

# A Study of Implicit Teaching and Explicit Teaching of the Usage of “Please” to High School Students

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## Abstract

This study examines the efficacy of implicit teaching and explicit teaching of the usage of “please” in the area of request strategies. The main purpose of this study is to investigate to what extent two teaching approaches, implicit teaching versus explicit teaching, affect learners’ understanding of the usage of “please”. This study is conducted among 146 second year high school students and four classes are assigned into two groups which are Implicit Teaching Group and Explicit Teaching Group. The post-test scores are compared in each group to seek any statistically significant differences between them. The result shows that explicit teaching groups’ post-test scores are statistically significant over implicit teaching groups’ post-test scores.

## Keywords

focus on form, implicit teaching, explicit teaching, input enhancement, consciousness-raising tasks, requests, please

## Introduction

Focus on form is one of the teaching approaches which are now paid greater attention by Japanese researchers (e.g. Izumi, Takahashi). Focus on form approach focus on grammar since it is an approach for teaching grammar with overtly drawing learners’ attention to it in mean-focused classroom. However, in this study the efficiency of implicit teaching and explicit teaching, which is based on focus on form approach, is investigated by teaching pragmatics not grammar. Thus, pragmatics is focused in this study.

Pragmatic ability is an essential component of communicative competence and without it, it could cause communicative problems (Salazar, 2007). Many studies, including studies of implicit teaching and explicit teaching, tend to focus on the acquisition of syntactic and semantic forms rather than the development of pragmatic ability; however, even though learners master grammar and vocabulary of the target language, it does not mean

that learners understand pragmatic implications or the appropriate circumstances in using the forms. Therefore, this study investigates the efficacy of implicit teaching and explicit teaching of pragmatics, in this case, the usage of “please” in the area of request strategies toward second year high school students. The post-test scores are compared in each group to seek any statistically significant differences between them in order to see the efficacy of the two teaching approaches.

## 1 Focus on Form

Focus on form is one of the teaching approaches which overtly draw students’ attention to linguistic forms by teachers or other students through lessons focusing on meaning or communication (Long and Robinson, 1998). Focus on form is an analytic approach which is viewed by the students. In other words, the students have to acquire English by analyzing the patterns and form through conversation and tasks by themselves.

Focus on form is a basis of Interaction Hypothesis and it emphasizes the importance of interaction between learners and other speakers in order to develop their language knowledge. Noticing and attention is also important in focus on form. Noticing is the intended outcome of focus on form. By noticing the target forms in the input promotes learning and noticing promotes attention. The key point for focus on form is that the degree of the noticing and attention through interaction is connected to develop the language knowledge and language acquisition. This is where implicit teaching and explicit teaching comes in.

## 2 Implicit Teaching and Explicit Teaching

Noticing the target forms, or in this case pragmatics, is an important factor in focus on form. There are some discussions whether conscious, focal attention is necessary for acquiring languages (Doughty & Williams, 1998). Additionally, Doughty and Williams (1998) has mentioned that “the degree of

explicitness is purported to be connected, either positively and negatively, with ultimate attainment in language learning” (Doughty & Williams, 1998:229). Thus, explicitly or implicitly giving learners’ attention is important in language learning.

Doughty and Williams (1998) offers two pedagogical approaches which will be used in this study. These approaches are to guide the learners facilitate Second Language Acquisition (SLA) and to give learner’s attention to the target topics that they need to learn. The two approaches are implicit focus on form and explicit teaching. Implicit focus on form aims “to attract learner attention and to avoid metalinguistic discussion, always minimizing any interruption to the communication of meaning” (Doughty & Williams, 1998: 232). Explicit teaching aims “to direct learner attention and to exploit pedagogical grammar in this regard” (Doughty & Williams, 1998: 232). In other words, implicit focus on form is to give learners’ unconscious attention to form and explicit teaching is to give learners conscious attention to form.

