Research Article

Motivation and Second Language Pragmatics Performance

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Abstract: The relationship between pragmatic appropriateness and motivation is not a widely studied phenomenon. In this study, we investigate the role of promotion and prevention-oriented motivation on pragmatic appropriateness. Advanced level Turkish college students learning English as a Foreign Language (n=100) responded to regulatory motivation focus scale and a written discourse completion task which consisted of scenarios to elicit requests or opinions with different levels of imposition, power, and social distance. The findings showed that the students were more promotion oriented to achieve positive outcomes, and pragmatic appropriateness of their responses to the task was rated fair regardless of the imposition, power, and social distance depicted in the scenarios. Further studies could focus on the interplay between pragmatic appropriateness and factors such as gender and first language background.

Keywords: Discourse Completion Tasks (DCTs), English as a Foreign Language (EFL), motivation, pragmatic performance, regulatory focus.

1. Introduction

Interaction requires clarity and conciseness (Akilandeswari, Kumar, Freeda & Kumar 2015) with the fewest and the most appropriate words to convey your message and achieve a pure and clean speech (Gizi, 2021). Appropriacy shapes utterances according to regulative norms and assures fitting into the social constraints of a population (Ferrara, 1980). Pragmatics, the study of meaning in different sociocultural contexts, focuses on various key aspects, such as the speaker, contextual and implicit meanings and conversational principles (Thomas, 2014). To assess appropriateness in a second language (L2), different assessment tools such as discourse completion tasks (DCTs) could be used since they offer various contextualized speech acts (Ogiermann, 2018). Utterances conveying requests, invitations, compliments, and greetings can be listed among these speech acts (Searle et al., 1980). To exemplify, "Could you pass me the salt?" conveys a request, "Would you like to come with us?" conveys an invitation, "What a lovely dress!" conveys a compliment, and "Hi mate!" conveys a greeting.

Regardless of the plethora of research done on discourse tasks and their implications for students' proficiency skills and pragmatic awareness in a foreign language, there seems to be no consensus explaining why individuals with the same proficiency levels and pragmatic knowledge backgrounds come up with different responses to DCTs in various studies. Differences have been linked to cognitive capabilities (Voronin & Kochkina, 2017), personality traits (Barbey et al., 2014), and sociocultural factors (Kanik, 2013). The aim of the current study is to explore the effect of one other factor, the regulatory motivational focus, that is, prevention and promotion orientations of a person, on pragmatic performance as rated in the responses to the given scenarios. Regulatory focus, the need to seek pleasure and hide from pain (Higgins, 1997), is reported to affect academic performance (Rosenzweig & Miele, 2016). Besides, the scaffolding of a student's self-regulation has proven to be effective in terms of their task achievement (Hadwin et at., 2005). Given this background, the connection between regulatory focus types and response appropriateness to DCTs is worth investigating. The investigation of pragmatic competence helps instructors and curriculum developers design educational experiences utilizing both linguistic forms and social and contextual features of the language (Yang & Ren, 2020). Higgins' 'regulatory focus theory' (1997), which is the framework adopted for this study, is one way to study the relationship between pragmatic appropriacy and motivation.

Although pragmatic knowledge and metapragmatic awareness have been studied widely in the literature (e.g. Arabmofrad et al., 2019; Kıyançiçek, 2023; Kitis & Kitis, 2022), the relationship between regulatory focus and the performance on DCT in terms of pragmatic awareness is relatively an understudied area with pre-service teachers (e.g., Höl & Aygün, 2023; Tulgar, 2016). Given the theories on the significance of pragmatic awareness, this study explores the role of regulatory motivation on the pragmatic appropriateness of the responses given to eight scenarios in a DCT completed by the undergraduate students (n=100) at a state university in Türkiye. The aim is to provide pre-service teachers and teacher trainers with insight into the role of motivation in pragmatically appropriate responses in a foreign language.

