Teaching Pragmatics to Newcomers to Canada

Gwen Zeldenrust, B.A., B.Ed.

Department of Graduate and Undergraduate

Studies in Education

Submitted in partial fulfillment

of the requirements for the degree of

Master of Education

Faculty of Education, Brock University,

St. Catharines, Ontario

Abstract

The purpose of this project was to examine how ESL teachers teach pragmatics to new immigrants preparing to work in Canada, and to develop a practical resource to assist in the delivery of pragmatic linguistic material. The resource was created in response to the literature, which outlined effective approaches to teaching pragmatics, along with a needs assessment that gathered information from teachers in Ontario who teach workplace readiness ESL courses. The literature confirmed that teaching pragmatics using an explicit-inductive approach and presenting pragmatic content in a sequence-specific method is a beneficial undertaking. The data gathered from the needs assessment indicated a need for a technique to sequence and structure the delivery of pragmatic instruction in a way that supports the learning of linguistic norms on a wide range of pragmatic topics. Eight ESL teachers who teach ELT, OSLT, and LINC 6 and above responded to a needs assessment interview guide. The data collected highlighted a need for a practical technique that allows for delivering pragmatic content in accordance with theory espoused in the pragmatic linguistic teaching literature. The resource includes a practical teaching technique intended to be flexible enough to cover a wide variety of pragmatics topics. The Awareness, Analysis, Understanding, Use, (AAUU) technique promotes awareness, analysis, understanding, and use of pragmatic linguistic structures promoting the learning and use of culturally conditioned language.

Acknowledgements

Firstly, I would like to thank my supervisor, Dr. Kamini Jaipal-Jamani, for encouraging me to pursue this project, and for her guidance and support throughout. Her knowledge and expertise were critical for developing the project. I feel very thankful for having the opportunity to work with her. I would also like to thank Dr. Marybeth Fortune for agreeing to be the second reader on this project. Her knowledge and professionalism were a great help throughout the process. I am very grateful for her insightful and thoughtful feedback which contributed immensely to the quality of the project.

I would also like to thank my husband, Louis, and my daughter, Rowan, for their patience and understanding while I was researching and writing. I send my thanks to my sister, Lynn, who always encouraged me to carry on despite the challenges.

In addition, I would like to thank all of the many students I have taught over the years. Your experiences and struggles were the inspiration for this project and the impetus to always try to deliver relevant and useful content.

Table of Contents

List of Figures

CHAPTER ONE: INTRODUCTION TO THE PROJECT

This project examined the development of an educational resource to address the professional development and material resource needs of English as a Second Language (ESL) educators who teach new immigrants preparing to enter the workplace in Canada. Specifically, the resource focuses on the area of pragmatics, a topic in applied linguistics which involves the sociocultural aspects of meaning of language that are not conveyed by the grammatical forms alone.

Statistics Canada (2016) reported that in 2015, newcomers to Canada faced higher rates of unemployment within the first 5 years of landing in Canada compared to landed immigrants who have been here more than 5 years, and people born in Canada. According to a study by Campbell and Roberts (2007) in the United Kingdom, the reason migrant and ethnic workers are rejected by job interviewers, despite having appropriate qualifications and experience, is their inability to produce the expected pragmatic discourse. Their use of language to convey meaning is often judged negatively because they do not meet the expectations of the listener in terms of sociocultural linguistic norms (Campbell & Roberts, 2007). Crandall and Basturkmen (2004) suggest that errors of appropriacy cause greater problems for nonnative speakers as they are not necessarily identified by native speakers as having a problem with language, but more of a different attitude that does not meet sociocultural expectations. Based on these studies, it is evident that a valuable step in the settlement for new immigrants is to include pragmatic instruction in language programs geared to newcomers. In this way, newcomers may learn pragmatic language skills during ESL classes that will improve opportunities to obtain employment soon after arriving in Canada. However, the literature in applied linguistics indicates that there is a shortage of available resources that facilitate teaching

and learning cultural norms (Louw, Derwing, & Abbott, 2010). It is, therefore, important that the lack of availability of resources for supporting and instructing students in the area of pragmatic discourse be addressed.

Background of the Problem

The Canadian think tank, The Conference Board of Canada (2016), reports that in order to maintain Canada's population growth and meet its workplace needs, 350,000 immigrants will be needed annually by 2035 to sustain its workforce and promote economic growth in Canada. Statistics Canada (2016) reports that the unemployment rate of immigrants who have been in Canada 5 years or less is 10.9%, which is more than double the unemployment rate of 5.4 % for people born in Canada. The unemployment rates decrease in correlation with the number of years in Canada: For immigrants in Canada 5-10 years, the unemployment rate is 8%; and more than 10 years, it is 5.6%. It is reasonable to assume that the longer an immigrant spends in Canada, the more familiar they may be with the culture and the language. Therefore, they may have developed pragmatic linguistic skills that improve their probability of employment. It is crucial for the future of Canada's economy to improve the employability of new immigrants who have been in Canada for less than 5 years. One solution is to ensure that ESL programs include pragmatic instruction and ESL teachers have access to and training with appropriate resources.

Pragmatics refers to the social language skills we use in our communicative interactions with others. It deals with speech acts such as explaining or apologizing. For specific speech acts, what is acceptable depends on the specific speech community or the culture in which the communication is taking place (Ishihara & Cohen, 2010).

Statement of the Problem in Context

Language learners have the ability to implicitly learn pragmatic language rules; however, ESL teachers can play a major role in providing explicit opportunities for learners to understand and practise pragmatic linguistic content, which can be more efficient in relation to the amount of time it takes learners to integrate the skills into their everyday use of language. Ishihara and Cohen (2010) report that when dealing with the area of teaching pragmatics, teacher training programs in the United States focus on theoretical models of pragmatics without delivering instruction on how to implement the teaching of pragmatics into practice. Ishihara and Cohen assert that "it is important to identify what specifically teachers of pragmatics need to know to help learners understand others' intentions and express themselves as intended in the given sociocultural context" (p. 23).

Considering that teachers require definitive materials to provide the appropriate pragmatic instruction in the classroom, it is plausible to assume that this type of material should be provided in available textbooks and other resources. A study done at the University of Alberta exploring the extent that ESL classroom textbooks provide pragmatic knowledge content indicates that textbook resources available in Canada do not provide enough pragmatic content (Elliot, 2013). An implication of the latter is that teachers need to rely on other means to learn about how to incorporate pragmatic instruction into their practice.

Purpose of the Research Project

The purpose of this research project is twofold:

1. To construct a practical, useful, and relevant educational resource on pragmatic instructional practices for ESL teachers to assist them in providing rich pragmatic instruction to newcomers.

2. To inform instructors about the importance of pragmatics instruction and how to implement the resource. The aim is to contribute to the body of practical pragmatic teaching resources and support teachers in delivering quality pragmatic instruction in the classroom that will enhance a learner's pragmatic linguistic skills necessary to prepare them for the workplace in Canada.

Research Questions

The goal of this educational resource is to contribute to ESL teachers' understanding of pragmatics and its importance in communication, as well as to add to the availability of practical pragmatic instructional resources. Through the development of this educational resource, the following research questions will be addressed:

- What types of professional support do ESL teachers think would benefit them in the area of teaching pragmatics?

- What is effective pragmatics instruction for newcomers?

- What are effective pragmatic teaching delivery methods that can be implemented in an adult ESL classroom?

Rationale and Significance

My personal experience working as an instructor in an Adult ESL program with new immigrants to Canada and witnessing the struggles many of them have with obtaining employment in Canada, regardless of their technical experience, educational background, or grammatically-appropriate language usage, has demonstrated to me the

importance of learning appropriate pragmatic linguistic skills. I believe that in order to teach appropriate pragmatic skills, ESL teachers require support through a more in-depth understanding of what pragmatics is and how it affects communication. In addition, they need activities that are ready to implement into their lesson plans. My personal experiences are also supported by studies in the literature about the lack of pragmatic resources for instructors (Elliot, 2013; Louw et al., 2010).   The process of acculturation, which includes understanding and using the linguistic norms of the new culture, can lead to a satisfying outcome for a new immigrant, particularly in relation to employment. An integral part of this acculturation process is functional grammar and its influence on the pragmatic use of language. Acquiring appropriate pragmatic skills can be facilitated more quickly by learning them in ESL programs geared to newcomers.

ESL teachers, therefore, also need support to acquire the knowledge and skills to incorporate pragmatics into their ESL instruction. This support is particularly important in Ontario, where there is no common ESL instructor training program and no pre-requisite that ESL teachers have knowledge of pragmatics. In Ontario, the body that oversees accreditation of teaching English as a second language (TESL) training courses, Teachers of English as a Second Language Association of Ontario (TESL Ontario), does not require that teaching pragmatics or pragmatics courses be included in the Institution's TESL certification program. TESL Ontario publishes information about approved TESL training programs. At this time, they list 21 institutions offering TESL certification programs. Only five of the listed institutions offer courses dealing with pragmatics or language and culture. (Teachers of English as a Second Language Association of Ontario, 2017). Thus, certified ESL teachers have not necessarily studied the impact of pragmatics

on new immigrants' language skills. In addition, they may not be aware of teaching techniques or strategies for teaching pragmatics. Most certified ESL teachers in Ontario develop pragmatic teaching skills and awareness after they have completed teacher training. As such, there is a need for professional development opportunities and practical resources on pragmatic language instruction to provide ESL instructors the appropriate knowledge of pragmatic language training to teach immigrant students. These students may have education and experience in their choice of profession, but may lack the required pragmatic linguistic skills to succeed in an interview and continue to grow professionally while working.

A practical resource, such as the resource that follows in Chapter Four, may provide teachers with knowledge about pragmatics and practical activities to use when teaching. These tools may help teachers to deliver instruction that may increase ESL learners' familiarity with and use of pragmatic language skills that will be important to them for expediting acculturation, ultimately leading to satisfying employment more quickly.

Theoretical Framework

The theoretical lens through which this project will view pragmatics is a synthesis of Acculturation Theory (Berry, 1997) and Functional Grammar Theory (Halliday & Matthiessen, 2014). Both of these theories are critical as they explain relationships among an immigrant's understanding and expression of language in accepted sociocultural ways; that is, an immigrant's development of pragmatic language use.

According to Berry (1997), people's behaviour is guided by cultural influences and expectations. When people relocate to a different region or country, they experience

a difference in sociocultural behaviour patterns. Coming into contact with new cultural norms initiates a process which Berry defines as acculturation. Berry's Acculturation Theory expounds four acculturation strategies: Integration, Assimilation, Separation, and Marginalisation. The strategy that is shaping this project is Integration, as it provides the most satisfactory results to the newcomer. Adaptation is the end result of the Integration Strategy of the acculturation process and implies having learned a new set of behavioural skills that is appropriate for the new cultural context. Cultural behaviour includes learning the language.

The aim of Halliday and Matthiessen's (2014) Functional Grammar Theory is to explain meaning-making by outlining the architecture of human language. This theory first appeared in 1985 and highlights three different meta-functions that contribute to the way in which language construes meaning. They are known as ideational or field, interpersonal or tenor, and contextual or mode (Halliday, 1985). Words and sentence structure (i.e., grammar) are used to convey meaning but they interact with a person's perspective and the context or culture within which an exchange is taking place. These three meta-functions work together to construct meaning in language. Grammar out of context does not necessarily deliver the intended message. In addition, unfamiliarity with the context in which an interchange is occurring can cause an individual to send a message that is not intended and which is incongruent with his/her perspective.

Understanding language is a vital part of acculturation and culture/context is a vital part of meaning-making. Halliday and Matthiessen's (2014) explanation of functional grammar creates an argument that pragmatic linguistic instruction is a necessary component to adequate language use. Together Acculturation Theory,

Functional Grammar Theory, and current literature on the pedagogy of pragmatics

support the argument for teaching pragmatics to newcomers.

Scope and Limitations of the Project

There are some limitations to this project which need to be acknowledged. The

number of participants in the needs assessment is small, eight, and their views on

professional resources and pragmatic instructional strategies may not be representative of

all ESL instructors. Having more participants would provide more diversity in

perspectives and improve the reliability of the resource. No claims are being made about

the applicability of the resource for instructional settings as the resource was not field-

tested by ESL instructors due to time constraints. The contents of the resource are based

on a literature review of resources, my personal experience as an ESL instructor, and the

feedback received from eight ESL instructors in Ontario, and may not be applicable to all

settings. The resource should, therefore, be used as a support resource at the discretion of

the instructor.

Outline of the Remainder of the Document

Chapter Two is a review of the literature relevant to Berry's (1997)Acculturation

Theory and Halliday and Matthiessen's (2014) Functional Grammar Theory. In addition,

a review of the literature regarding pragmatics and its practical application is examined.

Chapter Three outlines the research methods and procedures employed in the

development of the handbook.

Chapter Four includes the resource itself. This resource explains a technique that

was developed by the researcher based on the literature review. It is an explicit-inductive

teaching technique that scaffolds students' learning by leading them through four steps:

awareness, analysis, understanding, and use (AAUU). The four steps facilitate the learning of appropriate pragmatic norms.

Chapter Five discusses the key findings of the project and implications for practice and future research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

Since this project involves the development of an educational resource on pragmatics instruction for ESL teachers of new immigrants, the review of the literature involves an examination of the role acculturation plays in the experience of new immigrants in relation to employment. Next, the literature surrounding functional grammar and pragmatics is reviewed to explain (a) that the Functional Grammar model is justification for the importance of sociocultural language norms in the construction of meaning, and that pragmatics is the practical application of the field meta-function of Functional Grammar Theory; and (b) that explicit instruction increases the awareness and use of appropriate pragmatic strategies, thereby accelerating a new immigrant's acculturation process and job employment prospects..

Culture and Language in the Workplace

Cultural fit is an important factor that management considers when interviewing a job candidate. In fact, a study done in Norway asserts that "low cultural fit candidates are about six times less likely to be hired than high cultural fit candidates." (Bye, Hoeverak, Sandal, & Sam, 2014). Cultural fit relates to the expectations the interviewer has about how the interviewee presents himself/herself. In a job interview situation, language is the primary medium by which one's behaviour is demonstrated. New immigrants who have not yet discovered cultural norms may not display the same type of behaviour as those who have been integrated into a society through acculturation.

