



uOttawa

Assessment of ESL Sociopragmatics for Informing Instruction in an Academic Context:

From Australia to Canada

By

Valeriia Kolesova

Thesis Submitted to

The Faculty of Graduate and Postdoctoral Studies

In partial fulfillment of the requirements for the

Degree of Master of Arts in Bilingualism Studies

Faculty of Arts

Official Languages and Bilingualism Institute

University of Ottawa

© Valeriia Kolesova, Ottawa, Canada, 2016

Abstract

This mixed methods study aimed to provide some validity evidence for the use of the ESL sociopragmatics test developed by Roever, Elder and Fraser (2014) for formative purposes. The test developers recommend further validation of the tool, originally developed for the Australian context. In this study, the test items were used to reveal areas of weakness in sociopragmatic knowledge in a group of learners of an academically oriented English Intensive Program in Canada. Analysis of the test scores revealed a lack of knowledge of norms of appropriateness and politeness in English, which was further targeted with an instructional unit informed by the items of the test. Two weeks after the instructional unit was delivered, the participants were asked to complete a follow-up questionnaire. The questionnaire results provided insight into the participants' perceptions of usefulness of the instructional unit. The learners found explicit instruction on ESL sociopragmatics useful for their language learning experience as well as day-to-day interactions in English. Particularly, they claimed to feel more confident communicating in English after receiving explicit instruction on ESL sociopragmatics. They were able to use information from the lesson in situations such as talking to their language instructors, communicating with university personnel, and participating in service encounter interactions. Therefore, the test proved to have potential for developing instructional materials in an academic context. Based on the findings of the study, suggestions on incorporating sociopragmatic competence into the institution's EAP curriculum were made.

Résumé

Cette étude à méthodologie mixte a pour but de collecter des indices de validité pour l'utilisation des items du test des connaissances socio-pragmatiques de l'anglais langue seconde pour informer l'instruction. Les créateurs du test, Roever, Elder and Fraser (2014), recommandent la validation de leur outil, développé à l'origine pour le contexte australien. Dans cette étude, les items du test étaient utilisés pour révéler des écarts dans les connaissances socio-pragmatiques dans un groupe d'étudiants d'un programme intensif d'anglais scolaire au Canada. L'analyse des scores du test a révélé un manque de connaissances sur des normes de propriété en anglais. Ce manque était ciblé par l'instruction explicite informée par des items du test. Deux semaines après la leçon, des participants ont complété un questionnaire de suivi. Des résultats du questionnaire ont donné un aperçu des perceptions de l'instruction. Les étudiants ont trouvé l'instruction utile pour leur apprentissage langagier ainsi que pour leurs interactions quotidiennes en anglais. Ils ont constaté qu'ils se sentaient plus confiants en communication en anglais après la leçon. Les participants étaient en mesure d'utiliser l'information dans les situations ainsi que des interactions avec leurs enseignants d'anglais, avec le personnel de l'université, et avec des représentants du service à la clientèle. Par conséquent, le test s'est révélé être un outil utile pour le développement du matériel d'instruction socio-pragmatique dans le contexte scolaire. Basé sur les résultats de cette étude, des suggestions ont été faites sur l'inclusion de plus des aspects de socio-pragmatique dans le programme d'études du cours intensif d'anglais scolaire.

Dedication

To my parents, Ekaterina and Andrey, and my grandmother, Rimma, whose unconditional love and support have been guiding me throughout this project. If it was not for you, this research project would not have ever seen the light of day and neither would many of my dreams that are sometimes (quite often) so difficult to cope with. I love you.

Посвящается

Моим родителям, Екатерине Артуровне и Андрею Геннадьевичу, и моей бабушке, Римме Николаевне, чьи безусловные любовь и поддержка вели меня на протяжении этого проекта. Если бы не они, этот проект никогда бы не увидел свет, как и многие мои устремления, с которыми иногда (довольно часто) так сложно мириться. Я вас люблю.

Acknowledgments

I would like to express my immeasurable gratitude to my research supervisor, Dr. Beverly Baker, for your continuous guidance, extreme patience, and pages of valuable feedback throughout this journey. Thank you for encouraging me when I stumbled, and grounding me in the reality when I felt too excited. Thanks for all the great conversations we have had in our meetings: they helped me a lot in this project as well as outside of it. Thanks a lot for challenging me to find the way to a stronger and more innovative thesis, and, consequently, to a stronger and more innovative me. An enormous thank you to Dr. Nikolay Slavkov for giving me your useful feedback on my thesis proposal and thesis.

I wish to acknowledge with deepest appreciation the support that I received from the English Intensive Program of the University of Ottawa—the management, the instructors, and the students—who were excited about and supportive of my research. I am grateful to Evan Lavoie, Sharon Carrier, Gena Rodriguez, Nancy Thifault, Reza Farzi, Lina Al Hassan, Marlene Lundy, Poonam Anand, Gabrielle Berubé, Zinat Goodarzi, Leonardo Alves Soares. Thank you for your compassion and help.

My eternal gratitude goes to the awesome participants, who still sometimes run into me in the corridors of the University of Ottawa and, to my greatest pleasure, use an opportunity to practise their knowledge of small talk interaction with me. Thank you all for taking the time from your busy schedules to go through all the stages of this project. I am happy to have worked with each of you and I have no doubt that your path to academic success in Canada will be impressive and rewarding.

My sincere appreciation goes to Carsten Roever, Catriona Fraser and Catherine Elder at the University of Melbourne for generously sharing the test items they had

created. My special thanks goes to Carsten Roever who got me inspired about teaching sociopragmatics when presenting the results of their research at the Language Testing Research Conference in Toronto in March 2015. I hope that my findings will be useful for you.

Thanks to all my friends for being there physically, virtually, and mentally regardless of where you were in the world.

Table of Contents

Table of Contents	vii
List of Acronyms	x
List of Figures	xi
List of Tables	xii
Chapter 1: Introduction	1
1.1 Introduction	1
1.2 The Current Study: Description and Rationale	5
1.3 Objectives	6
1.4 Research Questions	7
1.5 Thesis Overview	8
Chapter 2: Literature Review	9
2.1 Introduction to the Literature Review	9
2.1.1 Questions guiding selection of literature.	9
2.1.2 Method of literature review.	10
2.1.3 Structure of the review.	11
2.2 General aspects of L2 sociopragmatics	12
2.2.1 Introduction to sociopragmatics.	12
2.2.2 Theory of Speech Acts.	14
2.2.3 Brown and Levinson’s levels of politeness.	15
2.2.4 Conversation Analysis.....	17
2.2.5 Factors affecting L2 sociopragmatic competence.	19
2.2.5.1 Intensity of input as key factor for successful development of L2 sociopragmatic competence.....	19
2.2.5.2 Explicit L2 sociopragmatics instruction as a way to accelerate acquisition of L2 sociopragmatic knowledge.	20
2.3 Sociopragmatic Competence and L2 Assessment	24
2.3.1 Test validation and validity evidence.	24
2.3.2 Assessment of sociopragmatic competence.	28
2.3.2.1 Major tendencies in assessment of L2 sociopragmatics.....	28
2.3.2.2 Web-based test battery by Roever, Fraser and Elder (2014).	31
2.4 Conclusion of the Literature Review	33
Chapter 3: Context and Methodological Framework	36
3.1 Overview	36
3.2 Description of Setting	36
3.2.1 General context.....	36

3.2.2 EIP learning objectives and rationale for the study.....	37
3.3 Recruitment of Participants and Ethics	40
3.4 Description of Participants	41
3.5 Research Design.....	42
3.5.1 Methodological framework.....	42
3.5.2 Data collection tools and analysis techniques.....	43
3.5.2.1 Test items developed by Roever, Fraser and Elder (2014).....	43
3.5.2.2 Follow-up questionnaire.....	50
3.5.3 Data collection procedures forming the two-phase structure of the study.....	54
Chapter 4: Method and Results	59
4.1 Overview.....	59
4.2 Phase 1: Testing Session.....	59
4.2.1 Description of the sample.....	59
4.2.2 Test administration.....	59
4.2.3 Test adaptation.....	60
4.2.4 Scoring.....	62
4.2.5 Test results.....	63
4.2.6 Summary of the results of Phase 1.....	73
4.3 Phase 2: Instructional Unit and Subsequent Questionnaire.....	76
4.3.1 Introduction.....	76
4.3.2 Description of the subsample.....	76
4.3.3 Design of the instructional unit.....	77
4.3.4 Delivery of the instructional unit: lesson on norms of appropriateness and politeness.....	80
4.3.5 Follow-up questionnaire.....	87
4.3.5.1 Description of the questionnaire.....	87
4.3.5.2 Administration of the questionnaire.....	88
4.3.5.3 Analysis of the Likert scale responses.....	89
4.3.5.4 Analysis of the open-ended responses.....	95
4.3.5.5 Results of the questionnaire.....	98
4.4 Summary	100
Chapter 5: Discussion.....	101
5.1 Overview of the Results.....	101
5.2 Potential of the Test Items Developed by Roever, Fraser and Elder (2014) for Informing Instruction: Collecting Validity Evidence	102
5.3 Usefulness of an Instructional Unit Through the Lens of Rebecca Oxford’s Strategic Self-Regulation Model of Language Learning	108
5.4 Implications.....	115
5.4.1 Overview.....	115
5.4.2 Curricular implications.....	115

5.4.3 Pedagogical implications..... 119

5.5 Limitations and Future Research 123

Chapter 6: Conclusion 128

References 134

APPENDICES..... 145

APPENDIX A. EIP Course Objectives for the Fall 2015 session..... 145

APPENDIX B. Ethics Approval Notice 147

APPENDIX C. Consent Form 149

APPENDIX D. Test of Sociopragmatic Knowledge Created Using Items Developed by Roever, Fraser and Elder (2014)..... 151

APPENDIX E. Instructional Plan for the Lesson on Norms of Appropriateness and Politeness. 159

APPENDIX F. Follow-up Questionnaire of Perceptions of the Instructional Unit. 162

APPENDIX G. Likert-Scale Responses to the Questionnaire..... 167

APPENDIX H. Results of the Analysis of the Open-ended Responses of the Questionnaire..... 168

List of Acronyms

DCT	Discourse Completion Task
EAP	English for Academic Purposes
EIP	English Intensive Program
ESL	English as a Second Language
EFL	English as a Foreign Language
JFL	Japanese as a Foreign Language
L1	First Language
L2	Second Language
MMR	Mixed-Methods Research
S ² R	Strategic Self-Regulation
SI	Sociocultural-Interactive

List of Figures

Figure 1. Theoretical framework of the current study.....	35
Figure 2. Research Design.....	58
Figure 3. Distribution of Scores for the Items Tapping into Requests of the Appropriateness Judgment Task.....	66
Figure 4. Distribution of Scores for the Items Tapping into Apologies of the Appropriateness Judgment Task.....	66
Figure 5. Distribution of Scores on item 4 of the Appropriateness Judgement Task.....	71
Figure 6. Distribution of scores on item 11 of the Appropriateness Correction Task.....	71
Figure 7. Handout Created for the Lesson on Norms of Appropriateness and Politeness.....	79
Figure 8. Distribution of Likert Scale Responses to Question 1.	92
Figure 9. Distribution of Likert Scale Responses to Question 3.	93
Figure 10. Distribution of Likert Scale Responses to Question 6.	93
Figure 11. Distribution of Likert Scale responses to Question 7.	94
Figure 12. Distribution of Likert Scale Responses to Question 8.	95

List of Tables

Table 1. Means and Standard Deviations on the Appropriateness Judgment Task.....	64
Table 2. Means and Standard Deviations for Request Items and Apology Items of the Appropriateness Judgement Task.....	65
Table 3. Means and Standard Deviations for the Extended DCT	67
Table 4. Means and Standard Deviations for the Appropriateness Choice Task.	68
Table 5. Means and Standard Deviations for the Appropriateness Correction Task.	69
Table 6. Means and Standard Deviations for the Dialog Choice Task.....	70
Table 7. List of the Tasks, Constructs of the Tasks and Subconstructs of the Test Items that Caused the Most Difficulty among the Participants.....	75
Table 8. Means and Standard Deviations on the Likert Scale Responses of the Questionnaire.....	90
Table 9. Connections between the EIP learning objectives for levels 0300 and 0400 and the constructs of test tasks developed by Roever, Fraser and Elder (2014)	116
Table 10. Suggested Examples of Statements Tapping into Sociopragmatic Knowledge for the EIP Learning Objectives.	118

Chapter 1: Introduction

I have been a believer in the magic of language since, at a very early age, I discovered that some words got me into trouble and others got me out.

--Katherine Dunn, n.d.

1.1 Introduction

English today is considered an international language of research and education. For more than 20 years, over 95% of research papers found in the Science Citation Index has been published in English; this trend is also observed within specific fields (social sciences, medical science, freshwater ecology, etc.) since the late 1990s (Tardy, 2004). Egger et al. (1997) even note that most significant research results are more likely to be published in English. Furthermore, countries where English is the official language maintain the leading role in research publications (Van Dalen & Henkens, 2001). As a result, English is seen as a “necessary tool” for those wanting to pursue their research career (Tardy, 2004). It is, therefore, no surprise that educational institutions located in the United States, Great Britain, Australia, and Canada have welcomed more and more international graduate and undergraduate students every year since as early as the 1960s (Read, 2015). The number of international students at the University of Ottawa, where the current study is conducted, increased from 1,929 (with the total of 37,922 students enrolled) in 2009 to 4,717 (with the total of 42,672 students enrolled) in 2014 (University of Ottawa, 2015).

While tests of English proficiency such as the IELTS (International English Language Testing System) and TOEFL (Test of English as a Foreign Language) are commonly taken by prospective international students to confirm their level of English proficiency for university admission, some students face a challenge of not having reached a sufficient level of proficiency upon arrival at the institution. This is where English for Academic Purposes (EAP) programs come in as an alternative to improve a prospective student's English proficiency. Their names vary across countries—bridging programs, foundation studies programs (Read, 2015), intensive English courses—as well as across educational institutions within a country—English Language Program at the University of Toronto, YUBridge Program at York University, English Language Institute at Seneca College of Applied Arts and Technology in Toronto, etc. Although their clientele sometimes includes those looking for improving their English for employment purposes or self-development, educational institutions offer EAP programs primarily to their prospective students, who are guaranteed admission to a desired program of studies upon reaching a required level of proficiency established by the institution. As opposed to a regular ESL context, a bridging program offers intensive ESL instruction, which varies from 15 to 30 hours per week as opposed to three-six hours per week of regular ESL credit courses, and offers accelerated integration services to help prospective students adjust to the target community. For instance, the English Intensive Program at the University of Ottawa offers weekly socio-cultural outings varying from skating on the Rideau Canal (a 7.8-km skateway located in downtown Ottawa) in winter to a visit to a local water park in summer.

EAP programs are typically highly academically oriented, since the ultimate goal of such a program is to prepare its students for their university programs. Due to this high academic orientation, writing is often much more focused on than other competencies such as speaking. If speaking is taught it might often be limited to academic activities such as oral presentations, speeches, or discussions. This means that interactional competence might be given very little attention simply because it is less prioritised in an academic context.

Nevertheless, an ability to successfully interact orally in a variety of non-academic settings is not any less important than an ability to succeed in a university program. Pursuing one's studies in a target language country does not mean only coming in for lectures and seminars and submitting assignments, but also interacting with people for various reasons in both university and other social settings. A person coming from a different culture might have a different understanding of a successful communication act than a native speaker. I would probably be a good example. Being a former international student in Canada, I was one of those who did not go through a transition program, but entered a program of study directly. I used to believe that in a fast-paced working, academic or customer service environment people should not waste each other's time by greeting and talking about anything other than what has to be communicated in order to complete a given task. I would consider such things as needless small talk and sometimes even a brief introduction a waste of time. I would start a conversation by asking for what I would need, thinking I was a considerate and thoughtful communicator, but I encountered plenty of communication breakdowns in banks and restaurants during my first months in Canada. Eventually, I learned that a greeting or some kind of conversation

opening is absolutely necessary regardless of the dynamics of a situation and that my past beliefs did not apply to Canadian society. Several years later, I tend to believe that if I initially had been given explicit explanations of these unspoken communication conventions in Canada instead of having to “learn them the hard way,” I would have performed a lot of day-to-day tasks more successfully than I did, and would have generally felt like a better communicator. Having had this personal experience, I was especially interested in exploring ways to facilitate awareness-raising of these rules of communication among international students.

ESL instruction in the English Intensive Program at the University of Ottawa is delivered by teaching teams consisting of two teachers and a Teaching Assistant (TA). Working as a TA in the program, I was pleased to learn that teachers believe that helping their students integrate into Canadian society is one of their main tasks. However, sometimes teachers tolerate students’ actions that might be perceived as rude by other native English speakers simply because they know that it takes time to learn sociocultural norms of interaction. As one of the teachers told me once, the instructors must help the students integrate; however, the fine balance between tolerating certain actions and giving pedagogical attention to them is highly questioned. My desire to pursue this study was reinforced by the idea of finding the answer to the question of balance between ignoring and addressing certain students’ actions falling off the norms of appropriateness in Canada (such as requesting repetition by asking “What?”).

To sum up, I believe that teaching interactional competence is especially important for intensive EAP programs because, being a preface of prospective international students’ university studies, such programs can play a significant role in

students' integration into an English-speaking environment. Considering the strong academic orientation of EAP programs, the interactional competence often might not be given due attention in English instruction. Specifically, I aim to explore whether teaching interactional competence should be done in the same classroom where prospective students receive their EAP instruction.

In this study, I attempted to research teaching interactional competence in EAP programs. Specifically, I explored instruction on conventions of communication in the English Intensive Program at the University of Ottawa, where the importance of including this interactional aspect is acknowledged by the curriculum developers.

1.2 The Current Study: Description and Rationale

The current study is conducted in the English Intensive Program of the University of Ottawa (further referred to as EIP). Located in the very heart of Canada, one of the most popular destinations of international students across the globe, the University of Ottawa is a bilingual university serving both Anglophone and Francophone domestic students as well as international students of various first language (L1) backgrounds. In 2014, the University of Ottawa accepted 2,972 international undergraduate students out of 36,068 undergraduate students, and 1,745 graduate international students out of 6,604 graduate students (University of Ottawa, 2015). In the same year, 370 international students were enrolled in the EIP courses (English Intensive Program, 2014).

In the EIP program, a question has been seriously posed for years: What is the necessary level of support the students need to successfully participate in conversations with native speakers inside and outside of the EIP classroom? One aspect of language competence that has to do with everyday social interactions is called sociopragmatics

(McNamara & Roever, 2006). Sociopragmatics is the primary term that will be used to refer to linguistic aspects of second language (L2) interactional competence throughout the study.

While this study was being conducted, the learning objectives of the EIP program of the University of Ottawa across proficiency levels were being revised. Coincidentally, they now contain more statements tapping into sociopragmatic knowledge than they used to. More details on EIP learning objectives and how sociopragmatic competence is reflected in them will be provided in the description of the methodology of the study; what has to be stressed now is that sociopragmatic aspect has become a part of the EIP curriculum. Therefore, it is timely to investigate 1) to what extent those learning objectives responsible for sociopragmatic knowledge are reflected in EIP students' actual knowledge of English as a second language (ESL), and 2) how gaps in students' sociopragmatic knowledge, should they be found to exist, are addressed.

1.3 Objectives

This study has two major goals. First, it is aimed at identifying and targeting gaps in sociopragmatic knowledge of the EIP students of the University of Ottawa. This was done using items of the test developed by Carsten Roever, Catriona Fraser and Catherine Elder (2014), which is the starting point of the second major goal of this study—providing some validity evidence for the use of items of this test for informing instruction.

The test was developed and validated for low-stakes pedagogical decisions in the Australian context (Roever, Fraser and Elder, 2014). The authors outlined several reasons for the development of the test. Firstly, this tool is a contribution to enlargement of

current research work done in Australia on language assessment and specifically on testing sociopragmatics. Secondly, this is a contribution to the development of the ESL courses and tests for immigration purposes in Australia, a country with a high immigration rate, which implies a big number of potential L2 learners whose sociopragmatic competence must potentially be assessed and/or improved (Roever, Elder & Fraser, 2014). The authors recommend that further validation of the tool is needed in various contexts, and the context of current study appears to be perfectly appropriate for addressing this call.

The Canadian context, similar to the Australian context, provides wide opportunities for investigating L2 learning issues such as these in EAP settings. In this specific case, the investigation is concerned with how the test items can be used for designing an instructional unit on ESL sociopragmatics based on test scores of high proficiency ESL learners in English Intensive Program at the University of Ottawa as well as to see a) what information from this explicit L2 pragmatics instruction would be beneficial for their language learning experience and social interactions, and b) whether they would be able to use this new information successfully.

1.4 Research Questions

In this study, the following **research questions** are addressed:

1) How can instruction in a Canadian English Intensive Program be informed by the results of the test created using the test items developed by Roever, Fraser & Elder (2014)?

2) What effect will an instructional unit based on the results of this test have on the participants' ESL learning experience?

1.5 Thesis Overview

First, a review of relevant research done to date in the field of L2 sociopragmatics will be discussed to provide the necessary theoretical base for this study. Second, the methodological framework of the research project will be described. Third, the research method and results of the study will be reported. The discussion of the findings will follow including the examination of validity evidence for the potential of the test items developed by Roever, Fraser and Elder (2014) for informing instruction collected in this study as well as the curricular and pedagogical implications of the findings for the English Intensive Program. Finally, the limitations of the study and suggestions for future research will be presented.

Chapter 2: Literature Review

Drawing on my fine command of the English language, I said nothing.

--Robert Benchley, n.d.

2.1 Introduction to the Literature Review

2.1.1 Questions guiding selection of literature.

A review of the sociopragmatics research to date is necessary to understand the process leading to the development of the web-based test battery developed by Roever, Fraser and Elder (2014), as well as its place in this study. In addition, research on approaches to instruction of sociopragmatic aspects of language competence has to be discussed because the test was primarily used for informing instruction. Finally, the current study was especially interested in exploring the connection between assessment of and instruction on L2 sociopragmatics.

Thus, the literature review mainly serves to answer the following questions:

- What issues have been outlined by the research in the area of ESL sociopragmatics to date in general?
- What are the approaches for collecting validity evidence used in L2 assessment?
- What aspects of ESL sociopragmatic knowledge and instruction have been researched and what are the key findings?
- What are the key assessment practices of ESL sociopragmatics and where does the test developed by Roever, Fraser and Elder (2014) fall within those assessment practices?

Although an attempt was made to keep the outlined questions the main focus for each section of the literature review, certain overlaps in the content are unavoidable because none of the studies looks at a single aspect alone, which is determined by the nature of research in L2 sociopragmatics, and research in second language acquisition (SLA) in general. Particularly, discussing assessment practices without touching upon the teaching aspect is almost unavoidable (Tomlinson, 2000); for instance, the discussion of role play as one of the most reliable sociopragmatics assessment tools is followed by the discussion on benefits of the same tool for teaching the same construct (Al-Gahtani & Roever, 2013).

2.1.2 Method of literature review.

The keyword search method, that is claimed to be the most common method of searching for relevant studies (Cronin, Ryan, & Coughlan, 2008), was used to determine the list of key works included in the current literature review. The data base of the University of Ottawa library was used as a starting point leading to major databases such as Scholars Portal, JSTOR and ProQuest. First, general dimensions of research on sociopragmatic competence had to be identified, including basic concepts and definitions (keywords: *ESL, sociopragmatics, sociopragmatic, competence, L2, second language, politeness, appropriateness*). Second, I focused on acquisition of sociopragmatic knowledge discussed in the literature (keywords: *ESL, second language, teaching, politeness, appropriateness, sociopragmatic, sociopragmatics, instruction*) which eventually led to posing a question on the role explicit instruction plays in L2 sociopragmatics. Third, assessment of sociopragmatic competence was addressed (keywords: *assessment, testing, ESL, L2, second language sociopragmatics,*

appropriateness, politeness) as well as general principles of test validation (keywords: *test, validity, validation, evidence, assessment*), which helped locate the initial point of the study—the online test battery developed by Roever, Fraser and Elder (2014).

Initially the study aimed at limiting the literature review to research done in the ESL context only. However, a closer look at existing research in both ESL and EFL sociopragmatics provided a deeper insight into some important tendencies among L2 learners, such as focusing on pragmatic aspects when being in a target language environment as opposed to focusing on grammar aspects in an EFL context (Bardovi-Harlig & Bastos, 2009). Comparisons between ESL and EFL contexts led to a discovery of the importance of the intensity of input in acquisition of L2 sociopragmatics.

2.1.3 Structure of the review.

This literature review starts with an outline of the fundamental concepts related to L2 sociopragmatics. Then, before the issues raised by sociopragmatics research can be examined, the major theories underpinning the current study are discussed: the Theory of Speech Acts, Brown and Levinson's framework of levels of politeness and Conversation Analysis. This discussion is followed by an overview of major trends highlighted by current research in acquisition of sociopragmatic knowledge with an emphasis on explicit sociopragmatic instruction. After that, the notion of test validity is introduced. Then, current assessment practices used for measuring sociopragmatic competence are explored. Finally, after all fundamental concepts related to sociopragmatic competence necessary for understanding the current study are addressed, the development and validation of the test created by Roever, Fraser & Elder (2014) is addressed and the tool

is situated within the current study. The literature review is concluded by the description of the theoretical framework of the current study.

2.2 General aspects of L2 sociopragmatics

2.2.1 Introduction to sociopragmatics.

The communicative approach to language teaching and assessment has raised the importance of teaching and assessing sociopragmatic knowledge as a part of language competence that has do with everyday social interactions (McNamara & Roever, 2006). This is probably the most clear and self-explanatory definition of sociopragmatics, and the primary one informing the current study. More concepts will further be introduced as some works in related areas—pragmatics, pragmalinguistics, and sociolinguistics—are relevant to the current study, even though the authors don't necessarily use the term “sociopragmatics”.

Crystal (1997) defines pragmatics as “the study of language from the point of view of users, especially the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication” (p. 301). Pragmatics is perhaps best understood as the study of language in context as opposed to language as a formal system (such as with syntax, morphology, etc.). Pragmatics looks at how language use is defined by the context, changes the context and interacts with the context.

As defined by Leech (1983), “sociopragmatic” knowledge is the knowledge of the L2 community's norms of appropriateness and social norms, whereas “pragmalinguistic” knowledge constitutes the language resources needed “to do things with words” (Austin, 1962). An example of such tools, widely discussed in the literature on L2

sociopragmatics, would be routinised expressions, sometimes also named formulaic sequences (e.g., Roever, 2011) or conventional expressions (e.g., Bardovi-Harlig, & Bastos, 2011). Bardovi-Harlig defines them as “those sequences that are used frequently by speakers in certain prescribed social situations” (2009 p. 757) and emphasises that they are normally acquired as a unit often without any formal analysis to further be retrieved and reproduced as such. Wray (2000) points out that the main distinctive characteristic of formulae is the effort saved in processing and accomplishing an interactional function.

Roever (2010) distinguishes two major areas of sociopragmatics that have been researched: cross-cultural pragmatics (pragmatic differences between various L1s) and interlanguage pragmatics (covering acquisition of L2 pragmatics). Most of the research has been concentrated on the latter (Roever, Fraser and Elder, 2014) and this is what the current study is also preoccupied with. Nevertheless, in this study a concept of pragmatic transfer introduced by Kasper (1993), from within interlanguage pragmatics research, will be discussed later in Methodology. Pragmatic transfer refers to “the influence exerted by learners’ pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information” (Kasper 1993, p. 207).

It has been recently emphasised by multiple investigators that very little research has been done concerning sociopragmatic aspects of applied linguistics (McNamara & Roever, 2006; Roever, Fraser & Elder, 2014; Youn, 2015).

2.2.2 Theory of Speech Acts.

The Theory of Speech Acts has probably been the most researched area of L2 sociopragmatics. A speech act is a real-world action realised through words such as a refusal, an apology, a request, or an expression of gratitude (Austin, 1962; Searle, 1976). Austin (1962) outlined three levels of a speech act: a locutionary act, an illocutionary act, and a perlocutionary act. A locutionary act is the actual verbal form of an utterance; locution has to do with semantic, phonetic and syntactic characteristics of an utterance. An illocutionary act encompasses the “illocutionary force” of an utterance, or its intended meaning in terms of the purpose on which an utterance is delivered. A perlocutionary act has to do with an actual effect made by an utterance such as persuading, convincing, scaring, enlightening, inspiring or getting someone to realise something (examples are offered by Austin, 1962). Since this effect depends on an interlocutor’s reaction and decisions, a perlocutionary act does not always take place when the first two levels of a speech act occur.

Searle continued developing Austin’s framework by offering the following classification of illocutionary speech acts (1976): assertives—acts of stating the facts or beliefs (e.g., stating, claiming, hypothesising), directives—acts of making an interlocutor take a certain action (e.g., requests, commands or advice), commissives—acts referring to future actions (e.g., promises and oaths), expressives—acts of expressing emotions and attitudes towards a proposition (congratulations, excuses and thanks) and declaratives—speech acts changing the state of real-world things (e.g., pronouncing someone guilty or pronouncing someone husband and wife).

While these are the foundations of research in speech acts, this study used the specific speech acts that were found to be most relevant to the current investigation.

2.2.3 Brown and Levinson's levels of politeness.

Brown and Levinson (1987) developed a model based on which speakers make their choice of interactional strategies. This model is often referred to as models of levels of politeness, or face threatening acts (FTA). In this subsection a general overview of the theory will be provided; the way these concepts were adapted in the course of the study will be discussed in chapter five describing the study itself. The model is based on two frameworks: the first one is Grice's (1975) framework of maxims of politeness and principle of cooperation. The four maxims include the maxim of quantity (say no more and no less than needed to be said), the maxim of quality (say what is true), the maxim of relevance (say what is relevant) and the maxim of manner (be concise, don't get obscured). The principle of cooperation states that speakers should follow the four maxims in order to achieve mutual communicative success in a given communicative act. The second framework that serves as a base for levels of politeness is Goffman's (1967) concept of redressive action. When a speaker's intentions conflict with a hearer's will, the resulting face threat can be diminished by redressive action, implemented as politeness. Brown and Levinson (1987) identify five levels of face-threatening acts illustrated below by the examples:

- directly with no redressive action ("Have something to eat"),
- indirectly with redressive action directed to the hearer's positive face ("Let's have something to eat"),

- indirectly with redressive action directed to hearer's negative face ("Sorry to bother you, but would you mind having something to eat?"),
- off-the-record through hinting ("I sure would not mind having you eat something"), or
- not at all

Brown and Levinson (1987) also discuss a wide variety of strategies to be undertaken (e.g., apologising, joking, gossiping) with consideration to the extent to which that face is threatened, taking into account three social variables defining the relational context: power, social distance and level of imposition. Power is the extent to which one of the interlocutors has control over the actions of the other(s). For example, in a family context, parents have more power than siblings have between each other. In a workplace, a manager is the one holding control over the employees, whereas employees would be expected to have equal power between themselves. Social distance is the extent to which the interlocutors are close whether in terms of length of their acquaintanceship, solidarity or "in-the-same-boatness" (Rover, Fraser & Elder, 2014). It is clear that social distance between friends or family members is short; a less obvious situation is when two people who technically don't know each other are standing on the same bus stop, waiting for a bus that is delayed, under the same rain without umbrellas. These people would also be considered socially close in spontaneous context because they are experiencing the same difficulties in the same time at the same place. This means that it would be acceptable for them to communicate at a slightly lower level of formality than two people who have never met before under ordinary circumstances. The level of imposition is the cost of a favor that is imposed on a hearer: borrowing five dollars would imply a lesser imposition

than borrowing one thousand dollars. A combination of these three factors defines the level of formality and choice of words by a speaker.

Proponents of Conversation Analysis, another major foundation of this study, have criticised this framework, arguing that Brown and Levinson's framework focuses on the discourse-external context of communication and does not give enough attention to what is being said in the course of communication as a major base for an interlocutor's choice of words.

