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DIPLOMOVÁ PRÁCE

Developing EFL learners' pragmatic competence

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Anotace

Jméno a přímení:	Bc. Pavlína Davidová
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Název práce:	Rozvíjení pragmatické kompetence u studentů anglického jazyka
Název v angličtině:	Developing EFL learners' pragmatic competence
Zvolený typ práce:	Aplikační práce
Anotace práce:	Tato práce se zaměřuje na rozvoj pragmatické kompetence studentů anglického jazyka prostřednictvím teoretického rámce a praktických aplikací. Teoretická část zkoumá relevantní literaturu a strategické dokumenty v této oblasti a analyzuje využití různých výukových metod pro posílení pragmatických dovedností studentů. Důraz je kladen na schopnost efektivní komunikace v různých situacích a kulturách. Praktická část studie zkoumá účinnost aktivit zaměřených na mluvení, které jsou odvozeny z plánů lekcí, s cílem identifikovat ty, které nejúčinněji podporují rozvoj pragmatické kompetence u studentů anglického jazyka.
Klíčová slova:	Pragmatická kompetence, výuka cizích jazyků, komunikace
Anotace v angličtině:	This study focuses on developing pragmatic competence among English language students, emphasizing both theoretical frameworks and practical applications. The theoretical section analyzes relevant literature and strategic documents pertaining to pragmatic competence, exploring the use of various teaching methods aimed at enhancing students' pragmatic skills. Emphasis is placed on the ability to communicate effectively across different contexts and cultures. The practical part of the study examines the effectiveness of speaking activities, adapted from original

	lesson plans, with the aim of identifying those that most contribute to the development of pragmatic competence among English language students.
Klíčová slova v angličtině:	Pragmatic competence, foreign language teaching, communication.
Přílohy vázané v práci:	Questionnaires, lesson plans
Rozsah práce:	135 stran
Jazyk práce:	Anglický jazyk

Contents

Introduction

This study explores the role of pragmatics in modern English language teaching, emphasizing the need for fostering learners' pragmatic competence alongside linguistic proficiency. Pragmatic competence is crucial for appropriate language use, yet it is often overlooked by English language teachers, leading to artificial learning experiences. High grammatical proficiency does not guarantee equivalent pragmatic skills without explicit instruction in pragmatics.

Classrooms are ideal for teaching pragmatics and enhancing intercultural awareness, which is essential for effective communication. English, as a global language, plays a key role in cross-cultural interactions. However, observations show that students often participate minimally in target language communication due to factors like fear of making mistakes, grammar-focused instruction, limited vocabulary, and lack of speaking opportunities.

This research aims to evaluate the impact of integrating various speaking activities— such as role-plays, problem-solving, and information gap tasks—on the speech development and pragmatic competence of 9th-grade students of English. Specifically, it seeks to determine whether these activities result in significant improvements in speech, identify which aspects of pragmatic competence are most impacted, understand which aspects teachers prioritize, and evaluate students' perceptions of these activities' effectiveness and engagement levels.

The theoretical part deals with pragmatics which is a crucial branch of linguistics that examines how language is used in real-world contexts, emphasizing the speaker's intended message. Ignoring pragmatic aspects can lead to communication failures, often perceived as rudeness or insensitivity, as noted by Thomas (1983) as well as Yule (1996). An examination of pragmatic competence and its application in language teaching was conducted, drawing upon the frameworks and theories of discourse, functional, and design competences as outlined by the CEFR (2020).

The speech act theory, introduced by J.L. Austin (1962) was also integrated into this study. This theory highlightes that language serves not only to convey information but also to perform actions through speech acts, such as making requests or promises. The thesis further explores the language teaching methodologies, emphasizing the balance between using language for communication and analyzing its grammatical rules.

This research took a year and involved 90 ninth-grade students from Komenskeho 66 School in Nový Jičín, within an extended foreign language program. This study included

observations during lessons led by both the researcher and four colleagues, with the primary objective being the evaluation of improvements in speaking skills and the integration of pragmatic competence. Initially, a survey was conveyed to elementary and lower secondary schools across the Czech Republic to gather insights into language teaching practices. Subsequently, the researcher conducted 21 lessons, while an additional 17 lessons were observed. These lessons were adapted from the Your Space 4 coursebook, enriched with adapted activities targeting various aspects of pragmatic competence, including coherence, cohesion, thematic development, propositional precision, flexibility and fluency. Following the lessons, questionnaires were administered to both students and teachers to assess the effectiveness of the activities in enhancing speaking skills and pragmatic competence integration. Additionally, interviews were conducted with 14 students to gain further insights into their experiences and perceptions. Both quantitative and qualitative data were collected, using open-ended and close-ended questions to ensure a comprehensive understanding of the students' experiences.

The practical part of the research focused on the implementation of effective speaking activities, such as role-plays, simulations, discussions, dialogues, and information gap exercises. These activities were carefully prepared for their ability to engage students in realistic communication, enhance fluency and confidence. The thesis emphasizes the importance of providing relevant topics, minimizing interruptions, and fostering a supportive learning environment to effectively facilitate speaking practice. Continuous monitoring and feedback emerged as crucial elements for guiding students' progress and improving their speaking skills. In essence, this study emphasizes the comprehensive approach required for developing pragmatic competence, highlighting the significance of understanding and applying language in social contexts, employing interactive teaching methods, and offering sufficient opportunities for practice. By integrating these elements, students are better prepared for effective communication in real-world situations.

ChatGPT was used to enhance the linguistical quality of this thesis.

THEORETICAL PART

1 Pragmatics

1.1 Pragmatics and communicative approach

For a long time, teaching and learning of the second language was based on grammatical accuracy. Since the communicative approach was developed, this was passed to the second place and the main importance is now on achieving the functional abilities of the target language with the purpose of comprehending and producing target language which is suitable for communication situations together with sociocultural factors. The communicative approach highlights interaction and problem-solving as not only the methods but also the ultimate objectives of learning English, or any language. Consequently, it leans towards promoting activities like role-playing, collaborative pairs, and group work (Harmer, 2007, p.69-70).

Pragmatics, alongside semantics and syntax, constitutes a vital component in the instruction of modern languages. Pragmatics is a component of the four communicative competences outlined by Canale (1980, p.2-25).

Given the interconnected and globalized nature of our world, teaching pragmatics in schools is crucial to mitigate potential misunderstandings arising from cultural differences. Consequently, increased emphasis should be placed on fostering an understanding of diverse customs and pragmatic aspects. Canale (1980) offered a significant and wide-ranging review of communicative competence, arguing that pragmatics is a part of communicative competence and should be noticed by language learners and educators. In fact, Canale (1980, p.2-25) recognizes that grammatical competence, sociolinguistic competence, strategic competence, and discourse competence are four significant components, which constitutes communicative competences. In a similar vein, Kasper and Rose (2001, p. 5) also argue that pragmatics and language teaching should be closely related.

Learning pragmatics while studying English has an advantage for real-world communication. It helps learners understand meanings in a broader cultural context. When students grasp how language is used in different situations, they become better at understanding what people mean in global communication. With regular practice using different aspects of language and interacting globally, students become more skilled at responding successfully in conversations with people from different cultures (Halenko and Wang, 2022).

1.2 Pragmatics definitions

Pragmatics examines languages in the context of their actual use, emphasizing the genuine message speakers intend to communicate. In contrast to areas like syntax within language studies, pragmatics places the speaker at the forefront of attention. If this is not followed it may cause a communication failure which might be understood as rude or insensitive (Thomas,1983, p.92).

Similarly, Yule (1996, p.3) claims that "it has more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves" (Yule, 1996, p.3).

Brown (1983, p. 1) maintains the same idea and defines pragmatics as "the study of how people use language to communicate in context". Carter et al. (1997, p.10) concede that pragmatics is "concerned with how speakers use language in context to achieve their communicative purposes". Pragmatics is the study of speaker's meaning, how people use language in context to achieve their communicative goals (Carter et al.,1997, p.10).

Furthermore, the Oxford Companion to Philosophy (1995, p.8) points out that pragmatics is "the study of language which focuses attention on the users rather than on reference, truth or grammar" (Oxford Companion to Philosophy, 1995, p.8).

Levinson (1983, p.1) contrasts pragmatics with other linguistic disciplines "pragmatics is concerned with the study of meaning as communicated by language, and with the interrelationships between language and context". Pragmatics involves examining how speakers use linguistic and non-linguistic cues to convey meaning, how meaning is negotiated in conversations, and how context shapes the interpretation of linguistic expressions (Levinson, 1983, p.1).

Common European Framework of Reference for Languages (2001, p. 136) also defines pragmatics as "the study of how speakers use language in context to achieve their communicative goals". The framework emphasizes that pragmatics is an essential component of communicative competence, alongside grammatical, lexical, and sociolinguistic competence (CEFR, 2001, p.136).

Crystal (2010, p. 375) contrasts pragmatics with syntax, it is "the study of how speakers use language to communicate more than the literal meaning of words". Crystal (2010) notes that pragmatics involves examining how speakers use intonation, stress, gesture, and other non-linguistic cues to convey meaning (Crystal, 2010, p.375).

Geaney (1996, p. 9) acknowledges Brown and Yules' definitions and suggests that pragmatics is important for language teachers because it helps learners understand how language is used in real-life situations. Geaney (1996) asserts that "pragmatics should be regarded as an essential component of any course in English for specific purposes or any language course which has a strong communicative orientation" (Geaney, 1996, p.7).

Rose and Kasper (2001, p. 3) compare pragmatics with communicative approach and define it as "the study of how speakers use language in context to achieve their communicative goals". They note that pragmatics involves examining how speakers use linguistic and non-linguistic cues to convey meaning, and how meaning is negotiated in conversations (Rose and Kasper, 2001, p. 3).

2 CEFR descriptors - A1 and A2 levels

The practical component of this thesis undertakes action research aimed at ninth-grade students, with a primary emphasis on providing a comprehensive description of A2 proficiency levels. However, following the research's conclusion, it became evident that some learners still retain proficiency at the A1 level. Therefore, the subsequent section of the thesis is dedicated to addressing and analyzing this particular proficiency level as well.

2.1 A1 level

At the A1 level, often referred to as the breakthrough stage, individuals exhibit the foundational capacity for basic language production. This represents the initial step where learners can engage in uncomplicated interactions, such as posing and responding to straightforward inquiries about personal details like their residence, acquaintances, possessions, and simple aspects of their lives. They demonstrate the ability to both initiate and react to elementary statements, particularly concerning immediate necessities or topics within their immediate familiarity. At this stage, learners begin to move beyond solely relying on a limited, memorized set of situation-specific phrases, instead gradually developing a more flexible and spontaneously generated linguistic repertoire (CEFR, 2020, p.37).

2.2 A2 level

At the A2 proficiency level, individuals possess the comprehension skills to sufficiently address the requirements of specific situations, particularly when communication occurs at a deliberate pace and with clarity. Learners at this stage can understand phrases and expressions related to immediate priorities, such as basic personal and family details, handling shopping situations, discussing local geography, and employment-related matters. This level of understanding depends on clear and deliberate speech, enabling learners to effectively engage with and respond to information relevant to their immediate context. (CEFR, 2020, p.38).

3 Pragmatic Competence

Pragmatic competence refers to the ability to use language effectively in social contexts, beyond just knowing its grammatical rules and vocabulary. It involves understanding the social and cultural norms, conventions, and expectations associated with language use, as well as using language to achieve specific social goals.

According to Rose and Kasper (2001, p.8-9), pragmatic competence includes three main components: knowledge of the linguistic forms and functions of language, knowledge of sociocultural norms and conventions, and the ability to use this knowledge to effectively communicate in social contexts. This involves understanding how language use can vary depending on the people involved, the context, and the communicative goals.

Crystal (1997, p.301) also emphasizes the importance of contextual factors in pragmatic competence, such as understanding the roles and relationships of the speakers and the cultural expectations of the interaction. Crystal (1997, p.301) argues that pragmatic competence requires not only knowledge of the language, but also knowledge of the context and the ability to use language appropriately in that context.

Similarly, Yule (1996, p.6) suggests that pragmatic competence involves understanding and using language appropriately to achieve specific social goals, such as persuading, apologizing, or offering condolences. This involves not only understanding the linguistic forms and functions of language, but also understanding the social and cultural context of language use (Yule, 1996, p.6).

In summary, pragmatic competence is the ability to use language effectively in social contexts, including the knowledge of the linguistic forms and functions of language, understanding of sociocultural norms and conventions, and the ability to use this knowledge to communicate effectively in social contexts. It involves not only knowledge of the language itself but also understanding the context in which it is used and the ability to use it appropriately in that context.

3.1 Discourse, functional and design competence

Pragmatic competence distinguishes three main competences of the language use. These are discourse, functional and design competences (CEFR, 2020, p.137)

- ➢ Discourse competence (organized, structured and arranged)
- ➢ Functional competence (performs communicative functions)

> ➢ Design competence (sequenced according to interactional and transactional schemata) (CEFR, 2020, p.137).

Discourse competence refers to the skills of designing texts and includes aspects like thematic development, coherence and cohesion as well as co-operative principles and turntaking. Functional competence deals with flexibility and the selection of appropriate sociolinguistic choices. Another aspect of pragmatic competence is propositional precision which is an exact articulation of what the speaker wants to say as opposed to the dictionary meaning. Finally, the speaker's ability to articulate a message represents fluency. It is the ability to talk at length with appropriate things to say in a wide range of contexts (CEFR, 2020, p.138).

3.2 Aspects of pragmatic competence with reference to A2 level

3.2.1 Flexibility

Flexibility, within the context of language learning, pertains to the capacity to adjust one's acquired linguistic knowledge to novel scenarios and to articulate thoughts in diverse manners. This entails several key concepts operationalized within the scale. Firstly, it involves the creative recombination of elements within the linguistic framework, particularly at more basic levels. Additionally, it includes the skill of adjusting language use to fit the context and the shifts in conversation or dialogue. Moreover, it includes the ability to rephrase ideas in various ways to highlight specific points, convey different levels of assurance or conviction, and reduce potential ambiguities. At the A2 level, the ambiguity scale indicates that learners are proficient in adapting commonly practiced and memorized simple phrases to suit specific contexts through limited lexical substitutions. Furthermore, they demonstrate competence in expanding their repertoire of learned phrases by simply rearranging their components. (CEFR, 2020, p.138).

3.2.2 Turn-taking

Turn-taking refers to the skill of managing the flow of conversation, presenting itself as a crucial element of communication competence. This proficiency can be seen as both a strategic action within interactions, allowing individuals to take the conversational floor, and as an essential part of overall discourse skill. The scale measures several key concepts in this area. Firstly, it includes the ability to start, maintain, and end conversations effectively. Moreover, it includes the ability to contribute to ongoing discussions, often using prepared expressions for this purpose or to give oneself time to think. At the A2 level, learners

demonstrate competency in employing basic techniques to commence, uphold, or conclude brief conversations, alongside the capability to request attention when necessary (CEFR, 2020, p.139).

3.2.3 Thematic development

Thematic development identifies the process of elaborating, expanding, or exploring a central theme or idea in a text, a speech, or any other form of creative expression. It involves the deepening of the central subject or concept by introducing related ideas, subtopics, and details, often to provide a more comprehensive or nuanced understanding of the theme. A2-level learners can engage in basic conversations on familiar themes. They can exchange information, ask questions, and provide simple responses within these thematic contexts. For instance, they might talk about their family members, describe their daily routines, or discuss their hobbies. A2 learners can understand and create simple narratives or stories with basic thematic development. These stories may involve basic plots and characters that introduce simple themes or ideas. (CEFR, 2020, p.139-140)

3.2.4 Coherence and cohesion

Coherence and cohesion are two important linguistic concepts that contribute to the clarity and effectiveness of written and spoken communication. Cohesion is described as "the way certain words or grammatical features of a sentence can connect that sentence to its predecessors and successors in a text" (Hoey, 1996, p. 3). According to Tárnyiková cohesion is "a surface structure linkage between elements of a text" (2009, p.30). A text has to be cohesive therefore Halliday and Hassan (1976) refers to five cohesive links which are conjunction, reference, ellipsis, substitution and lexical cohesion. With respect to cohesive links Coulthard (1994, p.174) argues "coherence of the text is not guaranteed by the presence of cohesive ties." Coherence describes the way anything, such as an argument (or part of an argument) "hangs together." If something has coherence, its parts are well-connected and all heading in the same direction. Without coherence, a discussion may not make sense or may be difficult for the audience to follow. It's an extremely important quality of formal writing (literary terms). Many linguists make a functional distinction between coherence and cohesion, considering them to be two different approaches (e.g., de Beugrande, Dressler 1981, Hoey 1996).

Coherence and cohesion involve how the different parts of a written or spoken piece are closely connected to create a unified and understandable whole, achieved through linguistic tools like referencing, substitution, ellipsis, and various forms of textual connection. These

elements contribute significantly to the logical flow and temporal organization of the discourse. Both coherence and cohesion operate on multiple levels, from the cohesion of individual sentences or utterances to the coherence of the entire text (CEFR, 2020, p.140-141).

The scale operationalizes several key concepts within this framework. Firstly, it involves the linking of elements within the text, predominantly through the use of logical and temporal connectors. Furthermore, it entails the strategic use of paragraphs to highlight the structural organization of the text. Additionally, it stresses the significance of using a range of cohesive devices while reducing the reliance on complex connectors. (CEFR, 2020, p.140-141).

At the A2-level, learners can adeptly link groups of words using simple connectors such as "and," "but," and "because," effectively enhancing the coherence and cohesion of their linguistic output (CEFR, 2020, p.140-141).

3.2.5 Propositional precision

The concept of propositional precision explores the refined skill of expressing thoughts precisely and clearly, ensuring the intended message is communicated without compromise. It involves the ability to convey intricate details and subtle nuances, thus maintaining the desired meaning. Within this scale, various key concepts are operationalized to evaluate this skill (CEFR, 2020, p.141-142).

Primarily, it considers the context and nature of the information being conveyed, spanning across proficiency levels from A1 to B1, with unrestricted application beyond B2 proficiency. Additionally, it assesses the degree of detail and precision in the information relayed, as well as the learner's capacity to qualify, emphasize, and disambiguate aspects like probability, commitment, or belief (CEFR, 2020, p.141-142).

At the A2 level, learners are capable of expressing themselves adequately in straightforward exchanges, particularly on familiar and routine topics. However, in more complex situations, they may struggle to fully convey their intended message without compromising its clarity or accuracy. Thus, while they can effectively communicate on simpler matters, they may find it challenging to maintain propositional precision in more demanding contexts (CEFR, 2020, p.141-142).

3.2.6 Fluency

Fluency refers to the ability to communicate in a language smoothly and naturally, with minimal hesitation, pauses, or disruptions in speech or writing. A fluent speaker or writer can express themselves effortlessly, maintaining a continuous flow of language without frequent

stops to search for words or construct sentences. Fluent individuals can engage in conversations, debates, or written communication with ease, conveying their thoughts and ideas coherently and in real-time. Fluency is often associated with a good command of vocabulary, grammar, and pronunciation, allowing for effective and efficient communication. Achieving A2 level in fluency learners should be able to "make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident." Further to that A2 learners "can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts" (CEFR, 2020, p.143).

4 Common European Framework of Reference for Languages and Pragmatic Competence

The Common European Framework of Reference for Languages (CEFR) acknowledges six common reference levels: A1, A2, B1, B2, C1 and C2. These are further grouped into three categories: A1 and A2 defines basic users, B1and B2 describes independent users. The highest level is C1 and C2 which is used for proficient learners. "This arrangement provides a roadmap that allows user/learners to engage with relevant aspects of the descriptive scheme in a progressive way" (CEFR, 2020, p.36).

CEFR provides descriptors for the development and assessment of pragmatic competence at different levels of language proficiency. Tůmová et al. (2019) argue that these descriptors provide a useful tool for teachers to develop learners' pragmatic competence in a systematic and structured way.

The CEFR descriptors for pragmatic competence cover several aspects of language use, including sociocultural awareness, register, politeness strategies, and discourse markers. At the A1 level, learners are expected to use basic polite expressions and simple formulaic expressions appropriately in routine social interactions. At the C2 level, learners are expected to use a wide range of pragmatic strategies to achieve specific social goals, such as persuading, apologizing, or expressing gratitude (CEFR, 2020, p.35-36).

The CEFR descriptors for pragmatic competence provide a useful tool for teachers to develop learners' pragmatic competence in a structured and systematic way. Teachers can use these descriptors to design role-play activities that promote learners' sociocultural awareness, register, politeness strategies, and discourse markers. Developing pragmatic competence is essential for effective language use in different social contexts, particularly in the context of intercultural communication (CEFR, 2020, p.36-42).

5 Speech Act Theory and the Concept of Face

Speech act theory is a branch of linguistics that examines how people use language to perform various functions, such as making requests, giving orders, making promises, and so on. This theory was initially proposed by J.L. Austin (1962, p.1) and argues that when people speak, they are not only conveying information but also perform actions, which he called "speech acts." Austin (1962, p.1-3) distinguished between two types of speech acts: constative and performative. Constative speech acts are statements that describe a state of affairs, such as "It's raining outside." In contrast, performative speech acts are statements that do something, such as "I promise to be there at 3 pm." In other words, performative speech acts not only convey information but also bring about a change in the world (Austin, 1962, p.1-3).

Austin (1962, p.132-135) highlights that a speech act has three distinct components: the locutionary act, the illocutionary act, and the perlocutionary act. The locutionary act refers to the literal meaning of the words used in a speech act. It is the basic act of saying something that can be analysed as a proposition that has truth value. For example, the locutionary act of the sentence "The sky is blue" is to convey the meaning that the colour of the sky is blue. The illocutionary act, on the other hand, refers to the speaker's intended meaning or purpose in uttering the words. It is the act performed by saying something, such as making a request, giving an order, making a promise, or issuing an apology (Austin, 1962, p.132-135).

Illocutionary acts are performed with the use of particular sentence structures, intonation patterns, and other contextual cues. For example, if someone says "Could you pass the salt?" the illocutionary act is making a request. Finally, the perlocutionary act refers to the effect that a speech act has on the listener or audience. It is the act performed on the hearer, such as persuading, convincing, amusing, or confusing (Austin, 1962, p.132-135).

The perlocutionary act is not necessarily intended by the speaker, and its success depends on the listener's interpretation and response. For example, if someone says "You look great today," the perlocutionary act could be to boost the listener's confidence (Austin, 1962, p.132-135).

John Searle expanded on Austin's theory and proposed a classification system for speech acts that is widely used today. Searle (1969, p.59-61) identified five main types of speech acts: assertives, directives, commissives, expressives, and declaratives. Assertives are speech acts that commit the speaker to the truth of a proposition, such as "The earth is round." Directives are speech acts that attempt to get the listener to do something, such as "Please close the door." Commissives are speech acts that commit the speaker to a future action, such as "I will be there

at 3 pm." Expressives are speech acts that express the speaker's attitude or feelings, such as "I'm sorry for your loss." Finally, declaratives are speech acts that bring about a change in the world, such as "I now pronounce you husband and wife"(Searle, 1969, p.59-61).

Another influential figure in speech act theory is Erving Goffman (1967, p.7-10), who introduced the concept of face. Goffman argued that people are concerned with maintaining their own "face" or public image and that speech acts can have an impact on one's face. For example, a compliment can enhance someone's face, while an insult can damage it (1967, p.12).

Goffman defines face as "the positive social value a person effectively claims for himself in a particular interaction" (Goffman, 1967, p. 5). It is a metaphorical concept that represents an individual's public image and how they want to be perceived by others. Face can be seen as a form of social capital, which individuals invest in and can gain or lose in social interactions.

Yule (1996, p. 60) discusses the concept of face as it relates to politeness theory, which was originally proposed by sociolinguists Penelope Brown and Stephen Levinson. Yule (1996, p.60-61) explains that face refers to an individual's social identity and the positive social value that they claim for themselves in communication interactions. It involves how individuals present themselves and how they want to be perceived by others.

