

The Use of Discourse Completion Task (DCT) as Explicit Instruction on Indonesian EFL Learners' Production of Suggestion Acts

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Abstract: *Considering some activities that can be developed in teaching pragmatic, metapragmatic discussions prompted by Discourse Completion Task (DCT) can be used to bring up EFL learners' pragmatic awareness. Within the framework of task-based language teaching, teachers may adopt or modify DCT as explicit instruction in teaching pragmatic. The purpose of this study was to investigate the effectiveness of DCT as explicit pragmatic instruction to facilitate EFL learners in developing their pragmatic competence. The findings suggest that the explicit instruction results in some variations of linguistic forms that contribute to the development of learners' pragmatic competence. Further, providing learners with authentic input should be applied in EFL contexts in order to raise their pragmatic awareness. Thus, as one of pragmatic teaching techniques, DCT can be effectively used to overcome issues on teaching pragmatic in the classroom*

Keywords: *Discourse Completion Task (DCT), pragmatic competence, explicit pragmatic instruction, English as a Foreign Language (EFL), Task-based Language Teaching (TBLT)*

1. INTRODUCTION

Pragmatic competence has been essentially recognized as one of the factors to perceive learners' communicative competence. Many research studies on pragmatic competence have affirmed that even proficient English learners often use language inappropriately (Hinkel, 1997; Bardovi-Harglig, 1999; Martinez-Flor, 2003; Jianda, 2006; Jiang, 2006; Decapua & Dunham, 2007; Bu, 2011; Phisghadam & Sharafadini, 2011). In other words, proficiency in a target language does not only involve grammatical competence, but it also requires pragmatic competence. Communication breakdowns may happen if the learners are not knowledgeable of social, cultural, and discourse aspects in different situations bound with the language they produce. Mostly, research in interlanguage pragmatic (ILP) compared between English native speakers (NS) and non-native speakers (NNS) in realizing the speech act strategies when they use the language (Matsumura, 2003; Schauer, 2006; Felix-Brasdefer, 2007; Grossi, 2009; Jalilifar, Hashemian, & Tabatabaee, 2011). Since Kasper and Schmidt (1996) argue that ILP has notably involved within the larger body of Second Language Acquisition (SLA) studies, it starts attracting researchers to examine the effects of instruction on ILP development. Still, little research has been conducted on how instruction plays an important role in learners' pragmatic development (Alcon, 2005; Martinez-Flor & Uso-Juan, 2006). Thus, the aim of this report was to briefly investigate the practical use of Discourse Completion Task (DCT) as an explicit instruction on Indonesian EFL learners' production of suggestion acts in English in terms of the variety of linguistic formulations.

Regarding the development of learner's pragmatic competence, there are some useful activities aimed at raising their pragmatic awareness, such as presentation and discussion guided by the teacher, translation, dramas, simulations, and role-play activity. This task-based approach used in these activities can be either explicit or implicit instruction. The main difference is that explicit instruction provides learners with detailed metapragmatic explanations about target-structure

Discourse Completion Task Dct Assessment

Richard Bailey



Discourse Completion Task Dct Assessment:

Assessing Second Language Pragmatics S. Ross, G. Kasper, 2013-11-29 The first book length collection of studies on the assessment of pragmatic competencies in a second or foreign language Grounded in theoretical perspectives on communicative and interactional competencies it examines the reception and production of speech acts through a variety of assessment methods and quantitative and qualitative analyses *Interlanguage Pragmatic Competence of EFL Learners in China's University* Xu Lan, 2019-12-01 Interlanguage Pragmatic Competence of EFL Learners Post hoc Scheffe **Studying Speaking to Inform Second Language Learning** Diana Boxer, Andrew D. Cohen, 2004-05-11 In a series of studies specially written for this volume Studying Speaking to Inform Second Language Learning offers the applied linguist research on spoken interaction in second and foreign languages and provides insights as to how findings from each of these studies may inform language pedagogy The volume offers an interweaving of discourse perspectives speech acts speech events interactional analysis pragmatics and conversational analysis *Language Assessment Literacy* Dina Tsagari, 2020-04-21 The field of language testing and assessment has recognized the importance and underlying theoretical and practical underpinnings of language assessment literacy LAL an area that is gradually coming to prominence This book addresses issues that promote the concept of LAL for language research teaching and learning covering a range of topics It brings together 14 chapters based on high stakes and classroom based studies authored by academics professionals and researchers in the field The text examines diverse issues through a multifaceted approach presenting high quality contributions that fill a gap in a research area that has long been in need of theoretical and empirical attention **Foreign Language Learning from Audiovisual Input** Anastasia Pattemore, Ferran Gesa, 2025-06-09 This edited volume brings together studies that test the effectiveness of original version television for foreign language learning and the possible ways to enhance this learning process The wide availability of on demand streaming platforms and the popularity of television as a leisure activity grant language learners access to massive amounts of authentic original version television input which warrants further research to maximise language learning opportunities The edited volume features a set of empirical studies encompassing different target languages Dutch English and French and participant profiles young learners adolescents and adults which will be of interest to applied linguists pre and in service language instructors and second language acquisition researchers working on audiovisual input Importantly this book includes studies on a variety of linguistic features the majority of which have been traditionally underrepresented in audiovisual input research vocabulary formulaic sequences pronunciation pragmatics and humour It thus offers a comprehensive view of how original version television may contribute to foreign language development addressing the dynamic and holistic nature of the language learning process **Inductive or Deductive?** Karen Glaser, 2014-10-17 This book presents a longitudinal quasi experimental classroom study into the effects of inductive and deductive instruction on the acquisition of pragmatic competence in adult English as a Foreign

