EDICIONES COMPLUTENSE

Complutense Journal of English Studies
ISSN-e: 2386-3935

ESTUDIOS

Suggestions: An integrated taxonomy and its pedagogical application in L2 pragmatic instruction

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https://dx.doi.org/10.5209/cjes.101783 Recibido 23/03/2025 • Aceptado: 10/10/2025

Abstract: This article presents a unified taxonomy of linguistic strategies and politeness markers for making suggestions in English, alongside guidelines for its integration into second/foreign language (L2) pragmatics instruction. In response to the lack of systematic frameworks for analyzing this speech act in recent decades, the development of such a typology is essential. Drawing on four existing classification systems, the taxonomy incorporates both the inherent features of the speech act and language-related factors–such as directness and mitigation–that influence its realization. The second part of the article proposes an instructional sequence for teaching suggestions in L2 contexts, designed to implement the unified taxonomy while incorporating five key instructional components: input presentation, awareness-raising, metapragmatic instruction, communicative practice, and feedback. This sequence aligns with current conceptualizations of L2 pragmatics, promotes learner agency, and underscores the teacher's role in supporting learners as they negotiate their identity through pragmatic choices.
Keywords: L2 pragmatics; speech acts; suggestion taxonomy; explicit instruction; language learning strategies

ESP Sugerencias: una taxonomía integrada y su aplicación pedagógica para la enseñanza de la pragmática en L2

Resumen: Este artículo presenta una taxonomía unificada de estrategias lingüísticas y marcadores de cortesía para la formulación de sugerencias en inglés, junto con pautas para su integración en la enseñanza de la pragmática en segundas lenguas o lenguas extranjeras (L2). Ante la ausencia de marcos sistemáticos para el análisis de este acto de habla en las últimas décadas, el desarrollo de una tipología de tal naturaleza resulta fundamental. Basada en cuatro sistemas de clasificación previos, la taxonomía integra tanto las características inherentes al acto de habla como factores lingüísticos, como la directividad y la mitigación, que inciden en su realización. La segunda parte del artículo propone una secuencia didáctica para la enseñanza de las sugerencias en contextos de L2, diseñada para aplicar la taxonomía unificada e incorporar cinco componentes clave en la instrucción: presentación de la información, toma de conciencia, instrucción metapragmática, práctica comunicativa y retroalimentación. Esta secuencia se alinea con las concepciones actuales de la enseñanza de la pragmática en L2, fomenta la agencia del estudiante y subraya el papel del profesor como facilitador en el proceso mediante el cual los estudiantes negocian su identidad a través de sus elecciones pragmáticas.
Palabras clave: pragmática en L2; actos de habla; taxonomía de las sugerencias; instrucción explícita; estrategias de aprendizaje de lenguas

How to cite: Márquez, D., & Martínez-Flor, A. (2025). Suggestions: An integrated taxonomy and its pedagogical application in L2 pragmatic instruction, en *Complutense Journal of English Studies* 33, e101783. https://dx.doi.org/10.5209/cjes.101783

1. Introduction

Suggestions as a speech act remain underexplored and lack systematic frameworks for analysis (Sharqawi and Anthony 2019), which limits cross-study comparisons and practical applications. While existing taxonomies (e.g., Martínez-Flor 2005; Li 2010) highlight various classifications, inconsistencies persist. Pedagogical approaches to teaching suggestions (e.g., Abolfathiasl and Abdullah 2015; Chalak and Abbasi 2015; Rajabi and Farahian 2013) often misalign with core second/foreign (L2) pragmatics principles. Despite evidence supporting explicit instruction (Plonsky and Zhuang 2019; Taguchi 2015), models differ in integrating metapragmatic awareness and structured practice, compounded by challenges such as limited authentic input (Cohen and Ishihara 2013), learner variability (Sykes 2013), and difficulty in providing pragmatic feedback (Bardovi-Harlig 2017).

This study presents a revised taxonomy for suggestion strategies (adapted from Márquez 2022) and an instructional framework grounded in pragmatic research. It refines Martínez-Flor's (2005) categorization for greater coherence and enhances Martínez-Flor's (2010) instructional model by preserving key components–input, awareness-raising, metapragmatic explanations, practice, and feedback–essential for pragmatic competence. Furthermore, it highlights learner agency in speech act acquisition and the teacher's role in identity negotiation (Ishihara 2019, 2022). The first section below revises the taxonomy, while the second outlines the instructional sequence and classroom applications, bridging theory and pedagogy to advance both L2 pragmatics research and instruction.

2. Towards an integrated taxonomy for suggestions

Pragmatics, defined as the study of language in use (Levinson 1983), has evolved through the integration of linguistic and social science perspectives (Youn 2013). While also encompassing cognitive processes (Sperber and Wilson 1995, 2005), the study of pragmatics here focuses on how meaning emerges through interaction, viewing language as both a communicative tool and a means of social connection within sociocultural frameworks (Grice 1989). Key aspects include interaction-driven meaning-making, the use of linguistic and non-linguistic signals, and the social consequences of language choices (LoCastro 2003). Within this field, L2 pragmatics examines how learners acquire and use pragmatic knowledge–what, when, and to whom to say something–as they adapt linguistic resources to social contexts (Bardovi-Harlig 2013). Traditional models distinguish between pragmalinguistics (language forms and communicative strategies) and sociopragmatics (contextual factors like power and imposition, as well as interactional norms) (Culpeper et al. 2018), though recent research highlights the dynamic interaction between these dimensions.

Building on this, Taguchi (2019) conceptualizes L2 pragmatic competence as comprising three interdependent elements: pragmalinguistic and sociopragmatic knowledge, interactional adaptability, and agency. This perspective emphasizes not only linguistic accuracy and cultural appropriateness but also the ability to adjust language to fluid interactions and navigate social identities and communicative goals. Rather than merely acquiring norms, learners actively negotiate, modify, and sometimes challenge them in interaction. This study explains below how Taguchi's conceptualization of pragmatics is adopted to guide the development of a taxonomy of suggestions and related instructional guidelines, informed by theoretical insights into how learners construct and interpret suggestions across interactional contexts.

2.1. The speech act of suggestion

Suggestions, a type of directive speech act (Searle 1969), aim to prompt the hearer to commit to a future action while allowing them the freedom to accept or reject the proposal based on their assessment of the speaker's intent (Bach and Harnish 1979; Haverkate 1984). As illocutionary acts (Austin 1962), suggestions differ from other directives like requests in that they do not carry the same expectation of compliance, giving the hearer discretion in deciding whether to act (Allan 1986). This positions suggestions along a continuum of obligation, with varying levels of expected commitment from the hearer.

Politeness plays a critical role in L2 pragmatic competence, particularly in reducing social friction during directive speech acts (Taguchi 2009). Politeness strategies help maintain rapport and protect the hearer's social standing by mitigating face threats (Brown and Levinson 1987). According to Goffman (1967), face-threatening acts (FTAs) occur when an utterance challenges the hearer's self-esteem or social identity. To lessen face threats, speakers can use strategies such as positive politeness for low-threat situations or negative politeness for higher-threat interactions, adjusting based on factors like social distance, power, and imposition.

When making suggestions, speakers assess contextual factors and use linguistic devices to mitigate directness and soften face threats, potentially benefiting the hearer, the speaker, or both. External (e.g., compliments) and internal (e.g., adverbial qualifiers) modifiers serve this function (Blum-Kulka and Olshtain 1984). For instance, 'You could get your dad a tie' offers a suggestion benefiting the hearer, while 'We could get your dad a tie' expresses mutual benefit and solidarity through the inclusive 'we' (Scheibman 2014; Planken 2005). Without such resources, suggestions may be perceived as highly indirect commands or may carry the risk of negative social consequences. These variations reflect the speaker's awareness of social dynamics and the need to balance directness with respect.

2.2. Early taxonomies of suggestions

The study of suggestion speech acts has evolved with a few taxonomies developed to analyze their conveyance and interpretation. Martínez-Flor's (2005) pioneering model integrates speech act theory (Searle

1969), politeness theory (Brown and Levinson 1987), and the maxim of congruence (Bardovi-Harlig and Hartford 1993). Subsequent models by Jiang (2006), Li (2010), and Abolfathiasl and Abdullah (2013) expand on this framework, adding linguistic structures and addressing politeness and contextual factors. Table 1 summarizes these taxonomies.

