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**Sociopragmatic Competence Acquisition for
Overcoming Pragmatic Failure: The Case of EFL
Learners at Tlemcen University**

*Thesis submitted to the Department of English
in Candidacy for the Degree of Doctorate in Language Studies*

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Statement of Originality

I hereby certify that the material submitted for assessment as part of the Doctorate program is merely my sole and original work. Any incorporation of or reference to the ideas, data, or writings of others has been properly cited and acknowledged within the submission, in accordance with the relevant scholarly standards.

Signed by: Imane BOUDEFLA

Date: 18/09/2025

Dedication

To my beloved mother Hiba, husband Zakaria, brothers Mohammed, Ismail, Samir and Abdellatif and to my little nephews and nieces and all my family members who have always been next to me and encouraged me to go on and realize my only dream I dedicate this research. To my best friends Meryem, Leila and Bouchra who have been by my side and supported me and to all my friends I dedicate this dissertation.

This work is in memory of my dear father who had always devoted himself to support me and encourage me to pursue my dreams.

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Abstract

The present research addresses the significance of integrating pragmatic knowledge in the foreign language classroom, namely English as a Foreign Language (henceforth, EFL) contexts. It, at the same time, reveals the serious repercussions of ignoring the pragmatic dimension in the teaching/learning process. The research therefore considers EFL learners at Tlemcen University, and the extent to which they develop pragmatic awareness during the years. The study builds on a quasi-experimental design, opting for a mixed methods approach to data collection, including structured questionnaire, participant observation and pre-test/ posttest procedure. The aim is to unveil students' learnability of pragmatic knowledge via raising their pragmatic awareness. Data analysis revealed that sociopragmatic failure is more frequent within learners since sociopragmatic aspects of language are harder to acquire away from the target language society. As solutions, the study highlighted the effectiveness of practical tasks and materials in enhancing and assessing pragmatic competence. This concerns such tasks as oral discourse completion tasks (ODCT), written discourse completion tasks (WDCT), multiple-choice discourse completion tasks (MDCT) and role-play scenarios. Authentic materials, EFL learning applications and social media have also reflected pragmatic knowledge progress within the participant students. This is linked to the virtual immersion they provide within native speaking community and its natural use of language. When

employed, these tasks and materials have assisted learners in promoting their implying and inferencing strategies as well as in enhancing their use of politeness formulas. Finally, the findings have shown the participants' positive attitudes towards the tasks and materials that serve pragmatic knowledge awareness.

Keywords: Pragmatic competence, sociopragmatic failure, pragmalinguistic failure, EFL classroom, implicatures, politeness formulas, inferencing strategies.

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List of Acronyms

AA: Algerian Arabic

EFL: English as a Foreign Language

ILP: Interlanguage Pragmatic

FLA: Foreign Language Acquisition

DA: Discourse Analysis

CA: Conversational Analysis

TL: Target Language

SLA: Second Language Acquisition

FL: Foreign Language

IC: Intercultural Competence

ICC: Intercultural Communicative Competence

KSA: Knowledge, Skills and Attitudes

CBT: Competency-Based Training

CBA: Competency-Based Approach

AACTE: the American Association of Colleges for Teacher Education

PBTE: Performance-Based Teacher Education

MCQ: Multiple-Choice Question

WDCT: Written Discourse Completion task

ODCT: Oral Discourse Completion Tasks

MDCT: Multiple-choice Discourse Completion Tasks

ASL: Comprehensive Assessment of Spoken Language

PCAE referring to Pragmatic Competence of American English test

TOEFL: Test of English as a Foreign Language

TOM: Theory of Mind test

COE: Comprehension and Oral Expression

COP: Comprehension and Oral Production

EG: Experimental Group

CG: Control Group

AM: Authentic Material

TBL: Task-Based Learning

SD: Standard Deviation

List of Abbreviations

nd: no date

np: no page

LMD1: Year 1 License

LMD3: Year 3 Licence

L₁: Year 1 License

L₂ : Year 2 Licence

L₃: Year 3 Licence

M₁: Master, Year 1

M₂: Master, Year 2

General Introduction

General Introduction

Language and society are tightly related as society is the context where language is used for communication. Language use is shaped by cultural norms that affect its use. Thus, knowledge of language alone is not enough for appropriate and successful communication. Rather, it is required to know how to use such language in distinct settings. To say it differently, appropriate use of language requires more than, in the Chomskyan sense, linguistic competence; it calls for pragmatic competence, a core component of communicative competence.

Pragmatic competence is a core ability that a speaker needs to incorporate to reach appropriateness. Pragmatic knowledge goes beyond the literal meaning of words and sentences; the intended meaning can be appropriately inferred only in relation to the context. Pragmaticians like Thomas (1983) generally identify two types of pragmatic competence, namely pragmalinguistic competence and sociopragmatic competence. While pragmalinguistic competence enrolls the knowledge of how linguistic aspects are used within a speaking community, sociopragmatic competence deals with the social and cultural aspects that take control of language use and lead into certain interpretations. Both types are essential for successful communication. For native speakers, pragmatic knowledge is acquired as part of language acquisition. It is shaped by socialization. This is not the case for the foreign language user or learner who needs to develop pragmatic knowledge in parallel with linguistic aspects (pronunciation, vocabulary, morpho-syntax, etc). For example, EFL learners are required to promote pragmatic aware if they wish to function appropriately.

Communication issues can emerge when people from distinct social backgrounds come to interact. Misunderstanding, misinterpretation, and so forth can take place due to misuse of language. EFL learners, for example, may encounter such a challenge in their learning process. They may have troubles at

the pragmalinguistic level, as negative transfer from L1, as they may face issues at the sociopragmatic dimension when they do not observe social norms guiding the target language use. Therefore, EFL learners are required to overcome pragmatic failure.

The rationale that drives this study lies in the fact that in many curriculum models, emphasis remains on grammatical and lexical accuracy while overlooking the functional and contextual dimensions of authentic language use. In Algeria, EFL learners are exposed to only a brief conceptual treatment of pragmatic competence during their three years of undergraduate study (Licence), leaving a gap between classroom instruction and real-world communication. This study, therefore, seeks to empirically examine how targeted integration of pragmatic aspects into early university instruction can enhance students' practical language abilities and communicative effectiveness in real-life contexts.

The significance of the study lies in its potential to bridge a critical gap between theory and practice in EFL education in Algeria. By empirically examining how integrating pragmatic competence affects early university instruction, the research provides evidence on whether and how pragmatic knowledge enhances learners' real-world communicative abilities, beyond traditional focus on form. Moreover, the study contributes to the broader understanding of intercultural communication and language use in context, supporting more holistic approaches to EFL pedagogy and potentially informing similar efforts in other L2 settings with comparable curricular constraints.

The research is therefore concerned with investigating the extent to which EFL learners develop pragmatic competence. The aim is also to search for strategies that can contribute to fostering the pragmatic knowledge in order to enable learners to cross the socio-cultural barriers whilst communicating with others. Thus, the work exposes the importance of integrating the pragmatic dimension in EFL classes. As such, the study in hand puts emphasis

on revealing the various aspects underlying the process of teaching/learning socio-pragmatic competence in EFL classes. Also, of interest to the study is mastery of politeness formulas and different speech acts. This translates that spotting areas of pragmatic failure will necessarily take place.

The questions guiding this research are formulated as follows:

1. What attitudes do teachers hold towards integrating the pragmatic dimension in EFL classes?
2. What are the main forms of pragmatic failure facing EFL learners?
3. What ways best fit to overcome pragmatic failure?
4. How can learners develop implying/inferencing strategies?

The following hypotheses are put forward to answer the mentioned-above research questions:

1. Teachers show positive attitudes towards incorporating pragmatic knowledge in the EFL class as it completes linguistic knowledge.
2. Sociopragmatic failure is more common among EFL learners compared to pragmalinguistic failure.
3. Interaction with native speakers is efficient to overcome pragmatic failure as they make the foreign language user learn appropriate use of language.
4. There is a variety of manners, yet, the exposure to native speech is the best way as it introduces the learners to the implied meanings in speech.

Concerning organization, this research work comprises four chapters. The first chapter is theoretical in essence, revolving around the field of pragmatics. It provides a review of some concepts, including politeness, the cooperative principle, implicatures, inferences, and speech acts. It further pictures models of communicative competence. The concept of pragmatic competence and especially types of pragmatic competence are discussed.

Chapter two is concerned with the discussion of interlanguage pragmatics, the fieldwork that joins pragmatics and EFL teaching together. It

delves into the core literature written on the pragmatic competence in EFL teaching contexts. This chapter encompasses the various focus areas in ILP, its theoretical perspectives and issues affecting ILP teaching. Additionally, the chapter sheds light on the assessment of pragmatic knowledge and the optimal tasks for its promoting.

The third chapter is devoted to the discussion of the methodological frame covering this research. It starts with an introduction of the status of English in the Algerian society in order to picture out the features of research settings upon which the problematic and rationale of the study arise. The research design, settings and subjects as well as the samples of the study are figured within this chapter. It sketches out the followed data collection instruments including Participant observation, structured questionnaire and the pre-test post-test along with followed ethical considerations.

The last chapter comprises a representation of the research findings. It is devoted to the discussion and analysis of the results via quantitative and qualitative methods to boost up validity. The chapter provides a systematic interpretation via triangulation of the findings to identify the impact of implementing pragmatic competence in EFL teaching as well as the optimal tasks and practices employed for the fulfillment of this purpose. This paper concludes by matching the interpretation of the findings with the addressed research questions and hypotheses in order to confirm or deny them. The study wraps up with suggesting practical tasks, materials and practices for EFL learners' pragmatic knowledge enhancement as well as recommending interesting research objectives and queries for future research.