2.2.4 Conversation Analysis.

Whereas Brown and Levinson's (1987) framework of politeness is based on social and situational context, Conversation Analysis (further referred to as CA) is the framework dealing with linguistic analysis of social interactions, particularly with conventional interactional sequence within an immediate social context, where context is understood as being created within discourse. Conversation analysts argue that choice of words in every next turn is determined by what was said in the previous turns and understands context as being inferred from what is said as opposed to being based on extra-linguistic factors as in Brown and Levinson's framework.

Within CA, Schegloff (2007) introduces the organisation of interactional sequence. The organisation of interactional sequence encompasses major items such as openings, also named beginnings or initiations (such questions as *Did I wake you? Are you busy? Am I taking you away from your dinner? What are you doing? Where are going?*, etc.), topic talk (everything in between: the actual conversation) and conversation closings (*Okay, Thanks, I gotta go*, etc.).

CA contrasts institutional talk with casual talk (Heritage, 2005). Institutional talk is a conversation happening between the speakers related to a particular institutional context and is often also called task-based (Goodwin & Heritage, 1990). Medical, psychiatric, and courtroom contexts would serve as examples of contexts that have been examined (Atkinson, 1992; Beach, 1995; Heath, 1992). The studies in this dimension of CA are often preoccupied with specific features of a turn-taking system and sequence design that define the specificity of a talk needed to complete procedures typical in a given context; one example would be communicating a diagnosis to a patient (Gumperz, 1982). Conversely, a casual talk, also called an ordinary conversation, can happen at any time at any place and does not involve any prescribed speakers' roles or procedures (Heritage, 2005). The distinction between a casual talk and an institutional talk may "seem arbitrary and unmotivated" (Heritage 2005, p.107), because these two notions are not mutually exclusive: an institutional context does not imply that a casual conversation cannot take place. Nevertheless, a distinction can be demonstrated by numerous dialogs that start with a conversation about weather or other spontaneous circumstances before the interlocutors move to their doctor-patient or seller-buyer interaction (Heritage, 2005). In spite of this criticism, this study does take into consideration the distinction between a casual conversation and institutional talk, as will be discussed further.

While CA is ultimately an analytical approach looking at the discourse of social interactions, the current study makes use of this framework for looking at conventions of communication in the context of teaching rules of appropriateness.

2.2.5 Factors affecting L2 sociopragmatic competence.

2.2.5.1 Intensity of input as key factor for successful development of L2 sociopragmatic competence.

A number of studies have looked at how length of residency in a target language environment and level of proficiency affect acquisition of L2 sociopragmatics; specifically, acquisition of formulaic or conventional expressions (sequences). Dalmau and Gotor's (2007) study demonstrated that Spanish EFL learners first use routinised apologies that are easier to retrieve, as well as high-patterned ones to which they are exposed first (*I'm sorry* and *Excuse me*) and they progress in using more L2-like formulae as their level of proficiency increases.

Although length of residency and proficiency level have generally been shown to positively affect efficiency of learning formulaic expressions, there is also evidence indicating that learning formulae is possible in an EFL classroom given a more interactive and intense approach that would increase the frequency of input of formulaic expressions (Roever, 2011). Intensity of input in this case is probably best understood as the amount of exposure to L2 input. Introduction of the concept of intensity of input led me to a suggestion that beyond the level of L2 proficiency and length of residence in an L2 community, the amount and frequency of input is the key factor responsible for efficient acquisition of formulaic expressions, leading to a higher level of L2 pragmatic knowledge.

This idea of intensity of input has been supported by a number of studies in L2 pragmatics and sociopragmatics (see, for example, Yager, 1998; Brecht, 1995) and has been reinforced by Roever, Bardovi-Harlig & Bastos's (2011) findings. They addressed

not only a correlation between length of stay, proficiency and L2 pragmatics competence but also the question of the intensity of input. As shown by the study, whereas length of stay did not have a significant effect on either recognition or production, both proficiency and intensity of input had a significant effect on production of formulaic sequences. The question of methods for manipulating input to facilitate acquisition of sociopragmatic knowledge is explored next.

2.2.5.2 Explicit L2 sociopragmatics instruction as a way to accelerate acquisition of L2 sociopragmatic knowledge.

Many studies have looked at what other aspects of language instruction affect learners' sociopragmatic competence, to suggest what strategies can be used for efficient L2 pragmatic development. Bardovi-Harlig (2009) looked at the relationship between recognition and production of formulae using an audio recognition task and an audio-visual production task, and suggested that a lack of production, occurring even when the input rates are high, has several sources: unfamiliarity with some expressions, overuse of familiar expressions, level of L2 development and sociopragmatic knowledge.

Some studies have also looked at the relationship between grammatical and pragmatic competence in L2 learners and have suggested instructional approaches that look at not only maximising the input of conventional expressions but also making this input subject to formal analysis. A reasonable rationale for incorporating formal analysis into L2 pragmatic development is presented in Bardovi-Harlig & Dörnyei's (1998) study that showed that EFL instructors and learners are more sensitive towards grammar errors, whereas ESL instructors and learners are more sensitive towards inappropriateness of utterances. It also revealed that in EFL setting both grammatical and pragmatic awareness

of learners increase, but grammatical awareness increases faster. ESL learners' grammatical awareness decreases as proficiency level increases, whereas pragmatic awareness increases significantly. These themes were followed up by Wray's study (2000), where she discusses analyticity and formulaicity of teaching formulaic sequences. She argues that combining grammatical and pragmalinguistic analysis would reinforce acquisition of formulaic expressions. The study was concluded as follows: "[I]n order to encourage the development of native-like idiomaticity, a fundamentally analytic approach is promoted, even though the nature of formulaic sequences seems to be that they are not normally analyzed" (Wray, 2000, p. 484). Takimoto (2007) investigated to what extent the two approaches, applied to grammar instruction—structured input and consciousness-raising—are suitable for teaching L2 pragmatics. The study has shown that both types of input-based tasks are equally effective but manipulating input can vary their efficiency. This leads us back to the idea of the intensity of input as the key factor for efficient acquisition of L2 sociopragmatic knowledge. The question that yet remains open is what would be the most efficient strategies for manipulating L2 input to achieve this goal. Precisely, in this study I pose a question of the extent to which explicit sociopragmatic instruction will benefit L2 learners.

In her iconic study, Cook (2001) investigated whether American Japanese as a foreign language (JFL) learners considered the importance of pragmatic features when listening to the self-introductory speeches of retail job applicants who were also learners of Japanese. Both the "job applicants" and the "evaluators" were given explicit instruction on use of morphological markers of politeness and their significance prior to conducting this test. The task was to listen to those recorded job applications messages

and decide what applicant would they “hire”. The job that they were hypothetically applying to had three major requirements: proficiency with Microsoft Excel, high level of Japanese proficiency and ability to use markers of politeness appropriately (since as a retail position this job implied serving clients). The JFL learners perceived output of an applicant of a higher proficiency level as more successful, whereas the same output would be perceived by native speakers as inappropriate due to the absence of necessary polite forms. Another feature that made the evaluators believe that the applicant chosen by them was more successful was a self-made indication of good knowledge of Microsoft Excel. Although an ability to use Excel is generally perceived as a positive characteristic in both North American and Japanese contexts, in Japan the fact that a person is claiming himself to be a very proficient Excel user would be perceived rather negatively than positively (as direct self-promotion contradicts the Japanese tendency to modesty). Therefore, this study revealed that learners don’t necessarily pay attention to pragmatic functions when exposed to L2 input, and that explicit sociopragmatic instruction did not have a significant effect on students’ decision-making when they were to choose the most successful communicator.

Bou-Franch and Garcés-Conejos (2003) propose a genre-based approach to teaching politeness. Although they rely mostly on Brown and Levinson’s (1987) framework of politeness (as opposed to the combination of frameworks used in the current study), they promote, following Richards (1990), a balance between explicit instruction and self-guided incidental learning for successful acquisition of L2 sociopragmatic knowledge, saying that they are “not mutually exclusive” but rather “complementary” (Bou-Franch and Garcés-Conejos, 2003, p. 7). A teacher should,

therefore, devise activities that would reinforce a learner's independent conscious yet incidental enrichment of sociopragmatic knowledge (Schmidt, 1993). The genre-based approach is not the focus of this study; however, the principle of using explicit instruction to reinforce learners' autonomy and conscious awareness-raising of norms of appropriateness is strongly advocated.

Meier (1997) offers the following set of activities to elicit causes of pragmatic failure and to address them in order to facilitate L2 sociopragmatics acquisition:

1. Discussion of judgments of appropriateness in context in both cultures;
2. Avoidance of prescriptivism, instead using learner observation, discussions and comparison of unsuccessful/successful dialogues to increase understanding of linguistic behavior;
3. Modification of textbook dialogues and participation in role plays to raise students' awareness of the social and cultural factors that determine pragmalinguistic choices.

The current study strongly supports using discussions of learners' observations, manipulating available materials and having the students role-play to raise their awareness of choosing appropriate linguistic tools according to a social context. One could first think that since this model relies primarily on the notion of pragmatic transfer, it is probably more appropriate for a group of learners homogenous in terms of L1 background, and less appropriate to an ESL classroom involving learners of various L1 backgrounds. Nevertheless, a decision was made to use it in an ESL context as an experiment to see if a discussion on differences in understanding appropriateness in various cultures would have any positive effect in facilitating discussion.

2.3 Sociopragmatic Competence and L2 Assessment

2.3.1 Test validation and validity evidence.

As one of the two major aims of this study is collecting validity evidence for the items of the ESL Sociopragmatics test developed by Roever, Fraser and Elder (2014), this subsection is intended to discuss test validation and approaches to collecting validity evidence. Before discussing the approach to collecting validity evidence used in this study, I will define the concepts of validity and validation.

There are several major views of validity.

Messick's framework of construct validity (1995) is widely regarded as the most unified one (Weir, 2005). Construct is a skill, ability or knowledge, or complex of skills, abilities or knowledge that a test is aimed at measuring. Messick offers a complex notion of construct validity (See Chapelle, 2012), which relates validity to a test use point of view. Messick's framework replaced a test-centered view of validity in which validity is understood as the extent to which "test measures what it is supposed to measure" offered by Lado (1961, p. 321).

Messick outlines six major dimensions of construct validity:

- content validity (deals with the extent to which content of a test reflects that of the construct being measured),
- substantive validity (deals with cognitive processes employed when completing a test),
- structural validity (is to reveal whether the test tasks are structured in the same way as the construct measured by the test),

- generalisability aspect (deals with consistency of test results across contexts and groups),
- external validity (has to do with consistency in a test taker's performance between the test and other assessment tools measuring the same construct), and
- consequential, also called impact or posteriori, validity has to do with positive or negative consequences of use of test scores (Messick, 1980, 1989) and is frequently associated with issues of bias and fairness in assessment, often related to L1 background, gender, race, socioeconomic status as construct-irrelevant variables (O'Neill & McPeck, 1993).

Weir (2005) offers the following definition of test validity, relating the notion of validity to test scores:

Validity [is] ... the extent to which a test can be shown to produce data, i.e., test scores, which are an accurate representation of a candidate's level of language knowledge or skills. (p. 12)

He emphasises that validity is multifaceted: a test or test scores are not valid *per se*, but for a certain purpose. Building on Messick (1989) and on Bachman's (1990) argument, Weir (2005) offers approaching construct validity as "a superordinate category for test validities" (p. 13). In order to examine the kind of pedagogical decisions (offering or rejecting admission, placing a candidate at a certain level, informing instruction, etc.) that can or cannot be made based on a test score, some validity evidence has to be collected. I, therefore, interpret test validation as ensuring fairness of decisions made based on the test scores, i.e., ensuring the best attainable balance between stakeholders'

expectations and the extent to which potential candidates meet those expectations as demonstrated by test results. Validation studies deal with various dimensions of test validity as discussed below.

Bachman (2004) outlines two interrelated actions to be undertaken by a validation study:

1. articulating an interpretive argument (also referred to as validation argument), which provides the logical framework linking test performance to an intended interpretation and use; and
2. collecting relevant evidence in support of the intended interpretations and uses. (p. 258)

To state the validation argument for the ESL sociopragmatics test battery, Roever, Fraser and Elder (2014) addressed six inferences, as suggested by Chapelle (2008)—domain description, evaluation, generalisation, explanation, extrapolation and utilisation—and for five of them provided both a warrant and a backing (See Roever, Fraser & Elder, 2014, pp.114-115 for the full validity argument). The statement that this study is addressing has to do with the utilisation warrant stating that “scores are usable for making pedagogical decisions” (2014, p.115). This is the only claim that does not have any backing, and this is where the current exploratory study makes its original contribution.

The test developers propose that the test can be used to inform instruction targeting weaknesses in sociopragmatic knowledge. For collecting relevant evidence to support the interpretations and uses, this study uses an evidence-based approach to test validation offered by Weir (2005). Weir identifies *A Priori* validity evidence and *A*

Posteriori validity evidence. *A Priori* validity evidence is collected before the test administration and is subdivided into theory-based and context-based validity evidence. Theory-based validity has to do with conceptualised knowledge of metacognitive processes activated by the construct being measured. Context-based validity evidence is very similar to what is commonly referred to as content validity and has to do with the extent to which the content of the task is the best option to activate the knowledge or skills being measured. This study works with *A Posteriori* validity evidence, which according to Weir incorporates scoring validity, criterion-related validity and consequential validity. Scoring validity has to do with reliability of scoring, criterion-related validity deals with consistency of the test score and results provided by other tools measuring the same construct, and consequential validity is similar to that outlined by Messick (1995). Consequential validity is subdivided into differential validity and washback in the classroom. Washback effect has to do with how a test affects instruction. Differential validity refers to potential item, content and experience bias. Since the test was originally created for the Australian context and possibly had some language features specific to Australian English, this could potentially prevent the participants from performing to the best of their ability on the test. In other words, this study looked specifically at whether the test items contained any content bias due to being developed in a different English context. Hence, the current study is an exploratory study that collected differential validity evidence for use of the test items designed by Roever, Fraser and Elder (2014) for their potential in informing instruction in the Canadian context.

2.3.2 Assessment of sociopragmatic competence.

2.3.2.1 Major tendencies in assessment of L2 sociopragmatics.

Much work has been concerned with balancing concerns of authenticity and practicality in sociopragmatics assessment. When it comes to measuring one's ability to use language in specific social situations, there is a need for highly contextualised test items; however, providing sufficient context might conflict with the practicality of an assessment by increasing the time frame for test completion or the cost of test development and rating (McNamara & Roever, 2006).

Since pragmalinguistic knowledge is necessary to enable L2 learners to apply sociopragmatic knowledge, and, reversely, a lack of sociopragmatic knowledge can result in misuse of pragmalinguistic knowledge, it is difficult to create a test that would concentrate on either sociopragmatic knowledge or pragmalinguistic knowledge alone (McNamara & Roever, 2006; Roever, Fraser & Elder, 2014). Despite this close connection of pragmalinguistics and sociopragmatics, most existing assessments are designed to focus on either aspect (McNamara & Roever, 2006).

The most used instruments for assessing sociopragmatic competence to date appear to be role-plays and written tasks such as written judgment and discourse completion tasks, henceforth referred to as DCTs (Roever, 2010). Written judgment tasks (Roever, Fraser & Elder, 2014) consist of a situational prompt with a given utterance, the appropriateness of which a test taker is asked to evaluate usually on a five-point scale from "completely inappropriate" to "completely appropriate". A situational prompt can be given in writing (Roever, 2005; Itomitsu, 2009) or as a video stimulus (Bardovi-Harlig & Dörnyei, 1998). A DCT normally consists of a situational prompt describing the

circumstances as well the relationships between the interlocutors (McNamara & Roever, 2006). A test taker is to fill in a gap with “an utterance that meets socio-cultural requirements of the target language situation” (Roever, 2010, p. 243). As a variation, a multiple-choice DCT (Hudson, Detmer & Brown, 1995) has several utterances for a test taker to choose from to fill in the gap.

In a recent study, Youn (2015) points out that although the research in L2 pragmatics is fast growing, there is still lack of validation studies of pragmatics in interaction. She looked at how an open role play could be of use in assessing a learner’s pragmatic competence, which is defined by the investigator as “the abilities of accomplishing diverse pragmatic meanings and actions jointly in organised sequences using diverse pragmatic and interactional resources” (p. 201). Particularly, she looked at role play as an instrument for testing an ability to use native-like sequential organisations. In her study, role plays were shown to be a useful tool for measuring a learner’s pragmatic ability to properly sequence utterances in various re-created contexts. However, due to some variance in raters’ severity presented in Youn’s study, the author emphasises the need for further research on raters’ perceptions to address the issue of reliability of role plays as an assessment tool across the raters (Youn, 2015). In Al-Gahtani & Roever’s (2013) study, ESL learners with Saudi Arabian backgrounds were expected to role-play and produce requests. The fact that low-proficiency learners were shown to produce “shorter, less typical request sequences with few or no preliminary moves” (Al-Gahtani & Roever, 2013, p. 422) serves as validity evidence confirming a connection between the level of proficiency and level of sociopragmatic knowledge. The authors suggest utilising role plays as a mean to develop learners’ sociopragmatic

competence in a target language, paying attention to designing tasks for the interlocutor that would elicit learner's ability to demonstrate a variety of conventional language strategies in the target language. However, role plays are often found to be less practical as opposed to DCTs (McNamara & Roever, 2006) due to requiring a live interlocutor, who is often also a rater. Conducting one-on-one role plays with a group of students is already considerably more time consuming than conducting a written test with the same group of students, and rating each student's performance would often take just as much time as a role play itself; therefore, even given its more accurate capturing test takers' interactional abilities, a role play might not outweigh more practical written tasks, especially in the context of a large-scale assessment (Roever, Fraser & Elder, 2014).

The DCTs in their turn have been criticised for not being able to provide full contextual support and for the fact that successful completion of DCTs by test takers means that they know what they are supposed to do but does not necessarily mean they do it in real life (Golato, 2003). These tasks also don't tap into a number of non-verbal features of appropriateness, such as facial expression or gestures, and have therefore been criticised as limiting the construct (McNamara & Roever, 2006). However, Roever (2010) contends that DCT is the best tool for rapid and targeted data collection, especially when it comes to a larger population.

McNamara and Roever (2006) call for more research in appropriateness and construct validation of tests of appropriateness, explaining that testing the ability to recognise implicatures does not reveal conversational ability in English. This is the call that is addressed in the current research.

2.3.2.2 Web-based test battery by Roever, Fraser and Elder (2014).

The goal of Roever, Fraser and Elder's (2014) study was to design an on-line L2 sociopragmatics test for the ESL students in the Australian context that would have a broader construct coverage than only speech acts, would take less than an hour to complete and would not require a live interlocutor for evaluation. The broader construct of sociopragmatic knowledge is stated to include the knowledge of "appropriateness and politeness, the ability to be responsive in extended interactions, recognize pragmatic failure in brief and extended discourse, and know how self-presentation is accomplished in social situations" (Roever, Fraser & Elder, 2014, p. 72).

The test was designed to allow low-stakes decisions such as placement, formative assessment, curriculum planning and self-access study (Roever, Fraser & Elder, 2014). The developers state that their main concern when creating the test was its practicality. They also point out that they focused on learners' knowledge as opposed to their performance, which reduces the extent to which the test results can reflect test takers' language use in real life. This is the reason why the test results would not be appropriate for high-stakes decisions. While the reasons for choosing this testing tool for the current study over other existing assessments of sociopragmatic competence will be discussed further in Methodology, this subsection provides an overall description of the test.

As for the construct coverage, the test creators note that most sociopragmatics tests made to date concentrate on apologies, requests and refusals, "but given the recent serious critique of speech and pragmatics (Kasper, 2006; Meier, 1998) and the emphasis on the need for more discursively-oriented pragmatics work in language testing as well (Roever, 2011), [they] subscribe to a broadened construct of sociopragmatics" (Roever,

Fraser & Elder, 2014, p. 72). The test was not designed specifically for EAP settings: the investigators emphasise that their goal was to evaluate learners' general sociopragmatic knowledge applicable to casual social settings (conversations in restaurants, stores, a party, or an office environment). The context of the situations did include university settings due to the specificity of the subjects, but "communication in university settings was not given undue weight" (p. 116).

The test is made up of 5 types of tasks: appropriateness judgments, receptive verification and productive completion of extended exchanges, receptive judgment of speech styles and a C-test as a proficiency measure. The test items are described in further detail in section dealing with the data collection tools.

The authors tested 485 medium- and high-proficiency English learners, which included 368 ESL learners who live in Australia, 67 EFL learners living in Chile, and 50 native speakers of English.

Two sections of the test (the Appropriateness Judgment task and the C-test) were scored automatically by a specifically designed on-line tool. Three other sections were scored by trained raters.

The test scores were found to be indicative of test takers' sociopragmatic knowledge of Australian English. The test takers who scored higher reported to be confident communicators in target language environment. In addition, the test results are in line with previous findings showing that proficiency, exposure to target language and intensity of interaction are major factors reinforcing development of sociopragmatic knowledge. The authors therefore make an argument that the results of the test can be useful for low-stakes pedagogical decisions.

As discussed, one of the two major aims of his study is to provide some validity evidence for use of the test items for informing instruction in the Canadian context. The items of web-based ESL sociopragmatics test battery created by Roever, Fraser and Elder (2014) were used in order to measure participants' level of sociopragmatic knowledge. Based on the test results, an instructional unit was designed and delivered to the participants. The usefulness of the instruction was further examined based on students' feedback. This feedback served as validity evidence for the test items. This study therefore explores both teaching and assessment aspects of ESL sociopragmatics.

2.4 Conclusion of the Literature Review

In this literature review, the major concepts and theories underlying of the study, such as the Theory of Speech Acts, Brown and Levinson's framework of levels of FTA, and Conversation Analysis, were discussed. This was followed by a discussion of the findings most pertinent to current study. Based on these findings, a conclusion was drawn that the major contributor to successful L2 sociopragmatics acquisition is the intensity of input. With this suggestion in mind, I addressed the best practices in L2 sociopragmatics instruction to find out what approach would be the best to accelerate acquisition of L2 sociopragmatic knowledge and decided to use the approach employing explicit instruction to facilitate students' further autonomous development of sociopragmatic competence. After that I took a different direction and discussed general concepts of test validation and approaches to collecting validity evidence in order to further introduce L2 sociopragmatics assessment practices and, finally, examined what validation work has been done regarding items of the web-based test battery developed by Roever, Fraser and Elder (2014). This was done to shed light on the important concepts and fundamental

theories underpinning the current study as well as introduce the current challenges in research on L2 sociopragmatics relevant to the current study.

When developing the test items, Roever, Fraser and Elder (2014) were guided by findings from studies conducted with Conversation Analysis as well as studies informed by Brown and Levinson's (1987) framework of levels of politeness. These two frameworks also served as theoretical base for the current study as well as the Speech Act Theory. These three frameworks informed the conceptualisation of an instructional unit on appropriateness and politeness designed based on the test results.

To address one of the major goals of this study—collecting some validity evidence of usefulness of the test items for informing instruction—the evidence-based approach to collecting consequential validity evidence was used (Weir, 2005). As mentioned before, consequential validity is often related to issues of bias and fairness in assessment, mostly associated with L1 background, gender, race, and socioeconomic status as construct-irrelevant variables (O'Neill & McPeck, 1993). This study in particular uses Weir's framework (2005) in providing some differential validity evidence for use of test items for formative purposes, which is less widely addressed in current research in sociopragmatics and, therefore, makes this exploratory study exceptional and innovative.

Figure 1 below illustrates how the Theory of Speech Acts, the Conversation analysis and Brown and Levinson's (1987) frameworks inform the instructional unit on ESL Sociopragmatics designed based on the test results, and how Weir's evidence-based approach to test validation (2005) underpins the collection of validity evidence for the

potential of the test items developed by Roever, Fraser and Elder (2014) for informing instruction.

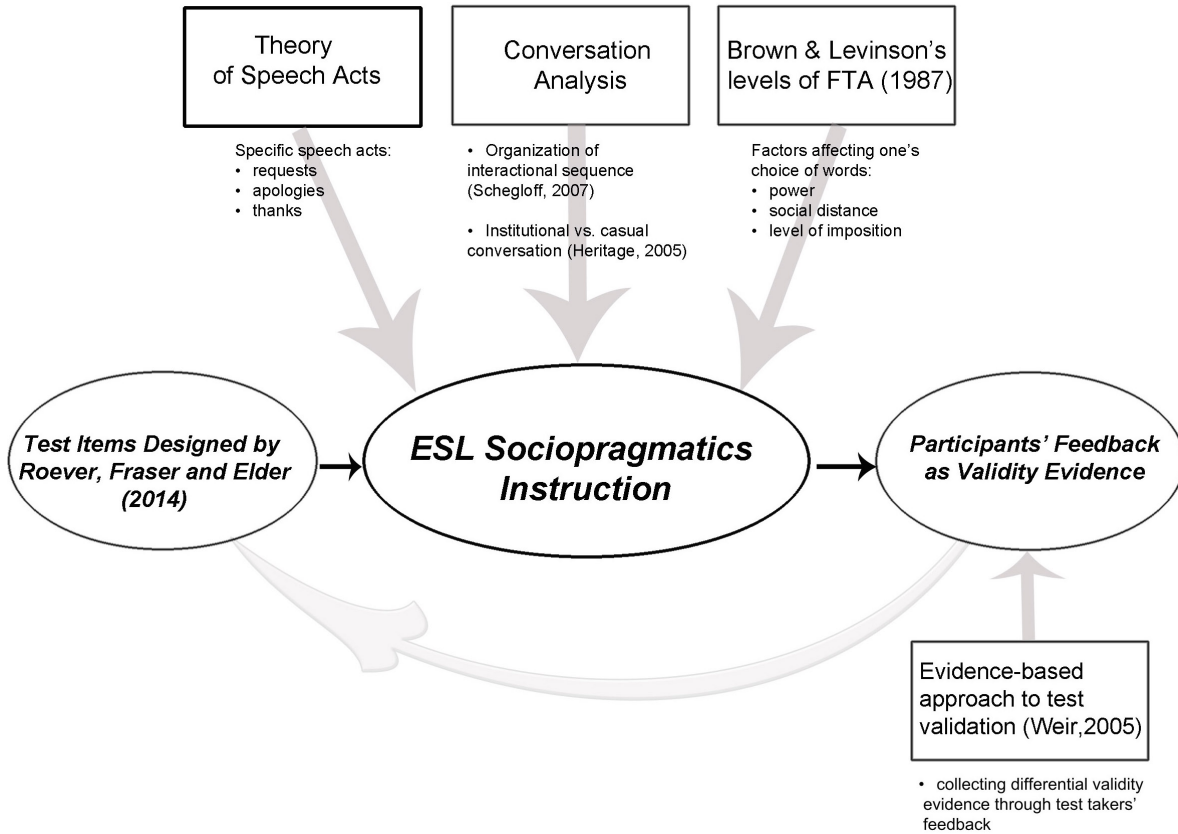


Figure 1. Theoretical framework of the current study

Chapter 3: Context and Methodological Framework

[U]nder certain circumstances a research question may lend itself to mixed methods investigation (Mathew, Ponterotto & Raughley, 2013, p. 51).

3.1 Overview

To address the context and methodological framework of the study, first, the setting in which the study took place will be described. Second, the recruitment procedure will be outlined. Third, the participants of the study will be described. The research design will be then addressed starting with the methodological framework, data collection tools and data collection and analysis procedures forming the two-phase structure of the study.

3.2 Description of Setting

3.2.1 General context.

Located in very close proximity to Quebec yet *de jure* in Ontario, Ottawa—as a capital of an officially bilingual country—is a classic representation of Canadian bilingualism, with 37% of its population speaking both of Canada’s official languages (Statistics Canada, 2006). However, its linguistic diversity is not limited to English and French bilingualism: 20.4% of the population claimed a language other than English or French to be their mother tongue (Statistics Canada, 2006).

The University of Ottawa is claimed to be the largest bilingual university in the world (“About uOttawa”, n.d.) opening its doors to both domestic and international students. In Fall 2014, 4,717 of the 42,672 students of the University of Ottawa were

international students (University of Ottawa, 2015); and 370 of those international students undertook an English Intensive course (English Intensive Program, 2014), where the current study was conducted.

As discussed in the introduction, the students of this program are mostly prospective international students of the University of Ottawa whose English proficiency needs to be improved in order for them to be accepted into a university program. The program has five levels: EIP 0050 (pre-academic), EIP0100, EIP0200, EIP0300, and EIP0400 (bridging level).

The EIP at the University of Ottawa offers 21 hours of instruction per week, including classroom activities, lab activities and socio-cultural outings. Instruction is delivered by teaching teams consisting of two teachers and a teaching assistant. The number of teams varies from six to twenty depending on the number of students registered, and the average number of students per class can fall anywhere between 13 and 25 (English Intensive Program, 2014).

3.2.2 EIP learning objectives and rationale for the study.

Prior to starting the research, the list of learning objectives, or learning outcomes, of the EIP (English Intensive Program, 2014) for the two highest levels was examined for how sociopragmatic knowledge is reflected in the outcomes of the program. It was important to look at the learning objectives because they are treated by the EIP as guidelines for instruction. Teachers across the levels design their lessons based on this comprehensive list of learning outcomes, which means that competencies outlined in this list are given priority in teaching. Examining this list could provide a general idea of the extent to which potential research participants were exposed to explicit sociopragmatic

instruction in their regular EIP lessons. The reason for addressing the two highest levels is that those were the two levels to be recruited in the study (which will be further discussed in more detail).

It is worth mentioning that while the study was being conducted, at the beginning of Fall-2015 session, learning objectives for all the EIP levels were revised.

Coincidentally, at the time of the participant recruitment, EIP learning objectives included, among other changes, more statements tapping into sociopragmatic knowledge throughout EIP levels compared to the previous list.

For example, there used to be no mention of sociopragmatic competence in the descriptions of Reading and Writing learning objectives for both levels. Abilities listed used to include the following: *scanning for details quickly, infer main ideas, follow detailed sets of academic instructions, infer the author's point of view and intentions; develop cohesion and coherence, prepare summaries with relevant details from 1-2 pages long text to 10-15 minutes long presentation, paraphrasing ideas to avoid plagiarism.*

The absence of mention of sociopragmatic knowledge in these objectives used to reflect the tendency of the EIP to prioritise abilities relevant to academic context over sociopragmatic competence. In the revised version, statements with a slight relation to sociopragmatic knowledge could be observed in the learning outcomes for reading and writing skills. In the reading objectives such a statement was encountered once for level 300 and once for level 400: *Infer the author's position, point of view, and attitude in somewhat complex texts*, and *Infer the author's position, point of view, and attitude in complex (semi-)academic texts*. In the writing objectives, a statement tapping into

sociopragmatic competence occurs once in the description of level 300: *Use informal and formal collocations somewhat effectively.*

In the speaking objectives for level 0300, the category of politeness used to be mentioned once (*Use strategies to confirm understanding, maintain a conversation, change topics, and express opinions politely*), and anything related to sociopragmatics could barely be seen in the description for speaking objectives for level 0400, where the academic activities requiring a good command of academic English used to be listed (e.g., *Present information, give instructions, propose, recommend, ask questions, and compare information in order to make decisions and give moderately detailed reasons to explain complex concepts and ideas*). In the revised version, although sociopragmatic knowledge is still not mentioned in the objectives for level 0400, for level 0300, it is present in three entries: *Start, maintain, and end conversations effectively, use strategies to confirm understanding, maintain a conversation, change topics, and express opinions politely; Interact effectively in everyday situations, and use casual language effectively and formal language somewhat effectively.* The full updated version of EIP learning objectives can be found in Appendix A.

Since students are supposed to successfully complete the objectives from a previous level (or meet equivalent requirements when being placed) in order to be admitted to the next level, it could be assumed from the examination of curriculum documents that sociopragmatic knowledge is definitely expected for speaking at the highest level of the program. The tool designed by Roever, Fraser and Elder (2014) was used to identify what sociopragmatic knowledge the students had gained while completing previous levels of EIP (for returning students) or before entering the program

(for new students). Considering the new attention given to sociopragmatic knowledge as shown by the revisions to curriculum documents described above, it was especially timely to use the testing tool to reveal whether there are any gaps in EIP students' sociopragmatic knowledge.

