Teaching Pragmatics in the Foreign Language Classroom: Grammar as a Communicative Resource

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Abstract: This article focuses on the teaching of pragmatics in the Spanish as a Foreign Language classroom and examines the role of grammar as a communicative resource. It also aims to highlight the importance of teaching pragmatics from beginning levels of language instruction, with the spotlight on speech acts at the discourse level. After the concept of pragmatic knowledge, as one component of communicative language ability, is reviewed, this article will evaluate proposed pedagogical models for the teaching of pragmatics. We will then present ways for teaching grammar as a communicative resource through a look at the pragmatic functions of grammatical expressions used to express communicative action, such as the conditional, the imperfect, tag questions, impersonal expressions, and adverbials. The importance of classroom input and the role of pragmatic variation when teaching pragmatics in the classroom are also addressed. Finally, we propose a four-step pedagogical model for the teaching of pragmatics with online activities that can be used directly in the classroom, and this article closes with a recommendation that pragmatics be integrated into the language curriculum.

Keywords: grammar/gramática, instruction in pragmatics/enseñanza de la pragmática, pedagogy/pedagogía, pragmatic variation/variación pragmática, speech acts/actos de habla

1. Introduction

Research in interlanguage pragmatics (ILP) has demonstrated that pragmatics can be taught in the classroom from beginning levels of language instruction. For example, Ishihara and Cohen (2010) make a strong case for teaching principles of pragmatics in both second (L2) and foreign (FL) language contexts,[1] Tatsuki and Houck (2010) and Houck and Tatsuki (2011) present innovative pedagogical proposals for the teaching of speech acts at the discourse level (e.g., requests, refusals, complains), and Bardovi-Harlig and Mahan-Taylor (2003) edited a series of pedagogical lessons for teaching speech acts and conversational practices in L2 contexts (e.g., politeness, discourse markers, openings and closings). In addition, Rose and Kasper's (2001) volume provides solid empirical evidence that proves that, without implicit or explicit instruction, various aspects of pragmatics are learned slowly and some, perhaps, may never be learned. The role of grammar as a communicative resource in the classroom has also been underscored by various authors (Bardovi-Harlig 1996, 2001; Bruton 2009; Widdowson 1992). Like phonology, morphology, and syntax, which are necessary for learning a L2, pragmatics should be integrated into the language curriculum from the beginning levels of language instruction.

Although pragmatics is generally defined as the study of language use in context, our understanding of pragmatics centers on "meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader)" (Yule 1996: 3). Pragmatic knowledge, according to Leech (1983) and Thomas (1983), is comprised of two components: 1) *pragmalinguistic competence*, which is knowledge about and performance of the conventions of language use or the linguistic resources available in a given language that convey "particular illocutions" in contextually appropriate situations (Leech 1983: 11); and 2) *sociopragmatic competence*, or knowledge about and performance consistent with the social norms in specific situations in a given society, as well as familiarity with variables of social power and social distance. Instructors should be familiar with these concepts when developing materials for teaching pragmatics in the classroom.

The aim of the current paper is twofold. After an overview of the concepts of communicative language ability and pragmatic knowledge, we review pedagogical models used to teach pragmatics in FL contexts, with particular attention given to Spanish. Then, we present a pedagogical model for teaching speech acts in Spanish in a FL classroom, and, specifically, for teaching grammar as a communicative resource. We also address the issue of whether pragmatics can be incorporated in the classroom from beginning levels of language instruction. This article will be of interest to teachers of Spanish who would like to incorporate teaching about pragmatics and research-based pedagogical activities in their FL classrooms.

2. Pragmatic Knowledge in L2 and FL contexts

The ability to use and understand communicative action, such as requesting or apologizing, in the target language requires the interaction of various types of knowledge. Inspired by Hymes's (1972) initial concept of communicative competence, Canale and Swain (1980) proposed an integrative theoretical framework of communicative competence, which consisted of the interaction of grammatical competence, sociolinguistic competence, and strategic competence. Furthermore, according to Bachman and Palmer (1996), the construct of pragmatic knowledge belongs to one of the three components of communicative language ability, namely language knowledge. In order to communicate successfully in a L2, learners not only need to develop grammatical and textual knowledge (also known as organizational knowledge), but two types of pragmatic knowledge as well: functional knowledge, or the ability to produce and understand speech acts in discourse, and sociolinguistic knowledge, which is sensitivity to dialect differences, to formal and informal registers, and to style.

In this article, we focus on the teaching of functional knowledge in the FL classroom, and specifically on ways to maximize learners' ability to negotiate speech acts in interaction. When feasible, this approach calls for having the classroom instructor give prime attention to the actual functions that grammatical structures assume within communicative contexts (Bruton 2009). One example of using grammar for the service of pragmatics is the use of the progressive aspect and the conditional, both of which can be used to express politeness, deference, and respect when making appropriate requests in formal settings (e.g., I *was wondering* if you *would write* a letter of recommendation for me). In this article, the term "grammar" will be used to refer to a focus on grammatical forms in their role as pragmalinguistic resources (e.g., conditional, imperfect, adjectives, and adverbials) that are used to express pragmatic intent, such as respect or politeness, in socially appropriate situations. Thus, our focus will be on grammar as a communicative resource to accomplish social action, such as apologizing for arriving late or asking a professor for a letter of recommendation. We offer these ideas because, unfortunately, grammar may sometimes be taught, and is often learned by students, as a series of isolated forms. For instance, learners may well memorize verb tenses without having a good sense of just how these forms are used so as to be more pragmatically appropriate. The importance of teaching grammar for communicative purposes is explained with examples from classroom materials in section 3.2.

The way learners develop pragmatic knowledge is different in L2 and FL contexts. Unlike L2 learners who are exposed to input in the target environment (e.g., Americans studying Spanish in Mexico City or Madrid), learners studying Spanish in a FL context (e.g., Americans

learning Spanish at a US university) do not have the same experiences. For example, learners in FL settings do not have immediate and frequent access to native speakers (NSs) of the target culture; input is not as frequent, varied, or natural as input in the target environment.[2] In addition, learners are often exposed to modified and structured input in the classroom; they do not have access to formal and informal settings where pragmatic input is necessary to develop the skills for negotiating communicative actions; they lack opportunities to participate in authentic situations outside of the classroom context (Rose 1999); and, input in the textbook materials is mainly restricted to simulated scenarios with little (or no) information directed to developing the learners' pragmalinguistic and sociopragmatic abilities. As a result, research has shown that while incidental learning of requests takes some time to develop in natural settings (Achiba 2003; Ellis 1992), instruction of pragmatics in FL contexts facilitates learning and, therefore, should be integrated into the syllabus from beginning levels of instruction (Bardovi-Harlig 1996; Félix-Brasdefer and Hasler Barker 2012; Ishihara and Cohen 2010; Martínez-Flor 2006; Rose 2005). One issue that is relevant to the present review is the amount and the quality of pragmatic input in the FL classroom as well as the modality in which pragmatic input should be delivered.