One factor that facilitates the process of acculturation is the way in which immigrants learn to use language to reach their goals. Pedagogical instruction can help new immigrants improve their pragmatic language competence in a job interview setting

(Louw et al., 2010). In addition to obtaining employment, pragmatic language competence assists immigrants in developing interpersonal relationships while on the job, which are of great value to their continued success in the new culture (Jian, 2012).
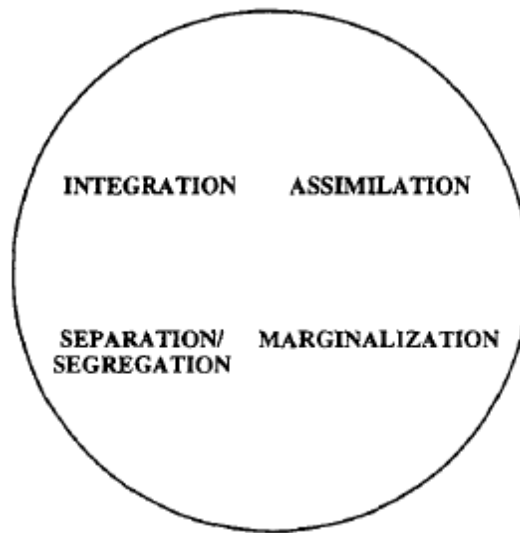
Acculturation Theory

Culture is an acquired system of rules that influence thinking, behaving, or working in relation to a specific place, or organization of a group or groups of people (Colleges Ontario, 2013). Communication, which is how humans express and receive information, thoughts, ideas, and feelings, is shaped by the cultural norms of the society in which the communication is taking place. Therefore, when an immigrant leaves his or her original country or region, they must adapt to the new cultural norms which impact communication. This process is known as acculturation. The end result of acculturation is adaptation.

The seminal theoretical work done by Berry (1997) outlines four cultural adaptation strategies that immigrants may utilize when they live in a new culture. The acculturation strategies identified by Berry are: assimilation, separation, integration, and marginalization. Assimilation involves individuals incorporating all aspects of the new culture into their behaviour and releasing former cultural behaviours. The description associated with separation strategy is the desire to maintain one's original cultural behaviours at the expense of the new, thereby not adjusting to the new cultural norms. Using the integration strategy, an individual adopts the cultural norms of the society while at the same time maintaining former cultural norms, resulting in a bi-cultural dimension. Marginalization strategy explains individuals who reject both former and

new cultures. In terms of satisfying outcomes for immigrants, the integration strategy seems to be the most effective (Berry, 1997).

Economic adaptation is a main element in experiencing a satisfying outcome for newcomers (Berry, 1997). One common motivational factor among individuals who immigrate is to improve economic opportunities (Yakushko, Backhaus, Watson, Ngaruiya, & Gonzalez, 2008). Thus, satisfactory employment is a demonstration of goal achievement for many. This project focuses on methods to hasten the employment process for newcomers through language instruction that improves individuals' opportunities to meet their employment goals and, in turn, satisfy Canada's need for an increased workforce in the future.

A review of the literature indicates that there is a reciprocal nature to the relationship between acculturation and linguistic competence (Culhane, 2004; Jia, Gottardo, Chen, Koh, & Pasquarell, 2016; Kim, 1976; Li, Marbley, Bradley, & Lan, 2015; Waniek-Klimczak, 2011). That is, as linguistic competence increases, cultural competence increases and as cultural competence increases, linguistic competence increases. Lack of linguistic competence may come at the cost of cultural competence and can impact a newcomer's ability to achieve his or her goals for employment. Lack of employment may limit the newcomer's accessibility to the new culture, thereby preventing the number of opportunities an immigrant has to improve cultural and linguistic competence.

(Berry, 1997, p. 10)

Figure 1. Acculturation strategies

Berry (1997) points out that several problems are encountered during the process of acculturation. A common experience for immigrants is a loss of status as it relates to work. "Problems of status loss can usually be addressed during the process of acculturation" (Berry, 1997, p. 22). According to Yakushko et al. (2008), immigrants to the United States often are unable to find work in the field in which they have been trained and employed in their previous countries, usually obtaining unskilled labour positions. In a study done in the United Kingdom, Waniek-Klimczak (2011) found that an immigrant's self-efficacy can be affected by his/her language competence which influences an immigrant's belief in achieving success in his/her profession. In a Canadian study of immigrant entry earnings, Hou, and Picot (2016) found that employers considered Canadian work experience more valuable than foreign experience, and, consequently, were willing to compensate more for Canadian experience and had little regard for foreign experience.

Frequently, the reasons cited for low-level and low-paying jobs for new immigrants to Canada and the United States is centred on insufficient knowledge of cultural norms and/or capacity for self-expression to communicate according to cultural expectations (Jia et al., 2016; Yakushko et al., 2008). Likewise in Europe, studies account for the unemployment and underemployment of newcomers in reference to insufficient cultural competencies and inadequate pragmatic abilities (Bye et al., 2014; Campbell & Roberts, 2007). Limited access to native speakers may be one of the challenges that immigrants face when they are initially establishing their lives in new countries. Statistics Canada (2016) reports that unemployment rates for immigrants decrease in accordance with the length of time they have lived in Canada suggesting that cultural competence

improves with time and exposure to people who are proficient in culturally-accepted linguistic expression.

Two factors appear to influence one's linguistic competence: accessibility to the target culture, and acculturation strategy. Kim (1976) states, "Accessibility means, in relation to interpersonal communication, interpersonal interaction potential i.e. the degree of opportunity for association with members of the host society provided in one's daily communication environment" (p. 12). Motivation aside, the opportunity for interaction must be present to facilitate learning experiences and venues for practice (Campbell & Roberts, 2007; Kim, 1976; Yakushko et al., 2008). The infrequency of contact with society a newcomer may experience due to unemployment and few social connections can limit accessibility. As stated by Kim (2005), "[when] interpersonal exchanges of information is maximal, it serves as an important source of cultural and language learning" (p. 386). Thus, language competence acquisition is hindered during the time period of initial settlement in a new country. Furthermore, the acculturation strategy adopted by the newcomer can impact an individual's exposure to the new culture. The amount of participation effort exerted by a newcomer will vary (Berry, 1997: Jia et al., 2016; Rafieyan, Behnammohammadian & Orang, 2015; Waniek-Klimczak, 2011).

According to acculturation theory (Berry, 1997), those who select an integration strategy of acculturation, that is willingly acquire new cultural behaviours that coexist with original cultural behaviours, find that personal and employment goals in the new culture are more satisfying. In addition, while exploring the success of Polish-born and Polish-educated immigrants to the United Kingdom who were considered expert users of English, Waniek-Klimczak (2011) found that integration and assimilation strategies of

acculturation were chosen. Moreover, investigating the association of acculturation and workplace relationships in the United States, Jian (2012) suggests that relationships with coworkers are more gratifying among immigrants characterised as having an integration strategy toward acculturation.

The reason for increased rates of satisfaction in employment and work-oriented relationships of those adopting assimilation or integration strategies could be due in part to the perception of newcomers' values and attitudes by the natal and naturalized members of a particular culture. Crandall and Basturkmen (2004) imply that nonnative speakers' utterances that are not congruent with cultural norms are likely to be identified as representative of differing beliefs rather than language errors. Through their investigation of the effect of cultural fit on hiring outcomes in Norway, Bye et al., (2014) report that a candidate's inability to use the expected discourse affected how hiring managers evaluated them as possessing the appropriate Norwegian values. Inappropriate culturally conditioned phrasing to portray beliefs and values can be misleading to a listener's understanding of the exchange.

Functional Grammar Theory

Traditionally, grammar is considered a system of finite rules that dictate how a language is used; these rules in isolation render meaning. Halliday's Functional Grammar Theory, first published in 1985, aims to outline how language is organised and consequently portrays grammar as a multilayered system that includes interactive components. He terms these components as metafunctions.

There are three metafunctions: ideational, interpersonal, and textual (Halliday & Matthiessen, 2014). The ideational metafunction reflects the field or what is going on in a

situation. The interpersonal metafunction reflects tenor or who is taking part in the situation. The textual metafunction reflects the mode or how the language impacts the situation. Thus, the grammatical rules of language are not able to convey the entirety of meaning unless the constructs of, what, who and how (i.e., field, tenor, and mode) are also understood. For example, the following utterance taken out of context appears as if it is a question asking for an opinion: Do you think it is a good idea to complete the project before we meet with the customer? However, with the additional information of field, two people meeting to discuss the development of a current project; tenor, a supervisor discussing a situation with an employee; and mode, asking a question to give an order/advice, the meaning of the utterance changes. With the contextual information, the utterance becomes a supervisor giving an employee an imperative to finish the work before scheduling a meeting with the customer. It is not likely that the supervisor is asking for the employee's opinion in the matter.

Awareness of the culture in which a language exchange is being made is critical to understanding meaning. Meaning is not only conveyed through the vocabulary and syntax, but also requires input from the other elements of field, tenor, and mode surrounding it. Halliday and Matthiessen (2014) propose:

> Whenever we use language, there is always something else going on. While construing, language is always also enacting: enacting our personal and social relationships with the other people around us. The clause of the grammar is not only a figure, representing some process – some doing or happening, saying or sensing, being or having – together with its various participants and circumstances; it is also a proposition, or a proposal, whereby we inform or

question, give an order or make an offer, and express our appraisal of and attitude

towards whoever we are addressing and what we are talking about. (p. 30)

The words and constructions we use to convey messages rely not just on literal meaning,

but also on the context surrounding the message. Understanding what is expressed in the

language chosen by the speaker or the writer involves more than just understanding the

words and grammar. Therefore, when language is being learned, elements from its

cultural context must also be learned in order to use it for maximal effectiveness. The

previous example of a supervisor asking an employee a question demonstrates that using

a question structure does not always mean that a question is being asked. In fact, in the

appropriate context, questions can actually be commands. Being unaware of the context

where questions are commands may lead a listener to answer the question with an

opinion rather than complying with the command, which could be construed as

ineffective use of language and/or a difference in attitude.

Halliday and Matthiessen (2014) place great importance on the effect of culture

on the meaning of language. They assert that culture governs one's choices in selecting

language to construe meaning. In effect, culture encodes meaning and understanding

culture is critical to the interpretation of meaning (Halliday & Matthiessen, 2014).

Appropriate pragmatic discourse is determined by this higher-level cultural meaning.

Information is conveyed through the adherence or nonadherence to culturally-determined

pragmatic rules. As a consequence of components such as social distance and social

status, strategies (i.e., politeness used by an individual) may be far removed from the

structure of the language. For example, to give a command, a person does not necessarily

need to use imperative structure. Instead of saying: "listen to me," they may use

declarative and interrogative strategies such as "I wonder if you would be so kind as to listen to me." These two sentences differ structurally but have the same literal meaning and vary in terms of politeness; however, without understanding the cultural context, the second example may not be understood as a command. Likewise, using the imperative form to give a command could seem very impolite. Pragmatic rules change from culture to culture and can only be interpreted with knowledge of how they are applied in that particular culture.

Halliday's (1985) theory of language has been noted in second language pedagogy literature. While outlining approaches and methods in language learning, Richards and Rodgers (1986) suggest that one of the important factors necessary to constitute a language method is a grounding theory of language. Functional language as described by Halliday (1985) is considered an important theory of language which informs Communicative Language Teaching (CLT). CLT is one of the most commonly used second language teaching methods today. At the theoretical level, CLT relies on functions for the basis of instructional topics (Richards & Rodgers, 1986). According to Brown (1994), it is these functions that "enable us to convey and interpret messages and to negotiate meaning interpersonally within specific contexts" (p. 227). Understanding Halliday's (1985) Functional Language theory is a key concept for implementing a language teaching method that allows for the teaching of contextualized language, or as it is known in the field of linguistics, Pragmatics.

Teaching and Learning Pragmatics

To be pragmatically proficient in a language, an individual needs to be able to understand more than just words: who is speaking, what they are saying, and the choice

of words are factors that contribute to the overall meaning of an utterance. Halliday and Matthiessen (2014), relate these factors to the context of culture, which is characterized by field, tenor and mode. "Having pragmatic ability means being able to go beyond the literal meaning of what is said or written, in order to interpret the intended meanings" (Ishihara & Cohen, 2010, p. 16). Pragmatic competence is a complex phenomenon. However, it is important for immigrants to develop it so that they will successfully acculturate. As noted previously in the Acculturation Theory section, two of the outcomes of successful acculturation are obtaining satisfactory employment, and developing professional relationships in order to grow professionally (Berry, 1997; Jian 2012).

Second language speakers can and do develop pragmatic competence, but the process can be long and challenging. Before beginning the task of teaching pragmatics, an important consideration is whether pragmatics is something that can be taught. The information in the second language teaching literature indicates that teaching pragmatics to second language learners is a logical undertaking that increases a second language learner's proficiency (Takimoto, 2008). The development of pragmatic competence is possible in a classroom-based language learning environment. In fact, most second language learners do not acquire pragmatic competence without explicit instruction (Vasquez & Sharpless, 2009). The findings from Fordyce's (2013) literature review regarding pragmatic instruction reveal that pragmatics can be taught and classroom instruction can expedite acquisition. Cenoz (2007) asserts "the effect of instruction on the acquisition of pragmatic competence has been analysed in different research studies and its effect has been proved to be positive" (p. 132). While investigating pragmatic focused

materials, and Basturkmen (2004) developed and applied a classroom intervention and found that students were able to complete the tasks and liked participating in the activities. The authors reported that the students' participation in the pragmatic intervention led to positive outcomes. Not only do second language learners require guidance to acquire pragmatic norms, but Hall (2002) suggests that pragmatic aspects of a first language are also learned "through the assisted guidance of more capable members" (p. 48). The research in the area of teaching pragmatic aspects of language certainly indicates that instruction benefits the learners. Thus, it is important to consider pragmatics when teaching newcomers in language learning programs.

Effective pragmatic instruction involves applying appropriate pedagogical approaches. Masouleh, Masoumeh, and Vahdany (2014) studied the effects of explicit pragmatic instruction with English as a Foreign Language (EFL) students. They concluded that "teaching metapragmatics enables learners to experience and experiment with the language at a deeper level, and consequently makes them able to participate in the purpose of language communication, rather than just words" (p. 508). The term metapragmatics refers to how one describes the effects and conditions of language use (Silverstein, 1976). An instructor is required to demonstrate and explain how and why language use causes these effects and conditions so that a learner can understand the significant meaning of some particular language structure in context. The act of demonstrating and/or explaining constitutes explicit instruction.