3.3 Recruitment of Participants and Ethics

The Research Ethics Bureau of the University of Ottawa approved the study on September 9, 2015 (See Appendix B for the Certificate of Ethics Approval). At the time of the study I was a teaching assistant in the English Intensive Program working in level 0300. I made sure not to recruit the students from that class to avoid any presence of supervisory or trust-based relationships between the participants and me, as this would seriously contradict research ethics.

On September 15, 2015, upon the approval of the program management officers, I contacted the teams of teachers in English Intensive Program from levels 0300 and 0400 via email to ask for their permission to attend a class session to inform the students about the research study. As a result, the study was promoted in four classes in level 0400 and two classes in level 0300. The purpose of the study, the data collection procedures, the dates and times, and the benefits to the students' learning experience were outlined to every class. Students were informed that a lunch would be provided to those who would come in to participate in the first data collection procedure. It was also mentioned that participation in the research project would not affect the students' grades and if they decided to participate, they could withdraw from the project at any time. The students were provided with the contact information they could use should they wish to participate.

A recruitment poster was placed at the reception of the Intensive Programs. The poster contained information similar to the one from the recruitment script: the data collection procedures and the benefits to the research participants.

Once a student expressed willingness to participate, he or she would receive an email response with the information about the date, time and location of the test as the first step of the data collection. Since the test was to be administered during their lunch time, they were asked about their food preferences and whether they had any food allergies. They were also informed by email about further data collection procedures and the approximate timing of conducting them.

3.4 Description of Participants

As stated in the Guidelines for teachers and teaching assistants of the EIP (2014), “[its] clientele ranges from recent high school and university graduates to established professionals from a variety of countries in addition to Canada (China, Korea, Libya, Japan, Saudi Arabia, etc.), aged eighteen and up with the majority being in their early to mid twenties”. It also claims that most of its students are coming from China.

As the test battery developed by Roever, Fraser and Elder (2014) was validated by the creators for high-proficiency learners only, this investigation involved students of the two highest levels of the EIP. As explained by Roever, Fraser and Elder (2014), “due to the proficiency-mediated nature of much sociopragmatic knowledge, [restricting the number of subjects to high-proficiency learners] is unavoidable” (p. 155). They provide two major reasons for the test to be not appropriate for low-proficiency learners. First, the subjects have to be at an appropriate language proficiency level to be able to understand and process the textual input of the test within a reasonable period of time; they are

expected to complete it in less than an hour (Roever, Fraser and Elder, 2014). Another reason for working with high-proficiency learners only is the fact that pragmalinguistic knowledge “enables” sociopragmatic knowledge and the former is closely tied to general knowledge of L2 forms (Roever, Fraser and Elder, 2014). Therefore, participants were recruited from the two highest levels of the English Intensive Program at the University of Ottawa: EIP 0300 and EIP 0400.

3.5 Research Design

3.5.1 Methodological framework.

The current study has used a mixed methods research approach. Mixed methods is an approach combining the benefits of quantitative and qualitative data and approaches to data analysis. It has been growing as a separate tradition over the past two decades. Its bottom-line is combining the tools offered by quantitative and qualitative approaches in a way that enables a researcher to answer the research questions (Teddlie & Tashakkori, 2009). Burke Johnson and Onwuegbuzie (2004) stress:

[A] tenet of Mixed Methods Research (MMR) is that researchers should mindfully create designs that effectively answer their research questions; this stands in contrast to the common approach in traditional quantitative research where students are given a menu of designs from which to select. It also stands in stark contrast to the approach where one completely follows either the qualitative paradigm or the quantitative paradigm. (p. 20)

The design of the current research therefore makes use of the methods, data collection tools, data analysis procedures and approaches to data interpretation that work

best to answer the research questions posed in the context in which the study was conducted.

3.5.2 Data collection tools and analysis techniques.

The data collection tools included the test items developed by Roever, Fraser and Elder (2014), and a follow-up questionnaire that served to capture students' perceptions of ESL sociopragmatic instruction. The tools are described below; the description of each is followed by a discussion of analysis techniques that the data were subject to.

The data were analyzed using descriptive statistics as well as Grounded Theory analysis techniques (Teddlie & Tashakkori, 2009; Punch, 2009). Descriptive statistics were used to analyse the test scores and Likert scale questions of the questionnaire. Grounded theory analysis techniques were used to analyse the open-ended responses of the questionnaire.

By making connections between the data collection tools and the techniques chosen to analyse the data, I intend to preface a discussion of the research design by examining how in general tests and questionnaires can be used in an MMR.

3.5.2.1 Test items developed by Roever, Fraser and Elder (2014).

Given the recent attention to the interactional aspect of communicative competence in the EIP of the University of Ottawa (E. Lavoie,¹ personal communication, 2016), it was especially important for the current study to use a testing tool that would be interaction-oriented to the extent possible. Roever, Fraser and Elder (2014) discuss three generations of tests of pragmatics and sociopragmatics. The first-generation tests are claimed to mostly concentrate on speech acts (See Hudson, Detmer & Brown, 1995;

¹ The Principal Manager of the EIP

Yoshitake, 1997; Tada, 2005; and Liu, 2006 for examples of such tests). The construct of the second-generation tests had a broader construct coverage; i.e. they targeted more than just the knowledge of speech acts by including the knowledge of implicatures and routinized expressions, but those tests were mainly focused on the pragmalinguistic aspect (See Roever, 2005; Itomitsu, 2009 for examples of such tests). Finally, the third generation tests appear to be more interactionally oriented (Roever, Fraser & Elder, 2014). It was important that a testing tool used in this study belongs to this most recent generation of the tests of sociopragmatic knowledge.

Most existing third-generation tests employ role plays (See Walters, 2004; Grabowski, 2013; and Youn, 2013 for examples of such tests). Although, as previously discussed, a role play has been shown to be one of the best assessment tools enabling to draw conclusions on a test taker's interactional competence, there are still some concerns regarding the connection between a test taker's role-play performance and his or her real-life performance. A role play is still less spontaneous than a real-life interaction and a test taker's performance may be affected by the fact that he or she is observed and assessed (Seale et al., 2007; Stokoe, 2013). Another concern refers to reliability of raters' judgment as discussed in the review of related research (Youn, 2015).

Roever, Fraser and Elder (2014) argue that their goal was to "refine and improve the content coverage" of more practical third-generation test elements, particularly written tasks (p. 55). The test developers attempted to broaden the construct of sociopragmatic knowledge to a variety of contexts, speech acts, and registers, which made their test particularly relevant for identifying the areas of sociopragmatic knowledge that the EIP students who participated in the current study needed help with.

The test items developed by Roever, Fraser and Elder (2014) include a C-test, an Appropriateness Judgment, an Appropriateness Choice, an Appropriateness Correction, an Extended Discourse Completion (DCT), and a Dialog Choice tasks. Each task is described below and a description is accompanied with an example of a test item (except for the C-test). All the examples are taken directly from Roever, Fraser and Elder (2014).

The C-test is a general proficiency test, used to establish the proficiency levels of the test takers in order to further identify relationships between sociopragmatic competence and general proficiency.

The Appropriateness Judgment Task covers a variety of speech acts (request, refusal, suggestion) and includes a situation prompt, describing a situation and relationships between the participants, followed by a two-turn exchange where the second turn is constructed to be overly polite, not polite enough, or appropriate. Test takers provide their responses on a Likert scale (“very impolite/very harsh”, “not quite polite/soft enough”, “completely appropriate”, “a little too polite/soft” and “far too polite/soft”). Although the options are provided in a scale format, these items are considered multiple-choice items. The task has nine items.

Example of an Appropriateness Judgment item:

1. Read the description of a situation.

Jane needs to buy some stamps at the post office. She goes up to the counter, and the man behind the counter says: "Hi, how can I help you?" Jane: "Hi, I'm terribly sorry to bother you, but I was wondering if you might be so kind as to give me ten 50-cent stamps."

Look at the final utterance. Do you think it is ... ?

- a) *Very impolite/very harsh*
- b) *Not quite polite / soft enough*
- c) *Completely appropriate*
- d) *A little too polite / soft*
- e) *Far too polite / soft*

The Appropriateness Choice and Appropriateness Correction tasks contain violations such as overly formal responses, unconventionally direct expressions of opinion and situationally atypical responses. The seven Appropriateness Correction items are built in some of the Appropriateness Choice items. The test takers are asked to judge whether the last utterance is appropriate or not appropriate for the Appropriateness Choice Task (binary response “yes or no” item) and to produce an alternative response if they mark the utterance as inappropriate for the Appropriateness Correction Task. The Appropriateness Choice task has 12 items.

Example of an Appropriateness Choice and Appropriateness Correction item:

1. Two friends have just finished watching a DVD at home.

F1: So, do you want to watch another movie or should we go out for a walk?

F2: Thank you, it is very kind of you to give me the option.

Is F2 responding appropriately?

- a) *Yes*
- b) *No*

How should F2 respond?

F2: _____

The Extended DCT looks like a one-sided phone conversation: the test takers are provided with the responses of one interlocutor and have to restore the conversation with

appropriate responses. The response format for this task is short-answer. The Extended DCT has four items.

Example of an Extended DCT item:

Complete the dialog by filling in the gaps. Use the context to formulate the missing utterances.

1. John needs to book a table at a restaurant for a dinner with some friends. He calls the restaurant, Las Vacas Muertas.

LVM: "Las Vacas Muertas, this is Jack. How can I help you?"

John: "(1) _____"

LVM: "Tomorrow night, sure. For how many?"

John: "(2) _____"

LVM: "That's fine. What time?"

John: "(3) _____"

LVM: "Let me have a look. Hmm, unfortunately we don't have anything at 7:30.

Would 8 be okay?"

John: "(4) _____"

LVM: "Great, so we'll see you tomorrow at 8."

John: "Ok, thanks."

LVM: "See you then."

The Dialog Choice Task consists of two brief dialogs of 6-13 turns between status-incongruent interlocutors (boss-employee, lecturer/tutor–student), among which the test takers have to choose the more successful one. As indicated in its title, this is a binary choice task. The Dialog Choice Task has four items.

Example of a Dialog Choice item:

Dialog A

Student: Thank you for your class today, it was really interesting.

Tutor: No problem, glad you enjoyed it.

Student: I have been doing all the reading each week.

Tutor: Yes?

Student: And I have been to every class.

Tutor: Uh-huh.

Student: But I am finding the assignment difficult.

Tutor: Ok. Did you want to ask me a question about it?

Student: I was sick last week and could not work on it.

Tutor: So you have a question from last week?

Student: And I have a medical certificate.

Tutor: What do you want?

Student: Well, I'd like an extension on my assignment.

Dialog B

Student: Do you have a minute for a quick question or should I come to your office hour?

Tutor: Now is fine, go ahead.

Student: I wanted to ask about the group work for the assignment.

Tutor: Uh-huh.

Student: Is it still possible to change groups

Tutor: It's possible, but we don't usually recommend it.

Student: Ok. I wanted to change because I can't find a time to meet with the group I've been allocated. I commute for 2 hours to get here so I don't come in often. The group I want to change to always meets after class though and that would work for me.

Tutor: Ok. That seems reasonable. Send me an email if you have any further problems.

Student: Thanks!

In this case, the data analysis includes identifying areas of weakness in sociopragmatic knowledge by examining the scores across test tasks and test items. Completed tests were scored manually with the use of answer keys and scoring grids offered by Roever, Fraser and Elder (2014). The closed-ended items (Appropriateness Judgment, Appropriateness Choice and Dialog Choice tasks) were scored using an answer key developed based on the perceptions of native speakers (See Roever, Fraser & Elder, 2014, p. 97-103 for the answer key). The scoring of the closed-ended items represents quantitative data analysis (Teddlie & Tashakkori, 2009). The answer keys and the evaluation guidelines were subject to preliminary pre-screening to verify their applicability to the Canadian context.

The open-ended items (Extended DCT and Appropriateness Correction Task) items were scored using the rubric, offered by the test creators (See Roever, Fraser and Elder, 2014, p. 182 for the rubric), which represents qualitative data analysis (Teddlie & Tashakkori, 2009). This indicates that the testing tool used in this study is a tool combining features pertinent to both qualitative and quantitative research approaches, and belongs to an MMR framework.

Learners' scores were analysed descriptively by examining average scores and standard deviations for every test task and every item in every task. As stated by Teddlie & Tashakkori (2009), "the purpose of descriptive statistical analysis is obtaining summary that can efficiently describe a group and the relationships among the variables within that group" (p. 24). The lowest average scores on the test tasks and test items were addressed as tendencies in the group of participants; these tendencies were interpreted as

areas of weakness in the group's sociopragmatic knowledge. These weaknesses were identified as the constructs of the test tasks and subconstructs of the test items that received the lowest scores in the group. The information on these constructs and subconstructs informed the subsequent instructional unit, designed to enrich the participants' sociopragmatic knowledge by targeting the areas of difficulty revealed by the test.

3.5.2.2 Follow-up questionnaire.

As per Weir (2005), differential validity evidence can be collected from test takers' feedback through an interview or a questionnaire, which is the case in this study. In our case, differential validity evidence refers to evidence of potential bias that may or may not have been caused due to the test having been developed in a different English context. A questionnaire was used to collect data on students' perceived usefulness or additional value that instruction on sociopragmatics brought to their learning experience. A questionnaire is considered to be a research tool tailored to collect specific information about respondents' perceptions, motivation, confidence or abilities (Richards, Ross & Seedhouse, 2012).

The studies aiming at exploring participants' progress in acquiring a certain construct and evaluating the effectiveness of instruction often involve intervention with a pre-post test design. However, the current study was not preoccupied with objectively measuring the progress in participants' knowledge of norms of appropriateness and politeness but rather focused on capturing the participants' perceived learning using their self-report. Measuring students' progress in sociopragmatic knowledge after the instruction would not allow the current study to explore what specific characteristics of

the instructional unit were perceived by the participants as useful, and whether any content bias occurred. In addition, employing a questionnaire to collect participants' feedback enabled the current study to explore a new strand in collecting differential validity evidence for use of a test for formative purposes as opposed to its typical use for addressing issues of bias related to economic status, gender or cultural background. Therefore, collecting the participants' feedback was chosen as the best way to address the question of the effects the instruction had on the participants' L2 learning experience.

Similar to the current study, Zhao's (2013) and Jang's (2009) investigations of diagnostic tests of the English speaking and reading skills respectively collected the test takers' perceptions of usefulness of the feedback informed by the test results to provide some consequential validity evidence for the use of the tests. These two studies had a larger scope than that of the current study and did not specify whether the test takers' feedback was collected to gain insight into differential validity of the use of the tests (as opposed to more general consequential validity, which includes differential validity and washback), and both studies employed a pre-post test design. In contrast, the goal of the current study was specified to collecting some differential validity evidence for the potential of the test items for informing instruction to explore potential content bias. Therefore, collecting students' feedback on the effects of instruction was considered both plentiful for accomplishing the above research goal and bringing novelty into the existing evidence-based research in test validation, even though this is a smaller-scope exploratory study.

As a research tool, a questionnaire is flexible in terms of analysis, since it enables conducting both quantitative and qualitative data analysis: "while the statistical survey

analyses frequencies in member characteristics in a population, the qualitative survey analyses the diversity of member characteristics within a population” (Jansen, 2010).

Data derived from the questionnaire was subject to descriptive analysis of the Likert scale questions as well as analysis with the use of Grounded Theory analysis techniques for the open-ended responses. The average responses on the Likert scale were calculated along with standard deviations to examine an overall tendency of perceiving the instructional unit as useful or not useful.

The open-ended responses of the follow-up questionnaire were analysed using techniques associated with Grounded Theory analysis. The name Grounded Theory relates to an overall approach to conducting research and a specific set of data analysis techniques. The goal of the Grounded Theory analysis techniques is to find the core category that generalises and explains the data, yet is emerged from the data (Charmaz, 2000). The analysis is performed through three procedures: open coding, axial coding and selective coding. Open coding is the first level of analysis, the idea of which is identifying possible conceptual implicit or explicit categories. It is driven by two main actions: comparing the pieces of data to each other to find a core abstract category that they all will eventually fall under and asking questions such as: “What is this data unit an example of?” “What does this data unit represent?” “What category characteristic does this unit indicate?” (Punch, 2009, p.186).

As open coding goes on, eventually a researcher moves on to axial coding, which implies finding basic relationships between the categories identified as a result of open coding (Strauss and Corbin, 1990). As opposed to open coding and breaking the data into units, axial coding is to bring the data together by identifying interconnection between the

data units that can be determined by answering questions such as: “What centrally seems to be going on here?” “What are these data mainly about?” “What is the basic problem or process that people are dealing with in these data?” (Punch, 2009, p. 187). Strauss and Corbin (1990) suggest a universal list of possible relationships between the data units incorporating such notions as causal conditions, phenomenon, context, intervening conditions, action/interaction strategies and consequences. Selective coding involves identifying the central category as a result of performing open coding and axial coding (Punch, 2009). This category encompasses the categories derived from open coding and selective coding.

At an early stage of data analysis, open coding would be the first step to undertake before eventually moving to selective coding and then axial coding; however, this sequence often gets broken as analysis goes on because the data have to be revisited at every step to enable the most thorough consideration of the categories emerged from the data and eventually describing the data (Punch, 2009).

Originally, the purpose of the questionnaire was not only collecting students’ feedback on usefulness of the instructional material on appropriateness and politeness, but also some demographic information to see if any trends among learners with different lengths of residency would be revealed. The goal was to make use of inferential statistics in order to look at the relationships between the variables such as length of residency and proficiency level derived from the responses to questionnaires and the test scores. The current study ended up not having sufficient number of participants to conduct any inferential analysis, which resulted in dropping a part of the intended quantitative analysis.

3.5.3 Data collection procedures forming the two-phase structure of the study.

Although several useful resources were addressed to locate this study within the framework of MMR (Punch, 2009; Richards, Ross & Seedhouse, 2012; Burke Johnson & Onwuegbuzie, 2004), Teddlie & Tashakkori (2009) was chosen as the essential resource for this discussion, because it provides a very comprehensive and clear picture of MMR practices encompassing and integrating major ideas covered in other resources and applicable to approaches used in this study.

To recap, this investigation involved two data collection procedures: a testing session that resulted in obtaining the test scores as data, and administration of a follow-up questionnaire of perceptions of usefulness of the instructional unit designed based on the test results (that generated questionnaire responses as data). First, the participants were tested using the items of the ESL sociopragmatics test developed by Roever, Elder and Fraser (2014) on September 30, 2015 at the beginning of the Fall semester. The test results were analysed quantitatively with the use of descriptive statistics. The average scores on each test item, each task in every test item, and the overall group's average scores were calculated along with standard deviations.

The constructs of the tasks were examined qualitatively to identify the areas of difficulty that needed to be targeted by the instructional unit. This allowed for designing an instructional unit that was delivered to a subsample of the participants of the first phase of the study, the feedback on which was provided by participants in the form of a follow-up questionnaire. Thirteen participants took part in Phase 2: six of them were

students in level 0300 and seven of them were in level 0400. The questionnaire results were then subject to both quantitative and qualitative analysis.

Taking this sequential data collection into consideration, the study is best described with the combination of two of three typologies pertinent to MMR as outlined by Teddlie & Tashakkori (2009): a typology that refers to research strands (also called and further referred to as “phases”) and a typology that refers to the type of implementation process.

I will start by identifying the place of this study within the first typology—the number of phases. As per Ridenour and Newman (2008), a phase of a study includes three stages: a conceptualisation stage, which includes the theoretical rationale; an experiential stage, which includes methodological procedures; and an inferential stage. In the current study, this set of procedures is observed twice and therefore this investigation is considered a two-strand, or two-phase, study.

The theoretical rationale at the conceptualisation stage of the first phase was a need for validity argument for the use of the test items for informing instruction as well as a need to address the level of sociopragmatic competence of the students in the EIP. The experiential stage of the first phase was the test administration. The test results were the product of the inferential stage of Phase 1. The test results served as the theoretical rationale for Phase 2—i.e., the inferences of Phase 1 informed the conceptualisation stage of Phase 2, which was the design of the instructional unit. At the experiential stage of Phase 2, the instructional unit was delivered to the participants, followed by the participants’ self-report on the effect of the instructional unit. Finally, the questionnaire responses served as the inference at the final stage of Phase 2 of the study.

As for the type of implementation of qualitative and quantitative approaches, five such ways are generally outlined: conversion, multilevel, fully integrated, sequential, and parallel (Teddlie & Tashakkori, 2009). I will first define all of them, after that I will indicate which implementation type applies to what stage of the study.

- Conversion design involves gathering data using one method (e.g., quantitative) and then transformed and analyzed using another method (e.g., qualitative).
- Multilevel mixed design involves collecting applying one approach at one level of analysis (e.g., a class) and applying another approach at a higher/lower level of analysis (e.g., school) (also see Tashakkori & Teddlie, 1998).
- Parallel mixed methods design involves implementing qualitative and quantitative phases at the same time.
- In sequential design, one approach can only be used once another is complete.
- Fully integrated design involves applying quantitative and qualitative approaches at all stages of the study in an interactive manner (Teddlie & Tashakkori, 2009).

In the current study, conversion, parallel, and sequential types of design were used. In Phase 1 at the stage of scoring, I applied **concurrent (or parallel) implementation of quantitative and qualitative analysis**. The Appropriateness Judgment, the Appropriateness Choice and the Dialog Choice items were scored quantitatively; the Appropriateness Correctness and the Extended DCT were scored qualitatively. Quantitative data generated as a result of the scoring procedures—the test

items and test tasks that received the lowest average scores—were then converted into qualitative data—the construct of those items and tasks. Therefore, the inferential stage of this phase involved the **conversion of quantitative data into qualitative data**.

In Phase 2, those constructs served as a conceptual base for an instructional unit design. Finally, a follow-up questionnaire was conducted and as a result, quantitative and qualitative data were generated. The Likert scale responses served as quantitative data collected to reveal an overall tendency for perceiving the instructional unit as useful. The qualitative piece of data derived from the open-ended responses provided insight into the effects of the instructional unit on participants' L2 learning experience. Hence, the analytical stage of Phase 2 involves a **sequential implementation of quantitative and qualitative approaches**. The implementation type involved in the inferential stage may be usefully described as **embedded** (Richards, Ross & Seedhouse, 2012). An embedded design is the design in which the data generated using one approach elaborates on the data produced using another approach from a perspective that could not be achieved with the use of the first approach only.

The model of the research design is illustrated in Figure 2.

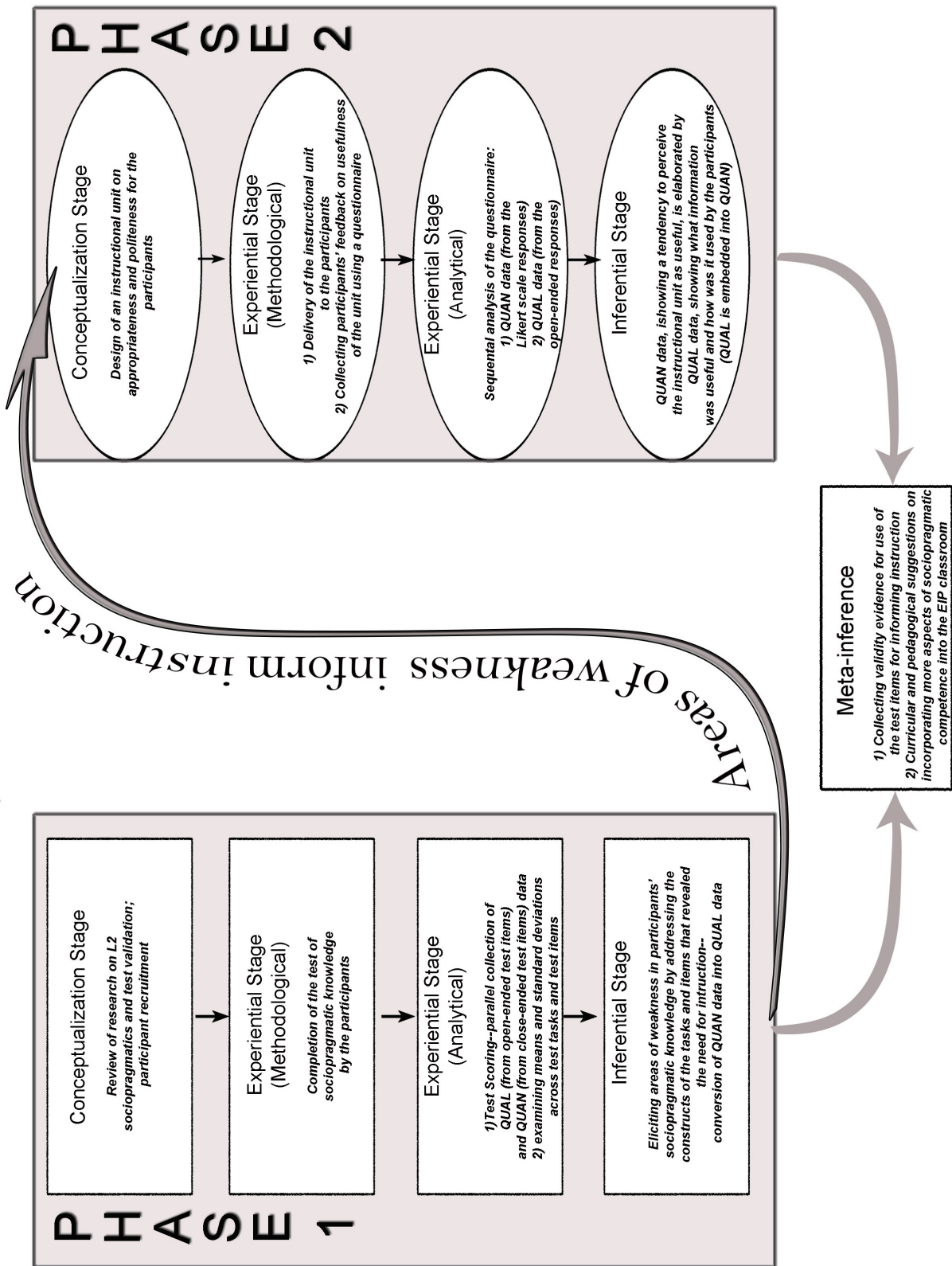


Figure 2. Research Design. Figure adapted by author from Teddlie & Tashakkori, 2009.

Chapter 4: Method and Results

4.1 Overview

In this chapter, the data collection procedures, analysis procedures, and results of the two phases of the study will be presented following the order, in which they took place: a description of the method and results of Phase 1 will be followed by a description of the method and results of Phase 2. While typically all method is presented followed by all results, considering the sequential structure of this study, this way was chosen as the most appropriate for the presentation of the methods and results of the two phases of the investigation as the results of Phase 1 need to be presented for a better understanding of the method employed in Phase 2.

4.2 Phase 1: Testing Session

4.2.1 Description of the sample.

Twenty students completed the test. Any specific details as to their level of English proficiency or length of residence were not collected at this stage, since the proficiency level of the participants was predetermined by the selection criteria and the test results were the main focus of this phase. Students who took part in the current study come from various L1 backgrounds: Chinese, Arabic, French, Portuguese and Russian.

4.2.2 Test administration.

The test, which included all of the test items developed by Roever, Fraser and Elder (2014), was administered on September 30, 2015 during the students' lunch break

between their morning and afternoon EIP lessons. It was administered on campus of the University of Ottawa.

Light lunch was served as a courtesy for those who came in to participate. The students were told that if they did not complete the test, they were still welcome to have some lunch.

The consent forms were first distributed (See Appendix C). Although an effort had been made to ensure that the language of the consent form was appropriate for the learners, I still went over the consent form and let them ask questions to make sure they read and understood their rights as research participants. After they signed the forms, I collected one of the copies from each participant. They kept one copy each for their records. This consent form related to all the data collection procedures: the test, the lesson on norms of politeness, and the follow-up questionnaire. Before administering the test, I double-checked that everyone had consented to collecting the data.

The participants were asked to complete the test in 45 minutes, but were told that they could take up to 25 minutes of extra time, if needed.

4.2.3 Test adaptation.

Due to the original web-based test battery being used by the test developers for another research project at the time of this study, it could not be delivered online for this study. The test items were therefore transferred into paper format. This re-created test contained the same number of test items as the original web-based test developed by Rover, Fraser and Elder (2014) (See Appendix D for a copy of the test): Part 1 of the test contained the C-test. Part 2 consisted of nine Appropriateness Judgment items. Part 3 consisted of five Extended DCT items. Part 4 contained 12 Appropriateness Choice and

eight Appropriateness Correction items. Finally, Part 5 was made up of four items from the Dialog Choice Task.

In the original study by Roever, Frazer and Elder (2014) students completed the test online at their own pace and had the option of listening to an audio while reading the identical textual content. In this study, the audios were not played. The original audios were recorded with speakers of Australian variety of English, and, although the purpose of this study did not include an absolute avoidance of any reference to the origin of the test, I preferred to not play the audios. The presence of Australian accent in the audios might have caused some confusion or excessive curiosity among the participants that could have slightly interfered with their understanding of the purposes of the study: they could have started wondering about the focus of the study or legitimacy of using an Australian test to inform instruction on rules of appropriateness in Canada.

Having only one hour and twenty minutes for the consent procedure and test administration and being aware of high imposition of the task I put on the participants, I was concerned about retaining them. Therefore, I preferred to create a relaxed atmosphere: while some students were still coming in after their morning lessons, the others were already halfway through the test, and the others were serving themselves food.

Since the C-test is not a part of the construct of sociopragmatic knowledge, and due to the fact that, compared to Roever, Fraser and Elder's study (2014), this study targeted students whose proficiency level had been predetermined by a placement procedure—the participants were recruited from the two highest levels of the EIP, which ensured relative homogeneity in terms of level of proficiency—the students were asked to

do Part 1, the C-test, after they completed the rest of the test. The majority of the students ended up not completing this part of the test; therefore, this part of the test will not be discussed further.

4.2.4 Scoring.

Completed tests were scored manually with the use of the answer keys and scoring grids offered by Roever, Fraser and Elder (2014). The closed-ended items (Appropriateness Judgment, Appropriateness Choice and Dialog Choice) were scored using an answer key developed based on responses of native speakers (See Roever, Fraser & Elder, 2014, p. 97-103 for the answer key); the open-ended items (Extended DCT and Appropriateness Correction) items were scored using a rubric (See Roever, Fraser & Elder, 2014, p. 182 for the rubric).

Although generally the scoring process was unproblematic, I experienced some difficulties evaluating four open-ended responses. For example, I was unclear whether “See you” offered by a participant as a client’s reaction (in response to “Okay, see you then” from a receptionist after booking an appointment) should have been given one point out of three or two points out of three, where “three” should be given for a native-like utterance (e.g., “Thanks, have a nice day!”). These difficulties were discussed in collaboration with the research supervisor until the agreement was reached to ensure more reliability in scoring.

Learners’ scores were analyzed descriptively by calculating an average score and standard deviation for every test task and every item in every task except the C-test, which, as previously stated, was not completed by the majority of participants.

It was judged that the tasks and the items within those tasks for which the average scores were the lowest indicated the constructs of sociopragmatic knowledge in most need of explicit attention. Therefore, they were chosen to be the focus of the instructional unit in Phase 2.

4.2.5 Test results.

The average for the entire test was 63%. The goal for Phase 1 was to select the areas of weaknesses that needed to be targeted by the instructional unit. To accomplish this goal, the mean scores and standard deviations were calculated, and the lowest mean scores across the test tasks and test items were further examined. Given the anticipated time constraints for the instruction, I had to limit my choice of the constructs to be covered on the lesson. The areas of difficulty revealed by the test are presented below.

The average for the Appropriateness Judgment Task, measuring receptive knowledge of politeness norms in English, was 69%. The item covers speech acts such as requests, refusal to answer, suggestion, and apology. The results on this task are presented in Table 1.

Table 1. Means and Standard Deviations on the Appropriateness Judgment Task.

