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**Exploring the Speech Acts of Greeting and Leave Taking as Performed by Senior
High Schools Students and Native English Speakers, Cuenca, Ecuador**

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Resumen

La pragmática estudia cómo las personas usan el lenguaje en contexto. Muchos autores indican que para mejorar nuestra competencia comunicativa, estudiar gramática, vocabulario, fonología y sintaxis no es suficiente; también necesitamos estudiar la pragmática de esa lengua. Muchos investigadores usan un instrumento llamado cuestionario para completar el discurso (*discourse completion task: DCT*) para obtener datos lingüísticos de un acto del habla específico. Usando un DCT, el presente estudio exploratorio examina las maneras en que estudiantes del último año de colegio y hablantes nativos de inglés realizan los actos del habla que corresponden a saludar y despedirse en inglés en Cuenca, Ecuador. Los participantes de este estudio incluyen sesenta y un estudiantes de colegio y quince angloparlantes. El mismo instrumento fue dado a todos los participantes. Los resultados muestran que a la hora de saludar en inglés, los estudiantes de colegio usan frases que pueden ser consideradas demasiado formales o inapropiadas para este contexto en particular. Además, los estudiantes parecen desconocer maneras muy comunes de saludar en contextos informales. En cuanto a las formas de despedirse, la mayoría de las respuestas proporcionadas por los estudiantes parecen ser muy abruptas o incluso groseras. Tal parece que la falta de habilidades pragmáticas, en los estudiantes, al saludar y despedirse en contextos informales puede causar fallas en su comunicación con angloparlantes o personas con un alto nivel de inglés.

Palabras claves: actos del habla, pragmática, inglés, hablantes no nativos, hablantes nativos, saludo, despedida



Abstract

Pragmatics studies how people use language in context. Many authors state that in order to improve one's communicative competence, studying grammar, vocabulary, phonology, and syntax is not enough; one also needs to study the pragmatics of that language. Many researchers use an instrument called Discourse completion task (DCT) in order to obtain language data of a specific speech act. Using a DCT, the present exploratory research study examines the manners in which senior high schools students and native English speakers perform the speech acts of greeting and leave-taking in Cuenca, Ecuador. Following the manner in which experts in this field carry on research, the participants of the present study include sixty-one high school students of English and 15 native speakers of English. The same DCT was given to both the native and non-native speakers. The results show that when greeting, the high school students use phrases that might be considered too formal or inappropriate for this particular context. In addition, the non-native speakers seem to lack very common ways of greeting people in informal situations. In terms of leave-taking, most of the answers provided by the students seem too abrupt or even rude. It seems as though the lack of pragmatic skills for greeting and leave-taking in the students might cause failure when communicating with native or fluent English speakers.

Keywords: speech acts, pragmatics, English, non-native speakers, native speakers, greeting, leave-taking



Contenido

Resumen	2
Abstract	3
Dedication	8
Acknowledgements	9
Introduction	10
Chapter I Literature Review	18
1.1. Introduction	18
1.2 Pragmatics	18
1.3 Speech Acts	19
1.4 Greeting	19
1.5 Leave Taking	20
1.6 The Cooperative Principle	21
1.6 Culture	22
1.7 Teaching Pragmatics	23
1.8 Previous Studies	24
Chapter II Research Methodology	28
2.1 Description	28
2.2 Advantages and Disadvantages of the Method Chosen	28
2.3 The Data Gathering Process	30
2.4 Participants	32
Chapter III Data Analysis and Interpretation	34
3.1 Results	34
3.2 Non-native speakers' Greeting	34
3.3 Non-native speakers' Leave-taking	37
3.4 Native Speakers' Greeting	41
3.5 Native Speakers' Leave-taking	42
3.6 Comparison between NNS' answers and NS' answers	44
Chapter IV	46
4 Conclusions and Recommendations	46
References	49
How's everything ?, How are things?, or How's life?	62
How's your day? or How's your day going?	62
Good to see you or Nice to see you	62
Long time no see or It's been a while	63



Bye	64
Byebye.....	64
See you later, See you soon or Talk to you later	64
I've got to get going or I must be going	64
Takeiteasy	65
I'm off	65



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Dedication

The present graduation project is dedicated to my dear parents who have always supported and encouraged me over the years.



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Introduction

In many countries, including Ecuador, English has become a mandatory subject in most primary and secondary public educational institutions. Likewise, it has been the language of preference of many university students who must learn a foreign language as part of their studies. This has been the situation in Ecuador for a number of years now. However, the expected results, that is, for students to have a good level of English, have not been so encouraging. In other words, students are not learning the language effectively. In 2012, the government of Ecuador carried out research to determine the level of English of public high school teachers and students. The findings showed that the English level of both teachers and students was fairly low (Ecuador tienefalencias, 2012). In addition, according to Education First (2015), Ecuador is number 38 out of 70 countries in terms of English proficiency.

With the intention of helping English teachers increase their knowledge of the language and their teaching methodology, as well as their cultural awareness via immersion, the Ecuadorian government implemented a program (2012) jointly with some universities of the United States. In this program called Go Teacher, the Ecuadorian teachers, who are eligible, go to these universities for a certain period of time and receive training. Whether this program has helped increase the teachers' general level of English, and consequently, that of Ecuadorian students, only time – and research – will tell.

Ecuador is not the only country in Latin America with an overall low level of English. According to Education First (2015), this issue extends to other parts of the region, as well.



Public high school English teachers in Ecuador have to pass the TOEFL exam in order to continue working or be selected to work as an EFL teacher. This means the government has been trying to help English teachers with their professional development. Moreover, teachers are attending seminars and workshops which take place in the major cities, in order to become better professionals. Many teachers are studying in Masters' programs and several are doing their PhD studies. All this implies that many English teachers in Ecuador are becoming more and more aware of the importance of doing research in education.

As it is widely acknowledged, one of the most important elements for improvement in different areas is research. In English teaching and learning, researchers have carried out work in order to find problems that prevent students from learning the target language effectively. They also want to find better methodology, which could be implemented in the classroom. One of the aspects of English teaching and learning which experts have been investigating in the last four decades (Ishihara and Cohen, 2010) is pragmatics. Pragmatics, as we shall see, has a deeper and more complex meaning in linguistics.

Even though there is no single definition of pragmatics, this area of linguistics is concerned with the ability to understand what has been said beyond the literal meaning of the words. That is to say, the same words can have different meanings depending on the context, the people we are talking to, the intentions of the speaker and listener, etc. Culture plays an important role in understanding pragmatics (Yule, 1996).

Ishihara and Cohen (2010) state that the area that pragmatics researchers are mostly interested in is speech acts. These authors also claim that, according to research,



most of the content of many English textbooks is not authentic in comparison with how native speakers use the language in real life situations.

Many scholars have claimed that the introduction of pragmatics in language teaching is a must, if we want our students to improve their oral communication skills (Kasper and Rose, 2002).

Many pieces of research have been done in the area of pragmatics (Kasper and Rose 2002; Ishihara, and Cohen, 2010). However, it seems that this field of linguistics has not been researched much in Ecuador. The review of the literature pertaining to the topic seems to bear this out, because to date only two Master’s level research studies concerning English pragmatics (Heras, 2014; Burbano, 2010) have been carried out at The University.

According to Kasper (1997), there are certain elements of pragmatics which are more difficult to teach than others, for example, implicature. However, the author concludes that based on her research, any aspect of pragmatics could be taught. It would depend on many factors, such as the students’ and teachers’ English proficiency, the methodology, etc.

