People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen

Faculty of Letters and Languages
Department of English

Implicatures :A Challenge for Algerian EFL Learners

The Case of Master's I Students at Tlemcen University .

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Presented by   **Supervised by:**

Ms Yasmina DAOUD   Dr. Taoufik DJENNANE

Board of Examiners

Dr. Boumediene BERRABAH   President

Dr. Taoufik DJENNANE   Supervisor

Dr. Amina BENGUEDDA   Examiner

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Dedication

I dedicate this work to :

My mother for her love, encouragements, and prayers.

My sisters and brothers, mostly my sister Nacira,Waslia and my brother Omar

My husband Omar, for his patience and motivation

My all family Daoud and Lasgaa

Abstract

English is the first language in the world as it plays a crucial role in cross-cultural communication. Very often EFL learners fail to interpret the speaker's intention since most natives tend to speak indirectly and using implicature in a way to be indirect which results pragmatic failure. The present study aims to investigate the challenges facing EFL students in understanding implicatures. To achieve the aims of the research , a case study was conducted at   the department of English in the University of Tlemcen where 33 students and 4 teachers were selected as the sample population. The researcher used two research instruments to collect data. A questionnaire was addressed to the learners and an interview for teachers. Therefore, the results obtained reveal that most EFL learners have a lack of cross-cultural awareness and many factor affects their comprehension of implicatures. Furthermore, the teachers give some suggestions to overcome learner's pragmatics failure.

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List of abbreviations and Acronyms

CC: Communicative Competence

CP: Cooperative Principles

CI: Conversational Implicature

FL: Foreign Language

L1: First Language

L2: Second Language

PC: Pragmatic Competence

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General

Introduction

General Introduction

In the recent decades, communication has become a complex system of Communicating ideas, emotions, and desires which raised a challenge for its second and foreign language learners. While conversing speakers sometimes tend to imply something different from what they explicitly said, and the hearers need to find the hidden meaning based on the contextual of situations, the implied meaning is called implicature. This term was first introduced by H. Paul Grice in 1975 who made a distinction between conventional and non-conventional implicature.

The purpose of most EFL learners has been to become communicatively competent. Though , EFL learners might be grammatically proficient but still some might have a limited pragmatic competence which hinder the process of communication (Altasan 2010) and lead them to cross-cultural pragmatic failure.

Communicative competence comes as reaction to Chomskyan theory of competence – performance(Hymes, 1972) . Most linguists view   linguistic language as insufficient to interact in a foreign language and learners need to include the pragmatic dimension when communicating . Communicative competence has undeniably had a significant effect on the promotion and development of language teaching. Thereby giving birth to communicative language teaching.The latter has also incredible role on the emergence of several strategies about teaching pragmatics in EFL context. As a result, raised awareness on the importance of developing cross-cultural knowledge.

Implicature has been a challenge for EFL learners. The researcher's aim was to examine the factors behind students' misunderstanding of English implicatures. The final objective of this study was to find a remedy to overcome pragmatic failure and raise learners' awareness of implicature.

To achieve the above -stated goal, the researcher has formulated the following questions :

1) What are the factors affecting learners' competence to comprehend implicatures?
2) What are the possible solutions for araising   learners' awareness of implicatures?

In the light of afore mentioned questions, the following hypotheses are formulated.

1) The difference in socio-cultural knowledge, negative transfer, indirectness, and the lack of interaction and exposure to the target culture are the main factors behind students misunderstanding English implicatures.
2) Solutions that are expected to eradicate this issue is through developing cross-cultural awareness,and make use of authentic materials.

The present work consists of two chapters, the first chapter represents a theoretical overview about the definition of implicatures and its main types. It also focuses on the main reasons behind students'pragmatics failure and it also provides some solutions to overcome it.

The second chapter is devoted to the analysis of the results with an overview of the main methods that will be used in this work, sampling, instrumentation used in this study are also explained. At the end the researcher seeks to find out to what extent the hypotheses are valid. She designed a case study including thirty three Master one EFL learners at the English Department of Tlemcen University. To collect data, the researcher depends on the use of two research instruments which are the interview for teachers and the questionnaire for students**.**

Chapter One

1.1 Introduction

The knowledge of the grammatical rules, vocabulary, phonology and spelling are insufficient in language learning and use. Foreign language learners need an adequate mastery of a variety of competences.

Competent language users have to develop the pragmatic competence, which generally refers to the ability to use language appropriately and effectively in different social contexts.

Pragmatic competence is a component element which covers a wide variety of theories, including the cooperative principles and the notion of conversational implicature.

This chapter includes a theoritical background on implicatures and the main challenges facing foreign language learners' competence to understand them.

1.2 The Study of Meaning: Semantics vs. Pragmatics

The study of meaning is one of the major areas of linguistic studies . Meaning is the area of interest of two subfields of linguistics :semantics and pragmatics . The difference between semantics and pragmatics was first explicitly introduced by philosophers in ideal language tradition. According to Charles Morris, who was influenced by Peirce, the basic 'semiotic' relation is triadic: a linguistic expression is used to communicate something to someone.

The fields of semantics and pragmatics are devoted to the study of the semiotic of language. The fact that the two separate disciplines have developed for this purpose reflects the complexity of human language as a semiotic system (Morris 1938:6-7). The separation of semantics and pragmatics is often determined by the concept of usage: pragmatics studies the sign of symbol in its context, semantics deals with interpretation of the meaning out of the context, in order words more abstractly (Carnap 1942:9). Scholars attribute to Charles Morris the first formal definition of the semantics and pragmatics distinction.

Morris defined semantics as the study of "the relations of signs to the subjects to which the signs are applicable", and pragmatics as the study of "the relations of signs to interpreter". G. N Leech (1983), in his work *Principles of Pragmatics,* defines pragmatics as a study about situational meaning of the utterance. The question of meaning is central for pragmatics. Pragmatics focuses on cooperation between the speaker, form and meaning. The semantic meaning is understood as the literal meaning of a word, expression or sentence and it is identified as context independent and truth conditional because it "does not affect the truth conditions of the utterance" (Briner, 2013). Similarly, Leech (1983) claims that "meaning in pragmatics is defined relative to a speaker or user of language".

There is a strong connection between meaning and pragmatics. The exchange or relay of information, messages, attitudes, feelings, or values from one person to another contributes to the interpretation of meaning (Morris, 1938).

1.3 Communicative competence:

In recent decades, the aim of most second and foreign language learning has been to become communicatively competent and use the language necessary for a given social context (Hymes, 1972). The term "Communicative Competence" was first introduced by Hymes (1971:5-7), as a reaction to Chomsky's theory of Competence-Performance (1965:4). Hymes rejects Chomskyan theory of an ideal speaker-hearer for excluding socio-cultural aspects of communication (Hymes, 1972 :270-280).Thus communicative competence refers to the individuals' achievements of appropriateness and effectiveness in his choice of language and associated non-verbal behaviour (Pride, 1979:5). Hymes (1972) adds that the speech community possess the focal authority as far as determining appropriateness and inappropriateness of language use is concerned ;for instance, how to verbally address a particular situation, how to greet and how to ask things from people.

The notion of pragmatic competence was early defined by Chomsky (1980 :225) as "the knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes". This concept was seen in opposition to grammatical competence, that is the Chomskyan term is "the knowledge of form and meaning"

In a more contextualized fashion, Canale and Swain (1980) included pragmatic competence as one important component of their model of communicative competence. In this model pragmatic competence was identified as sociolinguistics competence, defined as knowledge of contextualized appropriate language use (Canale & Swain, 1980; Canale 1983). Another definition of pragmatic competence is offered by Fraser (2010),who describes it as the ability to communicate your intended message with all its nuances in any socio-cultural context and to interpret the message of your interlocutor as it was intended".Therefore, what determines pragmatic competence, or the ability to communicate accurately and appropriately in every situation, is the knowledge of a series of systematic factors (e.g. contextual, social, and socio-cultural norms) that exist within a community and that go beyond the linguistic structure of utterances (Crystal, 2008)

1.4 Pragmalinguistics and sociopragmatic:

Pragmatics has been defined from a linguistic perspective as well as from a cultural perspective.It has been described as the study of the comprehension and production of peoples' " linguistic action in context" (Kasper and Blum Kulka, 1993,p. 3) and it is also the interpretation of the intended meaning of people in a certain context(Yule, 1996,p.3).Accordingly, pragmatics is divided by Thomas (1983) into pragmalinguistic competence and sociopragmatic competence .

According to Thomas (ibid) , pragmalinguistic competence refers to linguistic resources available in a language from which a speaker may choose to form a speech act and is concerned with the relation between pragmatics and other linguistic fields of the language, especially grammar. Sociopragmatic competence **,** on the other hand, is concerned, as reported by Thomas (ibid) , with using such forms appropriately according to different social norms, such as social distance, power, status, politeness, and direct /indirect strategies.

The difference between sociopragmatics and pragmalinguistics is well illustrated by Kasper (1992) who states that a sociopragmatic decision for an apology, for example, would consider the norms of the society and whether such norms impose the need for an apology or, further, an account for the offence occurred. However, a pragmalinguistic decision is to choose the phrasing or the semantic formula of a speech act of which the apology could be uttered.

Effective communication is one of the main aims of EFL learners. However, EFL learners must learn not only the linguistic expression, but also new cultural attitudes about the use of these expressions.To say it differently, besides linguistic competence, they have also to develop   pragmatic competence since the lack of this competence can hinder the process of communication (Altasan, 2016).In other words, lack of pragmatic competence leads to what Thomas (1983) terms 'pragmatic failure '.

1.5 Pragmatic failure:

Language, being an important social tool for communication, is used by human beings in

order to express feelings, desires, thoughts and wishes. The major aim of learning a foreign language (FL) is to gain the ability to communicate with native speakers of the target language and to express feelings and convey thoughts to them accurately. When a speaker or hearer is unable to convey or appreciate the meaning of a given utterance, then pragmatic failure occurs. The latter refers to "the inability to understand what is meant by what is said"(Thomas, 1983,p.91). Jenny Thomas (1983) focuses on the former sense of pragmatic failure and differentiates two types of it : pragmalinguistic failure and socio-pragmatic failure. According to Liu(2004:16),pragmalinguistic failure relates to linguistic deficiency "caused by differences in the linguistic encoding of pragmatic force". Thomas (1983, p. 101) defines pragmalinguistic failure as "the inappropriate transfer of speech act strategies from one language to another, or the transferring from the mother tongue to the target language of utterances which are systematically/syntactically equivalent, but which, because of different "interpretive bias, tend to convey a different pragmatic force in the target language. Pragmalinguistic failure is "fairly easy to overcome "in the context of foreign language teaching /learning as it can be taught quite straightforwardly as part of the grammar. Sociopragmatic failure is "much more difficult to deal with " (Thomas, 1983, p. 91).

Sociopragmatic failure, on the other hand, is described by Leech as "the sociological interface of pragmatics" (Leech, 1983:10). Sociopragmatic failure "stems from cross-culturally different perceptions of what constitutes appropriate linguistic behaviour" (Thomas, 1983, p. 99). Sociopragmatic failure refers to the speaker's inability to adapt the language to certain judgments concerning the social conditions of the context (e.g. size of imposition, cost/benefit, social distance, relative rights and obligations).Unawareness of cross-cultural differences between people speaking different languages further causes socio-pragmatic failure in cross cultural communication (Thomas ,1983).

