

The Impact of Using Authentic Audio-Taped and Video-Taped Materials on the Level of EFL Learners' Pragmatic Competence

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Abstract

This study sought to investigate the impact of teaching speech acts and role relations through authentic audio-taped and video-taped materials on the level of Iranian EFL learners' pragmatic competence. To this end, 55 intermediate learners were selected and randomly assigned to two experimental groups: the audio-taped group and the video-taped group. During the treatment, the audio-taped group received instruction through audio-taped materials (various authentic podcasts), while the experimental group through exposure to video-taped materials (extracts from some popular TV soap operas). The data analyses conducted prior to and following the treatment in both groups demonstrated that both groups had improved in terms of the knowledge of certain speech acts. However, the video-taped group was shown to have significantly outperformed the audio-taped group.

Keywords: authentic audio-taped materials, authentic video-taped materials, pragmatic competence

Introduction

It is generally recognized that the goal of language teaching is to develop learners' ability to communicate appropriately in a given target language and culture. This means that it is not enough for teaching practices to exclusively focus on the features of the target-language linguistic system. Language learners also need to learn the social and pragmatic conventions of the target-language. Otherwise, inappropriate use of language can lead to pragmatic failure and those speakers who do not use pragmatically appropriate language run the risk of appearing uncooperative at the very

least, or more seriously, rude or uncultured (Bardovi-Harlig, Hartford, Mahan-Taylor, Morgan, & Reynolds, 1996).

Effective communication cannot be achieved if the appropriate use of language is ignored, and it is here that pragmatics comes into the picture. Over the past years, different definitions of pragmatics have been proposed; however, Bachman (1990), who provided the first comprehensive characterization of language competence, defined pragmatic competence as “the knowledge necessary, in addition to organizational competence, for appropriately producing or comprehending discourse” (p. 42). He went on to classify pragmatic competence into two separate categories: illocutionary competence (which refers to intended meaning), and sociolinguistic competence (which deals with issues of politeness, formality, register, and culturally related aspects of language).

Foreign language students – unlike second language learners, who are in contact with the target language – have only the possibility, in most cases, to acquire the pragmatic-discourse aspects of the foreign language in an instructional context. Fernandez-Guerra and Martinez-Flor (2003) stated that, “Researches in the field of pragmatics have shown that foreign language learners’ grammatical and pragmatic competence do not often match, to some extent, due to a lack of appropriate pragmatic presentation in current EFL textbooks and teacher-student talks” (p. 17). Therefore, the presentation of rich and contextually appropriate input has been regarded as a necessary condition for developing learners’ pragmatic ability in the target language. In this regard, Locastro (cited in Martinez-Flor, 2007) writes that, EFL learners are exposed to different types of input in the EFL context: teacher and the materials. Kasper (1997) reports that,

Due to the asymmetrical roles between the interlocutors in classroom teacher-student talks, the teacher often monopolizes discourse organization and management. As a result, classroom interactions often produce a limited range of speech acts, simplified openings and closings, a lack of politeness marking, and a limited range of discourse markers in the classroom discourse. In other words, teacher-fronted classroom discourse does not serve as a pragmatically appropriate model for the speech of EFL learners. (p. 40)

On the other hand, Boxer and Pickering (1995) pointed out that, “There is a lack of natural conversational models representing the real use of language, as well as an artificial presentation of speech act strategies in the textbooks students have to use during their learning process” (p. 18). As a result, some

researchers have concluded that learners should be exposed to authentic materials in the development of pragmatic competence (Dufon, 2004; Shomossi & Ketabi; 2007). It is assumed that materials should contain appropriate examples of the language from the culture in which the language is spoken. Based on Widdowson's (1998) portrayal of authenticity as a social construct, people and the context in which they are communicating can certainly contribute more to authenticity than textbooks. For example, in a medical context, there will be differences in how a request is uttered by a doctor to a nurse, a nurse to a doctor, or a doctor to a patient.