Appropriateness Judgment items	Item No	Subconstruct	Total points	M	SD
	1	Request	2	1.05	0.51
	2	Refusal to answer	2	1.6	0.5
	3	Suggestion	2	1.4	0.6
	4	Suggestion	2	1.65	1.5
	5	Request	2	1.3	0.8
	6	Apology	2	1.2	0.63
	7	Apology	2	1.4	0.6
	8	Request	2	1.5	0.89
	9	Request	2	1.4	1.31
Total for the task			18	12.5	2.76

As can be seen in Table 1, the Appropriateness Judgment Task has four items tapping into requests and two items tapping into apologies. For more clarity on the mean scores for these items, the means and standard deviations were calculated for the request items and apology items separately, as presented in Table 2.

Table 2. Means and Standard Deviations for Request Items and Apology Items of the Appropriateness Judgement Task.

	Appropriateness Judgment Task		
	Request	Apology	Total for the task
M	1.31	1.3	12.5
SD	0.88	0.62	2.76

As can be seen from Table 2, the request items and apology items received low mean scores as well as high standard deviation values. To find out whether these items indeed were the ones that the participants had difficulty with, the score distribution was addressed, as shown in Figure 3 (for four items tapping into requests combined) and Figure 4 (for two items tapping into apologies combined).

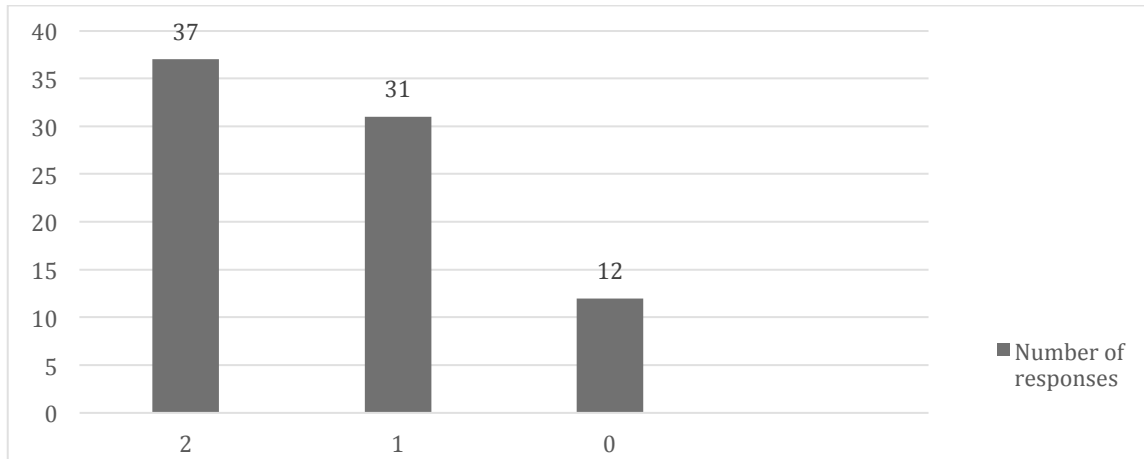


Figure 3. Distribution of Scores for the Items Tapping into Requests of the Appropriateness Judgment Task. (N.B. Since the results for four items are shown, the total number of responses in this figure is 80.)

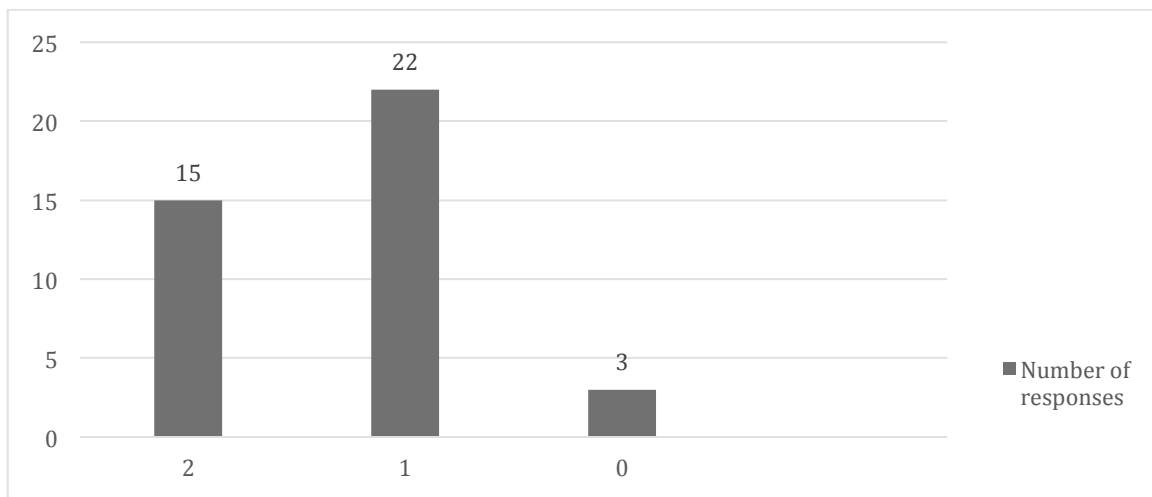


Figure 4. Distribution of Scores for the Items Tapping into Apologies of the Appropriateness Judgment Task. (N.B. Since the results for two items are shown, the total number of responses in this figure is 40.)

The Extended DCT is designed to measure an offline productive ability to participate in small talk and service encounter interactions appeared to be the second most challenging item. An offline productive ability is an ability to demonstrate

productive knowledge in a non-authentic situation (Roever, Fraser & Elder, 2014). The group's average on it was 61%, which is the lowest across the test tasks. The results on this task are demonstrated in Table 3.

Table 3. Means and Standard Deviations for the Extended DCT

	Item No	Subconstruct	Total points	M	SD
Extended DCT items	1	Booking a table in a restaurant	12	7.55	3.12
	2	Small talk	12	7.15	2.68
	3	Small talk	12	8.75	2.66
	4	Ordering	12	6.3	2.87
	5	Making an appointment	24	14.15	6.42
Total for the task			72	43.9	10.63

The Appropriateness Choice Task, involving receptive knowledge of politeness norms in English, was the one where participants did the best. The average on this item was 80%, which was mostly consistent across all items of this task. The results on the Appropriateness Choice Task are shown in Table 4.

Table 4. Means and Standard Deviations for the Appropriateness Choice Task.

Appropriateness Choice items	Item No	Sub-construct	Total points	M	SD
	1	Response to a preference question	1	0.65	0.49
	2	Compliment response	1	0.95	0.22
	3	Assessment	1	1	0
	4	Information request	1	0.95	0.22
	5	Response to an invitation	1	0.75	0.44
	6	Response to a greeting	1	1	0
	7	Response to a friend's news	1	0.95	0.22
	8	Response to a friend's news	1	0.7	0.47
	9	Response to an offer	1	0.85	0.37
	10	Response to a request	1	0.75	0.44
	11	Response to an invitation over the phone	1	0.3	0.47
	12	Response to an offer	1	0.7	0.47
Total for the task			12	9.6	1.5

The Appropriateness Correction Task—measuring offline productive ability to implement politeness norms—turned out to be the most challenging item. The average on this item was 54%. The results on the Appropriateness Correction Task are illustrated in Table 5.

Table 5. Means and Standard Deviations for the Appropriateness Correction Task.

Appropriateness Correction items	Item No	Subconstruct	Total points	M	SD
	1	Response to a preference question	3	1.25	1.25
	3	Response to an assessment question	3	1.95	1.09
	4	Information request	3	2.1	0.82
	6	Response to a greeting	3	2.03	1.4
	7	Response to a friend's news	3	1.78	0.83
	9	Response to an offer	3	1.55	1.15
	11	Response to an invitation	3	0.75	1.25
	12	Response to an offer	3	1.55	1.32
Total for the task			24	13	4.8

The average on the Dialog Choice Task was 65%, which was unexpected because this task measures receptive knowledge of norms of appropriateness. Following Roever, Fraser and Elder (2014), one could expect that a task tapping into receptive knowledge would receive a higher score than those tapping into productive knowledge, as could be illustrated by other tasks measuring receptive ability (Appropriateness Judgment with a 69% average and Appropriateness Choice with an 80% average). The results on the Dialog Choice Task are shown in Table 6.

Table 6. Means and Standard Deviations for the Dialog Choice Task.

	Item No	Subconstruct	Total Points	M	SD
Dialog Choice Items	1	Request, Tutor-Student	1	0.8	0.41
	2	Request, Lecturer-Student	1	0.45	0.51
	3	Request, Manager-Employee	1	0.7	0.47
	4	Request, Manager-Employee	1	0.65	0.49
Total for the task			4	2.6	1.5

As mentioned in the discussion of the results on the Appropriateness Judgment Task, the standard deviation values were addressed for the items that received the lowest mean scores, if a standard deviation value was especially high. This was done to clarify whether the participants indeed had difficulty with an item. While in some cases a closer look at a score distribution revealed good results on an item (See Figure 5 for an example of an item that received mostly high scores), in other cases it showed that a construct indeed needed more explicit instruction (See Figure 6 for an example of an item that received mostly low scores).

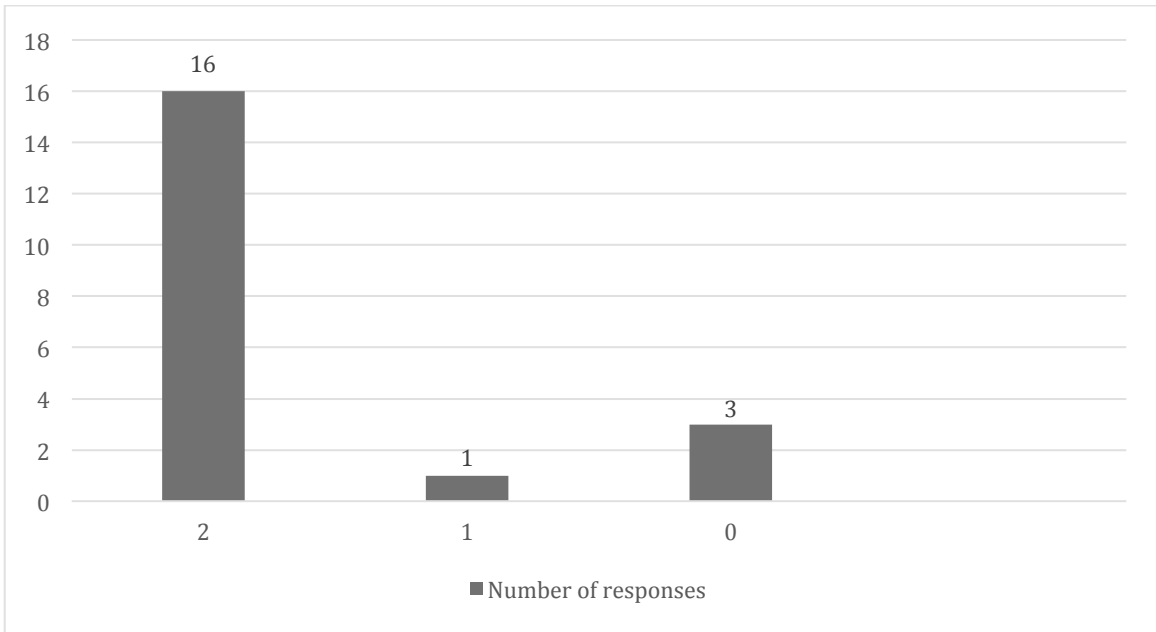


Figure 5. Distribution of Scores on item 4 of the Appropriateness Judgement Task.

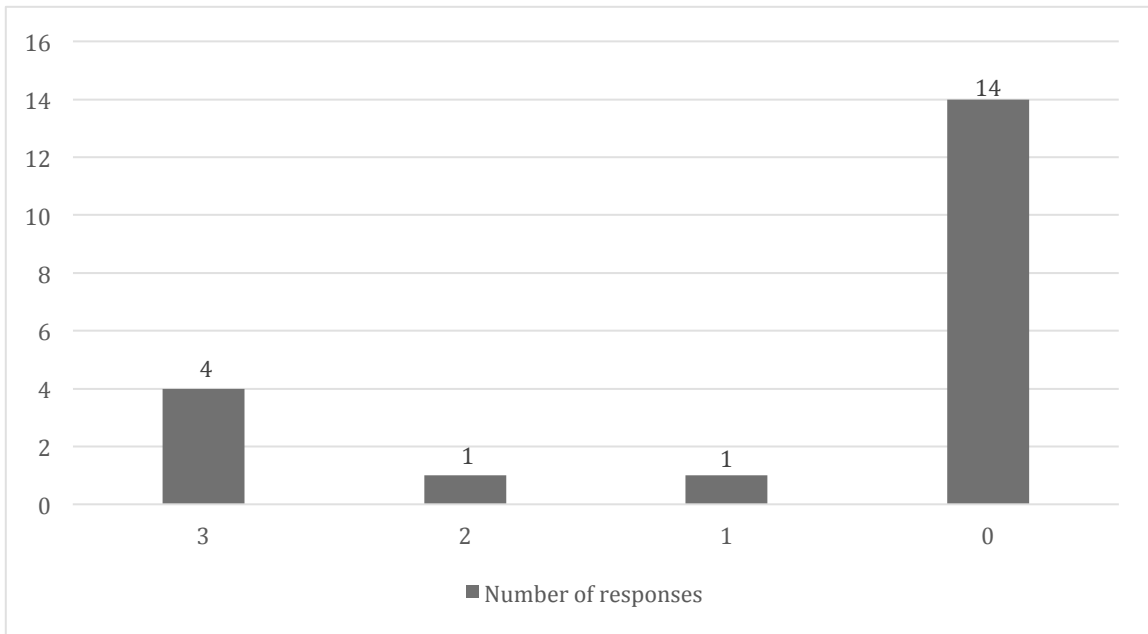


Figure 6. Distribution of scores on item 11 of the Appropriateness Correction Task.

The open-ended items revealed some tendencies among participants. One of these tendencies was overuse of the expression *no problem*. An example would be a response given by participant P9:

A: What an interesting job!

B: Thanks!

A: *No problem!*

Another interesting occurrence was use of an expression translated from French *That's noted* in response to *We'll see you on Wednesday next week at 8:30 am*. Due to the specificity of the context in which the study was conducted, the participants might hear this expression from native speakers of French who speak English as a second language. The French expression *C'est noté* is frequently used as an equivalent to *I have updated my agenda* and is perceived as an appropriate and polite response to a confirmation of an appointment. Therefore, it was considered worth close attention, especially given that there are expressions in English that sound similar (*Ok, noted, Noted, Duly noted*), but express a slightly different concept—acknowledgement of receiving a message (similar to *Got it, Understood*)—and might be considered “cold” rather than polite. In a very informal context an expression such as *Duly noted* might be considered ironic or even sarcastic (Grammarist, 2012):

A: *I just ate such a delicious burger!*

B: *Duly noted* (i.e., a person is not impressed by that)

These tendencies revealed by the open-ended items were taken into account, along with the gaps in participants' sociopragmatic knowledge revealed by the test scores, when designing the instructional unit.

4.2.6 Summary of the results of Phase 1.

After conducting the analysis of the test results, the items that caused the most difficulty among the participants were identified. Overall, the offline productive ability to implement politeness norms—inferred from the Appropriateness Corrections scores—and offline productive ability to participate in small talk and service encounter interactions—inferred from the Extended DCT scores—seemed to be the major areas of weakness within the group of participants. Since only 1.5 hours were allocated to the subsequent lesson on norms of appropriateness and politeness, the decision was made to select the number of weaknesses revealed by the test items that would be feasible to cover in that time period. This selection informed the instructional unit on appropriateness and politeness, which was the focus of Phase 2.

While for the choice of tasks to be covered the low average scores served as the main factor, there was a complex combination of factors that determined the choice of the items to be covered in every task. These factors included not only the lowest average scores, but also the distribution of the scores for the items that received a standard deviation close to the value of the mean for the items with the lowest average scores, presence of requests and apologies in the items (since these speech acts seemed to be the most challenging for the students as indicated by the scores on the items measuring productive knowledge), presence of tendencies revealed by the qualitative analysis of the open-ended items (for example, overuse of the expression “no problem”), and relevance of the content of the item to the context of the study. For example, for the Dialog Choice Task, considering that all four items tap into requests, the situation in a university setting was given priority over a working place setting due to being a better fit in the context in

which the study was conducted, even though the test results indicated that the students had slightly more difficulty with an office-setting item.

Interestingly, although in their initial study Roever, Elder and Fraser (2014) intentionally avoided concentrating on specific speech acts and covered a broadened construct of sociopragmatic knowledge instead, the test results revealed the need to target knowledge of specific speech acts (particularly, requests and apologies). Although the group's receptive knowledge of politeness norms in English—inferred from the Appropriateness Judgment, the Appropriateness Choice score, and the Dialog Choice score—seemed to be in less need for explicit instruction, the decision was made to include apologies and requests in the instructional unit as these specific speech acts appeared to cause some difficulty.

The full list of the test tasks, constructs measured by them, and subconstructs of the test items that served as a base for informing the instructional unit is presented in Table 7. The list for every item in the table represents descending priority for instruction considering the factors listed above.

Table 7. List of the Tasks, Constructs of the Tasks and Subconstructs of the Test Items that Caused the Most Difficulty among the Participants.

Task	Construct of the task	Subconstructs of the items that received the lowest average scores
Appropriateness	Receptive knowledge of politeness norms	Requests
Judgment		Apologies
Extended DCT	Offline productive ability to participate in small talk and service encounter interactions	Booking a table in a restaurant (Item 1)
		Making an appointment with a dentist involving a receptionist-customer interaction (Item 4)
Appropriateness	Offline productive ability to implement politeness norms	Response to a ride offer (Item 9)
Correction		Response to a preference question at home (Item 1)
		Response to an invitation over the phone (Item 11)
Dialog Choice	Receptive knowledge of norms of appropriateness	Student-lecturer: Remove late penalty (Item 1)

How the results of Phase 1 informed the pedagogical decisions on explicit instruction on norms of appropriateness and politeness will be further discussed in more detail.

4.3 Phase 2: Instructional Unit and Subsequent Questionnaire

4.3.1 Introduction.

In this phase of the study, based on data obtained from the test, an instructional unit was designed to fulfill appropriate gaps in learners' sociopragmatic knowledge. The unit was delivered to a subsample of Phase 1 (n=13) by myself.

Two weeks after the lesson, Phase-2 participants were asked to complete an online questionnaire of perceptions of usefulness of the instructional unit. The questionnaire served to collect students' feedback on the usefulness of the instructional material on appropriateness and politeness.

4.3.2 Description of the subsample.

Thirteen participants attended the two identical lessons on norms of appropriateness and politeness: ten students were present on the first lesson and three students attended the second one. The reason for having two lessons was an attempt to accommodate as many students as possible from those who participated in Phase 1. Ten participants attended the first lesson and three participants attended the second one. Six of 13 participants were enrolled in EIP 0300, which is the second highest level of EIP. Seven participants were enrolled in EIP 0400, which is the highest level of EIP. Eight students stated they had been in Canada at the time of the study for between one week and three months. The other participants' length of stay varied between three and six

months (one student), six months to one year (one student), one year to two years (two students), and two years or more (one student).

4.3.3 Design of the instructional unit.

The instructional unit was developed using Roever, Elder and Fraser's (2014) test items. In their discussion of the validity argument for their test, Roever, Fraser and Elder propose using test results to inform instruction targeting weaknesses in learners' sociopragmatic knowledge that would "include awareness raising of Australian norms and differences to learners' own norms, metalinguistic explanation of cultural norms, and practise with similar items. Also learners could be shown model service encounter or small talk interactions and practise them in role play situations or with a teacher" (p. 144).

Following these suggestions as well as suggestions made in the research on explicit sociopragmatics instruction discussed in the literature review, I made raising learners' awareness of norms of appropriateness and politeness in English the key learning objective of the lesson. Following Meier (1997), the lesson included a discussion of cultural differences in norms of appropriateness and explicit instruction on interlanguage differences in norms of social interaction between the students' home countries and Canada, the need for which emerged from the test results. In addition, following Roever, Fraser and Elder (2014) and Meier (1997), the lesson included role-play tasks with the teacher to allow practice in small talk interaction.

For the section of the instructional unit, where the general norms of appropriateness in Canada were explained, Brown and Levinson's (1987) framework of levels of politeness was used with adaptations. The levels of FTA were replaced by levels

of formality to be used in a situation depending on the context of the situation. The original terms for power, social distance and level of imposition were kept. Ultimately, after this explanation, the students should have been able to start evaluating the contexts of their day-to-day interactions in terms of those three factors, and start making the appropriate choices of formulaic sequences in their interactions in English including those outside of the classroom.

To support the explanation of norms of appropriateness and politeness, a handout containing information on key features of formal, semi-formal and informal language and its relation to the combination of the three variables in the form of a chart was created. The decision to create this handout was mainly dictated by the fact that, being limited in time, I anticipated that I would not be able to give the participants all the instruction that they needed as revealed by the test results. The handout included the description of general features of the three levels of formality (e.g., longer and complex sentences and absence of contractions in formal language as opposed to concise sentences and possible presence of contractions in semi-formal language), but mainly it included the inventory of pragmalinguistic resources—formulaic sequences—used for speech acts such as requests, apologies, thanks, and positive and negative responses to those. This was a solution to address the need for more instruction on requests and apologies in particular. The formulaic sequences for the above speech acts were classified according to the levels of formality (See Figure 7 for the handout).

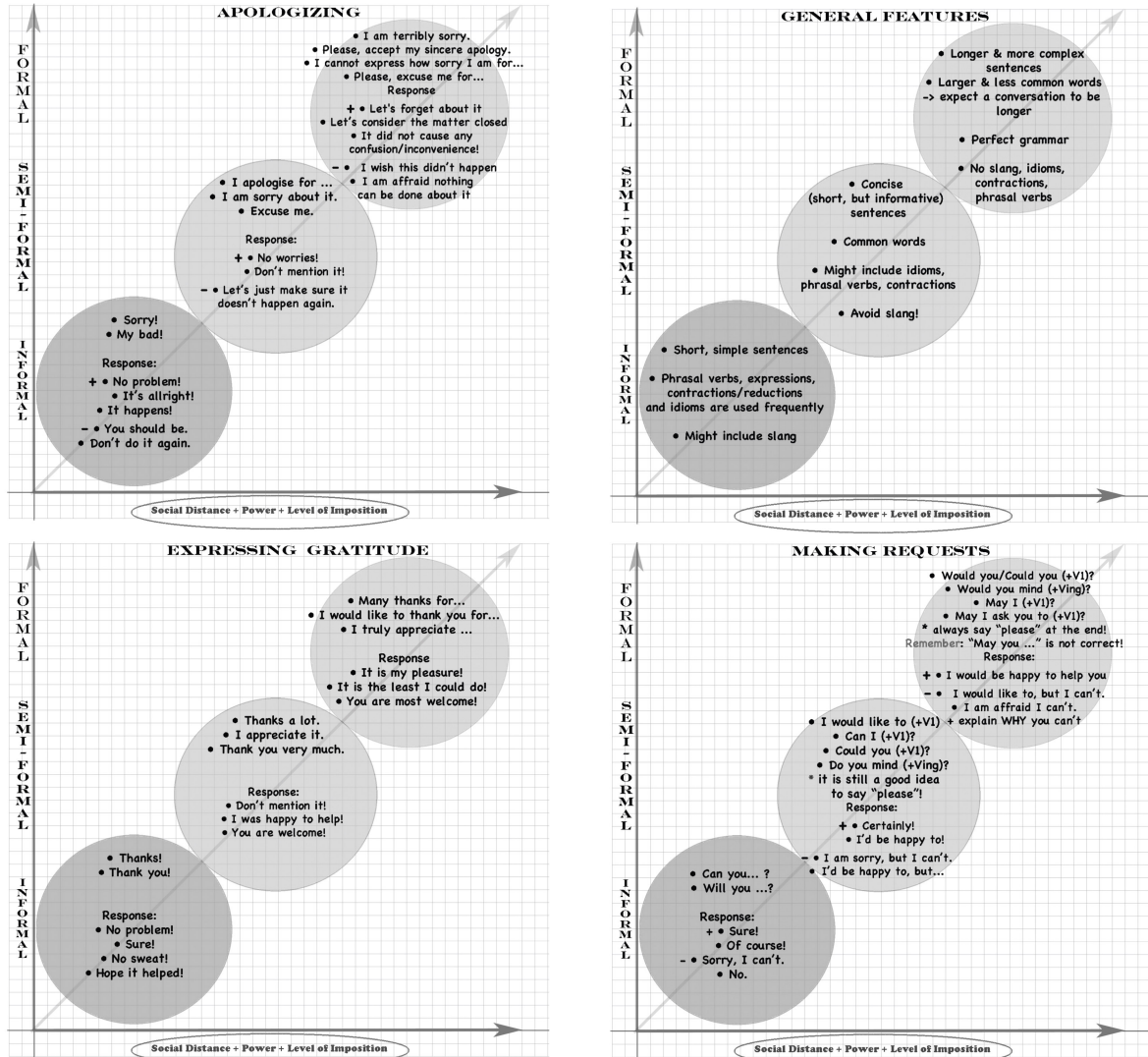


Figure 7. Handout Created for the Lesson on Norms of Appropriateness and Politeness.

Since the tasks tapping into offline productive ability to implement politeness norms—the Appropriateness Correction Task—and offline productive ability to participate in small talk and service encounter interactions—the Extended DCT—appeared to be the major areas of weakness, the decision was made to focus on these constructs. As measuring productive knowledge, these tasks contained the open-ended

items. To target the subconstructs of the items that caused most difficulty, the decision was made to include those actual items in the instructional unit along with the examples of responses given by the participants in Phase 1. Examples of responses were randomly selected from completed tests and, in some cases, slightly modified. This was to enable the students to analyse various suggestions and come up with a better answer as a group. Unfortunately, due to unpredicted time constraints we were able to cover fewer activities than expected, as further discussed.

Finally, the role play practice activities included scenarios similar to the ones from the test items developed by Roever, Elder and Fraser's (2014).

4.3.4 Delivery of the instructional unit: lesson on norms of appropriateness and politeness.

Two identical lessons on norms and appropriateness and politeness took place: the first lesson took place on October 7, 2015 at 2:30 pm after the participants' afternoon EIP classes. The second lesson took place on October 16, 2015 at 11:45 am after their morning EIP classes. Each lesson was supposed to be an hour and a half long to make sure it does not interfere with the regular EIP class schedule: the lesson must have taken place outside of the students' class time to comply with ethical requirements, yet within a period of time when other activities are offered to the students by the EIP (IELTS workshops, tutoring, etc.), as recommended by the program. The actual time of both lessons was approximately one hour and ten minutes due to technical difficulties that occurred in the first lesson and two out of three students having to leave early at the time of the second lesson.

For the first lesson, a multimedia classroom was booked by the logistics manager of the EIP, and the lesson materials were delivered through a PowerPoint presentation. For the second lesson, since the number of students expected was much smaller, a study room was booked in the university library. This was not a multimedia room, so the handouts with the contents identical to those from the PowerPoint prepared for the first lesson were created for the students. The PowerPoint was provided to all the participants after they attended the lesson regardless of which instructional session they attended. The location and the mode of presentation were the only differences in the two lessons. The structure of the two lessons will therefore be further discussed together. For the lesson plan, see Appendix E.

Both lessons started with a discussion on interlanguage differences in norms of social interaction. I asked the students to share examples of situations when they experienced difficulties completing their day-to-day tasks in English. Participant P13 shared an experience when he was once told “You can’t talk to me like this” by the university administrative staff in response to something he said (which he did not remember). Participant P20 mentioned a word play where when she asked “Can I close the window?” her interlocutor responded: “I don’t know, can you?” The participant was not sure if the response she received was appropriate, so she brought it up.

After that, I led a discussion on reasons for which knowing rules of appropriateness is especially important when learning a second language. In both cases students, as expected, acknowledged the importance of awareness of such rules in an L2. Among the reasons they mentioned were the fact that what is appropriate in one country

might be offensive in another, and the desire to be successful in interactions with the target speakers.

After the discussion, the three context variables affecting social interaction—power, social distance and level of imposition—were explained to the students. At this point, the handouts with the charts for formal, semi-formal and informal expressions used to request, apologise, and thank were given to the group (See Figure 7 for the handout). I explained what the handout contained and that it was given to them so they could have a tangible inventory of resources they could use when they needed to perform one of the listed speech acts, but did not discuss every expression in more detail. I also mentioned that they would need this handout for the role play practice task in the end of the lesson.

The next activity of the lesson was a discussion of the areas of difficulty revealed by the test of sociopragmatic knowledge in Phase 1 of the study. The open-ended items of the test that caused most difficulty along with the examples of responses were presented on the slides on the first lesson, and provided in the handouts on the second lesson.

The *Booking a table in a restaurant* item from the Extended DCT was discussed the first. First, I read the dialog from the slides/handout for this task. After that, I led the discussion on the appropriateness of the responses provided in the materials. The discussion was led in the following manner: I would stop after every turn suggested by a participant who filled in the gap and ask: “What do you think of this response? Does it work? Is it appropriate?” The students were making suggestions on whether a response was appropriate and how to make it appropriate if it was not. I would keep asking questions and giving hints if necessary until the students came up with one or two options that would work best for a given situation.

For example, for the *Booking a table in a restaurant* item in the first lesson, I first read the original test item from the slides:

LVM: Las Vacas Muertas, this is Jack. How can I help you?

John: I want to have a table tomorrow night.

I would ask something like, “What do you think of this response? Is it appropriate?” One of the students said that it was not polite enough. Then I asked the group, “What would make it more polite?” A participant suggested a more polite response: “Can I book a table?” I replied, “That’s right, that would be more polite! And in the following turn we see “*Tomorrow night, sure. For how many?*” So is there anything we could add to make it work even better in our context”? Another student suggested “Can I book a table for tomorrow night?” which was taken as the best response.

The Appropriateness Correctness Task was discussed in the same way. An item would be read and then the students would be asked to do the same thing as they did when completing the test. For example, a response to an offer item would be discussed as follows.

I would read the context, the speakers’ turns and the question how they appear in the test item:

Two friends are talking about how they will get to a concert

F1: I'm going to drive. Do you want me to pick you up?

F2: No, it's okay. I don't feel safe in your car. Thanks anyway.

Is F2 responding appropriately?

a) Yes b) No

The group would answer “No” right away. Then, I would read a response offered by one of the students from the slide/handout: “No, it’s okay. Thank you.”

After that I asked the students if this would be the best option. When they said that it wouldn’t, I asked them to suggest some responses. Examples of suggested responses included “No, thanks, it is close to my place, so I will walk,” “I will walk because I need to lose some weight,” “I will take a bus instead.” They were then asked to choose the best one (“No, thanks, it is close to my place, so I will walk,” or “I will walk because I need to lose some weight”) and explain why (“Because it does not offend the other person”).

Since the Dialog Choice Task appeared to be one of the most challenging, this task received the most attention. An interesting discussion was brought up based on this task. To go over the Dialog Choice item, chosen for the instruction, first, one of the students from the group was asked to read one dialog from the first pair with me:

Dialog A

Student: Thank you for your class today, it was really interesting.

Tutor: No problem, glad you enjoyed it.

Student: I have been doing all the reading each week.

Tutor: Yes?

Student: And I have been to every class.

Tutor: Uh-huh.

Student: But I am finding the assignment difficult.

Tutor: Ok. Did you want to ask me a question about it?

Student: I was sick last week and could not work on it.

Tutor: *So you have a question from last week?*

Student: *And I have a medical certificate.*

Tutor: *What do you want?*

Student: *Well, I'd like an extension on my assignment.*

Once the first dialog was read, there would already be some reaction showing students' understanding of why the dialog sounds awkward. Then, two students would be asked to read the second dialog:

Dialog B

Student: *Do you have a minute for a quick question or should I come to your office hour?*

Tutor: *Now is fine, go ahead.*

Student: *I wanted to ask about the group work for the assignment.*

Tutor: *Uh-huh.*

Student: *Is it still possible to change groups*

Tutor: *It's possible, but we don't usually recommend it.*

Student: *Ok. I wanted to change because I can't find a time to meet with the group I've been allocated. I commute for 2 hours to get here so I don't come in often. The group I want to change to always meets after class though and that would work for me.*

Tutor: *Ok. That seems reasonable. Send me an email if you have any further problems.*

Student: *Thanks!*

With no hesitation, both groups preferred the second dialog from the first pair as the more successful one in terms of communication skills. When they were asked why, several people suggested that the first student is indirect, which results in an awkward feeling. At this point, the structural organisation of an appropriate request was discussed.