2. Literature Review

2.1. The Role of Motivation and Regulatory Focus in L2 Pragmatic Competence

Previous research suggests that learners with advanced level grammatical competence may often lack knowledge of pragmatics in a second language (L2) (Jalilifar et al., 2011). In addition to pragmatic competence, motivation plays a crucial role in second language learning (Dörnyei & Ushioda, 2021). Different theories have been put forward to explore the relationship between pragmatic competence and L2 learner motivation. To exemplify, Alsmari (2023) found that the pragmatic engagement of Saudi EFL learners was significantly and positively correlated with their motivation for learning. Similarly, Yang and Ren (2020) highlighted the crucial role of motivation in language learning, stating that motivation toward a language predicts pragmatic awareness. Takahashi

(2015) asserted that while motivation and pragmatic awareness are related, there is no connection between motivation and pragmatic production.

Zhang and Papi (2021) also investigated the role of motivation on pragmatic performance by evaluating the DCT scores of Chinese EFL students (n=121). Motivation was investigated under promotion and prevention foci and the results revealed that there was a meaningful correlation between motivation and pragmatic performance. Specifically, the researchers reported that the promotion focus positively influenced pragmatic competence while prevention focus had a negative influence over performance. Similarly, Li et al. (2015) collected data from Chinese EFL students (n=85) using multiple-choice DCTs and semi-structured interviews. Their findings further revealed that motivation plays a significant role in enhancing pragmatic awareness, particularly when the learners were driven by intrinsic motivation. Kıyançiçek (2023) emphasized the significant relationship between motivation and pragmatic awareness by analyzing data from 235 Turkish EFL students this time. The findings revealed that the participants had high motivation and employed different strategies to use speech acts, which in turn enhanced their pragmatic competence.

To better understand how learners approach language learning and how this affects their pragmatic awareness and performance, it is helpful to explore theoretical frameworks that explain motivational orientations. One framework, the Regulatory Focus Theory (Higgins, 1997), may provide a valuable perspective on how individuals regulate their behavior to achieve language learning goals through differing motivational foci. It refers to two motivational principles that underlie to regulate behavior. While promotion focus revolves around the need for success and progress where goals are viewed positively as hopes, prevention focus centers on the worries about the need for security and consistency. That is, the prevention system is built upon avoiding loss and stress whereas the promotion system is characterized by positive outcomes and taking risks in pursuing goals (Higgins & Cornwell, 2016). Promotion focused learners are more eager to learn the foreign language, enjoy the learning process and seek their ideal L2 selves as opposed to prevention focused learners who are more cautious in language use and who exhibit higher levels of foreign language anxiety (Papi & Khajavi, 2021).

One of the various aspects of regulatory focus is feedback. In terms of regulatory focus, there are two types of feedback offered for use: promotion-focused and prevention-focused feedback. To uncover the effect of feedback type on different behaviors and motivation, several studies have been conducted (e.g., Förster et al., 2001; Förster et al., 1998; Shah et al., 1998; Zarrinabadi & Saberi-Dehkordi, 2024). The results portrayed that while promotion-focused individuals would prefer to strive for new accomplishments, prevention-focused individuals would protect their current status against failures (e.g., Förster et al., 2001; Förster et al., 1998; Molden & Miele, 2008; Molden et al., 2008, as cited in Zarrinabadi & Saberi-Dehkordi, 2024).

Naturally, approaches and methods that individuals prefer to motivate themselves differ from each other. For instance, Jiang and Papi (2022) stated that individuals may focus on chronic promotion and prevention at different levels according to their experiences and backgrounds. That is why a direct link between Regulatory Focus Theory and L2 acquisition has to be approached with caution. However, there have been studies conducted to observe if there is any correlation between different language skills and motivation. A study by Papi (2018) on regulatory motivation revealed a positive correlation between the task and the regulatory focus of learners' vocabulary learning outcomes. With respect to another productive skill, research on writing has also been carried out. 60 Korean EFL learners participated in a study regarding the exploration of whether a learner's regulatory focus can mediate the effects of writing genres such as essays and letters on linguistic complexity and accuracy. The interaction between genre and regulatory focus was significant (Eom & Papi, 2022). The researchers found that a promotion focus (i.e., oriented towards achieving positive outcomes) was associated with higher syntactic complexity and lexical density in the students' essays. In contrast, a prevention focus (i.e., oriented towards avoiding negative outcomes) led to more errors and less diversity in language use. Reflecting on these studies, it can be inferred that integrating aspects of regulatory motivation into the learning process effectively may lead to positive outcomes.