One of the ways that language teachers can increase EFL students' exposure to authentic materials is the use of technology. The recent advances in educational applications of computer hardware and software have provided a rapidly growing – and sometimes bewildering – set of resources for language classrooms. The practical applications of computer-assisted language learning (CALL) are growing so rapidly that it is almost impossible for a classroom teacher to keep up with the field (Brown, 2007). However, probably the most widespread use of technology in language classrooms today is the use of audio-taped and video-taped materials.

Authentic Audio-Taped Materials

Authentic audio-taped materials provide examples of genuine spoken language devices typically used by speakers, such as pause fillers, false starts, long and loosely structured sentence fragments, and compensation devices. Lam (2002) points that through these materials, learners can develop awareness of the syntax and organization of spoken discourse in order to facilitate their ability to process spoken texts. And redundancy in natural speech presented by these materials does allow the listener some processing. Speakers always find themselves correcting or improving what they have already said. Furthermore, students will not only become better listeners, they will also become more effective language learners because they will be given opportunities to focus on, and reflect upon the processes underlying their own learning. They find it motivating when they can extract information from an ungraded passage (Nunan, 1997).

According to Celce-Murcia (2001), the use of authentic audio-taped materials should be the basis of in-class activities. Listening to the audio-taped materials can be enjoyable for students and can provide them with authentic practice in listening to native speaker speech. The teacher can also assign out-of-class learning activities, such as listening to a radio

program. These materials then become input for subsequent in-class activities, such as oral reports or discussions. Among the authentic audio-taped materials, podcasts can be used for teaching pragmatic competence since it is argued that they can provide students with the closest approximation to real-life situations.

In thinking about podcasts, as reported by Patterson (2008), beginners will be exposed to the new language with its own distinctive sound system, intonation patterns, pause system, word order, and spoken patterns. The intermediate learner needs to be exposed to authentic texts and a variety of voices. By the time learners reach the advanced stage, they should be able to learn from listening. Patterson adds that most students in a foreign country rely heavily on reading, writing, and vocabulary to learn, and it is critical for them to be able to recognize organizational markers, cohesive devices and definitions in context. Clearly, audio-taped materials can be used to help achieve these goals.

In short, audio-taped materials are among the useful media resources that teachers can use to help facilitate the learning of foreign languages.

Authentic Video-Taped Materials

Video-tapes offer teachers another useful multimedia learning tool. This is because they provide more contextual information in a more efficient manner than other materials. They give learners a more complete picture of the interlocutors and the setting, as well as information about posture, gestures, clothing, and proxemics, all of which contribute to politeness in interactions (Stempleksi & Tomalin, 1990). In addition, According to Kasper (1996, p. 68), "Videotapes can portray similar events but with variations in the contextual variables that allow learners to view how participant variables might affect the language used in the interaction".

Arthur (cited in Fernandez-Guerra & Martinez-Flor, 2003) names the following as advantages for videos: they give students realistic models to imitate for role-play; increase awareness of other cultures by teaching appropriateness and suitability; strengthen audiovisual linguistic perceptions simultaneously; widen the classroom repertoire and range of activities; help utilize the latest technology to facilitate language learning; teach direct observation of the paralinguistic features found in association with the target language; offer a visual reinforcement of the target language; and lower anxiety when practicing the skill of listening.

Rose (1997) has argued that, "In foreign language contexts, exposure to film is generally the closest that language learners will ever get to witnessing or participating in native speaker interaction" (p. 283). In the same way, Grant and Starks (2001) claim that, "Television conversations provide a wide variety of functional conversational English, imitate natural speech and follow cultural and linguistic behavior of both the language and the participants" (p. 49). They further hold that using audiovisual materials in the classroom breaks the monotony of the everyday routine and motivates the student, and helps students learn customs, traditions, and attitudes that they may find useful in everyday conversation.

In line with what has been discussed so far, the researchers intended to investigate whether teaching pragmatics through authentic audio-taped or video-taped materials was more effective and thus posed the following research question:

Is there any significant difference between the level of pragmatic competence of EFL learners who underwent instruction by authentic audio-taped materials and that of those undergoing instruction by authentic video-taped materials?