3. Teaching Pragmatic Knowledge in FL Classroom

With regard to the importance of teaching Spanish pragmatics, Salaberry and Cohen (2006) rightly observed: "[T]he relevance of teaching . . . pragmatic knowledge cannot be overemphasized, given the importance of pragmatic abilities for communicating successfully in the second language and the daunting challenges facing learners in attempting to be pragmatically appropriate" (159).

In the next section, we review a few proposed models for teaching speech acts in the classroom. This is followed by a pedagogical proposal for teaching refusals in the Spanish as a FL classroom, using grammar as a communicative resource (section 4).

3.1 Models for Teaching Pragmatics in the Classroom

A few researchers have proposed pedagogical models for teaching communicative actions in the FL classroom. For example, using sociolinguistic evidence from NSs of Spanish, García in the FL classroom. For example, using sociolinguistic evidence from NSs of Spanish, García (1996, 2001) used Olshtain and Cohen's (1991: 161–62) five steps (diagnostic assessment, model dialogue, evaluation of the situation, role-play activities, and feedback and discussion) to teach the speech acts of declining an invitation and reprimanding. Of these steps, diagnostic assessment aims at testing the learners' pragmatic ability. García designed listening and speaking activities and used role plays for pedagogical purposes from two varieties of Spanish, that of Peruvian and Venezuelan Spanish. Based on García's previous research, learners need to know that in some varieties of Spanish (e.g., Venezuelan [Caraqueño Spanish]) there is a preference for solidarity politeness strategies, such as being direct, and that imposing on the interlocutor is not considered a bad trait. On the contrary, Peruvian society shows a preference for deference politeness strategies, expressing deference and respect, and the speaker tries not to impose on the interlocutor. In this model, then, the emphasis is on the pragmalinguistic strategies used by NSs of the target culture, which are considered the pragmatic norm in L2 speech act production. Cultural differences (in varieties of Spanish) are also taken into consideration in this pedagogical model.

When Wolfson's (1989) work on compliments is applied to Spanish, it can be seen that Spanish, like English, displays only a few syntactic patterns for giving a compliment. This makes the speech act of compliments appropriate for teaching at basic proficiency levels. With data obtained from Spanish from Puebla, Mexico, Nelson and Hall (1999) showed that compliments are most often given when praising aspects of appearance, appearance enhancers, and natural appearance. Consistent with other studies that examined compliments in Spanish in the United States (Valdés and Pino 1981), Ecuador (Placencia and Yépez 1999), and Mexico (Nelson Hall 1999), the most frequent adjectives used to give a compliment in Spanish include ('well'), *bueno* ('good'), *bonito* ('pretty'), *guapo* ('cute'), *lindo* ('beautiful'), *padre* (Mexic *guay* (Spain) ('cool'), *rico* ('delicious'), and *inteligente* ('smart'). The most frequent synt: patterns used in a Spanish compliment include:

(ADJ = adjective; NP = noun phrase; VP = verb phrase)

(1) Qué + ADJ + NP
    ¡Qué lindos tus aretes! 'What nice/pretty earrings you are wearing!' (Placencia and Yépez 1999: 111)

(2) Qué + ADJ (VP)
    ¡Qué guapa! 'How pretty you are!' (Nelson and Hall 1999: 105)

(3) VP + ADJ + NP
    ¡Tienes bonitos ojos! 'You have beautiful eyes!' (Nelson and Hall 1999: 185)

(4) VP (ser / estar) + ADJ + (VP)
    ¡Está delicioso! 'It's delicious (a sandwich)!' (Placencia and Yépez 1999: 95)
    ¡Eres una persona muy valiente! 'You are a very brave person!' (Placencia and Yépez 1999: 105)

(5) NP + VP + ADJ
    Oye, ¡esta salsa te salió rica! 'Hey, this sauce turned out delicious!'

Learners should also be aware that there are gender differences that apply to giving complime: According to Nelson and Hall (1999), for example, Mexican men rarely compliment other n on their appearance, whereas American men do to some degree. Also, Mexican men tenc compliment females on appearance more often than American men do. Again, in the mo proposed here, the emphasis is on the commonalities of speech acts (pragmalinguistics), in 1 case compliments, across varieties of Spanish.

Other proposals target different speech acts with varied pedagogical approaches. Martín Flor (2006) proposed a six-step pedagogical framework for teaching speech acts in a FL cont namely researching, reflecting, receiving, reasoning, rehearsing, and revising. The focus this framework is on the development of pragmalinguistic and sociopragmatic abilities in settings. The emphasis is on consciousness-raising for the development of sociopragm: ability and on the delivery of the actions, and little attention is given to speech act sequenci Using a conversation-analytic approach, Félix-Brasdefer (2006) proposed a model for teach Spanish pragmatics that is intended to be delivered directly in the classroom at an intermed: level. The model includes pragmatic input with refusal responses realized by NSs of Spar and English, refusal responses from different regions of the Spanish-speaking world, gen differences in refusing, perceptions of refusals among NSs, and role-play interactions that analyzed at the discourse level. It consists of three main units: 1) communicative actions : cross-cultural awareness, 2) conversation analysis in the classroom, and 3) communicat practice. This model was mainly developed for teaching refusals in English in a L2 cont Finally, Koike (2008) proposed a three-principle pedagogical model for teaching pragmat The first principle highlights the need to contextualize the L2 grammar of pragmatics "wit a natural context of interaction"; the second states that learners should be provided w grammatical, pragmatic, and sociocultural knowledge; and the third emphasizes knowle of sociolinguistic variation. In Koike's model, attention is given to using grammar for cc municative purposes and developing an awareness of sociolinguistic variation. However, proposal must "be empirically verified for its effectiveness and accuracy in leading learner: interact successfully with native speakers" (47).

Overall, the pedagogical models described above emphasize consciousness-raising, teaching grammar in context for communicative purposes, regional variation, and practicing speech acts at the discourse level. These models were informed by Widdowson's (1992) notion of teaching grammar as a communicative resource. More importantly, there is consensus across these models that pragmatics is teachable in the FL classroom with some kind of guided instruction.