One important consideration when teaching language is what instructional approach is most beneficial. Current preferred approaches in language teaching and learning tend to be learner-centred. Learner-centred means that students do not rely on

the teacher to tell them the rules surrounding some specific language meaning or use, rather they try to actively discover it for themselves (Jones, 2007). Inductive learning is a type of learner-centred approach. Harmer (2007) explains inductive learning in opposition to deductive learning. Students who are given language samples without explanation and asked to work out the rules with only guidance from the teacher are learning inductively. When explanation and rules are given by the teacher in advance of examining language samples, learners are learning in a deductive manner (Harmer, 2007). Ishihara and Cohen (2010) recommend teaching pragmatics with the use of inductive strategies to begin then moving towards deductive strategies to ensure that students are not misinterpreting hidden meanings.

Teaching a subsequent language to an adult requires more than just exposure to that language. Harmer (2007) reports that adults are able, and usually quite willing to use their analytical skills during the process of language-learning. As a consequence, in the classroom second language teachers should develop activities that focus the learners' attention on how language functions (Harmer, 2007). Focused attention on how language functions is often referred to as noticing. The noticing hypothesis is a learning theory concept that establishes that a learner must notice first before learning (Schmidt, 1995). Schmidt states, "whatever is noticed in the input will become intake for learning, whether this noticing is unintentional or deliberate, if it is noticed it will become intake" (p. 20). Noticing is an essential step for second language learning and has received much attention particularly in the field of pragmatics.

Having students notice the meaning behind certain structures in a particular context is important to decoding the pragmatic content of language. Faharian, Rezaee,

and Gholami (2012) suggest that conscious consideration of the meaning behind linguistic elements is an absolute requirement for preparing the mind for language learning. Schmidt (1995) argues that noticing or awareness is crucial to achieving higher levels of understanding with regard to second language acquisition. The idea of noticing is discussed by several researchers in the field of pragmatics as a first step to acquiring pragmatic competency. Noticing involves becoming aware of a feature consciously (Takimoto, 2008) and noting how variables in the context of which interlocutors are situated impacts the linguistic structures (Abrams, 2013). Learners start to become conscious of a relationship between the linguistic structures used, the situation that is being discussed, and who is conversing (Murray, 2011). The idea is that this noticing generates a starting point for the uptake and use of situationally-appropriate pragmatic meaning (Ishihara & Cohen, 2010). Noticing is important as those with increased awareness of form have greater ability to produce language (Ozdemir, 2011). The point of noticing is to direct learners' attention to language functions (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, & Reynolds, 1991). In sum, noticing of the linguistic forms, the interlocutors, and the situation, or the field, tenor, and mode (Halliday & Matthiessen, 2014) initiates deeper exploration of linguistic usage and its effects.

Beyond learning, awareness influences whether a second language learner will use particular structures that may be of import to appropriate pragmatic formulation of language production skills (Bardovi-Harlig, 2014). Noticing activities not only encourages deeper understanding of the pragmatic norms surrounding language use under study in the classroom, but they promote developing the skill of taking a closer look at

language use, which can serve learners in their future autonomous language development (Newton & Kusmierczyk, 2011).

The literature suggests that underlying meanings may not be apparent based primarily on the words. Consequently, in order to learn pragmatic language skills, students need to develop an awareness of the implicit meaning contained in the message. Since much of pragmatic meaning is not expressly stated, structures often need to be analysed for the meaning to become clear (Louw et al., 2010). Pragmatic language analysis can come in more than one form: reviewing how grammatical form fits into a certain context (Crandall & Basturkmen, 2004; Ozdemir, 2011), and examining features of grammatical structure and speaker's intention (Ishihara & Cohen, 2010). According to Meier (1999), "if learners just study the language material without analysis of its cultural meaning, they may not notice the underlying material that can shape behaviours, roles, and ethics of participants in the culture" (as cited in Ishihara & Cohen, 2010, p. 13). A critical feature of analysis activities is to have groups use joint effort to connect structure to meaning. According to Abrams (2013), "students must participate in activities in which they can actively negotiate and co-construct meaning with their peers, and collaboratively manage interactions" (p. 426). The ability to analyse and notice language forms and the interconnectedness to meaning is a critical skill and an elementary step to learning pragmatics in the classroom.

A precursor to appropriate pragmatic language-use is understanding the form-context connection. At some point, realizing understanding may take the form of further analysis such as comparing first and second language structures used for achieving specific functions (Haugh & Chang, 2015). Examining first and second language

approaches to a particular pragmatic concept, such as requesting, promotes a learner to

analyse structures and notice what might be implied. Ishihara and Cohen (2010) suggest

that while inductive methods may be beneficial for long-term retention, teachers cannot

always confirm that appropriate pragmatic interpretation has taken place. Harmer (2007)

suggests that teacher confirmation and explanation may be necessary following the

students' exploration of language via inductive methods. To explicitly teach pragmatic

norms, teachers need to design activities where students undertake analysis of language

use from a metapragmatic perspective. Silverstein (1976) proposed the concept of

metapragmatics and described it as the discourse on the conditions and effects of

language use. Metapragmatic rule explanation may function to enhance learners'

understanding of what they have observed (Fordyce, 2013).

Due to the multidimensional nature of language, in terms of field, tenor, and

mode, there is no blanket solution for applying pragmatic strategies. Ishihara and Cohen

(2010) suggest that "pragmatic norms refer to a range of tendencies or conventions for

pragmatic language use that are not absolute or fixed" (p. 13). Therefore, each language

interchange situation requires the consideration of several factors before suitable

language is used. Learners need to consider how the speakers are presenting themselves

to interpret meaning, or decide how when speaking, learners wish to present themselves

before selecting the appropriate language constructions. The ability of learners to analyse

the impact of one's own perspective, the context, and the relationship to the interlocutor

on the meaning of the chosen language structure can be considered like a tool which

ultimately leads to pragmatic competence when used in a plethora of possible situations

that one can find themselves in (Van Campoernolle & Henery, 2015). Ultimately,

learners need to have the opportunity to practice applying what they have noticed and analysed in order for them to obtain proficiency. This practice necessitates some class time dedicated to addressing pragmatics facilitated by appropriately trained teachers.

Determining what content should be delivered when teaching pragmatics can be a difficult decision since there is a wide range of topics suggested in the teaching pragmatics body of literature intended to improve pragmatic competence. Crandall and Basturkmen (2004) very generally suggest that instruction of pragmatics should constitute more thorough comprehension of typical native speaker language. Vellenga (2004) deals with pragmatic instruction more specifically in terms of speech acts, which are invitations, requests, apologies, refusals, and (dis) agreement. Similarly, Ishihara and Cohen (2010) refer to speech acts; however, they list compliments, refusals, apologies, requests, and conversational implicature. In addition to the previously listed speech acts, Abrams (2013) suggests a list that includes assertions, empathy, humour, flaming, and encouragement because these additional topics cover a wider range of language use. Masouleh et al. (2014) recommend teaching pragmatics using five categories of actions: representatives, directives, commissives, expressives, and declarations as they represent the types of actions that speech governs. Rather than categorize topics, Fordyce (2013) approaches pragmatic instruction via epistemic stance, which entails knowing how you are positioning yourself in relation to your interlocutor. In the 2011 study done by Murray, conversational implicature, specifically irony, is examined because irony can be difficult for a second language learner to comprehend. Consequently, we can state that there is no definite series of pragmatic topics that can or need to be addressed. In fact, Bardovi-Harlig et al. (1991) point out that the large number of speech acts that can be

addressed is a "potential problem" (p. 5) due to the time that would be required to teach every conceivable pragmatic topic.

Because of the complexity of understanding and applying pragmatic norms in language, teaching pragmatics requires a particular set of tools. Teachers need to know "instructional and evaluative strategies specifically as they relate to pragmatics" (Ishihara & Cohen, 2010, p. 24). Vasquez and Sharpless (2009) studied the role of pragmatics in Master's Teaching English to Speakers of Other Language (TESOL) curriculum in the United States. They found that most of the programs' pragmatics courses were considered electives. Of the programs that do cover pragmatics, 47% deal with the topic for 4 weeks or less. In addition to the underrepresentation of pragmatic courses in teacher education programs, they found that "research findings in the area of pragmatics don't make it into the TESOL literature" (p. 18). Information related to best practices for teaching pragmatics in an ESL context is scarce.

Not only are pragmatic courses hard to find in teacher training programs, but most of the information in the literature tends to focus on theory rather than practice. Ishihara and Cohen (2010) "have perceived a gap between what research in pragmatics has found and how language is generally taught today" (p. ix). Vasquez and Sharpless (2009) assert that "if pragmatics is addressed, it is likely to be treated more on a general or theoretical level, rather than addressing actual teaching applications" (p. 23). Learners need to engage in the practice of pragmatics to build skills (Haugh & Chang, 2015). Therefore, teachers who are able to facilitate practical instruction may be more effective when teaching pragmatics. "English language teachers must also receive some explicit instruction about pragmatics themselves, so that they can develop awareness and a well-

informed professional knowledge base" (Vasquez & Sharpless, 2009, p. 24). This explicit

teacher training may include coming to understand what pragmatic competence is. For

example, Masouleh et al. (2014) define pragmatic competence as "an understanding of

the relationship between form and context that enables us, accurately and appropriately,

to express and interpret intended meaning" (p. 505). Teachers need to have an awareness

of how language-use norms vary from culture to culture so that pragmatic competence

can be addressed in their classrooms. Hall (2002) expresses that people in a particular

culture cannot take for granted that their linguistic norms are universal as pragmatic

language universals do not exist. Various forces shape how pragmatic norms are formed.

These forces are dictated by the culture in which they exist. ESL teachers need to be

aware of the nature of the development of pragmatic norms, how they vary from culture

to culture, and how to support a second language learner's development in pragmatic

competence. Vasquez and Sharpless assert that pragmatic competence in a first language

does not ensure the ability to teach such competence.

In order to build pedagogical skill in pragmatic teaching, ESL teachers should be

encouraged to explore and question language use (Dogancay-Atuna, 2006). Based on the

literature, more focus on applied pragmatics in teacher training programs as well as

professional development post teacher training is needed to improve the availability and

quality of pragmatics instruction in second language programs. Teacher-training

pragmatic programs should focus on the importance of the approach to learning

pragmatics; for example, the effectiveness of implicit vs explicit teaching methods

(Ishihara & Cohen, 2010; Fordyce, 2013) and inductive vs. deductive (Harmer, 2007;

Ishihara & Cohen, 2010). In addition, teachers should be aware of the pedagogical

concepts of noticing and analysis, and the importance of these concepts to understanding meaning and language use.

With an increase in the availability of teacher professional development and resource materials centred on pragmatics, an ESL teacher may be able to implement pedagogical approaches to enhance a new immigrant's acculturation experience. An active acculturation process can improve a new immigrant's opportunities for employment, thereby helping Canada to fulfill its workforce goals.

Chapter Summary

Often the motivation behind choosing to immigrate to a new country/culture is economic. Culture and how one is assessed as demonstrating cultural norms play an important role in obtaining employment. The inability to demonstrate pragmatic linguistic norms may reduce new immigrants' opportunities for employment. Literature on Acculturation Theory shows that the type of acculturation strategy adopted by a new immigrant may affect the development of cultural competence in the new culture. According to Berry (1997), the Integration Strategy of acculturation leads to more satisfying outcomes in terms of employment for new immigrants because it is likely to lead to competence in the new culture. Cultural competence and linguistic competence are closely associated. In fact, the relationship between the two is reciprocal in nature. This relationship is clearly seen with regard to pragmatic language use, which is culturally determined.

The notion of culturally-conditioned language or, as it is known in the field of linguistics, pragmatics is supported by Halliday's (1985) Functional Grammar Theory. His theory presents the idea that in order to be meaningful, language requires context. Language is organized according to metafunctions, which are governed by context.

Halliday terms these metafunctions as field, tenor, and mode, which represent what is being communicated, who is communicating, and how it is being communicated. Understanding the contribution of the metafunctions is necessary for understanding the meaning of the communication exchange (Halliday & Matthiessen, 2014). Functional Grammar Theory is a grounding concept for the area pragmatics in linguistics.

There are several pedagogical issues surrounding the teaching of pragmatics to second language learners. One of the issues is how teaching pragmatic content should be approached. The literature indicates that an explicit-inductive approach is beneficial. That is, learners should be presented with specific pragmatic topics that align with their needs. However, they should review samples of language exchanges without being given the underlying meanings embedded in the exchange, and then asked to notice the structure-meaning relationship. Once the learners are aware of a particular relationship between structure and meaning, they can move on to analysing the specific component parts of the structure further identifying the connection to meaning. Learners should continue to work with the language that has been analysed to consolidate understanding. Activities, such as comparing how the same pragmatic effect is achieved in two different languages/cultures, helps a learner to deepen understanding of the meaning of particular language usage. The final step to acquiring pragmatic competence is using the structures appropriately in context. Language use can begin in a classroom setting but continues in the real world as the users apply their linguistic knowledge in actual settings.

The review of the literature on teaching pragmatics suggests that there are four distinct steps contributing to effective teaching practices. These steps are (a) awareness (Abrams, 2013; Bardovi-Harlig et al., 1991; Ishihara & Cohen, 2010; Murray,

2011; Ozdemir, 2011;Takimoto, 2008), (b) analysis (Crandall & Basturkmen, 2004

;Ishihara & Cohen, 2010; Louw et al., 2010; Ozdemir, 2011), (c) understanding

(Fordyce, 2013; Harmer, 2007; Haugh & Chang, 2015; Ishihara & Cohen, 2010), and (d)

use (Abrams, 2013; Bardovi-Harlig, 2014). These steps should be considered when

sequencing learning activities aimed at improving pragmatic skills. The awareness,

analysis, understanding, and use steps comprise a technique developed for organizing the

resource described in Chapter Four. This technique, hereafter referred to as the AAUU

technique, synthesises the pragmatics pedagogy literature, and also constitutes a set of

effective pragmatic teaching principles. The AAUU technique provides an order to

sequence learning activities to maximize learning potential.