Each approach has its own effectiveness in facilitating language acquisition. In implicit teaching, learners could deal with form, meaning and its function at the same time and create a form-meaning-function mapping incidentally. Muranoi (2006) mentions the effectiveness of explicit teaching. First, by providing linguistic information explicitly, learners may accelerate the speed of the development of the interlanguage. Secondly, by teaching forms explicitly, the learners will pay attention to linguistic forms in the input. Moreover, it helps learners to be sensitive to their grammatical errors and to correct them (Muranoi, 2006). Thus, the explicit and implicit teaching approach is effective in the process of language acquisition and to acquire a target language. In this study; however, the target topic is focused on pragmatics and not grammar.

## 2.1 Techniques for Implicit Teaching and Explicit Teaching

There are two techniques used in this study. In implicit teaching, input enhancement is used. Input enhancement is used in reading and speaking. Sharwood Smith (1993) suggests that this technique, including stress and intonation in teachers’ talk or color enhancement in printed text, can be an effective way to draw learners’ attention to form without explicit teaching (Sharwood Smith, 1993). Moreover, this technique does not directly teach target topic but attract learner’s attention to it naturally without conscious operations.

In explicit teaching, a consciousness-raising task was used. Consciousness-raising task is a task

which asks students to find the pattern of the target grammar in a sentence in which many target grammar points appear. The aim of this task is to increase learner’s attention to target forms by undergoing the inductive learning process. Simple explanation of grammar is also used, and it is important for learners to understand the input and to achieve a given task (Izumi, 2009). In this study, a consciousness-raising task asking students whether “please” can be used in four given dialogues is used.

## 3 Previous Studies

### 3.1 Explicit Teaching and Implicit Teaching for Pragmatics

Learning pragmatics through instruction has been investigated in many studies. Bouton (1994) has investigated the efficiency of explicit instruction to learn interpretation of implicature for 14 non-native speakers. He investigated whether classroom instruction on specific rules and patterns of implicatures could be efficient for acquiring interpreting skills quickly. The result had shown that formal instructions focusing on the more formulaic implicatures are highly effective to develop learners’ skills of using interpretation of implicatures. Thus, this study has shown that instructions are effective on learning pragmatic skills.

Tateyama (2001) investigated which instructions is efficient, implicit teaching or explicit teaching for 102 non-Japanese university students in Hawaii to learn Japanese *sumimasen* (Tateyama, 2001). The implicit group viewed a short video twice without receiving any explicit metapragmatic activities and the explicit group viewed a short video with explicit metapragmatic activities. He suggested that explicit group is effective in facilitating the acquisition of second language pragmatic routines. Overall, there were no significant differences in both groups. House (1994) investigated whether pragmatic fluency can be best acquired by implicit versions or explicit versions of the communication course to 32 advanced German university students of English (House, 1994). Implicit teaching groups received no metapragmatic information with teacher-initiated feedback. Explicit teaching groups received explicit metapragmatic information with handouts. The result has shown that both group advanced; however, explicit group was superior in realizing a more richly varied gambits and tokens. In these studies, explicit teaching groups showed an advantage over implicit teaching groups.

### 3.2 Input Enhancement and Other Techniques in Teaching Pragmatics

There were also other studies which investigated not only implicit teaching and explicit teaching itself but also the techniques. Martinez-Flor and Fukuya (2005) investigated input enhancement and awareness-raising tasks (Martinez-Flor & Fukuya, 2005). In their studies, 81 Spanish university students participated in learning head acts and downgraders in suggestions through implicit teaching with input enhancement and recast activities, and explicit teaching with awareness-raising tasks and receiving metapragmatic information. Both explicit and implicit groups improved significantly more than a control group. They found that the combination of two implicit teaching techniques were efficient in learning head acts and downgraders in suggestions.

Takahashi (2001) also investigated through different degree of input enhancement to teach target request forms to Japanese English as Foreign Language (EFL) learners. The result has shown that several learners under implicit input conditions noticed the target request forms and used them in the post-test even though, explicit teaching was the most effective condition. Moreover, Soler (2005) investigated implicit teaching and explicit teaching using input enhancement and awareness-raising tasks through teaching requests to 132 Spanish high school students. Even though explicit teaching had advantage over implicit teaching group, the two techniques were suggested to be effective in improving learners' linguistic competence.

From these studies, it suggests that input enhancement and awareness-raising tasks or consciousness-raising task is effective in learning pragmatics. Thus, in this study these two techniques are to be investigated through implicit teaching and explicit teaching.