3.2 Teaching Grammar as a Communicative Resource in the FL Classroom

As we have seen above, communicative language ability, of which pragmatic (or functional) knowledge is one component, incorporates a composite of elements including grammar in its totality (e.g., vocabulary, grammatical structure, and the sound system), sociolinguistics (e.g., appropriate use of formal and informal registers, such as the *tú/usted* distinction in Spanish or *tu/vous* in French), discourse (e.g., greetings, closings, or invitation-response sequences), and a knowledge of which grammar to use for communicative purposes and how to use it (pragmatics). There are two issues to consider here: one concerns the distinction between native and nonnative speakers (NNS) and the second addresses the importance of classroom input and the need to raise the learner's awareness of the pragmatic functions of grammatical structures.

With regard to the first issue, Widdowson (1992) noted that the NS is the informant (knows the language) and the NNS is the user. Knowing a language is part of the NS's communicative competence, while the adult NNS teacher learns the grammar of the target language to use it in formal or informal L2 contexts. Further, although there are differences in regard to the instructor, when teaching pragmatics, NS and NNS teachers need to become aware of the pragmatics of a language, such as how language is used in socially appropriate situations. Native-speaker teachers possess knowledge of pragmatics in their L1, but they need to develop an awareness of the conversational actions beyond their language variety and be sensitive to language variation in general. For example, it would be helpful for teachers to know that direct requests reflect the pragmatic norm in the context of service encounters in certain regions of Spain (i.e., Toledo [Shively 2011]) (e.g., elliptical requests, such as *cien gramos de salchichón* '100 grams of salami'; or the imperative, such as *ponme un tinto de verano, por favor* 'give me a summer red [wine] please') and in Southern Mexico (i.e., Mérida, Yucatán [Félix-Brasdefer 2012]) (e.g., *deme medio kilo de jamón* 'give me half a kilo of ham'). Of these two regions, Mexicans seem to adopt a more deferential style than Spaniards when making a request for service. Another regional difference concerns the preference for diminutive forms among NSs from Ecuador (Quito), while these forms are infrequent among speakers from Madrid in the context of service encounters in corner-store interactions (Placencia 2005). Both NS and NNS teachers need to be familiar with the grammatical structures of the target language as well as with the pragmatic and discourse functions of these forms. While the teaching of grammar (minus pragmatics) in the FL classroom is often unproblematic for language instructors, knowledge of the pragmatic functions of the target language may require additional training on the part of the NS and NNS instructors.

With regard to the second issue, the importance of classroom input, it is by now established that L2 input is a required condition for second language acquisition. However, not all of the input provided in the classroom contains pragmatic information. Pragmatic input—oral or written—needs to be directed to the learner's attention in various ways. Bardovi-Harlig (1996, 2001) makes a strong case for classrooms as sources of input, specifically "providing pragmatically appropriate input" (1996: 25). In classrooms, in addition to teacher input, the content of pedagogical materials serves as input. To put it clearly, classroom input in both forms provides opportunities to increase learners' pragmalinguistic and sociopragmatic knowledge.

The dialogue in (6) is a sample of pedagogical materials used in an intermediate Spanish textbook (Spinelli, García, and Galvin Flood 2009) that includes pragmatic input designed to foster learners' pragmalinguistic and sociopragmatic knowledge. With regard to aural

pragmatic input, the students listen to a dialogue in class using the recording provided on the CD (enclosed in the textbook). The unit of pragmatic analysis is the speech act of extending, accepting, and declining an invitation. For the purpose of analysis, the dialogue is presented below with numbered lines.

(6) Extending and accepting an invitation. A photo precedes the dialogue (visual input), namely a reunion of friends and family (Spinelli et al. 2009: 105):

CRISTINA:	1	*Hola, Ana María, ¡qué gusto verte!*
ANA MARÍA:	2	*¡Hola! ¡Qué milagro es éste!*
CRISTINA:	3	*Así es.*
	4	*Mira, aprovecho que te veo para decirte*
	5	*que la próxima semana,*
	6	*el sábado, vamos a tener una reunión en la casa*
	7	*y quiero que vayas con Ramiro.*
	8	*Tú sabes que Juancho estuvo muy enfermo.*
ANA MARÍA:	9	*¡No me digas! ¡Cuánto lo siento! ¡Yo no sabía nada!*
CRISTINA:	10	*Sí, fue muy feo. Tuvo un virus y no sabían qué era.*
	11	*Hemos pasado*
	12	*unas semanas..., pero bueno...*
	13	*ahora ya está bien. Por eso queremos*
	14	*reunirnos con los amigos. No es nada formal,*
	15	*ni mucho menos, sino*
	16	*sólo para estar juntos y pasar un rato agradable, nada más.*
ANA MARÍA:	17	*Oye, con mucho gusto. ¿A qué hora quieres que vayamos?*
CRISTINA:	18	*Como a las siete u ocho, ¿te parece?*
ANA MARÍA:	19	*Perfecto. Ahí estaremos.*
	20	*Muchas gracias y me alegro mucho*
	21	*de que Juancho esté bien ya. Dale un saludo de mi parte.*
CRISTINA:	22	*Ay sí, francamente... Gracias. ¡Estoy feliz!*

First, in this activity, pragmatic input is presented in various ways: listening comprehension of the role-play situation, visual input (the photo that accompanies the role play), and written input in the form of the dialogue and the pragmalinguistic strategies (grammar) used to carry out these actions. Second, there are different communicative actions displayed in this dialogue between two friends, Cristina and Ana María. This interaction consists of the following speech act sequences: a greeting-response sequence (lines 1–3) and the invitation is provided in two segments (lines 4–8, 10–16), along with one acknowledgement as an intervention (line 9). The acceptance of the invitation (line 17) is followed by another sequence to finalize the time (lines 18–19). The interaction ends with a terminal exchange (lines 20–22).

After listening to this audio, the teacher is to direct the learners' attention to the pragmatic input (speech act sequences), such as analyzing the pragmalinguistic form of the greeting sequences, the invitation-response sequence, and the leave-taking sequence. To further reinforce the pragmalinguistics of this exercise, the textbook includes a list of expressions commonly used to extend an invitation in Spanish (e.g., *¿Crees que podrías venir...?* 'Do you think you could come to...?'), to accept it (e.g., *Con mucho gusto. ¿A qué hora?* 'I'd be glad to. At what time?'), and to decline it (e.g., *Me encantaría, pero...* 'I'd love to, but...') (Spinelli et al. 2009: 105–6). Additionally, to reinforce the learners' sociopragmatic knowledge, the teacher should highlight cross-cultural differences in extending and accepting an invitation between Spanish and the learners' native language. In addition to vocabulary used to accept an invitation, the teacher should provide some of the expressions commonly used to decline an invitation, including the use of direct refusals (e.g., *No puedo ir a la fiesta* 'I can't come to the party') and indirect refusals, which may include providing reasons, indefinite replies, or mitigated refusals (e.g., *Desafortunadamente, no podría ir* 'Unfortunately, I wouldn't be able to come'). Teachers

can also explain cultural differences with respect to an insistence after an invitation is refused, as an insistence represents a cultural norm in varieties of Spanish (see section 4). The goal of this exercise is to direct the learners' attention to appropriate input provided in the classroom materials using grammar to convey communicative actions.