Chapter

One

CHAPTER One: An introduction to Pragmatics and Pragmatic Competence

1.1. Introduction

1.2. Introducing Pragmatics

1.2.1. What Is Pragmatics?

1.2.2. Scope of Pragmatics

1.2.2.1. Reference

1.2.2.2. Inference

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1.5. Conclusion

1.1. Introduction

EFL teaching and learning have always attracted scholars' attention and encouraged them to seek more information and facts within the field. One of the recent points of interest in foreign language acquisition (FLA) is pragmatic competence. Extensive research such as Thomas (1983), Yule (2010), Mey (2001), Cohen and Ishihara (2010) and Delahaie (2018) has been conducted about this matter due to the importance of pragmatic knowledge in EFL contexts. In this chapter, a discussion of pragmatic competence, including its different aspects and theories, is provided. An overview about pragmatics and the scope that it encompasses is to be introduced in some detail.

1.2. Introducing Pragmatics

Over the few past years, pragmatics has acquired increasing attention and much focus has been put on its importance. Many works were published about pragmatics as a subdiscipline of linguistics and/or about its significance in the context of foreign language teaching/learning. Pragmatics has been valued out of its huge importance in language learning besides communication. This is mainly due to the fact that meaning is not always explicitly communicated; in many times it is implicitly transmitted.

1.2.1. Pragmatics as a Concept

Since its emergence, some linguists took the initiative and engaged in the new discipline becoming classics of pragmatics. This start paved the way for other linguists to popularize the discipline and unveil its reality and mechanism. In fact, many researchers have discussed pragmatics, which seats on the top of levels of linguistic analysis, including Yule (1985), Thomas (1995), Levinson (1983), Mey (1993) and Blakemore(1992), to name but a few. Those scholars and many others have delivered several publications whereby they attempt to define pragmatics, draw a clear distinction between pragmatics and semantics, and identify the core scope of this dimension of language. Nonetheless, research

on pragmatics is drawn back to the early 70s when John Austin published the first work on pragmatics “How to do Things with Words” in 1962. In addition to Austin’s work, Searle’s (1969) work on speech acts and Grice’s (1975) Cooperative Principle have brought valuable insights to this discipline.

Seeking for an exact clarification of what pragmatics is, many definitions were given by a variety of scholars. For instance, Thomas (1995) links pragmatics to the use of language in relation to its context, taking into account the use of logic in assuming the meaning which is esteemed to be conveyed to the contributing interlocutors. According to her, pragmatics studies the meaning, or meanings, an interlocutor intends to transmit, directly or indirectly, to other participants in the conversation via analyzing the utterance logically. The following utterance clarifies simply this idea:

"I met Jenny yesterday. She started working in the library".

Here, the interlocutor 'A' chose to say 'Jenny' without a deep clarification supposing that the interlocutor 'B' will suggest who Jenny is. In the same way, the interlocutor 'B' will suggest that 'she' is used to refer to Jenny as well as they are expected to recognize the library that the interlocutor 'A' mentioned.

Similarly, Yule (2010,p.128) states that:

In many ways, pragmatics is the study of “invisible” meaning, or how we recognize what is meant even when it isn’t actually said or written. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when they try to communicate. The investigation of those assumptions and expectations provides us with some insights into how more is always being communicated than is said.

In this passage, Yule argues that the core of pragmatics is questioning the vague and untold meanings of what is said by analyzing the assumptions and expectations which prove that most of communication is unsaid.

Crystal (1997) came up with a totally distinct view of pragmatics which takes language users as the main emphasis of pragmatics. In Crystal's words, pragmatics refers to "the study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (in Kasper and Rose, 2001, p. 2). Crystal herein suggests that pragmatics studies language in terms of its users taking into consideration their word choices, the constraints ruling their speech as well as their effects on other participants in the conversation in hand. Taking these views and others into account, pragmatics can be regarded as the study of the invisible meanings that language conveys within a context. This comprises the choices of words, their endeavours and effects as well as their use of reasoning to analyze the interlocutors' assumptions and expectations in order to unveil what remains unsaid within the conversation in hand.

Pragmatics, according to Leech (1983) and Thomas (1983), has two major components, namely pragmalinguistics and sociopragmatics (Kasper and Rose, 2001, p. 2). In Kasper and Rose's (2001, p. 2) words, "Pragmalinguistics refers to the resources for conveying communicative acts and relational or interpersonal meanings" (Kasper and Rose, 2001, p. 2). It means that the strategies and forms such as directness, indirectness and the level of formality language producers utilize in order to make their communication "intense" or soft. On the other hand, sociopragmatics is regarded as the subdivision of pragmatics which is concerned with language usage which is intrigued by social factors within communication (Hickey, nd, p. 02). Kasper and Rose (2001), furthermore, argue that in contrast to pragmalinguistics, that is mainly concerned with linguistic forms, their abstract meanings and functions, sociopragmatics focuses on the social behaviour within the used language.

1.2.2. Scope of Pragmatics

Since its introduction as a new subdiscipline of linguistics in the midst of the 20th century, research on pragmatics has been in permanent development. As studies concerned with pragmatics started to spread up, its scope and interests started being even wider to meet other areas of research such as sociolinguistics, grammar, and language acquisition and learning. The increasing growth in the field of study of pragmatics has paved the way to studies in very interesting areas, coming up with findings in relation to the scope of pragmatics, such as reference, speech acts, inferencing, to name but a few. Some of the main concepts of pragmatics are to deal with in the following subsections.

1.2.2.1. Reference

When having a conversation, many words may be used to signify some others. As Yule (2010) points out, the act of referring is not word-centered; i.e. does not focus on words, but rather on users. He argues that words themselves do not refer to some things, but people do. In Yule's (2001, p. 131) words, reference is to be defined "as an act by which a speaker (or writer) uses language to enable a listener (or reader) to identify something". Blakemore (1992, p. 65), furthermore, defines reference by stating that a “referring expression is normally defined as an expression which on some occasion of utterance may be used to refer”. Blackmore also identifies a variety of sorts of referencing depending on the manners by which the interlocutor refers to something or someone. She illustrates this point of view via coming up with four types of referencing. These types are to be explained in the table below.

Table 1.1 Blakemore's (1992, p. 65-66) kinds of reference

Kinds of reference	Illustration
Singular reference	A linguistic form, i.e. word or phrase, by which a person refers to an individual thing or person, e.g.: Adam, he
General reference	A form used to refer to a group of things or individuals, e.g. men
Definite reference	The act of using an utterance to refer to a certain thing or individual, e.g. the man
Indefinite reference	Using an utterance to refer to an undetermined thing or individual, e.g. a man.

Huang (2011) argues that referencing represents the act of accepting and understanding a statement to represent a certain thing, i.e., a conclusion, based on accepted and believed propositions as true, i.e., premises (Huang, 2011, p. 379 in Ehmer and Rosemeyer, 2018, p. 536). In other words, referencing identifies the act of perceiving a certain statement as a representative of something based on inferred related ideas or premises that logically support this representativeness.

Thahn Hien (2020) clarifies that reference may vary due to the linguistic forms chosen for it as well as in relation to the purpose behind the choice. Yule (2010) explains that the speaker, or writer, may use a single word, a phrase or a pronoun to refer to an item for identifying what the user is not sure what to call.

The act of referring remains incomplete or insufficient during communication without the act of inferencing. Yule believes that: "For

successful reference to occur, we must also recognize the role of inference" (Yule, 1996, p. 17). In the next section, inference and its role are going to be clarified.

1.2.2.2 Inference

During a conversation, a language user may utter the sentence '*Did you see that?*'. In order for the listener to respond, and for the conversation to be successful, it is necessary for the speaker to recognize what is meant by the statement 'that'. Otherwise, the communication will fall short (Yule, 2010). This brings to light the significance of inferencing.

An inference is regarded as an "additional information used by the listener to create a connection between what is said and what must be meant"(Yule, 2010, p.132). In simple words, inferencing refers to the act of using some extra clues, which may be obtained either from the context in hand or from previous situations, to form an idea about what the uttered statement is intended to mean. For instance, if a speaker A in a conversation says: "hand me the blue thing", the listener must then infer what the blue thing is by looking around for something blue which the speaker may be in need for at the moment. Another example that illustrates inferring the intended meaning out of previous shared knowledge can be the following:

Speaker A and B are at work and all of a sudden A says "here comes the trouble".

Speaker B smiles and says "hush, she will hear it" without looking who has come.

Herein, it can be assumed that 'the trouble' is a referent A and B use to, similarly, label and talk about someone they both know. Consequently, whenever one of them says 'the trouble', the other one will recognize who and/or what this 'trouble' is as they will remember the reason why A referred to the coming person with that referent.

Brown and Yule (1983) argue that inferencing happens in a loose form since it changes in relation to the information derived from the present context and that the same inference may be considered wrong in a totally distinct context (Blakemore, 1992, p. 12-13). This sort of inference is identified by Blakemore (1992, p.14) as inductive or probabilistic inference, referring to the conclusions people derive from the present context and which may be invalid in other situations. Blakemore also sorts out deductive inference whereby the assumptions people derive from a statement are always true and do not vary in any other context.

In deductive inference, a listener will absolutely come up with one conclusion when the speaker utters a certain statement regardless of the enrolling context. In order for this sort of inference to be explained, let's consider the following situation presented by Blakemore 1992, p.13).

Situation 1: A: What's on television?

B: Nothing.

In this example, Blakemore explains that, in this situation and any other similar one, if B answers nothing, the one and only inference one may have in mind is that there is nothing that merits watching.

On the other side, in the case of inductive inference, the conclusion or conclusions that may be come out with from an utterance might differ due to the varying contexts as well as the listeners, i.e., each listener might infer a statement distinctly. Blakemore(1992, p. 12-13) also explains this kind of inferencing via the situation below.

Situation 2: A: Are you going to the seminar?

B: It's on pragmatics.

The answer B has provided may be inferred in various ways. Here are some examples.