Kasper presents a list of research studies on pragmatics. This chart shows evidence of the importance of teaching pragmatics as well as the fact that this area of linguistics can be taught in classrooms.

study	teaching goal	proficiency	languages	research goal	design	assessment/ procedure/ instrument
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<u>House & Kasper</u> 1981	discourse markers & strategies	advanced	L1 German FL English	explicit vs implicit	pre-test/ post-test control group L2 baseline	roleplay
<u>Wildner-Bassett</u> 1984, 1986	pragmatic routines	intermediate	L1 German FL English	eclectic vs suggestopedia	pre-test/ post-test control group	roleplay
<u>Billmyer</u> 1990	compliment	high intermediate	L1 Japanese SL English	+/-instruction	pre-test/ post-test control group L2 baseline	elicited conversation
<u>Olshain & Cohen</u> 1990	apology	advanced	L1 Hebrew FL English	teachability	pre-test/ post-test L2 baseline	discourse completion question.
<u>Wildner-Bassett</u> 1994	pragmatic routines & strategies	beginning	L1 English SL German	teachability to beginning FL students	pre-test/ post-test	questionnaires roleplay
<u>Bouton</u> 1994	implicature	advanced	L1 mixed SL English	+/-instruction	pre-test/ post-test control group	multiple choice question
<u>Kubota</u> 1995	implicature	intermediate	L1 Japanese FL English	deductive vs inductive vs zero	pre-test/ post-test/ delayed post-test control group	multiple choice & sentence



						combining question
<u>House</u> 1996	pragmatic fluency	advanced	L1 German FL English	explicit vs implicit	pre-test/ post-test control group	roleplay
<u>Morrow</u> 1996	complaint & refusal	intermediate	L1 mixed SL English	teachability/ explicit	pre-test/ post-test/ delayed post-test L2 baseline	roleplay holistic ratings
<u>Tateyama et al.</u> 1997	pragmatic routines	beginning	L1 English FL Japanese	explicit vs implicit	pre-test/ post-test control group	multi-method

Source: Kasper 1997

In the present exploratory study, the speech acts of greeting and leave taking, as performed by students of English as a foreign language at a Cuenca high school and that of native speakers of English, were analyzed. We wanted to compare and contrast the type of language used by these members of two different speech communities in order to spot significant differences in their utterances.

In order to collect language samples, one of the most commonly used research instruments, namely, discourse completion tests, were applied. In other words, a situation was given in writing to the participants of this study. They had to answer, in writing, according to their own experience and personal choice. The same situation was given to both the students of English and the native speakers. Even though the students had to provide their answers in English, a Spanish version of the situation was given to



them so they could understand it clearly. The method will be explained in greater detail further below.

Research Questions

What type of language do senior high school students use when greeting and leave taking?

What type of language do native English speakers use when greeting and leave taking?

Objectives

General

To compare the language high school students and native English speakers use for greeting and leave taking

Specific

To identify the type of language high school students use when greeting and leave taking

To identify the type of language native English speakers use when greeting and leave taking

To compare the vocabulary used by high school students and native English speakers when greeting and leaving taking



Background and Justification

As mentioned above, many researchers have claimed that pragmatics is an important element of language learning and teaching. Developing the pragmatic ability allows a learner of another language to be more fluent when speaking. Moreover, it gives the student the skill to understand the intended meaning beyond the literal meaning of the words, taking into account different aspects involved in a conversation (Ishihara and Cohen, 2010).

Apparently, many high school English students in Cuenca cannot hold a simple conversation with an English-speaking person, although some of these students know a great deal of English grammar and vocabulary. Part of the problem might be their lack of pragmatic skills. This is why even the best students have problems when communicating with native speakers of English or when watching movies or listening to songs in this language (Heras, 2014).

Another important fact is that pragmatics is a relatively new area of language learning. In Ecuador, we are just starting to realize the importance of this linguistic area. For this reason, it might be of interest for researchers and teachers to do extensive research on pragmatics in order to develop better tools to help our EFL students get closer to being competent English speakers (Heras, 2014).

When we talk about ways of saying ‘hello’ and ‘goodbye’, it seems as though most of our students only know or use words such as “hi” or “hello.” This was observed when administering a pilot test to students of the high school where this study took place. It seems that the students learned or were taught only a few ways for uttering these speech acts. This could be a problem because there are other words and phrases native speakers use when greeting and taking leave. If a student is not familiar with



phrases such as “What have you been up to?” or “Take it easy” (meaning goodbye), he or she might have problems understanding the message.

Even though the present study is exploratory, the results could help English teachers (and students) become aware of the importance of doing these types of studies in order to spot significant differences in the types of vocabulary our students are using in comparison with native speakers. These types of exploratory studies are necessary because if we notice that our students are not using a certain type of language that seems common for native speakers, but is not shown in English textbooks, we could use the results provided by native English speakers as authentic (extra) material in the classroom. This way, students will have the opportunity to increase their pragmatic ability and, therefore, further develop their communicative competence (Ishihara and Cohen, 2010).



Chapter I Literature Review

1.1. Introduction

This section is divided into two main parts, namely theory and previous studies. Within the theory, we discuss the main definitions of pragmatics as well as its most relevant elements. Furthermore, the concepts of the most important terms for the present study are explained. It should be pointed out that the two speech acts the present study focuses on are greetings and leave-taking. We include some studies that have been carried out in this area of linguistics. The criteria when selecting these pieces of research were the following: a pragmatics focus and emphasis on speech acts. These considerations gave us clear guidance when exploring what exactly has been researched in pragmatics. As we have already pointed out, pragmatics is a relatively new research area in Ecuador, so there are not that many pieces of research available.

1.2 Pragmatics

As discussed earlier, there are many definitions of pragmatics. It seems that as this field advances and more research is performed, the definitions become more elaborate. David Crystal (1997) states that pragmatics analyzes the language taking into account the users' perspective. It focuses on how the type of language people decide to use influences the effectiveness or the problems they might have when interacting (Crystal, 1997 as cited in Kasper and Rose, 2002).

Yule (1996) claims that pragmatics studies the meaning which is conveyed by the speaker and understood by the listener. According to this author, pragmatics has to do with the meanings words can have according to who uses them, where they are used, and how they are used. Sometimes people communicate more than what they say (Yule, 1996).



It seems clear that these authors talk about how pragmatics studies the different meanings words can have depending on the context in which they are used. It does not focus on the literal meaning of the words. It goes beyond semantics.

1.3 Speech Acts

This part of pragmatics is the one researchers have focused on the most because it gives scholars the opportunity to analyze language in a more objective manner. In addition, people are performing speech acts almost every time they are engaged in communication (Ishihara and Cohen, 2010).

Ishihara and Cohen (2010) define speech acts as “the way in which people carry out specific social functions in speaking, such as apologizing, complaining, making requests, refusing things/invitations, complimenting, or thanking” (p. 6). Speech acts have within them something that the speaker wishes to communicate. The speaker could use directness as in the example “Please tell me the time.” Or he/she could use indirect language, assuming that the listener will understand the intention of the speaker, as in the question “Do you have a watch?” Intention: tell me the time. Whether the objective of the speaker is accomplished or not will depend on the listener’s pragmatic ability. Let us analyze a common question used for greeting, “How are you?” In a normal conversation, where nothing unfortunate has happened to the listener, the speaker would expect a short answer such as “Good and you?”, or sometimes no answer, but he or she would not expect a long explanation of that person’s problems because the intention of “How are you?” in normal circumstances is to say hello (Ishihara and Cohen, 2010).

1.4 Greeting

As mentioned earlier, greetings are one of the two speech acts we focus on. A greeting, according to Zeff (2016) is a lot more than just uttering some words, nodding



the head, or waving the hand to acknowledge the presence of another individual or a group of people. The role that greetings take, especially in oral communication, is so important that it actually may affect “the ultimate goal of communication” (p. 2). He adds that “The content and delivery of a greeting influences a first impression and can also create a lasting one” (p. 3).

