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Zásady pro vypracování

Cílem diplomové práce je prozkoumat příležitosti a možnosti rozvoje pragmatické kompetence v oblasti mluveného projevu ve výuce anglického jazyka na základní škole. V teoretické části práce bude studentka definovat pojetí pragmatické kompetence v mluveném projevu v diachronním a synchronním pohledu. Dále bude diskutovat možnosti vyučování a osvojování této kompetence v mluveném projevu v hodinách anglického jazyka na základní škole. V empirické části práce pak bude studentka realizovat akční výzkum, v rámci kterého bude zkoumat možnosti a příležitosti k rozvoji pragmatické kompetence v mluveném projevu ve výuce angličtiny na základní škole.

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ANNOTATION

This master thesis focuses on the development of pragmatic competence in speaking. The aim of the theoretical part is to define the concept of pragmatics from the linguistic as well as didactic perspective. The theoretical part describes the opportunities for the development of pragmatic competence in the process of teaching and learning spoken production and interaction. The practical part contains a discussion of the findings of the action research carried out at the elementary school.

KEYWORDS

Pragmatic competence, teaching speaking, elementary school

NÁZEV

Pragmatická kompetence v hodinách anglického jazyka

ANOTACE

Tato diplomová práce se zabývá rozvojem pragmatické kompetence v mluveném projevu. Cílem praktické části je definovat koncept pragmatiky z lingvistického a didaktického hlediska. Teoretická část popisuje příležitosti rozvoje pragmatické kompetence ve výuce mluvení. Praktická část obsahuje popis výsledků akčního výzkumu realizovaného na základní škole.

KLÍČOVÁ SLOVA

Pragmatická kompetence, výuka mluveného projevu, základní škola

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LIST OF ABBREVIATIONS

CC – Communicative competence

CEFR – Common European Framework of Reference for Languages

ESL – English as a second language

FEP EE – Framework Educational Programme for Elementary Education

L – learner

Ls – learners

PC – Pragmatic competence

SEP – School Educational Programme

SLA – Second Language Acquisition

SLS – Second Language Speaking

T – teacher

THE INTRODUCTION

Language is more than just words and phrases. Communication involves understanding yourself and other people and it is a skill that develops throughout life. When people communicate, the message can be stated explicitly or inferred implicitly. There can be hidden meanings and intentions within how the words and phrases themselves are used. When teaching and learning a new language, it is important to learn how to recognize, understand, and communicate implicit meanings and intentions when verbally communicating.

This thesis puts emphasis on the pragmatic principles of intentions and understanding in language. It emphasizes the importance of pragmatics in the English language system and depicts how pragmatics should therefore be developed in English-as-a-second language (ESL) lessons. Teachers should create an environment in which learners are aware of the use and importance of pragmatics and how it is connected to their language learning.

The overall aim of the thesis is to define the concept of pragmatics and its importance in relation to speaking. This thesis also pinpoints opportunities for the development of pragmatic competence in the spoken language for ESL learners in the 3rd and 6th grades.

The thesis is divided into two parts – the theoretical and practical. In the first section of the theoretical part, pragmatics is defined. It is described from several perspectives, including the necessary components to understand its fundamental principles. The definition of pragmatics is followed by the development of pragmatics as a linguistic concept and also the development of pragmatic competence embedded in the various models of communicative competence.

The last part of the theoretical section focuses on teaching pragmatics in language speaking. It includes the principles of teaching speaking in ESL classes, the characteristics of the target group of learners, the objectives needed for the development, cognitive frameworks connected to pragmatics, and potential classroom activities with pragmatics as a base.

In the practical part, the process of action research is presented. Firstly, action research is characterized in general. It contains steps that were then followed during the implementation of the action research itself. There is a specification of the background of the research and tools for gathering data. Lastly, the practical part encompasses the discussion of findings.

Theoretical part

1. THE GENERAL DEFINITION OF PRAGMATICS

Teaching and learning pragmatics together with other language issues create the basis of the thesis. The discussion of the value of pragmatics, how pragmatics is incorporated into communicative competence and possible procedures that may help teachers to develop pragmatics in their lessons is addressed later in the thesis. However, in the following section, the general concept of pragmatics is defined.

Pragmatics studies language from the user's perspective. It takes into consideration speaker's intended meaning, the interpretation by the hearer, as well as social constraints. Pragmatics analyses language in terms of linguistic choices to express particular actions. (Yule 1996, 3–4)

This broad definition is clarified in the following part and aspects needed for this thesis, are defined.

1.1. Pragmatics as the action and intentions

Pragmatic knowledge is a complex phenomenon that affects several domains of human life. To clarify, to be pragmatically competent, the speaker should know social and cultural aspects of communication as well as discourse conventions. (Bardovi-Harlig et al. 1991, 4) All these aspects of language proficiency develop pragmatic skills as well as contribute to the speaker's language acquisition.

According to Crystal (2006, 275), “pragmatics [...] studies the factors that govern our choice of language in social interaction and the effects of our choice on others.” This is supported by Green (2006, 408) who says that “pragmatic information is information about the relation between the user of the form and the act of using the form.” It means that pragmatics looks at language in terms of its participants – or people using the language – and their intentions – the act of what people are doing with the language and the reasons why people are using the specific words.

Pragmatics may also be characterised as Senft (2014, 11) defines it: “what we do when we speak and what we actually mean.”¹ People create meaning with the words they choose in a

¹ The action perspective on language is the basis of the functional side of language (as it is defined in CEFR for instance)

certain context. The meaning that people infer from the conversation also depends on the hearer's context and intention – their interpretation. The intention of the speaker and the interpretation are not always in alignment.

1.2. Pragmatics and implicatures

The intention behind spoken language may be deduced directly from words said in a moment of interaction. However, sometimes utterances in the interaction are not intended to express the literal meaning, in the way they are linguistically constructed. Sometimes speakers' intentions are not obvious, and they may be hidden behind words. (Thomas 1995, 1)

These utterances with hidden meanings are called implicatures. According to Grice, there are two types of implicatures – the conventional and the conversational ones. The conventional implicature implies the same meaning every time in every context. On the other hand, conversational implicature takes into consideration the context of the specific conversation, and “what is implied varies according to the context of utterance.” (Grice quoted in Thomas 1995, 57) It means that the speaker should pay attention to the words said as well as the circumstances under which these words are pronounced.

The participants of a conversation have to ascertain the meaning from the context of the conversation. For instance, in the situation when someone replies to the question: “A: Am I in time for supper?” as follows: “B: I've cleared the table.” speaker B does not provide speaker A with the literal meaning, an explicit response of his or her intention. Instead, he or she uses this linguistic form that indicates an implicit meaning – “to convey the proposition that A is too late for supper”. (Cruse 2000, 349)

The indirect meaning in the conversation causes participants to communicate something more than they express through words alone. For the teaching-learning process, there is the need to introduce learners (Ls) to the essence of these utterances and to teach them that while speaking to someone he or she sometimes has to understand what communicative purpose/intention may be hidden behind these words. (Chejnová 2010, 33) It is human nature to communicate indirectly. A teacher (T) should also think about the implicit meanings that learners may come across in their conversations.

1.3. Pragmatics as taking responsibilities for the words

Pragmatics is not only about the interpretation of speakers' words but also about reactions and potential misunderstandings, as indicated above. Crystal defines pragmatics as “the study of language from the point of view of users, especially of 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” (Crystal 1997, 301). The speaker should think of the consequences their words may have on other people because the conversation is not only about them and their intentions but also about the interpretation and feelings of other people.

Taking responsibilities also encompasses the fact that the speaker and the listener should be aware of the situational context in which the conversation is taking place, for the pragmatic development, and to improve the fluency of the conversation itself. Taguchi (2019, 1) agrees with its importance and highlights language norms like “what to say or not to say in a certain situation, how to convey intentions in a contextually fitting manner, and how to achieve a communicative goal collaboratively with others.” Speakers should then adapt their linguistic choices to better communicate an idea and even choose the level of politeness and formality for that specific context.

Necessary knowledge of context is supported by Schmidt (2010) who says that “in order to acquire pragmatics, one must attend to both the linguistic form of utterances and the relevant social and contextual features with which they are associated.” Teaching and learning only language forms are inadequate. Learners should be informed of the situational context in which the given language form appears.

1.4. Pragmalinguistic and sociopragmatic theory

Another important perspective on pragmatics was defined by Thomas and Leech (1983)² when they named and used two pragmatics components: pragmalinguistic and sociopragmatic.

The pragmalinguistic component represents the linguistic part of pragmatics, which focuses on different forms of a given communicative function – the linguistic resources and ways to express one particular communicative function. (Leech 1983, 10–11) This component

² As mentioned in Leech (1983, 13).

mainly concerns the functional conception of pragmatics. It deals with communicative functions and their linguistic forms.

On the other hand, the sociopragmatic branch deals with relevancy across different cultures and their social values and preconceptions. (Leech 1983, 10–11) Their division of pragmatology and sociopragmatic components underlines the fact that only analysing the context for the communicative functions and its linguistic forms alone is not enough. The speaker should also focus on the appropriateness of speech in different social situations and in different situational contexts within different cultures.

This awareness is important because specific phrases may be inappropriate in specific contexts. For instance, when talking to a teacher it may not be appropriate to use phrases like ‘What’s up?’ or ‘Open the window, man.’ The interpretation of these phrases in this context may be insulting. If the speaker does not meet the given criteria of appropriateness or if the speaker evaluates linguistic choices in a different way, it is called pragmatic failure (Cohen 2010, 15). It is the situational context that determines appropriateness or inappropriateness of words.

1.4.1. Situational context

Situational context can include many factors that influence the speakers’ word choice. The following are some aspects that the speaker can infer, at least to some extent, from the actual situational context:

- I. Participants – who is the addressor and who are the addressees
- II. Relations among participants – their social roles, personal relationship, shared knowledge
- III. Setting – place of communication and time
- IV. Communicative purposes
- V. Topic of communication

(modified; Biber and Conrad 2009, 40 taken from Procházková 2020)

The situational context is understood in this thesis as an indicator of the conditions according to which the speaker then adjusts his or her choice of words. It means that if he/she wants to sound polite and relevant, he/she must know the characteristics of his addressee – who he/she

is, what their relationship is like (e.g., the superior to him/her etc.) and other aspects connected to the context.

Furthermore, the actual situational context is not the only pragmatic aspect that influences our choice of words. According to Kecskes (2012, 606) the situation in which the utterance appears is not sufficient for determining the meaning of the utterance, but one can also invoke previous experience in a similar context. The author calls it “prior context encoded in the utterances”. He highlights that the speaker and the hearer come into the conversation with already-defined contexts that they have constructed in past interactions and this prior context should not be neglected because it is as much important as the actual situational context itself. (2012, 606)

1.5. Pragmatics as being polite

Situational context gives the speaker the necessary information about the form and the direction of the communication. What is appropriate in one context may not be appropriate for another. Pragmatics thus also connects the situation with politeness.

Leech (2014, 15) draws on the pragmalinguistic and sociopragmatic distinction. He does this because in context some phrases may be considered more polite than others. As an expression of gratitude, one could use the phrase ‘Thank you so much’ which may be seen as ‘more polite’ than uttering the phrase ‘Thanks’. However, even these ‘more polite’ phrases may be seen as impolite in particular situations and sometimes they can be interpreted as being overpolite. On that account, pragmalinguistic politeness analyses different phrases in themselves, out of context, while sociopragmatic politeness contextualises these phrases and assesses their appropriateness in different situations. (Leech 2014, 15–17)

To analyse phrases and situations and their range of politeness, here are two scales that can help the speaker with comprehending these two types of politeness (see Figure 1 and 2).

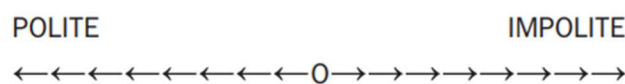


Figure 1. Leech's bipolar scale of sociopragmatic politeness (Leech 2014, 17, figure 1.1)



Figure 2. Leech's scale of pragmalinguistic politeness (Leech 2014, 18, figure 1.2)

These two scales can be used in English lessons when analysing different interactions and they can help the T with raising pragmatic awareness in learners.

1.6. Pragmatics as the aim of this thesis

The hidden meaning, appropriateness, context, participants and their language choices and intentions, politeness, and communicative functions are some of the elements of pragmatics that are the main of main interest to this thesis. In other words, this thesis is primarily focus on form-function-context mappings, e.g. looking for communicative functions and their linguistic forms in communicative contexts (Li 2019, 114). Additionally, the situational context encompasses the specification of the aforementioned topics.

2. THE DEVELOPMENT OF PRAGMATICS

In the following chapters, pragmatics is defined from the diachronic perspective – the perception of the concept in historical terms. In other words, the development of the term – how linguists defined pragmatics in the past, what preceded its categorization into the language system, and how pragmatics evolved to its current frame. The knowledge of the development of pragmatics impacts the direction and understanding of pragmatics in regard to the aim of this thesis.

Due to its complexity and versatility, pragmatics may be viewed and analysed from several perspectives. It would of no interest to include the whole history of pragmatics.

Pragmatics is a part of the language system, but it has roots in many other studies. Firstly, pragmatics looks at a language in terms of philosophical understanding. Secondly, pragmatics takes into consideration its users and their characteristics. This means that the sociolinguistic perspective throughout history can be included as well. Furthermore, pragmatics is an integral part of ESL. The development of communicative competence or the development of the inclination of pragmatics being a part of ESL are possible to include too.

This thesis contains only the most important and significant elements of pragmatics that have contributed to the development of the study, and which are relevant to the purpose of the thesis. There is a description of the development of pragmatics as a field of language in the first part and the second section contains the development of pragmatics as part of language teaching and learning.

2.1. Pragmatics as a linguistic term

According to Jucker (2012, 496)³ the term pragmatics was coined by Charles Sanders Peirce and Charles Morris. Charles Morris' explanation of pragmatics includes the original idea of pragmatism and pragmaticism introduced by Peirce. This idea was shaped into the theory of 'semiotics' consisting of three branches – one of them is a pragmatical branch. The definition of the pragmatical branch is similar to the current general definition of pragmatics outlined above. (Jucker 2012, 497– 498)

On the other hand, Mey (2013, 592) thinks that Ferge should be considered the founder of pragmatics, who clarified the whole nature of determining the meaning of words. Ferge considered the context of the situation in which words are uttered and also the differences in the perception of one concept by various people. As Mey (2013, 592) outlines, Ferge's

³ Also by Nerlich and Clarke 1996, 4; or Norquist 2019

perception of the reference of words was merely truth-functional rather than user-oriented. However, his thoughts shifted the perception of linguistic presupposition which is itself defined as a pragmatic aspect.

Regarding the early beginnings of pragmatics, the field gained more importance and was identified as a part of the linguistic subfield in the 1970s (Nordquist 2019; Jucker 2012, 495). However, as languages evolve, pragmatics has changed too. There are many linguists and pragmatists who have contributed to the public cognizance of the issue.

2.1.1. Cooperative Principle and Maxims

The cognizance of pragmatics and pragmatically viewed interaction was shaped by Grice's Conversational Maxims. These maxims may be understood as principles for effective communication. They are defined as follows:

The maxim of quantity says that the speaker should be sufficiently informative but not too excessive.

The maxim of quality says that the speaker should be truthful not including false statements and topics that he is not aware of.

The maxim of relation says that the speaker's contribution should be relevant.

The maxim of manner says that the speaker should lead a decent conversation without ambiguity.

(Grice cited in Mey 2013, 595–596)

Grice's maxims contributed to the foundations of pragmatic perception of conversation, and this is the reason why these maxims are identified in this thesis.

2.1.2. Speech acts

In connection with pragmatic development, another contributor to the cognizance of pragmatics is J. L. Austin (1975, 12)⁴ who defines the notion of speech acts. He asserts that an utterance is tightly connected to an act, meaning that every time a speaker says something it includes a specific action.

Austin (1975) distinguishes three types of acts: locutionary, illocutionary, and perlocutionary, summarized in the following lines (as done by Thomas 1995, 49):

⁴ 1st edition was published in 1962.

- Locution the actual words uttered
- Illocution the force or intention behind the words
- Perlocution the effect of the illocution on the hearer (Thomas 1995, 49)

The first one – locution – outlines the performance of speech. In other words, it is aimed at the structure and words contained in the utterance – the grammar and the vocabulary. The second type, an illocutionary act takes into consideration communicative functions. They can be explained as addressing what communicative purposes these utterances are used for in a conversation, e.g. promising, suggesting, etc. (Austin 1975, 98–100)

The third category, perlocutionary, completes these two and focuses more on the listener. Austin (1975, 101) suggests that every utterance will “produce certain consequential effects upon the feelings, thoughts, or actions of the audience, or of the speaker, or of other persons.”

Another contributing author who addressed speech act theory was Searle (1969). Searle reacted to Austin’s concept of three acts – locution, illocution and perlocution. According to Thomas “Searle attempted to systematize and formalize Austin's work” (1995, 94). He suggests that the speaker, by interacting in the conversation, is doing three main acts. The first one is “the uttering of words (morphemes, sentences).” The second one is “referring and predicting.” And the last one is “stating, questioning, commanding, promising, etc.” (Searle 1969, 23)

In other words, there is the analysis of speakers’ linguistic choices and their intentions – the indication of what is said and how it is said can be categorized into various communicative functions. These acts of Searle’s correspond to his classification of “performing utterance acts”, “performing propositional acts” and “performing illocutionary acts” (Searle 1969, 23–24). The principle of speech act theory depends on the situational context of the conversation – the meaning of given utterances corresponds to the type of conversation in which they appear and who the participants are (Searle 1969, 24–25).

From the concept of speech acts, another branch of pragmatic competence emerged, namely functional competence involving and defining communicative functions. Speech acts are closely connected to the functional aspect of language which is one part of communicative competence in ESL and language learning in general. It is tightly connected to pragmatics and many models of pragmatic competence include the idea of functional competence as one of its branches (see later). Speech acts also focus on the interpretation of specific words in specific conversations. That is the reason why this section of speech acts is extensive.

2.1.3. Functional syllabus

Austin's work led to the introduction of a functional syllabus which was a fundamental development for language teaching-learning, especially in terms of pragmatics. Functional syllabi contain objectives that are defined in a functional way (Wilkins 1976, 6). It means that these teaching-learning objectives will be aimed at acquiring some of the communicative functions.

Following Wilkins, van Ek and Trim (1998, 23) introduced their notion of a notional-functional syllabus, where individual functions are put into the context of the situation and by which notions are formed.

The way objectives are formulated influences the whole teaching-learning procedure. It is specifically the content and nature of the activity presented in lessons. Based on the functional syllabus, there are particular activities that may be connected to these functionally defined objectives. According to Brown and Lee (2015, 30), the activities with "interactive group work, role-plays, grammar and pronunciation focus exercises, information-gap techniques" are those activities regarding the functional syllabus. These types of activities can be developed and implemented in lessons with pragmatic objectives. (quoted also in Procházková 2020)

Another area of pragmatic development related to functional syllabus, is pragmatic competence and its place in various models of communicative competence (CC). The functional syllabus connects the development of pragmatics in linguistic terms with the development of pragmatics in models of CC.

2.2. Pragmatics as a part of communicative competence

Pragmatic competence (PC) is a component of communicative competence. Since the development of CC is the main goal in teaching a language, PC should also be introduced in English language lessons (Council of Europe 2020, 129).

There are many models of communicative competence.⁵ This section describes the development of PC in terms of the changing attitudes in models of communicative competence, second language acquisition (SLA), and ESL. Throughout this section and throughout these models of CC, there is an indication of how PC evolved and how it was perceived by these authors.

⁵ For the summary of these models see appendix A.

As mentioned earlier, pragmatics emerged in the 1970s. In 1972, Hymes proposed the need for a theory of teaching and learning a language. He asserted that a learner needs to develop

competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others.

(Hymes quoted in Pride and Holmes 1972, 269)

Based on this idea, Hymes then introduced a framework by which he coined the term ‘communicative competence’ (Hymes quoted in Pride and Holmes 1972, 284–286).

2.2.1. Model by Canale (1983) and Canale and Swain (1980)

The idea of communicative competence was further developed by Canale and Swain (1980). Canale provides objectives for every given competence. Among these, he includes grammatical, sociolinguistic, discourse, and strategic competencies. (1983, 22–24) Similarities in definitions and principles that characterise pragmatics can be seen. For instance, sociolinguistic competence is about appropriateness, communicative functions, or situational context. Discourse competence is based on the speaker’s intentions. (Canale 1983, 23) All of these principles can be connected to pragmatic competence, and the phases of its development.

2.2.2. Model by Celce-Murcia, Dörnyei, and Thurrell (1995)

To continue exploring the development of CC, some authors commented on proposed models and elaborated on the idea by introducing their own models. In 1995 Celce-Murcia, Dörnyei, and Thurrell summarized their definition of CC (see Figure 3).

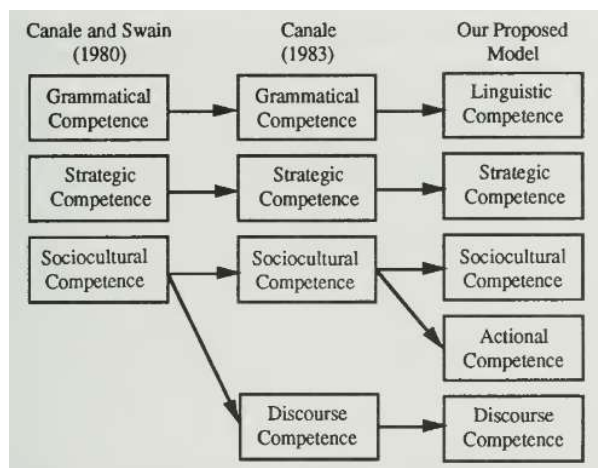


Figure 3. The summary of three models of CC (Celce-Murcia, Dörnyei, and Thurrell 1995, 11, figure 2)

These authors renamed Canale and Swain's grammatical competence to linguistic competence. In sociocultural competence they derived an additional category called actional competence. They explain actional competence to be "conceptualized as competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets" (Celce-Murcia, Dörnyei, and Thurrell, 1995, 9). Referring back, the concept of speech acts creates an important part of pragmatic competence – communicative functions, their interpretations, and their effects on the hearer. The idea of functional competence originated from this part.

Celce-Murcia, Dörnyei, and Thurrell see discourse competence as the central point that interacts with other competencies.⁶ They explain that strategic competence is an ever-present skill to navigate and solve different problems that may arise during an interaction. (1995, 9–10)

2.2.3. Model by Bachman and Palmer (1996)

Bachman and Palmer (1996) introduced two main parts of language knowledge – organisational and pragmatic knowledge. Organisational knowledge describes how language is organised and can be compared to Canale and Swain's grammatical competence or Celce-Murcia, Dörnyei, and Thurrell's linguistic competence. Bachman and Palmer (1996, 69) define pragmatic knowledge as knowledge that "enables us to create or interpret discourse by relating utterances or sentences and texts to their meaning, to the intentions of language users, and to relevant characteristics of the language use setting". Pragmatics highlights meanings hidden behind words and purposes that are proposed by participants of a conversation. And all this is influenced by situational conditions.

In addition to pragmatic knowledge, Bachman and Palmer include two other types of knowledge (1) functional knowledge and (2) sociolinguistic knowledge⁷ (Bachman and Palmer 1996, 69). The fundamentals of functional knowledge are communicative functions. They analyse the intentions of speakers in an interaction – what is meant by words used in a conversation. The choice of linguistic structures is especially influenced by these functions and the evaluation of the whole situation.

⁶ For more details see appendix B.

⁷ (1) Functional competence is also connected with the term 'illocution' or 'illocutionary competence' (Austin 1975, 98–99; Bachman 1990, 87).

The second part of this pragmatic model defined by Bachman and Palmer is sociolinguistic knowledge. Sociolinguistic knowledge relates to the knowledge of situational context, meaning the evaluation of the situation and its concepts and subsequent appropriate choices of linguistic aspects. Bachman and Palmer define these concepts of a certain situation as conventions, e.g. the speaker should know different registers, expressions, or cultural references. (1996, 70) ⁸

2.2.4. Model by the Council of Europe (2001 and 2020)

The last model that is introduced in this thesis is that by the Council of Europe (2001; 2020). The Council of Europe presents a framework of reference called the *Common European Framework of Reference for Languages* (known also as CEFR). This framework provides definitions of competencies that every speaker should acquire while learning a language.

For this model, CC contains linguistic competence, sociolinguistic competence, and pragmatic competence. Among the aims of pragmatic competence, contributors include flexibility, turn-taking, thematic development, coherence, propositional precision, and spoken fluency. (Council of Europe 2020, 137–138) It needs to be pointed out that communicative competence is the goal of language teaching so that every competence included within this framework is interconnected (Council of Europe 2020, 129).

2.2.5. SUMMARY of the authors' perception of pragmatics and CC

To compare the previously mentioned models, many authors include the principles of pragmatics, but they use different terms to label these definitions (for summary see appendix A). The principles that define pragmatics in general, can be seen in different terms across various models. For instance, the combination of sociolinguistic and discourse competencies proposed by Canale (1983) or actional competence by Celce-Murcia, Dörnyei, and Thurrell (1995).

Interconnection is important when defining pragmatics and pragmatic knowledge. Pragmatic knowledge, as was previously suggested, is a complex issue. Pragmatic competence is a part of communicative competence, which Ls should acquire while learning a language.

Pragmatics should not only be about knowledge of discourse and communicative functions but also about human relations, context, and politeness. Therefore, in this thesis,

⁸ For the whole model see Appendix C.

pragmatics is also described using definitions that are not at first sight reserved for pragmatics as such but are relevant to the topic of the thesis (e.g. some principles of sociolinguistics). It means that even if some models of pragmatic competence do not explicitly include sociolinguistic knowledge and treat them separately, this thesis proceeds on the basis of their interconnectedness and treats them as one cohesive concept. The connecting of pragmatics with sociolinguistic competence is illustrated by the aforementioned division done of pragmalinguistics and sociopragmatics.

The above ideas show that the authors separate grammatical or structural competence and pragmatic competence. However, even though both of these areas of competence focus on different language aspects, it is necessary to highlight that they are actually interconnected. This issue is described in detail later in this thesis.

The definition of CC and the rise of PC is not the only issue that can be described when defining the development of pragmatics as an important aspect of language learning. Other issues and questions arise: What are some of the consequences the emergence of pragmatics had on ESL? What are some possible approaches to teaching and learning ESL when taking into consideration communicative functions and the principles underlying PC? In the subsequent section, pragmatics is put in the context of English teaching and learning.

This section is loosely linked to the last major theoretical chapter of the thesis – language teaching and acquisition with particular emphasis on incorporating pragmatics into teaching and learning. In other words, the principles of pragmatics can be used and modified according to various factors that can affect the whole process of language teaching and learning. For instance, learners' needs, cognitive capacity, and given aims defined for the specific language level are some of the examples.

