pragmatic competences. As Aquino, (2012) mentioned, communicative competences are the capacity to interact in situations. Pragmatic competences go beyond that. It is to interact appropriately to the situations and the contexts. It implicates verbal skills (language functions) and non-verbal skills (gestures/facial expressions used to show a person's language comprehension), linguistic competences (grammar), communicative competences (to transfer the message taking into account the culture) so that, the speaker may have notions of when the meaning of utterances vary or not in discourse. These parameters are acquired naturally in the mother tongue, in consequence of that, they are adapted to a new language and facilitates the interpretation of it.

People who speak more than one language, bi-multi-linguals, have one pragmatic competence developed. They do not acquire pragmatic competences of any L2. It means that these competences are transferred from the L1 and are adjusted to different languages and beliefs; because pragmatics is needed to respond and act appropriate in concrete contexts and to produce relevant opinions. Pragmatic competences are to follow the language rules. So, if speakers keep an eye on these parameters, they are considered competent in a determined language and misinterpretations may be avoided. (Kecskes, 2015)

In fact, teachers may be aware about this problematic since fluency and being accurate in a L2 are not enough to produce the language effectively. To do so, an essential aspect is taken into consideration: background knowledge. Teachers, in some cases, do not clarify how culture and background information may affect communication. So, learners continue the patterns believing they are right when misconceptions are produced. Herein the problem emerges. In EFL contexts, learners acquire the background information in which they are surrounding by. They do not have real exposure; as a consequence, they do not acquire costumes, lexicon, patterns, idioms, etc. There lies the responsibility of the teacher who must provide that 'real' exposure in

the classroom. Lo Castro, quoted by Aquino, 2011, stated that this exposure can be done by means of authentic materials. These provide learners more knowledge to understand better how real language functions in real contexts. Additionally, it is important to focus the teaching process not only on content but also on linguistics; in that manner the learner may try to convey some aspects about the language easily.

According to Aquino, (2012) there are two ways in which pragmatic competence can be taught: by means of direct and indirect instruction. Kasper, quoted by Aquino, said that adult EFL learners can acquire many pragmatic features, considering that those are universal. The transfer from L1 to L2 provides learners background knowledge about situations, patterns, and lexicon to communicate without obstructions. As recent studies shows that working with direct instruction helps learners to be aware about this problematic, what is more, it serves to engage them in interesting topics which can provide a positive backwash of the didactic process.

### **2.6.2. Testing pragmatics**

To test linguistic components some strategies are needed to check them. Besides, those may provide valuable and reliable results. As well as pragmatics need to be taught, it is important to know how it may be tested. In view of this, (Brown, 2008) provided six instruments that serve to assay this linguistic component which are: written discourse completion tasks (WDCT), multiple-choice discourse completion tasks (MDCT), oral discourse completion tasks (ODCT), role-plays, self-assessment, and role-play self-assessment (RPSA). Those strategies have been used along the teaching-learning process and applied to prove their efficacy.

Concerning this research WDCT and MDCT were considered to evaluate, in a written form, pragmatic awareness of EFL learners. The first strategy WDCT, since (Aufa, 2013) point of view, is effective to check both, pragmatic awareness and speech acts. In this type of quiz, learners have to reply appropriately in written form based on a

situation described. For instance, teachers give learners a situation in which they have to answer a letter to the principal of the school. Noticeable, learners are going to use polite expressions to refer to that character. As Aufa stated, in this manner is how validity and reliability are measured in this kind assessment. Additionally, it has been proved by many authors that WDCT is essential to exam pragmatic competences in EFL contexts. What is more, practicality is another fundamental aspect to take into consideration when testing. Thus, it can easily be administered in big lessons; besides, teachers can analyze and get results rapidly. On the other hand, it also has some pitfalls. In Aufa's words, to test a linguistic component such as pragmatics by means of written quizzes is not so beneficial for testers. Pragmatics awareness needs to be tested in oral activities where real communication is done. However, studies in Japan by many experts demonstrated that this examination can work if other strategies are added to the examination process.

MDCT is another feasible sort of examination which can be useful to check pragmatic competences. It implies the EFL learner to read carefully to any written explanation of a particular circumstance delivered by the teacher; then, the examinee chooses the best expression that fits to it. In terms of validity, reliability and practicality, this kind of assessment achieve the parameters established to test linguistic components. Besides, it does not require too much time to check the learners' answers. It is rapid and economic.

Furthermore, WDCT has been combined with some skills such as listening, to have more impact in the testing parameters and show its helpfulness. Despite of its effectiveness on analyzing pragmatic awareness, it is recommendable to scrutinize the options learners have to choose. It does not have to be nor so easy neither so complex. It goes to the learners' proficiency of the language. In this manner, the results may be reliable and valid. (Setoguchi, 2008)

Summarizing, the strategies provided by Brown, at first instances by Hudson, are beneficial for teachers to analyze pragmatic awareness of learners. Besides to apply to a considerable amount of learners those strategies in several tests. It is proper to take into account these facilities when testing Spanish speakers who learn English in EFL contexts.

## **2.7. Applied linguistics students' pragmatic problems in the classroom**

Learning a new language implies many patience and practice. Learners may take into consideration linguistic components to acquire competences when producing the Target Language (TL). In this manner, the act of communication is not obstructed. Most learners and teachers deemphasize one important component, pragmatics, in the teaching-learning process. It is essential to interpret a language well. The Applied Linguistics School (ALS) does not have pragmatics inside its curriculum as a subject. But it is integrated in 'Linguistics' I and II during the first semesters of the university studies.

As pragmatics deal with culture and social contexts, learners find out some impediments on understanding expressions or words in determined cultures. Regarding the three types of problems, mentioned above (using language, shifting language, and conversational rules), it is common that EFL learners have more impediments in using the language appropriately. When talking about learners, in this case Spanish speakers may lack of many factors that difficult the didactic process. E.g. register and body language. It deals with language outcome.

There are facts provided by Echeverria (2009) which confirms the danger of eluding pragmatics in the learning process. Dealing with his own experience, when he first arrived to the States from Latin America, he was not aware of the use of register in the TL. In his first day of lessons, he paid attention on the way of calling professors, by their first name. But, he found this use of the language strangely uncomfortable to call them like that without using pronouns before. For instance, their classmates –native English speakers- called *Professor Isabella Kournikova* as Isabella. Instead, Eduardo called her Professor Kournikova or Mrs. Kournikova. In his culture, this is the polite way of calling professionals. They are always remarking their academic titles or pronouns before their last names. Resembling Eduardo's experience, many Spanish speakers counted with this informality of the language as something unusual and even impolite. Oppositely, English speakers consider Spanish manner of calling professionals as unnecessary, to such a degree of ponder as flattering. Moreover, the same may happen with body language. Latin people tend to shake hands every time they see each other during the day. Instead, Americans do not contemplate this act as required on every occasion they meet.

This exemplifies one pragmatic difference in the language use that may hamper the EFL language production. The contrast between cultures is the principal cause that Spanish learners can face through the English learning process. Based on Eduardo's experience, he always used inappropriate pragmatic features due to culture and mother tongue interference. The process in which learners may be conscious of this pragmatic awareness may be longer or shorter. It depends on the learners' proficiency of the language. Once the problem is noticeable by learners their abilities in the language increases. By means of this, real problems are enhanced by students in the English learning process. Pragmatic awareness is reluctant and sometimes even unfamiliar topic teachers and students encounter in the process. An emphasis on English language use in simulated real settings has to be done to help learners develop their competences and abilities of the TL. Culture, register, and even body language are essential acquaintance learners ought to have when learning a new language. How those aspects may interrupt communication by misconceptions or unknown expressions/words. Save for, how the correct use of them may facilitate the communication process.

For that reason, ALS students ought to be aware about pragmatics. Teachers must have acceptable English but this implies to be aware of the linguistic components such as pragmatics to teach effectively the target language.

## **2.8. Teaching methodologies**

### **2.8.1. Task-Based language teaching (TBLT)**

Teaching a target language is a harmful process when there is any way to teach it. Back in the 1970's, a need for speaking other languages started to be so significant. Thus, methodologists started to be aware about how a TL can be taught. Mainly linguistic competences were a vital criterion in designing a worthy methodology. At first instances, the Communicative Language Teaching (CLT) achieved the whole linguistic components. Besides, learners have the opportunity to interact in the TL. But some problematic were found. Learners took the didactic process as a whole. In view of

this, experts decided to teach the TL little by little, in steps. Experts divided the process in tasks. Thus, learners learn meaningfully by fulfilling tasks. In this manner is how the new methodology for Language Teaching emerges. The Task-Based Approach is still considered a fundamental method to teach. Taking into consideration the English language, there are many studies that support the use of this method as an effective one on learning a L2.

Larsen-Freeman and Anderson, (2011) stated that this method has support from many researchers; besides, it works successfully in teaching a L2, in doing so, learners abilities of the language can be nurtured. It is a strongest version of the CLT. They define TBLT as content-based instruction. In this methodology learners have to use the language to complete the next task. Thereby, language is acquired by using it. As well as it is divided in steps –Pre-task, While Task, Post Task- learners have more language input that serves to produce the language in further tasks.

