Enhancing High School EFL Students' Ability to Make English Suggestions via Explicit Instruction

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ABSTRACT

A gap has been widely noted between what high school EFL students learn in classroom of Vietnamese context and what they are able to use behind classroom. The present study made an attempt to investigate the enhancement of high school EFL students' ability to make suggestions in English via an explicit instruction treatment in comparison to that of the implicit approach. Explicit instruction group showed better results than those of the implicit group though both made improvement from the pre-test to the post-test. Additionally, the questionnaire revealed the explicit group's positive attitudes towards the 4-week treatment program. However, the results were not exceptionally significant and thus it calls for further pedagogical investments by EFL teachers and researchers in Vietnam and elsewhere.

Key words: explicit, enhancement, implicit, instruction, suggestion.

1. INTRODUCTION

In Vietnam, like in many other countries around the world English has long served as a major foreign language subject compulsory in most secondary and high schools throughout the country' educational system. High school EFL Vietnamese students generally do fairly well in their English in-class exams. However, outside classroom it is really challenging for them to take part in interactions in the target language speaking environment. In reality, when Vietnamese EFL students interact with native English speakers, problems often arise because they lack the required knowledge and skills of the conversational norms involved in the production of appropriate speech acts, especially making suggestions (although they have learnt quite a great deal about these). Therefore, such cross-language/culture communication tends to break down in most cases and somehow cause negative impacts on participants involved. Recently, several researchers in second language acquisition have been concerned with the necessity and explicit instruction of different speech acts in classroom (Kasper & Rose, 2002; Farahian et al. 2012). However, the number of studies related to making suggestions in everyday communication and its teachability in second/foreign language acquisition, especially in Vietnamese classroom context, is certainly limited and still in great demands for innovative instruction at the present time. Thus, the present

study made an attempt to deepen on the role of explicit instruction of making suggestions to high school EFL students in Vietnamese setting.

Research Aims and Questions

The aim of the present study was twofold: (i) To identify whether explicit instruction results in better enhancing high school EFL students' ability to make suggestions in comparison to that of implicit instruction; (ii) To investigate the target students' attitudes toward the explicit practice of making suggestions in English speaking classroom. Accordingly, answers were sought to two specific questions: (1) *Does explicit instruction of making suggestions enhance high school EFL students' ability to make suggestions better than implicit instruction*? (2) *What are students' attitudes toward the explicit practice of making suggestions in English speaking classroom*?

2. LITERATURE REVIEW

Speech Act

Speech act refers to an utterance and also the total situation in which the utterance is issued (Austin, 1962). When people use language, they tend to produce an isolated series of sentences and perform an action. Three different speech acts can occur simultaneously when one is performing a statement/utterance, i.e. locutionary, illocutionary, and perlocutionary acts. *A locutionary act* describes only the action of saying something meaningful in the language. *An illocutionary act* can be defined as the action intended by the speaker, or the uses to which language can be put in society, e.g. informing, ordering, warning, promising and undertaking. A speaker performs the illocutionary act to make the utterance significant within a conventional system of social interaction. *A perlocutionary act* is the speech act that a speaker carries out making an utterance as the act of causing a certain effect on the hearer and others as well.

Based on Austin's speech act theory, Searle (1969) develops 'linguistic theory' and proposes 'linguistic acts', emphasizing the conditions and rules which indicate how a listener responses to an utterance. Searle considers illocutionary acts containing the central linguistic units as a speech act rather than a sign. He classifies speech acts into five classes: ***directives*** (e.g. asking, advising, begging, ordering, requesting, forbidding, inviting); ***declarations*** *(*e.g. resigning, appointing, christening); ***commissives*** (e.g. promising, planning, offering, threatening, vowing); ***expressives*** (e.g. apologizing, celebrating, welcoming); ***assertives*** (e.g. boasting, claiming, swearing, concluding, putting forward).