Language learners Set within the explicit teaching paradigm it presents the first systematic analysis of the contrast between inductive and deductive teaching methods in instructional pragmatics Two learner groups were taught about disagreement and offer refusal and their pragmatic skills were

The Concise Encyclopedia of Applied Linguistics Carol A. Chapelle, 2020-01-09 Offers a wide ranging overview of the issues and research approaches in the diverse field of applied linguistics Applied linguistics is an interdisciplinary field that identifies examines and seeks solutions to real life language related issues Such issues often occur in situations of language contact and technological innovation where language problems can range from explaining misunderstandings in face to face oral conversation to designing automated speech recognition systems for business The Concise Encyclopedia of Applied Linguistics includes entries on the fundamentals of the discipline introducing readers to the concepts research and methods used by applied linguists working in the field This succinct reader friendly volume offers a collection of entries on a range of language problems and the analytic approaches used to address them This abridged reference work has been compiled from the most accessed entries from The Encyclopedia of Applied Linguistics www.encyclopediaofappliedlinguistics.com the more extensive volume which is available in print and digital format in 1000 libraries spanning 50 countries worldwide Alphabetically organized and updated entries help readers gain an understanding of the essentials of the field with entries on topics such as multilingualism language policy and planning language assessment and testing translation and interpreting and many others Accessible for readers who are new to applied linguistics The Concise Encyclopedia of Applied Linguistics Includes entries written by experts in a broad range of areas within applied linguistics Explains the theory and research approaches used in the field for analysis of language language use and contexts of language use Demonstrates the connections among theory research and practice in the study of language issues Provides a perfect starting point for pursuing essential topics in applied linguistics Designed to offer readers an introduction to the range of topics and approaches within the field The Concise Encyclopedia of Applied Linguistics is ideal for new students of applied linguistics and for researchers in the field

Acquisition in Interlanguage Pragmatics Anne Barron, 2003 The Longitudinal investigation which provides the basic material for this book consists of a corpus of requests offers and refusals of offers elicited from Irish learners of German over a ten month study abroad period using production questionnaires and a variety of metapragmatic instruments

[Pragmatics across Languages and Cultures](#) Anna Trosborg, 2010-08-31 This handbook provides a comprehensive overview as well as breaking new ground in a versatile and fast growing field It contains four sections Contrastive Cross cultural and Intercultural Pragmatics Interlanguage Pragmatics Teaching and Testing of Second Foreign Language Pragmatics and Pragmatics in Corporate Culture Communication covering a wide range of topics from speech acts and politeness issues to Lingua Franca and Corporate Crises Communication The approach is theoretical methodological as well as applied with a focus on authentic interactional data All articles are written by renowned leading specialists who provide in depth up to date overviews and view new

