

Reflecting on Action Research Paper: Making Requests/Asking for Permission: When Travelling Overseas

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When my former student told me that she would travel to Guam four years ago with her family, and they were planning to use English there, it hit me that I would have to teach her pragmatics, more specifically request speech act. When she would buy something in English during her trip, I thought she would need to learn how to use request speech act properly since there are different ways of asking and requesting in English. Therefore, action research was conducted for this student as I wanted to see how she would use the speech act I taught. In the end, I could see much more than I expected from her.

Introduction and Rationale

It is often said that we should travel to see the world and broaden our knowledge along with our views as much as possible. We can also educate ourselves by travelling to many places. Better yet, if we can communicate with locals in their language, not only will we feel joy by expanding our knowledge and views, but we will learn the way people in countries we visit think, and we will be able to learn their culture more deeply.

In my case, every time I travel to countries where they speak English, one thing that I am careful about is the way I communicate with people, particularly the way I make requests and ask for permission. As a traveler who doesn't know much about the way things are done or the customs including its culture, making requests and asking for permission in the countries I visit becomes unavoidable. However, if I don't know how I can make appropriate requests in the given social context, it causes miscommunication or

misunderstanding, and the local members of that culture may consider me as rude and insensitive (Thomas, 1983 cited in Eslami-Rasekh, 2005). In the worst case, I will not get what I want or need.

Before I took the pragmatics course, I did not know either this term or the whole perspective about what we would learn. However, reflecting on the way I made requests and asked for permission in the situations where I was in the past, I recall I appeared to be subconsciously thinking about how I could make requests appropriately in each given social situation so that I would not cause communication breakdown (Eslami-Rasekh, 2005) between English native speakers and myself. I usually seem to have gotten what I wanted or needed. Based on my subjective judgement, it seems like I already developed pragmatic competence (Ishihara & Cohen, 2010; Ngyuen, 2010) not to cause misunderstandings or miscommunication (Thomas, 1983 cited in Ngyuen, 2010) between myself and my interlocutors in English-speaking countries.

When one of my students informed me that she would go on a trip to Guam with her family in December 2019, this led me to the notion of pragmatic competence; cultivating my student with speech act, particularly how she could make requests and ask for permission in an appropriate fashion in its given context. My assumption was that since she would probably make some requests as a tourist when going shopping at malls, restaurants, and a hotel in Guam, I thought it would be a perfect opportunity for me to teach the speech act as part of her lessons and prepare her to be able to express what she would want to accomplish in the given context before departing from Japan.

In order to achieve this aim, the objectives of this action research in the lessons are two-fold: 1) to raise my student's awareness for pragmatic language use in appropriate contexts (Ishihara & Cohen, 2010); and 2) to help her to produce output for interactional opportunities to facilitate her communication abilities in her second language learning (Ishihara & Cohen, 2010).

Participant

A beginner-level English learner (female adult student) was a participant. Her English proficiency level was approximately A1 based on the CEFR scale. She used to take English conversation lessons three times a month at my school. Her family went on a trip to Guam in December 2019 and stayed at a hotel where they had an English-speaking program for their hotel guests. They had badges for the program and if hotel guests wore the badges, hotel staff members would talk to them in English. Hence, it can be said that they were planning to use their English communication skills during their stay.

Background Literature

For the first objective mentioned in the introduction, according to Ishihara & Cohen (2010), there is a framework for noticing hypothesis (Schmidt, 1990 cited in Ishihara & Cohen, 2010) which derives from second language acquisition (SLA): attention and awareness. What that means is that when students notice certain pragmatic language use, there is a possibility that the input might become students' intake, and learners might be able to store the information that they gained for a long time regardless of whether they pay attention intentionally or accidentally. As for the second objective, Ishihara and Cohen (2010) state that output and interactional chances produce opportunities for learners to notice gaps in their own language knowledge, which might enhance their communicative abilities in their L2.