It is important to mention the difference between Task-based syllabi T-BS and Task-Based language teaching T-BLT. First, the T-BS is completely analytic. It means that every single task has to be explained or deliver in details. One tricky found is its absence of grammar structures focused. It is taught implicitly so that learners can use it anyway. Whereas, T-BLT works on relevant texts as well as the language used on those. Students are engaged on the structures which may be aimed to benefit learners to assume structures explained. Teachers may use *input enhancement* to teach a particular feature of the TL but also, *input flooding* to let learners internalize determined aspects or grammar constructions by using them with frequency. Supporters of T-BS argued that in working with analytic syllabi learners learn linguistic information when they are ready to do so.

The T-BLT is related to some principles that contribute to its efficacy. One main principle establishes that input benefits learner's language production. The more linguistic information a learner receives, the more they can produce and interact with the language. In addition, another principle states that by doing aural presentations learners may be more conscious on accuracy and coherence. Learners may increase their communicative and linguistic competences if they have real situations in which they can use the TL. These main principles are suitable for learners to have a meaningful learning.

There are some strategies that lead the T-BLT methodology. As a fundamental one is *project work*. It consists of cooperative work in which individuals work to contribute on something. This is a work done by students but teachers are not excluding during its process; so, it is divided in three stages. First, learners work on the project during lesson with the guidance of their teacher. They have to be mediator of the project. By doing so, teachers can use strategies as assigning roles to complete the project in the proper time. During the second stage, learners use the four skills in a natural style. Lastly, while the third stage teachers provide feedback and reinforce language weakness. Some other techniques may be used in T-BLT may be information gap, opinion-gap, unfocused tasks, reasoning-gap, input-providing tasks, and others. All of these serve to let learners practice the TL. (Task-Based Language Learning, 2011)

In teaching linguistic components it is important to take into account those ways that benefits learners' production of the foreign language. In this manner by developing oral activities students have more chances to get accuracy and proficiency of content and language items taught.

### **2.8.2. Content and language integrated learning (CLIL)**

Another kind of methodology for language teaching is Content and Language Integrated Learning (CLIL). It emerges in Europe in the mid 1990's. It is applied to learners who have basis on the language. It is basically used when teaching any subject through a foreign language. As it is noticeable, the first word of this method is *content* so, curricular contents prim the learning process.

Teachers who are in programs where CLIL is the central method ought to be well-prepared to teach contents in a non-native language. In many occasions, this is a huge

challenge for them, they may find out some difficulties which hamper the didactic process. (Cross and Gearon, 2013)

Lesza, (2012) defined CLIL as an approach which incorporates teaching of contents with a foreign language. Moreover, it has been increased in our society from the need to have knowledge of other languages. It is helpful to develop L1 learners' skills. It serves to communicate ideas about any topics around the world. The technique, mainly, used is problem solving. Learners have to develop thinking skills and in this manner language and content are taught together. On the other hand, Cross and Gearon, (2013) said that in second language programs, learners are more engaged in lessons thanks to authentic materials usage. As a result, learners perform better on tests and their L2 competences are more fluent than in regular learners' programs. Their intercultural competences demonstrated that they can differentiate expressions and idioms to have a better performance. Some features found in using this methodology are multiple focus approach, provide a good learning environment, to use authentic materials, let learners collaborate in their learning process and activate learning. All of these are core features achieved by means of CLIL methodology. For that reason, it has a lot of support to apply it in programs around the world. (Lesza, 2012)

In Cambridge English, (2011) mentioned Coley's 4C principles of this methodology. Coley, (1999) first stated *content* as essential in any curricular subject. Second, *communication*, it serves to develop learners' linguistics competences. Third, *cognition* helps learners to develop thinking skills. Lastly, *culture*, this term is replaced as 'community' or citizenship' in most of the cases. It is important for learners to know which expressions and body language are used in the language learnt, by doing so, they may avoid misinterpretations.

This method accomplishes the technical parameters to teach content through a L2. However, some challenges such as: use of L1, subject themes, and language teachers, to mention a few, appear during the process. A good solution, provided by the Cambridge English, is to develop tasks which play a vital role to enhance the problem. Besides, to use materials from web, pictures, translations, explanations, and oral tasks benefit the learning process and contribute to every learning styles.

In conclusion, the CLIL approach to language teaching benefits learners and teachers to transfer essential information through a non-native language. Using the 4C principles,

provided by Coley, serve a lot when planning a lesson. Learners have to overcome complications to learn meaningfully both, contents and the language items. Qualified teachers have to be constantly trained to rich the excellence of their students. Strategies accompanied with visual aids are more meaningful for learners these contributes to learners rhythm to assimilate data.

## **2.9. The Constructivism Theory**

Teaching and learning a foreign language, a teacher may take into account different elements to improve the whole skills a language requires. That is why, there are many theories that lead to teaching a foreign language, but the most important one is the Constructivism Theory. This is proposed by two main psychologists, Vygotsky and Piaget. Since the point of view of Piaget, his constructivist theory is to provide a good learning environment, in that way learners may construct a meaningful knowledge.

On the other hand, for Vygotsky quoted by Ozer (2004), constructivism also refers to social constructivism because society and cultural factors play an important role in the learning process. These two points of view conclude that learning by doing is a meaningful way of constructing knowledge. Furthermore, Dewey, (1996; 40-50) considered as the father of pragmatism since the 30's, stated "We don't learn from experience. We learn from reflecting on experience". This statement goes beyond the experience. It means that any experience cannot be meaningful if the learner does not realize it and goes deeply. Reflecting on what the learner is doing is how knowledge is constructed. For that reason, theories are fundamental to consider in the English teaching-learning process.

## **2.10. Research antecedents**

To learn a second language is an ability for all human beings. Regardless there are some issues related to this process. One of them is mainly related to pragmatics. Many authors have argued that pragmatics is a subfield of linguistics that studies the meaning of the language in different contexts or situations in the act of communication. (Liu, 2007)

At the hand of that, to teach pragmatic competences is useful for EFL learners to avoid misinterpretations in speech. Its importance has been deemphasized in the teaching-

learning process; some teachers are unfamiliar with this linguistic component. As a result, it is avoided in the didactic process. Some investigators have been awarded about this problematic in many parts of the world as well as in Ecuador.

A clear example of misinterpretation is the mother tongue (L1) interference, what Lopez, quoted by Paola Alexandra Cabrera Solano, et al., 2014, mentioned. He has investigated the influence of the L1 (Spanish) in the English (L2) writing process. He put together 24 students during one semester to write papers with the purpose of make an analysis of how understandable the composition can be even if there is mother tongue interference. The results showed that Spanish influenced more on word order and use of cognate words. To such a degree that it interfere the English syntax as well as its interpretation. Thereby, this investigation showed that the writing process and interpretation are affected by the mother tongue interference.

Another problematic was found by Alcon, (2014) who carried out an investigation with sixty Spanish speakers from Spain to analyze how pragmatics can be developed by means of sending emails to English native speakers. She joined up the students in one academic year in six international language schools in South England. Thirty participants were instructed on e-mail requests, they were the control group. Whereas the other half was not coached, they were the experimental team. All of them first sent emails to their teachers and they collected them at four different times. Those emails were analyzed and corrected to regard any presence of pragmatic problems. Thereby, when they landed in schools in England they had to observe how their issues on pragmatics interferes performance.

Furthermore, in Latin America pragmatics is still a missing linguistic component in the English teaching-learning process. In Ecuador, through the years, the point of view of teaching a L2 (English) has changed radically. Today, it is essential to have qualified English teachers in the classrooms. So, teachers must be prepared to let learners be involved with the language as well as its cultural aspects. Learners must have a profile which determines their linguistic components knowledge of the TL. Sometimes, learners lack of an essential one, pragmatics. They do not have pragmatic awareness developed. Heras (2014) made a deep study on the pragmatics of the English language in the third level of Linguistics in the University of Cuenca, Ecuador. He designed a handbook to enhance 31 students' pragmatic competences. During his investigation, he

taught 40 expressions that in line to the situation have different meanings. Conversely, in the final test he did, students had a free topic to prepare and dramatize, save for they only use 2 of the 40 expressions. This result shows that teachers may take into consideration the pragmatics role in the English language, not only because it is included in the government policy, aside from it helps students to develop fluency in their speech.

In Esmeraldas, there are not purely studies related to this research. A recent study dealt with English ‘false friends’. It was done by a student from the Pontifical Catholic University of Ecuador in Esmeraldas. He took tests and surveys randomly to students of different careers, of the mentioned university, who deal with the English language. Its purpose was to identify the commonest false friends that interfered interpretation of the TL because of mother tongue interference. The results demonstrate that learners have misinterpreted words in the test which look like Spanish words. I.e. *actually*. Spanish speakers tend to confuse this word with a parallel term ‘*actualmente*’ in their mother tongue; in contrast, this word has a different connotation in English. Even though they look alike, their meaning is not the same. (Guevara, 2015)

In conclusion, these revisions support the problematic of this investigation. All of them argued that developing pragmatic competences is a fundamental parameter in the English teaching process; outside of this, it is sometimes avoided when this process plays a role. Its importance relies on Alcon and Lopez studies, where the lacks of pragmatics hamper the act of communication. While Guevara recognizes that the lack of knowledge of one of the pragmatic components, false friends, interfere understanding of the TL. These researches contribute to the didactic field where pragmatics ought to be included to facilitate language output.