1. B is really interested in pragmatics and doesn't miss anything about it.
2. B is not into pragmatics at all and then she is not going to attend.
3. The seminar is on pragmatics and probably not too many people are going so 'B' is not going as well.

It may be noted here that any of these probabilities may be true as they may be false. Hence, the hearer can infer any of these probabilities or some others and they can match the situation perfectly. Nevertheless, the context and the shared knowledge between the speaker and hearer may lead the hearer to infer something specific out of all the possible premises. For instance, if A in the previous situation already knows that B is keen on pragmatics, they will definitely infer that B will go to the seminar since it is on pragmatics.

1.2.2.3. Speech Acts

Sometimes speakers say something with the intention to make the listener do something. To say differently, in the same way that we can perform physical acts (e.g. driving) and mental acts (e.g. imagining), we can also perform acts through words instead of deeds. This is referred to, by Austin (1962), as 'speech act'. Austin refers to speech acts as "the actions performed in saying something" (Cutting, 2002, p.16). Of course, there are different ways to perform deeds through words, including declaring, promising, warning, ordering, requesting, and so forth.

a. Locutionary, Illocutionary and Perlocutionary Speech Acts

Austin identifies three levels of speech acts that are usually analysed in terms of three levels. The first one, called the locutionary act, represents "what is said, the form of words uttered" (Cutting, 2002, p.16). In simple words, the locutionary act represents what is 'clearly' stated in words. This implies that the locutionary act should be a meaningful utterance. Here, focus is on the words themselves.

(Yule, 1996, p. 54-55). In simple words, a direct speech act is performed when the speaker's words and his intentions clearly match, i.e. when the speaker intends to convey the literal meaning of his utterance. Searle, furthermore, explains the same notion stating that "a speaker using a direct speech act wants to communicate the literal meaning that the words conventionally express" (Searle, 1969 in Cutting, 2002, p. 19).

By contrast, indirect speech act is performed when the expression has a distinct purpose from that of its literal meaning. Indirect speech acts are performed when there is a difference between the semantic and the functional meanings an utterance holds. This is when a linguistic structure is used to convey a distinct purpose than its semantic one. Similarly, Searle (1969) clarifies indirect speech acts arguing that "someone using an indirect speech act wants to communicate a different meaning from the apparent surface meaning; the form and function are not directly related"(Cutting, 2002, p. 19). In this concern, Cutting (2002) drops out the notion that a speech act may be used in order to perform another. The examples in the situation bellow may be handy in explaining direct and indirect speech acts and how they function.

Situation 4: The weather is hot and the speaker wants the listener to turn on the air conditioner for him.

There are actually various manners through which the speaker may perform the speech act in this situation in order to make the listener turn the air conditioner on. Hereby, some are provided.

1. Turn on the air conditioner.
2. I would like you to turn the air conditioner on.
3. It's a little too warm in here, isn't it?
4. Could you turn the air conditioner on, please?
5. It is quite hot today!
6. Isn't the weather a little boiling?

It may be really confusing to classify these acts into direct and indirect speech acts. Nevertheless, in order to do so, all that one has to do is to compare the surface structure and the intended meaning. If the structure coincides with the function, then it is identified as a direct speech act; if not, it is therefore indirect speech. In the above-mentioned situation, only statement 1 is a direct speech act in the sense that the structure (imperative) matches the function (order). Simply stated, an order is directly expressed through the imperative. All the other statements are instances of indirect speech act. Statement 2, for example, is expressed through the declarative mode, while statement 4 comes in the interrogative. Both structures do not coincide with the function (order). Statements 3, 5 and 6 are instances of implicatures. Here again, the structures and the function do not coincide.

c. Performative Verbs

While performing an act, some linguistic forms can be used in order to make an illocutionary act explicit, such as the word ‘hereby’ and the use of performative verbs. All attention in this section is to be headed towards performative verbs. First thing first, what is meant by a performative verb?

In Yule’s view, a performative verb is “a verb that explicitly names the illocutionary act being performed” (Yule, 1996, p.49). What Yule means here is that the performative verb is one which is present in the form of the act with a role to state the act being performed. For instance, the verb ‘dare’ in the sentence ‘I dare you to stop talking for five minutes’ is a performative verb which declares the act being performed, i.e., daring someone to stop talking. Performatives, such as beg, guarantee, promise, bet, dare and warn, to name but a few, have a value in determining the illocutionary force of the speech act.

Cruise observes that the performative verbs “function specifically to encode illocutionary force” (Cruise; 2000, p. 333). In other words, if one says ‘I’ll be right back’, it will remain vague which speech act the speaker is

performing unless if we think of a performative verb which can expose the act in hand. In this situation, the sentence can be reformulated as follows:

1. I inform you that I'll be right back.
2. I promise you that I'll be right back.
3. I warn you that I'll be right back.

As it may be noticed, the utterance 'I'll be right back' can be either an act of informing, promising or warning.

Cruise (2000, p. 334-335) believes that performative verbs are recognized via some factors that characterize them from non-performative verbs. First, performatives are used usually with the pronoun 'I'. Also, they are recognized with their ability to be used right after the adverb 'hereby'. For instance, the second sentence from the previous situation may be reconstructed as follows: 'I hereby promise you I'll be right back'. In addition, performatives can only be used in the present tense in both active and passive forms. As an instance it is correct to say 'I request the attendants of the seminar to focus', or 'the attendants of the seminar are requested to focus', yet, saying '*the attendants of the seminar were requested to focus' is not accurate.

The hypothesis of performatives which came to light with Austin (1962) was soon forsaken by the same person for various reasons. In brief, Cutting (2002) claims that Austin finally realized that utterances without performative verbs tend to be more natural when speaking. He, furthermore, argues that "implicit performatives do not always have an obvious explicit performative understood"(Cutting, 2002, p.16). Simply put, Austin was convinced that sometimes performatives keep their ambiguity due to the fact that one performative may be reformulated in various manners (see the previous examples of the sentence 'I'll be right back'). In this concern, Cruise (2000) argues that "Performative verbs are thus ambiguous in certain of their forms,

and context is needed to disambiguate them (Unresolved ambiguities are vanishingly rare.)” (Cruise, 2000, p. 335)

d. Searle’s Categorization of Speech Acts

Since the introduction of the concept by Austin, speech acts attracted the attention of other scholars, especially those working in the field of pragmatics. Searle (1976) built a theory of speech acts and categorized them basing on their purpose. Searle’s classification primarily aims at a clear and easy determination of the nature of the speech act an utterance is intended to convey. This emerged due to the decline of the performative hypothesis. In his approach, Searle (1976) classifies speech acts under five categories (in Cutting, 2002, p.16-17 and Cruise, 2000, p.342-343).

Searle’s first category is labeled ‘declaratives’. According to Searle, a declarative is a speech act which changes the world or the status of something once uttered. For instance, if a priest says ‘*I pronounce you now a husband and wife*’, this utterance turns two single beings into a married couple, so does the statement ‘*I hereby name you Adam*’ which turns a new unnamed baby into one called Adam. Hence, declaratives are performatives that hold changes since they are stated and henceforth.

Searle’s second category is termed ‘assertives’ or ‘representatives’ as a distinct sort of speech acts. In Cutting’s words, representatives are those acts “in which the words state what the speaker believes to be the case”(Cutting, 2002, p. 17). Simply put, this category includes acts whereby the speaker announces what he believes to be true. Such acts may be describing, claiming, predicting, suggesting, stating, warning and the like.

Searle (1976) also classifies ‘directives’ as a third category of speech acts. According to Searle, directives are acts that “have the intention of eliciting some sort of action on the part of the hearer” (Cutting, 2002, p.17). Directives then signify the sort of acts which are uttered with the purpose of making

someone do something. This includes ordering, commanding, requesting, begging, recommend, ask, forbidding, etc.

The fourth category is called ‘commissives’. For Searle, these acts cover utterances that commit the speaker to future actions. This category includes the act of vowing, promising, refusing, rejecting, volunteering, offering, threatening, contracting and so on.

Searle’s final category is termed ‘expressives’. The latter refers to acts that “make known the speaker’s psychological attitude to a presupposed state of affairs” (Cruise, 2000, p. 343). In other words, expressives are acts that show the speaker’s feelings and emotional status. In this concern, Cruise (2000) regards that the psychological attitude is primarily towards the people contributing in the running situation. These acts cover thanking, congratulating, apologizing, condoling, blaming, forgiving and pardoning, to name but a few. All of the previously mentioned acts hold an attitude towards a person who is presupposed to be related to the situation.

To cut it short, Searle’s categorization does not only clarify the classes of speech acts, it also identifies the manners they function.

1.2.2.4. Discourse Analysis

Discourse analysis (henceforth DA) stands up as a fundamental discipline in language studies. Yet, it may be linked to a variety of other fields beyond language, such as politics. Thus, discourse analysis may be regarded from a variety of perspectives. Since the present work follows a linguistic perspective with a didactic dimension, discourse analysis here is to be considered from a linguistic standpoint. DA is identified as the study that “focuses on the record (spoken or written) of the process by which language is used in some context to express intention” (Yule, 1996, p. 83-84). Levinson (1983) observes that DA, as an approach to language study, is concerned with studying the coherence and sequential organization functioning in a produced discourse, being spoken or written.

Generally speaking, DA pays attention to the structure of the text, be it verbal or written. Nevertheless, when matched with pragmatics, it mainly pays all attention on the “aspects of what is unsaid or unwritten (yet communicated) within the discourse being analyzed” (Yule, 1996, p.83). In other words, when linked to pragmatics, DA draws attention towards what the speakers have in mind and communicate without literally inserting it within their discourse. Therefore, DA here emphasizes on such aspects as background knowledge, beliefs and expectations in order to analyze the discourse in hand since these factors allow the analyzer to read between the lines and unveil what the speaker has in mind (Yule, 1996, p.84).