According to Goffman (1967, p.7), face is fragile and can be threatened or lost in various ways. Face-threatening acts, such as criticisms, insults, or challenges to one's identity, can cause individuals to feel embarrassed, humiliated, or defensive. Goffman (1967, p.7-10) argues that individuals engage in "face-work," which involves managing their own face and the face of others to prevent face-threatening situations or repair face damage that may occur during interactions.

Goffman (1967, p. 319-346) also discusses different strategies individuals use to manage face. For example, individuals may engage in "face-saving" behaviour, such as offering excuses, justifications, or apologies, to repair their face or prevent further face damage. They may also engage in "face-giving" behavior, such as compliments, support, or validation, to enhance the face of others and maintain social harmony.

Furthermore, Goffman (1967, p.5-12) distinguishes between two types of face: positive face and negative face. Positive face refers to the desire to be liked, approved, and appreciated by others, while negative face refers to the desire to be autonomous, independent, and not imposed upon by others. Goffman (1967, p.5-12) argues that individuals engage in a delicate balance between protecting their positive face and negative face in different social situations.

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Similarly, Yule (1996, p.61-62) also defines two aspects of face: positive face and negative face. Positive face is the desire for social approval, esteem, and inclusion, while negative face is the desire for autonomy, independence, and freedom from imposition. Positive face can be threatened when individuals feel that their need for approval is not met, while negative face can be threatened when individuals feel that their autonomy or freedom is impeded (Yule, 1996, p.61-62). Other notable contributor to speech act theory includes Herbert Paul Grice, who proposed the cooperative principle.

In conclusion, speech act theory is a complex and multifaceted field that has been developed by many scholars over the years. It has provided insights into how people use language to perform various functions and has had implications for fields such as philosophy, psychology, and communication studies.

6 Approaches and methods

Language teaching methodology fluctuated between two trends of approaches: getting learners to use a language (to speak and understand) and getting learners to analyze a language (to learn its grammatical rules) (Celce-Murcia, 2001, p.3). Approaches are "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching"(Richard and Rogers, 2001, p.20).

Harmer (2001, p.78) adds that approach typically refers to a set of theoretical principles and beliefs about language learning and teaching. It provides a framework for educators to design their language teaching methods and practices. In contrast, Anthony (1963, p.63-67) defines a method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural."

A method is more practical and concrete; it involves the specific techniques and procedures that teachers use to facilitate language learning within the framework of a particular approach. The approach is the overarching philosophy and a set of theoretical principles that guide language teaching, while the method is the practical application of those principles through specific teaching techniques, activities, and materials. Methods are typically employed within the framework of an approach to put the approach's principles into action in the classroom (Harmer, 2007, p.62).

Many changes in teaching a language have happened over the years. "Language teaching is a field in which fads and heroes have come and gone in a manner fairly consistent with the kinds of changes that occur in youth culture" (Celce-Murcia, 2001, p.3). The reason is that not many language teachers are aware of the psychological, linguistic and sociocultural foundation of the methodological options (Celce-Murcia, 2001, p.3).

Scrivener (2001, p.31) emphasizes the crucial role of a teacher's approach in influencing their teaching methods and decisions. It highlights the significance of a teacher's beliefs and comprehension of language, learning, and teaching in shaping the overall direction and efficacy of language instruction. This leads to methodological decisions. These decisions encompass various aspects of teaching, such as setting course objectives, choosing what to teach, selecting teaching techniques, deciding on activity types, establishing ways of interacting with students, and determining methods of assessment (Scrivener, 2001, p.31).

7   Speaking as a skill

Speaking in English classes refers to the practice and development of oral communication skills in the English language. It is a fundamental component of language learning and is essential for becoming proficient in English (Ur, 2012, p.117).

Ur (2012, p.117) states that among the four language skills—listening, speaking, reading, and writing—speaking often appears to be the most vital. People who are proficient in a language are typically called "speakers" of that language, as if the ability to speak encompasses all other forms of language competence (Ur, 2012, p.117).

Additionally, a significant number of language learners primarily prioritize developing their oral communication skills. The core idea that speaking involves various skills is also agreed by Hadfield (2009, p.105) who add that language learners must possess a multifaceted set of skills to effectively interact with others in a second language. Initially, they must have the ability to conceive thoughts and ideas in the target language and feel confident enough to express them (Hadfield, 2009, p.105).

Subsequently, they must put together words, phrases, and sentences, employing proper grammar and vocabulary, to articulate their intended message in a way that others can comprehend. Moreover, they should be capable of articulating these expressions with clear pronunciation and appropriate intonation. To maintain the flow of conversation, they also need to develop a reasonable level of fluency in order to respond promptly in real-time interactions (Hadfield, 2009, p.105-106).

Scrivener (2011, p.211-213) points out that teaching speaking is a dynamic and interactive process. The importance is on providing students with opportunities to express themselves orally and engaging in real-life communication. For Scrivener (2011, p. 214) it is not just about the correct use of grammar and vocabulary but also about fostering confidence and fluency in spoken language. Scrivener (2011, p.214-215) emphasizes the significance of incorporating speaking activities that mimic authentic situations, allowing learners to apply language skills in practical scenarios.

Hedge (2000, p.128), known for her expertise in teaching English as a second language, supports Scrivener's concept and highlights the importance of the speaking skill in language learning. Hedge (2000, p,128-130) sees speaking as a crucial skill that goes beyond mere pronunciation and grammar. Thornbury (2006, p.208) shares a similar perspective and notes that among the four language skills, speaking is widely considered the most crucial. Proficiency in a second language is often synonymous with the capability to engage in spoken

communication. Learners frequently express frustration, noting that despite years of studying English, they find it challenging to articulate their thoughts. The main challenge arises from the spontaneous and immediate nature of speaking, where planning and production are closely connected (Thornbury, 2006, p.208).

Hedge (2000, p.131) acknowledges Thornbury's idea and stresses the communicative aspect of speaking, encouraging learners to use language for meaningful interaction. Hedge (2000, p.132-135) also supports activities that encourage active involvement and genuine communication, viewing speaking as essential for both self-expression and comprehension in a language-rich setting.

7.1 Goals in teaching speaking

Ur (2012, p.117-118) proposes that the primary objective is to maximize students speaking time during activities, minimizing interruptions like teacher talk, pauses, or classroom management issues. It might sound straightforward, but often, these factors consume valuable time. The language employed by students should meet acceptable standards—being relevant, easily comprehensible, and maintaining an adequate level of accuracy. It is not about perfection; rather, it is about ensuring that language use does not hinder fluent communication of meanings, allowing for occasional errors in pronunciation, vocabulary, or grammar.

Harmer (2007, p. 142-146) extends that statement and advocates for activities that promote fluency in spoken language. Harmer (2007, p. 146-147) encourages teachers to create opportunities for students to express themselves freely without excessive concern for correctness, especially in the early stages of language learning. Harmer (2007, p.352-353) further emphasizes the importance of developing students' ability to use language effectively in real communication situations. This involves not only linguistic competence but also understanding the appropriate use of language in different contexts (2007, p.352-353).

7.2 Developing learners speaking skills

Facilitating learners in expressing themselves involves assisting them in brainstorming ideas and offering support to enhance their confidence in speaking. Offering practice opportunities is essential for achieving fluency. Encouraging learners to improvise and extend their language skills to handle diverse situations is also essential. Creating chances for interaction with others and providing assistance with practical phrases and expressions for tasks

such as turn-taking, changing the topic, and expressing interest further enhances their speaking abilities (Hadfield, 2008, p.105).

Harmer (2007, p.69-70) further suggests Communicative Language Teaching (CLT) which involves engaging students in genuine or realistic communication, prioritizing the successful accomplishment of the communicative task over the precision of their language usage. This has led to the widespread adoption of role-play and simulation in CLT. For instance, students might act out a television program, simulate an airport scene, or collaboratively create a simulated front page of a newspaper. In various communicative activities, students may tackle puzzles that require information-sharing or collaborate on writing a poem or constructing a story (Harmer, 2007, p.69-70).

To truly embody communicative principles, it was initially proposed that students should have a genuine desire to convey something, possessing a specific purpose for communication, such as expressing a viewpoint, purchasing an airline ticket, or writing a letter to a newspaper. The emphasis should be on the content of their speech or writing rather than on specific language structures, encouraging the use of a variety of language forms. The teacher does not intervene to halt the activity, and the materials used do not prescribe the specific language forms that students employ. Essentially, these activities aim to replicate authentic communication (Harmer, 2007, p.69-73).

The following subchapters will provide some practical tips to increase the developmnent of speaking skills.

7.2.1 Finding ideas about the topic

According to Ur (2012, p.119), teacher should "make a careful choice of topic and task to stimulate interest, the more interesting topic and the clearer the purpose of the interaction, the more motivated participants." Hadfield (2009, p.106) adds that learners can get over the problem of speaking by being provided with "some initial input in the form of a short reading passage or listening text on the topic. This will contain some useful vocabulary, and can get students thinking around the topic and stimulate ideas."

Scrivener (2011, p.211) also agrees with the previous statements that the subject should be both pertinent and captivating. When students possess prior knowledge or are supplied with information to enrich the topic they are motivated and genuinely eager to express their thoughts. Then there is a high likelihood of engaging and intriguing discussions taking place.

7.2.2 Using group or pair work

Engaging students in group or pair work not only increases the volume of learner dialogue within a limited timeframe but also diminishes inhibitions for those hesitant to speak in front of the entire class. While it is true that group work entails less direct supervision from the teacher, posing a risk of uncorrected errors and occasional slips into the students' native language, the overall time dedicated to English conversation among individual class members is still expected to surpass that of a whole class discussion (Ur, 2012, p.118-119). Harmer (2007, p.165) comments that benefits of pairwork include a significant boost in individual speaking time during class. It enables students to collaborate and interact autonomously, fostering independence without constant teacher guidance. Pairwork also provides teachers with the opportunity to engage with one or two pairs while the rest of the students remain actively involved. Embracing the notion that 'two heads are better than one,' it promotes cooperation, contributing to a more relaxed and amicable classroom environment. Encouraging students to make decisions in pairs distributes responsibility, relieving them of the sole burden (Harmer, 2007, p.165).

Hadfield (2009, p.105) supports the idea that using group or pair work in classes is a great tool for developing interaction among learners. This goes beyond mere verbal expression; it encompasses the art of engaging with others. This entails selecting language that suits the person you are communicating with, actively responding to their statements, participating in turn-taking during conversations, promoting their willingness to speak, conveying genuine interest, and occasionally requesting clarification or repetition of their remarks (Hadfield, 2009, p.105).

Harmer (2007, p.167-168) suggests that some students might be unaccustomed to working in groups or pairs, possibly due to mixed feelings about collaboration or concerns about not having constant teacher guidance. In such situations, it becomes important to invest time in discussing learning routines. A practical way to address group or pair work is by involving students in a group activity. Following its completion, teacher should encourage them to share their feelings about the experience, whether in English or their native language. This reflection can be facilitated through activities like completing sentences, enabling students to articulate their thoughts on the collaborative process (Harmer, 2007, 167-168).

> ➤ I like/don't like working on my own because…………..
> ➤ I like/don't like working in pairs bacause………………….

> ➤ I like/don't like speaking in front of the whole class because….. (Harmer, 2007, p.168)

Following the completion of their sentences, students can compare their responses with those of their peers to identify any commonalities or differences. The teacher can further encourage them to compare their preferences for activities and discuss these lists with their classmates. By understanding how students feel about pair or group work, instructors can then determine whether any adjustments to the teaching approach are necessary. This might involve providing clearer explanations, selecting more engaging tasks, or, in response to strong objections from students, reconsidering the frequency of pair or group work. Even when students initially express reluctance, a successful demonstration activity or discussion might help establish a positive understanding and agreement (Harmer, 2007, p.168).

7.2.3 Purpose of the activity and conditions for its success

Ur (2012, p.119) mentions that teacher should encourage students to recognize the significance and success criteria of the activity, particularly in group oral interactions. It is essential to emphasize the importance of active participation, to ensure everyone has an opportunity to speak, and maintain communication in English. Teacher should also stress the responsibility students bear in ensuring these conditions are met, especially in scenarios where multiple groups are engaged simultaneously, as it is impractical for the teacher to monitor each group individually. Students should take ownership of upholding these standards themselves.

 Hadfield (2008, p.107) also acknowledge that students acquire spoken language skills through active engagement in verbal communication. To foster this, it is crucial to provide ample chances for learners to express themselves across various contexts and subjects. Promoting fluency requires maximizing practice opportunities, so structuring speaking lessons to facilitate extensive student participation is essential. Encouraging collaborative work in pairs and groups, as opposed to traditional teacher-student interactions, is key to enhancing speaking proficiency (Hadfield, 2008, p.107).

Scrivener (2011, p.2013) accepts that "Having a clear, concrete task (e.g. describing a photo or answering a specific question) may offer a more manageable starting point than a general invitation to 'state your view' ".

8   Developing confidence and fluency

Students who are hesitant to speak in their native language may face even greater challenges in a new language. To enhance their confidence, teachers can adopt various strategies (Hadfield, 2009, p.106).

1. **Provide planning time:** Allowing learners to generate ideas and organize their thoughts before speaking enhances their confidence.
2. **Facilitate warm-up** through pair sharing: Encouraging students to exchange ideas in pairs prior to speaking to the whole group or class helps them ease into the communication process.
3. **Engage in participatory activities:** Design activities where each student's contribution is integral to achieving the task's outcome, fostering a sense of necessity for everyone to participate.
4. **Incorporate repetition:** Repeating information provides learners with increased confidence and fluency. For instance, a pyramid discussion allows students to summarize their ideas with different partners before progressing to new questions. (Hadfield, 2009, p.106)

Harmer (2007, p.345-346) supports Hadfield (2009, p.106) and claims that the best way to achieve confidence in students is through a good preparation, repetition and having chance to interact in small groups. Highlighting the importance of planning and rehearsal in achieving success in speaking, students can enhance their performance by having the opportunity to contemplate and strategize their verbal expression. This can entail providing them with a quiet period to mentally prepare their thoughts and delivery, or allowing them to practice dialogues in pairs before presenting to a larger audience.

Repetition offers numerous advantages, as each repetition of a word or phrase helps reinforce it in a student's memory. Beyond memory enhancement, repetition enables students to refine their language skills. They can contemplate alternative ways to express themselves or simply develop a better sense of how the language sounds. When students repeat speaking tasks they have previously undertaken, it serves as a rehearsal for their final performance. With each rehearsal, their confidence grows, as they are not grappling with expressing the words for the first time during subsequent attempts (Harmer, 2007, p.346).

Repetition is more effective when students have the opportunity to assess their previous efforts. This evaluation can be provided by peers or the teacher. When students engage in analyzing or receiving feedback about their performance, it enhances their subsequent attempts. Howarth (2001, p.35) terms this approach as process speaking, marked by the sequence:

plan → perform → analyze →←repeat

However, Harmer (2007, p.346-347) points out that some students are hesitant to participate in speaking activities because they feel uncomfortable in front of a large audience. To address this, it is important to provide opportunities for them to engage in smaller group settings. This can serve as a preparation for activities like dialogue creation or discussions.

Scrivener (2011, p.213) proposes that it is not only confidence but also fluency which matters. When designing speaking lessons, prioritizing fluency and confidence is crucial. Acquiring knowledge about a language becomes futile if one cannot apply it—a predicament many language learners have faced in the past, mastering verb conjugation but struggling to respond to basic questions. To address this, the goal is to facilitate extensive speaking opportunities for as many students as possible. While whole-class activities have their merits, dedicating an entire lesson to them limits individual speaking time. Therefore, it is generally advisable to structure speaking activities in pairs, small groups, and with the entire class to maximize participation. Scrivener (2011, p.214) further gives example of activities aimed at boosting confidence and fluency, that is initiating the lesson with a casual conversation between the teacher and students about their weekend plans.

To promote fluency, Ur (2012, p.119) suggests that activities should incorporate simplified language. The linguistic complexity required for engagement in these interactions should be less demanding compared to that employed in rigorous language-learning exercises within the same educational setting. It is essential that the vocabulary and grammatical structures necessary for participation can be readily retrieved and employed, enabling participants to converse fluently with minimal hesitation. Prior to commencing the activity, it is advisable to conduct a review of fundamental vocabulary, and potentially introduce new terms for students to jot down and consult if needed during the activity (Ur, 2012, p.119).

On top of that, Hadfield (2009, p.107-108) agrees with the statements above and asserts that language learners acquire speaking skills through active engagement in verbal communication. Hence, it is essential to provide opportunities for them to communicate across

various situations and topics. Achieving fluency requires extensive practice, so structuring speaking lessons to maximize student participation, especially in pairs or groups instead of traditional teacher-student interactions, is crucial. Three effective methods for fostering fluency include providing guidance and feedback, expanding language capabilities, and encouraging interactive communication (Hadfield, 2009, p.107-108).

9 Monitoring and feedback

The teacher shall refrain from interrupting learners while they are speaking. Correcting them mid-speech can hinder the development of fluency. Incorporating speaking practice as an opportunity to actively listen allows the teacher to monitor the students' progress. Subsequently, the teacher can create additional language exercises based on the identified needs. Immediate feedback on errors can be provided right after the speaking activity, employing methods such as presenting sentences on the board for learners to identify mistakes or incorporating a mix of correct and incorrect sentences for sorting. As confidence in error detection improves, teachers can maintain individualized cards and make notes to assist learners further (Hadfield, 2009, p.107).

Example of a feedback card:
It was very bored for me.

T: Look up the difference between bored and boring in your dictionary. Write sentences about yourself using these words: bored, boring, interested, interesting, excited, exciting (Hadfield, 2008, p.107).

The insights from language teaching experts like Hadfield (2009, p.105-109) and Harmer (2007, p.142-144) emphasize the importance of creating a communicative and supportive environment during speaking activities. The challenging issue of when and how to provide feedback in speaking activities can be addressed by carefully considering the potential impact of different approaches. During a speaking task, excessive correction might hinder students and diminish the communicative aspect of the activity. Conversely, constructive and gentle correction can help students navigate challenging situations, misunderstandings, and hesitations.

Betáková (2010, p.30) points out that when a language learner struggles to find a word, pauses, or hesitates, the teacher can step in to offer assistance. Another helpful tactic is to employ simple questioning forming a scaffold to provide a supportive structure, allowing the learner to actively participate. Additionally, learners often appreciate when their utterances are acknowledged and subtly corrected by the teacher, transforming their input into grammatically accurate language without overtly highlighting mistakes.

The effectiveness of feedback relies on our tact and its appropriateness in specific situations. After students complete an activity, it is crucial to allow them to evaluate their

performance, and we should convey our perspective on what aspects went well, addressing both the content of the activity and the language used (Harmer, 2007, p.143-144).

- **Stretching language**

Engaging learners in activities that encourage the use of language contributes to the development of fluency. When learners use English beyond the classroom, they encounter unpredictable situations where language is not preselected and controlled. Speaking activities serve as a bridge between the classroom and the real world, offering practice in handling challenging situations. These activities push learners to stretch their language skills to the fullest to handle diverse real-world scenarios (Harmer, 2009, p.107).

- **Interacting**

Learners engaging in group or pair interactions might benefit from guidance on common language used for taking turns in conversations. They may require instruction on interrupting politely, expressing disagreement courteously, or returning to a previous point in the discussion. Introducing phrases such as "Could I just say something here?" or "That's an interesting point, but..." and "Could we go back to what you said about..." can assist them in navigating these conversational dynamics (Hadfield, 2009, p.107-108). Harmer (2007, p.344) also suggests that students must possess the skill of employing repair strategies when engaged in interactive listening situations. In essence, for face-to-face communication to be effective, students should be capable of seeking repetition through formulaic expressions, repeating information up to the point of a breakdown in conversation, and more. Additionally, these repair strategies encompass the ability to paraphrase (expressing something in a different way, like saying "It's a kind of..."), using a versatile phrase to handle a lack of vocabulary ("You know, it's a what do you call it"), and seeking assistance ("What's the word for something you play a guitar with?") (Harmer, 2007, p.344).

Effective language teaching in speaking activities involves a dynamic combination of constructive feedback, student empowerment, and bridging the gap between the classroom and real-world communication. By embracing these principles, educators can create an environment that nurtures both linguistic proficiency and the confidence to engage in meaningful conversations (Celce-Murcia, 2001, p.104-105).

10 The aims and stages of a speaking lesson

According to Hadfield (2009, p.108) the format of the speaking lesson is: before, during and after which they mention is similar to other skills lessons.

Before:

Lead-in: The teacher should start the lesson by introducing the topic. Providing input, such as a brainstorming session or a brief introductory listening or reading text, can help generate ideas among learners.

Language focus: Additionally, the teacher may introduce key vocabulary and useful expressions related to the topic during this phase.

During:

Preparation: In this stage, the teacher should set up the speaking task with clear instructions. Learners can work individually or in pairs to brainstorm ideas and plan their responses.

Speaking task: Learners then engage in the speaking task, working in pairs or groups. The teacher circulates during this time, listening to the learners and making notes on errors or areas of difficulty for later feedback.

After:

Language focus: This phase provides an opportunity to address problem areas and correct errors that arose during the speaking task.

Transfer: To reinforce the spoken skills, the teacher can follow up with a writing activity related to the speaking task.

This structured approach ensures a comprehensive learning experience, covering topic introduction, language focus, active participation, and reinforcement through writing (Hadfield, 2009, p.108).

Harmer (2007, p.370) agrees with above. However, the main concern is about the seamless transition between various activities in a lesson that hinges on how different components or phases of the lesson are interconnected. It is crucial for students to be aware of the conclusion of one stage and the commencement of another throughout the lesson. This awareness can be fostered by directing their attention to upcoming activities or clearly indicating the completion of one stage through summarizing comments. Some teachers choose to outline the different stages of the lesson on the board at the beginning, providing students with a visual guide to how the lesson will progress. Hence, when designing lessons, careful

consideration is needed regarding the stages a lesson will traverse and the strategies employed to smoothly transition from one stage to the next (Harmer, 2007, p.370).

Ur (2012, p.25-26) acknowledges Harmer's idea. Ur (2012, p.25-26) also points out that many teachers find it helpful to present a brief summary of the main points at the beginning of a lesson, essentially a condensed version of their lesson plan. This practice ensures that students are informed about the lesson's content, fostering a sense of structure and direction. In general, openly sharing lesson plans and objectives with students promotes a positive and collaborative relationship with the class, and employing this straightforward method is an effective way to achieve that.

Ur (2012, p.26-27) further emphasizes that as teachers gain experience, they are likely to adjust and handle the provided template to fit their individual teaching style and needs. Experienced teachers often forego explicitly writing down aims, relying on their intuitive awareness of them. When prompted, they can readily articulate their objectives. Nevertheless, they persist in recording their planned activities, materials, and lists of language items they intend to address (Ur, 2012, p.26-27).

Hadfield (2009, p.109-110) argues that it is worthy to establish a routine of completing the later comment section post-lesson. It is not necessary to comment on every single activity, but it proves beneficial to record specific aspects that went smoothly or encountered challenges, along with any essential notes for future reference. It is common to make adjustments to the sections on language to be taught and language to be reviewed. During the lesson, there may be items that are not covered or others that require spontaneous inclusion. The teacher should mark each activity with a check if it proceeded as expected and with two checks if it was particularly successful. For instance, where an activity fell short of expectations, teacher should document the issues and propose potential strategies for improvement in subsequent attempts (Hadfield, 2009, p.109-110).

Similarly, Ur (2012, p.26-27) mentions that the evaluation of the overall lesson should be by using a tick or two ticks to signify whether you perceive that the students made satisfactory progress in the targeted English aspects, as that is the primary objective. Additionally, include any reminders to yourself regarding practical adjustments for future sessions, even if these pertain to minor details. For example, reminders might include ensuring sufficient time for explaining homework or making a note to avoid seating Johnny next to Sheila (Ur, 2012, p.26-27).