Treatment

Two 40-minute lessons were conducted a week apart. The first lesson focused on raising the student's awareness as well as noticing things for pragmatic language use (i.e., awareness-raising and noticing phase) by giving her explicit instructions to make requests and ask for permission, explaining to her about Japanese

translation for “Could you~?” etc. (see Appendix 1), and showing her three YouTube videos with the transcriptions (see Appendix 2) about the speech act combined with a few controlled practices.

The second lesson aimed at helping her to produce expressions with the speech act as her output in interaction (i.e., output and interactional phase) by administering role-plays, a quiz, and discourse completion worksheets. In the second lesson, I also conducted some awareness-raising and noticing activities by working on a translation exercise (Eslami-Rasekh, 2005) and watching the three YouTube videos together with her again.

Furthermore, in the second lesson, I encouraged my student to imagine that she would be using those sentences she learned successfully in appropriate situations (i.e., motivational practice phase) so that she might possibly encounter her Ideal L2 Self (Dörnyei & Hadfield, 2013). Hence, in this opportunity, I, the teacher, asked the learner if she could think of any possible situations that she might encounter by using the request speech act such as, “Could you tell me~?” The learner informed the teacher that she had been thinking about buying flip-flops etc. I scaffolded her with “Could you tell me where ~?” Based on what she planned to purchase during her trip, she made five questions with the request speech act (see Appendix 6). This might motivate her to use the expressions she learned during her trip.

In her next lesson in January 2020, I interviewed the learner, and she shared her verbal reflection on what kinds of expressions she used for making requests or asking for permission, what she thought of the fact that she had actually used the phrases she had learned in class, and other interesting episodes during the trip. This conversation was recorded manually during her interview on my computer as the data to assess both her awareness development and pragmatic development as her output in interaction as well as to assess if she felt or realized something related to pragmatic language use or features during her trip.

Finally, regarding the materials used in the lessons; first, the three YouTube videos were shown to the learner about dialogues

related to the speech act for making requests and asking for permission between customers and clerks or servers at restaurants, at a hotel, and at a clothing shop as Taguchi (2011) suggests. The three YouTube videos selected for the lessons contain a decent amount of the speech act (pragmatic language use). Second, handouts were given to the learner which were designed by the author based on the expressions used for the request speech act mostly adopted from those YouTube videos (see Appendix 2 to 4). The YouTube videos and some handouts were made to give her chances to notice how speech acts for making requests and asking for permission were used and also raise the learner's awareness for the pragmatic language aspects, and the rest of the handouts were created to produce her output in interaction by conducting role-plays, a quiz, and discourse completion worksheet (see Appendix 3 & 4). In addition to these materials, the learner was encouraged to reflect on what she had learned or noticed in the two lessons. Hence, she filled in both of her self-reflection sheets toward the end of the lessons.

Data Collection Procedure

Teaching journals for the lessons, the student's lesson self-reflection sheets, and student's reflection interview after the trip were used as objective evidence of the student's pragmatic development. Her lesson self-reflection sheets gave her chances to reflect on the pragmatic aspects she had learned and notice anything for pragmatic language use in class, which were used to assess her awareness in pragmatic language use and linguistic development. The teaching journals for the lessons and student's reflection interview after the trip enabled the teacher also to observe the learner's awareness in her pragmatic language use. In addition, the student's reflection interview after the trip enabled the teacher to observe the learner's output in interaction during her trip.

Findings

The results, based on the initial two research questions: 1) the lessons raised the learner's awareness for pragmatic language use and features (Ishihara & Cohen, 2010) in making requests and asking for permission by using an attention getter, such as "Excuse me?" and a mitigator (a softening downgrader), "~, please." to soften requests and 2) the lessons helped her to produce output for interactional opportunities to facilitate her communication abilities in her second language learning (Ishihara & Cohen, 2010).

- 1) Awareness for pragmatic language use and features in making requests and asking for permission by using an attention getter, such as "Excuse me?" and a mitigator (a softening downgrader), "~, please." to soften requests.

The learner's self-reflection sheets indicate her awareness for a few particular pragmatic language use/features including the attention getter, "Excuse me?" In response to question (1) "*What did you learn in today's lesson?*" in her first self-reflection sheet, the learner wrote:

There are three ways of using "Please", and there is also each meaning for each use of "please" as well as differences between "Could you~?" and "Can you~?"