When DA is under focus, two main components are thought of: cohesion and coherence. Cohesion is regarded as “the ties and connections that exist within texts” (Yule, 2010, p.143). Canepari (2011, p.103) regards that “Cohesion accounts for the relations in discourse”. She clarifies this arguing that “one element is interpreted by reference to another; this means that in order to interpret something we have to refer elsewhere, to the context of an utterance/sentence” Canepari (2011, p.103). This notion was clarified by Halliday and Hassan (1976) whereby they explain that in order to interpret an utterance such as “He said so”, it is a necessity to match this utterance to others that show some clues about who ‘he’ is and what did he actually say (Halliday and Hassan, 1976, p. 11, stated in Canepari, 2011, p. 103-104).

On the other hand, coherence is considered as the other crucial component of DA that completes the picture. Coherence is approached via distinct perspectives that have a great impact on their identification of coherence and its significance. Within a linguistic perspective, coherence represents a semantic concept which is used to signify the logical accordance of the words, sentences and sentence parts which distinguishes a text from a non-text. This approach builds on Danes’ (1974) theory of thematic progression where the sentences all work together to represent a progressing theme. Coherence is broken once discontinuity in the thematic progression occurs. This

approach declined due to neglecting the contextual aspects and the writing purpose of the text as well as due to putting under focus written texts alone. The second perspective brings the pragmatic aspect of coherence into picture. Scholars hereby recognize the significance of context in interpreting the coherence of a text via analyzing the contextual information (Sun, 2020). Scholars following this perspective argue that coherence splits into two kinds: explicit and implicit coherence. When explicit coherence criteria, namely cohesion, consistency and relevance, are not met implicit coherence is forsaken for comprehension of the discourse(Sun, 2020). The third view of coherence identifies the cognitive aspect of coherence. As Yule (2010) argues, it is neither the structure nor the words of the discourse that make sense, it is actually people. According to this perspective, within discourse, coherence is a psychological process whereby interlocutors cooperate and negotiate meaning via coherent comprehension of communication. In this sense, Yule clarifies that “They try to arrive at an interpretation that is in line with their experience of the way the world is” (Canepari, 2011, p. 103-104). What Yule tries to say here is that it is the contributors in a discourse who try to come to a close interpretation of what is expressed by linking all ideas together in order to bring out a relationship between them that makes the discourse, as a whole, comprehensible. This could be clearly seen in the case of teachers’ attempts to make sense of a piece of writing with a broken language throughout trying to find out the link between the ideas.

1.2.2.5. Discourse Analysis vs. Conversation Analysis

Due to the various similarities that exist between the two concepts in terms of their aims and focus, which reside primarily in studying the manners by which coherence and cohesion are produced and understood in discourse, there could be some confusion between Conversation Analysis and DA. Aiming at drawing a clear line between these concepts, the work of Levinson (1983) is often cited as an instance. Levinson argues that DA and Conversational Analysis (hereafter CA) come along together in terms of their overall purpose

which cares about unveiling the functioning of cohesion and coherence within discourse. Yet, they disperse when it comes to the methodology and procedures followed by each discipline. DA is different from CA as the former makes use of both methodology and various theoretical principles and primitive concepts that are typical of linguistics, such as ‘rule’ and ‘well-formed formula’ (Levinson, 1983). Furthermore, Levinson (1983) claims that DA relies on some procedures which are implicitly used most of the time. Levinson list such procedures are mainly:

- a) the isolation of categories or units of the discourse
- b) the separation of these categories into well-formed and ill-formed sequences.

Further, DA often makes use of intuition in order to classify what is and what is not a coherent discourse, as claims Levinson (1983).

By contrast, CA follows an empirical approach that avoids premature theory construction (Levinson, 1983, p. 287), i.e., the primitive formulation of a theory based on low information. Levinson explains this stating that “the methods are essentially inductive; search is made for recurring patterns across many records of naturally occurring conversations, in contrast to the immediate categorization of (usually) restricted data which is the typical first step in DA work” (Levinson, 1983, p. 287). Moreover, and unlike DA, CA draws a huge attention towards interactional and inferential outcomes of the choices made by the contributors in conversation. Further, rather than being concerned with a single discourse at once, which is often created by the analyst, as DA does, CA considers as numerous texts and conversations as possible about a certain phenomenon with the purpose of uncovering the aspects of sequences of texts and conversations (Levinson, 1983, p. 287). Finally, CA does not really follow intuition, except for a limited number of situations, which is once again unlike what DA does. As identified by Levinson (1983), intuition here is not a sufficient reliable guide. This is according to Levinson due to the notion that the

analyst puts emphasis on (Levinson, 1983) “what can actually be found to occur, not on what one would guess would be odd (or acceptable) if it were to do so” (Levinson, 1983, p. 287). The followers of CA methodology believe that what really matter is not what someone feels to be capable of happening within a conversation, but what can be really found within various passages of texts and conversation.

1.2.2.4. Implicature

The concept of implicature was first coined by the British philosopher H.P. Grice in his highly acclaimed paper *Logic and Conversation* (1975); Grice also coined its verb ‘to implicate’. Implicature derives from the verb ‘to imply’ which signifies “to fold something into something else” (Mey, 2001, p.45). For implicature itself, Mey (2001, p. 45) states that it stands for “something which is implied in conversation, that is, something which is left implicit in actual language use”. Cruise (2000) and Mey (2001) make distinction between conversational and conventional implicatures. As both researchers put it, some factors may be used in separating conversational implicatures from conventional ones.

Cruise (2000) argues that conversational implicatures may be determined using a set of criteria, namely context dependence, defeasibility/cancellability, non-detachability and calculability (see Cruise, 2000, p.349-351 and Mey, 2001, p.47-50). Cruise (2000) and Mey (2001) argue that if an implicature can be inferred only when relating it to a certain context, if it can be cancelled at any time by any other statement, if the implicature is in relation to the meaning and not the form, if it can be calculated using some principles, then it is a conversational implicature. In contrast, conventional (logical) implicature, based on grammatical or semantic forms, would be odd and illogic when linked to a context (Mey, 2001). Conventional implicature, furthermore, signifies a statement that implicates independently, i.e., without relating it to a context.

As states Mey (2001), implicatures are seen as a mechanism that works along with inference. Any implicature will fall low if it is not inferred. In fact, for this mechanism to operate as it should be, some processes and principles should be involved. One of the crucial principles that are referred to when it comes to implicating/inferencing process is the cooperative principle.

1.2.2.7. Cooperative Principle

In order for the utterance implied meaning to be inferred appropriately, there must be a sort of cooperation between the speaker and the hearer through a set of communication rules or, as they are also called, maxims. It was Grice (1967) who first introduced the cooperative principle and its maxims. For Grice, holding a conversation is an operation that goes both sides, i.e., both the speaker and the hearer are expected to participate in the conversation in a meaningful way. Grice argues that maxims govern conversations, and the speaker involved generally follow so that the conversation goes smooth. Table 2.2., presented below, sketches Grice's four maxims as stated in Kreoger (2019).

Table 1.2. Grice's representation of the maxims of the cooperative principle (in Kreoger, 2019, p. 141-142)

Grice's maxims of cooperation	The requirements of speakers in each principle
The maxim of quality	Try to make your contribution truthful via: 1. not saying what you believe is false. 2. not saying what you lack evidence of.
The maxim of quantity	1. make your participation as informative as it should be for the moment. 2. Do not make your participation less nor more informative than it should be
The maxim of relevance (relation)	Make your contribution relevant to the conversation topic.
The maxim of manner	1. Avoid obscurity of expression 2. Avoid ambiguity 3. Be brief; avoid unnecessary details 4. Be orderly

Grice argues that these maxims are necessary to be respected in a conversation to keep it going well. Yet, speakers may choose intentionally not to obey, generally to reach a purpose. Indeed, maxims are in many times broken in real life situations. This is a normal and acceptable behaviour within a conversation as long as the speakers are aware of the end behind it (Kroeger, 2019). What is primarily necessary is not to slavishly follow the cooperative principle. Rather, the speaker and the listener are required to be conscious in concerns of the values and maxims that are respected or broken.

1.3 Overlap of Pragmatics and Sociolinguistics

Pragmatics and sociolinguistics are two different disciplines that study language use using distinct perspectives. Nevertheless, they overlap at various stations. Hereby, some of the areas where they share interest are discussed in what ensues.

1.3.1 Politeness

Politeness, which is primarily accredited to Leech (1983), stands as an interesting topic in pragmatics and sociolinguistics alike. For Thomas, politeness represents the value of “showing (or rather, of giving the appearance of showing) consideration to others” (Thomas, 1995, p.150). In other words, politeness refers to the act of using polite (positive politeness) or impolite (negative politeness) wording taking into consideration the listener or addressee’s feelings or reactions. In this sense, taking the decision to make use of an order or a request is seen as a face of politeness. This choice is studied from a sociolinguistic but also a pragmatic point of view.

However, Thomas (1995) points out that politeness is distinctly regarded in pragmatics and sociolinguistics. She argues that in sociolinguistics, scholars are mainly, if not merely, concerned with the linguistic form of the politeness formula used in communication. For instance, when dealing with politeness in terms of speech acts, sociolinguistics puts emphasis on the linguistic forms used within the formula and their level of politeness. Take the example of the sentence ‘*pass me the salt please*’ in comparison to ‘*would you be kind enough to pass me the salt?*’. Here, sociolinguists will focus on the word choice made by the interlocutor. However, in pragmatics more focus will be lent to the intentions and implicatures the used formula may hold and more focus on the impact of this utterance on the hearer. In this concern, Thomas argues that “it only becomes pragmatics when we look at how a particular form in a particular language is used strategically in order to achieve the speaker's goal. ‘Doing’ pragmatics crucially requires context” (Thomas, 1995, p. 156).