2.2. The Role of Motivation and Regulatory Focus in L2 Pragmatic Competence

There are various studies and methods to measure the efficacy and efficiency of data collection instruments to explore pragmatic knowledge. DCTs stand out as one of the most widely used tools designed to derive multiple occurrences of any speech act across a variety of situations (Beebe and Cummings, 1996). That is why it is crucial to use the right task and context whether it is a study on DCT or implementation of a teaching program or an interview. For instance, a speech act analysis project aimed at searching for apologies and requests in 5 different languages. The use of politeness strategies is deeply influenced by cultural norms such as the use of mitigating language, hedging, and other forms of linguistic politeness to soften the impact of requests and apologies (Blum-Kulka et al., 1989).

DCTs employed three context-dependent variables to explore the way speakers realize politeness (Brown & Levinson, 1987). Imposition (I) is concerned with the imposed cost to the hearer when a speaker makes a request or a demand (Martinze-Flor, 2007). For instance, asking for a ride to the airport has a high degree of imposition (I+) whereas asking for a spare eraser is low in imposition (I–). Power (P) refers to the hierarchical connection between the speakers. In social exchanges managers have higher power (P+) than their employees (P–). Social Distance (D) refers to the level of acquaintance between the interlocutors (Kida, 2011). When interacting with your close friends, social distance (D–) is low as opposed to interacting with strangers where the social distance is high (D+). When the degree of imposition, power and social distance was considered, promotion and prevention focused learners are expected to act differently (Zhang & Papi, 2021). For example, promotion-oriented learners are predicted to function better in (IPD+) contexts, but prevention-oriented learners are expected to perform better in (IPD–) contexts.

Considering the benefits and the drawbacks of different methodologies in data collection, the use of DCT yields for larger scale inter-language research thanks to its hypothetical questions or scenarios. Yet, it also comes with certain shortcomings. Ivanovska et al. (2016) stress that due to the lack of interlocutors' involvement, DCT does not depict lengthy negotiations that capture authentic discourse and language use. The DCT results in shorter written responses (Rintell & Mitchell, 1989). This implies that DCTs are unable to identify all the elements present in a particular speech act. However, DCT still plays an important role among data collection methods since it triggers multiple potential answers or alternative responses for the scenarios that might arise in real life.

3. Method

This descriptive case study investigates the interaction between L2 motivational focus and pragmatic learning in scenarios with a high degree of imposition, power, and social distance (i.e., IPD+) or a low degree of imposition, power, and smaller social distance (i.e., IPD–). We took motivation type (promotion vs. prevention) as the predictor and the pragmatic appropriateness of response ratings as the outcome variables since these factors are cited to affect the preferred linguistic forms (Wang et al., 2010). The following research questions were explored:

1. Are the EFL learners in the Turkish context more prevention or promotion oriented in their focus of motivation?
2. What is the relationship between second language speakers' regulatory focus and their L2 pragmatic production?

3.1. Procedure

First, the study was reviewed and approved by the University Board of Ethics (ID: 2025/01) on January 8th, 2025. The participants provided their written informed consent to participate in this study. Next, the participants completed an online survey through Google Forms, which had three different sections: a demographics questionnaire, which targeted to collect the background

information of the participants, a regulatory focus scale (adapted from Haws, Dholakia & Bearden, 2009), which targeted to reveal the focus of their motivation, and a written discourse completion task (adapted from Taguchi, 2013), the responses of which were used to evaluate the pragmatic performance of the participants on a task appropriate rubric. The responses were then entered into Excel Files anonymously to run descriptive and inferential statistics using SPSS (IBM, 2017).