In her first lesson, she learned three ways of using "please" for making requests. I, the teacher, gave her explicit instructions (see Appendix 1). Also, in response to question (2), "*When you get attention from clerks, what kinds of phrases did you learn?*", she responded in both of her self-reflection sheets that she had learned "Excuse me." when people want to draw attention from a clerk or staff.

Besides the comments, she mentioned that she had learned that in response to question (2) in both of her reflection sheets, "Could

you~?” or “Could you tell (me)~?” can be used for making requests at restaurants or at shops. In her first self-reflection sheet, she mentioned that “I’d like ~, please.” can be used for ordering meals at restaurants or buying things at stores.

In her first self-reflection sheet, in regards to the prompt on question (1), “What did you learn in today’s lesson?”, her response demonstrates her awareness of linguistic features (grammar structure) as follows:

Could you tell me ~?

Where などの後が主語+動詞で疑問文になることがわかりました。

Could you tell me~?

I found out that (after “Could you tell me~?”,) an order of where + subject and verb becomes an interrogative sentence.

In her first or second self-reflection sheet, in response to the prompt on question (3), “When you buy things and order meals (making requests) in Japanese and in English, are there any differences or similarities between the two?” She mentioned at least one similarity or difference in request speech act with an attention getter, and in terms of that, her answer also shows the development of her awareness.

For example, she wrote:

Similarity in her first self-reflection sheet

Excuse me すみませんと声をかける。

People both in Japanese and English say to a clerk or a staff, “Excuse me.”

Difference in her second self-reflection sheet:

日本語の方が店員さんに聞くときに直接的なかんじがします。

教えていただけますか？などは聞かない気がします。

When I make requests to a clerk at a shop in Japanese, the requests are generally more direct than in English. I don't feel that I hear “~shiteitadake-masuka?

(“Could you~?”) when making requests in Japanese.

The teaching journals also show the learner's awareness of things she noticed for a few pragmatic language aspects. For instance, the teacher wrote in her first teaching journal:

...Then, we went over Japanese translation for each pragmatic component in Appendix 1. She asked me this question: “What is the difference between “May I ~?” and “Can I ~?” ...In case she asks a shop clerk if she can try on a T-shirt, for example, I explained to her that she can just say, “Can I try this on?”

Another example in the first teaching journal shows that her awareness for one pragmatic language use in response to a question a server might ask, such as “Are you ready to order?”:

... After that, she asked me a few questions, such as “what is the difference between “I'll have~.” And “I'd like~...”?

She also mentioned the same thing with regards to question (4) in her first self-reflection sheet.

2) to help her to produce output for interactional opportunities to facilitate her communication abilities in her second language learning

The learner's reflective interview after the trip clearly demonstrates how much output she produced during her trip in Guam. She verbally reflected on her pragmatic language use including the attention getter, “Excuse me?” with some episodes

related to each output she produced in her next lesson, which was recorded manually as follows:

Output 1&2 in episode 1:

1.Excuse me, could you tell me where I can find my daughter's backpack?

2.Can she try it on?

When she went to the shopping mall in Guam, she wanted to buy her daughter's backpack. So, she asked a shop clerk by using "Excuse me, could you tell me where I can find my daughter's backpack?" The clerk asked her how old her daughter is, and she told her that she is five years old. Even though the shop clerk didn't know where they were, the shop clerk asked another shop clerk where they were and took the learner to the place where the backpacks were. The learner assumes that the clerk might have been trying to look for the right kind of backpack for her age. She was kind, and in the end, the learner could get a nice backpack for her daughter. She also asked at the mall, "Can she try it on?"

Output 3 in episode 2

3.Excuse me, where is the restroom?

She asked a different person where the bathroom was at the mall, and the clerk pointed out where it was. She said that she could convey what she had wanted to say without a hitch and even without gestures. She also mentioned that her husband and she were somewhat competing with each other to try their English abilities at the shopping mall.