Speech Act of Suggesting

Suggesting is a directive speech act to get the hearer to perform a certain action (Martinez-Flor, 2005). Haverkate (1984) distinguishes the difference between *impositive directives* (such as requesting and ordering, which benefits the speaker), and *non-impositive directives* of suggestions and instructions (which benefit the hearer). Although suggestions mostly benefit the hearer, this speech act is regarded as a face-threatening act because the speaker is in some way interfering into the hearer's presence by performing an act that concerns what the hearer should do (Brown & Levinson, 1987). The directive speech act might threaten not only the negative face of the hearer for the possibility of future action but also the positive face as it entails a negative evaluation of

the hearer. Thus, polite suggestions could improve the relationship between the two parties, whereas irrespecful suggestions could generate frustration or be offensive to the receiver/hearer.

Types of Suggesting Strategies

Table 1. Types of Suggesting Strategies

Type	Strategies	Linguistic structures	Examples
Direct ↕ **Indirect**	Direct	Performative verb	*I suggest that you...* *I advise you to ...*
		Nouns of suggestion	*My suggestion would be...*
		Imperative/negative Imperative	*Try using...* *Don't try to...*
		Let's….	*Let's work together on the project.*
	Conventionalized	Specific formulae (interrogative forms)	*Why don't you...?* *How about...?* *What about...?*
		Modals & semi-modals	*You have/need to/should (shouldn't) /ought to/can/could*
		Conditional	*If I were you, I would ...*
	Indirect	Impersonal	*Here's one possibility: ...* *It would be helpful if you...* *A good idea would be ...* *It would be nice if...*
		Hints	*I've heard that...*

Suggesting strategies used in the present study includes three main types of *direct forms*, *conventionalized forms* and *indirect forms* (Martinez-Flor, 2005). **Direct strategies** referring to what the speaker clearly means are performed by using performative verbs, a noun of suggestion or "illocutionary force indicating device" (Bardovi-Harlig & Hartford 1996, p.180). **Conventionalised forms** (Banerjee & Carrell, 1988) permits the hearer to understand the interlocutor's meaning behind the suggestion since the illocutionary force indicator appears in the utterance. **Indirect forms** relate to those expressions in which the speaker's intentions are not clearly expressed, but just providing hints for the hearer to make inferences about it. EFL learners are supposed to not only get the basic knowledge in question, but use it appropriately in effect.

Explicit vs. Implicit Instruction

Explicit learning is considered a process of awareness in which learners concern the new knowledge they are receiving (Berry, 1994; Schmidt, 2001). Moreover, the forming and testing of hypotheses are involved in a search for the correct structure (Ellis, 1994). Differently, implicit learning is defined as a process of unconsciousness in which learners are not aware of what they are learning, since they only concern the surface features of a complex stimulus domain. More specifically, explicit instruction consists of all categories in which rules are overtly explained to learners, while rules or forms are not explained overtly in implicit teaching.

Table 2. Explicit and Implicit Instruction

Approach	Features	Aims
Explicit ↕	A conscious process	Focus on target forms Rules or forms with the clear explanation
	An unconscious	Not focus on meta-linguistic explanation

	process	Rules or forms without the clear explanation
Implicit		

Previous Studies Related

Banerjee and Carrell (1988) were one of the first to conduct a study on suggestions, comparing two groups of Chinese and Malay ESL students with 12 native speakers of American English. Results illustrated that non-native students made suggestions less frequently than the native group, and the type of suggestion used depended on the directness of the situation. Farahian et al. (2012) investigated the pragmatic use of refusals by 64 Iranian EFL college students via a treatment program. The findings confirmed the benefits of the explicit instructional approach to developing EFL learners' noticing and use of different types of refusals in English. Similarly, Langer's study (2013) on the explicit teaching of requests to L2 learners of Spanish revealed positive results. Other studies on EFL learners' suggesting strategies such as by Bu's (2011), and Pishghadam and Sharafadini (2011) generally marked the equal effects of explicit and implicit instruction.

However, most previous studies in point involved college EFL learners, either English major or non-English major, as participants. The present study was one of the first, especially in Vietnamese setting, to engage high school EFL students in the treatment program and reflective attitude display. Few would deny that EFL learning success at high school should highly result in greater motivations for the target language accomplishment continued and advanced use at college level and beyond.