3. TEACHING AND LEARNING PRAGMATICS

The aforementioned part of the thesis outlines what pragmatics is and how it has developed over time. In this section, the emphasis is put on how pragmatics can be introduced into ESL lessons. It contains necessary information about the target group of Ls as well as some principles of teaching speaking in regard to pragmatics.

For this section, there are some questions that need to be answered. What are the procedures for introducing pragmatics into ESL lessons? What can the teacher do to include a pragmatic approach to language learning in the classroom? Consequently, these questions create the basis for the next chapter.

There are some criteria that need to be addressed when discussing the use of pragmatics in teaching. It is important to look at the teaching-learning process from several perspectives:

- Who are the learners (Ls)? What are their needs? What is their level of proficiency?
- What are the ways these Ls acquire a second language?
- What are possible procedures and theories for teaching and learning pragmatics?
- What are some activities that would develop pragmatic issues?

These questions affect the thinking about and approach to the whole issue and they are interconnected. They provide background for finding possible ways of developing pragmatics for a specific group of Ls. The procedure of teaching and learning, as well as activities, are adapted based on specificities for a specific language level.

With the above questions at the forefront, the following objectives were created as the basis for this didactic theoretical discussion and analysis. These objectives represent the reasons for choosing these specific topics to cover in this section.

- Knowing the characteristics of the pupils – what stage of cognitive development they are at – will help the T realise what types of activities they can introduce in the classroom so that pupils are able to learn effectively.
- Knowing the language acquisition theories for a specific group of Ls is essential to identifying the language learning process. If the T were to introduce a different type of activity than those supported by these theories, the Ls may have difficulties with acquiring the language or they may acquire completely different skills.
- Knowing the language level of the learners helps the T to identify the objectives to be met during the teaching process. These objectives then facilitate the selection of

activities for the lesson – they primarily determine the content and format, and therefore the whole lesson.

3.1. Second Language Acquisition

To better understand the process of thinking about the input that Ls are exposed to, this thesis will first define the position of Second Language Acquisition (SLA) regarding pragmatics. Other specifics that affect the whole teaching process are introduced as individual sub-chapters. SLA is a general concept that explores the procedures of the development of a new language system. It is about the ways input is acquired by Ls and what potential problems of acquisition may appear. (Gass and Selinker 2008, 1)

However, to meet the criteria and connect these issues to the aim of this thesis, descriptive focus is put on the relationship between SLA and pragmatics. Taguchi (2019, 1) says that “pragmatics serves as a goal for L2 acquisition, and SLA provides frameworks and empirical methods to examine the process and impetus of the acquisition.” If the T knows what they want to teach, they should then be interested in the question of how to teach it so that Ls acquire the language effectively. SLA helps the T find the right path to achieve this goal.

In order to choose the right approach to the teaching-learning process, the characteristics of the Ls as well as the content of the lessons need to be considered. With these key elements in the forefront, lessons can be created. The following part outlines the most determining aspects that can help the T to focus their thinking about language acquisition and language teaching.

3.2. Teaching speaking

Speaking is the main focus of this thesis. To be more specific, this thesis puts into consideration the pragmatic aspects, especially in spoken production and interaction. It concentrates on ways that Ls can acquire and develop their pragmatic competence in the area of speaking. For this reason, the model of speaking and the approaches to speaking in regard to pragmatics are defined.

3.2.1. Goh and Burns' model of speaking

A model that proceeds from the aforementioned models of CC, and which is also the main source for the framework for teaching second language speaking (SLS), is the model of speaking competence by Goh and Burns (2012, 51–67). The authors suggest that second language speaking competence is based on three main parts – (1) knowledge of language and discourse, (2) core speaking skills, and (3) communication strategies (see appendix D). These language areas are interrelated and create the basis of L2 speaking.

3.2.1.1. Knowledge of language and discourse

Knowledge of language and discourse encompasses similar areas as the aforementioned models of CC. Goh and Burns include grammatical, phonological, lexical, and discourse knowledge within this category. Grammatical knowledge of language pinpoints the grammatical rules and processes that are needed for acquiring a language. (2012, 54)

By the second skill, phonological knowledge, authors mean that Ls do not develop skills for pronouncing only separate words, but they are also taught procedures for rhythm within a sentence or discourse, intonation, or word stress. (Goh and Burns 2012, 55) Intonation is also important for pragmatic development since it may indicate various intentions.

Regarding intentions and meanings that are expressed by linguistic forms, the third component is also important for this development. The lexical knowledge of the language is knowledge about word meanings among which formulaic expressions may be included. (Goh and Burns 2012, 55) Once the L knows the meaning of vocabulary or formulaic expressions, the next step can be to determine the communicative function for which these phrases can be used.

The last component is also important for pragmatic development. Discourse knowledge contextualises given phrases and it sets a framework for different spoken genres – meaning some typical nuances for different speaking occasions. The situational context is determining aspect of sociopragmatics. Taking into consideration discourse structures, Goh and Burns (2012, 56) highlight the importance of its connection with “pragmatic knowledge about speech acts and sociocultural practices.”

3.2.1.2. Core speaking skills

The second component of their theory is core speaking skills. According to Goh and Burns (2012, 59), core speaking skills include the following:

- pronunciation,
- speech function,
- interaction management,
- discourse organization.

In regard to the pronunciation section, they highlight objectives connected to stress, rhythm, intonation, articulation of sounds, etc. All of these skills contribute to comprehensive speech production, and they can even affect how the message is interpreted. (2012, 60)

The skill of speech function is not only important for speaking development but also in relation to the aim of this thesis. It aims at the development of the Ls' pragmatic competence since it takes into consideration pragmatic aspects, like communicative functions and/or different speech acts. The authors also propose that communicative functions are associated with formulaic expressions, which are phrases that Ls use to express function or intention. (Goh and Burns 2012, 60–61) These formulaic expressions fit into form-function mapping. It means that in order to express a function, Ls not only need to know what to say but also how to express it. They need to know the linguistic form for that function.

When a L knows what to say and how to say it, they now need to consider another skill and that is how to manage interactions. It means that Ls have to know how to start the conversation, how to change the topics if they want to, how to identify the speakers' intentions, how to clarify their message, how to follow the conversation, etc. (Goh and Burns 2012, 61) The L has to navigate the nuances of the interaction that signify a change, but also, they should know how to maintain the whole conversation.

The last part of these skills is discourse organisation. This skill refers to the preparation of the talk and managing longer interactions. This skill contributes to the comprehension of what is said and how it is said because it focuses on the way the ideas are built upon. For the message to make sense, speaker's thoughts should build on each other, developing the main point of the interaction. That is what discourse organisation is about. It focuses on sociocultural conventions in terms of discourse characteristics as well as coherence and cohesion. (Goh and Burns 2012, 59)

3.2.1.3. Communication strategies

Communication strategies only complement the aforementioned components of the speaking model. These strategies help the L with coping with the difficulties that may appear in spoken production and interaction. Among the communication strategies, authors include cognitive strategies, metacognitive strategies, and interactional strategies. For the purpose of the thesis, the interactional strategies will be defined in more details.

Interactional strategies take into consideration “the pragmatic aspects of communication, particularly with regard to negotiating meaning between various participants.” The aforementioned strategies may concern comprehension checks, repetition requests, exemplification requests or clarification, etc. (Goh and Burns 2012, 65–66) All these strategies help the speaker to keep the flow of interaction and facilitates the spoken production.

3.3. The Interactive approach

Interaction is the basis for the development of PC (The Council of Europe 2001, 13). Interaction is defined in CEFR as a situation where “at least two individuals participate in an oral and/or written exchange in which production and reception alternate and may in fact overlap in oral communication”. (The Council of Europe 2001, 14)

To clarify, “reception involves receiving and processing input.” Receptive activities include activities for understanding spoken or written discourse. These activities are mainly aimed at comprehension.⁹ (The Council of Europe 2020, 47) On the other hand, production is comprised of activities that focus on the development of speaking, signing, and writing. In this case, fluency, the overall record of the written message, and/or articulation are assessed. (The Council of Europe 2020, 60–61)

In summary, during communicative interactions, language users adopt multiple skills at once. Two of these are listening to the other person and responding to what is said. The development of pragmatic competence pertains to the interactive approach to language. It also means that to develop pragmatic competence, Ls can be taught receptive and productive activities at the same time. There is no definite division of these two types of skills. (see appendix E)

⁹ These types of activities are referred to as ‘pre-communicative’ (as it is done by Littlewood 1981). These activities are based mainly on making awareness of pragmatic aspects (see later).

3.4. Who are the learners?

Every learner is different. Ls acquire language skills differently, at different ages and different levels of proficiency. In order to know how to adapt language teaching and lessons, the T should know the characteristics that correspond with the target group of Ls and the possible language acquisition theory that can be used. For the purpose of this thesis, the target group of Ls consists of Ls from the third grade and the sixth grade, ages approximately 8 to 13 years old.

3.4.1. Learners' characteristics

This section defines Ls in 3rd and 6th grade in elementary school. It contains necessary information about cognitive and psychological development in relation to language acquisition. It is important for the T to know what content and what types of activities they can introduce into their English lessons, according to the specifics of these age levels.

In the Czech Republic, learners in the 3rd grade of primary school are approximately 8–9 years old and learners in the 6th grade are approximately 11–12 years old. Many authors define these combined age groups as being one stage. This stage in a child's development may be called middle school age¹⁰ and it includes Ls aged 8–12. (Vágnerová 2000, 148; Matějček 1996, 72) Čačka (2000, 107) identifies this stage, with the same age group of Ls, as prepuberty.

Sometimes this age group is defined as two distinct stages of development and are referred to as the primary school age (6–11 years old) and pubescence (11–15 years old) as stated by Helus (2011, 276) or Říčan (2021, 143–167). It means that the specification of the name of this target group of Ls is not straightforward, as there is no clear consensus among authors on what this particular age group should be called. However, this thesis looks at Ls' characteristics from a variety of perspectives and takes a critical approach to the sources and findings relating to each specific age group.

The first important aspect a T should be concerned with is attention span. Learners in the 3rd grade can concentrate for about 15-20 minutes on average. On the other hand, Ls in 6th grade can concentrate for up to 30 minutes. (Čačka 2000, 111) The T should take this information into account and think about it when planning the lesson.

To identify and prepare specific activities the T should also understand how the Ls think about the world and how they process information. In the following section, the cognitive

¹⁰ This is the direct translation of Czech terms. It can also be labelled as 'middle childhood' by foreign sources (Cinelli 2022).

development for each grade is outlined and described. This section also comments on some specific changes in Ls that are connected to pragmatics and pragmatic knowledge.

3rd graders

Piaget's theory of cognitive development says that nine-year-old Ls come under the concrete-operational stage. This stage suggests that Ls slowly acquire symbolic thinking, which is still based on concrete situations. This means that a L can describe a hypothetical situation, but he/she must have past experience in a similar situation. If a L has not experienced a given situation before, then they are still at the stage of describing their environment rather than explaining it. (Piaget quoted in Fontana 2003, 69) This knowledge is significant when thinking about pragmatic awareness of appropriateness and pragmatic constraints connected to situational contexts.

Another significant change in an individual's thinking in terms of pragmatics is what is called 'decentrace' in Czech language. 'Decentrace' means that the L begins to see the situation from another person's point of view and realizes that there is not just one view of a particular situation. (Vágnerová 2000, 154)

The aforementioned skill is also necessary for the development of pragmatics since Ls analyse the context from several aspects, one of which is that of the speaker's and hearer's perspective, their intentions and the potential effect of the interaction on them.

6th graders

Since the Ls in the 6th grade are 12 years old, it is important to also include some changes in their thinking when reaching this specific developmental stage. This specific age group undergoes great changes. Ls at this age experience changes in the structure of their curriculum (with more new teachers and a wider range of subjects), physical changes and psychological changes. (Říčan 2021, 168–172)

Piaget's theory of cognitive development (quoted in Fontana 2003, 70) introduces 12-year-old Ls as being at the beginning of the formal operational stage. In contradistinction to the younger Ls in the aforementioned stage, Ls at this level are able to generate hypothetical knowledge without having to rely on their experience. Ls are able to deductively infer hypotheses and modify knowledge about given issues. (Fontana 2003, 70) It creates the opportunity for Ls to analyse situational contexts by imagining different roles and different linguistic forms used in a given situation and to think about the would-be scenario.

During their school years, Ls establish their own value system. They begin to better understand the enduring value of goals in regard to their own actions. By the age of 11–12, the child is more aware of moral values, as they consider possible motives for individual actions. (Langmeier and Krejčířová 2006, 132–133) The skill of understanding their own values as a reaction to situations is also important from a pragmatic point of view. It helps with evaluating the situation in terms of the appropriateness of used utterances. Furthermore, the knowledge of their values also provides an opportunity for the L to project their specific perspective into the situation – how they want to sound and be understood.

3.5. Cognitive frameworks of SLA and pragmatics

The acquisition of pragmatics in L2 should be underpinned by a framework of SLA. According to Kasper (2001, 50) SLA studies, in relation to developing pragmatics, are related to three main hypotheses: 1) Schmidt's noticing hypothesis or 2) Swain's output hypothesis, and/or 3) Long's interaction hypothesis. Among these given frameworks, Ishihara (2010, 101) adds another and that is called Vygotsky's sociocultural theory.

This paper connects the teaching-learning of pragmatics in spoken language with various cognitive theories. It can be understood as the progressive development of acquiring language. Just as Goh and Burns define knowledge of language and discourse, or Littlewood and his pre-communicative activities, this thesis defines these 'preparatory' activities in terms of Schmidt's Noticing Hypothesis, where a Ls' awareness of pragmatic issues is developed. On the other hand, activities where spoken production is developed through interaction with other people, are defined as those developed by Interaction Hypothesis.

3.5.1. Implicit and explicit teaching of pragmatics

One of the theories that may be applicable to pragmatic instruction is the difference between implicit and explicit approaches. Implicit knowledge concerns unconscious processes which mean that learners cannot verbalise what type of learning is involved, and Ls are not informed about being exposed to particular issues.

Explicit learning, on the other hand, is expressively stated in teaching and learning procedures. (Ellis 2009, 3) To connect it with other theories and hypotheses Schmidt (1990,

134) also equates explicit knowledge with conscious processes. According to Ishihara (2010, 113), implicit knowledge is not as effective as explicit knowledge.

3.5.2. Pragmatic awareness

When turning from the implicit knowledge of language to the explicit knowledge, raising pragmatic awareness and its applicable elements can be a way to do that. According to Michail (2013, 255) pragmatic awareness is grounded in “illocutionary competence”, “speech acts and speech functions, and sociolinguistic competence.” Their connectivity is highlighted in the section above.

During lessons that highlight pragmatic awareness learners will be consciously exposed to activities that offer specific information about pragmatic aspects. Ts should therefore provide learners with detailed descriptions of the situational context of given interactions. It also supports the Ls’ development of pragmatic concepts and strategies even in their first language. (Eslami-Rasekh 2005, 200–201)

For an activity to promote pragmatic awareness, it needs to follow certain criteria and objectives. For the T to introduce such an activity, he/she should follow aims that are consistent with the principle of raising awareness. Ishihara (2010, 113–114) describes aims that are connected with pragmalinguistic and sociopragmatic focuses. The chosen pragmalinguistic aims are defined as follows (for all objectives see appendix F):

- analyzing and practicing the use of vocabulary in the particular context;
- identifying and practicing the use of relevant grammatical structures;
- identifying and practicing the use of strategies for a speech act;
- noticing and practicing the use of tone (e.g., verbal and non-verbal cues and nuances).

(Ishihara 2010, 113–114)

From the sociopragmatic principles, the following aims were chosen:

- analyzing language and context to identify the goal and intention of the speaker, and assessing the speaker’s attainment of the goal and the listener’s interpretation;
- analyzing and practicing the use of directness/politeness/formality in an interaction;
- identifying and using multiple functions of a speech act.

(Ishihara 2010, 113–114)

These objectives serve as the main criteria with the designing of English lesson activities implemented for the action research. These objectives will provide ideas about what activity can stimulate the awareness of pragmatic aspects, their implications, and what it should be focused on.

It is evident from the above that some of the principles for the development of pragmatic awareness are established by an analysis of situational context in relation to the pragmatic issues already discussed. Ls are also encouraged to recognise and notice pragmatic phenomena.

3.5.3. Noticing hypothesis

A learner who is aware of aspects of the pragmatic perspective notices them in situations that may not be significantly pragmatic at first glance. Attention must be directed towards a pragmatic perspective. According to Li (2019, 121), Schmidt's noticing hypothesis is about "paying attention to the targeted pragmalinguistic forms, their pragmatic functions, and the associated contextual features." Noticing Hypothesis is another step in defining and developing pragmatics in spoken production and interaction.

Schmidt (1990, 132) distinguishes three main levels of language awareness, namely perception, noticing, and understanding. These three levels are presented as interconnected processes that are the basics of language learning. Starting with the internal, subjective perception of reality – how someone views and initially understands the world – followed by noticing particular moments and aspects of reality, and completed with the comprehension of notions of these aspects and the internalisation of their relevance in relation to a person's knowledge of the world.

3.5.4. Output hypothesis

Following the Noticing hypothesis, Output hypothesis refers to noticing one's own deficiencies in language production. This theory is based on the analysis of speaker's own production and its subsequent evaluation. (Kasper 2021, 50) Output hypothesis is the next step towards the acquisition of pragmatic competence in speaking. The principles of this hypothesis can be seen in the evaluation and feedback sessions discussing Ls' own production, as well as in the self-evaluation and peer's evaluation as the follow-up task of an activity.

3.5.5. Interaction hypothesis

To complete the whole framework, Ls need to be taught to produce the pragmatic aspects in speaking. The Interaction hypothesis assumes that Ls learn through interaction with other people. This hypothesis combines the previously mentioned hypotheses since Ls have the opportunity to apply these noticed and internalized skills in the context of interaction. (Kasper 2001, 50)

For the purpose of this thesis, the Interaction hypothesis serves as the creation of conditions for the development of pragmatics in speaking. It provides the condition needed for creating the speaking activity. Ls will be given opportunities to interact primarily with each other.

For the purpose of the thesis, the teaching of pragmatics is based on the aforementioned interactive approach, where there are no clear boundaries between individual language skills. These theories are presented according to how the L acquires pragmatic information. It means that if the L is exposed to a situation with implicit aspect, this aspect needs to be pointed out and the Ls made aware of it. This is followed by the Noticing Hypothesis, where Ls start noticing the pragmatic aspects mentioned, for instance, they start noticing functional language used in contexts and implicit nuances. The Noticing Hypothesis is followed by the Interaction hypothesis, which assumes that Ls will develop the skills to use the pragmatic aspects in their speech.

3.6. Level of proficiency

Another indicator that influences the teaching-learning process of preparation is the L's level of proficiency. Identifying and working with the L's level of proficiency helps the T determine the appropriate outcomes and objectives.

The objectives connected to the field of pragmatics as well as to spoken production and interaction¹¹ are taken from several sources.¹² These relevant pedagogical documents discussed and implemented in this thesis the following: *Common European Framework of Reference for Languages* (CEFR), *Framework Educational Programme for Elementary Education* (FEP

¹¹ The knowledge of objectives of spoken production and interaction influences the following part and the introduction of pragmatics in speaking.

¹² For the overview of these objectives see appendices G, H, and I.

EE)¹³, and *School Educational Programme* (SEP).¹⁴ The content of the lessons were prepared in line with the expected outcomes of these documents.¹⁵

There is the Czech updated version of the document from 2021, but the English version could not be found, thus for the purpose of this thesis these two documents were compared and analysed and some of the objectives defined in the Czech version were translated by the author of this thesis.

The *FEP EE* document defines educational content at the elementary level as consisting of two stages – Stage 1 and Stage 2. Stage 1 is characterised as the transition stage from preschool education and attention is mainly directed towards the motivation for further interests as well as a new acquisition of knowledge. It may be specified as the stage from the first to the fifth grade. (VÚP 2007, 9)

According to the document, the first Stage is further divided into two cycles. Cycle 1 represents the first three grades.¹⁶ It means that Cycle 1 includes Ls aged 6 to 9 approximately. Within this category, the first target group of Ls in this thesis, the 3rd graders, are included. Additionally, Cycle 2 of the first Stage consists of 4th and 5th grades, aged 9-11 years old. (VÚP 2007, 15) The second target group of Ls is categorised as Stage 2 where Ls are in grades 6–9.

These cycles are further treated as time indicators of when expected outcomes and objectives are to be met. Ls are supposed to obtain an A2 level by the end of their elementary education in the Czech educational system (MŠMT 2021, 17). However, there are no other specifications and/or determinates of individual cycles and levels of proficiency, thus, it is hard to distinguish where Ls are on the potential language-level scale. Taking the above into account, this thesis includes Ls in both the A1 and A2 English levels.

Below are the characteristics of individual target groups of Ls according to the *FEP EE* document.

Table 1. Stages and levels of proficiency of target group of Ls

Learners	What stage?	Level of proficiency?
3 rd grade	Stage 1 – cycle 1	beginners, A1, A2
6 th grade	Stage 2	A1, A2

¹³ There is also one document that is called *Framework Educational Programme for Basic Education* (2007).

¹⁴ Nevertheless, the FEP EE and SEP serve as the main documents for the expected outcomes and objectives are taken. CEFR benefits as the source of descriptors – language levels – for pragmatic competence and its aspects (for the given objectives see appendix G).

¹⁵ However, there may be some slight modifications of the content because of the complexity of the issue, but it is still based on the documents.

¹⁶ In this document *a grade* is also named as *a form*.

3.6.1. Objectives for developing pragmatic competence

Considering the many objectives and the expected outcomes for this specific group of learners, for the purpose of this thesis, the most relevant expected outcomes are as follows (for the whole overview see appendices H and I):

At Stage 1, concerning both cycles and by that including 3rd graders, the pupil shall

- understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding

(VÚP 2007, 23)

- understands the content of a simple short written text when available visual support
- repeats and uses words and phrases encountered in his English lessons
- understands simple instructions and questions by the teacher that are communicated slowly and with careful pronunciation, and he responds verbally and non-verbally

(translated from MŠMT 2021, 25)

These specific objectives for Stage 1 include third graders, a sample of whom were analysed for this thesis. For this stage, there are also ideas of subject matter that can be connected to pragmatics and more specifically to communicative functions. Among these subject matters, there are topics of ‘home’, ‘family’, ‘school’, ‘leisure time’, ‘jobs’, ‘food’, ‘clothes’, ‘body’, ‘means of travelling’, ‘calendar and its dates’, ‘animals’, ‘nature’, and ‘weather’. (MŠMT 2021, 26)

From the functional language perspective, there were some of the subject matters defined in the 2007 version, but there are not included within the updated version. Among these ‘greetings’, ‘expressing thanks’, ‘introduction’, ‘apologies’, ‘requests’ can be mentioned. (VÚP 2007, 24)

6th grade Ls are also included and analysed in this thesis and have the following additional objectives:

At Stage 2, the pupil shall

- understands information in simple listening texts when spoken slowly and clearly

- understands the content of simple and clearly spoken speech or conversation, that relates to the topics acquired in lessons
- asks for basic information and responds appropriately in formal and informal situations
- talks about his/her family, friends, school, leisure and other acquired topics
- tells a simple story or event; describes people, places and things in his/her everyday life
- find the required information in simple everyday authentic materials
- understands short and simple texts and finds the required information in them

(translated from MŠMT 2021, 27)

Some of the given objectives may not be *prima facie* associated with PC. However, if there is any indication that an objective can be connected to the pragmatic aspects of language, those objectives are included here.

Among the subject matter topics, one is the most relevant to pragmatics and it is about developing the use of grammatical structures to fulfil the learner's communicative intention (MŠMT 2021, 28). This specific aim is connected to the development of linguistic forms used for expressing communicative functions and thus it is relevant for the purpose of this thesis.

3.7. The content of the pragmatic lessons

At this point the T knows the characteristics of Ls; their level of proficiency and objectives connected to the level; the language acquisition theory that is applicable to teaching pragmatics these Ls, now he/she should think about the pragmatic activity that would address the speaking as well as the aforementioned aspects. This section describes the principles of pragmatic activities and the procedure of implementing them in English lessons, especially for spoken production and interaction.

3.7.1. Principles of activity being communicative – from structure to function

The first step involves the form of the activity. Since one of the aims of this thesis is to illustrate ways of raising pragmatic awareness in L2 lessons, this section illustrates the steps in creating or modifying an activity to be more pragmatic and functional. Littlewood (1981, 10) points out that the T can only modify the activity to gain attention to aims and pragmatic elements.

For example, when a T presents an activity that deals only with the structural aspect of spoken language, he/she can modify it by adding situational context or by having Ls adapt their language to specific moments of interaction. These processes/modifications provide the T with a solid background to create a communicative activity. The activity may can may be followed, based on Littlewood's conception (1981, 9–12).

- Purely structural sentences may be adapted into more authentic language.
- Communicative functions may be additionally highlighted instead of only structures of linguistic forms.
- Language should be contextualised. The dialogue should be framed by the situational context.
- There should be the Ls' contribution in terms of personal knowledge, picture prompts, or concrete situation reflecting a communicative reality.
- The activity needs to be complemented by the social context. It should provide Ls with the opportunity for personal involvement and interaction.

Another important aspect of a pragmatic lesson is the way the objective of the lesson is stated. This means that even if the L is supposed to master sentences with “can”, this subject matter may be connected with asking for permission, expressing ability or possibility etc. (Littlewood 1981, 78) Different structural curricula may be transformed into functional and pragmatic ones.

A communicative activity creates the groundwork for developing pragmatic competence. The following section deals with the concept of pragmatic activity and possible conditions for introducing pragmatic aspects into the classroom.¹⁷

3.7.2. Form-meaning mapping

The first concept that should be highlighted is the comprehension of speech acts. Concerning functional language with communicative functions, there is a need to connect these functions with their linguistic forms. In other words, Ls have to know the range of phrases that can be used to express the function or their intentions. It is Clark who says:

To further assess speaker intentions, children must work out which utterances can be used to perform which functions. Since a single construction can often be used with several functions, children have to infer what the speaker's

¹⁷ For Littlewood's perception of communicative activities see appendix J.

intention is in terms of what they know about form/function relations, what is physically co-present on each occasion, and what is conversationally co-present – the linguistic content of the utterance in the current context.

(Clark 2006, 570)

Additionally, Ls should be given a more comprehensive framework and not only form-function mapping for identifying and producing communicative functions and speech acts. Learners should comprehend the idea of the (in)appropriateness of these linguistic forms. The consequence for not doing so could be that “learners will repeatedly fail to convey or comprehend the intended illocutionary force or politeness value of these communicative acts” (Blum-Kulka, House & Kasper, 1989a quoted in Celce-Murcia, Dörnyei, and Thurrell 1995, 21).