11 Speaking tasks

The teacher should choose a task that corresponds to the proficiency level of the class. For an elementary class, simpler topics like discussing favourite foods or engaging in a basic role play, such as making weekend plans, would be appropriate. However, tackling complex topics like Pollution or Smoking in public places might be too much for them to handle (Hadfield, 2008, p.108-109).

Nevertheless, many speaking activities can be adjusted to suit various levels. For instance, a conversation about planning a surprise birthday treat for a friend could be tailored to different proficiency levels. Elementary students might suggest ideas like, "Let's go to a concert. She likes jazz," while more advanced learners may contribute, "We could consider taking her to a concert, but perhaps she'd prefer a party?"(Hadfield, 2008, p.108-109).

11.1 Types of speaking activities

11.1.1 Simulation and role play

Harmer (2007, p.352) suggests that simulation and role-play activities offer significant benefits to many students. These activities involve students engaging in a lifelike scenario, such as a business meeting, an interview, or a conversation in various settings like an airplane cabin, hotel foyer, shop, or cafeteria, as if they were actually in that environment. Students can either enact the scenario as themselves or assume the identity of a different character, allowing them to express thoughts and emotions that may differ from their own. When specific roles are assigned, the activity is referred to as a role play. Simulation and role play serve multiple purposes, including enhancing overall oral fluency and preparing students for particular situations. To ensure the success of these activities, students should be well-informed about the scenario and provided with sufficient background information. While creativity is encouraged, an adequate understanding of the context is crucial for effective participation. Role plays are particularly effective when participants are required to reach a decision during the activity (Harmer, 2007, p.352).

On top of that, Ur (2012, p.126) adds that role play proves highly effective when students are self-assured and collaborative. Nonetheless, students who are more reserved or anxious may struggle with and even feel embarrassed by role play. Success in role play hinges on several factors, including ensuring that learners can readily use the required language, the teacher's enthusiasm, and delivering precise and comprehensible instructions. The teacher can

enhance the effectiveness of role play by offering a preliminary demonstration or rehearsal, possibly involving a student volunteer, to provide clarity and assistance (Ur, 2012, p.126).

Scrivener (2011, p.220) proposes the importance of using role cards. Well-crafted role cards are typically created to ensure that participants hold distinct viewpoints and natural points of disagreement. This design facilitates engaging discussions and even arguments without leaving anyone upset or angry at the conclusion. Role cards can be designed to offer students opportunities to practice specific language skills, including grammar, functional aspects, lexical groups, and others. Additionally, these cards enable reserved students to express challenges or disagreements with their peers, minimizing the risk of causing offense (Scrivener, 2011, p.220).

Scrivener (2011, p.222) offers some guidelines for running a role play.

 The teacher should:

- Ensure that students grasp the concept of a role play. Do they comprehend the scenario and their roles? Are they comfortable with the task?
- Clarify the context or situation to avoid confusion.
- Verify whether students comprehend the information on their role cards. Provide reading, dictionary consultation, and thinking time, offering assistance as needed.
- Allow time for students to prepare their ideas before initiating the activity, perhaps encouraging note-taking.
- During the role play, the teacher should promote improvisation rather than reliance on prepared speeches and notes. While the preparation informs their role play, excessive dependence on it could be counterproductive. Removing the cards at the beginning of the role play might help them focus on the interaction.
- Following the conclusion of the role play, provide feedback on the students' performance, highlighting both the quality of language used and the appropriateness of their statements. It is crucial to acknowledge their accomplishments and ensure that students feel a sense of achievement (Scrivener, 2011, p.222).

11.1.2 Discussion and solving a problem

Celce-Murcia (2001, p.106) highlights the importance of discussions. Discussions are a prevalent activity in oral skills classes, often initiated by introducing a topic through reading, listening, or a videotape. Subsequently, students form pairs or groups to discuss and generate solutions or responses related to the given topic. Effective planning and setup by teachers are crucial for successful discussion outcomes. Initial consideration involves planned (rather than random) grouping or pairing to enhance the effectiveness of the discussion.

Additionally, students should be reminded that each individual must assume a specific responsibility within the discussion, whether it is timekeeping, note-taking, or reporting results. These decisions can and should be made collaboratively by the group members. Lastly, students must be clear about the discussion's purpose, why they are engaging in it, and the expected outcome. In essence, merely instructing students to "get in groups and discuss this topic" is insufficient; there should be guidance beforehand and follow-up afterward (Celce-Murcia, 2001, p.106).

Solving a problem is an activity where discussion has to happen first. Ur (2012, p.126) argues that this type of activity "is particularly suitable for students who are themselves adolescents, or involved with adolescent education, and is intended for fairly advanced students." Typically, this activity generates dynamic discussions characterized by active participation and heightened motivation. Similar to various simulation tasks, participants tend to emotionally invest in the scenario, perceiving the characters as genuine individuals and viewing the problem not only as an intellectual and moral challenge but also as an emotional issue. During the feedback stage, reading aloud the resulting letters frequently sparks additional debates (Ur, 2012, p.126).

Harmer (2007, p.350) claims that discussions can take various forms, ranging from formal, whole-group staged events to casual small-group interactions. Several examples of discussion formats include: Buzz groups, applicable for a wide range of topics; Instant comments, involving the spontaneous sharing of thoughts prompted by showing students photos or introducing topics; formal debates, where students prepare arguments either in favor or against various propositions. Unplanned discussions, which spontaneously occur in the midst of a lesson, providing some of the most enjoyable and productive speaking opportunities in language classes if encouraged. Another approach is reaching a consensus, achieved through activities that compel students to make collective decisions or reach an agreement, often involving choices between specific alternatives (Harmer, 2007, p.350).

11.1.3 Dialogues

Ur (2012, p.125) contrasts the difficulty of problem solving mentioned above with easiness of dialogues. Memorizing dialogues, often associated with the audiolingual method, is sometimes mistakenly considered outdated and ineffective. However, it proves highly valuable for fostering oral fluency, particularly at elementary levels. This approach provides beginners with pre-prepared, meaningful dialogues that they can deliver fluently, fostering early confidence in their spoken English communication skills. Some dialogues can also be taught in

the form of jazz chants, which are particularly effective, especially with younger classes. The expressions learned through memorized dialogues are likely to be easily recalled when needed in various contexts. Additionally, a dialogue can act as a foundation for variation, expansion, and the creation of a complete scene or even a brief play, depending on the language proficiency and creative skills of the class (Ur, 2012, p.125).

11.1.4 Describing pictures

This straightforward yet surprisingly effective activity is suitable for elementary or lower-intermediate classes. The simplicity of the task ensures a high likelihood of success, and the fact that each English sentence is acknowledged with a tick minimizes the need for participants to resort to their native language. It is essential to clarify that the secretary only needs to mark each contribution with a tick; some students may mistakenly believe that every sentence must be written out, which significantly reduces the amount of verbal exchange. When using a new picture for the second round, groups almost always surpass their previous record, fostering a sense of accomplishment and satisfaction (Ur, 2012, p.125).

11.1.5 Information gap activity

Harmer (1991, p.48) states that the concept of an information gap activity is rooted in the idea that real-life communication often involves situations where individuals do not possess the same information. This type of activity can be implemented in the classroom to address the students' need to bridge these informational gaps during interactions. Through language use, students engage in the exchange of information to convey meaning (Harmer, 1991, p.48).

Similarly, an engaging task related to this involves the necessity to comprehend or convey information, such as discovering the content of a partner's picture. Another variation of this task is the opinion gap, where participants express and exchange their perspectives on a given issue (Ur, 1996, p.281).

Mc Carthy (2013, p. 54-55) further points out that information gap activities inherently revolve around tasks, emphasizing the notion that as students engage in these tasks, they can express their feelings and perceptions on topics of interest at their respective grade levels. Additionally, meaningful communication among learners is crucial, and tasks should offer opportunities for gaining new knowledge and practicing language skills in authentic, real-world situations (Mc Carthy, 2013, p.54-55).

Prabhu (1987, p.151-153) acknowledges above statements. The information gap activities involve the transfer of given information from one person to another, requiring the

decoding or encoding of information into language, and falls under the categories of meaning-focused, reasoning gap, and opinion gap activities (Prabhu, 1987, p.151-153).

The term "gap" refers to the incomplete information two speakers have on a conversation topic, creating a moment when learners' communication needs and problem-solving skills come to the forefront, making the speaking activity "unpredictable and therefore interesting" (Lindsay, 2005, p. 27). This approach aims to stimulate the negotiation of meaning as learners work to solve a task or problem by locating and exchanging the missing information (Larsen-Freeman, 2000). Additionally, Harmer (2007, p.142) concludes that this technique is employed to prioritize meaning over accuracy, fostering fluency development (Harmer, 2007, p.142).

12 The conclusion of the theoretical part

The theoretical part of this thesis has explored the concept of pragmatics and its significance in language learning, especially in the development of pragmatic competence among English language learners. By employing various instructional methods such as role-play activities, information gap tasks, and problem-solving exercises, teachers can create enjoyable environments within the classroom for learners to experiment with language use and enhance their pragmatic skills. The importance of pragmatic instruction lies in its focus on equipping students with the ability to communicate effectively in various contexts and cultures.

This thesis also examines the use of language to carry out various functions, including making requests, issuing orders, and making promises, as originally proposed by J.L. Austin (1962). Austin's theory argues that speech acts are not merely about conveying information but also about performing actions.

In the context of language education, speaking is often regarded as the most critical skill among the four—listening, speaking, reading, and writing. Ur (2012) emphasizes that maximizing students' speaking time during activities, while minimizing interruptions such as teacher talk and classroom management issues, is essential. The objective is to ensure that students' language use is relevant, comprehensible, and adequately accurate without aiming for perfection. This approach allows for occasional errors in pronunciation, vocabulary, or grammar without hindering communication.

Developing learners' speaking skills involves helping them express themselves by assisting in finding ideas and increasing their confidence. Providing sufficient practice opportunities is crucial for achieving fluency. Encouraging improvisation and extending language skills to handle various situations are also important. Interaction with peers and practical phrases for tasks like turn-taking and topic changes further enhance speaking abilities (Hadfield, 2008).

To stimulate interest, teachers should carefully select topics and tasks. According to Ur (2012), the more interesting and clear the purpose of the interaction, the more motivated the participants. Hadfield (2009) suggests that initial input, such as a short reading passage or listening text, can help students think about the topic and brainstorm ideas.

Engaging students in group or pair work increases the volume of learner dialogue and reduces inhibitions for those hesitant to speak in front of the entire class. Although group work involves less direct teacher supervision and may result in uncorrected errors, it significantly increases the time dedicated to English conversation (Ur, 2012).

To develop spoken language skills, students need active engagement in verbal communication. Providing enough opportunities for expression across various contexts and subjects is crucial for promoting fluency. Structuring lessons to maximize student participation and encouraging collaborative work enhances speaking proficiency (Hadfield, 2008).

Ur (2012) further suggests starting lessons by displaying a concise outline of the lesson on the board to inform students about the lesson's content, fostering structure and direction. Sharing lesson plans and objectives promotes a positive and collaborative classroom environment.

The selection of speaking tasks should correspond with the class's proficiency level. For elementary classes, simpler topics like discussing favourite foods or basic role plays are appropriate, while more complex subjects might overwhelm them. Many speaking activities can be adjusted to suit various levels. Role play is particularly effective when students are confident and collaborative, but anxious students may struggle with it. Success in role play depends on factors such as the availability of required language, teacher's enthusiasm, and clear instructions. Prior demonstrations or rehearsals can enhance the effectiveness of role play (Ur, 2012).

To sum up, the combination of these instructional strategies, grounded in theoretical insights, is vital for creating effective and engaging language lessons that develop students' pragmatic competence and overall communicative abilities.

PRACTICAL PART

The practical part starts by defining the research and rationale. Subsequently, it outlines the potential outcomes and explains the methodology employed for data collection.

13 Methodology

13.1 14.1 Action research

Reason and Bradbury (2001, p. 2) claim that action research (AR) represents a research approach deeply rooted in practical action, with a dual focus on generating, informing, and building theory. This approach entails an interdependent relationship between practical activities and research, aimed at enhancing theoretical understanding. It corresponds with constructivist principles and develops through collaborative processes, dialogue, and action within the social systems it engages with. In the context of English language teaching (ELT), action research is conducted within the language classroom.

Reason and Bradbury (2001, p.2-3) highlight the dual aspect of action research, emphasizing its dedication to practical outcomes and the generation of fresh insights. This continuous and progressive process contributes to the growth of living knowledge, reinforcing the idea that good action research is not just about results but also about the ongoing development of understanding and skills.

13.2 Aims and objectives

The primary objective of this study was to assess the efficacy of diverse speaking skill enhancement activities, adapted from original lesson plans, within 9th-grade English learners. Specifically, the aim was to determine which activity, such as role-plays, problem-solving tasks, or information gap activities, had the most significant effect on students' pragmatic competence and speaking proficiency.

Procedure:

To fulfill this objective, a structured series of lessons incorporating these activities was implemented. Each activity targeted distinct aspects of pragmatic competence, encompassing coherence, cohesion, thematic development, fluency, propositional precision, turn-taking, and flexibility. By modifying original lesson plans and integrating speaking-focused activities, the

study sought to evaluate their influence on students' language proficiency and pragmatic competence.

Through this investigation, the goal was to pinpoint the most effective activity in enhancing students' speaking skills and pragmatic language abilities. By analyzing outcomes and assessing student progress, valuable insights into strategies for promoting speaking proficiency in English language learners were sought. The study spanned one year and involved ninth-grade students from a school with an extended foreign language teaching program. Ninety pupils across four classes participated, with observations conducted during lessons taught by both the researcher and four colleague teachers at Komenskeho 66 School in Nový Jičín.

The research methodology involved the observation of original lesson plans from the Your Space 4 coursebook, followed by the adaptation of these lessons with additional activities. Prior to implementation, a survey was distributed to elementary and lower secondary schools in the Czech Republic. Subsequently, a total of 21 lessons were taught by the researcher, and observations were conducted on 17 lessons taught by colleagues in other three classes. Following this, questionnaires were administered to students and teachers to gauge improvements in speaking skills and the integration of pragmatic competence in speaking activities.

In addition to quantitative data collection, qualitative insights were gathered through questionnaire and interviews with select pupils regarding the benefits and drawbacks of the adapted lessons. Open-ended and close-ended questions were utilized for collecting the data, ensuring a comprehensive understanding of the students' experiences and perceptions. The study sought to provide comprehensive insights into the methodologies employed and the impact of adapted speaking activities on pragmatic competence among ninth-grade students.

13.3 Aspects of pragmatic competence

Coherence and Cohesion: Clear instructions were provided for role-plays to ensure a smooth flow of conversation. Transition phrases and cues were introduced to guide students through each turn, promoting cohesive interactions.

Fluency: Timed speaking activities encouraged students to respond quickly to prompts, improving their ability to think spontaneously and speak without hesitation.

Propositional Precision: Role-play scenarios featured specific details that prompted students to offer detailed and thoughtful responses, thereby improving their precision in language use.

Turn-taking: Equal participation from both students was ensured in role-plays, encouraging active listening and engagement. Follow-up questions and feedback promoted balanced turn-taking and involvement.

Flexibility: Unexpected elements challenged students to adapt their advice-giving strategies, enhancing their problem-solving skills in communication scenarios.

Thematic Development: Role-play scenarios reflected real-life situations relevant to 9th-grade students, fostering thematic development. Follow-up discussions deepened understanding of the theme and its implications across contexts, enriching students' appreciation for language and culture.

These improvement strategies aimed to create a dynamic learning environment within role-play activities, enhancing students' linguistic proficiency and interpersonal communication skills.

13.4 Research questions

To gain a comprehensive understanding, the research explored the following inquiries:

- Does the integration of various speaking activities such as role-plays, problem-solving, and information gap tasks in 9th-grade English lessons result in noticeable improvements in students' speech development?
- Which aspects of pragmatic competence show the most notable impact as a result of engaging in activities like role-plays, problem-solving, and information gap tasks?
- Which aspect of pragmatic competence do teachers focus on the most?
- How do students perceive the effectiveness and engagement level of the speaking activities, including role-plays, problem-solving, and information gap tasks, within the learning environment?

13.5 Respondents

This research was conducted in a class of 22 learners. The original class consists of 31 students, but for Mathematics and Information Technology, this class is connected with another class and divided into two groups to apply inner differentiation. This grouping also applies to English language lessons. The study was conducted among four groups of ninth graders.

The school is large, and students often move from one room to another, so there is no fixed classroom environment. Despite this, the group is well-acquainted. English lessons occur three times a week and every lesson is held in a computer room.

English is always used during lessons, but if learners do not understand, one of them is asked to translate into Czech. If no one understands, which is rare, the explanation is repeated in Czech. The average proficiency level of the learners is A2 according to the CEFR.

The class maintains positive relationships and a pleasant atmosphere, making it a comfortable teaching environment. There is also a good rapport. Among the students, two have specific learning disabilities: Dyslexia and Dysgraphia.

To accommodate these students, various teaching strategies are employed, such as providing additional visual aids, offering more time for assignments, and using technology to support their learning. This inclusive approach ensures that all students can participate fully and benefit from the lessons.

13.6 Data collection

As recommended by Cohen (2011, p. 382), the choice between quantitative and qualitative methods in questionnaire design hinges on the nature of what is being measured. If the objective is to gauge a specific aspect, quantitative methods are suitable. Conversely, when the potential responses are unclear or necessitate a more personalized exploration, qualitative methods are preferred.

To address the research questions, a combination of quantitative and qualitative data analysis was employed. Quantitative data, showcasing the results of post-teaching interviews with students and teachers, will be presented in tables. Simultaneously, qualitative data played a crucial role in analyzing these interviews, incorporating comments on participants' speaking performance. Both data types were integral to the analysis of the observers' questionnaire, which included both closed-ended (quantitative) and open-ended (qualitative) questions. The same dual approach was applied to the students' questionnaire. Additionally, qualitative data emerged in the analysis of the author's personal reflections on the conducted lessons.

In qualitative research, particularly through observation, valuable insights were gained into the actual teaching reality across four selected lower-secondary classes. According to Chráska (1998, p.73), observation stands as one of the oldest, most common, significant, and irreplaceable methods for obtaining information about pedagogical reality. Chráska (1998, p.73) distinguishes between two observation types: direct and indirect. In the context of this thesis, direct observation is discussed, where the observer was physically present in the observed classes.

14 Teachers' questionnaire among primary and lower secondary schools in the Czech Republic

In an effort to gain deeper insights into the current state of pragmatic instruction within Czech primary and lower secondary schools, and to understand the approaches teachers adopt in teaching pragmatics, a survey was conducted. The questionnaire (appendix 1) was distributed to principals of primary and lower secondary schools across the Czech Republic, who were then asked to further distribute it to the teachers in their schools. The aim was not to amass an extensive dataset for statistical analysis, but rather to obtain a qualitative understanding through a relatively modest sample size. To facilitate this, a succinct questionnaire was crafted and distributed among primary and lower secondary school teachers and teacher trainees. 80 copies of the questionnaire were distributed, and 42 responses were successfully collected, providing a focused yet comprehensive glimpse into the perspectives and practices related to pragmatics among educators in the Czech primary and lower secondary school environment.

The questionnaire examined the perspectives and experiences of respondents regarding pragmatic instruction. The questions primarily consisted of multiple-choice options, where respondents selected the answer that aligned most closely with their views. Additionally, both open-ended and close-ended questions were included in the questionnaire to allow for a more nuanced understanding of participants' perspectives.

Initially, the focus was on respondents' understanding of the term "pragmatics" and their encounters with pragmatic instruction during their teacher training. Additionally, the survey explored whether participants had received formal training on how to teach pragmatics.

The subsequent series of questions sought insights into respondents' beliefs regarding the significance of pragmatic instruction, its comparative relevance to grammar, and their opinions on the suitable age group and proficiency level for such instruction.

The questionnaire then shifted its focus to pragmatic input. Participants were asked to express their views on the adequacy of their coursebooks in addressing pragmatics and whether they supplemented their teaching with additional materials to enhance pragmatic instruction in their classrooms.

14.1 Analysis of the teachers' questionnaire (Appendix 1)

1. Grade taught

Examining the respondents' teaching background and the English grades they covered offered insight into the range of teaching experience. Out of 42 participants, 12 specialized in primary school English, 17 in lower secondary, and 13 taught at both levels.

2. Years of teaching

Among the respondents, a significant proportion, comprising 12 individuals, reported having more than 20 years of teaching experience. Additionally, nine respondents indicated having more than 10 years of experience. Furthermore, 14 participants reported teaching for more than seven years but less than 10 years. In contrast, seven respondents shared that they had less than five years of teaching experience.

3. Are you familiar with the term "pragmatics"?

The responses to the question regarding familiarity with the term "pragmatics" revealed a positive trend among the 42 participants. A significant majority of 34 respondents expressed a confident and clear understanding of the term, stating "Yes, without a doubt." This indicated a strong awareness and familiarity with the concept of pragmatics among the surveyed group. Additionally, eight participants reported they were "Not certain" about the term. Notably, none of the respondents chose the option "No, never."

4. Have you undergone formal training on how to teach pragmatics?

The findings concerning the query about formal training in teaching pragmatics suggested a less optimistic trend among the respondents. A considerable majority of 36 participants conveyed that they had not undergone formal training on how to teach pragmatics, as evident in the negative responses.

5. How crucial do you believe teaching pragmatics is?

The responses to the question regarding the perceived importance of teaching pragmatics reflected a consensus among the 42 participants. A substantial majority of 28 respondents indicated that they considered teaching pragmatics to be "Extremely crucial."

Additionally, 14 participants expressed that teaching pragmatics was "Partially important, with other language aspects taking precedence." Notably, none of the respondents deemed teaching pragmatics "Not important."

6. Do you think pragmatic skills are culture-specific?

Looking at the responses to the question about whether pragmatic skills were connected to specific cultures, a clear trend emerged among the 42 participants. The majority, represented by 29 respondents, believed that pragmatic skills were indeed culture-specific.

In contrast, 13 respondents expressed uncertainty, stating that they were "Not sure" about whether pragmatic skills were tied to specific cultures. What was interesting was that none of the teachers said a firm "No" to the idea that social language skills were connected to specific cultures.

In short, most teachers thought there was a link between social language skills and specific cultures. This understanding was crucial when it came to teaching language in a way that respected different cultural influences.

7. How often did you cover the topic of pragmatics in your classroom instruction?

The insights gained from respondents regarding the frequency of teaching pragmatics and the diverse array of activities used in the classroom provided a comprehensive picture of pragmatic instruction practices among the surveyed educators. Among the 42 participants, the majority, represented by 37 teachers, indicated that they taught pragmatics "Once a month." A smaller yet notable group of five teachers reported teaching pragmatics "Once a week."

Importantly, none of the surveyed educators reported never teaching pragmatics. Furthermore, 13 respondents engage in the dual responsibility of teaching English at both primary and lower secondary school levels.

8. What activities do you find helpful when teaching pragmatics?

The teachers employed various set of activities for teaching pragmatics. These activities included discussions, information gaps, role play activities specific for speech acts such as apologizing, requesting, thanking, complimenting, and inviting. Other activities encompassed puppets, take part, tell me, making face, board game, parachute games, circletime, reactions, speech bubbles, just a minute, and comic strip conversations.

9. Do you think tests accurately measure how well students understand pragmatics?

Looking at the answers about whether tests truly indicated students' understanding of pragmatics, varied opinions were observed. The research showed that approximately 17 teachers believed tests effectively measured students' grasp of pragmatics. Conversely, a larger group, around 21 teachers, appeared unsure if tests adequately fulfilled this role. It seemed they had doubts about tests' effectiveness in assessing students' understanding of pragmatic skills.