Method

Participants

A total of 55 adult female EFL learners attending intermediate classes were selected to participate in this study. To be sure of the homogeneity of the participants in terms of their pragmatic competence (i.e., the dependent variable of the study), a teacher-made discourse completion test was administered to them at the outset of the study. As the learners were in intact groups and the researchers did not have the luxury of random sampling, the mean scores of the two groups on the discourse test were checked at the outset making sure that a significant difference did not exist between the two groups, one of which comprised 27 students to undergo the audio-taped instruction and the other 27 in the video-taped instruction group. Also, 30 students at the same language proficiency level of the target group took part in the piloting phase of the above discourse test prior to the actual administration which is described below in detail.

Instrumentation

The researchers used a series of tests in this study which are described below in order of application.

A teacher-made open-ended discourse completion test (ODCT) consisting of 30 items was piloted to a group of students with a proficiency level comparable to that of the main group. The purpose of this test was to collect data for designing the distractors of a multiple-choice discourse completion test to be employed subsequently. The test elicited the speech acts of request, suggestion/advice, and complaint within 'familiar equal' and 'superior-inferior' relationships in contextualized situations. The students were asked to read the questions and imagine they were in the situations described. Then they were asked to write what they would actually say, if they were actually involved in those situations.

Based on the students' responses collected from the open-ended discourse completion test, a teacher-made multiple-choice discourse completion test (MDCT) comprising 30 items was designed and administered (the test appears in the Appendix). The participants had 45 minutes to answer the questions. The distractors included 'grammatically inaccurate', 'socially inappropriate', and 'irrelevant' answers. For each test, the correct answer (grammatically accurate and socially appropriate) was obtained from the actual utterance that the native speakers and the series characters used in the podcasts and films.

The scoring of the options was weighted, with three points for the correct answers, two points for the options which were only 'grammatically inaccurate', one point for 'socially inappropriate' options, and zero for the 'irrelevant' options. Therefore, each option (except for the irrelevant one) was considered as a single item and the number of items was calculated to be 90 (30 items × 3 options). Since the rating scale was weighted, this would entail that the reliability of the test would be computed through Cronbach alpha (α); this index stood at 0.78 signifying that the test was adequately reliable.

After a six-week period of treatment, the same multiple-choice discourse completion test used in the pretest was administered to both experimental groups as a posttest in order to decide on the effectiveness of the treatment.

Procedure

As described above, the ODCT and MDCT were administered to the participants in both experimental groups. A *t*-test was run on the mean scores of the two groups on the MDCT to make sure that they bore no significant difference in terms of their pragmatic competence at the outset. The purpose was to ensure that any further change in the learners' scores on the pragmatic competence test was due to the received treatment. The instruction took six weeks: three sessions per week with each lasting 45 minutes. The materials were taught in three phases for both groups: pre-activities, activities, and post-activities. In each phase, the teacher went through the following procedures and activities.

Experimental Group Receiving Audio-Taped Materials

Pre-listening activity: The teacher (one of the researchers) would introduce the story of the listening text and ask the students to share their opinions about the topic so that learners would be able to bring their own background knowledge and experience into the classroom. Next, the teacher brainstormed on the vocabulary, explained different ways of performing the speech acts (request, suggestion/advice, and complaint) in English, and pointed out the importance of the context, the participants in the interaction and the results derived from the speech act performed. Finally, the students were provided with pre-listening activities in order to focus their attention on the particular listening task.

Listening activity: The students were asked to listen to three-minute audio-taped interviews, and conversations between different people in different places in podcasts several times in order to adjust themselves to the pitch, speed, and quality of the voice. Each situation varied in degrees of formality. Then, the students were asked to listen and try to answer the questions which were raised in the pre-listening activities.

Post-listening activity: The students were asked to comment about the role relationships between participants, the speech act employed in each situation, and the impact of the age, gender, and social status of the interlocutors. Next, the students were provided with the tape script so that they could self-check their answers. Also, the students decided in small groups what speech acts were used in each situation and whether the same formulae could be used in other situations and why. Finally, the students role-played the different situations in their handouts in pairs.