As a practical implementation for Ts to introduce form-function mapping, Harmer (2007, 345) suggests that one procedure for T to introduce functional exchanges in the class is by reading transcripts and analysing them for these exchanges. Based on this type of activity, Ls and the T have something to build on, and Ls can practise these exchange in their spoken production.

A pragmatic activity should be prepared in a way that allows Ls to comprehend the connection between the communicative function and possible linguistic forms. Ls should be given the elucidation of the potential meaning of phrases providing (linguistic forms) that are put in the situational context. These forms and their communicative functions should be analysed not only for their appropriateness in terms of context.

3.7.3. Role plays

One type of activity that develops the contextualisation of acquired language topics, spoken production and interaction, and also implements of communicative functions is role play. Role play may be characterized as an activity in which Ls take on different roles and have to adapt their choice of words to a given context. They are usually given the detailed description of situations and they have to imagine themselves acting and reacting in that situation. (Harmer 2007, 352)

Role play is not only important for the adaptation of speech and for its coverage of aspects of interaction, but it is also an opportunity for the development of politeness. Ls must think about the situational context, and they have to consider the people who are involved in

the conversation to evaluate the appropriateness of particular words and phrases that they can use.

3.7.4. Modification of role plays / Controlled role plays

Role play can be modified in terms of the Ls' improvisation and their own production. Littlewood (1981, 50) indicates that role-play activities may be teacher-controlled to some extent. Role plays can be specified by using cued dialogues, for instance. In that case, Ls are given a description of the possible sequence of the conversation and what is expected at different stages. It helps Ls to become aware of exchanges and the cues specify the functional meanings. (Littlewood 1981, 52)

The information provided can also differ. One of the Ls may be given the exact information they need to know, described step by step. The other L in the interaction will have only the description of the context. Then Ls have to communicate in order to find what they need. (Littlewood 1981, 53) These types of activities and modifications are necessary for Ls with less language ability as they can help them with spoken production and interaction.

3.7.5. Discussion

A lesson where Ls interact and communicate can also include discussion. There can be several types of discussion, but what they have in common is that they support Ls' language production, and they also allow Ls to express themselves. The discussion can be introduced as a pre-activity for discussing aspects needed for the activity itself. The discussion can follow up the activity where the Ls can comment on the aspects appearing during the activity, or the discussion can serve as the main speaking activity itself. (Harmer 2007, 350–351)

Another opportunity for introducing discussion in lessons is a role play based on the discussion. The principle of role play is the effective way of acquitting pragmatics. Role play encourages interaction and can develop Ls' pragmatic competence. As with other role plays, Ls have different roles to play, but they have descriptions of viewpoint taken by each character. (Littlewood 1981, 57–58)

3.8. Pragmatics in the context of Czech Education

Few contributions have been made by Czech authors concerning the concept and use of pragmatics or PC in language learning. A lot of Czech authors and sources proceed from other foreign sources and some of the ideas have already been mentioned previously. For instance,

Hrdá and Šíp (2011, 437) agree with the fact that the language user cannot comprehend the social context only with the structural knowledge of the language – language users need to develop pragmatic competence in order to do that. These authors suggest that grammatical competence should be originated in PC. The reason is that PC illustrates cultural needs, and that society is driven more by these pragmatic principles. (Hrdá and Šíp 2011, 446–447)

The development of pragmatic competence in the Czech educational system has been influenced and ruled by *The Framework Educational Programme*. The expected outcomes and objectives for learning a foreign language in the Czech educational system are coded in the *FEP EE*. This Programme proceeds from the objectives and principles of CEFR. (MŠMT 2021, 17) This classical division of communicative competence into other branches of competence is presented in the section on the development of communicative competence.

There is only one explicit mention of pragmatic competence in the Programme. It is stated in the context of the general characteristics of the educational areas of Language and Language Communication. (MŠMT 2021, 16–17) For pragmatic development in a foreign language, there are no other explicitly stated assumptions. The *FEE EE* (MŠMT 2021, 17) only defines the overall aim of Level A2, which corresponds to the aim defined in the 2007 version and which is as follows:

Level A2: Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

(VÚP 2007, 18)

The aims of particular groups of learners are the basics for identifying the content of the lesson. There are some objectives presented in the documents discussed above. Some of these objectives are also in compliance with pragmatic principles and they can be used for illustrating pragmatic issues.

Practical part

This practical section describes the implementation of pragmatics into specific English language lessons. The aim of the practical part is to provide an analysis of the steps of the action research that included procedures taken to develop an awareness of pragmatic issues and the development of pragmatics in spoken production and interaction in the 3rd and 6th grades of elementary education. The type of research used is action research. Several research tools were used for gathering data. In-depth information about the tools and procedures used will be provided in this practical section.

In terms of sentence structure, impersonal sentence structures were used in the theoretical part, whereas in the practical section, personal pronouns will also appear – meaning sentence structures with “I” or “my” or “me” are included in the description of the research. The reason these structures are used is because the author of this thesis is also the researcher. The whole process of the implementation of research into English lessons is related to the author of the thesis as she was the researcher and the T at the same time.

4. The action research

The type of research selected for accomplishing the thesis objectives is qualitative research. Qualitative research can be characterised as research with “open-ended, non-numerical data which is then analysed primarily by non-statistical methods” (Dörnyei 2007, 24). These qualitative data can be obtained through interviews with research subjects, observations in the field, or any other activities that would require a process of written analysis (Patton 2015, 14–15). This thesis involves the analysis of the process of action research in regular English lessons. It provides a discussion of findings when PC activities are implemented into lessons, and it describes individual progressive changes in the research as well as challenges that the T noticed.

Action research is the process of monitoring the actual teaching process and everything related to it for possible future changes. Action research helps Ts find the potential source of a problem and it contributes to self-development and an adjustment in teaching practice when possible. (Wallace 1998, 4) Additionally, action research is suitable for classroom conditions because it helps the T with situational problems that may arise in the classroom. It is based on reflection, and it is ideally carried out on a small scale of people (Burns 1999, 30). This is the reason why action research has been chosen as the main type of research for this thesis. It helps me become aware of different aspects of PC. It helps me to realize whether PC is being

developed in lessons and in what way. Since action research is based on reflection, there is an opportunity to critically approach the observed lessons and evaluate what works and what needs to be improved.

According to Norton (2009, 22), a T being a reflective practitioner is important for teaching practice itself and for action research specifically. The reflective part of action research enables a T to process the collected data and without proper reflection, change is not possible. However, for focused reflection to be the most effective, the teacher-researcher should take a detached approach to the whole situation, and he/she should analyse the situation critically. (Norton 2009, 23)

4.1. Stages of action research

Action research contains several stages that are repeated in cycles. In this part, there are descriptions of the individual steps of action research. According to McNiff and Whitehead (2002, 41), action research is comprised of four main stages: (1) planning; (2) acting; (3) observing; (4) reflecting. These stages are repeated to obtain required results. This action research is presented in two cycles.

What is the content of the different phases of action research? Elliott (1991, 71) presented a modified version of Lewis' original action research model, where the steps are described in greater detail (see Figure 4). The following section focuses on the steps of action research and describes their characteristics, purposes, and objectives.

4.2. Diagnostic phase

Diagnostic phase is the initial stage for finding the subject of research. In this stage, the areas that should be improved are defined. This stage contains the initial research questions that become the grounds for further research. (Elliott 1991, 72) It outlines and presents the background of the problem that will subsequently be investigated. The researcher should know what and whom to research.

4.3. Discussing literature

When the problem is introduced and the research questions are posed, the next phase is based on findings in the theoretical field – how existing theory and authors define the problem. This phase builds on the previous one by looking at how the problem could be solved and what could become part of the action plan.

4.4. Planning

This stage focuses on the preparation of an action plan that is then implemented into lessons. The action plan should serve as a guide for the T. McNiff and Whitehead (2006, 90) advise that there should be no concern about potential failed implementations since it is also part of the process. An action plan is a detailed plan including the ways individual research issues are analysed. Based on the detailed research questions by McNiff and Whitehead (2006, 94–96), the action plan was created. These questions are posed as follows:

- What is the concern?
- What can I do about it?
- How can I measure it?
- How can I change it?

There are other possible questions and points that may be followed.¹⁸ Regarding these explanatory questions, individual research questions and implementations are analysed, and the action plan is prepared.

4.5. Acting and observing

The action plan contains steps that serve as the basis for the next phase of the research. The researcher considers the sequence of steps available to them in the form of action points. They think about the implementation of these steps in their teaching. However, they have to keep in mind the goal with which they implement these modifications in their teaching. (Elliott 1991, 76) Following that, the implementation of ideas is then observed. The observation is carried out for further analysis and the researcher can see the effect (or lack thereof) that these implementations have on the teaching-learning process and the research itself.

This part of the research can lead to several conclusions. Implementations can take place according to the researcher's hypothesis. However, sometimes the application of a specific action point can lead to a change in the overall plan, and the researcher is forced to modify it. The implementation cannot bring forth the expected outcomes. (Elliott 1991, 76)

4.6. Reflecting

In order to identify and analyse the effect of the implementations, the last part of the cycle, concerning reflection, is inevitable. Without the researcher evaluating his/her research, the

¹⁸ The action plan that is created origins in questions and procedures prepared by McNiff and Whitehead (2006). For further details see appendix K.

development and progression would not occur. Reflection of the action can follow the practical principles below:

Think about how you understand what you are doing (your practice) and how you can develop it in new, better ways. You are considering the reasons and purposes of your research, how you are reflecting critically on your own learning, and offering an explanation for your practice. Think about the actions you took to implement your ideas and to test their effectiveness by gathering, presenting and interpreting data, and how those actions influenced and inspired the actions of others.

(McNiff and Whitehead 2002, 89)

After reflecting on the principles implemented, the whole action research cycle can start again. The researcher starts a new cycle by creating a new action plan, thinking about ways the research questions can be defined and redefined. Implementation of modified action steps is then carried out. The research cycle is completed by reflection. The number of cycles is unlimited. However, for the purpose of this thesis, two full cycles are presented.

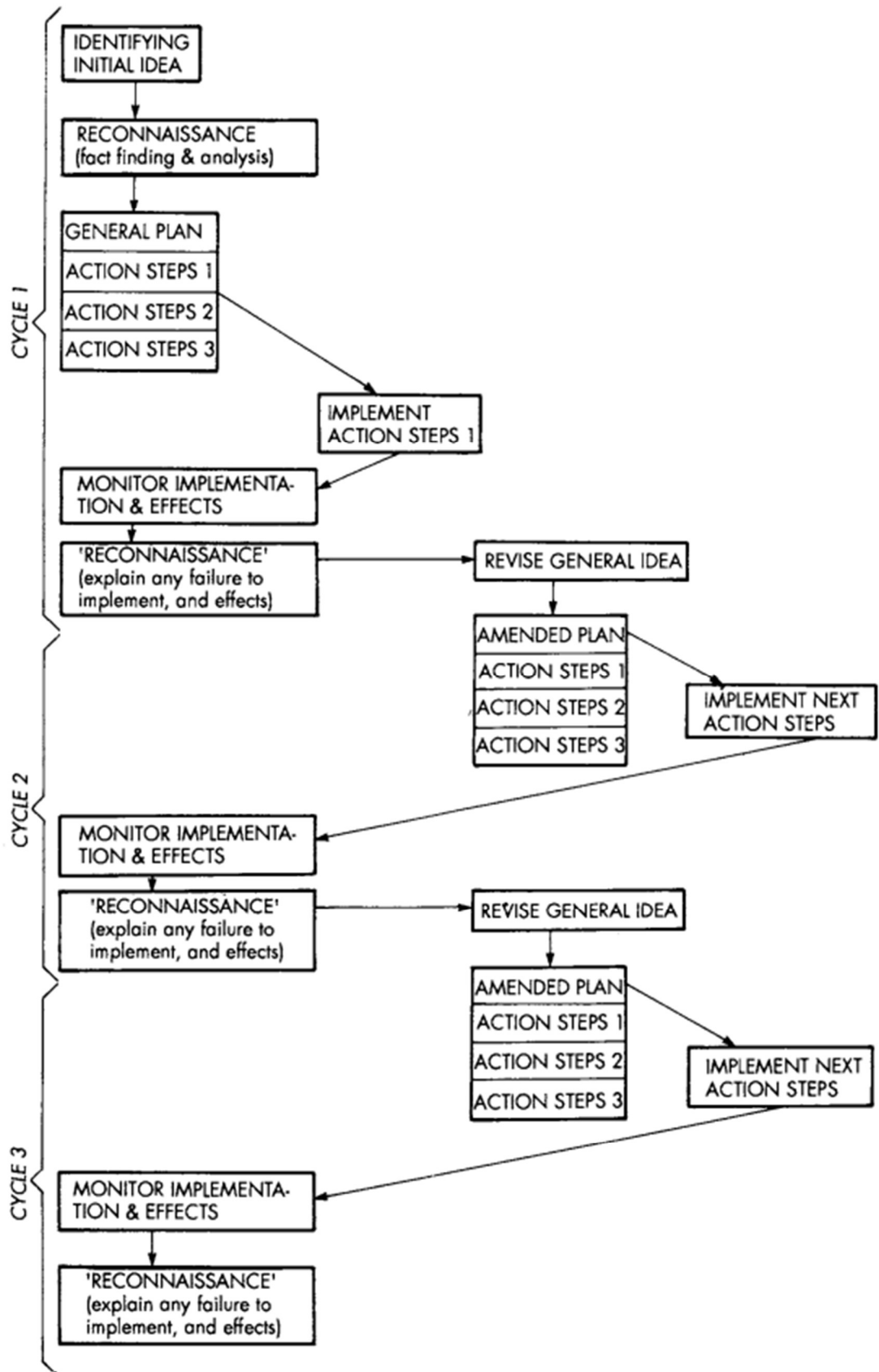


Figure 4. Elliot's revised model of action research (Elliott 1991, 71, figure 6.2)

5. The aim of the research

The main aim of the action research of this thesis is to implement activities that bring awareness and importance to pragmatic issues in English lessons and lead to spoken production. The research started with the question concerning the possibilities of how to develop pragmatic competence in elementary school. The questions used in the first cycle were as follows:

- Do I, as the teacher, provide opportunities for developing pragmatic competence in English lessons?
- What procedures did I, as a teacher, use in teaching and learning pragmatics when creating lesson plans?

As the research progressed, the aim was modified to the current one, namely to not only create more awareness of pragmatic issues but to consequently develop pragmatics in spoken production and interaction. Learners should be aware of the pragmatic aspects of language and Ls should then use these aspects in their speech. These pragmatic aspects concern mostly speech acts or functional language, politeness, and intentions regarding the situational context, as well as other issues discussed in the theoretical part.

6. The background of the research

The research was conducted in an urban primary school during my first full year of teaching. Two grades were included in the research. To be more specific, the research involved 29 learners in total, 14 Ls from 3rd and 15 Ls from 6th grades.

The reason these grades were chosen for the research, was because I was interested in understanding whether or not it is possible to develop pragmatic competence with these younger learners. At the same time, I am also interested in analysing Ls' PC at the beginning of their ESL learning (Stage 1 in the Czech Republic) as well as at the beginning of Stage 2 of elementary education.

The research was implemented into standard English classes.¹⁹ In terms of time distribution, either the last few minutes of the class were designated for research or particularly pragmatic issues were addressed within the topics discussed. The length of time the research

¹⁹ Not the conversational classes, etc.

was conducted was one school year. A more detailed research plan is described in the individual cycles of research.

7. Tools for gathering data

7.1. Observation

The main tool for gathering data in the first cycle was observation. This tool provided me with information about classroom interaction and functioning. The process of observation was also used in the second cycle. My observations informed me about the existing form of curriculum and how it has been implemented in the classroom. Observations were carried out in the form of audio recordings of the lessons. These recordings were then analysed for pragmatic aspects.

7.2. Lesson plans

There is another tool associated with observations, and that is the analysis of lesson plans. Lesson plans contain essential information about the T's intended aims and activities used for a specific lesson. Lesson plans complemented the observations and informed me about the intended curriculum that was expected in the development of the English language in the Ls.

7.3. Questionnaire

Another tool that was used in the research was a questionnaire. The questionnaire was given to the learners at both levels and provided information on the Ls' opinions on given issues concerning the individual speakers' intentions, functional language, politeness, or communicative situations.

7.4. Interview

The questionnaires were complemented by interviews. Interviews were conducted with learners individually or with the group of learners as a whole. Interviews were carried out primarily with the 3rd-grade learners due to time restraints and language limitations. In other words, it was used mainly due to their lack of English language knowledge since it is their first year of English. Interviews conducted focused on comprehension of the lesson as well as feedback.

7.5. Teacher's journal

The last tool for gathering data was a T's journal. The journal contained the teacher's thoughts about each lesson and provided information about teaching methods and procedures as well as providing feedback on what had not worked in the classroom and what could be modified.

The discussion and findings

8. The data collection – diagnostic phase

The first phase of the research is the diagnostic phase. At the beginning, there were two main aforementioned questions that needed to be answered.

- Do I, as the teacher, provide learners with opportunities to develop pragmatic competence?
- If so, what are some procedures of teaching and learning that I used and are connected to pragmatics?

Because of the fact that I was the teacher as well as the observer, the analyses of lesson plans, as well as recordings of the lessons taught were the main tools for gathering data.

From the early beginning, Ls were given the opportunity to decide whether they would be part of the research. There was also parental approval (see appendix N). This was done for ethical reasons as Ls were recorded and their production and work, both written and oral, were analysed all under the condition of anonymity. However, Ls did not know the specific objectives of the research so as not to influence the research development.

The diagnostic phase also functioned as an identification phase to better understand the learners' awareness of pragmatic aspects. There was the need to identify whether learners could uncover hidden pragmatic issues or whether they could produce some possible pragmatically driven answers. For this purpose, learners were given a questionnaire (see appendix O). I tried to include questions about learners' opinions and questions that address general pragmatic aspects as well as some concrete situations, especially for 6th graders.

Based on Ls' answers it can be stated that Ls were able to think of examples of everyday classroom situations in which requests were included. They were able to justify their opinion about people's intentions. However, only some of them could give examples of concrete situations and their interpretation. At the same time, there were only a few answers to the question about what influences what we say in conversation.

In terms of observation and the analysis of the recordings, pragmatic competence appeared to be developed mostly implicitly. In a lot of situations, the pragmatic aim was not given to the Ls, but aspects of pragmatics were addressed during the lesson as something unspoken. Of these implicit situations, it was the everyday classroom interactions that were most prevalent, of which requests, asking and answering questions, or greetings predominated. It was also found that Ls were mostly exposed to pragmatics, however, they had little chance

to analyse it or produce it. The communicative situations or functions were mostly produced by the teacher.

Regarding the grades and speaking production, the 3rd graders were mainly exposed to vocabulary development of individual topics in spoken language. From the vocabulary provided, basic words connected to family, animals and colours were developed. In other words, Ls were taught to name colours, to name family members, or to name animals.

In terms of explicit pragmatics, comprehension of T's instructions, introducing themselves, and 'greetings' as communicative functions were predominant (from which the function of 'introducing oneself' was developed even with 6th graders).

These given pragmatic topics were introduced in terms of acquiring vocabulary. The 3rd graders were taught various linguistic forms for expressing communicative functions (e. g. greeting, introducing oneself) but not from the sociolinguistic perspective. This means that in most cases, the pragmalinguistic approach dominated. We spoke only about the appropriateness of the usage of linguistic forms expressing greeting and they were connected to different parts of the day. These linguistic forms were accompanied by pictures and were compared to the Czech equivalent. For better clarification I created tables that show topics and some of the procedures addressed in the lessons for every phase of research (for tables see appendix P)

Concerning the 6th graders, there was the development of appropriateness connected to the situation of "introducing myself and my friend". We spoke about different settings where Ls may introduce themselves as well as the appropriateness of words provide and used. Ls analysed the given situational contexts and we spoke about being polite and relevant. After this awareness activity, Ls had an opportunity to practise their spoken production, and they introduced themselves. This speaking production was done in terms of 'monologue' when Ls told us personal information.

To summarize the findings, Ls in the 6th grade were able to answer questions about pragmatic aspects, but when asked to think of a specific dialogue where pragmatics would be the main focus, many were unable to create such a situation.²⁰ However, they were able to analyse given contexts for (in)appropriateness. Regarding observations and recordings in both classes, I found that lessons mainly aimed at pragmatics in an implicit way, mostly in everyday classroom situations. There were at least two opportunities for the development of PC in

²⁰ After discussing the literature, I would modify such a questionnaire so that Ls do not produce the whole dialogue straight away, but only possibly add a word or short sentences to it. Additionally, they could analyse the words used in the dialogue or the dialogue itself.

speaking. With the 3rd graders, the function of greeting was introduced. In the 6th grade, the ‘introduction of oneself’ and the corresponding sociopragmatic aspects were developed.

After the diagnostic phase, there were some questions that I also included in my teacher’s journal.

- What is the reason for Ls not completing some of the questions – lack of knowledge or lack of inspiration?
- How could I, as the teacher, make Ls conscious of pragmatic aspects?
- What are some characteristics of explicit pragmatic activities that I can use for these Ls?
 - What procedures can work for 3rd graders and for 6th graders?
 - What procedures cannot work for 3rd graders and for 6th graders?
- What would help learners with the development of PC?

These questions form the basis for the next phase of the research. Accordingly, I decided to focus on explicit teaching and modified pragmatic activities.

9. Discussing the literature and planning the implementation

After researching the literature, my next step was planning the implementation of pragmatic-based activities for my research group. I had to think about how I would introduce these pragmatic aspects explicitly in my lessons. I needed to take into consideration the Ls’ level of proficiency and modify the content to their needs.

I also thought about the transparency of the objectives I wanted to develop in the classroom. What can I do to let Ls know about my intentions in the long term? I thought that if we (the Ls and the T) created a tool that served as something like a set of criteria, it might help Ls to better navigate the assigned activities. This tool might help Ls to connect the curriculum defined in SEP with the pragmatic aspects (for the tool see appendix Q).

My intention was that I would introduce lesson plans with pragmatic objectives. At that stage, every lesson focused on pragmatic issues, to some extent. I created a table that would help me with the identification of these specific objectives for each analysed grade. I took every topic and expected outcomes and I prepared a plan that would include pragmatic competence.²¹

²¹ Due to the anonymity of the research and the data, the table with objectives as well as the SEP is available upon request from the author of the thesis.

I realised that for the 3rd graders, there is a greater opportunity for “correction”, as the topics are discussed twice – in the first term orally and then in the second term, a written element is added. This provided an opportunity for clarification and depth of issues being discussed. This means that what is not introduced in the first term could then be reflected (for the same topic) in the second term.

I saw an advantage even with in the 6th graders. According to the SEP, the curriculum that is defined for the 6th grade is the summary of the curriculum from previous years. This means that Ls encounter topics that were covered from the third to the fifth grades, while at the same time expanding and deepening these topics. Ls therefore have the opportunity to revise the curriculum that has already been acquired.

For me, as the teacher as well as the researcher, it provided an interesting setting in which I could use similar topics in both third and sixth grade. However, it goes without saying that Ls in both classes have different needs and are at different language levels which was taken into consideration. On the other hand, it also provided me with opportunities to draw a comparison of the same topics at different stages of language development.

With that idea in mind, I had to explore the Ls’ needs connected to language acquisition and pragmatics and I needed to find out possible ways of developing pragmatics for this group of learners. I studied several sources and created a picture of pragmatic development in L2 learners. The following points served as initial findings for this phase that were needed for further research development:

- Ls must know what they are learning to implement knowledge into long-term learning.
- For the 3rd graders, situations used in particular activities should be consistent with the Ls’ previous experience.
- 3rd graders are able to analyse given situational contexts from the other person’s perspective.
- Ls in the 6th grade are able to think about possible hypothetical situations.
- 6th graders are also able to think about their choice of words and possible consequences on other people.

These findings help me with the preparation of activities suitable for both groups of Ls. I had to be careful when discussing pragmatic issues for instance, 3rd graders may not be able to produce hypothetically driven situations, while 6th graders on the other hand, can work with this type of activity.

10. Planning the action plan I

At this stage, I knew what I wanted to research, and I needed to prepare an action plan for implementation. The prepared research questions were written into tables that I filled with additional questions that would guide me in creating my action plan. For the analysis, I used the questions posed by McNiff and Whitehead (2006) because their questions are thoroughgoing and cover all the necessary areas that need to be addressed.

Then I went question by question and I filled in these tables with my personal experience and viewpoint while thinking about possible and measurable ways to introduce these aspects.

The research questions that I wanted to answer during this phase of the research are as following:

- How can I help learners with the development of PC?
- How can I introduce explicit pragmatic activities?
- How can I make learners conscious of pragmatic aspects?
- How can I tell that a learner understands the pragmatic aspect of the given activity?

These questions are in the form of “How can I do it?” since it is the starting point of preparing the action plan. They guide me with possible solutions for implementation.

Since this thesis focuses on pragmatics in speaking, it is important to clarify the criteria for teaching pragmatics as spoken production and interaction. As defined in the theoretical part, my intention was to start with implicit awareness of pragmatics based on explicitly defined activities and reaching the point of explicit use in spoken production. Pragmatic development should aim at both, functional as well as social aspects.

Consequently, I prepared summarised questions where only the essentials were included. For the full tables see appendix R. These tables contain only the necessary aspects that are needed for further progress.

Issue 1: How can I make learners conscious of pragmatic aspects?

The first issue reacts specifically to the fact that many pragmatic aspects in my lessons were implicitly developed. I would like learners to have more control over their learning. I would like to be more transparent and explicit in conveying the objectives and content of the lesson. This question also takes into consideration the pre-communicative stage because here Ls acquire skills that may be needed for further speaking production.

- Learners will work with basic situational contexts where they will analyse pragmatic aspects and nuances. These aspects will relate to the discussed subject matter in each class. These situational contexts are based on authentic materials, which can be real-life conversations, conversations with a native speaker, or a video or a recording.
- In those situational contexts, Ls can focus on pragmalinguistic features – those who focus on form-function mapping – as well as on sociopragmatic features where politeness and appropriateness are analysed.
- Whenever there is a pragmatic activity in a lesson, there should be an indication that we are working with pragmatics. I will prepare a sign that helps Ls to connect the activity with the fact that there is pragmatics involved.
- At the beginning of the research, or anytime throughout it, we will have discussions about the idea of pragmatics and its importance. The role of the teacher is to pose questions that make the pragmatic aspects conscious within the Ls.

Issue 2: How can I help learners with the development of PC?