CHAPTER THREE: METHODOLOGY AND PROCEDURES

The purpose of this study was to develop an educational resource that could be used to support professional development of ESL teachers in pragmatics instruction. The intent was to create a resource based on instructional frameworks found in the current body of pragmatic teaching literature, as well as best practice data collected from a needs assessment with ESL teachers in the field. This chapter discusses the needs assessment conducted, and the process of the development of the handbook.

Needs Assessment

Needs assessments are useful for evaluation purposes, particularly in an exploratory design (Creswell, 2015). In social science, needs assessment questionnaires are used as data gathering instruments and aid in advancing program development (Reviere et al, 1996). The needs assessment in this project examined the type of pragmatic content taught in adult ESL classrooms in Ontario and how this content is delivered. It also explored ESL teachers' perceptions of where professional development might be beneficial. Performing needs assessments in qualitative studies can be done via face-to-face, telephone, or email interviews using open-ended questions (Creswell, 2014). In this study, I selected an email interview with an open-ended questionnaire to elicit participants' needs. The answers to a series of open-ended questions were valuable in identifying gaps in pragmatic content delivery and collecting data regarding best practices.

For this project, the needs assessment interview was done with ESL teachers who have taught Enhanced Language Training (ELT), Occupation Specific Language Training (OSLT), or Language Instruction to Newcomers to Canada (LINC) at level 6 or above

within the last 3 years. LINC level 6 is considered an intermediate language level. Many government sponsored programs do not go beyond LINC level 6. In addition, having language level LINC 6 plus is commonly considered sufficient enough to communicate in many jobs. Discovering what teachers already know about teaching pragmatics and where there is a gap in knowledge is important to understanding how to develop the educational resource. The data collected gave some insight into best practices that work in conjunction with the current approaches in the literature about teaching pragmatics.

Participant Recruitment

Conducting a needs assessment with teachers currently teaching newcomers who are preparing to search for employment in Canada provided an important perspective on how or if pragmatics is taught, and where professional development may be needed. These teachers are in contact with new immigrants and understand their language needs. They are also able to provide data regarding what their own needs for professional development and material resources are. ESL teachers teaching adults from Ontario were recruited through purposeful sampling; that is, they were recruited from a group of teachers certified to teach ESL to adults in Ontario (Creswell, 2014). Participants were contacted through their professional organization, Teachers of English as a Second Language Association of Ontario (TESL Ontario) after receiving approval from the research ethics board at Brock University. TESL Ontario sent out an email inviting members to participate in the research if the teachers met the specified qualifications. Teachers who taught in ELT, OSLT, or LINC level 6 and above programs were eligible to participate.

Teachers contacted the researcher to indicate interest in participating in the study. After initial contact with the researcher and acknowledging informed consent via email, a letter of invitation and informed consent form were sent to individual participants along with an interview guide. Eight ESL teachers volunteered to participate in the needs assessment. .

Instrumentation

The needs assessment to identify ESL teachers' needs for providing effective instruction in the area of pragmatics was conducted via an email interview guide. The following questions were asked:

1. What goals/objectives do you have for the course?

2. What types of content do you teach?

3. How do you structure or sequence the content to achieve the course goals/objectives?

4. What strategies do you use to prepare students for the workplace in Canada?

5. What type of resources do you feel are most effective when teaching pragmatic language skills to students in these programs?

6. How would you define culturally conditioned language or pragmatics?

7. What type of training have you received in the area of teaching pragmatics?

8. What type of professional development on pragmatics do you feel would be beneficial?

9. What are the most effective strategies to use to teach pragmatic skills to students for use in the Canadian workplace?

Data Collection and Analysis

Creswell (2014) describes qualitative analysis and interpretation using several steps. He states that qualitative data analysis should begin by critically sifting through the data to identify key aspects. To begin the process, the researcher can look at the data as they are received, and then look at the data together as a whole, getting a sense of the overall information. From this broad scan, the researcher can identify broad ideas. At this point, the coding process can start. The coding process involves grouping information together into particular categories. Codes can be predetermined or emergent. Emergent codes are based on the information available in the data. Once the data have been coded, they are then grouped together into themes that represent the major findings of the research. A final step in the data analysis is making an interpretation. The interpretation can come in several forms: personal interpretation based on the researchers previous knowledge, comparison of the findings with the literature, or suggestions for new questions (Creswell, 2014).

The eight teachers who were recruited to participate completed the interview guide via email. I sent the interview guide directly to the teachers' email addresses and they were asked to return it directly to the researcher's email address when it was complete. After receiving the completed interview guides from the teachers, I conducted a thematic analysis, and reviewed and summarized the responses provided into common themes based on Creswell's (2014) suggestions for performing qualitative data analysis described above.

The process for analysis included reviewing the data when the completed interview guides were returned by the participants. Then, once all of the interview guides

were received, I read through all of the data as a whole. After I had thoroughly read the data, I created a spreadsheet to record the coded phrases and ideas. The codes were emergent from the data. The coded phrases and ideas were then grouped together to generate themes that aligned with the interview guide questions. The themes that were underrepresented in the data informed the development of the resource. The data revealed that there was a need for a technique to structure and sequence the teaching of pragmatic content.

Findings from the Interview Guides

In order to maintain confidentiality, the responses of individual participants are not disclosed. Instead, themes have been generated and recorded. No direct quotes are used in reporting the results. Instead, the main themes and common ideas gathered from the eight participants are summarized below:

The goals/objectives that the participants have for the courses they teach were divided into four categories: (a) general language skills, (b) personal skills, (c) workplace specific skills, and (d) pragmatic specific skills. The responses categorized under general language skills included improving proficiency and overall ability to communicate in English. Personal skills included the areas of successful integration, effective communication, and strategies to enhance learning outside of the classroom. Workplace specific skills ranged from general employability skills to specific tasks such as resume writing and interview preparation. The area of pragmatic specific skills was most relevant to this research. Participants stated that these skills referred to better sociocultural understanding, creating awareness of pragmatic norms from a Canadian perspective, and practice of specific pragmatic structures. However, they did not include specific details as

to how these skills are improved, such as knowledge of levels of formality and directness of language, which are highly relevant to pragmatic norms (Ishihara & Cohen, 2010).

There were a variety of content areas that teachers addressed. These areas were categorized into three sections: (a) general, (b) workplace-specific, and (c) general pragmatic topics. General content consisted of daily life and socializing skills, talking about current issues, and talking about the past. Workplace specific and general pragmatic content were most relevant to the research taking place. Often workplace specific skills require pragmatic knowledge. These skills included workplace etiquette, resume and cover letter writing, job interviews, and networking. General pragmatic skills were addressed much more generally and can be used in a variety of situations requiring communication. General pragmatic skills that participants identified were functional English patterns and styles, cultural norms and expectations, unwritten/unspoken norms of interaction, small talk, requesting, asking for clarification, expressing opinions, expressing agreement/disagreement, and debating.

How teachers sequence or structure content to meet the goals of their courses varied greatly. Some responses were skill integration, spiralling, following the Canadian Language Benchmarks document, and assignments, simulations, and practice activities. The data gathered regarding the structure of the delivery of pragmatic content do not indicate any consistent pattern and, hence, show a gap in the field. I believe this to be an area best addressed by the current research and literature on teaching pragmatics.

The collection of responses with regard to strategies used to prepare students for the workplace in Canada focused primarily on performance of tasks. The participants

reported using role plays and mock interviews, doing actual tasks, workshops, and volunteering. In addition, the participants reported using guest speakers and discussion.

Respondents were asked to define culturally conditioned language or pragmatics. These definitions encompassed much of the discourse surrounding the field of pragmatics in linguistics. Participants referred to sociocultural contexts, interpretations and nonliteral meaning, norms and expectations of language use, and effects of language on interlocutors. The richness and complexity of the responses to this question indicated that the participants had in-depth knowledge of the issues concerning socioculturally conditioned language or pragmatics and the effects of these concepts on communication.

One of the issues addressed in the current literature surrounding the teaching of pragmatics to ESL speakers is the lack of training in the area of pragmatics in teacher-training courses. Three of the participants in this project had had formal training at a graduate level. Three of the participants had self-read, ranging from knowledge development based on teaching materials to extensive research. Two of the participants had received very little training. Participants who did have formal training received this training as part of a graduate program and not in regular TESOL/TESL training certificate programs. The data support the current research, in that, formal course offerings in TESOL/TESL training certificate programs are not required for ESL teaching in Ontario. An implication is that many ESL teachers may not have adequate knowledge and skills on pragmatics and how to teach it.

One predominant answer to the question regarding beneficial professional development was instruction on how to teach pragmatics in the classroom. In addition to how to teach pragmatics, more information about what to teach was included in the

responses. The participants also indicated that they would benefit by keeping up-to-date with research developments in the field.

The intent of asking the question: What are the most effective strategies to use to teach pragmatic skills to students for use in the Canadian workplace? was to collect specific information about approaches that encourage learning and develop mastery of use in ESL students. Many of the responses dealt with students participating in activities, such as role play, where they were required to actually use the specific pragmatic structures. Some of the responses indicated that there needs to be a chain of events that occurs beginning with the students' awareness of the pragmatic concept, followed by instruction, ending with practice. This chain of events strategy aligns closely to the suggested strategies by Ishihara and Cohen (2010) for effective pragmatic instruction.

In terms of the types of resources used for the effective teaching of pragmatic skills, the respondents overwhelmingly indicated that video was useful. The data collected from the participants showed it was important to generate awareness, demonstrate importance, and encourage mastery of pragmatic skills; video is an efficient way to address all of these concepts. In addition, interactivity was identified as an important component of an effective resource.

Summary of Findings

The results from the needs assessments indicate that this sample of teachers was current in their knowledge or needs were being met in the following areas: (a) understanding of the definition of pragmatics, (b) activities used to practice pragmatic linguistic norms, and (c) the types of resources required for effective pragmatic instruction. The findings highlight gaps in the following areas: how to sequence or

structure activities to scaffold the learning and implementation of pragmatic norms in ESL learners, and preservice training and ongoing professional development.

Based on the findings, the most apparent need seemed to be related to question 3: How do you sequence or structure the content to achieve the course goals/objective? The data indicated that there was no consistent way to approach the teaching of pragmatics. This lack of consistency informed the development of the resource, which provides a technique for sequencing the phases of pragmatic teaching strategies based on current literature (e.g., Bardovi-Harlig et al., 1991; Brown, 1994; Fordyce, 2013; Harmer, 2007; Ishihara & Cohen, 2010; Takimoto, 2008;). The responses to question :, What are the most effective strategies to use to teach pragmatic skills to students for use in the Canadian workplace? provided best practice solutions identified in areas of instruction that are not addressed in a consistent manner. The resource supplies activities in a technique structured to enhance effective pragmatic teaching-strategies. It contains materials to enhance teachers' practical knowledge of pragmatics, and activities appropriate for teaching adult immigrants the process of acculturation.

Ethical Considerations

The needs assessment component of this research project required communication between the participants and the researcher. Due to the contact with human participants, ethics approval was obtained through Brock University's Research Ethics Board [16-085]. In addition, research clearance was requested and obtained from TESL Ontario's Research Ethics Board. Personal identifiers were removed from the email responses before the coding process began. Themes were tabulated and recorded. No direct

quotations of any of the participants were used in the resource. After data analysis, the interview guides were destroyed to ensure privacy and confidentiality.

Limitations

A small sample of responses was collected for the needs assessment; therefore, findings from the data collected may not be representative of the variety of needs of ESL teachers. Hence the resource may not cover all best practices. The handbook has also not been tested in practice' therefore, it is merely a guide to refer to and does not imply that the practices are applicable or can be generalised to all settings.

The resource was developed with regard to spoken language only. In order to have a complete range of pragmatic language skills, learners need to develop skill in written language as well.

Design of the Resource

Pragmatics is an important concept with regard to communication skills. More resources containing practical teaching or learning activities that can be used in classrooms are needed. The resource was designed to help meet this need by supplying a flexible teaching technique that can be used with a variety of pragmatic topics.

Section I

Section I consists of an introduction to teachers including the importance of teaching pragmatics to newcomers, along with evidence from the current literature asserting that pragmatics can and should be taught explicitly to facilitate pragmatic norm learning. It details the type of teaching approaches to best teach pragmatics suggested in the literature. The introduction also briefly reviews inadequate coverage that pragmatics receives in published textbooks. Definitions of key terms are included.

Section II

Section II details the technique developed for teaching pragmatics in an explicit-inductive way based on current literature and the data collected from the study. It suggests a sequence of four phases of instruction to accelerate the uptake of pragmatic norms that can be applied to a variety of pragmatic-specific topics.

Section III

Section III provides videos of interactions along with sample activities to support the four phases of the instructional technique. The purpose of the videos and activities is to demonstrate how the technique can be put into practice, but they can be used by the teacher in individual ways in their own practice. The phase one sample activities are directed at specific pragmatic topics. However, the phase two, three, and four activities are transferrable and can be used with any pragmatic topic. One of the goals of the pragmatic teaching technique detailed in the resource is to be flexible enough that it can assist teachers in developing pragmatic lessons on a variety of topics, and thereby, meet their students' needs.

Restatement of the Area of Study

The area of study in this project was an examination of effective instructional practices to teach linguistic pragmatic norms to new immigrants who are in the process of acculturation in a new country. Having proficient language skills includes knowing the rules around grammar, vocabulary use, and socially conditioned language use or pragmatics. Inappropriate language use, in terms of pragmatics, is often not interpreted as language problems by a listener, and, therefore, is often not addressed and can cause second language learners many difficulties when communicating. Training in the area of

pragmatics for ESL teachers is not always a required component for certification, and

resources for ESL teachers in Ontario are not plentiful. The intent of this study was to

collect data from teachers in the field to examine their needs to create a support resource

in the area of pragmatic instruction for new immigrants learning ESL.

CHAPTER FOUR: THE RESOURCE

The resource, *Pragmatics for the Workplace: A Teaching Technique,* presented in this chapter contains three sections. The first section includes a literature review related specifically to approaches to teaching pragmatics and an introduction for teachers intending to use the resource. Pragmatics refers to culturally-conditioned language use. The resource includes an explanation of why there is a need to teach pragmatics to newcomers who are trying to establish themselves by gaining employment in Canada. In addition, the resource describes some of the problems around teaching pragmatics because of the lack of appropriate resources and the huge variety of the types of content included within the scope of pragmatics.

