

UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ

Colegio de Posgrados

**Making speaking tasks in standardized
teaching materials communicative**

Mecanismo de Titulación: Proyecto de Investigación y Desarrollo

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Trabajo de titulación de posgrado presentado como
requisito para la obtención del título de Magíster en
Enseñanza de Inglés como Segundo Idioma

Quito, 2 de julio 2021

UNIVERSIDAD SAN FRANCISCO DE QUITO USFQ

COLEGIO DE POSGRADOS

HOJA DE APROBACIÓN DE TRABAJO DE TITULACIÓN

Making speaking tasks in standardized teaching materials communicative

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DEDICATION

This is my honor to dedicate this thesis work to Engineer Manucher Ashrafi Samei, whose endless support lifts me up when I needed the most and encourages and strengthens me to start this career and endure obstacles to achieve my goal. I cannot leave it aside without expressing my great gratitude.

ACKNOWLEDGEMENTS

I would like to acknowledge Professor Scott Thomas Gibson for his advice and support throughout my learning journey. I would like to thank Monserrate Shalila Vaca Badillo for her hard work and patience through all the stages of the project.

Special thanks go to Janine Harriet Berger Mason and Maria Gabriela Cueva Andrade for the use of their experiences and knowledge.

I want to express my deep gratitude to Engineer Manucher Ashrafi Samei for his support for the successful completion of this project.

RESUMEN

La escuela en la que el autor de este estudio estaba enseñando como educador de ESL ha estado utilizando materiales de AMCO durante algunos años. El sistema AMCO se basa en el enfoque comunicativo con el propósito final de desarrollar la competencia comunicativa de los alumnos, por lo que todas las tareas están diseñadas para cumplir con este objetivo. Los libros utilizados por el investigador se llaman Jetstream 6th Grade y consta de cinco secciones, Laboratorio de gramática, pronunciación y ortografía, comprensión de lectura y comprensión auditiva y expresión oral. Entre todas las secciones, las tareas de oratoria fueron la parte más desafiante tanto para el profesor como para los estudiantes en el momento de la implementación. La mayoría de las instrucciones fueron mal entendidas por los estudiantes y en consecuencia, les impidió comunicarse en lugar de animarlos para hacerlo. Esto provocó que el investigador analice y modifique las actividades para aumentar la comprensión e implicación de los participantes. Para ello, se aplicó el principio cooperativo de Paul Grice y sus máximas. Estos principios y máximas se utilizaron como marco teórico en el que la autora basó su estudio, junto con factores comunicativos fundamentales. Después de la implementación de los componentes comunicativos mencionados y los principios y máximas de Grice, se reconocieron las violaciones de las máximas y se identificó la causa de los problemas de comprensión y luego se ajustaron. Este estudio reveló la importancia de los principios y máximas comunicativas y cómo su violación provoca malos entendidos. Los educadores pueden consultar este estudio, su procedimiento en la modificación de las instrucciones, y aplicar pasos similares para reajustar sus actividades de conversación. En este procedimiento, ante todo, en las instrucciones de las tareas juega un papel importante la definición del contexto. Se debe describir en profundidad el contexto defendiendo el escenario, los personajes y sus roles, además de complementos como mayor información en

forma de tablas y organizadores gráficos, y finalmente asegurarse de que no se vulneren las cuatro máximas. De esta forma podemos afirmar que las instrucciones son comprensibles y aplicables. Para un estudio más a fondo, se sugiere la implementación de las tareas ajustadas. Debido a limitaciones de tiempo, el investigador no pudo aplicar las tareas.

Palabras clave: competencia comunicativa, juego de roles contextualizado, máximas de Paul, violación de las máximas, enfoque comunicativo.

ABSTRACT

The school that the author of this study was teaching at as an ESL educator has been using AMCO materials for some years. The AMCO system is based on the communicative approach with the final purpose of developing learners' communicative competence, and thus all the tasks are designed to fulfill this objective. The series of books used by the researcher is called Jetstream 6th Grade and consists of five sections, Grammar, Pronunciation and Spelling Lab, Reading Comprehension, and Listening and Speaking. Among all the sections, the speaking tasks were the most challenging part for both the teacher and students at the time of the implementation. Most of the instructions were misunderstood by the students and, consequently, it stopped them from communicating instead of encouraging them to do so. This caused the researcher to analyze and modify the tasks to increase the participants' understanding and involvement. To do so, Paul Grice's cooperative principle and its maxims were applied. These principles and maxims were used as a theoretical framework for the author to base her study on, along with fundamental communicative factors. After the implementation of the mentioned communicative components and Grice's principles and maxims, the violations of the maxims were recognized and the cause of the comprehension problems identified. Then they were adjusted. This study revealed the importance of the communicative principles and maxims, and how their violation causes misunderstanding. Educators can refer to this study, its procedure in modification of the instructions, and apply similar steps to readjust their speaking tasks. In this procedure, first and foremost, in the instructions of the tasks the definition of the context plays an important role. Context should be fully described by defining the setting, the characters and their roles, plus complements such as further information in the form of tables and graphic organizers, and finally make sure that the four maxims are not violated. In such a way we can claim that the instructions are

understandable and applicable. For further study, the implementation of the adjusted tasks is suggested. Due to time limitations, the researcher was not able to apply the tasks.

Key words: communicative competence, contextualized role-play, Paul's maxims, violation of the maxims, communicative approach.

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INTRODUCTION

Background and Theoretical Framework

After the emergence of the communicative approach in the 1970s and 1980s, many researchers shifted their attention toward Communicative-Based teaching and learning, so several notions emerged. Sauvignon (2018) perceived the interpretation, expression, and negotiation of meaning must be the fundamental goals of learning a language that is not limited to speaking but also reading and writing. She emphasized the importance of the context, and how it defines the appropriateness or inappropriateness of the proposed activities.

Relatively, Berns (1990) in his study highlighted the importance of context and its relation with communicative competence. He believed the sociocultural context of an individual learner has a great impact on one's learning style, which cannot be ignored.

Countless resources, course books, and the mentioned studies, along with others such as Bachman, L., E. (1990), Canale, M. and Swain, M. (1980), Richards, J., C. and Schmidt, R., W. (2013), Savigncn, S., J. (1976), and etc., who talked about the theoretical frameworks and practices of communicative approaches, were published and developed to engage learners in more authentic and meaningful tasks. These materials aimed to develop one of the most essential skills that students need to achieve: communicative competence. Savignon (1976) defined communicative competence as following:

Communicative competence is not a method. It is a way of describing what it is a native speaker knows which enables him to interact effectively with other native speakers. This kind of interaction is, by definition, spontaneous, i.e., unrehearsed. It requires much more than a knowledge of the Linguistic code. The native speaker knows not only how to say something but what to say and when to say it. The linguistic features of an exchange are

embedded in a cultural context which includes the role of the speaker in a particular context, the roles of the other participants and a host of non-verbal communication cues such as distance, posture, gestures, facial expressions. (p.4)

Thus, a big shift happened in many educational systems with the worldwide implementation of the communicative approach. The traditional approaches were replaced by the communicative approach: curriculum designers try to consider this approach as a base or framework of their curriculum design and teaching strategies, and most teacher trainings were directed to provide teachers with strategies to correctly apply the communicative-based method in their daily praxis. However, one concern arises: do they truly apply the communicative approach or in practice, do they merely follow the traditional approaches?

Justification

Oral skills are the skills that get the most attention among all communicative-based skills since most of our interactions in real life take place by the usage of oral language skills. Indeed, learners with higher oral language skills have shown higher self-confidence and can express their thoughts and ideas effectively. However, studying and talking about all the oral skills is beyond the scope of this paper. But, in order to explain the importance of this work, it is necessary to analyze what an appropriate context oriented communicative-based oral task really is.

The term COLT (Context Oriented Language Teaching) refers to the holistic perspective that contains many concepts and characteristics. A variety of elements has impact on the appropriate implementation of this approach. One of these elements is context. The development of the communicative competence is possible when it happens within a meaningful context. Each context has specific needs, expectations, weaknesses, and strengths.

All these factors define what strategies and materials should be applied and taught, and how it should be done. Thus, context plays a fundamental role, and analyzing it for deeper understanding of all its factors is essential for every teacher.

Authenticity is also one of the factors that COLT puts emphasis on. To have authentic conversations students need to get familiar with the context as deeply as possible and the context should be extracted from real-life situations. Authenticity is one of the principles that Nunan (1982) mentioned as one of the key principles for meaningful speaking tasks. Nunan (1982) distinguished uninterrupted presentation from interaction (p.17). He believed, although language learners may interact and transfer the meaning simply by using short answers or yes/no questions, they may not be able to make a speech or give a presentation due to the lack of sufficient level of communicative and linguistic competence. Therefore, speaking tasks that provide students with the chance of giving short answers, cannot be constructive. Students must learn how to produce longer utterances. Accordingly, appropriate speaking-centered textbooks are the books that push students to produce meaningful long utterances in a meaningful and related context.

Another factor that is fundamental to conduct meaningful communication is the communication of meaning. For students to get the meaning across, teachers must implement speaking tasks with clear and authentic objectives. There are hundreds of textbooks with oral tasks that claim they are communicative-based. However, in traditional textbooks modelling an unreal situation and context is common. Most oral tasks ask students to participate in dialogues that are based on asking and answering questions without exposing them to a real context.

Although our perception of real context has a direct relation with the social-cultural environment where learning and teaching a language take place, many modern textbooks

ignore the impact of social and cultural context on the learners' understanding of the tasks and consequently their oral performance. So, designing suitable textbooks with oral tasks that contextualize and reflect language learners' social and cultural backgrounds gets less attention.

Indeed, since most of the studies, Berns (1990), Canale and Swain (1980), Nunan (1982), Sauvignon (2018), focus on the importance of real-life, and social-cultural situations or context and their impact on learning, the researcher decided to expand the concept of recontextualizing the oral tasks in her teaching environment to provide students with the chance of better understanding the situations in which the interactions should take place. This study tries to analyze, modify, and contextualize some oral tasks' excerpts from one of the authentic resources based on the students' social-cultural background experiences, knowledge, and linguistic needs so learners can communicate meanings and produce meaningful oral utterances which can happen in their real lives and come from their social construct.

Purpose and context of the project

Thousands of studies have been conducted to provide ESL/EFL learners and educators with the most efficient resources and educational methods to improve learners' communicative skills. One of these methods is called AMCO. A North American company headquartered in San Diego (SD) created the AMCO Method. The main purpose of AMCO is to develop students' communicative competence by the implementation of the communicative approach.

The materials of the AMCO Method consist of five books. Each book is divided into four sections: Grammar, Pronunciation and Spelling Lab, Reading Comprehension, and Listening and Speaking. The topics of the speaking tasks are the same as the topics in the

Reading Comprehension and Listening section. Each school uses different series of books, in this case we are going to mentioned Jetstream series 6th Grade for elementary school.

Jetstream is used for 7th graders in a private school located in Ecuador, Quito. All the courses at this school have been taught in Spanish and students take ESL course as their second language. Each cycle of implementation of the AMCO Method lasts three years at least. 7th graders are in the third year of the first cycle so they are expected to have at least A2+ level.