Thinking about this second issue, I realized there should be more opportunities for learners to develop PC in lessons. From my point of view, I can do more for learners to help them develop pragmatics in speaking. The following points were developed as a part of the action plan and directly relate to the context:

- At least one day a week will include an activity that focuses on the development of PC to some extent. These lessons will be recorded for further analysis.
- My role is to create a list of phrases that may help Ls with expressing particular functions. By creating this list of phrases, Ls will have a chance to analyse contexts for form-function-appropriateness mapping. These phrases can also help Ls with their spoken production since by these phrase Ls can express the intention.
- Another tool for Ls could be a list of exmple situations where pragmatics is of importance. These situations would relate to the topics being discussed.
- Consequently, the T and the Ls will create success criteria when thinking about spoken production and interaction, and pragmatics.

Issue 3: How can I introduce explicit pragmatic activities?

The third question is closely related to the aforementioned issues.

- The pragmatic lesson aiming at the development of spoken pragmatics will include role-play. These role plays will be modified to Ls' needs and to the characteristics of the topic. These lessons will be recorded for further analysis and development.
- The activities that focus on explicit pragmatic issues are written in a pragmatic way. I will analyse the lesson plans that I introduced, and I will find some similarities with the pragmatically defined objectives. It means that these lesson plans should contain information about acquiring some of the pragmatic issues – developing linguistic forms presented in the functionally defined manner. These objectives will be presented to Ls.

Issue 4: How can I tell that a learner understands the pragmatic aspect of the given activity?

The fourth and final issue is about evaluation in terms of determining whether Ls comprehend what they are learning.

- As a follow-up activity after a pragmatic one, there will be a feedback discussion. The discussion questions will include a self-evaluation by the Ls in regard to learning pragmatic issues.
- When there is a spoken discussion, these sessions will be recorded for further analysis.
- Another option is that I will create a questionnaire about acquired topics or/and self-evaluation sheets.
- Lastly, whenever there is an output – for instance, Ls doing a role play – it will be recorded to determine whether or not the communicative aim was met or not. This analysis can also be done by the Ls themselves. My role is then to ask additional questions about the Ls' self-assessment.

Regarding the given action points defined above and the research questions, there are areas that I wanted to focus on main one being to make Ls aware of pragmatic aspects for further spoken production. For further detail, these aspects of interest that I used are summarised in the subsection below.

11. Intended pragmatics aspects for implementation

These aspects are defined in the theoretical part and are highlighted in this section as the main pragmatic areas to focus on.²² These pragmatic aspects are connected to the topics discussed in the class and to the objectives intended to be developed for expected outcomes.

- ✓ Pragmatics in terms of the speakers and their intentions and hidden meanings of spoken words.
- ✓ Situational context that is about participants, their relationship, setting, communicative purpose, and topics discussed. The situational context is used, at the awareness stage, as a tool for the evaluation of appropriately chosen words. In the production stage, it is used as an indication or specification of conditions under which a speaking activity, e. g. a role play, is taking place.
- ✓ Communicative functions and their linguistics forms.
- ✓ Pragmalinguistic and sociopragmatic theory and corresponding two types of politeness. These two branches only complete and confirm the previously mentioned ideas. Pragmalinguistics highlights the functional side and communicative functions while sociopragmatics takes into consideration the social side and appropriateness.

These pragmatic topics cover the theory described in this paper and/or the theory is contained in some of these given points. It is these areas of pragmatics that are introduced to some extent in the classes and described in the research.

In the following sections, these topics may be combined into one aspect. The following table shows my understanding of the whole issue.

Table 2. Concepts addressed in lessons

Pragmalinguistics	Sociopragmatics
Functional approach	Social approach
Communicative functions	Situational contexts
The linguistic forms for these functions	Appropriateness of words in contexts
Politeness (for clarification see the theoretical part)	Politeness (for clarification see the theoretical part)

²² The topics discussed in the theoretical part were analysed for their contribution to the research. For the full analysis see appendix S.

12. Acting and Observing I

The next section presents the discussion and findings after the planned implementations. For better clarification, this stage is divided into individual areas that are covered in the research. These areas then contain objectives that were stated in the planning phase.

Since the implementation of pragmatic issues also depends on the curriculum presented in curricular documents, the research did not take place at regular time periods, but mainly according to the situation and in relation to the topics discussed. This means that there is no clear time distinction of planned implementations in terms of specific “weeks” or “days”. I decided to use the labels “periods” instead. The implementation phase lasted approximately 3 months.

In the following discussion, the data obtained from both the 3rd and 6th classes are mentioned. Unless otherwise stated, the section contains a summary of the findings from both classes.

Period I

Making learners aware of pragmatics

At the beginning of the intervention phase, Ls knew that they would be a part of my research, but they did not know what I expect from them. My intention for this initial stage was to acquaint Ls with the aims of my research, outline what they would be required to do, and describe how it would be developed in the classes.

I explained the procedures of data gathering – that data would then be implemented into regular lessons; that Ls would be learning everything they are supposed to; that there would be some discussions about activities or language aspects; that I will give them time to time a questionnaire; and that I would need some lesson recordings, which I would tell them about at the time of recording.

With regard to the introductory discussion about the research, here are the main questions the Ls were most interested in learning more about:

- What will you do with the recordings?
- Will anyone else listen to this?
- So, are we going to be famous?

Based on these questions, we spoke about data protection and the fact that I am the only person who will listen to the recordings afterward. I explained my data analysis to them. I assured them

that I will only use sections of the recording for the written transcript and that this transcript will be included in the thesis, however, their names would remain anonymous.

I also tried to explain the fundamentals of pragmatics to the Ls and told them that the topics we were going to record, was related to the meaning of what someone says and how words can affect another person. They also learned that some phrases may have specific functions when saying them while also expressing an action. A discussion followed about why it is important to think about when we say something to someone. The discussion was in Czech because of their lack of vocabulary needed for the discussion.

Taking into consideration pragmatic awareness from Period I, the 6th graders were mostly given examples of conversations, and they had to do an analysis of these contexts. They primarily focused on the speakers – who may be speaker A and who may be speaker B. Through asking additional questions, we discussed the provided situational contexts. Ls looked for the hidden meaning and functions of the given sentences used specific contexts. Ls also discussed the potential effect of underlined sentences on the speakers involved.

Regarding the 3rd graders, considering there was a language knowledge limitation, I had to think more in depth about how to introduce these situational contexts to younger learners. I asked the Ls to imagine the situation where the pragmatic aspects take place. The imaginings were created in a way that they cover some situations that Ls could have experienced before. There was a discussion about these situations. The questions posed were in Czech, and the Ls then answered in both English and Czech. These imaginings were related to the topics discussed, specifically family and greetings.

Developing pragmatics in spoken production and interaction

The 3rd graders developed their speaking skills when they were talking about what they are good at. The communicative function was presented with its linguistic form. Within the pre-communicative stage, Ls were taught the vocabulary of sports and activities. Consequently, Ls were given some pictures and sentences. These sentences contained the linguistic forms expressing the function. They had the opportunity to match these pictures with the sentences. After learning the phrase for expressing the function, they had the opportunity to reproduce it within the conversation with other classmates. This pragmalinguistic knowledge that Ls learned goes under the broader situational context including the communicative function – of introducing myself.

In this period, there was no evidence or opportunity for the development in 6th graders concerning this production and interaction.

Explicit pragmatic activities

Explicit pragmatic activities may be defined as activities that develop some of the pragmatic aspects. During the research period, activities were specifically aimed at the understanding of given situations and their analysis, discussing given topics, as well as doing activities to practise the use of vocabulary and linguistic structures.

Ls' understanding of pragmatic aspects

To check that the Ls understood the pragmatic aspects, I asked them follow-up questions. These questions were mainly asked to promote discussion among the whole group. The discussion provided me with important feedback:

6th grade Ls:

- Learners were able to provide me with some examples of who the speaker could be in the conversation.
- Ls were no longer able to justify their claims – why they think who these two people are in the conversation.
- Learners were not able to answer the question on communicative functions.
- When I asked the Ls about the intentions behind specific sentences and their Czech meaning, they were able to answer these questions.

3rd grade Ls:

- Ls were able to enumerate different labels for family members.
- Ls were able to see the difference between individual labels for one family member (mother X mum; grandmother X nanny etc.)
- Ls were able to modify their intonation and voice pitch according to the emotions involved in specific situations.
- Ls were able to identify the appropriateness of greetings provided in specific situational contexts.
- Ls were able to produce speech in a given situational context. These contexts were based on Czech instruction, but their productions were in English.

Period II

After obtaining the data from the first time period, I decided that I needed more time for implementation. In the second time period, other data about pragmatic awareness, speech production, or Ls' pragmatic acquisition were analysed.

Making learners aware of pragmatics

Throughout Period II, there was little opportunity for the development of a sociopragmatic perspective because of the nature of the curriculum taught and since I did not see the opportunities for development. However, there were still some pragmatic possibilities that could be addressed in the classroom.

The focus and intention were to develop pragmalinguistics. For the 3rd graders, there were linguistic forms “describing my classroom”. On the other hand, Ls in the 6th grade were provided with phrases that could help them with ‘describing a house’.

In both grades, Ls were given a list of phrases that they could use for their description. They also learned specific vocabulary connected to these communicative situations.

One of the topics that was the same for both classes, was Christmas. There were phrases expressing Christmas greetings as well as the discussion that was based on the importance of saying Happy Holidays instead of Happy/Merry Christmas in multicultural countries.

Additionally, one of the sociopragmatic instances aimed at pragmatic awareness was with Ls from the 6th grade when they were given situations and the probable intentions of the speakers. This time, their task was only to match these given situations. In comparison with Period I, at this point, they knew what to do with this assignment and they did not have any trouble with matching these exemplary situations.

Developing pragmatics in spoken production and interaction

Following the pre-communicative stage, Ls were given the opportunity to practise descriptions. I tried to put topics into a larger context so that the Ls had knowledge of the context of the situation. For instance, there was the context of “real estate agents selling a house” for the pupils in the 6th grade.

During this time period, Ls in the 3rd grade continued on the production of expressing what they are or are not good at. Ls in the 3rd grade had an opportunity to practise turn-taking by asking and answering questions about what they are good at. In this case, controlled dialogue was used. Additionally, their spoken production was also concerned with the description of the classroom as aforementioned. For this purpose, Ls' contribution was the description itself in

the form of a mini role play where one of the Ls was a new L and the other one was showing and describing the classroom for him/her.

Explicit pragmatic activities

The main type of activities for this period was role play for 6th graders and role play and controlled dialogue for the 3rd graders. These production activities were preceded by activities aimed at practising the use of vocabulary and identifying and practising the use of linguistic structures suitable for that communicative function (as it is defined by Ishihara 2010, 113–114).

Ls' understanding of pragmatic aspects

In this research, feedback sessions were used as a follow-up activity. At the same time, Ls did a self-evaluation of their speaking and their work in pairs. These questions were mostly concerned with the phrases implemented as well as work organisation.

- Ls in the 6th grade were able to change linguistic forms expressing one function.
- Some of them also understood the need for being formal.
- Ls in the 3rd grade wanted to practise the dialogue repeatedly.
- 3rd graders sometimes had difficulty naming some of the objects.

13. Reflection of the implementation I

Based on the first implementation done in the first research period and analysed materials, there was a need for reflection on the aforementioned findings. There are two main areas of pragmatics that also serve as the main areas for the reflection – reflection from the pragmalinguistic and the sociopragmatic perspectives.

The pragmalinguistic approach

In the implementation phase, Ls in the 3rd grade were given a list of activities that could be used when expressing what they are good at. At this stage, only one phrase was taught for expressing this functionally driven topic. There was the opportunity to introduce more than one phrase for expressing this type of function. Ls could have been given different adjectives to connect the grammatical structure with different communicative situations. Consequently, the Ls' word repertoire could have been expanded and they could have had the opportunity to express what they were bad or brilliant or excellent at etc.

Concerning the pragmalinguistic strategies in the 6th grade, Ls had an opportunity to use individual phrases in the discourse of the function relating to ‘describing a house’. They had to initiate their speaking, which had to be cohesive, and they should have modified their overall word choice to the situation. The whole activity was based on their spontaneous production in the form of role play. However, before the role play, Ls were given phrases with which they could express this specific situational context and function.

From the researcher point of view, Ls were able to produce a cohesive discourse and they also fulfilled the communicative aim. Nevertheless, I could see that sometimes they did not get into their role-play character so much and they continued with their own expressions and word choices that seemed to be inappropriate in the context of being ‘real estate agents.’ I could have reminded them of the purpose of the activity as well as the appropriateness. We could also have had a discussion about appropriateness as a follow-up activity and we could have built on the awareness of the pragmatic aspects in these given contexts.

The sociopragmatic approach

From the sociopragmatic perspective, Ls needed assistance in the interpretation of given contexts, especially when analysing the hidden meanings of given sentences used in the interaction. They had difficulty verbalizing the name of the communicative functions. I did not provide them with sufficient practice in form-function mapping – looking for clues, identifying them, and naming them.

Even if learners knew what individual phrases or sentences in the conversation meant, they had difficulty answering the question about the communicative function. Afterward, I was thinking about the reason why that was – Was it because of the lack of knowledge of relevant vocabulary of given words? Was it because they misunderstood my question? or was it because they did not know the function hidden behind this phrase?

However, when I asked specific questions about the sentences in the interaction, Ls did not have a problem answering these questions. Additionally, Ls were also able to fulfil the task of identifying the speaker of the conversation and the possible effects of the interaction on others.

There was also the opportunity to make Ls aware of cultural differences and formality in greetings. The potential was not fulfilled even in the first phase of research. Ls had the opportunity to greet different people at different times of the day. However, the opportunity to explain the cultural differences between how we greet other people in our native culture and how people greet in English-speaking countries was not developed further.

Based on the analyses of the recordings I later saw an opportunity to take the analysed discussion in a deeper direction. Together with Ls, we could have talked about cultural differences – that for example the English greeting “hello” is perceived differently than just our Czech “ahoj” (which is used when you are already familiar with the person). Learners provided me with examples of the difference between individual phrases for the ‘greeting’ function, but what was not obvious from the recordings was whether Ls were aware of the fact that hello in English can be used with strangers too.

There was no indication of formality in the modified lessons provided. There was always a discussion about the potential effects on the hearer, but no indication of the appropriateness of linguistics forms used. The following are some points that could have been done differently:

- I could have introduced different informal greetings.
- I could have presented the Ls with the appropriateness of use of individual labels for family members.²³
- I could have presented activities aiming at identifying the individual speaker’s intentions before the Ls’ interpretation of the given sentences.

Additional reflection

I had difficulty with time management because I realized that even though there are topics in both grades that cover pragmatics, I still had to figure out how to combine research aims at the topic we were discussing in the lessons. At first, I could not imagine how to create a situation where both classes were contributing to my research and still learning the curriculum at the same time.²⁴ Consequently, I realized that is impossible to emphasise the pragmatic aspects in every lesson, therefore, the aim for further phases that followed were modified.

Here is a summary of where each class is in the research and what they have developed. For the complete analysis of every phase of research, see appendix T. The table shows the areas that were at least once included within the implementation phase. It contains additional information about individual areas.

Comparing the 3rd and the 6th grades, there were more areas covered with the 6th graders. These areas, which are not covered in the 3rd grade, concern mostly the situational context and its analysis and/or sociopragmatic issues or politeness in general. There are also some areas that

²³ In this case, Ls were taught only the Czech meaning of these individual words.

²⁴ Since I could not see all the opportunities for the development of pragmatics for specific curricular topics.

have not been covered in both classes. There are namely interaction management as a part of speaking model and pragmalinguistic politeness.

The reason why these areas were not covered is that I did not see the opportunity for their development. Another issue concerning the development of given areas is the difficulty of implementation. I had not been able to determine a way to modify and implement them to fit a particular group of Ls.

On the other hand, the 6th graders developed almost all the pragmatic topics provided. However, there are nuances of speech that can be developed for one specific situational context but are not suitable for another. In the following phase of research, the research questions will be modified to cover more areas.

14. Modification of research

Based on the reflection and the first intervention, individual action points will be modified. The researched areas are adjusted to the research development. The following questions will be of main importance.

Making Ls aware of pragmatics

In the first phase of implementation, Ls mostly discussed different aspects of the situational context. This area needs to be modified in the following way:

- Since Ls had difficulty with determining and naming the speaker's intention, the further implementation must be related to individual functions. I decided to simplify the given areas in terms of focusing only on the form-function mapping in terms of their speaking production. This means that rather than in Phase I there would be opportunities to include contexts that are more focused on the speech production needed for further development.
- Instead of having Ls create these functions off the top of their mind, it is possible to prepare descriptions of these names for each function. It means that, for instance, instead of specifying the function "request", Ls will work with the description "Somebody wants me to open the window. He/she is requesting me to open it." Ls can work in pairs to determine these functions.
- Another change that needs to be highlighted concerns politeness since it was not developed in the first phase.

- Awareness-making activities will still serve as pre-communication activities where Ls are aware of the pragmatic aspects in a situational context.

Developing pragmatics in spoken production and interaction

- For developing pragmatic speaking, I will provide Ls with more possible linguistic forms for a particular function. Every pragmatic topic will be concluded by a speaking activity.
- Regarding 3rd graders, there will be a physical demonstration complementing the act of verbal communication. This means that Ls will also be doing the action while expressing a particular function.
- The role plays for 6th graders will contain a more detailed description of the specified context. I will also provide Ls with opportunities to play in disguise so that they do not forget that they are talking to someone other than their classmates.
- All speaking opportunity where pragmatic aspects are involved will aim at different role plays. I will try to prepare at least two types of role plays. Ls will be forced to use various appropriate expressions for every situation.

Ls' understanding of pragmatics issues

- The discussion at the end of each activity will remain but the questions will be more specified. Ls will get the opportunity to go back to the activity and they will do their self-evaluation. They will answer given questions about the situational context and sociopragmatic issues. In other words, they will do the analysis of the context but on their own recordings.

15. Acting and Observing II

This section is based on the reflection of the previous implementation phase, and it includes a description of the second implementation. The areas addressed in the lessons remained the same as at the beginning, although there were some changes in the content. For the research purpose, I decided to divide the research into shorter time periods. This means that instead of using 'Period I' or 'Period II', each section is labelled by month.

Month I

This time period contains findings from February 2023. It implements the aforementioned modified areas. This time period describes only implementations for the 6th graders due to a lack of opportunity of the pragmatic development for the 3rd graders.

Making pragmatic awareness

This area was developed for the 6th grade only. The curriculum throughout this month focused on the communicative functions – giving directions. Taking into consideration modifications deduced from Phase I and a simplification of the pragmatic aspects focused on, Ls were given parts of a conversation that they had to use later in their spoken production. They had to think about the continuity and connectivity of each sentence to create a meaningful context. It helped them with discourse organisation when expressing the function.

They also had to think about the importance of this specific language function and some of the situations where it can be used – meaning the setting of the conversation and the participants involved. In this case, Ls did not think about the function itself, but about its usage and the situational context.

Developing pragmatics in spoken production and interaction

During this same time period, Ls from the 6th grade did role plays where they took on different roles to express the communicative function to ‘give and get directions’. Based on the video recordings, Ls acquired linguistic forms for the function.

For the speaking itself, Ls were given a map with introductory phrases that they could use in their production. The content of the actual role play was self-directed by the Ls, doing improvisation and adapting given phrases based on the situational context.

Ls’ understanding of pragmatic aspects

There were two indications that Ls comprehended the pragmatic aspects throughout this time period. Firstly, the adaption of their words in different contexts indicated that they understood the concept of being polite. Secondly, Ls did a self-evaluation of their recordings. There were questions about their speaking production and interaction in regard to the fulfilment of the communicative aim, the appropriateness, and/or other possible ways of expressing this particular function.

Month II

The second time period was for the month of March.

Making pragmatic awareness

In this time period, Ls in the 6th grade reflected on the hidden meaning of the context. First, I provided Ls with a single sentence “Do you have the time?”. Ls had to think about a likely answer to this question. Some of them wrote something like “Yes, I do” (in the sense for doing something). Some Ls had already thought about the hidden meaning – asking for someone to tell them what time it was on the clock. Shortly after, Ls were given a situational context where this one sentence appeared. Their task was the same, to write down their expected response in this situation. Then we discussed it – why context is necessary when interpreting a sentence.

Additionally, Ls in the 3rd grade were given opportunities to think about phrases and situations in which they thank somebody. They thought about their own experience of thanking somebody. Then, they had to talk about the differences between the individual phrases they use. Ls were also given pictures of people and different English linguistic forms used for expressing the function “thanking”. They had to speak about the differences between the individual picture contexts.

Developing pragmatics in spoken production and interaction

Concerning the speaking itself, Ls in the 6th grade were taught how to tell time as well as how to answer the question “When is your birthday?” Speaking was developed by controlled dialogue when Ls were given a worksheet where they had an example of the dialogue. Their task was to ask their classmates about their date of birth using the question from the worksheet. Spontaneous production was used when they had to answer this question.

On the other hand, Ls in the 3rd grade did a role play for expressing the function of ‘thanking’. They could choose from some linguistic forms provided while receiving a gift from their classmates. There was the opportunity to differentiate appropriateness in various situational contexts, but we did not practise ways to introduce thanking a stranger. However, we discussed other possible ways of phrases used for expressing this function.

Ls’ understanding of pragmatic aspects

In this time period, Ls in the 6th grade spoke about their understanding of the given context for the exercise ‘asking for the time’. Ls spoke about their interpretation of the sentence and its possible uses within context. I needed to make sure they really understood – I asked what they

wanted to express with the sentence or how they would compare the two situations previously mentioned. This specific discussion provided a lot of impulses for further development. A short analysis of it is given in the following reflective section. For an analysis of the transcript of this recording see appendix U.

The 3rd graders had the reflection of activity. They identified what they were successful at and what they were not successful at. We spoke about phrases they used during the interaction. The phrases they used the most were ‘Thank you’ and ‘Thanks’. We also discussed their ideas about the whole process of thanking – their task was to reflect on people who we usually thank; what we need to know when thanking somebody; and what are some phrases we use in our mother tongue.

Months III and IV

The last two months for Implementation Phase II were April and May. I decided to analyse these two months together since there is not a sufficient amount of content to divide them into individual months.

Making pragmatic awareness

In an activity for this time period, Ls from the 6th grade developed awareness of modal verbs and their meanings. The pre-communicative activity that helped Ls to become aware of the pragmatic perspective, was a matching activity. Ls were given strips of paper with a sentence of each, as well as the name of the function and the description of the function. The linguistic form – in this case, the modal verb – was highlighted in the sentence. The follow-up task was to discuss what these sentences had in common.

Another awareness-raising activity was the analysis of real-life material – road signs. Each sign represented one relevant communicative function and one modal verb was assigned to each sign. The Ls’ task was to identify the most suitable modal verb to express a specific function.

Regarding the 3rd graders, there was the opportunity for Ls to encounter different phrases that expressed the function of ‘liking something’. In linguistic form, this function was expressed by stating ‘My favourite... is...’ and ‘I like/love...’. This pragmatic aspect was developed using vocabulary connected to ‘toys and games’ as well as ‘food and drink’.

Developing pragmatics in spoken production and interaction

6th grade

Ls developed their PC in speaking with the help of a video with the communicative functions be discussed. The video enabled them to become more aware of the situational context in which these phrases can occur. Furthermore, it could also help Ls with their intonation and/or pronunciation.

The video activity was followed by an activity aimed at completing one of the modal verbs offered. I tried to prepare situations where Ls can produce these modal verbs separately in order to prevent misunderstanding. The Ls then tried a role play. They had the choice to either create their own message content which would involve a high amount of improvisation, or whether they wanted to use modified content, for instance, a cued dialogue or a given modified role play.

Most of the Ls chose the improvised role play. I created situations where one of the modal verbs was appropriately used. Then in pairs Ls performed the role play and they recorded their production.

3rd grade

Contrary to the 6th graders, Ls in the 3rd grade used physical objects in connection to their speaking. They were instructed to bring in their favourite toy and subsequently their favourite snack. These two topics were not introduced at the same time in lessons, but their core was similar. The pragmatic aspect was also the nuance that connects these two topics.

These physical objects helped Ls with description and overall spoken production. They used them when talking about their favourite things. I prepared questions, and potential answers to those questions, that could be used in their interaction. Ls could then choose which phrase they wanted to use. Ls first produced these phrases working in pairs. Following that, the production activity was done in a circle where one L asked another L a question and the latter then answered. The L who replied would then ask the next L a question.

Ls' understanding of pragmatic aspects

Ls in the 6th grade did a self-evaluation of their own recordings. We also talked about their understanding of the given context. They discussed various phrases used and their intention in each dialogue.

An indication for me that Ls understood the whole concept of pragmatic aspects was that they were able to choose the appropriate linguistic forms expressing a particular function in specific contexts. In both classes, some of the Ls changed their words according to the changing conditions.

16. Reflection of the implementation II

One of the interesting elements worth of further analysis came from the results of the discussion in the 6th grade about the ‘time’ situation. One of the Ls asked an additional question: “What are we supposed to do if someone asks us a question like that and we do not get it?” (Referring to the interpretation of a sentence in a specific context). I asked Ls what they would say and do in that situation, and they answered me as follows – translated from their Czech answers:

- You would run away.
- ‘No English’.
- ‘I don’t understand.’
- ‘I don’t know.’
- ‘Yo hablo español.’

The discussion progressed by Ls’ thinking about possible interpretations of those sentences. Ls created other possible scenarios that could include this one sentence. We spoke about the relevance and appropriateness of saying similar sentences in given contexts. In this case, Ls were able to provide me with relevant answers about this situation, and they were able to put the whole situation in the London context – ‘Look at the Big Ben’. In this specific context the interesting development out of the question of time enhanced the situational context one Ls came up with the idea.

Concluding, Ls also spoke about their feelings if stranger asked them for the time – about the person without a watch and then about a person with several watches. They used expressions like ‘such a weirdo’, and ‘suspicious’. At the end of the discussion, Ls were able to tell me the aim of the activity and they understood that one sentence may be used and interpreted differently in various contexts.

On the other hand, Ls in the 3rd grade needed my assistance when expressing thanks. Firstly, these Ls used the phrase ‘thank you’ which I commonly used in our lessons. Then I asked them to use different phrases when thanking their friend. Some of the Ls immediately knew what to do and they used another linguistic form appropriate for this function. However, some of the Ls did not know so I referred to the pictures with those specific phrases.

There are some modifications that I could have done in the lessons. Firstly, I could have let Ls perform the dialogue in front of other Ls. This could help clarify the aim of the task for the Ls. It could also help them with comprehension and their production. Secondly, I could

have provided Ls with more situations involving ‘thanking someone’ and not only ‘thanking my friend’ so Ls could see differences in each situational context.