## **2.11. Legal bases**

Through the years, the importance of the English language teaching has played a relevant impact on the Latin American countries, especially in Ecuador. Its situation changed when the government of Rafael Correa noticed the low level of English the country had in contrast with the rest of Latin America countries. It has been a deep

process to increase the level of the English language. Trainings and scholarships to English teachers were offered to improve the way of instructing lessons.

In the past, any teacher could teach this subject to complete the teachers' schedule. Even if they were not prepared in the language, neither in methodologies they mature this profession. Nowadays, English is regarded as a serious subject that needs preparation and proficiency of linguistic competences. According to the Ministry of Education of Ecuador, (2012) they proposed the Ecuadorian in-service English teacher Standards to have a controlled situation of English teachers. They proposed certain domains to take into account when teaching. The most relevant, concerning this investigation, are: culture and language. Those are essential when the act of communication takes a role. Learners must have knowledge of the English culture as well as features of the language to well-interpret and produce the TL. Inside the language domain, pragmatics is the first linguistic component to develop in lessons. Students should be aware of expressions and words that based on a situation, its meaning differs. The National English Curriculum Guidelines of Ecuador also argued that pragmatics is important in the didactic process. They have as a main objective to develop the learner's communicative competences and pragmatic competences to enrich the four skills. Students' exit profile is to get B1 level, according to the Common European Framework of Reference for Languages (CERF). In doing so, their pragmatic abilities must be achieved to avoid misinterpretation in the TL. In view of this, it has been determined as a policy to include in lessons.

Finally, thanks to the government implications in 2012, the English teaching situation has totally changed. Today, it is seen as a fundamental lesson that implies training as well as proficiency of the foreign language. They have included a guideline and Standards to enhance the relevant components to integrate in lessons. Pragmatics is one component demanded to include in the didactic process, because learners must avoid obstacles to produce the TL.

## **2.12. Justification**

This investigation is meaningful for the Applied Linguistics School because it will be useful for students to develop their pragmatic competences. This descriptive

investigation deals with pragmatic awareness Spanish speakers have when learning English. It subsidizes to Linguistics studies of Applied Linguistics School at PUCESE.

On the other hand, it is essential to mention that this kind of research has not done before in Esmeralda's city. It is the key of its implication in the city. EFL learners must be conscious of its relevance in the learning process. Cultural factors should be taken into account because they may obstruct the interpretation of the English language.

Farther, it will provide a didactic material, a good tool for teachers, to implement in their lessons. This contains a glossary of the commonest phrases or words with their real translation in English. In view of that, this research is vital for the fields, linguistics and didactics. This will sponsor to students to be aware of the pragmatics of the English language.

### **3. METHODOLOGY**

This descriptive investigation was done to identify the commonest problems students have in the pragmatics of the English language. First, an observation was made, for a period of one month, in third and sixth level of the Applied Linguistics School. On the one hand, in the third level: Academic Writing and British literature were the principal subjects considered in this process. Each subject had a period of one hour. On the other hand, concerning sixth level, oral discourse lessons were the main subject to notice the difficulties EFL learners may suffer in speech. Additionally, a scale was designed to measure the criterion established in the observation process.

Second, two instruments were elaborated to obtain reliable results. On the one hand, after two months, a survey was applied to collect essential data about students' troubles on the pragmatics of the English language. In this manner, the survey had five questions related to the general knowledge learners had in relation to the pragmatics of the English language. Close questions and multiple choices were question's techniques applied in the survey. On the other hand, a test was also taken after the survey application. It had three questions, each contained five items. There were a variety of testing techniques used to produce valuable, reliable and consistent outcomes. Filling in the blanks with words of a box provided, multiple choice, and completing were the techniques cast-off to develop the pragmatics examination.

These instruments contributed with reliability and effectiveness of the study done. The survey served to contrast both, the knowledge learners thought they knew with the information they really had; it is provided by the test outcomes. For that reason, it is core to make a distinction on the supposed data with the real one. So, the information gotten was as detailed as possible.

### **3.1. Type of investigation**

This is a descriptive investigation, since this research labeled the problems students from Applied Linguistics School have in relation to the pragmatics of the English language.

### **3.2. Methods**

This research followed the inductive and deductive methodologies. It was inductive because before to identify pragmatics complications, an observation was done. This observation was the first step of an inductive research according to Neuman, 2003. Additionally, it was qualitative, because this investigation leaded with some theories, as well as the quantitative method since these results were analyzed in order to implement a solution. Moreover, it was also deductive because throughout the investigation process a hypothesis emerged. It is: Will students be aware of pragmatics by means of applying a glossary in their lessons? Besides, there were several studies and theories which provide reliability to this research. Thus, this deductive study was from the general to the particular or determined terms, as Pelissier 2008, *p.3*.stated.

### **3.3. Universe and sample**

The Applied Linguistics School is formed by three levels: third, sixth, and eight as an overall of forty three students. However, in this investigation only the low levels were taken into account.

Students from the third and sixth level of this career contributed with this investigation. Thirty one women and seven men. This career was chosen because learners will teach English as a Foreign Language. Their future students at schools may vary in level, ages, learning styles, and kind of intelligences in Esmeralda's city. That is why, they ought to have this knowledge about the pragmatics role in teaching the language.

### **3.4. Data processing**

The questionnaire was tabulated through the Formula of Percentage; in addition, the Manual percentage method was applied to collect information. The data was managed with Microsoft Excel software and tabulated as well.

### **3.5. Techniques and instruments**

**Observation.** - During one month students were observed in order to identify the problems in discourse related to pragmatics.

**Survey.** - This was applied to students only. The survey provided 5 questions about the definition, importance, awareness, and issues of pragmatics. These questions served to detect students' knowledge about pragmatics.

**Test.** - It had ten sentences. Those questions were structured with some expressions and words that according to their context their meaning varies. So students had to translate those sentences into Spanish to show their pragmatic competences.

Nevertheless, if they did not understand a word in the sentence that interfere the translation, they were asked to circle it. In that way, a glossary could be built according to their weaknesses identified in the test; furthermore, words and expressions were added taking into account the most frequent used by native speakers. To implement this, the Word and Phrase corpus web page was used.

## **4. RESULTS**

#### 4.1. Results of the observation

Several lessons were observed during the period of four weeks in order to know if linguistic components were taken into consideration when teaching English as a foreign language. Each lesson had a time of one hour. British literature, Oral discourse and Linguistics were the ones chosen because of their direct interaction with the spoken and written language.

During the first week, the topics of the lessons were already developed. Some words and expressions were explained in order to understand the authentic text. The teachers were always asking about the meaning of some utterances to see learners' reaction. By means of these explanations learners realized the presence of some pragmatic issues. Besides, the use of didactic materials helped to get the meaning of words based on the contexts. Learners had problems on understanding some teachers' instructions. For instance, the teacher tells them *I do not buy it, take it easy, grab a bite, lighten up, easier said than done*, and some other expressions which a meaning is based on a non-literal interpretation.

Meanwhile, in the second week, teachers focused sometimes on pragmatic awareness. Teachers explained new topics and some words. As it could be expected, several expressions and words appeared. Those were interpreted literally; learners did not guess the abstract meaning of the English language. Thereby, they were translated into Spanish, so that time was not spent. Learners were active during this process because of their interest to know the meaning of those words and expressions in the context. Students were aware of these words. Some of them asked about their meaning to understand better. Despite didactic materials were used, there were some expressions that ought to be translated for their comprehension.