directions and visions for future research **Pragmatics & Language Learning** Gabriele Kasper, Hanh thi Nguyen, Dina Rudolph Yoshimi, 2010 Pragmatics Language Learning Volume 12 examines the organization of second language and multilingual speakers talk and pragmatic knowledge across a range of naturalistic and experimental activities Based on data collected on Danish English Hawai i Creole Indonesian and Japanese as target languages the contributions explore the nexus of pragmatic knowledge interaction and L2 learning outside and inside of educational settings Handbook of Second Language Assessment Dina Tsagari, Jayanti Banerjee, 2016-03-07 Second language assessment is ubiquitous It has found its way from education into questions about access to professions and migration This volume focuses on the main debates and research advances in second language assessment in the last fifty years or so showing the influence of linguistics politics philosophy psychology sociology and psychometrics There are four parts which when taken together address the principles and practices of second language assessment while considering its impact on society Read separately each part addresses a different aspect of the field Part I deals with the conceptual foundations of second language assessment with chapters on the purposes of assessment and standards and frameworks as well as matters of scoring quality assurance and test validation Part II addresses the theory and practice of assessing different second language skills including aspects like intercultural competence and fluency Part III examines the challenges and opportunities of second language assessment in a range of contexts In addition to chapters on second language assessment on a national scale there are chapters on learning oriented assessment as well as the uses of second language assessment in the workplace and for migration Part IV examines a selection of important issues in the field that deserve attention These include the alignment of language examinations to external frameworks the increasing use of technology to both deliver and score second language tests the responsibilities associated with assessing test takers with special needs the concept of voice in second language assessment and assessment literacy for teachers and other test and score users **Pragmatics of Chinese as a Second Language** Shuai Li, 2023-11-14 This book brings together a collection of high quality empirical studies which examine multiple aspects involved in the acquisition teaching and assessment of pragmatics in Chinese as a second language L2 The studies collectively address some of the most cutting edge issues in the field of L2 pragmatics such as the acquisition of key pragmatic features methodological innovations in pragmatics assessment individual difference factors and virtual learning contexts The majority of the chapters include detailed descriptions of the instruments used and additional material in the appendices making it a truly valuable collection for researchers and students alike Furthermore the publication includes the most comprehensive state of the art review of empirical research in L2 Chinese pragmatics published bilingually in English and Chinese between 1995 and 2022 along with a supplemental annotated bibliography While the empirical studies all focus on Chinese as the target language the issues they address have implications for L2 pragmatics research in general and this book will appeal to those interested in the latest developments in the field **The Handbook of Spanish Second**

Language Acquisition Kimberly L. Geeslin, 2013-09-24 Bringing together a comprehensive collection of newly commissioned articles this Handbook covers the most recent developments across a range of sub fields relevant to the study of second language Spanish Provides a unique and much needed collection of new research in this subject compiled and written by experts in the field Offers a critical account of the most current ground breaking developments across key fields each of which has seen innovative empirical research in the past decade Covers a broad range of issues including current theoretical approaches alongside a variety of entries within such areas as the sound system morphosyntax individual and social factors and instructed language learning Presents a variety of methodological approaches spanning the active areas of research in language acquisition

The Handbook of Language Teaching Michael H. Long, Catherine J. Doughty, 2011-07-05 Bringing together an international and interdisciplinary team of contributors this Handbook is a wide ranging and invaluable reference guide to language teaching A comprehensive reference work on language teaching which combines the latest research findings coverage of core topics and examples of teaching experience from a variety of languages and settings Provides a unique breadth of coverage including the psycholinguistic underpinnings of language learning social political and educational contexts program design materials writing and course design teaching and testing teacher education and assessment and evaluation Offers a balanced evaluation of the major positions and approaches including examining the increasingly important social and political context of language teaching Written by an international and interdisciplinary group of authors from a dozen different countries English is only one of the many languages used as examples throughout the volume

Politeness through the Prism of Requests, Apologies and Refusals Milica Savic, 2014-03-25 The challenges that EFL learners teachers and teacher educators are facing today have increased considerably with the comparatively new role of English as the lingua franca of the modern world For both learners and teachers responding to these new demands involves mastering a broader set of communication skills and a wider range of competencies in English L2 pragmatic competence being only one of them albeit an extremely significant one With this in mind Politeness through the Prism of Requests Apologies and Refusals explores various aspects of Serbian EFL learners future EFL teachers pragmatic knowledge and metapragmatic awareness both as elements of their communicative competence and as tools they can use to support their own students L2 pragmatic development In addition to examining the language strategies they resort to in different communicative contexts and the reasoning behind their speech act strategy choice this book also investigates the use of intonation to express and interpret pragmatic meanings As one of the first steps towards assembling the complex jigsaw puzzle representing the pragmatic competence of Serbian learners of English the book will be of considerable interest to researchers investigating aspects of L2 pragmatics in the speech of EFL learners especially those with Slavic L1 backgrounds Additionally in offering an insight into the numerous challenges that future language professionals including EFL teachers face in the process of mastering L2 speech acts the book will also be relevant

to university EFL lecturers and teacher trainers **Assessing Grammar** James E. Purpura, 2004-11-18 Assessing Grammar provides essential reading for teachers who need to evaluate their students grammar **Context, Individual Differences and Pragmatic Competence** Naoko Taguchi, 2012-01-11 Pragmatic competence plays a key role in the era of globalization where communication across cultural boundaries is an everyday phenomenon The ability to use language in a socially appropriate manner is critical as lack of it may lead to cross cultural miscommunication or cultural stereotyping This book describes second language learners development of pragmatic competence It proposes an original theoretical framework combining a pragmatics and psycholinguistics approach and uses a variety of research instruments both quantitative and qualitative to describe pragmatic development over one year Situated in a bilingual university in Japan the study reveals patterns of change across different pragmatic abilities among Japanese learners of English The book offers implications for SLA theories the teaching and assessment of pragmatic competence and intercultural communication *Developing Prototypic Measures of Cross-cultural Pragmatics* Thom Hudson, James Dean Brown, Emily Detmer, 1995 Although the study of cross cultural pragmatics has gained importance in applied linguistics there are no standard forms of assessment that might make research comparable across studies and languages The present volume describes the process through which six forms of cross cultural assessment were developed for second language learners of English The models may be used for second language learners of other languages The six forms of assessment involve two forms each of indirect discourse completion tests oral language production and self assessment The procedures involve the assessment of requests apologies and refusals