Pragmatically speaking, Leech (1983a) discussed politeness as a principle. Just like Grice's cooperative principle, Leech argues that politeness falls in hands of some maxims that conduct conversation (Thomas, 1995, p. 160). The only difference, he adds, is that politeness maxims are often consciously used and inferred by the contributors in conversation. In Leech's words, these maxims are fundamental "in order to explain the relationship between sense and force in human conversation" (Thomas, 1995, p. 160). Again, just like Grice, Leech came up with a set of maxims that he believes to be necessary for understanding how politeness functions in a conversation. Leech argues that politeness is mainly governed by tact, generosity, approbation, modesty and agreement.

To sum up, politeness is a topic of interest for both sociolinguists and pragmaticians. Yet, it is discussed differently in each realm. When dealing with the surface and linguistic forms of politeness formulas, sociolinguists are called into play. When the context of the formulas, the speaker's intentions and/or the impact on the hearer are put into focus, pragmaticians then take the action.

1.4 Communicative Competence and Pragmatic Competence

Since its introduction in the late 1960's by Hymes, the concept of communicative competence attracted the attention of many scholars. In fact, Hymes' new concept came as a reaction to Chomsky's competence that only puts emphasis on grammar knowledge, neglecting other aspects of language, namely language use.

Hymes' view of communicative competence does not completely reject Chomsky's view of competence. Instead he argues that linguistic knowledge is not sufficient for the overall aim of language that lies in communication. Hymes argues that speakers need distinct forms of knowledge that allows them to hold a conversation and communicate in an appropriate manner. Communicative competence is simply regarded as "the general ability to use language accurately, appropriately, and flexibly" (Yule, 2010). In other words, it stands

for the knowledge of how to use language in an accurate and appropriate way in different contexts.

Hymes original framework was not actually meant to inform pedagogy. However, the idea was widely embraced by language teachers who developed a whole approach to language teaching, known as the communicative approach.

1.4.1 Models of Communicative Competence

Due to the growing interest it gained, communicative competence was approached within various approaches by many scholars who attempted to reach a better conceptualisation of this concept. Studies in this concern resulted with fostering fascinating theories and categorisations of communicative competence.

1.4.1.1 Canale and Swain's Model

Inspired by Hymes theory on communicative competence, Canale and Swain (1980) came up with a categorization that consists of four sorts of communicative competence. They argue that communicative competence is split into grammatical, sociolinguistic, discourse and strategic competencies. These four competencies necessarily work together on enhancing speakers' communication and use of language in society.

a. Grammatical Competence

This category resembles to Chomsky's view of competence in that it represents the interlocutor's knowledge of the linguistic components and rules; phonological, morphological, syntactic and semantic rules. Linguistic competence, as it is recently often referred to, may be simply defined as "the acquisition of phonological, morphological, semantic and syntactic rules and orthography" (Ekwelibe, 2015, p.91).

b. Sociolinguistic Competence

Sociolinguistic competence refers to the knowledge that helps speakers to use language appropriately in different sociolinguistic and socio-cultural situations. Using this knowledge allows speakers to use different styles,

registers and wordings in relation to what and where and to whom they are talking.

c. Discourse Competence

In addition to the previous sorts of competence, Canal and Swain argue that speakers are in need of discourse knowledge that allows them to produce and understand grammatical structures and appropriate combinations. In their point of view, “sociolinguistic rules of use and rules of discourse are crucial in interpreting utterances for social meaning, particularly when the literal meaning of an utterance does not lead to the speaker’s intention easily” (Ekwelibe, 2015, p.91). In fact, certain combinations of messages and the way they are put together may say more than the meaning their words hold.

d. Strategic Competence

This sort of knowledge allows learners of language to “circumvent problems caused by insufficient mastery of grammar” (Whyte, 2019, p. 15 stated in Bagariç, 2007). Bagariç clarifies that strategic competence “is composed of knowledge of verbal and non-verbal communication strategies that are recalled to compensate for breakdowns in communication due to insufficient competence in one or more components of communicative competence”(2007:97-98). In simple words, strategic competence supports speakers with strategies they may use to overcome linguistic gaps and handicaps that may break their communication.

1.4.1.2. Bachman’s model

Bachman (1990) and Bachman and Palmer (1996) developed communicative competence once again to split it into two major types, namely, organisational and pragmatic Knowledge. As they argue, organisational knowledge is, as well, divided into two components: grammatical knowledge and textual Knowledge whereas pragmatic knowledge consists of functional (illocutional) and sociolinguistic knowledge.

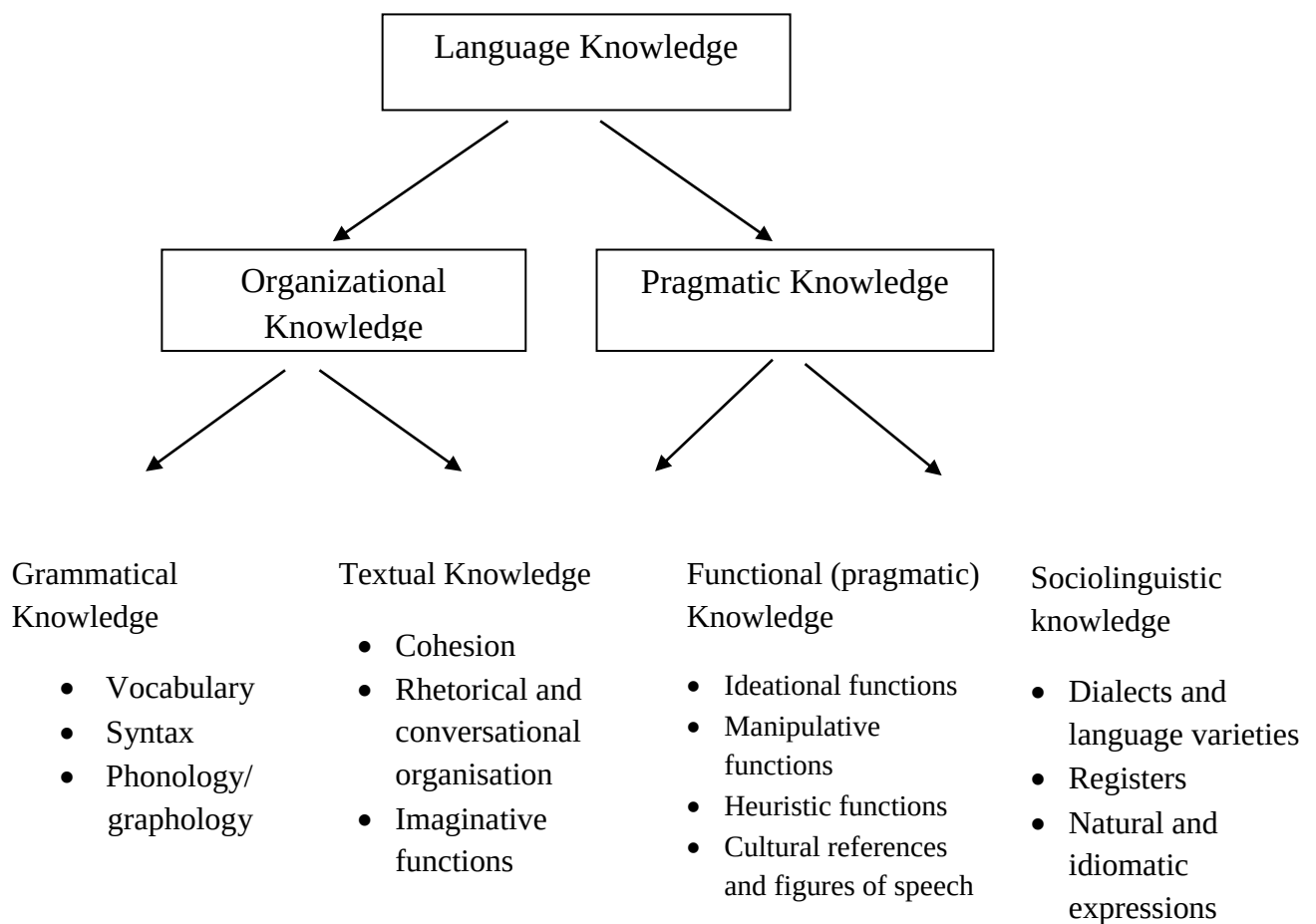


Figure 1.1. Bachman and Palmer (1996, p.68) model of language competence (in Bagariç, 2007, p.101)

1.4.2. Pragmatic Competence

Pragmatic competence was coined out by Thomas (1983) in her article ‘Cross-Cultural Pragmatic Failure’. The British sociolinguist identifies the concept as "the ability to use language effectively in order to achieve a specific purpose and to understand language in context." (Thomas, 1983, p.209). Soon after its introduction as a concept, pragmatic competence turned to a trendy concept within various disciplines, including sociolinguistics, applied linguistics, psycholinguistics, anthropology and cross-cultural studies. Each field considered the new concept from its own perspective, aiming at revealing

new theories and clarifications about what pragmatic competence is, what it actually covers and how it functions. Because of such diversified fields, arriving at one clear definition became challenging.

On the one hand, pragmatic competence has been investigated within a sociolinguistic approach with the aim to identify its corresponding social aspects, notions and mechanisms to come up with a systematic definition. In the viewpoint of sociolinguists, pragmatic competence represents “the ability to use language appropriately in a social context”(Taguchi, 2009, p.2). Taguchi and Sykes (2013) regard pragmatic competence as the knowledge that enables speakers to use language to perform social functions. Within this work, they add that it is believed to be compulsory for learners to acknowledge control over “the complex interplay” of language, interactants as well as the context in which language is used (Levinson 1983, Mey 2001, as mentioned in Taguchi and Sykes 2013). Furthermore, Mokoro identifies pragmatic competence as “the ability to use language effectively and appropriately in social interactions. It involves understanding and applying the rules of language use in various contexts, recognizing the implied meanings, and adhering to social norms and cultural nuances” (2024, p.17). In other words, pragmatic competence implies the ability to recognize covert meanings, social norms, rules and cultural nuances conveyed within language with the purpose of inferring and using them appropriately in speech. In fact, this claim elicits the notion that pragmatic competence does not solely incorporate social functions. Rather, it relates to psycholinguistics simultaneously.

