

ASSESSING EAP LEARNERS' PRAGMATIC COMPETENCE IN SPEAKING AT B2-C2 LEVELS

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APPROACHING A TUTOR?

- Why you gave me like that?



FRAMEWORK FOR TESTING: SA

(CCSARP, 1989)

INSTRUMENT: DCT

S/active
H/passive?

Discursive
side? (Roever, 2011)

Framework: CA

**Sequential
organization?**
(Kasper, 2006)

**Online processing
skills?**

Instrument:
monologic/
dialogic tasks

RESEARCH QUESTIONS

- ◆ **Task format:** To what extent and in what ways do the monologic and dialogic speaking task formats allow test takers to display their pragmatic competence in terms of appropriacy, discourse organisation and pragmalinguistic devices?
- ◆ **Proficiency:** To what extent and in what ways are these pragmatic features utilised differently by B2-C2 level learners?

METHODOLOGY

Research instrument

Monologic and dialogic tasks.

Video recorded / transcribed (*Heritage, 1984*).

Semi-structured interviews

Learners' perceptions of task situations

Analysis

QUALITATIVE:

CA (*Schegloff, 2007*)

QUANTITATIVE:

categories from CCSARP (*Blum-Kulka et al., 1989*)

conversational routines (*Myles et al., 1998:325*)

PARTICIPANTS

	Participants
Number	30
Occupation	University students
Nationalities	ARABIC (e.g. Kuwait, Saudi) EUROPEAN (e.g. Italy, Slovakia) ASIAN (e.g. Japan, China)
Ages	20-35
Gender	15 males + 15 females
Proficiency	10 B2 / 10 C1 / 10 C2 (IELTS 5.5-9)

TASKS

	Tasks
Task 1 (monologic)	request (+ <i>apology</i>) – professor ($S < H$)
Task 2 (monologic)	request (+ <i>apology</i>) – classmate ($S = H$)
Task 3 (monologic)	request – professor ($S < H$)
Task 4 (monologic)	request – classmate ($S = H$)
Task 5 (dialogic)	request - professor ($S < H$)
Task 6 (dialogic)	request – flatmate ($S = H$)

TASK: YOU HAVE A UNIVERSITY ESSAY DEADLINE TOMORROW YOU ARE STILL NOT READY BECAUSE YOU HAVE BEEN ILL. YOU NEED TO GET AN EXTENSION ON THE DEADLINE TODAY. YOU DECIDE TO CALL PROFESSOR TAYLOR IN HIS OFFICE BUT HE IS NOT THERE SO YOU LEAVE A MESSAGE ON HIS ANSWER PHONE.

Account + request + request call back + closing

- **Hello (0.1) Taylor.** I'm Su. Because I:: (0.1) was ill (.) so:: (0.1) my essa:::y, (0.2) can I got a:n (0.2) extension (0.1) on (0.1) >my essay deadline< today? So:: (0.2) yeah >**can you ring me**< (0.1) after you (.) heard this (.) message? Thank you very much.