Section two of the resource includes a four phase technique: Awareness-Analysis-Understanding-Use (AAUU) for teaching pragmatics based on the pragmatic teaching literature. It describes each phase of the technique in detail and relates it to supporting literature. AAUU addresses a need identified through data collection from this study's participants regarding how teachers sequence and/or structure the content related to teaching pragmatics.

Section three contains videos and activities that exemplify the AAUU technique. The technique can be used to teach a variety of appropriate pragmatic language. The videos and activities included in this resource focus on formal workplace language in accordance with the data that were collected from the study participants. The ultimate goal of the resource is to support ESL teachers to prepare learners for the workplace.

Pragmatics for the Workplace
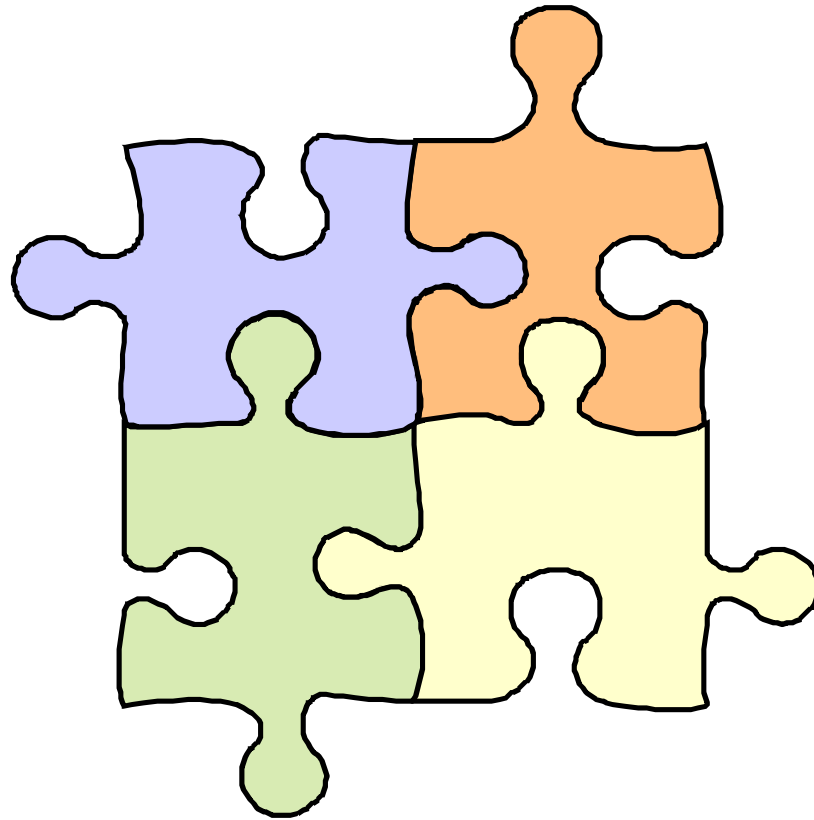
A Teaching Technique

Developed by Gwen Zeldenrust, Brock University

Table of Contents

Section I: Teaching Speaking: Focus on Pragmatics

In order to successfully integrate into a new society, newcomers need to be able to communicate in the new context effectively. According to the Centre for Canadian Language Benchmarks (2012), pragmatic knowledge is one of two areas that constitute language proficiency. Indeed, pragmatic ability is likely to improve communication skills for second language learners and is considered a major aspect of second language acquisition (Fordyce, 2013). Crandall and Basturkmen (2004) state "when learners make errors of appropriacy the consequences are potentially more serious than if they make grammatical errors" (p. 38). Consequently, teachers of ESL should be encouraged and supported to instruct learners to develop their pragmatic competence.

Several studies have investigated whether pragmatics can, in fact, be taught. In a study investigating the effects of pragmatic instruction on ESL learners, Takimoto (2008) concludes that instruction regarding pragmatic usage of language is effective and essential to second language learners. The effects of pragmatic instruction that meets certain specific criteria benefit a learner by accelerating acquisition, increasing enjoyment of the language learning process, as well as facilitating improved comprehension and use (Cenoz, 2007; Crandall & Basturkmen, 2004; Fordyce, 2013).

To plan and implement learning activities in the classroom, teachers often rely on textbooks. Numerous studies indicate that quality pragmatic material may not be available in published textbooks. Ishihara and Cohen (2010) write that "pragmatic content is under-represented in text books" (p. 150). In a study to determine if learning pragmatics from ESL and EFL textbooks is likely, Vellenga (2004) found that textbooks contain an insufficient amount of information for the teaching of pragmatics, particularly

information related to metapragmatics. The term metapragmatics refers to how one describes the effects and conditions of language use (Silverstein, 1976). Further in their evaluation of pragmatic materials, Crandall and Basturkmen (2004) conclude that the traditional approach to teaching pragmatics contained in textbooks tends to be ineffective because textbooks do not tend to supply enough information around the context of the language structures presented, the specific situations in which they are used, or the effects these structures have on the listener. Pragmatic content supplied in many textbooks requires that the teacher supplement the presentation with more information, so that students will more thoroughly comprehend the parameters and impact of language usage. Due to the complex nature of appropriate language usage, a technique that encourages analysis of the context surrounding language use may help to fill gaps that exist in pragmatic content in current published textbooks. This resource contributes content that contains strategies and materials to support teachers in supplementing existing pragmatic instructional materials. The videos and activities may help teachers and students to analyse pragmatic language use and understand its implications.

Definitions

        "Pragmatic ability means being able to go beyond the literal meaning of what is said or written, in order to interpret the intended meaning, assumptions, purposes or goals, and the kind of actions that are being performed" (Yule, 1996 as cited in Ishihara & Cohen, 2010, p. 5).

        Metapragmatics is how one describes the effects and conditions of language use (Silverstein, 1976).

Pragmalinguistic competence is the ability to use linguistic features to conform to culturally determined language use (Abrams, 2013).

Sociopragmatic competence refers to the ability to comprehend the culturally-conditioned information in an interaction, along with the ability to use such knowledge to conform to cultural norms (Abrams, 2013).

Technique is defined as a systematic way to approach the content to be taught (Richards & Rodgers, 1986).

Explicit Teaching is characterized by asking learners to notice particular linguistic features and encouraging generalization. It may also include rule explanation (Norris & Ortega, 2000).

Inductive Teaching is an orientation to how content is presented. It requires that learners analyze the linguistic content and discover the norms of usage (Ishihara & Cohen, 2010).

Teaching Pragmatics

Based on the volume of possible pragmatic topics, it is reasonable to gear instruction to the needs of the students. With student needs in mind, to determine the focus of content for this resource, I turned to the data collected from the participants in this study who are ESL teachers of students preparing for the workplace in Canada. Consequently, this resource addresses content for the Canadian workplace as it was gathered from teachers working in Canada.

In addition to the categories of pragmatic content to be addressed, it is important to consider the type of teaching strategy necessary for effective instruction. There are four different aspects of instruction that are addressed in the literature: implicit, explicit,

inductive, and deductive. According to Andringa and Rebuschat (2015), explicit learning and/or instruction requires conscious awareness, whereas implicit learning and/or instruction does not require conscious attention to a particular construct. Ishihara and Cohen (2010) define the difference between inductive and deductive orientations as when and how the pragmatic norms are introduced. During deductive instruction, the teacher will provide the norms and then students analyse samples of language. With inductive instruction, the learner first analyses samples of language and the teacher guides the students to formulate the norms. They recommend approaching instruction beginning with an inductive perspective. Takimoto (2008), while studying the effects of deductive and inductive instruction, indicates that "inductive instruction is effective when combined with problem-solving tasks or structured input tasks for which the emphasis is on pragmalinguisitc and sociopragmatic resources" (p. 381). He reasoned that an inductive approach leads to better ability to process information. Fordyce (2013) found explicit instruction to be more effective when compared to implicit instruction as it leads to better long-term retention. Based on this information reported in the literature, this resource will provide a technique for teaching pragmatics using an explicit-inductive approach.

Section II: Explicit-Inductive Instructional Technique

Considering the wide variety of potential content topics in teaching pragmatics, the intent of this resource is to inform teachers of an explicit-inductive teaching technique. As noted by Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, and Reynolds (1991) , teachers should not be responsible for instructing the specific details of particular speech acts "rather it is to make students more aware that pragmatic functions exist … in order that they may be more aware of these functions as learners" (p. 5). In addition, the

data collected in the needs assessment completed by the ESL teachers in this study

indicated that there was no consistent technique used when teaching pragmatic content.

This project specifically addresses this need by developing a technique that aligns with

the current discourse in the literature related to how to best teach pragmatics, combined

with the best practices reported by the participants in this study. The method proposed in

this resource can be used for conveying pragmatic norms to students in any spoken

language situation.

The following diagram describes the technique that has been developed based on

a synthesis of the current literature, as well as the data related to sequencing or

structuring content collected from the needs assessment.

Pragmatic Learning Phase Application
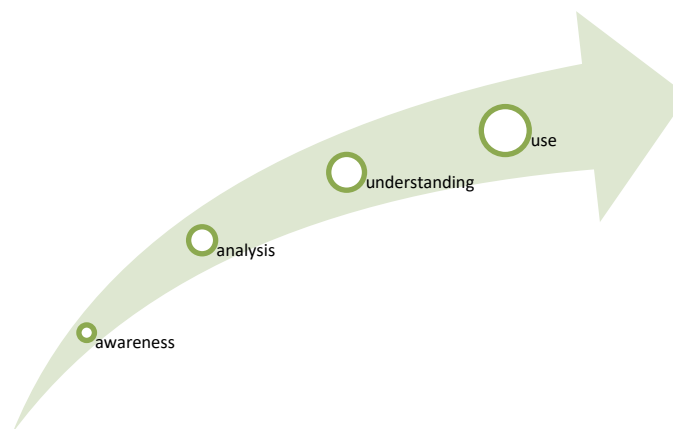
There are four phases to this technique. The first phase, awareness, involves

observation of interactions and noticing functions of the language in the interaction. The

second phase, analysis, is done through a variety of activities and encourages the learner

to actively observe the structure and effects of particular language usage. The third phase,

understanding, helps to develop metapragmatic skills in the learner that lead to better

pragmatic receptive understanding. The fourth phase, use, develops expressive pragmatic

language skills through the use of practice activities, teacher feedback, and ultimately real

life usage.

Phase One: Awareness

Providing examples of spoken interaction is the explicit component of the

Awareness- Analysis- Understanding,-Use teaching method (AAUU). Schmidt (1995)

argues that noticing or awareness is crucial in achieving higher levels of understanding

with regard to second language acquisition. The idea of noticing is discussed by several

researchers in the field of pragmatics as a first step to acquiring pragmatic competency.

Noticing involves becoming aware of a feature consciously (Takimoto, 2008) and noting

how variables in the context of which interlocutors are situated impacts the linguistic

structures (Abrams, 2013). Learners start to become conscious of a relationship between

the linguistic structures used, the situation that is being discussed, and who is conversing

(Murray, 2011). The idea is that noticing generates a starting point for the uptake and use

of situationally-appropriate pragmatic meaning (Ishihara & Cohen, 2010). Noticing is

important as those with increased awareness of form have greater ability to produce the

target forms (Ozdemir, 2011). The point of noticing is to direct learners' attention to

language functions (Bardovi-Harlig et al., 1991). In sum, noticing the linguistic forms,

the interlocutors, and the situation, or the field, tenor, and mode (Halliday & Matthiessen,

2014) initiates deeper exploration of linguistic usage and its effects.

Noticing is not limited to situations in which appropriate pragmatic constructions

are used. Noticing can come in both positive and negative forms. In fact, in her study

focusing on making requests and gaining compliance, Glass (2013) describes the noticing

trigger as exposure to inappropriate language usage. In other words, awareness can be raised by focusing on either the positive or negative outcomes of a conversational exchange. Further, the scope of contextual variation is very broad. For example, there is a wide range in level of formality. The ideal situation is to expose learners to as much variation in context as possible (Abrams, 2013). However, the examples in this resource are limited to formal work place interactions as this was the focus of the data collection.

Phase Two: Analysis

Phase two of the technique, analysing the provided examples, is the inductive component to AAUU technique. Learners examine spoken interactions in depth, and this scrutiny of language reveals how linguistic form conveys meaning in a specific context (Crandall & Basturkmen, 2004). To develop deeper knowledge of the relationship of form and meaning, learners must have the opportunity to analyze language samples (Ozdemir, 2011). Activities that require learners to search for features, such as direct/indirectness of structures, speaker's intention, and hidden meaning, constitute analysis (Ishihara & Cohen, 2010). A critical feature of analysis activities is to have groups use joint effort to connect structure to meaning. According to Abrams (2013), "students must participate in activities in which they can actively negotiate and co-construct meaning with their peers, and collaboratively manage interactions" (p. 426). Discussion of the target language forms under analysis can support this type of collaborative analysis. Using guided questions and facilitating group discussion regarding the linguistic features in the conversation and the action of the intent of the speaker and the reaction of the listener can facilitate learners in the analysis endeavour.

Phase Three: Understanding

After students have noticed an exchange between interlocutors and analysed the specific linguistic forms, they can then develop an understanding of how language forms are used appropriately in context. One method to draw learners' attention to the implied meanings is to have them compare and contrast how pragmatic speech acts; for example, requests, are made in their own language and in the second language (Haugh & Chang, 2015). Although language analysis activities may be designed so that learners will be able to discover the meaning without teacher intervention, explicit teacher explanation may still be required. According to Harmer (2007), using an inductive approach to language teaching can require some teacher explanation after the learners have analysed language samples and tried to work out the rules. Learners may need to be given the reason that particular phrases are used. For example, a phrase such as "you know" could be used as a delaying tactic (Harmer, 2007). It may be important to "directly provide information concerning appropriate pragmatic behaviour as opposed to simply presenting it and assuming or hoping that students will learn it" (Ishihara & Cohen, 2010, p. 211). Ellis (2015) suggests that explicit explanation can support an inductive mode of second language instruction by allowing more opportunity for learners to process meaning.

It is important to note that in order for the technique to maintain its inductive structure, the explicit explanation section must occur after learners have already had the opportunity to notice and analyse the particular language sample. Otherwise, if explanation occurs previous to learner analysis, it contradicts the order of inductive learning.