As stated previously, pragmatics can be taught from beginning levels of language instruction. However, due to the learners' limited grammatical proficiency, teachers should select communicative functions that are commensurate with the grammatical knowledge of their students. For example, greetings are mainly formulaic, occur in sequences, and the forms selected should be appropriate in formal or informal situations. For example, greetings are included in the first-year college Spanish textbook, *Gente* (Fuente, Martín Peris, and Sans Baulenas 2007). In this textbook, beginning learners are exposed to specific input that incorporates greetings and are provided with conscious-raising information about appropriateness and levels of formality where greeting sequences are most likely to occur. Example (7) shows the pragmalinguistic forms for expressing greetings in a formal setting.

(7) Greetings

    a. —*Buenas tardes, ¿se puede?* / *¿Me permite pasar?* / *¿Puedo pasar?*
       —*Sí, pase, pase, por favor* / *Adelante, cómo no.*
    b. —*Mucho gusto, Sr. Pedrosa.*
       —*El gusto es mío. Siéntese, por favor.* (Fuente et al. 2007: 252)

In addition to providing sociopragmatic information about the formal setting in which these forms are likely to occur, the authors provide an exercise to raise the learners' awareness of the differences between greetings in formal and informal settings. Students are asked to do the following:

Identify all expressions of verbal courtesy and explain their function. Now change the context to one of the following situations: a. you and your best friend meet to go to the movies, or b. a person in charge of human resources interviews a candidate for a position. (Fuente et al. 2007: 252)

In the same textbook, beginners are taught one of the pragmatic functions of the conditional in Spanish, namely to express politeness and respect when conveying different communicative functions, such as suggestions, advice, opinions, and requests (Fuente et al. 2007: 318). From a sociopragmatic perspective, the conditional, like the imperfect in Spanish, is mainly used in formal contexts in different varieties of the Spanish-speaking world (Haverkate 1994). The communicative function of the conditional can be seen in the following examples in (8).

(8) The communicative function of the conditional

    Advice: *Deberías estudiar más.* 'You **should** study more.'
    Opinions: *Yo diría que esto no es correcto.* '**I would** say that this is not correct.'
    Requests: *¿Podrías prestarme 20 Euros?* '**Could** you lend me 20 Euros?'
    Proposal: *¿Le gustaría ir a cenar conmigo?* '**Would** you **like** to have dinner with me?'

In addition to the classroom input provided in the pedagogical materials, teachers can select other grammatical concepts to teach additional communicative functions. Table 1 shows how grammar can be used in the classroom as a communicative resource. It includes five speech acts (column 1), the grammatical resources that can be used to express each of those speech acts (column 2), the pragmatic or communicative function conveyed by the grammatical resources (column 3), and examples (column 4).

When teaching pragmatics in the classroom, as noted previously, the teacher should also be aware of pragmatic variation across varieties of Spanish. Despite the expected dialectal differences across varieties of Spanish, it is possible to make some generalizations based on Spanish pragmatics research (Félix-Brasdefer 2008b, 2008c, 2009; García 1992, 1999, 2009;

Table 1. Teaching Grammar as a Communicative Resource

Speech Act	Grammar (Pragmalinguistic Resources)	Pragmatic Function	Examples
Requests	– Conditional – Imperfect – *No sé si...* ('I don't know if...') – Mitigation: I think, I believe, please, tags (*¿no?*; *¿está bien?*), diminutives, solidarity markers – Commands (imperative form)	– Politeness – Politeness/distance – Uncertainty – Softening of request – Direct requests: solidarity (affiliation)	– ¿Podrías ayudarme...? 'Could you help me...?' – Quería saber si... 'I was wondering if...' – No sé si sería posible... 'I don't know if it would be possible...' – ¿Me podrías dar un vasito de agua **por favor**? 'Could you give me a little glass of water, please?' – Préstame 10 Euros, ¿no? 'Lend me 10 Euros, will you?'
Advice / Suggestions	– Subjunctive – Negation + interrogative question – *Qué tal si...* – I advise that (*Te aconsejo*), I suggest that (*Te sugiero*)	– Uncertainty – Mitigation – Mitigated suggestion – Explicit performatives to name the action	– ¿Crees que puedas llamarme? 'Do you think you can call me?' – ¿No crees que sería mejor preguntarle al profesor? 'Don't you think it'd be better to ask the professor?' – ¿Qué tal si...? 'What if...?' – Sugiero que... 'I suggest that...'
Refusals / Disagreements	– Conditional – Impersonal constructions – *No creo que* + imperfect subjunctive – Modal adverbs	– Politeness – Distance – Uncertainty, tentativeness – Probability/possibility	– No podría ir a tu fiesta. 'I would not be able to attend your party.' – No se puede, de verdad. 'It's impossible, really.' – No creo que pueda llamarte. 'I don't think I can call you.' – Desafortunadamente, tengo planes. 'Unfortunately, I have plans.'

Table 1. *(continued)*

Speech Act	Grammar (Pragmalinguistic Resources)	Pragmatic Function	Examples
Compliments	– Verbs: to be, love, look – Adjectives: good, great – Verbs: *me encanta* ('I love') / *me gusta* ('I like') – Adjectives: *bonito* ('pretty'), *lindo* ('cute'), *precioso* ('beautiful'), *rico/a* ('delicious'), *majo* (Spain) / *padre* (Mexico) ('cool') – Qué + ADJ + noun phrase: *¡qué bonito carro!*	– Expressing positive evaluation and involvement with the interlocutor – Opening device to open a conversation or to switch topic	– Tu pelo se ve **lindo/bonito**. 'Your hair looks **nice/pretty**.' – **Me encanta** tu corbata. 'I **love** your tie.' – ¡Se ve (muy) **bonita**! 'That's (really) **nice**!' – **Me encanta** tu collar. 'I **love** your neck lace.' – ¡**Qué bonito** reloj tienes! '**What a nice** watch you have!' – ¡**Qué rica** está la comida! 'The food is **just delicious**!'
Asking for / Giving information	– Impersonal constructions – Conditional – Imperfect	– Distance – Politeness/distance – Politeness/distance	– ¿Dónde **se come** bien por aquí? 'Where does **one eat** well around here?' – ¿**Podría** decirme cómo llegar a....? '**Could you** tell me how to get to...?' – **Quería** saber cómo **se llega** al restaurante 'La Hacienda'. '**I wanted to know how to get to** 'La Hacienda' restaurant.'