1.6 Examples of Pramatic Failure:

One example that can illustrate pragmalinguistic failure is mentioned by Kasper (1984)

referring to a second language learner (L) who is taking leave from her native English speaker lady(with whom she stayed for two years):

E: I've got some sandwiches ready for you here .I hope it will be enough (native speaker)

L: Yes, it will be enough (second language learner)

In this example, E does not mean whether the sandwiches are enough to L at her termination.L's answer seems to be impolite to E. In a situation like this, L should have said any thanking expression, such as 'thank you, how thoughtful!'

A typical instance of sociopragmatic failure occurs in the following example between a Chinese passenger and a native English driver taxi (D):Reynolds (1995:5)

P: Excuse me; I wonder if you could take me to the airport.

D: Oh...! Well...! (feels at loss)

Here the passenger feels he is in a position of disadvantage for not being a native speaker and so he speaks too differentially and, consequently, sounds unnatural and funny. In fact, in such a situation, native speakers use only "Airport, please" which is quiet appropriate in this context.

1.7 Speech act theory:

Speech acts are considered the minimum functional unit in communication such as giving commands, asking questions and making statements (Austin, 1962). Yule (1996) states that speech acts are how the speakers and hearers use language. This concept was proposed by John Langshaw Austin in 1962, one of the founders of pragmatics.It was later developed by John R. Searle in 1969. Both philosophers of language believe that language is not only used to inform or describe things, it is often used "to do things ", or "to perform acts".

Through speech acts, the speaker can convey physical actions merely through words and phrases. We perform speech acts when we offer an apology, greeting, request, complain, invitation, or refusal. According to Austin (1962), speech acts can be recognized with regard to their structure. Whenever there is a direct relationship between

the function of a speech act and its structural form, we have a direct speech act .On the other hand, when there is no direct relationship between structure and function , the speech act is considered indirect. Austin (ibid) argues that "to determine what illocutionary act is so performed we must determine in what way we are using the locution ".

Austin distinguished among three elements of a communicative act: locutionary, illocutionary, and perlocutionary acts.

- ✓ Locutionary act: is the act of saying something which contains meaning and permits to be understood.
- ✓ The illocutionary act: is the act performed by saying something with specific intentions
- ✓ The pelocutionary act: is the result or effect produced by means of saying something.

1.8 The cooperative principle and Grice maxims :

In order to communicate successfully human beings are supposed to obey to a certain mode of interaction. For this reason, Paul Grice (1975) developed a mode of interaction for an ideal communication called the *Cooperative Principle* (CP for short); such principle contains four maxims based on ordinary language philosophy. Grice summarizes this in the formula: "make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975 :p. 48). Grice (1972) argues that to have an effective and understood conversation, the speaker   should be truthful, relevant, clear, and provide the appropriate amount of information, and in order to be cooperative, one must obey the four maxims (also known as conversational maxims) (Lubis, 2017). These maxims are :

- • Maxims of quantity: this maxim can be summarized in the following points:
  - - make your contribution as informative as it is required;
  - - do not make your contribution more informative than is required;
- • Maxim of quality: dictates

- do not say what you believe to be false;

- do not say that for which you lack adequate evidence.

- Maxims of relation: stipulates to be relevant, or simply stick to the point

- Maxims of manner: requires to:

  - avoid obscurity of expression;

  - avoid ambiguity;

  - be brief ;

  - be orderly.

It is important to note that Grice's four maxims are not meant to be a set of prescriptive rules that speakers must follow; they rather describe what speakers do in order to successfully communicate (Kordié, 1991:31-32) . CP refers to how the addressee and addresser must act cooperatively and mutually accept one another to be understood in a particular way.

1.9 Implicatures:

Implicature is a term coined by Grice to refer to what a speaker suggests, means and implies by his/her utterance, which totally contrasts the explicit meaning of his utterances (Grice,1975). Implicature serves a variety of goals: communication, maintaining good social relations, misleading without lying, and verbal efficiency. Knowledge of common forms of implicature is acquired along one's native language .

Implicature was first introduced by H.P Grice (1975) who maintains that communication is largely a cooperative enterprise (Chen,n.d). Grice believes that the cooperative principle underlines language use, and when people flout any one of the maxims, a conversational implicature is created. For example, if someone says "out" as a response to the question "Where are you going? ". Here, the hearer is violating the maxim of quantity as he gives weaker and less informative statement, thereby introducing an implicature as he actually does not want to inform the hearer "where he is going". Grice (1975) suggested that implicatures are divided into two main parts: conventional and conversational

1.10 Types of implicatures:

The use of language often has a hidden purpose which can be indirectly expressed (Grice, 1975).The term implicature is used to refer to indirect or implicit meaning of an utterance that is produced by the speaker. Grice distinguishes between what is said and what is meant. What is said is governed by the conventional meaning of words, and what is implicated with is associated with the existence of some 'rational' maxims which assure the success of the conversation, by respecting these maxims (Cohen.,2008) Grice distinguishes two main different classes of implicatures :

1.10.1 Conventional implicature:

There are implicatures which, according to Grice, do not come from context or even from reasoning about speaker's beliefs and intentions, but come from the way language is conventionally used. Grice (1975,p.44) states that "in some cases the conventional meaning of the words used will determine what is implicated ,besides helping to determine what is said ". Conventional implicature has the same implication no matter what the context is (frozen metaphors, SBUs).

For Grice, meaning is divided into "what is said" (which comes from semantics and is (truth -conditional) and everything else truth -everything that does not come from semantics and is not truth -conditional is an" implicature". Grice argues that not all conventional meaning is literal meaning and part of what is said. For example, one of Grice's examples is "He is an Englishman therefore he is brave ", the speaker has only literally said that he is an Englishman and that he is brave. He has conventionally implicated that his bravery is a consequence of his Englishness by means of the conventional meaning of "therefore", the contribution of therefore is thus non-truth conditional ,and the meaning of contribution of therefore here is not semantic but pragmatic.

Conventional implicature is non cancelable, non-calculable, detachable, conventional, carried by what is said and determinate (Grice as cited in Rosidi, 2009). Conventional implicature are non-truth-conditional inferences that are not derived from

superodinate pragmatic principle like the maxims, but are simply attached by convention to particular lexical items or expressions (Levinson 1983:127). Large set of presuppositions are actually conventional implicatures: presuppositions associated with particles like too, either, also, even... , presuppositions of certain fractive verbs like forget, realize ..., presuppositions of implicative verbs like manage and fail(Wintermeyer, 2014). An example of a word that explicitly demonstrates the difference between what is said and what is conventionally implicated is 'even' (Karttunen and Peter, 1979):

(1) Even Bill likes Mary

(2) Bill likes Mary

For them, even plays no role in the truth conditions of the sentence. In other words, (1) is true if (2) is true, and false otherwise. This does not mean that even plays no role in the meaning of (1). For karttunen and Peters, (1) conveys the information given in (3):

(3) Other people besides Bill like Mary.

Of the people under consideration, Bill is the least likely to like Mary (cited in Moeschler , 2014).

1.10.2 Conversational implicature:

Conversational Implicatures are implications derived on the conversational principles and assumptions, relying on more than linguistic meaning words in an utterance. The conversational implicature is not intrinsically associated with any expression (Grundy cited in Victory, 2010). Conversational implicature is inferred from the use of some utterance in context.

The importance of conversational implicatures in expressing a message indirectly is well-established (Boutton, 1994). Conversational implicatures are dealt with in Grice's pragmatic theory, which is considered a theoretical underpinning for pragmatic research. This theory of conversational implicatures is attributed to Paul Herbert Grice, who observed that in conversations what is meant goes beyond what is said and that this additional meaning is inferred and predictable. Grice proposed that in a communicative exchange participants are guided by a principle that determines the way in which

language is used with maximum efficiency and effect to achieve rational conversation. He called it the Cooperative Principle .Thus, in order to achieve a successful conversation, speakers cooperate with each other, and speak sincerely, sufficiently, relevantly and clearly.

Non observances and conversational implicature

If the speaker flouts the cooperative principle or any of the four maxims, the communication breakdown occurs. To break a maxim "is the prototypical way of conveying imlpicit meaning" (Grundy 1995:41) . Dornerus (2005) explains that the failing to observe a maxim referred as breaking the maxim, which looks for conversational implicature .According to Grice failing to observe a maxim is divided into five breaking maxims: flouting, violating, infringing, opting out, and suspending a maxim.

1.10.2.1 Flouting:

Flouting a maxim is failure of maxim that said by the speaker blatantly. The speaker does not intend to mislead the hearer but wants the hearer to look for the conversational implicature. Therefore, when the speaker intentionally fails to observe a maxim the purpose may be to effectively communicate a message (Thomas, 1995:65). Flouting the maxim can happen in four sub-principles of maxim:

Flouting the maxim of quality requires us not to say what we believe to be false and what we lack adequate evidence. There are several strategies of how flouting the maxim of quality can occur. The first is hyperbole strategy. According to Wales (2001), "hyperbole is often used to emphasize something (word) or a sign of great expression or passion" (p.190). The second is metaphor strategy. According to Wales (2001), "when words are used with metaphor sense, domain of reference is carried over onto another on the basis of same perceived similarity"(p.250).The third is irony strategy. According to Wales (2001), irony is contradiction words and often sarcastic. The fourth is banter strategy. Cutting (2002) states that banter as a mild aggression which expresses a negative sentiment but implies a positive one. Banter familiarly knew as 'mock

impoliteness'.

An example of flouting the maxim of quality can be seen in Crusee's example, "I married a rat"(2000:360). In this case the hearer of the sentence has to look for another meaning since a person obviously did not marry a small animal, but married a person with similar traits as those which are ascribed to a rat. The implicature here is a metaphor for how the person sees his partner in marriage.

Flouting the maxim of quantity occurs when a speaker gives more or less information than is needed within a conversation. The following example by Cutting (2002, p.36) illustrates the point:

> Peter: well, how do I look?
>
> Marry: your shoes are nice.

In this case Marry flouted the maxim of quantity by saying less information. Peter asks her about his whole appearance, but Marry only refers to his shoes.

Flouting the maxim of relation occurs when the speaker deliberately gives a response that is irrelevant to the topic being discussed. The following dialogue illustrate the point:

> Army Officer :   Name?
>
> Neddy Seagoon: Neddy Seagoon
>
> Army Officer :   Rank?
>
> Neddy Seagoon: Private
>
> Army Officer: Sex?
>
> Neddy Seagoon: Yes, please (Flowerdew 2012,98)

In this case Neddy Seagoon's answer to the utterance sex? Creates an implicature, were he deliberately misunderstands the question and thinks about sexual relations rather than gender.

Flouting the maxim of manner requires giving obscure and ambiguous information. Cutting (2002) states that flouting the maxim of manner happens when a speaker does not talk clearly, appearing to obscure and tend to ambiguity. An example that flouts the maxim of manner is:

Interviewer: Did the United States Government play any part in Duvaliers depature? Did they, for example, actively encourage him to leave?