A smaller amount, comprising just four teachers, did not believe tests accurately reflected students' comprehension of pragmatics. This discrepancy in opinions suggested that some teachers found traditional tests challenging in gauging students' understanding of language use in diverse social contexts.

10. When considering communication, how seriously do you view pragmatic errors compared to grammatical errors?

Examining teachers' perspectives on language errors, the research showed that most, 23 of them, considered mistakes in social language (pragmatic errors) to be more significant or relevant than grammatical errors. This suggests that these teachers believed errors in social communication carried more weight than deviations from formal language rules.

Conversely, a smaller portion of nine teachers appeared to view pragmatic errors as less serious or relevant compared to grammatical mistakes. Additionally, about ten teachers seemed to perceive both types of errors—social and grammatical—as equally serious or relevant.

11. Which age group, in your opinion, is most suited for pragmatic instruction?

Upon examining teachers' opinions on the optimal time for teaching social language skills, the research showed that all of the 42 teachers, believed that all age groups, starting from preschool, were well-suited for learning about social language (pragmatic instruction). These findings indicate that teachers value introducing and developing pragmatic skills at all educational stages. They believe social language skills benefit students from the start of schooling, highlighting the importance of integrating pragmatic instruction early to build a basis for effective communication throughout students' lives.

12. Which coursebooks do you use?

Among the participants, the most commonly cited coursebook was "Project," with 14 respondents favoring its use. Following closely was "Your Space," selected by seven educators, and "Bloggers," chosen by 5 respondents.

Additional coursebooks mentioned included "English File" by six teachers, "Headway" by three teachers, and both "Interchange" and "Touchstone," each mentioned by four teachers.

13. Does your course book offer sufficient content for teaching pragmatics?

Looking at the teachers' opinions on whether their coursebook had enough material for teaching social language skills, the research showed some variety in responses. A majority of 26 teachers felt that their coursebook unquestionably provided ample content for teaching pragmatics. On the other hand, 16 teachers thought that their coursebook only covered it to some extent.

Interestingly, none of the teachers mentioned that their coursebook did not offer anything for teaching pragmatics, which suggested that, to some extent, most teachers found valuable content related to social language skills in their chosen materials.

14. Do you incorporate additional materials or use other sources when teaching pragmatic skills to your students?

Analyzing the teachers' practices regarding the use of additional materials for teaching pragmatic skills, the research showed a clear pattern. The majority, consisting of 32 teachers, affirmed that they definitely incorporated extra materials or other sources into their lessons. Another ten teachers mentioned that they did this occasionally. Significantly, none of the teachers stated that they did not use additional materials.

Specific examples provided by teachers for supplementary materials included films and situational comedies, audio and video materials, online tools for creating language exercises, and computer-mediated communication tools.

15 Your Space 4 Coursebook

Textbook Content

In this thesis, the subject matter and topics from "Your Space 4" were used.

Your Space, a series comprising four textbooks, is adjusted for English instruction in the lower secondary school and corresponding years in secondary grammar schools. Drawing inspiration from the British context, it encourages students to compare and contrast with Czech culture. The covered topics align with the Framework Educational Program (RVP ZV), encompassing cross-cutting themes and interdisciplinary connections. The content is presented in an engaging manner, incorporating modern text formats such as blogs, chats, and SMS to cater to the digital generation. Additionally, the series supports the use of the Content and Language Integrated Learning (CLIL) method.

15.1 Lesson from the coursebook (Appendix 4)

This lesson was based on the coursebook and monitored by the researcher as well as colleagues' in their classes. After its completion, the researcher and colleagues shared their findings regarding the lesson's strengths and weaknesses. Their observations were largely in agreement with the researcher's own findings. On top of that, one colleague noted that the biggest challenge in her class was completing the grammar exercises, while another mentioned that overall enthusiasm was low, probably because it was the students' sixth lesson and they were tired.

Observation by the researcher:

The holiday-themed language lesson was an engaging and interactive experience for the students, filled with vocabulary exploration and speaking activities. As the lesson began, students eagerly started with brainstorming, using their dictionaries or mobile phones to look up holiday-related words. This initial activity was met with enthusiasm as students enjoyed the challenge of uncovering new vocabulary.

During the speaking part of the lesson, students transformed into language storytellers, sharing the meanings of the words they had discovered with their classmates. This part of the lesson was particularly enjoyable as students eagerly shared their findings, creating a lively exchange of language and fostering a sense of camaraderie among the class. The use of definitions to engage in guessing games added an element of fun and excitement to the activity.

However, as the lesson progressed to the reading experience titled "Summer at an Eco Farm," some challenges arose. Reading aloud proved to be difficult for some students, particularly girls, who struggled with pronunciation and felt uncomfortable reading in front of the whole class. This aspect of the lesson may have been less motivating for these students, as it highlighted areas where they felt less confident in their language skills.

Additionally, some students found the reading comprehension activities less interesting compared to the vocabulary exploration and speaking exercises. This may have been due to the passive nature of reading comprehension tasks, which required students to absorb information rather than actively engage with the language.

Furthermore, many students expressed boredom with grammar exercises, indicating a preference for more speaking exercises throughout the lesson. This feedback suggested that students were eager for opportunities to practice and apply their language skills in meaningful communication scenarios.

Despite these challenges, the intentional focus on discourse markers was well-received by students. The use of markers like "Yeah," "Wow," and others added energy and authenticity to the reading experience, making the story more relatable and enjoyable for students. By prioritizing the learning of discourse markers, the lesson aimed to enhance students' language acquisition and foster more effective and nuanced language use.

The holiday-themed lesson engaged students in vocabulary exploration and speaking activities. Pros included enthusiastic participation in brainstorming and lively language exchanges. Challenges arose during reading, especially for some students with pronunciation difficulties and less interest in comprehension tasks. Despite these, students responded well to discourse markers. Overall, the lesson was successful but may benefit from additional activities to address reading comprehension struggles and maintain enthusiasm.

15.2 Adapted lessons 1, 2 and 3 (Appendix 4)

Observing the implementation of different lesson plans revealed that each activity uniquely contributed to students' language development and overall learning experience. In Lesson Plan 1, for example, the role-play activity appeared to offer a valuable platform for students to enhance their speaking skills within authentic, real-life scenarios. Engaging in conversations, students demonstrated fluency and coherence as they discussed holiday plans and preferences with their peers.

Likewise, Lesson Plan 3's information gap activity fostered collaborative problem-solving and critical thinking skills among students. Working in pairs, students analyzed holiday-themed pictures, filling in missing details and prompting clear articulation of their ideas while negotiating with their partners. Despite initial challenges such as vocabulary comprehension and task understanding, students persevered, successfully completing the activity with support from peers and teachers.

However, in Lesson Plan 2, students encountered difficulties in using only English when collaborating with their peers to find solutions. While engaging in the problem-solving activity, some students resorted to using their native language, which hindered the development of their English-speaking skills. Despite this challenge, with guidance and encouragement from their teachers, students were able to overcome language barriers and progress towards achieving their learning objectives.

Regarding group work during role plays, the findings tended to suggest that students with limited English proficiency tended to form groups together, while those with stronger English skills formed separate groups. Moving forward, it was assumed that adhering to Celce-Murcia's (2001) suggestion from chapter 11.1.2, which emphasized that effective planning and setup by teachers are essential for successful discussion outcomes, could address this issue. This involved deliberate grouping or pairing by the teacher to maximize the effectiveness of the discussion, rather than relying on random formations.

In alignment with Ur's (2012, p.117-118) perspective, and as observed in Chapter 7.1, it appeared crucial to maximize students' speaking time during activities while minimizing interruptions such as teacher talk or pauses, which could have consumed valuable learning time. The research showed that the language used by students met acceptable standards, ensuring it was relevant, easily comprehensible, and maintained an adequate level of accuracy, as emphasized by Ur. Similarly, Harmer (2007, p. 142-146) advocated for activities that prioritized

fluency in spoken language, suggesting that students might express themselves freely without excessive concern for correctness, especially in early language learning stages.

In conclusion, the integration of various speaking activities, such as role-plays, problem-solving, and information gap tasks, appeared to be effective in enhancing students' pragmatic competence and language proficiency. The findings tend to support that each activity provided students with valuable opportunities to practice their speaking skills, collaborate with peers, and engage in meaningful communication, reflecting the principles of maximizing speaking time and promoting fluency in spoken language as advocated by Ur (2012) and Harmer (2007).

15.3 Adapted lessons 4, 5 and 6 – Online gaming (Appendix 5)

Throughout the three lessons, each focusing on different language learning activities related to online gaming, a consistent level of engagement and participation was evident. According to research, during the role-play activity, where students showed various perspectives on the advantages and disadvantages of online gaming, there seemed to be an enthusiastic response from the pairs. Students appeared to embrace their assigned roles with enthusiasm, effectively communicating their viewpoints using provided expressions and discourse markers. The research showed that the role-play activity served as an excellent platform for practicing turn-taking, flexibility, thematic development, and coherence in their dialogues.

Transitioning to the problem-solving session, students were observed to eagerly participate in collaborative discussions to tackle hypothetical challenges linked to online gaming. Despite facing initial problems, especially in expressing their thoughts, students seemed to demonstrate resilience and critical thinking as they collaborated to devise innovative solutions. Notably, before the lesson, a warm-up activity regarding the advantages and disadvantages of gaming was conducted. However, the omission of writing down the ideas on the board could have posed difficulty for weaker students to generate ideas at the end. An enhancement for future sessions could possibly involve jotting down these ideas on the board to facilitate the process, ensuring accessibility even for struggling students.

In the information gap activity, students were immersed in analyzing case studies related to online gaming, collaborating to fill in missing information and discuss the broader implications of each scenario. Despite the inherent challenges of navigating complex topics, the students appeared to demonstrate a commendable level of teamwork and critical thinking.

Throughout the three lessons, the students exhibited a high level of enthusiasm and curiosity, actively engaging with the material and each other in meaningful ways. Despite encountering some language barriers, particularly in the problem-solving and information gap activities, the students demonstrated a strong commitment to their language learning journey, actively participating in the activities and contributing to insightful discussions. To support students in acquiring vocabulary as a warm-up, a vocabulary review game called "Frozen Man," focusing on online gaming terminology, was integrated.

During these activities, adherence to Hadfield's (2008) concept, as outlined in 7.2, was evident, creating opportunities for interaction and offering assistance with practical phrases for tasks like turn-taking and expressing interest. The implementation of Communicative Language Teaching prioritized the successful completion of communicative tasks over language precision.

Additionally, Harmer's (2007) idea from subchapter 7.2.2 was incorporated, fostering cooperation and a relaxed classroom environment by promoting pair work and group decision-making. Following group activities, students were prompted to share their thoughts, encouraging reflection and engagement.

Lastly, Hadfield's (2008) guidance from chapter 9 was followed, providing feedback after each activity. Interruption of learners during speaking was avoided, recognizing that mid-speech corrections could hinder fluency development. Instead, immediate feedback on errors was given right after the speaking activity, utilizing methods like presenting sentences on the board for learners to identify mistakes or including a mixture of correct and incorrect sentences for sorting.

15.4 Adapted lessons 7, 8 and 9 – My English (Appendix 6)

Throughout the lessons on linguistic improvement and problem-solving in the 9th-grade classes, students were observed to remain actively engaged in all activities. Their enthusiasm and eagerness to participate indicated a genuine interest in exploring their linguistic aspirations and challenges.

During the role-play activity, centered on discussing linguistic improvement within the context of "My English," students exhibited a high level of engagement and enjoyment. They enthusiastically embraced their roles, utilizing phrases such as "I wish I could" and "My weak/strong points" to express their aspirations and challenges. This activity appeared to be the most enjoyable for them, providing a platform for free and creative expression.

Throughout the role-play and problem-solving activities, students predominantly used English to communicate, demonstrating their willingness to apply language skills in practical contexts. However, when encountering difficulties, particularly in discussing cultural understanding, some students resorted to using Czech to convey their thoughts effectively. This bilingual approach seemed to reflect their comfort level and resourcefulness in navigating linguistic complexities.

Surprisingly, students faced difficulties during the role-play, despite having role cards containing scenarios. Following Scrivener's (2011) suggestion from chapter 11.1.1, an emphasis was placed on promoting improvisation rather than reliance on prepared speeches and notes during role plays, which is crucial for the development of pragmatic competence. While role cards served as preparation, excessive dependence on them could hinder spontaneous interaction, an essential aspect of pragmatic competence. Removing the cards at the start of the role-play session might encourage students to focus more on authentic communication and the application of pragmatic skills.

In future lessons, there appears to be a recognized need to dedicate more time to explaining how speakers from different cultural backgrounds interact by implementing more exercises that delve into the aspirations and challenges of the students.

Overall, the findings tend to support that all three activities were valuable for students in practicing various aspects of pragmatic competence, particularly fluency and turn-taking. While the role-play activity provided a platform for creative expression and thematic development, the problem-solving scenarios encouraged critical thinking and analytical skills. Similarly, the information gap activity fostered collaborative problem-solving and enhanced communication skills. Together, these activities offered a comprehensive and interactive approach to language learning, allowing students to engage meaningfully with the topic of "My English" while honing their linguistic abilities.

In adherence to Scrivener's (2011) concept from 7.2.3, the purpose of activities was emphasized, providing clear, concrete tasks for students to manageably approach. Additionally, Ur's (2012) idea from chapter 8 about reviewing vocabulary from previous lessons was incorporated to enhance confidence and fluency. Furthermore, Hadfield's (2009) strategy from chapter 8 was utilized to bolster confidence in hesitant students by providing planning time, facilitating warm-up through pair sharing, incorporating participatory activities, and incorporating repetition to increase confidence and fluency.

15.5 Adapted lessons 10, 11 and 12 – Going to the doctor's (Appendix 7)

From the teacher's perspective overseeing the lessons on enhancing communication skills in healthcare, it seemed evident that students remained highly engaged throughout the activities. The role-play activity appeared to be the easiest for them, given the prepared scenarios provided, facilitating structured and guided interaction. This structured approach seemed to ease students' concerns, allowing them to focus effectively on practicing their communication skills.

However, the problem-solving activity presented a significant challenge for many students. While analyzing medical scenarios and devising solutions collaboratively, some students appeared to have difficulty integrating their language skills with critical thinking. This observation was supported by other teachers present, who noted that students exhibited less confidence and more hesitation during this activity compared to the role-play segment. This challenge seemed to stem from insufficient guidance provided before the activity. As a teacher, it might have been beneficial to precisely demonstrate an example of how to complete the activity, as suggested by Celce-Murcia's (2012) recommendation from chapter 11.1.2. Furthermore, it is crucial for students to have a clear understanding of the discussion's purpose, why they are engaging in it, and the expected outcome. Merely instructing students to "get in groups and discuss this topic" might be inadequate; there should be guidance beforehand and follow-up afterward.

Despite the challenges encountered during the problem-solving activity, the role-play session undoubtedly stood out as the highlight of the lesson in terms of student enjoyment. The interactive nature of role-playing allowed students to immerse themselves in different roles and scenarios, fostering a sense of engagement and enjoyment. Many students enthusiastically embraced their roles, injecting humor and creativity into their interactions, contributing to a lively and engaging atmosphere in the classroom.

To overcome difficulties encountered with complex medical vocabulary, students resorted to using their mobile phones to look up unfamiliar terms. This resourcefulness demonstrated their commitment to overcoming linguistic barriers and engaging with the material effectively. Additionally, the use of Czech language during problem-solving and information gap activities was noticeable, particularly when students faced challenges in expressing themselves accurately in English. This reliance on their native language might have stemmed from a desire for clarity and precision in communication, especially when dealing with complex medical concepts.

Following Harmer (2007) and Ur's (2012) recommendation from chapter 10, the practice of writing the stages of the lesson on the board was implemented. They suggest that at the beginning of a lesson, many teachers find it helpful to present a brief version of the lesson plan. This approach ensures that students are aware of the lesson's content, promoting a feeling of organization and clarity.

In line with Hadfield's (2009) suggestion from chapter 10, a system of ticks was used by the teacher to evaluate the completion of activities. Each activity was marked with a tick if it met expectations, and two ticks were given if it was particularly successful. Therefore, two ticks were awarded for the role-play activity and one for the problem-solving and information gap activities. In instances where an activity fell short of expectations, the issues were documented, and potential strategies for improvement in subsequent attempts were proposed. Looking forward, efforts will be made to enhance future lessons by revising vocabulary and providing clearer and more detailed instructions on completing the activities.

Overall, while certain activities presented challenges for students, the lessons provided valuable opportunities for them to enhance their communication skills in healthcare contexts. The combination of structured role-play scenarios, collaborative problem-solving, and information gap activity created a dynamic learning environment leading to skill development. The analysis clearly demonstrates that students perceived the role-play activity as the most enjoyable and effective, while also revealing their resourcefulness in overcoming language barriers.

15.6 Politeness – taking messages (Appendix 8)

The communication section of this unit deals with politeness strategies on the phone. Politeness plays a crucial role in effective communication, serving as an expression of social interaction. Beyond mere etiquette or adhering to social norms, politeness, within the realm of pragmatics, is linked to preferred language behaviour. It is a strategic tool employed by speakers to achieve various goals, such as fostering harmonious relations. These strategies encompass conventional politeness techniques as well as a spectrum of other approaches, both conventional and non-conventional, including indirectness. (Huang, 2007, 157-158)

In the context of first language (L1) acquisition, politeness norms are partially acquired naturally and also need explicit teaching. For instance, young children often require repeated reminders about using "magic polite formulas" like please and thank you. While politeness itself is a universal phenomenon, the strategies employed and individual speech acts may vary across

languages and cultures. Consequently, these culture-specific politeness principles cannot be directly applied to second language (L2) learners and necessitate inclusion in pragmatic instruction (Huang, 2007, 119).

Within the realm of pragmatics, discussions around politeness often include terms such as positive and negative face, as well as positive and negative politeness. From my perspective, exploring these terms may be too complex for secondary school students. Nonetheless, it is valuable for students at this level to recognize that politeness in English is closely tied to indirectness. In the context of taking messages on the phone, it is noteworthy that the phrase "Can I leave a message?" is considered less polite than its more indirect counterpart, "Could I leave a message?" The degree of indirectness often correlates with the perceived level of politeness (Huang, 2007, 120-123).

15.6.1 Observation of the adapted lessons about politeness

During the session focused on message etiquette, several notable aspects of student involvement and interaction emerged. Firstly, there was a remarkable level of teamwork and cooperation among students, particularly evident during the information gap exercise. Students diligently worked in pairs, effectively communicating to bridge the information gap and complete their dialogue scripts. This collaborative approach fostered a positive learning environment and encouraged peer interaction. The analysis clearly demonstrates the value of cooperative learning strategies in enhancing student engagement and participation.

Furthermore, students consistently employed the English language, demonstrating their language proficiency and eagerness to engage in English communication. Despite encountering challenges posed by certain scenarios, students persisted in using English expressions related to politeness, indicating their dedication to language acquisition. Learners seemed to perceive the importance of language practice in real-life contexts, contributing to their active participation in language activities.

However, it was apparent that students faced challenges during the problem-solving activity. Some scenarios presented difficulties that demanded critical thinking and creativity to address effectively. Nevertheless, students approached these challenges with determination and sought assistance when necessary, illustrating their readiness to tackle complex language tasks. The analysis suggests that problem-solving activities can serve as effective tools for promoting critical thinking skills in language learners.

Throughout the lesson, students interactions were lively and dynamic. They actively participated in discussions, role-playing activities, and the information gap task, contributing

their insights and ideas to the classroom discourse. Turn-taking was smooth, with students allowing their peers opportunities to speak and express themselves. Learners seemed to support each other's learning by actively engaging in collaborative dialogue and respecting each other's speaking turns.

Teachers and students played crucial roles in supporting each other's learning. Teachers offered guidance and assistance when students encountered difficulties, ensuring that all students received the necessary support to engage with the lesson content effectively. Similarly, students provided help and encouragement to their peers, fostering a collaborative learning environment. The analysis highlights the importance of teachers support and peer collaboration in facilitating language learning.

In designing speaking activities, adherence to Scrivener's (2011) concept from chapter 8 was prioritized, emphasizing the importance of fostering fluency and confidence. It was essential to prioritize these aspects as merely acquiring knowledge of a language proved ineffective if one could not apply it—a common challenge among language learners proficient in grammar but struggling with basic conversation. To address this, the aim was to provide abundant speaking opportunities for all students. While whole-class activities had advantages, dedicating an entire lesson to them would reduce individual speaking time. Hence, structuring speaking activities to include pairs and small groups was generally recommended to ensure maximum participation.

In line with Harmer's (2007) idea from chapter 9 concerning monitoring and feedback, excessive correction during a speaking task could hinder students and detract from the communicative aspect of the activity. However, providing constructive and gentle correction could assist students in handling difficult situations, misunderstandings, and hesitations. The effectiveness of feedback depended on tactfulness and its relevance to specific situations. After completing an activity, students opportunity to assess their performance was essential. Additionally, offering perspective on the successful aspects of the activity, addressing both content and language used, was crucial for me as a teacher.

Overall, the lesson on politeness in message exchange was characterized by enthusiastic students engagement, successful peer collaboration, and a commitment to using the English language. Despite encountering obstacles, students demonstrated a genuine interest in mastering politeness strategies for effective communication. Their dedication to language learning was evident, supported by the guidance of teachers and the collaborative atmosphere among students. The analysis suggests that incorporating cooperative learning strategies and

providing numerous speaking opportunities can enhance students engagement and promote language acquisition effectively.

15.7 Giving and receiving advice (Appendix 9)

In the series of lessons focused on giving and receiving advice in my class, the research showed that students exhibited a strong preference for using English as the primary language for instruction and communication. Throughout the sessions, there was a consistent adherence to English, with minimal instances of Czech being used. From my perspective, students displayed a commendable level of comfort and proficiency in employing the language. They actively participated in discussions, role-plays, and activities, demonstrating their ability to comprehend and express themselves effectively in English.

Across the lessons, the findings tend to support various aspects of pragmatic competence prominently exhibited. During discussions and brainstorming activities, students demonstrated fluency and coherence in articulating their thoughts and ideas in English. They adeptly managed turn-taking dynamics, ensuring participation among all class members. Additionally, students exhibited flexibility in adapting their language use to diverse communicative contexts, such as engaging in role-plays and offering advice to their peers.

Following Ur's (2012) idea as discussed in chapter 11.1.1 regarding modeling a role-play, the analysis clearly demonstrates that a preliminary demonstration or rehearsal was conducted before the role-play activity. This involved potentially engaging a student volunteer to ensure clarity and provide assistance.

In the role-play activities, the research showed that students effectively conveyed the given scenarios using English, demonstrating thematic development skills and propositional precision. Their ability to provide specific, contextually relevant advice highlighted their understanding of pragmatic language use. Furthermore, students showed flexibility in their responses, adjusting their advice based on the reactions and feedback received from their peers.

During the information gap activity, the analysis clearly demonstrates that students primarily employed English to exchange information with their partners. They demonstrated pragmatic competence by asking clarifying questions and providing relevant information, ensuring mutual understanding throughout the interaction.

For future enhancement, the findings tend to support incorporating interactive feedback, possibly motivating students to provide constructive criticism and support to their peers following each role-play. This approach would stimulate active engagement and cultivate a

sense of camaraderie and collaboration within the classroom, enabling students to learn from each other's strengths and areas for improvement.

Additionally, another advantageous element would entail integrating role rotation during role plays, as the research showed that this strategy would involve students swapping roles within their groups for subsequent role-plays, offering valuable opportunities to practice both giving and receiving advice. Consequently, their understanding and proficiency in this area would be further enriched.

Throughout all activities, Celce-Murcia's (2001) concept from chapter 11.1.2 was implemented, as the analysis clearly demonstrates the significance of effective planning and setup by teachers for successful discussion outcomes. It was essential to consider planned grouping or pairing rather than random ones to enhance the effectiveness of the discussion. To facilitate this, the Wocabee application was utilized, where the names of students were inputted to generate random pairings.