Phase Four: Use

A critical step for developing second language skill is practice. Practice can occur in the classroom where the teacher can give feedback directly to the learner in terms of pragmatic structures that were used appropriately or areas where improvement is needed. The feedback may help the learner to refine language skills. In-class practice is a "kind of rehearsal for the real world" (Harmer, 2007, p. 53). It is an important step to bolstering real world use where the learner is attempting to achieve a communication goal. In this phase, learners are able to apply what they have learned about language, thereby, consolidating their skill (Brown, 1994).

In this phase of learning, the purpose is to have learners perform activities where they draw on what they have learned so far (Ishihara & Cohen, 2010). The types of activities should involve interaction that gives the learners opportunities to use their emerging pragmatic skills and make adjustments for improvement when necessary. Interactive activities provide a venue for learners to be active participants in their learning and promotes social interaction, which aids in cognitive development (Vygotsky, 1978).

Section III: Learning and Instructional Activities

The activities included in the resource are samples of a few situations that newcomers may encounter in the workplace. The AAUU technique that is used to teach pragmatics in this resource can be used in a variety of situations that are tailored to the learners' needs. Teachers are encouraged to enhance and modify the samples, creating situations that will help learners with their unique pragmatic skill building needs.

Suggested Sequencing

The following activities follow the phases in the AAUU technique. As each video deals with two specific pragmatic treatments, it is best to begin with one *Awareness* activity. Then, follow up with *Analysis, Understanding,* and *Use* activities in that order. Use as many of the follow up activities as required for each *Awareness* activity.

AWARENESS

As a sole teacher in a classroom, it can be difficult to draw attention to how an authentic conversation transpires as conversations require at least two people. One of the most efficient ways to demonstrate a conversation so that it can be repeated for later analysis is showing a video or playing a sound recording because it can be stopped and replayed on demand.

The following five video clips portray an interaction between two people in a formal situation, which may be likely to occur in the workplace. To view the videos, click on the link or enter the link into your browser.

Asking for something / Saying 'no'
https://www.youtube.com/watch?v=pmrHUUNKPL8&feature=youtu.be

This short video portrays an interaction between speakers. One person is a receptionist. The other has an appointment. The person with the appointment asks the receptionist for something and also needs to respond negatively to a question. The exchange is pragmatically appropriate. (See Appendix A for transcripts.)

video produced by Gwen Zeldenrust

Asking for clarification / Downgrading
https://www.youtube.com/watch?v=oPXCttz9uyY&feature=youtu.be

In this video, the character meets with an interviewer. The character needs to clarify why certain information is necessary. She also needs to describe some difficulty she had completing a form. (See Appendix A for transcripts.)

video produced by Gwen Zeldenrust

Reconnecting / Asking for information
https://www.youtube.com/watch?v=9oijsOEmnYk&feature=youtu.be

In this video, a job seeker is reminding a potential employer about who she is. She is also asking for information about her status in the job application process. The conversation has a positive outcome. (See Appendix A for transcripts.)

videos produced by Gwen Zeldenrust

Talking about personal attributes / Giving your point of view
https://www.youtube.com/watch?v=CkobIEmESgA&feature=youtu.be

In this video, the interviewee is showcasing her strengths. In addition she makes a suggestion to the interviewer about a better way to handle a situation. (See Appendix A for transcripts.)

videos produced by Gwen Zeldenrust

Something goes wrong

In this video, the exchange doesn't go well. Pragmatic failure has occurred. Using this clip draws the learner's attention in a negative way. How can the situation be rectified? (See Appendix A for transcripts.)

videos produced by Gwen Zeldenrust

In order to engage the student's attention of the specific linguistic exchange, have the learners answer the following questions:

1. What are the roles of the people participating in the conversation?

2. What is the purpose of their conversation?

3. Is the exchange satisfactory to both interlocutors? What are the indications that the exchange is satisfactory or not?

### Additional Video/Audio Resources

This AAUU Technique was developed to be used to focus on any pragmatic linguistic situation. Therefore, you can use it with any video or audio recording to help increase your students' familiarity with using language in an appropriate pragmatic manner. The situation need not only be formal. You can use the technique with any type of conversation of your choosing.

ANALYSIS

Watching a video or listening to a recording is useful for illustrating a situation that requires pragmatic strategies. However, in order to inductively learn which specific linguistic features are used, it is essential that learners analyse the structure of the exchange. The following activities are intended to be used with the provided videos. In addition, instructors will be able to use these activities with any other videos or recordings for analysing pragmatic content.

All of the *Analysis* activities may be used with one *Awareness* activity, or a selection of *Analysis* activities may be used with one *Awareness* activity.
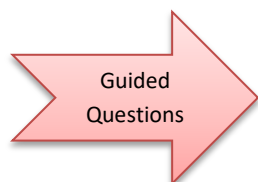
Guided
Questions

The intent of the Guided Question Fact Sheet is to have the learner analytically categorize specific components of the language exchange, thereby, becoming aware of the contributing factors of pragmatically appropriate language exchanges. The following work sheet encourages the learners to pay attention to the various features of a particular language exchange, thereby supporting inductive learning.

The Guided Question Fact Sheet below contains sample answers. There is a blank copy in Appendix B.

Guided Questions Fact Sheet

Speaker Information

Who is the speaker?	*e.g. A person following up on some information on the phone.*
What is the speaker's role in the conversation?	*e.g. The speaker is looking to find out about information related to next steps in a process.*

Functional Factors

What is the speaker's intention? *e.g. give advice, make a request, etc.*	*e.g. The speaker wants to know some additional information that may not normally be available.*
Was the exchange successful?	*e.g.Yes. The person being asked gave more information than required.*

Socioaffective Factors

What is the speaker's attitude? *e.g. courteous, sociable, abrupt, etc.*	*eg. Very courteous. Aware the she may be imposing.*
How does the listener feel? *e.g. surprized, angry, obliging, etc.*	*e.g. The listener was very obliging. She gave more information than necessary.*

Linguistic Factors

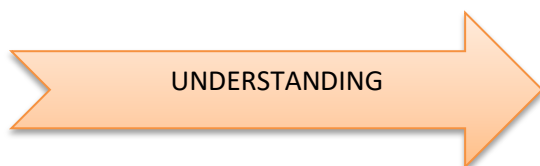| What was the speaker's level of formality?	*e.g.*
	    formal ----- ✔---
	                                informal

What was the speaker's level of directness?	*e.g.* direct ---✔---- indirect
What specific linguistic structures express the level of formality?	*e.g. Conditional verbs, negative verb, tag question*
What specific linguistic structures express the level of directness?	*e.g. Conditional verbs, negative verb, tag question*

Additonal Observation Notes   *e.g. Formality and indirectness are expressed using*

the same structures.

Discussion

It is beneficial for learners to discuss their answers with their peers as well as the teacher. Discussion is a different method of reviewing the material. It also allows for deeper understanding of the material by hearing another's perspective. Through discussion, learners co-construct meaning. Learners can discuss in pairs, small groups, or as a whole class.

Here are some questions to help you get the discussion started. It is recommended to start with the more general questions moving to more specific questions starting with the top bubble.

Why do you think the exchange was (un)successful?

Why was this level of formality used?

Why did the speaker choose this linguistic structure?

Was the speech too direct?

Is there anything confusing?

Was the meaning contained in the words?

In what other situation would you use this type of language?

Other observations

UNDERSTANDING

Analysis may enlighten learners and promote clarity of how the language is used and what messages are embedded in the structure. Further activities that encourage metapragmatic analysis will also deepen understanding. However, teacher explanation may still be required.
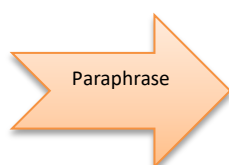
Paraphrase

To build a strong relationship between the specific linguistic form and its meaning, ask learners to paraphrase what was said. Even if the paraphrase is not pragmatically acceptable in the situation, learners may build a better understanding of the meaning if they can express it differently. For example:

Rephrase what the character in the video said when she suggested to email her former employer in Morocco rather than to use the phone.

L1 Comparison
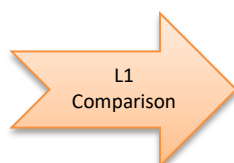
Understanding the metapragmatic features of an exchange can deepen understanding. Asking learners to compare the structures between their first language and the target language can highlight when and why pragmatically appropriate language is used. For example, specify a situation and ask learners what they would say in their first language, then consider if the same construction is appropriate in the target language.

Language Use Comparison	
Situation: *You need to make a suggestion to an interviewer about the best way to contact a reference.*	
How would you say it in your first language?	**How would you say it in English?**

Teacher
Explanation
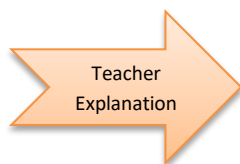
While inspecting the language exchanges closely may give learners a better understanding as to when, how, and why to use language in a distinct way, teacher explanation may still be required for fuller comprehension.

The following are sample metapragmatic explanations to accompany the video:

Asking for something / Saying 'no'

Conditional Language: (e.g., Would it be possible to use yours? Perhaps you might know what information they are looking for?) When asking someone to do something, it is considered more polite to use conditional language. Conditional language is less direct. Less direct language is considered more polite and more formal. The more indirect the language is, the more polite and formal it becomes.

Warning Phrase: (e.g., Honestly, I haven't finished answering all of the questions. Actually, I wasn't sure about number 10.) Using a warning phrase such as well, actually, honestly, etc. before giving a negative response makes the language less direct. Less direct language is used in formal circumstances.

Making suggestions / Downgrading

Suggestions or commands as questions: (e.g., Would I be able to get some clarification from you? Could you tell me how this information is relevant…?) Using a question to give an order or make a suggestion is very indirect. Indirect language is formal and polite.

Restrictive Adjectives: (e.g., slight problem, a little difficulty) Downgrading a word that signifies a problem sends the message that while the problem or difficulty is a cause for attention, it is not an emergency and it can be managed. When words signifying difficulties are not downgraded, they can be alarming for the listener.

Reconnecting / Asking for information

Using a negative verb form: (e.g., I hope you haven't forgotten me. You wouldn't be able to tell me what is involved….?) Negative forms are less direct and, therefore, softer and more polite.

Using continuous forms to inquire: (e.g., I was wondering…) Using the continuous form indicates that the action is still in process. It is flexible and less direct, considered polite and formal.

**Talking about personal attributes / Giving your point of view**

'Not with a positive adjective': (e.g., not correct) Using' not' with a positive adjective is less direct than using the negative adjective. For example, saying 'not correct' rather than 'incorrect' has the same meaning but the message is less forceful. Less direct language is more appropriate for formal situations.

Comparative adjective rather than the superlative adjective to describe one's personal attributes: (e.g., I am better prepared…) When describing yourself it's preferable to say you are "more knowledgeable" rather than the "most knowledgeable". Indicating you are the best is forceful and direct. Therefore, it is not appropriate in formal situations.

USE

Before learners use their new pragmatic skill in the real world, it is beneficial for them to practice in a safe environment where they are able to receive feedback from the instructor and other learners. The interactive activities are meant to simulate real life situations. The following activities are structured to give learners the opportunity to use pragmatically correct language beginning with simple use or one response, continuing to initiating using appropriate language, and ending with fully integrated language exchanges where the learner responds and initiates several times throughout the exchange.

The goal of in-class pragmatic instruction is to have learners use language in such a way as to avoid pragmatic failure in the real world. The final suggested activity has the learners take what they have learned out to the real world, use it, and report back about success or failure.
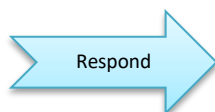
Respond

The following activity contains cues that prompt the learners to respond. They are simulations of formal workplace situations. The tables are completed with sample answers. For blank copies see Appendix B.

Situation: During a meeting at work you need to make a suggestion about revising an existing procedure.
Cue: What ideas do you have for reducing our travel budget?
Response: e.g. *It might be better to use Skype for out-of-town meetings rather than paying for the cost of travel.*

Situation: You are at work. Your supervisor asks you if you are finished work on a project you were previously assigned. Tell your supervisor that you are not finished.
Cue: Have you completed the project you were assigned last week?
Response: e.g. *Actually, I've run into a small problem. But I'm hoping to have it sorted out within the next few days.*

Situation: You need to explain to your supervisor why you have not completed the project.
Cue: What is the reason for the delay?
Response: e.g. *Well, I'm still waiting for some numbers from accounts receivable to finalize the report. I'll follow-up with them today.*

Initiate

The following activity augments the learners' experiences by prompting them to initiate a language exchange in a pragmatically appropriate manner.

Situation: In a job interview you need to ask a relevant question related to working at this company.

Question:
e.g. I was wondering if you could tell me what type of professional development opportunities the company provides.

Situation: You need to ask your supervisor for an extension for a project. Ask for the extension and explain why it is necessary.

Question and explanation:
e.g. Would I be able to ask for an extension for the project you assigned me last week? I was hoping to clarify some information with accounts receivable but everyone has gone home for the weekend. If I could get an extension, I can include this information and I think my report will be more informative.

Situation: You need to ask your busy colleague for information so that you can complete a report.

Question:
e.g. Would I be able to talk to you for a moment? I understand that you are very busy, but I need to ask you for some information so that I can finish my report that is due tomorrow. I was wondering if you would be able to supply me with the ITCs from last quarter's HST filing.
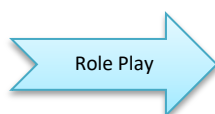
Role Play

Setting up a role play between learners or the teacher and a learner is a process that simulates real life situations. The role plays give learners an opportunity to

perform in complex linguistic exchanges where they are required to respond and initiate using their developing pragmatic skills. In addition to implementing pragmatically appropriate language, it is an opportunity to receive feedback before using language in a real life situation.

Role Play 1
Role A
You are a manager at ABC Company. You will be interviewing someone for a position at the company. Ask this person 5 – 10 relevant and pragmatically appropriate interview questions
Role B
You are at a job interview for a position that you are qualified for and would really like to obtain. Answer the interviewer's questions using pragmatically appropriate language.

Role Play 2
Role A
You have been working in your job for 6 months now. Your mother in your home country is ill. You need to ask your supervisor for time off work so you can go home to arrange for her to be looked after.
Role B
You are a supervisor of a team of six people. One of your employees asks for time off to go home and make arrangements for his/her sick mother to be taken care of. You need to make sure that the employee finishes any current projects and arranges for someone to cover while he/she is gone.