3. METHODOLOGY

Participants

They were sixty-seven (29 males, 38 females) from Go Quao High School of Kien Giang Province, one of the southern-most areas of Vietnam. All of them were grade 12 students (senior high school; at the time of research they were finishing the final semester just prior to their high school graduation and college entrance). Their ages were between 17 and 18. Most of them started learning English when they were in grade 6, i.e. they took more than 6 years' English classes as a compulsory subject up to the time of research (4 years at secondary school and more than 2 years at high school). At the final semester (when the treatment was run), they learned English in class for 4 periods per week, 45 minutes each period. As widely seen in Vietnamese system, the students were placed randomly into two different classes by the school (often at the beginning of the school year). Thereby under the school authorities' permission, they were chosen randomly by the researchers as a control group (34 students of class 12A2, 16 males and 18 females) and the other as experimental one (33 students of class 12A6, 13 males and 20 females). Experimental group received the explicit instruction of suggestion speech act by one of the present researchers, while the control group was not involved in the treatment program, i.e. under the implicit instruction like other regular grade 12 classes at the school, which are based mainly on the scheduled textbook.

Instruments

A pre-post test and a questionnaire were used. The pre-post test measured the effects of the treatment program (to answer the research question 1), while the questionnaire elicited explicit instruction group' attitudes toward the practice of making suggestions in English speaking lessons (to seek the answer to the research question 2).

A multiple-choice discourse completion test (MDCT) was administered as a pre-test one week before the treatment program, and also as a post-test one week after the treatment finished. MDCT

(see Appendix 1) displayed 20 different situations that varied with mainly two levels of status and social distance of interlocutors involved. One level was equal status (student to student/friend), while the other was unequal (student to teacher/older sister/brother). MDCT was developed in formats found in previous studies (e.g. Farahian et al. 2012; Li, 2010). The test displayed twenty situations where a certain kind of suggestion speech act was expected. Since all participants were high school students and their English proficiency level were around pre-intermediate, all situations in the test (for the present study) were explicitly found at high school context. Each situation was made in a way that the students had to make only one suggestion (i.e. one correct answer, either option A, B, or C) in order to avoid different alternatives appropriate for the same situation, and thus convenient for measuring the variable in point. The pre-test and post test were in fact two versions of a single one in terms of content items and format, but dissimilar in option order only. Also, to ensure result reliability after the pre-test was collected, nothing related to the pres-test remained and no corrective feedback was given to the students until the end of the treatment program, i.e. after the post-test and questionnaire had been administered. The tests (30 minutes each) were done by the students in class with the researchers' administration and guidance (and also Vietnamese translation if necessary). One correct answer scored 0.5 point for each situation raised, i.e.10 points was the maximum.

The questionnaire (see Appendix 3) had 18 items in total. Each item presented a statement about students' attitudes towards using suggestion speech acts on a five-point scale (*completely disagree*, *disagree*, *neutral*, *agree*, and *completely agree*). The items were divided into three sections: (i) students' interests in learning suggestion speech act via explicit instruction (item 1, 2, 3, 10, 11, 12), (ii) their attitudes towards the feasibility of explicit instruction in classroom (item 4, 5, 9, 13, 15, 18), and (iii) their attitudes towards benefits of explicit instruction on the target speech act (item 6, 7, 8, 14, 16, 17). Before officially used, the questionnaire was piloted with the involvement of 30 students of similar background and English proficiency as those in the main study. The reliability of the instrument was confirmed with Cronbach's alpha (α =.73).