Table 1. Taxonomies of linguistic suggestion strategies

Type of suggestion	**Martínez-Flor (2005)**	**Jiang (2006)***	**Li (2010)**	**Abolfathiasl and Abdullah (2013)**
Direct	Imperative	Imperative	Mood derivable	Imperative
	Negative imperative	(-)	(+)	(+)
	(-)	Let's	(+)	Let's
	Performative	Performative	Performative	Performative
	Noun of suggestion	(+)	(-)	(+)
	(-)	(-)	Pure statement	(-)
	(+)	(+)	Obligation statement	(+)
	(-)	(-)	Inclination statement	(-)
	(+)	(+)	Ability statement++	(+)
Conventional or conventionally indirect	Possibility or probability	Modal and semi-modal	(+)	Modal and semi-modal
	Should	(+)	(+)	(+)
	Need	(+)	(+)	(+)
	Specific formula	Wh-question	Suggestory formula	Wh-question
	(+)	Yes-no question	Query preparatory	Yes-no question
	Conditional	Conditional	(-)	Conditional
Indirect or non-conventionally indirect	Impersonal	Extraposed to-clause	(-)	Extraposed to-clause
	(-)	Pseudo-cleft structure	(-)	Pseudo-cleft structure
	Hint	(-)	Hint	Hint

Note. * = Type-unspecified suggestions. (-) = Strategy excluded. (+) = Strategy merged. ++ = Conventional or conventionally indirect in other taxonomies.

Martínez-Flor (2005) categorizes suggestions into three types: direct (explicitly stating the speaker's intent), indirect (requiring the hearer to infer the suggestion), and conventionalized (indirect but including illocutionary indicators). The most forceful but potentially impolite suggestions involve imperatives (Koike 1996), while the most indirect, polite suggestions are often hints (Bardovi-Harlig and Hartford 1996). Martínez-Flor also identifies three internal downgrading strategies–downtoners (e.g., perhaps), minus committers (e.g., I think), and forewarnings (e.g., I'm not sure, but...)–to mitigate suggestion force.

Drawing on data from authentic contexts and textbooks, Jiang (2006) categorizes suggestions based on grammatical features. She identifies nine types, including the quasi-imperative 'let's,' modal and semi-modal verbs, conditionals, and pseudo-cleft constructions. The 'let's' strategy, the most frequent in her study, often conveys authority through inclusive-we forms. While Jiang does not focus on mitigation strategies, she notes that hedges like 'just' and 'probably' help reduce face threats.

Li (2010) further refines suggestion taxonomies by examining how illocutionary force is conveyed through grammatical, lexical, or semantic cues. He identifies six types of direct suggestions (e.g., mood derivables, ability statements) and two types of conventionally indirect ones (i.e., query preparatories, suggestory formulas). For non-conventionally indirect suggestions, hints are the only strategy. To mitigate face threats, Li also introduces internal (e.g., subjectivizers, downtoners) and external (e.g., grounders, preparators) redressive strategies.

Finally, Abolfathiasl and Abdullah (2013) build on these models by incorporating additional pragmatic strategies. They retain the 'let's' form and subdivide modal and semi-modal verbs, while distinguishing yes-no questions from wh-questions, in contrast to previous models' broader interrogative categories. Their framework also emphasizes politeness strategies, recognizing suggestions as FTAs and providing both internal and external redressive actions to mitigate the imposition.

2.3. An integrated taxonomy for suggestions

This updated taxonomy refines Martínez-Flor's (2005) model by integrating two decades of research to better support researchers and educators. It streamlines suggestion types, consolidates strategies into two categories, and enhances redressive actions, aligning with Taguchi's (2019) framework on L2 pragmatic competence. These revisions improve learner comprehension, instructional clarity, and cross-cultural communication.

2.3.1. Alignment with speech act theory

A key revision in this taxonomy is the simplification of Martínez-Flor's (2005) three-tiered classification–direct, conventionalized, and indirect–into two categories: direct and indirect (see Table 2). This change aligns with Searle's (1969) distinction between speech acts, where directness reflects an explicit form-function match, while indirectness relies on inferential processes. The removal of 'conventionalized' suggestions follows

Koike's (1996) view that these forms occupy points along a continuum of directness, with their placement shaped by speaker agency and contextual analysis.

Table 2. Integrated taxonomy for suggestion strategies

Type	**Strategy**	**Pragmalinguistic form**
Direct suggestion	Performative	I/we (would) suggest/recommend/propose...
	Noun of suggestion	My/our suggestion/proposal is/would be...
	Imperative	Take them to... Don't take them to... Let's take them to...
	Pure statement	I/we take them to the opera...
	Obligation statement	You/we must/should... You/we have/need to... You'd/we'd better...
	Inclination statement	I/we want to... I/we (would) like to... I/we will/would... I'm/we're going to...
	Ability statement	You/we can/could/may/might...
Indirect suggestion	Suggestory formula	How/what about...? Why don't you/we...?
	Query preparatory	Can/could/would you/we...? Have you thought about...?
	Conditional	If you/we... If I were you...
	Impersonal	One thing (that you can do) would be... Here's one possibility... There are a number of options that you... Another thing to keep in mind is... It would be helpful if you... It might be better to... A good idea would be... It would be nice if... What... is... It is... to... It never hurts to... It won't/wouldn't hurt to...
	Hint	I've/we've read/heard that... I'm/we're thinking of... The downtown is a great place to visit. Do you think they like to walk the city?

Blum-Kulka (1989) emphasizes that speech act categorization should prioritize interpretive processes over rigid structures. While conventionalized suggestions exhibit recurrent patterns, their classification depends on contextual explicitness, reinforcing the idea that directness is a spectrum rather than a fixed set of categories. This binary distinction preserves theoretical clarity and simplifies pragmatic instruction without misrepresenting linguistic reality.

Additionally, listener interpretation plays a central role in differentiating direct and indirect speech acts (Trosborg 1995). Direct suggestions minimize inferential demands, whereas indirect ones require context-dependent understanding. From a relevance-theoretic perspective, such indirectness entails greater processing effort but can also yield cognitive effects, for example, signaling politeness or mitigating imposition (Sperber and Wilson 1995). Refining Martínez-Flor's (2005) model enhances both theoretical precision and pedagogical applicability. This refinement supports learning by reducing cognitive overload in instruction (Kasper and Rose 2002) and increasing salience. In turn, these effects align with Schmidt's (1993) noticing hypothesis, which posits that explicit categorization helps learners recognize and internalize pragmatic patterns.

2.3.2. Direct suggestion strategies

The refined taxonomy of direct suggestions preserves Martínez-Flor's (2005) core categories while integrating empirical insights. First, performative verbs and suggestion nouns remain distinct, countering

Abolfathiasl and Abdullah's (2013) merger. Performative verbs explicitly signal the act of suggesting and are prevalent in hierarchical contexts, whereas suggestion nouns, often softened by auxiliary structures, appear more frequently in collaborative discourse (Condoravdi and Lauer 2012; Locher 2004). This distinction enhances pragmatic adaptability (Taguchi 2019), equipping learners to navigate varying social dynamics.

Second, the imperative 'let's,' previously excluded for its speaker-inclusive nature, is incorporated due to its frequency and pragmatic flexibility (Jiang 2006). While Abolfathiasl and Abdullah (2013) propose classifying it separately, this model retains it under imperatives based on its structural function (Biber et al. 1999). Li (2010) highlights that 'let's' fosters group cohesion, making it particularly effective in instructional discourse. Pragmatically, its inclusion reinforces politeness, teamwork, and shared responsibility, supporting instructional clarity (Taguchi 2011).

Third, modal and semi-modal verbs, previously labeled conventionalized by Martínez-Flor (2005), are reassigned as direct strategies. These verbs convey directive force through obligation, ability, or inclination (Coates 1983; Palmer 2001). While they allow for nuanced variation, their reliance on explicit illocutionary markers supports their classification as direct strategies (Li 2010), aligning with theories emphasizing transparency in speech acts (Searle 1969).