The group that has been working with Jetstream consists of seven Spanish native speakers with multilevel of English from Beginner with the basic level of English to upper intermediate or A2+. In this context, most students have difficulty in producing sophisticated oral utterances in comparison with their expected level: A2+. Therefore, both, the instructor and students face obstacles for the completion of the oral tasks. By noticing their weakness in having effective communication in English and looking for possible reasons, it is considered context is one of the main reasons for the inappropriateness of the oral tasks. These tasks do not provide enough information about the events, characters, and the setting in which each dialogue should take place. Furthermore, in case there are enough explanations, the context of the tasks is irrelevant, in relation to the students' educational, social, and cultural background knowledge.

As a result, the purpose of this study is to adjust the speaking tasks in Jet Stream 6th Grade to help students improve their communicative competence. Authentic communicative-based speaking tasks must aim to conduct meaningful communication related to the social-cultural background knowledge of the learners. Thus, learners and educators must be aware of the role of the speaker and the listener and the reasons behind the speaking and listening actions in a specific context. By having questions such as why the speaker should talk and why the listener should listen in mind, teachers can apply better communicative-based

speaking tasks. But considering context as a significant factor is not sufficient since we need a theoretical framework to base the whole process of introducing the context, providing the instruction, and necessary information on that. To fulfill this desire Paul Grice's Cooperative Principle and Its Maxims is applied.

Objectives:

General Objective:

1. To develop communicative awareness of the educators who apply CLT (Communicative Language Teaching) by emphasizing the impact of communicational factors such as Linguistic outcomes, background information, real-life situations, purposeful and meaningful utterances, and two-way interactions, on the appropriate implementation of oral tasks.

Specific Objectives:

1. To analyze the specific aspects of speaking tasks excerpts from a standardized resource related to Paul Grice's cooperative principle and its maxims.
2. To suggest some adjustments of speaking tasks based on the theoretical framework of the communicative approach to develop learners' communicative competence.

Research question

How to make the speaking tasks in standardized teaching materials more communicative?

The concept of the communicative approach has been viewed from different angles. But there is the main objective behind each that is, the development of language learners' communicative competence and skills. To gain a general perspective of the approach, reviewing some studies that talked about the theoretical framework and basic principles of the

approach that is called Grice Maxims, is beneficial. These maxims and the principles are the most fundamental concepts that this project is conducted around that.

LITERATURE REVIEW

Nowadays, many schools apply the communicative approach to increase students' communicative competence. Most of these schools provide teachers or educators with standardized resources and materials to guarantee the implementation of the CLT method in ESL/EFL classes. One of these resources is called AMCO system.

At the time of conducting this research, the author of the article was an ESL/EFL teacher in a school with native Spanish Speakers teaching English to the 7th graders. As a school policy, teachers must use AMCO materials that for 7th graders were series of five books called Jet Stream 6th grade. Each book is divided into four sections: Grammar, Pronunciation and Spelling Lab, Reading Comprehension, and Listening and Speaking. After the implementation of the book speaking tasks, the author noticed that the students had difficulty understanding the instructions and the context. So, she decided to adjust the oral tasks by keeping the essence of the activities.

The author chose to use the communicative approach, since the main objective and priority of the AMCO system is the development of students' communicative competence. Indeed, CLT helps students to practice the usage of communicative skills and experiment real-life interactions.

Furthermore, the impact of social-cultural context is undeniable and as educators, we must prepare our students to improve their social-cultural awareness by exposing them to socially-culturally appropriate and contextually meaningful interactions. Accordingly, this project emphasizes the development of pragmatic competence and consider it as an inseparable skill from communicative competence. In the adjustments of the speaking tasks the researcher applied theoretical framework of communicative approach with the aim of developing students' communicative and pragmatics skills.

It should be mentioned here that in this study the adjusted tasks are organized according to Paul Grice's four maxims and their violations.

Communicative Approach

A real communicative approach and our perception of communication can be distinct if we do not have a clear understanding of the definition, concepts, and theoretical framework behind it. As teachers, most of the time, we believe that we implement the communicative approach without being aware of related and appropriate strategies and rules that need to be considered to be able to meet the learner's communication needs.

Batchman (1990) suggested a framework to show how different components interact with each other and with the context of language use. His framework consists of three main parts. Language competence (knowledge), strategic competence (Mental capacity to implement knowledge), and psychophysiological mechanisms (neurological and psychological process) and their interactions with the context.

Similarly, Garbati and Mady (2015) consider context as an important element to develop students' oral skills and the basis for classroom activities. They believe that for the implementation of any strategies and methods we need to consider context as a fundamental component. So, students need to be prepared and trained to talk in different contexts by conducting activities that engage them in a variety of topics.

Coleman and Goldenberg (2009) stressed the importance of the development of oral skills from the beginning stages. One of the effective strategies they suggested refers to the direct and explicit teaching of elements of English and social conventions that can help students practice real-life topics in different contexts. This can help them to be able to conduct a conversation effectively in a variety of unpredictable situations.

Another study that emphasizes the importance of oral production by immersing students in real-life contexts (topic) was conducted by Stein (1999). In this article, he explained how teachers can encourage more oral production by relating the classroom's discussions to the students' lives. Questions about their families, friends, and social or everyday events increase the chance of their participation and interactions. Accordingly, teachers need to make time for activities that give chances to learners to interact more.

Littlewood (2013) in his study developing a Context-Sensitive Pedagogy for Communication-Oriented Language Teaching has claimed the importance of adaptation or contextualization in the implementation of CLT (Communicative Language Teaching) or better to say COLT (Communication-Oriented Language Teaching) in our classroom. As he mentioned, this approach has been reached and applied differently by different educators in different contexts which shows why we need systematic adaptations of CLT-Based tasks in different educational environments. He has suggested a communicative continuum made of five steps to help teachers achieve the communicative goal of their lessons. In this continuum teachers or educators can shift from non-communicative learning to authentic communication by changing focus on forms and meanings into a focus on meaning and message. A variety of tasks are suggested for different stages, and role play is mentioned as one for structured and authentic communication. But, role play activities, such as other activities need to be contextualized and personalized to have students more engaged in the process of learning or meaningful communication.

After the emergence of CLT, many concepts and perspectives have arisen with the aim of developing meaning-focused language use as Ellis (2003) mentioned in his book. Ellis defined a task as an activity with the main focus on meaning and language use. Besides, he highlighted some significant criteria of successful tasks. He claimed a task must be seen as a

work plan that refers to the prediction of the next activities derived from the task. For Ellis (2003) situational authenticity and interactional authenticity are the other fundamental characteristics of a successful task. What he means by situational authenticity is exposing learners to the tasks that reflect real-world situations. Therefore, learners need to interact to get the task done. For instance, picture-drawing tasks in which asking and clarifying meaning are inevitable. It means they cannot complete the tasks just by using a single word. Rather they must explain the pictures in details. He also differentiates the outcomes from the aim of the tasks. By outcomes, he means the expected linguistic results from the learners, both non-linguistic and linguistic. As an example, he mentioned the picture tasks in which students need to spot the difference, so if they point out the differences, the aim has been achieved, but the outcome that is communication did not happen.

Designing, adopting, or adjusting an appropriate task that includes all the criteria, is the first step. The next one is the application of those tasks. Different situations, contexts, and approaches require distinct strategies for the implementation of a task. Accordingly, if the communicative approach is dominant in a learning environment, then role-play can be appropriate for the application of an oral task. In this sense, Ladousse (1987) provided a clear definition for what role-play is:

When students assume a 'role' they play a part (either their own or somebody else's) in a specific situation. 'Play' means that the role is taken on in a safe environment in which students are as inventive and playful as possible. (p.5)

Ladousse (1987) believed role play increases learners' self-confidence and lets them experience communication and interaction that are taking place in the real world but in a safe place. He explained how role-play can help a language learner deal with unpredictable linguistic communication that takes place in real-life situations. One of the fundamental

elements of role-playing explained by Ladousse (1987) is the precise explanation of the situation and the roles for learners to be prepared enough to imagine themselves in that situation better, so they can produce desirable oral outcomes.

By considering that the final goal of learning a language is being able to communicate in real-life situations, many educators implement situational dialogues in their classrooms. Many studies have shown the effectiveness of contextualized learning in improving real-life linguistic skills of ESL learners. Accordingly, Klinghoffer (2008) promoted research based on Real-Life approaches to improve learners' oral skills through Situational Dialogues. However, situational dialogues differ from role-plays.

Lansdale and Ormerod (cited by Kruijff et al., 2007) defined dialogue as a "joint process of communication" that "involves sharing of information (data, symbols, context) between two or more parties" (p.128). The main purpose is the communication of meanings, which is possible if the participants have the same perception, understanding, or concept about the situation in which the conversation is happening. In situational dialogues, language learners participate in short conversations taken from common and everyday situations. In addition, participants are given possible phrases or expressions which make it different from role-play. In role-play, students are given the roles and the situation in which they have to play the roles. Then, an instructor exposes them to the possible dialogues. Once they get familiar with the original role and the situation, they must modify the situation and create their roles varied from the original ones (Huang, 2008).

Some researchers or educators do not limit themselves to having learners memorize pre-made sentences, phrases, or expressions, but go beyond and apply role-play to better improve learners' communicative competence. For instance, Klinghoffer (2008) applied situational dialogue through role-play, so students were involved in the dialogues and roles

based on the situations they encounter in their daily lives. His research supported his claim on the advantages of situational dialogue in the Hispanic population. The results show this technique is effective in increasing the rate of retention and test performance.

As we can see, developing linguistic competence solely cannot be satisfactory if we want our learners to achieve higher communicative competence. That is what makes researchers go beyond linguistic competence and focus on the usage of this linguistic knowledge in real-life situations.

Communicative, Linguistic, and Pragmatic Competence

The communicative approach has a fundamental goal that is the development of communicative competence that fosters language learners' linguistic skills to be able to communicate meanings in a given situation. Canale and Swain (1980), in their study, proved how the factors of communicative competence such as the explicit statement of grammatical rules, socio-cultural rules, discourse rules, and communication strategies impact the improvement of students' communication competence and performance. But we need to set a clear goal for our students' level and area of achievements to implement the mentioned rules properly and help learners achieve the desired level of communicative competence and performance.

Canale and Swain (1980) defined communicative competence as an underlying knowledge, and performance refers to perform this knowledge in an actual context. Although many characteristics affect communication, having successful communication is judged by actual outcomes in a sociocultural context as Canale mentioned (cited by Richards & Schmidt, 2014).

According to Canale (cited by Richards & Schmidt, 2014), communicative competence and performance are separate concepts. Thus, students' utterances must not be the indicator of their underlying language knowledge, so enriching this knowledge does not necessarily lead to better communicative performance or oral proficiency. So, he considered them as two separate concepts.

On the other hand, Candlin (as cited in Bachman, 1990) indicates the relationship between these two concepts and describes the communicative competence as:

The ability to create meanings by exploring the potential inherent in any language for continual modification in response to change, negotiating the value of convention rather than conforming to established principles. (p. 81)

Within the overall domain of communicative competence, there are linguistic and pragmatic competencies that are necessary to be achieved to develop language learners' communicative competence. Linguistic competence refers to the grammatical, phonological, and semantic knowledge of the target language based on the Chomskyan perspective. Pragmatic competence refers to the application of linguistic skills in real situational oral communications. One of the main factors that indicates the level of pragmatic competence is the social-cultural awareness of a speaker. It reveals that linguistic knowledge and skills are not sufficient for conducting meaningful communication.