Psycholinguists as Chomsky (1980), LoCastro (2003) and Ifantidou (2014) regard pragmatics and pragmatic competence distinctively. According to them pragmatic competence is considered a sort of human cognitive abilities (Ifantidou, 2014). In addition to its representation of the social and cultural aspects of language, they claim that pragmatic competence represents a face of cognitive performance that collaboratively functions with numerous human cognitive systems. This comprises knowledge of logical rules, mind-reading

other people's intentions or beliefs, the interpretation of interlocutors' behaviour to name but a few (Ifantidou, 2014, p.4).

This perspective to pragmatics and pragmatic competence, in fact, take its roots from Chomsky's famous dichotomous representation of competence and performance. These scholars relied on Chomsky's notions on the dichotomy of competence and performance, and their functioning along for achieving appropriate communication. On a hand, Chomsky(1965)'s competence refers to the linguistic input one acknowledges. On the other, performance identifies one's ability to use this input to produce accurate utterances appropriately due context. In addition, as highlighted by Ifantidou (2014), pragmatic competence takes its roots from Chomsky's generative grammar theory as part of linguistic competence. In Chomsky's perspective, linguistic competence comprises of two components that are namely, grammatical competence and pragmatic competence (Ifantidou, 2014). In this concern, Chomsky states that a speaker who masters a language:

Knows the conditions under which it is appropriate to use a sentence, knows what purposes can be furthered by appropriate use of a sentence under given social conditions [...] we may proceed to distinguish "grammatical competence" from "pragmatic competence", restricting the [...] second to knowledge of conditions and manner of appropriate use, in conformity with various purposes.

(Chomsky, 1980, p. 224-225)

In this regard, Taguchi and Sykes argue that pragmatic competence stands on both linguistic and cognitive grounds. They clarify this notion by adding that a speaker does not only have to be equipped by accurate linguistic knowledge. Rather, he is required to develop the skills to use this knowledge in interaction (Taguchi and Sykes, 2013). According to the psycholinguistic perspective to pragmatics, it is rather profound to put emphasis on the cognitive and mental mechanisms and organisations that empower speakers with the necessary skills to perform appropriate communication (Bialystok, 1994;

DeKeyser, 2017 and Li, 2019). Further, this perspective supports their cognitive view of pragmatic competence with the notion that this sort of knowledge promotes naturally along with linguistic and cognitive abilities (Taguchi, 2009). In distinct words, pragmatic knowledge is enhanced once one's linguistic and cognitive skills are improved. For instance, a little child's pragmatic competence is often noticed to be limited as compared to that of an adult even if they are both native speakers. Further, this claim is defended by Paradis (1998)'s research that has resulted with the fact that the right hemisphere of the brain runs pragmatic functions including inferential processings in relation to contextual and discoursal analysis (Taguchi, 2009). Moreover, Li (2011) highlights that pragmatic competence basically consists of two poles. These poles are knowledge of correct form-function-context mappings and the ability to retrieve and use this knowledge efficiently in actual performance. The first represents the input one has in mind that allows him/her to opt for the ideal structure to convey a certain functional meaning within a contextual background whereas the other represents the skills and abilities that enable him to use that input for appropriate communication (Li 2019).

Distinctively, pragmatic competence is, furthermore, identified in regards to the speaker (learner) identity and linguistic choices. This is renown in the fieldwork as agency. LoCastro (2003) regards agency as “a self-defining capacity that works with volition to bring about a certain effect on or change to one's behaviour” (Taguchi, 2019, p.4). According to this perspective, it is prominent to take into account the learner's social identity as a factor that can directly impact one's pragmatic choices (Taguchi, 2019). Outstanding works in this concern such as LoCastro, 2003; Ishihara and Tarone, 2009; Ishihara, 2019 and Taguchi amongst others, regard learners as independent social beings who own values, beliefs and perceptions of the world and that can opt for creating a rather different social behaviour that reflect their identity even if it they confront the cultural and social norms of the recipient linguistic community. On this ground, the approving scholars of this perspective clarify that it is

inadequate to directly identify a speaker as pragmatically incompetent. As he/she may have been a pragmatically competent speaker taking a decision not to perform his knowledge in the actual context due to his personal preferences. Based on this approach to pragmatics and pragmatic competence, agency is a quite important component to consider whilst reviewing pragmatic competence.

In the light of the notions, theories and perspectives to pragmatics highlighted above, the most practical definition of pragmatic competence is the one given by Taguchi (2019) which identifies this sort of competence as:

a multi-dimensional and multi-layered construct that involves several knowledge and skill areas: (1) linguistic and sociocultural knowledge of what forms to use in what context; (2) interactional abilities to use the knowledge in a flexible, adaptive manner corresponding to changing context; and (3) agency to make an informed decision on whether or not to implement the knowledge in the community.

(Taguchi, 2019, p.5)

Pragmatic competence is often approached within a distinction between two sorts of knowledge, namely, pragmalinguistics and sociopragmatics. In fact, pragmalinguistics and sociopragmatics are originally used to refer to two sub-disciplinaries of pragmatic studies. Nevertheless, they have been also recently used as alternatives of pragmalinguistic and sociopragmatic competencies respectively.

1.4.2.1. Pragmalinguistic Competence

Pragmalinguistic knowledge identifies “the linguistic resources available to perform pragmatic functions” (Taguchi, 2009, p.1). In simple words, pragmalinguistic competence is the sort of ability that covers the knowledge of how to use such linguistic forms as grammar and lexis to communicate appropriately in a real life situation. This may include, for instance, politeness formulas, greetings, requests and style-shifting, to name but a few. In fact, the knowledge of the linguistic forms to use for communicating such components is

insufficient. The interlocutor has to know when, with whom and how to use them.

1.4.2.2. Sociopragmatic Competence

Sociopragmatic competence, or what is renowned as sociopragmatics, is a distinct sort of pragmatic knowledge. The concept of sociopragmatics has been discussed and clarified by several scholars. Leech (1983), for instance, regards this concept as “the con-textual and social variables that determine appropriate pragmalinguistics choices” (Delahaie, 2015, p.255). Roevers (2009) argues that sociopragmatics is “the interface between pragmatics and social organization, between pragmalinguistics and contextual factors” (Delahaie, 2015, p.255). As for Delahaie (2015, p.255); she states that sociopragmatic competence highlights the use of language in relation to social as well as contextual factors. If this has to mean something, one may conclude that sociopragmatic competence completes pragmalinguistic knowledge and vice versa. If a speaker fails to bound between pragmalinguistic and sociopragmatic knowledge and/ or misuse one of these knowledge forms, he falls in what is theoretically known as pragmatic competence.

1.4.3. Pragmatic Failure

Holding a communication is not an easy task since it may be obstructed or blocked by various factors. Pragmatic failure is one of the major factors that obstruct communication as it may cause the emergence of misunderstandings, miscommunication and communication gaps.

Pragmatic failure is regarded as “the inability to understand what is meant by what is said” (Thomas, 1983, p.91). This indicates that a speaker pragmatically fails to communicate when they are incapable to understand what is explicitly or implicitly meant by what is uttered. Similarly, Blum-Kulka and Olshtain argue that failure occurs “whenever two speakers fail to understand each other’s intentions” (Fernández Amaya, 2008, p.12).

Pragmatic failure is merely caused by overlooking pragmatics and the complete focus given to grammatical aspects of language that leads to a lack in speakers' pragmatic competence which by turn results in communication breakdown (Fernández Amaya, 2008). Furthermore, as clarified in the study of Bardovi-Harlig and Bastos (2011), failure is likely to emerge when speakers lack proficiency and interaction with native speakers (McGee, 2019, p.74-75). They argue that sending people to live abroad for a long period for language learning is insufficient if it is not coupled with intense interaction with native speakers and the frequent and natural use of conventional expressions in their communication with native speakers. Therefore, and since the one and overall purpose of language learning is communication, there should be a huge importance given to pragmatic competence and its enhancement in order to boost language learning and prevent pragmatic failure that blocks communication.

For a broader understanding of what pragmatic failure is and how it functions, failure is regarded in relation to two sub-divisions; namely, pragmalinguistic and sociopragmatic failure.

1.4.3.1. Pragmalinguistic Failure

Pragmalinguistic failure tends to occur whenever “the pragmatic force of a linguistic structure is different from that normally assigned to it by a native speaker” (Fernández Amaya, 2008, p.13). In distinct words, this sort of failure emerges when a structure is used to fulfill a meaning other than that one which is used by natives. This, as stated in Fernández Amaya (2008), is due to pragmalinguistic transfer from L1 to L2 that may be differently stated as the use of L1 communication strategies in L2. Thomas (1983) explains this sort of failure as she argues that:

Pragmalinguistic failure occurs when the pragmatic force mapped by students onto a given utterance is systematically different from the force most frequently assigned to it by native

speakers of the target language, or when conventional strategies are inappropriately transferred from the speaker's mother tongue to the target language" (Thomas, 1983, p.97).

In her point of view, pragmalinguistic failure comes forth either in case if the pragmatic convention of a certain utterance students build is different from that is usually formed by natives, or if students transfer their L1 pragmatic strategies to their L2. In this concern, Cohen (2013) claims that pragmalinguistic failure occurs in result to a grammatical inconvenience or lack of mastery when conversing. The limited control over the syntactic and lexical aspects of the spoken language leads to pragmatic failure that causes misunderstandings and embarrassment during conversation and block communication.