Fourth, pure statements are introduced as direct suggestions. Although some argue they lack directive force, Li (2010) contends that explicit recommendations retain directness through semantic clarity. In structured settings, such statements present clear actions without requiring inferential processing (Yule 1996).

2.3.3. Indirect suggestion strategies

Martínez-Flor's (2005) taxonomy of indirect suggestions undergoes three refinements (see Table 2). One adjustment is the inclusion of query preparatories, previously omitted despite their role in gauging hearer receptivity (Li 2010). Typically structured as yes-no questions (Abolfathiasl and Abdullah 2013; Jiang 2006), these forms exemplify indirectness by embedding the suggestion within an inquiry, shifting interpretive responsibility to the listener (Yule 1996). Their alignment with indirect strategies is further supported by Brown and Levinson's (1987) politeness theory, as they reduce imposition and enhance hearer autonomy.

Another revision involves changing the label from Martínez-Flor's (2005) 'specific formulas' to Li's (2010) 'suggestory formulas,' a term that more clearly reflects their function as structured pragmatic routines. This clarification highlights their reliance on contextual cues rather than conventionalized phrasing, reinforcing their classification as indirect strategies.

A final refinement recategorizes conditionals from conventionalized to indirect strategies. Although 'if' typically signals possibility (Brown and Levinson 1987), conditionals frame suggestions in a non-imposing manner, requiring the hearer to infer intent (Fraser 1980). By presenting a hypothetical scenario, they soften directives, mitigate imposition, and promote hearer autonomy–key features of Brown and Levinson's (1987) off-record strategies. This reclassification aligns with indirectness and supports social harmony in formal contexts (Blum-Kulka 1989).

2.3.4. Redressive actions

Suggestions often require redressive actions to mitigate face threats. Martínez-Flor (2005) identifies three downgraders–downtoners, minus committers, and forewarnings–within the internal modality markers proposed by House and Kasper (1981). However, this taxonomy needs refinement.

Li (2010) distinguishes between internal and external redressive actions. Internal actions, like downtoners, soften suggestions but are not essential for their classification. External redressers, such as grounders, further mitigate the intrusive nature of suggestions. Martínez-Flor (2005) categorizes forewarnings as internal, but their role in anticipatory information aligns them with external strategies, highlighting their importance in framing suggestions interpretively (Blum-Kulka 1989).

Martínez-Flor's (2005) limited set of modality markers requires expansion to incorporate both internal and external categories, as suggested by Li (2010). This broadens the taxonomy and provides learners with more pragmatic tools for diverse social and intercultural contexts (Taguchi 2011). As Ishihara (2022) notes, interactional pragmatics varies across contexts, and a narrow set of markers overlooks global mitigative strategies. Expanding these markers improves the model's versatility and is essential for effective intercultural communication.

Table 3 introduces four internal redressive strategies from Li's (2010) study: past tense forms, cajolers, politeness markers, and subjunctives. Downtoners and subjectivizers remain from Martínez-Flor's (2005) study, with the label 'subjectivizers' more accurately reflecting their role in softening suggestions by emphasizing personal viewpoint, in line with face-saving (Goffman 1967) and politeness theories (Brown and Levinson 1987). Hedges, a frequent internal modifier (Abdolrezapour and Eslami-Rasekh 2012), and alerters, key at the start of conversations (Blum-Kulka 1989), are also included as internal mitigators.

Lastly, forewarnings are reclassified as 'downgrading committers,' clarifying their role in reducing commitment, as argued by Li (2010). Four external redressive strategies– grounders, external politeness markers, preparators, and imposition minimizers–are added, creating a more comprehensive framework for understanding mitigative methods. These additions enhance the pragmatic understanding of suggestions and provide more analytical tools for learners, teachers, and researchers.

Table 3. Integrated taxonomy for politeness strategies

Type	Strategy	Example
Internal redressive action	Subjectivizer	I think...
	Appealer	... okay?
	Past tense form	I wanted to...
	Cajoler	You know...
	Politeness marker	Please...
	Subjunctive	Might be better...
	Downtoner	Perhaps...
	Hedge	sort of/kind of
	Alerter	Well...
External redressive action	Grounder	I'm sure you will like it.
	External politeness marker	What do you think?
	Preparator	May I make a suggestion?
	Downgrading committer	I'm not sure, but...
	Imposition minimizer	... if you are not against it.

3. A pedagogical application of the integrated taxonomy in L2 pragmatic instruction

The second part of this article presents an instructional framework for teaching suggestion-making, grounded in Taguchi's (2019) triadic model of pragmatic competence, which integrates sociopragmatic and pragmalinguistic knowledge, interactional abilities, and learner agency. As can be seen in Figure 1, the framework builds on the revised taxonomy introduced earlier to guide instruction and is structured around Martínez-Flor's (2010) five-phase approach–input presentation, awareness-raising, metapragmatic explanations, communicative practice, and feedback–while incorporating recent research on instructional pragmatics (Ishihara 2022), technology-enhanced learning (González-Lloret 2024), and language learning strategies (Cohen 2019). The following sections explore each phase, explaining how they contribute to the development of learners' pragmatic competence in suggestion-making.

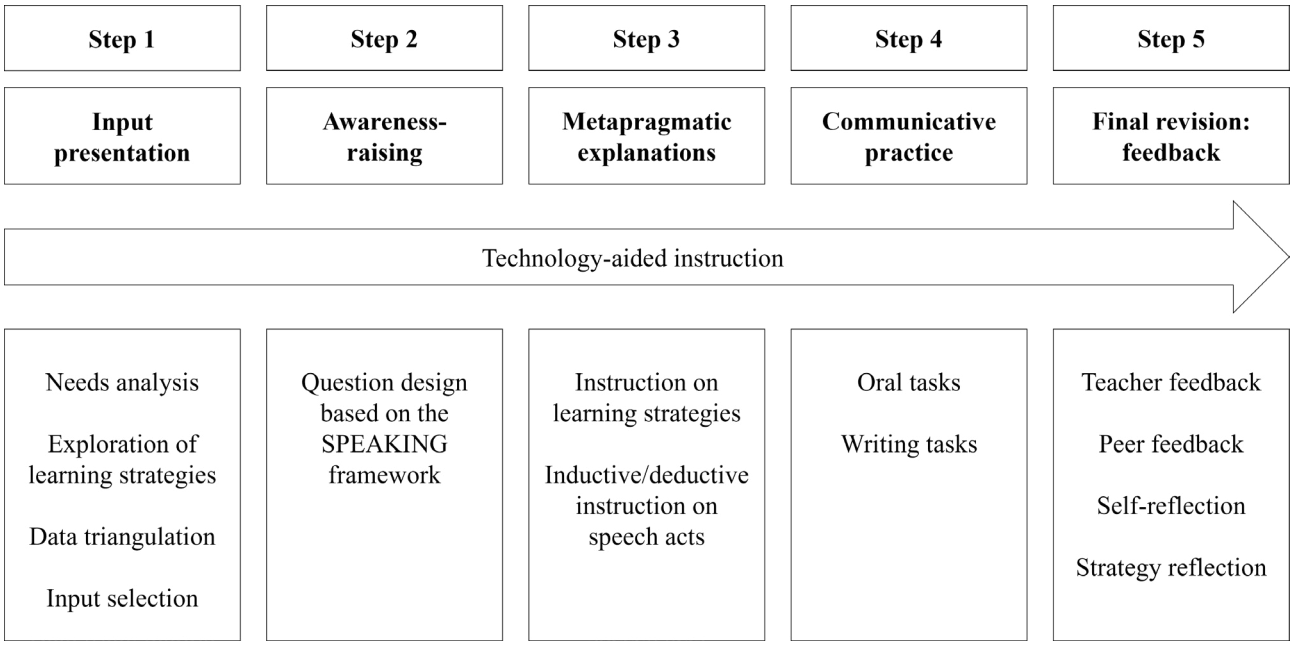

Figure 1. Instructional framework for teaching suggestions[1]

3.1. Step 1: Input presentation

Input is essential for learning pragmatics (Martínez-Flor and Usó-Juan 2020), as exposure to relevant language, alongside production opportunities and feedback, fosters pragmatic awareness. A challenge, however, is the limited authentic input in traditional materials, compounded by individual learner differences (Sykes 2013). Input for speech acts like suggestions must be meaningful (Ellis 2019) and comprehensible (Usó-Juan and Martínez-Flor 2021).