Official: I would not try to steer you away from that conclusion (Thomas, 1995:71)

The implicature in this case tells the interviewer that the official does not want to admit to their involvement directly, but does indirectly by not being direct with the answer.

1.10.2.2 Violating:

Violation is defined as "the unostentatious" or 'quiet' non-observance of a maxim (1995:72). The speaker intends to mislead the hearer. The speaker tells the truth but implies what is false (Thomas 1995:72).

1.10.2.3 Opting out:

Grice explains (as cited in Peter and Morgan, 1975) that people who do not want to cooperate in conversation indicate to opting out, the speakers directly say their unwillingness to continue the conversation in which the maxims require.

1.10.2.4 Infringing:

Occurs when the speaker infringing a maxim he unintentionally deceives or fails to observe the maxim. The speaker does this with no intention of generating an implicature (Thomas, 1995:74). Infringing occurs when the speaker does not know the culture or does not master the language well enough, as when she/he is incapable of speaking clearly (Thomas, 1995:74).

1.10.2.5 Suspending:

When one suspends a maxim, it is understood that what is said is not completely true or that there are things the speaker ought not to say (Thomas, 1995:76) . Suspending can happen in certain event and the interlocutors do not need to fulfill the maxims.

1.10.3 Types of conversational implicature:

Grice further distinguishes between two classes of conversational implicature: generalized conversational implicatures and particularized conversational implicatures. A generalized implicature is one which does not depend on particular features of context,

but instead is typically associated with the proposition expressed. The general knowledge means that there is no need for a specific knowledge to identify the implicature when the conversation occurs.

A particularized implicature is one which depends on particular features of the context. According to SIL Glossary of linguistic terms, it is a conversational implicature that is derivable only in specific context "(Grice, 1975, p.56 & Levinson, 1983, p.126).

1.11 Factors to pragmatic failure:

The causes of pragmatic failure are various. Firstly, pragmatic failure can be teaching induced (Lihui and Jianbin, 2010,47). Some teaching strategies may, in fact, increase the possibility of pragmalinguistic failure. Kasper (1984:3), in a comprehensive survey, has identified some of what he calls "teaching induced errors" which are attributed to teaching materials (e.g. inappropriate use of modals) or to class room discourse (e.g. complete -sentences responses, inappropriate propositional explicitness, etc). However, complete sentences replies violate the textual pragmatic 'principle of economy' (Leech, 1983:67-8).

Another source of teaching induced error can go to the over emphasis on the parallel between the grammatical category "the imperative" and the speech act ordering (Thomas, 1983:148) . For example, the everyday use of the imperatives 'Come in' and 'Have another sandwich' can be scarcely seen as orders nor can they be deemed as impolite(Dash, 2003:5). On the contrary, "Imperatives are scarcely ever used to command or request in formal spoken English" (Thomas, 1983, p.148). In addition, lack of interaction and exposure to the target language in EFL poses a challenge as the classroom becomes the main place to acquire and develop their competence including pragmatic competence (Li,2011) . Another common factor of pragmaliguistic failure can arise from negative transfer from the speakers' native language to the target language (Thomas, 1983) .

Socio-cultural difference is one of the main reasons of pragmatic failure .Culture is all the practices, codes and values that are specific to a particular community. People with different cultural norms system use different communication strategies and

therefore commmunication misunderstandings are produced naturally (Li.Gang, 1999). Pragmatic failure can result from indirectness as the indirect way of saying implicatures hinders their correct interpretation (Searle, 1975) . According to Tannen (1989:23), indirectness, ellipsis, silence, etc can lead to pragmatic failure. For instance, indirectness, which is a function of politeness in many cultures, can also bring about misunderstandings with more frank native English speakers.

The teaching method plays a central role in pragmatic failure (Kasper, 1984:3). The English teaching system is examination oriented, which means the aim of the English teaching is to prepare students to accomplish good scores on a wide range of test papers(Thomas, 1983).As a result, the knowledge conveyed in the classroom is all about memorizing endless   endless lists of grammar rules and vocabulary.

1.12 Overcoming pragmatic failure

In order to communicate effectively, EFL learners have to develop their pragmatic competence. They have to understand the target culture, norms, customs, and social systems (Chen, 1990:254).The target culture should be intergrated into English learning and also exploring the cultural connotations of words, phrases, and idioms through intensive use of text books toghther with authentic materials such as films, scripts, internet, plays, newspapers, and articles to provide relevant cultural information which may increase the student's cultural knowledge. Then, learning pragmalinguistics aspects of the target language help to decrease communication misunderstandings and develop pragmatic competence of learners (Kasper, 2001).

Teachers should make students aware about possible intercultural pragmatic differences between the first language and the target language in order to avoid pragmatic failure as Kasper and Schmidt (1996:160) say "the pragmatic knowledge should be teachable". Thomas (1983) suggests that teachers should develop students' metapragmatic ability ;i. e, the ability to discuss language use in a conscious manner, to avoid pragmatic failure. Teachers also need to attend professional training programs to develop their pragmatic awarness of the target culture, and help students to be aware of

the cultural differences in order to pragmatic failure and misunderstandings.

Pragmatic competence can be raised through analyzing and investigating pragmatic failure (Nelson et al,2002). So that EFL and SL learners wil have experience and thus they will avoid repeating the same mistakes in their futur cross-cultural communication.

One way of partly achieving pragmatic competence is through explicit exposure of students of EFL to more input displaying aspects of nonverbal behaviour (Damnet & Borland ,2007;Damnet,2008) .Student must also be encouraged to develop a feel for the cultural beliefs ,assumptions ,norms,and values of the target community(Nouichi, 2015).

Student centred approach should be encourged .Students should be take as the center of the classroom teaching ,to make them communicate more naturally.Jung (2005),believes that learners can acquire the knowledge of how to get meaning across situations as they become socialized through experiencing a variety of roles in interactions in the calssroom under the teachers' guidance.Teachers should help students to organize small group activities and provide opportunities to practise the wide range of pragmatic and sociopragmatic abilities (Olshtain & Cohen ,1991).

1.13 Conclusion

Overall, sometimes foreign language learners fail to interpret the speaker's intention ;as a result, communication breakdowns occurs. This chapter offered a simple overview on the main challenges facing foreign language learners' competence to understand implicatures.In addition to a number of solutions are provided to overcome pragmatic failure. After the introduction of the term "Implicature" by H.Paul Grice in 1975, several theories and techniques raised, and resulted in large body of literature which aims to help foreign language learners to raise their pragmatic awareness   as well as to overcome any failure on both foreign language level, comprehension and production.

Chapter Two :Research Design And Data Analysis

2. Introduction

2.1 .Research Methodology

2.2 .Sample

2.3. Research Instruments

 2.3.1Students' Questionnaire

 2.3. 2Teeachers' Interview

2.6. Data Analysis

 2.6.1 Student's Questionnaire Analysis

 2.6.2 Teachers' Interview Analysis

2.7.Data Interpretation and Discussions

2.8. Conclusion

2-.INTRODUCTION :

This chapter is concerned mainly with the practical part of the research work. The purpose of this study was to discover the challenges facing EFL students' comprehension of implicatures. This chapter is devoted to data collection, data analysis and interpretation.It includes a description of the research tools that have been used for gathering data, the questionnaire for students and interview for teachers. The obtained results will be considered as answers to the proposed hypotheses.

2.1 .Research methodology :

The selection of research method is one of the main important stages in conducting a research. For this inquiry the researchers opted for case study approach about which a detailed description is provided in the selection.

2.2.Sample :

This research was undertaken in the department of English, at Abou Bekr Belkaid University of Tlemcen. Thirty three informants were randomly selected as a sample population for the present case study from master one EFL students (25 females and 8 males) the purpose of choosing this sample is that they master the English language and can provide the teacher with new ideas and strong instruments. Hence, four teachers of different modules have been interviewed.

2. 3 .Research instruments :

The research tools that were used for data collection were a questionnaire and structured interview. A questionnaire was selected for the students and interview for the teachers.

2.4 Students' questionnaire :

The questionnaire is a research instrument that consists of a series of questions for the aim of collecting data from the respondents. It consisted of 11 questions. It is a set of close ended and open ended questions. The students' questionnaire was made mainly for the purpose of gathering information about the reasons that lead master one students to

fail pragmatically, the participants were 33 students studying English as a foreign language (25 females and 8 males); their ages varied from 21 to 27. The learners' questionnaire is made up of 11 questions, six are closed ended questions, requiring students to answer with yes or no, commenting when necessary and justifying their answers putting a tick from a number of multiple choices.The last 5 questions are open ended questions asking the informants to provide their own opinions. The first question asked students about their age, the second question was asked to determine the gender of the participants. The third question was intended to know the level of informants in masteting English language skills. The fourth question asked to know the amount of English that pupils have experienced through their careers, the fifth question was asked to see which aspects of English has been the most difficult to acquire by EFL learners. The sixth question aims to know if master one EFL students have been in contact with natives. The seventh question sought to discover if   EFL learners experience a situation of misunderstanding when communicating. The eight question was asked to see whether the participants have ever been in situation when they fail to understand the addressers' intention. The goal of question ninth was to know if the knowledge of grammar and vocabulary is enough to be a competent language user. The question ten was asked to see whether the knowledge of the social norms of the English speaking communities essential to communicate effectively in English. The question eleven was asked to choose among a variety of suggestions the factors behind misunderstanding native speakers of English.

2.5.Teachers' interview :

As a research tool, the interview is defined by Gillham (2000) as "it is a conversation where one person – the interviewer is seeking the response for a particular purpose from the other person the interviewee" (p. 01). Therefore, the researcher used a structured interview with six mostly open ended question, to gather verifiable data about the effect of implicature instruction on raising EFL learners' pragmatic competence. The interview was administrated to four teachers (all males) who taught different modules and teaching Master one.

2..6. Data analysis

In this part, the purpose is to analyze the data collected from the two instruments. Consequently, this part is concerned firstly with the analysis of the results obtained from learner's questionnaire, then moving to the results obtained from teachers' interview.

2.6.1 . STUDENTS' QUESTIONNAIRE ANALYSIS

This part is devoted to analyze the data collected from the questionnaire given to Master One English students.The main goal of this questionnaire is to know the challenges facing EFL learners to understand implicatures .