Output 4 in episode 3

4."Water, please." "I'll have miso ramen."

One day during her trip, her family went to a ramen shop in the

hotel because her daughter likes ramen noodles. The learner asked a clerk, "Water, please." She also ordered miso ramen noodles by saying "I'll have miso ramen."

Output 5 in episode 4

5. Let me say, "Check in, please."

Because she was somewhat competing with her husband for trying to speak in English in Guam, at the time of check-in at the hotel, she asked her husband to let her say the expression, "Check in, please." The rest of the procedure, her husband somehow conversed with the hotel clerk.

Output 6 in episode 5

6. Excuse me, where can I find the kids' club?

She wanted to know where the kids' club was. So, she said to a cleaning person, "Excuse me, where can I find the kids' club?" Then, he explained to her where it was by saying, "It's above that." (It should be "It's above there.") When she went to the place just as the man explained to her, the club was actually there.

Finally, in addition to her output and those episodes, I discovered her still-on-going awareness development in pragmatic language use as afterthoughts (reflective learning) and positive affect (ideal L2 self), communication strategy, and her learning environment in this reflective interview as follows:

Learning strategy 1

During the interview, I asked the learner the following question:

"What did you think of actually having used the expressions you had learned?"

あっ、使えると思った。自分が思ったことを伝えるには、フレーズを覚えることから始めることから大事だと思った。

I thought I could actually use the phrases. In order to tell people what I want to convey, it is important to start with memorizing phrases.

Ongoing awareness 1 as afterthought:

Also, she added the following comments as her awareness development in pragmatic language use:

今回もあのような言い方をしたから (ショッピングモールでの丁寧な依頼)、リュックが売ってる売り場まで連れてってくれたのかな。

Because the way I asked was that way (polite way by saying "Could you tell me where I can find my daughter's backpack?"), perhaps the clerk took me there.

She realized the importance of how she should make requests politely so that the way people treated her would differ (in a positive way).

Ongoing awareness 2 as afterthought:

日本語にも丁寧な言い方があるように、英語にも言い方によって、シチュエーションにあった言い方を英語で覚えた方がいいなと思った。例えば、いままでは、*I want to* といってたけど、*I would like to* といった方がいいのかな。

Just like we have polite ways of asking people in Japanese, I thought it would be better if I memorize different ways of saying (making requests) in English depending on the situation. For example, up until now, I said “I want to~.” but maybe it would be better to say, “I would like to~.”

Positive affect (Ideal L2 Self)

In addition to her language learning strategies and awareness in pragmatic language use above, she seemed to have discovered her one identity in Japan and second identity in Guam. In the end, she might have encountered her Ideal L2 Self (Dörnyei & Hadfield, 2013).

通じた時の嬉しさがあり、よっし、通じた。楽しい。違うアイデンティティーがあり、開放的になる。(グアムは) あったかいのもあるけど。。日本語はちゃんとしてるけど、(向こうは) 鎧をかぶらなくても、いいみたいなところはある。個人がどんな格好していても、いいんじゃないと自分も思う。向こうに行くと大らかになる。日本だとタクシーの運転手と話さない。(自分が) 日本仕様になる。(向こうに行くと) 第二の自分がある。シチュエーションで(言い方を) 使ってそれで、学び、通じたと思った。あっちも(相手側) も(こちらの意図を) 読み、理解してくれる。きちっと言えた方が通じる。後の対応の仕方も違うと思った(例えばショッピングモールでのリュックサックの話)。

When people understood what I conveyed, I was happy. I also felt it was fun, and I felt that I could make myself understood. It's like I have a different identity, and I become more open (in Guam). Maybe because it's warm in Guam, though... Japanese

language is more rigid, but in Guam I feel like we don't have to be so defensive or protective about things. (For example,) No matter what kinds of outfits people may wear in Guam, I feel that it's okay. So, I become easygoing when I go there. In Japan, I don't even talk to a taxi driver. I become very Japanese like a certain specification that fits into Japanese context. When I go to Guam, I have a second identity there. I learned by using phrases and expressions (request speech act) in Guam, and I felt that they understood me (my requests etc.). People I talked to also tried to understand what I was saying. If I can say things properly, they understand me more. I learned that people dealt with my situation differently (concerning the backpack episode in a positive way at the shopping mall).