Márquez Reiter and Placencia 2005: 190; Placencia and García 2007 [chapters 1–6]). For example, this body of research has shown that speakers from certain regions of Spain, Argentina (Buenos Aires), Venezuela (Caracas), Cuba (Havana), the Dominican Republic (Santiago), and Uruguay (Montevideo) have an orientation towards positive politeness (e.g., expressing solidarity, involvement, and a direct speech style). In contrast, speakers from regions of Costa Rica (San José), Ecuador (Quito), Peru (Lima), and Mexico (Mexico City and Tlaxcala) display both positive and negative orientations, and these seem to have equal importance in expressing both positive (e.g., *confianza* "trust or a close relationship") and negative politeness (e.g., formality, respect). In these contexts, the preferred strategies in speech act performance include the diminutive to express affection, the conditional and the imperfect to express deference and politeness, and the use of conventional indirectness (e.g., *¿Puede/podría/podía decirme dónde queda la galería de arte?* 'Can/would/could you tell me where the art gallery is?').

The aforementioned information shows that it is possible to start teaching pragmatics at the beginning levels of instruction. The selection of the communicative function should be congruent with the level of grammatical knowledge (and the level of linguistic proficiency) of the learner. For example, while teaching greetings and compliments seems appropriate for beginners, teaching an invitation-refusal sequence may be more appropriate for intermediate or advanced learners, given the grammatical complexity necessary to provide a refusal at the discourse level. From the beginning levels of instruction, teachers can provide learners with input from language textbooks and from activities that direct the learner's attention to the pragmatic functions of grammatical structures in both formal and informal settings. Furthermore, based on the linguistic variation that exists in the Spanish-speaking world (García and Placencia 2011; Márquez Reiter and Placencia 2005; Placencia and García 2007), teachers can address the issue of cultural differences across varieties of Spanish and between Spanish and English (in the case of US students learning Spanish in an Anglosaxon region). One example is the notion of insistence: in various regions of the Spanish-speaking world, an insistence after an offer or an invitation is a sociocultural expectation; that is, an insistence expresses positive politeness or involvement with the interlocutor (Félix-Brasdefer 2008a; García 1992, 1999). In contrast, in English an insistence is viewed as an imposition or an instance of negative politeness and is generally considered an inappropriate act (Félix-Brasdefer 2008b). Overall, the main goal for teaching pragmatics in the classroom is to focus on developing learners' pragmalinguistic and sociopragmatic knowledge by supplying them with appropriate input related to communicative actions at the discourse level.

The last section of this article presents an online model for teaching pragmatics in the FL classroom.

4. Practicing Pragmatics in the FL Classroom

The following proposed pedagogical model for teaching pragmatics in the FL classroom is partially informed by previous models that adopt a consciousness-raising and sequential approach (Félix-Brasdefer 2006; Félix-Brasdefer and Bardovi-Harlig 2010; Rose 1994). While the aforementioned models focused on the teaching of pragmatics to learners of English in L2 contexts, the present model centers on the teaching of pragmatics in Spanish as a FL. The online activities proposed here are original, were designed for the purposes of this article, and were tested in the classroom with intermediate learners of Spanish.

This model aims at providing teachers and learners with a four-step approach to the teaching of refusals for intermediate-level learners of Spanish at the university level (equivalent to fourth- or fifth-semester learners of Spanish language). The online activities can be accessed directly in a tech-equipped classroom from the Indiana University pragmatics website (http://www.indiana.edu/~discprag/spch_refusals.html; Félix-Brasdefer 2011). The website shows an overview of the speech act of refusals, strategies commonly used to express a refusal, role-play

dialogues, and online activities to be practiced directly in the classroom (see below). The following four activities can be implemented in the classroom during a 40-minute class period.

4.1 Raising Awareness

Instructors start by explaining that in everyday social interaction we accomplish communicative actions. For example, we give and respond to compliments, we ask a professor for a letter of recommendation, or we apologize to our classmate for arriving late at the study session. The selection of the expressions used to perform these communicative actions may depend on various factors, such as the setting, the gender and age of the interlocutors, and the degree of social distance or social power between the interlocutors. The email message in example (9), sent from a student to her professor, shows different communicative actions:

(9) Email message sent from a female student to her male professor

    1 Professor,
    2 I am planning on studying abroad next spring in Barcelona
    3 to complete my minor in Spanish and experience the culture.
    4 I was wondering if you would be willing to write me a
    5 letter of recommendation to add to my study abroad application?
    6 If you're able to do so, feel free to email me any questions you
    7 have and I can send you the necessary form.
    8 Thank you very much for your consideration,
    9 [Student's name]

In addition to the title that was used to open the message (line 1), the student chose various communicative actions, such as a request for a letter of recommendation (lines 4–5) and an expression of gratitude to close her message (line 8), followed by the student's signature (line 9). Since the request is addressed to a professor, the student used a conventionally indirect request with various forms of internal modification that soften the imposition of the request, such as the past progressive and the conditional. Here, these expressions are employed to express politeness and formality (e.g., line 4: "I was wondering if you would be willing..."). Unlike the example in (9), which is an interaction between a professor and a student (asymmetric relationship), the example in (10) is between students (symmetric relationship). In this example, the teacher asks the students to identify the communicative actions in an informal context, namely an invitation (lines 1–4) and a refusal to the invitation (lines 5–6).

(10) Identification of communicative actions: Invitation-response sequence

    Carlos:
    1 *Oye, fíjate que el próximo viernes es mi cumpleaños, voy*
    2 *a cumplir veintiuno y pues ya sabes, voy a hacer una fiesta en mi casa,*
    3 *es a las 8 de la noche. Estás invitado, es en mi casa,*
    4 *no puedes faltar, tienes que ir.*

    Jorge:
    5 *U:yuy yuy, viernes a las ocho, ¡qué problema!*
    6 *es que, pues, salgo de trabajar*
    7 *hasta ocho y media*
    8 *como trabajo en las tardes. Entonces no sé si podría.*

The aim of these examples and this activity is to raise learners' attention to the notion of communicative actions in everyday communication. It is also important to direct learners' attention to language use in formal and informal contexts where social actions take place, as well as the degree of politeness that is to be expected in each situation.

4.2 Pragmatic Input: Recognizing Refusal Strategies

The goal of this activity is to provide the learner with appropriate input necessary to [p]roduce a refusal to an invitation and to an offer. According to previous research (Félix-Brasde[fer] 2008a; García 1999), since in Spanish a refusal to an invitation or to an offer is often follo[w] by an insistence, the teacher should direct the learner's attention to the pragmatic strateg[y] used in each stage of the conversation, namely for refusing an invitation (stage 1) and also responding when the interlocutor does not accept the refusal, but rather replies by insist[ing] that the respondent accept the invitation (stage 2). As shown in the previous section and the website (Félix-Brasdefer 2011), a refusal can be realized by means of direct and indire[ct] strategies with various levels of politeness. In addition, learners need to be alerted to the f[act] that refusals can be softened by means of various expressions, such as "I think," "I believ[e]" "probably," "unfortunately," etc.