I had not included a slide/section in a handout that would outline the structural organisation of a more successful dialog from the pair; instead, I asked the participants to identify what makes the second dialog more successful. Once they realised that the situations in the dialogs were very similar in terms of the context (a student-professor interaction in a university setting) and the purpose of communication (request) and the only difference was the structural organisation, I asked them to analyse the structural organisation of a more successful dialog. As a guideline, I used the conventional sequence organisation adapted from Schegloff (2007). Instead of having three elements—a conversation opening, topic talk, and a conversation closing (Schegloff, 2007)—it was expanded to four, as shown below and supported by examples from Dialog B from item 1 of the Dialog Choice Task:

1. Establish contact (confirm a possibility of communication): *Do you have a minute?*
2. Topic sentence (why is communication happening?): *I wanted to ask about ...*
3. Get to the point (say what you have to say): *Is it still possible to change groups?*
4. Provide your reasoning or other supporting details (why are you saying this?):
I wanted to change because...

Both lessons ended with a role play practice activity. The participants had to request a postponement of a vocabulary quiz from me, because they were overwhelmed with other tests and quizzes coming up soon. They were encouraged to use the handout with the charts, if necessary. Candy was given to every student who proposed a turn after which I would provide the subsequent turn for positive encouragement.

4.3.5 Follow-up questionnaire.

4.3.5.1 Description of the questionnaire.

Two weeks after the lesson, the participants were asked to complete an on-line follow-up questionnaire of perceptions of usefulness of the instructional unit. When deciding on the research tool to be used for collecting participants' perceptions of usefulness of the instructional unit, a questionnaire was chosen over an interview mainly because a questionnaire enabled me to collect specific information necessary to answer the following questions:

- Was the instructional unit useful for the participants?
- If yes, what information exactly was useful?
- How did the participants use it?

The answers to these questions served for answering the second research question of the current study: *What effect did the instructional unit have on the participants' ESL learning experience?* The questionnaire provided me with the degree of control over the participants' responses necessary to receive those precise answers (Richards, Ross & Seedhouse, 2012), whereas an interview would have been a better option if I had needed to collect less specified information on the instruction (for example, if my question had been *What did the participants think of the instructional unit?* they would have been open

to discussing questions of delivery, location, etc.). In addition, having the participants respond to a questionnaire in writing enabled them to do it independently at their own pace, which helped to avoid any bias that my presence or interactional style might have caused if it was done in person. An on-line questionnaire was chosen as opposed to an interview for the practicality reasons as well as to reduce attrition that might have potentially been caused by needing to meet with the participants again for an interview. Considering the tight schedule of EIP students, meeting with them in person again would have been difficult.

The questionnaire contained several questions that were designed to collect some background information about participants (such as their EIP level and their length of stay in Canada), ten Likert scale questions, and two open-ended questions:

- 1) What was the most important information from the lesson that you learned?
- 2) Over the past couple of weeks, what information from the lesson have you used outside of your English classroom?

The Likert scale questions were designed to reveal whether the participants found the instructional unit on norms of appropriateness and politeness useful. The open-ended responses were designed to explore the effects the instructional unit had on their L2 learning experience in more detail. A copy of the questionnaire can be found in the Appendix F.

4.3.5.2 Administration of the questionnaire.

The participants were invited to complete the on-line follow-up questionnaire exactly two weeks after the lesson had taken place (those who attended the lesson on October 7, 2015 were invited on October 21, 2015 and those who attended the lesson on

October 16, 2015 were invited on October 30, 2015). This time was given to ensure that the material would still be fresh in students' memories and at the same time to allow them some time to use the knowledge they had gained in socio-cultural situations. The participants were contacted via email to provide them with the link to the questionnaire. Some participants completed it once an invitation was sent, while others did it after a few reminders. The questionnaires on average took 11 minutes to complete.

The questionnaires were delivered through LimeService platform, which enables Canadian customers to comply with Canadian privacy law requiring Canadian clients' personal data to be kept within Canadian borders. When participants completed the questionnaires on-line, they were asked to provide their names confidentially. Once a questionnaire was completed, a report was generated. All the data were subsequently eliminated from the LimeService platform.

4.3.5.3 Analysis of the Likert scale responses.

Data derived from the Likert scale questions were analysed with descriptive statistics. The average responses on the Likert scale were calculated along with standard deviation. The Likert scale questions served the sole purpose of identifying the general tendency of viewing the instructional unit as useful or not useful for their language learning experience. The explanation of the Likert scale follows: 1=strongly disagree, 2=disagree, 3=neither agree, nor disagree, 4=agree, 5=strongly agree. Average responses on the Likert Scale along with standard deviation are presented in Table 8. Raw data from the participants' responses can be found in Appendix G.

Since one of the participants seemed to misinterpret the scale, his responses were reversed on the Likert scale ("1" was interpreted as "5" and "2" was interpreted as "4").

This confusion was revealed when the participant appeared to indicate that he learned no information at all when answering the Likert Scale responses, then provided the examples of how the information he used **was** useful in his open-ended responses (P18-1: “I learned that [sic] how to be a polite English speaker”).

Table 8. Means and Standard Deviations on the Likert Scale Responses of the Questionnaire.

Statements	M	SD
1. The information that was given was interesting	4.08	1.00
2. The information that was given was useful	4.33	0.49
3. I had already been quite familiar with most of the information given to us on that lesson	3.67	0.98
4. It helps me better understand native speakers.	4.25	0.45
5. It made me feel like I am a better communicator in English	4.08	0.67
6. What we learned on that lesson was mostly new information that I had never heard of before	3.08	1.16
7. I was able to use the information in my everyday life (in stores, restaurants, at school, with my friends, etc.)	4.00	0.85
8. It helps me reach my everyday goals faster (when making requests, thanking, apologising, etc.)	4.00	0.85
9. I find including this kind of material in the regular lessons of English will be helpful for those who just came to Canada to study/work/live.	4.42	0.79

10. I wish this kind of instruction had been given to me before I came to Canada.	4.58	0.67
---	------	------

From Table 8 an overall trend for agreement can be observed on statements 2, 4, 5, and 10. All participants indicated that they found the information given to them in the lesson useful, with four people who strongly agreed and eight participants who agreed. All the participants demonstrated agreement on the statement “It helps me better understand native speakers,” and almost all of them agreed with the statement “It made me feel like I am a better communicator in English,” except for two people who were neutral. Finally, an overall tendency for agreement was shown on the last statement, “I wish this kind of instruction had been given to me before I came to Canada,” with eight participants strongly agreeing, three participants agreeing and one neutral. While these listed trends do not require any explanation, I would like to elaborate on those where the tendency for agreement is not that transparent.

Most of the participants agreed with the first statement saying that the information given on the lesson was interesting (see Figure 8). One person disagreed with it, and two participants expressed neutrality.

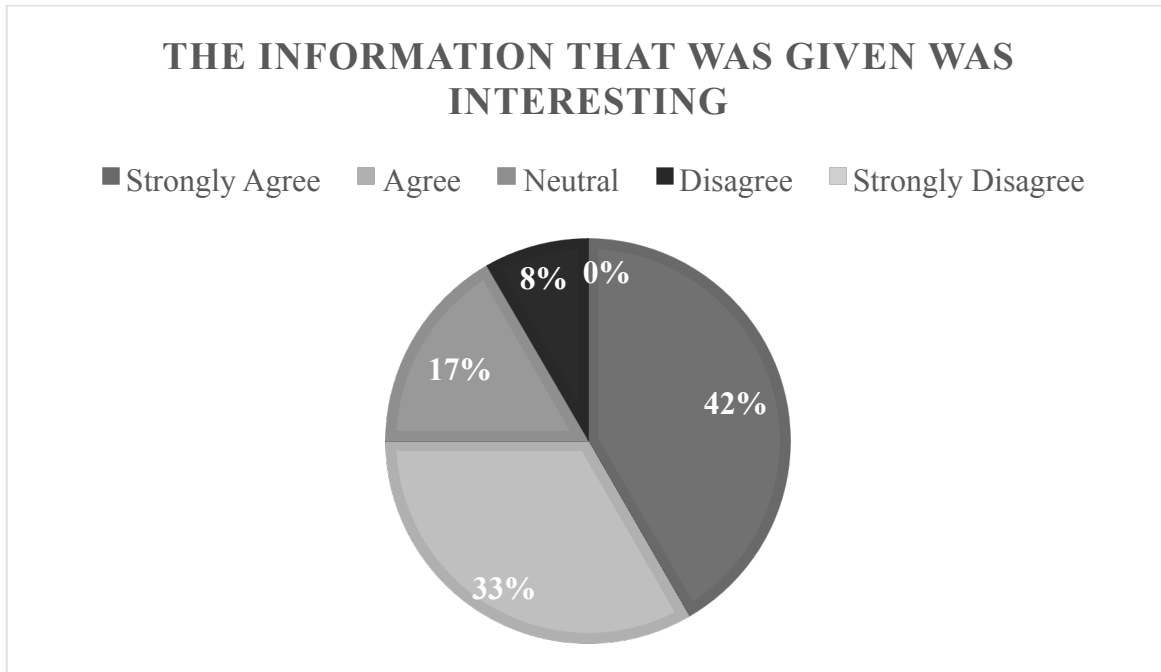


Figure 8. Distribution of Likert Scale Responses to Question 1.

The results on the statements “I had been quite familiar with the information given to me in the lesson” (Figure 9) and “What we have learned in that lesson was mostly new information that I had never heard of before.” (Figure 10) show that some of the participants were quite familiar with the information covered in the lesson on norms of appropriateness and politeness.

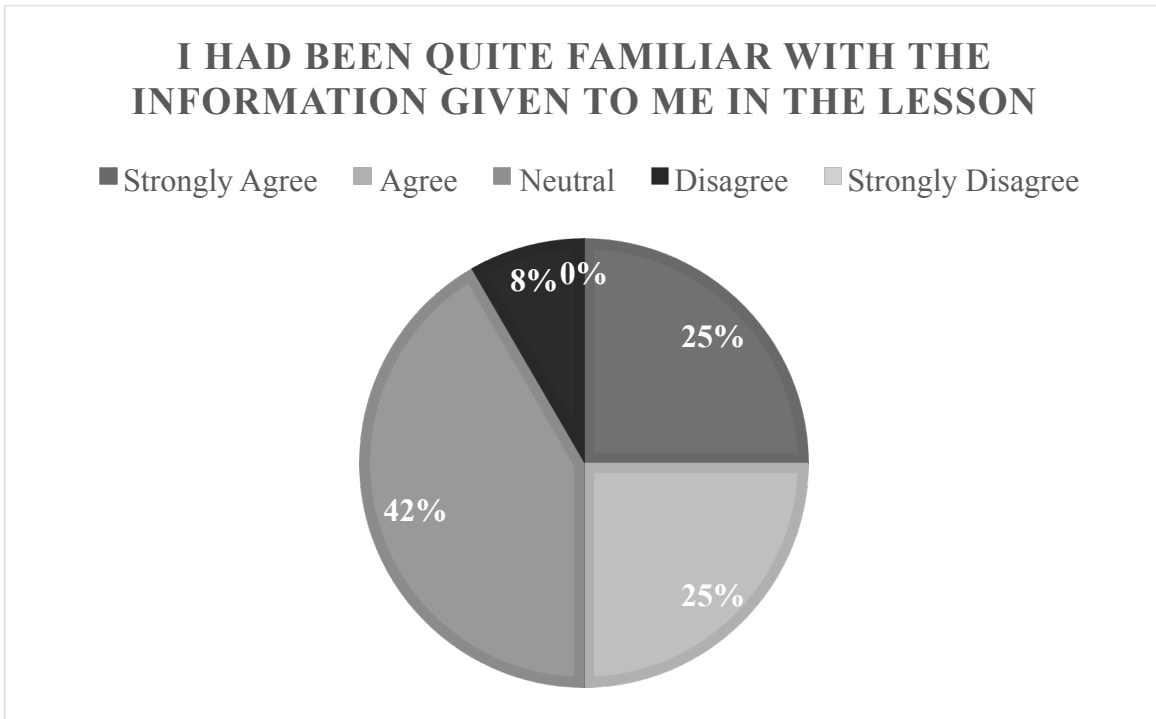


Figure 9. Distribution of Likert Scale Responses to Question 3.

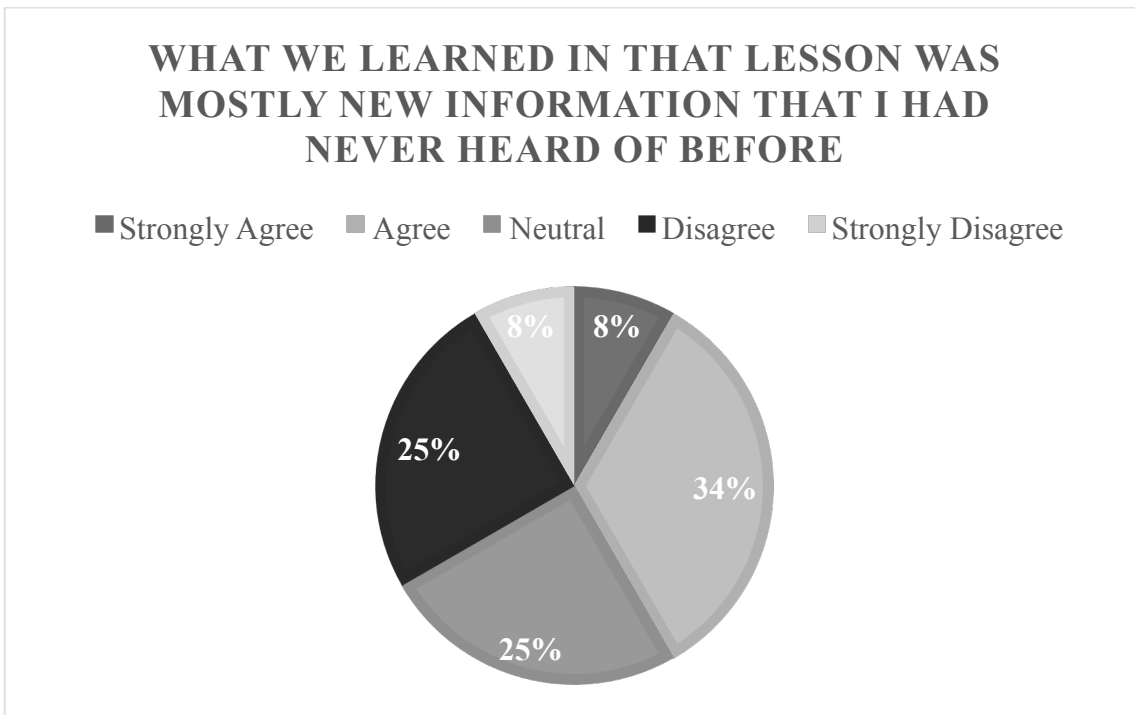


Figure 10. Distribution of Likert Scale Responses to Question 6.

In their responses to the statement saying “I was able to use the information in my everyday life (in stores, restaurants, at school, with my friends, etc.)”, as shown in Figure 11, most of the participants demonstrated either agreement or strong agreement, one person remained neutral and one person disagreed. Interestingly, the participant who disagreed with this statement, indicated some information he used within the two weeks after the lesson in his open-ended response (P7-2: “Begin with may I [sic] or can I when I need to ask any questions”).

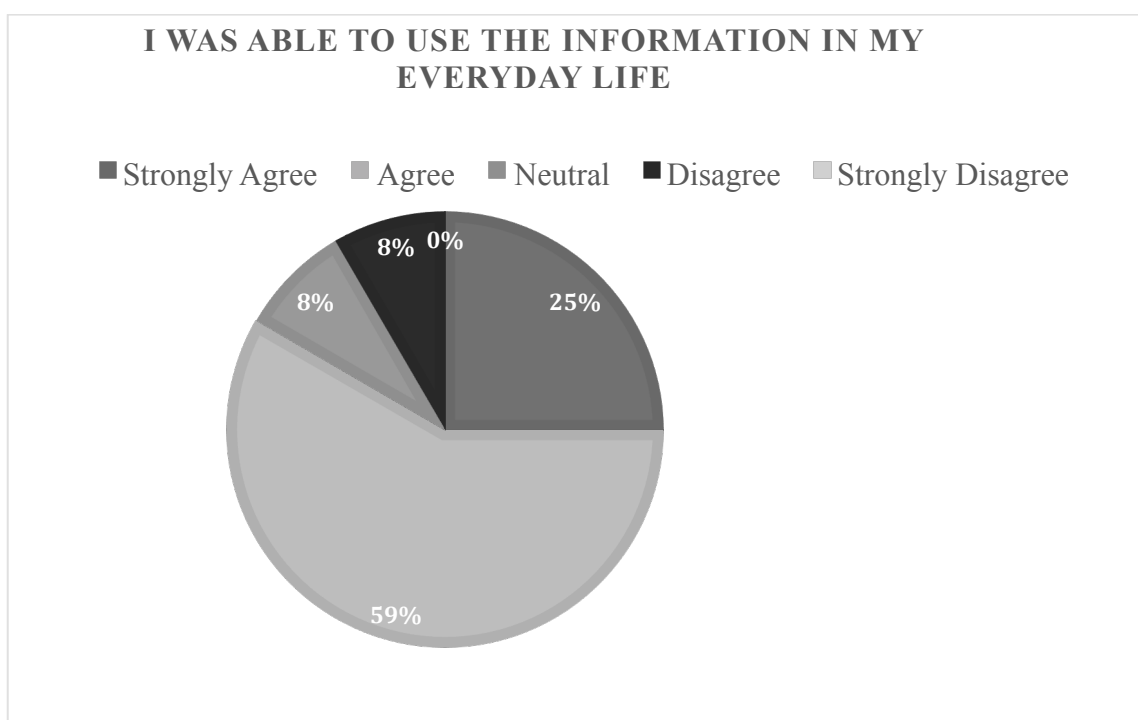


Figure 11. Distribution of Likert Scale responses to Question 7.

For the statement “It helps me reach my everyday goals faster (when making requests, thanking, apologising, etc.)”, as demonstrated in Figure 12, no real disagreement was observed: most of the participants tended to agree while four of them remained neutral. The same tendency is observed for the statement saying “I find including this kind of material in the regular lessons of English will be helpful for those

who just came to Canada to study/work/live” with fewer people who maintained neutrality (n=2).

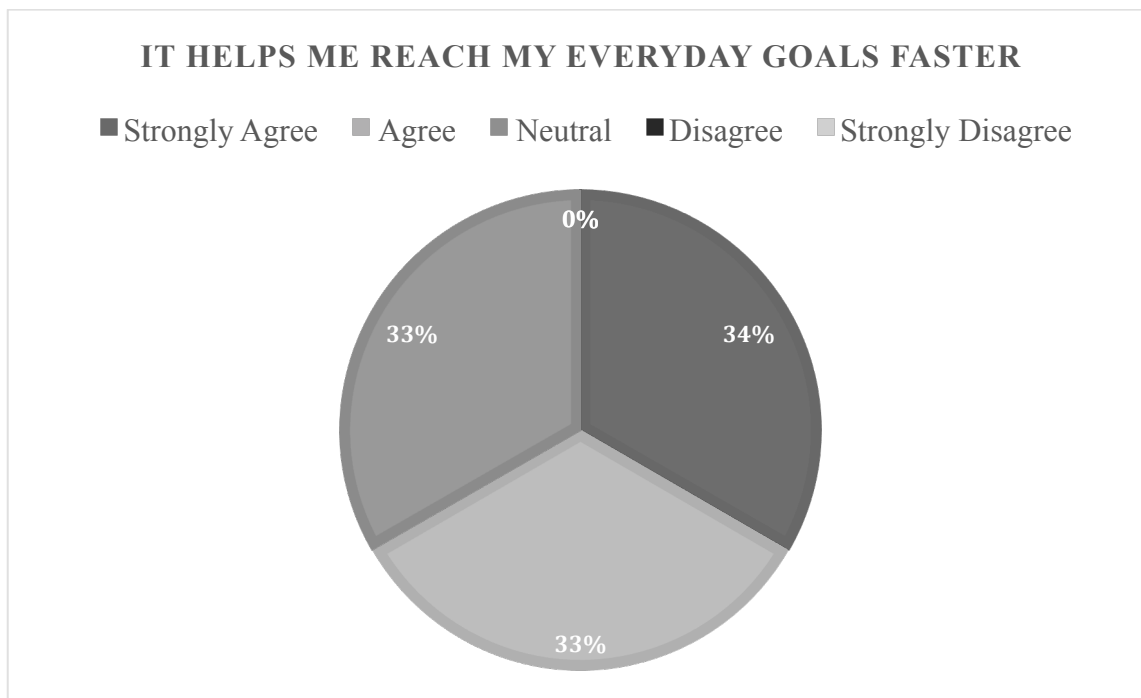


Figure 12. Distribution of Likert Scale Responses to Question 8.

Based on data presented in Table 8 and discussed in this section, it can be concluded that participants demonstrated an overall tendency to perceive information from the instructional unit as useful.

4.3.5.4 Analysis of the open-ended responses.

Grounded Theory analysis techniques (Teddlie & Tashakkori, 2009; Punch, 2009) were chosen to conduct the qualitative analysis of the open-ended responses. The participants were asked to answer two optional open-ended questions:

- 1) What was the most important information from the lesson that you learned?
Please describe it in 1-2 sentences.

- 2) Over the past couple of weeks what information from the lesson have you used outside of your English classroom? Give 1-2 examples of such situations.

At a very early stage of the analysis it was taken into consideration that, when the students talk about the most important information from the lesson, they most likely speak about what they remembered and what was most salient. The second question is about the information that they remembered and therefore were able to apply in their everyday life—i.e., the most salient information. Thus, the open-ended questions can be interpreted as requesting participants to speak of what information was the most salient to them.

First, open coding of the responses was conducted. Initial categories included the following, with an example provided for each category:

- Extra-lingual factors (ELF)—context-specific language features, referring to levels of formality, choice of words depending on ELF referring to such responses

P15-1: “From my point of view, the most significant information was how to use properly English expressions in particular daily situations.”

- Discourse-internal factors

P15-1: “It was very interesting [sic] to know about the importance of the communication that precedes the conversation.”

- Polite in general

P18-1: “I learned that [sic] how to be a polite English speaker.”

- Social settings

P16-2: "...In restaurants and bookstores..."

- Meta-cognitive observation.

P18-2: "Also I have been more careful with my answers whenever I'm talking to someone in the daybyday. [sic]"

- Specific Speech Acts

P8-1: "I have learned how to thank a person who have [sic] done something to for [sic] me."

When the open coding was being conducted, a single sentence was considered a coding unit. In subsequent rounds of coding, for sentences containing more than one proposition, each proposition was considered and coded separately. For example, the response from Participant P15 to the second question "I have kept using the communication [sic] that comes before the conversation. Also I have been more careful with my answers whenever I'm talking to someone in the daybyday [sic]" was separated into the following:

- Where he describes how the lesson made him change his everyday interaction strategies

P15-2: "I have kept using the communication that comes before the conversation.

Also I have been more careful with my answers whenever I'm talking to someone in the daybyday,"

and

- Where he describes a strategy he started using to enhance his knowledge of sociopragmatics

P15-2: “I have been asking for more information related to this matter to [sic] people who have experience about it.”

As I moved on to axial coding, I started working with the categories and units within those categories to find the optimal way of grouping responses that belong together. During this process, the units were moved from category to category; the categories could merge or split up. For example, the two responses from Participant P18 to the open-ended questions were first considered as belonging to different categories: **P8-1:** “How to be polite when asking for requests. I have learned how to ask questions or book an appointment politely” (“polite in general”), and **P8-2** “I have learned how to thank a person who have [sic] done something to for [sic] me.” (“specific speech act”)

Eventually these were considered three coding units that belong in the same category, called “sociopragmatic knowledge.” The data were subject to several more rounds of open coding and axial coding until eventually all the ideas were classified under the categories discussed in the next section.

4.3.5.5 Results of the questionnaire.

As shown by the Likert scale responses, an overall tendency to perceive the instructional unit as useful was revealed.

For the open-ended responses, the participants' propositions were classified into four final categories:

- **Sociopragmatic knowledge**—knowledge of rules of appropriateness. The responses placed in this category mostly refer to enrichment in participants' sociopragmatic and pragmalinguistic knowledge:

P4-1: “Learning the different levels of apologizing and gratitude was really important, to adapt my speech to different people.”

- **Observed changes in communication strategies**, where the responses included:
 - changes in cognitive demands of sociopragmatic tasks due to a perceived necessity to analyse the situation before making an appropriate choice of words

P13-1: “One important thing honestly was that i [sic] learnt that when i wanna respond i think about my response for 5 seconds and i think of different choices which [sic] might be kinder and better in general,”

- conceptual changes

P15-2: “I have kept using the communication [sic] that comes before the conversation. Also I have been more careful with my answers whenever I'm talking to someone in the daybyday[sic],” and

- change in the way they perceive themselves

P4-2: “I get more confidence.”

- **Examples of use of information from the lesson.** This category included situations such as ordering food delivery, booking an appointment with the EIP personnel and booking a table in a restaurant:

P13- 2: “I used some tips i've [sic] remembered when asking for delivery.”

- **Pragmalinguistic knowledge**—knowledge of language tools necessary for participating in interaction, where the participants reported enrichment in their pragmalinguistic knowledge:

P7-2 “Begin with may I or can I when I need to ask any questions.”

A full version of the results of the open-ended questions analysis can be found in Appendix H.

4.4 Summary

The test elicited gaps in sociopragmatic knowledge that were targeted with an instructional unit. The questionnaire results revealed that the participants overall perceived the instructional unit as useful. Their open-ended responses suggested that the instructional unit enriched their sociopragmatic and pragmalinguistic knowledge. Open-ended responses also showed that participants were able to observe certain changes in their communication strategies. The participants shared some examples of situations in which they were able to use the information from the instructional unit on norms of appropriateness and politeness. These results will be discussed in the next chapter.

Chapter 5: Discussion

5.1 Overview of the Results

In Phase 1 of the study, 20 high-proficiency EAP learners from the University of Ottawa completed the test of sociopragmatic knowledge developed by Roever, Fraser and Elder (2014). The test results revealed that the areas of weakness of the group's sociopragmatic knowledge included offline the productive ability to implement politeness norms (inferred from Appropriateness Corrections score) and offline productive ability to participate in small talk and service encounter interactions (inferred from Extended DCT score). Although the scores on the Appropriateness Judgment and the Appropriateness Choice items measuring receptive knowledge of politeness norms in English were overall higher compared to the items measuring an offline productive ability to implement knowledge of appropriateness, the Appropriateness Judgment scores revealed the need for more instruction on requests and apologies as opposed to other speech acts covered by the test (suggestions, refusals, responses to compliments, greetings, questions). These areas of weaknesses informed Phase 2 of the study.

The above constructs of sociopragmatic knowledge measured by the test tasks and subconstructs measured by the test items (such as “booking a table in a restaurant” or “response to an invitation over the phone”) were targeted with an instructional unit in Phase 2 of the study. Two weeks after the delivery of the instructional unit, the participants were asked to complete a questionnaire of perceptions of usefulness of the lesson on norms of appropriateness and politeness. The questionnaire results on the

Likert scale revealed that the participants overall perceived the instructional unit as useful. Their open-ended responses showed that the instructional unit enriched their sociopragmatic and pragmalinguistic knowledge, changed their personal interactional strategies, and enabled them to apply some information from the lesson in their everyday lives.

In this chapter, I will first address the question of how the results of the test created by Roever, Fraser & Elder (2014) can inform explicit ESL sociopragmatics instruction. Second, I will discuss the effect that the instructional unit designed based on the test results had on the participants' learning experience. Finally, I will talk about curricular and pedagogical implications, limitations of the current study, and suggestions for future research.

5.2 Potential of the Test Items Developed by Roever, Fraser and Elder (2014) for Informing Instruction: Collecting Validity Evidence

In this section, I address the first research question:

How can the results of the test created using the test items developed by Roever, Fraser & Elder (2014) inform explicit ESL sociopragmatics instruction in EIP of the University of Ottawa?

I will discuss how the test tasks and test items can inform pedagogical decisions related to sociopragmatic competence using the example of the current study. After that, I will talk about participants' feedback as validity evidence for the potential of the test items for formative purposes employed in this study.

Every test task reflects a part of the broadened construct of ESL sociopragmatic knowledge (Roever, Elder and Fraser, 2014):

- receptive knowledge of politeness norms in English, measured by the Appropriateness Judgment and the Appropriateness Choice tasks;
- offline productive ability to implement politeness norms, measured by the Appropriateness Corrections Task, and
- offline productive ability to participate in small talk and service encounter interactions, measured by the Extended DCT.

In its turn, every item of every task refers to a “subconstruct,” that can be a specific formulaic sequence (for example, ordering food in a restaurant) or a speech act (for example, a refusal to answer). Calculating and comparing means and standard deviations on the test tasks and test items can reveal the major points of weakness. In the current study, the participants showed a lack of knowledge on making requests (requests to professors and managers in particular), apologising, small talk interaction, responding to offers, invitations and preference questions. Based on these weaknesses, I was able to gather information necessary not only to create instructional materials to increase learners’ awareness of general norms of appropriateness but also rules and expectations specific to the above formulaic sequences and situations. I used Brown and Levinson’s (1987) variables of power, social distance and imposition and conventional sequence organisation adapted from Schegloff (2007) to inform the general information section of the instructional unit. For the discussion on specific formulaic sequences and situations, I made use of some of the Appropriateness Judgment, Extended DCT, Appropriateness Choice and Correction, and Dialog Choice items of the test developed by Roever, Fraser

and Elder (2014). For a role-play practice task, I addressed one of the Dialog Choice items. The choice of the items to be covered was based on the test results analysed using descriptive statistics as well as factors such as the content of the items, relevance to the context, time limits, group size, and availability of media equipment.

As per Weir's (2005) evidence-based approach to test validation, the participants' self-report was collected using a questionnaire and addressed as validity evidence for the above described use of the test items for informing instruction. As discussed in Methodology, this study was particularly preoccupied with collecting evidence of any content bias caused by the specificity of the context in which the test items were developed—the Australian context. This type of validity evidence was categorised as differential *a posteriori* validity evidence.

Participants' feedback collected using a questionnaire indicates that the information received on the lesson designed based on the test results was perceived by them as useful. The instruction was shown to enrich their sociopragmatic and pragmatic knowledge. Two weeks after the lesson, the students retained some of the information given to them and were able to apply it in a variety of situations from ordering food delivery to making an appointment with the EIP management staff. Although some of the questionnaire responses indicate that the learners' everyday interactions became more cognitively demanding (for example, after the lesson some of the conversations took them more time than before due to a perceived necessity to analyse the situation before making an appropriate choice of words: **P13-1**: “when i [sic] wanna respond i think about my response for 5 seconds and i think of different choices which [sic] might be kinder and better in general”), the fact that the participants only had two weeks between the

lesson and the questionnaire completion should be taken into consideration. Two weeks might not be enough for reaching automaticity in use of the received sociopragmatic knowledge. Just like when learning how to drive, the ESL learners first have to familiarise themselves with the instruments that are available to them by consciously considering every move they take before a simultaneous evaluation of all the factors (traffic lights, movement of other cars, presence of pedestrians, etc.) affecting one's decisions and choices becomes unconscious. In addition, depending on individual learning styles as well as the similarity of one's L1 cultural background to an L2 cultural norms, the time needed for reaching automaticity in making appropriate choices of sequences might vary significantly. Overall, the data elicited from the questionnaire responses indicates that the test results enabled me to provide the students with some salient information that they found useful for their language learning experience.