Experimental Group Receiving Video-Taped Materials

Pre-viewing activity: To tap students' background knowledge, stimulate interest in the topic, lessen their fear of unfamiliar vocabulary, and familiarize them with the manifestations of formality/informality in English, the teacher introduced the story of films and asked the students to share their opinions about the topic. Next, the teacher described the situation, explained different ways of performing the speech acts (request, suggestion/advice, and complaint) in English, and pointed out the importance of the context, the participants in the interaction and the results derived from the speech act performed. Finally, the students were provided with pre-viewing activities in order to focus their attention on the particular viewing task.

Viewing activity: In each session, three-minute extracts from such series as *Friends* and *Desperate Housewives* were presented. First, the teacher played the selected scenes without sound and required students to focus on important aspects such as situations from a degree of close familiarity (son-father; friend-friend; sister-brother; husband-wife) to polite situations (student-teacher; waitress-boss; stranger-stranger), gender, and age. Next, the teacher replayed the entire scenes with sound several times in that the students could understand the situation, identify characters, and observe and recall the language. Finally, the students were asked to watch and try to answer the questions which were raised in the pre-viewing activities.

Post-viewing activity: The students were asked about the role relationships between the participants, the speech act employed in each situation taking into account the interlocutors' age, gender, and social status. Then, the teacher gave them the script to check their answers. Also, the students discussed the difference in the use of all those forms, their level of politeness, and the situation in which they were or were not appropriate. Finally, the students, in pairs, role-played the different situations in their handouts.

Results

Participant Selection

Table 1 below displays the descriptive statistics of the scores obtained by the two groups on the pretest (MDCT).

Table 1 – Descriptive statistics of both groups on the pragmatic competence pretest

Pretest	N	Minimum	Maximum	Mean	SD	Skewness	
		Statistic	Statistic	Statistic	Statistic	Statistic	Std. error
Audio-taped group	27	33.00	50.00	40.89	5.73	.078	.448
Video-taped group	28	32.00	49.00	43.00	4.72	-.596	.441

In order to make sure that the two groups manifested no significant difference in their pragmatic competence at the commencement of the study, an independent samples *t*-test was run between the means of two groups. As Table 1 shows, the distributions of scores in both groups were considered normal as the skewness values (1.73 and -1.34) both fell within the acceptable range of ± 1.96 . Hence, running a *t*-test was legitimized. Table 2 below shows the results of this test.

Table 2 – Comparing the variances and means of the groups on the pragmatic competence pretest

	Levene's Test for Equality of Variance		<i>t</i> -test for Equality of Mean						
	F	Sig	<i>t</i>	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
								Lower	Upper
Equal variance assumed	.725	- 4.95	1.41	- 2.11	.141	.53	- 1.493	.132	2.34
Equal variance not assumed	.739	- 4.96	1.41	- 2.11	.143	50.38	-1.488		

As Table 2 indicates, with the *F* observed value of 0.725 at the significance level of -4.95 being greater than 0.05, the variances between the two groups were not significantly different. Hence, the first row is reported here: the results ($t = 1.41, p = 0.141 > 0.05$) revealed that there was no significant difference between the mean scores of the two experimental groups at the outset of the study. Therefore, the researchers could rest assured that the two experimental groups manifested no significant difference in their pragmatic competence prior to the treatment and any difference in the

scores of the posttest could be safely attributed to the difference in their treatments.

Posttest Results

After the instruction, the same pretest was administered again to both groups as posttest. Table 3 includes the descriptive statistics on the pragmatic competence posttest.

Table 3 – Descriptive statistics of both groups on the pragmatic competence posttest

Pretest	N	Minimum	Maximum	Mean	Skewness	
		Statistic	Statistic	Statistic	Statistic	Std. error
Audio-taped group	27	31.00	53.00	41.2963	.562	.448
Video-taped group	28	55.00	75.00	67.8929	-.612	.441

To see whether the treatment had any significant difference on the two groups' pragmatic competence, a *t*-test was run. Table 4 below shows the results of this *t*-test (again the skewness ratios of both groups demonstrated normality of distribution and running a parametric test was thus legitimized).