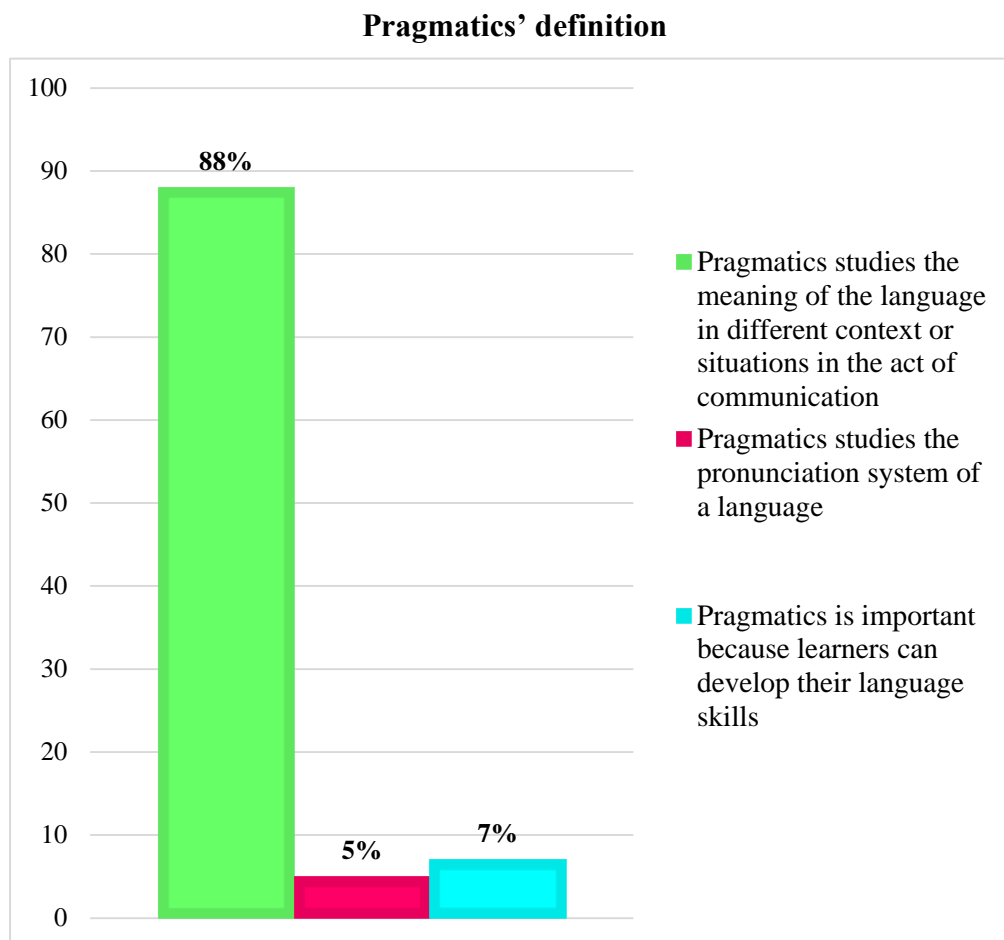
The third week was more active. Learners had to present oral presentations and dialogues. It could be observed, that they had problems on phrasal words and expressions because of their misuse while producing the foreign language. There are some factors why learners were not aware of pragmatics. Nervousness and awareness of mispronunciation may be the most relevant reason why they did not pay attention to the correct language outcome. Moreover, it was observed that at sixth, third, and eight

levels, the students are concentrated on content rather than in language. In spite of teachers' questions of those expressions used, they answered incorrectly.

In the course of the fourth week, learners were asked to write essays and summaries about the content studied. In view of that, some of their written tasks were read to identify the use of words in different contexts. They present some difficulties using words in determined contexts. Essays and summaries present a great amount of mistakes on understanding them because of lack of pragmatic competences. Teachers explained, in a little time, the usage of expressions and words in different situations. For that reason, their works present so many mistakes.

The observation process was important for this investigation to carry out the lack of pragmatic awareness Applied Linguistics students of third, sixth, and eight levels had. During the weeks observed, there were many techniques and strategies used by teachers which helped learners to improve their English level. However, they did not help to improve the linguistic components learners have to take into account to teach in the future. Instructions provided were not well interpreted by learners. The use of didactic materials such as videos, audio tracks, and worksheets, helped students to understand some words which hamper the total comprehension of the English language.

## 4.2. Results of the survey

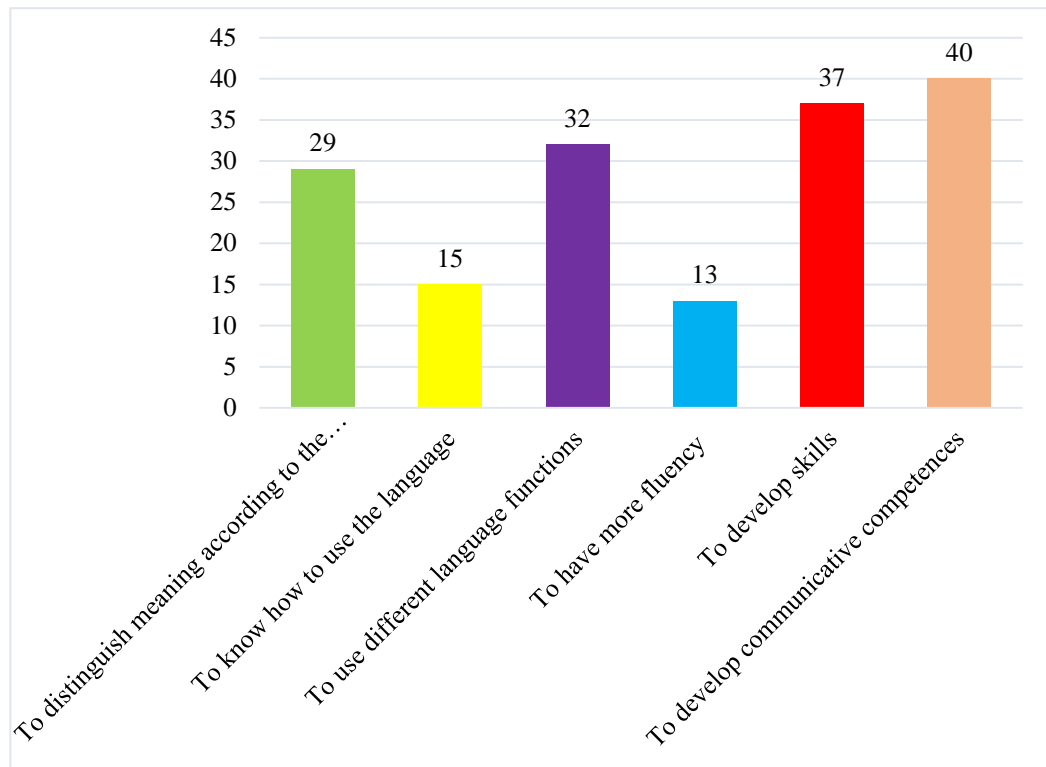


**FIGURE. 1: PRAGMATICS' DEFINITION**  
**SOURCE: SURVEY APPLIED TO STUDENTS**

### **Analysis:**

Applied Linguistics students demonstrated they know what pragmatics is. The 88% of them argued that it studies the meaning of the language in different context or situations in the act of communication. The results confirmed learners have had background knowledge about the linguistic component investigated. However, the 12% missed do not have a clear definition of what pragmatics is about.

## Importance of pragmatic competences



**FIGURE. 2: IMPORTANCE OF PRAGMATIC COMPETENCES**  
**SOURCE: SURVEY APPLIED TO STUDENTS**

### Analysis:

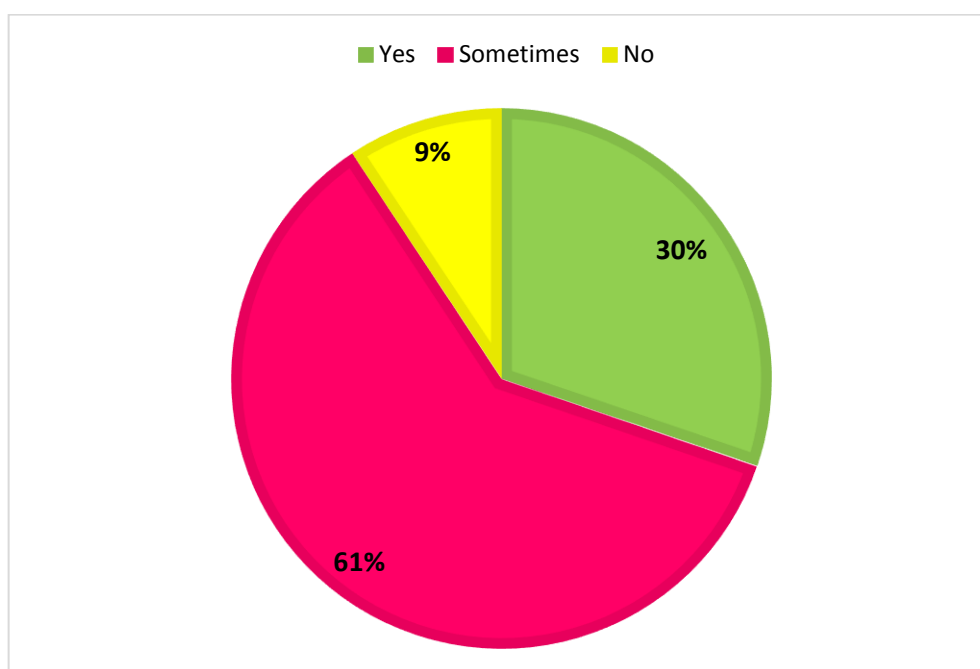
To learn how to use the language linguistic components was necessary. Applied Linguistics Students were asked about the importance of developing pragmatic competences in the teaching-learning process. In view of that, the 79% considered pragmatic competences as an important element to acquire a foreign language. The 21% did not consider it relevant. Some reasons were given; however the most significant one was that pragmatic competences contribute to develop communicative competences.