Given the revealed tendency to perceive the instructional unit as useful, I conclude that the testing tool could potentially be appropriate for informing EAP instruction in the Canadian context. Even though two specific words did flag a possibility of content bias (“Wooloomooloo,” an Australian proper name, and “flat,” which is typically referred to as an “apartment” in Canada) prior to administering the test, there was no evidence of any effect these words had on the students' performance. The scores on the items containing these words (item 3 from the Appropriateness Choice for the word “flat” and item 3 in the Dialog Choice task—see Tables 4 and 6 respectively) were not among those that caused the most difficulty. This might be explained by the fact that these words did not render the tool culturally inappropriate in and of themselves and therefore could not interfere with the participants' understanding of what should be said

in a given situation. Another explanation could be that being ESL learners, the participants had been supposedly exposed to different varieties of English throughout their language study before and while in the program. Thus, they might not have gained sensitivity to the Canadian variety of English enough to distinguish words of different varieties by the time of test completion. Either way, the main concern of potential bias as a construct-irrelevant factor caused by the origin of the test was not observed in the current study, which adds to the differential validity evidence for the potential of the test items developed by Roever, Fraser and Elder collected in this study (2014).

Based on the usefulness of the test as demonstrated in this study, other EAP teachers can employ this or similar method of using the test items for informing instruction on ESL sociopragmatics. Using the test items can help reveal the major points of weakness in a student group's sociopragmatic knowledge. These weak points can be targeted with explicit instruction. Instruction targeting the areas of weakness can be based on the test items or other materials as needed; the factors determining the choice of materials can include relevance to a context (for example, the descriptions of setting for assessments and practice activities could involve a university setting or business communication), relevance of the content (for example, choosing materials tapping more into requests compared to other speech acts if the test reveals the need for teaching those) and the conditions of delivery of the instruction (time limits, group size, one-time instruction vs. regular lessons, equipment, etc.).

Some ESL groups would need more instruction on making appointments over the phone while others might struggle with small talk interaction, and the content of instruction can be manipulated accordingly. The test items can be read, spoken, listened

to and even role-played. Therefore, the flexibility of the test items developed by Roever, Fraser and Elder (2014) is that while providing very specific information on gaps in a group's sociopragmatic knowledge, it leaves the instructor with a variety of choices for subsequent delivery of sociopragmatic instruction. While these are some suggestions I make for the use of the test items, a more detailed discussion of pedagogical implications of this study (including the use of the test) will be presented further in the Implications.

An interesting observation was made in the course of the current study—particularly, in the inferential stage of Phase 1—regarding the construct of the test and subconstructs of the test items. Roever, Fraser and Elder (2014) stressed that most previous research has been concentrated on requests, apologies and refusals. Hence, given this recent critique of speech act pragmatics (Kasper, 2006; Meier, 1998), they were trying to steer clear from concentrating on specific speech acts and focus on a broadened construct of ESL sociopragmatic knowledge instead (p. 72). This broadened construct is defined as “knowledge of appropriateness and politeness and ability to participate in extended interactions” (Roever, Fraser & Elder, 2014, p. 72). In fact, as can be seen from Tables 1 and 5 for two test tasks measuring receptive knowledge of specific speech acts, four of nine Appropriateness Judgment items were tapping into requests compared to two items tapping into apologies, two suggestion items, and one refusal; all four items of the Dialog Choice Task tap into requests. This means that the requests actually made the biggest part of the two out of three test tasks measuring receptive sociopragmatic knowledge (with the total of five test tasks). This potentially could be interpreted as a slight emphasis on requests versus an equal representation of a variety of speech acts (suggestions, refusals, apologies, thanks, congratulations, complements,

invitations). Of course, the broadened construct of sociopragmatic knowledge does not imply an even variety of speech acts; however, this questions the avoidance of concentrating on requests and the intended inclusion of a variety of speech acts instead as a part of broadened construct of sociopragmatic knowledge that the test is claimed to cover. In addition to the fact that the requests seem to make a bigger part of the test compared to other speech acts, the test results have shown that specific speech acts such as requests and apologies had to be addressed and explained more to the students. The need for addressing requests could have potentially been caused by a slightly bigger number of requests compared to other speech acts. While the current study was not preoccupied with the investigation of this specific issue in more detail and this finding is only applicable to a given group in a given study, it could potentially serve as a call for a re-consideration of the place of requests in the test of ESL sociopragmatic knowledge by its developers, which would refer to the explanation inference in the test developers' validity argument for the test that reads "scores are reflective of the construct of sociopragmatic knowledge in everyday settings" (2014, p. 115). It might also serve as a call for more research on justification of concentrating on requests and apologies within research on acquisition of sociopragmatic knowledge.

5.3 Usefulness of an Instructional Unit Through the Lens of Rebecca Oxford's Strategic Self-Regulation Model of Language Learning

In this section, I mainly address the second research question:

What effect did the instructional unit designed based on the test of sociopragmatic knowledge created using the test items developed by Roever, Fraser and Elder (2014) on participants' learning experience?

Questionnaire results show that participants found the instructional unit useful overall. As discussed in the previous section, this indicates that the explicit instruction targeted areas of sociopragmatic knowledge that indeed needed to be covered.

Surprisingly, it turned out that the results of the open-ended responses to the questionnaire could be usefully explained with the Strategic Self-Regulation Model (S²R) of language learning, defined by Afflerbach, Pearson and Paris (2007), and elaborated by Oxford (2011). I present Oxford's work (2011) here as a means of interpreting the data derived from the open-ended responses, as it is useful in understanding the potential implications of this work.

In the S²R Model, a self-regulated L2 strategy is defined as "deliberate, goal-directed attempts to manage and control efforts to learn the L2" (Oxford, 2011, p.12). The full model will be further elaborated (See Oxford, 2011, p. 14 for a visual representation of S²R model). According to Oxford (2011), there are **three dimensions** in which L2 metaknowledge operates: cognitive, affective, and sociocultural-interactive. Within each dimension, there are six **types of metaknowledge** that L2 learners can apply: group or culture knowledge, task knowledge, whole-process knowledge, strategy-knowledge and conditional knowledge. I will define the above concepts, as they are important for understanding how data derived from participants' responses fall within this model.

I will start by defining the three dimensions in which metaknowledge operates. The examples I will provide to illustrate the dimensions of knowledge will be found on the intersections of the defined dimensions and strategy knowledge as a type of knowledge. The Cognitive dimension is responsible for processes such as constructing, transforming and employing L2 knowledge; using the senses to understand and remember knowledge could be an example of strategy knowledge operating in cognitive dimension. The Affective dimension deals with generating and maintaining positive emotions towards the L2 learning process: an example of strategy knowledge operating within this dimension would be activating and maintaining motivation. Sociocultural-interactive (SI) dimension is related to “communication, sociocultural aspects and identity” (Oxford 2011, p. 15); for example, interacting to learn and communicate would be a learning strategy implemented within this dimension. Due to the sociopragmatic nature of the current study, it was not surprising that the absolute majority of the responses fall under this SI dimension. The other dimension that is reflected in participants’ responses is the Affective dimension. The Cognitive dimension was not reflected in the results of the current study.

For the types of knowledge, I will only define those applicable to the current study. As I will be defining the types of knowledge, I will be providing the examples from the participants’ responses while using the S²R model to better conceptualise the data derived from the open-ended responses to the questionnaire.

Person knowledge in the SI dimension is defined as “Knowledge of one’s own or another’s social interaction patterns, social learning style, related strengths and weaknesses and the sociocultural setting and is considered to be knowledge of a narrower

construct than group/culture knowledge, task knowledge and whole-process knowledge” (Oxford, 2011, p. 21). This type of knowledge is represented by responses referring to the category of change in communication strategies:

P15-2: “I have kept using the communication [sic] that comes before the conversation. Also I have been more careful with my answers whenever I'm talking to someone in the daybyday [sic] ...”

The next type of knowledge is group or culture knowledge, defined as “Knowledge of group or cultural norms and expectations in relation to interactional and sociocultural elements of L2 learning” (Oxford, 2011, p. 22). As can be seen from its definition, this type of knowledge is very close to what I call sociopragmatic knowledge throughout the study:

P4-1: “Learning the different levels of apologizing and gratitude was really important, to adapt my speech to different people.”

The task knowledge within the SI dimension is defined as “knowledge of the SI demands of the immediate L2 learning task” (Oxford, 2011, p. 22).

P20-2: “The most important ones are: make an appointment with director of EIP program and ask my teacher some questions about my concerns that [sic] took a few minutes”

The next type of knowledge represented by respondents’ ideas refer to is strategy knowledge. This type of knowledge is understood as knowledge of strategies and metastrategies (cognitive, affective, and SI strategies and metacognitive, meta-affective

and meta-SI strategies) (Oxford, 2011). The distinction between **strategies** and **metastrategies** of L2 learning, as introduced by Oxford (2011), is discussed below.

Each of the three dimensions—cognitive, affective and SI—has its own list of related L2 learning strategies. The strategies in the cognitive dimension are the following:

- using senses to understand and remember,
- activating knowledge,
- reasoning,
- conceptualising with details,
- conceptualising broadly, and
- going beyond the immediate data.

The Affective dimension incorporates two strategies:

- activating supportive emotions, beliefs, and attitudes, and
- generating and maintaining motivation.

Finally, the SI dimension includes three strategies:

- interacting to learn and communicate,
- overcoming knowledge gaps in communicating, and
- dealing with sociocultural contexts and identities.

Metastrategies are tactics used to control use of strategies; they can operate within any of the three dimensions. Oxford (2011) lists eight metastrategies:

- paying attention,
- planning,
- organising,
- monitoring,

- obtaining and using resources,
- implementing plans,
- orchestrating strategy use, and
- evaluating.

As for this category, the participants provided responses tapping into both the SI dimension and the affective dimension. An example tapping into the affective dimension mentioned refers to self-monitoring, activating and maintaining supportive emotions:

P4-2: “I get more confidence.”

An example referring to the strategy knowledge itself would be overcoming knowledge gaps in communicating:

P15-2 “[...] and I have been asking for more information related to this matter to people who have experience about it.”

Three examples referring to the knowledge of metacognitive strategies include

1. organising the resources to communicate:

P7-1: “I start to know how to organize my sentence correctly, like a native use [sic]”,

2. using the resources to communicate:

P18-2 “Such as May I [sic] or Can I get something. That's heard more polite.”

3. using **and** organising the resources to communicate:

P7-2: “Begin with may I [sic] or can I when I need to ask any questions.”

Finally, conditional knowledge is referred to as “knowledge of when, where, and why to use a SI strategy or a meta-SI strategy for a given purpose in a specific setting” (Oxford, 2011, p.14), and can be interpreted as choices people have to perform depending on the situation:

P4-2: “I used the ‘making requests’ to book a table in a restaurant.”

Even though the data set obtained in this study was fairly small, it included a good variety of examples for Oxford’s S²R model. All types of knowledge within the SI dimension were represented in these data except for one—whole-process knowledge referring to long-term knowledge of SI strategies and metastrategies. The reason for the absence of whole-process knowledge is that eliciting long-term results of the lesson was beyond the scope of the current study; however, this could be a possible direction for future research, as discussed further.

As we look at the results of the open-ended responses through the lens of Oxford’s S²R model, it becomes clear that the participants were able to use the information from the lesson for their autonomous ESL sociopragmatics learning. Their self-regulated learning included employing SI strategies and metastrategies such as overcoming knowledge gaps in communicating, activating and maintaining supportive emotions, using and organising resources for communicating, and monitoring changes in their SI style. The participants were able to employ those strategies and metastrategies in their everyday life situations such as ordering food and reserving a table in a restaurant,

resolving some concerns with a teacher, and making an appointment with the EIP management of the University of Ottawa.

5.4 Implications

5.4.1 Overview.

As mentioned in the introduction, while the study was being conducted, the list of the learning objectives of the EIP was revised and more statements tapping into sociopragmatic competence were added. This indicates acknowledgment of importance of sociopragmatic competence as a part of ESL learning and instruction. From communication with the manager and the curriculum developer of the program, I learned that the learning objectives would be revised again. In light of these plans, it is timely to provide the managing staff of the program with the findings of the current study. Building on these findings, I also make some suggestions on including sociopragmatic competence as a part of the EIP curriculum and instruction that could potentially serve as a starting point for the revisions of curriculum documents. I will first discuss the curricular implications of the current study and will then present some pedagogical implications.

5.4.2 Curricular implications.

To make curricular suggestions for the EIP of the University of Ottawa, I made an attempt to match the constructs and subconstructs (constructs of specific tasks) of sociopragmatic knowledge measured by the test items developed by Roever, Fraser and Elder (2014) with the learning objectives of the EIP as of Fall 2015. Table 9 demonstrates

some connections between the EIP learning objectives for levels 300 and 400 and the test items which tap into the corresponding aspects of sociopragmatic competence.

Table 9. Connections between the EIP learning objectives for levels 0300 and 0400 and the constructs of test tasks developed by Roever, Fraser and Elder (2014)

Learning objective	Part of the test	Construct of the test item	Average score
<i>Start, maintain, and end conversations effectively</i>	Dialog Choice Item, Extended DCT	Knowledge of conventional sequence organisation (for the Dialog Choice items); Offline productive ability to employ knowledge of appropriateness (for the Extended DCT)	65% 61%
<i>Use strategies to confirm understanding, maintain a conversation, change topics, and express opinions politely</i>	Appropriateness Correction, Extended DCT	Receptive knowledge of politeness norms in English; Offline productive ability to employ knowledge of appropriateness	54%; 61%
<i>Interact effectively in everyday situations</i>	Overall construct of the test (with an emphasis on Extended DCT)	Broadened construct of sociopragmatic knowledge (offline productive ability to participate in small talk and service encounter interactions)	63% (61%)

<i>Use casual language effectively and formal language somewhat effectively</i>	Overall construct of the test	Broadened construct of sociopragmatic knowledge	63%
<i>Identify speakers' intended message, attitudes and opinions and infer information from a speaker's choice of words</i>	Overall construct	Broadened construct of sociopragmatic knowledge	63%

As seen from Table 9, some of the current learning objectives of the EIP address some of the constructs of the test tasks; therefore, the test items can be useful in direct instruction in the EIP program and hold potential for uses in EAP programs in general.

The curriculum developers of the EIP program at the University of Ottawa are considering addressing sociopragmatic competence in the EIP curriculum going forward (E. Lavoie & R. Farzi, personal communication, 2016). Including more statements tapping into sociopragmatic knowledge in the list of learning objectives may be excessive, as the focus in the EIP program is still on academic writing, which is fairly seen as the essential skill necessary for university studies, I advocate that only small adjustments can be made in regards to the list of learning objectives.

One such adjustment could be to reformulate statements in the list of learning objectives tapping into sociopragmatic knowledge so it would include choosing words based on a situation and relationships of people involved in the situation. This could be

done using the terms of Brown and Levinson’s framework (1987), terms borrowed from Conversation Analysis, and concepts offered by the test developers. Even though a high level of sociopragmatic knowledge is frequently associated with high proficiency learners (Bardovi-Harlig, 2009; Dalmau & Gotor, 2007), considering that learners of lower L2 proficiency have been shown to produce more routinised expressions (*Excuse me, Thank you*), and the possible more influential role of the intensity of input over the proficiency level (Bardovi-Harlig, & Bastos, 2011; Roever, 2011), I suggest that knowledge of general concepts and cultural expectations as well as offline productive abilities related to sociopragmatic knowledge can still be expected to be reached by learners of lower levels (050, 0100 and 0200).

Considering the fact that the test revealed lack of knowledge of specific speech acts, including specific speech acts such as requesting, apologising, refusing, and thanking in the list of learning objectives could also be proposed.

Table 10 presents some examples of suggested statements for the learning objectives across the levels:

Table 10. Suggested Examples of Statements Tapping into Sociopragmatic Knowledge for the EIP Learning Objectives.

EIP Level	Examples of suggested learning objective tapping into sociopragmatic competence
	Identify the relationship of power and social distance between the speakers
EIP 0050	Perform some high-frequency expressions to apologise, thank, and ask for things successfully

EIP0100	Identify the relationships between the speakers in a variety of situations and contexts
	Perform a variety of high-frequency expressions to apologise, thank, ask for things, and refuse successfully
EIP0200	Identify the context of the situation (relationships between the speakers, social setting)
	Participate in an informal conversation in a university context somewhat successfully
EIP0300	Perform a variety of informal and formal expressions to apologise, thank, ask for things and refuse somewhat successfully
	Start, maintain and end an informal and semi-formal conversation in a university setting confidently
	Utilize a variety of formal, semi-formal and informal expressions to apologise, refuse and request somewhat successfully
EIP0400	Demonstrate appropriate choice of words in a variety of informal and formal conversations successfully
	Employ a variety of formal, semi-formal and informal expressions to apologise, refuse, apologise, thank, and request effectively

5.4.3 Pedagogical implications.

After discussing the ways of incorporating sociopragmatic competence into the curriculum of the EIP program, I would like to discuss the ways of incorporating sociopragmatic competence into the EIP classroom, based on the findings of the current

study. While I make these suggestions for a specific intensive EAP program, they potentially can be employed by other EAP programs.

In the current study, the test of ESL sociopragmatic knowledge revealed some gaps in sociopragmatic knowledge in a group of students of the two highest levels of an EAP program. I suggest including use of test tasks developed by Roever, Fraser and Elder (2014) or similar test tasks that would cover a broad construct of sociopragmatic knowledge to elicit areas of weakness in the diagnostic activities currently done at the beginning of each session. As mentioned before, given the practicality of tasks such as the ones used in this study, the test items can be read, spoken out loud, or listened to (if any recordings are provided); therefore, such a test could be used as a diagnostic assessment as opposed to a role play which would probably be more appropriate for achievement-based assessment of a specific aspect of sociopragmatic knowledge (such as booking an appointment).

Following diagnostic assessment, the points of weakness specific to a given group could be targeted by instruction on norms of appropriateness and politeness. As discussed, the current study supports Bou-Franch and Garcés-Conejos's (2003) argument for an approach to L2 sociopragmatics using explicit instruction as a starting point for learners' self-guided incidental acquisition of L2 sociopragmatic knowledge (discussed in Chapter 2). The fact that the participants self-reported use of self-regulated SI strategies of language learning after attending the lesson on norms of appropriates and politeness confirms that explicit sociopragmatic instruction should serve as a trigger for learners' autonomous "search for truth." First of all, if employed, this approach, where explicit instruction initiates the students' autonomous acquisition of sociopragmatic knowledge,

might motivate the EAP learners to take advantage of being in an ESL setting as opposed to EFL setting. Second, this might be especially efficient in an EAP context, enabling the instructors to remain focused on writing skill, where it should be, while still providing opportunities for successful acquisition of ESL sociopragmatic knowledge.

Another pedagogical suggestion is made based on Oxford's model of Strategic Self-Regulated Language Learning (2011). The current study supports Oxford's view of learning strategies as making learning "deeper, more productive, and more lasting" (p.13). Therefore, I advocate teaching not only rules and norms but also strategies and metastrategies that can be employed to facilitate acquisition of sociopragmatic knowledge. For instance, based on the findings of the current study, students could be given handouts with suggested sequences used for apologising, requesting and thanking (as well as other speech acts) and recommended to use those as resources when, for example, making appointments, requesting their teachers for extensions, informing professors about absences, in the stores, etc. Teachers could also recommend their students to consult native speakers on "how to do things with words" when writing emails, making phone calls, etc. to employ the SI strategy of overcoming knowledge gaps. The fact that the participants of the current study reported spending more time on choosing appropriate words after receiving explicit instruction leads to a suggestion for the teachers to make their students aware that following conventions of communication might be more cognitively demanding at first, but will become automatic eventually. Teachers could also encourage their learners by mentioning that the more they practise, the more confidence they gain. Considering that most ESL teachers probably already suggest their students communicate with native speakers as much as possible outside of

the classroom, it might be a good idea to impose doing this on the students by inviting guest speakers into the classroom, or assigning them interviews with native speakers as homework. Such activities would provide the learners with opportunities to employ SI learning strategies (interacting to learn and communicate, dealing with sociocultural contexts and identities). This does not have to be frequent and can easily fit in other academic projects students have to complete. For example, ESL students in Canada could interview someone about Tim Hortons' merger with Burger King and incorporate a recording with their interviewee's opinion into a formal presentation or a debate about regional or global businesses. A task like this would incorporate all three language learning strategies in the SI dimension (interacting to learn and communicate, dealing with sociocultural contexts and identities, and overcoming knowledge gaps by communicating).

Following current research in L2 sociopragmatics, role plays are strongly recommended as practice activities. Scenarios can be created based on the items of the test developed by Roever, Fraser and Elder (2014) or designed by the teacher. While scenarios involving situations typical to university settings should be given priority, service encounter interactions and small talk practice could also be incorporated.

As for the frequency of instruction, it would probably be best to do it on an ongoing basis as opposed to a one-time lesson. This would enable an instructor to track students' progress and concentrate on one specific aspect at a time. For instance, the TAs in the EIP of the University of Ottawa, who do most of speaking practice with the students (as opposed to the teachers, who deal mostly with writing), could dedicate 20-30 minutes out of their 6 hours of instruction per week to this.

My final suggestion in regards to explicit ESL sociopragmatics instruction would be including more of such instruction in the beginning of the session to promote a more L2-like teacher-student interaction from the very beginning. Ideally, this way the students could potentially see teacher-students interactions as opportunities for employing pragmalinguistic resources they learn and SI learning strategies (not to mention starting noticing such opportunities outside the classroom). Stating that cultural expectations imposed on both learners and instructors in an L2 country might be different from those of the students' from the very beginning could also potentially reduce the number of communication breakdowns between teachers and students. It would also explicitly promote an atmosphere where differences in norms of appropriateness can be openly discussed in the classroom as a part of language learning and, therefore, invite the students to employ the strategy of overcoming knowledge gaps in communicating without leaving the classroom.

5.5 Limitations and Future Research

Although the current study was not preoccupied with gaining insight into progress in participants' sociopragmatic knowledge and therefore did not involve an intervention design with a pre-test and a post-test of sociopragmatic knowledge, creating multiple versions of the test in future would make a significant contribution. First, it would provide insights into long-term effects of explicit sociopragmatic instruction informed by the results of the test. Second, using multiple versions of the test would potentially allow collecting validity evidence to explore generalisability of the test results to various groups in a variety of contexts. Third, it would enable a researcher to collect consequential validity evidence for usefulness of the test for other low-stakes pedagogical decisions,

such as self-directed learning of norms of appropriateness (See Roever, Fraser & Elder, 2014, pp.114-115 for the full validity argument for the test).

One of the limitations of the study has to do with the format of test administration. Evaluating speaking abilities through writing interferes with the construct of speaking competence so this might sometimes confuse the students. Although in this case most of the participants seemed to be able to “play along” by providing responses that they would provide orally (such as “Yep!”, “See ya!”), one of the participants (**P20**) referred to one of the Appropriateness Choice and Appropriateness Correction items to illustrate that having to imagine the situations described in the test caused her some confusion, since her answers would depend on non-verbal features such as tone of voice:

12. Two friends are sharing a bottle of wine at a pub.

F1: *Would you like some more?*

F2: *Well obviously I do.*

Is F2 responding appropriately?

a) *Yes* b) *No*

How should F2 respond?

To P20, depending on the tone of voice, F2’s turn might be acceptable or unacceptable: if understood literally, this turn is not appropriate (and was intended to be not appropriate); but if the tone of voice was sarcastic, this turn could be appropriate as in some cases sarcasm can be acceptable between close friends. In addition to the participant’s comment, I also suggest that the participants might have received a higher average score on the Dialog Choice task (the actual average score was 65%) if they had been able to listen to the recordings of the dialogs. In the lesson, when covering the

Dialog Choice item, several participants could instantly indicate the more successful dialog from the pair, once the dialogs were read out loud. Thus, including the audio component when employing the test items would be beneficial in facilitating students' comprehension. For future studies, it would be a good idea to record audios with Canadian native speakers of English.

In support of my suggestion and P20's comment, Roever (2014) states that the amount of information in a DCT prompt sufficient for a participant to perceive the clearest picture of the situation is yet to be determined. Test items measuring sociopragmatic knowledge involving reading and writing leave a lot to be imagined due to not capturing non-verbal features and can, therefore, potentially cause construct-irrelevant variance. Therefore, written judgment questionnaires are not recommended for summative assessment, but are found to be appropriate for formative assessment (Billmyer & Verghese, 2000). For instance, if a group of students was completing a paper-based version of the test created using items developed by Rover, Fraser and Elder (2014) for summative assessment in an actual course, the inferences from that test could not be considered totally fair as, based on the example of the current study, the absence of audio support might have negatively impacted the students' scores. For future research, it would be interesting to see how the audios of the test items developed by Roever, Fraser and Elder (2014) affect the results of assessment.

Since the current study concentrated on using the scores of the test created using items developed by Roever, Fraser and Elder (2014) for informing instruction to test the claim that the scores can be useful for informing low-stakes pedagogical decisions, it involved only a formal preliminary pre-screening procedure of the scoring grids before

administering the test. It would be a useful complement for future studies to pilot the scoring grids for the test with a group of culture insiders in Canada. Piloting the answer keys could potentially enable a researcher to see whether there is any significant variance between perceptions of appropriateness in Australia and Canada.

Limited in time, I was only able to give a short (one hour and ten minutes) lesson on norms of appropriateness and politeness. Therefore, I had to focus only on the areas of difficulty revealed by the test scores. For future research, it would be interesting to involve instruction that does not focus only on the weaknesses in sociopragmatic knowledge in a given group, but covers all elements of the test instead. This would enable a researcher to see if there would be a difference in perceptions of usefulness of general sociopragmatics instruction as opposed to instruction focused on specific areas of weakness. I would also suggest exploring the effects of a longer one-time lesson, as well as regular instructional sessions on EAP learners' sociopragmatic knowledge. This could either involve a pre-post test design to measure progress and/or retention of participants' sociopragmatic knowledge over time, or through collecting participants' feedback.

Another significant limitation is participant attrition. Considering the students' busy schedule, I was able to retain only 13 participants for Phase 2 compared to 20 in Phase 1 of the study. I would be very interested to see a similar study that would involve more participants and therefore enable performing inferential statistical analysis. If any relationships among variables could be found, it would be an important contribution to the validity evidence that the current study aimed to provide. For example, it would make it possible to judge whether or not the learners with higher rate of length of residency in

Canada scored more on the ESL sociopragmatics test and subsequently found the instruction less useful.

In the current study, the participants self-reported the use of information from the lesson in their everyday life, which, although provides some useful insights into how can instruction be informed by the test results, is indirect in nature, since the facts that the participants reported were not observed by the researcher. In the case of the current study, since I was unable to get access to the classroom, collecting the participants' feedback through self-report was the best option. However, conducting a study that would involve classroom observations or enable an instructor to create a situation in which he or she could observe learners' real-life sociopragmatic performance would provide more objective data.

Chapter 6: Conclusion

The current study showed that the test items developed by Roever, Fraser and Elder (2014), originally created for the Australian context, hold potential for informing instruction in the Canadian context. Further research may support the universality of the notions of appropriateness and politeness across various ESL contexts.

The current study had two major goals: 1) providing some validity evidence for use of the test items developed by Roever, Fraser and Elder (2014) for informing ESL sociopragmatics instruction in the Canadian context, and 2) examining the effect of the instruction on norms of appropriateness and politeness on EAP students' learning experience.

To address the first objective, the study used Weir's (2005) evidence-based approach to test validation. Specifically, I collected some differential *a posteriori* validity using participants' self-report for use of the test items for formative purposes. Differential validity in this case was related to potential content bias related to the origin of the test items that would interfere with the participants' performance. The test items were found useful in detecting the areas of weakness in sociopragmatic knowledge of the group of learners in a Canadian intensive EAP program. Collecting differential validity evidence for language tests is commonly associated with questions of gender, age, and cultural background as construct-irrelevant variables affecting a test taker's performance as well as a rater's judgment. The fact that this study looked at differential validity from a different angle is what makes an original contribution to current research in L2 sociopragmatics.

While the participants' self-reports indicate an overall tendency in the group to perceive the instructional unit designed based on the test results as useful, some of the observations related to the construct of the test (such as a slight emphasis on requests versus other speech acts in the tasks measuring passive sociopragmatic abilities) and the format of test delivery (such as a slight negative effect of the absence of audio support on participants' performance) were made.

Not only did the participants of the current study acknowledge a need for instruction on norms of appropriateness and politeness, but also they provided more insight into what information they needed and how were they able to use it in their everyday life. After analysing the open-ended responses to the follow-up questionnaire to approach the second major goal of the study—examining the effect of the instructional unit informed by the test results on participants' language learning experience—I discovered that the data from the participants' responses could be usefully conceptualised using Rebecca Oxford's Model of Strategic Self-regulated language learning (2011). After being re-interpreted using the S²R Model, the qualitative data elicited by the open-ended responses could be presented as the types of language knowledge operating in socio-cultural and affective dimensions. The information from the instructional unit enabled the participants to employ:

- the knowledge of socio-interactive strategies and metastrategies for language learning, such as overcoming gaps in knowledge by communicating, self-monitoring and using/organising resources for communicating;

- the conditional knowledge of socio-cultural norms in situations, such as making an appointment, reserving a table in a restaurant and discussing their concerns with ESL teachers;
- the knowledge of an affective strategy of activating and maintaining confidence as a positive feeling for language learning; and
- the person knowledge—knowledge of their own interactional styles, that mostly refer to experiencing slight delays in making their turns in everyday interactions due to a perceived necessity to evaluate the context of a situation.

Based on the findings of the current study, I propose that learning objectives of EAP programs should reflect a more explicit inclusion of the construct of sociopragmatic competence. This suggestion on incorporating sociopragmatic competence into the EIP curriculum is supported by suggestions on including explicit instruction on ESL sociopragmatics as well as on possible ways to measure it.

I suggest following the principle of providing explicit instruction on norms of appropriateness as a way to facilitate the students' autonomous acquisition of the knowledge of those norms (Bou-Franch & Garcés-Conejos, 2003). For further acceleration of the learners' self-regulated learning of sociopragmatics, I recommend promoting employing SI strategies and metastrategies for language learning established by Rebecca Oxford (2011). I also suggest imposing using the SI strategies for language learning such as dealing with contexts and identities by incorporating activities such as interviewing native speakers as assignments or homework. Instruction should incorporate explanations of how power, social distance and level of imposition affect one's choice of words (Brown and Levinson, 1987) as well as conventional sequence

organisation (Schegloff, 2007). Speech acts such as requests, apologies, and refusals should be taught, and the need for more instruction on specific speech acts could be revealed by diagnostic or formative assessment.

Based on the findings of the current study that used the sequence of activities for a lesson on appropriateness and politeness offered by Meier (1997), I suggest modifying that sequence by adding information on strategies and metastrategies for the learners to implement in their everyday life, as follows:

- discussion of interlanguage differences in norms of appropriateness,
- information on rules of appropriateness,
- information on strategies and metastrategies for them to implement, and
- practice tasks such as role plays or conversations with guest speakers.

I also advocate that explicit sociopragmatics instruction be included in regular EAP lessons to the extent possible. For example, in the English Intensive program where this study was conducted, TAs could incorporate 20-30 minutes of such instruction per week.

For the assessment aspect of ESL sociopragmatics, I suggest using test items similar to those developed by Roever, Fraser and Elder (2014) for diagnostic and formative assessment and, building on Al-Gahtani and Roever (2013), McNamara and Roever (2006), and Youn (2015), using role-play tasks for achievement and summative assessment. Although role plays are found to be less practical compared to written judgment items and DCTs, they allow the capturing of non-verbal features of students' performance, which is associated with more authenticity leading to a more reliable judgment (Al-Gahtani & Roever, 2013; Golato, 2003; McNamara & Roever, 2006; Youn,

2015). The method of using textual test items for creating scenarios for role plays, employed in this study, could be a possible option.

Finally, conducting diagnostic measurement of sociopragmatic knowledge and providing explicit sociopragmatic instruction in the very beginning of a course would be beneficial. This would help establish a healthy and friendly atmosphere in the classroom, in which not only would the students feel comfortable asking questions and discussing issues related to intercultural differences, but also would allow the instructors to explicitly set socio-cultural expectations for teacher-student interactions in a given classroom.

To conclude, I will share an anecdote about how, having made it from an international student not familiar with the norms of appropriateness used in Canada to a TA in the English Intensive Program of the University of Ottawa giving a lesson on those norms, I was able to implement the above suggestions and what the results have been.