Treatment and Materials

The experimental group received explicit instruction of suggestion speech act (whereas control group was taught implicitly as usual or no special treatment involved) in English speaking classes. Each group regularly met two periods of 90 minutes every week during four weeks of the treatment program. The explicit class meeting regularly ran 3 major steps (see Appendix 2): Step 1, *identify suggestions in interaction* served as teacher-led activity in the classroom to make students aware that speech acts were co-built by two or more participants over multiple turns. Students watched chosen sequences from the selected materials and transcripts were provided to identify the beginning and end of suggestion sequences. They were asked to focus on the structure of the negotiation sequence by guiding questions, such as (1) *Where do you think two speakers are?* (2) *What is the relationship between two speakers?* (3) *What is the status between them?* (4) *How many turns is the suggestion realized?* (5) *Pick up the structures of making suggestions.* Step 2, *explaining and noticing the speech act -* was to provide pragmatic-linguistic and socio-pragmatic information related to social status and the use of mitigation in the performance of suggesting. Explicit instruction on the speech act related to the power, social distance and degree of imposition was involved in the situation. Step 3, *practicing and internalizing suggestion sequences* – students performed suggestions from a discourse approach: (i) They were provided activities (e.g. role play) as essential tools to improve their ability of making suggestions; (ii) had opportunities to communicate in groups or pairs in order to practice making suggestions; (iii) participated in the given situations in relation to the power, social distance and degree of imposition. Additionally, they were encouraged to unload specific transcripts of the videos made

available to them in a practical classroom and discover some more of the contents and linguistic points offered in steps 1 and 2 on their own.

The nationally required textbook "Tieng Anh 12" (English Grade 12) (Hoang, et al. 2008) was used to design lesson plans for both classes. However, other supplementary materials prepared by the researchers were included to aid the explicit group' realization and interpretation of patterns, tokens of making English suggestions, rules and strategies in point.

4. RESULTS AND DISCUSSIONS

Pretest Result

Table 3. Pre-Test Mean Scores

	Groups	*N*	*Mean*	*SD*	*t*	*df*	*Sig.*
Pre-test	Experimental	33	4.306	1.4913			
	Control	34	4.212	1.5862			
	Exp. vs. Control				.519	65	p=.605>0.05

As seen in Table 3, the mean score of the experimental group (4.306 out of 10) and that of the control (4.212 out of 10) were almost at the same level. And with p=0.605>0.05, there was no statistically significant difference between the two means. Thus, it shows that before the treatment concerned both student groups' ability to make suggestions in English was equally below average level although they did take more than 6 years' English classes as a compulsory subject at both secondary and high school.

Making suggestions is definitely one of the basic pragmatic skills for students to feel confident and safe enough in the English-speaking environment, but then after more than 6 years of successive learning, it seems that their knowledge in point was not as good as expected. And thus, it is worth conducting studies like the present one to improve the situation, to some extent at least.

Post-Test Result

Table 4. Post-Test Mean Scores

	Groups	*N*	*Mean*	*SD*	*t*	*df*	*Sig.*
Post-test	Experimental	33	**6.353**	1.5152			
	Control	34	**4.970**	1.7586			
	Exp. vs. Control				-3.452	63	p=.001<0.05

Table 4 saw a difference between the experimental group's mean score (6.353) and that of the control (4.970). The t-test was run with p=.001<0.05, indicating that the difference between the mean scores of the two groups was statistically significant. Accordingly, after the treatment the experimental group made more enhancements in their ability to make suggestions in English than the other group.

Although it confirms the significant enhancement of the explicit instruction from the pre-test to the post one, the experimental group's ability to make suggestions in English was not very strong, just above the average level (6.353 out of 10). In other words, what has been done in the present study was not ideally enough, and thus there is still room for further research in this area of second language acquisition. Otherwise, the story remains the same as before, i.e. secondary and high school EFL students learn the target language just for exam taking in classroom rather than for practical use.

Next are considerations within each group.

Table 5. Control Group's Pre-Post Test Mean Scores

Control group	N	Mean	SD	t	df	Sig.
Pre – test	34	**4.212**	1.5862			
Post – test	34	**4.970**	1.7586			
Pre- vs. post-test				-3.497	33	p=0.001<0.05

Although the post-test mean (4.970 out of 10) was still a little below the average, there was statistically a significant difference between the two mean scores (p=0.001<0.05). As a result, the control group did make an improvement from the pre-test to the post-test. Then, implicit instruction might not be removed altogether by the explicit because it still makes certain contribution. However, it should be restricted in the case of high school students as seen above the explicit appears to make greater enhancement.