## 4 The Main Study

Based on the Doughty & Williams' (1988) definition of implicit teaching and explicit teaching along with the previous studies, this study investigates which teaching approaches, implicit teaching or explicit teaching, is effective for second year high school students to understand the usage of "please". The research questions are:

1. Are there any statistically significant differences between explicit teaching and implicit teaching when teaching the usage of "please" in requests to high school students?
2. If there is a difference, which teaching method is more effective for student to

understand the usage of "please"?

Based on these research questions, two hypotheses are stated:

H1: Both Explicit Teaching Groups and Implicit Teaching Groups will improve their understanding of the usage of "please" in the post-test over the pre-test.

H2: Explicit Teaching Groups will improve their understanding of the usage of "please" in the post-test over Implicit Teaching Groups.

H3: Implicit Teaching Groups will have disadvantage on their understanding of the usage of "please" in the post-test over Explicit Teaching Groups.

### 4.1 Participants

146 second year high school students participated. There are 59 male and 88 female students and they are from four different English writing classes. The first two classes are from humanity course and other two classes are from science course. Students' age ranged from 16 to 17 years old and their English levels are varied, based on their EIKEN scores. However, there were no statistically significant differences between their English tests which was conducted at school reviewing what they have learned so far at the writing test,  $F(3,142)=1.99$ ,  $p>.05$  by one-way independent ANOVA. The four classes are arranged into two teaching groups; Implicit Teaching Groups and Explicit Teaching Group. For the limitation of dividing participants randomly into two groups, the groups were assigned in the four existent classes.

Table 1: Participant's EIKEN level

|   | 5 <sup>th</sup><br>level | 4 <sup>th</sup><br>level | 3 <sup>rd</sup><br>level | Pre-2 <sup>nd</sup><br>level | 2 <sup>nd</sup><br>level | others |
|---|--------------------------|--------------------------|--------------------------|------------------------------|--------------------------|--------|
| n | 1                        | 2                        | 41                       | 23                           | 2                        | 71     |

Table 2: Implicit Teaching Group and Explicit Teaching Group.

|                 | Implicit Teaching               | Explicit Teaching               |
|-----------------|---------------------------------|---------------------------------|
| Humanity Course | Implicit Teaching Group1 (n=39) | Explicit Teaching Group1 (n=39) |
| Science Course  | Implicit Teaching Group2 (n=33) | Explicit Teaching Group2 (n=35) |

## 4.2 Target Item

The usage of “please” in request is focused on this study. Since in Japanese junior high school or in Japanese high school the usage of “please” is not taught in detail, many students use it in an inappropriate situation. Fukushima (1990) investigated the performance of Japanese university students’ offer and request in English. She found out that students could not use appropriate expressions according to the situations and use it too direct in most situations. For example, one of the students said “Please sit down here.” (Fukushima, 1990, 21), and “Please borrow me your Madonna record” (Fukushima, 1990, 21). From this study, it seems that students have some confusion about the usage of “please”.

Stubbs (1983) has defined the word “please” as a marker of politeness or mitigation and its’ essential function is to get someone else to do something (Stubbs, 1983). It can co-occur only with declarative, interrogative, imperative and moodless clauses and a sentence which is interpretable as a request. These are the examples given by Stubbs (1983):

I’d like some more pudding, please.  
 Can I have more pudding, please?  
 Give me some more pudding, please.  
 More pudding, please.

(Stubbs, 1983: 72)

In other words, the word “please” cannot co-occur with an impetrative surface form which is not a realization of a request. In contrast, “please” cannot co-occur with statements, promises, offers, invitations, and threats:

\*He ate more pudding, please.  
 \*I promise you can have more pudding, please.  
 \*Would you like more pudding, please?  
 \*Do you want come to a party, please?  
 \*Give me more pudding or I’ll hit you, please.