After conducting the current study, I decided to use the information provided above in my own teaching practice. In the very first week of the semester, I gave my EIP students a lesson on norms of appropriateness similar to the one described in this study. I was pleased to find the lesson effective, and it reinforced a healthy learning environment. First of all, it helped me set a friendly and respectful atmosphere for the rest of the session. Second, it was fascinating to see how eager the students were for information on conventions of communication, which they demonstrated by asking questions on how to greet others, how to properly address the teachers, or whether they should ask *How are you?* in an email. Role-play activities helped them practise talking about marks and absences before they even had to do it.

Of course, a lot will always depend on the group, and this is where diagnostic and formative assessments come in. I believe that, armed with the tools and materials useful in teaching and assessing ESL sociopragmatics discussed here, EAP instructors would benefit from including more explicit instruction on norms of appropriateness into their regular lessons, and so would their students.

References

- About uOttawa. (n.d.). Retrieved January 8, 2016, from
<http://www.uottawa.ca/about/>
- Afflerbach, P., Pearson, P., & Paris, S. (2007). Skills and strategies: Their differences, their relationships, and why it matters. In K. Mokhtari & R. Sheorey (Eds.), *Reading strategies in first- and second- language learners: See how they read*, (pp. 11-24). Norwood, MA: Christopher Gordon.
- Al-Gahtani, S., & Roever, C. (2013). "Hi doctor, give me handouts": Low-proficiency learners and requests. *ELT Journal*, 67(4), 413-424.
- Atkinson, J. M. (1992). Displaying neutrality: Formal aspects of informal court proceedings. In P. Drew & J. Heritage (Eds.), *Talk at work* (pp. 199-211). Cambridge, UK: Cambridge University Press.
- Austin, J. L. (1962). *How to do things with words*. Oxford: Oxford University Press.
- Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford, England: Oxford University Press.
- Bachman, L. F., & Palmer, A.S. (1996). *Language testing in practice*. Oxford: Oxford University Press.
- Bachman, L. F. (2004). *Statistical analyses for language assessment*. Cambridge, UK: Cambridge University Press.
- Bardovi-Harlig, K. (2009). Conventional expressions as a pragmalinguistic resource: Recognition and production of conventional expressions in L2 pragmatics. *Language Learning*, 59(4), 755-795.

- Bardovi-Harlig, K., & Bastos, M. (2011). Proficiency, length of stay, and intensity of interaction and the acquisition of conventional expressions in L2 pragmatics. *Intercultural Pragmatics*, 8(3), 347-384.
- Bardovi-Harlig, K., & Dörnyei, Z. (1998). Do language learners recognize pragmatic violations? Pragmatic versus grammatical awareness in instructed L2 learning. *TESOL Quarterly*, 32(2), 233-262.
- Beach, W. A. (1995). Preserving and constraining options: “Okays” and “official” priorities in medical interviews. In B. Morris & R. Chenail (Eds.), *Talk of the clinic*. (pp. 259-290). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Billmyer, K., & Varghese, M. (2000). Investigating instrument-based pragmatic variability: Effects of enhancing discourse completion tests. *Applied Linguistics*, 21(4), 517-552.
- Bou-Franch, P., & Garcés-Conejos, P. (2003). Teaching linguistic politeness: A methodological proposal. *IRAL - International Review of Applied Linguistics in Language Teaching*, 41(1), 1-22.
- Brecht, R., Davidson, D., Ginsberg, R. (1995). Predictors of foreign language gain during study abroad. In: Freed, B. F. (Ed.), *Second Language Acquisition in a Study Abroad Context* (pp. 37–66). Amsterdam: John Benjamins.
- Brown, P., & Levinson, S. D. (1987). *Politeness: some universals in language usage*. New York: Cambridge University Press.
- Burke Johnson, R., & Onwuegbuzie, A. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher*, 33(7), 14-26.

- Chapelle, C. A. (2008). The TOEFL validity argument. In C.A. Chapelle, M.E. Enright & J. Jamieson (Eds.), *Building a validity argument for the Test of English as a Foreign Language* (pp. 319-350). New York, NY: Routledge.
- Chapelle, C. (2012). Conceptions of validity. In G. Fulcher & F. Davidson (Eds.), *The Routledge Handbook of Language Testing* (pp. 21–33). London: Routledge.
- Charmaz, K. (2000). Grounded Theory: Objectivist and Constructivist Methods. In N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* (pp. 509-535). Thousand Oaks, CA: Sage.
- Cook, H. M. (2001). Why can't learners of Japanese as a foreign language distinguish polite from impolite speech styles? In D. Archer & P. Grundy (Eds.), *The Pragmatics Reader* (pp. 354-370). London and New York: Routledge.
- Cronin, P., Ryan, F., & Coughlan, M. (2008). Undertaking a literature review: A step-by-step approach. *British Journal of Nursing Br J Nursing*, 17(1), 38-43.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Dalmau, M., & Gotor, H. (2007). From “Sorry very much” to “I’m ever so sorry:” Acquisitional patterns in L2 apologies by Catalan learners of English. *Intercultural Pragmatics*, 4(2), 287–315.
- Denzin, N. & Lincoln, Y. (Eds.). *Handbook of qualitative research* (2nd ed., pp. 851-869). Thousand Oaks, CA: Sage.
- Egger, M., Zellweger-Zahner, T., Schneider, M., Junker, C., Lengeler, C., & Antes, G. (1997). Language bias in randomized controlled trials published in English and German. *The Lancet*, 350 (9074), 326–329.

- English Intensive Program (2015). EIP Course Objectives. In *Spring 2015 session essential documents* [PDF document]. Retrieved on April 25, 2015.
- English Intensive Program (2015). EIP Course Objectives. In *Fall 2015 session essential documents* [PDF document]. Retrieved on September 8, 2015.
- English Intensive Program (June 2014). Guidelines for teachers and teaching assistants. In *Fall 2015 session essential documents* [PDF document]. Retrieved on January 8, 2015.
- Fitch, K., & Sanders, R. (2005). Conversation Analysis and Institutional Talk. In *Handbook of language and social interaction* (pp. 103-146). Mahwah, N.J.: Lawrence Erlbaum Associates.
- Goffman, E. (1967). *Interaction rituals: essays on face-to-face behaviour*. Garden City, NY: Anchor Books.
- Golato, A. (2003). Studying compliment responses: A comparison of DCTs and naturally occurring talk. *Applied Linguistics*, 24(1), 90-12.
- Goodwin, C. & Heritage, J. (1990). Conversation Analysis. In *Annual Review of Anthropology*, 19, 283-307.
- Grabowski, K. (2013). Investigating the construct validity of a role-play test designed to measure grammatical and pragmatic knowledge at multiple proficiency levels. In S. Ross & G. Kasper (Eds.), *Assessing second language pragmatics*. New York: Palgrave MacMillan.
- Grammarist - English Grammar, Grammar Rules and tips - English grammar, usage, and style blog. (2012). Retrieved February 9, 2016, from <http://grammarist.com/usage/duly-noted/>.

- Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics 3: speech acts* (pp. 41-58). New York: Academic Press.
- Griffiths, C., & Oxford, R. (2014). The twenty-first century landscape of language learning strategies: Introduction to this special issue. *System*, 43, 1-10.
- Gumperz, J. (1982). *Discourse strategies*. Cambridge: Cambridge University Press.
- Heath, C. (1992). The delivery and reception of diagnosis and assessment in the general practice consultation. In P. Drew & J. Heritage (Eds.) *Talk at work* (pp.235-267). Cambridge, UK: Cambridge University Press.
- Heritage, J. (2005). Conversation Analysis and institutional talk. In K. Fitch and R. Sanders (Eds.), *The Handbook of language and social interaction* (pp. 103-147). Mahwah, NJ: Lawrence Erlbaum Associates.
- Hudson, T., Detmer, E., & Brown, J. D. (1995). *Developing prototypic measures of cross-cultural pragmatics* (Tech. Rep. No. 7). Honolulu: University of Hawai'i, Second Language Teaching and Curriculum Center.
- Itomitsu, M. (2009). *Developing a test of pragmatics of Japanese as a Foreign Language*. (Unpublished doctoral dissertation). Ohio State University, Columbus, Ohio.
- Jang, E. E. (2009). Cognitive diagnostic assessment of L2 reading comprehension ability: Validity arguments for Fusion Model application to LanguEdge assessment. *Language Testing*, 26(1), 31-73.
- Jansen, H. (2010). The logic of qualitative survey research and its position in the field of social research methods [Abstract]. *Forum: Qualitative Social Research*, 11(2)

- Art. 11. <http://www.qualitative-research.net/index.php/fqs/article/view/1450/2947>
[Accessed 5 May 2015].
- Kasper, G. (1993). Pragmatic transfer. *Second Language Research*, 8(3), 203-231.
- Kasper, G. (2006). Beyond repair: Conversation analysis as an approach to SLA. *AILA Review*, 19, 83-99.
- Kelley, C., & Meyers, J. (1993). *Cross-cultural adaptability inventory manual*.
Minneapolis, MN: National Computer Systems.
- Lado, R. (1961). *Language Testing: The Construction and Use of Foreign Language Tests*. London: Longman.
- Leech, G. (1983). *Principles of pragmatics*. London: Longman.
- Liu, J. (2006). *Measuring interlanguage pragmatic knowledge of EFL learners*.
Frankfurt: Peter Lang.
- McNamara, T., & Roever, C. (2006). *Language testing: The social dimension*. Malden,
MA: Blackwell.
- Meier, A. J. (1997). Teaching the universals of politeness. *ELT Journal*, 51(1), 21-28.
- Meier, A. J. (1998). Apologies: What do we know? *International Journal of Applied Linguistics*, 8(2), 215-231.
- Messick, S. (1995). Validity of psychological assessment: Validation of inferences from
persons' responses and performances as scientific inquiry into score meaning.
American Psychologist, 50(9), 741-749.
- Mey, J. (2001). *Pragmatics: an introduction*. Oxford: Blackwell Publishers.
- O'Neill, K. A., & McPeck, W. M. (1993). Item and test characteristics that are associated
with differential item functioning. In P. W. Holland & H. Wainer (eds.),

- Differential item functioning* (pp. 255-276). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Oxford, R. (2011). *Teaching and researching language learning strategies*. London: Routledge.
- Ponterotto, J. G., Mathew, J., & Raughley, B. (2013). The value of mixed methods designs to social justice research in counseling and psychology. *Journal for Social Action in Counseling and Psychology*, 5(2), 42-68.
- Punch, K. (2009). *Introduction to research methods in education*. Los Angeles: Sage.
- Read, J. (2010). Researching language testing and assessment. In B. Paltridge & A. Phakiti (Eds.), *Continuum companion to research methods in applied linguistics* (pp. 286-300). London: Continuum.
- Read, J. (2015). *Assessing English proficiency for university study*. Basingstoke: Palgrave Macmillan.
- Richards, J. (1990). *The Language Teaching Matrix*. Cambridge: Cambridge University Press.
- Richards, K., Ross, S., & Seedhouse, P. (2012). *Research methods for applied language studies*. Milton Park, Abingdon, Oxon: Routledge.
- Ridenour, C. S., & Newman, I. (2008). *Mixed methods research: Exploring the interactive continuum*. Carbondale: Southern Illinois University Press.
- Roever, C. (2005). *Testing ESL Pragmatics*. Frankfurt: Peter Lang.
- Roever, C. (2010). Researching pragmatics. In B. Paltridge & A. Phakiti (Eds.), *Continuum companion to research methods in applied linguistics* (pp. 240-256). London: Continuum.

- Roever, C. (2011). Tests of second language pragmatics: past and future. *Language Testing*, 28(4), 463-481.
- Roever, C. (2012). What learners get for free: Learning of routine formulae in ESL and EFL environments. *ELT Journal*, 66(1), 10-21.
- Roever, C., Fraser, C., & Elder, C. (2014). *Testing ESL sociopragmatics development and validation of a web-based test battery*. Frankfurt: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.
- Tada, M. (2005). *Assessment of ESL pragmatic production and perception using video prompts*. (Unpublished doctoral dissertation). Temple University, Philadelphia, PA.
- Schegloff, E. (2007). *Sequence organization in interaction: a primer in conversation analysis*. Cambridge: Cambridge University Press.
- Schegloff, E., & Sacks, H. (1973). Opening up Closings. *Semiotica*, 8(4), 289-327.
- Seale, C., Butler, C. C., Hutchby, I., Kinnersley, P., & Rollnick, S. (2007). Negotiating frame ambiguity: The study of simulated encounters in medical education. *Communication & Medicine*, 4(2), 177-187
- Searle, J. R. (1976). A classification of illocutionary acts. *Language in Society*, 5(1), 1-23.
- Schmidt, R. (1993). Consciousness, learning and interlanguage pragmatics. In G. Kasper & S. Blum-Kulka (Eds.), *Interlanguage Pragmatics* (pp. 21-42). Oxford: Oxford University Press.

Statistics Canada. (2006). *Knowledge of official languages, 2006 [Canada]*. [Data file].

Retrieved January 8, 2015, from <http://www12.statcan.ca/census->

[recensement/2006/ref/rp-guides/lang-eng.cfm](http://www12.statcan.ca/census-recensement/2006/ref/rp-guides/lang-eng.cfm).

Statistics Canada. (2006). *Knowledge of non-official languages, 2006 [Canada]*. [Data

file]. Retrieved January 8, 2015, from <http://www12.statcan.ca/census->

[recensement/2006/ref/rp-guides/lang-eng.cfm](http://www12.statcan.ca/census-recensement/2006/ref/rp-guides/lang-eng.cfm).

Stokoe, E. (2013). The (in)authenticity of simulated talk: Comparing role-played and actual interaction and the implications for communication training. *Research on Language and Social interaction*, 46(2), 165-185.

Strauss, A. & Corbin, J. (1990). *Basics of qualitative research*. Thousand Oaks, CA: Sage Publications.

Takimoto, M. (2007). The effects of input-based tasks on the development of learners' pragmatic proficiency. *Applied Linguistics*, 30(1), 1-25.

Tardy, C. (2004). The role of English in scientific communication: lingua franca or Tyrannosaurus rex? *Journal of English for Academic Purposes*, 3(3), 247-269.

Tashakkori, A., & Teddlie, C. (1998). *Mixed Methodology: Combining qualitative and quantitative approaches*. Thousand Oaks, CA: Sage.

Teddlie, C., & Tashakkori, A. (2009). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Los Angeles: Sage.

Tomlinson, C. (2000). *Differentiating Instruction for Academic Diversity*. San Antonio, TX: ASCD.

- University of Ottawa (2014). *Enrolment* [Excel document]. Retrieved January 8, 2016, from <http://www.uottawa.ca/institutional-research-planning/resources/facts-figures/fact-book/enrolment>.
- Walters, F. S. (2004). *An application of conversation analysis to the development of a test of second language pragmatic competence* (Unpublished doctoral dissertation). University of Illinois, Urbana-Champaign.
- Weir, C. (2005). *Language Testing and Validation: An evidence-based approach*. Hampshire, UK: Palgrave-Macmillan.
- Wray, A. (2000). Formulaic sequences in second language teaching: Principle and practice. *Applied Linguistics*, 21(4), 463-489.
- Van Dalen, H.P., & Henkens, K. (2001). What makes a scientific article influential? The case of demographers. *Scientometrics*, 50(3), 455-482.
- Yager, K. (1998). Learning Spanish in Mexico: the effect of informal contact and student attitudes on language gain. *Hispania*, 81(4), 898-913.
- Yoshitake, S. (1997). *Interlanguage competence of Japanese students of English: A multi-test framework evaluation*. (Unpublished doctoral dissertation). Columbia Pacific University, San Rafael, CA.
- Youn, S. J. (2013). *Validating task based assessment of L2 pragmatics in interaction using mixed methods*. (Unpublished doctoral dissertation). University of Hawai'i at Manoa, Honolulu, Hawai'i.
- Youn, S. J. (2015). Validity argument for assessing L2 pragmatics in interaction using mixed methods. *Language Testing*, 32(2), 199-225.

Zhao, Z. (2013). Diagnosing the English speaking ability of college students in China— validation of the Diagnostic College English Speaking Test. *RELC Journal* 44(3), 341-359.

APPENDICES

APPENDIX A. EIP Course Objectives for the Fall 2015 session.

English Intensive Program- Course Objectives by Level
LISTENING OBJECTIVES

ESL 050	ESL 100	ESL 200	ESL 300	ESL 400
<p>Identify main ideas and some details in conversations and presentations about familiar topics.</p> <p>Recognize topics by noticing familiar words and phrases.</p> <p>Understand simple, straightforward questions and advice.</p> <p>Catch some words and simple phrases in informal conversations at a normal speed.</p> <p>Follow simple verbal instructions in the classroom.</p> <p>Understand familiar (simple) reductions such as <i>doin'</i>, <i>wanna</i>, and <i>gonna</i>.</p> <p>Understand texts by noticing words such as <i>and</i>, <i>but</i>, <i>first</i>, <i>next</i>, and <i>because</i>.</p> <p>Notice different sounds and some sound patterns.</p>	<p>Identify main ideas and some supporting details in simple presentations and talks.</p> <p>Recognize topics by understanding familiar words and phrases.</p> <p>Utilize context clues to achieve comprehension.</p> <p>Recognize some inferred meanings in advice, offers, compliments and suggestions.</p> <p>Catch many words and phrases in informal conversations at a normal speed.</p> <p>Follow less detailed (clear) verbal instructions in the classroom.</p> <p>Notice some stress and intonation patterns.</p> <p>Identify the situation, emotional states and relationship of speakers.</p>	<p>Follow conversations (2 to 3 minutes) on familiar topics at normal speed.</p> <p>Make simple inferences and start to make more complex inferences based on information provided in conversations.</p> <p>Identify main ideas, key words, and examples in well-structured lectures and short media podcasts (3-5 minutes) and recall some details.</p> <p>Take brief notes while listening to short, well-structured lectures and organize information after listening.</p> <p>Follow short sets of instructions and sequence of steps related to familiar procedures in classroom activities.</p> <p>Identify the situation, relationships between speakers, and some inferred meanings in conversations and short academic lectures.</p> <p>Recognize simple transition phrases that signal changes of topic in conversations and well-structured lectures.</p> <p>Understand differences in word stress and sentence stress as well as intonation contrasts.</p>	<p>Follow longer conversations (up to 5 minutes) in less predictable contexts.</p> <p>Make logical, more complex inferences based on information provided in longer conversations and lectures.</p> <p>Identify main ideas, key words and important details in academic lectures, interviews (of up to 7 minutes in length) and discussions.</p> <p>Take more detailed notes while listening to lectures and organize/synthesize information.</p> <p>Follow more complex instructions (not necessarily presented in a step-by-step order) related to less familiar procedures.</p> <p>Identify the situation, relationship, moods, and attitudes of the speakers and infer information from a speaker's word choice and tone of voice.</p> <p>Recognize transition phrases that signal changes of topic in longer conversations and lectures.</p> <p>Identify different styles of speech.</p>	<p>Follow long conversations (up to 7 minutes) in less predictable contexts.</p> <p>Make logical inferences from conversations about abstract and complex subjects, interviews, and academic lectures.</p> <p>Identify main ideas, key words, important details, and inferred meanings in longer academic lectures and interviews of up to 10 minutes in length)</p> <p>Take detailed notes while listening to longer academic lectures and organize and synthesize information after finishing (to reconstruct message after listening.)</p> <p>Follow detailed sets of instructions while taking notes.</p> <p>Identify speakers' intended message, attitudes and opinions and infer information from a speaker's choice of words, tone of voice and intonation.</p> <p>Recognize phrases, sentences, and intonation cues that signal introduction, emphasis, topic development, change of topic, and conclusion in lectures.</p>

English Intensive Program- Course Objectives by Level
SPEAKING OBJECTIVES

ESL 050	ESL 100	ESL 200	ESL 300	ESL 400
<p>Give simple descriptions of self and others, routine activities, and neighbourhood.</p> <p>Give short, basic descriptions of events and things such as photos and clothes.</p> <p>Express very brief opinions on things such as food, clothes and jobs (with limited accuracy).</p> <p>Greet people, introduce people to each other, and end conversations appropriately.</p> <p>Ask and answer very simple questions about familiar topics.</p> <p>Make simple small talk about the weather, sport activities and people.</p> <p>Agree or disagree with limited accuracy.</p> <p>Ask for help or permission.</p> <p>Use words like <i>and</i>, <i>but</i>, and <i>because</i> to connect parts of speech.</p>	<p>Describe familiar topics such as educational background, interests, and personal experiences.</p> <p>Ask for and give directions.</p> <p>Give simple instructions.</p> <p>Make simple apologies and respond to them briefly.</p> <p>Express preferences.</p> <p>Ask and answer simple questions about familiar topics.</p> <p>Make small talk about school life.</p> <p>Agree or disagree with some accuracy.</p> <p>Use connecting words like <i>first</i>, <i>then</i>, <i>next</i>, and <i>because</i>.</p> <p>Participate in basic social conversations.</p>	<p>Give brief accounts of past experiences and future ambitions with limited to some accuracy.</p> <p>Give a 3-5 minute presentation on a prepared topic.</p> <p>Start, maintain, and end face-to-face conversations with some success. Use strategies to keep a conversation going.</p> <p>Understand, express and respond to feelings such as surprise or sadness.</p> <p>Interact somewhat effectively in everyday situations.</p> <p>Use both formal and casual language with some success.</p> <p>Ask for and give directions.</p> <p>Participate in group discussions and express opinions with some success and ask for clarification.</p>	<p>Give moderately detailed accounts of past experiences and future ambitions with some accuracy.</p> <p>Give a 5-7 minute presentation on a prepared topic.</p> <p>Start, maintain, and end conversations effectively. Use strategies to confirm understanding, maintain a conversation, change topics, and express opinions politely.</p> <p>Express and respond to a variety of emotions. Interact effectively in everyday situations.</p> <p>Use casual language effectively and formal language somewhat effectively.</p> <p>Ask for and provide clarification if required.</p> <p>Participate in group discussions and debates to share information, solve problems, put forth reasons, and make decisions.</p>	<p>Give detailed accounts of experiences.</p> <p>Give an 8-10 minute oral presentation on a researched topic and respond to questions.</p> <p>Display skill at having conversations about complex topics by checking comprehension, encouraging others, and handling minor conflicts.</p> <p>Give clear instructions and directions related to a complex task.</p> <p>Analyze and synthesize complex ideas, and hypothesize.</p> <p>Present information, give instructions, propose, recommend, ask questions, and compare information in order to make decisions.</p> <p>Give moderately detailed reasons to explain complex concepts and ideas.</p> <p>Actively participate in academic debates and oppose or defend a complex argument.</p>

**English Intensive Program- Course Objectives by Level
READING OBJECTIVES**

ESL 050	ESL 100	ESL 200	ESL 300	ESL 400
<p>Identify main ideas and supporting details in simple stories and articles of 2-3 paragraphs.</p> <p>Identify the topic of a simple text.</p> <p>Skim and scan for information in short, simple paragraphs.</p> <p>Find information in simple, short formatted texts such as simple forms and tables.</p> <p>Recognize familiar words in new contexts.</p> <p>Develop strategies to learn new words.</p> <p>Follow simple instructions.</p>	<p>Identify main ideas, supporting details, and inferred meanings in short stories and news items of 3-4 paragraphs.</p> <p>Scan for details in formatted texts such as directories, charts, and schedules.</p> <p>Skim and scan tables of contents, indexes, and glossaries to find and use some (4 or 5) pieces of information.</p> <p>Recognize connecting words like <i>because</i> and <i>however</i>, and use them to understand the text.</p> <p>Identify connections in paragraphs and simple texts and predict what will come next.</p> <p>Recognize common words and guess the meaning of new words from context.</p> <p>Follow instructions (with about 6 or 7 steps) for everyday tasks.</p>	<p>Identify main ideas, supporting details, key words, examples, and some inferred meanings in simple academic texts of 1- 2 pages.</p> <p>Identify the author's purpose, position, and attempt to distinguish facts from opinion.</p> <p>Skim and scan simple texts to identify main ideas and locate specific details.</p> <p>Recognize the overall structure of a simple text, recognize the connections between paragraphs, and make predictions about what will come next.</p> <p>Understand some simple academic vocabulary, and identify root words and word families.</p> <p>Identify meaning of new vocabulary words from context.</p> <p>Use root words and affixes to guess the meaning of new words.</p> <p>Follow written instructions (approximately 7 steps) for everyday tasks.</p>	<p>Identify main ideas, key words, supporting details, and some implicit information in well-structured authentic academic texts of 2-3 pages.</p> <p>Infer the author's position, point of view, and attitude in somewhat complex texts.</p> <p>Skim and scan more complex texts to identify main ideas and locate specific details.</p> <p>Begin to understand, integrate, compare and contrast information from moderately complex formatted texts (such as charts, graphs, tables).</p> <p>Recognize and understand a range of academic vocabulary and use (with some success) word-learning strategies when encountering new words.</p> <p>Follow detailed sets of academic instructions.</p>	<p>Identify main ideas, key words, important details, and implicit information in authentic semi-academic and academic reading texts of 3 to 4 pages.</p> <p>Infer the author's intention, point of view, and attitude in complex (semi-)academic texts.</p> <p>Skim and scan a variety of texts to locate specific details very quickly (answer 15 questions in 10 minutes).</p> <p>Locate and integrate several specific pieces of information in a table or a directory, or across paragraphs.</p> <p>Understand a good range of academic vocabulary and effectively use word-learning strategies when encountering new words.</p> <p>Understand texts dealing with abstract, conceptual, or technical topics.</p> <p>Identify the organization of a complex text and the logical relationships between ideas.</p> <p>Analyze, summarize and synthesize information and ideas contained in complex formatted texts (such as report charts, graphs, tables).</p>

**English Intensive Program- Course Objectives by Level
WRITING OBJECTIVES**

ESL 050	ESL 100	ESL 200	ESL 300	ESL 400
<p>Write short, simple, complete sentences about familiar topics.</p> <p>Start to write very simple, short paragraphs.</p> <p>Fill in short application or registration forms with appropriate information.</p> <p>Write a short email to the teacher to explain absence or ask a question.</p> <p>Use some common, everyday words effectively.</p> <p>Spell some to many common words correctly.</p> <p>Connect parts of sentences using words like <i>and</i> and <i>but</i>.</p>	<p>Write simple and short but well-organized paragraphs about familiar topics such as past work experiences, interests, and educational goals.</p> <p>Write paragraphs with a main idea and some supporting details.</p> <p>Write an email to a business or institution to ask for information.</p> <p>Display good control over simple sentence structures, some control over compound sentence structures.</p> <p>Use a fair range of common words effectively.</p> <p>Spell many common words correctly and use simple punctuation marks such as periods and question marks appropriately.</p> <p>Use coordinating conjunctions (<i>for, and, nor, but, or, yet, and so</i>) to connect parts of sentences.</p>	<p>Display good control over simple and compound sentence structures and some control over complex sentence structures.</p> <p>Write well-organized paragraphs (such as process/compare/contrast, descriptive and opinion) with clearly expressed main ideas and good supporting details.</p> <p>Develop unity, cohesion and coherence within a paragraph.</p> <p>Use connecting words to show relationships between ideas in sentences and paragraphs.</p> <p>Create an outline after reading a one-page long text.</p> <p>Summarize a short (up to one page) reading passage.</p> <p>Paraphrase (with fair success) to avoid plagiarism.</p> <p>Use common words and phrases effectively.</p> <p>Start to use academic words and some collocations.</p> <p>Be familiar with essay structure and concepts.</p>	<p>Display moderately good control over a variety of sentences structures (simple, compound, and complex), sentence mechanics, and spelling.</p> <p>Start to write well-organized essays (such as opinion, cause-effect and compare-contrast).</p> <p>Develop unity, cohesion and coherence within and among essay paragraphs.</p> <p>Take relatively effective notes from authentic discourse.</p> <p>Prepare summaries with key information and relevant details from a 1-2 page-long texts.</p> <p>Paraphrase (with some success) to avoid plagiarism.</p> <p>Use academic words somewhat effectively.</p> <p>Use informal and formal collocations somewhat effectively.</p>	<p>Display good control over a variety of sentence structures (simple, compound, complex, and compound-complex).</p> <p>Write well-organized summaries and essays (such as compare and contrast, cause-effect, problem-solution, and argumentative).</p> <p>Increase writing speed.</p> <p>Use cohesive devices appropriately: pronoun referencing, transition words, key words, synonyms, and clause markers.</p> <p>Take effective, detailed notes from authentic discourse.</p> <p>Prepare summaries with key information and relevant details from a 2-3 page-long text or 10 to 15-minute lecture/oral presentation.</p> <p>Paraphrase and reference to avoid plagiarism.</p> <p>Use a range/ wide range of academic words effectively.</p> <p>Use collocations quite effectively.</p> <p>Incorporate facts, quotations, and statistics to support ideas and opinions.</p>

APPENDIX B. Ethics Approval Notice

File Number: 08-15-11

Date (mm/dd/yyyy): 09/09/2015



Université d'Ottawa
Bureau d'éthique et d'intégrité de la recherche

University of Ottawa
Office of Research Ethics and Integrity

Ethics Approval Notice**Social Sciences and Humanities REB****Principal Investigator / Supervisor / Co-investigator(s) / Student(s)**

<u>First Name</u>	<u>Last Name</u>	<u>Affiliation</u>	<u>Role</u>
Beverly	Baker	Arts / Second Language Institute	Supervisor
Valeriia	Kolesova	Arts / Second Language Institute	Student Researcher

File Number: 08-15-11**Type of Project:** Master's Thesis**Title:** Teaching and Assessing ESL Sociopragmatics in the English Intensive Program at the University of Ottawa

Approval Date (mm/dd/yyyy)	Expiry Date (mm/dd/yyyy)	Approval Type
09/09/2015	09/08/2016	Ia

(Ia: Approval, Ib: Approval for initial stage only)**Special Conditions / Comments:**

N/A

File Number: 08-15-11

Date (mm/dd/yyyy): 09/09/2015



Université d'Ottawa **University of Ottawa**
Bureau d'éthique et d'intégrité de la recherche Office of Research Ethics and Integrity

This is to confirm that the University of Ottawa Research Ethics Board identified above, which operates in accordance with the Tri-Council Policy Statement (2010) and other applicable laws and regulations in Ontario, has examined and approved the ethics application for the above named research project. Ethics approval is valid for the period indicated above and subject to the conditions listed in the section entitled "Special Conditions / Comments".

During the course of the project, the protocol may not be modified without prior written approval from the REB except when necessary to remove participants from immediate endangerment or when the modification(s) pertain to only administrative or logistical components of the project (e.g., change of telephone number). Investigators must also promptly alert the REB of any changes which increase the risk to participant(s), any changes which considerably affect the conduct of the project, all unanticipated and harmful events that occur, and new information that may negatively affect the conduct of the project and safety of the participant(s). Modifications to the project, including consent and recruitment documentation, should be submitted to the Ethics Office for approval using the "Modification to research project" form available at: <http://research.uottawa.ca/ethics/submissions-and-reviews>.

Please submit an annual report to the Ethics Office four weeks before the above-referenced expiry date to request a renewal of this ethics approval. To close the file, a final report must be submitted. These documents can be found at: <http://research.uottawa.ca/ethics/submissions-and-reviews>.

If you have any questions, please do not hesitate to contact the Ethics Office at extension 5387 or by e-mail at: ethics@uOttawa.ca.

Riana Marcotte
Protocol Officer for Ethics in Research
For Barbara Graves, Chair of the Social Sciences and Humanities REB

APPENDIX C. Consent Form



Université d'Ottawa
Faculté des arts
Institut des langues officielles et
du bilinguisme (ILOB)

University of Ottawa
Faculty of Arts
Official Languages and
Bilingualism Institute (OLBI)

☎ 613-562-5743
☎ 613-562-5126

70 Laurier E. (130)
Ottawa ON K1N 6N5 Canada
1-877-868-8292
www.uOttawa.ca

University of Ottawa
Official Languages and Bilingualism Institute
Teaching and Assessing ESL Sociopragmatics in the English Intensive
Program at the University of Ottawa

Principal Investigator: Valeriia Kolesova
MA in Bilingualism Studies
Official Languages and Bilingualism
Institute (OLBI), University of Ottawa
Room ART 111, 70 Laurier Avenue East
Ottawa, Ontario, K1N 6N5

Supervisor: Dr. Beverly Baker
Official Languages and Bilingualism
Institute (OLBI), University of Ottawa
Room ART112, 70 Laurier Avenue East
Ottawa, Ontario, K1N 6N5

The purpose of this research project: This is an MA research looking at the usefulness of the ESL sociopragmatics test developed by Roever, Fraser and Elder (2014) for low-stakes pedagogical decisions, such as informing instruction. Sociopragmatics is the part of language competence related to everyday social interactions.