Table 4 – Comparing the variances and means of the groups on the pragmatic competence posttest

	Levene's Test for Equality of Variance		<i>t</i> -test for Equality of Mean						
	F	Sig	<i>t</i>	Df	Sig. (2 tailed)	Mean Difference	Std. Error Difference	95% Confidence interval of the Difference	
								Lower	Upper
Equal variance assumed	.638	.428	-18.3	53	.000	-26.597	1.447	29.50	23.69
Equal variance not assumed			-18.3	51.30	.000	-26.597	1.451	29.51	23.68

With the F value of 0.638 at the significance level of 0.428 being greater than 0.05, the results with the equal variances assumed are reported here. The results ($t = -18.3, p = 0.0005 > 0.05$) led to the conclusion that there was a significant difference between the mean scores of the two groups following the treatment. And as the mean score of the experimental video-taped group on the pragmatic competence posttest was higher, the researchers concluded that the instruction employed in this group significantly improved the participants' pragmatic competence.

Therefore, with 95 percent confidence, the null hypothesis which stated *There is no significant difference between the level of pragmatic competence of Iranian EFL learners who use authentic audio-taped materials and those who use authentic video-taped materials* is rejected.

Discussion and Conclusion

As the results of this study revealed, there was a significant difference between the two experimental groups' scores on the pragmatic competence posttest. In fact, the participants in the video-taped group outperformed the ones in the audio-taped group in terms of pragmatic competence and thus, it was concluded that using authentic video-taped materials could significantly enhance the pragmatic competence of the learners.

The results of this study support the role of authentic video-taped materials as an effective teaching material in improving the pragmatic competence of EFL learners. Based on the results of this study, the researchers also concluded that podcasts as a sample of authentic audio-taped materials, like textbooks and teacher-students talks, were less effective in raising the students' awareness towards pragmatic aspects of language.

The results are also consistent with the findings of Rose (2001) who reported that appropriate and effective use of films in foreign language classrooms is a powerful pedagogical tool to develop learners' pragmatic competence in the target language, since it offers the possibility for repeated viewings which can be used to uncover multiple layers of pragmatic particulars including age, gender, and role relationships between interlocutors from a single scene. Therefore, one can conclude that language teachers have the possibility of choosing those segments that best represent the pragmatic aspects they want to cover and integrate them in their current teaching syllabus.

The results of this study also highlight the importance of supplementing textbooks and their accompanying materials with more useful resources. Classroom teachers need to realize the limitations of the textbooks they choose to use in their classes and make efforts to compensate for their shortcomings. Classroom teachers could upgrade their knowledge about language teaching and expose themselves to the most current pedagogical developments and new teaching materials. Teachers could be encouraged to complement their textbooks with additional materials that they consider beneficial to their students. Video-tapes can encourage learners to actively participate in class as it was shown in the video-taped group and can increase their motivation toward classroom activities.

In summary, videotaped materials have some clear advantages for the teaching of pragmatics, but this is not to claim that they are superior to textbooks and audio-taped materials. However, given that they do have the advantages discussed above, they could be included among the classroom media for pragmatic instruction.

This study may have contributions in terms of curriculum and syllabus design and material development because it dispels the myths that L2 pragmatic development is impervious to instruction. Accordingly, this study suggests that curriculum planners and syllabus designers, particularly those in EFL contexts, like Iran, would be better off if they:

- modify their educational or pedagogical policies on language teaching,
- reconsider the goals or objectives of language courses or syllabi,
- incorporate some form of pragmatic instruction in various aspects of L2 pragmatics, especially in speech act patterns and rules,
- organize appropriate learning and assessment, and
- design materials.