Discussion

Based on the findings above, it can be said that the pragmatics-focused lesson plan that I designed 1) to raise the learner's awareness and help her notice things for pragmatic language use and be able to use different ways of making requests and asking for permission and 2) to help her to produce output for interactional opportunities were relatively successful in the end.

Especially, what might have been effective in this pragmatic-focused lesson plan was in her second lesson, when my learner brainstormed with me about sentences related to request speech act that she might be using at a mall, at a hotel, and a restaurant. As I mentioned earlier in the treatment section, I encouraged my learner to imagine that she would be using the sentences successfully in those appropriate situations so that she might possibly encounter her Ideal L2 Self (Dörnyei & Hadfield, 2013). Eventually, it seems that she actually discovered her second identity in Guam, which was a positive effect for her. It seems that this might have been her Ideal L2 Self (Dörnyei & Hadfield, 2013). According to Rose (as cited in Eslami-Rasekh, 2005), students need to be motivated, and the teacher should provide the situation where students gain their interest, and they should focus on the activities

that they are going to follow. It appears that I could provide her with enough motivation in the second lesson including scaffolding her to build sentences she would use in Guam and administering role-plays based on those sentences with request speech acts in hypothetical situations (Pearson, 2006 cited in Taguchi, 2011).

However, besides motivation and positive effects, I must not forget that the other factors such as her ongoing awareness development in pragmatic language use as afterthought (reflective learning), exposure, her willingness to communicate (Sato, 2015), communication strategy, and learning environment need to be considered to have fostered her awareness development in pragmatic language use and features and output in interaction.

For example, in case of awareness development in pragmatic language use and features regarding ongoing awareness 1 as afterthought, she realized the importance of making requests politely so that people treated her requests resulting in a positive outcome just like at the shopping mall. Her reflection on her awareness development in pragmatic language use proved that it is crucial for teachers to take teaching pragmatic language aspects into account and design a lesson plan for their students' needs.

As for exposure, normally, many Japanese students I know tend to be very shy. However, her case was different. She showed her willingness-to-communicate (WTC) by saying to her spouse, "Let me say, "Check in, please." at the hotel where they were staying. In addition to this episode, the number of her outputs which were mentioned above clearly indicate that her WTC is one of the key factors to be able to develop and enhance pragmatic language use. Her WTC increased the amount of exposure which led to situations where she could promote the amount of her pragmatic language usage in the end.

Moreover, analyzing another episode of hers made me realize that she actually used communication strategy by using a different kind of request speech act. One example is that her family decided to utilize their English-speaking program at the hotel. The hotel provided their guests with a particular badge for the program. She

verbally reflected the conversation she had with a hotel staff (in which she requested a badge) in her interview after the trip as follows:

My learner: “Do you have a “Let’s speak English” badge?

Hotel staff: How many?

My learner: Three

Even though the way she used her request speech act may not have been polite enough compared to this request speech act, “Could you give us three “Let’s speak English” badges?”, she used her communication strategy based on her existing knowledge to make a request in a different way. Her communication strategy in this case proved her effectiveness to achieve what she wanted with another type of request speech act.

Furthermore, there was her environmental factor, which enabled her to produce output with request speech acts and enhanced her motivation to be willing to communicate with people at different places. For example, her daughter who was 5 years old and went to a relatively small international kindergarten was motivated to study English together with her mother. During their trip, her daughter helped my learner to get a tissue from a cleaning lady by saying, “May I have a tissue?”, which might have given her some influence on her motivation to try her pragmatic language use with request speech acts in Guam. For another example, her husband also studied English online. Her spouse and my learner were somewhat competing against one another to try their English communicative skills during their stay.