3.2. Participants

The data was obtained from Turkish college EFL students (n=100) with an advanced level of proficiency in English. The participants were recruited through convenience sampling. The detailed information of the participants is given in Table 1.

Table 1

Participant Details

Category	Distribution	N (%)
Age	19	4 (4 %)
	20	11(11 %)
	21	33(33 %)
	22	24 (24 %)
	23	19 (19 %)
	24	9 (9 %)
Gender	Female	69 (%)
	Male	31 (%)
Grade	Sophomore	11 (%)
	Junior	44 (%)
	Senior	45 (%)
Prior Pragmatics Knowledge	Yes	70 (%)
	No	30 (%)

As summarized in the table above, the participant group consisted of 11 sophomore, 44 junior, and 45 senior students pursuing their departmental studies to become English language teachers. Among the participants, 69 were females and 31 were males. The age ranged from 19 to 24 with a mean age of 21.7 (SD=1.4). 70% of the participants reported that they had taken a course related to pragmatics before while 30% of the participants reported no prior instruction on L2 pragmatics.

3.3. Instruments

3.3.1. Regulatory Focus Questionnaire

The regulatory focus scale (see Appendix A) which consisted of 18 items (adapted from Haws et al., 2009) was given to explore the motivational orientations of the participants. Driven from psychology and marketing, the instrument was originally developed to investigate the regulatory focus of consumer behavior. Following Zang and Papi (2021), the scale is used to investigate the regulatory focus of motivation of foreign language learners. The scale is reported to have good internal consistency (α.70). There was an equal distribution of promotion and prevention focus among the items on the scale. While half of the items (items 3, 5, 6, 8, 12, 14, 16, 17, 18) were related to the promotion focus (e.g., Item 6: "I typically focus on the success I hope to achieve in the future." and Item 14: "I see myself as someone who is primarily striving to reach my "ideal self" – to fulfill my hopes, wishes, and aspirations."), the rest (items 1, 2, 4, 7, 9, 10, 11, 13, 15) were related to the prevention focus (e.g., Item 11: "I am more oriented toward preventing losses than I am toward achieving gains." and Item 15: "I see myself as someone who is primarily striving to become the self

I "ought" to be – fulfill my duties, responsibilities, and obligations."). The Likert scale the participants were asked to complete ranged from 1 to 5 where 1 meant strongly disagree, 2 meant disagree, 3 meant neutral and meant either agree and disagree, 4 meant agree and 5 meant strongly agree. The Cronbach's coefficient for the regulatory focus scale in this study was .77, suggesting acceptable internal consistency.

3.3.1. Written Discourse Completion Task and Pragmatic Performance Ratings

A total of eight different scenarios targeting requests (Items 1-4) and opinions (Items 5-8) (adapted from Taguchi, 2013) were given as the written Discourse Completion Task (DCT, see Appendix B). The aim was to assess the pragmatic competence of the participants in contexts with varying degrees of imposition, power, and social distance. The scenarios mirrored real-life conversational situations which can potentially provide insight on the speech act strategies of the participants' contextual pragmatic judgments (Taguchi & Roever, 2017). Each of the scenarios on the DCT was evaluated by the first two authors based on a task appropriate rubric adapted from Taguchi (2013). The raters had a standardization session to get familiar with the rubric and rated the responses to the DCT items individually. The interrater reliability between the raters was .95. The discrepancies were resolved by the third author. The rubric (see Appendix C) included a rating scale of five points where 1 meant very poor, 2 meant poor, 3 meant fair, 4 meant good and 5 meant excellent. Half of the scenarios (see scenarios 3,4,7,8) were classified as IPD +, and the other half as IPD– (see scenarios 1,2,5,6). A higher score indicated that the pragmatic production of the learner was more native-like. The Cronbach's coefficient for the DCT performance ratings was .92, suggesting good internal consistency.