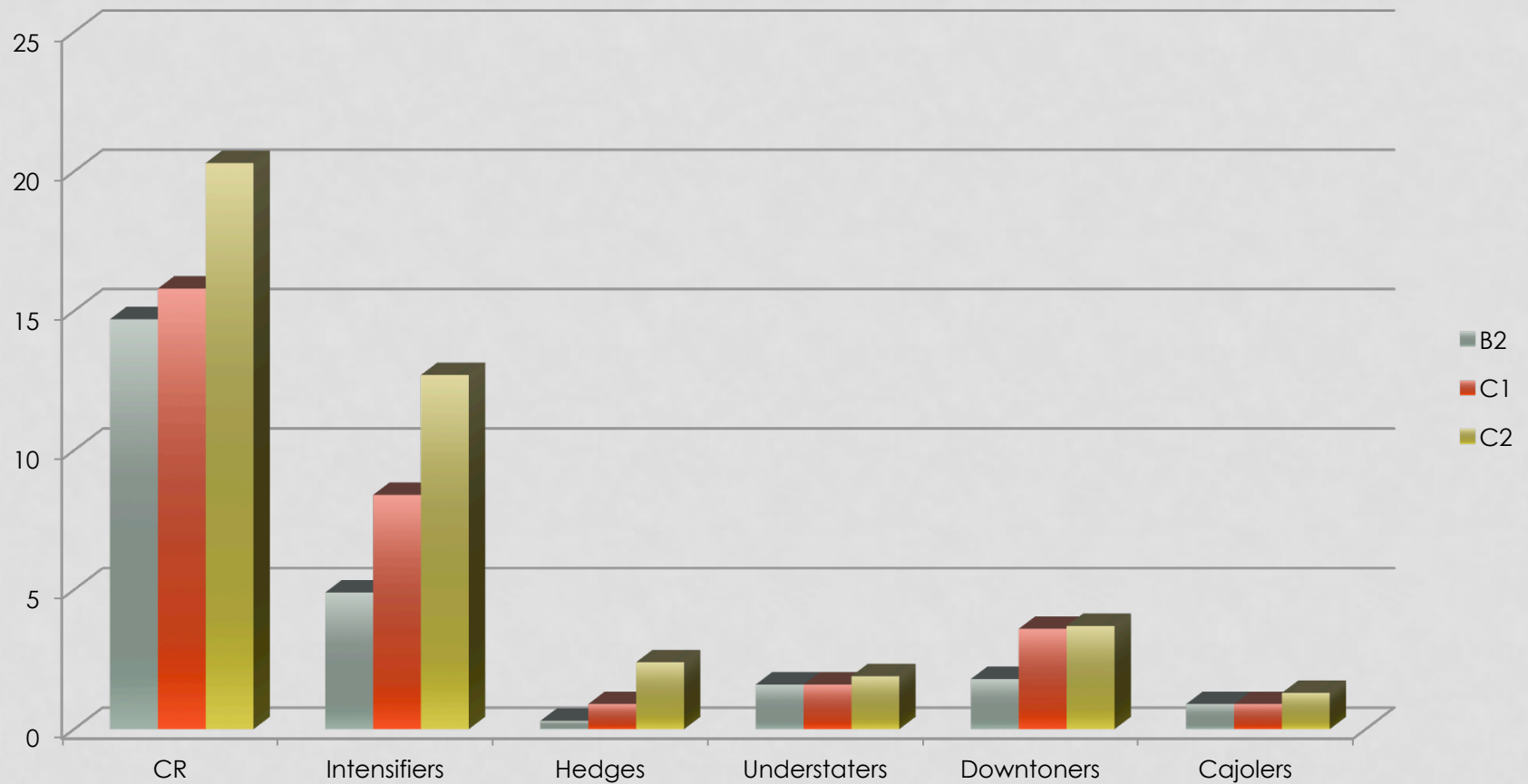
Project upcoming request + account + request + request call back

- **Good evening, professor Taylor.** Erm the university essay deadline (.) is tomorrow, however, erm I wanted to inform you that (.) I have been very ill(.) during the last few days erm a::nd I erm need (.) to get (.) an extension (.) on the deadline. Erm >I wanted to ask you whether< that would be (.) possible. A::nd yes erm (0.2) thank you very much. **Please call me back.**

Project upcoming request + account + problem statement + request + request call back

- **Good afternoon professor Taylor.** This is (full name). I'm I'm calling you about the essay, which is (.) due tomorrow. Erm I've been quite sick for the past week a::nd (.) I couldn't work (.) as much as I planned to work (.) for that reason I would really like to ask you for (.) e::rm for an extension (.) to (.) an extension of the deadline basically. If I could have a few more days to complete the assignment (.) that would be much much appreciated. So:: (.) **please could you get back to me** cause of the deadline. Thank you. Bye bye.