Question 1 :Students' gender

The results recorded in the graph show that the number of female's students is more than the male's students.In fact twenty-five   out of thirty-five students are females .This shows that females are more intrested in studying the English language rather than males .
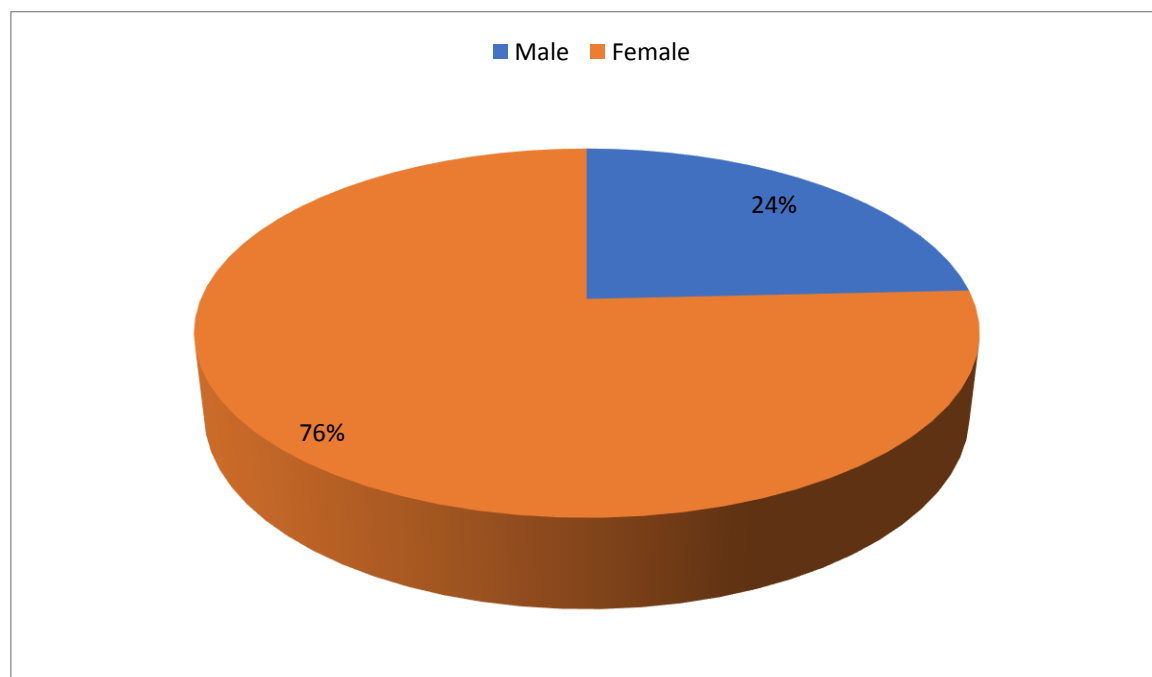

Chart 2.1 :Students' Gender

Question 2 :Students' age

The results in the graph represents the students' age ,they are varying from 21 to 27 years old .57,5% represents the majority of the students who are between 21 and 22 years .18,1 % are between 23 and 24 , and also students who their ages are between 25 and 27 represents 24,2% .Students who their age between 21-22 are the dominant category whose sucesss rate is the highest .
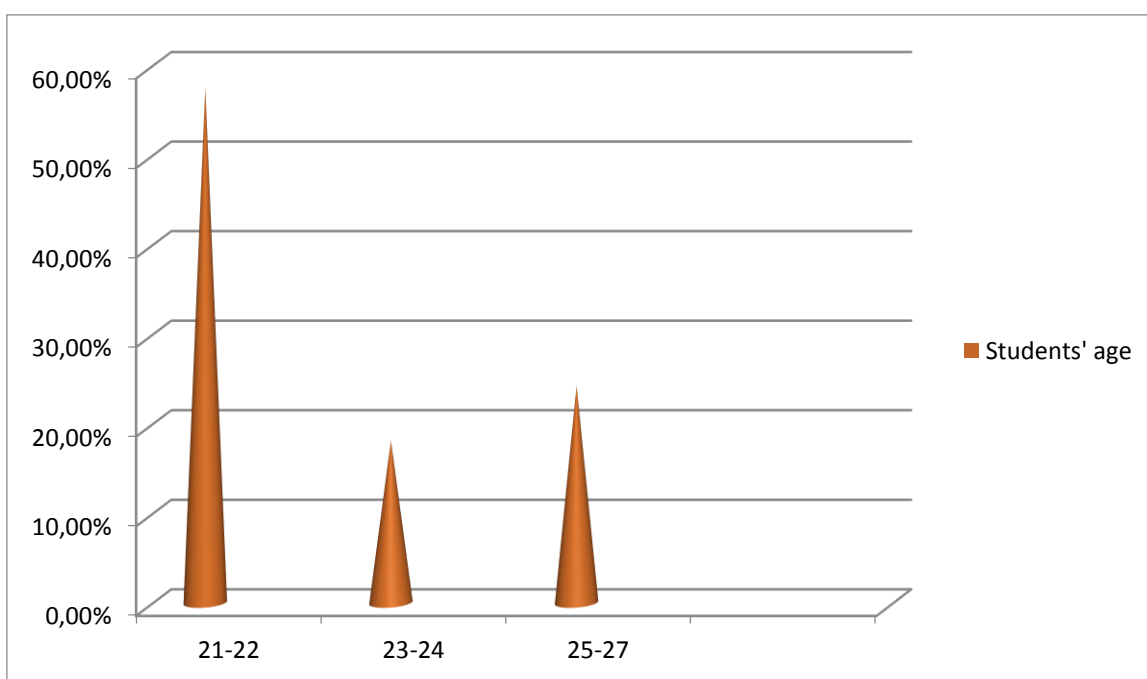

Chart:2. 2 :Students' age

Question 3 :How do you evaluate your command of English?

   This question aims to discover the levels of learners in mastering the English language .It plays a comlementay role with the previous question in constructing an approximante image about learners' level in English .The results recorded in the graph shows that the majority (70%) of the students consider their level in English good ,while (18,2%) of them consider it excellent ,and the other (12,1%) of the students said that their level is average .
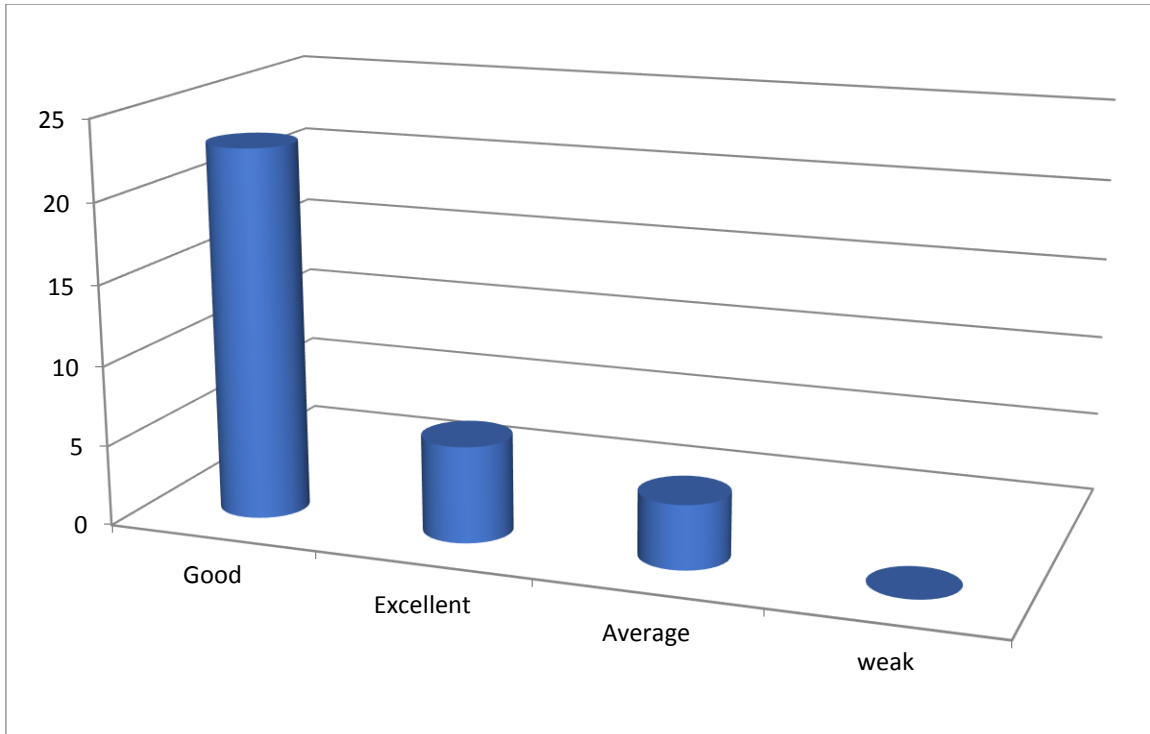
Chart :2 .3 :Students' Opinion about their English Level

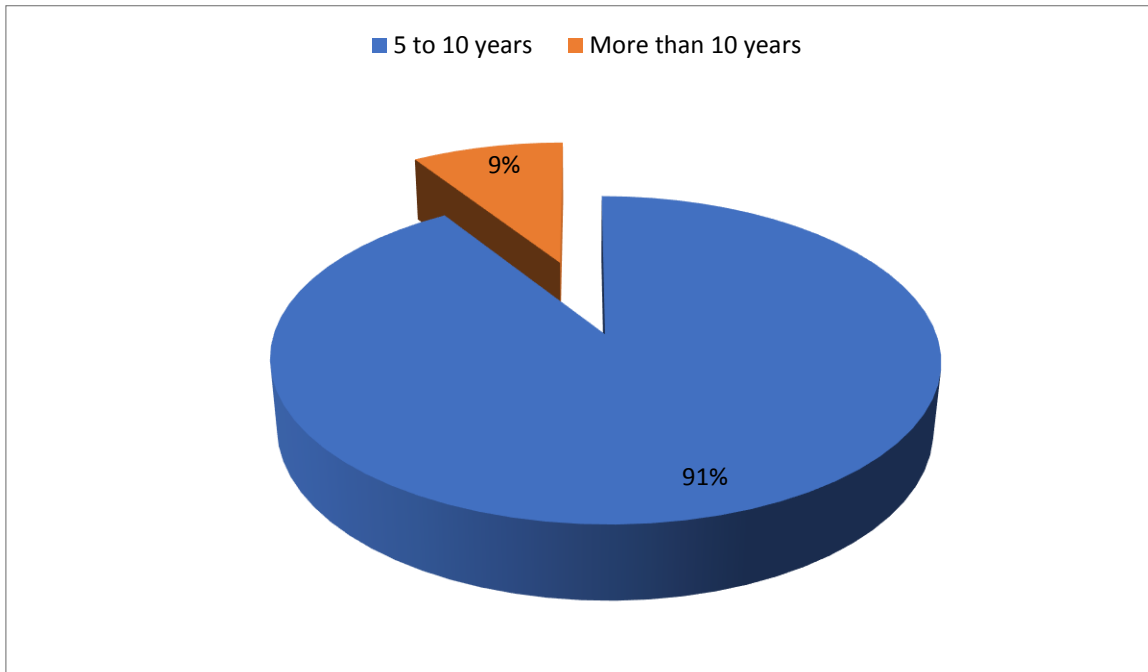**Question 4 : How many years have been studying English ?**

Chart :2.4 : Students'Experience in Learning English

The aim of this question is to set a general view on the amount of English that pupils have experienced through their careers.Thus,the data obtained shows that 91 ,1% of the

pupils have studied English more than 10 years , and 9% have studied it from 5 to 10 years. This refers to reasonable years of exposure to English and refers to an acceptable English language knowledge the learners have which lead them to be a competent language users.