Role Play 3
Role A
You are working in your profession in which you have been trained. You have received a document, such as an invoice or something relevant to your job, for something you believe has not been delivered or work that has not been done. You need to call the other company and enquire about the situation.

Role B
You receive a phone call from a client who is enquiring about an invoice your company has sent. You will need to ask the client some questions about the document and then tell him/her that you will check and get back to him/her.

Real World
Practice

Language skills continue to develop outside of the classroom. If learners self-reflect on their linguistic exchanges, they may continue to improve their pragmatic skills.

Informational Interview: An informational interview is one way for learners to practice linguistic skills outside of the classroom. Informational interviews are used in some job search courses and encourage learners to make contact with a professional in the field they are attempting to enter. It requires the job seeker to develop questions that pertain to the interviewee's profession and set up a meeting to collect information from the interviewee. The job seeker is the interviewer in an informational interview. It provides an excellent opportunity for learners to apply their pragmatic skills. The level of success of the interview constitutes real world feedback from professionals in the learner's desired field.

Reflection Journal: Second language learners can keep records of their linguistic interactions at the workplace or within their community. Using the Guided Question Fact Sheet may help the learner to analyse their ongoing communication in the target language after they have left the classroom.

Appendix A

Video Transcripts

Asking for something / Saying 'no'

Nadia:	Hi
Receptionist:	Hi
Nadia:	My name is Nadia Daeriche and I'm here to see Lynda Marshall at 10:00.
Receptionist:	Do you have your forms filled out?
Nadia:	Honestly, I haven't finished answering all of the questions.
Receptionist:	Well, since you're a few minutes early, why don't you fill it out now.
Nadia:	OK
Receptionist:	*(On the phone)* Good morning, Mrs. Marshall's office. How may I help you? Sorry, she is busy today. How about tomorrow? Yes, just hang on a second please.
Nadia:	My pen doesn't work. Would it be possible to use yours?
Receptionist:	Certainly!
Nadia:	Thank you.
Receptionist:	*(On the phone)* Sorry about that. How about tomorrow at 4:00? Wonderful, I'll schedule you in. OK. Bye.
Receptionist:	All finished?
Nadia:	Actually, I wasn't sure about number 10. Perhaps you might know what information they are looking for?
Receptionist:	I am busy, but let me just finish this up and I'll help you in just a second.

Asking for clarification / Downgrading

Mrs. Marshall:	Hi Mrs. Daeriche. I'm Lynda Marshall. Nice to meet you!
Nadia:	Nice to meet you, too.

Mrs. Marshall: Have a seat. Let me take a look at the forms we sent you to fill out.

Nadia: Sure, but I would like you to know that I haven't completed all of the questions.

Mrs. Marshall: Oh really.

Nadia: I had a slight problem with number 10.

Mrs. Marshall: OK

Nadia: Would I be able to get some clarification from you?

Mrs. Marshall: Certainly!

Nadia: I had a little difficulty with how it was worded. Is the question asking for my personal status?

Mrs. Marshall: Yes.

Nadia: And could you tell me how this information is relevant to me being accepted to the program?

Mrs. Marshall: Well, this is a preferred program and since we have many highly qualified candidates applying, we often ask for information outside of the submission guidelines to help ensure we select the best possible candidates.

Reconnecting / Asking for Information

Mrs. Marshall: Hello, Lynda Marshall speaking.

Nadia: Hi Mrs. Marshall. This is Nadia Daeriche. I hope you haven't forgotten me.

Mrs. Marshall: No, no of course not. How can I help you?

Nadia: Well, I hadn't heard from you and I was wondering if you had made a decision about my application?

Mrs. Marshall: Well, currently I'm in the process of analyzing information from all of the applicants to see who will be selected for a second interview.

Nadia: You wouldn't be able to tell me what is involved in the second interview, would you?

Mrs. Marshall: Well, normally we outline this information in a letter but I can tell you that we'll be asking for detailed information about your previous experience and we'll also be asking for references. So you might try to get this organized in advance.

Nadia: Thank you. I'm really hoping to hear from you.

Mrs. Marshall: You're welcome. Bye bye then.

Talking about personal attributes / Giving your point of view

Mrs. Marshall: Hi Mrs. Daeriche. Nice to see you again!

Nadia: Hi Mrs. Marshall.

Mrs. Marshall: Have a seat please. I have a few questions for you. I see here that you held the position of receptionist at the University of Rabat.

Nadia: That's not exactly correct. It was the position of administrative assistant

Mrs. Marshall: Oh, well that's interesting. Could you tell me how that position relates to this program?

Nadia: Due to this position I am better prepared to study in this program because of the opportunity to improve my skills.

Mrs. Marshall: Yes, I would agree. I'd like to contact your references in Morocco. Could you give me details so that I could make that call?

Nadia: That might not be possible because of the time difference. It would probably be better if you write or email.

Mrs. Marshall: Right, yes, good idea! I'll do that.

Something goes wrong

Mrs. Marshall: Hi Mrs. Daeriche. Nice to see you again.

Nadia: Hi Mrs. Marshall.

Mrs. Marshall: Have a seat please. I have a few questions for you. I see here that you held the position of receptionist at the University of Rabat.

Nadia: No that's wrong. It was the position of administrative assistant.

Mrs. Marshall: Oh, I see. Well, could you tell me how that position prepared you for this program?

Nadia: This position gave me the best preparation by helping me to improve my skills. I also was exposed to the concepts I will study in this program.

Mrs. Marshall: Yes, OK, well, I would like to talk to your references in Morocco. Could you give me the details so that I could make that call?

Nadia: That's impossible because the time difference is too great. You should write or email!

Mrs. Marshall: Well, I'll consider that.

Appendix B Activities Work Sheets

Guided Questions Fact Sheet

Speaker Information

Who is the speaker?	
What is the speaker's role in the conversation?	

Functional Factors

What is the speaker's intention? *e.g. give advice, make a request etc.*	
Was the exchange successful?	

Socioaffective Factors

What is the speaker's attitude? *e.g. courteous, sociable, abrupt etc.*	
How does the listener feel? *e.g. surprized, angry, obliging etc.*	

Linguistic Factors

What was the speaker's level of formality?	formal --- informal
What was the speaker's level of directness?	direct -- indirect
What specific linguistic structures express the level of formality?	
What specific linguistic structures express the level of directness?	

Additonal Observation Notes

Situation: During a job interview, you need to respond to a question asking about your positive attributes.

Cue: Tell me about your strengths.

Response:

Situation: You are at work. Your supervisor asks you if you are finished work on a project you were previously assigned. Tell your supervisor that you are not finished.

Cue: Have you completed the project you were assigned last week?

Response:

Situation: You need to explain to your supervisor why you have not completed the project.

Cue: What is the reason for the delay?

Response:

Situation: In a job interview, you need to ask a relevant question related to working at this company.

Question:

References for Teaching Pragmatics for the Workplace: A Pragmatics Teaching Technique

Abrams, Z. (2013). Say what? L2 sociopragmatic competence in CMC: Skill transfer and development. *CALICO Journal, 30*(3), 423-445.

Andringa, S., & Rebuschat, P. (2015). New directions in the study of implicit and explicit learning. *Studies in Second Language Acquisition, 37,* 185-196.

Bardovi-Harlig, K., Hartford, B. A. S., Mahan-Taylor, R., Morgan, M. J., & Reynolds, D. W. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal 45*(1), 4-15.

Brown, H. D. (1994), *Teaching by principles: An interactive approach to language pedagogy.* White Plains, NY: Pearson Education.

Cenoz, J. (2007). The acquisition of pragmatic competence and multilingualism in foreign language contexts. In E. A. Soler & M. P. Safont Jorda (Eds.), *Intercultural language use and language learning,* (pp. 123-140), Dordrecht, The Netherlands: Springer.

Centre for Canadian Language Benchmarks. (2012). *Canadian Language Benchmarks: English as a second language for adults* (rev.ed.), Ottawa, ON: Author.

Crandall, E. & Basturkmen, H. (2004), Evaluating pragmatics focused materials. *ELT Journal, 58*(1), 38-49.

Ellis, N. (2015). Implicit and explicit language learning: Their dynamic interface and complexity. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 79-114). Amsterdam, The Netherlands: John Benjamins.

Fordyce, K. (2013). The differential effects of explicit and implicit instruction on EFL learners' use of epistemic stance. *Applied Linguistics, January,* 1-24.

Glass, M. (2013), Teaching strategies to get the tone right: Making requests and gaining compliance. *TESL Canada Journal, 30*(7), 125-134.

Halliday, M., & Matthiessen, C. M. (2014). *An introduction to functional grammar*. New York, NY: Routledge.

Harmer, J. (2007). *How to teach English.* Edinburgh Gate, UK: Pearson Education.

Haugh, M., & Chang, W. L. M. (2015). Understanding im/politeness across cultures: An interactional approach to raising sociopragmatic awareness. *International Review of Applied Linguistics in Language Teaching, 53*(4), 389-414.

Ishihara, N. & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet.* Edinburgh Gate, UK: Pearson Education.

Murray, J. (2011). Do bears fly? Revisiting conversational implicature in instructional pragmatics. *The Electronic Journal for English as a Second Language, 15*(2), 1-30.

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning, 50*(3), 417-528.

Ozdemir, E. (2011). L2 Pragmatic-awareness-raising activities: Teaching request strategies in a focus on form class. *Buca Faculty of Education Journal,* 86-113.

Richards, J. C. & Rodgers, T. S. (1986). *Approaches and methods in language teaching.* Cambridge, UK: Cambridge University Press.

Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. *Attention and awareness in foreign language learning, 9,* 1-63.

Silverstein, M. (1976) Shifters, linguistic categories, and cultural description. In K. Basso

    & H. A. Selby (Eds.), *Meaning in anthropology*, (pp. 11-55). Albuquerque, NM:

    UNM Press,.

Takimoto, M. (2008). The effects of deductive and inductive instruction on the

    development of language learners' pragmatic competence. *The Modern Language

    Journal, 92*(iii), 369-386.

Vellenga, H. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? *The

    Electronic Journal for English as a Second Language, 8*(2), 1-18.

Vygotsky, L. (1978). *Mind in society*. London, UK: Harvard University Press.

CHAPTER FIVE: SUMMARY, DISCUSSION, AND IMPLICATIONS

When new immigrants arrive in Canada, they undergo a process of acculturation. Acculturation may affect how successful newcomers are at achieving their employment goals. Canada requires immigration to sustain its workforce and maintain and grow its economy. New immigrants and Canada both benefit when the process of acculturation happens quickly, ultimately leading to satisfactory employment. Developing culturally-conditioned communication skills or pragmatics is an integral part of successful acculturation and may shorten the period of adjustment before a newcomer obtains relevant and satisfying employment. Teachers in ESL programs aimed at preparing new immigrants for the work place in Canada can influence how newcomers develop appropriate pragmatic skills required for obtaining and retaining employment. Research indicates that pragmatics can be taught in ESL classes and, in fact, is a very productive source for learners to improve pragmatic skills (Cenoz, 2007; Crandall & Basturkmen, 2004; Fordyce, 2013; Takimoto, 2008). Unfortunately, research also shows that there is a dearth of prepared materials that focus on pragmatics available to teachers, particularly in Canada (Elliot, 2013; Louw et al., 2010).

The purpose of this research project was to develop an educational resource to address the professional development and material resource needs of English as a second language educators who teach new immigrants preparing to enter the workplace in Canada. The goal behind the development of the resource was to provide teachers with a technique for teaching pragmatics that is flexible enough to be applied to a variety of topics in order to meet the pragmatic skill development needs of students in various stages of acculturation. The hope is that by developing this technique and sample

activities, it will support ESL teachers in providing pragmatic instruction to learners. In the following section, I present a summary of the research project, a discussion of the findings, implications for practice, and suggestions for further research.

Summary of the Research Project

After reading a great deal of literature related to language functions, acculturation, and teaching pragmatics, it was noted that language functions or pragmatics can assist in expediting the acculturation process (Culhane, 2004; Jia et al., 2016; Kim, 1976; Li et al., 2015; Waniek-Klimczak, 2011). Acquiring appropriate linguistic pragmatic strategies is possible in ESL classes through explicit teaching methods (Cenoz, 2007; Crandall & Basturkmen, 2004; Fordyce, 2013; Takimoto, 2008). However, how to teach pragmatics courses are not always required in Teaching English as a Second Language (TESL) teacher certification programs (Vasquez & Sharpless, 2009; TESL Ontario, 2017). Therefore, ESL teachers do not always have the appropriate training to implement pragmatic content into their practice. Additionally, resources that cover pragmatics are not always readily available. The needs assessment in this research project was conducted with teachers in Ontario who have taught ESL to intermediate through high level learners preparing to enter the work place in Canada.

The purpose of the needs assessment was to determine what types of professional development ESL teachers might require and to ascertain best instructional practices. The needs assessment was conducted through a written interview guideline sent via email to teachers. Using qualitative data analysis, the researcher analysed the responses, categorizing them into common themes and main ideas. Areas where the responses varied

greatly and did not align with the current literature were identified and used as the basis for developing the resource.

Discussion

The resource *Pragmatics for the Workplace: A Teaching Technique for ESL Teachers* was created to support ESL teachers to deliver meaningful pragmatic instruction to adult learners acquiring English as a second language. The literature emphasized that language functions are a critical part of communication. Good communication skill requires using the appropriate pragmatic strategies. The literature indicated that how these pragmatic strategies are taught and learned matters, in terms of understanding the message and future use. Learning through focused explicit exposure to pragmatic-linguistic norms facilitates more efficient acquisition for the learner. Teaching lessons that allow opportunities for inductive learning assists in developing deeper understanding and more frequent use of the particular linguistic items (Ishihara & Cohen, 2010; Harmer, 2007). In addition to the teaching approach, the discourse on teaching pragmatics discusses four different sequences that lead to better pragmatic proficiency. These sequences involve awareness (Abrams, 2013; Bardovi-Harlig et al., 1991; Ishihara & Cohen, 2010; Murray, 2011; Ozdemir, 2011;Takimoto, 2008), (b) analysis (Crandall & Basturkmen, 2004 ;Ishihara & Cohen, 2010; Louw et al., 2010; Ozdemir, 2011), (c) understanding (Fordyce, 2013; Harmer, 2007; Haugh & Chang, 2015; Ishihara & Cohen, 2010), and (d) use (Abrams, 2013; Bardovi-Harlig, 2014). The latter was synthesised into what I call the AAUU teaching technique which is proposed as a teaching strategy for pragmatics.