Overall, the students' consistent adherence to English as the primary mode of communication underscored their dedication to language learning and proficiency. Their ability to navigate various communicative tasks and engage effectively in English-language interactions is a testament to their growing pragmatic competence and the success of the English language instruction provided by both myself and my colleague teachers.

16 Semi-structured questionnaire with students (Appendix 2)

A semi-structured questionnaire was conducted among 9th graders within the last school year with a specific aim: to find out their pragmatic competence in speaking. The goal was to focus on key elements such as fluency, coherence and cohesion, thematic development, flexibility, turn-taking, and propositional precision.

Throughout the questionnaire process, open-ended questions were structured to probe their experiences and perceptions regarding the language learning activities undertaken. The aim was to estimate how effectively these activities contributed to their development in the areas of pragmatic competence.

The questionnaire was conducted after the adapted lessons, with anticipation of their responses to uncover which activities they felt had helped them become more fluent speakers, better able to organize their thoughts coherently, and more adept at expressing ideas with precision. Additionally, understanding how the activities facilitated thematic development, encouraging students to explore language within broader contexts, was of interest.

This questionnaire provided a valuable opportunity to assess the impact of different teaching methodologies and activities on students' language skills. By focusing on aspects such as flexibility and turn-taking, insight was sought into how well students were able to adapt to different communication scenarios and engage collaboratively with their peers.

During the questionnaire administration, careful consideration was given to the insights provided by the students, underscoring the significance of student feedback in shaping and honing teaching methodologies. Alongside this questionnaire, individual interviews were conducted with select pupils to explore the merits and drawbacks of the adapted lessons in greater depth. These interviews offered understanding of students' perspectives and allowed for a comprehensive evaluation of the effectiveness of the teaching approach. Ultimately, the main goal was to use the feedback obtained from both the questionnaire and interviews to improve future language learning activities. The aim was to ensure that these activities fostered pragmatic competence in speaking, thereby empowering students to handle real-world communication scenarios with confidence and proficiency.

16.1 Answers to the students´questionnaire

In the recent research conducted among 9th-grade students, the aim was to evaluate the effectiveness of different language learning activities in improving pragmatic competence. Through a set of structured questions, exploration was made into students' experiences and

perceptions concerning the diverse activities carried out during the academic year. The central emphasis lay in discerning which activities were deemed most enjoyable and advantageous for language development.

1. Were the activities related to language learning easy or difficult?

The analysis clearly demonstrates that most students (57) perceived the activities related to language learning as easy, particularly highlighting the role-play activity's facilitation of speaking through prepared scenarios. However, a minority of students, totaling 33, perceived them as difficult.

2. Did you find any particular activity enjoyable or interesting? Why?

The research showed that out of 90 students, 27 expressed enjoyment in the problem-solving activity, appreciating the challenge it presented and the collaborative nature of finding solutions with peers.

52 learners found the role-play activity enjoyable because it allowed them to speak the most and had prepared scenarios that made it easy to engage with the task.

11 learners perceived the information gap activity helpful, even though it did not make them speak the most. They appreciated the collaborative aspect and its contribution to their understanding of language in context.

3. Do you think these activities have helped you improve your pragmatic competence? If so, which ones: fluency, coherence and cohesion, thematic development, flexibility, propositional precision or turn-taking?

All learners appeared to perceive a significant enhancement in their pragmatic competence as a result of these activities. The role-play activity was particularly enjoyable by 68 learners, who attributed improvements in fluency, coherence and cohesion, and the ability to express themselves coherently. They also enjoyed the structured interaction and turn-taking. Despite initial challenges, 12 learners found the problem-solving activity to enhance flexibility in thinking and improve thematic development and idea generation in English. Additionally, 10 learners viewed the information gap activity as instrumental in boosting collaborative skills and increasing fluency and precision in language use.

4. **Were there any activities that you found challenging? If so, which ones and why?**

The findings suggest that 28 students encountered challenges during the problem-solving activity, primarily due to the intricate nature of the tasks involved. Despite the difficulties, they acknowledged the activity's engaging and collaborative aspects. They mentioned the complexities in critical thinking and creativity necessary to address language learning problems presented in the scenarios.

5. **Did you find it easy or difficult to express yourself during the role-play? Why?**

The role-play activity seemed to be quite manageable for 55 students, as it provided scripted scenarios and conversational cues that assisted in expression. This facilitated their capacity to convey ideas and engage in discussions. They credited this ease to the structured format of the scenarios, which offered clear directives for dialogue. Moreover, having scripted conversations and designated roles reduced the pressure of improvising language in the moment.

6. **Did you find it challenging to come up with solutions to the language learning problems presented in the scenarios? Why or why not?**

The results suggest that the problem-solving activity posed challenges for 28 students, primarily because of the intricate nature of the tasks and the requirement for innovative solutions. Nevertheless, they valued the collaborative nature of the activity. They found it demanding to devise solutions to the language learning issues presented in the scenarios. They noted that certain scenarios were intricate, necessitating thorough evaluation and analysis to determine suitable language strategies. Additionally, unfamiliar vocabulary or expressions complicated the formulation of effective solutions.

7. **Did you find it helpful to work with a partner to fill in the missing information in the information gap activity? Why or why not?**

The research showed that 63 students found the information gap activity to be helpful as it facilitated collaborative problem-solving and improved their understanding of language in context. They appreciated the opportunity to work with a partner to fill in missing information and articulate their ideas clearly.

8. How do you think these activities have helped you become a better communicator in English?

The analysis clearly demonstrates that students reported various ways in which these activities have helped improve their communication skills in English. 65 students mentioned that the role-play activities allowed them to simulate real-life conversations, thereby enhancing their fluency and confidence. Additionally, 15 students highlighted how problem-solving activities challenged them to think critically and apply language skills in practical contexts, ultimately contributing to their improvement in pragmatic competence and English communication skills.

Moreover, 10 students expressed the beneficial impact of collaborating with a peer in the information gap activity. They noted that working together encouraged active discussion, the exchange of ideas, and cooperative problem-solving, ultimately enhancing their proficiency as English communicators.

17 INTERVIEW WITH THE STUDENTS ABOUT THE LESSONS

During the interviews with 14 students regarding the lessons and activities, several responses were gathered. These students were from the classes where the research was conducted, and they were ninth graders. The students expressed enjoyment in the role-play activity, citing its similarity to real conversations. The problem-solving activity was found intriguing as it encouraged creative thinking for finding solutions. While the role-play posed challenges in quick thinking for responses, collaboration with a partner was beneficial for discussing ideas and finding solutions together. Overall, they mentioned that participation in these activities contributed to an increased confidence in English communication skills.

Answers:

- "I thoroughly enjoyed the role-play activities as they made learning English feel more practical and engaging."

- "The problem-solving activity posed a challenge, especially when devising solutions to the scenarios. It demanded critical thinking, and some situations were intricate, making it challenging to find the correct solutions."

- "Engaging in role-play practice was demanding as it necessitated quick thinking and on-the-spot English responses."

- "I valued the opportunity to collaborate with a partner in the information gap activity. It allowed us to share ideas and made the activity more enjoyable, enhancing my understanding of the material."

- "The role-play activity was the most enjoyable for me as it felt like a genuine conversation, making learning more enjoyable and engaging."

- "The problem-solving activities were challenging as they demanded a lot of thought and creativity to devise solutions that made sense in English."

- "Expressing myself during the role-play was relatively easy due to having a clear scenario to follow and knowing what I needed to say. This boosted my confidence in speaking English."

- "Developing solutions was tough because some scenarios were intricate, requiring innovative thinking to solve them effectively."

- "These activities have undoubtedly enhanced my English communication skills, particularly my ability to speak fluently and coherently in diverse situations. They also taught me how to collaborate and communicate effectively with others."

18 RESEARCH AMONG TEACHERS IN OUR SCHOOL (Appendix 3)

A questionnaire was conducted among four teachers to evaluate their viewpoints on adapted lessons as opposed to those from the coursebook. The objective was to evaluate the efficacy of these lessons and their contribution to enhancing students' speaking skills across different aspects of pragmatic competence. Throughout the year, observations were made not only on my own lessons but also on those of my colleagues, aiming to gather holistic insights into the influence of adapted materials on students' learning and skill advancement. Additionally, observations were made on 17 lessons taught by my colleagues to further enrich the understanding of the impact of adapted materials on student learning.

18.1 Teachers´responses

1. The analysis clearly demonstrates that all teachers, myself included, agreed that the adapted lessons seemed to be more effective in supporting students' learning compared to the original ones from the coursebook.

2. The research showed that role-play unanimously surfaced as the activity that most successfully cultivated students' speaking abilities, with all four teachers agreeing on this outcome.

3. In our opinion, all aspects of pragmatic competence were actively practiced during the adapted lessons, with fluency and turn-taking being the most prominent, as the findings tend to support.

4. As the analysis clearly demonstrates, three out of four surveyed teachers, including myself, emphasized the importance of prioritizing the enhancement of fluency and turn-taking skills in our pragmatic competence activities. We recognized these skills as crucial for fostering meaningful communication and interaction among students. Additionally, one teacher emphasized the importance of promoting flexibility, coherence and cohesion. This teacher emphasized that promoting flexibility allows students to adapt their language skills according to varying situations, while coherence and cohesion ensure the logical progression and unity of ideas in communication.

5. The findings indicate that while students generally exhibited a positive response to the modified lessons, challenges arose during specific activities. Specifically, two teachers

observed that students faced difficulties with problem-solving tasks, particularly in generating solutions to the given scenarios. Conversely, the other two teachers noted that students encountered issues with the information gap activity. This challenge seemed to be more prevalent among weaker students.

6. All four teachers unanimously agreed that learners perceived the role-play activities as the most engaging. During these activities, students actively participated and interacted with their peers, demonstrating high levels of engagement and enthusiasm.

7. The findings tend to support that the role rotation strategy notably boosted students' involvement and skill advancement during role-play activities, affording them valuable chances to practice various topics.

8. The results suggest noticeable enhancements in students' language proficiency and confidence after the adapted lessons. Most of them (74) achieving the level A2. Numerous students exhibited heightened fluency and spontaneity in their interactions throughout role-plays, as agreed by all teachers.

9. The problem-solving activity appeared to encourage critical thinking and problem-solving skills among students, as learners seemed to perceive the need to collaborate with their peers in generating solutions to various language learning problems.

10. The results indicate that providing additional support and scaffolding for students who encountered challenges in certain aspects of pragmatic competence, such as propositional precision, could further enhance future iterations of the adapted lessons.

11. All four teachers unanimously agreed that the findings unmistakably illustrated the highly successful outcomes of the adapted lessons. Students demonstrated enhanced speaking skills, heightened confidence, and a deeper understanding of pragmatic language use as a result. The dynamic and engaging nature of the adapted lessons fostered meaningful interactions and facilitated language development within a supportive and collaborative environment.

Conclusion

The main aim of this study was to evaluate the effectiveness of various speaking skill enhancement activities, derived from original lesson plans, among 9th-grade English learners. Specifically, the objective was to determine which activity, whether role-plays, problem-solving tasks, or information gap activities, had the most significant impact on students' pragmatic competence and speaking proficiency.

To achieve this goal, a structured series of lessons was implemented, incorporating these activities. Each activity targeted specific aspects of pragmatic competence, including coherence, cohesion, thematic development, fluency, propositional precision, turn-taking, and flexibility. Through the modification of original lesson plans and the integration of speaking-focused activities, the study aimed to assess their influence on students' language proficiency and pragmatic competence.

The insights derived from this research, drawing from both firsthand observations and theoretical frameworks presented by prominent scholars, illuminate the complex dynamics inherent in language learning and instruction. These findings stem from a combination of my personal observations, feedback from colleagues, as well as input gathered from students and teachers through questionnaires.

In summarizing the theoretical part of this thesis, it became evident that research indicated the crucial role of pragmatics in language learning, with a focus on developing pragmatic competence among English language learners. Various instructional methods, such as role-play activities, information gap tasks, and problem-solving exercises, were examined as ways for educators to establish supportive learning environments for students to practice language use and improve their pragmatic skills. The analysis of pragmatic instruction emphasized its focus on equipping students with the ability to effectively interact in diverse communication contexts and cultures.

Furthermore, the examination of teaching speaking skills highlighted the dynamic and interactive nature of oral communication development. Strategies such as maximizing student speaking time (Ur, 2012, see chapter 7.1), fostering collaborative work (Ur, 2012, Harmer, 2007, Hadfield 2009, see chapter 7.2.2), and providing ample practice opportunities were identified as facilitators of fluency and confidence in spoken English. The integration of role-plays, discussions, problem-solving, and information gap into speaking activities offered students a diverse range of engaging and effective learning experiences.

Through careful planning, rehearsal, and seamless transitions between different lesson components (Hadfield 2009, Harmer 2007, Ur 2012, see chapter 10), educators were able to establish structured and productive learning environments that fostered the development of speaking proficiency.

The research findings and analysis offered insights into effective language instruction principles and practices. They highlighted educators' crucial role in shaping students' language learning experiences and emphasized the need for ongoing refinement of teaching methodologies to enhance language proficiency.

Prior to the research among learners at my school, a study was conducted among Czech Republic educators to explore pragmatic instruction. A nationwide questionnaire was distributed to gather insights into different aspects of pragmatic teaching. The questionnaire sought to ascertain educators' familiarity with "pragmatics" and their frequency of incorporating pragmatic instruction. Among the 42 respondents, 34 demonstrated a clear understanding of pragmatics, while eight reported uncertainty. Interestingly, none indicated unfamiliarity with the term.

Regarding the frequency of teaching pragmatics, the majority of respondents (37 teachers) integrated it into their curriculum once a month, with five teachers doing so once a week. This suggests a significant commitment to pragmatic instruction among educators, with none reporting never teaching pragmatics. Teachers employed a variety of activities to facilitate pragmatic learning, including discussions, role-plays focusing on speech acts, and interactive games. These activities aim to engage students actively in practicing pragmatic skills in various contexts. In terms of the sufficiency of coursebooks, 26 teachers felt their books included adequate material for teaching pragmatics, while 16 believed the coverage was only partial. None reported a complete lack of pragmatic content in their coursebooks, emphasizing the recognized importance of pragmatic instruction.

In conclusion, Czech Republic educators demonstrate a commitment to pragmatic instruction, using various activities and resources to enhance students' pragmatic competence. The insights gained provide perspectives on the current landscape of pragmatic teaching practices, indicating areas for further exploration and development in language teaching methodologies.

The research which was conducted at Komenského 66, Nový Jičín provides answers to the following research questions.

1. **Does the integration of various speaking activities such as role-plays, problem-solving, and information gap tasks in 9th-grade English lessons result in noticeable improvements in students' speech development?**

The research shows that the integration of speaking activities, including role-plays, problem-solving, and information gap tasks, in 9th-grade English lessons led to noticeable improvements in students' speech development. Despite some challenges observed during specific activities—such as problem-solving tasks and the information gap activity, particularly among weaker students—students generally responded positively to the modified lessons.

Role-play activities were especially engaging, students showed high levels of participation and enthusiasm, as agreed by all four teachers. The role rotation strategy further boosted student involvement and skill advancement, providing valuable opportunities to practice various topics.

These adapted lessons also led to significant enhancements in students' language proficiency and confidence, with most students (74) reaching the A2 level. Students at the A2 proficiency level are able to comprehend and address the requirements of specific situations, particularly when communication is slow and clear. They can understand phrases and expressions related to immediate priorities, such as personal and family details, shopping, local geography, and employment (CEFR, 2020, see chapter 2.2). Increased fluency and spontaneity during interactions were noted, alongside the development of critical thinking and problem-solving skills fostered by collaborative tasks.

Incorporating speaking activities led to evident enhancements in students' speech development, drawing inspiration from the communicative language teaching principles advocated by Harmer (2000, see chapter 7.2) and Celce-Murcia (2001, see chapter 9). This is consistent with the perspectives of Ur (2012) and Hadfield (2009, see chapter 7.2.2, emphasizing the significance of meaningful interaction in language learning.

2. **Which aspects of pragmatic competence show the most notable impact as a result of engaging in activities such as role-plays, problem-solving, and information gap tasks?**

The research shows that all 90 learners reported a significant enhancement in their pragmatic competence as a result of these activities. 68 learners noted improvements in fluency, coherence, cohesion, and their ability to express themselves clearly. These learners also appreciated the structured interaction and turn-taking, which they found beneficial. Despite initial challenges, 12 learners found that their flexibility in thinking improved, along with their

ability to develop themes and generate ideas in English. Additionally, 10 learners saw an increase in their collaborative skills, as well as their fluency and precision in language use.

From the teachers' perspective, all aspects of pragmatic competence were actively practiced during the adapted lessons, with fluency and turn-taking being the most prominent, as supported by the findings. Three out of four surveyed teachers, including myself, emphasized the importance of prioritizing the enhancement of fluency and turn-taking skills in our pragmatic competence activities, recognizing these skills as crucial for fostering meaningful communication and interaction among students. Additionally, one teacher stressed the importance of promoting flexibility, coherence, and cohesion, noting that flexibility allows students to adapt their language skills to varying situations, while coherence and cohesion ensure the logical progression and unity of ideas in communication.

3.   Which aspect of pragmatic competence do teachers focus on the most?

The findings show that three out of four teachers, including myself, emphasized the importance of enhancing fluency and turn-taking skills as essential components of pragmatic competence. The study showed that teachers focused on improving students' fluency and turn-taking abilities, recognizing their crucial role in facilitating effective communication, as suggested by Ur (2012, see chapter 7.1). Their aim was to equip students with the necessary skills for confident communication in English-speaking environments.

Furthermore, one teacher emphasized the importance of promoting flexibility, along with the significance of coherence and cohesion in language use, to ensure logical flow and clarity, crucial for managing diverse communicative contexts effectively. However, there was a tendency among teachers to give less emphasis to propositional precision and thematic development. Addressing these aspects might have required more targeted instruction and practice in subsequent lessons.

The findings tend to support that learners attained A2 level proficiency in both fluency and turn-taking. According to the CEFR (2020, see chapter 3.2), achieving A2 level in fluency entailed the ability to "make themselves understood in short contributions, even though pauses, false starts, and reformulation are very evident." Furthermore, learners at the A2 level could "construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts." Similarly, in turn-taking, learners demonstrated competency in using basic techniques to initiate, maintain, or conclude brief conversations (CEFR, 2020, see chapter 3.2). They also exhibited proficiency in initiating, sustaining, and terminating uncomplicated face-to-face dialogues, along with the capability to request attention

when necessary. This suggested that learners had indeed achieved A2 level proficiency in both fluency and turn-taking, as indicated by the research findings.

4.   How do students perceive the effectiveness and engagement level of the speaking activities, including role-plays, problem-solving, and information gap tasks, within the learning environment?

The analysis clearly shows that most students (57) found the language learning activities easy, particularly emphasizing the role-play activity's effectiveness in facilitating speaking through prepared scenarios. However, 33 students perceived the activities as difficult. The research indicated that out of 90 students, 27 enjoyed the problem-solving activity, valuing the challenge it presented and the collaborative nature of finding solutions with peers.

Additionally, 52 students found the role-play activity enjoyable because it provided the most opportunities to speak and included prepared scenarios that made it easy to engage with the task. Meanwhile, 11 students found the information gap activity helpful, even though it did not involve as much speaking. They appreciated its collaborative aspect and how it contributed to their understanding of language in context.

One notable limitation of this thesis is the geographical scope of the research. The study was conducted exclusively at our school Komenského 66 in Nový Jičín, which specializes in extended teaching of foreign languages, located in the Moravskoslezský region. Consequently, the data collected are specific to our school's unique environment and educational approach. This localized focus means that the findings may not be readily generalizable to other schools, which may have different teaching methodologies, student demographics, and resources. Thus, while the results provide insights into our school's context, they may differ significantly from those of other institutions.

Moving forward, further research could explore the specific impact of various speaking activities, such as debates, discussions, presentations, and conversational simulations, on students' pragmatic competence and speaking proficiency. Long-term studies monitoring students' language growth would offer insights into the sustainability of observed enhancements. Furthermore, cross-cultural inquiries could illuminate differences in pragmatic competence acquisition across diverse linguistic and cultural backgrounds, enhancing our comprehension of effective language instruction methods. Moreover, examining the effectiveness of different instructional approaches and materials in facilitating speaking skill development could offer practical guidance for educators in designing more effective language learning experiences.

In summary, integrating speaking activities significantly improved students' speech development and pragmatic competence. While improvements in fluency and turn-taking were evident, addressing other aspects of pragmatic competence through targeted interventions and instructional enhancements remains necessary for comprehensive language learning progression.

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Appendix 1

Questionnaire for Teachers Regarding Pragmatics Instruction in Primary and Lower Secondary Schools across the Czech Republic

Basic Information:

1. **Grade taught:**

2. **Years of teaching:**

Insights from Educators

3. **Are you familiar with the term "pragmatics"?**
   - Yes, without a doubt………Not certain………No, never

4. **Have you undergone formal training on how to teach pragmatics?**
   - Yes, absolutely………To some extent………No

5. **How crucial do you believe teaching pragmatics is?**
   - Extremely crucial………Partially important, with other language aspects taking precedence………Not important

6. **Do you think pragmatic skills are culture-specific?**
   - Yes………Not sure………No

7. **Frequency of teaching pragmatics in your class?**
   - Once a week…….. Once a month…………Never

8. **What activities do you find helpful when teaching pragmatics? (like role-playing, discussions)**
   - ……………………..

9. **Do you think tests accurately measure how well students understand pragmatics?**
   - Yes………………… Not sure…………….. No……………………

10. **When considering communication, how seriously do you view pragmatic errors compared to grammatical errors?**

- Less serious/relevant………….….. More serious/relevant…………
Equally serious/relevant

11. Which age group, in your opinion, is most suited for pragmatic instruction?

- All age groups, starting from pre-school………Only primary school………Only lower secondary school………Secondary school………….Reserved for university students………None

12. Which coursebooks do you use?

- ………………………….

13. Does your course book offer ample content for teaching pragmatics?

- Yes, unquestionably………Only to some extent………Not at all………It does not interest me

14. Do you incorporate additional materials or use other sources when teaching pragmatic skills to your students?

- Yes, definitely………Yes, occasionally………No

If yes, could you please provide specific examples:

15. Anything else you want to share about teaching pragmatics?

Thank you for taking the time to share your experiences. Your insights will help me understand how teachers approach teaching pragmatics.

Appendix 2

Semi-structured questionnaire for learners

1. Were the activities related to language learning?

    a) easy   b) difficult

2. Did you find any particular activity enjoyable or interesting? Why?

3. Do you think these activities have helped you improve your pragmatic competence? If so, which ones: fluency, coherence and cohesion, thematic development, flexibility, propositional precision or turn taking?

4. Were there any activities that you found challenging? If so, which ones and why?

5. Did you find it easy or difficult to express yourself during the role-play? Why?

6. Did you find it challenging to come up with solutions to the language learning problems presented in the scenarios? Why or why not?

7. Did you find it helpful to work with a partner to fill in the missing information in the information gap activity? Why or why not?

8. How do you think these activities have helped you become a better communicator in English?

Appendix 3

Questionnaire for teachers: Adapted Lessons Evaluation

1. Were the adapted lessons more effective in facilitating student learning compared to the original ones from the coursebook?

   - Yes

   - No

2. Which activity do you believe most effectively developed students' speaking skills: role-play, problem-solving, or information gap?

   - Role-play

   - Problem-solving

   - Information gap

3. In your opinion, which aspect of pragmatic competence was most prominently practiced during the adapted lessons?

   - Fluency

   - Coherence and cohesion

   - Thematic development

   - Flexibility

   - Propositional precision

   - Turn-taking

4. What aspect of pragmatic competence did you focus on the most?

5. Did you observe any particular challenges students faced during the adapted lessons? If so, please describe.

6. Which activity did students seem to engage with the most during the lessons?

7. How effective was the role rotation strategy in enhancing students participation and skill development during role-play activities?