Hoffman-Hicks (1992) in her research, proved that although linguistic competence is a prerequisite to pragmatic competence, it is not sufficient or necessary and resulted in linguistic utterances which are socially-culturally appropriate. Therefore, learners need exposure to real-situation conversations to challenge their ability to be understood and convey meaning in a specific social-cultural environment.

Pragmatic competence such as linguistic competence is necessary to be acquired by the language learners as an inseparable skill from communicative competence. In many studies, researchers believe developing pragmatic competence is distinct in L1 from L2. Kecskes (2015) argued that there is no such a separation between L1 and L2 pragmatic competence, rather it is a process of modification. In this process, L1 learners decide which social-cultural aspects or features of the new language they accept, change, or deny as opposed to L1 where because of high exposure to the dominant social-cultural environment no such a control exists. Thus, exposing students to the social-cultural environment of L2 is essential for the learners. It can be done through activities that let them experience that environment.

Paul Grice's Cooperative Principle and Its Maxims

Despite all the pragmatic and linguistic skills that language learners must achieve, the ultimate goal of meaningful communication should not be dismissed. Appropriate oral communication can take place if we apply the cooperative principle and its maxims that were contributed by Paul Grice, American Linguist, in the language teaching-learning process. Grice (1975) provided four maxims for each conversational category. He introduced four maxims of conversation, quantity, quality, manner, and relation, to make any communication effective. On the other hand, Grice (1975) claimed how the violation of these maxims can cause misunderstanding and interpretation. Therefore, knowing and applying the principle can guarantee the success of the communication.

The Maxim of Quantity

The first maxim is Quantity which means a speaker must contribute exactly what is required. According to this maxim, the amount of information that must be conveyed should not be less or more than the amount that is required. For example, if an educator or a teacher asks the students to write a paragraph that includes six to nine sentences, they should write their paragraph within this range. In the application of each maxim, there is a possibility of violation of the maxim. In this case, being less or more informative violates the maxim of the quantity and may cause misunderstanding. The example of speaking tasks could be as following:

Speaker A: Where did you go last night?

Speaker B: It was a great night. My friend and I went out for a walk. My friend is a great architecture and all his projects are astonishing.

In this dialogue, speaker B talked more about his friend than the place they went.

The Maxim of Quality

The next maxim is the maxim of quality that refers to the authenticity and falsehood of the oral utterances. The purpose of this maxim is to produce accurate and valid utterances. The examples provided by Grice (1975) defines the maxim adequately. He mentioned, if the speaker asks for sugar, the listener should hand sugar not salt. Or if the speaker asks for a wooden spoon the listener must hand a wooden spoon not a trick spoon made of rubber. In this example, we can find both how to fulfil the desired reaction and how to violate it. Accordingly, handing a rubber spoon indicates how fake the response is, and handing salt instead of sugar indicates how spurious the response is.

The Maxim of Relation

The third maxim is Relation that expects the speaker to contribute relevant talks based on the immediate needs. As the title reveals, there should be a relation between the utterances of the hearer and speaker. For instance, look at the following example:

Speaker A: What did you do last night?

If speaker B answers: I went to a party, the expected result has been heard. But if Speaker B answers: I did not know how to drive my car, speaker B violated the maxim of relation. It means speaker B does not want to answer the question. It could happen intentionally or unintentionally, but the final aim is to avoid providing acceptable and clear response.

The Maxim of Manner

And the last maxim is the maxim of Manner that needs a speaker to be precise and to the point. This maxim refers to ambiguity, the obscurity of expression, prolixity, and order, as Zhou (2009) claimed. The example that he provided in his study shows the violation of this maxim which has been done intentionally by a teacher. In this example teacher, A asked: "Shall we get something for the kids?" and teacher B answered: "Yes, But I veto C-A-N-D-Y" (p.45). As you can see, in this example, teacher B intentionally try to spell the word CANDY in order to be unclear and hard to be understood by the students who were listening to the conversation thus only teacher A could understand that he is against candy.

The appropriate implementation of these maxims can guarantee the success of communication Agung (2016) discussed the violation of the maxims and the Cooperative principle. Violation takes place when one of the participants in a conversation, speaker or listener, does not follow or break the communicational maxims. The key point is that effective interactions cannot be achieved if either teachers or students intentionally or

unintentionally break the communication rules or conversational principle. The suggestion provided by the author is the application of clear and communicative questions to make sure that misunderstanding could not happen.

Consequently, the cooperative principle is essential to increase communicative competence since it can be used as guidance in teaching spoken language. As teachers, we must be aware of these violations and avoid them as much as possible. Sometimes these violations are made by a teacher, but also, they can be found in the textbooks, especially in the instructions of the activities. The researcher in this study noticed some of these violations in the speaking task instructions in the textbook she used, Jet Stream 6th grade, for her EFL/ESL students. So, she used Grice's cooperative principle and the maxims to analyze these possible violations and tried to adjust these instructions

RESEARCH METHODOLOGY

Case study

The definition of the case study is crucial that many researchers have tried to define it from different perspectives. Yin (2003) described the case study by mentioning its two scopes which are called empirical inquiry and case study inquiry. Empirical inquiry refers to the method that studies a phenomenon in its real-life context, so context and its phenomenon are not separable. Therefore, the focus is on the contemporary phenomenon and context when phenomenon and context are not distinguishable. And in the second part, case study inquiry, Yin (2003) discussed theoretical data collection and analysis, multiple sources of evidence, and a distinctive situation with many variables. In case study inquiry the focus is on the scientific and theoretical framework of the study. In opposed to empirical inquiry, case study inquiry separates all the elements of research and works on them separately according to a theoretical framework of case study.

Gerring (2004), in his study, defined a case study "as an intensive study of a single unit as a purpose of understanding a larger class of (similar) units". He separated the case study into the following elements as population, sample, units, cases, variables, and observation. He claimed that through observation, we gathered variables. Several variables build a case. A unit is usually made of cases. Several units make a sample, and finally, a sample makes a population. Generally, Gerring's (2004) simple definition of case study is that it is a topic with less knowledge about it or the knowledge is flawed. It means the case that research will be based on is a phenomenon without enough accurate information about it, and it should be unknown.

According to Gerring's (2004) definition of case study, in this study raw data was collected through observation of the materials the researcher used in her ESL classes for the

final description. Raw data is composed by the speaking tasks in AMCO Materials, Jet Stream 6th grade. These speaking tasks make the cases for the units and finally the sample and population.

Justification of the methodology

Yin (2003) compared and contrasted different strategies for doing research. One of these strategies is a case study. He defined some factors that directly influence the choice of the research strategy. The elements he mentioned are the form of a research question, control of behavioral events, and contemporary events. For example, a case study is the best research option: for *how* or *why* questions (the questions that are used to find about the reasons behind a phenomenon or /and the way they happen, and those that don't require control of behavioral events and focus on contemporary events).

To meet the needs of this study (improving the communicative competence of the Spanish speaker students by adjusting the speaking tasks in their textbook, Jet Stream 6th grade) the researcher conducts a case study to show how we can make speaking tasks communicative for the students based on their social-cultural backgrounds. For this reason, she has chosen the speaking tasks from the Jet Stream 6th grade to modify them based on Grice's cooperative principle and its maxims.

This research is categorized as a case study based on the fact that it doesn't require control of behavioral events and the focus of the study is on the communicative-based speaking tasks that are perceived as contemporary events appropriate for the current period of time. This research addresses the question of How to make the speaking tasks in standardized teaching materials communicative? This type of question, how or why question, as Yin

(2003) mentioned, requires the conducting of case study. Therefore, the researcher perceived the case study as the most appropriate strategy for the current project.

Research tool

After establishing the best research strategy, which is a case study, the next step is designing the case study. Yin (2003) suggested five major components for designing a case study. The first one is a research question. We need to provide enough rationales and reasons for our research question.

Yin (2003) claimed, how and why questions are relevant to the case study research strategy. Addressing the research question of the current study, that is *how to make the speaking tasks in standardized teaching materials communicative to improve learners' pragmatic competence?*, the author chose this question due to the importance of developing students' oral skills and communicative competence in a Spanish-speaking country, Ecuador. The main objective of the chosen textbook, Jet stream 6th Grade, is to improve students' communicative awareness and help them to be ready to cope with real-life English interactions.

Description of the documents

The second element that Yin (2003) suggested is the study proposition. It refers to what you want to study or examine and where to look for relevant evidence. For this step, the researcher studied standardized material called Jet Stream 6th Grade. This is a textbook that is used by the Spanish speaker students at the school the author teaches at. The textbooks are provided by the school authorities and teachers have access to both physical and online versions of the books. The whole system that provides the materials is called AMCO. The

materials of AMCO Method consist of five books. Each book is divided into four sections: Grammar, Pronunciation and Spelling Lab, Reading Comprehension, Listening and Speaking. The topics of the speaking tasks are the same as the topics in the Reading Comprehension and Listening section.

The problem that the teacher identified in this resource is the violation of Paul Grice's cooperative principle and its maxims in the speaking section of the textbook. According to Yin (2003) this corresponds to the third component to design a case study, that is called the "unit of analysis" and refers to the problem.

The fourth and fifth components are "Linking data to propositions" and "criteria for interpreting the findings". These two components refer to the analysis of data. In these steps, a researcher needs to make a connection between several pieces of information and try to find their relationship with the theoretical proposition. For interpretation of data, a researcher needs to find a match between data with a pattern at least in two rival propositions. For this reason, the researcher applied Paul Grice's cooperative principle and its maxims as a pattern to find the relationship between inappropriateness of the speaking tasks instructions and violation of the maxims.

Grice's cooperative principle, shows how if any party participating in a communication action, violates one or more than one of the four maxims of communication, misunderstanding or misinterpretation could happen. This description can be applied to any kind of interaction. In the case of the current study, it is applied to the instructions of the speaking tasks. By analyzing the instructions according to this pattern, the teacher could find the violations of the maxims. Therefore, she could find a solution for the problem of misunderstanding and adjust the tasks in accordance with the mentioned pattern.

Modification of the tasks

The selected speaking tasks are categorized in accordance with the four maxims of communication and the violation of these maxims with the purpose of modification. The tasks are classified into four categories. Each category represents one of the four maxims of communication, quality, quantity, relation, and manner and their violations. Thus, the researcher analyzed the instructions of the speaking tasks and found the violations of the maxims and mistakes in them. Then, categorized them accordingly, and finally modified them based on the principles.

However, it is important to note that the scope of this project is only the modification of the tasks, not applying the new tasks because of time limitations.

ANALYSIS OF THE SPEAKING TASKS

As mentioned earlier, the main purpose of this study is to apply Paul Grice's cooperative principle and its maxims to analyze the speaking tasks on Jetstream series 6th Grade for elementary school. Communication refers to any kind of interaction between two or more parties. It can be oral, between a listener and speaker, or written, between a writer and a reader. But not all communication or interaction is successful or efficient. The focus of any type of communication should be getting the meaning across. Thus, when this goal is not accomplished, it means the communication maxims have been violated by one or both parties orally or in written texts.

In this chapter, the speaking tasks are categorized based on the maxims along with their violations. These are the most representative examples for each of the maxims, but other speaking tasks will be classified, analyzed, and modified in the appendix.