[1] SPEAKING is an acronym that captures eight factors influencing language use (see Section 3.2.1. for details on this framework).

While learners in second language settings benefit from authentic input through cross-cultural interactions, foreign language learners face fewer opportunities, making material selection crucial (Usó-Juan 2008).

Audiovisual materials, such as films, raise awareness of speech acts by providing multimodal input, including intonation, gestures, and proxemics (González-Lloret 2024; Ishihara 2022). Although films are useful for repeated viewing and strategy analysis (Martínez-Flor 2008), scripted dialogues often lack natural speech features, such as hesitations or self-repairs (Ryan and Granville 2020). Thus, these materials should be analyzed, not treated as direct models (Kaiser and Shibahara 2014), and teachers must select content that engages learners to boost motivation (Takahashi 2023). A needs analysis can help identify learners' goals and challenges (Long 2005), allowing educators to tailor instruction accordingly.

3.1.1. Needs analysis

This proposal addresses calls in L2 research to use needs analysis as a means of identifying learners' specific requirements (Bocanegra-Valle 2016) and aims to fill gaps in research on learners' pragmatic needs (Youn 2018). Needs analysis, as defined by Long (2005), involves identifying the language skills necessary for learners to communicate effectively in their target environments. It is key for designing relevant, effective curricula, guiding educators in data collection through interviews, surveys, and observations (Gilabert and Malicka 2021). Despite its potential, needs analysis remains underused in L2 pragmatics research in general, and in suggestion-making research in particular.

This proposal introduces three instruments to support a focused analysis: (i) a questionnaire exploring perceptions of suggestion-making and learning preferences; (ii) a follow-up interview gathering qualitative insights into learners' experiences, communication breakdowns, and instructional practices; and (iii) an observation plan documenting engagement with suggestion-making before and during instruction. Focusing on sociopragmatic and pragmalinguistic knowledge, interactional features, and agency (Taguchi 2019), these tools provide a practical, adaptable framework for diverse contexts. Sample items are available in Table 4, organized according to this proposal's five phases: input presentation, awareness-raising, metapragmatic explanations, communicative practice, and feedback.

Table 4. Structured needs analysis

Research phase	**Needs analysis questionnaire**	**Follow-up interview**	**Class observation**	
			Prior to instruction	**During instruction**
Input presentation	*How do you prefer to receive input?* Reading / Listening / Watching videos / Interactive practice	Why does [method] work best for you? What challenges do other methods present?	Are there input gaps affecting students' ability to make appropriate suggestions?	Are students processing input effectively? Do they need more authentic examples?
Awareness-raising	*How much does context affect suggestion-making?* Relationships influence suggestions / Formality affects suggestions / I can judge suggestion appropriateness.	How do you decide if a suggestion fits the context? Can you give a personal example?	What do observations reveal about students' suggestion strategies? Any common patterns?	Are students more aware of how suggestion strategies work in different contexts? What gaps remain?
Metapragmatic explanations	*Which way of learning suggestions works best for you?* See examples first, then infer rules. / Get rules first, then see examples. / A combination of both. / Not sure.	Why do you prefer [learning approach] for learning suggestions? How does it help you?	How much metapragmatic awareness do students show? What should be taught before suggestion instruction?	Are students understanding the pragmatics of suggestions? Which areas need clarification?
Communicative practice activities	*What helps most to improve suggestion-making?* Writing tasks / Speaking tasks / AI-based tasks / Interactive tasks / Self-reflection / Other	Why did you rank [task] as most effective for improving suggestion-making?	What are the main challenges in making suggestions? Do students lack vocabulary or pragmatic awareness?	Are students applying what they've learned? Which practices are most effective?
Final revision, feedback	*Who would you prefer to receive feedback from on suggestions?* Teacher / Classmates / Myself (self-assessment) / A combination of all	Why is feedback from [source] most suitable for you when learning suggestions?	How do students use feedback? What feedback would most improve their suggestions?	How effectively are students using feedback to improve their suggestions? Do they need more structured correction or are they becoming independent?
Learning strategies	I consider formality, grammar, and context in suggestion-making.	Can you share an example where using [strategy] helped you make or understand a suggestion in English? How did it influence your approach?	What learning strategies are evident? Are students aware of them? How can these strategies be improved?	Are students taking ownership of their learning? Which strategies are helping their progress?

Additionally, this proposal integrates an exploration of learners' pragmatic learning strategies (see Table 4)–conscious techniques that enhance L2 use and transferability (Cohen and Sykes 2013; Sykes and Cohen 2018). This exploration aims to increase learners' awareness of their strategies, inform teachers of existing practices, and identify effective approaches to improving suggestion-making competence. These strategies, categorized into cognitive, metacognitive, social, affective, memory, and compensatory types (Cohen 2005; Sykes and Cohen 2018; Taguchi 2018; Tajeddin and Malmir 2015; Usó-Juan 2022), are summarized in Table 5 to guide the design of tailored needs analysis tools.

Table 5. Learner strategies for L2 suggestions

Type	Definition	Example
Cognitive strategies	Mental processes used to analyze, understand, and apply pragmatic knowledge in speech act performance.	Noticing how target language speakers make suggestions in different contexts.
Metacognitive strategies	Strategies for planning, monitoring, and evaluating speech act learning by enhancing awareness.	Anticipating situations that require relevant pragmatic knowledge in suggestion-making.
Social strategies	Interactive approaches to learning speech acts.	Seeking feedback from competent speakers on suggestion appropriateness.
Affective strategies	Emotional and motivational techniques for learning and using speech acts.	Activating positive self-talk to overcome challenges in suggestion-making.
Memory strategies	Techniques for retaining and recalling speech acts.	Employing flashcards or memory aids to retain and recall suggestion patterns.
Compensatory strategies	Methods to overcome gaps in pragmatic knowledge.	Applying communication strategies (e.g., signaling uncertainty, L1 translation, metapragmatic repair) to bridge knowledge gaps.

3.1.2. Data triangulation and input sources

After conducting a needs analysis, teachers should triangulate data to inform input selection and instructional design. Triangulation, central to qualitative research (Long 2005), enhances data credibility by comparing findings across sources and methods to minimize bias. This process includes (i) source triangulation (different sources, same method), (ii) method triangulation (multiple methods, same source), and (iii) combined triangulation (multiple sources and methods). The proposed framework, aligned with recent perspectives (Gilabert and Malicka 2021), offers a step-by-step data analysis procedure (see Table 6).

Table 6. Triangulation of needs analysis data

Step	Procedure
Data organization and initial review	1. Categorize data from each source (questionnaire, interview, observation) into key themes: preferred input types, topics of interest, pragmatic awareness, learning strategies, motivating tasks, and feedback preferences. 2. Summarize patterns within each source. 3. Create a matrix for cross-source comparison: rows with thematic areas; columns with data sources.
Triangulation and pattern identification	1. By sources: compare responses from different groups (e.g., learners prefer audiovisual input, but teachers note low engagement). 2. By methods: compare data from different methods (e.g., questionnaires show learners enjoy group work, but interviews reveal discomfort speaking in groups). 3. By sources and methods: combine both strategies (e.g., both learners and teachers agree on the need for more video content (source triangulation), but interviews and observations show that engagement increases when videos are task-integrated (method triangulation)).
Interpretation and application	1. Identify priority areas based on consensus. 2. Investigate conflicting responses. 3. If needed, conduct follow-up interviews for clarification. 4. Use results to inform instruction across all phases (input, awareness-raising, feedback, etc.).

Drawing on triangulated data, teachers can select input aligned with learners' needs. Audiovisual materials, such as films and TV shows, simulate authentic communication, addressing learners' limited exposure to real-life interactions (Barón and Celaya 2022). When such materials are unavailable or unsuitable, corpora serve as valuable alternatives (Davies 2010; Sánchez-Hernández 2023; Swales 2006). The Michigan Corpus of American English (MICASE) supports academic discourse analysis, while the Corpus of Contemporary American English (COCA) and the British National Corpus (BNC) provide insights into wider social and professional contexts. Spoken corpora also highlight turn-taking, tone, and cultural subtleties. Input selection should reflect needs analysis findings, prioritizing authenticity and relevance. To facilitate noticing of speech acts, techniques like bold text, color-coding, and captions may be employed (Ishihara 2022).