This author goes on to say that too little attention is given to greetings in the classroom even though it is one of the few speech acts that are taught to children explicitly in their native language (Zeff, 2016).

1.5 Leave Taking

Leave- takings, also known as closings or simply saying good-bye are also a very important part of social interactions. It has been demonstrated that ending a normal conversation involves a whole ritual, which for non-native speakers of a language might seem confusing. When a person wants to finish a conversation, he or she has to make sure that the hearer interprets whatever was uttered as a closing and not as an awkward silence, which could lead to misinterpretations such as an unfriendly attitude (Betholia, 2008).

People from different cultures have different ways of breaking contacts with each other. In western societies, people generally need to reassure each other that the break in social contact is only temporary, that they are still acquainted and will resume contact at some time in the future (...).

As a consequence, in taking leave they will often: (i) summarize the content of the contact (...); (ii) justify ending their contact at this time; (iii) express pleasure about each other; (iv) indicate continuity in their



relationship (...); and (v) wish each other well (...) (Betholia, 2008 p. 111).

1.6 The Cooperative Principle

When people engage in conversations, they do not speak without rules or in any way they want. Whether they realize it or not, people follow principles when they are interacting with each other. This is known as the Cooperative Principle. If people did not follow these rules, conversations would be a lot more difficult than they usually are (Grice, 1975).

The cooperative principle is divided into four maxims that people should observe when having a conversation. These maxims are:

1. The maxim of quantity: this principle, basically, states that people should communicate only the information that is needed, not more, not less.
2. The maxim of quality: people should include in their conversations information that they perceive as genuinely true.
3. The maxim of relation: this rule is about using important information only, not information that is not relevant to the topic.
4. The maxim of manner: this maxim is about expressing your ideas and information in a clear manner in order to avoid confusions, misunderstandings, or ambiguity (Grice, 1975).

Grice (1975) provides an example to explain the Cooperative Principle being followed.

A: How is C doing in his new job?

B: Well C hasn't caused trouble or been in jail lately.



B's answer can be understood in several different ways. For example, one can imply that he has been in jail before, or that he is a trouble maker. B is using the maxim of quantity by providing just enough information so A understands. Again, one can imply by B's answer that C is actually doing fine.

1.6 Culture

All of these aspects, according to Byram et al. (2002), have a direct connection with the culture we and the people we are interacting with belong to. Therefore, culture plays an important role when learning pragmatics because what might be common or normal in one culture could be offensive or even prohibited in another culture.

In order for students to achieve communicative competence, studying only grammar, vocabulary, syntax, and phonology is not enough. They need to be aware of the importance of culture so as to be competent in a language. The authors go on to say that when two people are talking to each other, their cultures also come into play. If the intention is for effective communication to take place, they have to be aware of the other person's culture, as well (see Byram, 2010). This is true especially when people from different countries, religions, etc. are using the same language to communicate with one another. However, they emphasize the fact that there may be different cultures within a country and that each individual is different; these two aspects should be taken into account, too. The authors introduce the importance of developing an "intercultural dimension" (p. 5). They claim that this dimension means being able to communicate competently with people from different cultural backgrounds, no matter what the *lingua franca* is. In order for this skill to be developed, the teacher does not even need to be a native speaker because there could be cases where a person is culturally competent but



lacks knowledge in terms of the language. English teachers should be aware of the main traits of the target culture and even have students compare this culture with their own (Byram et al., 2002).

1.7 Teaching Pragmatics

Ishihara and Cohen (2010) claim that any teacher, native or non-native, can acquire the ability to include pragmatics as part of their classroom instruction. However, they point out that the teacher needs to be trained. The teacher needs to have a good command of pragmatic skills and has to be able to teach this ability to his / her students. In their book titled “Teaching and Learning Pragmatics: Where Language and Culture Meet” they claim that most research studies on pragmatics are mainly exploratory and that not much has been done in order to use in the classroom what has been found through research. This is why these authors offer guidance as to how to teach pragmatics. They created a chart that includes the main characteristics a teacher should have if he or she wants to teach pragmatics.

Selected components of teacher knowledge for teaching L2 in general	Components of teacher knowledge specifically required for teaching of L2 pragmatics
Subjectmatter knowledge	Knowledge of pragmatic variation. Knowledge of a range of pragmatic norms in the target language. Knowledge of meta-pragmatics information (e.g., how to discuss pragmatics).



Pedagogical-content knowledge	<p>Knowledge of how to teach L2 pragmatics.</p> <p>Knowledge of how to assess L2 pragmatic ability</p>
Knowledge of the learners and local, curricular, and educational contexts	<p>Knowledge of learners' identities, cultures, proficiency, and other characteristics.</p> <p>Knowledge of the pragmatics-focused curriculum.</p> <p>Knowledge of the role of L2 pragmatics in the educational contexts.</p>

Source: "A preliminary attempt adapted from Bardovi-Harlig (1992); Ishihara (2007); Kasper (1997); Meier (2003)" (Ishihara 24) (pp. 23-24).

1.8 Previous Studies

The first study examines the greetings and leave taking of the Meitei community in India. In this piece of research, Betholia (2008) found that these two speech acts follow specific conventions and routines. They are also relevant for making social relations smoother. These authors found that the members of this speech community do not use words that refer to morning, afternoon, or evening when greeting each other. When they say good-bye, they do not use elaborate structures, especially if they are going to meet again soon (Betholia, 2008).

The next study was an experimental one and also focused on greeting and leave taking. It took place in Hungary and the participants were high school students of English. There was a control and an intervention group. A booklet was used for teaching



the above-mentioned speech acts. The intervention lasted four weeks. Prior to carrying out this experiment, research had shown that many high school students of English were having problems when saying hello or good-bye to native speakers of English. A pre- and a posttest were used. The results showed that the students who were part of the experimental group drastically improved their pragmatic ability when greeting or saying good-bye. They used more advanced and appropriate structures (Edwards and Csizér, 2004).

Another study dealt with the speech act of refusal. Farahian, Rezaee, & Gholami (2012) explored the effect of explicit instruction of this speech act on students. The researchers used a pre- and posttest as well as an experimental and a control group. Besides using a discourse completion test, in which students were given a situation and were invited to formulate refusal in their own way, the investigators used written self-reports. They also used a delayed posttest. The outcome of this study showed that the students belonging to the experimental group did significantly better than those in the control group. Awareness was raised, and appropriate performance could be observed in students in the experimental group (Farahian et al. 2012).

As discussed before, many teachers focus excessively on the teaching of grammar and pay little attention to the development of the pragmatic ability of their students. In the next study, the attitude of teachers and their students towards both grammar and pragmatics was examined. The participants were EFL teachers and their students and ESL teachers and their students. The researchers wanted to find out if there were differences in how these participants felt when they spotted a mistake in grammar and in pragmatics. The speech acts this project focused on were requests, apologies, suggestions, and refusals. Discourse completion tests containing different situations as



well as videos were used. Both the tests and the videos that were given to the participants included grammar and pragmatics mistakes. The results showed that the EFL students and teachers were more concerned about the grammar mistakes than the ESL teachers and students. This might imply that EFL teachers are more worried about grammar than the act of communication, which sometimes may involve some grammar mistakes (Bardovi-Harlig & Dornyei, 1998).

In the following investigation, the speech act of complaint as performed by Sudanese learners of English and by some British participants was analyzed. These Sudanese participants were majoring in English. The researcher used a discourse completion test which contained three situations in which they had to provide their responses; they had to use some type of complaint. The same test was given to the British participants. The results showed that even though the students had a good level of grammar, the manner of complaining they resorted to would be considered inappropriate if used with native speakers. It was found that the Sudanese participants answered the way they did based on their cultural background (Al-Tayib, 2009).