(Stubbs, 1983: 72)

Stubbs (1983) also stated mainly three situations when the word “please” could be used. The first situation is when a hearer has an ability to perform an action. For example, “Can you (please) be a little quiet (please)” (Stubbs, 1983: 73). Secondly, when a speaker wishes that a hearer will perform an action. For example, when a boss requests the secretary, “Could you copy these documents (please)?” could be used with a “please”. Finally, it could be used in a situation where a hearer desires to do an action, for example, when a student asks another student, “Would you mind (please) not

making so much noise (please)” (Stubbs, 1983: 74). It however could not be in sentences concerned with reasons for doing action:

\*Ought you to eat quite so much spaghetti, please?  
 \*Why not stop here, please?  
 \*It would be a good idea if you left town, please?

(Stubbs, 1983; 74)

Thus, the word “please” is used as mitigation for request where a hearer has an ability and desire to do the action and at the same time, where a speaker wishes to perform the action. Sinclair, et al. (2009), the authors of “Collins COBUILD English Grammar” also states that the word “please” is used as a politeness marker when requesting to someone. For example, “Can I speak to Nicola, please?” or “Please may I have the key?” (Sinclair, et al., 2009: 444).

In this study, the use definitions given by Stubbs (1983) and Sinclair, et al. (2009) are used and to teach the usage of “please” effectively. The materials focus only on requesting and offering situations to teach the usage of “please”. Additionally, imperative sentences and questions starting from “would” “could” and “can” were only used in the handouts and tests to ensure a clear understanding of the usage of “please”. Moreover, not to make any confusion to high school students, the word “please” was given after each sentence.

## 4.3 Procedure

The treatment is conducted for one class lasting 50 minutes. The pre-test is given one day before the procedure and the questionnaire is provided as homework to submit after the treatment. Both procedures are conducted by the researcher and it is instructed mainly in Japanese to avoid the differences of the learners’ listening abilities which are not the target of this study.

### 4.3.1 Implicit Teaching in the Study

Participants in the Implicit Teaching Groups receives input enhancement without any explanation of the usage of “please”. They receive handouts with four written conversations which contain situations in requests and offers. These situations are made similar to their high school situations in order to engage their understanding, for example, part-time job situation and eating dinner at their friend’s house situation. In these handouts, the word “please” is typed in bold for input enhancement. They are asked to write down the answers to the given questions after each

conversation individually. The questions are mainly comprehension questions which also contain two guiding questions about the usage of “please”. The two questions ask students to find two dialogues which are inappropriate in the given situation. It is designed to attract the learners’ attention to the usage of “please”. After answering the questions, participants are asked to check their answers in groups of two to three. They are allowed to use Japanese when discussing. After they are given twenty minutes for discussion, answers are shared and checked in the whole class. Appendix A shows some examples of the dialogues and questions used in this teaching approach. Since it is not so often for participants to do such activities and group work, the present researcher walks around each group and guide them what to look for without mentioning any explanation of the usage of “please”.

#### 4.3.2 Explicit Teaching in the Study

In the Explicit Teaching Groups, participants receive consciousness-raising task and explanation of the usage of “please”. For consciousness-raising task, participants receive a handout with four dialogues in four situations. These situations are made similar to their high school situations in order to engage their understanding as in implicit teaching. They are asked whether the dialogue can add the word “please” or not. After, each participant answers the questions, they discuss it within a group of two to three whether “please” is needed in the four sentences. After they have discussed within the group, they are asked to exchange opinions with the whole class and receive a brief explanation of the usage of “please” with handout mentioning detailed information about the usage of “please”. Appendix B shows some examples of the activities used in this teaching approach.

### 4.4 Measurements

#### 4.4.1 Pre-test and Post-test

Pre-test and immediate post-test is conducted in this study. The pre-test and the post-test are both done in 10 minutes. Participants are asked to choose whether the dialogues are appropriate or not, and explain the reasons. 10 situations are given in these tests which are divided into five requesting situations and five offering situations. For example, participants are asked to judge if the following dialogue is appropriate for the situation given above:

You are at your friend’s house eating dinner. When you finished your dinner and are planning to go home, your friend’s mother says to you:  
*Have some ice-cream, please.*

The total test score is 50 points. For scoring, two points are given if participants write the right answer on choosing appropriate or inappropriate for each situations and 3 points for writing a correct reason. The reasons are written in Japanese. The reason must be based on what the researcher taught or are guided in the usage of “please” including the keys words, for example, “requests” and “offer”. Participants receive 3 points if they mention about requests and offer; however, only 2 points which only mention about the degree of enforcement on using the word “please”. Appendix C shows some examples of the questions given in the pre-test and post-test. The scores in the pre-test and the post-tests from each group are compared in this study.