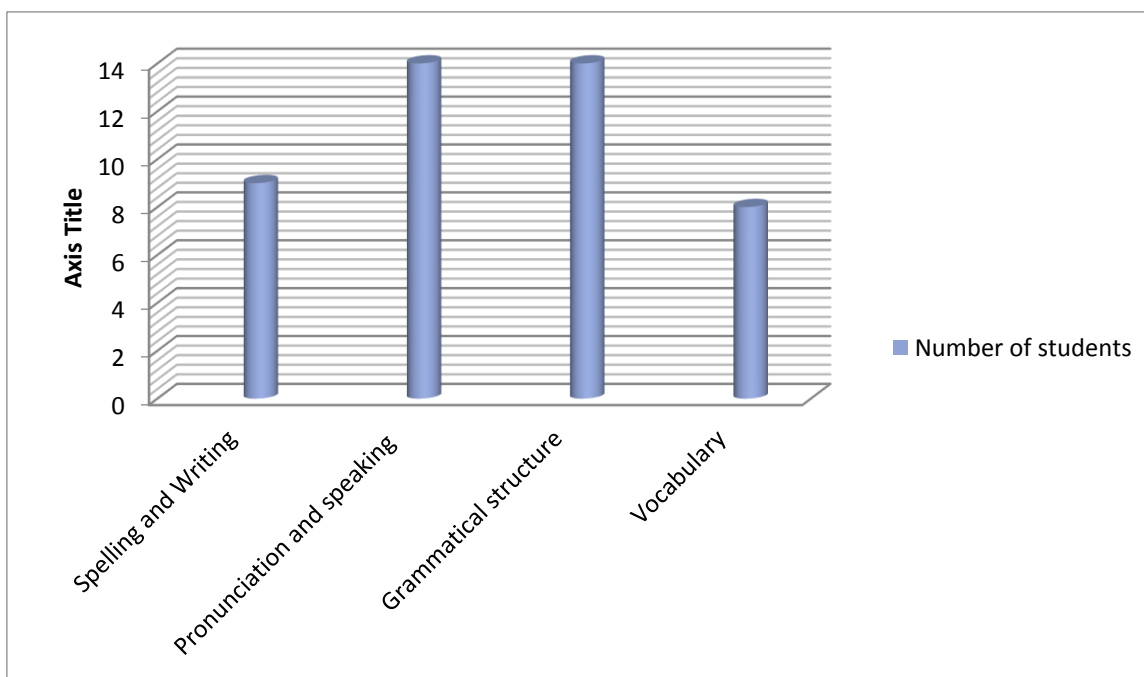**Question 5 :According to your experience which aspects of English has been the most difficult to acquire ?**

Chart : 2 .5: Students' Most Difficult Aspect to Learn   in the Process of Learning English

Regarding the obtained results ,it is noted that (14) students with the rate of 42,4% face a problem when it comes to grammatical structure ,Whereas (14) students with a percentage of 42,4 % tend to struggle with pronunciation and speaking .In addition to that (9)students with an average of 27,3 % have a problem with spelling and writing ,when only(8) students with a rate of 24,2 % struggle with vocabulary .

Question 6 :Have you ever been in contact with a native speaker of English ?

The chart below displays That (17) students with a rate of 52% of the sample tend to be involved in an English native speaking situation .While (16) students representing 48% where not able to be involved in a native alike conversation.
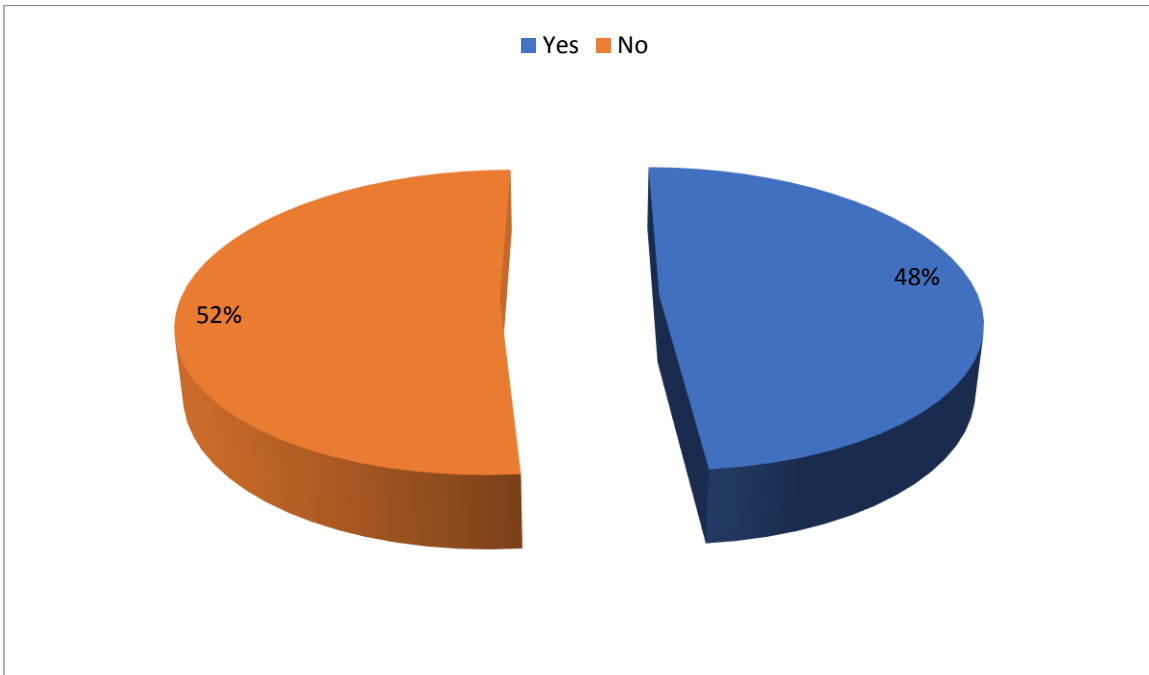
Chart :2.6 :Students' Involvement in English Native Speaking Situations

Question 7 :If yes ,did you experience a situation of misunderstanding when communicating ?
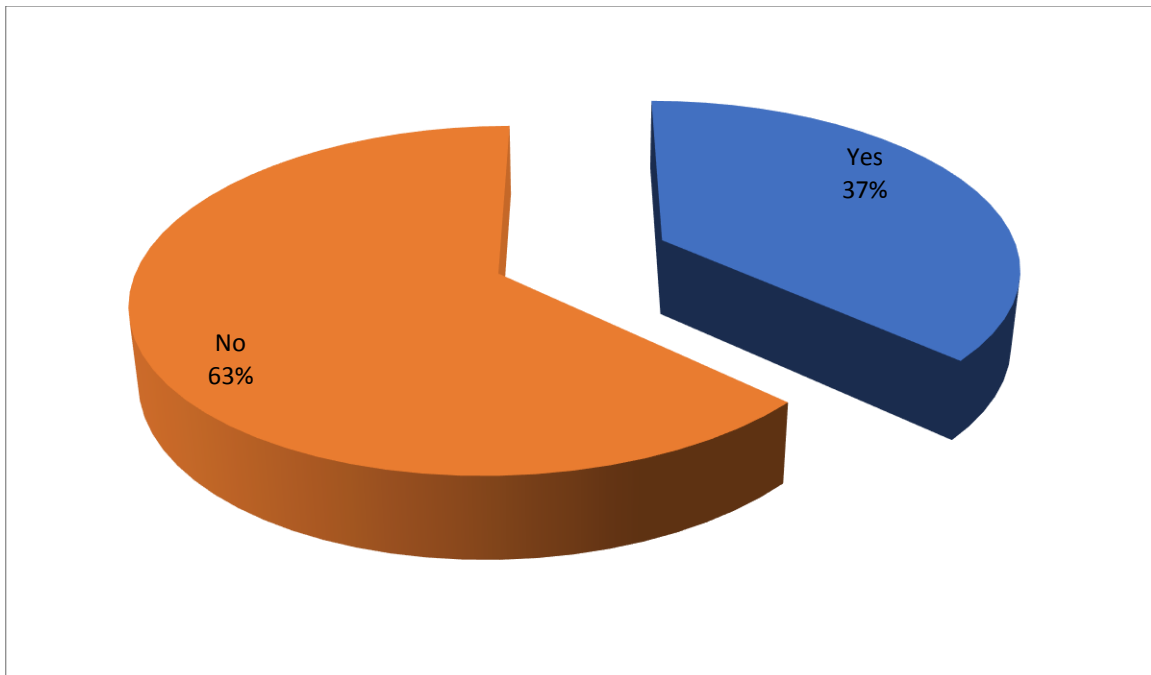
Chart :2.7: Students' Comprehension of Conversational Implicature

Base on the previous question ,the results obtained reveal that the majority of students (21) with a rate of 63% said that they did not experience a situation of misunderstanding when communicating .Whereas, only 11 students   represent 37% face a situation of misunderstanding with natives.

Question 8 :Did it happen that you understand the addresser (including teachers) wrongly in the sense That he /she said something but her intention (real meaning) as something else ?

The results obtained from this question shows that most students' (19) with a rate of 48 ,5% 'Rarely' understand the addresser (including teachers) wrongly in the sense that she /he said something but his /her intention was something else ,while 11 student reresenting (33,3%) 'Somtimes' fail to understand the teacher's intention .On the other end of the scale ,4 students with an average of 12,1 % 'Often' misunderstood the intended meaning .Whereas only two students with a rate of 6,1% 'Never' fail to understand the addresser's intention wrongly .
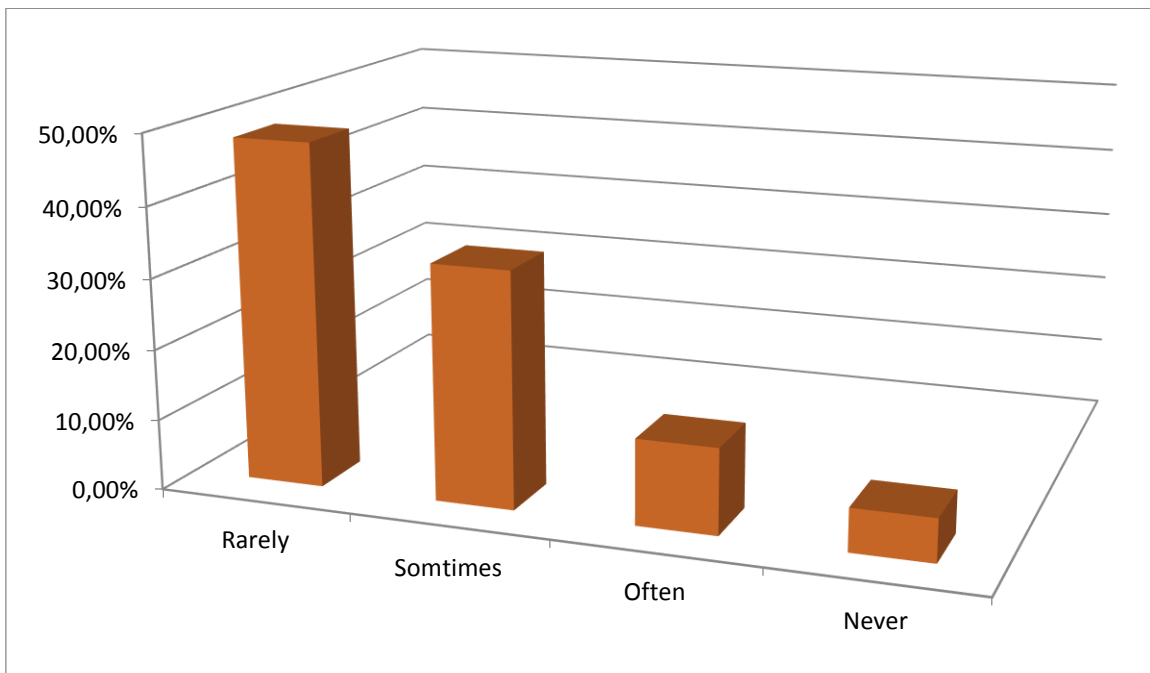

Chart :2.8 : Students' Awareness of Conversational Implicature

Question 9 : Do you think that the knowledge of grammar and vocabulary is enough to be a competent language user ?