The findings from the needs assessment indicated that a technique to help sequence the concepts for teaching pragmatics will be useful. The data collected with regard to the materials and activities that teachers find effective when teaching pragmatic content influenced the suggestion for activities used in the technique. Since there are such a wide variety of pragmatic topics that can be addressed, the technique was developed so it can be used with differing topics. The samples in the resource are important pragmatic issues but do not represent the full spectrum of topics. The idea is that once an instructor becomes familiar with the technique to sequence the activities that relate to the learning component (i.e., awareness, analysis, understanding, use), they may transfer it to topics that will meet their students' needs.

The resource is divided into three sections (a) demonstrating the importance of pragmatics to acculturation, (b) reporting findings in the literature and perspectives of the participating teachers, and (c) sample activities that align with the four AAUU components. The intent of the three part resource format is to substantiate the need for pragmatic instruction, synthesise the current approaches to teaching pragmatics, and demonstrate practical activities.

Implications

There are several implications that arise out of the development of *Pragmatics for the Workplace: A Teaching Technique*. The implications are presented from three different perspectives: implications for practice, implications for theory, and implications for further research.

Implications for Practice

The resource is beneficial to ESL teachers who teach learners in need of pragmatic instruction as it provides a technique that supports the teaching of pragmatics. It provides guidance based in research on how to sequence and structure activities that lead to proficient acquisition. According to the literature, pragmatics is an area of ESL teacher training that is somewhat underrepresented in certification courses. The resource attempts to fill some of the gap by providing a resource that combines theory and practice to support professional development.

There are a plethora of pragmatic topics that can potentially be covered in language learning situations. Often text books that are used in the ESL classrooms focus mainly on linguistic features such as grammar, vocabulary, and pronunciation with little attention to pragmatics. The technique explained in this resource provides instruction on a wide variety of pragmatic topics. It is flexible enough to apply to topics of the teacher's choosing that meet student needs and need not be used exclusively with the sample activities provided. It provides access to using authentic language samples to teach pragmatics that may not have been developed specifically for teaching pragmatics but nevertheless are effective tools.

Implications for Theory

The development of this resource makes a contribution to the literature on teaching pragmatics. The resource synthesises theory about best practices of teaching pragmatics, and combines the information into a sequenced teaching technique that can be used for practical application. In this project, the resource is designed around theory of

four practices that constitute effective teaching and learning strategies, and, therefore, connect theory directly to practice.

This research project also demonstrates the connection between Berry's (1997) acculturation theory and Halliday's (1985) functional grammar theory. Both of these theories influence ESL teaching and learning in terms of content delivery and its importance. Berry's acculturation theory describes the process an immigrant may undergo when adjusting to a new culture, and expresses how acculturation strategy can impact an immigrant's experience in a new society. Interaction with the new society and developing an understanding of its societal norms tends to lead to a more satisfactory life in the new culture. A large part of societal norms are embedded in language use. Halliday's functional grammar theory argues that meaning in language is derived from more than just the utterances. Context involving what is being said, who is saying it, and how it is delivered impact the overall meaning of a message, thus emphasizing the importance of understanding language use for supporting acculturation. Both theories justify a need for teaching pragmatics in an ESL program. In order to teach pragmatics in a useful way, an effective pedagogical technique is required.

An important contribution of this research project to second language pedagogy is that it reinforces the critical role that pragmatics plays in a learners' second language acquisition.

Implications for Further Research

Upon completing this research project and examining its limitations, several implications for future research have become apparent.

First of all, the data were collected from only a small group of participants. While the data collected from the participants were valuable as it gave insight into the needs of ESL teachers, responses from more participants would confirm the needs of the targeted population and possibly demonstrate additional needs to be addressed. Analysing additional needs might lead to developing a more complex technique, or possibly a different approach to teaching pragmatics.

Secondly, the resource only addresses oral communication skills. It would be beneficial to compare the needs of teachers with regard to teaching pragmatics as it is involved in reading and writing. Since reading and writing skills differ from listening and speaking skills, an alternative approach may be more effective. Future studies could target written pragmatic language skills to examine what the needs are in this area in terms of teacher support and pedagogical approaches.

Furthermore, the resource produced from this study has not been vetted. It would be appropriate to conduct additional research that applies the proposed technique and measures its effectiveness. Findings from such research may confirm the effectiveness of the proposed technique and support its continued use, or provide information that may lead to adjustments that could enhance its usefulness.

Therefore, this research project provides some possible areas that merit further study and could consequently add to the body of pragmatics teaching literature.

Concluding Remarks

The overall goal of this research project was to develop a practical resource that could be used by ESL teachers specifically for teaching pragmatics. The results from the needs assessment in combination with the information in the academic literature pointed

out that there was a need for a structured technique that assisted in presenting pragmatic content, so that learners are able to improve pragmatic competence. The technique works by categorizing learning activities into areas that focus on distinct components of developing pragmatic competence and sequencing them in such a way as to scaffold the learning process. It is my hope that this resource will provide ESL teachers with a teaching technique that enhances pragmatic content delivery, which is flexible enough to use with various pragmatic topics and will facilitate pragmatic language acquisition. Pragmatic competence can assist in obtaining satisfactory immigration outcomes for new immigrants that help meet the demands of Canada's future workforce, and enhance the quality of newcomers' lives.

References

Abrams, Z. (2013). Say what? L2 sociopragmatic competence in CMC: Skill transfer and development. *CALICO Journal, 30*(3)*,* 423-445.

Andringa, S., & Rebuschat, P. (2015). New directions in the study of implicit and explicit learning. *Studies in Second Language Acquisition, 37,* 185-196.

Bardovi-Harlig, K. (2014). Awareness of meaning of conventional expressions in second-language pragmatics. *Language Awareness, 23,* 41-56.

Bardovi-Harlig, K., Hartford, B. A. S., Mahan-Taylor, R., Morgan, M. J., & Reynolds, D. W. (1991). Developing pragmatic awareness: Closing the conversation. *ELT Journal, 45*(1)*,* 4-15.

Berry, J. W. (1997). Immigration, acculturation, and adaptation. *Applied psychology*, *46*(1), 5-34.

Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Cliffs, NJ: Prentice Hall.

Bye, H. H., Hoeverak, J. G., Sandal, G. M., & Sam, D. L. (2014). Cultural fit and ethnic background in the job interview. *International Journal of Cross Cultural Management, 14*(1)*,* 7-26.

Campbell, S., & Roberts, C. (2007). Migration, ethnicity and competing discourses in the job interview: Synthesizing the institutional and personal. *Discourse & Society, 18*(3), 243-271.

Cenoz, J. (2007). The acquisition of pragmatic competence and multilingualism in foreign language contexts. In E. A. Soler, & M. P. Safont Jorda, (Eds.), *Intercultural language use and language learning* (pp. 123-140), Dordrecht, The Netherlands: Springer.

Centre for Canadian Language Benchmarks. (2012). *Canadian Language Benchmarks: English as a second language for adults* (rev.ed.), Ottawa, ON: Author.

Colleges Ontario. (2013). *OSLT accounting and finance curriculum (Blended).* Toronto, ON: Colleges Ontario.

The Conference Board of Canada. (2016). National Immigration Centre. *Why is immigration important to Canada.* Retrieved from http://www.conferenceboard.ca/infographics/import-immigration.aspx

Crandall, E., & Basturkmen, H. (2004). Evaluating pragmatics-focused materials. *ELT Journal*, *5*(1), 38-49.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches.* Thousand Oaks, CA: Sage.

Creswell, J. W. (2015). *A concise introduction to mixed methods research.* Thousand Oaks, CA: Sage.

Culhane, S. (2004). An intercultural interaction model: Acculturation attitudes in second language acquisition. *Electronic Journal of Foreign Language Teaching, 1*(1)*,* 50-61.

Dogancay-Atuna, S. (2006). Expanding the socio-cultural knowledge base of TESOL teacher education. *Language, Culture and Curriculum, 19*(3)*,* 278-295.

Elliot, R. (2013). *How well do popular adult ESL materials provide pragmatic knowledge learning opportunities*. (Unpublished Master's capping project). Department of Educational Psychology, Edmonton, AB.

Ellis, N. (2015). Implicit and explicit language learning: Their dynamic interface and complexity. In P. Rebuschat (Ed.), *Implicit and explicit learning of languages* (pp. 79-114). Amsterdam, The Netherlands: John Benjamins.

Faharian, M., Rezaee, M., & Gholami, A. (2012). Does direct instruction develop pragmatic competence? Teaching refusals to EFL learners of English. *Journal of Language Teaching and Research, 3*(4), 814-821.

Fordyce, K. (2013). The differential effects of explicit and implicit instruction on EFL learners' use of epistemic stance. *Applied Linguistics, January,* 1-24.

Glass, M. (2013), Teaching strategies to get the tone right: Making requests and gaining compliance. *TESL Canada Journal, 30*(7), 125-134.

Hall, J. K. (2002). *Teaching and researching language and culture*. New York, NY: Taylor & Francis.

Halliday, M. A. K. (1985). *An introduction to functional grammar.* London, UK: Edward Arnold.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *An introduction to functional grammar*. New York, NY: Routledge.

Harmer, J. (2007). *How to teach English.* Edinburgh Gate, UK: Pearson Education.

Haugh, M., & Chang, W. L. M. (2015). Understanding im/politeness across cultures: An interactional approach to raising sociopragmatic awareness. *International Review of Applied Linguistics in Language Teaching, 53*(4), 389-414.

Hou, F., & Picot, G. (2016). *Changing immigrant characteristics and entry earnings.* Analytical Studies Branch Research Paper Series, Statistics Canada.

Ishihara, N., & Cohen, A. D. (2010). *Teaching and learning pragmatics: Where language and culture meet.*Edinburgh Gate, UK: Pearson Education.

Jia, F., Gottardo, A., Chen, X., Koh, P., & Pasquarella, A. (2016). English proficiency and acculturation among Chinese immigrant youth in Canada: A reciprocal relationship. *Journal of Multilingual and Multicultural Development, 37*(8), 774-782.

Jian, G. (2012). Does culture matter? An examination of the association of immigrants' acculturation with workplace relationship quality. *Management Communication Quarterly, 26*(2), 295-321.

Jones, L. (2007). *The Student-centred classroom.* Cambridge, UK: Cambridge University Press.

Kim, Y. Y. (1976, December). *A causal model of communication patterns of foreign immigrants in the process of acculturation.* Paper presented at the Annual Meeting of the Speech Communication Association, 62nd. San Francisco, CA.

Kim, Y. Y. (2005). Adapting to a new culture. In W. Gudykunst (Ed.). *Theorizing about intercultural communication* (pp.375-400). Thousand Oaks, CA: Sage.

Li, J., Marbley, A. F., Bradley, L. J., & Lan, W. (2015). Attitudes toward seeking professional counseling services among Chinese international students: Acculturation, ethnic identity and English Proficiency. *Journal of Multicultural Counseling and Development, 44,* 65-76.

Louw, K., Derwing, T. & Abbot, M. (2010). Teaching pragmatics to l2 learners for the workplace: The job interview. *The Canadian Modern Language Review, 66(*5), 739-758.

Masouleh, F. A., Masoumeh, A., & Vahdany, F. (2014). The effects of explicit metapragmatic instruction on request speech act awareness of intermediate EFL students at institute level. *Universal Journal of Educational Research, 2*(7), 504-511.

Murray, J. (2011). Do bears fly? Revisiting conversational implicature in instructional pragmatics. *The Electronic Journal for English as a Second Language, 15*(2), 1-30.

Newton, J., & Kusmierczyk, E. (2011). Teaching second languages for the workplace. *Annual Review of Applied Linguistics, 31*, 74-92.

Norris, J. M., & Ortega, L. (2000). Effectiveness of L2 instruction: A research synthesis and quantitative meta-analysis. *Language Learning, 50*(3), 417-528.

Ozdemir, E. (2011). L2 Pragmatic-awareness-raising activities: Teaching request strategies in a focus on form class. *Buca Faculty of Education Journal,* 86-113.

Rafieyan, V., Behnammohammadian, N., & Orang, M. (2015). Relationship between acculturation attitude and pragmatic comprehension. *Journal of Language Teaching and Research, 6*(3), 504-512.

Reviere, R., Berkowitz, S., Carter, C. C., & Graves Ferguson, C.(1996). *Needs assessment: A creative practical guide for social scientists.* Washington, DC: Taylor & Francis.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching.* Cambridge, UK: Cambridge University Press.

Schmidt, R. (Ed.). (1995). *Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning.* Honolulu, HI: University of Hawaii Press.

Silverstein, M. (1976). Shifters, linguistic categories, and cultural description. In K. Basso & H. A. Selby (Eds.) *Meaning in Anthropology* (pp.11-55). Albuquerque, NM: UNM Press.

Statistics Canada. (2016). *2015 Labour force characteristics by immigrant status of population aged 25-54, and by educational attainment.* Retrieved from http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/labor90a-eng.htm

Takimoto, M. (2008), The effects of deductive and inductive instruction on the development of language learners' pragmatic competence. *The Modern Language Journal, 92*(iii), 369-386.

Teachers of English as a Second Language Association of Ontario. (TESL Ontatio). (2017). *Professional designation and recognition for language instructors, TESL trainers, and training institutions.* Retrieved from www.teslontario.org/accreditation

Van Campoernolle, R., & Henery, A. (2015). Learning to do concept-based pragmatics instruction: Teacher development and L2 pedagogical content knowledge. *Language Teaching Research, 19*(3), 351-372.

Vasquez, C., & Sharpless, D. (2009). The role of pragmatics in the Master's TESOL curriculum: Findings from a nationwide survey. *TESOL Quarterly, 43*(1), 5-28.

Vellenga, H. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? *The Electronic Journal for English as a Second Language, 8*(2), 1-18.

Vygotsky, L. (1978). *Mind in society*. London, UK: Harvard University Press.

Waniek-Klimczak, E. (2011). Acculturation strategy and language experience in expert ESL speakers: An exploratory study. *Studies in Second Language Learning and Teaching, 1*(2), 227-245.

Yakushko, O., Backhaus, A., Watson, M., Ngaruiya, K., & Gonzalez, J. (2008). Career development concerns of recent immigrants and refugees. *Journal of Career Development, 34*(4), 362-396.