#### 4.4.2 Questionnaire

As homework, questionnaire was given to each student. There were 29 questions to ask what they thought about the class and to see where both groups notice the main focus of the class to seek the affect of input enhancement and consciousness-raising tasks in each teaching approaches. The questions are about the main focus of the class including when they notice the main target, and what they thought about the activities and group work. In the question where they are asked to choose when they notice the main target of the class, they are allowed to choose as many answers as possible. There are also questions asking how they have done in their post-test compared to their pre-test after taking the session.

## 5 Results

### 5.1 Result for Hypothesis One

Firstly, each pre-test score of the four groups are submitted to one-way independent ANOVA to see whether there are statically significant differences between pre-test scores between each group. One-way independent ANOVA reveals that there are no statically significant differences between pre-test scores,  $F(3,142) = .56, p > .05$ . Thus, there are no statistically significant differences between pre-test scores in each teaching group.

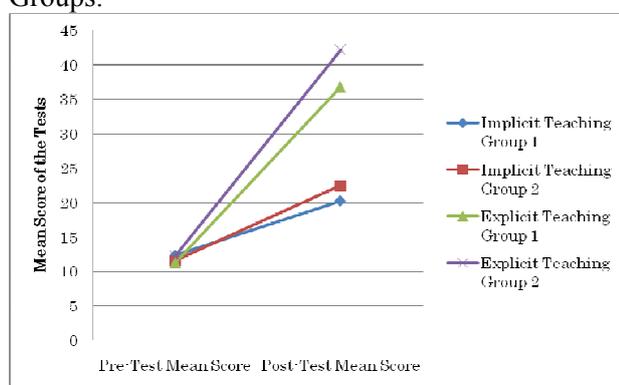
Secondly, pre-test and post-test scores are tested by dependent t-test to see whether Hypothesis 1 which is “Both Explicit Teaching Groups and Implicit Teaching Groups will improve their understanding of the usage of “please” in the post-test over the pre-test” is confirmed in this study. Table 3 shows the number of participants, mean and standard deviation of pre-test and post-test scores, degree of freedom, t-scores, and p-value. Table 4 is a graph which shows how four groups improved their scores.

Table 3: Data of Each Group.

|             | n  | Pre-test (50) |     | Post-test (50) |      | df   | t     | p     |
|-------------|----|---------------|-----|----------------|------|------|-------|-------|
|             |    | M             | SD  | M              | SD   |      |       |       |
| I<br>M<br>1 | 39 | 12.4          | 5.5 | 20.3           | 11.6 | 7.9  | -4.3  | p=.00 |
| I<br>M<br>2 | 33 | 11.6          | 4.4 | 22.5           | 10.8 | 10.8 | -5.4  | p=.00 |
| E<br>X<br>1 | 39 | 11.3          | 3.6 | 36.9           | 10.6 | 25.5 | -14.5 | p=.00 |
| E<br>X<br>2 | 35 | 12.3          | 3.3 | 42.2           | 9.9  | 29.9 | -16.1 | p=.00 |

IM: Implicit Teaching Group, EX: Explicit Teaching Group

Table 4: The Mean Scores of Pre-test and Post-test of Implicit Teaching Groups and Explicit Teaching Groups.



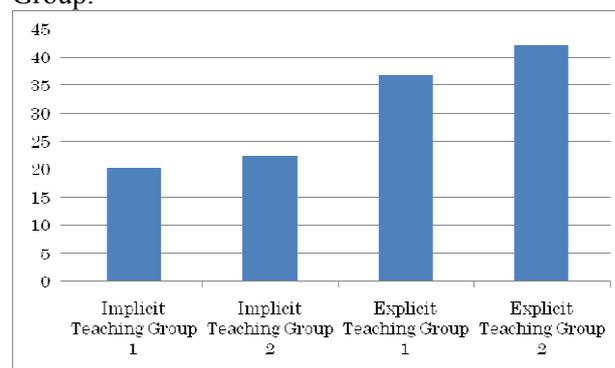
According to the Table 2, it is clear that all of the groups' post-test scores statistically significantly improved compared to the pre-test scores. Thus, it confirms the Hypothesis 1. Additionally, it seems that explicit teaching groups done better than implicit teaching groups.