Data Elicitation for Second and Foreign Language Research Susan M. Gass, Alison Mackey, 2007-02-22 This timely reference guide is specifically directed toward the needs of second language researchers who can expect to gain a clearer understanding of which techniques may be most appropriate and fruitful in given research domains Data Elicitation for Second and Foreign Language Research is a perfect companion to the same author team's bestselling Second Language Research Methodology and Design It is an indispensable text for graduate or advanced level undergraduate students who are beginning research projects in the fields of applied linguistics second language acquisition and TESOL as well as a comprehensive reference for more seasoned researchers ICMEIM 2023 Youbin Chen, Vishalache Balakrishnan, Mehmet Cüneyt Birkök, 2023-11-23 The 4th International Conference on Modern Education and Information Management ICMEIM 2023 was successfully held from September 8th to 10th 2023 in Wuhan China This conference aimed to bring together scholars researchers and practitioners from around the world to discuss and exchange ideas on the latest trends and advancements in modern education and information management The conference program featured a diverse range of research topics including educational technology digital learning information systems and knowledge management With a focus on exploring innovative approaches and strategies the conference provided a platform for participants to present their research findings and share insights on the future development of the field Distinguished speakers included Prof Qing Ding

from Huazhong University of Science and Technology China Prof Longkai Wu from Central China Normal University China Assoc Prof Lim Chee Leong from Taylor s University Malaysia and Assoc Prof Teh Sin Yin from Universiti Sains Malaysia Malaysia These experts delivered keynote speeches offering valuable perspectives and stimulating discussions on the conference themes The 4th International Conference on Modern Education and Information Management ICMEIM 2023 played a significant role in shaping the future development of the field It provided a platform for researchers and practitioners to share their knowledge explore emerging trends and address key challenges in modern education and information management By facilitating collaboration and promoting interdisciplinary dialogue the conference contributed to the advancement of innovative practices and strategies in this rapidly evolving field We extend our sincere appreciation to all participants presenters organizers and sponsors for their valuable contributions in making the ICMEIM a success We look forward to future editions of the conference and the continued growth and advancement of the field

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Table of Contents Discourse Completion Task Dct Assessment

1. Understanding the eBook Discourse Completion Task Dct Assessment
 - The Rise of Digital Reading Discourse Completion Task Dct Assessment
 - Advantages of eBooks Over Traditional Books
2. Identifying Discourse Completion Task Dct Assessment
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Discourse Completion Task Dct Assessment
 - User-Friendly Interface
4. Exploring eBook Recommendations from Discourse Completion Task Dct Assessment
 - Personalized Recommendations
 - Discourse Completion Task Dct Assessment User Reviews and Ratings
 - Discourse Completion Task Dct Assessment and Bestseller Lists
5. Accessing Discourse Completion Task Dct Assessment Free and Paid eBooks
 - Discourse Completion Task Dct Assessment Public Domain eBooks
 - Discourse Completion Task Dct Assessment eBook Subscription Services
 - Discourse Completion Task Dct Assessment Budget-Friendly Options
6. Navigating Discourse Completion Task Dct Assessment eBook Formats

- ePub, PDF, MOBI, and More
- Discourse Completion Task Dct Assessment Compatibility with Devices
- Discourse Completion Task Dct Assessment Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Discourse Completion Task Dct Assessment
 - Highlighting and Note-Taking Discourse Completion Task Dct Assessment
 - Interactive Elements Discourse Completion Task Dct Assessment
- 8. Staying Engaged with Discourse Completion Task Dct Assessment
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Discourse Completion Task Dct Assessment
- 9. Balancing eBooks and Physical Books Discourse Completion Task Dct Assessment
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Discourse Completion Task Dct Assessment
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Discourse Completion Task Dct Assessment
 - Setting Reading Goals Discourse Completion Task Dct Assessment
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Discourse Completion Task Dct Assessment
 - Fact-Checking eBook Content of Discourse Completion Task Dct Assessment
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends
 - Integration of Multimedia Elements
 - Interactive and Gamified eBooks

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