## Applied linguistics subjects related to pragmatics

### Analysis:

During the university studies at the ALS the curriculum may vary because of certain new requirements. In the eight semesters of the career, learners study several subjects related to skills acquirement, contrastive phonology, morphology and syntax, linguistics, and methodologies to teach meaningfully. However, there is not a subject in which pragmatics is taught. It has been proved, by the 88% of students that this linguistic component is taught inside other subjects. But its prominence in the language production and comprehension is indispensable.

### Students' experiences on pragmatic problems

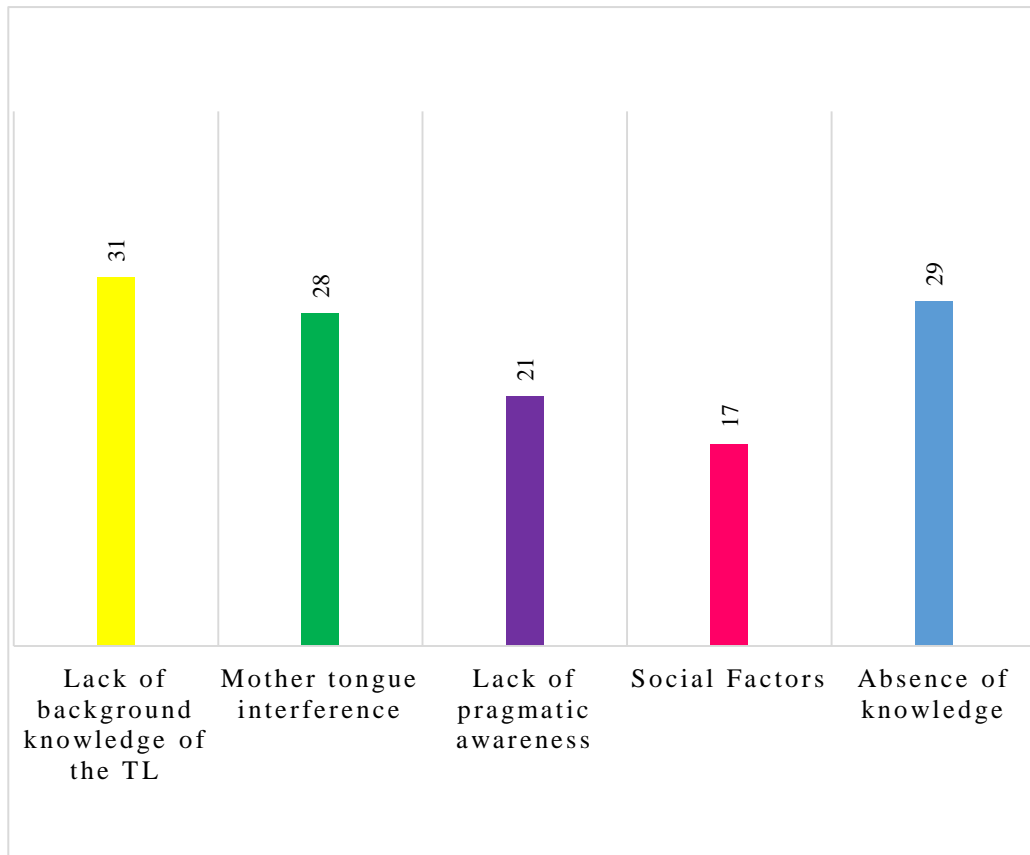


**FIGURE. 3: STUDENTS' EXPERIENCES ON PRAGMATIC PROBLEMS**  
**SOURCE: SURVEY APPLIED TO STUDENTS**

### Analysis:

Learners were asked about their experiences of misunderstandings when producing the language. Noticeable the 61% argued that they sometimes have these problems when talking; meanwhile the 39% said they did not present this kind of problem.

### List of problems which hamper the T-L process



**FIGURE. 4: LIST OF PROBLEMS WHICH HAMPER THE T-L PROCESS**  
**SOURCE: SURVEY APPLIED TO STUDENTS**

#### **Analysis:**

English as a Foreign Language (EFL) learners have more difficulties on learning a target language (TL) because of many reasons. According to some authors, background knowledge, social factors and mother tongue interference, to mention a few, are the principal facts why learners do not learn the language easily. In doing so, the 31% of learners answered that the most relevant factor why their pragmatic competences of the TL cannot be adapted is because of the lack of background knowledge of the TL and the 29% answered, because of absence of knowledge.

## **Pragmatics contributes to the development of the skills**

### **Analysis:**

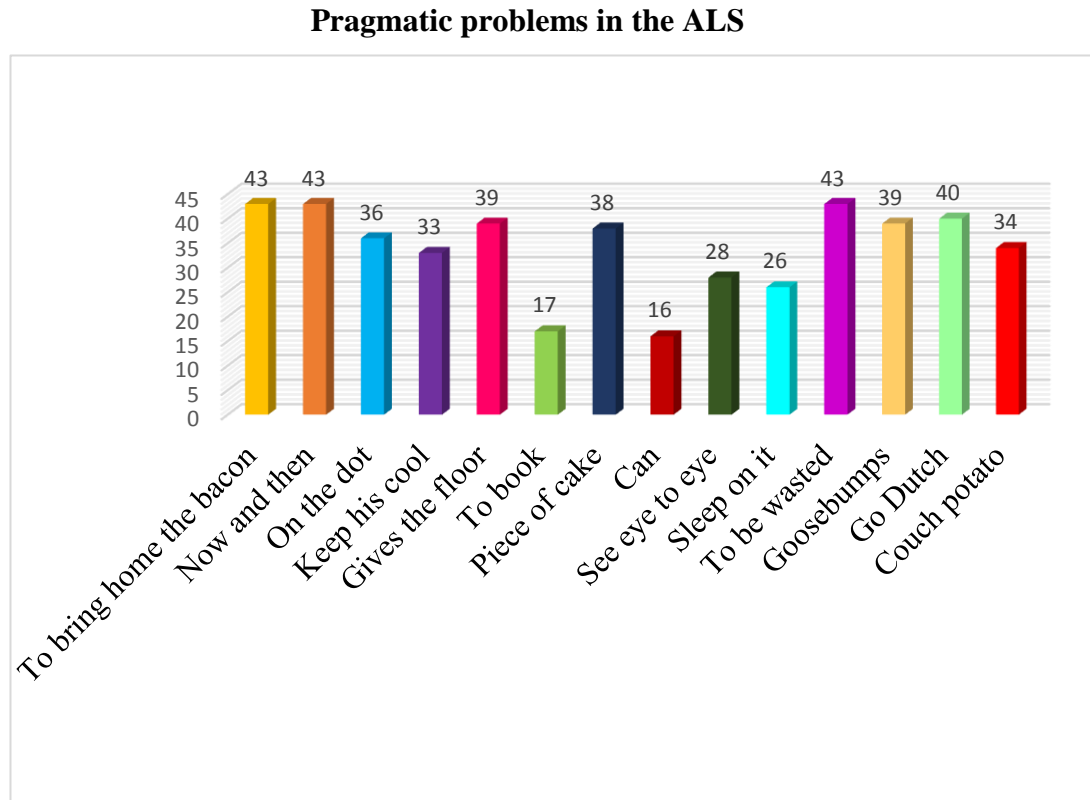
In the item 6 of the survey, learners were asked to answer about the worth role of pragmatics in the development of the four skills. All students affirmed that pragmatics plays a fundamental role on the comprehension and interpretation of the language. Learners argued that this linguistic component may contribute to improve their English level by means of the development of the productive and perceptive skills of the language. Additionally, it has been proved that pragmatics benefits the language production and comprehension of EFL learners who have some hampers in the didactic process.

## **A glossary enables students to be aware in Pragmatics**

### **Analysis:**

Learners affirmed their concerns related to their difficulties on producing the language, since their answer was positive; they accepted that the implementation of a didactic material could be useful for the development of pragmatic competences. All of the participants wanted a didactic material to be aware of some possible pragmatic problems they would have in future language productions.

### 4.3. Results of the test



**FIGURE. 5: PRAGMATIC PROBLEMS IN THE ALS**  
**SOURCE: TEST APPLIED TO STUDENTS**

#### **Analysis:**

The purpose of this investigation was to identify the main problems Applied Linguistics students had in relation to the pragmatics of the English language. To do this, a test was applied with different techniques provided. The results showed that with the eleven words and expressions given in the text, the majority of participants present difficulties on interpreting those utterances. In the first question, '*to bring home the bacon*' and '*now and then*' were the ones which present more incorrect answers. Furthermore, the second multiple choice question had more incorrect responses in the items: '*gives the floor*' and '*a piece of cake*'. Finally, in the last question where learners had to fill in the gap the seven utterances provided in a box; the majority of them had

difficulties on completing the statements, to such a degree of letting everything in blank. However, the one which had more problems was *'to be wasted'*.

## **5. Discussion**

Linguistic components are essential when learning a foreign language. Pragmatics, which studies the interpretation of languages, is the key to use it appropriately. This investigation was aimed to analyze the main difficulties Applied Linguistics students of third, sixth, and eight levels have in relation to pragmatics of the English language at PUCESE. Its results demonstrated that they suffer many problems related to the linguistic component studied. It was realized their difficulties on interpreting the English language in the teaching-learning process through the techniques used like, survey, test and observations.