The following examples are taken from NSs of Spanish who participated in simulat[ed] responses to a refusal to an invitation to a friend's birthday party and a refusal to an offer f[or] more food (11) (stage 1), a response to the insistence on the part of the person issuing the invit[a]tion or the offer (12) (stage 2), and a refusal to a professor's suggestion to take a class (13) (on the first refusal response). The students should focus on the pragmalinguistic information us[ed] to perform a refusal response. Mitigators, which include tag questions, hedges such as *cre[e]* ('believe'), and the diminutive, are bolded and mitigated refusals are underlined.

(11) Refusing an invitation or an offer in Spanish (stage 1)

    a. Refusing an invitation (Female, Mexico)
        1 *Ay la verdad si me encantaría*
        2 *porque van a estar todos nuestros amigos,*
        3 *pero es que tengo que hacer mi tarea y ya es mucha*
        4 *y la verdad tengo exámenes mañana,*
        5 *pero me los saludas a todos, gracias.*

    b. Refusing an invitation (Female, Peru)
        1 *Lo que pasa es que ese día es cumpleaños de la mamá de mi novio,*
        2 *yo me voy a ir temprano a cocinar algo...*

    c. Refusing an invitation (Male, Mexico)
        1 <u>*Mmm creo que no puedo ir,*</u>
        2 *tengo una situación pendiente ahí en*
        3 *mi trabajo. Pero yo te aviso, te mando un mensaje, ¿va?*

    d. Refusing an offer for more food (Female, Mexico)
        Ay ya me llené señora, muchas gracias estuvo muy rico.

    e. Refusing an offer for more food (Male, Mexico)
        No, muchas gracias, está muy rico, pero ya me llené.

    f. Refusing an offer for more food (Female, Mexico)
        1 *Sí, sí está buenísimo el guacamole,*
        2 *pero ya no puedo comer más.*

(12) Response to the interlocutor's insistence (stage 2)

    a. Response to interlocutor's insistence (invitation) (Female, Mexico)
        1 *Pues haré lo que pueda por venir, pero, pues no te aseguro nada, **¿no?**,*
        2 *si puedo, ahí te caigo, **¿no?** (Mexico)*

    b. Response to interlocutor's insistence (invitation) (Female, Peru)
        1 *Voy a hacer todo lo posible por ir, vas a ver que aunque sea llego*
        2 *un **poquito** tarde pero llego. Gracias.*

c. Response to interlocutor's insistence (invitation) (Male, Mexico)
 1 *No, de veras discúlpame, discúlpame,*
 2 *pero no, en lo que quieras te*
 3 *ayudo, es más, te puedo ir a ayudar en la mañana a colgar lo que*
 4 *quieras.*

d. Response to interlocutor's insistence (offer for more food) (Female, Mexico)
 1 *No, de verdad es que ya no puedo,*
 2 *ya me duele el estómago. Gracias.*

e. Response to interlocutor's insistence (offer for more food) (Male, Mexico)
 1 *No, muchas gracias; está muy rico,*
 2 *pero ya me llené.*

f. Response to interlocutor's insistence (accepting an offer for more food)
 (Female, Mexico)
 —*OK, está bien.*
 —*Un **poquito** más, nada más.*
 —*Mmm, si bueno, **poquito** nada más, pero la verdad si estoy satisfecha.*

(13) Refusing a professor's advice to take a class (refusal to invitation only [stage 1]) (Mexican
 male speakers from Central Mexico [Tlaxcala])

 a. 1 *Lo que pasa es que sociología coincide*
     2 *con el curso de geografía histórica*
     3 *y pues no—**no creo** dejar geografía histórica por ésa,*
     4 *entonces este—pues no—no sé, no—no podría...*

 b. *¿Usted cree que tendría problemas más adelante si no la [la clase] curso?*

 c. 1 *Entonces no sé qué conviene, si cambiar una materia*
     2 *por otra que me sea más indispensable,*
     3 *o la pueda tomar más adelante—*
     4 *no sé cómo vea usted, ¿qué me sugiere?*

As shown in these examples, some of the strategies used to refuse an invitation or an offer include: a reason or explanation (11a–c), an expression of positive opinion (11a, line 1; 12e, line 1), a mitigated refusal (11c, line 1; 13a, lines 3–4), or an expression of gratitude (11e and 12e, line 1). In the response to the insistence, common strategies may include additional reasons (12d, line 2), an expression of apology (12c, line 1), an open-ended response (12a–b) (refusing an invitation), or accepting the offer (12f). It would also be beneficial for the teacher to point out that an insistence as a follow-up to an invitation or an offer is often viewed as a positive politeness strategy that is common among NSs from various Spanish-speaking regions in Latin America and Spain. Also, an insistence is more appropriate in informal contexts with a person of equal status and less frequent in formal contexts, as in the professor's suggestion to take a class. It should be noted that when refusing a professor's advice (unequal status), in addition to offering reasons (13a, lines 1–2), the student can postpone his/her decision to take the class (13b) or ask the professor for advice (13c, line 4).

Finally, the students listen to a complete invitation-response role-play situation available on Indiana University's website (Félix-Brasdefer 2011).[3] For a sequential analysis of this interaction, the teacher and students are referred to Appendix A. Students receive a copy of this situation and they use the transcript to identify the invitation-refusal sequences. After listening to the role play once, the teacher directs the students' attention to the communicative actions realized through sequences: greeting (lines 1–4), invitation-refusal (lines 5–11), insistence-response (lines 12–19, 20–27), and farewell (lines 28–29). It is then the students' task to further identify the refusal strategies used in the refusal response and in the insistence to the response. Thus, the written and aural input will allow students to identify or recognize

the pragmalinguistic expressions commonly used in refusal responses. The next step focuses on the pragmatic functions of these expressions.