### 5.2 Result for Hypothesis Two and Hypothesis Three

To confirm Hypothesis 2 "Explicit Teaching Groups will improve their understanding of the usage of "please" in the post-test over Implicit Teaching Groups" and Hypothesis 3 "Implicit Teaching Groups will have disadvantage on their understanding of the usage of "please" in the post-test over Explicit Teaching Groups", each post-test score of four groups is submitted to one-way independent ANOVA. According to one-way independent ANOVA, there are statistically significant differences between the scores of four teaching groups,  $F(3,142) = 35.96$ ,  $p < .05$ . Tukey post hoc test reveal that there is a statistically significant difference between Implicit Teaching Groups and Explicit Teaching Groups. Looking at the details, comparing the post-test scores of Implicit Teaching Group 1 ( $M=20.3$ ,

$SD=11.6$ ) with two Explicit Teaching Groups, Explicit Teaching Group 1 ( $M=36.9$ ,  $SD=10.6$ ) and Explicit Teaching Group 2 ( $M=42.2$ ,  $SD=9.9$ ) Tukey post hoc test reveals that there is a statistically significant difference to both explicit teaching groups,  $p=.000$ ,  $p < .05$ . Additionally, comparing the post-test scores of Implicit Teaching Group 2 ( $M=22.5$ ,  $SD=10.8$ ) with two Explicit Teaching Groups which are Explicit Teaching Group 1 ( $M=36.9$ ,  $SD=10.6$ ) and Explicit Teaching Group 2 ( $M=42.2$ ,  $SD=9.9$ ), Tukey post hoc test reveals that there is a statistically significant difference to both explicit teaching groups,  $p=.000$ ,  $p < .05$ . However, Tukey post hoc test reveals that there is no statistically significant difference between Implicit Teaching Group 1 ( $M=20.3$ ,  $SD=11.6$ ) and Implicit Teaching Group 2 ( $M=22.5$ ,  $SD=10.8$ ),  $p=.833$ ,  $p > .05$ . Moreover, Tukey post hoc test reveals there is no statistically significant difference between Explicit Teaching Group 1 ( $M=36.9$ ,  $SD=10.6$ ) and Explicit Teaching Group 2 ( $M=42.2$ ,  $SD=9.9$ ),  $p=.147$ ,  $p > .05$ . Table 5 shows each group's mean scores of the post-tests.

Table 5: The Mean Scores of the Post-test in Each Group.



Through looking at the Tukey hoc test, it is clear that there is a statistically significant difference between the two Implicit Teaching Groups and the two Explicit Teaching Groups. Thus, it confirms the Hypothesis 2 and Hypothesis 3.

## 6 Discussion

Looking at the results, there are two points to be stated. Firstly, both Implicit Teaching Groups and Explicit Teaching Groups have improved their test scores after taking the treatment. Additionally, from the questionnaire most students estimate themselves that they have done better in the post-test, compared to the pre-test. However, comparing Explicit Teaching Groups and Implicit Teaching Groups, Explicit Teaching Groups evaluate themselves slightly higher to be able to answer the post-test questions. This questionnaire result may show the effects of the statistically significant difference

between the post-test scores of Implicit Teaching Groups and Explicit Teaching Groups.