Based on the theory and the previous studies presented here, one can conclude that the implementation of pragmatics in language teaching is something that needs to be carried out if we want to help our students improve their communicative competence.

The great majority of the studies use a discourse completion test as the main instrument of investigation. Most pieces of research focus on speech acts, and the majority compare the responses of students of English as a second or foreign language with the responses of native English speakers. So far, according to the review of the literature, there have been no studies focusing on the speech acts of greeting and leave taking in English in academic research in Cuenca, Ecuador. The present study aims to



shed some light on the type of vocabulary high school students of English as a foreign language in Cuenca, Ecuador use when performing these speech acts in comparison with what native English speakers use. This constitutes the research gap and the present project constitutes a modest effort to try to fill it.



Chapter II Research Methodology

2.1 Description

In this chapter, we describe the type of methodology used in the project and how the research study was accomplished working with the chosen sample of participants. It is based on the extensive reading carried out by the author and also takes into account the advice given by the thesis director. In general, we tried to follow, as much as possible, what experts in the field of pragmatics have done before.

This study is basically an exploratory one. The qualitative approach was used, as it seemed to be the most appropriate for the purposes of this piece of research. Nevertheless, quantitative information is provided as well. In this exploratory study, the speech acts of greeting and leave taking as performed by students of English as a foreign language at a Cuenca high school and native speakers of English were analyzed. We wanted to compare and contrast the type of language used by these members of two different speech communities to identify the most common and notable differences.

For this purpose, a discourse completion test was administered. The discourse completion test is the most commonly used and is considered to be an effective instrument in the field of pragmatics (Kasper and Rose, 2002). In these types of tests, the participant is given a situation to which they have to provide some kind of an answer or reaction in written or oral form. In this case, the written form was used. The same situation was presented to both English students and native speakers.

2.2 Advantages and Disadvantages of the Method Chosen

There are some aspects of this methodology that could be considered as disadvantages. Kasper (1997) mentions the following limitations of this process. There



is only one question and one answer. We do not know what else the participants could include in a longer exchange. For example, one student that only mentioned *hello* could have also said *how have you been* after listening to his / her interlocutor's response if this student knew the latter phrase. In other words, it would be very difficult to establish if this student knows more ways of greeting (or leave taking, for that matter) by giving him or her only one opportunity. Another drawback of this procedure highlighted by the same author is that we do not know for sure if the answer provided is actually what they would say if they were in that situation.

Kim (2007) analyzes the problems that discourse completion tests may have. These issues include the fact that the respondents do not know who they are talking to, which might influence their wording; the situation itself is fictional.

Nevertheless, Beebe and Cummings (as cited in Kim, 2007) point out the following advantages of using discourse completion tests for carrying out research in the field of pragmatics:

- a. gathering a large amount of data quickly;
- b. creating an initial classification of semantic formulas and strategies that will occur in natural speech;
- c. studying the stereotypical, perceived requirements for socially appropriate (though not always polite) response;
- d. gaining insights into social and psychological factors that are likely to affect speech and performance;
- e. ascertaining the canonical shape of refusals, apologies, partings, etc., in the minds of the speakers of that language (p. 245).



It is important to add that discourse completion tests are not the only instruments used to collect data in the area of pragmatics. Kasper and Rose (2002) state that other instruments might be the following:

1. Authentic Discourse
2. Elicited Conversation
3. Role Play
4. Multiple-Choice Questions
5. Scaled Response Questionnaires
6. Interviews
7. Think-Aloud Protocols
8. Diaries

2.3 The Data Gathering Process

As for practicalities, the first step was to obtain written consent from students, teachers, and the school authorities. This was done in order to attain the participants' willingness to take part in this study. We let them know that no names or images would be used, and that the only people who would be present during the thesis defense would be the thesis advisor and two evaluators. Moreover, the data would be gathered anonymously. After their permission was obtained, we knew for sure they were going to participate, so we designed the data collecting instrument accordingly.

Before administering the test to the students, a pilot test was carried out. The participants of this pilot test were five students from a different high school. After



examining the answers provided in this test, we knew the situation presented in it was clear, so the students could answer with some form of saying hello and good-bye.

We gave the students a printed copy of the situation, and they answered it in writing during break time in their classroom at their school. It took them an average of 15 minutes to answer. They were told not to use any names, and that it did not matter if they made spelling or grammar mistakes. The students were then coded as NNS (non-native speaker), so we had NNS 1, NNS2, etc. (see appendix 1). The native speakers were coded as NS (native speaker), so we had NS1, NS2, etc. (see appendix 2).

It is important to point out that a Spanish version of the situation was provided to the high school students. This was done because we wanted to make sure they really understood the situation. However, the students' answers had to be in English only. The situation given to both the students and the native speakers was the following.

Please, write down what you would say if you were in this situation. Por favor, escriba lo que Ud. diría en inglés si estuviera en esta situación.

You are walking down the street, and suddenly you run into a good friend of yours. You want to say hello to him/her. You say:

Usted está caminando por la calle y de repente se encuentra con un buen amigo suyo. Ud se acerca para saludarle y le dice (en inglés):

Now, the conversation is over and you have to say good bye to the same person. You say:

Ahora Ud. tiene que despedirse de su amigo, al final de la conversación. Usted dice (en inglés):



After the data collection was finished, the analysis was carried out based on the vocabulary the participants used. A comparison between the answers of the participants was made following the guidelines discovered during the reading of the literature. We, basically, focused on the differences in the participants' vocabulary. Another factor we analyzed was if the answer the students provided would be considered appropriate when used with native speakers of English.

2.4 Participants

The participants of this exploratory study were 61 students of a public high school in the city of Cuenca, Ecuador. These students belonged to the last year of high school, which is equivalent to the 13th grade (tercero de Bachillerato in Spanish). Students from two parallel groups of the same level answered the questions. There were 33 students in one group and 35 in the other; however, only thirty from one class and thirty-one from the other answered the questions as some students were absent on that day.

Ten of the total fifteen native speakers answered the questions via Facebook. We read in the literature (Kasper and Rose, 2002) that some researchers got their answers via email, so we thought it would be a valid technique. The remaining five provided their answers at a meeting. In terms of age, even though the students obviously belonged to a specific age group, we did not pay special attention to the age of the native speakers who participated in this study because we did not consider age to be a major factor in this case. Therefore, the native speakers are of different ages. Another aspect to consider is that all the native speakers are from the United States.



In the great majority of the studies reviewed, the researchers did not use an equal number of native and non-native speakers of English. In many cases, they used only ten or fifteen native speakers. This is why we decided to get 61 students and fifteen native speakers.



Chapter III Data Analysis and Interpretation

3.1 Results

In this section, first, we analyze the students' answers starting with the greeting part, followed by their leave-taking. Then the answers provided by the native speakers are examined. In addition, a comparison between the two groups of participants is made. This comparison is important as it let us identify the key vocabulary which could be taught to our students in the classroom. At this point, it is important to remember that the students are also called non-native speakers.

As mentioned above, we wanted to find the type of language used by high school students of English as a foreign language and native speakers when greeting and leave taking. For the purposes of this study, the grammar or spelling mistakes students made were deemed unimportant.

It is important to note that the results of this study are not generalizable because it was conducted at a state school and language proficiency at private schools is generally higher as students are urged to study harder. However, the participants could give us insights into what the situation is and what could be done in the future to try to remedy it. Let us not forget that the situation given to them in the discourse completion test was informal, and the students were supposed to be talking to a good friend of theirs.

3.2 Non-native speakers' Greeting

4 In order to analyze the greeting part in more detail, of both the students and native speakers, we decided to use the categories *address*, which refers to words such as *hi*, *hello*, or *hey*; and *extension*, which are the phrases that usually go together with the



address, for example “How are you?”, “What’s up?”, etc. The idea for these categories came from the review of the literature.