8. Did you notice any improvements in students' language proficiency or confidence as a result of the adapted lessons? If yes, please provide examples.

9. How well did the problem-solving activity encourage critical thinking and problem-solving skills among students?

10. Were there any adjustments or improvements you would suggest for future iterations of the adapted lessons? If yes, please specify.

11. Overall, do you believe the adapted lessons were successful in achieving their objectives?

    Please elaborate on your answer.

Appendix 4

LESSON PLAN 1 – Adaptation of the lesson about holiday

      AIM: The student should:

- Reinforce vocabulary and pragmatic competence through real-life scenarios.

- Be able to use appropriate discourse markers in a conversational context.

- Foster creativity and critical thinking by actively applying his/her learned language skills in real-life situations, allowing for a dynamic and engaging language learning experience.

      MATERIALS:

- Scenario cards with holiday-themed situations

- Role assignment cards

- Whiteboard or flip chart

- Markers

1. **Introduction:**

    - T briefly introduces the topic and explains the importance of practical language use in real-life situations.

    - T introduces the role-play activity and its objectives.

2. **Scenario Setup (5 minutes):**

    - T distributes scenario cards to pairs or small groups of students. Each card contains a holiday-themed situation (e.g., planning a holiday party, discussing travel plans, gift shopping).

    - T assigns roles using role assignment cards, specifying who plays which character in the scenario.

3. **Preparation Time (10 minutes):**

- T gives students time to prepare their dialogues and encourages them to incorporate the vocabulary learned and use appropriate discourse markers. T emphasizes the importance of turn-taking, coherence, and thematic development in their dialogues.

4. **Role Play (15 minutes):**

   - Pairs or groups perform their dialogues in front of the class or in breakout rooms, depending on the class size and setting.

   - T encourages students to use expressive discourse markers and engage in a natural conversation. T provides constructive feedback after each performance.

5. **Class Discussion (5 minutes):**

   - T facilitates a class discussion on the role-play activity. T and Ss discuss the effectiveness of using vocabulary, discourse markers, and pragmatic competence in the dialogues.

   - T encourages students to share their experiences, challenges faced, and strategies used during the role play.

6. **Reflection and Application (5 minutes):**

   - T asks students to reflect on how the role-play activity helped them apply learned language skills in a practical context.

7. **Assessment (5 minutes):**

- T evaluates students based on their performance in the role-play activity, considering their use of vocabulary, discourse markers, turn-taking, and overall effectiveness in conveying meaning.

- T provides feedback on areas for improvement and commendation for well-executed language skills.

ROLE PLAYS

SCENARIO 1: FUN ON THE FARM

Character 1: Katka

- Katka is excited about spending a summer on her family's farm and wants to share her plans with Character 2.

Character 2: Honza

- Honza is Katka's friend, and he's all for a farm adventure.

Conversation Script:

Katka: Hey Honza! How about we spend part of our summer on the farm? What do you think?

Noah: Yeah, sounds cool! A farm trip? I'm up for it. What's the plan?

Katka: Well, first, we can start our days feeding the animals. Yeah, get that farm feeling early in the morning.

Honza: Oh yeah! Feeding animals in the morning? That sounds cool. What's next?

Katka: Haha, after that, we can check out the vegetable garden. Pick some fresh veggies for lunch, right from the garden.

Honza: Yes! Exploring the garden? I'm in. Fresh veggies for lunch sound great, Lily. What else?

Katka: We can finish off our days with a bonfire under the stars. Roast some marshmallows, enjoy the quiet of the farm.

Honza: Haha, a bonfire under the stars? That sounds perfect. Yes! Ready for a great summer, Lily!

Katka: High-five, Honza! It's going to be a summer on the farm filled with laughs, fresh air, and good times.

SCENARIO 2: SUMMER AT THE BEACH

Character 1: Mark

Mark is excited about planning a summer getaway and wants to discuss it with Character 2.

Character 2: Ema

Ema is Mark's friend and is enthusiastic about exploring new destinations for a summer holiday.

Conversation Script:

Mark: Hey Ema! I've been thinking about our summer getaway. How about we plan a beach vacation this time?

Ema: Hi Mark! That sounds like a great idea. I've always wanted to relax by the ocean. What do you have in mind?

Mark: Well, yeah, I was thinking of a tropical destination with white sandy beaches. What do you think about that?

Ema: Wow, that sounds amazing! I'm all in for a tropical paradise. Any specific activities or places you'd like to explore?

Mark: Haha, how about snorkeling and maybe a beachside barbecue? It would make our vacation memorable.

Ema: Well, excellent choices! I'm on board. Any particular dates you had in mind for our summer escape?

Mark: Let me check my schedule. How about the first week of July? It gives us a nice break in the middle of the summer.

Ema: Oh, perfect! I'll start researching destinations. Thanks for planning this with me, Emily! Sounds like a fantastic summer plan.

Mark: Yeah, it's going to be great! I'm looking forward to it. Hi-five for our summer adventure, Ema!

Ema: Hi-five, Mark! It's going to be a memorable getaway. Can't wait!

Mark: Haha, me neither! Bye for now, Ema. I'll catch you later.

Ema: Bye, Mark! Take care, and let's make this summer unforgettable!

SCENARIO 3: FOREST COTTAGE ADVENTURE

Character 1: Oliver

- Oliver is excited about spending a summer at his family's cottage in the forest and wants to share his plans with Character 2.

Character 2: Anna

- Anna is Oliver's friend, and she loves the idea of a forest retreat.

Conversation Script:

Oliver: Hey Anna! How about we spend part of our summer at the cottage in the forest? What do you think?

Anna: Yeah, sounds wonderful! A forest getaway? I'm up for it. What's the plan?

Oliver: Well, first, we can start our days with a nature walk. Yeah, breathe in the fresh forest air and enjoy the peaceful woods.

Anna: Oh yeah! A walk in the morning? That sounds calming. What's next?

Oliver: Haha, after that, we can have a picnic by the lake. Enjoy the calm view, maybe do some fishing if you're into it.

Anna: Yes! A lakeside picnic and fishing? Sounds like a perfect day. Haha, I'm in, Oliver. What else?

Oliver: We can finish off our days with a campfire. Roast some marshmallows, look at the stars. Enjoy the quiet of the forest.

Anna: Haha, a campfire in the forest? That sounds perfect. Yes! Ready for a forest-filled summer, Oliver!

Oliver: High-five, Anna! It's going to be a summer at the cottage filled with laughs and good memories.

LESSON PLAN 2 – PROBLEM SOLVING ACTIVITY

This holiday planning presentation activity is designed to immerse students in real-life scenarios while refining their vocabulary and pragmatic competence. It also encourages students to engage in dynamic conversations while collaborating to find solutions to various challenges.

First, I assign each student or pair a holiday destination or type, like a beach vacation or city tour. They brainstorm and plan their itineraries, considering transportation, accommodations, activities, and budget. I encourage them to incorporate travel-related vocabulary for a more immersive experience.

During the preparation time, students create presentations with slides or posters, structuring them with an introduction, itinerary overview, activity details, and conclusion. With guidance, they refine their organizational and presentation skills.

In the presentation session, students deliver their presentations, focusing on expressive discourse markers, engaging the audience, and maintaining coherence. Classmates ask questions and provide feedback, promoting collaboration and knowledge sharing.

In essence, the holiday planning presentation merges language acquisition with practical application, empowering students to communicate effectively while developing essential life skills. It is a dynamic approach to learning that prepares students for real-world scenarios with confidence and proficiency.

LESSON PLAN 3 – INFORMATION GAP ACTIVITY

This lesson is focused on holiday planning, integrating the power of picture description and information gap tasks. Its dynamic approach not only sharpens descriptive language skills but also fosters collaboration and critical thinking, essential components of effective communication.

At the beginning of the lesson, students are greeted with sets of holiday-themed pictures, each comprising two versions with subtle differences. These images, ranging from beach holidays to bustling city tours, serve as catalysts for immersive holiday planning discussions.

The heart of the activity lies in the subsequent exploration of these pictures through a structured information gap task. Equipped with worksheets containing missing details related to the pictures, students partner up to fill in the blanks based on their observations and discussions. This collaborative activity prompts students to articulate their ideas clearly while actively listening and engaging with their peers' contributions.

Throughout the activity, students engage in descriptive language practice, employing vocabulary to holiday planning. They carefully analyze the pictures, noting transportation modes, accommodation options, leisure activities, and budget considerations. Through this process, students not only enhance their vocabulary but also develop fluency in expressing their thoughts and preferences.

As the lesson progresses, students collaborate to reconcile any discrepancies between their versions of the pictures, fostering negotiation and consensus-building skills. This interactive exchange of ideas culminates in a whole-group discussion, where students compare their completed worksheets and share insights into their holiday planning visions.

Appendix 5

ORIGINAL LESSON PLAN – ONLINE GAMES - COURSEBOOK

This unit focuses on online games. This topic is very familiar to students beginning with vocabulary brainstorming, moving to discussions on advantages and disadvantages, and proceeding to reading comprehension from a webzine titled "Cinderella Law." The unit concludes with students articulating their opinions on online games, showcasing their ability to agree, disagree, and express uncertainty in a coherent manner.

The next part of this unit begins with a vocabulary brainstorming session, exploring the terms related to online games. Students collaboratively investigate the terminology associated with this digital realm, fostering a shared understanding of the diverse vocabulary of the gaming landscape.

Following the vocabulary exercise, the classroom buzzes with ideas as students engage in discussions about the advantages and disadvantages of online games. This discourse encourages critical thinking, allowing individuals to articulate their perspectives on the impact of gaming on various aspects of life.

The journey deepens with a reading comprehension activity featuring a webzine article titled "Cinderella Law." Students are immersed in the narrative, extracting insights into legal and ethical dimensions surrounding online games. This exercise not only enhances reading comprehension skills but also provides a real-world context for the following opinions discussion.

The main part of this unit invites students to express their opinions on online games. Utilizing expressions such as "In my opinion," "I agree," "I don't agree with you," "I think," and "I'm not sure about it," students articulate their stance on the impact of online games. This discussion encourages individuality of thought while fostering the development of coherent and persuasive expression.

When expressing opinions, students learn the phrases of agreeing and disagreeing. Expressions like "I agree" and "I don't agree with you" become linguistic tools, enabling students to engage in constructive dialogue. The inclusion of phrases like "I think" and "I'm not sure about it" adds a layer of nuance, allowing for a spectrum of perspectives to be acknowledged.

LESSON PLAN 4 - ADAPTATION

Exploring Online Games through Role-Play

AIM: Students will develop pragmatic competence by exploring the vocabulary of online games, engaging in discussions about their advantages and disadvantages, participating in a reading comprehension activity, and expressing opinions using appropriate language expressions. The students should be able to engage in a series of concise role-plays to enhance turn-taking, flexibility, thematic development, coherence, propositional precision, and fluency.

Materials:

- Whiteboard and markers

- Vocabulary list related to online games

- Discussion prompts on advantages and disadvantages

- Opinion expression phrases on handout or displayed

- Role cards for each student

1. **Introduction (5 mins):**
   - T informs Ss about the topic of the lesson

   Vocabulary Brainstorming:

   - T brainstorms the vocabulary related to online gaming on the whiteboard.

   - T and Ss discuss the meanings and usage of each term.

2. **Thematic Development (5minutes)**
   - T and Ss connect vocabulary to broader themes like technology, entertainment, and social interaction.

   - T and Ss discuss how the terms fit into the larger context of online gaming and its impact on society.

3. **Agreeing and Disagreeing Practice (5 minutes)**

   - T and Ss facilitate a quick class-wide discussion on a specific online gaming topic.

- Students use provided expressions to agree, disagree, or express uncertainty, focusing on fluency and coherence. Ss express their opinions using phrases like "In my opinion," "I agree," "I don't agree with you," "I think," and "I'm not sure about it." Ss focus on turn-taking, coherence, fluency and thematic development.

4. **Main Activity Advantages and Disadvantages - Role-Play (20 mins):**
   - T divides the class into pairs.
   - T provides role cards with different opinions on online games.
   - Students engage in role-plays

5. **Reflection (5minutes)**
   - T provides a brief class discussion on the role-play activities.
   - T encourages students to reflect on how role-playing helped them develop pragmatic competence.

6. **Assignment (5minutes)**
   - T assigns a concise written reflection on the role-play experience, emphasizing the application of pragmatic competence in expressing opinions.

LESSON PLAN 5 – PROBLEM SOLVING

The lesson begins with an introduction to the topic of online gaming, setting the stage for a journey of exploration and discovery. To start the engagement, a vocabulary brainstorming session ensues, where students and I collaboratively compile a list of terms related to online gaming on the whiteboard. This serves as a foundation for deeper exploration and discussion throughout the lesson.

Thematic development follows, as students and I connect the vocabulary to broader themes such as technology, entertainment, and social interaction. By contextualizing the terms within larger societal contexts, students gain a deeper understanding of the significance of online gaming and its implications on various aspects of life.

Moving forward, students engage in practicing agreeing and disagreeing, using provided expressions to express their opinions on specific online gaming topics. Through structured

discussions, students hone their fluency, coherence, and thematic development skills, while also mastering turn-taking and expressing their viewpoints with precision.

The main activity centers around a problem-solving scenario related to online gaming. Working in pairs, students are presented with a hypothetical dilemma or challenge commonly encountered in online gaming communities. Each pair collaborates to devise creative solutions, drawing upon their knowledge of online gaming and applying critical thinking skills to address the problem effectively.

Following the problem-solving activity, a reflective discussion ensues, allowing students to share their insights and reflections on the learning experience.

LESSON PLAN 6 – INFORMATION GAP ACTIVITY

Following the picture description activity, students are immersed in an information gap task designed to deepen their understanding of the pros and cons of online gaming. Paired up, students are presented with case studies illustrating different aspects of online gaming, each with missing details or perspectives. Through collaborative problem-solving, students work together to fill in the missing information and analyze the implications of each scenario. This interactive exercise prompts students to consider the broader societal impact of online gaming, including its effects on mental health, social relationships, and academic performance.

Example Case Study

AIM:

Ss should be able to understand the pros and cons of online gaming through analysis of case studies.

A group of friends regularly gathers online to play multiplayer video games together. They have formed a close-knit community and communicate primarily through voice chat during gaming sessions. One of the friends, Alex, is struggling with social anxiety and finds it difficult to interact with people in face-to-face settings. However, Alex feels more comfortable expressing themselves in the online gaming environment and has developed strong friendships with the group members.

Worksheet:

Describe Alex's experiences with social anxiety and how it affects their interactions in the online gaming group.

[Student Response]

Discuss the dynamics of the friendships within the online gaming group. Are there any conflicts or challenges that arise? How do the group members navigate these issues?

[Student Response]

Analyze the potential benefits and drawbacks of using online gaming as a platform for social interaction and community building. Consider factors such as accessibility, inclusivity, and the impact on mental health.

[Student Response]

By engaging in this exercise, students have the opportunity to critically analyze the complexities of online gaming and explore the various factors that contribute to its impact on individuals and communities. Through collaborative problem-solving and discussion, students deepen their understanding of the pros and cons of online gaming and develop valuable insights into its broader societal implications.

ORIGINAL LESSON PLAN - MY ENGLISH (Appendix 6)

In the next chapter "My English," the linguistic exploration becomes personal, focusing on self-reflection and goal-setting. This part starts with a warm-up session prompting students to consider different aspects of their English proficiency. From communication skills to reading preferences, students reflect on their strengths, weaknesses, and aspirations.

The reflective warm-up presents a series of probing questions, prompting students to evaluate their English proficiency. Questions such as "I can communicate," "I'd like to read," and "My weak points" offer students a platform to express their current abilities, desires, and areas for improvement.

The unit proceeds with a phrasebook section, enabling students to express aspirations, strengths, and challenges. Phrases like "I wish I could," "My weak/strong points," and "What is really difficult for me" serve as linguistic tools, allowing students to communicate their language learning experiences accurately.

The unit progresses with a reading comprehension activity focused on Pinterest, encouraging students to explore various topics. This exercise not only enhances reading skills but also introduces students to the complex world of Pinterest, fostering cultural and digital literacy.

The linguistic exercise engages students in completing sentences using adverbs such as "relaxed," "depressed," "exciting," and more. This activity challenges students to express emotions and experiences with subtlety, enhancing their proficiency in employing adverbs within varied contexts.

The chapter concludes with an opinion exercise, challenging students to decide and articulate their plans for linguistic improvement. Using pragmatic expressions like "I'll definitely... because," "I might (not)... because," and "I won't... the reason is," students tick boxes indicating their plans and elaborate on them with thoughtful reasoning.

Lesson Plan 7– Adaptation

Linguistic Self-Reflection through Role Play

AIM:

- Students will develop pragmatic competence through role play activities focused on turn-taking, flexibility, thematic development (centered around the topic of "My English"), coherence and cohesion, propositional precision, and fluency.

- Students will be able to express themselves in various linguistic contexts with a specific emphasis on thematic development related to the theme "My English."

Materials:

- Role play scenarios related to linguistic improvement
- Whiteboard or flip chart

1. **Introduction (5 minutes):**
    - T revises the key concepts from the "My English" chapter, emphasizing the importance of self-reflection and linguistic goals.

- T introduces the focus on pragmatic competence, explaining its elements: turn-taking, flexibility, thematic development, coherence and cohesion, propositional precision, and fluency.

2. **Reflective Warm-up (5 minutes):**
   - T conducts a warm-up using questions such as "I can communicate," "I'd like to read," and "My weak/strong points, I'm not very good at.., What is really difficult form me…, I've never been able to…"
   - T discusses the importance of self-awareness in language learning and its connection to pragmatic competence.
   - T introduces the role play activity as a practical application of their reflections.

3. **Activity 1 – Role Play (20 minutes):**
   - T divides students into pairs.
   - T provides role play scenarios related to linguistic improvement, incorporating phrases mentioned above, e.g. "I wish, I could," "My weak/strong points," and "What is really difficult for me."
   - T emphasizes thematic development centered around the topic "My English" by assigning specific aspects (e.g., vocabulary, speaking skills, cultural understanding) for each role play scenario.
   - Ss perform a role play where they discuss linguistic aspirations, challenges, and strategies for improvement within the context of "My English."
   - T encourages students to actively engage in turn-taking, flexibility, thematic development, coherence, and fluency during their role play.
   - T monitors and provides real-time feedback on their use of propositional precision in expressing desires, strengths, and challenges.

4. **Opinion Exercise (5 minutes)**
   - T reviews the adverbial sentence completion exercise and opinion exercise from the original lesson plan.
   - T and Ss discuss the role play activity, with a focus on thematic development related to "My English," influenced their linguistic goals and opinions, using adverbs such as "relaxed," "depressed," "exciting," etc.

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5. **Homework Assignment (5minutes)**

   - T assigns a reflective essay where students analyze their role play experiences, incorporating phrases discussed in the lesson. T encourages them to identify areas for further improvement.

6. **Assessment (5minutes)**

   - T evaluates students based on their active participation in the role play activity and adherence to pragmatic elements. T provides constructive feedback to support ongoing development in pragmatic competence.

ROLE PLAYS

Scenario 1: Discussing Communication Skills

Participants: Alex and John

Alex: Hey Taylor, let's talk about our communication skills in English. How would you rate your abilities?

John: Well, I think I can communicate fairly well, but I'd like to improve my fluency.

Alex: That's a great goal. I wish I could express myself more confidently. What about you?

John: My weak point is probably speaking without hesitating. I might not always find the right words immediately.

Alex: Yeah, I feel the same way. I'll definitely work on that because effective communication is crucial.

Scenario 2: Exploring Reading Preferences

Participants: Anna and Kate

Anna: Kate, let's discuss our reading preferences in English. What kind of books do you enjoy?

Kate: I'd like to read more literature to expand my vocabulary. I wish I could understand complex texts better.

Anna: Interesting. I won't have much free time this year, but I'll probably try reading shorter articles regularly.

Kate: Although I won't have much free time either, I might not focus on lengthy novels. I'll likely choose shorter pieces.

Scenario 3: Sharing Linguistic Challenges

Participants: Tom and Michael

Tom: Michael, what do you find really difficult in learning English?

Michael: Well, I'm not very good at remembering vocabulary. It's a constant struggle for me.

Tom: I totally get that. I might use flashcards to improve my memory because repetition helps me.

Michael: Good idea. I'll definitely try that too. Although I won't be perfect at it, the reason is that I'm determined to overcome this challenge.

Scenario 4: Setting Linguistic Goals

Participants: Eve and Ondra

Eve: Ondra, let's talk about our goals for this year. Any specific plans?

Ondra: I might work on my pronunciation. I won't sound like a native speaker, but the reason is to be easily understood.

Eve: I have a similar goal. I'll definitely practice speaking regularly because fluency is essential for effective communication.

Ondra: Absolutely. I might not reach perfection, but continuous improvement is the key.

ACTIVITY 8 – PROBLEM SOLVING

AIM: Ss should develop problem-solving skills and promote critical thinking within the context of language learning.

Example of problem-solving scenarios:

Scenario 1: Vocabulary Expansion

You and your language learning partner are struggling to expand your vocabulary beyond basic words and phrases. You want to find effective strategies to enhance your vocabulary acquisition.

Scenario 2: Speaking Confidence

You have a fear of speaking in front of others and lack confidence in your speaking skills. You want to overcome this fear and develop fluency and proficiency in spoken English.

Scenario 3: Cultural Understanding

You encounter cultural misunderstandings while interacting with speakers of English from different cultural backgrounds. You want to improve your cultural understanding to effectively communicate with people from diverse backgrounds.

Worksheet:

Problem: [Briefly describe the problem presented in the scenario.]

Solution: [Outline the solution proposed by the pair or group.]

Rationale: [Explain the reasoning behind the chosen solution, including the potential benefits and drawbacks.]

Through this activity, students have the opportunity to apply problem-solving strategies within the context of language learning, fostering critical thinking and analytical skills. By engaging in collaborative discussions and justifying their solutions, students deepen their

understanding of language learning challenges and develop effective strategies for overcoming them.

ACTIVITY 9 – INFORMATION GAP

AIM: Ss should foster collaborative problem-solving through information gap activities.

Version A:

"I started learning English last year. I found it quite challenging at first, but I'm making progress. My main goal is to improve my speaking skills, so I've been practicing speaking with native speakers through language exchange programs. It's been a rewarding experience, and I feel more confident in my ability to communicate."

Version B:

"I've been learning English for several years now, and I've encountered some difficulties along the way. However, I've found that immersing myself in English-speaking environments has helped me improve my skills. One of my goals is to expand my vocabulary, so I've been reading English books and watching movies without subtitles to expose myself to new words and phrases."

Worksheet:

What are the differences between Version A and Version B?

[Student Response]

Based on the information provided in both versions, what strategies do you think each student is using to improve their English?

[Student Response]

Through these activities, students not only practice their descriptive language skills but also engage in collaborative problem-solving as they work together to fill in missing information and reconcile discrepancies. By analyzing information gap scenarios, students develop their ability to communicate effectively and navigate linguistic challenges in real-life contexts.

UNIT 1 - GOING TO THE DOCTOR'S (Appendix 7)

Unit 1 focuses on zero and first conditionals, emphasizing their roles in discussing facts, outcomes, and conditions.

The focus is on health-related topics, covering illnesses and injuries. Following the introduction of new vocabulary, students begin with a listening activity and progress to a reading comprehension exercise centered around a webzine article. Subsequently, they refine their writing skills by providing advice on what individuals should or shouldn't do. The unit concludes with a speaking task where students, collaborating in pairs, analyze scenarios of people discussing their problems. Their objective is to provide advice using key expressions such as "If you..., you will...," "Why don't you...?" and "You should...," promoting effective and considerate communication.