1.4.3.2. Sociopragmatic Failure

In contrast to pragmalinguistic failure that arises from the conventional misuse of the linguistic forms of a target language, sociopragmatic failure happens in relation to asocial use language. As Al-zubeiry (2013) puts it, "Sociopragmatic failure arises when learners produce socially inappropriate behaviour. Different culture has different assessment towards "size of imposition", "relative rights and obligations", thus affecting linguistic choice" (Al-zubeiry, 2013, p.71).

Simply uttered, sociopragmatic failure is committed when a speaker makes use of language by unconsciously violating the social norms of the spoken language. A sociopragmatic failure may be made when the speaker of a foreign language is unaware of the socially accepted linguistic forms to be used in certain contexts. This may include misaddressing a person of a higher social, professional or academic status with intimacy while it is not socially appropriate.

1.5. Conclusion

In conclusion, this chapter has provided a comprehensive exploration of pragmatic competence, situating it within the broader context of pragmatics and its interplay with sociolinguistics. It started by defining and clarifying pragmatics and its primary areas of interest whereby language operates beyond mere syntax and semantics, emphasizing the importance of context in effective communication. It delved into the relationship between pragmatics and sociolinguistics, focusing on key concepts such as politeness and style-shifting. In addition, the chapter shed light on communicative competence and its main developed models in order to reach for a clearer understanding of pragmatic competence itself within various perspectives, distinguishing between its pragma-linguistic and sociopragmatic dimensions. Finally, the chapter discussed pragmatic failure and its components, namely, pragma-linguistic and sociopragmatic failure that can arise from misunderstandings and cultural differences.

Chapter

Two

Chapter Two: Interlanguage Pragmatics

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2.1. Introduction

The study of pragmatics does not solely involve the native speakers of a certain language. Indeed, non-native speakers, especially FL learners stand at the core of research on pragmatic competence. This focus is born out of the complexity of acquiring this competence in the context of FL teaching and learning. Hence, the chapter in hand is devoted to a detailed exploration of the field of interlanguage pragmatics (ILP) within the context of EFL learning and teaching, a field that delves into how EFL learners navigate the correlations of language use and social and cross-cultural conventions. By examining the theoretical frameworks that underlie ILP research, the key areas of interest that correlate to the understanding of pragmatic knowledge in FL learning are detailed. In addition, this chapter seeks to highlight the issues that teachers and researchers face whilst promoting pragmatic competence among EFL learners such as pragmatic failure and its impact on the EFL learning process. As such, this chapter attempts to identify effective tools and strategies for enhancing and assessing pragmatic competence amongst these learners via distinct researches across the world.

2.2. Pragmatic knowledge in FL Learning and Teaching

Studies in FL pragmatics, also known as Interlanguage Pragmatics (henceforth ILP), have raised awareness concerning the necessity of including pragmatic competence in FL learning/ teaching processes. This is due to the core role that pragmatic competence performs in avoiding cross-cultural pragmatic failure as well as in enhancing learners' proficiency in L2. In fact, numerous studies such as Hassall (1997), Li (1997), Rose (2000) Kasper and Rose (2001, 2002), Bardovi-Harlig and Mahan-Taylor (2003) amongst others have been conducted in concerns of ILP since it was dealt with by Leech (1983) and Thomas (1983). Yet, most of these researches, if not all, have put under

focus either the pragmalinguistic realizations of EFL learners, or a limited reference to certain sociopragmatic realizations (Alcon Soler and Martinez-Flor, 2008).

2.3. Interlanguage Pragmatics

Within the last thirty decades, ILP which represents a branch of second language acquisition (SLA) that investigates pragmatic knowledge in SLA and EFL contexts (Taguchi 2017; Alcon Soler and Martinez-Flor, 2008), has won the attention of numerous researchers. This, according to Cohen and Ishihara (2010) has gained this field of research several works written with the focus on pragmatics with its various areas of interest in addition to plenty of international journals in the field. This field has gained a greatly evoking interest due to the fact that one's speech is governed by the context in which it is delivered as well as the urge to acknowledge what forms of speech are appropriate in what context (Taguchi, 2017). Bardovi-Harlig (2010) regards that the aim of ILP is to link the study of an L2 to the mixture of language structure and its use. In other words, the core of ILP research is that it investigates the correlated grammatical aspects of language and the aspects of its use in actual communication. This is realized via the investigation of what is renown in the field as intercultural competence (Taguchi 2017).

Intercultural competence covers the speaker's effectiveness in adapting to cultural diversity (Arasaratnam, 2016). Researchers in this field put under emphasis intercultural competence and its correlated aspects and issues. Hence, and as stated in Alcon Soler and Martinez-Flor (2008), ILP research emphasises on the investigation of speech acts, conversational structure and conversational implicature via comparative and acquisitional studies. In a hand, they clarify that comparative pragmatic studies interrogate cross-cultural pragmatics. On the other hand, acquisitional studies of ILP tackle learners' learning of pragmatics that is influenced by developmental issues (Alcon Soler and Martinez-Flor, 2008).

2.4. Intercultural Competence

Although it was known ages ago, light has been shed on intercultural competence within the recent decades due to the globalization effect and the resulting researches in intercultural connections such as migration, international trading, employment and investment, policies as well as study exchange programs, to name but a few. All of these factors and others have brought people from different linguistic, religious and cultural backgrounds together (Ilie, 2019). These variables highlight the necessity of an intercultural communication that requires a sort of competence that allows interactants from diverse cultural backgrounds to effectively communicate and align despite their differences to ensure peace and stability between communities and interlocutors. In fact, here lies the importance of intercultural competence. Intercultural competence allows crossing the primary obstacles that can block intercultural communication. This involves differences in languages, values, behaviours, attitudes, customs, distance and non-verbal signs to name but a few (Ilie, 2019).

Intercultural competence, which is also often referred to as intercultural communication competence (ICC), is defined as “a complex of abilities needed to perform effectively and appropriately when interacting with others who are linguistically and culturally different from oneself” (Fantini, 2006:12). From another point of view, Ilie (2019) identifies what ICC represents in regards to three essential elements. These are namely knowledge, skills and attitudes. In this concern, she claims that intercultural communication competence entails “the active possession by individuals of qualities which contribute to effective intercultural communication, and can be defined in terms of three attributes: knowledge, skills and attitudes” (Ilie, 2019, p.265).

In terms of knowledge, she states that it is quite important for an international interlocutor to incorporate a cultural knowledge that enables him/her to communicate effectively in intercultural contexts. This comprises sociolinguistic awareness, cultural self-awareness, culture-specific knowledge

and deep cultural knowledge (Ilie, 2019). This sort of knowledge allows the speakers to be aware of the beliefs, values and norms of the recipient cultural community that can affect communicative behaviours.

As far as skills are concerned, Ilie (2019) proclaims that the speaker has to incorporate a set of skills that allow the speaker to use intercultural knowledge appropriately. These skills comprise observing, listening, analyzing, evaluating, interpreting and relating as well as critical self-reflection. These skills empower the speaker to effectively use the knowledge they acquire in order to perform appropriately in an intercultural situation.

As far as attitudes are involved, there is a variety of attitudes that effective intercultural communicators need to show in order to create long-lasting relationships. This concerns such attitudes as respect, openness, curiosity, consideration, active listening and appreciation that can reflect one's openness to the world and willingness to leave his comfort zone to build new intercultural bonds (Ilie, 2019).

Byram (1997), however and in contrast to other researchers who use the terms IC and ICC interchangeably, defines intercultural Competence via making a clear distinction between these two concepts. According to Byram (1997), IC relates to the individual's ability to effectively communicate with speakers from distinct cultural backgrounds using his native language with an effective reflection of the other interlocutors' cultural aspects. On the other hand, ICC reflects one's capability to appropriately interact within intercultural contexts using a foreign language with a strong acquaintance of the cultural aspects of the used foreign language (Byram, 1997 in Schauer, 2024). In his later edition, Byram (2021) better illustrates the difference between intercultural communication skill and intercultural skill and the comprising elements of each of them within the following figure as represented in Schauer (2024).