In the following chart, we present data regarding how students say hello, in terms of address and extension.

Table 1 Students’ Greeting

STUDENTS’ GREETING					
ADDRESS			EXTENSION		
	Number	Percentage		Number	Percentage
Hello	31	50.81%	How are you?	21	34.42%
Hi	22	36.06%	My friend and friends	12	19.67%
Hey	6	9.83%	Good morning	3	4.91%
No address	1	1.63%	What’s up?	5	8.19%
Other	1	1.63%	How old are you?	2	3.27%
			No extension	10	16.39%
			Other	8	13.11%

Source: Author’s data

As can be seen, the students appear to be successful in using the most commonly taught greeting, “Hello.” This option constitutes 50.81% of all answers. Adding on “Hi” and “Hey”, students appear to be able to greet others informally in 45.89% of the cases. One student (1.63%) did not use any type of address. The subcategory *other* refers to words and phrases which are not considered address. As for the extensions, 21 students (34.42%) used one that could be considered common and appropriate, “how are you?” In this case, this phrase was the most commonly used. Twelve students used “my friend



and friends.” This represents 19.67%. Three non-native speakers (4.91%) used “good morning.” This phrase could also be considered appropriate as it is often used by native speakers even in informal situations. The next phrase that, again, could be deemed as correct is “what’s up”? It was used by five students, which represent 8.19%. Two students (3.27%) used “how old are you?” This, of course, does not make any sense, and we assume that one of the students wrote it first and the other just copied it. Ten students (16.39%) did not use any type of extension, which is not very common (although it does occur) for native speakers. In this case the subcategory *other* refers to phrases that did not make much sense or were not legible. Eight students wrote phrases that fall into this subcategory. This represents 13.11%.

In general, the students do not seem to be so successful when making extensions. Some of the phrases they use are either redundant or inappropriate.

It is interesting to note that the majority of the students used the word *hello*. It could be because of the fact that this word resembles one of the most commonly used words in Spanish to say hello, *hola*. Another factor is that this is the word that students hear most of the time from the teacher. It could also be the result of reading that word many times in English textbooks.

Another aspect that is worth mentioning is the fact that only six students used “hey” for greeting and only five used the extension “what’s up?”. Since this was an informal situation and they knew they were greeting their good friend, one would have expected that “hey!” and “what’s up?” were used in a greater amount.

Two responses (see appendix 1) provided by the students come from Spanish. It is difficult to know if these responses were taught to them by teachers or they were learned from another source. These answers include.



“What more?” This phrase, most likely, comes from a common way of greeting in Ecuadorian Spanish: “¿*Qué más?*” The English equivalent of this phrase may be *what’s new?* or *what’s up?* But if a native speaker of English, who is not acquainted with Ecuadorian Spanish, were greeted with *what more?* he or she might get a little confused.

“Wave How you are?” In this case, Ecuadorian Spanish speakers only wave, which is a non-verbal way of saying goodbye.

Even though this study did not focus on writing, grammar or spelling, it caught our attention that three students wrote “what’s app?” This, of course, comes from the famous cellular phone application. Six students were influenced by the sound of the letter /o/ in the word hello and wrote “hellow.” One student wrote “What’up, nigga?” This probably was influenced by music, movies or television. As we know, this phrase is only used by a particular speech community, mostly some black people in the United States. However, if someone from outside that speech community greeted them with that phrase, it would be taken as an insult. This is a perfect example of why the teaching of pragmatics in the classroom is important.

In general, the ways of greeting offered by the students seem to be more formal than what the native speakers use, even though some students used some expressions that are far too informal.

3.3 Non-native speakers’ Leave-taking

In order to analyze this section, again based on what the review of the literature showed us, we decided to use the following categories. The first category is *reason/reflection*, which indicates why that person has to leave. The next one is *good*



bye, which refers to the common words people use to say good bye; for example “Bye!”, “Take care!”, etc. The final classification is *offer to meet*, which deals with common set phrases that sometimes people use when ending a conversation such as, “I’ll give you a call.”, “I’ll see you around.”, etc.

It is well-known that many times we do not abruptly say “Good-bye!” or “Bye!” Normally, one would expect that people start with something like “It was good to see you, I have to go, I’m running late,” etc. In other words, it seems that, in most cases, people first use some type of reason or reflection and then they say good bye. It is also of common knowledge that people could also include an offer to meet as part of their ritual for leave-taking. Therefore, we decided to explore the participants’ answers according to the following subdivisions.

1. Reason/reflection + good bye + offer to meet
2. Reason / reflection
3. Good bye + offer to meet
4. Reason / reflection + offer to meet
5. Good bye
6. Offer to meet
7. Reason / reflection + good bye.

What these subdivisions show is the different options that people have when saying good bye. For example, one person might use number one; another person could use number two, and so forth.

The same seven subdivisions were used to analyze the native speakers’ leave-taking.

It should be pointed out that all the words and phrases used by both the native speakers and the students can be found in the appendix section.



Table 2 Students' Leave-taking

STUDENTS' LEAVE-TAKING		
SUBDIVISIONS	NUMBER OF ANSWERS	PERCENTAGE
1. REASON / REFLECTION + GOOD BYE + OFFER TO MEET	0	0%
2. REASON / REFLECTION	0	0%
3. GOOD BYE + OFFER TO MEET	9	14.75%
4. REASON / REFLECTION + OFFER TO MEET	0	0%
5. GOOD BYE	50	81.96%
6. OFFER TO MEET	1	1.63%
7. REASON / REFLECTION + GOOD BYE	1	1.63%

Source: Student's data

As can be seen in the chart, not even one student used section one, two, and four. This could be due to lack of vocabulary, mainly. But again, it could reflect the pragmatics the students have when speaking in their native language, Spanish.

Nine students made use of combination three, which includes a good bye and an offer to meet. This represents 14.75%. Fifty students, that is 81.96%, used section five (good bye). This is a very surprising fact because normally this is not how people both in Spanish and in English perform the speech act of leave-taking. In the great majority of cases people do not say good bye without an introductory phrase (reason/reflection).

Once again, it could be stated that it is not common in our context for high school teachers of English to teach their students these types of introductory phrases. High school students do use these phrases in Spanish all the time. It would be a good



idea to include these set phrases to say good-bye as part of the material used in the classroom, so students sound more natural and otherwise avoid appearing rude.

Furthermore, the chart shows us that section six (offer to meet) was used by one student. This represents 1.63%. Section seven (reason/reflection + good bye) was also used by only one student.

The students' answers for leave-taking also show us the following (see appendix 1). Forty-one students answered with "bye" or "bye bye," regardless of misspellings ("by" and "bay"). Nineteen students included "good bye" in their responses. Again, there were some spelling mistakes ("good bey" and "good bay"). Only one student used the phrase "see you later" as their only way of leave taking.

Again, the influence of Spanish can be noticed in the following answers.

"Well, I wait see you again." It is clear that the Spanish version which this phrase came from is *Bueno, espero verte de nuevo*, which means *well, I hope to see you again*. Here the student translated the verb wait, which means *esperar*, but he or she probably did not know that *hope*, which also means *esperar*, was the word to be used.

"Good bye my friend, you is looking." Regardless of the grammar mistakes, one can imply that the "you is looking" comes from Spanish *Nos estamos viendo*. The phrase that would be an equivalent of the latter in English would probably be *I'll be seeing you*.

Interestingly, the same student (NNS28) who used *nigga* in their greeting (see above) employed the same word to say good bye.

Another student used the word *bitch*. This is rather interesting because if someone said *goodbye bitch* in the right context, it would not be a problem. However, if



that word was used with somebody the speaker is not friends with, for example, it would not be appropriate and might cause trouble.

3.4 Native Speakers' Greeting

Below we present the data regarding how native speakers greet people.