The speaking tasks are categorized based on their violations of the four maxims, Quality, Quantity, Relation, and Manner. First, the researcher analyzed each instruction to figure out why it is unclear and misunderstood by the students, by focusing on the maxims. Then, she categorized them into four maxim categories. The results were used to adjust the tasks and their instructions to make them more applicable and meaningful for the teaching-learning context, an Ecuadorian private school where students' first language is Spanish and their only exposure to English is in their ESL classrooms.

The Maxim of Quantity

The first maxim is the maxim of quantity. This maxim refers to the amount of knowledge or information that is going to be transferred. Thus, if the quantity of the information is less or more than required, we will have a violation of the maxim. As an

example, take a look at the following speaking tasks from Jetstream 6th Grade. These are the tasks that violate the maxim of quantity where the instructions do not provide students with enough explanations to make the situations clear, so the learners could place themselves in those situations and communicate appropriately.

1. Title of the task: A Good School

Skill: Speaking

Instruction before adjustment:

Task: Work with partners. Imagine that you are Stephanie, her mother, and Stephanie's father. Talk to Stephanie's father about wanting to switch schools in the fall. Use the word bank to help you.

Book	Lecture	Teacher	Exam
Activity	Language	Lesson	Mathematics
Practice	Project	Science	study

Reasons for the adjustment:

The instruction is not complete and clear due to the violation of the maxim of quantity. In this example, there is no role for the mother although the instruction asks students to consider a role for the mother. So, lack of enough information about this role makes students confused and the instructions unclear. In addition, in a real communicative task, a speaker needs to make a conversation based on his/her personal experiences. So, the speakers should first establish their background knowledge and place themselves in the situation based on their real lives, and then start talking. This is possible by receiving the right amount of information and explanations. This lack of details is the main reason for violation of the

maxim of quantity at the time of communication. Due to insufficient background knowledge, participants may not communicate satisfactory.

Instruction after the adjustment:

The essence of the activity is to: DECIDE whether to stay in the current school or switch it by comparing the advantages and disadvantages of both schools.

Part A: Work with a partner: one will be Stephanie, and the other Stephanie's mom. Select a new school you want to go to.

Task: Make a list of all the advantages and disadvantages of your current school and the new one.

Part B: After completing the list, talk with Stephanie's father and explain your position.

Task: Decide whether to stay in your current school or change it.

Now the modified task is communicative and complies with the maxim. Due to the fact that students are provided with enough background information. Indeed, the instruction guide them appropriately by introducing clear steps to follow.

2. Title of the task: Incident Report

Skill: Speaking

Instruction before adjustment:

Part A: Work with a partner; one will be the officer, the other the victim. Imagine you have just seen something bad happen. The officer will question the victim and fill in the graphic organizer with details from the imaginary incident.

Part B: When you finish, switch roles and do it again.

Graphic Organizer:

What just happened? ...

Where did it happen? ...

When did it happen? ...

What did the suspect look like? ...

Is there any other information you think the officer should know? ...

Reasons for the adjustment:

This activity clearly violates the maxim of quantity since, in a real situation, if something happens there is a reason for that incident. If students are not clear about the situation and the cause of the events, placing themselves in that incident seems unreasonable. So, they cannot be fully engaged in the activity. Indeed, the purpose of the activity is to describe a scene with a suspect. Because there is no suspect or description of the scene, it will be really complicated for the students to create them all by themselves. So, instead of working on the communication skills, they will be distracted by the creation of the situation and understanding it.

Instruction after the adjustment:

The essence of the activity is to: DECIDE who is the criminal based on the incident report.

Part A: Imagine that you were walking on the street at midnight. Suddenly, you heard someone's steps behind you. A man tried to take your money. You started fighting with him. At that moment, an officer arrived and arrested you and the criminal. Now, you and your partner are in the police office.

Task: Decide who the victim is and who is the criminal.

Part B: After deciding who is the victim and criminal talk to the officer.

Task: Try to show that you are the victim and your partner is the criminal.

The adjusted instruction compiles the maxim of quantity and helps participants to recognize and fully understand the situation and context of the role-play. It means, they can be highly engaged with the task since they are exposed to enough information.

3. Title of the task: The Truth Shall Set You Free

Skill: Speaking

Instruction before adjustment:

Part A: Interview a partner. Fill in this graphic organizer about a time when they had to decide to tell the truth or a lie.

Part B: Now trade roles with your partner. Let them ask you questions about a similar situation.

Graphic Organizer:

When did it happen? ...

What happened? ...

Who did you tell? ...

How did it turn out? ...

Reasons for the adjustment:

The instruction asks students to recall a moment when they told a lie or a truth and then share it with a partner. If we think about a real situation where a friend wants to share a memory about a lie or the truth, he/she told, there should be a reason behind it. So why? In which situation? And first, what motivates the speaker and listener to talk about a lie or a truth? In real communicative situations, all these elements should happen and then the speaker starts talking. This task is missing these background components. The lack of this information reveals how the instruction violates the maxim of quantity. the violation happens at the moment of speaking because a lack of background information, context, and motives

for the conversation will make students communicate INSUFFICIENT information. Thus, if the students were to follow the original task instruction, the communication act would be limited and lacking.

Besides, in an authentic situation when a listener receives some information, she/he will use it with a purpose. In this task, the listener's purpose is only to complete the graphic chart, but it's not stated what she/he is going to do with this recorded information. The listener does not need to communicate with the speaker. We cannot call a one-way speaking act a communication action since communication does not take place at all.

Instruction after the adjustment: The essence of the activity is to: DECIDE whether to tell the truth or lie.

Part A: Imagine that you are two siblings. You threw a party without telling mom. Sibling A wants to lie but B wants to tell the truth.

Task: Agree whether to tell the truth or lie, and why?

Part B: After deciding to tell the truth or lie, you talk to your Mom.

Task: Talk to your Mom and tell her the truth or a lie.

In all the provided examples, we notice how lack of sufficient information about the context, participants' roles, background knowledge of the situations, and final goal of the tasks, cause the tasks to be difficult to be applied both for the teacher and students. Students need enough information to be able to engage with the situation and actively participate in the conversations. All these indicate the violation of maxim of quantity. To avoid this problem, the adjusted instruction tries mention all the necessary information to help students to be fully engaged in the task and role-play and make a relation between their real-life and the context.

The Maxim of Quality

The second maxim is the maxim of quality. This maxim requires the participants to produce the utterances that are true and trustworthy, and avoid providing information that has no adequate evidence. Thus, authenticity of the utterances is what both parties should follow in any type of communication, in oral or written form. The violation of this maxim happens when a speaker or writer produces false or invalid utterances. After analyzing the speaking tasks in Jetstream 6th Grade series, the author recognized the violation of this maxim in some of the instructions. Following are the examples that represent the violation of the maxim of quality.

1. Title of the task: An interesting trip

Skill: Speaking

Instruction before adjustment:

Part A: Take a survey of your classmates. See who has gone on tropical vacations, winter vacations, or some other kind of trip. Use the table to help you gather your results.

Classmate's name	Kind of trip

Part B: When you finish, compare your results to those of a partner. Talk about whose trip you thought sounded like the most fun? Why?

Reasons for the adjustment:

In part A, students are asked to complete a table only by mentioning the names of the trips they have gone to. In part B, they need to decide which trips sound like the most fun based on their names. But trusting their names as an authentic resource to make a decision is not valid and does not provide adequate evidence. Indeed, names may provide false

information that is opposed how the trip was in reality. This example represents an obvious violation of the maxim of quality and asks students to do so. Generally, asking about the most fun element is not valid and is often misunderstood, since from an individual perspective, one's trip would be the most fun.

Instruction after the adjustment: The essence of the activity is to: DECIDE which trip they prefer by comparing information.

Part A: Take a survey of your classmates. See who has gone on tropical vacations, winter vacations, or some other kind of trip. Use the table to help you gather information about their trips.

Classmates' name		
Kind of trip		
Name of the place		
Aspects	Positive	Negative
Weather/ climate		
Impressive landmarks		
Museums		
City sightseeing		
Natural sightseeing		
Tourist attractions		
Hotel		
Amusement parks		
Entertainments		
Food		

Restaurants	
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Part B: Compare your information to that of a partner. Decide whose trip do you prefer?

Why?

The modified task compiles the maxim of quality by providing valid information in the instructions. The instruction has provided detailed questions that lead participants in the right direction by asking valid questions. These questions help students to gather accurate answers to compare and contrast them for making final decision.

2. Title of the task: What I have learnt

Skill: Speaking

Instruction before adjustment:

Task: Think about the things your parents have taught you. Ask your classmates questions about things that your classmates have learned from their parents. Try to fill in all the squares with things that your classmates have learned from their parents. Some of the squares have activities; use those to get you started. Then, fill in the blank squares with your own activities.

		Wash dishes		Change a light bulb
Vacuum			Bake a cake	
	Build a birdhouse			
Sew a button				Sing a song

		Throw a ball	Draw a picture	
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Reasons for the adjustment:

Before talking about the maxim of quality and how this instruction violates it, I prefer to highlight some concerns. Asking students to make a list of elements is not communicative. Meaning is not being communicated and students don't need to apply active listening because gathered information is not going to be used for any purpose.

Referring to the maxim of quality, the instruction asks students to recall information that by nature is not valid. They are asked to remember what they have learnt from their parents and separate it from that they have not learnt from them. But they do not have enough proofs to recall what they have learnt from their parents. So, the data are not totally accurate. In this task the word "parents" is used as a resource of learning for the students. Therefore, if students grew up with someone rather than a parent, this word causes misunderstanding and consequently violation of the maxim of quality. It is because the instruction did not ask valid questions. It means that if they only grew up with households and learnt things from them rather than their parents the communication will be interrupted by answering the question with the responses such as I do not have any parents. To avoid this misunderstanding, replacing the word, "parents" with "household" can clarify the instruction more.

Instruction after the adjustment: The essence of the activity is to: EVALUATE/JUDGE the value of the skills and habits they have learnt from their households.

Part A: Make a list of all abilities, skills, and habits you have learnt from your households.

Part B: Talk with your partner and decide which items are better to be improved or changed by thinking about the following questions:

Is this a good habit or skill or not? Why?

How this skill or habit can help you in your life or it can be harmful?

How you can improve your skill if it is useful or how you can change it if it is harmful?

By looking at the adjusted task, we can recognize that the instruction includes any household the students grew up with without limiting them to the parents. This help them to be engaged in communication by talking about their real life. Indeed, the presence of accurate questions that ask for their judgment make the conversation more valid and purposeful since they know what to do with acquired information.

3. Title of the task: His Imperial Majesty the Emperor

Skill: Speaking

Instruction before adjustment:

Part A: Listen to these girls talking about His Imperial Majesty the Emperor of Japan. They are wondering what it would be like to have dinner with him.

Listening transcript:

Anna: Natalie, did you know that Japan is the only country in the world that still has an emperor?

Natalie: Really? How would I know? And how do you know?

Anna: My uncle just came back from Tokyo. He spent several months there doing business. He fell in love with the country and its culture. Now Japan is all he talks about.

Natalie: I'm sure he has many interesting things to talk about. Doesn't he?

Anna: Yeah! Like he told me that the emperor cannot be referred to by his given name, which is Akihito. It's considered very disrespectful.

Natalie: So how do people refer to him? How do they approach him?

Anna: They have to be very careful. They always refer to him as “His Imperial Majesty the Emperor.”

Natalie: Can you imagine having dinner with him?

Anna: No. Why? I don’t get it.