While this pragmatic-focused lesson affirms the effectiveness in raising the learner’s awareness for pragmatic language use and producing output for interactional opportunities, some limitations should be noted. First, this relatively effective and successful case may not have been possible without those other factors I mentioned above. Certainly, different students will yield different results. Some may not be as successful and effective as her in this lesson plan. Teachers need to be aware of what students need and want to be taught in their pragmatic language use. The contents in many

textbooks generally do not offer sample sentences which are used in real-life situations for students to develop pragmatic competence (Nguyen, 2010).

Second, the productive skills in this lesson contained role-plays, which were conducted under controlled practice. In her case, it seems that she used a variety of request speech acts during her trip. This is because she made efforts to study English by listening to the three YouTube videos while cooking breakfast etc. In general, controlled practice limits my students' learning with a target speech act in their pragmatic language lesson, while guided practice or communicative practice gives my learners more control over their language learning and tends to be more meaningful.

Third, the pragmatics materials in this lesson plan may not have been able to offer more authentic language samples since they were not based on empirical information. When there was a situation where I scaffolded my learner to make several authentic sample sentences that she would probably use in Guam, this might have been the only chance to facilitate her communicative abilities in the pragmatic language use. Hence, I need to gather more empirical data to design more authentic language samples for my future lessons. If another opportunity arises, I would like to conduct another small-scale research based on more empirical data.

Conclusion

The English language has become our common language to communicate around the globe. In recent years, we travel more freely all around the world, and we communicate with one another in English as our Lingua Franca. As travelers, we would like to communicate smoothly and politely by respecting people from different countries. As I mentioned earlier, since travelers do not know much in countries where we travel, it is only natural for us to make requests and ask for permission. This very small-scale research proved that my learner seems to have been able to communicate smoothly in terms of pragmatic language usage with request speech acts with an occasional attention getter. The

findings enabled me to see the importance of teaching pragmatic language use to my learners. To achieve this end, I need to keep learning how to design pragmatic-focused lessons more effectively. When my learner verbally reflected on her pragmatic language use and related episodes, the way she talked about it conveyed a sense of exhilaration. The results of the focused-lesson plan seem to have supported her to have a meaningful trip and added some new perspectives for her.

How Has This Knowledge Contributed to My Own Autonomy/Knowledge as a Teacher

In this very small finding, I could discover the importance and necessity to teach my learners pragmatics, which most learners do not learn at school. Therefore, many of my learners unwittingly cause communication breakdowns (Eslami-Rasekh, 2005) by saying things such as, “You had better do this,” which is a threatening remark in English, while in Japanese it is a mere suggestion. Or many students assume that as long as they add “please” at the end of a sentence or at the beginning of a sentence as a request, the sentence becomes polite enough. However, it sometimes sounds pushy and arrogant, whereas in our L1, it is polite enough to use it in social given context most of the time.

Given this opportunity almost 4 years ago, once again, I learned that it is important for a teacher to be autonomous and to keep learning new things related to their knowledge and teaching and to be supportive of their learners even for a small thing, such as the trip that my learner had four years ago. I believe that teacher autonomy means a teacher keeps asking themselves how their teaching can promote autonomous learning. Thus, “teachers need to be open to continuous improvement and development of their new skills and knowledge and itself further develops teacher autonomy” (Gruendel, 2018, p. 144).

When I conducted this Action Research, as I mentioned, it was almost four years ago. However, when I read this intently, I thought I

had to publish it and reflect on what I learned through this action research. I am the kind of teacher who tries to seek ways to be autonomous as a language teacher. Therefore, once again, I would like to stress the importance that as long as we are teachers, we need to keep learning as teachers (Gruendel, 2018). Therefore, from my own experience with autonomous learning and teaching, I strongly believe that teacher autonomy and learner autonomy are interrelated and intertwined (Gruendel, 2018). Once again, I would like to learn and practice the various skills needed to teach L2 (English) to learners, so that I can best serve them on a daily basis.

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Appendices

Appendix 1

Read each Japanese meaning for the following English expressions.

1. Could you ~? → (意味) [~していただけますか、~していただけますか]

Example: Could you give me more coke?