4. Data Analysis

The responses to the regulatory focus scale were classified either as promotion and prevention focused motivation and the performance ratings were classified either as IPD+ or IPD–.. The data was then transferred to EXCEL sheets to report descriptive statistics in the form of means and standard deviations. We developed a general linear regression model with motivational focus (promotion vs. prevention) as the predictor variable and pragmatic ratings of the DCT scenarios as the outcome variable. To examine the relationship between the predictor and the outcome variable, Pearson's r correlation values and regression results were reported.

5. Results/Findings

The tables below present descriptive statistics of the predictor (motivation focus) and outcome (pragmatic appropriateness of responses to the DCT) variables. As given in Table 2, the predictor variable, motivational focus has two levels: promotion and prevention. First, the students are reported to exhibit higher promotion-oriented motivation.

Table 2

An item by item breakdown of tendencies on the Regulatory Focus Scale

Motivation	Items	Mean (SD)	Range	Tendency
	Item 3	4.1 (.93)	1-5	Agree
	Item 5	4.19 (.84)	1-5	Agree
	Item 6	4.1 (.87)	2-5	Agree
	Item 8	3.62 (1.19)	1-5	Agree
promotion	Item 12	3.72 (1.19)	1-5	Agree
	Item 14	3.96 (.96)	2-5	Agree
	Item 16	4.09 (.86)	1-5	Agree
	Item 17	4.02 (1.00)	1-5	Agree
	Item 18	3.62 (1.06)	1-5	Agree
	Total	3.94 (1.00)	1-5	Agree
	Item 1	4.01 (.93)	1-5	Agree
	Item 2	3.67 (1.16)	1-5	Agree
	Item 4	3.14 (1.39)	1-5	Neutral
Prevention	Item 7	3.32 (1.32)	1-5	Neutral
	Item 9	3.51(1.26)	1-5	Agree
	Item 10	3.84 (.99)	1-5	Agree
	Item 11	3.16 (1.20)	1-5	Neutral
	Item 13	3.49 (1.27)	1-5	Neutral
	Item 15	3.71(1.02)	1-5	Agree
	Total	3.54 (1.18)	1-5	Agree
Total		3.77 (.49)	1-5	Agree

In the Regulatory Focus Scale, the items with the highest means showed that students were inclined to have a future focused vision for themselves but also showed a fear of negative outlook. When the responses to the 18-item Regulatory Focus Scale were considered, the learners agreed upon promotion motivation-oriented items including item 5 (mean=4.19); item 3 (mean= 4.1); item 6 (mean= 4.1) and item 16 (mean= 4.09) in general. When prevention-oriented items were analyzed, the learners were not sure about item 4 (mean= 3.14), item 11 (mean= 3.16), and item 7 (mean= 3.32). The first research question addressed the dominant motivational focus the EFL learners had. There existed a weak but significant downhill negative correlation between motivation and response ratings, $r(1)=.18$, $p<.01$. The responses to the scale indicated that the students were more inclined to have a promotion oriented focus, $t(2)=7.80$, $p=<.001$.

The descriptive statistics for the outcome variable, that is, the rated pragmatic appropriateness of the responses with respect to imposition, power, and social distance is presented in Table 3:

Table 3

An item-by-item breakdown of tendencies on rated responses in the DCT

Focus	Items	Means (SD)	Range	Tendency
IPD–	Item 1	3.12 (1.31)	1-5	Fair
	Item 2	3.36 (1.35)	1-5	Fair
	Item 5	3.47 (1.45)	1-5	Fair
	Item 6	3.55 (1.41)	1-5	Good
	Total	3.38 (1.39)	1-5	Fair
IPD+	Item 3	3.34 (1.39)	1-5	Fair
	Item 4	3.49 (1.25)	1-5	Fair
	Item 7	2.88 (1.44)	1-5	Poor
	Item 8	3.60 (1.36)	1-5	Good
	Total	3.33 (1.40)	1-5	Fair
Total		3.36 (1.38)	1-5	Fair

DCT, Discourse Completion Task; IPD, Imposition, Power, and Distance

When the response ratings to the 8-item DCT scenarios were considered, the EFL learners showed better performance in making a request to a person with a higher degree of imposition, power and larger social distance (see item 8, mean= 3.60) than to the one with a lower degree of imposition, power and smaller social distance (see item 6, mean=3.55). None of the items had a mean higher than 3.60.