Several investigations have contributed to the development of pragmatic competences in EFL learners. On the one hand, language output is always interfered by the L1. It could be noticeable with Lopez' study. He coincided that pragmatic competences cannot be developed at all by EFL learners because of their mother tongue (L1) interference. That is why Brock and Nagasaka (2005) proposed the for SURE steps; in which learners can be reinforced with the contents twice to be meaningful. These studies revealed that pragmatics has been taken place in the teaching-learning process for EFL learners to use and interpret the language correctly.

On the other hand, despite the double reinforcement on context it has been proved that learners can present the lack of pragmatic competences when using the language in real contexts. Alcon (2014) revealed that either if learners do not present misinterpretations of the English language when writing; they will present pragmatic problems when producing the language orally. It is independently of their good competences on grammar. It was also proved by means of this investigation. Many learners were categorized as the best students of the career; however, those good students also present problems when interpreting the target language studied. So, to get accuracy and fluency of a foreign language linguistic components are needed.

These investigations have contributed significantly to this research because of their close relationship to the problematic which affects the communication process. This pragmatic problem is seen all over the globe, where learners are non-native speakers

and learn a second language (L2); to such a degree that linguists took place to solve this problematic. In view of this problem which hamper the teaching-learning process, Heras (2014) designed a handbook with 40 expressions which meanings varies, so that learners of the University of Cuenca, Ecuador can be aware of pragmatics of the English language. As well as Guevara (2015) who elaborated a pamphlet with false friends for PUCESE teachers and students. Those authors contributed with didactic materials to help EFL learners solve this fundamental difficulty.

The present investigation revealed the problem is also present at the Applied Linguistic School with a vast number of misinterpretations of the English language. In view of the results gotten in this research, the elaboration of a didactic material for the Applied Linguistics students emerges from their need of developing pragmatic competences. It is a glossary to be included in their teaching-learning process. It consists of a list of words and expressions, with some examples, with their real interpretation of the English language. In doing so, it can be included at the ALS as a didactic material which serves to interpret the language adequately.

## **6. Conclusions and Recommendations**

### **6.1. Conclusions**

- The main pragmatic problem identified at the Applied Linguistics School is related to language use which carries out the appropriateness of the language production based on situations.
- Linguistic components, such as pragmatics, has to be emphasized in the English language teaching-learning process.
- Applied Linguistics learners at PUCESE have lack of pragmatic competences of the English language.

### **6.2. Recommendations**

- The Applied Linguistics teachers and students should incorporate subjects where pragmatic competences can be developed in the English language teaching-learning process.
- A glossary should be included, as a didactic material, to the Applied Linguistic School in order to be more conscious about pragmatics when producing the English language.
- An experimental investigation can be done for future investigations in which the didactic material proposed, the glossary, can be applied to the participants to see its validity and reliability in the teaching-learning process of a target language.

## 7. Bibliography and References

- Alcon, E. (2014). *Pragmatic learning and study abroad: Effects of instruction and length of stay*. Universitat Jaume I, Spain. Retrieved on June 4th from: <http://dx.doi.org/10.1016/j.system.2014.09.005>
- Aufa, F. (2013). *The Assessment Tool of L2 Learners' Pragmatic Competence: Written Discourse Completion Test (WDCT)*. The University of Queensland. 68.19. 113-115. Accessed on June 3<sup>rd</sup>, 2016. Retrieved from:
- Aquino, C. (2012). *Pragmatic Competence: how can it be developed in the foreign language classroom?*. *Revistas electronicas PUCRS*. 2. 140-147. Accessed on: June 3<sup>rd</sup>, 2016. Retrieved from: <http://revistaseletronicas.pucrs.br/ojs/index.php/belt/article/viewFile/9792/7552>
- ASHA. (2013). *Pragmatics Language Skill*. Accessed on: June 2<sup>nd</sup>, 2016. Retrieved from: [http://weplay2grow.com/uploads/Pragmatic\\_Language\\_Skills.pdf](http://weplay2grow.com/uploads/Pragmatic_Language_Skills.pdf)
- Blyth, C. (2010). *What is pragmatics?*. *Foreign Language Teaching Methods*. COERLL, the University of Texas at Austin. Accessed on: November 26<sup>th</sup>, 2015. Retrieved from: <https://coerll.utexas.edu/methods/modules/pragmatics/01/>
- Brock, M. & Nagasaka, Y. (2005). *Teaching Pragmatics in the EFL Classroom? Sure you can*. *TESL Reporter*. 38, 1. 17-26. Accessed on December 12th, 2015. Retrieved from: <file:///C:/Users/FAMILIA%20RENGIFO/Downloads/3808-3873-1-PB.txt.pdf>
- Brown, J. (2008). *Raters, Functions, Item Types and the dependability of L2*. In E. Alcon Soler, & A. Martinez, *Investigating Pragmatics in Foreign learning, Teaching and Testing* (pp. 224-232). Bristol, Toronto, Canada: British Library. Retrieved June 2, 2016, from [https://books.google.com.ec/books?id=f7GWA-6tx0MC&printsec=frontcover&source=gbs\\_ge\\_summary\\_r&cad=0#v=onepage&q&f=false](https://books.google.com.ec/books?id=f7GWA-6tx0MC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false)
- Cabrera, P. González, P. Ochoa, C. Quiñonez, A. Castillo, L. Jaramillo, L. Espinosa, F. & Arias, M. (2014). *Spanish Interference in EFL Writing Skills: A Case of*

*Ecuadorian Senior High Schools*. Loja, Ecuador. 7, 7. Accessed on: December 12<sup>th</sup>, 2015. Retrieved from: <http://www.ccsenet.org/journal/index.php/elt/article/viewFile/37814/21134>

Cambridge English. (2011). *Teaching History through English – a CLIL approach*. University of Cambridge. ESOL examination. 2-14. <http://www.cambridgeenglish.org/images/168750-teaching-history-through-english-a-clil-approach.pdf>

Cross, R and Gearon, M. (2013). Research and Evaluation of the Content and Language Integrated Learning (CLIL) Approach to Teaching and Learning Languages in Victorian Schools. CLIL. The University of Melbourne. Australia. 14-19 <http://www.education.vic.gov.au/Documents/school/teachers/teachingresources/discipline/languages/CLILtrialresearchrpt.pdf>

Crystal, D. (2008). *A dictionary of linguistics and phonology*. Blackwell Publishing. US, Madden. 6. 380. Accessed on March 22, 2016. Retrieved from: [http://www.mohamedrabeea.com/books/book1\\_3891.pdf](http://www.mohamedrabeea.com/books/book1_3891.pdf)

Dewey, J. (1966). Experience and thinking. Democracy and Education: an introduction to the philosophy of education. Free Press, New York. 40-50. Accessed on: December 12<sup>th</sup>, 2015. Retrieved from: <http://xroads.virginia.edu/~Hyper2/Dewey/ch11.html>

Echeverria, R. (2009). *The Role of Pragmatics in Second Language Teaching*. MA TESOL Collection. Brattleboro, Vermont. Accessed on January 3<sup>rd</sup>, 2016. Retrieved from: [http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1479&context=ipp\\_collection](http://digitalcollections.sit.edu/cgi/viewcontent.cgi?article=1479&context=ipp_collection)

Guevara, D. (2015). *Analysis of the commonest 'false friends' of the English language that interferes reading abilities at PUCESE*. Esmeraldas: Ecuador.

Grice, H. (1975). *Logic and conversation*. In Cole, P., and J.L. Morgan, eds. *Speech Acts*. New York: Academic Press. 41–58. Accessed on May 24<sup>th</sup>, 2016. Retrieved from:

- <http://www.cog.brown.edu/courses/cg45/lecture%20slides/Gricean%20Maxims.pdf>
- Heras, G. (2014). *Designing and Piloting Part of an Introductory Pragmatics Workbook for 3rd level Students of the English Degree Course*. Cuenca, Ecuador. Accessed on: December 12<sup>th</sup>, 2015. Retrieved from:  
<http://dspace.ucuenca.edu.ec/bitstream/123456789/20786/1/Tesis.pdf>
- Horn, L. R., & Ward, G. (2004). *Pragmatics*. Ling. Northwestern. Accessed on March 22<sup>nd</sup>, 2016. Retrieved from:  
<http://faculty.wcas.northwestern.edu/~ward/MITECS99.pdf>
- Kecskes, I. (2015). *How does pragmatic competence develop in bilinguals?*. *International Journal of Multilingualism*, 12:4, 419-434. Retrieved from:  
[http://www.tandfonline.com/doi/abs/10.1080/14790718.2015.1071018#.V1d2jfk\\_rLIU](http://www.tandfonline.com/doi/abs/10.1080/14790718.2015.1071018#.V1d2jfk_rLIU)
- Lesza, U. (2012). An introduction to CLIL. Notes based on a CLIL course at British Study Center-Oxford. Istituto di Istruzione Superiore-“Quintino Sella” Biella. 3-4 [http://www.itis.biella.it/europa/pdf-europa/CLIL\\_Report.pdf](http://www.itis.biella.it/europa/pdf-europa/CLIL_Report.pdf)
- Ministerio de Educacion. (2012). *Ecuadorian in-service English teachers Standards*. The English Language teaching standards. Estandares de Calidad. Ecuador. Accessed on: June 12<sup>th</sup>, 2016. Retrieved from:[http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares\\_2012\\_ingles\\_opt.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf)
- Ministerio de Educacion. (2012). *National Curriculum Guidelines*. English as a Foreign Language. Ecuador. Accessed on: June 12<sup>th</sup>, 2016. Retrieved from:  
<http://educacion.gob.ec/wp-content/uploads/downloads/2014/09/01-National-Curriculum-Guidelines-EFL-Agosto-2014.pdf>
- Task-Based Language Learning. (2011). In D. Larsen-Freeman, & M. Anderson, *Techniques and Principles in Language Teaching* (pp. 149-163). Oxford, United Kingdom: Oxford, University Press.
- Levinson, S. (2003). *Pragmatics*. Netherlands: Nijmegen. Accessed on March 26<sup>th</sup>, 2016. Retrieved from:  
[http://pubman.mpg.de/pubman/item/escidoc:66467:3/component/escidoc:66468/2001\\_Pragmat](http://pubman.mpg.de/pubman/item/escidoc:66467:3/component/escidoc:66468/2001_Pragmat)

- Liu, Sh. (2007). *What is pragmatics?* Accessed on: December 8<sup>th</sup>, 2015. Retrieved from: <http://www.gxnu.edu.cn/Personal/szliu/definition.html>
- Neuman, W.L. (2003). *Social Research Methods: Qualitative and Quantitative Approaches*. Accessed on: February 3<sup>rd</sup>, 2016. Retrieved from: <http://research-methodology.net/research-methodology/research-approach/inductive-approach-2/>
- Pietarinen, A. (2005). *Relevance Theory through Pragmatic Theories of meaning*, Helsinki, Finland. Department of Philosophy. Accessed on: May 29<sup>th</sup>, 2016. Retrieved from: <http://www.helsinki.fi/~pietarin/publications/Relevance%20theory-Pietarinen.pdf>
- Pellissier, R. (2008). *Business Research Made Easy*. 3. Accessed on: February 3<sup>rd</sup>, 2016. Retrieved from: <http://research-methodology.net/research-methodology/research-approach/deductive-approach-2/>
- Setoguchi, E. (2008). *Multiple-choice discourse completion tasks in Japanese English language assessment*. Second Language Studies. Hawaii: United States. 27(1). 41-101. Accessed on: June 8<sup>th</sup>, 2016. Retrieved from: [http://www.hawaii.edu/sls/wp-content/uploads/2014/09/Setoguchi\\_Eric.pdf](http://www.hawaii.edu/sls/wp-content/uploads/2014/09/Setoguchi_Eric.pdf)
- Ureña, N. (2014). *English Education in the Ecuadorian Public Sector*. Policy Brief. 4. Accessed on December 16<sup>th</sup>, 2015. Retrieved from: <http://repositorio.educacionsuperior.gob.ec/bitstream/28000/1404/1/T-SENESCYT-00555.pdf>
- Wang, V. (2011). Web 2.0 Technologies and foreign language teaching. In V. Wang, *E-Leadership Counseling and Training* (pp. 106-107). Florida, United States. Accessed on: June 1, 2016. Retrieved from: <https://books.google.com.ec/books?id=VCFcfDQQFkwC&pg=PA12&lpg=PA12&dq=false#v=onepage&q=false&f=fal>

## 8. Appendices

### 8.1. Appendix 1: Observation sheet



#### Pontifical Catholic University of Ecuador In Esmeraldas

**Objective:** This observation sheet will be useful to identify the problems in discourse related to pragmatics in the Applied Linguistics School.

**Date:** \_\_\_\_\_

**Lesson:** \_\_\_\_\_ **Time:** \_\_\_\_\_

Criteria	Always	Sometimes	Often	Never
In a new topic, the teacher explains some pragmatic awareness.				
The teacher usually explains words and expressions which have many senses.				
Students are aware of pragmatics during lessons. (active questions)				
Students ask for the meaning of words in different situations. (SS are curios)				
Students interpret teacher's instructions well. (Participate actively)				

The teacher uses didactic materials to develop pragmatic competences				
--	--	--	--	--

**Comments:**

--

**8.2. Appendix 2: Observation scale**



**Pontifical Catholic University of Ecuador  
In Esmeraldas**

**Objective:** The scale will provide reliability, validity, and practicality, to some criteria, to make the observation process an effective activity that contributes to the investigation.

<b>Pragmatic Competences awareness. Elements to be considered</b>				
<b>CRITERIA</b>	<b>ITEMS</b>			
Students are aware of pragmatics during lessons	<ul style="list-style-type: none"> <li>▪ SS distinguish some words meaning taking into consideration the context.</li> </ul>			
	4	3	2	1
Students ask for the word connotation in different context	<ul style="list-style-type: none"> <li>▪ SS are curious and see the context of the word.</li> <li>▪ SS translate for a better comprehension.</li> </ul>			
	4	3	2	1
Students well-interpret teachers' instructions	<ul style="list-style-type: none"> <li>▪ Active SS Participation</li> <li>▪ SS ask actively</li> </ul>			
	4	3	2	1

**Note:**

Consider that:

- 4: Always
- 3: Sometimes
- 2: Often
- 1: Never

### 8.3. Appendix 3: Survey



## Pontifical Catholic University of Ecuador In Esmeraldas

**Objective:** This survey will detect third and sixth level Applied Linguistic students' knowledge in relation to the *pragmatics* of the English language.

**Please, read carefully and answer all the questions**

↪ **Underline the correct pragmatic's definition:**

- a. Pragmatics studies the meaning of the language in different context or situations in the act of communication.
- b. Pragmatics studies the pronunciation system of a language.
- c. Pragmatics is important because learners can develop their language skills.

**Put a tick to answer the following questions:**

↪ **Do you think developing pragmatic competences are important for EFL (English as a Foreign Language) learners? Justify your answer.**

<input type="checkbox"/>	Yes, I do consider it is very important.
<input type="checkbox"/>	It may be somewhat useful
<input type="checkbox"/>	No, I do not think it is fundamental

↪ **During the semesters you have studied, have you ever learned anything related to pragmatics in any subject so far?**

	Yes
	No

⇒ **Have you experienced any problem on interpreting the English Language?**

<b>Yes</b>	<b>Sometimes</b>	<b>No</b>

⇒ **Why do you think you have complications on interpreting the English Language?**

	<b>Lack of background knowledge of the target language. (English)</b>
	<b>Mother tongue interference</b>
	<b>Lack of pragmatics awareness</b>
	<b>Social Factors (Culture, education level, gender, etc.)</b>
	<b>Absence of knowledge</b>

⇒ **Do you consider pragmatics contribute to develop the four skills in learning a language? Justify your answer.**

	Yes
	No

--

⇒ **Do you think the integration of a glossary as a didactic material can be useful to be aware about pragmatics?**

	Yes
	No

*Thanks for your participation*

#### 8.4. Appendix 4: Test



### Pontifical Catholic University of Ecuador In Esmeraldas

**Objective:** This test is to find out Applied Linguistics students awareness of the pragmatics of the English language in order to provide a didactic material.

**Complete your answers honestly, if you do not know the meaning of a word or expression, circle it.**

⇒ **Read the next sentences and translate them into Spanish.**

1. Our parents bring home the bacon, so we must help with the laundry.

---

2. Kylie goes to the library now and then.

---

3. I arrived on the dot. Everybody is at lunch.

---

4. Leo keeps his cool while talking to his boss.

---

⇒ **Choose the correct situation for each expression.**

1. Gives the floor

- ✓ Someone has offer his house to someone for living.
- ✓ It is Sara's turn to speak in the court.
- ✓ To break out your house's floor.

2. Book

- ✓ Liz reserves the tickets plane in Tame.
- ✓ She offers her tickets to her friend.
- ✓ Miguel buys the tickets plane.

### 3. Piece of cake

- ✓ It is a very sweet cube.
- ✓ Science test was sour.
- ✓ Math exam was the easiest ones!

✎ Complete the sentences with the words/expressions in the box.

Go Dutch	See eye to eye	Can	To be wasted
Couch potato	Sleep on it	Goosebumps	

1. My parents were to the supermarket this morning and they bought twelve \_\_\_\_\_ of cat's food.
2. Sara cannot believe Paul and Nick's friendship because they never \_\_\_\_\_.
3. My sisters and brothers are the greatest singer ever! They participate on the Voice contest and win. They \_\_\_\_\_.
4. Last night, I had a meeting with my friends. We drunk a lot! Today I \_\_\_\_\_ at job.
5. Yesterday, my daughter got her PhD degree. I got \_\_\_\_\_ while her oral presentation. I am really proud of her.
6. I am seeing my friends today during my lunch time. All of us argued to \_\_\_\_\_. So each girl will pay for her food.
7. My cousin is sedentary. She is a \_\_\_\_\_! She is always watching TV on the sofa without doing any other thing.