17. Perspectives on the research

To aid in summarizing the research, I decided to ask Ls to answer questions concerning the content of the research. The questions were based on the following objectives:

- Do you think that awareness of pragmatics is important when learning English?
- How does the knowledge of pragmatics benefit you?
- Can you think of any situations where pragmatics is important to consider?
- What can I do, as your teacher, to help you develop pragmatics in speaking?
What would help you to further develop your PC?

Based on these questions, a reflective discussion was carried out. Since the topics developed in each class were not exactly the same, I decided to summarise the main findings for each class separately.

At the beginning of the discussion, I asked Ls a question ‘What were we dealing with throughout the research?’. Ls were not able to summarize the main research ideas by themselves, but with a little assistance (I referred to concrete situations from the lessons), they were able to speak about the main topics connected to the aims of the research.

6th grade

With 6th graders we explored and expanded with role play and the situational context of ‘giving directions’. We discussed aspects that the speaker needs to be aware of while giving directions and the Ls developed the following responses:

- We have to give the correct directions.
- We have to greet the person.
- We have to be polite.

The discussion went deeper concerning the concept of being polite. We continued by asking the question ‘what does it mean to be polite?’. Ls articulated that it means ‘to thank the person’, ‘to be nice to that person’, or ‘not to say impolite greetings like *What’s up, bro?*’ which is considered as inappropriate speech.

Then I asked whether this pragmatic knowledge included in our lessons is important for them and where the benefit of knowing pragmatics is according to them. Ls agreed on that it is important as some expressed the desire to sound polite. One L expanded on the importance of politeness in speech production by mentioning that if a person is not polite, they could get into a situation where the listener does not want to help them.

I wanted to know more about what ideas the Ls had concerning other situations, where pragmatics can be important. I asked them to describe scenarios where they could use this knowledge and they presented me with the following ideas:

- When I play a video game, and I communicate with other players through the voice chat.
- When I speak with older people.
- When I would like to buy something to ask for the price.
- In a restaurant, to order a meal.
- I think that we will generally need it when we want to say something in English.

These responses proved that the Ls were able to think of situations where pragmatic aspects are relevant. These findings showed that Ls can think about functionally determined language and that they seemed to understand the main principle of pragmatics.

The last two questions asked were in regard to what the Ls thought would help them further develop pragmatic competence: *What would help you to develop pragmatics in speaking?* and *What could I, as your teacher, do differently to help you comprehend this language area?* After analysing the feedback from these questions, it was brought to attention that Ls would need to speak to a native English speaker or to somebody they do not know to practise spontaneous speech production to understand and implement their awareness of some of the pragmatic nuances of the language. Having to pretend to speak to a stranger was not really the same situational context as interacting with someone new and/or with a native speaker.

3rd grade

The 3rd graders were given similar research reflective questions. As it was with the 6th graders, we talked about the importance of pragmatic knowledge, relating it to the importance of

greetings and knowing the different linguistic forms. 3rd graders provided me with the following answers²⁵ :

- I need to know English language.
- So that I can travel. People do not want to go anywhere because they cannot speak English.
- When I go to England and want to buy something, I can ask where to find it – how to greet people in a shop.
- In general, to make myself understood in English.
- If I move to another country where English is spoken.
- When I want to speak English with my friends.

Concerning the further development of and what can help learners with acquiring pragmatics, the feedback session provided insight and the following activities were evident and relevant: sufficient repetition and revision of phrases, to travel to an English-speaking country, role play where one group of Ls pretend that they are strangers, and an interactive situation is created with context.

Ls from both grades were able to offer other situations where the knowledge of pragmatics was evident. In reference to the aforementioned points, Ls from the 3rd grade enumerated reasons why English is important in general. On the other hand, Ls from the 6th grade thought about ideas where both aspects – pragmalinguistic and sociopragmatic – are relevant (see the examples above).

Additionally, Ls in both grades emphasised that interactions with native English speakers would help them to further develop and practise their pragmatic approach to English. Both classes spoke about the usefulness of role plays, however, the Ls in the 6th grade identified the idea of speaking with strangers to enhance their imagination.

My reflection of research

When analysing and reflecting on the research, some opportunities for modifications arose. The content of the research, including the activities prepared for lessons used, was created with the information available to me at that time.

Here are some ideas that could have been done differently and/or can be improved:

²⁵ Discussion was in Czech, so that the Ls' responses are translated into English.

- I used similar activities (e.g., role plays and discussions) in both parts of research. For further research, various techniques can be used to later compare the similarities and differences between them.
- I described the actual developmental point for both grades, however, I could have described and compared the differences between these two classes and their pragmatic acquisition in more detail.
- There were some pragmatic aspects that were addressed in lessons more frequently than other aspects. However, I had not known before what these aspects could be, so thus I prepared the research in that way to find out.
- I could have included situational contexts that contained phrases of hesitation or contexts where silence can be relevant in real like spoken interaction.
- A limitation is that research was done for only two specific classes and therefore it can be said that there is not enough data for findings to be universally applicable. It serves only as a description of the developmental stages of these two classes.

By the end of the research, I saw that the Ls were able to think about situations that addressed pragmatic topics. These situations were brought up by the Ls themselves. I think that I was able to bring out the pragmatic aspects in the Ls which then helped them in their speech production and interaction.

At the same time, I was able to find and define objectives from curricular documents that target pragmatics. I tried to define pragmatically oriented goals even for topics that did not seem to be pragmatic at first sight.

Summary of the research findings

At the beginning of the research, question was whether the T provided opportunities for the development of pragmatic aspects in English lessons and if yes, what the process and the procedures implemented for development were.

Through observation and lesson plan analysis it was determined that pragmatic issues were mostly addressed implicitly, when the T spoke about linguistic functions in connection with given vocabulary, provided situational context and through verbal cues. However, explicit pragmatic activities aimed at producing different communicative functions were realized and practised via role plays and the presentation of information about the people interacting in a dialogue.

All of this was taken into consideration when planning the next phase since the research then focused predominantly on explicit pragmatic activities. The main objective then focused on devising ways to help Ls aware of pragmatic aspects that directly influenced their spoken production. I wanted to formulate and modify which aspects of PC could be addressed in 3rd grader English lessons and in 6th grade lessons.

Based on classroom observations it was found out that there were opportunities for explicit pragmatic development in both classes. The activities used for increasing pragmatic awareness were discussions, discourse analysis and activities done in pairs for identifying pragmatic aspects. The principles that aimed at developing pragmatics in spoken production and interaction were based on activities including role plays, cued dialogues, and interview (asking and answering questions).

In terms of the Ls' understanding of PC, feedback in the form of discussions was widely used. Ls demonstrated that they initially struggled with identifying and verbalising communicative functions in given situational contexts, but after modifying the activity to explicitly explaining the communicative function and by comparing the phrases with Czech language, Ls were able to complete their language task.

Ls in the 3rd grade were successful at modifying their voice to express their intentions when speaking and they also successfully adapted their choice of words for the situation of 'greeting somebody at different parts of the day'. Ls in the 6th grade managed to identify speakers' in given conversations as well as the appropriateness of given phrases.

As the research continued, I observed that the Ls were thinking more about the meaning of words in their English interactions. The group discussions produced many important insights into how the Ls thought about a topic which also helped the T specify the direction and further development of the thesis.

Role play emerged as the most beneficial activity that helped Ls to acquire and increase PC in speaking.

Opportunities for further development

Action research can continue and there are areas that need to be modified. Here are possible questions that can be applied for further development:

- What implications could the presence of strangers or native speakers have during role plays?

- In what ways might the inclusion of different cultural aspects between L2 of a L and their mother tongue within the curriculum influence language teaching?
- How do various PC-focused activities differ in aiding Ls' acquisition of ESL? What type of activity does have a substantial impact on the language acquisition?
- How could a lesson be designed to address the development of communication strategies?

Conclusion

This Master thesis defines role, use and development of pragmatic competence in teaching and learning spoken production and interaction. The aim of the thesis was to outline opportunities for the development of pragmatics in English lessons at elementary school.

The theoretical part described pragmatics in the context of linguistic and didactic perspectives. The first section dealt with the definition of pragmatics as a linguistic term, followed by its development, focusing on pragmatics classified in the context of various models of communicative competence, followed by a didactic section. In the didactic section, characteristics needed for preparing pragmatically oriented lessons, e. g. the characteristics of the target group of learners, the objectives defined for this group, as well as cognitive frameworks needed for the acquisition were described. The issue of pragmatic awareness and its uses were then included in spoken production.

The theoretical part followed by the practical part described the approach and definition of action research. It provided a description of the initial research objectives, as well as the data collected, the modifications made, and analyses done on the information obtained from two selected elementary-school classes.

Concerning the research findings, it must be emphasised that PC is also relevant for lower proficiency levels and younger Ls. When the T adapts conditions to suit the Ls's thinking and needs, and involves the Ls in the process with discussions and feedback, more complicated topics can be taught to the Ls and mastered. I would like pragmatic competence, communicative functions, and politeness to be seen more as important parts of the English language curriculum at Czech schools. Above all, it is pragmatics that determines how a L will interact with other people – how these people perceive him/her, whether he/she will keep the face intended, whether he/she will communicate appropriately and politely, or whether he/she will fulfil the communicative goal of the interaction.

Resumé

Tato diplomová práce se zabývá pragmatickou kompetencí ve výuce anglického jazyka. Hlavním cílem práce je definovat pragmatické aspekty ve výuce mluveného projevu a nastínit příležitosti rozvoje této kompetence u žáků na základní škole. Tyto poznatky slouží také jako kritéria pro přípravu aktivit na rozvoj pragmatické kompetence u dvou tříd na základní škole.

Práce je rozdělená na dvě části – praktickou a teoretickou. Teoretická část vymezuje pragmatiku z různých úhlů pohledu. Pragmatika je nejprve vnímána z pohledu uživatele jazyka a jeho komunikačního záměru. Jinými slovy, jedno z hlavních pragmatických zaměření je analýza interakce z hlediska zamýšleného významu slov – jinými slovy, co je ta hlavní myšlenka, kterou mluvčí chce vyjádřit slovy, které použil během interakce. Skrytý význam slov je doplněn obecnou definicí implikace, kde skrytý význam slov je pouze zdůrazněn.

Dalším tématem, který je popsán v první sekci teoretické části, je teorie o pragmalingvistických a sociopragmatických aspektech interakce. Pragmalingvistická teorie se zabývá funkčním pojetím jazyka a soustředí se převážně na lingvistické realizace komunikačních funkcí – každá komunikační funkce má své gramatické fráze, pomocí nichž jsou tyto funkce realizovány během interakce. Tento funkční aspekt interakce je také v souladu s výše zmíněnými komunikačními záměry.

Sociopragmatický aspekt doplňuje definici o situační kontext a popisuje celkový vliv kontextu na produkci mluvčího. Situační kontext je důležitou součástí pragmatického pojetí jazyka, jelikož podmiňuje obsah interakce z pohledu vhodnosti zvolených slov. Situační kontext určuje základní informace o účastnících interakce, prostředí, tématu interakce, a účelu interakce. Pomocí kontextu poté mluvčí adaptuje svou volbu slov tak, aby byla v souladu s její charakteristikou. S tímto procesem a situačním kontextem také souvisí zdvořilostní teorie. Tato diplomová práce rozlišuje dva typy této teorie – pragmalingvistickou a sociopragmatickou zdvořilost. Tyto dva aspekty souvisí s výše uvedeným funkčním a sociopragmatickým pojetím.

Druhá sekce teoretické části popisuje vývoj pragmatiky z lingvistického a didaktického pohledu. Pragmatický vývoj obsahuje hlavní vývojové události, které přispěly k celkovému vnímání této jazykové oblasti. Mezi tyto události patří vymezení konverzačních maximů založených na kooperačním principu, které ovlivnily především mluvený projev. Tyto maximy jsou poté doplněny řečovými akty a jejich následným vlivem na tvorbu sylabu definovaného funkčním způsobem.

Pragmatika ale není definována pouze jako lingvistický pojem. Jelikož hlavním tématem je rozvoj pragmatické kompetence v mluveném projevu, je důležité definovat pragmatiku v konceptu komunikační kompetence. Teoretická část sleduje vývoj různých modelů komunikační kompetence a definici pragmatické kompetence v těchto komunikačních modelech. Modely komunikační kompetence vykreslují propojenost pragmatické a sociolingvistické kompetence. Cílem této sekce teoretické části bylo také zdůraznění vzájemné propojenosti mezi jednotlivými kompetencemi definovanými v daných modelech.

Na modely komunikační kompetence navazuje poslední kapitola teoretické části – pragmatika ve výuce anglického jazyka. Tato kapitola popisuje osvojování pragmatických aspektů, charakteristiku cílové skupiny žáků, a také aktivity vhodné pro rozvoj pragmatické kompetence. Nejprve je definována pragmatika z pohledu osvojování cizího jazyka. Tato sekce obsahuje model mluveného projevu, kde jsou zdůrazněny různé znalosti potřebné k rozvoji dovednosti mluvení.

Rozvoj pragmatické kompetence v mluveném projevu je vymezeno také cílovou skupinou žáků a cíli definovanými pro tuto skupinu. Charakteristika žáků se týká především jejich kognitivního a psychologického vývoje. Tyto poznatky jsou důležité pro určení aktivit vhodných pro tuto konkrétní skupinu žáků.

S tímto bodem teorie také souvisí cíle definované v kurikulárních dokumentech. Cíle pro modifikované vyučovací hodiny vychází z několika dokumentů – CEFR, RVP, ŠVP. Tyto dokumenty podmiňují obsah vyučovacích hodin zaměřených na rozvoj pragmatické kompetence v mluvené produkci.

S touto částí souvisí také kognitivní teorie spojená s osvojováním pragmatické kompetence. Pro osvojování pragmatiky se nejprve implicitní znalosti zvědomují a stávají se explicitními. Tato teorie je spojená s cíli definovanými pro rozvoj uvědomování si pragmatických aspektů. Žáci si během tohoto typu aktivity musí uvědomit jednotlivé vztahy mezi aspekty situačního kontextu – jako je například identifikace komunikačních funkcí a jejich lingvistická realizace ve vztahu k mluvčímu a účelu konverzace.

Tyto aktivity jsou doplněny o interakční teorii, kde žáci své osvojené dovednosti produkují. Tato produkce, která je založená na rozvoji pragmatické kompetence, je definována hlavně z pohledu různých typů aktivit, které tuto produkci umožňují. Mezi ně můžeme zařadit například diskusi, konverzační aktivity, role play a její různé podoby a modifikace.

Teoretická východiska popsána v první části práce jsou nezbytná pro praktickou část. V praktické části je nejprve definován akční výzkum, který byl následně realizován ve dvou vybraných třídách na základní škole. Toto nastínění akčního výzkumu obsahuje charakteristiku

jednotlivých fází akčního výzkumu, techniky sběru dat, charakteristiku zkoumaného prvku, a cíle akčního výzkumu.

Jako cílová skupina pro realizaci akčního výzkumu byla vybrána třetí a šestá třída základní školy. Záměrem bylo zjistit možnosti rozvoje pragmatické kompetence u žáků na prvním stupni a druhém stupni základní školy. Bylo zjištěno, že rozvoj pragmatické kompetence na začátku výzkumu probíhal převážně implicitně bez explicitně zdůrazněných principů. Tyto principy byly postupně zvědomovány pomocí pragmaticky zaměřených aktivit jako jsou role playe, diskuze o analyzovaných kontextech atd. Během diagnostické fáze dále bylo zjištěno, že žáci z šesté třídy jsou si vědomi některých pragmatických aspektů, které se týkají běžné školní interakce.

Na základě dat získaných během diagnostické fáze, byl připraven akční výzkum. Akční body se převážně týkaly uvědomovacích metod, explicitních aktivit zaměřujících se na rozvoj mluvení, a ověřování si porozumění pragmatických aspektů u žáků.

Tyto hlavní otázky byly adresovány během implementace, kde se postupně zjistilo, že žáci v obou třídách dokáží odhadnout vhodnost zvolených slov v interakci. Žáci v šesté třídě byli schopni určit mluvčího interakce, ale už měli problém s identifikací záměru mluvčího.

Aktivity představené v hodinách anglického jazyka cílily na témata, která byla definována v kurikulárních dokumentech. Cíl těchto témat byl formulovaný funkčním způsobem – cílící na pragmatické aspekty.

Cílem akčního výzkumu byla reflexe vytvořených situací během implementace a následná modifikace celého plánu. Celý akční výzkum probíhal ve dvou cyklech. Závěrečná diskuse týkající se reflexe výzkumu ukázala, že žáci jsou si vědomi některých pragmatických aspektů, jak v rodném, tak i v anglickém jazyce. Žáci také byli schopni odůvodnit svá tvrzení.

Závěrem je nutné říct, že ve dvou zvolených třídách bylo mnoho příležitostí rozvoje pragmatické kompetence. Rozvoj probíhal zvědomováním pragmatických aspektů, které následně vedlo k pragmatické produkci. Co se týče fáze uvědomování si jednotlivých pragmatických aspektů, žákům z šesté třídy pomáhaly návodné otázky a také připravená formulace pro záměry mluvčího. S ostatními aspekty situačního kontextu si dokázaly poradit.

Na druhou stranu žáci ze třetí třídy byli schopni adaptovat svůj hlas, aby vyjadřovaly daný záměr, byli, ve většině případů, schopni vztáhnout danou situaci na své pocity.

Produkce pragmatických aspektů byla založená především na principu role play aktivit. Tyto aktivity se také zdály jako nejvhodnějším způsobem, jak rozvíjet pragmatickou kompetenci v mluveném projevu.

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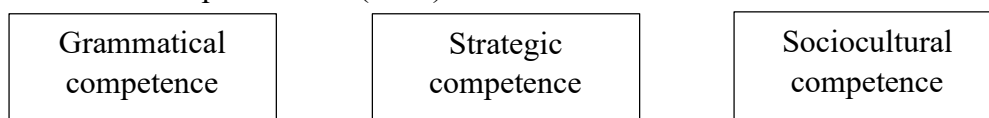
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Appendix

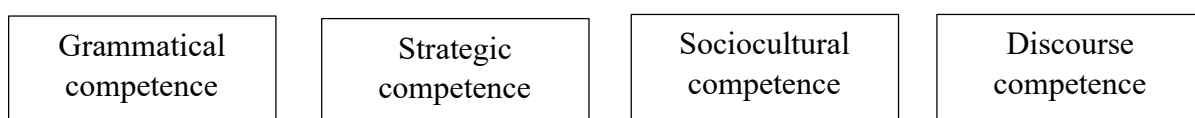
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Appendix A The summary of models of CC defined by various authors

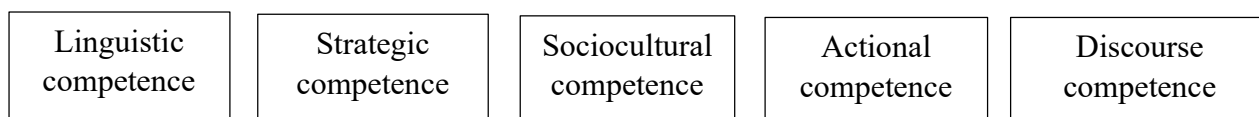
Canale and Swain' parts of CC (1980)



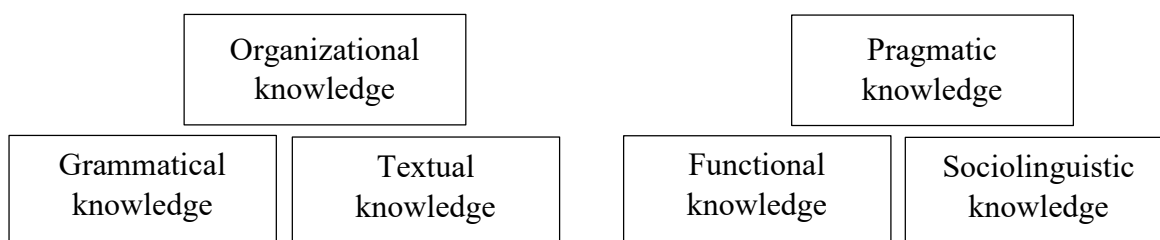
Canale's parts of CC (1983)



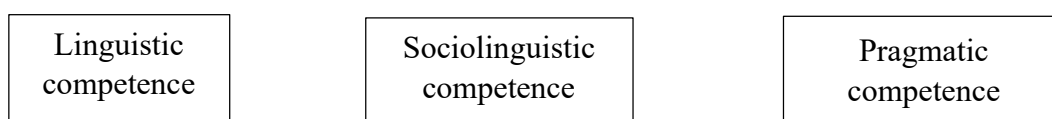
Celce-Murcia, Dörnyei, and Thurrell (1995)



Bachman and Palmer's parts of CC (1996)



CC competencies defined in CEFR (2020)



lexical competence

grammatical competence

semantic competence

phonological competence

Orthographic competence

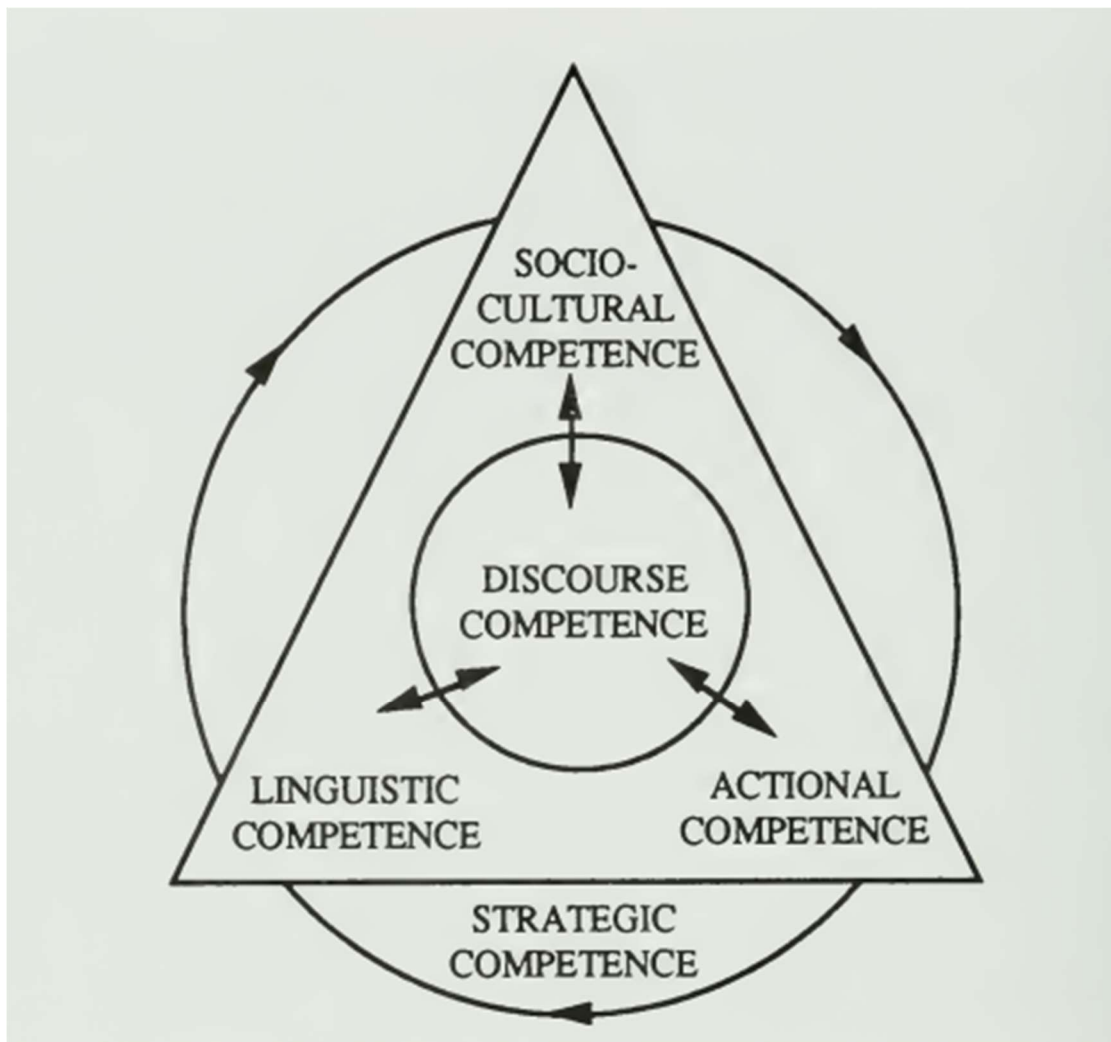
Orthoepic competence

discourse competence

functional competence

design competence

Appendix B *The table illustrating the model of CC proposed by Celce-Murcia, Dörnyei, and Thurrell²⁶*



²⁶ Celce-Murcia, Marianne, Zoltán Dörnyei, and Sarah Thurrell. 1995. "Communicative Competence: A Pedagogically Motivated Model with Content Specifications." *Issues in Applied Linguistics*. 6 (2): 5–35.

Appendix C *Bachman and Palmer's model*²⁷

Organizational knowledge

(how utterances or sentences and texts are organized)

Grammatical knowledge

(how individual utterances or sentences are organized)

Knowledge of vocabulary

Knowledge of syntax

Knowledge of phonology/graphology

Textual knowledge

(how utterances or sentences are organized to form texts)

Knowledge of cohesion

Knowledge of rhetorical or conversational organization

Pragmatic knowledge

(how utterances or sentences and texts are related to the communicative goals of the language user and to the features of the language use setting)

Functional knowledge

(how utterances or sentences and texts are related to the communicative goals of language users)

Knowledge of ideational functions

Knowledge of manipulative functions

Knowledge of heuristic functions

Knowledge of imaginative functions

Sociolinguistic knowledge

(how utterances or sentences and texts are related to features of the language use setting)

Knowledge of dialects/varieties

Knowledge of registers

Knowledge of natural or idiomatic expressions

Knowledge of cultural references and figures of speech

Table 4.1: Areas of language knowledge

²⁷ Bachman, Lyle and Adrian Palmer. 1996. *Language Testing in Practice: Designing and Developing Useful Language Tests*. Oxford: Oxford University Press.