Description of participation: If you decide to participate in this research study, you will be asked to take a test, then attend a lesson, and finally to complete a questionnaire. Knowing whether you find this information useful and valuable for your learning experience as well as everyday life will help us to better understand the extent to which it is important to include this kind of instruction into the regular ESL courses in the English Intensive Program at the University of Ottawa.

Test of ESL Sociopragmatic Knowledge. The test will examine your knowledge of norms of appropriateness and politeness in English. The result of your test will not affect your course grade. It will show how familiar you are with the rules of appropriateness and politeness in English. Your test result will be combined with the results of others and will show what areas of sociopragmatic knowledge should be taught more explicitly. The test will take approximately 45 minutes to complete.

Lesson on norms of politeness in Canadian English. Based on the group's test results, an instructional unit on appropriateness and politeness will be designed and delivered to you and other participants 1-2 weeks after the testing session. During the lesson, you will be given instruction on appropriateness and politeness designed based on the results of the test, that you and other participants complete. The principal investigator, who is also the creator of the instructional unit, will be teaching that lesson. The lesson will last approximately 1.5 hours. This lesson is not one of the requirements of your course. It is only for the research project and does not affect your grades in your course.

Follow-Up Questionnaire. Sometime between October 24 and October 30 you will be contacted by email asked to complete an online questionnaire. It will examine your perceptions of the usefulness of the instructional unit and whether you find this information useful and valuable for your learning experience as well as everyday life. This will help us to better understand if it is important to include this kind of instruction in the English Intensive Program at the University of Ottawa. The survey will take 10-15 minutes to complete. If there are any questions that you prefer not to answer, you will not have to.

Your contact information or any other information that can identify you will not be shared with any third parties or included into the research report. After the study, the questionnaire completed by you will be saved without your name on a password-protected computer. All the electronic information on the on-line survey platform will be safely deleted.

Rights of the research participant. There are no known harms or risks involved in participating in this project. Your responses will be kept confidential—any information that can identify you in any way, will not be mentioned in the research report or shared with any third parties. The data will be saved unidentifiably by the principal investigator and the supervisor at the University of Ottawa for 5 years after the study is completed and will be then destroyed. The test results will not affect your grades or course participation. If you decide to participate in the project, you can withdraw at any time and your data can be removed upon request.

If you have any questions about the study, you may contact the Principal Investigator using the contact information above. If you have any questions about the ethical conduct of this study, please address them to the Protocol Officer for Ethics in Research, Tabaret Hall, 550 Cumberland St., Room 154, Ottawa, Ontario, K1N 6N5, tel: 613-562-5387 or ethics@uottawa.ca.

I agree to participate in the above research study conducted by Valeriia Kolesova of the Official Languages and Bilingualism Institute, which research is under the supervision of Beverly Baker.

If I have any questions about the study, I may contact the researcher or her supervisor.

There are two copies of the consent form, one of which is mine to keep.

Full name (please, print)

Email address

Signature of Participant

Date

Signature of Researcher

APPENDIX D. Test of Sociopragmatic Knowledge Created Using Items Developed by Roever, Fraser and Elder (2014).



uOttawa

Teaching and Assessing ESL Sociopragmatics in the English Intensive Program at the University of Ottawa

Test of ESL Sociopragmatic Knowledge
developed by Roever, Fraser and Elder (2014)

completed by _____

Official Languages and Bilingualism Institute

University of Ottawa

September 30, 2015

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

Part 1. Fill in the gaps to complete the words in the following three paragraphs.

1. Used oil, or 'sump oil' as it is sometimes called, should not be thrown away. If disp_____ of inappro_____, dumped i_____ landfills o_____ stored o_____ farms a_____ in gar_____, it c_____ cause ha_____ to t_____ environment. Su_____ practices, espec_____ emptying us _____ oil in _____ storm dra_____, can ca_____ real dam_____. Although i_____ is di_____, used o_____ can st_____ be cle_____ and re-u_____, so i_____ is impo_____ to recycle as much of it as possible. Just one litre of used oil can contaminate one million litres of water.

2. More than half of the world's people speak just five languages yet the planet is home to thousands of other languages - the vast majority spoken by only small numbers of people. Most o_____ these lang_____ could d_____ out some_____ during t_____ next hun_____ years. Ma_____ linguists fe_____ that th_____ represents o_____ of t_____ greatest cult_____ and intell_____ disasters th_____ the pla_____ has ev_____ known. In th_____ view, ea_____ language i_____ unique i_____ a de_____ sense a_____ it repre_____ the colle_____ of accumu_____ thoughts and experiences of people developed over many lifetimes.

3. The radical changes to styles of communication and representation associated with new technologies have always given rise to acute feelings of anxiety within the community. In t_____ past conc_____ have be_____ expressed ab_____ the nega_____ impact o_____ television o_____ children, a_____ well a_____ on lite_____ standards a_____ cultural val_____ more gene_____. Each n_____ technology h_____ been se_____ as har_____ children b_____ exposing th_____ to inappr_____ or vio_____ images a_____ to frigh_____ experiences. I_____ is ther_____ unsurprising that again in this generation widespread fears are being expressed about the risks to children of unrestricted access to the internet, cyberspace and computer games - all of which are seen as intrinsically dangerous.

_____/75

Part 2. Appropriateness Judgment**1. Read the description of a situation.**

Jane needs to buy some stamps at the post office. She goes up to the counter, and the man behind the counter says: "Hi, how can I help you?" Jane: "Hi, I'm terribly sorry to bother you, but I was wondering if you might be so kind as to give me ten 50-cent stamps."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

2. Read the description of a situation.

Mark has an interview for a job that he really wants. By law, the interviewer is not allowed to ask him questions about his personal life, e.g., whether he is married, has children etc. Still, the interviewer says: "So, are you married?" Mark: "That's none of your business."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

3. Read the description of a situation.

Celia is an undergraduate student. On her way to class, she walks by one of her professors who is trying to make some photocopies but has trouble getting the photocopier to work. He turns to Celia and says: "Excuse me, do you know how to make double-sided copies with this?" Celia: "Ah, like with most other photocopiers, you press 'Mode' first."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

4. Read the description of a situation.

Tom is working with two other colleagues on a project planning their boss's visit to an overseas factory. One of his colleagues is trying to work out which hotel is closest to the factory: "From the hotel's website I can't figure out where it is." Tom: "I'm not sure but maybe one possibility might be to look at an online map."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

5. Read the description of a situation.

Tara is having dinner in a restaurant with a friend. They have ordered their food but have been waiting for it for more than half an hour. Tara calls over the waiter and the waiter says: "What can I get you?" Tara: "We've been waiting quite a while. Would you mind checking on our food?"

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

6. Read the description of a situation.

Tyler is rushing to a class that he is already late for. As he turns the corner, he bumps into another student, almost knocking him down. The student says: "Hey, slow down there." Tyler: "Oh, I'm really sorry. Are you okay? Did I hurt you? I'm late for class and I was in such a rush. Are you sure you're alright?"

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

7. Read the description of a situation.

Brenda is having dinner at her friend's house. As she walks past her friend's desk, she accidentally knocks over a stack of important papers and they scatter all over the floor. Her friend says: "Hey, careful." Brenda: "No harm done."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

8. Read the description of a situation.

Helen is working in a finance company. She promised her husband that she would pick up their kids after work at 4:30 pm, but at 4:15 pm, her boss comes to her and says: "I need you to stay a bit late today and run an analysis for me. Should only take a couple of hours." Helen: "I'm sorry, today is a bit difficult. I promised my husband that I'd pick up the kids at 4:30."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

9. Read the description of a situation.

Sam is managing a major project for a client. He needs a financial forecast from his employee Meghan before his meeting with the client. Meghan did not submit it by the deadline, which was yesterday. Sam calls Meghan and gets her voicemail: "This is Meghan, I'm unavailable right now, please leave a message and I'll call you back" Sam: "Meghan, it's Sam. I'm wondering when you'll be able to get me that forecast. I was hoping to have it yesterday."

Look at the final utterance. Do you think it is ... ?

- | | |
|-----------------------------------|-------------------------------|
| a) Very impolite/very harsh | d) A little too polite / soft |
| b) Not quite polite / soft enough | e) Far too polite / soft |
| c) Completely appropriate | |

_____ /9

Part 3. Complete the dialog by filling in the gaps. Use the context to formulate the missing utterances.**1. John needs to book a table at a restaurant for a dinner with some friends. He calls the restaurant, Las Vacas Muertas.**

LVM: "Las Vacas Muertas, this is Jack. How can I help you?"

John: "(1) _____"

LVM: "Tomorrow night, sure. For how many?"

John: "(2) _____"

LVM: "That's fine. What time?"

John: "(3) _____"

LVM: "Let me have a look. Hmmm, unfortunately we don't have anything at 7:30. Would 8 be okay?"

John: "(4) _____"

LVM: "Great, so we'll see you tomorrow at 8."

John: "Ok, thanks."

LVM: "See you then."

2. Dana is from Melbourne and visiting Sydney for a week long holiday. She arrives at Sydney airport and waits in line for a taxi. After a few minutes she gets into the next taxi.

Dana: "Hi. Can you take me to the Regent Hotel please?"

Taxi Driver: "Sure thing. How are you doing?"

Dana: "(1) _____"

Taxi Driver: "Not bad thanks. What brings you to Sydney?"

Dana: "(2) _____"

Taxi Driver: "Lucky you! Have you got any plans?"

Dana: "(3) _____"

Taxi Driver: "Good, everyone should see the Opera House - it's beautiful"

Dana: "(4) _____"

Taxi Driver: "Well, I wish you to spend a wonderful time here!"

3. Max and Julie are at a party. They don't know each other but happen to stand next to each other and start chatting.

Max: "Hi, I'm Max."

Julie: "(1) _____"

Max: "I'm good, thanks. Are you enjoying the party?"

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

Julie: "(2) _____"
 Max: "Yeah, it's fun. So what line of work are you in, Julie?"

Julie: "(3) _____"
 Max: "Really? Investment banking, sounds exciting."

Julie: "(4) _____"
 Max: "I'm a dentist."
 (conversation continues)

4. Craig and Sarah have gone to a restaurant for dinner. They have been shown to their table and looked at the menus. The waiter comes over to their table.

Waiter: "How are you tonight?"

Craig: "(1) _____"
 Waiter: "I'm fine, thanks. Can I start you off with something to drink?"

Craig: "(2) _____"
 Waiter: "Sure, a champagne cocktail and a white. House Riesling okay?"

Craig: "(3) _____"
 Waiter: "Great. And are you ready to order or do you need a minute?"

Sarah: "(4) _____"
 Waiter: "Great, what can I get you?"
 (conversation continues)

5. Barry has chipped a tooth and calls his dentist's office for an appointment. The receptionist answers. Receptionist: "Bright Smiles Dental, this is Tanya, how can I help you?"

Barry: "(1) _____"
 Receptionist: "Certainly. Can I ask what the problem is?"

Barry: "(2) _____"
 Receptionist: "Okay. Let me see what we have available. Would you mind holding?"

Barry: "(3) _____"
 (20 seconds pass)
 Receptionist: "Are you there?"

Barry: "(4) _____"
 Receptionist: "Sorry to keep you waiting. I've got something available on Friday at 4:15. Would that suit you?"

Barry: "(5) _____"
 Receptionist: "Let me see what else we have. The next available appointment after that would be Wednesday of next week at 8:30 am."

Barry: "(6) _____"
 Receptionist: "Okay, terrific. What's your name?"
 Barry: "It's Barry McGillian."
 Receptionist: "Thanks. Okay, Barry, we'll see you on Wednesday next week at 8:30 am."

Barry: "(7) _____"
 Receptionist: "Okay, see you then."

Barry: "(8) _____"

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

_____/24

Part 4. Read the description of the situations and follow the instructions.

1. Two friends are have just finished watching a DVD at home.

F1: So, do you want to watch another movie or should we go out for a walk?

F2: Thank you, it is very kind of you to give me the option.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

2. Two friends are having coffee at a cafe.

F1: Have you had a haircut recently? It looks lovely!

F2: Oh, thank you! A friend recommended a new hairdresser last week!

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

3. Two friends are meeting at F1's new flat.

F1: So, do you like my new flat?

F2: It's very small. My flat's much bigger.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

4. Two friends meet at a bar after work.

F1: It's so nice to sit down after a long day, isn't it?

F2: Excuse me please, could you possibly tell me where the bathroom is?

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

5. Two friends run into each other on the street.

F1: Would you like to have dinner later?

F2: Sure, what time were you thinking?

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

6. Two friends meet at F1's house for dinner.

F1: Hi! Come in, it's great to see you after so long!

F2: Hi! What is there to eat?

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

7. Two friends are going for a walk together.

F1: Did I tell you I've started going to yoga classes again?

F2: Am I supposed to be impressed by that?

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

8. Two friends meet at university before class.

F1: My new bike was stolen yesterday.

F2: Oh, no. That's terrible. Did you call the police?

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

9. Two friends are talking about how they will get to a concert

F1: I'm going to drive. Do you want me to pick you up?

F2: No, it's okay. I don't feel safe in your car. Thanks anyway.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

10. Two friends are waiting for a lecture to start.

F1: I forgot my pen. Do you have a spare one?

F2: No, sorry. I only have this one with me.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

11. Two friends are talking on the phone.

F1: We're having a barbecue next Saturday afternoon. Would you like to come?

F2: Oh, I'm very honoured by your kind invitation and I'll be pleased to attend

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

12. Two friends are sharing a bottle of wine at a pub.

F1: Would you like some more?

F2: Well obviously I do.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?

F2: _____

_____/12

Part 4. For each pair of dialogs, indicate which of the two interactions is more successful in terms of the communication skills used?

1. **A** **B**

Dialog A

Student: Thank you for your class today, it was really interesting.

Tutor: No problem, glad you enjoyed it.

Student: I have been doing all the reading each week.

Tutor: Yes?

Student: And I have been to every class.

Tutor: Uh-huh.

Student: But I am finding the assignment difficult.

Tutor: Ok. Did you want to ask me a question about it?

Student: I was sick last week and couldn't work on it.

Tutor: So you have a question from last week?

Student: And I have a medical certificate.

Tutor: What do you want?

Student: Well, I'd like an extension on my assignment.

Dialog B

Student: Do you have a minute for a quick question or should I come to your office hour?

Tutor: Now is fine, go ahead.

Student: I wanted to ask about the group work for the assignment.

Tutor: Uh-huh.

Student: Is it still possible to change groups

Tutor: It's possible, but we don't usually recommend it.

Student: Ok. I wanted to change because I can't find a

time to meet with the group I've been allocated. I

commute for 2 hours to get here so I don't come in often.

The group I want to change to always meets after class

though and that would work for me.

Tutor: Ok. That seems reasonable. Send me an email if

you have any further problems.

Student: Thanks!

2. **A** **B**

Dialog A

Dialog B

Test of ESL Sociopragmatic Knowledge

Sep 30, 2015

- Lecturer:** "Hi, how are you?"
Student: "Good, thanks. How are you doing? I heard you were sick."
Lecturer: "Uhm, I'm fine now. What can I do for you?"
Student: "I'm thinking about my topic for my final paper."
Lecturer: "Okay, good. What do you want to do it on?"
Student: "Oh I'm not too sure. What do you think I should do?"
Lecturer: "Well, what are you interested in?"
Student [silent]
Lecturer: "Any ideas?"
Student: "Maybe... I'm not sure."
Lecturer: "Why don't you think about it a bit more and come back?"
Student: "Okay."
- Tutor:** "Can I talk to you for a second."
Student [nods]: "Sure."
Tutor: "Your homework assignment was two days late."
Student: "Yeah, I meant to talk to you about that."
Tutor: "Yeah, the policy is that I need to take off 5 points for every day it's late."
Student: "I know, I'm sorry, I just had a lot of trouble with this assignment. I got really confused."
Tutor: "Oh, well, you know you're always welcome to ask me for help or clarification."
Student: "I should have done that, I'm sorry. Any chance we can talk about the penalty?"

3. A B

Dialog A

- Boss:** "Where are we on the contract with Grayson Industries?"
Employee: "It's getting there, we've had some setbacks."
Boss: "Why? What's going on? It's been in the pipeline for months."
Employee: "Well, we lost Charlie in the restructure, so it's taken a while to get someone else up to speed on it."
Boss: "Well, we need this contract ready soon. Do you think you can do that?"
Employee: "Absolutely. I'll speed things up."

Dialog B

- Boss:** "Can I talk to you for a second?"
Employee: "Sure."
Boss: "I read your draft report on the Woolloomooloo project, and I think it needs a lot of work."
Employee: "Okay."
Boss: "You didn't integrate any income or productivity data."
Employee [nods]
Boss: "Like how much output there was, what prices we negotiated, what our overheads were."
Employee: "I never got them from the project team."
Boss: "Well, then you need to chase that up."
Employee: "Okay."

4. A B

Dialog A

- Employee:** Do you have a minute?
Boss: Sure.
Employee: I just wanted to ask you about this afternoon.
Boss: What's up?
Employee: Can I take one of the laptops and work from home?
Boss: Ok, how come?
Employee: The IT department is upgrading my computer today but I need to finish these reports and email them out to everyone on the team by 4.
Boss: Sounds sensible. No problem. Let me know when you're leaving.
Employee: Thanks, will do.

Dialog B

- Employee:** Can I ask you a question?
Boss: Sure.
Employee: My child's school has been completely flooded after the storm this afternoon.
Boss: Oh, that sounds terrible.
Employee: The school is actually not that far from here.
Boss: Right
Employee: It would be difficult to get someone else to pick him up.
Boss: You mean as a regular thing?
Employee: No, I need to leave early just for today.

_____/4

7

APPENDIX E. Instructional Plan for the Lesson on Norms of Appropriateness and Politeness.

ESL Sociopragmatics

Norms of Appropriateness in English

Oct 16, 2015

Topics and activities	Learning Objectives
<ul style="list-style-type: none"> Formal vs. informal speech: key features of the two. Role play: a key activity to becoming an appropriate communicator 	<ul style="list-style-type: none"> Practice strategies for managing conversation Evaluate the level of formality of a situation Communicate your message while choosing and sequencing words accordingly Complete your task by communicating confidently, respectfully and charismatically

Discussion

- Can you think of any “awkward” situation, that ever occurred to you in Canada? When you faced an unexpected reaction? When you thought someone is rude?
- Anything that made you feel embarrassed/uncomfortable or made you think that you might have offended anyone?
- When do you know that a communication act that you executed was successful?

Possible answers: *When you got what you were looking for/received necessary information/reached your goal/generally feel good after conversation etc.*

- Why is this crucial when it comes to communicating in L2?

Possible answer: *Because we (L2 learners) have to act according to the cultural conventions we might not be familiar with.*

Being appropriate: how to say, where, to whom, when?

- The choice of words is based on:
 - ✓ relationships of the people involved (power and social distance): friends, employer and employee, professor and student etc.
 - ✓ situation (context): restaurant, university, business meeting, phone conversation, small talk etc.
 - ✓ level of imposition: borrowing \$5 vs. \$1000, apologizing for stepping on someone’s foot by accident or for making someone late for the train.
- > Combination of these three factors defines the length and the formality of your speech
 - conventional sequence of utterances:
 - ✓ Establish contact: *greet, introduce yourself, confirm a possibility of communication*
 - ✓ Topic sentence: *why is communication happening?*
 - ✓ Get to the point: *say what you have to say*
 - ✓ Provide your reasoning or other supporting details: *why are you saying this?*

(if there’s time, ask whether there are people who are coming from a culture where getting straight to the point (and therefore saving each other’s time) is considered polite as opposed to having a small talk).

Go over the test items and responses:

Booking a table in a restaurant

John needs to book a table at a restaurant for a dinner with some friends. He calls the restaurant, Las Vacas Muertas.

LVM: "Las Vacas Muertas, this is Jack. How can I help you?"

John: "I want to have a table tomorrow night"

ESL Sociopragmatics

Norms of Appropriateness in English

Oct 16, 2015

LVM: "Tomorrow night, sure. For how many?"

John: "**Two, would that be a problem?**"

LVM: "That's fine. What time?"

John: "**At 7:30**"

LVM: "Let me have a look. Hmm, unfortunately we don't have anything at 7:30. Would 8 be okay?"

John: "**No problem**"

LVM: "Great, so we'll see you tomorrow at 8."

John: "Ok, thanks."

LVM: "See you then."

Making an appointment with a dentist over the phone**Barry has chipped a tooth and calls his dentist's office for an appointment. The receptionist answers.**

Receptionist: "Bright Smiles Dental, this is Tanya, how can I help you?"

Barry: "**I need to meet my doctor, please**"

Receptionist: "Certainly. Can I ask what the problem is?"

Barry: "**I have chipped a tooth**"

Receptionist: "Okay. Let me see what we have available. Would you mind holding?"

Barry: "**Okay, take your time**"

(20 seconds pass)

Receptionist: "Are you there?"

Barry: "**Yes, I am still waiting**"

Receptionist: "Sorry to keep you waiting. I've got something available on Friday at 4:15. Would that suit you?"

Barry: "**No, it is not suit me, please give other appointment**"

Receptionist: "Let me see what else we have. The next available appointment after that would be Wednesday of next week at 8:30 am."

Barry: "**Okay, it is good**"/"**No problem**"/"**That's noted**"

Receptionist: "Okay, terrific. What's your name?"

Barry: "It's Barry McGillian."

Receptionist: "Thanks. Okay, Barry, we'll see you on Wednesday next week at 8:30 am."

Barry: "**Yes, exactly**"

Receptionist: "Okay, see you then."

Barry: "**See you**"**Response to an offer****Two friends are talking about how they will get to a concert**

F1: I'm going to drive. Do you want me to pick you up?

F2: No, it's okay. I don't feel safe in your car. Thanks anyway.

Is F2 responding appropriately?

a) Yes b) No

How should F2 respond?**F2: No, it's okay. Thank you****Two friends are sharing a bottle of wine at a pub.**

F1: Would you like some more?

F2: Well obviously I do.

Is F2 responding appropriately?

a) Yes b) No

ESL Sociopragmatics

Norms of Appropriateness in English

Oct 16, 2015

How should F2 respond?**F2: *Sure.*****Response to an invitation over the phone****Two friends are talking on the phone.****F1:** We're having a barbecue next Saturday afternoon. Would you like to come?**F2:** Oh, I'm very honoured by your kind invitation and I'll be pleased to attend**Is F2 responding appropriately?**

a) Yes b) No

How should F2 respond?**F2: *I am coming!*****Requesting a professor to give extension/change a team**• **Dialog A****Student:** Thank you for your class today, it was really interesting.**Tutor:** No problem, glad you enjoyed it.**Student:** I have been doing all the reading each week.**Tutor:** Yes?**Student:** And I have been to every class.**Tutor:** Uh-huh.**Student:** But I am finding the assignment difficult.**Tutor:** Ok. Did you want to ask me a question about it?**Student:** I was sick last week and couldn't work on it.**Tutor:** So you have a question from last week?**Student:** And I have a medical certificate.**Tutor:** What do you want?**Student:** Well, I'd like an extension on my assignment.

: No, I need to leave early just for today.

• **Dialog B****Student:** Do you have a minute for a quick question or should I come to your office hour?**Tutor:** Now is fine, go ahead.**Student:** I wanted to ask about the group work for the assignment.**Tutor:** Uh-huh.**Student:** Is it still possible to change groups**Tutor:** It's possible, but we don't usually recommend it.**Student:** Ok. I wanted to change because I can't find a time to meet with the group I've been allocated. I commute for 2 hours to get here so I don't come in often. The group I want to change to always meets after class though and that would work for me.**Tutor:** Ok. That seems reasonable. Send me an email if you have any further problems.**Student:** Thanks!**Role play**

1. Ask me to postpone a vocabulary quiz
2. Ask your teacher/professor to wave a 1 point per day penalty for late submission
3. Ask your teacher/professor if you could work with a different team for your group presentation because a serious misunderstanding has occurred in your current team

References

- Roever, C., Fraser, C., & Elder, C. (2014). *Testing ESL sociopragmatics. Development and validation of a web-based test battery*. Frankfurt: Peter Lang GmbH, Internationaler Verlag der Wissenschaften.

APPENDIX F. Follow-up Questionnaire of Perceptions of the Instructional Unit.

10/21/2015

LimeService - Your online survey service - Teaching ESL Sociopragmatics in the English Intensive Program: Follow-Up Survey

Teaching ESL Sociopragmatics in the English Intensive Program: Follow-Up Survey

This is a survey on lesson on norms of politeness in Canadian English, the final step of the ESL Sociopragmatics research project. I would like to ask you to share whether you find the information given to you useful and valuable for your learning experience as well as everyday life :) It will take around 10 minutes to complete. If there are any questions that you prefer not to answer, you do not have to.

Any information that can identify you will not be shared with any third parties or included into the research report. After the study, the questionnaire completed by you will be saved without your name on a password-protected computer. All the electronic information on the on-line survey platform will be safely deleted.

By completing this survey, you contribute to the development of English Intensive Program. Your answers will enable me to make suggestions for the Program on including this kind of instruction into regular ESL classes.

Before you start the questionnaire, I would like to thank you for your participation. I am very curious whether this lesson was useful for you!

There are 6 questions in this survey

Introductory Questions

[]Please indicate your full name. *

Please write your answer here:

This information is asked from you for the purpose of data analysis. It will not be mentioned in the research report or shared with any third parties.

[]How long have you been in Canada? *

Please choose **all** that apply:

1 week to 3 months

3 to 6 months

6 months to 1 year

1 year to 2 years

2 years or more

Other:

10/21/2015

LimeService - Your online survey service - Teaching ESL Sociopragmatics in the English Intensive Program: Follow-Up Survey

[]What EIP level are you in? *Please choose **all** that apply: EIP 300 EIP 400

Perceptions of usefulness

[]

To what extent do you agree or disagree with the following statements?

Please respond using a scale of 1 to 5, where

1 = "strongly disagree"

2 = "disagree"

3 = "neither agree nor disagree"

4 = "agree"

5 = "strongly agree"

Please choose the appropriate response for each item:

	1	2	3	4	5
The information that was given was interesting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The information that was given was useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had already been quiet familiar with most of the information given to us on that lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps me better understand native speakers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It made me feel like I am a better communicator in English.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What we have learned on that lesson was mostly new information that I have never heard of before.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to use the information in my everyday life (in stores, restaurants, at school, with my friends etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It helps me reach my everyday goals faster (when making requests, thanking, apologizing etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find including this kind of material in the regular lessons of English will be helpful for those who just came to Canada to study/work/live.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish this kind of instruction had been given to me before I came to Canada.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10/21/2015

LimeService - Your online survey service - Teaching ESL Sociopragmatics in the English Intensive Program: Follow-Up Survey

Open-ended questions

Please, respond in writing.

**[]What was the most important information from the lesson that you learned?
Please describe it in 1-2 sentences.**

Please write your answer here:

**[]Over the past couple of weeks what information from the lesson have you used
outside of your English classroom? Give 1-2 examples of such situations.**

Please write your answer here:

10/21/2015

LimeService - Your online survey service - Teaching ESL Sociopragmatics in the English Intensive Program: Follow-Up Survey

Thank you very much for completing this survey and for your participation. I greatly appreciate the fact that you found time to take part in this research project titled **Teaching and Assessing ESL Sociopragmatics in the English Intensive Program at the University of Ottawa**.

After the study is complete, I will follow-up with you by sending a brief summary of the findings and provide you with the information on where you will be able to access the full research report.

If you have any questions about this survey or the study in general, feel free to contact me at [REDACTED]@uottawa.ca. I am wishing you the very best of luck in the EIP and hope to see you around campus sometime soon!

Truly yours,

Valeriia Kolesova

02/11/2015 – 00:00

Submit your survey.
Thank you for completing this survey.

APPENDIX G. Likert-Scale Responses to the Questionnaire

	P4	P5	P6	P7	P8	P10	P11	P13	P14	P16	P18	P20
How long have you been in Canada?												
1 week to 3 months		X	X	X		X	X	X		X		
3 to 6 months	X											
6 months to 1 year									X			
1 year to 2 years					X						X	
2 years or more												X
Other												
What EIP level are you in?												
EIP 300		X	X	X		X				X	X	
EIP 400	X				X		X	X	X			X
The information that was given was interesting	5	4	5	2	4	3	4	4	4	3	1	5
The information that was given was useful	5	5	5	4	4	4	4	4	5	4	1	4
I had already been quiet familiar with most of the information given to us on that lesson	3	4	5	4	2	4	3	3	5	3	1	4
It helps me better understand native speakers.	5	5	5	5	4	4	4	4	4	4	2	4
It made me feel like I am a better communicator in English	4	4	5	3	4	4	3	5	4	4	1	4
What we have learned on that lesson was mostly new information that I have never heard of before	3	4	5	4	2	3	4	4	1	2	2	3
I was able to use the information in my everyday life (in stores, restaurants, at school, with my friends etc.)	4	4	5	2	4	4	4	4	5	4	1	3
It helps me reach my everyday goals faster (when making requests, thanking, apologizing etc.)	5	4	5	3	3	4	4	3	4	3	1	5
I find including this kind of material in the regular lessons of English will be helpful for those who just came to Canada to study/work/live.	5	5	5	3	5	4	4	5	5	3	1	5
I wish this kind of instruction had been given to me before I came to Canada.	5	4	5	5	5	4	4	3	5	4	1	5

APPENDIX H. Results of the Analysis of the Open-ended Responses of the Questionnaire.

Sociopragmatic Knowledge	Pragmalinguistic Knowledge	Change in personal interactional style	Examples of situations
P20-1 People were divided up to three main groups which they are one's friend, professor, clerk or a boss. Your explanation and your provided handout were very clear to find which sentences are more appropriate to which situations.	P6-1,2: How to use No problem I 2) Hmm I'm not quite sure about what thing I use but I'm sure I use something from class (using resources)	P4-2: I get more confidence (Self-Monitoring, activating and maintaining supportive emotions)	P4-2: I used the ``making requests`` to book a table in a restaurant
P16-1 It's very important to keep polite during a conversation. P18-1 I learned that how to be a polite English speaker.	P7-1: I start to know how to organize my sentence correctly, like a native use (organizing the resources to communicate with native speakers)	P15-2 ...and I have been asking for more information related to this matter to people who have experience about it	P11-2 When I make an appointment,I know how to talk politely through a phone call
P15 -1 It was very interesting to know about the importance of the communication that precedes the conversation (e.g. "How are you?" or "What's up?")	P7-2 Begin with may I or can I when I need to ask any questions (using and organizing the resources to communicate with native speakers).	P20-2 ...that took a few minutes.	P13- 2 I used some tips i've remembered when asking for delivery
P14 1 From my point of view, the most significant information was how to use properly English expressions in particular daily situations, and how to be polite.	P18-2 Such as May I or Can I get something. That's heard more polite. (using the resources to communicate with native speakers) n=5	P14-2 Since that lesson, I try to use the expression "no problem" in suitable situations, such as when someone ask you to help. And I avoid to answer " I'm fine", which means " I look nicely", when someone asks me "How are you?"	P16-2 In restaurants and bookstores
P8-1,2 How to be polite when asking for requests. I have learned how to ask questions or book an appointment politely. 2) I have learned how to thank a person who have done something to for me		P15-2 I have kept using the communication that comes before the conversation. Also I have been more careful with my answers whenever I'm talking to someone in the daybyday...	P20-2 The most important ones are: make an appointment with director of EIP program and Ask my teacher some questions about my concerns ...
P4-1 Learning the different levels of apologizing		P13-1 One important thing honestly was that i learnt that when i wanna	

and gratitude was really important, to adapt my speech to different people ()		respond i think about my response for 5 seconds and i think of different choices which might be kinder and better in general	
---	--	--	--