Secondly, Explicit Teaching Groups' post-test scores is statistically more significant than Implicit Teaching Groups', which reveals that explicit teaching is effective compared to implicit teaching. Through the questionnaire, most of the Explicit Teaching Groups find that they highly understand the usage of "please" through the combination of consciousness-raising task and explanation of the usage of "please". They thought that it was easier for them to draw their attention to the usage of "please". The explanation also gave them deeper understanding. In Implicit Teaching Groups, many students noticed "please" through input enhancement and by answering the questions. Comparing with students who paid attention to "please" in the class and students who had not paid attention or paid attention only after or before the treatment, the differences of the test scores in post-test were slightly different. Additionally, comparing with students who noticed "please" through input enhancement and activities, and students who noticed "please" through other factors, the differences of the test scores in post-test were also slightly different. It may be said that input enhancement and activities are effective for students to understand the usage of "please" even though in Explicit Teaching Groups' post-test scores are higher than Implicit Teaching Groups'. However, some Implicit Teaching Groups' students also mention that they wanted more explanation of the usage of "please" in order to understand deeper. Looking at the post-test answers, it is also seen that Implicit Teaching Groups understand the degree of enforcement of using the word "please" after offering dialogues; however, they cannot write down the words "request" and "offer" as a reason. In other words, the degree of understanding the usage of "please" might have caused the statistically significant differences in both groups.

## 7 Conclusion

As a result, both teaching are effective in understanding of the usage of "please"; however, explicit teaching has an advantage over implicit teaching. One of the reasons is that there was detailed explanation on the usage of "please" in Explicit Teaching Groups' treatment not in Implicit Teaching Groups. Secondly, even though Implicit Teaching Groups understand the usage of "please", the degree of their understanding is lower than Explicit Teaching Groups. They understand the word "please" gives a slight degree of enforcement when using in an appropriate situation; however, they cannot go deeper than that. This is also connected to the lack of explanation of the usage of

"please" in implicit teaching. However, if this procedure were conducted longer than this study, the result might have changed. This is one of the limitations of this study.

As a conclusion, even though this study showed that explicit teaching have advantage over implicit teaching, the techniques used in implicit teaching, for example, input enhancement, seems to be effective in order to draw students attention on the target topic.

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### Appendix A. Examples of Dialogues and Questions Used in Implicit Teaching Groups.

**Situation 3:** Kumi and Sarah are having dinner at Sarah's house.

Sarah: Kumi, pass me the salt, *please*?  
 Kumi: Here you go.  
 Sarah, could you pass me the potatoes, *please*?  
 Sarah: Sure.  
 Kumi: Thank you. These potatoes are delicious.  
 Sarah: I know. I'll tell you the recipe later.

**Situation 4:** Billy and Beth are friends. Billy is having dinner at Beth's house. Billy is full.

Beth: Billy, pass me the sauce, *please*?  
 Billy: Sure. Beth, can you pass me the salad, *please*?  
 Beth: Of course.  
 Beth's mother: Are you enjoying your meal?  
 Billy: Yes. I think I ate too much.  
 Beth's mother: There are more if you like. Have a cookie, *please*.  
 Billy: Huh???

1. What is Beth's mother doing? How does Billy feel after Beth's mother saying "There are more if you like. Have a cookie, *please*."?
2. There is an inappropriate conversation in one of the two situations. Find the inappropriate conversation and explain the reason why. (What are the differences between other conversations? Are there any differences in the situations?)

3. What would you say instead?

### Appendix B. Examples of Dialogues and Questions Used in Explicit Teaching Groups.

1. Discuss whether the following sentences can add *please*, or not?
2. Discuss the reason why.

**Situation 1:** You are at a coffee shop as a customer. When you want a coffee, you say to the staff:  
*Give me a cup of coffee.*

**Situation 2:** You are at your friend's house having dinner. When you tried to go home, your friend's mother says to you:  
*Have a cookie.*

### Appendix C. Four Example Test Questions from the Pre-test and the Post-test.

Answer whether the dialogues given in the following situations are appropriate or not, and explain the reason why.

1. You are throwing a party so you say to your friend:  
*Would you like to come to the party, please?*  
 {appropriate • inappropriate}
2. You are at the airport. You do not know when your flight will leave. You say to the airport staff:  
*Could you tell me what time the flight arrives, please?*  
 {appropriate • inappropriate}
3. You are doing a part-time job at a video rental shop. In order to make a membership card, you say to the customer:  
*Fill in this form, please.*  
 {appropriate • inappropriate}
4. You are doing a part-time job and you are tired from working too hard. Your manager noticed that and feeling sorry, he says to you:  
*Take a rest after you finish your work, please.*  
 {appropriate • inappropriate}