2. ~please. → (意味) 1. [(動詞の原形が後に来て) ~してください。]

2. [(名詞が前に来て) ~お願いします。]

3. [(May I~?、Could you~?やI would likeの文末に来て、さらに丁寧な依頼のニュアンスがでます。]

Example: 1. Please have some tea.

2. Two tickets, please.

3. Could you give me the menu, please?

May I have your name, please?

I would like a table for four, please.

3. May I ~? → (意味) [~してもよろしいですか]

Example: May I have your name?

4. Can I ~? → (意味) [~してもいいですか (May I~?の方が丁寧)]

Example: Can I have a blanket?

Appendix 2

Transcription from YouTube videos related to those expressions:

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*At a clothing shop

Dialogue 1: Can I ~?

Shop clerk: Hello. Hi! How may I help you?

Customer A: Just looking right now. Thank you.

Shop clerk: OK. My name is Jen. Let me know when you want any help.

Customer A: Thank you, Jen. We will.

Customer A: Hello, Jen. Do you have another color of this shirt?

Shop clerk: Sorry. We have only that color.

Customer A: Do you have size S?

Shop clerk: Sure.

Customer A: Can I try this on?

Shop clerk: Sure. The fitting room is in this way. If you have any questions, let me know.

Customer A: Thank you.

Shop clerk: How was it?

Customer A: Yes, I'll take this.

*At a restaurant

Dialogue 2: ~, please.

Server: Hello. How can I help you?

Customer (father): Hello. I would like a table for four, please.

Server: Of course. Please follow me.

Here is a table for four.

Customer (father): Thank you.

-Moment later-

Customer (father): Could you give us the menu, please?

Server: Yes, of course. Here you are.

Customer (father): Thank you.

Server: Can I get you anything to drink?

Customer (father): Just water for me.

Customer (mother): I'll have a lemonade.

Customer (son): I'll have a milkshake.

Customer (daughter): I'll have an orange juice.

Server: Great. I'll be right back.

Dialogue 3: Excuse me and ~, please.

Customer (son): Dad, I'm thirsty. I would like to drink some water.

Customer (father): Excuse me.

Server: Yes, sir. How can I help you?

Customer (father): Could you bring my son a glass of water, please?

Server: Yes, of course.

Customer (father): Thank you.

*At a fast-food restaurant

Dialogue 4: May I~? and ~, please.

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Server: May I take your order?

Customer A: Yes, I'd like a hamburger, French fries, and a salad, please.

Server: Anything else?

Customer A: A coke, please.

Server: For here or to go?

Customer A: For here.

Dialogue 5: ~, please.

Server: Hi! What will you have?

Customer B: Hi! I'll have a double cheese burger with fries, please.

Server: Would you like your cheeseburger with everything on it?

Customer B: No onions, please.

Server: Would you like anything to drink?

Customer B: Yes, a bottle of mineral water, please.

Server: Is that it?

Customer B: Yes, that's it.

Server: For here or to go.

Customer B: To go.

At a hotel

Dialogue 6: ~, please.

Hotel guest: I need to get up early tomorrow. I'd like a wake-up call, please.

Hotel clerk: What time?

Hotel guest: 7 a.m.

Hotel clerk: Your room number, please.

Hotel guest: Room 777. I'd like an extra blanket, towel, shower gel, shampoo, please.

Hotel clerk: OK.

Dialogue 7: May I ~, please?

Hotel guest: I'd like to check out, please.

Hotel clerk: OK. May I have your key card, please?

Hotel guest: Here you go.

Hotel clerk: Thanks. Here's your bill. Would you like to pay by credit card or cash?

Hotel guest: Credit card, please.

Hotel clerk: OK. We look forward to seeing you again.

Appendix 3

[WORKSHEET 1]

Choose the appropriate answer and fill in the blanks.

(空所に当てはまる最も適当な英語を選びなさい。)

(Conversation 1)

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Hotel guest: I'd like to check in, ().
Hotel clerk: Certainly. () I have your name, please?