Natalie: His Imperial Majesty the Emperor, can you please pass the soy sauce? Thank you, His Imperial Majesty the Emperor. His Imperial Majesty the Emperor, would you like more tofu?

Anna: Oh, I see what you mean! I guess that’s how it would go, huh? You know, Japanese people are very respectful and value their traditions.

Natalie: Yes, I know, they’re admirable!

Part B: Take turns with your partner pretending you are the host and the guest at a formal dinner. Welcome your guest, offer something to drink, offer a seat, offer dinner, etc. Respond accordingly. Use your best manners, be as polite and respectful as you can. Try to include some of the following sentences in your conversation.

- **Good evening.**
- **You’re welcome.**
- **Glad you could make it.**
- **Please have a seat.**
- **Would you like some ...?**
- **Can I offer you some ...?**
- **Thanks for inviting me.**
- **Thank you for coming.**

Reasons for the adjustment:

For each event, formal or informal, there is a purpose or a theme. For instance, social, family, friend, or business meetings can be organized with a variety of purposes and themes. All these gatherings are based on the participants' needs and subsequently have a specific plan, intentionally or unintentionally. This plan indicates what to do, not to do, how to do it, what they should talk about, and how they should behave, and so on.

“His Imperial Majesty the Emperor” speaking task asks students to role-play a formal meeting with an unclear situation and context, without mentioning its type or any other details about the meeting. This instruction provides only the common part of any meeting, asking and offering food, drink, and seat, as a main and final goal of their role-play. This false information that replaces the important data as a main guide for the conversation, causes confusion since students perceive this information as a meaningful prompt to base their conversation on that. To avoid this violation of the maxim of quality the following adjustment has been applied.

Instruction after the adjustment: The essence of the activity is to: APPLY formal language in a formal situation.

Part A: Listen to these girls talking about His Imperial Majesty the Emperor of Japan. They are wondering what it would be like to have dinner with him.

Task A: With a partner decide to organize a formal party, it can be a friend, family, or colleague's party. Choose a theme for your party and decide on the aim of holding it (why you organize the party). Imagine it is dinner time. Choose a topic to talk about and make a list of the verbal utterances about offering and asking something that can happen during a formal dinner between a guest and a host.

Part B: With your partner pretending you are the host and the guest at a formal dinner. It is dinner time. Role-play that moment. The host needs to offer seat, food, or drink

and the guest can ask for the things he/she needs during the dinner time. While you are eating you can talk about your chosen topic. Try to be as polite as possible.

- **Good evening.**
- **You're welcome.**
- **Glad you could make it.**
- **Please have a seat.**
- **Would you like some ...?**
- **Can I offer you some ...?**
- **Thanks for inviting me.**
- **Thank you for coming.**

The adjusted instruction compiles with the maxim of quality by providing thorough information about the setting and context that can help participants to be involved in a real-life situation.

The explained examples represent how the violation of the maxim of quality makes the entire activity senseless and false. As we noticed, the violation can take place in the instructions level such as His Imperial Majesty the Emperor, or it can happen during the role-play because of inaccurate instructions such as An Interesting Trip, and What I Have Learnt. The activities were adjusted based on the communicational principle provided by Grice (1976) to avoid inaccuracy and invalidity in both instructions and role-play levels.

The Maxim of Relation

The third maxim refers to the maxim of relation. In this maxim, obscurity and ambiguity are caused by irrelevant utterances in a discussion or conversation. So, all parts of a

discussion or a conversation must be as relevant, clear, and to the point as possible to have successful communication. If one of these factors is not applied in a conversation then we can say a violation of the maxim happens. Some of the speaking tasks in Jetstream 6th Grade have shown the violation of this maxim. Following are the most representative tasks in which this violation took place.

1. Title of the task: Can We Please?

Skill: Speaking

Instruction before adjustment:

Part A: Marty had to convince his mom that he was responsible enough to have Teacher for the weekend. Now that Marty is older, he has shown he should have more responsibility.

Task A: Work with a partner. Make a list of things kids your age can do to show responsibility.

Part B: Imagine you wanted to ask your mom to let you have Teacher for the weekend:

Task B: Work with a partner who will pretend to be your mom. Convince her that you are responsible enough now that you are older. Tell her what you do to show your responsibility.

Reasons for the adjustment:

In this activity, there is not any meaningful and purposeful relation between tasks A and B. Since, in task A, students are asked to list different responsibilities, then in task B they are asked to convince their mom they are responsible without talking about their abilities related to this task that is taking care of the bird. The instruction leads them mistakenly to generalize and talk about all the responsibilities they can have at their age, instead of focusing

on accomplishing the communicative objective, that is convincing their mom that they can take care of the parrot and accept all the responsibilities related to that specific bird with specific needs. This activity shows how the instruction of the speaking task is misleading the students by violation of the maxim of relation.

Instruction after the adjustment: The essence of the activity is to ANALYZE the needs of the parrot based on information in their reading to convince their mom to accept their request.

Part A: Talk with your partner and decide who the teacher (the owner of the parrot) is and who the student is.

Task A: Then make a list of all the responsibilities and duties you can do to take care of your teacher's parrot and a plan for 2 days, if you are the students. And if you are the teacher, make a list of all the expectations you have for your parrot's wellbeing.

Part B: After making your list and planning, talk to your partner.

Task B: As a student, you should convince the teacher to give this responsibility to you. And as the teacher provide enough reasons for your final decision.

The modified task is communicative and complies with the maxim of relation by making appropriate and meaningful relation between different parts of the instruction.

2. **Title of the task:** Skydiving plan

Skill: Speaking

Instruction before adjustment:

Part A: Listen to Ryan telling Paul about his skydiving plans.

Listening Transcript:

Paul: Hey, Ryan! What are you going to do for your birthday?

Ryan: I want to go skydiving.

Paul: Skydiving? Are you crazy?

Ryan: No, I've always wanted to do it, and this is my opportunity.

Tom: Why is that?

Ryan: It's not cheap at all, but my dad has a friend that can get me a discount. I saved some money and my dad will cover the rest as my gift.

Paul: How much is it?

Ryan: A session is about one hundred and sixty with the discount.

Paul: Wow, that's a lot! What does a session include?

Ryan: It includes a training class, the parachute flight, a video of the jump, and a "First Jump" certificate.

Paul: Will you jump by yourself?

Ryan: Nooo! They don't let you until you have some experience, which means several tandem jumps.

Paul: Tandem jumps?

Ryan: Yeah! Tied up with an instructor, who is in charge of everything.

Paul: How long does a jump last?

Ryan: The free jump lasts about a minute, then the instructor opens the parachute, and it takes about seven to eight minutes before you reach the ground.

Paul: Those will be some very expensive minutes!

Ryan: And some exciting ones!

Part B: Look at these pictures. These activities are known as extreme sports.

Hang Gliding, Bungee jumping, Base jumping

Which one would you like to try?

Which one would scare you the most?

Which one do you think is the hardest?

Is there one that you would never like to try?

Part C: Think about the previous questions. Talk with your partner about these extreme sports. Build a conversation based on your answers.

Reasons for the adjustment:

This activity includes three different parts that must be related based on a specific communication goal. The first part is a conversation between two friends talking about skydiving. The conversation has a clear background or context, a birthday, that is the cause of the interaction. Then the participants naturally engage and communicate by asking and answering questions related to the main theme which is skydiving. The second part asks the participants to look at the pictures of extreme sports along with some personal questions. And the last part asks the participants to build a conversation based on the mentioned questions. These are the questions that could be answered by using the words from the pictures. So, each answer is different and unrelated to a specific theme or topic.

To build a conversation participants need to choose one or two extreme sports and a theme to make their conversation around them. But by using the answers for each question, which are different and unrelated to each other, building a conversation is impossible. That is because of the violation of the maxim of relation in which each part should be related to each other, to the main theme, and specific communication goal.

Instruction after the adjustment: The essence of the activity is to: SHARE their negative or positive opinions about an extreme sport.

Part A: Listen to Ryan telling Paul about his skydiving plans. With your partner decide: Where does the conversation take place? What is the conversation about? Why are they talking about skydiving? What are their opinions about skydiving?

Part B: Read about the following sports. These activities are known as extreme sports.

Hang gliding: A non-motorised foot-launched heavier-than-air aircraft is used to fly.

Bungee jumping: A person jumps from a great height by the use of elastic cord.

Base jumping: To jump from a great height by the use of parachute.

Part C: Imagine it is your birthday and your family suggests you one of the extreme sports as a gift. Choose one of them and talk with your partner about it. You should convince your partner that it is a good choice. You can talk about positive aspects of this sport. Your partner must change your idea by talking about negative aspects of the sport.

The adjusted task is communicative and complies with the maxim relation by making a meaningful relation between the questions mentioned in the instruction and also the different parts of it.

3. Title of the task: Kabuki Sushi Bar

Skill: Speaking

Instruction before adjustment:

Part A: Listen to Sam and John talking about having Japanese food for lunch. Look at these pictures; they show food from different countries.

Chinese Food, Italian food, Indian Food, American Food

Listening transcript:

John: Sam, have you been to the sushi bar that's two blocks from here?

Sam: The Kabuki Sushi, yes! It's really good. Are you planning on going?

John: Maybe. I didn't bring lunch today and I'm already hungry.

Sam: I could go with you. I didn't bring anything either.

John: Sure! So, what do you recommend?

Sam: I think you should try the bento box.

John: What is it?

Sam: Well, like the name says, it's a box, with divisions. It comes with several different things: teriyaki chicken, steamed rice, vegetable tempura, and four sushi rolls. Oh! And it also includes miso soup and salad.

John: That's a lot of food. It sounds expensive. I don't have a lot of money.

Sam: It's not! They have a weekday lunch special. The whole thing is only \$7.99, and believe me, you'll get full.

John: Alright! I can hardly wait; I didn't eat any breakfast. You are making me feel hungrier.

Sam: I guess you'll be the hungriest, because it's only 11:30. We can't go yet. We still have an hour to go.

John: Ugh! By the time we get there I'll need two bento boxes!

Part B: Think about these foods' ingredients, flavors, and characteristics. Talk with your partner about them. Compare them using adjectives Like: good, better, best, bad, worse, worst, much, more, and most.

Reasons for the adjustment:

In part A, students need to listen to the audio of two friends talking about going to a restaurant. They discussed when they can go, what they want to eat, and why they should eat that food. The conversation in the listening part is totally communicative with a clear definition of the context, what is happening, why that is happening, and what will happen next. This is based on a conversation that could happen in a real-life situation. In the second part, the participants are asked to compare different types of foods.

By looking at the two parts we can conclude that there is no relation between the second part of the task and the first part. At the listening part, two coworkers are talking about a restaurant, its food, and prices. The main purpose of this section is to decide where to go, what to eat, and why they should eat that food. In the second part, students are asked to talk about the ingredients of different types of food. Talking about ingredients is not aligned with the theme of the first part. Therefore, this lack of meaningful connection between the two parts causes confusion.

Indeed, the purpose of the task is unclear and there is no reason behind the comparisons and no final goal for this comparison. Although in the first part of the activity all the factors for real communication are applied, the instruction for the second part did not make any connection with it. The lack of logical relation between the parts is the result of a violation of the maxim of relation. So, the researcher adjusts the activity to establish meaningful communication between the participants.

Instruction after the adjustment: The essence of the activity is to: DECIDE what type of food you want to eat, which restaurant you prefer to go, and why?