LESSON PLAN 10 - ADAPTATION OF THE LESSON

GOING TO THE DOCTOR'S

AIM:

- The students will develop pragmatic competence in providing and receiving health advice through role play activities, focusing on turn-taking, flexibility, thematic development, coherence and cohesion, propositional precision, and fluency.

Materials:

- Whiteboard and markers
- Video related to health issues
- Pairing cards
- Writing materials for students

Introduction (5minutes):

- T welcomes students and introduce the lesson topic: Health and Well-being.

- T explains the aim of the lesson: to provide and receive health advice using pragmatic expressions.

- T brainstorms the vocabulary related to illnesses and injuries.

Listening Activity (10 minutes):

- T shows a video related to health issues.

- T asks students to engage in a brief discussion about what they heard or saw.

Role Play Preparation (5 minutes):

- T asks Ss to review key phrases and expressions for giving health advice: "If you ..., you will ...," "Why don't you...," and "You should...."

- T discusses scenarios for role play, focusing on a visit to the doctor's office.

- T models a brief role play to demonstrate effective communication and use of the specified expressions.

Role Play Activity (15 minutes):

- T provides pairing cards to students for random partner selection.

- In pairs, students perform role plays where they act out a visit to the doctor's office, providing and receiving health advice using expressions like "If you ..., you will ...," "Why don't you...," and "You should....", etc.

- T encourages turn-taking, flexibility, thematic development, coherence, propositional precision, and fluency during the role plays.

- T circulates among pairs, monitoring language use, and providing real-time feedback.

Writing Reflection - homework (5 minutes):

- After the role plays, T asks Ss to write a reflection on the experience of the doctor's visit, emphasizing the use of advice expressions.

Assessment (5minutes)

- T evaluates students based on their participation in role plays, considering turn-taking, flexibility, thematic development, coherence, propositional precision, and fluency.

- T provides constructive feedback for improvement, emphasizing specific instances where pragmatic competence can be enhanced.

Role Play Scenarios: Doctor and Patient Interactions

Scenario 1: Common Cold

Doctor: (Entering the room) Good morning! What's the matter? How can I help you today?

Patient: Hi, Doctor. I've got a persistent cold, and it's been bothering me for a week now. I feel tired.

Doctor: I see. (Taking notes) Let me examine you. (Checking temperature) Well, you have a slight fever. If you take some rest and stay hydrated, you will likely feel better soon. Why don't you try drinking hot tea with honey?

Patient: That sounds reasonable. I'll definitely give it a try. Thank you, Doctor.

Scenario 2: Back Pain

Doctor: (Entering the room) Hello there! What seems to be the problem today?

Patient: Hi, Doctor. I've been experiencing severe back pain lately. It's affecting my daily activities, and I'm not sure what to do.

Doctor: I understand. (Conducting examination) Let me examine you. It appears to be a muscular issue. If you avoid heavy lifting for a while and perform some gentle stretches, you will likely find relief. You should also consider applying a heating pad to the affected area.

Patient: That makes sense. I'll follow your advice. Thank you, Doctor.

Scenario 3: Stomachache

Doctor: (Entering the room) Good afternoon! Have you got a stomachache? What brings you in today?

Patient: Hi, Doctor. Yes, I've been having this persistent stomachache after meals. It's uncomfortable, and I'm not sure what's causing it.

Doctor: I see. (Examining) Let me examine you. It could be related to your diet. If you avoid spicy and greasy foods for a while, you will probably experience relief. Why don't you keep a food diary to track what might be triggering the discomfort?

Patient: That sounds like a good idea. I'll definitely try that. Thank you for your advice, Doctor.

ACTIVITY 11 – PROBLEM SOLVING

Scenario 1: Persistent Back Pain

Patient's Symptoms:

Severe, persistent back pain, localized to the lower back.

Pain worsens with movement, particularly bending or lifting.

No history of recent trauma or injury to the back.

Radiating pain down the legs, occasionally accompanied by numbness or tingling.

Patient's Medical History:

No previous history of chronic back pain

No known spinal conditions or degenerative disc disease

Sedentary lifestyle with minimal exercise routine

Scenario 2: Acute Stomachache

Patient's Symptoms:

Sudden onset of severe abdominal pain, localized to the upper abdomen

Pain described as sharp or cramping, worsens after meals

Associated symptoms of nausea and vomiting

No significant changes in bowel habits or stool appearance

Patient's Medical History:

No previous history of gastrointestinal disorders

No known food allergies or sensitivities

Recent consumption of spicy or greasy foods

Scenario 3: Flu-like Symptoms

Patient's Symptoms:

High fever, exceeding 102°F (38.9°C)

Severe headache and muscle aches throughout the body

Fatigue and weakness, difficulty performing daily activities

Dry cough and congestion, occasional sore throat

Patient's Medical History:

No recent history of travel or exposure to sick individuals

No known immunocompromised conditions or chronic illnesses

Limited influenza vaccination history

Instructions:

In your small group, carefully review the symptoms and medical history provided for each scenario.

Discuss potential diagnoses based on the information provided. Consider both common and uncommon conditions that could explain the symptoms.

Brainstorm appropriate diagnostic tests or examinations to confirm or rule out each possible diagnosis.

Fill in the blanks below with your group's diagnosis and proposed diagnostic plan for each scenario.

Be prepared to present your findings to the class and explain the reasoning behind your diagnostic decisions.

Scenario 1: Persistent Back Pain

Diagnosis:

Diagnostic Plan:

Scenario 2: Acute Stomachache

Diagnosis:

Diagnostic Plan:

Scenario 3: Flu-like Symptoms

Diagnosis:

Diagnostic Plan:

Remember to collaborate effectively with your group members and employ critical thinking skills to reach a consensus on the most likely diagnoses for each scenario. Good luck!

LESSON PLAN 12 – INFORMATION GAP ACTIVITY

This activity aims to immerse students in realistic scenarios encountered during medical consultations, thereby refining their descriptive language skills and ability to articulate medical symptoms and issues. Divided into small teams, students are presented with scenario cards depicting various medical conditions commonly discussed during doctor-patient interactions. These scenarios encompass a range of health concerns, including back pain, stomachache, and flu symptoms.

Each group receives a worksheet containing prompts for missing details related to the scenarios. As students take turns describing the symptoms or issues depicted on their scenario cards to their partners, their partners fill in the missing information on their worksheets. Emphasis is placed on employing descriptive language to convey the nature, intensity, and context of the symptoms, as well as any pertinent medical history or contributing factors.

For instance, in the scenario depicting back pain, students are prompted to describe the location and intensity of the pain, any aggravating or alleviating factors, and relevant medical history such as previous injuries or conditions related to the back. Similarly, in scenarios depicting stomachache and flu symptoms, students are encouraged to describe the type of pain, accompanying symptoms, and any recent dietary changes or exposure to sick individuals.

Following the completion of the activity, the class engages in a whole-group discussion to share observations and address any discrepancies between descriptions. This debriefing session allows students to reflect on their communication strategies, exchange insights, and receive feedback from their peers and the teacher. Moreover, the teacher provides guidance on refining descriptive language and clarifies any misconceptions regarding medical terminology or concepts.

Through this information gap activity, students not only enhance their descriptive language skills but also develop a deeper understanding of the importance of clear and effective communication in healthcare settings. By simulating real-life scenarios and encouraging active

engagement, the activity empowers students to become more proficient communicators, equipped with the skills necessary for effective interactions with healthcare professionals and patients alike.

Example Worksheet:

Scenario 1: Back Pain

- Describe the location and intensity of the pain.

- Explain any activities or movements that worsen or alleviate the pain.

- Mention any previous injuries or medical conditions related to the back.

Scenario 2: Stomachache

- Describe the type of pain (e.g., dull, sharp, cramping).

- Explain any associated symptoms such as nausea, bloating, or diarrhea.

- Mention any recent dietary changes or consumption of unusual foods.

Scenario 3: Flu Symptoms

- Describe the onset and progression of symptoms (e.g., fever, sore throat, coughing).

- Explain any accompanying symptoms such as fatigue, body aches, or congestion.

- Mention any recent exposure to sick individuals or crowded places.

Discussion Questions:

1. What challenges did you encounter while describing the symptoms?

2. How did you decide which details to include in your descriptions?

3. How important is it for a patient to communicate their symptoms clearly to a doctor?

4. How can effective communication between a patient and doctor contribute to proper diagnosis and treatment?

UNIT 2 – POLITENESS – ADAPTED LESSON 13, 14 AND 15

Unit 2 of the coursebook explores politeness strategies on the phone, emphasizing effective communication and message-taking skills. From my perspective, this lesson is well-organized, leading students through a series of engaging activities that reinforce key concepts while promoting active participation. However, I would consider a slight adaptation to the lesson plan to further enhance student learning.

The lesson begins with a brainstorming session where students analyze a picture, speculating on the scenario depicted and discussing possible topics of conversation. Questions such as "What do you think is happening?" and "What do you think they are talking about?" prompt students to engage critically with the material.

Subsequently, students listen to a recorded conversation and are tasked with correcting a message left by one of the speakers. This activity not only reinforces listening comprehension but also highlights the importance of accurately relaying information when taking messages.

Following this, students fill in the gaps in provided texts about phone calls using politeness phrases. This exercise encourages students to actively incorporate learned language structures into practical scenarios, promoting fluency and confidence in phone communication.

The lesson then progresses to a listening exercise where students complete two phone call messages by listening for key details such as the caller's identity, the purpose of the call, and contact information. This activity sharpens students' listening skills while reinforcing the application of politeness strategies in real-world communication contexts.

Throughout the lesson, students are actively engaged in listening, speaking, and writing tasks that foster both linguistic proficiency and interpersonal skills essential for effective phone communication. By incorporating interactive exercises alongside focused language practice, the lesson provides students with the essential skills to engage in polite and effective phone interactions.

Lesson Plan 13- Adaptation

Politeness in Leaving and Taking Messages

Objective:

- The students should be able to explore the nuances of politeness in telephone communication by analyzing expressions related to leaving and taking messages.

Materials:

1. Whiteboard and markers

2. Visual prompts illustrating scenarios of leaving and taking messages on the phone

3. Listening task materials with recorded dialogues

4. Handout with politeness expressions for reference

Introduction (5 minutes):

1. T introduces the lesson topic: Politeness in Leaving and Taking Messages.

2. T brainstorms the words related to politeness: Can I.., Could I.. Would you mind if I… I wonder if I….

3. T begins a discussion on the importance of politeness in communication.

Appropriateness in Leaving a Message (5 minutes):

1. T discusses and analyzes differences in politeness:

    - "Could I ……"

    - "Can you ….."

    - "Would you mind…."

    - "May I…."

2. T engages students in a conversation about when each expression might be more appropriate. "What words or phrases do you think of when it comes to being polite on the phone?

   S1: "Excuse me."

   S2: "May I speak to...?"

   S3: "I'm sorry, could you repeat that?"

   S4: "Please."

   S5: "Thank you for your time."

S6: "Could you please hold?"

S7: "Certainly, let me check."

T: Excellent contributions! Politeness on the phone involves using phrases like "Excuse me" and "May I speak to...?" It's also about apologizing when we need information repeated, saying "please" and "thank you," and being considerate, such as when we ask someone to hold. These are great insights that will you to explore politeness in leaving and taking messages on the phone.

Taking a Message: Politeness Strategies (5 minutes):

1. T introduces other expressions related to taking messages:

   - "Can I take a message?"

   - "Pardon? Sorry, what did you say?"

   - "What did you say?"

   - "Could you repeat that, please?"

   - "Can you spell that, please?"

   - "Ok, I'll give her the message."

2. T discusses the subtle differences in politeness conveyed by each expression.

   Listening Task (5 minutes):

   - T plays recorded dialogues involving leaving and taking messages.

   - T asks students to listen and identify politeness strategies used in the conversations.

   Main activity (20 minutes)

   - T conducts role-playing activities where students practice using these expressions in various scenarios.

   Conclusion (5 minutes):

- T summarizes the key politeness expressions discussed.

- T connects politeness strategies to the overall theme of effective communication.

Assessment (1minute)

- T evaluates students based on their participation in discussions, role-playing activities, and their ability to identify and apply politeness expressions during the listening task.

Role Play Scenarios: Politeness in Leaving and Taking Messages

Scenario 1: Leaving a Message

Caller: (on the phone) Hello, this is [Name] calling. Could I leave a message for [Recipient]?

Receptionist: (on the other end) Of course! Can you please tell me what the message is?

Caller: Certainly. Would you mind letting [Recipient] know that I called to discuss [brief topic]? May I leave my contact number as well?

Receptionist: Absolutely. Thank you for being so polite. I'll make sure to deliver the message.

Scenario 2: Taking a Message

Receptionist: (answering the phone) Good morning. Can I help you?

Caller: Hi there. May I speak with [Recipient], please?

Receptionist: I'm sorry, but [Recipient] is currently unavailable. Can I take a message for you?

Caller: Sure. Could you please let [Recipient] know that [Name] called? Also, would you mind mentioning that I called regarding [specific reason]?

Receptionist: Certainly. I'll make a note of that.

Scenario 3: Clarification and Confirmation

Caller: (on the phone) Hello, I wonder if I could leave a message for [Recipient].

Receptionist: Absolutely. May I know what the message is about?

Caller: Certainly. Could you let [Recipient] know that [Name] called regarding [brief topic]? Also, would you mind confirming my phone number? It's [Phone Number].

Receptionist: Thank you for providing the details. Let me repeat that back to confirm. [Repeats message and phone number] Is that correct?

Caller: Yes, that's correct. Thank you for your help.

LESSON PLAN 14 – PROBLEM SOLVING

Scenario 1:

You are calling your friend to cancel plans you made to meet up for dinner tonight. However, your friend seems disappointed and insists on rescheduling for another time, expressing how much they were looking forward to seeing you. How do you politely explain your reasons for canceling and suggest an alternative plan while reassuring your friend that you value your friendship?

Scenario 2:

You are calling your doctor's office to schedule an appointment for a routine check-up. However, the receptionist informs you that there are no available slots for the next few weeks, leaving you concerned about the delay in getting medical attention. How do you politely express your need for a timely appointment and inquire about any possible options for scheduling sooner?

Scenario 3:

You call your friend to express your concern about their recent behavior, as you have noticed they have been acting differently lately and seem distant. However, your friend becomes defensive and insists that everything is fine, dismissing your worries. How do you

approach the conversation with empathy and sincerity, expressing your genuine concern while respecting your friend's feelings and boundaries?

Scenario 4:

You're calling your doctor's office to follow up on a test result, but the receptionist informs you that the doctor is currently unavailable and will return your call later in the day. However, you're feeling anxious and eager to know the results as soon as possible. How do you convey your urgency and request expedited communication while remaining polite and understanding of the office's procedures?

Scenario 5:

You call your friend to apologize for forgetting their birthday and missing their celebration. However, your friend sounds hurt and disappointed, expressing how much it meant to them for you to be there. How do you sincerely apologize for your oversight, express your regret, and make amends while reassuring your friend of your friendship and appreciation for them?

LESSON PLAN 15 – INFORMATION GAP ACTIVITY

The activity began by dividing the class into pairs, labeled as Pair A and Pair B. Each pair was provided with a different version of a dialogue script, ensuring that the information presented in each version was slightly different. This deliberate discrepancy created an information gap, motivating students to communicate and exchange information to bridge the gap.

To ensure the integrity of the activity, students were instructed to sit facing away from each other, preventing them from peeking at their partner's script. This setup fostered a sense of fairness and encouraged students to rely solely on verbal communication to exchange information.

 Once students became acquainted with their individual scripts, they took turns asking each other questions to complete the missing information or clarify details. This procedure not only demanded active listening and speaking skills but also prompted students to employ polite language and expressions, consistent with the activity's theme.

Throughout the activity, students were challenged to apply their knowledge of politeness strategies in practical scenarios, reinforcing their understanding of the topic. Additionally, the collaborative nature of the task promoted peer interaction and cooperation, contributing to a supportive learning environment. Upon completion of the activity, pairs reconvened as a class to compare their completed scripts. This step allowed for a collective review of the different politeness strategies employed by each pair, facilitating a deeper understanding of the topic. Furthermore, a class discussion ensued, providing an opportunity for students to reflect on the effectiveness of various politeness strategies and exchange insights gained from the activity.

Worksheet:

Pair A - Version A: Dialogue Script

[Caller]: Hello, this is [Caller's Name]. May I speak with [Recipient's Name], please?

[Recipient]: Yes, speaking. How can I help you?

[Caller]: I'm calling regarding [reason for the call]. Would you mind if I left a message?

[Recipient]: Of course, go ahead.

[Caller]: Thank you. Could you please let [Recipient's Name] know that [Caller's Name] called about [reason for the call]? Also, would you mind taking down my contact information?

[Recipient]: Certainly, I'll make sure to pass on the message.

Pair B - Version B: Dialogue Script

[Caller]: Hi, it's [Caller's Name]. Can I speak with [Recipient's Name]?

[Recipient]: Speaking. What do you need?

[Caller]: I'm calling about [reason for the call]. Can I leave a message?

[Recipient]: Sure, go ahead.

[Caller]: Thanks. Should I tell [Recipient's Name] that [Caller's Name] called about [reason for the call]? And do you need my contact details?

[Recipient]: Yes, please. I'll make a note of it.

Questions for Pair A:

What is the caller's name?

Who does the caller want to speak with?

How does the caller ask if they can leave a message?

What reason does the caller give for the call?

How does the caller express gratitude?

Questions for Pair B:

How does the caller introduce themselves?

Who answers the call?

How does the caller inquire about leaving a message?

What information does the caller ask the recipient to pass on?

How does the recipient respond to the caller's request?

UNIT 3– ORIGINAL LESSON PLAN ABOUT GIVING AND RECEIVING ADVICE (Appendix 9)

Unit 3 introduced the theme of giving advice, which was a crucial aspect of communication. The lesson structure included various activities aimed at practicing advice-giving phrases and engaging in role-plays to apply learned language skills. While the lesson provided a solid foundation, there were areas for improvement to enhance thematic development, fluency, cohesion and coherence, and propositional precision. Firstly, the exercises where students filled in the gaps in conversations and then listened to check their answers effectively reinforced listening comprehension skills.

However, to improve thematic development, the content of these exercises could have been diversified to cover a wider range of scenarios where giving advice was relevant. For example, incorporating workplace situations or personal dilemmas beyond the ones provided could have enriched the thematic scope. Furthermore, while the phrasebook activities offered useful language practice, adding more interactive exercises such as pair or group discussions could have enhanced fluency. This would have provided students with more opportunities to actively use the advice-giving phrases in context, fostering greater confidence in their communication skills.

In terms of cohesion and coherence, providing a clear progression of activities with explicit instructions for each role-play scenario could have helped students better understand their tasks. Additionally, integrating a reflective component where students discussed the effectiveness of the advice given and received could have deepened their understanding of interpersonal communication dynamics. To enhance propositional precision, refining the language used in the role-play scenarios to be more specific and realistic would have been beneficial. This could have included integrating subtle details that necessitated students to adjust their advice based on the context of each situation, thereby refining their language accuracy and problem-solving abilities.

Overall, while Unit 3 offered valuable opportunities for practicing advice-giving skills, incorporating these improvements could have further enriched the learning experience, ensuring that students developed both linguistic proficiency and interpersonal competence in giving and receiving advice effectively.

LESSON PLAN 16 – ADAPTATION

Giving and Receiving Advice

Aim: Students should be able to give and receive advice effectively through interactive activities and role-plays.

Duration: 45 minutes

Materials: Role-play scenarios, advice-giving and receiving prompts, flipchart or whiteboard.

1. **Introduction (5 minutes)**

- T begins the lesson by discussing the importance of giving and receiving advice in everyday life. T encourages students to share their thoughts and experiences related to seeking or offering advice.

2. Discussion and Brainstorming (5 minutes):

- T leads a brainstorming session where students generate a list of common problems or dilemmas people face. T or Ss writes these on the board or flipchart. T asks Ss to discuss the types of advice that could be given for each problem.

3. Modeling (5 minutes)

- T demonstrates a brief role-play scenario with a volunteer student.
- T and S show how to effectively give and receive advice using appropriate language and a strategy. T asks Ss to follow the structured strategy:

Student A: Ask if your friend is okay.

Student B: Explain your problem.

Student A: Offer some advice.

Student B: Express doubt and give a reason.

Student A: Offer different advice.

Student B: Accept the advice and say thank you. (Your Space, p.84)

4. Role-play Preparation (10 minutes)

- T divides the class into pairs or small groups.
- T provides each group with a role-play scenario related to one of the problems identified earlier (e.g., relationship issues, health concerns, academic challenges).
- T gives them a few minutes to discuss and plan their role-play.

5. Role-play Practice (15 minutes)

- T allows groups to perform their role-plays. T encourages students to use the advice-giving and receiving prompts provided. T circulates around the class, offering support and feedback as needed.

6. Reflection and Discussion (5 minutes)

- T facilitates a discussion on the role-plays. T ncourages students to reflect on their experiences and share any challenges they encountered. T and Ss discuss effective strategies for giving and receiving advice.

ROLE PLAY SCENARIOS

Problem: Your friend has been feeling stressed out lately because of their heavy workload at school/work.

- Student A: Ask if your friend is okay and express concern about their stress levels.

- Student B: Explain the workload and how it's affecting you.

- Student A: Offer some advice on time management techniques or stress-relief strategies.

- Student B: Express doubt about whether the advice will work and explain why.

- Student A: Offer a different suggestion, such as prioritizing tasks or seeking help from a mentor.

- Student B: Accept the advice and express gratitude.

Problem: Your friend is struggling to maintain a healthy lifestyle and wants to improve his/her eating habits.

- Student A: Ask your friend how they've been feeling lately and if there's anything specific bothering them.

- Student B: Explain that you've been feeling low on energy and tired due to eating too much junk food.

- Student A: Offer advice on incorporating more fruits and vegetables into their diet or cooking healthy meals at home.

- Student B: Express doubt about whether they can stick to a healthy diet and cite reasons like lack of time or cooking skills.

- Student A: Suggest starting with small changes, like swapping out one unhealthy snack for a healthier option, and offer support.

- Student B: Accept the advice and express appreciation for the support.

Problem: Your friend is having trouble managing their finances and is constantly overspending.

- Student A: Ask your friend how they've been managing their money lately and if they've noticed any patterns of overspending.

- Student B: Explain that you've been struggling to stick to a budget and often find yourself spending too much on unnecessary items.

- Student A: Offer advice on creating a budget, tracking expenses, and setting financial goals.

- Student B: Express doubt about whether they can stick to a budget and cite reasons like peer pressure or impulsive buying habits.

- Student A: Suggest strategies for avoiding impulsive purchases, such as waiting 24 hours before making a non-essential purchase or finding free or low-cost activities to do with friends.

- Student B: Accept the advice and express gratitude for the practical tips.

ACTIVITY 17 - PROBLEM SOLVING

The objective of the problem-solving activity was to reinforce students' abilities to give and receive advice effectively across diverse situations. This activity served as a practical application of the concepts covered in the lesson, allowing students to actively participate in problem-solving and decision-making processes. By participating in role-plays and collaborative discussions, students could enhance their understanding of advice-giving strategies while refining their communication skills in a supportive learning environment.

The activity began with the division of the class into small groups, fostering collaboration and peer interaction. Each group was provided with a set of role-play scenarios, ranging from academic challenges to interpersonal conflicts, which reflected common dilemmas encountered in everyday life. Additionally, students received guidance in the form of advice-giving and receiving prompts, which served as scaffolds for structuring their interactions.

Students were tasked with assuming different roles within their groups and enacting the given scenarios, following the structured prompts provided. Through this process, they practiced employing appropriate language and strategies for offering advice, as well as demonstrating receptiveness to feedback and suggestions. The role-play format allowed students to immerse themselves in realistic situations, thereby enhancing their ability to apply learned concepts in practical contexts.