(Conversation 2)

Hotel guest: I'd like to check out, ().
Hotel clerk: Certainly. () I have your key card, please?
Hotel guest: Here you are.
Hotel clerk: Thank you. Here's your bill. Would you like to pay by credit card or cash?
Hotel guest: Credit card, ().

(Conversation 3)

At a restaurant
Customers: () you give us the menu, please?
Server: Yes, of course. Here you are.
Customers: Thank you.
Server: Can I get you anything to drink?
Customer (father): A coke, ().

(Conversation 4)

At a clothing shop
Customer: Hello, Katie, do you have another color of this skirt?
Shop clerk: Sorry. We have only that color. Do you have size S?
Shop clerk: Sure.
Customer: () I try this on?
Shop clerk: Sure. The fitting room is in this way. If you have any questions, let me know.
Customer: Thank you.
Shop clerk: How was it?
Customer: Yes, I'll take this.

Appendix 4

[Worksheet 2: Review Quiz]

Choose the appropriate answer and fill in the blanks.

(空所に当てはまる最も適切な英語を選びなさい。)

(Conversation 1)

At a fast-food restaurant
Server: () I take your order?
Customer: Yes, I'd like a hamburger, French fries, and a salad, ().
Server: Anything else?
Customer: A coke, ().
Server: For here or to go?
Customer: For here.

(Conversation 2)

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At a restaurant

Customer (son): Dad, I'm thirsty. I would like to drink some water.

Customer (father):() (). すみません。

Server: Yes, sir. How can I help you?

Customer (father):() you bring my son a glass of water, ()?

Server: Yes, of course.

Customer (father): Thank you.

(Conversation 3)

At a clothing shop

Customer: Hello, Meg, do you have another color of this shirt?

Shop clerk: Sorry. We have only that color. Do you have size S?

Shop clerk: Sure.

Customer: () () try this on ? 試着してもいいですか?

Shop clerk: Sure. The fitting room is in this way.

(Conversation 4)

At a hotel

Hotel guest: I'd like to check out, (). チェックアウトお願いします。

Hotel clerk: OK. () () have your key card, please? カードキーを頂いてもよろしいですか?

Hotel guest: Here you go.

Hotel clerk: Thanks. Here's your bill. Would you like to pay by credit card or cash?

Hotel guest: Credit card, (). クレジットカードでお願いします。

Appendix 5

Think about any situations you might encounter during your trip and write sentences in English by using the expressions above and write Japanese translation below.

English:

Japanese:

English:

Japanese:

Appendix 6

In her second lesson, I asked my learner if she could think about possible situations that she might encounter by using the expressions with “Could you tell me~?” She informed me that she has been planning to buy flip-flops, a backpack for her child and so on. I scaffolded her with the new expressions including “Could you tell me where I can find ~?” By scaffolding her, we made five sentences together as follows:

Could you tell me where I can find flip-flops, please?
Could you tell me where the bathroom is? (at a shopping mall)
Could you tell me where I can find backpacks for children? (at a shopping mall)
Could you tell me where the bookstore is?
Could you tell me where I can find picture books?

Then, we role-played by using a few of those sentences by me being a clerk and the student by being a customer. The followings are the role-play we conducted:

Role-play 1

Hotel guest: Excuse me? Could you tell me where the bathroom is?

Hotel clerk: Sure. It's just around the corner.

Hotel guest: Thank you. Have a good day.

Hotel clerk: You, too.

Role-play 2

Customer: Excuse me? Could you tell me where I can find flip-flops?

Clerk: Sure. Please go straight and you will see the bookstore on your right.

The shoe store is next to the bookstore.

Customer: Thank you. Have a good day!

Clerk: You, too!

Appendix 7

Self-reflection sheet

1. 今日のレッスンでは何をまなびましたか？
2. お店やレストランなどで、依頼や要求などするアクティビティーでは、どのような英語を使いましたか？また、人の注意を引くときどのようなフレーズを使うことを学びましたか？
3. 日本語で、物を買ったり、注文したりするときと、英語で物を買ったり、注文したりする時、なにがどのように違いますか？もしくは似ているところがありますか？

4. 何か他に気づいた点やリクエストがあれば書いてください。