Part A: Listen to Sam and John talking about having Japanese food for lunch. With your partner imagine you are at your friend's home and you are hungry. But you cannot find anything to eat. With your friend decide where to go, what to eat, and why you should go to that kind of restaurant and eat that food.

Part B: look at the following food. You can choose one of them and talk about its ingredients, flavors, and characteristics.

Chinese Food, Italian food, Indian Food, American Food, Mexican Food.

Task: Use your conversation from part A and B then role-play.

Analyzing the previous tasks, reveals how the maxim of relation plays an important role in the continuation of a conversation. If one or both participants violate this maxim the communication will be stopped immediately. That is true when an instruction consists of parts which are not relevant. In this regard, the logical connections between different parts are fundamental to carry a meaningful conversation.

The adjusted task clearly shows the connection between the first and the second parts of the tasks. Students can achieve the main goal of the instruction that is, making decision about the type of the restaurant and food they want to eat and why. Indeed, they easily can make a connection between task A and B since there is a logical relation between them.

The Maxim of Manner

The fourth maxim is the maxim of manner. This maxim refers to the obscurity and ambiguity of the utterances. When an utterance is not clear and obvious enough it causes ambiguity and misunderstanding and the violation of this maxim takes place. Following are some excerpts from the Jetstream 6th grade series that violate this maxim.

1. Title of the task: Missing Assignment

Skill: Speaking

Instruction before adjustment:

Part A: Listen to Pete and Tomas talking about the homework. Pete didn't do his homework.

listening transcript:

Tomas: Pete! What happened? Why didn't you bring your homework?

Pete: I'm such a fool! I have read the story, but I didn't write anything.

Tomas: But when you called, you said you're almost done!

Pete: I was lying, Tomas. I hadn't even started.

Tomas: Why?

Pete: I thought it was going to be easy. I decided to play my new video game first, but I fell asleep. I wish I had listened to my dad. If I had written what he told me I would be done! He explained the meaning of the story and everything to me before leaving!

Tomas: Why didn't you do it in the morning then?

Pete: I slept through the alarm, and didn't remember about the assignment until Ms. Emery asked for it.

Tomas: You know it will count as the final exam.

Pete: Yeah, I know. I'm going to get an F.

Tomas: If you talk to Ms. Emery, she might give you a chance to turn it in late.

Pete: I don't have a good excuse. I guess that's what I get for bragging and thinking I could do it in no time. Now, I really feel like the fox in the story.

Part B: Take turns with your partner pretending to be Pete and Tomas. Tomas, (you) will ask the following questions, and Pete (your partner) will explain why he didn't do his homework. Switch places, making sure you give different answers.

You: What happened? Why didn't you bring your homework?

Your partner: ...

You: Why?

Your partner: ...

You: Why didn't you do it in the morning then?

Your partner: ...

You: Do you know it will count as the final exam?

Your partner: ...

You: If you talk to MS. ..., she might give you a chance to turn it in late.

Your partner: ...

Reasons for the adjustment:

The instruction asks participants to model the conversation by using the chart. The chart has copied the role for one of the participants and the other one should try to be as close as possible to the character in the listening part since what the other character should say is written in a chart. As a result, any deviation from what it was said in the audio causes ambiguity and consequently the violation of the maxim of manner. Students are neither provided by enough information about the context nor the characters of the conversation. This lack of information by itself causes obscurity along with the chart that makes students model a conversation that is not explained thoroughly.

Instruction after the adjustment: The essence of the activity is to: RECOGNIZE the causes of a problem and possible solutions.

Part A: Listen to Pete and Tomas talking about the homework. Pete didn't do his homework. Talk with your partner and answer the following questions: What were they talking about? what was the reason behind their conversation (why were they talking about homework?) What is the problem and why did it happen? What is Tomas's suggestion for the problem? What is Pete's decision?

Part B: With your partner make a conversation about a similar problem that happened or may happen, mention the causes, solutions, and final decision. Imagine you are at school and forgot to do your homework. You talk with your friend about your problem and try to find the reasons that caused this problem. Find the solutions for the causes of the problem to see how you can avoid it to happen again.

The adjusted task tries to lead student on the right track by providing enough information about the characters, situation, and the goal of the task that they need to fulfill. Asking clear questions makes the modified instruction to the point and apt.

2. Title of the task: Japanese language center

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen to Brain asking for information about Japanese language classes.

Nowadays, speaking more than one language is very important. Being bilingual or trilingual offers many benefits. You are already learning English as a second language. What other languages would you like to learn?

Listening Transcript:

Clerk: Konichiwa. Japanese language center. How may I help you?

Student: Yes, I'm calling to find out information about your programs.

Clerk: We have basic, intermediate, and advanced programs. Have you taken Japanese lessons before?

Student: No, I haven't. Therefore, I'm going to have to start with basic.

Clerk: Yes, our basic communication courses focus on speaking and listening. Students learn how to use the language in daily life situations.

Student: Will I need to learn and interpret Japanese writing?

Clerk: No, not in the basic courses. That comes later, once you pass the fluency test you will be able to start to learn and practice writing.

Student: Oh, good! Because that seems harder than speaking. So, when would I be able to start?

Clerk: We start beginners' classes every month, which will be next week. It's suggested you come before that to observe a class and see how you like it.

Student: That's a good idea! Are the courses given by native speakers?

Clerk: Yes, of course. All our professors come from Japan. Are you interested in morning or evening?

Student: Evening.

Clerk: Could you come today at 6:00?

Student: Yes, I can.

Clerk: Good! All I need is your name and phone number, please.

Student: It's Brian Johnson 555-3256.

Clerk: Ok, we'll see you this evening Mr. Johnson.

Student: Arigato!

Part B: Choose one or more languages from the list. Tell your partner why you would like to learn it/them. Explain yourself, giving valid and thoughtful reasons. Be ready to answer questions from your partner and then switch places.

List: Arabic, Dutch, French, German, Greek, Hindi-Urdu, Italian, Japanese, Korean, Mandarin, Portuguese, Russian.

Reasons for the adjustment:

In part A, students need to listen to a conversation that takes place between someone who wants to learn Japanese and a clerk of a language center who gives him enough information about the classes. Following this part, in part B, they are asked to talk about a language that they would like to learn. First and foremost, the instruction is not correct since a student may not like to learn any language. Therefore, asking such a question cause confusion. Indeed, in part B, one of the participants has to ask some questions without

knowing about his/her role, the situation that the conversation takes place, and the clear goal of the conversation. And even by referring back to part B for more information the obscurity and ambiguity increases. This lack of adequate and clear information confuses the participant and stops them from making a meaningful conversation. This example represents a violation of the maxim of manner.

Instruction after the adjustment: The essence of the activity is to: DECIDE whether or not take a language class in a language center.

Part A: Listen to Brain asking for information about Japanese language classes. With your partner make a list of the questions that someone needs to ask if he/she wants to enroll at a language center.

Part B: Choose one or more languages from the list. One takes a roll as a student and the other one as a clerk in a language center. As a student try to ask as much relevant and useful information to decide whether or not to take a language class in a language center. And as a clerk try to convince the student to enroll.

List: Arabic, Dutch, French, German, Greek, Hindi-Urdu, Italian, Japanese, Korean, Mandarin, Portuguese, Russian.

The modified instruction helps student to get involve in a real situation related to their own life by making the list of the questions relevant to the topic. By clarifying the aim of the task in part B that is whether or not take the language class, their conversation becomes meaningful.

As we noticed, the maxim of manner such as other maxims can be easily violated if we could not produce meaningful, clear, brief, and to the point utterances that can be easily understood by the listener or reader. As educators, in designing and applying any kind of task

especially speaking activities, we need to place ourselves in the shoes of the participants to see how clear, accurate, and relevant these real-life situations really are.

CONCLUSION

The communicative approach is holistic and consists of subcategories, perspectives, elements, and concepts. The effectiveness of this approach greatly depends on how we apply it in our classrooms. Educators have various views toward this approach that consequently defined the way each individual implements it. But in any system, there are some key elements that deviation from them can cause impairment in that system. The communication system is not an exception. According to the results and modification of the tasks we can bring the following conclusions.

First of all, one of the key components is Paul Grice's Cooperative Principle and its Maxims. After analyzing the selected speaking tasks, the researcher recognized that the lack of appropriate and successful implementation of the maxims causes the understandability problems in the instructions, and, consequently, produces ambiguous utterances and interactions. This happened because of the violation of these maxims.

Second, in this study, along with the communication principles and maxims, other key components were recognized, such as context. As the analysis of the tasks revealed, context has an important role in students' understanding of the instructions. Learners must be aware of a variety of real-life-based contexts by participating in them. Context is a starting point for each task, which students need to carry out their conversations or any interaction based on that. Accordingly, as teachers, we can adjust any speaking tasks by giving enough information and explaining the social context in which it occurs. Therefore, students can see where, when, and why the conversation should take place.

Indeed, thorough context the participants can predict what is going to happen during the communication or conversation, and what is the final aim of this interaction. Thus, they will be able to engage in the task successfully. It should be noted that the social-cultural

background knowledge of the participants was another important component that was understood to be an important factor. Society and culture can't be separated from the meaning behind each utterance and the interpretation of it. Thus, in the construction of the tasks, the participants' social-cultural background is a fundamental element. To do so, the social-cultural differences need to be identified and the tasks must be modified accordingly. Hence, the adjusted tasks introduce familiar contexts and situations to maximize the participants' engagement and increase their understanding of the situations. These are situations that students encounter in their real lives and are related to their culture and society.

Third, the author concluded that the best way to avoid or minimize the production of non-linguistic utterances and maximize the linguistic utterances, is to provide questions or graphic organizers that lead students directly to the desired outcomes rather than general aims.

Additionally, the researcher understood that communication is a process of producing and receiving utterances, where both participants are the speakers and listeners. As a result, if one of the parties does not participate in this process, the dialogue or interaction will be changed into a lecture rather than a conversation. To avoid this problem, the instructions must give opportunities to both parties to participate in the interactions by giving roles to both sides.

By applying CLT in the analysis and modification of the tasks, the impact of communicational factors on the appropriate implementation of the oral tasks was highlighted. Factors such as linguistic outcomes, background information, real-life situations, purposeful and meaningful outcomes, and two-way interactions were recognized as the most influential components that cannot be ignored.

Varieties of books, materials, and resources have been published, which include contextualized role-play as an applicable strategy that can reflect participants' communicational skills, critical thinking, and active reflection. Conducting the current study made the author see contextualized role-play as an efficient strategy to engage learners highly. In contextualized role-play, participants can produce meaningful and purposeful utterances. If a task includes clear instructions along with sufficient information (that enable them to immerse themselves in the situations or the roles, so they can easily produce the desired oral outcomes), and we can achieve the development of the participants' communicative competence and skills.

Above all, one of the most important conclusions based on Grice's principles is that any adjusted activity must be flexible. It means the instructions should be clear and thorough enough for further adjustments at the time of implementation of the tasks. Therefore, the users can apply their changes based on their current situation, obstacles, and students. The changes are acceptable as long as they follow the provided format or framework since it covers the fundamental components and factors of the communicative approach that enable the users to contextualize and implement them effectively by applying small changes in the guided questions and data. It is accepted that there is not any fixed or prescribed framework that should be applied to all the speaking tasks ever to be created (since participants' needs and required goals vary widely), but theoretical guidelines and procedures such as the current research can be a helpful resource to any kinds of adaptations.