Table 6. Experimental Group's Pre-Post Test Mean Scores

Experimental group	N	Mean	SD	t	df	Sig.
Pre – test	33	**4.309**	1.4303			
Post – test	33	**6.353**	1.5152			
Pre- vs. post-test				-7.250	33	p=.000<0.05

Table 6 marked a remarkable difference between the two mean scores (4.309 and 6.353 out of 10) and with p<0.05 the difference was statistically significant. Thereby, like the control group the experimental improved from the pre-test to the post-test, but unlike the control's mean score (below average), that of the experimental was above the average. This is encouraging and proves that the explicit instruction appears to have greater enhancement than the implicit on the target learners' ability to make suggestions in English.

Questionnaire Result

Table 7. Overall Descriptive Statistics

Correlation	N	Minimum	Maximum	Mean	SD
Exp. Group	32	3.17	4.39	**3.6597**	.29

The sample t-test indicates that the overall mean score M=3.6597 is higher than the accepted one (M=3.0) and is statistically significant (t=-6.674, df=31, p=.000). It can be concluded that the experimental group did have positive attitudes toward the explicit practice of making suggestions in English speaking classroom. But, like the post-test result, their evaluation was not very high (thus not statistically high). Again it calls for teachers' more attention and efforts to innovative instructions, not just stay where they are now.

Table 8. Questionnaire Result in Clusters

Clusters	Items	Min	Max	Mean	SD
(A) Interest	1,2,3,10,11,12	3.14	4.50	**3.6979**	.2822
(B) Feasibility	4,5,9,13,15,18	2.67	4.67	**3.6146**	.4684
(C) Benefits	6,7,8,14,16,17	2.67	4.33	**3.6667**	.3641

It is quite clear that the three clusters (A), (B) and (C) scored almost the same, just above the average like the overall mean score in Table 7. The students' interest and their evaluation on the feasibility and benefits of the explicit practice were all positive, but not very high.

5. CONCLUSION

The present study made an attempt to enhance Vietnamese high school EFL students' ability to

make English suggestions by means of explicit instruction during a 4-week treatment program (special one compared to regular classes of the school). The post-test confirmed that both explicit and implicit instruction made enhancement on the target students' ability to make suggestions in English. It also showed that the explicit generated stronger enhancement than the other approach. The finding is in line with previous studies that also focused on the instructional effects of speech acts (e.g. Farahian et. al, 2012; Langer, 2013). In addition, it more or less confirms the teachability of speech act of suggesting in EFL classroom context. However, probably partly because the treatment program was not long enough (only 4 weeks) and partly because enhancing the target ability is not an easy job (where the outside-class practice environment for EFL students in Vietnam is very limited at the present time), the concerned enhancement and the students' questionnaire evaluation were not exceptionally significant. Thus, the pedagogical message from the present study should be that there is still room for EFL teachers of Vietnamese high schools in particular to make further effort and research in the field so as to ultimately turn students' learning and acquisition of English subject into a tool for practical use rather than for exam taking only.

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APPENDIX 1
Pre-Test
Time: 30ms

Name: ……………………………..   Group:……………..

Please read each of the following situations. There are three responses following each situation. Please read the responses to each situation and decide which one is the BEST in each situation.

1. *Your friend intends to celebrate a birthday party in a restaurant, but she does not know which restaurant is the best. You know Diamond restaurant near your house is spacious and the foods are delicious. You suggest your friend to choose that restaurant. What would you suggest to your friend*?
A. I propose the following: you call Diamond restaurant.
B. I suggest that you choose Diamond restaurant.
C. There's a restaurant near here you might be interested.

2. *Your friend intends to buy a new Television but there are many types of Television in the market. You have a Sony flat screen one and you find it good, you suggest your friend to buy the one like you. What would you say*?
A. My idea is that you could buy a Sony flat screen Television.
B. You must buy a Sony flat screen Television.
C. How about buying a Sony flat screen Television?