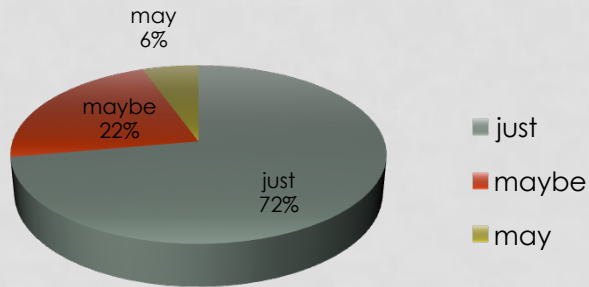
PRAGMALINGUISTIC DEVICES



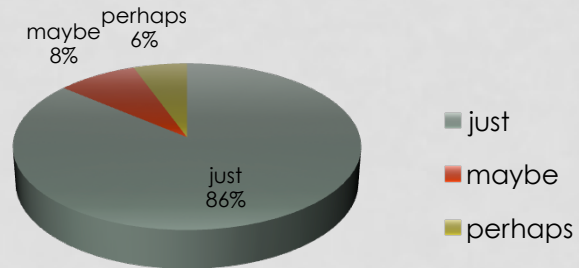
Mean of occurrence per person

DOWNTONERS

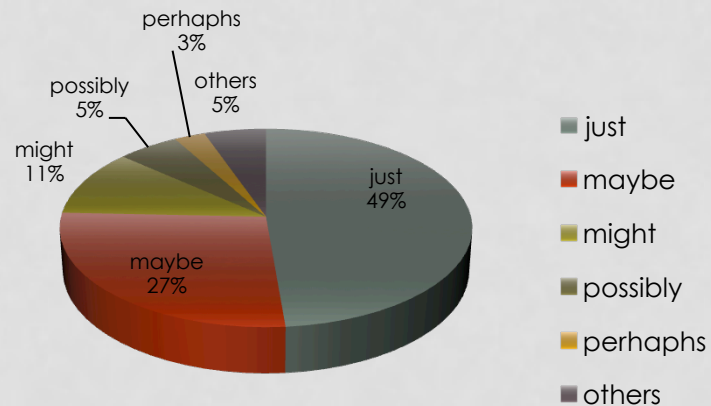
Downtoners / B2



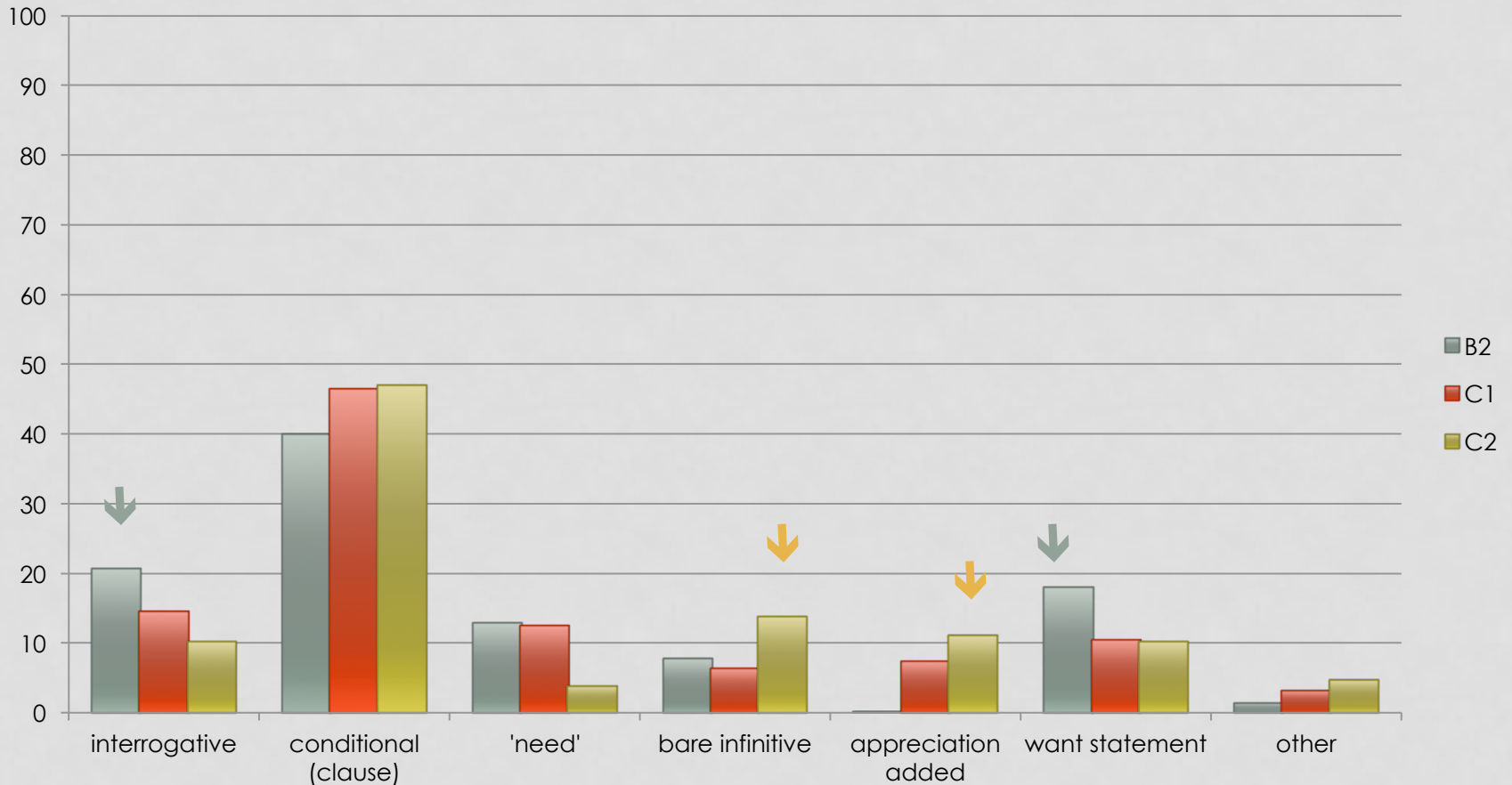
Downtoners / C1



Downtoners / C2



CONVERSATIONAL ROUTINES (CR) IN REQUEST STRATEGIES



LINGUISTIC COMPETENCE

	B2	C1	C2
Interrogative	<i>Can I...?</i>	<i>Can I please...?</i>	<i>Can I ask for possibly...?</i>
Conditional clause	<i>I'm wondering if...</i>	<i>I was wondering if...</i>	<i>I've been wondering whether...</i>
'need'	<i>I need...</i>	<i>I just need to...</i>	<i>I actually need...</i>
Bare infinitive	<i>Please, let me know...</i>	<i>Just let me know...</i>	<i>I mean just let me know...</i>
appreciation		<i>I'd really appreciate (your opinion)</i>	<i>...that would be much appreciated</i>

SENSITIVITY TO CONTEXT

B2

- can I got a:n (0.2) extension (0.1) on (0.1) >my essay deadline< today? (S<H)
- We can go to:: the coffee shop to do it together. (S=H)
- I want your help. Can you give me some opinion on my (.) draft? (S<H)
- Can you please give me one more day? (S=H)

C2

- I would really like to ask you for (.) extension (.) to (.) an extension of the deadline basically. If I could have a few more days to complete the assignment (.) that would be much much appreciated
- this is quite crucial that you do it if you could just make sure that you finish finish it today,
- 've been wondering if (.) whether you could have a look at (.) the draft that I've prepared so far. .. That would be great,
- I: I was wondering whether (.) I could have a look at the book for one more day. it would be great if I could keep it for one₃ more day.

OVERALL: TASK FORMAT & PROFICIENCY

sequential organisation + linguistic devices + appropriacy

B2:

1. Some **elaboration**
2. Limited number and range of **pragmalinguistic** devices
3. Some **adjustment** of language to context

C1:

1. Good **elaboration**
2. A good number and range of **pragmalinguistic** devices
3. Language **adjusted** well to context.

C2:

1. Very good **elaboration**
2. Very good number and range of **pragmalinguistic** devices
3. Language **adjusted** very well to context.

AN INTERCULTURAL SPEAKER...

- ‘Making learners aware of the underlying behaviour behind language will help them to develop their own “personality” in an L2...’ **(Thomas 1983:98)**

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THANK YOU!

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