What is more, the students were viewed as successful in discerning requests (mean=3.33) as well as giving opinions (mean=3.40). They achieved the highest means for discerning requests in item 8 (mean= 3.60) and item 6 (mean= 3.55), while the highest means for giving opinions was observed in item 4 (mean= 3.49) and item 2 (mean= 3.36). Additionally, as IPD+ items had the highest means, it could be inferred that the students were more sensitive to the pragmatics of power and social distance. Yet, their responses were evaluated more poorly when the degree of imposition and power was low (mean=3.55, see item 6). The table below gives the correlational relationship between the variables. The correlation between motivation and the degree of imposition, power and social distance was weak and nonsignificant, $r(1)=.013$, $p=703$. The responses to the DTC indicated that the student responses did not differ significantly in terms of the degree of imposition, power or social distance, $t(1)=.38$, $p=.708$. The table below demonstrates the correlations between the type of motivation regulators and the rated appropriateness of the responses to the scenarios with varying degrees of imposition, power and social distance.

Table 4

Pearson correlations between predictors and pragmatic production measures

	DCT score	DCT IPD+	DCT IPD–
Promotion	.054	.054	.007
Prevention	.006	.008	.009

As seen in Table 4 above, the relationship between motivation and pragmatic performance ratings was weak and non-significant. Thus, the second research question was not borne out at a statistically meaningful level. The next table shows the results of the regression model, motivation type as the predictor and the rated responses as the outcome variable.

Table 5

The interaction between regulatory focus and DCT scores

Effects	Estimate	SE	*p*
Intercept	2.99	.88	.001
Promotion	.097	.185	.599
Prevention	-.008	.166	.963

As given in the Table above, for every additional degree of responses to the DCT, the expected number of promotion oriented motivational focus increases by .097 on average and the expected number of prevention oriented motivational focus decreases by .008.

6. Discussion

This study investigated the interplay between pragmatic knowledge appropriacy ratings and motivational focus of advanced level foreign language learners of English. The learners are found to be more promotion focused and preferred to aspire positivity over negative situations or feelings. Such motivation can provide learners with awareness to follow the right paths to deal with problems that might come up and their reaction to these problems may be adjusted. Participant responses to the given scenarios suggest that the higher pragmatic knowledge gets, the lower the prevention focus becomes. Even though items showed fairness in terms of pragmatic aspects, the means started to decrease as the hierarchy levels were lowered in scenarios. Although no significant correlation was observed between motivation orientation and response evaluations in discourse contexts, the learners were inclined to adapt their language with different levels of power and social distance to professors and friends in the scenarios.

The current study supports previous findings in the literature (e.g., Bardovi-Harlig & Bastos, 2011; Kinginger, 2008; Papi & Khajavy, 2021), which claim that learners with language proficiency tend to be more promotion oriented. In a typical interaction, prevention focused learners would worry about rejection or communication breakdowns or misunderstandings due to mistakes and would not risk any face loss while the promotion focused learners would not miss a single opportunity to internalize the contextualized use of the target language especially in IPD+ situations. This study confirmed the findings of Zhang and Papi (2021) in the sense that even though the regulatory focus of Turkish EFL learners were more promotion oriented, their regulatory focus of motivation did not play a significant role on their pragmatic performance. What is more, both their regulatory function of motivation and the way motivation is internalized in different life experiences must be considered in explaining EFL learners' pragmatic competence (Papi, 2016; 2018).

The regulatory focus theory in applied linguistics closely relates to the L2 motivational self-system which acts either as a model for future ideal and ought to L2 self-guides (Teimouri, 2017). The finding that the participants in this study were more promotional oriented suggests that they have an ideal L2 self-model and are sensitive to the presence or absence of positive outcomes in L2 communication and tend to pursue their ideals and desires rather than fulfilling their expected images (Dörnyei, 2009). Similar to previous findings in the literature (e.g., Papi & Teimouri, 2012; Taguschi et al., 2009) the ideal L2 self of the learners in the current study could be a strong predictor of motivation and language learning experience.