The paradigm shift

The undeniable reality of the dominance of the communicative approach and its worldwide implementation in educational systems makes clear the need of a practical structure. This structure will help to define the logical procedure for dealing with possible

challenges. These are the obstacles that instructors and learners will face at the time of the application of the approach. Many educators, ESL/EFL practitioners, and educational systems such as AMCO, apply the approach by giving less attention to the basic elements and principles of successful communication.

This study proposed a new perspective toward the importance of communicative principles and four main maxims, quality, quantity, manner, and relation, to show how violation of these maxims and principles harm the implementation of the approach. This alternative suggested the placement of Grice's principles and maxims as key communication elements by applying them on the modification of the contextualized Role-Play speaking tasks' instructions. Thus, a clear and in-depth description of the situation by answering the questions such as, why the conversation is taking place, what they need to talk about, and what the oral outcomes are, along with the consideration of the four maxims, offer a theoretical framework that makes the modification of communicative-based speaking tasks easier by referring to this template.

Furthermore, in many teaching-learning environments having learners produce accurate and fluent utterances is satisfactory without considering the students' level of social, cultural, and emotional engagement, although real-life interactions are the final goal of the tasks. This study tries to change this assumption toward meaningful interactions and total immersion by highlighting the importance of the communicative maxims.

Limitations

In conducting this research study, some methodological limitations could be identified. The adjusted tasks were not applied to evaluate if there was an increase in understanding and communication or not. It was decided not to apply the modified tasks

mainly because of the time limitation. The modification of the tasks was started in the middle of the school year. By then, more than half of the original tasks were applied. To continue with the adjusted tasks, the teacher needed permission from the school administration. Besides, since the author was still modifying the tasks, it was impossible to implement them before the final edition and confirmation.

Recommendations for Further Research

As mentioned previously, the implementation of the adjusted tasks was impossible, so applying the tasks as a separate project is suggested. In the follow-up project two groups of participants are needed. One group with the implementation of the original tasks and the other one, the control group, with the modified tasks to check the comprehension between these two groups.

In addition to that, there is a relation between the speaking tasks and other sections of the book such as listening. Therefore, there are some follow-up projects regarding these sections and how they can contribute to the speaking section. These projects will broaden the scope of this work. Through most of the activities, participants are instructed to listen to the recording as a reference that provides further information about the context and the role-play, unfortunately, a lack of logical meaningful connections between the concept and central theme of the listening activities with the speaking parts causes confusion. Further research that analyzes the conversations to modify them based on the modified speaking tasks will be beneficial since they can be used as a trustworthy resource for the explanation of the context and a model for the adjusted speaking tasks.

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APPENDIX A: MAXIM OF QUANTITY

1. Title of the task: On the mend

Skill: Speaking

Task: Talk about your illness with a partner. Tell what your symptoms were and how you felt. Tell them how you got better. Use the words in the word-bank to help you.

Accident	Break	Cold	Pain
rest	stomach	temperature	tired

Reasons for the adjustment:

The instruction of the task is incomplete. There is not enough information about the roles and context. One of the participants, the listener, has a passive role. The Speaker provides all the information without the actual need from the listener. The listener has no role in the conversation, so there is no need to listen actively. The information that is provided by the speaker is not going to be used for any purposes since there is no description of the context. It makes this conversation meaningless and aimless. The instruction violates the maxim of quantity.

Instruction after the adjustment: The essence of the activity is to: Find a solution to solve the problem that is a sickness.

Task: Work with a partner and role-play. Imagine you are friends. One of you calls the other one to go out for a walk. But the other one got the flu. As the patient, tell your friend that you cannot go out since you got the flu. Talk about your symptoms and pains. As the advisor, ask your friend about his/her symptoms. Provide the possible solutions that could

help with this problem. Finally, with your partner decide which ones are the most possible and appropriate ones. You can use the following information:

Accident	Break	Cold	Pain
rest	Stomach	temperature	tired

The modified instruction provides enough information about the situation, the roles, and the final purpose of the tasks. This information helps the participants to be fully involved in the activity that makes sense for them.

2. Title of the task: Ballet tickets

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen to the conversation between these girls. Danna has tickets for a ballet performance.

Part B: Choose from the following list, and as Danna does, tell your partner that you have tickets for it. Include a date and time in your conversation, as well as some details about it.

Theater and Performing Arts Choices:

- Classical music concert.
- Pop/rock concert.
- Junior Theater play.
- Musical play.
- Comedy play.
- Contemporary dance company.
- Classical ballet company.

Part C: Switch places and have a conversation with your partner about the tickets that she/he has.

Listening Transcript:

Danna: Laura! We got tickets for the ballet. You have to come with us!

Laura: Oh, that's so cool, when is it?

Danna: Saturday, two weeks from tomorrow. I think it's June 6th.

Laura: At what time?

Danna: At seven o'clock.

Laura: Oh, gosh! For a second, I thought I wasn't going to be able to go. My brother is getting an award on that day.

Danna: Do you think you'll still make it?

Laura: Yeah! The ceremony starts at noon. I'll have enough time. So, how did you get tickets anyway?

Danna: My mom just met a lady who's related to the prima ballerina. She told her how much we like ballet and how we have been taking classes together since we were in preschool...

The lady said she would ask her cousin for free tickets, and she got them!

Laura: Wow! How nice of her. We can't miss it then!

Danna: We can't. It's the closing performance of the season. It'll be very special. And you know what else?

Laura: What?

Danna: She also sent us a signed card that will let us go backstage! We'll be able to meet the dancers in person!

Laura: Danna! That's awesome!

Reasons for the adjustment:

In each country, or social-cultural context, Theater and Performing Arts have their own conventions. These are the rules which are set based on the social-cultural norms of each society. The instruction of this task asks students to base their performance on the information provided by the speaking task that is not only not contextual but also lacks thorough explanation about the ballet performance. When the provided information is contextualized, applying it in another context with different conventions can be perceived as false data and thus used falsely. Indeed, for students who have never had an experience of any kind of performance, imagining the situation and having a conversation about it would be impossible. Although the speaking section provides some information about the ballet performance, this information is limited and does not clarify the context thoroughly. This is what we know as the violation of the maxim of Quantity when enough information is not given to clarify the communication.

Instruction after the adjustment: The essence of the activity is to: PERSUADE your friend to join you for a theater or a performing art.

Part A: Listen to the conversation between these girls. Danna has tickets for a ballet performance.

Part B: Choose from the following list. Imagine you and your partner have a performing art. Plan your event by completing the following table (you can use internet to look for an example of a performing art timetable and planning it if it is needed).

- Classical music concert.
- Pop/rock concert.
- Junior Theater play.
- Musical play.
- Comedy play.

- Contemporary dance company.
- Classical ballet company.

What type of the performing art	
Name of the event	
Place	
Time	
Price	
Duration	
Intro (Time: ... to ...) Kind of Program	
Main section (Time ... to ...) Kind of program	
Final section (Time ... to ...) Kind of program	
Breaks (Time... to ...) Kind of program	
Extra bounces (Such as: CD or DVD recorded of the event, pictures, books, posters, etc.)	

Part C: Talk with other groups in your class and try to persuade them to join your event.

The modified task provided the students with a table includes prompts related to the topic that can help the students to gather necessary information for their conversation. Indeed, having clear goal and setting engage them to the highest degree.

3. Title of the task: Bavarian Castle

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen to these girls talking about a castle in Bavaria, Germany. Think about the features that your castle would have. Write them down in this graphic organizer. Use the words in the features bank if you need help to get started.

1.
2.
3.
4.
5.

Features Bank:

Bedrooms	Bathrooms	Playrooms	Kitchen
Ballrooms	Bridges	Towers	Library
Lounge	Pool	Jacuzzi	Pantry
maze	Dining room	stairs	attic

Part B: Now, tell your partner all about the castle of your dreams, then switch places.

Listening Transcript:

Claudia: I'm so happy. My brother Richard just came back from Germany!

Megan: How long was he gone?

Claudia: He spent six months there.

Megan: That's long, Claudia! Did you miss him?

Claudia: A lot! We video chatted on the computer very often, but still ...

Megan: Where was he staying?

Claudia: He stayed with a German family. They have two boys that are learning English. He went to school in the mornings and spent the rest of the time with them.

Megan: What part of Germany was he in?

Claudia: In a small town in Bavaria. Close to a famous castle called ... mmm ... I can't remember its name, but it looks just like the castle in Sleeping Beauty!

Megan: Really? How cool! He must have felt like he was living in a fairy tale.

Claudia: How funny! That's exactly what he said. He told me that the castle is standing on a hill, overlooking the valley and the town below. He could see it from his bedroom window!

Megan: Can people go in the castle?

Claudia: Yeah! Richard went to see it a lot. Tomorrow I'll show you pictures and I'll write its name down.

Megan: Yeah! I want to look it up online.

Reasons for the adjustment:

By reading the instruction of this task we can notice that there is no role for the listener so we have a lecture rather than a conversation. Indeed, there is no instruction for the students who may not like to live in a castle or hate it. Furthermore, in the features bank, students are provided by different rooms in a house, such as bedroom, kitchen, library, rather than some features, such as tall ceiling, and open floor plan. Thus, a violation of the maxims of quantity and quality happens in this task by not providing complete instructions and giving false data about the features.

In the speaking part, the participants started the conversation by talking about Claudia's brother that leads the conversation to talking about the castle. This provides an appropriate context for the conversation. But in the task, there is no context or background information about the situation.

Instruction after the adjustment: The essence of the activity is to: DESIGN a castle or a dream house.

Part A: Listen to these girls talking about a castle in Bavaria, Germany. Think about the features that your castle would have. Write them down in the graphic organizer. Use the words in the features Bank.

Open Floor Plan	Large Kitchen/ Kitchen Island/ Ample Kitchen Counter Space	The number of bedrooms and bathrooms	Low- Maintenance Landscaping
Tall Ceilings	Plenty of Natural Light	Energy Efficient Fixtures	Deck or Patio for Outdoor Entertaining.
Outdoor Living Area	Lots of Storage/Closet Space/	Separate Pantry/attic/library/Jacuzzi/ maze/lounge/pool/Bridge/towels	Master Suite with Master Bath and Walk-In Closets

Part B: With your partner try to put all this information together and design a castle or a dream house. Share with your classmates and ask for their opinions. You need to tell them why you have chosen those features.

By changing the prompts, the adjusted instruction becomes more clear and complete. So, students can understand it better and consequently establish meaningful communication.

4. Title of the task: Berlin wall piece

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen to Cindy showing Michael what she bought. She says that it will always remind her of her grandpa.

Maybe you also have an object that reminds you of someone special.

- What is it?
- Who does this object remind you of?
- Did this person give it to you?
- Did you buy it?
- Where do you keep it?
- Why is it special?
- What else can you say about this object?
- Would you bring it to school to show it to your friends?

Part B: Tell your partner everything about your special object by answering the previous questions. Now, switch places and listen carefully to her/his explanation.

Listening Transcript:

Cindy: Michael! Look what I just got in the mail.

Michael: A rock?

Cindy: It's very special.

Michael: How can a rock be special? I don't get it... Are you buying rocks online?

Cindy: It's a piece of the Berlin Wall!

Michael: Really? Let me see ... Mmm, it could be any rock, you know?

Cindy: No! It is original! It came with a certificate of authenticity.