3.2. Step 2: Awareness-raising

After input presentation exposes learners to pragmatically appropriate suggestions, the next step is to foster a deeper understanding of pragmatic features shaping communication. Activities should promote awareness, helping learners notice, analyze, and internalize patterns. As Schmidt (1995) highlights, pragmatic awareness enables learners to align forms with contextual appropriateness, which is key to L2 development. Since it is impractical to teach pragmatic language for every situation (Ishihara 2010), instruction should encourage learners to critically engage with pragmatic choices. Authentic input and analytical tasks support the development of nuanced understanding (Usó-Juan and Martínez-Flor 2021), aligning with Taguchi's (2019) view of pragmatics as a dynamic negotiation of meaning. This process can be further enriched through technological tools and reflective strategies.

This article adopts Usó-Juan and Martínez-Flor's (2021) concept of (meta)pragmatic awareness. Pragmatic awareness refers to recognizing appropriate or inappropriate language use, while metapragmatic awareness involves reflecting on the social meanings behind these choices. Learners must not only recognize pragmatic norms but also conceptually evaluate them (McConachy and Spencer-Oatey 2020), applying sociopragmatic and pragmalinguistic knowledge, along with interactional features and agency, in real-world communication.

Motivation enhances (meta)pragmatic awareness, as engaged learners are more likely to reflect critically on language use and pragmatic nuances (Takahashi 2023). Without it, learners may focus solely on grammatical accuracy at the expense of pragmatics, hindering communicative effectiveness. Ushioda's (2016) 'small lens' approach can help sustain motivation by directing learners' attention to pragmatic strategies–such as indirectness and formality in suggestions–and their role in shaping interaction. This awareness fosters more adaptable and socially appropriate language use.

3.2.1. The SPEAKING framework

To integrate a structured learning strategy into this proposal, Hymes' (1974) SPEAKING framework, originally designed for analyzing language in context, is adapted to promote (meta)pragmatic awareness in suggestion-making. Although Hymes did not design it for pedagogy, McConachy (2009) applied it to the classroom, emphasizing sociocultural factors in dialogue. This proposal repurposes the framework to enable learners to examine the contextual factors influencing suggestion interpretation and realization.

SPEAKING, an acronym representing eight factors that shape language use, helps learners understand how context influences pragmatic meaning (McConachy 2009). These factors include: setting (the environment), participants (roles, relationships), ends (communicative goals), act sequence (the speech act structure), key (tone of delivery), instrumentalities (style and register), norms (cultural expectations), and genre (types of speech events).

After selecting input materials, guiding questions from the SPEAKING framework will assist learners in exploring how suggestions function in authentic discourse (see Table 7). Adapted from McConachy (2009) and Usó-Juan and Martínez-Flor (2021, 2022), these questions align with Taguchi's (2019) definition of L2 pragmatic competence. They encourage engagement with both linguistic forms and sociocultural expectations, incorporate interactional factors like non-verbal cues, turn-taking, and sequence organization, and empower learners to modify suggestions based on their identity and communicative goals.

Table 7. Raising-awareness questions

Component	**Questions**
Setting	How do setting (e.g., public vs. private) and perception (e.g., background noise, formality) influence suggestions?
Participants	How do relationships (e.g., status, familiarity), participation dynamics (e.g., dominance), and non-verbal cues (e.g., gestures, tone) affect suggestion strategy and adaptation?
Ends	How do speaker goals (e.g., persuasion, influence), participant intentions (e.g., shared, conflicting), and imposition level shape suggestions and their alignment with intent?
Act sequence	How is the suggestion framed (e.g., direct, indirect), what linguistic forms are used (e.g., modals, imperatives), and how do participants respond (e.g., acceptance, rejection, counter-suggestion)
Key	How do tone (e.g., polite, hesitant) and non-verbal cues (e.g., intonation, gestures) signal intent? Do hedging or softeners influence politeness and response?
Instrumentalities	How do suggestion formality (e.g., linguistic features, dialect) and medium (e.g., text, email) affect communication style?
Norms	How do social norms (e.g., directness, politeness) and cultural nuances (e.g., appropriateness, divergence) shape suggestions, and how does the speaker assert their identity through them? Would they differ in the L1?
Genre	How do discourse type (e.g., casual, formal) and conventions impact suggestions? Would they change in another context?

3.2.2. Technology and teachers' role

Teachers are responsible for selecting and presenting contextually relevant input for speech act learning, ensuring that materials expose learners to authentic suggestions and sustain their motivation, based on insights from the needs analysis. To raise (meta)pragmatic awareness, teachers must understand how context shapes language use, as McConachy (2009) emphasizes. This understanding enables them to

craft questions that prompt learners to reflect critically on the relationship between linguistic choices and sociocultural context, fostering deeper engagement with both pragmalinguistic and sociopragmatic features.

Technology can enhance both input presentation and awareness-raising. Digital tools facilitate the creation of interactive tasks that allow learners to explore pragmatic features, such as suggestion-making, in authentic contexts (González-Lloret 2024). These tools support learners in developing an initial awareness of key pragmatic aspects, preparing them for more detailed analysis later. Some useful resources include:

- Interactive video clips: Tools like Edpuzzle and PlayPosit embed questions into videos. For example, after a scene, prompts like 'What is the relationship between the interlocutors?' or 'How does body language reflect the speaker's intent?' drive focus on contextual cues.
- Annotation tools: Miro and Padlet let learners annotate input. After a scene, they can categorize phrases (e.g., polite suggestion, informal) on a transcript.
- Digital surveys and polls: Mentimeter and Kahoot! offer polls and quizzes that assess understanding. Questions like 'Do the participants share the same goal?' or 'Who holds more power in this conversation?' engage learners without deep analysis.
- Split-screen viewing: Side-by-Side enables simultaneous input and key annotations, such as subtitles highlighting suggestion-related phrases.
- Gamified platforms: Quizlet and Classcraft make learning interactive. A 'Find the Suggestion' challenge asks learners to identify suggestions in dialogues or select the most appropriate interpretation.

3.3. Step 3: Metapragmatic explanations

After input presentation and awareness-raising, learners require explicit instruction to build suggestion-making skills. Since pragmatic competence does not develop automatically (Cohen and Sykes 2013), structured guidance becomes essential (Tajeddin and Hosseinpur 2014). Research shows that explicit approaches outperform implicit ones (Plonsky and Zhuang 2019; Taguchi 2015) by helping learners notice and internalize both sociopragmatic features (Hosseinpur and Bagheri Nevisi 2020) and form-function relationships (McConachy and Spencer-Oatey 2020). This promotes greater awareness and leads to more accurate pragmatic use. Motivation further enhances these outcomes by fostering metacognitive reflection and self-regulation (Ushioda 2016), which in turn advances learner autonomy.

3.3.1. Strategy instruction

This phase introduces learners to strategies for L2 pragmatics acquisition. Drawing on insights from the needs analysis, learners move from identifying their learning tendencies to selecting and evaluating strategies aligned with their cognitive preferences and learning styles. Strategy-based instruction guides them through structured phases to define learning priorities and gather relevant data for speech act acquisition (Cohen 2005 2019; Sykes and Cohen 2018).

Research highlights the effectiveness of explicit strategy instruction in L2 learning, particularly in addressing limited pragmatics-focused input (Taguchi 2018). Learners employing these strategies apply pragmatic knowledge more flexibly across contexts, enhancing both comprehension and production (Cohen 2019). This approach deepens cognitive, social, affective, and metacognitive engagement, facilitating navigation of sociocultural nuances and strengthening pragmatic competence (Hosseinpur and Bagheri Nevisi 2020).

Table 8 presents a sample framework for teaching pragmatic learning strategies. The sequence includes metapragmatic explanations and practical activities that enable learners to understand and apply these strategies, supported by technological tools. Additionally, the framework highlights how strategies can cluster into strategy chains, which learners can adapt as contextually required (Sykes and Cohen 2018).