■ Percentage of students

6,10% 15,20% 27,30% 15,20% 36,40%

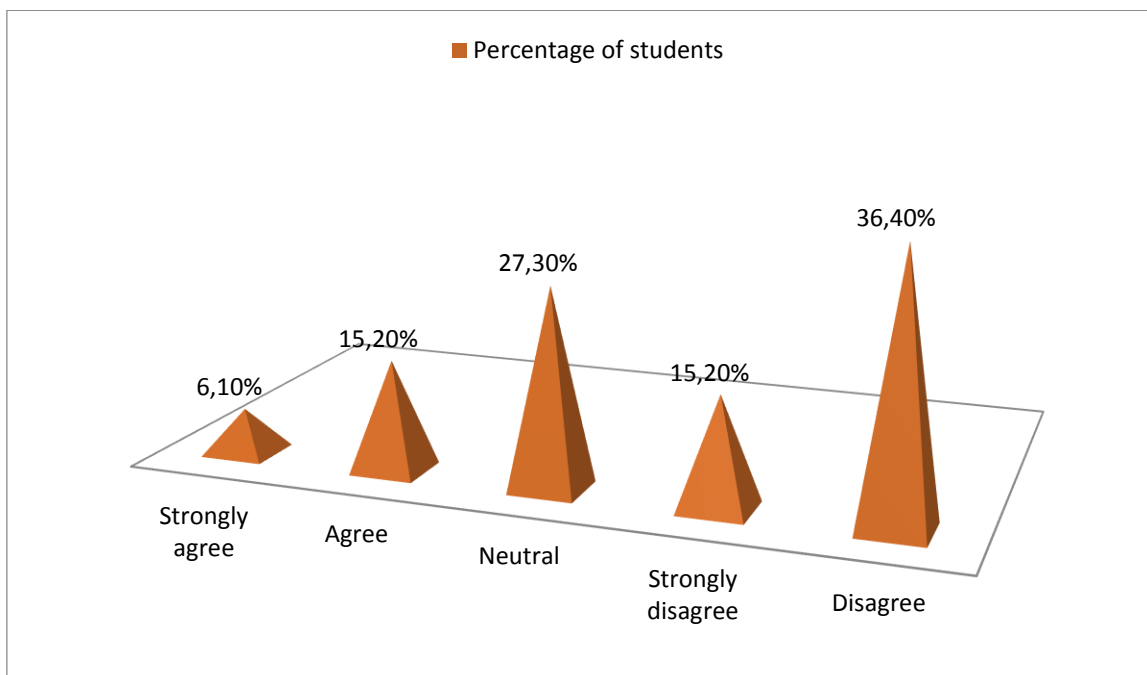Strongly agree   Agree   Neutral   Strongly disagree   Disagree

Chart :2 .9: Students' Opinion about the Knowledge of Grammar and Vocabulary in Learning English

The above graph shows that 36,40% of the sample 'Disagree'   with the idea that knowledge of grammar and vocabulary is enough to be a competent user of English ,and 5 students with a rate of 15,2% 'Strongly disagree' .While 27,3 % percent of the sample remainded 'Neutral' .However ,5 students representing 15,2 agreed That the knowledge of grammar and vocabulary is enough to be a comptent user of English ,and only 2 students with an average of 6,1%   'Strongly agreed'.

_If no justify :

This question aims to discover the reasons behind the student's disagreement .17 students   with an average of 51,5% who disagree with   the previous   statement claimed that the linguistics competence is insufficient ,and competent language   users are in an need of an adequate mastery of two dimensions ;grammatical and socio-cultural knowledge in order to communicate effectively within differing sociolinguistics contexts .They also agreed that learners   must learn not only the linguistic expressions ,but also new cultural attitudes about the use of these expressions which means learners have to develop their pragmatic cometence since the lack of it can hinder the process of communication .In addition,they also insist on learning the social

conventions and norms of the target language in order to communicate appropriately .Some of them have said that EFL learners should raise their cultural awareness of the target language in order to be a competent language user.

Question 10 :Is the knowledge of the social norms of the English speaking communities essential to communicate effectively in English ?

This question tries to know if the knowledge of social norms of English speaking commmunities essential to communicate effectively in English ;the results reveal that 46% of students 'Strongly agree' ,and 14 students with an average of 42% also agreed on this idea .While ,9% of learners stayed 'Neutral' .However, only one student disagreed.
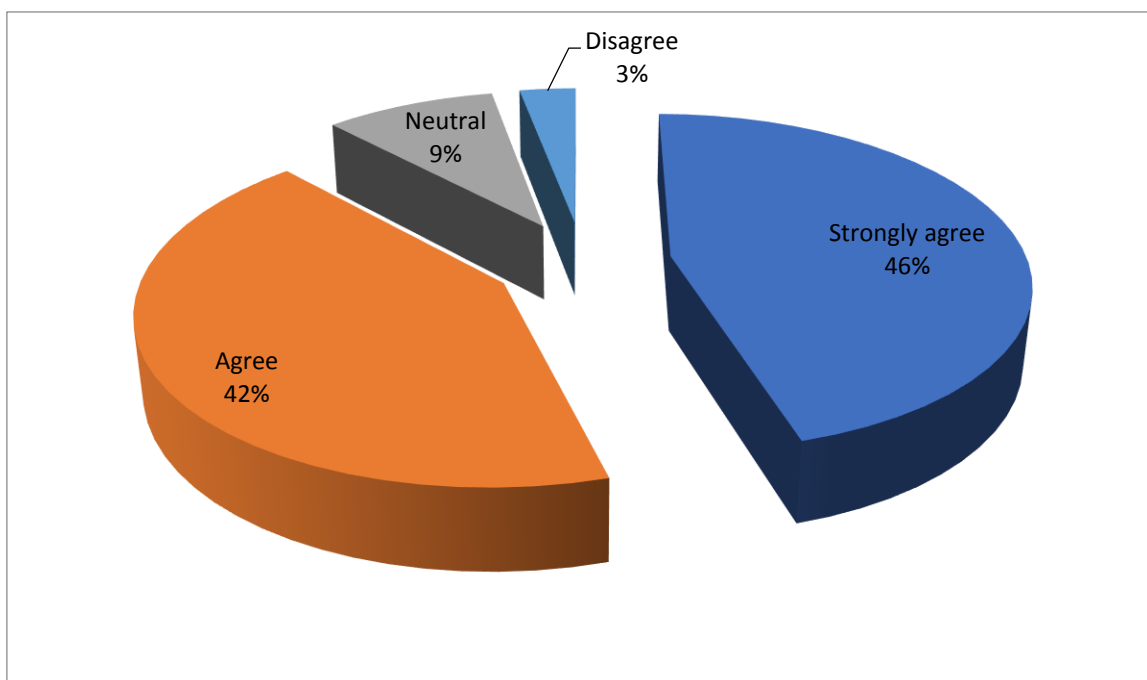
Chart :2 .10: Students' Opinion towards the Effect of Learning the Social Norms of English Speaking Communities to Communicate Effectively

Question 11 :What are the reasons behind misunderstanding native speakers of English ?

This question aims to know the reasons behind this failure .The results show that most students with an average of 5% consider socio-cultural differences .While, 17 students reresenting 52 % think that the lack of interaction and exposure to the target

language in EFL context .10 students with a rate of 30,% said that indirectness is an obstacle for EFL learners .Whereas ,10 students representing 30% think that 'the inappropriate transfer from L1 to L2
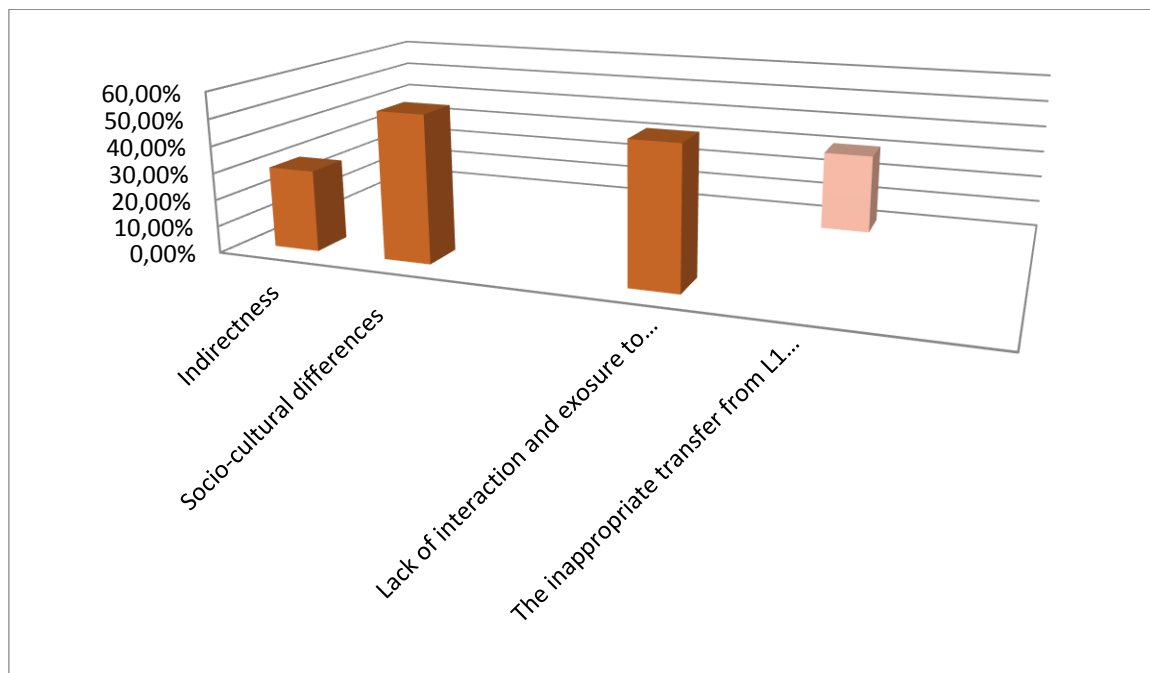
Chart :2 .11: The Challenges facing EFL Learners'Competence to Understand Implicatures

2.6.2 Analyses of Teachers' Interview

The following questions is allocated to four teachers in Tlemcen University in order to attend the necessary results as well as to have an idea about the effect of implicature instruction on raising EFL learners' pragmatic competence.