Table 3: Native speakers' Greeting

NATIVE SPEAKERS' GREETING					
ADDRESS			EXTENSION		
	No	%		No	%
Hi	5	33,3%	How have you been?	3	20%
Hey	7	46.6%	Whats up?	4	26.6%
Other	3	20%	Hows it going?	3	20%
			Other	5	33.3%

Source: Student's data

As we can see, native speakers practically use two expressions for greetings: "Hi" on five occasions which constitutes 33.3 %; and "Hey" seven times, which represents 46.6%. These two words cover about 80% of the types of address they used. Three native speakers (20%) used other types of words for greeting.

As for the extension part, "How have you been?" was used three times, which represents 20 %. "What's up?" was used by 4 participants; this constitutes 26.6%. "How's it going was used by three native speakers, as well. Other types of extensions were used by five (33.3%) native speakers.

Since the situation presented in the discourse completion test included an informal setting, the native speakers provided what could be accepted as normal



informal. The answer that was different from the rest was “what’s up.” Again, depending on the context, it could or could not be appropriate. Only one participant used one word alone to say hello; this word was “hey.” If we analyze this phrase, we would think that something is missing because to just say *hey* when greeting a good friend seems insufficient. Perhaps this person was not really interested in providing a natural answer.

Native speakers use a couple of common clichés to greet each other. These phrases are highly set (see appendix 2).

The most common forms are as follows:

- Hi! How have you been?
- Hey! What’s up?

3.5 Native Speakers’ Leave-taking

The following chart represents the answers provided by the native speakers. It should be noted that the same categories and subdivisions used for analyzing the non-native speakers’ answers was used (see above).

Table 4: Native speakers’ Leave-taking

NATIVE SPEAKERS’ LEAVE TAKING		
SUBDIVISIONS	NUMBER OF ANSWERS	PERCENTAGE %
1. REASON / REFLECTION + GOOD BYE + OFFER TO MEET	2	13.33%
2. REASON / REFLECTION	∅	0%



3. GOOD BYE + OFFER TO MEET	2	13.33%
4. REASON / REFLECTION + OFFER TO MEET	5	33.33%
5. GOOD BYE	4	26.66%
6. OFFER TO MEET	2	13.33%
7. REASON / REFLECTION + GOOD BYE	∅	0%

Source: Student's dat

The chart shows us that the first combination, the one that includes all of the categories (reason/reflection + good bye + offer to meet), was used by two native speakers; this constitutes 13.33%. Nobody used subdivisions two and seven. Again, two native speakers made use of combination three (good bye + offer to meet). The combination which was used the most was number four; five (33.33%) native speakers used it. It is interesting to note that this combination does not include a good bye. Further research is required in order to find out if this combination is the most commonly used among native speakers when saying good bye in informal settings. Four native speakers used subdivision five (good bye). This represents 26.66%. This is rather surprising because, as stated before, one might expect that native speakers use some kind of an introductory phrase before they actually say good bye. A deeper exploration might be needed to discover in which situations do native speakers use good bye with any prior reason/reflection. Finally, two native speakers used only an offer to meet as a way of saying good bye.

Based on the native speakers' answers (see appendix 3), we can also note that only two participants included "bye" in their farewell phrases. Two people said "see you later." Two participants included "take care." Three participants included some type of enjoyment for having seen their friend, "good to see you" and "it was a pleasure talking



with you.” The person that used “what up” only as a way of saying hello used “peace” to say goodbye. Again, this does not seem realistic as nobody in normal circumstances would use that word only. Definitely, this person did not provide answers that reflect the real words and phrases that he or she would use in these two speech acts.

Another aspect to consider is that perhaps in real life situations, the native speakers would provide longer answers. The ones given to us in the tests seem a little too short. One might speculate that they answered without thinking too much; that they wrote down the first ideas that came to their mind. It would be interesting to see if the same people would actually use in real life situations the vocabulary they wrote in the test. However, we cannot say that the answers would be totally different. They might differ but not that much. As mentioned before, it would also depend on the reaction of their interlocutors, which due to the structure of the test used in this project is impossible to know.

3.6 Comparison between NNS’ answers and NS’ answers

In terms of greeting, we could see that most of the students used *hello*, but none of the native speakers used this word. One of the reasons might be that this word would be a little formal to be used with a good friend of ours. Both the students and the native speakers used the word *hi* a lot. The students’ words and phrases used to say hello were too formal if we compare them to those of the native speakers. Some students included “good morning” or “how do you do,” whereas not even one native speaker used phrases like these. Answers provided by students like these are interesting because they would not use the equivalent of these phrases in Spanish. Perhaps they think that English is more formal than Spanish. Maybe, they could not remember any other phrases.



In terms of leave taking, we could see that the differences are greater. Only two of the English-speaking participants included *bye* in their responses; whereas, this word was used by the great majority of the students. In addition, almost all the native speakers used some type of introductory phrases when saying goodbye. On the other hand, most of the students did not include any of these phrases. The phrases provided by the students did not seem natural. It appears that those types of phrases are almost never used by native speakers of English.

These results seem to demonstrate what Ishihara and Cohen (2010) state: the type of English that is learned by students in many classrooms appears to be artificial. The authors also mention that English textbooks in general do not provide opportunities for students to learn the type of language that is used by native speakers in normal, everyday conversations. This might affect their pragmatic skills, especially when talking to native speakers.



Chapter IV

4 Conclusions and Recommendations

Based on what was found in the literature and on the answers provided by the native speakers and the students of English, we can conclude the following.

In many parts of the world, pragmatics has been researched for the last four decades. Therefore, it is a very important area of language learning and teaching, and it should be part of the content taught in classrooms.

Besides learning vocabulary, grammar, and phonology, a person studying another language should also learn the pragmatics of that language if he or she wants to acquire communicative competence.

Pragmatics can be taught in the classroom if the teacher is appropriately trained. More research in the area of pragmatics is needed in the context of Cuenca, Ecuador. Discourse completion tests constitute a good tool for carrying out research in the field of pragmatics.

Some high school students of English, in the context of Cuenca, Ecuador only know a limited amount of words and phrases for greeting or leave taking in comparison with what native speakers use. Some students do not know the appropriate context for using words such as *nigga* and *bitch*. Other students of English use direct and literal translation when using words and phrases for saying *hello* and *good-bye*.

Additionally, it seems that the students would benefit from learning other ways of saying *hello* and *goodbye*. These phrases could be taken from the responses the native speakers offered or from reliable websites.



However, it is clear that this is only a very small part of what should be done in this area, namely more detailed research with a larger sample and a whole range of interventions.

The following are the main recommendations that can be made from the information obtained during the accomplishment of this research project.

First, it would be interesting to see the results, using the same speech acts, of a much larger number of participants. Working with a more representative sample would allow the results to be generalized, so that the people in charge of decision-making could help English teachers become aware of the necessity of knowing about and teaching pragmatics.

The next recommendation is that future research should be carried out taking into account other speech acts (apologizing, offering, thanking, suggesting, etc.) and with other non-native participants, such as English teachers. This way, it would be clear if the teachers themselves have pragmatic skills or not. If not, action should be taken in this regard.

A general recommendation for English teachers would be that they should investigate pragmatics, learn to develop this skill, and learn ways of incorporating it in the classroom. With today's globalization, students of English should be given the opportunity to develop their pragmatic ability because we can find native English speakers everywhere in the world. In addition, nowadays, there are many resources for teachers and students to improve their English level. This is why we offer some common and useful ways of saying hello and good-bye in English (see appendix 4). Furthermore, the vast majority of exchanges take place between non-native speakers



using English for communication. Teachers should also go over the English textbooks they are using and be critical about the content.