Table 8. Instruction on learning strategies

Phase	Procedure
Awareness-raising	1. Discuss learners' approaches to language learning with questions like, 'How do you express something in English when unsure?' 2. Define language learning strategies and their role in developing pragmatic competence. 3. Provide real-world examples of suggestions. 4. Have learners brainstorm and share their current strategies in pairs or small groups. *Tip*: Use Padlet or Jamboard for collaborative brainstorming.
Strategy categorization	1. Introduce the six categories of language learning strategies with examples. 2. Distribute cards with strategy examples, and have groups sort them into categories, justifying their choices. 3. Discuss findings as a class and encourage learners to contribute additional strategies. *Tip*: Use Quizlet or Trello to create virtual strategy card games.

Phase	Procedure
Case study	1. Present a scenario where learners need to make a suggestion (e.g., recommending to a friend how to study for an exam). 2. Distribute a worksheet with prompts: What is the situation? Which strategies would you use to make a suggestion? Focus on strategy chains, not the suggestions themselves: learners might analyze formality (cognitive), evaluate appropriateness (metacognitive), seek feedback (social), or manage insecurities (affective). *Tip*: Use like Miro or Lucidspark to design interactive strategy maps.
Closing	1. Have learners share their strategic choices and rationale. 2. End with a class discussion on the effectiveness of the strategies used. *Tip*: Use Mentimeter or Slido for anonymous discussions.

3.3.2. Inductive and deductive instruction

This phase introduces explicit inductive and deductive approaches to teaching suggestions–both reasoning strategies in cognitive learning (Sykes and Cohen 2018; Taguchi 2018; Tajeddin and Malmir 2015; Usó-Juan 2022). These modalities guide educators in selecting the most suitable approach while allowing flexibility for learners' individual differences. Deductive instruction begins with explicit rules followed by practice, enhancing rule retention through structured guidance (Tajeddin and Hosseinpur 2014), while inductive instruction fosters deeper engagement by prompting learners to infer rules independently (Ishihara 2022). Both are effective but differ in impact: deductive instruction provides cognitive scaffolding for metapragmatic awareness (Glaser 2014; Martínez-Flor 2008), whereas inductive teaching boosts participation and motivation (Alzu'bi 2015).

The instructional stages for teaching suggestions, outlined in Table 9, cover suggestion characteristics, sociopragmatic and pragmalinguistic knowledge, interactional skills, and learner agency. Each stage integrates strategy chains from strategy training models (Taguchi 2018; Taguchi et al. 2019; Usó-Juan 2022), with references, technological tool recommendations, and adaptable procedures. Input samples (including transcriptions) should engage learners and encourage L1-L2 comparisons. Analyzing L1 pragmatic data alongside L2 behaviors leads to the identification of sociopragmatic and pragmalinguistic gaps, enhancing awareness of L2 norms (Eslami-Rasekh 2005; Taguchi 2018; Tajeddin and Hosseinpur 2014).

Table 9. Explicit instruction sequences for suggestions

Stage 1: Understanding suggestions

Content

- Speech act definition and types (e.g., representatives, directives)
- Characteristics of suggestions

Strategy chain/cluster suggested

- *Cognitive*: Recognizing suggestion patterns and roles within speech acts.
- *Metacognitive*: Reflecting on L1/L2 differences in suggestions and areas for improvement.
- *Social*: Collaborating with peers and asking the teacher for clarification.
- *Affective*: Managing challenges with positive self-talk and recognizing progress.
- *Memory*: Using visual aids (diagrams, maps, flashcards) to link speech act types.
- *Compensatory*: Using L1 when uncertain.

References

Austin (1962), Searle (1969)

Technological tool

Mentimeter: Poll to identify suggestions, commands, or requests

	Deductive	Inductive
Procedure	1. Define speech acts and introduce types with examples. 2. Explain suggestions' key characteristics (goal-orientation, optionality, speaker's perspective). 3. Provide a model dialogue to identify suggestions. 4. Compare suggestions with commands and requests using contrastive examples. 5. Categorize sentences as suggestions, commands, or requests. 6. Use guided questions to check understanding.	1. Present real-world examples of suggestions and other speech acts for analysis. 2. Guide learners to identify patterns distinguishing suggestions from other speech acts. 3. Introduce speech acts and classify suggestions. 4. Facilitate a discussion comparing suggestions to other speech acts. 5. Reflect on what distinguishes a suggestion.

Stage 2: Sociopragmatics

Content

- Definition of sociopragmatics
- Politeness theory: power, social distance, rank of imposition
- Face-threatening acts (FTAs)

Strategy chain/cluster suggested

- *Cognitive*: Analyzing sociopragmatic factors in L2 suggestion-making.
- *Metacognitive*: Reflecting on how sociopragmatics shapes the approach to polite suggestions.
- *Social*: Engaging in discussions to share strategies for applying sociopragmatics.
- *Affective*: Addressing discomfort when navigating sociopragmatic norms.
- *Memory*: Summarizing sociopragmatic concepts in concept map.
- *Compensatory*: Seeking clarification from peers or instructors.

References

Brown and Levinson (1987), Ishihara (2022)

Technological tool

Padlet: Examples of polite and impolite suggestions to review and discuss

	Deductive	**Inductive**
Procedure	1. Introduce sociopragmatics and its role in suggestions. 2. Explain Brown and Levinson's politeness theory, discussing FTAs. 3. Model suggestions with varying politeness and analyze context influence on appropriateness. 4. Provide suggestions with different politeness levels to evaluate social context appropriateness. 5. Guide a structured discussion comparing politeness strategies in English and L1.	1. Present suggestions in various contexts (e.g., teacher-student) to assess politeness (power, social distance, imposition). 2. Encourage learners to connect insights to sociopragmatics and introduce the formal definition. 3. Lead a discussion on suggestions' politeness levels in relation to social factors (authority, familiarity, level of demand). 4. Have learners identify FTAs and explore how context shapes their perception. 5. Discuss applying sociopragmatic awareness in suggestions and compare strategies in English and L1.

Stage 3: Pragmalinguistics

Content

- Definition of pragmalinguistics
- Linguistic strategies for suggestion-making
- Direct and indirect suggestions

Strategy chain/cluster suggested

- Cognitive: Categorizing and analyzing linguistic strategies for direct and indirect suggestions.
- Metacognitive: Reflecting on how directness and indirectness shift based on social context.
- Social: Offering insights into context-appropriate choices in suggestion-making.
- Affective: Managing anxiety about linguistic appropriateness by relying on peer support.
- Memory: Creating visual aids (e.g., charts) to reinforce retention of linguistic patterns.
- Compensatory: Using contextual clues to infer meaning and function.

References

Culpeper et al. (2018), Integrated taxonomy for suggestions (see Table 2)

Technological tool

Google Docs: Collaborative rewriting task with peer feedback

	Deductive	**Inductive**
Procedure	1. Define pragmalinguistics and its role in suggestion-making. 2. Present direct and indirect suggestions, explaining their relevance in social contexts. 3. Break down linguistic structures (e.g., imperatives, modals, hints) with examples. 4. Have learners rewrite direct suggestions in more indirect forms. 5. Hold a discussion on direct vs. indirect suggestions, exploring how politeness and context influence choices (L1 vs. L2).	1. Present dialogues with varying directness to identify influencing factors. 2. Have learners categorize suggestions before introducing terminology. 3. Discuss why certain suggestions are more appropriate in different contexts. 4. Define pragmalinguistics (direct and indirect suggestions) based on learners' observations. 5. Have learners rewrite direct suggestions in more indirect forms. 6. Discuss when to use direct vs. indirect suggestions, using L1-L2 comparisons.

Stage 4: Mitigation

Content

- Mitigation strategies
- Internal and external redressive actions
- 'We' suggestions

Strategy chain/cluster suggested

- *Cognitive*: Categorizing mitigation strategies in suggestions through real-world examples.
- *Metacognitive*: Setting goals for incorporating mitigation into future interactions.
- *Social*: Collaborating in groups to practice mitigated suggestions.
- *Affective*: Managing discomfort when using mitigation through pattern recognition.
- *Memory*: Keeping a personalized journal to track mitigation strategies.
- *Compensatory*: Rephrasing suggestions to maintain politeness when struggling to mitigate.