Michael: Well, this looks authentic, but it is in German ... Anyway, how much money did you pay for it?

Cindy: Thirty dollars.

Michael: It seems a lot to me. I mean ... for a rock.

Cindy: Oh, Michael! You don't understand ... My grandfather lived in Berlin when they built the wall. Luckily all of his family lived on the other side and he never saw them again. He was so happy when they tore the wall down... I heard they sold pieces, and I knew that if I had one, I would always remember my grandpa.

Michael: Oh, I get it now...

Reasons for the adjustment:

There is a Lack of extra information and instruction for the students who don't own any object that reminds them of someone special. In this task the context is missing. Students are asked to talk about their important object with a partner without any reason behind it. Although the listening-part conversation starts meaningfully with an aim and prompt, this lack of knowledge causes misunderstanding and confusion and consequently production of a senseless communication act. This shows how the maxim of quantity is violated.

Indeed, the listener has a passive role since there is no instruction to assign a role for the listener. So, this is a one-way conversation that cannot be considered communication but rather a lecture.

Instruction after the adjustment: The essence of the activity is to: AFFIRM the importance and value of a personal object.

Part A: Listen to Cindy showing Michael what she bought. She says that it will always remind her of her grandpa.

Part B: Imagine you want to move to another city and have to say goodbye to your close friend. You and your friend must choose one of your personal objects that is meaningful and

valuable for you and exchange them together. You must explain to your friend why this object is important for you by answering the following questions.

- What is it?
- Who does this object remind you of?
- Did someone give it to you. Why?
- Did you buy it? Why?
- Where do you keep it?
- Why is it special?
- What else can you say about this object?
- Why do you want to give it to your friend?

The modified instruction compiles the maxim by providing complete details about context. this helps the participant to communicate their thoughts successfully.

5. Title of the task: Brush and Ink Calligraphy

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen to Emily and Daniel talking about Japanese brush and ink calligraphy. It is a very antique art that, as they mention in the conversation, Japanese children learn in elementary school.

Which one of these visual arts would you like to learn in school?

Drawing, photography, painting, computer Art, Sculpture, printmaking.

Part B: Talk with your partner about these visual arts. Maybe you have already experimented with some of them. Which one would you like to master? What is it that attracts you to it more than the others? Why?

Listening Transcript:

Emily: Daniel! Here's my sister's 15th birthday party invitation. Do you remember I told you it will be a Japanese party?

Daniel: Thanks Emily! This is beautiful writing. What does this symbol mean?

Emily: It's your name in Japanese. Tomoe, my sister's friend, wrote all the invitations with brush and ink calligraphy.

Daniel: Wow, cool! How many invitations did she write? It must have taken her a long time

Emily: Well. Not really. Yesterday afternoon she came to our house carrying a box with brushes, a table of hard ink, and a tiny plate. She put water in it, dissolved some ink, sat down at the dinner table, and as we were chatting, wrote 50 invitations without making a single mistake!

Daniel: Wow! Do you know where she learned to do it?

Emily: She said that in Japan children learn calligraphy in elementary school. It is a required subject like math, science, and everything else.

Daniel: Now I know why she is so good at it!

Emily: Mhmm. Hey, what are you going to wear for the party?

Daniel: I'm going to be a samurai. What about you?

Emily: I'm not telling, it won't be a surprise.

Daniel: Ugh well, you made me tell you!

Reasons for the adjustment:

In the listening section, the conversation is about a birthday invitation and how someone uses calligraphy to write the invitations. The context, talking about birthdays, and then how it relates to the art of calligraphy is well designed. It is supposed to provide context, so the participants can base their role-play on that. But the instruction lacks it. Students are asked to talk about one of the mentioned visual arts, about which they don't have any information. And also, the task doesn't help them with further information. The instruction asks students to choose and talk about one of the visual arts and the names of the arts is only informant. This lack of sufficient information can affect the communication, that is called violation of the maxim of quantity. Since there are no details about the visual arts, the following questions seem unclear and consequently hard to be understood.

Instruction after the adjustment: The essence of the activity is to: COMPARE AND CONTRAST different aspects of the visual arts.

Part A: Listen to Emily and Daniel talking about Japanese brush and ink calligraphy. It is a very antique art that, as they mention in the conversation, Japanese children learn in elementary school.

Part B: Imagine you and your friend are at an art gallery. This art gallery exhibits the following arts: Drawing, photography, painting, computer Art, sculpture, printmaking. With your partner choose two of them. Answer the following questions with your partner, have you already experimented with it? Would you like to master it? What is it that attracts you to it more than the others? Why?

Search the internet and answer the following questions for your chosen arts.

- What is the name of the visual art?
- What tools do you need if you want to do this art?
- How can you do it (Basic steps)?

- How long does it take to learn this visual art?
- How much does it cost?
- What are the pre-skills needed for this art?

Part C: With your partner, use your answers to compare and contrast different features of the visual arts you have chosen and convince your partner that you made an appropriate choice for you.

The modified task compiles the maxim by giving sufficient details about the situation and characters. Thus, participants can easily follow the instruction and base their conversation on it.

6. Title of the task: Future architect

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen once again to Richard talking with his parents. His mom says that he has been building things since he was little. Is there something you have done since you were little?

Here are some ideas:

Draw, write, sing, dance, play a sport, build things, fix things, investigate, observe nature, speak another language, take things apart, play an instrument.

Part B: Interview your partner using the above question as well as the following ones. Listen carefully to your partner and come up with more questions as you go along.

What is it?

- Why do you like this activity?
- Since when have you been doing this?
- Does somebody in your family do this too?

- Does it have to do with what you want to be when you grow up?
- Do you think you will continue doing this in the future?

Part C: Now switch places and answer your partner's questions.

Listening Transcript:

Richard: Mom, Dad. I want to be an architect!

Dad: how did you make up your mind?

Richard: Well, during the months I spent in Germany, I was able to admire the contrast between modern and old architecture more closely. I guess the beauty of Neuschwanstein Castle captured me. I realized I kept analyzing its structure, its materials, its features, and then comparing them to other castles and buildings. I ended up in the public library looking for books about towers, and bridges, even though they were in German!

Mom: that's really something, Richard!

Dad: Mary, please let him continue.

Richard: Well, one night that I couldn't sleep, I stood by the window for a while. The castle's shadow was drawn against the night sky, and suddenly I just thought: "That's what I want to do. Design buildings for people to enjoy!"

Mom: Oh, Richard, that's great! You've always been building things since you were little!

Dad: Yes, I'm glad that somehow this trip helped you decide what you want to do.

Mom: To tell you the truth, we were starting to worry about you not making up your mind.

Richard: I know, Mom. But you don't have to worry anymore.

Mom: We're so proud of you, Richard.

Reasons for the adjustment:

Having students interview each other is a good technique to jump on the task without spending a lot of time on the explanation and understanding of the context. However, even an

interview must have a background and reason as a reference for the interviewer and the interviewee. In real-life an interviewer gathers data for a purpose and in a specific situation or context. All this information needs to be provided to the participants to make them fully engage in meaningful communication. Furthermore, if a student did not have any particular skill or ability, or currently has a different one or desires to acquire a new one, limiting students to their past skills can stop them from communication. In addition, the essence of the activity is to help students make a relation between their abilities or skills with their decision making for their future career. But this is not clearly explained. All this lack of information causes the violation of the maxim of quantity.

Instruction after the adjustment: The essence of the activity is to: DECIDE what to study in the future based on ones' strengths, Weaknesses, likes, dislikes, abilities, disabilities, and skills.

Part A: Listen to Richard talking with his parents. His mom says that he has been building things since he was little.

Part B: Make a list of the things that:

You can do	
You cannot do	
You are interested in or like	
You hate or dislike	
You are good at	
You are not good at	
Your strengths	
Your weaknesses	

Your abilities	
Your disabilities	

Part C: Imagine you and your partner are a son and Dad. You need to talk with your Dad and decide what is better for you to study in the future by considering your strengths, weaknesses, likes, dislikes, abilities, disabilities, and skills. You can search online to find out more about different majors.

In this task, if students complete the prompts and make their lists, they can easily and efficiently use that information to have an acceptable conversation. This shows how the modified instruction compiles with the maxim.

APPENDIX B: MAXIM OF RELATION

1. Title of the task: Master, Dentist, Barber

Skill: Speaking & Listening

Instruction before adjustment:

Part A: Listen once again to the Czar of Russia telling about his travels. He says that he learned how-to pull-out teeth and that he is an experienced dentist.

Have you been to the dentist lately?

Part B:

Task A: Ask your partner about his/her last visit to the dentist. Use some, or all of the following questions. You can come up with your own questions too.

- When was your last visit to the dentist?
- Was it a check-up appointment or a follow-up one?
- Did you have any cavities?
- Did the dentist put fluoride on your teeth?
- Did he/she clean your teeth?

Task B: Some people don't like going to the dentist. They get scared and feel very nervous, while for others it is absolutely fine. Ask your partner how he/she feels about going to the dentist. Switch places and answer your partner's questions.

Listening Transcript:

Czar: Nikita, my travels around Europe are finished. I'm glad to be back on my throne.

Nikita: We are delighted to have you back, Master.

Czar: I saw so much! I am going to change this country. Send men to bring the cases right away! I want to show you several things. I brought notes, sketches, and objects from every

place I went. I studied with scientists, engineers, and military experts. In Sweden, I learned how to build fortresses. In Holland, I learned how to build warships. In England I learned a great deal about their powerful navy.

Nikita: Here are a few of your cases, Master.

Czar: This is a sketch of a wheelbarrow. It's a very convenient carriage for heavy loads and this is a wind dial. It tells where the wind is coming from... Oh! I also learned how-to pull-out teeth. I brought these tweezers in case some of you need an experienced dentist... But, the first thing we are going to do is snip off everybody's beard. Modern Europeans don't wear long beards. Come here, Nikita, I'll start with you.

Nikita: But, Master! I like my beard...

Czar: Nikita, it is an order.

Reasons for the adjustment:

There is no any relation between the instruction and the listening audio. also, there's no connection between the questions in the first part of the activity and the second part. In task A, they need to talk about the steps and different actions happened when they went to the dentist. And in task B they need to talk about their feeling about visiting a dentist. This task is a clear example of the violation of the maxim of relation. In the listening part, the conversation is based on the experiences one achieved during his journey and the different tools he bought and brought from different visited countries. In part B participants are asked to answer some questions about the last time they were to a dentist. These questions themselves require minimum communication since they are yes/no questions or short answers. Then the last part asks students to talk about their feelings. In all the parts, we can find the word dentist without logical relation between the purpose of each part with the other parts and there is no clear aim behind each part of the task.

Instruction after the adjustment: The essence of the activity is to: CONVINCED someone, who is afraid of the dentist, to go there.

Task: Imagine you and your partner are friends. One of you has a toothache but is afraid of going to a dentist. The other one tries to help him/her by convincing him/her to go to a dentist.

As a patient explain your friend why you are afraid of the dentist. As a helper/friend convince your friend to go to a dentist. Following there is some information about different activities that a dentist does:

- Removes tooth decay.
- Fills cavities.
- Puts fluoride on your teeth.
- cleans your teeth
- Repairs fractured teeth.
- Diagnoses and treats problems.
- Provides advices and instructions on taking care of gums and teeth.
- Suggests a special diet.

Now the modified task is communicative and complies with the maxim. Due to the rational relation that it makes between the parts.