7. Conclusion/Implications and Suggestions for Further Work

This study investigated the potential link between the regulatory focus and the DCT performance. The sample group completed a series of scenarios that required them to provide answers regarding how they would respond to certain hypothetical situations. A total of 8 situations necessitated providing responses utilizing speech acts of either making requests or giving opinions. The results revealed that there is a positive connection between promotion motivation and the performance of the tasks.

Overall, the crucial role of pragmatic performance for mastery in a foreign language cannot be denied. Thus, there is a need in educational settings to create experiences incorporating pragmatic activities. Among many opportunities that can be adapted so as to introduce pragmatics implicitly or explicitly in the English language classrooms, DCTs are regarded as beneficial since they necessitate task orientation and pragmatic knowledge at the same time (Ogiermann, 2018). Herein, the type of focus that underlies a person's motivation is of great significance as it may alter the way of thinking and reflecting. Hence, it is indispensable to address pragmatics in English language classrooms and also in English language teaching programs by means of providing the other variables and their manifestations in the language learning and teaching process (Takahashi, 2023).

This study offers implications for foreign language learning and teaching settings. First, the development of pragmatic awareness should be promoted in language programs and classrooms since it brings about positive impacts on one's overall language ability and worldview, as well (Eslami-Rasekh et al., 2004). Second, explicit teaching of pragmatic cues may also be suggested since it may have a positive effect on linguistic awareness in turn (Taguchi & Roever, 2017). This kind of overt teaching of pragmatics may also be facilitated at college level with ELT department learners too. It may particularly be useful with practicum courses in which pre-service teachers get a chance to practice teaching approaches and methods. Lastly, for learners to be able to enhance their linguistic and metapragmatic abilities, they should have opportunities via which they are exposed to different tasks that contain pragmatic cues and encounters. Thus, textbook writers, curriculum developers, and other stakeholders should support teachers to utilize authentic task-based activities that include pragmatics-oriented items. In light of the findings, further studies carried out could be improved in terms of different variables and participants. This would allow other researchers to conduct studies and connect other aspects of the assessment of language skills or proficiency to implement better functioning tools.

Furthermore, teachers may get useful insights on how to create a fruitful teaching environment to support various feedback needs of the students and decide on the materials and instructional styles to be used. Some students may have trouble giving pragmatically acceptable responses in social exchanges. This could be improved by using the right context for learners as pragmatic knowledge promotes the development of productive and receptive skills. Even though the DCTs are made up as hypothetical scenarios, they may provide situation-based practices for both learners and teachers to excel in L2. The mentioned factors may change from audience to audience, but the analysis highlights the importance of positive awareness. That is why promotion focused feedback could be useful for most learners in foreign language classrooms.

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Appendices

Appendix A

Regulatory Focus Scale (adapted from Haws et al., 2009)

REGULATORY FOCUS SCALE

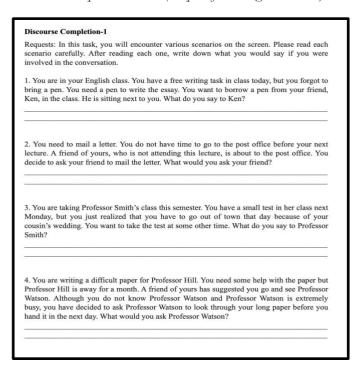Please rate the following statements on a scale from 1 to 5, where:
1 = Strongly Disagree
2 = Disagree
3 = Neutral
4 = Agree
5 = Strongly Agree

Use this scale to indicate the extent to which you agree or disagree with each statement.