References

Culpeper et al. (2018), Scheibman (2014), Integrated taxonomy for politeness strategies (see Table 3)

Technological tool

Quizlet: Flashcards to practice mitigation strategies

	Deductive	**Inductive**
Procedure	1. Introduce mitigation strategies with suggestion examples and justify politeness. 2. Explain internal (e.g., hedging) and external (e.g., grounders) mitigation strategies, including 'we' suggestions. 3. Have learners revise unmitigated suggestions using mitigation strategies. 4. Discuss how mitigation varies across languages and cultures.	1. Present (un)mitigated suggestions for learners to assess politeness and appropriateness. 2. Have learners categorize suggestions based on linguistic features affecting politeness. 3. Introduce internal and external mitigation strategies, linking them to observed patterns. 4. Explore the mitigating functions of 'we' suggestions, comparing them to learners' L1. 5. Provide unmitigated suggestions for learners to revise using mitigation strategies. 6. Discuss how mitigation is used, encouraging cross-cultural comparisons.

Stage 5: Responses to suggestions

Content

- Adjacency pairs
- Responses to suggestions
- Non-linguistic cues

Strategy chain/cluster suggested

- *Cognitive*: Recognizing response patterns in adjacency pairs.
- *Metacognitive*: Reflecting on communication habits in giving/responding to suggestions.
- *Social*: Practicing conversational fluency.
- *Affective*: Managing stress when suggestions are rejected or deferred.
- *Memory*: Creating charts or visuals of adjacency pairs for retention.
- *Compensatory*: Rephrasing or seeking clarification to maintain conversation flow.

References

Cohen and Olshtain (1993), Schauer (2019)

Technological tool

YouGlish: Real-life examples of suggestion responses

	Deductive	**Inductive**
Procedure	1. Introduce adjacency pairs, explaining their role and common response types (e.g., acceptance, rejection). 2. Discuss non-linguistic cues (e.g., intonation) and their role in suggestions. 3. Analyze dialogues with varied responses, ensuring learners can identify types and cues. 4. Reflect on learners' responses to suggestions, discussing cultural differences.	1. Present dialogues with responses to suggestions for analyzing patterns. 2. Have learners categorize response types, helping them recognize adjacency pairs. 3. Discuss how non-verbal cues influence suggestions and responses. 4. Reflect on cultural differences in responses to suggestions.

Stage 6: Agency		
Content - Agency and identity in L2 - Co-construction of meaning - Conforming and diverging from L2 norms **Strategy chain/cluster suggested** - *Cognitive*: Identifying how identity and agency shape suggestion-making. - *Metacognitive*: Reflecting on personal experiences of empowerment or constraint in suggestion-making. - *Social*: Discussing identity and agency in L2 suggestions, learning from peers' perspectives. - *Affective*: Managing insecurity when navigating L2 norms. - *Memory*: Keeping a reflective journal to track growth in authentic L2 suggestion use. - *Compensatory*: Using L1 to articulate complex reflections on identity and agency. **References** Ishihara (2019 2022), Taguchi (2019) **Technological tool** *Flipgrid*: Oral reflections on agency in daily L2 use		
	Deductive	**Inductive**
Procedure	1. Introduce agency and multilingual subjectivity, explaining how identity and agency influence suggestions. 2. Discuss how identity shapes pragmatic choices, including adopting, modifying, or resisting L2 norms. 3. Analyze transcripts where speakers diverge from L2 norms in suggestions, analyzing motivations, (L1-L2 negotiation), and outcomes. 4. Discuss learners' roles in suggestion-making, reflecting on how identity and agency affect choices.	1. Present transcripts where suggestion styles reflect identity, prompting learners to observe patterns. 2. Have learners identify alignment or divergence from L2 norms, linking to identity and L1/L2 culture. 3. Facilitate discussion on language, identity, and agency, introducing key concepts. 4. Reflect about personal suggestion experiences in English, exploring how identity and agency influenced choices.

This proposal addresses key theoretical components but does not explore adjacency pairs in suggestions or learner agency in depth due to space constraints. However, a brief discussion is warranted. Adjacency pairs, consisting of a suggestion and response, are fundamental for conversational flow and require linguistic and sociocultural accuracy (Cohen and Olshtain 1993). Effective suggestions involve repetition, enthusiasm, and follow-up, with responses including acceptance tokens or praise (Schauer 2019). Learners' agency, influenced by identity, beliefs, and sociocultural context, shapes their engagement with L2 pragmatic norms, whether by adapting strategies, asserting cultural identity, or blending L1 and L2 resources (Ishihara 2019, 2022; Liddicoat and McConachy 2019).

3.4. Step 4: Communicative practice

This phase enables learners to apply pragmatic knowledge through tailored oral and writing tasks, fostering (meta)pragmatic competence through the integration of linguistic forms and social conventions. A strategy-based approach underpins this phase, guiding learners to make informed, context-sensitive decisions while drawing on previously acquired pragmatic knowledge. This empowers them to consciously compare L1 and L2 suggestion patterns, negotiate meaning, and evaluate options in interactive tasks (Ishihara 2022).

3.4.1. Oral tasks

Four types of oral tasks for practicing suggestion-making–role-plays, online immersive spaces, imaginary situations, and native speaker interactions–are presented in Table 10. These tasks promote flexibility to match learners' styles and sociopragmatic requirements. Teachers should adapt tasks based on the needs analysis to ensure relevance to proficiency and real-world communication. Recording performances, especially via video, supports self-reflection by capturing verbal and non-verbal aspects (Ishihara 2022).

Table 10. Suggested oral tasks

Task type	Recommendations for implementation	Scenarios and platforms
Role-plays	1. Provide role cards detailing identity, relationship, and goals. 2. Vary scenarios by adjusting power dynamics and imposition. 3. Introduce constraints (e.g., making at least three indirect suggestions) to encourage flexibility.	*Casual context:* Suggest a weekend activity to a friend. *Workplace context:* Advise a colleague on workload management. *Service context:* Recommend places to visit to a tourist. *Academic context:* Help a student improve presentation skills.
Online immersive spaces	1. Select online spaces where suggestions occur. 2. Provide pre-task analysis of typical suggestion patterns. 3. Set goals (e.g., responding to suggestions).	*VR and virtual worlds (e.g., VRChat, Second Life):* Suggest places or activities to each other. *Multiplayer games (e.g., Minecraft, Roblox, Fortnite):* Propose strategies and in-game actions.
Imaginary situations	1. Have learners identify real-life situations for making suggestions. 2. Ask them to describe key sociopragmatic variables. 3. Assign partners to co-construct and refine dialogues.	*Scenario exchange:* Swap real-life situations and give suggestions. *Simulated internal dialogue:* Act as an inner voice to refine suggestions. *Future self-message:* Plan a future suggestion and reflect later.
Native speaker interactions	1. Guide learners to natural contexts for suggestions. 2. Encourage open-ended interactions to elicit spontaneity. 3. Teach repair strategies for breakdowns.	*Public inquiry task:* Suggest options when asked by strangers (e.g., shop assistants, baristas). *Local advice task:* Recommend places or activities to native speakers.

3.4.2. Writing tasks

As with the oral tasks, Table 11 outlines four writing task types–AI chatbots, email writing, instant messaging, and public commenting–to practice making and responding to suggestions in digital contexts. These tasks enhance pragmatic flexibility across formal and informal interactions and encourage collaborative work. While the core design recommendations remain, learners are encouraged to export their conversations for self-reflection and feedback instead of recording performance.