4.3 Teaching Grammar as a Communicative Resource

In this section, we follow Widdowson's (1992) concept of teaching grammar as a communicative resource, specifically since grammar "can be said to have a regulative function i use" (334). The aim of this section is to suggest to instructors how they might teach the communicative (or pragmatic) functions of the grammatical elements used to perform a refusal. Th teacher explains the pragmatic functions of the following elements present in refusal responses the conditional, the imperfect, the imperfect subjunctive, impersonal expressions, tag question and diminutives. As mentioned above (Table 1), the conditional and the imperfect are ofte used to express politeness and distance with the interlocutor, especially in situations where on person is of higher status. The imperfect subjunctive in Spanish is also used to express formality respect, and politeness. Mitigated refusals, mainly used in formal settings, typically includ these forms (e.g., *No sé si podría ir a la fiesta; No sé, podría tomar esa clase*). Example (14 shows a refusal to an invitation from a person of higher status. The example below illustrate the interaction of the imperfect (line 1, *teníamos* 'we had'), the imperfect subjunctive (line 2, s pudiera 'that it would be possible'), and the conditional (line 3, *no asistiría* 'I would not attend')

(14) Employee declines boss's invitation (Mexico) (Boss–Employee)

 1 *...y lo que pasa es que el día de mañana teníamos planeado*
 2 *ir al cine, y, bueno, no sé hasta qué punto se pudiera que, bueno,*
 3 *tal vez no asistiría, ¿no?*

Mitigated refusals are internally modified by hedges such *as creo que, pienso que, me parec que* ('I believe,' 'I think,' 'It seems to me') and impersonal expressions (with Spanish *se*, as i *no sé si se pueda* 'I don't know if it's possible'). These mitigators are often used to reduce th negative effects of a refusal. By using impersonal expressions, the speaker distances him/hersel from the content of the proposition expressed (Haverkate 1994). Examples of these mitigator are shown in the following examples (15a–b):

(15) Mitigated refusals

 a. Impersonal 'se' (declining a friend's invitation to a birthday party)
  Pues tengo un compromiso y no se puede, de veras que no se puede. (Mexico)
  (Well, I already have a commitment and it's just not gonna be possible, really it's just not gonna be possible.)

 b. Hedges (declining a friend's invitation to a birthday party)
  Muchas gracias. Me encantaría ir a tu fiesta, pero últimamente no he dormido bien y creo que no voy a poder ir.
  (Thank you very much. I'd love to come to your party, but recently I have not slept well and I think that I cannot come.)

 c. Hedges (declining the host mother's offer to eat more)
  Creo que no puedo comer más, gracias por su amable ofrecimiento.
  (I don't think that I can eat anymore. Thanks for your kind offer.)

Adverbial expressions are commonly used to soften a refusal response, such as *tal vez* an *quizá* 'maybe/perhaps,' *desafortunadamente* 'unfortunately,' *probablemente* 'probably, and *posiblemente* 'possibly,' among others. Tag questions are also frequently used to mitigat a refusal response. The discourse marker *o sea* can also be used to mitigate the negative effect of a refusal response. These forms may occur within the refusal response or at the end of th

utterance. Example (16) shows a refusal to a friend's invitation by two male Mexican students. (Mitigators are bolded and adverbials are underlined.)

(16) Mitigated refusal

1 *No, pues sí, mira, ves que va a estar difícil porque, como ves*
2 *que es viernes, a la mejor salimos a un antro [bar], y pos ¿quién sabe?*
3 *¿no? o sea, pero igual, pero no, es que si sí, sí seria difícil, ¿no?,*
4 *si no, aguántame, y o sea, para otra vez, o sea festejamos tu cumpleaños*
5 *el próximo viernes, ahí en el antro, ¿cómo ves?*

In the example above, the following mitigators are used to soften the refusal response: an adverbial (line 2), tag questions (*¿no?*, line 3; *¿cómo ves?*, line 5), and the discourse marker *o sea* (lines 3–4). Finally, in addition to the refusal strategies, students need to know how to modify their refusals with diminutives (e.g., *OK, un poquito más* 'Just a little bit more'). One of the functions of the diminutive in Spanish is to express solidarity, affiliation, or involvement with the interlocutor (Travis 2004).

The goal of this activity is to have learners use grammar for communicative purposes by understanding the pragmatic functions associated with the expressions used in a refusal response. By gaining facility with the communicative functions of grammar, learners will not only increase their grammatical competence, but will also improve their functional knowledge of how to negotiate communicative actions in a FL context where natural input is limited.

4.4 Producing Refusals in a FL Context

The aim of this activity is to practice the information presented in steps 1–3 using online simulated activities that promote speaking at the discourse level.[4] Students will practice the following situations:

Situation 1: Refusing a friend's invitation to a birthday party.
Situation 2: Refusing an offer for food from a host mother in Mexico.
Situation 3: Refusing a professor's advice to take a class.

The role-play situations can be accessed directly from Indiana University's website (Félix-Brasdefer 2011).[5] The first two situations are aimed at developing the student's pragmatic ability in situations of equal status, but with different degrees of social distance, namely a friend (situation 1) and the host mother (situation 2). The third situation (unequal status) allows the student to negotiate a suggestion-refusal sequence with a university professor. The teacher should instruct the students to review the information discussed in steps 1–3 above and practice these activities in front of the class. Afterwards, they are divided into small groups to discuss the responses provided in the role-play situations. Then, the students present their discussion to the class. Alternatively, the teacher can ask the students to record the role-play situations at home and bring the audios the following day. This alternative is suitable for online learners who can record their interactions on their smart phones, iPod touches, or on their computers. Then, the teacher plays some of those situations in class, followed by a discussion of the students' responses.

5. Conclusions

The purpose of providing a model of how to teach pragmatics in Spanish as a FL has been to demonstrate in more practical terms just what making pragmatics a part of a Spanish FL curriculum might actually look like. The intention of this exercise is to stimulate teachers to

offer more of a focus on pragmatics in their classrooms. It is our sense that many classrooms still lack this focus. Spanish learners are still memorizing grammatical forms without necessarily having control over the pragmatic functions of these forms in discourse. Even when learners have gained the pragmatic niceties, they may not have been taught how these can be different from one Spanish dialect to another. It had been documented, for example, that study abroad students to Spain or Chile may find that their use of a conditional in requesting a glass of water may be seen as too formal, whereas it can be appropriate in Ecuador or Uruguay (Cohen and Shively 2007).

As indicated at the outset of this article, for some years now research findings on L2 pragmatics have been accumulating. On occasion there have been efforts to distill information from these research findings to serve pedagogical needs. For example, some of this information has appeared on websites for Spanish learners. An example is the Spanish pragmatics website constructed under the auspices of the Center for Advanced Research on Language Acquisition at the University of Minnesota (CARLA) (http://www.carla.umn.edu/speechacts/sp_pragmatics/home.html) (Cohen 2008; Sykes and Cohen 2008). The website offers modules on various speech acts, including compliments, gratitude and leave taking, requests, apologies, invitations, service encounters, advice, suggestions, disagreements, complaints, and reprimands. It includes unscripted video interchanges between NSs of various regional varieties of Spanish and utilizes activities with varying levels of difficulty. The intention was for learners to access all material individually with no interaction from an instructor, and ideally to develop strategies for learning and for performing L2 pragmatics in general and strategies for dealing with specific speech acts (such as requests or apologies) as well (Cohen 2005).