Appendix D *Goh and Burns' model of speaking competence*²⁸

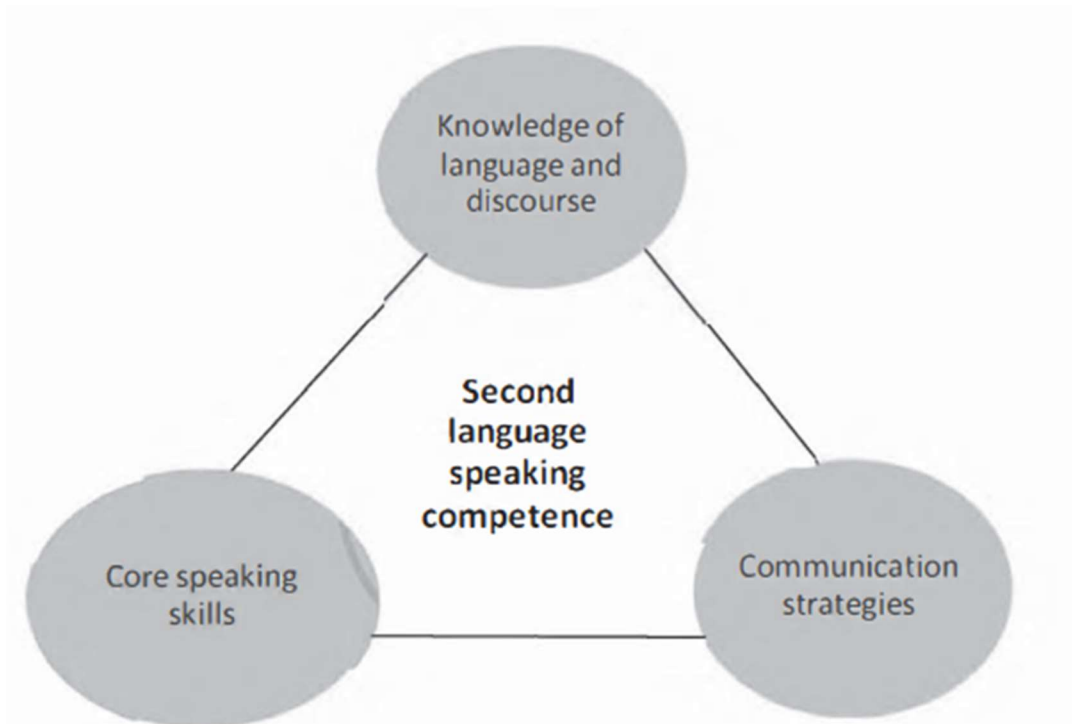
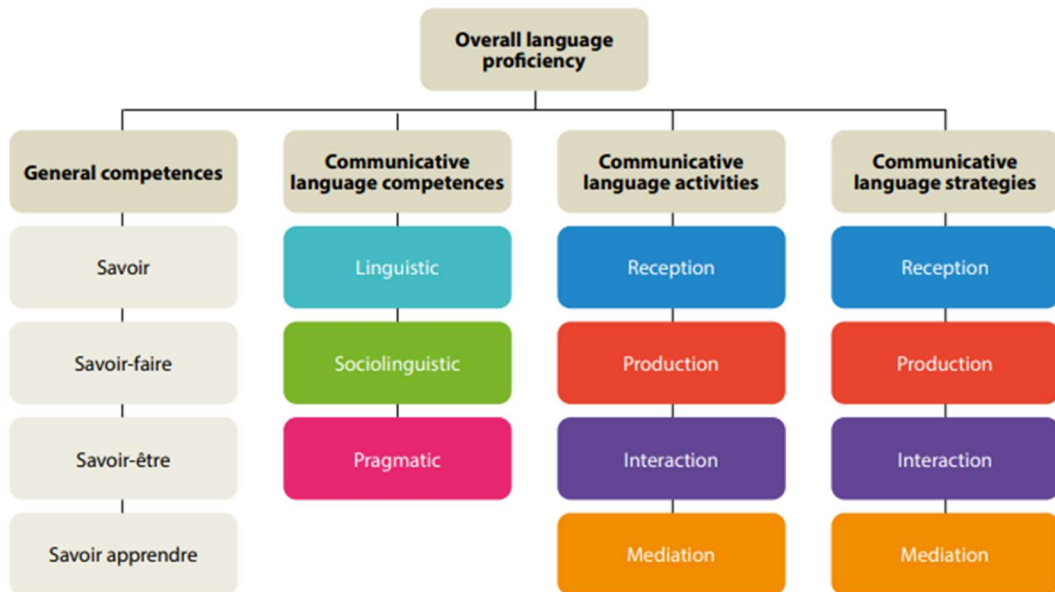


Figure 3.1: Aspects of second language speaking competence.

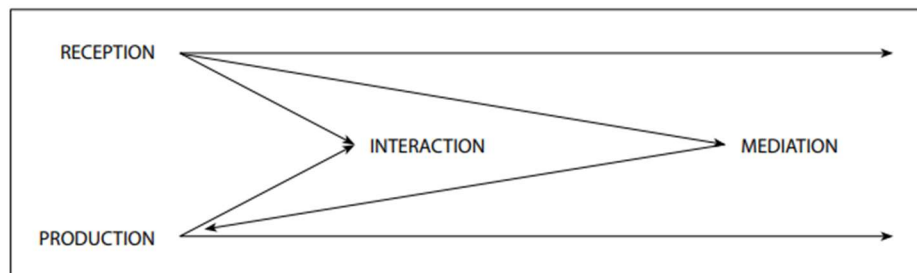
²⁸ Goh, Christine Chuen Meng and Anne Burns. 2012. *Teaching Speaking: A Holistic Approach*. Cambridge: Cambridge University Press

Appendix E *Pragmatic aspects defined in CEFR*

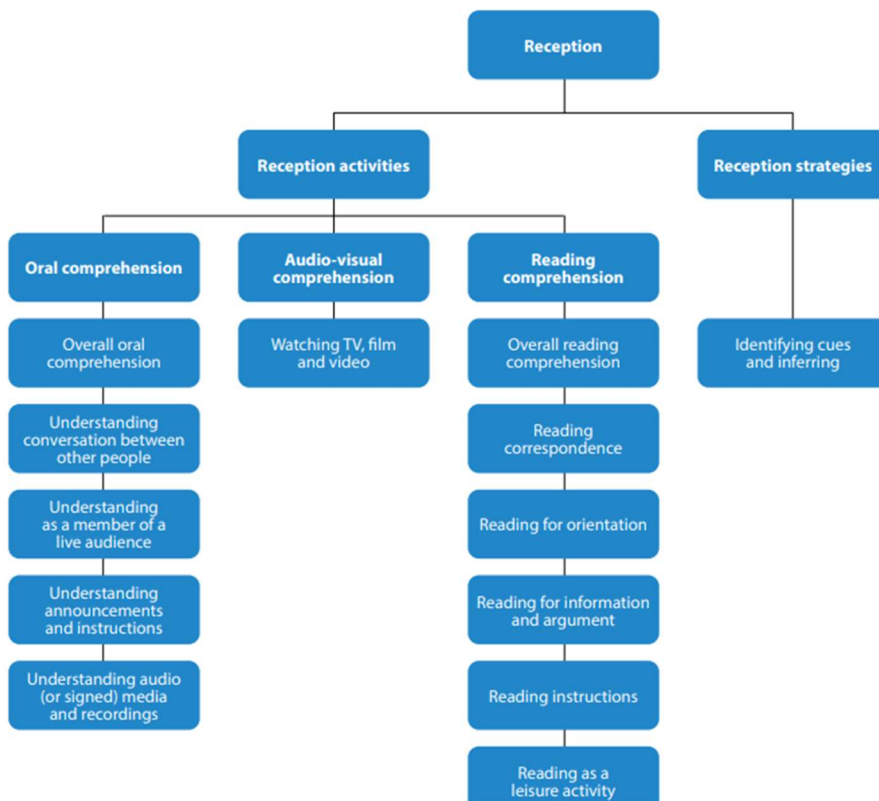
Overall language proficiency (CEFR 2020, 32)



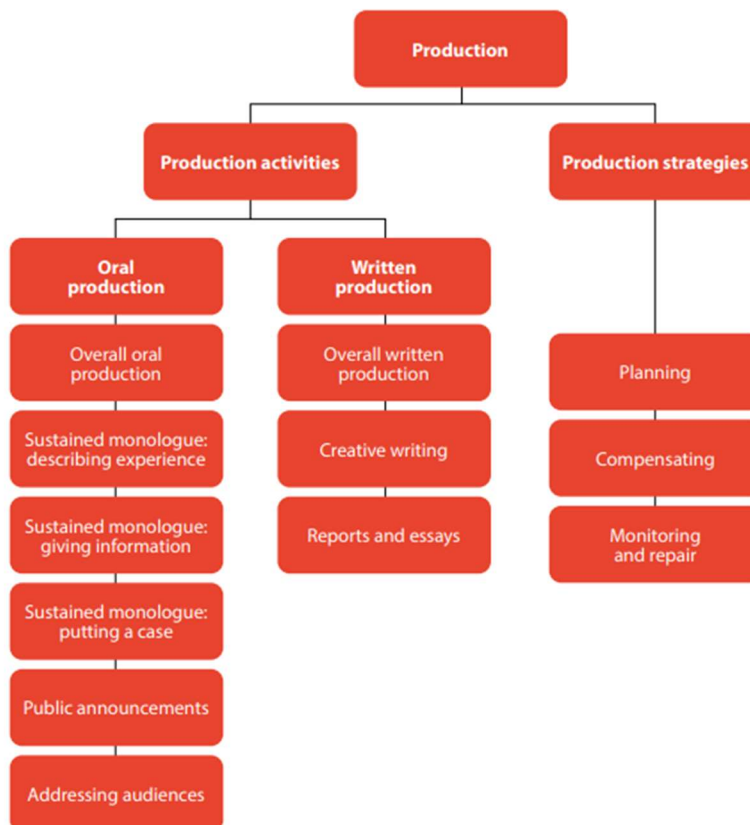
The scheme illustrating the interconnectedness between individual skills (CFER 2020, 34)



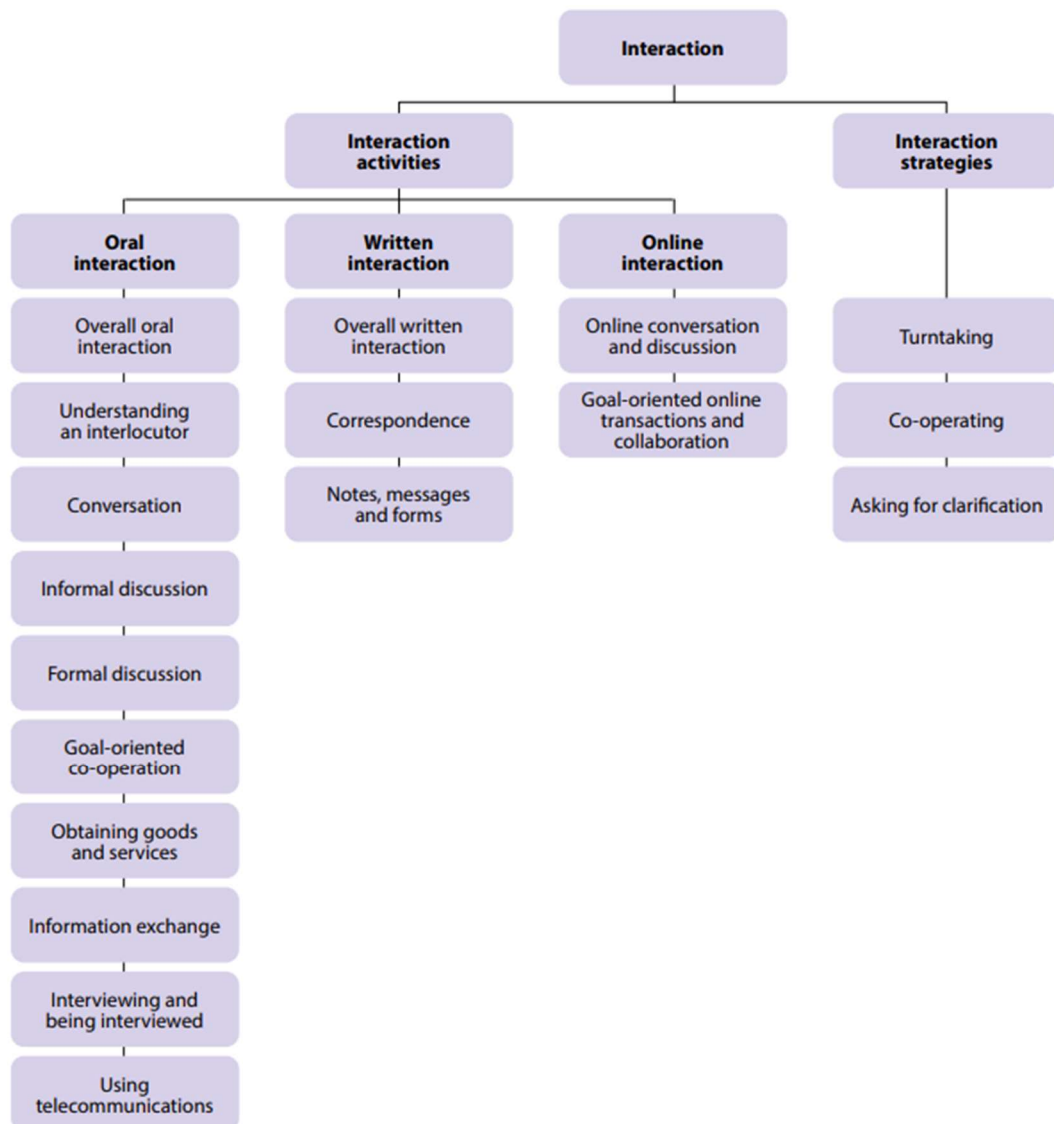
Reception



Production



Interaction



Appendix F Ishihara's perception of pragmalinguistic and sociopragmatic aims ²⁹

Tasks with a mainly linguistic (pragmalinguistic) focus:

- analyzing and practicing the use of vocabulary in the particular context;
- identifying and practicing the use of relevant grammatical structures;
- identifying and practicing the use of strategies for a speech act;
- analyzing and practicing the use of discourse organization (e.g., discourse structure of an academic oral, and presentation);
- analyzing and practicing the use of discourse markers and fillers (e.g., well, um, actually);
- analyzing and practicing the use of epistemic stance markers (i.e., words and phrases to show the speaker's stance, such as: I think, maybe, seem, suppose, tend to, of course);
- noticing and practicing the use of tone (e.g., verbal and non-verbal cues and nuances).

Tasks with a mainly social and cultural (sociopragmatic) focus:

- analyzing language and context to identify the goal and intention of the speaker, and assessing the speaker's attainment of the goal and the listener's interpretation (see Chapters 14 and 15 for more on this assessment);
- analyzing and practicing the use of directness/politeness/formality in an interaction;
- identifying and using multiple functions of a speech act;
- identifying and using a range of cultural norms in the L2 culture; and
- identifying and using possible cultural reasoning or ideologies behind L2 pragmatic norms.

²⁹ Ishihara, Noriko. 2010. "Theories of language acquisition and the teaching of pragmatics." In *Teaching and Learning Pragmatics: Where Language and Culture Meet*, edited by Noriko Ishihara and Andrew Cohen, 99–122. Harlow: Pearson Education Limited.

Appendix G Objectives defined for A1 and A2 levels for pragmatic issues defined in CEFR ³⁰

Flexibility

A2	Can adapt well-rehearsed, memorised, simple phrases to particular circumstances through limited lexical substitution. Can expand learnt phrases through simple recombinations of their elements.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Turntaking

A2	Can use simple techniques to start, maintain or close a short conversation. Can initiate, maintain and close simple, face-to-face conversation. Can ask for attention.
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Thematic development

A2	Can tell a story or describe something in a simple list of points. Can give an example of something in a very simple text using "like" or "for example". <i>No descriptors available</i>
A1	<i>No descriptors available</i>
Pre-A1	<i>No descriptors available</i>

Coherence and cohesion

A2	Can use the most frequently occurring connectors to link simple sentences in order to tell a story or describe something as a simple list of points. Can link groups of words/signs with simple connectors (e.g. "and", "but" and "because").
A1	Can link words/signs or groups of words/signs with very basic linear connectors (e.g. "and" or "then").
Pre-A1	<i>No descriptors available</i>

³⁰ Council of Europe. 2020. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment: Companion Volume*. Strasbourg: Council of Europe Publishing.

Propositional precision

A2	Can communicate what they want to say in a simple and direct exchange of limited information on familiar and routine matters, but in other situations they generally have to compromise the message.
A1	Can communicate basic information about personal details and needs of a concrete type in a simple way.
Pre-A1	Can communicate very basic information about personal details in a simple way.

Fluency

A2	Can make themselves understood in short contributions, even though pauses, false starts and reformulation are very evident.
	Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts.
A1	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words/signs, and to repair communication.
Pre-A1	Can manage very short, isolated, rehearsed utterances using gesture and signalled requests for help when necessary.

Appendix H Objectives defined in FEP EE (English version)³¹

Stage 1

RECEPTIVE, PRODUCTIVE AND INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 1

The pupil shall:

- *pronounce and read with correct pronunciation in an appropriate vocabulary range*
- *understand simple directions and sentences and react to them adequately*
- *distinguish between the written and spoken forms of a word*
- *understand the content and meaning of a simple, slow and carefully pronounced conversation between two people with sufficient time for understanding*
- *use an alphabetical glossary in a textbook*

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *understand familiar words and simple sentences related to the topics being studied*

- *understand the content and meaning of simple authentic materials (magazines, graphic and audio materials) and use them in his/her work*
- *read simple texts containing familiar vocabulary aloud fluently and respecting the rules of pronunciation*
- *find necessary information in a simple text and create an answer to a question*
- *use a bilingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *create a simple written message, short text and response to a message using correct grammar and form; fill his/her basic personal data in forms*
- *reproduce, both orally and in writing, the content of a text of appropriate difficulty and a simple conversation*
- *modify short texts while preserving their meaning*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes – Cycle 2

The pupil shall:

- *participate actively in a simple conversation, greet and say good-bye to both an adult and a friend; provide the information required*

Subject Matter

- **rules of communication in common everyday situations** – greetings, expressing thanks, introductions
- **simple messages** – addresses, congratulations, holiday greetings and letters, apologies, requests
- **thematic areas** – home, family, school, leisure time and hobbies, clothing, shopping, nature and weather, traditions and customs, holidays, important geographical data
- **vocabulary and word formation** – synonyms, antonyms, word meanings in context
- **basic grammatical structures and sentence types, the basics of the lexical principles of orthography** – simple sentences, formation of questions and negation, word order in a sentence

³¹ VÚP. 2007. *Framework Educational Programme for Elementary Education*. Praha.

Stage 2

RECEPTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *read texts of appropriate length aloud fluently and respecting the rules of pronunciation*
- *understand the content of simple texts in textbooks and of authentic materials using visual aids; find familiar expressions, phrases and answers to questions in texts*
- *understand simple and clearly articulated utterance and conversation*
- *infer a likely meaning of new words from the context*
- *use a bilingual dictionary, find information or the meaning of a word in a suitable explanatory monolingual dictionary*

PRODUCTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *create a simple (both oral and written) expression concerned with a situation related to family and school life and other thematic areas being studied*
- *create simple sentences and short texts and modify them in writing using correct grammar*
- *retell briefly the content of a text, utterance as well as conversation of suitable difficulty*

- *request simple information*

INTERACTIVE LANGUAGE SKILLS

Expected Outcomes

The pupil shall:

- *make himself/herself understood in a simple manner in common everyday situations*

Subject Matter

- **simple messages** – addressing someone and reacting to being addressed, welcoming greetings, saying good-bye, introductions, apologies, reacting to apologies, expressing thanks and reacting to being thanked, requests, wishes, congratulations, requests for help, for a service, for information, agreement/disagreement, meetings, social programme
- **basic relations** – existential (Who?...), spatial (Where?...), temporal (When?...), qualitative (What? Which? How?...), quantitative (How many/much?...)
- **thematic areas** – home, family, housing, school, leisure time and hobbies, personal letters, forms, questionnaires, sport, healthcare, eating, town, clothing, shopping, nature, weather, man and society, travelling, the socio-cultural environment of respective language areas and of the Czech Republic
- **vocabulary and word formation**
- **grammatical structures and sentence types, lexical principles of orthography**

Stage 1

Očekávané výstupy – 1. období	
ŘEČOVÉ DOVEDNOSTI	
žák	
CJ-3-1-01	<i>rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně</i>
CJ-3-1-02	<i>zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal</i>
CJ-3-1-03	<i>rozumí obsahu jednoduchého krátkého psaného textu, pokud má k dispozici vizuální oporu</i>
CJ-3-1-04	<i>rozumí obsahu jednoduchého krátkého mluveného textu, který je pronášen pomalu, zřetelně a s pečlivou výslovností, pokud má k dispozici vizuální oporu</i>
CJ-3-1-05	<i>přihadí mluvenou a psanou podobu téhož slova či slovního spojení</i>
CJ-3-1-06	<i>píše slova a krátké věty na základě textové a vizuální předlohy</i>
Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:	
žák	
CJ-3-1-01p	<i>je seznámen se zvukovou podobou cizího jazyka</i>
Očekávané výstupy – 2. období	
POSLECH S POROZUMĚNÍM	
žák	
CJ-5-1-01	<i>rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností</i>
CJ-5-1-02	<i>rozumí slovům a jednoduchým větám, pokud jsou pronášeny pomalu a zřetelně a týkají se osvojovaných témat, zejména pokud má k dispozici vizuální oporu</i>
CJ-5-1-03	<i>rozumí jednoduchému poslechovému textu, pokud je pronášen pomalu a zřetelně a má k dispozici vizuální oporu</i>
Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:	
žák	
CJ-5-1-01p	<i>rozumí jednoduchým pokynům učitele, které jsou sdělovány pomalu a s pečlivou výslovností</i>
CJ-5-1-02p	<i>rozumí slovům a frázím, se kterými se v rámci tematických okruhů opakovaně setkal (zejména má-li k dispozici vizuální oporu)</i>
-	<i>rozumí výrazům pro pozdrav a poděkování</i>
MLUVENÍ	
žák	
CJ-5-2-01	<i>se zapojí do jednoduchých rozhovorů</i>
CJ-5-2-02	<i>sdělí jednoduchým způsobem základní informace týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat</i>

³² MŠMT. 2021. *Rámcový vzdělávací program pro základní vzdělávání*. Praha.

CJ-5-2-03 *odpovídá na jednoduché otázky týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat a podobné otázky pokládá*

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

CJ-5-2-01p *pozdraví a poděkuje*

CJ-5-2-02p *sdělí své jméno a věk*

CJ-5-2-03p *vyjádří souhlas či nesouhlas, reaguje na jednoduché otázky (zejména pokud má k dispozici vizuální oporu)*

ČTENÍ S POROZUMĚNÍM

žák

CJ-5-3-01 *vyhledá potřebnou informaci v jednoduchém textu, který se vztahuje k osvojovaným tématům*

CJ-5-3-02 *rozumí jednoduchým krátkým textům z běžného života, zejména pokud má k dispozici vizuální oporu*

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

CJ-5-3-02p *rozumí slovům, se kterými se v rámci tematických okruhů opakovaně setkal (zejména má-li k dispozici vizuální oporu)*

PSANÍ

žák

CJ-5-4-01 *napíše krátký text s použitím jednoduchých vět a slovních spojení o sobě, rodině, činnostech a událostech z oblasti svých zájmů a každodenního života*

CJ-5-4-02 *vyplní osobní údaje do formuláře*

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

- *je seznámen s grafickou podobou cizího jazyka*

Stage 2

Očekávané výstupy

POSLECH S POROZUMĚNÍM

žák

CJ-9-1-01 rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně

CJ-9-1-02 rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

CJ-9-1-01p rozumí základním informacím v krátkých poslechových textech, které se týkají osvojených tematických okruhů

CJ-9-1-02p rozumí jednoduchým otázkám, které se týkají jeho osoby

MLUVENÍ

žák

CJ-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích

CJ-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech

CJ-9-2-03 vypráví jednoduchý příběh či událost; popíše osoby, místa a věci ze svého každodenního života

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

CJ-9-2-01p odpoví na jednoduché otázky, které se týkají jeho osoby

ČTENÍ S POROZUMĚNÍM

žák

CJ-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech

CJ-9-3-02 rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace

Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

CJ-9-3-01p rozumí slovům a jednoduchým větám, které se týkají osvojených tematických okruhů (zejména má-li k dispozici vizuální oporu)

PSANÍ

žák

CJ-9-4-01 vyplní základní údaje o sobě ve formuláři

CJ-9-4-02 napíše jednoduché texty týkající se jeho samotného, rodiny, školy, volného času a dalších osvojovaných témat

CJ-9-4-03 reaguje na jednoduché písemné sdělení

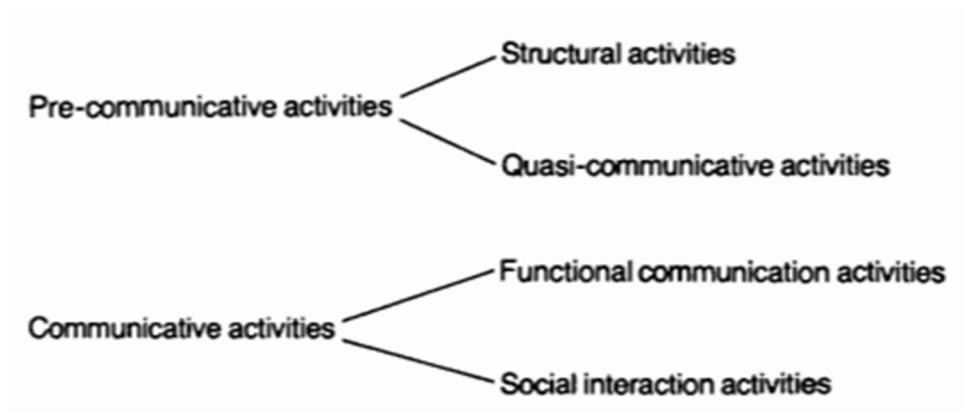
Minimální doporučená úroveň pro úpravy očekávaných výstupů v rámci podpůrných opatření:

žák

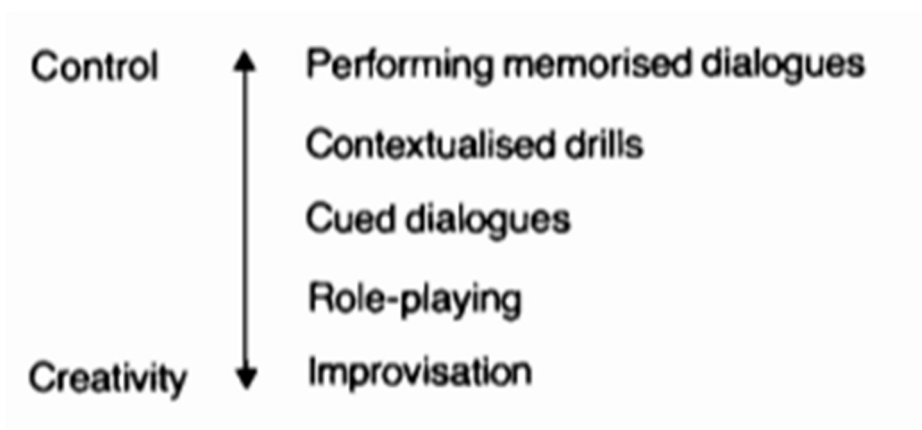
CJ-9-4-03p reaguje na jednoduchá písemná sdělení, která se týkají jeho osoby

Appendix J *Littlewood's understanding of communicative activities* ³³

Two types of activities



Characteristic features of activities



³³ Littlewood, William. 1981. *Communicative Language Teaching*. Cambridge: Cambridge University Press.