3. *Next month you and your friends will have some days off. You suggest them to take a trip to the beach*.
A. I suggest that we take a trip to the beach.
B. Let's take a trip to the beach.
C. You know, I think we should take a trip to the beach.

4. *During the party, there will be a video about cartoon in the middle of the sitting room. You find it quite noisy and inconvenient. You suggest that the video should be stopped.*
A. How about stopping the video?
B. The video is noisy.
C. The ideal was that the video had to be stopped.

5. *You see your friend driving his motor on the street without wearing a helmet. You know it's a dangerous action. You suggest him to wear the helmet when driving motor. What would you suggest?*
A. Why don't you wear the helmet when driving motor?
B. It might be better if you wear the helmet when driving motor.
C. You must wear the helmet when driving motor.

6. *You and your sister go shopping. Your sister wants to buy some pottery plates for picnic at weekend. You propose your sister to buy non-reusable plates instead of pottery plates.*
A. It is better to buy non-reusable plates than pottery plates.
B. You'd better buy non-reusable plates than pottery plates.
C. This type of non-reusable plates is better than those pottery plates.

7. *Your friend asks you to go to see a new film in the theater on Saturday evening and you agree. However, when you come home, you remember that you will have a date with your parents on Saturday evening. You phone your friend to suggest changing on Sunday evening. What would you say?*
A. It might be better to see the film on Sunday evening.
B. We must see the film on Sunday evening.
C. Why don't we see the film on Sunday evening?

8. *Your mother gets a headache, but she does not want to see a doctor. What would you say to get her to see the doctor?*
A. You come and see the doctor.
B**.** It would be helpful if you see the doctor.
C. What about going to see the doctor?

9. *You see a friend at the computer shop. You are discussing different kinds of computer. Your friend wants to buy a new laptop. You suggest your friend to buy a "secondhand" instead of an IBM.*
A. I would probably suggest that you buy a "secondhand" instead of an IBM.
B. You must buy a "secondhand" instead of an IBM.
C. Why don't you try buying a "secondhand" instead of an IBM?

10. *Your teacher is thinking of doing an outdoor activity at the end of the course, and she asks the class for ideas. You think of a camping and fishing activity. What would you say to your teacher?*
A. How about camping and fishing? I bet we will have a great time there.
B. My suggestion is camping and fishing.

C. Let's go camping and fishing.

11. *In the class room, you see your teacher seems to get a headache. You suggest her/him to take some medicine and have a rest. What would you say?*
A. Try taking a medicine and having a rest.
B. Why don't you take a medicine and have a rest?
C. It would be helpful if you take some medicine and have a rest.

12. *You are studying in class. Your classmate suddenly gets a serious stomachache. You suggest him/her to leave early. What would you say to him/her?*
A. Why don't you leave the class earlier?
B. Leave the class.
C. It would be helpful if you leave the class earlier.

13. *You get on the bus to go home and you see your old teacher is carrying a lot of heavy things. He seems tired and you want to give up your seat to him. What would you say?*
A. Would you consider sitting in my seat?
B. Personally, I would recommend that you sit in my seat.
C. How about sitting in my seat, sir?

14. *You invite your teacher to have dinner with your family. You see your teacher's plate is empty. You want to suggest him/her to eat more. What would you say?*
A. Maybe you would like to have some more food?
B. Why don't you eat more?
C. Try more.

15. *Your brother is looking for a job. He sent his resume for a job a few weeks ago, but he hasn't had any responses. He is worried about that. You know his worry and you want to suggest him to do something. What do you suggest?*
A. Have you tried calling the company yet?
B. Call the company.
C. I suggest calling the company.

16. *Your new teacher plans to discover your countryside by himself. You know his plan and you suggest him to take a road map. What do you say?*
A. I'm not sure, but I think it will be a good idea if you take a road map in case you get lost.
B. You had better take a road map in case you get lost.
C. Take a road map in case you get lost.