Whether Spanish learners have accessed these websites on their own (CARLA; Félix-Brasdefer 2011), the extent of that access, and the impact on their learning and use of Spanish remain open questions. It would appear that the role of teachers in FL classrooms can be invaluable in this respect. Instructors can serve as the catalyst to draw learners' attention to this online resource and to the one developed at Indiana University that is cited above. In terms of future research, it would be beneficial to determine the impact both of a four-stage model of FL pragmatics instruction in the classroom and of websites on pragmatics such as those mentioned above.[6]

In conclusion, this article has shown that pragmatics can be taught from beginning levels of language instruction in the FL classroom. To achieve this goal, the teacher (NS or NNS) needs to be familiar with general concepts that facilitate the instruction of pragmatics, such as the distinction between pragmalinguistic and sociopragmatic knowledge, pragmatic variation in Spanish, pragmatic input (oral and in textbooks), and ways of directing learners' attention to the pragmatic functions of grammar for communicative purposes. More importantly, teachers need to provide students with a wide range of communicative activities for developing pragmatic ability, using the information in the aforementioned websites.

NOTES

[1] For the purposes of the present study, L2–FL distinction will refer to the following: a L2 is presumably being learned in a context where that language is used by the dominant language group (e.g., Americans learning Spanish in Ecuador) and a FL is being learned in a context where the language may have far more limited use (e.g., Americans studying Spanish at the University of Minnesota).

[2] However, learners studying Spanish in US universities may have access to Hispanic communities, such as in Los Angeles, Chicago, New York, San Antonio, or Miami, among others. In these contexts, US learners can be exposed to natural input among NSs of Spanish, such as in commercial settings where interactions are conducted in Spanish. Thus, in this article, a FL setting refers to learners who do not have direct access to natural input in Spanish outside of the classroom.

[3] In the pull down menu (below "Listen to Refusals"), select "Refusing in Spanish," and then, "A Friend's Birthday Invitation").

⁴The format used to design the structure of the role play was adopted from models used to measure speaking in the Advanced Placement (AP) Spanish exam (http://apcentral.collegeboard.com/apc/members /courses/teachers_corner/50015.html).

⁵On the "Refusals" page, click "Refusing in Spanish" found at the bottom of the pull-down window. Appendix B displays the format of situation 1.

⁶A low-budget study, for example, was conducted to determine the effect of the University of Minnesota's Spanish Grammar Strategies website. The study looked at the consequences for 15 undergraduates using Spanish grammar strategies over an eight-week period (see Cohen, Pinilla-Herrera, Thompson, and Witzig 2011). The findings from that study appear to justify the benefits from conducting more of this kind of close-order tracking of website use to determine the actual impact of such websites.

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APPENDICES

Appendix A: Declining an Invitation to a Friend's Birthday Party

(Jorge and Manuel are Mexican students at Universidad Autónoma de Tlaxcala, México)

Listen to an invitation-response role-play situation available on Indiana University's website (http://www.indiana.edu/~discprag/spch_refusals.html; Félix-Brasdefer 2011). In the pull down menu (below "Listen to Refusals"), select "Refusing in Spanish," and then, "A Friend's Birthday Invitation." Then, click on the speaker icon.

→   Arrow signals the beginning of a sequence

Sequences: greeting (lines 1–4), invitation-refusal (lines 5–11), insistence-response (lines 12–19), insistence-response (lines 20–27), farewell (lines 28–29)

Issuing invitation: Jorge   Declining invitation: Manuel

Jorge: →   1 *Quiúbole, ¿cómo estás?*
Manuel: 2 *bien, bien, bien =*   } Greeting
Jorge: 3 *= ¡qué milagro! mira, ya tiene tiempo que no te veía*
Manuel: 4 *igual*

Jorge: →   5 *oye, fíjate que este, el próximo viernes es mi cumpleaños,*
                6 *voy a cumplir veintiuno, y pues ya sabes voy a hacer una fiesta*
                7 *en mi casa, es a las ocho de la noche, pues, estás invitado,*   } Invitation-Refusal
                8 *donde ya sabes, no puedes faltar, tienes que ir.*
Manuel: 9 *u:: yu yuy, viernes a las ocho, ¡qué: problema!,*
               10 *es que – pues – salgo de trabajar*
               11 *hasta ocho y media, como trabajo en las tardes =*

Jorge: →   12 *= ah, pues no te preocupes, te espero ocho y media,*
               13 *pues, es fin de semana, llegas a la fiesta,*
               14 *te quedas en mi casa, ¿cómo ves?*   }
Manuel: 15 *y venir hasta acá (risa), he aquí el problema,*   Insistence
               16 *es que - bueno, si consigo en qué venir*   Response
               17 *o - si consigo quién me financie*
               18 *[para poder venir pues =*
Jorge: 19 *[sí, sí, sí*   }

         →   20 *ves que termina hasta las nueve el transporte, entonces,*
               21 *pues te espero ocho y media que salgas, tomas el transporte*
               22 *y te espero en mi casa, pues, a las ocho va a empezar,*   }
               23 *bueno a las ocho los cité, pues que empiece como a las nueve,*   Insistence
               24 *pues entonces te espero, ¿no? ¿cómo ves?*   Response
Manuel: 25 *pues haré lo que pueda por venir,*
               26 *pero pues no te aseguro nada, ¿no?,*
               27 *si puedo, te caigo, ¿no?*   }

Jorge: →   28 *órale, pues*   } Farewell
Manuel: 29 *sale.*

Appendix B: Situation 1: Refusing a Friend's Invitation to a Birthday Party (sample situation)

To access the role-play situations, go to the Indiana University Pragmatics Website (http://www.indiana.edu/~discprag/spch_refusals.html; Félix-Brasdefer 2011). Below the pull-down window, select "Practice: Refusing in Spanish." Then, follow the instructions.

Female-female or female-male. You are walking on campus and you run into a friend who invites you to her birthday party. When your friend sees you, she begins the conversation. Press [start] when you are ready.

FRIEND:	Your friend says hi. [Tone]
YOU:	Respond and greet your friend.
FRIEND:	Your friend responds and talks about her birthday party. [Tone]
YOU:	Respond. Provide a brief positive response. Explain why you can't come. You can offer reasons as to why you cannot attend. Or, you can refuse directly and politely.
FRIEND:	Your friend responds. [Tone]
YOU:	Respond. Express regret for missing this important event, offer an additional excuse, and leave the situation open. Or you can simply respond by refusing politely.
FRIEND:	Your friend responds. [Tone]
YOU:	Respond. End the conversation.