Appendix K *Action-research questions posed by McNiff and Whitehead* ³⁴

- What is my concern?
- Why am I concerned?
- How do I gather evidence to show reasons for my concern?
- What do I do about the situation?
- How can I check whether any conclusions I come to are reasonably fair and accurate?
- How do I evaluate the validity of my account of learning?
- How do I modify my practice in the light of my evaluation?
- How do I explain the significance of my work?

Understanding the action research (by McNiff and Whitehead 2006, 91)

- We review our current practice,
- identify an aspect that we want to investigate,
- imagine a way forward,
- try it out, and
- take stock of what happens.
- We modify what we are doing in the light of what we have found, and continue working in this new way (try another option if the new way is not right),
- monitor what we do,
- review and evaluate the modified action,
- evaluate the validity of the account of learning, and
- develop new practices in the light of the evaluation.

³⁴ McNiff, Jean and Jack Whitehead. 2006. *All You Need to Know About Action Research: An Introduction*. London: Sage Publications.

Appendix L *The process of the research*

Diagnostic phase

Questions:

Do I, as a teacher, provide opportunities for developing pragmatic competence in English lessons?

What procedures did I, as a teacher, use in teaching and learning pragmatics when creating lesson plans?

Collection of data

- Observation → in the form of lesson recordings
- Lesson plan analysis
- Questionnaire

Main findings:

- Everyday classroom interaction
- Mainly implicit pragmatic activities
- T's production → Ls were only exposed to implicit pragmatic aspects.

Pragmatic issues

Vocabulary development + greetings and introducing myself.

activities used for the development = dialogue, conversation technique, and role plays

Planning the action plan I

Questions needed to be addressed:

Making Ls aware of pragmatic aspects

Developing pragmatic competence in speaking

Ls' understanding of pragmatic aspects.

Collection of data

- Recordings of lessons
- Analysis of recordings

Acting and observing I

(divided into Period I and Period II)

Collection of data

- Recordings of lessons
- Analysis of recordings

Main findings:

- Ls were able to analyse the conversation for the speaker, but not for the intention.
- Ls were able to see the differences between individual linguistic phrases.
- Ls understood the need of being formal and polite.

Pragmatic issues

turn-taking controlled dialogue

role play

function of 'describing a house', 'describing my classroom', 'saying what I am good at', 'asking and answering questions

Reflection and modification

Acting and observing II

(divided into Month I and Month II)

Collection of data

- Recordings of lessons
- Analysis of recordings
- Self-evaluation

Main findings:

- Ls were able to adapt their choice of words according to the given situational context.
- Ls were able to provide with additional information that was relevant to the situational context.
- Ls were able to adapt their language according to the given situation.

Pragmatic issues

turn-taking controlled dialogue

role play

function of 'giving directions', 'thanking

Appendix M Analysis of the lesson plan

Class: 3rd grade **Level:** A1

Overall aim: At the end of the lesson learners will be able to greet according to the parts of the day.

Objective defined in the functional way.

Activity	Material and aids	Time needed	Interaction patterns	Objectives
How do we greet in Czech language? What phrases do you know? – Ls will be giving examples of phrases that they use in their mother tongue.		3 mins	T → Ls Ls → T	This activity is only a warm-up for Ls to tell me about their perspective on the topic.
What greetings do you know in English? – Ls will be giving examples of phrases they know – I will write them on the board.	Board	2 mins	T → Ls Ls → T	This activity is only a warm-up for Ls to tell me about their perspective on the topic. I would like to know what they know about this issue.
Flashcards – I will show them flashcards with greetings, and they must tell the other L what they think about the pictures.	Flashcards	5 mins	L → L	At the end of the activity learners will be able to recognize individual phrases used for greeting.
Find the greeting – I will distribute the flashcards	Flashcards	7 mins	T → L	At the end of the activity Ls will be able to comprehend the

It makes Ls aware of different phrases in both languages. It provides opportunities of their knowledge of the topic.

Making Ls of different linguistic forms expressing the function

Communicative function








Spoken production



Awareness raising of linguistic forms

Pronunciation

<p>around the classroom, and they must run to the greeting which I pronounce.</p> <p>Clap your hands – then we will sit in the circle, and we will clap our hands to highlight the stress of the greeting. Ls will pronounce the phrases while clapping the word stress.</p> <p>Song – what phrase is connected to what part of the day?</p> <p>Do it and say it – we will think about the parts of the day. What do you know about them? We will do the TPR for individual part while saying the greeting</p> <p>Role play – I will place the picture indicating the part of the day on the board. Two Ls go outside the classroom and then they will knock on the door. Other Ls must greet them accordingly.</p> <p>Reflection – what do you know about the greetings?</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p>7 mins</p> <p>4 mins</p> <p>7 mins</p> <p>8 mins</p> <p>2 mins</p>	<p>T → Ls</p> <p>Individual</p> <p>Individual</p> <p>L → Ls</p>	<p>spoken forms of given phrases.</p> <p>At the end of the activity Ls will be able to recognize individual word stress for given phrases. At the same time, they will be able to pronounce given phrases.</p> <p>At the end of the activity Ls will match given phrases for given parts of the day.</p> <p>At the end of the activity Ls will be able to perform gestures symbolising given parts of the day.</p> <p>At the end of the activity Ls will be able to greet the person according to the part of the day.</p>	<p>aiming at the listening comprehension</p> <p>Pronunciation of given phrases as the pre-communicative activity.</p> <p>Making awareness of the relations of linguistic forms and the context</p> <p>Ls producing the pragmatically oriented speech – taking into consideration the context.</p>
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Appendix N *Parental's approval*

Milí rodiče,

obracím se na Vás jako učitelka anglického jazyka Vašeho syna či Vaší dcery s prosbou. V rámci své diplomové práce potřebuji uskutečnit akční výzkum, který bych chtěla realizovat právě v hodinách anglického jazyka.

Výzkum by probíhal tak, že bych si poživovala audionahrávky z hodin. Děti by také odpovídaly na otázky ve formě dotazníků či rozhovorů. Nahrávky budou čistě pro mé účely. Výsledky, které získám během analýzy nahrávek a dotazníků, budou anonymní. Výzkum bude v souladu s cíli, které si žáci mají v anglickém jazyce osvojit, tudíž obsahově nebudou o nic ochuzeni. Chtěla bych Vás proto touto cestou poprosit o vyplnění Vašeho souhlasu či nesouhlasu. Pokud budete mít jakékoliv otázky, napište mi.

Budu ráda za spolupráci.

Děkuji za důvěru,

Natálie Procházková

Souhlasím s tím, aby se moje dcera/můj syn _____ účastnil/a výzkumu.

Souhlasím

Nesouhlasím

Podpis: _____

Appendix O *The questionnaire*

QUESTIONS ON PRAGMATICS – OPINIONS

Answer given questions. Write as many details as you can. If you can think of more examples, write all of them.

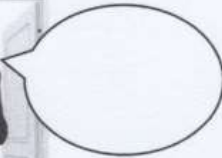


1) Can you think of some examples of requests in everyday class interaction? Write down some phrases or examples.

2) What mood is this man in? What might have put him in this mood?



3) The first thing you say when you arrive home is:



4) Give this monster a compliment.



5) What influences your choice of words in a conversation? Write down everything you can think of.

6) How would you feel when somebody is jumping in your speech all the time? Write down your feelings.

7) What do you think about silence in conversations? Is it positive or negative?

7a) Give some examples of conversations in which silence plays a role.

QUESTIONS ON PRAGMATICS – OPINIONS

Answer given questions. Write as many details as you can. If you can think of more examples, write all of them.



1) Can you think of some examples of requests in everyday class interaction? Write down some phrases or examples.

Please close the window. Turn the lights please. Open the door.

2) What mood is this man in? What might have put him in this mood?

He is angry.
His boss fired him from his job.



3) The first thing you say when you arrive home is:



4) Give this monster a compliment.



You are cute.

5) What influences your choice of words in a conversation? Write down everything you can think of.

Who I am talking to
Teacher - Good morning
Parent - Hello
Friend - Hey

6) How would you feel when somebody is jumping in your speech all the time? Write down your feelings.

I am angry and I want to punch him.

7) What do you think about silence in conversations? Is it positive or negative?

It's neutral for me.

7a) Give some examples of conversations in which silence plays a role.

I don't know.

PRAGMATICS – OPINIONS

Ke každé větě vybarvíte jedno číslo, podle toho, jestli s větou souhlasíte či nesouhlasíte. Na škále od jedné do pěti jsou tyto hodnoty:

- 1 = rozhodně souhlasím
- 2 = spíše souhlasím
- 3 = neutrální
- 4 = spíše nesouhlasím
- 5 = rozhodně nesouhlasím

1) Slova v konverzaci volím i podle povolání a postavení člověka, se kterým mluvím.

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím



2) Když mluvím s kamarádem, tak používám jiné slovní výrazy, než když mluvím s učitelem (v angličtině).

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

3) Když mluvím s kamarádem, tak používám jiné slovní výrazy, než když mluvím s učitelem (v rodném jazyce).

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

4) Někdy slova vyjadřují něco víc (mají skrytý význam).

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

5) Má slova mohou ovlivnit chování druhých lidí.

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

6) Má slova mohou ranit city druhých lidí.

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím



PRAGMATICS – OPINIONS

Ke každé větě vybarvíte jedno číslo, podle toho, jestli s větou souhlasíte či nesouhlasíte. Na škále od jedné do pěti jsou tyto hodnoty:

- 1 = rozhodně souhlasím
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1) Slova v konverzaci volím i podle povolání a postavení člověka, se kterým mluvím.

	1	2	3	4	5	
Rozhodně souhlasím	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím



2) Když mluvím s kamarádem, tak používám jiné slovní výrazy, než když mluvím s učitelem (v angličtině).

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

3) Když mluvím s kamarádem, tak používám jiné slovní výrazy, než když mluvím s učitelem (v rodném jazyce).

	1	2	3	4	5	
Rozhodně souhlasím	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

4) Někdy slova vyjadřují něco víc (mají skrytý význam).

	1	2	3	4	5	
Rozhodně souhlasím	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

5) Má slova mohou ovlivnit chování druhých lidí.

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím

6) Má slova mohou ranit city druhých lidí.

	1	2	3	4	5	
Rozhodně souhlasím	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	Rozhodně nesouhlasím



Appendix P Topics addressed in the research

DIAGNOSTIC PHASE

3rd grade

Curricular topic: Greetings	
Awareness phase	<p>Ls had picture prompts where different greetings were used. Then I gave them tasks for comprehension (e.g., It is night. Touch the appropriate greeting).</p> <p>We compared the English greetings with Czech greetings. We had a discussion in Czech about greetings we know and about greetings we use.</p>
Spoken production and interaction	<p>We did pronunciation practice where Ls had a chance to pronounce the greeting. We connected this practice with the TPR technique where different parts of the day meant different actions. We did mini role play concerning different parts of the day. One of the Ls left the classroom and others had to greet him/her depending on what picture was on the board at the time (pictures marked different parts of the day).</p>
Procedures used	<p>Picture prompts Discussion TPR Mini role play</p>
Aim at FEP EE	<p>CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal</p> <p>J-3-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně</p> <p>+ topics documented in SEP</p>
Findings	<p>Pragmalinguistic dominated Not individual people Ls were successful at greeting in various parts of the day They wanted to leave the classroom repeatedly</p>

6th grade

Curricular topic: Introducing myself and my friend	
Awareness phase	Different situations where an introduction was used Analysis of these contexts Discussion about different contexts where they have to introduce themselves
Spoken production and interaction	Monologue where Ls had a chance to introduce themselves and their friends As the pre-activity they should find out info about their classmates
Procedures used	Survey – asking questions to find out info about their classmates Monologue – introducing myself and my friend
Aim at FEP EE	J-9-1-02 rozumí obsahu jednoduché a zřetelně vyslovované promluvy či konverzace, který se týká osvojovaných témat CJ-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích CJ-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech
Findings	Ls were able to ask and answer questions about topics concerning themselves Ls were able to follow some steps for introducing themselves Some of the Ls did the talk naturally without following the hints

ACTING AND OBSERVING

Period I

3rd grade

PERIOD I	
Awareness phase	Imaginations → imagine being someone...; imagine the situation You are mad at your grandma, how would you greet her? etc. The change of voice + different forms for greeting and name of family members Vocabulary development (sports and activities) Picture and sentences (matching – reading comprehension)
Spoken production and interaction	What they are good at? Linguistic forms → function Asking and answering questions (What are you good at? Are you good at...?)

Procedures used	Controlled dialogue
Aim at FEP EE	Topics documented in SEP CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal
Findings	Pragmalinguistic knowledge Form-function mapping connected to vocabulary 'sports and activities' They naturally change their voice to express their intention Modify their choice of words when talking to specific people They still tried to find the Czech equivalent for every word

6th grade

PERIOD I	
Awareness phase	Who is the speaker A and B → analysis of conversations
Spoken production and interaction	No opportunities for development
Procedures used	XXX
Aim at FEP EE	CJ-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech
Findings	Learners were able to provide me with some examples of whom may be the speaker in the conversation. But Ls were no longer able to justify their claims – why they think who these two people are in the conversation. Learners were not able to answer the question on communicative functions. When I asked about specific sentences and their Czech meaning and their intentions, Ls were able to answer these questions.

3rd grade

PERIOD II – describing my classroom	
Awareness phase	Linguistic forms used for this function (vocabulary development of school supplies and phrases used for description) Christmas greetings – happy holidays (multicultural countries)
Spoken production and interaction	They also continued and finished asking and answering what they are good at. Mini role play – one of them is the new L and the other shows him/her the classroom describing it
Procedures used	Controlled dialogue Mini role play
Aim at FEP EE	CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal Objectives documented in SEP
Findings	No indication of cultural differences between greetings (referring back to the discussion about greetings since it can be included within many contexts that Ls can encounter)

6th grade

PERIOD II – describing a house	
Awareness phase	Linguistic forms used for this function (vocabulary development of furniture and phrases used for description) Christmas greetings – Happy holidays (multicultural countries) Probable speaker's intention → These intentions were given, and they had to only match the situation with the written intention (they did not have to think about their own interpretations)
Spoken production and interaction	Ls had to prepare the situation of 'the advertisement of selling the house'. They had the opportunity to work in pairs and to record a video about that. Ls had to manage their choice of words expressing this intention as well as to meet the criteria of being polite.
Procedures used	Role play

Aim at FEP EE	<p>J-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>CJ-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojených tématech</p> <p>Objectives documented in SEP</p>
Findings	<p>Pragmalinguistic (describe a house – everything needed for the description takes place)</p> <p>Socipragmatics (in the context of being a real estate agent → making advertisement) → adaptation of their word choices</p> <p>Sometimes did not be in their character and they used phrases they wanted to use even though they were inappropriately used.</p> <p>Ls had a problem with verbalizing the function</p> <p>No discussion about appropriateness of given words in that context</p>

ACTING AND OBSERVING II

Month I

3rd grade

Awareness phase	XXX
Spoken production and interaction	XXX
Procedures used	XXX
Aim at FEP EE	XXX
Findings	XXX

6th grade

Curricular topic: Giving directions	
Awareness phase	Pieces of parts of the conversation – Ls had to put it in the correct order to create a meaningful conversation – they had to analyse it for the situational context. Expanding vocabulary by several linguistic contexts expressing different directions
Spoken production and interaction	Ls had several opportunities to develop the PC in speaking. We imagined different places in their hometown and by giving directions from the school, Ls had to guess the place. We also did a treasure hunt where Ls gave each other directions to find the expected treasure. We described the chosen journey via online maps. We also gave directions in different situations highlighting pragmatic aspects, specifically politeness.
Procedures used	Discussion Role play
Aim at FEP EE	J-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích J-9-1-01 rozumí informacím v jednoduchých poslechových textech, jsou-li pronášeny pomalu a zřetelně Objective addressed in SEP
Findings	In most cases, Ls were able to adapt their language to the situation of ‘giving directions’. They followed the discourse of greeting, asking for directions, thanking, and saying goodbye.

Month II

3rd grade

Curricular topic: Thanking	
Awareness phase	Ls were exposed to different linguistic forms expressing the function of ‘thanking’. They were also given opportunities for the comparison different phrases used in the Czech context. They thought about situations when they can thank for something.
Spoken production and interaction	Ls did a role play where they should have thanked their classmates for the present.

Procedures used	Role play
Aim at FEP EE	J-3-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal
Findings	In this case, Ls had difficulty with using a different phrase than 'Thank you'. They could also use 'Thank you so much' to express higher intensity. There was the need of an assistance to address various linguistic phases.

6th grade

Awareness phase	Ls analysed given context in terms of the hidden meaning. They were introduced to one question 'Do you have the time?'. The question was presented without the context since I wanted to know how Ls think about that.
Spoken production and interaction	Ls answered the question 'When is your birthday?'. They did the survey and asked each other this question. Then they spoke about other people.
Procedures used	Survey
Aim at FEP EE	J-9-3-02 rozumí krátkým a jednoduchým textům, vyhledá v nich požadované informace J-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích Objectives documented in SEP
Findings	See the reflection + appendix U

Month III + IV

3rd grade

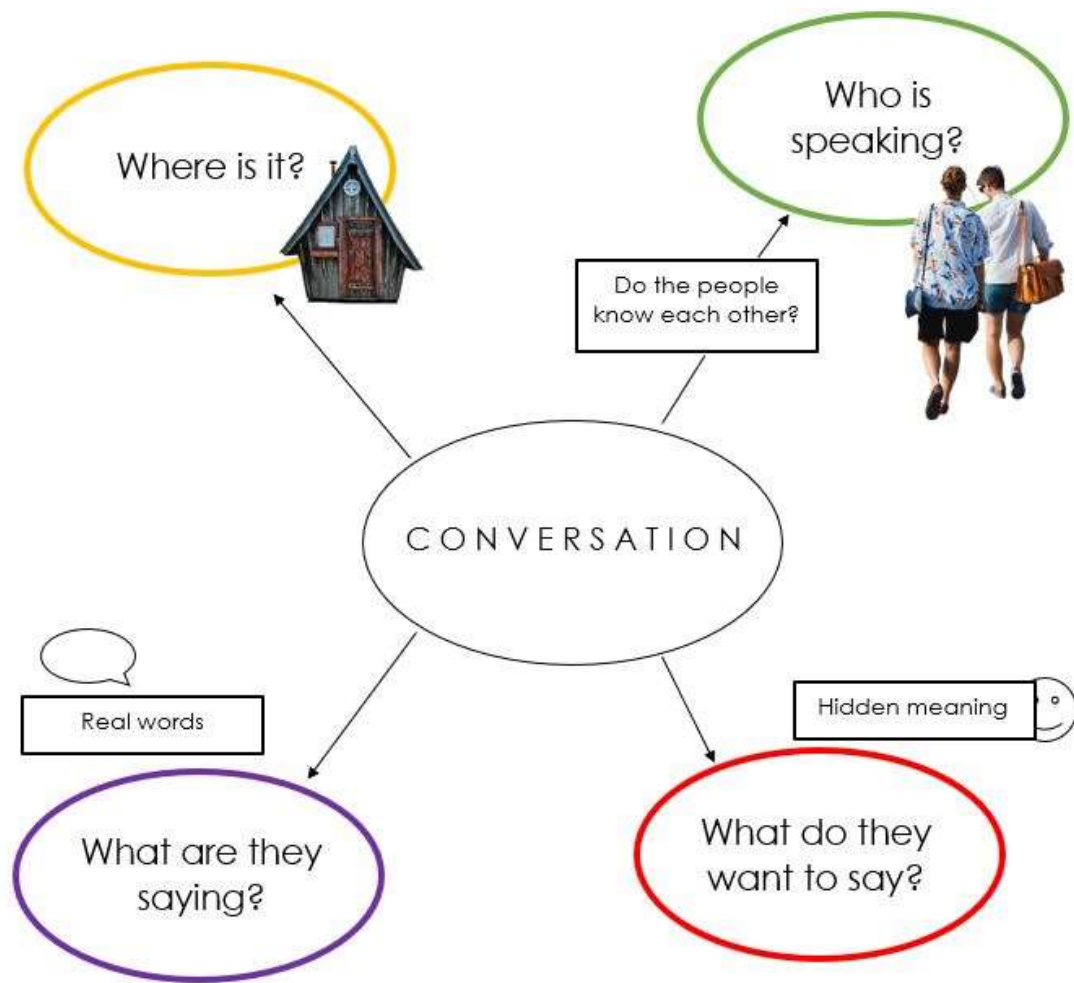
Curricular topic: Liking something	
Awareness phase	Ls were aware of different linguistic forms expressing likes.
Spoken production and interaction	Ls described their favourite toy and snack. They used the linguistic forms introduced as well as physical objects representing their favourite things. This activity was done as a presentation.
Procedures used	Presentation
Aim at FEP EE	J-3-1-01 rozumí jednoduchým pokynům a otázkám učitele, které jsou sdělovány pomalu a s pečlivou výslovností, a reaguje na ně verbálně i neverbálně CJ-3-1-02 zopakuje a použije slova a slovní spojení, se kterými se v průběhu výuky setkal Objectives documented in SEP
Findings	Ls did not have a problem with this activity. They were able to produce the pragmatically oriented language.

6th grade

Curricular topic: Modal verbs	
Awareness phase	There was one of the modifications concerning the intended meaning. Ls were given descriptions of given functions and they had to only match the description with the linguistic form. These modal verbs were connected to the real-life material – road signs.
Spoken production and interaction	Ls were given opportunities to develop modal verbs and connected intentions via various role plays. These role plays were prepared to address different modal verbs as well as different situational contexts.
Procedures used	Role plays

Aim at FEP EE	<p>CJ-9-2-01 zeptá se na základní informace a adekvátně reaguje v běžných formálních i neformálních situacích</p> <p>CJ-9-2-02 mluví o své rodině, kamarádech, škole, volném čase a dalších osvojovaných tématech</p> <p>J-9-3-01 vyhledá požadované informace v jednoduchých každodenních autentických materiálech</p> <p>Objectives documented in SEP</p>
Findings	<p>Ls were able to adapt their language choice according to given situational contexts.</p>

Appendix Q Pragmatic help for Ls ³⁵



³⁵ Pngwing. 2023.
Darkmoon_Art. Pixabay. 2023.

Appendix R *My action plan questions*

Issue 1

How do I, as a teacher, provide learners with opportunities for the development of PC in speaking?	
Why am I concerned?	I am concerned because I want to know if I am providing opportunities for development or not. I feel like even though I know about pragmatics, but still, pragmatics does not come up as much in my lessons as I want to.
What can I do about it?	To determine whether I provide these opportunities, I can do lesson observations. However, I am the teacher as well as the observer, so I need to record these lessons for further analysis. I can also analyse lesson plans.
What will I do about it?	I will <ul style="list-style-type: none"> - get the parental and kids' approval to do the recordings, - do the lesson recordings, - analyse these recordings, - analyse lesson plans.
The second round of data gathering	
What kind of data will I gather to show the situation as it unfolds?	The recordings of the lessons where the pragmatics can appear. I can also record those lessons where pragmatics is not of the main interest.
How will I ensure that any conclusions I reach are reasonably fair and accurate?	I will look at the things that were actually addressed in the lessons. I will not think of other possible scenarios that would be adapted for the lesson. My aim is to find the potential problems that are needed to be modified. I can also invite my supervisor.

How will I evaluate the validity of the evidence-based account of my learning?	I will discuss the findings and procedure with my colleagues.
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Issue 2

How can I help learners with the development of PC?	
Why am I concerned?	I am concerned because I think that I can do more for learners to develop pragmatics. I see pragmatics as an important part of the language-learning process, and I would like my students to develop this area to some extent.
What can I do about it?	I could try out methods and types of activities that develop pragmatics. I can do that by focusing on the steps I have described in the theoretical part. I can create “criteria” that will help Ls with acquiring PC. I should provide conditions in which students develop form-function-context mapping.
What will I do about it?	<p>I will</p> <ul style="list-style-type: none"> - prepare activities that may help Ls to develop PC, - create a list of phrases for Ls that express particular functions, - provide learners with chances to analyse contexts for form-function-appropriateness, - provide learners with situations where they can produce these phrases, - create success criteria, - create a list of exemplary situations where pragmatics is of importance, - analyse lesson recordings for further development.

The second round of data gathering	
What kind of data will I gather to show the situation as it unfolds?	I will record the lessons which will be also analysed for the appropriately used activities. I will also record the feedback discussions where I can see many insights into Ls' understanding of the topic.
How will I ensure that any conclusions I reach are reasonably fair and accurate?	I will ask for Ls' experience. It is still their learning so they should think about their strategies to develop language. I will also try out the given types of activities that are addressed even in the literature.
How will I evaluate the validity of the evidence-based account of my learning?	I can compare my findings with other findings addressing similar topics. I can still to talk about it with my colleagues.

Issue 3

How can I make learners conscious of pragmatic aspects?	
Why am I concerned?	I think pragmatics is introduced mostly implicitly in my lessons – students may not know at the time that they are developing pragmatics. I would like learners to have more control over their learning. I would like to be more transparent and explicit in conveying the objectives and content of the lesson.
What can I do about it?	I can expose learners to the pragmatic aspects, but at the same time, direct them specifically to find the pragmatic aspects. I can do it by posing specific questions. I can prepare such questions in advance. I can prepare situational contexts where they would have to find the pragmatic aspects. I can discuss with them what pragmatics is and how we can identify it.
What will I do about it?	I will

	<ul style="list-style-type: none"> - prepare questions that may learners guide when discovering pragmatics, - prepare situational contexts where learners analyse pragmatic aspects, - create a sign that may indicate that there is a pragmatic aspect, - implement discussions about pragmatic topics into lessons.
The second round of data gathering	
What kind of data will I gather to show the situation as it unfolds?	I can use the lesson plan to verbalize the pragmatic aim. These activities should aim at exposing Ls to different pragmatic aspects.
How will I ensure that any conclusions I reach are reasonably fair and accurate?	Ls need to be aware of given aspects. Because of that fact, I have to prepare activities where they can only analyse pragmatic aspects. It helps them to think about their own production.
How will I evaluate the validity of the evidence-based account of my learning?	I can try to distribute the activities among another group of Ls. I can also speak about it with my colleagues.