17. *One of your classmates has some impolite words to your teacher. You know that and you suggest him to say apology to the teacher. What do you say?*
A. You had better apologize to your teacher. If you do not, you will get trouble.
B. Apologize to your teacher.
C. Why don't you apologize to your teacher? If not, you might get trouble.

18. *You are on your way to school. You see your friends playing on the street. You know that is very dangerous. What would you recommend them*?
A. It might be dangerous to play on the street.
B. You might want to consider the danger of playing on the street.
C. Maybe you should not play on the street.

19. *You see your friend is working in the library late in the evening. She/he is searching the Internet in order to finish her/his homework. Your friend looks very tired. What would you say to your friend*?
A. Go home and have a rest.
B. I think a good idea would be that you go home and have a rest.
C. Perhaps you should go home and have a rest.

20. *You and your English teacher meet in the bookstore. He/she is thinking of buying an expensive dictionary. You have seen the dictionary in another bookstore at a lower price. What would you say to your teacher*?
A. Why don't you buy the dictionary in another bookstore at a lower price?
B. I advise you to buy the dictionary in another bookstore at a lower price.
C. It'd be better if you buy the dictionary in another bookstore at a lower price.

APPENDIX 2
A SAMPLE LESSON PLAN FOR EXPLICIT CLASS

Week 3
Time: 45 minutes   Grade: 12   Unit 12: Water sports
Total teaching period: 2 (90 minutes)

Objectives: By the end of the lesson, students will be able to make suggestions.
Materials: Textbook Tieng Anh 12, video clips, handouts.

Teacher`s activities	Students` activities
Warm up (8ms) - Greeting - Gives pictures about types of water sports and say: close your book, in just one minute, look at the pictures and write down on a piece of paper a list of types of sports`. - After 1 minute, teacher hides the pictures Keys: -swimming; - windsurfing, - football, - rowing, - scuba-diving, - water polo **STEP 1:** *Lead in.* ***Task 1(15ms), Give a situation and deliver handouts to students*** ***Play a video, Ask them to watch a video and fill in the gaps*** On the weekend, *Landry* makes a phone call to ***Chris to suggest him to*** do something *Landry: Hi Chris, you might want to do something with me this weekend.* *Chris: Sure. What shall we do?* *Landry: I don't know. Do you have any ideas?* *Chris: Why ……(1) we go swimming?* *Landry: That's sounds good to me. Where shall we swim?* *Chris: ....(2) swim on the river near my house.* *Landry: I'd rather not. I don't dare to swim on the river. ………(3) swimming in a swimming pool? I'm sure it's quite funny and safe.* *Chris: OK………..(4) When is it on?* *Landry: It's on at 8 o'clock at the gate………...(5) we have a bite to eat before swimming?* *Chris: Sure, that sounds great. ………(6) going to that new Italian restaurant?* *Landry: Great idea! ………(7) there at six.* *Chris: OK. I'll see you there at six. Bye.* *Landry: Bye.* Keys: (1) don't, (2) Let's, (3) How about, (4) Let's go, (5) Shall, (6) What about, (7) Let's meet. **STEP 2:** **Task 2 (20ms)** - Teacher writes some questions about the conversation on the board 1. *In how many turns is the suggestion sequence realized?* 2. *Is the suggestion sequence realized directly or indirectly?* 3. *Where do you think two speakers are?* 4. *What is the relationship between two speakers?* 5. *What is the status between two speakers?* 6. *How do they respond to the initiating acts?* 7. *What is the topic of the conversation in the situation?*	- Greeting - Close the book and Listen to the teacher. - Work in group of 4 and try to list the types of sports as much as possible - The group lists the most will be the winner - Watch the video. - Do the gap-filling Check the answers. Work in group of 4 to answer the questions

- Teacher explains the speech act set "*How to make suggestions in English*" {Why don't + S (you/we) + V…..? Why not + V ……? Let`s + V……. How about/ What about + V-ing ………….? Use **maybe, perhaps**, or **I think** to suggest. These expressions usually go at the beginning of the sentence. Use **might (want to)** and **could** to make suggestions. They often express a choice of possible actions. - Teacher provides more useful expressions to make suggestions in English	Copy down the structures/rules.