Question 1 :How would you assess your student's communicative competence ?

This question aims to discover how teachers evaluate their students communicative competence .Reagarding the results obtained three teachers representing 75% assess their students communicative competence as an average .While only one teacher evaluate their level as good .

Chart :2.12 :Teachers' Attitudes towards Students' Communicative Competence

Question 2 : Do you think that teaching a language requires teaching its culture ?
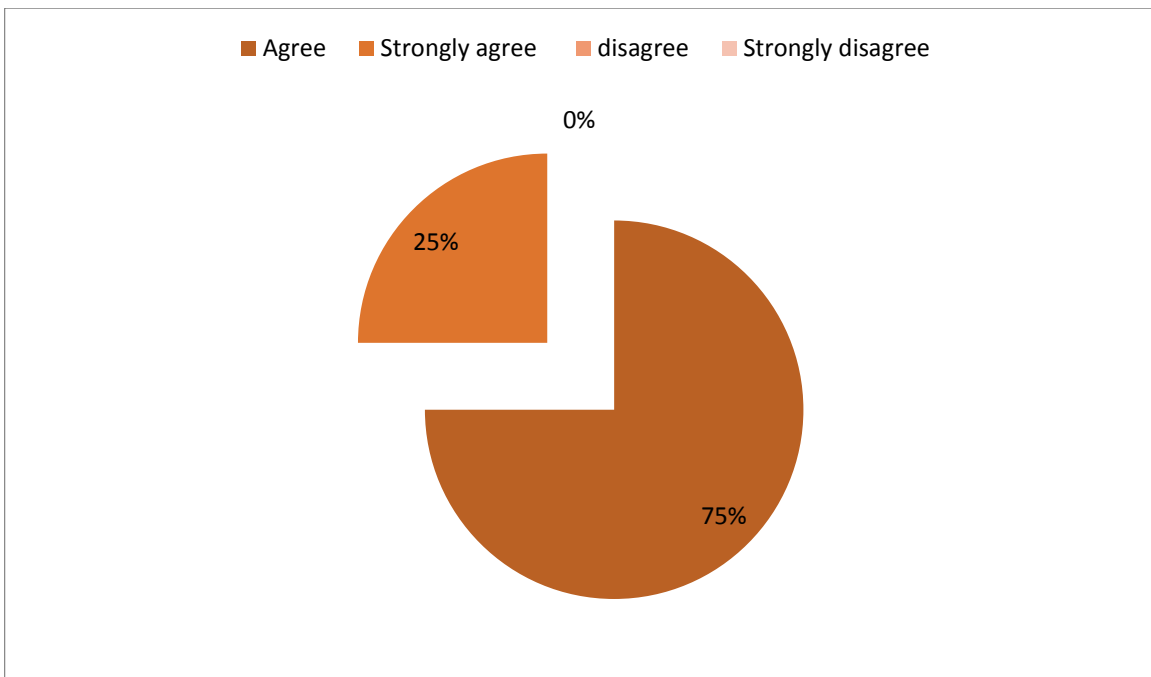
Chart :2.13 : Teachers' Opinion about the Importance of Teaching Culture in Learning a Language

The three teachers 'Agree' that teaching a language required teaching its culture ,and one teacher 'Strongly agree'.
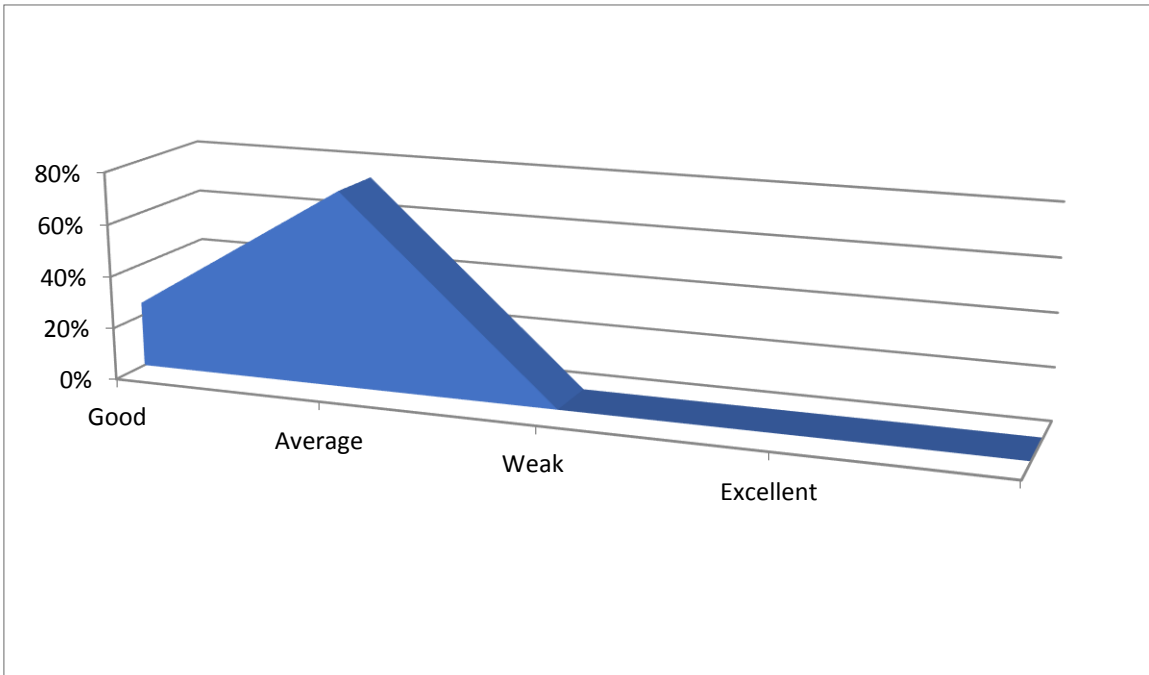
From the results obtained we notice the importance of teaching the culture of the target language since culture is inseparable from language .Language can not be really learned or fully understood without enough knowledge of the culture in which it is deeply embedded. So, language and culture must be studied together.

Yes ,justification :

- Teacher 1 : Usually ,when necessary
- Teacher 2 :We often do it without even wanting to,all types of competences may be included in   various situations

While other two teachers said only 'yes' without giving any justification

Question 3 :Do you face situations where students fail pragmatically ?

Chart :2 .14 :Teachers' Experience of Pragmatic Failure Situations

The results obtained from the above graph shows that all the 4 teachers have experienced situations where students fail pragmatically .

Justification :

➢ Teacher 1 : Students tend to use expressions that stand for different meanings depending on where and how to use them and for that ,understanding differs.

- ➤ Teacher 2 :Do not know the target culture ,real situations.
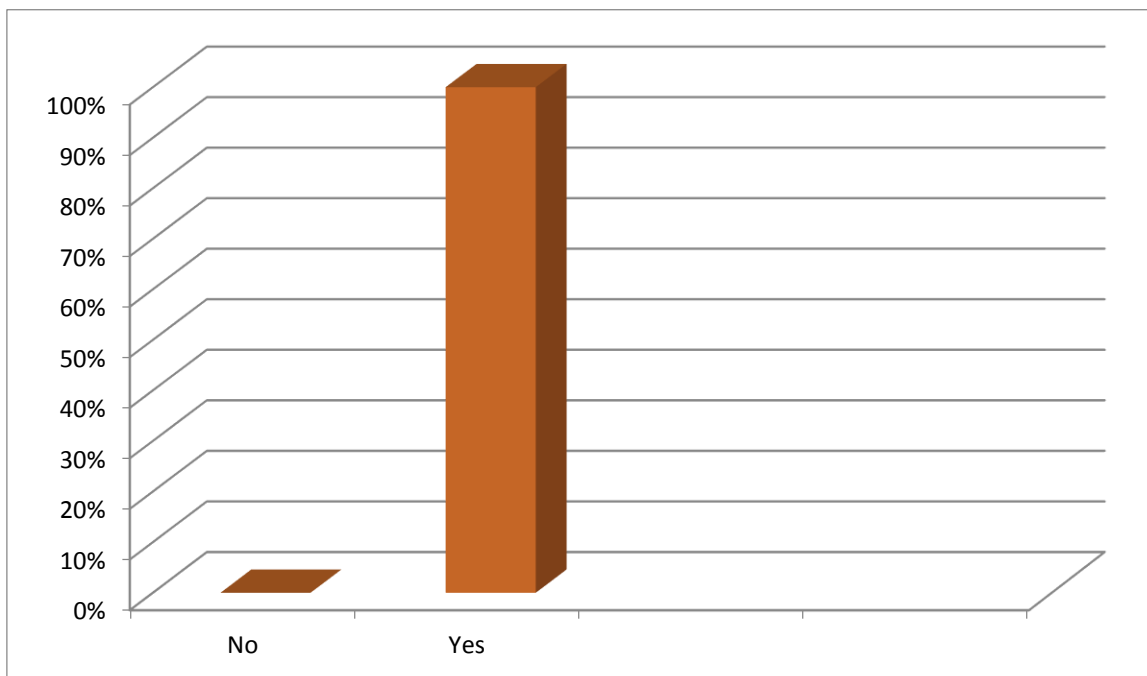- ➤ Teacher 3 :Ambiguous use of expressions that may lead to misunderstanding by a native speaker or even ebarrassment .
- ➤ Teacher 4 : making students aware of false friends ,linguistic transfer (especially from French into Arabic),giving examples of what is corrected and appropriate in English ,giving examples of what is wrong and thought to be correct in English ,highlighting what might be taboo in English ,teaching how to say the same thing in different ways (the same function through different structures :e.g questionning through declarative sentences ,ordering.

Question 4 :What are the Main factors behind students' pragmatics failure ?

Teachers were   asked this question to know the challanges facing EFL learners to fail pragmatically .Two teachers state that the lack of awareness of the target culture norms and habits play a crucial role in students' pragmatic failure ,they also believe that such failure can be resulted from the inappropriate transfer of speech act from L1 to L2 .They also claimed that the lack of interaction and exposure to the target language in EFL context leads to communication breakdown.

Question 5 :What   do you suggest to raise learners pragamatic awareness ?

One teacher suggests to teach culture accordingly with languages .
Teacher two   states listening and watching native speakers as a solution to raise learners' pragamatic awareness .
Teacher 3 suggests raising the targert culture awareness and practising language skills within native speech contexts ; communicative practices with native sppeakers (if possible through social networks).
Teacher 4 said in order to raise socio-pragmatic competence ,one must know the target language culture :what is permitted to say and what is not ,how to say it e.g.religion is not a topic to discuss with foreigners who you dont really know ,this is especially in a context where different religions coexist .Another example relates to turn taking in conversations ;mastery of leave -taking formulas is also necessary ;style-shifting is also a must know matter .The foreign   language learner must also be aware of politeness formulas in terms of pragalinguistics competence ,one should never rely on word for word translation which may be misleading .Also ,one must check the meaning of English words and expressions that resemble to some extent french words and expressions (e.g.English 'actually' is different from French 'actuallement'.