Table 11. Suggested writing tasks

Task type	Recommendations for implementation	Scenarios and platforms
AI chatbots and virtual assistants	1. Have learners initiate a suggestion. 2. Ensure the chatbot responds. 3. Ask them to modify or reinforce their suggestion. 4. Encourage experimentation with politeness and directness.	*AI assistants (e.g., Siri, Alexa):* Provide suggestions and observe responses. *AI chatbots (e.g., ChatGPT, character.ai):* Engage in dialogue, adjusting suggestions based on reactions.
Email writing	1. Instruct learners to write emails suggesting solutions to an issue. 2. Highlight suggestion strategies. 3. Let learners respond to each other's emails.	*Formal requests:* Write suggestion emails in workplace or academic contexts. *Peer review exchange:* Provide constructive suggestions on a classmate's work.
Instant messaging platforms	1. Ask learners to propose suggestions in instant messaging. 2. Simulate real chats with required responses and suggestion adjustments. 3. Highlight how emojis, punctuation, and abbreviations shape suggestions.	*Instant messaging (e.g., WhatsApp, Telegram):* Exchange suggestions, justify them, and respond to feedback. *Text-based role-play:* Assume roles and engage in simulated conversations requiring suggestions.
Public commenting and discussions	1. Encourage learners to post suggestions in social media discussions. 2. Guide analysis of real comment threads. 3. Prompt learners to engage in follow-up interactions.	*Social media threads (e.g., YouTube, Reddit):* Contribute suggestions in response to posts or videos. *Simulated comment section:* Respond to hypothetical posts with suggestions, negotiating meaning.

3.5. Step 5: Feedback

The final step emphasizes feedback to refine learners' pragmatic performance and decision-making, extending beyond linguistic accuracy to include strategies, awareness, and intentions (Ishihara 2019). Instead of enforcing rigid standards, feedback should foster critical reflection on the contextual effects of suggestions while respecting learners' agency and sociocultural influences (Bardovi-Harlig 2017). Learning strategies support this reflection, enabling learners to assess the effectiveness of strategy, transfer knowledge to other speech acts, and recognize their intuitions, beliefs, and identities (Cohen 2019).

Following Ishihara (2010), this approach integrates four feedback instruments: teacher feedback, peer feedback, self-reflection, and strategy reflection. Aligned with learners' preferences from the needs analysis, teachers should provide multiple feedback options, using output-prompting methods to enhance reflection and help learners formulate more contextually appropriate suggestions (Martínez-Flor 2023).

Teacher feedback examines sociopragmatic and pragmalinguistic knowledge, interaction skills, and agency (Taguchi 2019), using developmental scales that prioritize pragmatic competence over correctness. A comment space allows qualitative feedback and reflective questions. Peer feedback follows a similar structure, including guiding questions and reflection prompts for efficiency. Table 12 and Table 13 show teacher and peer feedback, respectively.

Table 12. Teacher feedback

Pragmatic component	**Overall impression**	**Specific feature**	**Reflection prompt**
Sociopragmatic knowledge	How accurately was the social context of the suggestion understood?	- How effectively was the speaker-hearer relationship recognized? - How well were hierarchical influences navigated in the suggestion? - How appropriate was the burden placed on the hearer? - How successfully were culturally relevant norms followed? - How appropriate was the register for the situation?	Which aspects of the social context were understood in ways that helped or hindered the suggestion?
Pragmalinguistic knowledge	How effective was the pragmalinguistic approach in suggestion-making?	- How suitably was the suggestion framed for the context? - How appropriately was imposition managed in the suggestion?	Which language choices most impacted the suggestion's effectiveness?
Interaction skills	How smoothly was the suggestion incorporated into the conversation?	- How successfully was turn-taking managed? - How effectively were body language, facial expressions, and tone used? - How naturally were suggestions and responses integrated into the conversation?	How was the flow of suggestions and responses influenced by engagement?
Agency	How effectively was agency demonstrated in suggestion-making?	- How effectively was the listener's interpretation anticipated and considered? - How effectively was language chosen to achieve the intended outcome?	How was the suggestion adjusted based on the listener's response?

Note. Reflection prompt = Space for teacher comments and questions for further elaboration.

Table 13. Peer feedback

Pragmatic component	**Question**
Sociopragmatic knowledge	How effectively was the suggestion adapted to social distance, power dynamics, imposition, cultural norms, and formality?
Pragmalinguistic knowledge	How appropriately were linguistic devices used to express directness and politeness?
Interaction skills	How naturally was the suggestion incorporated into the conversation, considering turn-taking and non-linguistic cues?
Agency	How successfully was the suggestion adjusted based on the listener's reaction, aligning with the goal?
	Reflection prompt: What adjustments could be made to improve contextual appropriateness?

Note. Reflection prompt = Space for peer comments and questions for further elaboration.

Self-reflection prompts analysis of performance, considering contextual factors and adjustments to enhance pragmatic competence (Nicholas and Perkins 2023). Strategy reflection evaluates implementation,

transferability, and subjectivity in decision-making (Sykes and Cohen 2018). Depending on the needs analysis, this may be done individually, in pairs, or in small groups. Table 14 and Table 15 outline these two feedback instruments, respectively.

Table 14. Self-reflection

Pragmatic component	**Question**
Overall	- How successful was my suggestion? What made it work or not?
Sociopragmatic knowledge	- How did my relationship with the listener shape my phrasing? How would it change with a different relationship? - How did power dynamics affect my suggestion? How might it differ with someone of another status? - What effort or responsibility did my suggestion place on the listener? Was it reasonable in this context? - How well did my suggestion fit cultural norms? How might a native speaker have phrased it? - How formal was my suggestion? Did it match the context, and how did it affect the conversation?
Pragmalinguistic knowledge	- How direct or indirect was I? How did that influence how I was perceived? - What politeness strategies did I use? How did they affect the listener's reaction?
Interaction skills	- Was my suggestion well-timed in the conversation? Why or why not? - How did tone, body language, or facial expressions help? Would adjustments have improved communication? - How did the listener respond? What does this show about how effectively I communicated?
Agency	- How do I think my suggestion was interpreted? Did the response match my intention? What could I have done differently? - Did my word choice help achieve my goal? If not, how could I have phrased it to guide the response I wanted?

Table 15. Strategy reflection

Strategy type/usage	**Reflective question**
Cognitive strategies	How did you use your cognitive skills (e.g., noticing patterns, analyzing formality, understanding intentions) to make suggestions more appropriate and effective?
Metacognitive strategies	How did you plan, monitor, and evaluate your suggestions before, during, and after the task?
Social strategies	How did you consider social factors (e.g., status, relationship, cultural norms) when making suggestions?
Affective strategies	How did you manage your emotions (e.g., anxiety, confidence, motivation), and how did this affect suggestion performance?
Memory strategies	How did you use memory techniques (e.g., visualizing conversations, flashcards) to recall structures for suggestions?
Compensatory strategies	How did you compensate for language gaps (e.g., simplifying, seeking clarification)?
Overall reflection on strategy use	Which strategy (or combination) most improved the appropriateness and effectiveness of suggestions?

Incorporating audio or video recordings of performances can enrich feedback. Digital tools like Google Forms, Typeform, Padlet, or Jamboard facilitate dynamic reflection and collaborative feedback, fostering deeper engagement (González-Lloret 2024).

4. Conclusion

This article presented a pedagogical framework for explicit instruction in L2 English suggestions. The first section updated Martínez-Flor's (2005) taxonomy of suggestion and politeness strategies, consolidating two decades of research to support both pedagogy and scholarship. The second section outlined a five-phase instructional sequence–input presentation, awareness-raising, metapragmatic explanations, communicative practice, and feedback–based on Martínez-Flor's (2010) model. Key refinements include integrating a needs analysis for material design, promoting learner autonomy, incorporating diverse feedback mechanisms, and leveraging digital tools. This framework aligns with Taguchi's (2019) multilayered pragmatics model, which emphasizes sociopragmatic and pragmalinguistic knowledge, interactional skills, and learner agency.

While comprehensive, this proposal remains theoretical. Empirical validation of the instructional sequence and its instruments is needed, particularly as the needs analysis–a core component–must be adapted to

specific learner contexts. Although time-intensive, this process fosters learner-centered instruction that accommodates individual differences (Ushioda 2016) and meets the growing demand for explicit pedagogical intervention in L2 pragmatics (Plonsky and Zhuang 2019).

Acknowledgements

The second author, as a member of the LAELA (Lingüística Aplicada a l'Ensenyament de la Llengua Anglesa) research group at Universitat Jaume I (Castellón, Spain), would like to acknowledge that this study has been developed during the course of the research project PID2023-150279OB-I00, funded by MICIU/AEI/10.13039/501100011033 and FEDER, UE and Projectes d'Innovació Educativa de la Unitat de Suport Educatiu 51020/24 at Universitat Jaume I.

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