1. In general, I am focused on preventing negative events in my life.
2. I am anxious that I will fall short of my responsibilities and obligations.
3. I frequently imagine how I will achieve my hopes and inspirations.
4. I often think about the person I am afraid I might become in the future.
5. I often think about the person I would ideally like to be in the future.
6. I typically focus on the success I hope to achieve in the future.
7. I often worry that I will fail to accomplish my academic goals.
8. I often think about how I will achieve academic success.
9. I often imagine myself experiencing bad things that I fear might happen to me.
10. I frequently think about how I can prevent failures in my life.
11. I am more oriented toward preventing losses than I am toward achieving gains.
12. My major goal in school right now is to achieve my academic ambitions.
13. My major goal in school right now is to avoid becoming an academic failure.
14. I see myself as someone who is primarily striving to reach my "ideal self" – to fulfill my hopes, wishes, and aspirations.
15. I see myself as someone who is primarily striving to become the self I "ought" to be – fulfill my duties, responsibilities, and obligations.
16. In general, I am focused on achieving positive outcomes in my life.
17. I often imagine myself experiencing good things that I hope will happen to me.
18. Overall, I am more oriented toward achieving success than preventing failure.

Appendix B

Discourse Completion Tasks (adapted from Taguchi, 2013)

Discourse Completion-1

Requests: In this task, you will encounter various scenarios on the screen. Please read each scenario carefully. After reading each one, write down what you would say if you were involved in the conversation.

1. You are in your English class. You have a free writing task in class today, but you forgot to bring a pen. You need a pen to write the essay. You want to borrow a pen from your friend, Ken, in the class. He is sitting next to you. What do you say to Ken?
_____
_____

2. You need to mail a letter. You do not have time to go to the post office before your next lecture. A friend of yours, who is not attending this lecture, is about to the post office. You decide to ask your friend to mail the letter. What would you ask your friend?
_____
_____

3. You are taking Professor Smith's class this semester. You have a small test in her class next Monday, but you just realized that you have to go out of town that day because of your cousin's wedding. You want to take the test at some other time. What do you say to Professor Smith?
_____
_____

4. You are writing a difficult paper for Professor Hill. You need some help with the paper but Professor Hill is away for a month. A friend of yours has suggested you go and see Professor Watson. Although you do not know Professor Watson and Professor Watson is extremely busy, you have decided to ask Professor Watson to look through your long paper before you hand it in the next day. What would you ask Professor Watson?
_____
_____

Discourse Completion-2

Opinions: In this task, you will encounter various scenarios on the screen. Please read each scenario carefully. After reading each one, write down what you would say if you were involved in the conversation.

1. You are working on a paper for a class with your classmate, Cindy. You and Cindy are very close friends. Cindy asked you to check the first draft of her paper. The paper is well-written, but you think the introduction is too long. What do you say to Cindy?
_____
_____

2. You and your classmates are deciding where to study for the upcoming exam. After some discussion, everyone seems to agree on the library, which is not a good option for you since it's too far away from where you live. What do you say to your classmates?
_____
_____

3. You're taking Professor Williams' business class. He gave you a mid-semester grade of C, but you don't think it's fair. You missed three classes and didn't speak up in class much, but you always turned in homework on time and got 80% on the test. You go to Professor William's office to explain. What do you say?
_____
_____

4. You are meeting with Professor Barron to discuss your plans for the incoming semester. He suggested you take a statistics course because he believes that it will be useful for you. You don't want to take the course this soon, since it's challenging and has too many assignments for you to handle with in your already busy schedule. You plan to take it next year instead of this year. What do you say to Professor Barron?
_____
_____

Appendix C

Rubric used for the evaluation of DCTs (adapted from Taguchi, 2013)

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5 *Excellent*
Almost perfectly appropriate and effective in the level of directness, politeness and formality.

4 *Good*
Not perfect but adequately appropriate in the level of directness, politeness, and formality. Expressions are a little off from target-like, but pretty good.

3 *Fair*
Somewhat appropriate in the level of directness, politeness, and formality. Expressions are more direct or indirect than the situation requires. (e.g., What did you speak?)

2 *Poor*
Clearly inappropriate. Expressions sound almost rude or too demanding. (e.g., You say that?)

1 *Very poor*
Not sure if the target speech act is performed.