**8.5. Appendix 5: Glossary**



**PONTIFICAL CATHOLIC UNIVERSITY OF ECUADOR  
IN ESMERALDAS**

**APPLIED LINGUISTICS SCHOOL**

**AUTHOR:**

**MARLENE ELIZABETH RENGIFO OBANDO**

**THESIS REPORT:**

**A STUDY OF THE PRAGMATICS OF ENGLISH IN THE  
APPLIED LINGUISTICS SCHOOL AT PUCESE-2016**

PROPOSAL:  
**A GLOSSARY OF THE COMMONEST PRAGMATIC  
PROBLEMS**

**OCTOBER, 2016**

**PEDAGOGICAL PROCEDURES**

The proposal was elaborated based on the results obtained in the present investigation related with pragmatics, at the Applied Linguistic School (ALS) at PUCESE. The main difficulties identified and analyzed were related to language use, by means of this, a pedagogical orientation, using the Task-Based Approach was designed for the ALS to include the glossary in the teaching-learning process.

The present situation of an exercise was designed centered on the observation process done through the investigation. For instance, if the teacher delivers activities such as the one proposed below in which learners have to fill sentences from words of a box; learners may present complications when interpreting the English language in those kind of situations.

Therefore, the didactic material provided, the glossary, can serve as a good tool to develop this activity efficiently. It helps to understand words and expressions used in the English language. Additionally, it benefits students to be aware about this linguistic component.

Thus, the steps to introduce the didactic material are:

**1. Pre-task**

In an Academic Writing or Grammar lesson with pragmatics focused:

The teacher can present pictures or expressions/words from the glossary and let learners get the meaning of each. This interpretation should be writing in a part of the board or on learners' notebooks to contrast their real meaning later. At this stage, five or ten minutes can be enough to complete it.

## 2. Task-Cycle

The teacher should show at this time the real meaning of the expressions and words introduced before but without examples in which those are in real contexts. After that, an activity, with some new words, are delivered to students so that they can complete it.

This stage may take around thirty minutes.

**Complete the sentences with the words/expressions in the box.**

Go Dutch	See eye to eye	Can	to be wasted
	Sleep on it	Goosebumps	




1. My parents were to the supermarket this morning and they bought twelve **CAN** of cat's food.
2. Sara cannot believe Paul and Nick's friendship because they never **SEE EYE TO EYE**.
3. My sisters and brothers are the greatest singer ever! They participate on The Voice contest and won. They **SLEPT ON IT**.
4. Last night, I had a meeting with my friends. We drunk a lot! Today I **AM WASTED** at job.
5. Yesterday, my daughter got her PhD degree. I got **GOOSEBUMPS** while her oral presentation. I am really proud of her.
6. I am seeing my friends today during my lunch time. All of us argued to **GO DUTCH**. So each girl will pay for her food.





At this time, they may present complications when filling in the blanks; therefore, the glossary can be used as didactic material to comprehend the utterances given in the task. In doing so, learners have a feasible procedure to finish the activity effectively.

Common phrases	Literal meaning	Real meaning
----------------	-----------------	--------------





### **3. Post-task**




In pairs, learners compare the activities and correct if any mistake, in hand with the glossary. After they solved, to preset the sentences in front of the class giving some examples of the phrases they like the most. This may take 15 minutes. Then, a reinforcement can be done.





 <p>To get wasted</p>	<p>To spend something</p>	<p>To be drank I.e. We just got wasted.</p>
 <p>To bring home the bacon</p>	<p>To bring some bacon to eat.</p>	<p>To gain money of the job and use it to buy food for your home. I.e. Mom and dad bring home the bacon for us.</p>
 <p>You scratch my back and I'll scratch yours</p>	<p>To scrape someone's back</p>	<p>To take care of someone I.e. I'll always be helping you, remember: You scratch my back and I'll scratch yours.</p>
 <p>To give the floor</p>	<p>To give a floor in a building to people for living.</p>	<p>It is someone's turn to speak in a conversation. I.e. Right now is her time to speak. Miss, the floor is yours.</p>

 <p>Couch potato</p>	<p>To have a potato on a couch</p>	<p>It is used when someone watches too much television and do nothing else.</p> <p>I.e. Homer is always on the sofa. He is a couch potato.</p>
 <p>Call it a day</p>	<p>To call someone at any time of the day</p>	<p>It is used to express that the work day is over.</p> <p>I.e. The work day is over; so Call it a day!</p>
 <p>Take it easy</p>	<p>To take an object in an easy manner</p>	<p>To stop working so hard. To get relaxed.</p> <p>I.e. The problem is not so big; take it easy man.</p>
 <p>Keep your cool</p>	<p>To be stylish</p>	<p>To act normal.</p> <p>I.e. He keeps his cool while talking with his boss. He's acting so normal.</p>

 <p>Don't buy it</p>	<p>Do not buy any object</p>	<p>Not to be convinced. Do not believe in something.</p> <p>I.e. He's always lying! I don't buy it.</p>
 <p>Don't sweat it</p>	<p>To sweat because of any physical action</p>	<p>To tell someone not to worry</p> <p>I.e. I can fix this. Don't sweat it.</p>
 <p>Never mind</p>	<p>Never think about anything</p>	<p>To forget about it. It is used to express you do not need any answer.</p> <p>I.e. You leave me; I don't need your explanations. Never mind!</p>
 <p>Sick and tired</p>	<p>To feel bad because of any disease and tired of working.</p>	<p>It is used when you no longer enjoy something because you have done it too many times.</p> <p>I.e. It has become a routine. I am sick and tired!</p>

 <p>Feel blue</p>	<p>To have feelings in color blue.</p>	<p>To feel sad</p> <p>I.e. My cat is lost. I am feeling blue.</p>
 <p>Go Dutch</p>	<p>To go with a person from Holland.</p>	<p>Each person paying for themselves.</p> <p>I.e. I pay my food in the restaurant when I was at Rikki's restaurant with my friends. We went Dutch.</p>
 <p>Now and Then</p>	<p>In an exact moment and after a moment.</p>	<p>Once in a while</p> <p>I.e. My sister goes to the church now and then.</p>
 <p>On the dot</p>	<p>To be on a point</p>	<p>It refers to the exact time in which someone arrives.</p> <p>I.e. I arrived on the dot to eat the lunch.</p>

 <p>Piece of cake</p>	<p>To take a part of a cake</p>	<p>It describes something that is easy to do.</p> <p>I.e. Math exam is as easy as a piece of cake.</p>
 <p>Sleep on it</p>	<p>To sleep on any object</p>	<p>To take time to think about something easy to do.</p> <p>I.e. I sleep on my English exam. I have time to think.</p>
 <p>Speak of the devil</p>	<p>To comment about the evil.</p>	<p>When someone appears just as you are talking about that person.</p> <p>I.e. Jenn is entering to the office right now. We were speaking of the devil.</p>
<p><b>Karma</b> has no menu. You get served what you deserve.</p> <p>It serves you right</p>	<p>Something is useful at your right.</p>	<p>It expresses justice, because someone got what he/she deserved.</p> <p>I.e. Karma is always good. It serves you right.</p>

	<p>To have things not so heavy.</p>	<p>It is used to tell a person not to be depressed. I.e. Chocolates aren't good for depressed situations. Lighten up please.</p>
 <p>Down to earth</p>	<p>To be in a hole</p>	<p>To be realistic, reasonable. I.e. My oldest sister is so realistic. She is down to earth.</p>
 <p>I'll be down</p>	<p>To be downstairs</p>	<p>To agree to participate in something. The same as "I'm in" I.e. The movie is at 7 o'clock. Are you coming? -Yes! I'll be down.</p>
 <p>In your dreams</p>	<p>To be in someone's dream.</p>	<p>To tell someone that you won't do what they want you to do. I.e. He's thinking in being my boyfriend. Ha! In his dreams.</p>

 <p>Back to the grind</p>	<p>To mill something again</p>	<p>To go back to work after a break</p> <p>I.e. The lunch time has finished! I have to go back to the grind.</p>
 <p>Fender Bender</p>	<p>Someone to forget things easily.</p>	<p>It is used when there is a small accident.</p> <p>I.e. I've an accident some minutes ago. It likes Fender Bender.</p>
 <p>Goose bumps</p>	<p>A goose which is hurt.</p>	<p>When your skin become similar like a chicken because of emotions.</p> <p>I.e. I get goose bumps when my mother was singing at Broadway.</p>
 <p>Easier said than done</p>	<p>A talkative person who thinks he/she can do everything.</p>	<p>When something is really difficult to do.</p> <p>I.e. It's easier to criticize instead of giving solutions. It's easier said than done.</p>



Have the guts

Someone who has  
his/her trips  
outside.

To be brave.

I.e. He put his point of  
views at the beginning to  
his boss. He is brave. He  
has the guts!

## 8.6. Appendix 6: Pictures