Status (equal)	Accepting suggestions	Refusing suggestions
Why don't you..? *Have you tried…?* *You can just…* *You **might want to**…* ***Perhaps** you should…* ***I think** you need…*	Ok. Yes, let's. Yes, I'd like to. Yes, I'd love to. What a good idea! Why not? Yes, with pleasure. Yes, I feel like taking a walk. That sounds like a good idea.	No, let's not. No, I'd rather not. I don't feel like it. I dislike going for a walk. What an awful / bad idea!

- Ask students to practice reading the conversation with his/her partner (3ms)

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STEP 3: *Task 3: Role plays (30ms)*
SITUATION 1
A. You are with one of your friends having a drink in a coffee shop. You are talking about the weekend activities. Your friend tells you that he doesn't know what to play at weekend. Suggest that he goes rowing at the beach.
B. You are with one of your friends having a drink in a coffee shop. You are talking about the weekend activities. Your friend tells you to do something.
SITUATION 2
A. You are taking part in a wedding party, but it is too late at night. You are worried about that because your parents do not permit you to go out late at night.
B. You know your friend's worry. You tell your friend something to do.
SITUATION 3
A. You meet one of your new classmates at the bus stop. You will go picnic next week with your friends but you don't know what to do. You talk about what you worry.
B. You are with one of your new classmates at the bus stop. You know what your friend worries about. Your classmate tells you to do something.
SITUATION 4
Two of your classmates are quarreling in the classroom during the break time. If they go on quarreling, they may have a big fight. Give them suggestions and make them stop quarreling. It would be nice for you to help them become friends again.
After students finish their conversation, Teacher gives feedback and comment

Task 4 **(15ms)**
- Ask students to work in group of 3-4.
- In groups they think about their own situations of making suggestions.
- Invite each group takes turn to role play in front of the class.
- Give feedback and make comments.

- Prepare their conversation in pairs

- Each pair takes turn to role play in front of the class

Homework: 2ms
Summarize the main points, assign homework

APPENDIX 3
QUESTIONNAIRE AFTER TREATMENT
Name: _____   Class: _____
Gender: Male: _____   Female: _____   Age: _____
Dear students,
This questionnaire aims at surveying students' attitudes towards the practice of speech act of suggesting. Your completion of this questionnaire is highly appreciated. The data are collected for research purposes and your

opinions will be respected and kept confidential. There are 18 items in this questionnaire. Please put a tick (✓) on the column that best described your attitude. Thank you so much for your cooperation.

(5)=Strongly agree; (4)=Agree; (3)=Neutral; (2)=Disagree; (1)=Strongly disagree

#	Items	(5)	(4)	(3)	(2)	(1)
1	I find lessons of making suggestions interesting.					
2	I like to learn lessons of making suggestions in speaking class.					
3	I feel comfortable during explicit instruction of suggesting in speaking class.					
4	Making suggestions in English is quite easy to me now.					
5	I feel more confident when making suggestions now.					
6	I understand teacher's instruction of making suggestions clearly.					
7	Learning to making suggestions in speaking class helps me know how to make suggestions well.					
8	I may use speech act of suggestions appropriately in real situation.					
9	Learning to making suggestion is an effective way to help me enhance my ability to communicate successfully.					
10	I think making suggestions is an interesting activity in speaking class.					
11	After the making suggestion lessons, I feel easier to make suggestions.					
12	I enjoy learning to make suggestions more than other activities in my speaking class.					
13	I think my ability to communicate improves through learning to make suggestions in English.					
14	I have no problem learning to make suggestions through explicit instruction.					
15	After learning to make suggestions, I can apply my acquired knowledge in practice now.					
16	Learning how to make suggestions through explicit instruction is useful for me.					
17	Learning to make suggestions motivates me to use suggestions in real life situation.					
18	Learning to make suggestions helps me have a positive attitude towards learning English.					