As the activity progressed, the teacher moved around the groups, providing guidance and support as necessary. This active facilitation ensured that students remained focused and on task while providing opportunities for individualized feedback. Moreover, the teacher's presence fostered a sense of accountability and encouraged students to actively engage with the material.

Example Role-play Scenarios:

Scenario 1: Your friend is feeling overwhelmed by academic workload and is struggling to manage their time effectively.

Scenario 2: Your sibling wants to pursue a new hobby but is unsure how to get started and is feeling intimidated by the learning process.

Scenario 3: Your neighbor is considering adopting a pet but is unsure if they are ready for the responsibility and wants advice on how to prepare.

Scenario 4: Your classmate is feeling anxious about an upcoming presentation and is seeking advice on how to overcome fright and deliver a confident performance.

The modeling phase of the activity served as a demonstration of pragmatic competence. Through a role-play scenario enacted by the teacher and a volunteer student, students were exposed to effective strategies for giving and receiving advice. The structured dialogue exemplified turn-taking, fluency, and propositional precision, demonstrating how language

could be used strategically to navigate social interactions. Moreover, the instructor modeled flexibility by showcasing different approaches to offering advice based on the recipient's response, thereby highlighting the importance of adaptability in communication.

Subsequently, students were organized into pairs or small groups and provided with role-play scenarios tailored to address the identified problems. In preparing for their role-plays, students engaged in collaborative planning, an exercise that cultivated both thematic development and flexibility as they strategized responses to the given situations. Encouraging students to consider various angles and potential outcomes fostered a deeper understanding of pragmatic language use.

During the role-play practice phase, students actively applied their understanding of pragmatic competence. As they enacted their scenarios, they had to manage the complexities of language use, considering factors such as politeness, coherence, and appropriateness. Through interaction with their peers, students refined their fluency and turn-taking skills, learning to negotiate meaning and respond adeptly to different communicative cues.

ACTIVITY 18 - INFORMATION GAP

Pair A reads aloud their scenario from Version A to Pair B. Pair B listens attentively and asks clarifying questions to gather missing information about the scenario. Pair A provides answers based on the information provided in their worksheet.

Then, Pair B reads their scenario from Version B to Pair A. Pair A follows the same process of asking questions to gather missing information about the scenario, and Pair B provides answers based on their worksheet.

Worksheet Example:

Version A - Scenario: You are experiencing stress due to a heavy workload. You need advice on managing your time effectively and reducing stress levels.

Version B - Scenario: Your friend is experiencing stress due to a heavy workload. They are seeking advice on managing their time effectively and reducing stress levels.

Pair A - Questions:

1. What is causing the stress in your life?

2. How do you currently manage your time?

3. What strategies have you tried to reduce stress?

4. Are there any specific areas where you need advice or support?

Pair B - Questions:

1. Why is your friend feeling stressed?

2. How does your friend usually manage their time?

3. What advice have you given to your friend regarding stress management?

4. How does your friend respond to the advice offered?

Through this activity, students had the opportunity to practice both giving and receiving advice while honing their communication and problem-solving skills in a collaborative setting.

Unit 4 – Talking about feelings

From my perspective, Unit 4's topic on discussing feelings was valuable, but there was room for improvement, particularly in balancing intonation practice with fostering interaction skills. While the lesson included important aspects like prompting students to express their feelings and providing vocabulary for articulating emotions, more emphasis could have been placed on interactive activities.

The initial discussion questions—such as "How did you feel today?" and "What made you feel happy/sad/nervous/excited?"—were effective prompts for student engagement and sharing experiences. However, instead of solely focusing on intonation exercises like listening to a conversation and numbering pictures, incorporating more opportunities for student interaction would have been beneficial.

For example, group discussions or pair activities where students discussed their feelings in response to specific scenarios or prompts could have enhanced active participation and practiced expressing emotions in a conversational context.

Furthermore, while completing the conversation using adjectives from a provided box aided vocabulary acquisition, supplementing it with role-plays or dialogue-based activities would have enabled students to practice asking about feelings, discussing their emotions, and giving reasons in a more dynamic and interactive manner.

In summary, while the lesson content in Unit 4 addressed important aspects of discussing feelings, enhancing the focus on interactive activities would have enriched students' learning experiences and better equipped them with practical communication skills related to expressing emotions.

LESSON PLAN 19 – ADAPTATION

Talking about feelings

Aim: To develop students' ability to express and discuss emotions with flexibility, coherence, and precision.

Materials: Flashcards with emotion words, scenario cards, blank paper, markers.

1. **Warm-up (5 minutes):**

    - T displays flashcards with various emotion words (e.g., happy, sad, excited, nervous, upset, scared, worried, embarrassed).

    - Ss stand in a circle. T calls out an emotion, and students must express that emotion through facial expressions and body language.

    - After each round, T and Ss discuss how different people express the same emotion differently.

2. **Interactive Discussion (10 minutes):**

    - T divides students into pairs or small groups.

    - T provides scenario cards with different situations (e.g., receiving a surprise gift, failing a test, meeting a new friend).

    - Students discuss how they would feel in each scenario and why, using vocabulary from the flashcards.

3. **Role-play Activity (15 minutes):**

    - In pairs, students create short role-play scenarios based on the situations discussed earlier.

- Each pair performs their role-play, focusing on expressing emotions and providing reasons for their feelings.

- T encourages students to use varied language and intonation to convey different emotions effectively.

4. **Thematic Development Exercise (5 minutes): Homework**

- T provides a list of open-ended questions related to emotions and experiences (e.g., "What is the happiest memory you have?" "Can you describe a time when you felt proud of yourself?").

- Students choose one question and write a short paragraph expressing their thoughts and feelings.

- T emphasizes coherence and cohesion in their writing, encouraging them to organize their ideas logically.

5. **Group Activity: Emotion Art (10 minutes)**

- T divides students into small groups.

- T provides each group with a large piece of blank paper and markers.

- T assigns each group an emotion (e.g., joy, sadness, fear).

- T may give examples of emotions:

Joy: Students could draw a scene depicting a sunny day at the beach, with smiling sunbathers, colourful beach umbrellas, and children playing in the sand. They could also include symbols of happiness such as balloons, flowers, and ice cream cones.

Sadness: For sadness, students might draw a rainy day with grey clouds, drooping flowers, and a solitary figure sitting on a bench with their head bowed. They could include symbols of sadness such as teardrops, wilted flowers, and dark shadows.

Fear: A fear-themed drawing might include a dark forest with ominous trees, lurking shadows, and frightened animals. They could depict a person hiding behind a tree, clutching

onto a flashlight with wide eyes. Symbols of fear like thunderbolts, lightning, or eerie creatures could also be incorporated.

- Students collaboratively create a visual representation of the assigned emotion through drawings and symbols.

- After completion, each group presents their artwork to the class, explaining the emotions depicted and the reasons behind their choices.

- **Flexibility:** The warm-up activity encourages students to express emotions in various ways, fostering flexibility in their communication skills.

- **Thematic Development:** The thematic exercise prompts students to explore emotions in depth, promoting coherent and organized expression of their thoughts and feelings.

- **Coherence and Cohesion:** Throughout the lesson, students engage in structured activities that emphasize coherence and cohesion in both spoken and written communication.

- **Fluency:** Interactive discussions, role-plays, and group activities provide ample opportunities for students to practice fluency in expressing emotions and exchanging ideas.

- **Propositional Precision:** The use of scenario cards and thematic questions prompts students to articulate their emotions with precision, providing clear reasons and explanations for their feelings.

By implementing these strategies, the revised lesson plan aimed to provide a comprehensive and engaging learning experience, enabling students to express and discuss emotions with confidence, coherence, and precision.

Scenario 1: Conflict Resolution

- Student A: You and Student B are classmates who had a disagreement about a group project. You approach Student B to discuss the issue and express your feelings of frustration about the lack of communication during the project.

Student B responds defensively, explaining their side of the story and expressing their sadness about the misunderstanding.

Scenario 2: Family Gathering

- Student A: You are hosting a family gathering at your home, and Student B is a family member who arrives late. You express your happiness at seeing them but also your disappointment about their tardiness, as it disrupted the schedule of the event. Student B responds apologetically, explaining the reasons for their lateness and expressing regret for inconveniencing you.

Scenario 3: Meeting with a Friend

- Student A: You meet Student B for coffee after a long time apart. You express your excitement and happiness at seeing them again, sharing stories about what you've been up to. Student B responds enthusiastically, expressing their joy at the reunion but also their sadness about missing out on previous opportunities to meet up.

Scenario 4: Planning a Trip

- Student A: You and Student B are planning a trip together. You express your excitement about the adventure but also your nervousness about traveling to a new place. Student B responds reassuringly, offering support and encouragement while also sharing their own feelings of anticipation and apprehension about the trip.

These role-play scenarios provided opportunities for students to practice expressing a range of emotions in different contexts and to engage in meaningful conversations where they provided reasons for their feelings.

UNIT 5 – GIVING DIRECTIONS

From my perspective, Unit 5's emphasis on giving directions was undoubtedly valuable, yet there were areas that required significant improvement to make the lesson more comprehensive and effective. While the current lesson included activities such as listening and completing conversations with relevant vocabulary, it lacked depth and failed to provide students with sufficient opportunities to practice in real-life scenarios.

Additionally, the provided phrases for asking for and giving directions were helpful; however, more emphasis should have been placed on fluency and coherence in using these phrases in real-life situations. Encouraging students to engage in more interactive speaking activities, such as role-plays or simulated dialogues, would have allowed them to practice using the language in a more dynamic and natural way.

Furthermore, incorporating flexibility into the lesson would have been beneficial for accommodating different learning styles and preferences. For example, offering a variety of activities, such as map-based exercises, outdoor scavenger hunts, or virtual tours, would have catered to students with diverse interests and provided opportunities for hands-on learning experiences.

Propositional precision could have been enhanced by providing clear instructions and examples that illustrated the nuances of giving and following directions accurately. This could have involved highlighting common misunderstandings that learners might encounter and providing strategies for clarification or verification. Turn-taking was another aspect that could have been strengthened in the lesson. By implementing structured speaking tasks that required students to take turns asking for and giving directions, students would have had more opportunities to actively participate and engage with the material.

In summary, while Unit 5 provided a solid foundation for teaching giving directions, incorporating thematic development, fluency, coherence and cohesion, flexibility, propositional precision, and turn-taking would have enriched the learning experience and better prepared students for real-world communication situations.

LESSON PLAN 20 – ADAPTATION

GIVING DIRECTIONS

AIM: Students' will be able to give and follow directions effectively in real-life situations.

Materials:

- Map of a city or a familiar location

- Flashcards with vocabulary related to giving directions

- Scenario cards for role-play activities

- Whiteboard and markers

1. **Introduction (5 minutes):**

    - T begins by discussing the importance of giving and following directions in everyday life.

    - T asks students to share any experiences they have had where giving or following directions was necessary.

2. **Vocabulary Introduction (5 minutes):**

    - T introduces vocabulary related to giving directions, such as "turn left," "go straight ahead," "cross the street," etc.

    - T uses flashcards or visuals to reinforce the new vocabulary.

3. **Map Exploration (5 minutes):**

    - T provides students with a map of a city or a familiar location.

    - In pairs or small groups, T asks students to identify key landmarks and routes on the map.

    - T encourages students to discuss and plan potential routes to different destinations.

4. **Role-Play Activity (20 minutes):**

    - T distributes scenario cards to each pair or group. Each scenario should involve giving or following directions in a specific context (e.g., giving directions to a tourist, guiding a friend to a restaurant).

    - Students role-play the scenarios, taking turns being the giver and receiver of directions.

    - T encourages students to use the vocabulary introduced earlier and to focus on clarity and coherence in their directions.

5. **Feedback and Reflection (10 minutes):**

    - T and Ss discuss the role-play scenarios.

- T encourages students to provide feedback to their peers on the clarity and effectiveness of their directions.

- T facilitates a brief reflection on the lesson, asking students to share any challenges they faced and what they learned.

Extension Activity - Homework

- For homework, students create their own map of a fictional city or neighborhood, complete with landmarks and routes. They can then write directions to various locations and exchange them with a partner to practice following directions.

1. **Tourist Asking for Directions:**

   - Student A: You are a lost tourist in the city. Approach Student B (a local) and ask for directions to a famous landmark or attraction.

   - Student B: Provide clear and concise directions, using landmarks and street names to guide the tourist to their destination.

2. **Asking for Directions in a Shopping Centre:**

   - Student A: You are looking for a specific store in a shopping centre. Approach Student B (a centre employee) and ask for directions to the store.

   - Student B: Provide directions, including information about the floor level and nearby landmarks to help Student A find the store.

3. **Lost in the Neighbourhood:**

   - Student A: You are lost in a residential neighbourhood and need to find your way home. Approach Student B (a resident) and ask for directions to your street.

   - Student B: Provide directions, including street names, landmarks, and any notable features to help Student A find their way home.

4. **Giving Directions to a Friend:**

   - Student A: Your friend wants to visit your house but doesn't know the way. Provide clear directions from a familiar location (e.g., school, park) to your house.

- Student B: Follow the directions given by Student A and navigate to their house, asking for clarification if needed.

ROLE PLAYS

Scenario 1: Asking for Directions in a Shopping Centre

Student A: Approaches Student B, a mall employee Excuse me, is there a bookstore shop here?

Student B: Yes, it's on the first floor.

Student A: Thanks! Where's the shoe shop?

Student B: Take the lift to the second floor, turn left, and go straight ahead. You can't miss it.

Scenario 2: Seeking Directions in a Neighbourhood

Student A: Approaches Student B, a passerby Excuse me, can you tell me where the pharmacy is?

Student B: Sure, go up the stairs to the first floor, then take the lift to the second floor. It's on your left.

Student A: Thank you! Where is the nearest grocery store?

Student B: Walk straight ahead, and you'll find it on your right-hand side.

Scenario 3: Navigating a Tourist Area

Student A: Approaches Student B, a local Excuse me, is there a souvenir shop here?

Student B: Yes, there is. Take the lift to the second floor, turn left, and it's right there.

Student A: Thanks! Where's the nearest restroom?

Student B: Go up the stairs to the first floor, and you'll see signs pointing to the restroom on your right.

Student A: Great, thanks for your help!

The role-play scenarios provided students with opportunities to practice giving and following directions in various contexts, fostering language fluency and communication skills. Additionally, students were encouraged to use vocabulary related to directions and landmarks to enhance the authenticity of the role plays.

UNIT 6 – SAYING GOODBYE

Unit 6 focused on the important aspect of saying goodbye, a fundamental part of daily communication. The lesson structure commenced with a warm-up activity where students engaged in listening to conversations and matching them with different situations. Subsequently, they filled in the gaps with appropriate words from the phrasebook. While learning phrases proved undoubtedly useful, there could have been a more balanced approach that incorporated both learning and practical application of the phrases.

Throughout the lesson, students were introduced to leaving phrases such as "It's time for me to go" and "I'm going now," as well as goodbye phrases like "see you soon" and "take care." However, there could have been a greater emphasis on practicing how to use these phrases effectively in various contexts.

For instance, rather than solely emphasizing the intonation of the phrases, students could have actively participated in role-play activities where they enacted various goodbye scenarios. This would have allowed them to practice using the phrases naturally and develop their communication skills in real-life situations. Additionally, providing guidance on when and how to use specific phrases, such as "I'm going to miss you" or "keep in touch," would have enhanced students' understanding of social appropriateness in different farewell scenarios.

Furthermore, it was important to note the presence of adjacency pairs such as "It's time for me to go" followed by "OK, see you, Stefan. See you tomorrow." Incorporating activities that highlighted these conversational dynamics would have deepened students' understanding of social interactions and conversational etiquette.

Moreover, encouraging students to reflect on their own experiences of saying goodbye and share them with their classmates could have fostered a sense of empathy and cultural

awareness. This could have included discussing how different cultures and languages express farewells or sharing personal anecdotes about memorable goodbyes.

By incorporating these adjustments, the lesson would have provided a more comprehensive and practical learning experience, equipping students with not only the language skills but also the confidence to say goodbye effectively in various social settings.

LESSON PLAN 21 – ADAPTATION

Social Etiquette and Farewell Phrases

AIM: Students should be able to understand the usage of farewell phrases in various social contexts and develop their awareness of social etiquette.

Materials:

- Flashcards with leaving and goodbye phrases
- Scenario cards depicting different farewell situations
- Whiteboard and markers

1. **Introduction (5 minutes):**
   - T begins the lesson by discussing the importance of farewell phrases in everyday communication.
   - T introduces common leaving phrases (e.g., "I need to head off," "I'm afraid I must be going") and goodbye phrases (e.g., "take care," "see you later") using flashcards.
   - T presents a video demonstrating various farewell phrases.
   - T asks Ss to practice pronunciation and discuss the meanings and appropriate contexts for each phrase.

2. **Role-play Scenarios (20 minutes):**
   - T divides the class into pairs.
   - T distributes scenario cards depicting different farewell situations (e.g., leaving a party, saying goodbye to a friend at the end of a visit).

- Ss - each pair selects a scenario and improvises a short role-play using the leaving and goodbye phrases introduced earlier.

- T encourages students to focus on using appropriate language and non-verbal cues.

3. **Discussion: Social Etiquette (10 minutes):**

- T leads a class discussion on social etiquette surrounding farewells.

- T and Ss discuss cultural differences in how farewells are expressed and perceived.

- T encourages students to share their experiences and observations of saying goodbye in different contexts.

- **Examples: T asks Ss to:**

- Discuss the formality of farewells in Japanese culture, where expressions like "Sayonara" are reserved for more permanent separations.

- Explore the significance of cheek kisses in European farewells, varying from one kiss in some countries to multiple kisses in others.

- Contrast the directness of farewells in American culture, often characterized by phrases like "See you later" or "Take care," with the more nuanced expressions found in Asian cultures. In Asian cultures, farewell expressions often emphasize politeness, humility, and indirectness. Some nuanced examples include:

  ➢ Japanese:

- "Sayonara" is reserved for more formal or permanent farewells. For casual situations, phrases like "Ja ne" (see you) or "Mata ne" (see you again) are more common.

- The use of honorific language and expressions of gratitude, such as "Arigatou gozaimasu" (thank you very much), adds layers of politeness to farewells.

  ➢ Korean:

- "Annyeong" (hi/bye) or "Annyeonghi gaseyo" (goodbye) are commonly used in casual farewells.

- The phrase "Jal ga" (go well) is often used to wish someone a safe journey or to convey well-wishes upon departure.

  ➢ Chinese:

- "Zàijiàn" (goodbye) is a formal farewell expression, while "Bái bái" (bye-bye) is more informal.

- It is common to express wishes for future meetings or encounters, such as "Yǐhòu jiàn" (see you later) or "Huái yíxià" (see you soon).

  ➢ Thai:

- "Sawasdee" (hello/goodbye) is a versatile greeting used in both formal and informal settings.

- "La gon" (goodbye) is a more casual farewell expression, often accompanied by a smile and a slight bow.

- The use of the Thai wai, a gesture of respect involving pressing the palms together at chest level and bowing slightly, adds depth to farewells, particularly in formal situations.

  These nuanced expressions reflect cultural values of respect, humility, and maintaining harmonious social relationships.

4. **Group Activity: Creating Farewell Cards – Homework (5 minutes):**

- T divides the class into small groups.

- T provides materials such as coloured paper, markers, and stickers.

- Ss - each group creates a farewell card with messages using the farewell phrases learned in class.

- T encourages creativity and thoughtful messages.

5. **Closing Reflection (5 minutes):**

- T and Ss reflect on the lesson and discuss any new insights gained about farewell phrases and social etiquette.

ROLE PLAYS

Scenario: You're excitedly preparing for your holiday trip and need to say goodbye to your friends and family before you depart. You want to assure them that you'll have a great time and will be in touch soon.

Role Card 1: Leaving for Holiday

Role A: Person who is leaving for a holiday

Role B: Friend seeing him/her off

Conversation:

Person A: (Gathering their belongings) Alright, I think I've got everything packed for the trip.

Friend B: Are you leaving already? I thought your flight wasn't until later today.

Person A: Yeah, I want to make sure I have enough time to get to the airport. I'm going now.

Friend B: Well, have an amazing time! Send us lots of pictures!

Person A: Will do! Thanks for everything. I'll catch up with you when I get back. Keep in touch!

Friend B: Definitely! Have a safe journey!

Person A: Thanks! Call me if you need anything.

Role Card 2: Moving to England

Role A: Person who is going to live in England

Role B: Friend bidding farewell

Scenario: You've been accepted into a prestigious school in England and will be leaving at the weekend to start your new academic journey there. You want to bid farewell to one of your close friends before you go, expressing your gratitude and hope for keeping in touch.

Conversation:

Person A: (Meeting with a close friend) Hey, thanks for meeting up with me today.

Friend B: Of course, I wanted to see you before you leave. When are you heading off?

Person A: I'll be leaving at the weekend. I've come to say goodbye.

Friend B: Wow, it's really happening, huh? I'm going to miss you.

Person A: Yeah, it's sweet. But I'm excited for this new chapter. Let's keep in touch, alright?

Friend B: Definitely! Don't forget to visit me when you're back in town.

Person A: Of course! Thanks for everything. I'll never forget our memories together. Have a safe journey!

Friend B: Call me when you settle in, okay?

Person A: I will, thanks for your support.

Role Card 5: Farewell at a Café

Role: Person finishing their coffee and leaving (Role A)

Expression: "Nice seeing you."

Scenario: You've enjoyed catching up with a friend over coffee, but now it's time to go. You want to say goodbye and express your desire to meet again soon.

Conversation:

Person A: (Sipping the last bit of coffee) This coffee was exactly what I needed, thanks for meeting me here!

Friend B: I'm glad you enjoyed it! It's been great catching up with you. Are you heading off now?

Person A: Yeah, I've got a few errands to run before I head home. Nice seeing you.

Friend B: Definitely! We should do this more often. Let's plan something for next week.

Person A: Sounds like a plan! I'll shoot you a message when I'm free. Take care!

Friend B: You too! Have a great day, and don't forget to call me if you need anything.

Person A: Will do, thanks! Bye for now!

(Role B: Friend bidding farewell)

Incorporating cultural insights into farewell customs from various countries significantly enriched thematic development in language learning. Farewells were deeply ingrained in cultural norms and traditions, reflecting the values and beliefs of different societies. By exploring these customs, students not only broadened their understanding of global cultures but also deepened their appreciation for linguistic nuances.

Encouraging spontaneous conversation in farewell scenarios, rather than relying solely on scripted role-plays, was challenging but essential for fostering fluency. Language acquisition thrived in authentic, dynamic exchanges where students could react and respond naturally. This approach not only built linguistic confidence but also cultivated the ability to navigate real-life interactions with ease.

Structured activities played a pivotal role in ensuring coherence and cohesion in language learning. By providing guidance on using farewell phrases naturally and appropriately, students gained a deeper understanding of cultural context and social etiquette. This structured approach empowered learners to express themselves effectively while respecting cultural sensitivities.

Exploring the subtleties of various leaving and goodbye phrases, along with their cultural implications, promoted propositional precision. Language was more than just words; it carried layers of meaning and conveyed subtle messages. By examining these nuances, students developed a keen awareness of how language shaped interpersonal communication and cultural dynamics.

Flexibility was key in language learning, and offering a variety of farewell scenarios that reflected diverse social settings and relationships was paramount. From formal farewells to casual encounters among friends, each scenario presented unique language challenges. By

exposing students to a range of contexts, they learned to adapt their language skills accordingly, enhancing their versatility and adaptability.

In conclusion, integrating cultural insights, fostering spontaneous conversation, providing structured activities, promoting propositional precision, and emphasizing flexibility were crucial elements for enhancing farewell scenarios in language learning. By embracing these approaches, students not only mastered language skills but also developed a deeper appreciation for the rich tapestry of global cultures.