2.7.Data interpretations and discussions :

The purpose of this study is to provide an explanatory paper to investigate why implicatures consider as a challange for Master EFL learners. For the sake of testing our hypotheses which were formulated by the investigator at the beginning of this work which was designed for master one EFL learners, the researcher will try to interpret the results obtained From both learners' questionnaire and teachers' interview. The results elucidated that most of students were females and they are more interested in learning English as foreign language than males. What have been noticed is that the majority of the participants evaluate their command of English as good, the third question seeks to know the learners experience in learning English and it has been viewed that most students have been studying English more than 10 years. In this regard they have developed a good mastery of language skills such as writing, listening, reading, and speaking .

The findings of the question four revealed that EFL students face challenges in "pronunciation" and "speaking skills" and this problem return back to the lack of interaction and exposure to the target language. The data obtained from the question 5 shows that more than half of the learners 51,5% have been in contact with natives. Most of them (36%) assure that when they are in contact with them they experience situations of misunderstanding when communicating and this go back to the EFL learners' lack of awareness of the target culture norms and habits, social structure, tradition, taboos, beliefs. Thus, whereas the other 48.5 % said that they have never been in contact with them because of the lack of authentic materials and real situations which leads them to a limited knowledge of the culture of the studied language. As a result EFL learners fail pragmatically in cross-cultural communication.

The findings of question six shows that 33,3% of the students "sometimes" fail to understand the addresser (including teachers) wrongly in the sense that she /he said something but his /her intention was something else. Whereas the other learners "Rarely" fail to understand the speaker's intention and these obstacles facing EFL learners return back to the inappropriate teaching techniques that help in the increase of pragmatic failure.

Regarding the question 7, the data attained shows that half of the participants consider the knowledge of grammar and vocabulary insufficient to be a competent user of English. Though linguistic competence helped them to construct correct grammatical sentences. But, EFL learners affirm that language is a means of communication and they need to be pragmatically aware to avoid communication breakdowns.

Concerning question 8 the results shows that the majority of the learners agree on the importance of the knowledge of social norms of the English speaking communities to

communicate effectively. In the last question, the data obtained revealed that EFL learners include a number of factors behind misunderstanding native speakers of English (socio-cultural differences, lack of interaction and exposure to the target language, negative transfer, and indirectness)

The findings of the teachers' interview indicate that most teachers asses their students' communicative competence as an average, they also state that they include the pragmatic dimension when they teach without even wanting to as all types of competences are included in various situations. The findings of question 2 revealed that all teachers insist in teaching culture and language together because learning a language requires a good understanding of cultural and social factors.

The results obtained from question 4 and 5 shows that teachers have experienced situations when their students fail pragmatically and claimed that this failure results from their lack of cross-cultural knowledge and negative transfer from L1 to L2. Moreover, concerning the analysis of the teachers' suggestions about raising students' pragmatic competence, it found out that most of them insist on learning the cultural background of the target language in order to avoid cross-cultural pragmatic failure. They also suggest the use of authentic materials to introduce pragmatic content.

The previously mentioned chapters aimed at resolving the research problem through the process of data collection in which the two research instruments used which are students' questionnaire and teachers interview resulting in confirming the two hypotheses. Regarding the first hypothesis, EFL learners' answers to the questionnaire showed that the factors beyond students' misunderstanding of English implicatures are socio-cultural differences, negative transfer from L1 to L2 , lack of exposure and interaction to the target culture, and the indirect way of saying something which mislead the listener comprehension of implicatures. As for the second hypothesis, teachers' interview revealed that some solutions which are expected to enable Algerian EFL learners to develop their pragmatic competence is through developing cross-cultural knowledge and make use of authentic materials.

2.8.CONCLUSION

This chapter was about anlysing and discussing the results obtained from the students'
questionnaire and teachers' interview .The main findings revealed that the lack of
cross-cultural communication and exposure to the target culture lead Master one EFL
learners to communication breakdowns .In addition, the results obtained from teachers'
interview showed the importance of teaching culture using authentic materials in
developing EFL learners' pragmatic competence in order to communicate effectively .

General Conclusion

English is a communication tool which plays an extremly important role in cross-cultural communication .Being a native –like proficient speaker is one of the main goals of English learners nowdays .However , natives tend to speak indirectly and using implicatures is a way to be indirect which raised a challange for EFL learners to communicate effectively and appropriately   in different contexts and sometimes may even lead them to cross-cultural pragmatic failure.

The present work serves   to shed light on the challanges and obstacles facing EFL learners understanding of English implicatures .It also aims to investigate the remedy to overcome such failure as well as to develop the learners' pragmatic awareness .

The current research work took place at Abou Bekr Belkaid –Tlemcen University in the department of English .It includes two chapters,the first chapter is a literature review in which the researcher dealt with certain concepts concerning English Implicature types ,pragmatic failure ,reasons ,and solutions .The second chapter was devoted to a case study .A questionnaire and interview were used as research instuments to collect data from the participants ;the first one was addressed   to Master One EFL students and the second to teachers .The analysis of the findings from the data gathered resulted in the validation of the two hypothesis .

It has revealed that the most factors affecting Algerian EFL students to comprehend implicatures are as follows .First, sociocultural differences between Arabic and English are considered as the main source of failure in understanding English implicatures .In fact ,language itself can not be really learned or fully understood without enough knowledge of the target culture in which it is deeply embedded . Second , the inappropriate transfer from L1 to L2, Algerian EFL students are strongly influenced by the pragmatic knowledge of their mother tongue which may lead them to systematic errors in the learning of the second language thus resulting communication breakdowns . Third , indirectness plays a crucial role in miscomprehending English implicature by Algerain EFL students as the indirect way of saying them hinders their correct interpretation .Fourth, lack of authenic input and exposure to the target environment is a component element in misunderstanding English implicatures.

The solution that are expected to enable Algerian EFL learners to develop their pragmatic competence is through enhancing cross-cultural awareness , and make use of authentic materials. Ultimately, the research project was not free from the limitations. The biggest challenge was the limited time and the deadline, and the lack of references especially books in the library of the University. In addition, most of the students did not really understand the topic of the research. That is why the researcher had to explain.

Finally ,this work is just an attempt to theorize for an idea that hopefully would be translated into real action in the future by other researchers and reach a considerable value

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Appendix A: Teachers' Interview

You are kindly invited to answer these questions which aim to gather verifiable data about the effect of implicature instruction on raising EFL learners' pragmatic competence. Thank you very much for your collaboration.

- ✓ How would you assess your students' communicative competence?

- ✓ Do you think that teaching a language requires teaching its culture?

- ✓ Because communicative competence consists of different competences, do you include the pragmatic dimension of language when you teach?

- ✓ Do you face situations where students fail pragmatically?

- ✓ What are the main factors behind students' pragmatics failure?

- ✓ As a teacher, what do you suggest in order to raise learners' pragmatic awareness?

Appendix B: Student's Questionnaire

Dear students,

You are kindly invited to answer the following questionnaire.

Part I: Student's profile and language achievement

1.Gender :   Male ☐   Female☐

2. How old are you?.........................

3.Evaluate your command of English:

Weak☐   Average☐   Good ☐   Excellent ☐

4.How many years have you been studying English?

5 to 10 years ☐   More than 10 years☐

5.According to your experience, which aspects of English has been the most difficult to acquire (possible to choose more than one answer)?

•   Vocabulary

•   Grammatical structure

•   Pronunciation and speaking

•   Spelling and writing

6.Have you ever been in contact with native speakers of English?

Yes ☐   No☐

7. If yes, did you experience a situation of misunderstanding when communicating?

Yes ☐   No☐

8. Did it happen that you understood the addresser (including teachers) wrongly in the sense that he/she said something but his/her intention (real meaning) was something else?

Often ☐   sometimes☐   rarely ☐   never ☐

9.   Do you think that the knowledge of grammar and vocabulary is enough to be a

competent user of English?

      Strongly agree ☐   agree☐   neutral ☐   disagree ☐   strongly disagree☐

IF no, justify……………………………

10. Is knowledge of social norms of the English-speaking communities essential to communicate effectively in English?

      Strongly agree ☐   agree ☐ neutral ☐   disagree☐   strongly disagree☐

11.   According to you ,what are the reasons behind misunderstanding native speakers of English

- When natives do not mean what they exactly say (indirectness)

- Sociocultural differences

- Negative transfer from L1 to L2

- The lack of interaction and exposure to the target language in EFL context.

• Other……………………………………………………………………………………

Summary

The present study aims to shed light on the challenges and obstacles facing EFL students' competence to understand English implicatures .A case study is conducted with the use of two research instruments ; a questionnaire for the students and an interview for the teachers.Besides,this work takes place at the Department of English in the University of Tlemcen dealing with Master students .Based on the results obtained from gathering and analyzing data, it has been proved that the factors affecting Algerian EFL students' competence to understand implicature are socio-cultural differences between English and Arabic , negative transfer from L1 to L2 ,indirectness and lack of authentic input and exposure to the target language environment .

Key words : challenges**,** implicatures , factors , socio-cultural differences ,negative transfer ,indirectness,   authenic input

Resumé

La présente étude a pour objectif de mettre en   lumière sur les défis et les obstacles auxquels sont confrontés les compétences des étudiants EFL pour comprendre les implicatures Anglaises. Une étude de cas est réalisée à l'aide de deux instruments de recherche ; un questionnaire pour les étudiants et un entretien pour les enseignants. En outre, ces travaux   au Département d'Anglais de l'Université de Tlemcen auprès des étudiants en Master. Sur la base des résultats obtenus à partir de la collecte et de l'analyse des données, il a été prouvé que le Les facteurs affectant la compréhension de l'implicature par les étudiants algériens EFL sont les différences socioculturelles entre l'Anglais et l'arabe, le transfert négatif de la L1 à la L2, l'indirectité et le manque d'apport authentique et d'exposition à l'environnement de la langue cible.

Les mots clés : les défis ,implicatures Anglaise ,les facteurs ,les différences socio-culturelles,le transfert négatif , l'indirectité, D'apport authentique

تلخيص

تهدف الدراسة الحالية إلى تسليط الضوء على التحديات و العقبات التي تواجه كفاءة طلاب اللغة الإنجليزية على فهم المعاني في اللغة الإنجليزية. و يتم إجراء دراسة الحالة باستخدام أداتين بحثيتين، استبيان للطلاب و مقابلة للأساتذة. و يتم هذا العمل بقسم اللغة الإنجليزية بجامعة تلمسان مع طلاب الماستر، و بناءاً على النتائج التي تم الحصول عليها من جمع البيانات و تحليلها فقد ثبت ان العوامل التي تؤثر على قدرة الطلاب الجزائريين في فهم المعنى الضمني في اللغة الإنجليزية هي الاختلافات الاجتماعية و الثقافية بين اللغة الإنجليزية و العربية، و النقل غير المناسب من اللغة الأولى إلى اللغة الثانية،الطريقة غير المباشرة في تضمين الكلام و   عدم وجود مدخلات أصيلة والتعرض لبيئة اللغة المستهدفة.

االكلمات المفتاحية

التحديات معاني اللغة الانجليزية العوامل الاختلافات الاجتماعية و الثقافية الطريقة الغير المباشرة مدخلات اصلية