Issue 4

In what ways do I introduce activities developing PC in lessons?	
Why am I concerned?	This question is posed as an additional one to the aforementioned ones. I would like to find out some particular activities or methods by which I am introducing pragmatics in lessons.

What can I do about it?	I can analyse the lesson plans. But first, I need to create a plan where I include topics and objectives for both classes. From those objectives and topics, I then have to select those that relate to pragmatic competence. I can also do the lesson recordings.
What will I do about it?	I will <ul style="list-style-type: none"> - prepare a plan for both classes where I will include possible pragmatic topics and objectives, - record lessons, - analyse recordings.
Second round of data gathering	
What kind of data will I gather to show the situation as it unfolds?	Lesson recordings
How will I ensure that any conclusions I reach are reasonably fair and accurate?	Based on the recording, I can discuss referring topics in lessons with my colleagues. My colleagues can provide me with insights that I cannot see.

Issue 5

How can I tell that a learner understands the pragmatic aspect of the given activity?	
Why am I concerned?	This question is important to me because I want to know what the learners are learning, and what they also understand. I would like to get feedback in some way where I can see that they have acquired and comprehended the aspect.

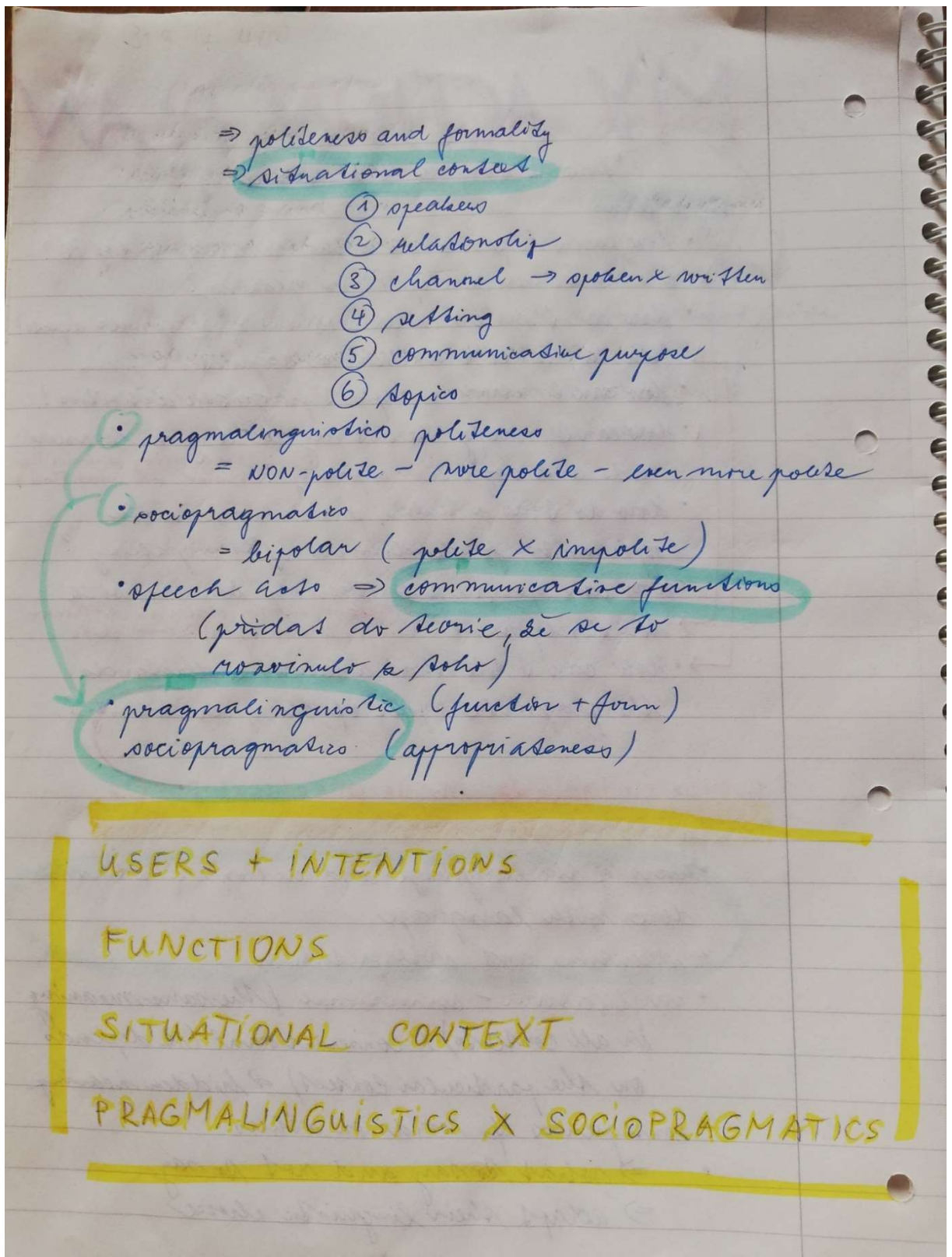
What can I do about it?	I can prepare an immediate feedback session, after the given activity, where we will discuss what we are learning. I can prepare a questionnaire where learners answer questions regarding related topics. Learners should have a chance to think about their learning. Learners should have a chance to produce the pragmatic aspect in situations.
What will I do about it?	I will <ul style="list-style-type: none"> - have recordings of feedback sessions, - prepare questionnaires for learners, - prepare a self-evaluation sheet for learners, - record learners when doing role plays.
The second round of data gathering	
What kind of data will I gather to show the situation as it unfolds?	A discussion about given topics Additional question Interview Spoken production with reflective questions
How will I ensure that any conclusions I reach are reasonably fair and accurate?	I can ask Ls to record themselves while speaking. They can also analyse their speech in terms of given criteria.

Issue 6

How can I introduce explicit pragmatic activities?	
Why am I concerned?	This question is related to transparency in terms of objectives and content. I would like to find out whether the activities I introduce in lessons work or not.

<p>What can I do about it?</p>	<p>I can discuss literature for ways of implementing explicit pragmatic activities. I can try some methods in my lessons, but I have to record these lessons for analysis. I can modify the aims for these lessons so that they explicitly express pragmatic involvement.</p>
<p>What will I do about it?</p>	<p>I will</p> <ul style="list-style-type: none"> - read sources for finding ways of implementing explicit pragmatic activities, - record lessons while trying some of the methods and activities, - rewrite objectives for each class so that they express pragmatic issues, - present these objectives to learners.
<p>The second round of data gathering</p>	
<p>What kind of data will I gather to show the situation as it unfolds?</p>	<p>This aspect is the same as with the procedures, so I think that the best tool to obtain data concerning this question, is a lesson recording.</p>
<p>How will I ensure that any conclusions I reach are reasonably fair and accurate?</p>	<p>I can also present the activities itself or its description for other people to assess.</p>

Appendix S Topics defined in the theoretical part; example of T's journal



Appendix T *What topics were developed in each class*

Throughout the 1st implementation

Area to focus	3 rd grade	6 th grade
Pragmalinguistics	✓	✓
Sociopragmatics	✓	✓
Form-function mapping	✓	✓
Appropriateness of words in context		✓
Pragmatic awareness	✓	✓
- Cultural aspects	Christmas greetings	Christmas greetings
- Speaker's intention		✓
Pragmatic production (speaking)	✓	✓
- Grammatical	✓	✓
- Phonological		
- Lexical	✓	✓
- Pronunciation ³⁶	✓	
- Speech functions (→ speech acts)	✓	✓
- Interaction management		
- Discourse organisation		✓
Situational context	no analysis of the context, but only imaginations	analysis of given contexts
- Participants		✓
- Relationship between participants		✓

³⁶ Pronunciation, in this case, means pronunciation in a wider context than just individual words. It means how pronunciation can affect the overall impression of an interaction.

- Setting		✓
- Purpose		
- Topic		✓
Pragmalinguistic politeness		
Sociopragmatic politeness		✓
Speech acts	Greetings Describing the room (implicitly) requests	Describing the house (implicitly) asking for help
Types of activities	Controlled dialogue Discussion	Role play Discussion Discourse analysis
Feedback	✓	✓

Throughout the 2nd implementation

Area to focus	3 rd grade	6 th grade
Pragmalinguistics	✓	✓
Sociopragmatics	✓	✓
Form-function mapping	✓	✓
Appropriateness of words in context		✓
Pragmatic awareness	✓	
- Cultural aspects		
- Speaker's intention	✓	✓
Pragmatic production (speaking)		✓
- Grammatical	✓	
- Phonological		
- Lexical	✓	✓
- Pronunciation	✓	✓

- Speech functions (→ speech acts)	Thanking Talking about favourite things	Giving directions Modal verbs and their functions
- Interaction management	They had to recognize phrases expressing thanks and phrases used when somebody thanks us	They had to be aware of the interaction while giving directions – to greet + to ask for directions + to react to that message + to say goodbye
- Discourse organisation		✓
Situational context		✓
- Participants		✓
- Relationship between participants		✓
- Setting		✓
- Purpose		✓
- Topic		Giving directions
Pragmalinguistic politeness		
Sociopragmatic politeness		✓
Speech acts	✓	✓
Types of activities	Matching activity Picture prompts Role play	Matching activity Controlled dialogue Role play
Feedback	Discussion	Discussion Self-evaluation

Appendix U *The example of analysis of the recording*

Explanatory notes:

T = teacher

L = learner (they are given numbers due to anonymity)



Ehm = hesitation

.... = pause

mh = indicates the agreement

The transcript is written in one gender in order to prevent from identification of gender for individual Ls.

Categories

Pragmatic issues
Asking for clarification
Asking for more details
Intention
English phrases
Ls' additional questions 
Interpretation
Politeness aspects 
Situational context determinant

T: První otázku jsem vám dala, ehm, že tam máte **do you have the time bez kontextu** úplně takhle čistou otázku...co jste napsali k té otázce jako odpověď? Ehm, L1?

L1: **No, right now. We have English, sorry.**

T: (laughter) Super. **Cos tím chtěl říct?**

L1: **Jakože teďka nemám čas..?!**

T: mh, super, L2?

L2: **Yes, I do**, protože, ehm, jako mám hodinky, mám čas a mám čas jako... s ním strávit ten čas.

T: mh, super

L2: Nevím, jak to mám popsat.

T: Děkuju. **Ještě někdo jste tam něco napsal?**

L3: **Yes.**

T: **Yes** jenom.. **yes.**

L3: **Yes.** Prostě **yes.**

T: **Co tím říkáš, když řekneš yes?**

L3: Noo, **do you have the time**..on se ptá, jestli **máš...** jestli mi můžeš říct čas..a já řeknu yes..a kdyžtak tam můžeš říct, kolik je hodin

T: mh, dobře, děkuju.

...

T: **Každý to mohl interpretovat jinak**, to je úplně v pohodě jo, protože my tam máme čistě tu otázku..my tam nemáme **žádný kontext**, ve kterém..nebo podle kterého bychom se mohli orientovat.. **takže co jste tam ještě napsali?**

...

L4: **No sorry.**

T: **No sorry**, super. L5?

L5: Já jsem napsal **yes I have** a potom **No, I don't**..protože jak se ptám na nějakou otázku.

T: **Yes I have** ...**bys odpovídal na jaký kontext?**

L5: Jestli mám čas..ho strávit třeba.

T: mh, super. **A tu druhou?**

L5: Jestli mám třeba hodinky.

T: mh, super, děkuju moc. L6?

L6: **No, I don't have the time.**

T: mh, **co jsi tím chtěl říct L6?**

L6: že nemám čas..

T: **Že nemáš čas..pro nějakou aktivitu nebo něco dělat**, jestli to chápu dobře?

V: mh.

T: super, dobře.

...

T: Tak, když jsem vám pak dala ten **kontext**..ten druhej papír..jak jste odpovídali? Lišilo se to třeba od té první odpovědi?

Several Ls at once: jo, mh.

T: jakým způsobem?

L1: Ta první má víc významů.

T: ta první?..ten první papírek?

L1: mh..

T: Mh, jenom čistě bez kontextu. A proč myslíš, L1?

L1: Protože to je otevřená věta..

T: mh..

L1: A tady máme vlastně jako už...ehm..větu danou.

L1: Tady je prostě jenom otázka.


T: A co ti to ovlivnilo ten výběr...nebo..co tam je danýho, že ses rozhodoval tak, jak ses rozhodoval?

L1: Noo, když mě stopnul ten pán a zeptal se mě jako jestli mám čas..tak mě napadlo jako třeba hodinky a tak.

T: mh, jo.

L1: A tady mohlo být třeba jestli máš čas teďka, že třeba můžeš někam jít anebo.. jestli máš čas taky jako čas na ruce anebo na mobile.

T: Super, děkuju moc. L2?

L2: A co máme dělat, když se nás někdo takhle zeptá a my to nepochopíme? 

Several Ls at once: ...tak zdrhneš; No English No English.

(laughter)

T: (šumění) Co byste dělali?

L1: Zdrhnul bysem.

L7: I don't speak English. [sentence expressing the function of misunderstanding + you do not want to involve]

L5: Yo hable Espanol.


L3: Pablo Espanol.

(laughter)

L5: Yo hablo...

T: Yo hablo...co to znamená L5?

E: Jo, že mluvím Španělsky. (laughter)

L3: A co když týpek začne v půlce říkat něco španělsky? 

(nebylo rozumět)

T: No, jak byste **reagovali, když nevíte, jak máte odpovědět?**

(začali všichni zase najednou): T: prosím jenom jeden, L5?

L5: Já bych se zeptal, v jakém **kontextu** to myslí.

T: mh, super. L1?

M: No, já bych použil překladáč.

(laughter)

T: L7, ty jsi chtěl něco říct?

L7: Ne.

T: Ne? Dobře.

L: **I don't understand.**

T: **I don't understand** třeba. Nebo **I don't know.**

L6: **I don't care.** (laughter)

T: L6, když bys řekl **I don't care**, **co bys tím říkal?**

V: Je mi to jedno.

(laughter)

T: **Myslíš, že v té situaci je to vhodný?** Jak bys se ten druhý cítil?

(šum, nebylo rozumět, co si tam povídali)


L7: On by tak mohl opovědět, není to přece tvoje vina..není to **žádné příbuzné.**

T: Super, děkuju.

(šum, diskuze)

T: Tak, ehm, ještě se zeptám...jak by se ta situace lišila, když by to byl **váš kamarád?**

L7: Když to je těžší.

L2: **Že když je to náš kamarád, tak je to spíš jasné, že s tebou chce strávit čas, ale když to je někdo neznámý, tak to je jako jestli máš ten čas na hodinkách..** 

L1:.. anebo jako tě chce unýst.

(laughter)

L7: Anebo že ti chce ukradnout hodinky.

L1: a nebude tam napsané **free candy, ale free gass.**

T: L1, no. To jsme se dostali tam, kam jsme nechtěli.

T: Co byste považovali v takový situaci jako za **nehodný**...když byste chtěli reagovat, že vám ten člověk je úplně jedno..že to je **nehodné**...



L1:...nevšímám si ho.

L7:...odejdu.

L2: zdrhnu.

L7: Dělán, že se ptám jiného člověka.

L2: anebo řekneš **I don't care.**

L1: **No London.** [probable joke]

(laughter)

T: V druhý situaci..ta druhá **situace**...jak jste reagovali v té druhé **situaci**, když vidíte, že má několik hodinek?

L3: **Look at your watches, idiot.**

T: **Jak by se cítil ten druhej**, když bys mu tohle řekl?

L3: Jako idiot.

(laughter)

T: Okay. L6?

L6: **Look at your watches. You've like ten watches.**

T: mh.. Jak byste **se cítili vy**, když byste viděli takového **člověka na ulici** a on se vás zeptal na takovou otázku? Jaký by byly **vaše pocity**?

L3: **No England.** [probable joke]


L7: Divný.

L6: **Such a weirdo.**

T: Why?

L6: **because he has several watches and he can look at them.**

L7: tak já třeba hodinky nenosím, když je mám doma.

L2: A co když nefungují? 

T: Okay. Co když nefungují?

L1: Tak at' se koukne na **Big Ben**, když jsme v **Londýně**.

L2: A co když **jde třeba jinou ulicí** a ono to není vidět? 

L7: Tak se podívá na hodinky.

L2: **Ty má rozbítý**, chápeš. 

L7: Tak se podívá na slunce.

(šum, diskuze, nebylo rozumět)

T: ještě mi prosím řekněte, jak se lišila ta druhá **situace** od té třetí **situace**?...tady ta a tady ta. Myslím s tou první **situací** s tou **Prahou** a pak s tou druhou **situací** v tom **Londýně**. Měli jste jinou odpověď?

L5: já jsem měl stejnou odpověď.

L1: já měl jinou.

T: L5 is speaking.

L5: U té třetí tam bylo napsané, že tam má ty hodinky, takže bylo jasné, že s tebou chce strávit čas a u té druhé jsem tam napsal **yes, I have** a k tomu bych řekl ten čas, kterej je.

T: mh, děkuju.

L7: Já mám ještě...když jseš v **Praze**, tak na tebe **lidi mluvěj česky**.. 

T: Noo, nemusí to tak vždycky bejt. Co když to je **nějaký cizinec**?

L7: když by na mě mluvil anglicky, tak já bych mu řekl, že mluvím česky.


T: Chcete k tomu ještě něco přidat.

Somebody: jsou tam i třeba **Číňani**.

T: tak, teď mi zkuste shrnout, co bylo cílem této aktivity. Co si myslíte, že ehm jsem chtěla...

L7:...pobavit nás.

T: okay.

L3: Naty, nechceš nám vysvětlit, co znamená **do you have the time**?  ← what is the reason for asking this question?

Někdo: Jestli máš čas

Někdo: Jestli máš čas u sebe.

L2:...jako...jestě jednou, jak zněla ta otázka?

T: Co bylo cílem této aktivity?

L2: Jo, jo...cílem bylo, že..nějaký otázky **bez kontextu můžeme pochopit úplně jinak**, abychom si na ně nějak dávali pozor.

T: mh, děkuju. Jo. A je důležitý u toho...co je u toho důležitého?

L5: **No context.**

L7: **I don't understand.**

L6: **You such a weirdo.**

(šum, diskuze)

T: když máte **dvě odlišné situace**, můžete reagovat jak?

L1: Jinak.

T: Jinak.

L3: Positive, negative, neutral.

T: Jo. Je tam důležitý...**co vlastně chcete říct a co říká ten druhý...jo? Jak chceš, aby ta věta zněla.**

L4: anglicky 😊

T: Anglicky, **co to znamená?**

L4: ehm. Hlasivky se klepou a tím vydávají zvuk a z toho se dělají slova... 😊

T: (laughter) já teďka myslím, že když si představíte, že když potkáte **nějakého cizince** na ulici a řeknete mu **I don't care...**

L2: tak to je negative.

T: takový negativní přístup...já bych řekla i ehm....né, **nepřátelský**... ☁️

L5: **neslušný**. ☁️

T: Jo, děkuju, to je to slovo. **Neslušný**. A že když reagujete tak, že když prostě se kouknete na ty hodinky, tak to považuju...

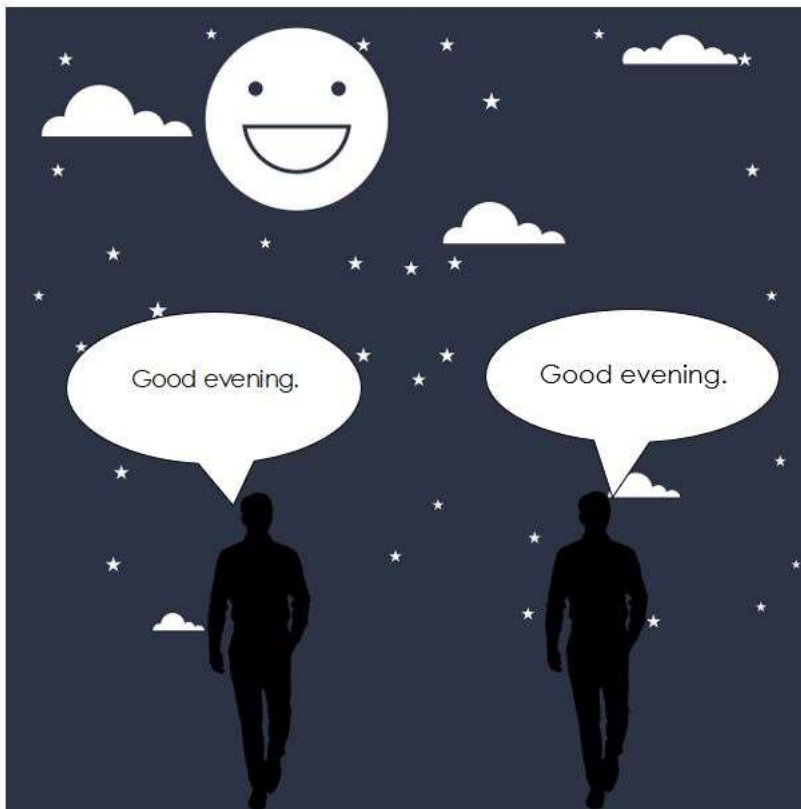
(diskuze)

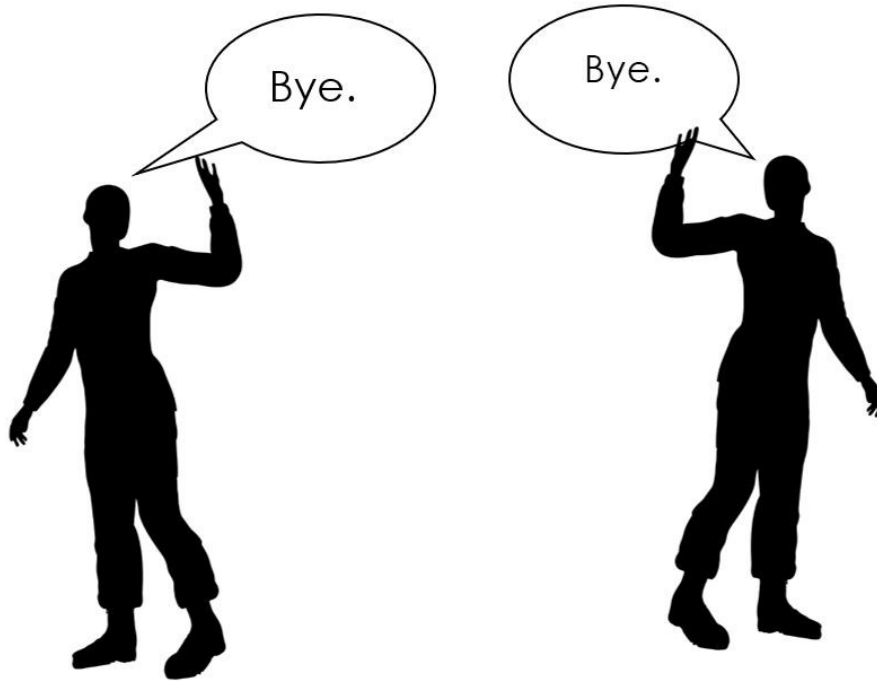
T: ...tak už to asi ukončíme. Děkuju moc.

Appendix V *Examples of activities aiming at PC*

Activity aiming at making awareness – 3rd grade

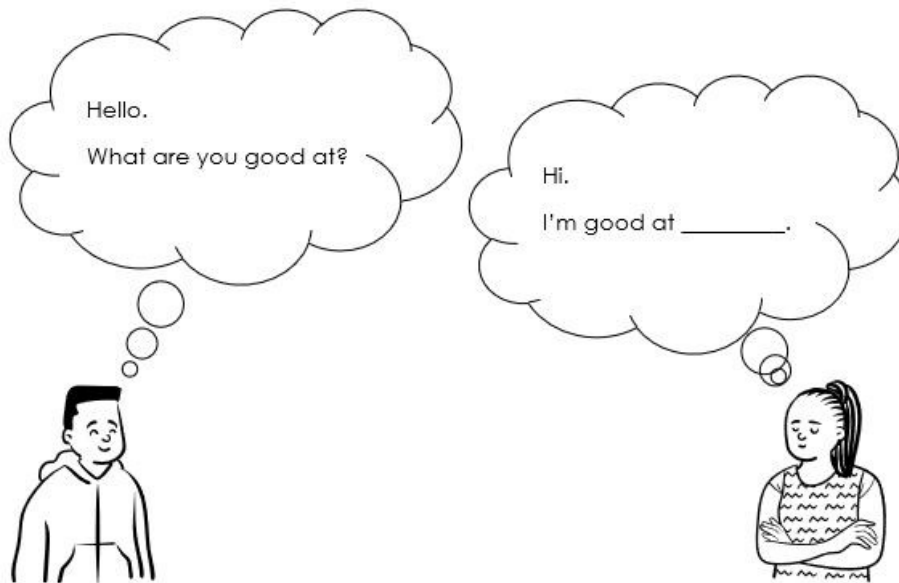






Activity aiming at spoken production and interaction – 3rd grade

What are you good at?



Name	Activity
James	drawing

Activity aiming at making awareness – 6th grade

Compare these two situations.

- 1) You are lost in London. You don't know London so much. Your mobile phone is dead and you don't have any money to buy a map. You have to ask for the way to the Hilton Hotel. You meet a stranger who can help you. How would you ask?
- 2) You are Jimmy. You come from England. Now, you are in Prague, but you forgot the way to the nearest bus stop in Prague. You need to catch your bus back to England. You will call your friend, who lives in Prague, for help. What would you say?

Questions:

- a) Who is the speaker in both situations?
- b) How would you ask for help in both situations? How do they differ?
- c) Who would you start, continue, and end?

Activity aiming at spoken production and interaction – 6th grade

Situation 1

student A

Role play a situation where you want to borrow a pen from your classmate because you must write an English test.

Situation 1

student B

You are a student. You are going to write an English test. One of your classmates asks you to lend him a pen. You can share because you have 2 spare ones.

Situation 2**student A**

You meet an old lady at the train station. You can see that she is carrying a lot of bags. You want to help her. Ask her politely.

Situation 2**student B**

You are an old lady at the train station. You are tired because you are carrying a lot of bags. You need to carry the bags on the platform. There are many stairs. You meet a young person. She wants to help you. Accept the help.

Situation 3**student A**

You are with your best friend. You are talking about the book you are reading. But you want to share a secret with him/her. You emphasize that he/she won't tell anyone. It is important to you that only her/him knows the secret.

Situation 3**student B**

You are with your best friend. Your friend shares a secret with you. Let her/him speak and then promise her/him that you won't tell anyone.

Situation 4**student A**

You are lost in the city of London. You don't know where to go to the nearest bus stop. You must ask a stranger to help you.

Situation 4**student B**

You are walking down the street of London. A stranger stops you and she will ask you for the direction to the nearest bus stop. You promise to help her. You will give direction to the nearest bus stop. You will wish her a safe journey.

Citation of pictures used in the Appendix V

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