Finally, researchers and teachers could resort to useful vocabulary lists for greeting and leave taking. The one that appears to be particularly helpful is found at Obviously, there are many more, but the expressions that are found there include lessons with authentic material. This website is well-known among both teachers and students of English as an excellent source of useful material. The phrases are accompanied by an explanation of the meaning and the context where they should be used.



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Appendices

Appendix 1: Students' Answers for greeting and leave-taking

	STUDENTS' ANSWERS	
	GREETING	LEAVE TAKING
NNS1	HELLO	BYE
NNS2	HELLO MY FRIEND	BYE
NNS3	HELLO	BAY
NNS4	HI MY DEAR	BYE BEAT REGARD FOR YOU
NNS5	!HEY! HELOU MY FRIEND	BAY BAY
NNS6	WHAT'S UP	BYE, BITCH
NNS7	HI. HOW ARE YOU?	GOOD BEY MY FRIENDS
NNS8	HEY! HELLO. HOW ARE YOU TODAY, HOW ARE YOU FAMILY	GOOD BEY! ALWAYS IN THE STREET RUNNING!
NNS9	HELLO	GOOD BAY
NNS10	HELLOW- GOOD MORNING	BAY
NNS11	HELLO ! MY FRIENDS	GOOD-BYE! MY FRIEND
NNS12	HELLO	BYE
NNS13	!HEY! WHAT MORE; HELLO, HELLO	BAY FRIEND
NNS14	HELLO	BAY
NNS15	HELLO FRIEND	BAY FRIEND
NNS16	HELLO MY FRIEND	BAY FRIEND
NNS17	HELLOW?	GOD BYE



NNS18	HELLO, WHAT IS MADO; GOOD MORNING!!!	GOOD- BYE, I CALLED YOU
NNS19	HELLO GOOD MORNING!	GOOD BAY! I CALLED YOU
NNS20	HELLO	BAY
NNS21	WAVE HOW YOU ARE I A CLASH WITH HANDS	BYE
NNS22	HI . HOW ARE YOU	BYE
NNS23	HELLOW. WHAT'S APP?	GOOD BYE
NNS24	HELLO, MY FRIEND, HOW ARE YOU ?	GOOD BYE, NICE TO MEET YOU
NNS25	HELLO WATSSAP	BYE
NNS26	HELLO MY FRIEND	GOOD BYE MY FRIEND
NNS27	HI, HOW DO YOU DO?, WHERE IS DO YOU LIVE?	BYE MY FRIEND!
NNS28	HI, WHATS UP NIGGA, WHTGAOOEB, HOW ARE YOU NIGGA	BYE NIGGA
NNS29	HELLO BABY . WHO ARE YOU? AND WHAT UP	BYE
NNS30	HI, WHATSAPP, WHAT DO YOU MEAN? HOW ARE YOU ?	BYE
NNS31	HI HOW ARE YOU.	BYE
NNS32	HI! MY FRIEND! HOW ARE YOU?. WHAT'S UP ?	GOOD BYE! KISS!



NNS33	HI! HOW ARE YOU?	BYE CALL ME
NNS34	HEY! MAN WHO YOU IS ? I SEE A THE TIMES	BYE
NNS35	HI HOW ARE YOU?	SEE YOU LATER
NNS36	HEY! HOW OLD ARE YOU ?	GOOD BYE
NNS37	HI, WHAT'S UP, HOW ARE YOU, WHERE DAD YOU LIVE NOW? SO HOW IS YOUR LIVE?	WELL. I WAIT SEE YOU AGAIN, TAKE CARE, BY
NNS38	HI. HOW OLD ARE YOU? HELLO GOOD MORNING	GOOD BYE. BYE.BYE
NNS39	HI, HELLO HOW ARE YOU? GOOD AFTERNOW. HELLO MT FRIEND	GOODBYE MY FRIEND. BYE
NNS40	HELLO, MY FRIENDS AND WATH DID ?	!BYE, BYE!
NNS41	HELLO	GOOD BYE
NNS42	HI ¿ HOW ARE YOU ?	GODD BYE !
NNS43	!HI!,HOW ARE YOU?	BY
NNS44	HI. HOW ARE YOU ?	BYE
NNS45	HELLO MY FRIEND, HOW ARE YOU ?	BYE
NNS46	HI. HOW ARE YOU ?	BYE GOOD LUCK
NNS47	HI!. HOW ARE YOU? WHAT DO YOU DO?	BYE FRIEND! GOOD LUCK
NNS48	HELLO! HOW ARE YOU?. HELLO! FINE THANK YOU	BYE BYE



NNS49	HELLO, HOW ARE YOU. ! I AM HAPPY FOR SEE!	GOOD BYE MY FRIEND, YOU IS LOOKING!
NNS50	HELLO! HOW ARE YOU? HI! FIND THANKS, ARE YOU	BYE
NNS51	HI! HOW ARE YOU? I MISS YOU MY FRIEND	BYE! TAKE CARE!
NNS52	HI! HOW ARE YOU? I MISS YOU MY FRIEND	BYE! TAKE CARE!
NNS53	¡HELLO!, GOOD MORNING, HOW ARE YOU. HI. GOOD MORNING	!BYE! BYE! NEX TO MEAT YOU
NNS54	HELLO, HOW ARE YOU. HI	BYE
NNS55	HEY, HELLO	BYE GOIBE
NNS56	HELLO FRIENDS	GOOD FAID FRIENDS
NNS57	HELLO, GOOD MORNEY. HELLO MY FRIEND	GOOD BAY, BAY. BAY THE CONNECT
NNS58	HELLOW	BYE
NNS59	HELLO, FRIENDS	BYE
NNS60	HI, ¿HOW ARE YOU?	WELL, I HACE THAT GO TO MY HOUSE. BAY
NNS61	HI. HOW ARE YOU ? I'M FINE AND YOU BITCH? GOOD, OK. SEE YOU LATER AMIGUEISHON . TAKE CARE BEAUTIFUL	BYEE. TAKE CARE MY FRIEND. SEE YOU TOMORROW CALL ME. BYE



Appendix 2: Native Speakers' Answers

NATIVE SPEAKERS' ANSWERS		
	GREETING	LEAVE TAKING
NS1	HI, HOW HAVE YOU BEEN?	WELL, I NEED TO GET GOING, SO SEE YOU SOON I HOPE. BYE
NS2	HOWS IT GOING?	OK SEE YOU LATER. TAKE CARE
NS3	HEY GIRL, WHAT'S UP?	I HAVE TO GO, SEE YA.
NS4	HI, WHAT HAVE YOU BEEN UP TO?	TAKE, CARE, CALL ME ?
NS5	HI, HOW HAVE YOU BEEN?	WELL, I NEED TO GET GOING, SO SEE YOU SOON I HOPE. BYE
NS6	HOW'S IT GOING BUDDY?	GOOD TO SEE YOU! TAKE CARE.
NS7	HI, HOW ARE YOU TODAY?	ENJOY YOUR DAY!
NS8	HEY, HOW ARE YOU?	I'LL TALK TO YOU LATER?
NS9	HEY, WHAT'S UP?	SEE YOU LATER, ALLIGATOR.