L2 classrooms could afford L2 Learners the opportunity to reflect on their communicative competence and to experiment with different pragmatic options. In addition, there is little doubt – if any – that the prerequisite for pragmatic instruction is the availability of especially-prepared and appropriately-tuned materials, like books, speech act scenario-based films, cassettes, and others. Unfortunately, there are few resources of this nature available in the market which can satisfy the need of pragmatic instruction-centered language courses. To this end, materials developers can adopt a ‘speech acts framework’ in planning, developing, or writing instructional materials both for its ‘accessibility’ and for the ‘availability of descriptions of language use’ in that framework. Language teachers can draw on the

authentic materials available to them, such as popular films or series. That is to say that, teachers could adopt the so called "DIY" (or do it yourself) approach with respect to materials they use in the classroom rather than exclusively rely on the accompanying materials of textbooks which tend to be outdated in a short matter of time.

There is huge research literature available on most speech acts, documenting and revealing how they are performed by native speakers of English with various features in different social contexts. Materials designers also need to consider the effects or outcomes of *what* is said to *whom*, *when*, and *how* in terms of complying with the demand of being real, in a sense that materials presented can be perceived as "real" examples of communication in the classroom settings.

If course books are to survive in the future, they will need to find ways of responding to the need of the learners. Therefore, a new dimension in the teaching of English could be added in interactions between two speakers of different first languages in unpredictable contexts, and in situations where speakers need to manage cross-cultural communication.

However, new approaches to materials development will need to avoid culturally loaded formulae once borrowed from the native speaker variety of English because the shared knowledge between interlocutors is not necessarily a copy of the native speaker norms; rather, new approaches are likely to focus more on materials where the context is created immediately by the human participants in interaction, the key role being assigned to the teacher – whether native speaker or nonnative speaker. Based on this literature, therefore, materials could be developed in order to teach students the patterns, rules, strategies, and linguistic forms by means of which speech acts are interpreted or realized in different contexts.

In the light of these findings, language teachers, especially in EFL contexts, can incorporate authentic video-taped materials into their language education processes, follow its principles in the L2 classroom, provide L2 learners with rich comprehensible input, engage them in interactive activities or productive language use, such as teacher-student talks, small-group discussions, role plays, semi-structured interviews, and pragmatic assessment tasks, grant them pragmatic comment or information on the input features, raise students' awareness towards pragmalinguistic and sociopragmatic aspects of pragmatic competence, and help them make significant gains in pragmatic ability in the FL classroom.

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Appendix

1. You are at home and you are very hungry, so you order a pepper pizza. After a long time, the delivery man brings you a mushroom pizza and you hate mushroom pizza. What would you tell the man?
 - A: If I were you, I would quit.
 - B: I suggest pay more attention.
 - C: Where were you?
 - D: That's not what I ordered. I ordered a pepper pizza.
2. Samuel's got a bad cold and he doesn't feel good. Imagine you are his/her co-worker. What would you tell him?
 - A: You should take some cold medicine and go home to rest.
 - B: See the doctor and get a lot of rest.
 - C: Why did you come to the office today?
 - D: You should eat some cold medicine and don't work too hardly.
3. Rebecca and Jennifer (2 roommates) come back home from work and they are really tired. Jennifer was supposed to take the key, but she forgot it. Imagine you are Rebecca. What would you tell Jennifer?
 - A: I'm sorry to say this, but be more carefully from then.
 - B: You don't want to accept any responsibility, don't you?
 - C: Isn't it enough that I'm doing everything and everything is in my responsibility.
 - D: I ask you to leave here.

4. Sally is going to travel to Spain. She asks her roommate, Jane, how she should plan her trip. Imagine you are Jane. How would you advise her to plan her trip?
- A: Have you permitted your parents?
 - B: It might be a good idea to buy a round-trip plane ticket.
 - C: If you have not done hotel reservation, you should do it now.
 - D: What a silly question! Go buy a round-trip plane ticket.
5. Jenny, an office worker, intends to take part in her friend's wedding ceremony during office hour. She wants to ask her boss to allow her to leave her work earlier. Imagine you are Jenny. What would you tell your boss?
- A: Do we have too much work today?
 - B: Would you mind letting me to go sooner today?
 - C: I want to take part in the ceremony.
 - D: I was wondering if I could take part in my friend's wedding ceremony.
6. Your neighbor always makes noise. You have already complained about it to him/her, but s/he did not listen to you. You want to talk to him/her again. What would you tell him/her?
- A: Shut up, please.
 - B: I think you'd better go to a psychologist.
 - C: You are making noise again. It's disturbing me.
 - D: You make call the police.
7. You come back home from work and you are really tired. Your teenage daughter is watching TV with high volume. You want to rest. What would you tell your daughter?
- A: Would you turn TV down.
 - B: Turn down the TV a bit, please.
 - C: Turn the TV down!
 - D: I was wondering if I asked you to turn the TV down.
8. David has invited Angela (his girlfriend) to his house for dinner, but he goes to the kitchen to cook. She is slightly annoyed as she wants him to spend time with her. Imagine you are Angela. What would you tell David?
- A: David, dear, why don't you sit down and talk to me?
 - B: I think you'd better to buy the food.
 - C: Order the food rather than cooking!
 - D: You're driving me crazy.
9. Lisa is out and she realizes that she does not have her purse with her. She is worried, so she calls her roommate, Mary, at home. Imagine you are Lisa. What would you tell your roommate?
- A: Bring me some money.
 - B: Mary, could you look for my purse?
 - C: How much money do you have?
 - D: Please look for my purse because I need to it.

10. Larry has a very important meeting tomorrow but he can't sleep because his new neighbor's stereo is too high. Imagine you are Larry. What would you tell your neighbor?
- A: Your stereo is too high. Turn your stereo down.
 - B: Would you mind turning down your stereo a bit?
 - C: Excuse me, I can't sleep. Could you please to turn it down?
 - D: Is there a party at your house?
11. Alex is going to travel to Italy. He asks his friend about Italy. Imagine you are Alex's friend. What would you tell Alex?
- A: It's a good idea to buy a round-trip plane ticket.
 - B: You should see Venice and you shouldn't miss to travel along the canals by gondolas.
 - C: It does not concern me. You yourself should search in the Internet.
 - D: It's a good idea to go to see Venice and trip along the canals by boats.
12. You are in the restaurant. Since you do not earn as much as your friends, you have to order a salad. But the bill is divided equally. What would you tell your friends?
- A: Hey guys, I don't have much cash with me right now.
 - B: How often do you come to this restaurant?
 - C: Whether you like it or not, I only pay for what I ordered.
 - D: Let pay my own salad if you don't get sad.
13. Your friend is going to have a Baby boy. She asks if you have an idea for the name of the baby. What would you tell her?
- A: Which names do you like more?
 - B: You should name your baby "Ben".
 - C: I have an idea. How about "Ben"?
 - D: Let think about it more.
14. Linda is going to try on a very beautiful dress at the clothing store. Imagine you are Linda. What would you tell the sales assistant?
- A: Can I try it on?
 - B: I would like to buy it but first I want to wear the dress.
 - C: It's a beautiful dress. Isn't it?
 - D: Is it ok if I try on it?
15. Your roommate is going to make coffee and you decide to help him/her. What would you tell him/her?
- A: Can I help you in make coffee?
 - B: Please sit down. I make it.
 - C: Let me help you.
 - D: Would you mind letting me help you?