NS10	HI, HOW ARE YOU?	HAVE A NICE DAY
NS11	HEY, WHAT'S UP? HOW HAVE YOU BEEN?	IT WAS A PLEASURE TALKING WITH YOU. GIVE ME A CALL SOMETIME
NS12	HEY	GOOD TO SEE YOU, LET'S GET TOGETHER SOON
NS13	HEY _____! WHAT'S UP?	OK, GOTTA RUN. CATCH YA LATER.
NS14	WHAT UP!	(HAND SLAP) OR PEACE.
NS15	HEY, HOWS IT GOING?	HAVE A GOOD ONE



Appendix 3: Table of Student's Leave-taking

STUDENTS' LEAVE TAKING			
	REASON / REFLECTION	GOOD BYE	OFFER TO MEET
NNS 1		BYE	
NNS 2		BYE	
NNS 3		BAY	
NNS 4		BYE REGARD FOR YOU	
NNS 5		BYE BYE	
NNS 6		BYE BITCH	
NNS 7		GOOD BEY MY FRIENDS	
NNS 8	ALWAYS IN THE STREET RUNNING	GOOD BEY	
NNS 9		GOOD BAY	
NNS 10		GOOD BYE MY FRIEND	
NNS 11		BYE	
NNS 12		BAY FRIEND	
NNS 13		BAY	
NNS 14		BAY FRIEND	
NNS 15		BAY FRIEND	
NNS 16		GOOD BYE	
NNS 17		GOOD BYE	I CALLED YOU
NNS 18		GOOD BAY	I CALLED YOU
NNS 19		BAY	
NNS 20		BYE	
NNS 21		BYE	
NNS 22		GOOD BYE	
NNS 23		GOOD BYE NICE TO MEET YOU	



NNS 24		BYE	
NNS 25		GOOD BYE MY FRIEND	
NNS 26		BYE MY FRIEND	
NNS 27		BYE NIGGA	
NNS 28		BYE	
NNS 29		BYE	
NNS 30		BYE	
NNS 31		GOOD BYE KISS	
NNS 32		BYE	CALL ME
NNS 33		BYE	
NNS 34			SEE YOU LATER
NNS 35		GOOD BYE	
NNS 36	WELL	TAKE CARE BYE	I WAIT SEE YOU AGAIN
NNS 37		GOOD BYE BYE BYE	
NNS 38		GOOD BYE FRIEND BYE	
NNS 39		BYE BYE	
NNS 40		GOOD BYE	
NNS 41		BYE	
NNS 42		GOOD BYE	
NNS 43		BY	
NNS 44		BYE	
NNS 45		BYE	
NNS 46		BYE GOOD LUCK	
NNS 47		BYE FRIEND GOOD LUCK	
NNS 48		BYE	
NNS 49		GOOD BYE MY FRIEND	YOU IS LOOKING
NNS 50		BYE	



NNS 51		BYE TAKE CARE	
NNS 52		BYE TAKE CARE	
NNS 53		BYE BYE NICE TO MEET YOU	
NNS 54		BYE	
NNS 55		BYE	
NNS 56		GOOD BYE FRIENDS	
NNS 57		GOOD BAY, BAY	THE CONNECT
NNS 58		BYE	
NNS 59		BYE	
NNS 60	WELL	BAY	I HAVE TO GO TO MY HOUSE
NNS 61		BYEE TAK CARE MY FRIEND	SEE YOU TOMORROW CALL ME



Appendix 4: Useful Phrases for Greeting and Leave-taking (Taken from the website
FluentU)

PHRASE	EXPLANATION
<p>Hey, Hey man, or Hi</p>	<p>You can use “hey” and “hi” to greet someone instead of “hello”. Both are particularly popular among younger people. While “hi” is appropriate to use in any casual situation, “hey” is for people who have already met. If you say “hey” to a stranger, it might be confusing for that person because he or she will try to remember when you met before! You can also add “man” to the end of “hey” when greeting males. Some people also use “hey man” to casually greet younger women, but only do this if you know the woman very well. Remember that “hey” doesn’t always mean “hello”. “Hey” can also be used to call for someone’s attention.</p>
<p>How’s it going? or How are you doing?</p>	<p>These are casual ways of asking “how are you?” If you’re trying to be particularly polite, stick with “how are you?” but otherwise, you can use these expressions to greet almost anyone. The word “going” is usually shortened, so it sounds more like “go-in”. You can answer with “it’s going well” or “I’m doing well” depending on the question. Although it’s not grammatically correct, most people just answer “good” – and you can too. Like when responding to “how are you?” you can also follow your answer by asking “and you?”.</p>



<p>What's up?, What's new?, or What's going on?</p>	<p>These are some other informal ways of asking "how are you?" which are typically used to casually greet someone you have met before. Most people answer with "nothing" or "not much". Or, if it feels right to make small talk, you could also briefly describe anything new or interesting that's going on in your life, before asking "what about you?" to continue the conversation.</p>
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<p>How's everything?, How are things?, or How's life?</p>	<p>These are some other common ways of asking "how are you?" They can be used to casually greet anyone, but most often they're used to greet someone you already know. To these, you can answer "good" or "not bad". Again, if small talk feels appropriate, you could also briefly share any interesting news about your life, and then ask the person "what about you?" or another greeting question.</p>
<p>How's your day? or How's your day going?</p>	<p>These questions mean "how are you?" not just right now, but how you've been all day. You would use these greetings later in the day and with someone you see regularly. For example, you might ask a co-worker one of these questions in the afternoon, or a cashier that you see at the grocery store every evening. "It's going well" is the grammatically correct response, but many people simply answer with "fine", "good" or "alright". By the way, notice that "good", "fine" or "not bad" are perfect answers to almost <i>any</i> greeting question.</p>
<p>Good to see you or Nice to see you</p>	<p>These casual greetings are used with friends, co-workers or family members that you haven't seen in a while. It's common for close friends to hug when they greet each other, particularly if they haven't seen each other in some time; so you might use this greeting along with a hug or handshake depending on your relationship with the person.</p>



Long time no see or It's been a while

These casual greetings are used when you haven't seen someone in a long time, particularly if you meet that person unexpectedly. How much is a *long* time? It depends on how often you normally see that person. For example, you could use one of these greetings if you normally see the person every week, but then don't see them for a few months or more. Usually, these phrases are followed with a question like "how are you", "how have you been?" or "what's new?"



USEFUL PHRASES FOR SAYING GOOD-BYE	
PHRASE	EXPLANATION
<i>Bye</i>	This is the standard goodbye. It's short, simple, and you can say it to absolutely anyone. It's appropriate for friends and family, as well as co-workers and business partners. Even if you use some of the other expressions on this list, you normally still say "bye" as well afterwards.
<i>Byebye</i>	This sweet and babyish expression is usually only used when speaking to children. Occasionally, adults will say "bye bye" to each other, but only if they know each other quite well and they're trying to be flirtatious or cute. You don't want to say this to a colleague or business partner.
<i>See you later, See you soon or Talk to you later</i>	These are appropriate for anyone, from co-workers to friends. Often, we say one of these expressions before saying "bye", because "bye" can sound a little short on its own. Keep in mind that "you" is usually pronounced "ya".
<i>I've got to get going or I must be going</i>	These are a good expression to use when you're ready to leave a social gathering. It would be rude to suddenly say "bye" and leave in the middle of a conversation. Saying "I've got to get going" lets people know that you're ready to start saying "goodbye". Depending on the situation, you might also briefly explain why you're leaving. For example, you might say "I've got to get going. I have to wake up early tomorrow morning". This expression acknowledges that you've enjoyed yourself and are reluctant to leave.



<p><i>Takeiteasy</i></p>	<p>This expression is a more casual way of saying “have a nice day”.</p> <p>“Take it easy” is basically encouraging the person not to work too hard, and to take some time to relax. Keep in mind that “take it easy” is sometimes also said to an angry or irritated person, in which case it means “calm down”.</p>
<p><i>I’m off</i></p>	<p>This is another informal way of letting people know that you’re ready to say goodbye. You might soften this phrase by saying something like “right then, I’m off” or “anyway, I’m off”. Using expressions like these before saying “I’m off” lets people know that you’re about to announce something. Again, you might also briefly explain why you’re leaving. For example, you could say “anyway, I’m off: I’ve got a busy day tomorrow”. It’s a relaxed way to say goodbye, and helps you depart smoothly.</p>