16. You think your parents do not treat you fairly compared with the way they treat your brother/sister. It is very unbearable. You are very displeased. What would you tell them?
- A: Am I a child?
 - B: I don't think you are being fair to me.
 - C: You are not good enough for me.
 - D: You treat with my brother better than I.
17. Victor, the owner of a coffee shop, is going to hire a good guitarist to play at his coffee shop. He decides to fire Rebecca because she is a terrible guitarist. Imagine you are Victor. What would you tell Rebecca?
- A: Can I request you not play here?
 - B: I want to tell you that you are not good enough for my coffee shop.
 - C: You'd better look for another job.
 - D: Can I ask you where you have learned the guitar?
18. Jason is going to the cinema with his mother, but she is talking on the phone. He doesn't want to miss the film. His mother, on the other hand, cannot finish her conversation right away. Imagine you are Jason's mother. What would you tell him?
- A: Jason, dear, why don't you wait a moment in the car?
 - B: It's a good idea to be more patience.
 - C: Let's watch the TV, instead.
 - D: I was wondering if you'd mind waiting a moment.
19. Jessica is cooking turkey for Thanksgiving. Her elder brother doesn't help her. On the contrary, he is annoying her. Imagine you are Jessica. What would you tell your brother?
- A: I'm sorry to say it, but why don't you get yourself lost?
 - B: Don't you want to rest?
 - C: Please get out of my way and don't touch the turkey.
 - D: If I were you, I stop bothering.
20. Betty is planning to have a baby, but her mother thinks it's too soon. She decides to convince her daughter not to have a baby now. Imagine you are Betty's mother. What would you tell your daughter?
- A: Control your feelings about having a baby unless you will be in trouble.
 - B: It is the most foolish idea.
 - C: Do you earn enough money?
 - D: It would be a good idea to think about it more.
21. You have bought a bracelet to your friend as a gift. Later, you realize that she does not like it and makes fun of you behind your back. What would you tell her when you meet her?
- A: If you hated it so much, you should have just said so.
 - B: You are disgusting.
 - C: I'm disappointed of you.

- D: What do you like as a gift?
22. You cannot stand it when your new roommate does not pick up his/her mess. You have already complained about it to him/her, but s/he did not listen to you. You want to talk to him/her again. What would you tell him/her?
- A: Why don't you clean up them?
 - B: I can't stand you.
 - C: Who was your last roommate?
 - D: I want you to listen to me and pick up your mess.
23. Mary and Martin (2 friends) have reserved a table in the restaurant. But they realize that 2 boys have occupied their table. Imagine you are Martin. What would you tell the boys?
- A: Would you please eat faster?
 - B: This table is reserved. I wonder if you could leave our seats.
 - C: This table is for us. Do you please check with the waiter?
 - D: We have already reserved the table. Go find yourselves another place.
24. Yesterday you had an appointment with your friend, but s/he did not come. What would you tell her/him?
- A: It was the last time that I had an appointment with you.
 - B: It would be better to tell me that you couldn't come.
 - C: On time is a good behavior, isn't it?
 - D: Did you have a nice time yesterday?
25. You live with your roommate, Janet, and you have invited Janet's father to his daughter's surprise birthday party. You don't want Janet to know about this as you want to surprise her. What would you tell Janet's father?
- A: Do you think it would better stay in the room?
 - B: You'd better stay in the room as I want to surprise her.
 - C: I forbid you to see Janet until the party begins.
 - D: Don't you want to rest until the party begins?
26. Your friend has said some unfair words about you behind your back. You are very displeased with him/her. What would you tell him/her?
- A: If you are unhappy about me, I think it would have been more polite to talk to me first.
 - B: You should excuse me.
 - C: I've never felt so disgusting in my life.
 - D: Who are you to say such a thing to me?
27. Mike is at the coffee shop and wants to order a cup of coffee. Imagine you are Mike. What would you tell the waiter?
- A: Is your coffee delicious?
 - B: I like to drink a cup of coffee. Could you bring it?
 - C: Why don't you bring me a cup of coffee?
 - D: Could I have a cup of coffee?

28. You are in a barber shop. It is your turn to have a haircut, but a woman tries to sit on the chair. You get very angry. What would you tell the woman?
- A: I think what you are doing is not correctly.
 - B: You should be ashamed of yourself.
 - C: What's the problem with you?
 - D: Excuse me, I have come sooner and I believe it's my turn.
29. Some boys are playing American football. A girl likes to watch them play, so she decides to stay and watch. Imagine you are the girl. What would you tell them?
- A: I like to watch your play. Can I stay here?
 - B: How well you're playing football.
 - C: Is it ok if I stay and watch you play?
 - D: I want to watch your play.
30. Shirley has a sore eye. She is visiting an eye doctor. Imagine you are the doctor. What would you tell her?
- A: Why don't you visit a specialist?
 - B: I think it's a good idea to go to bed soon and not reading for some days.
 - C: Just take these drops and you'll be ok. Next patient please.
 - D: Take these eye drops for a week.