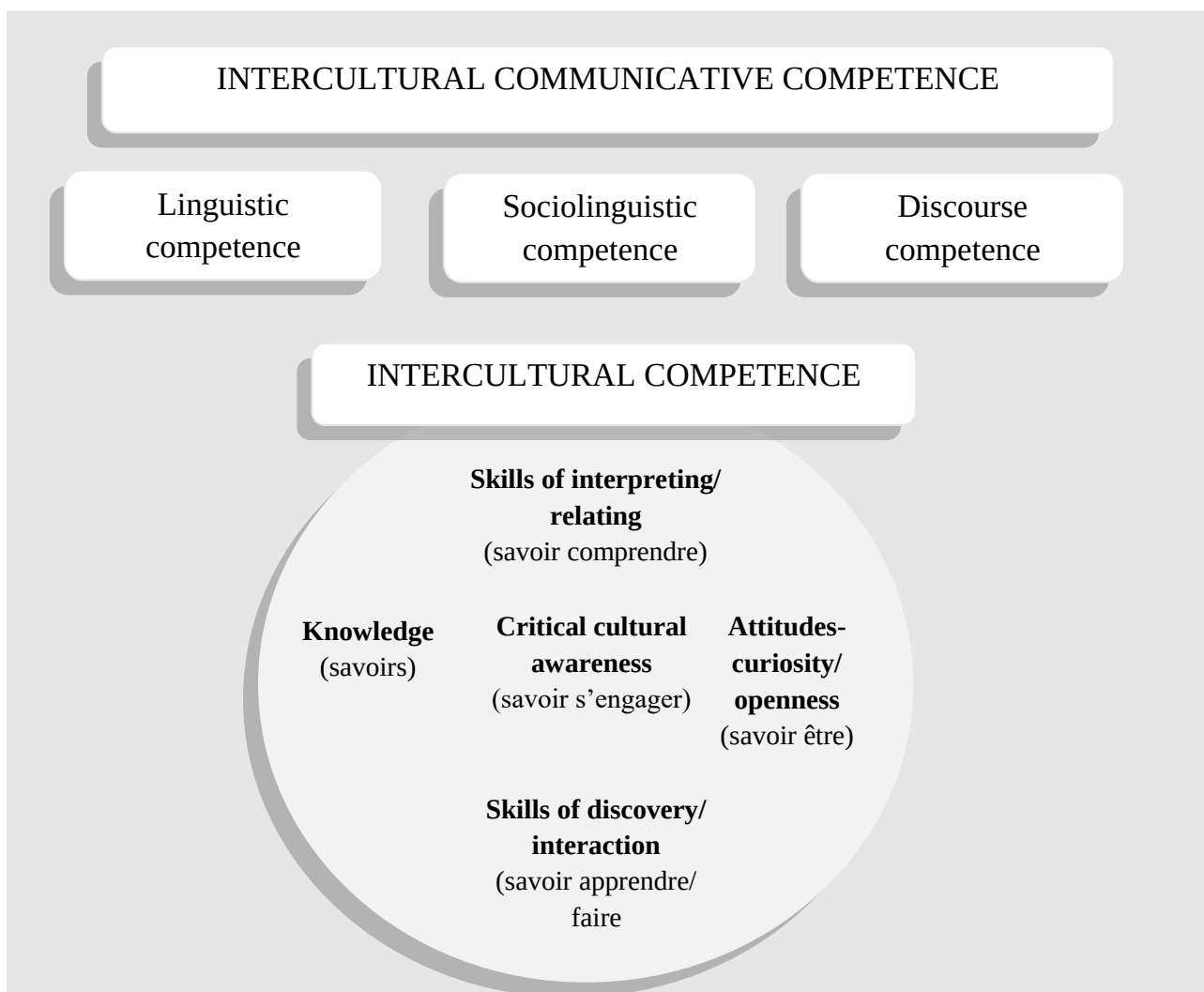


Figure 2.1.: Byram's (2021) Model of Intercultural Competence and Intercultural Communicative Competence (Schauer, 2024, p. 25)

At this level, it is worth notifying that knowledge, attitudes and skills have been first related to culture within the political field of research with an approach to intercultural communication known as CBT. As claimed by Hodge (2007), the CBT approach to IC arouse in the USA within the mid-1950s by Sputnik as many scholars have agreed (e.g. Norton, Harrington and Gill, 1978; Britell, 1980; and Harris et al, 1995). Studies on CBT had been adapted in educational studies due to three major works; namely, Elam, 1971; Houston, 1974 & Norton, 1978 (stated in Hodge, 2007).

The CBT has been adapted in educational systems as part of teachers' training by the American Association of Colleges for Teacher Education (AACTE). The first work, thus, that had been conducted in relation to CBT, which started to go under the label of CBA lately, was actually conducted by Elam (1971) under the title of '*Performance-Based Teacher Education- What is the State of the Art*'. Within this work, Elam (1971) had elaborated essential characteristics of a PBTE (Performance-Based Teacher Education) program that includes:

- a. Competencies (knowledge, skills and attitudes or behaviours).
- b. Criteria for assessing competencies.
- c. Assessment of the student competency.
- d. The student's rate of progress as determined by demonstrated competency.
- e. The aim of the program is facilitating the enhancement and assessment of the learner's competencies.

Due to the significance of Elam's (1971) profound criteria for PBTE programs, it was credited originality within a variety of works in this concern such as Houston, 1974; Tuxworth, 1989; Harris et al., 1995 (in Hodge, 2007).

According to Ellie (2019), as long as the individual encounters the required knowledge, skills and attitudes, intercultural communication will be achieved successfully due to the arising empathy, flexibility and adaptability of the interlocutors. In fact, intercultural competence is approached throughout a variety of perspectives in relation to the field of research from which it is studied. What ICC represents and what it aims at differs in regards to the field through which it is investigated. For instance, ICC in economics or politics varies from ICC in sociolinguistics and pragmatics. Within such fields as sociolinguistics, pragmatics and ILP, ICC and intercultural competence are used interchangeably to infer the sort of competence one acquires and that allows him/ her to use intercultural knowledge, skills and attitudes that enable him/ her

to overtake the cultural barriers in order to communicate appropriately. When approached from distinct perspectives and fields of research, a misunderstanding may emerge along with many queries in relation to ICC and pragmatic competence. Are ICC and pragmatic competence two labels denoting the same concept? For researchers interested in ICC, who tend to be unfamiliar with pragmatics, Schauer (2024) claims that ICC and pragmatic competence are used interchangeably. Nevertheless, for scholars who are interested in pragmatics, the difference between the two is undeniable ((e.g., Jackson, 2019; Maier, 2003; McConachy & Liddicoat, 2022; Taguchi & Roever, 2017; Schauer, 2024). On this ground, another fascinating question arises. What is the relationship between these two concepts? In this concern, pragmaticians such as Taguchi and Roever (2017) and Schauer (2024) proclaim that there is a tight relationship between pragmatic competence and intercultural competence. In their point of view, pragmatic competence is a dependent component of intercultural competence within an intercultural context (Schauer, 2024).

2.5. Theoretical Perspectives to ILP Research

Similarly to any field of research, ILP research has been investigated via distinct perspectives. As stated in Alcon Soler and Martinez-Flor (2008), ILP has been viewed in relation to two approaches. These are, namely, cognitive activity and socially-oriented activity (Alcon Soler and Martinez-Flor, 2008). The same scholars clarify that, as seen by the cognitive theoretical approach,

"the development of pragmatic competence has been considered as an individual mental process, and, although researchers have paid attention to context, data have been collected under experimental or quasiexperimental conditions by means of written and oral discourse completion and discourse evaluation tasks" (Alcon Soler and Martinez-Flor, 2008, p.6) .

Simply put, the cognitive theoretical approach claims pragmatic competence to be an enhanceable individual mental processing despite its contextuality. As instances, they mention some fascinating works on cognitive

theoretical approach on ILP such as Schmidt's (1993, 1995, 2001) noticing hypothesis, Bialystok's (1993) model of L2 proficiency development and Long's (1996) interactive hypothesis. Within a cognitive approach, Schmidt (1995,1997) introduced what he calls the noticing hypothesis. This theory highlights the importance of attention, intention and awareness of the target input and its corporation at the level of noticing in SLA in contrast to Krashen's theory of being SLA mainly unconscious. (see Robinson 1995)

According to Schmidt (2010), the noticing hypothesis denotes that language learning input is not actually installed within a learner's brain until it is noticed. In other words, language is actually learnt when the input is "consciously registered" (Schmidt 1990, 2001 in Schmidt, 2010, p.722). The noticing hypothesis generates from Schmidt's two early researches on language acquisition. The first research was a case study that investigates adult language learning as an SLA. The case relates to a thirty-year-old Japanese man whose pseudoname is Wes. According to Schmidt, despite being open to language and the enhancement Wes has shown in many areas of language knowledge such as pronunciation, lexis, listening comprehension, conversational ability, pragmatic appropriateness as well as strategic competence, Wes was still unable to appropriately use language in relation to its syntax (Schmidt, 2010). For instance, Wes could not use the possessive pronouns like my, your and our in a sentence. Instead of '*our apartment*', he would say '*we apartment*'. As such he would still use utterances as '*Yesterday, I'm go beach and Tomorrow I'm go beach*' years after being exposed to the language and despite hearing appropriate usage several times before. These misuses of language indicate the limited progress within Wes' interlanguage at the level of grammatical and syntactic Knowledge regardless of the prompted enhancement he had encountered within other area of language learning. Schmidt (2010) relates the limited grammatical knowledge Wes encountered to the fact that he learnt English only as a communication means within his professional environment in the US. Thus, learning English for Wes was merely a tool for interacting and

understanding one another within his workplace. Therefore, learning or enhancing his grammar was not part of his plans nor it was necessary for him to form accurate grammatical forms (Schmidt, 2010). Schmidt illustrates these results with putting forward the hypothesis that Wes did not consciously intend to learn these grammatical aspects, or simply he did not ‘notice them’. The second research upon which Schmidt built his hypothesis was a study of his own learning process of Portuguese. This study was covered within Schmidt and Frota’s (1986) research in concern of the case of Schmidt learning of Portuguese in Brazil. The study comprise of five weeks of classroom learning of the TL and about four months relating to social interaction with natives alone. The case study resulted in highlighting that Schmidt did not improve his use of the linguistic forms whereby his mistakes were indirectly corrected by expert speakers as he was unaware that he was being corrected and thus lend less attention to these forms. The fact that he was not clearly corrected by the native speakers when misusing the language did not allow him to notice the language input that he had to learn. Hence, he did not attend to acquire this input. Based on these results, Schmidt (1990, 1997, 2010) claims that only when language input is being actually noticed that it become learnt. On this ground, Schmidt regards noticing as “surface level phenomena and item learning, while understanding refers to deeper level of abstraction related to (semantic, syntactic, or communicative) meaning, system learning.” (Schmidt, 1995, p.29, stated in Timpe-Laughlin 2016, p.02). In this concern, Schmidt (2010) claims that noticing includes three cognitive processings; namely, attention, intention and awareness. The learner has attend (pay attention to the target language form), intend to learn it and be aware of it in order for this form to be registered. Several studies have provided evidence of the relationship between respondents’ noticing of pragmatic features and subsequent increase in pragmatic awareness such as Hassall, 2015; Polat, 2011; Schauer, 2006; Taguchi, 2012(Timpe-Laughlin 2016, p.2). According to these studies and others, pragmatic awareness is leveled up only when pragmatic aspects of the

target language are being noticed by the learner. It is very frequent that speakers are exposed to pragmatic aspects of language without being actually learnt and used appropriately after. This is regarded as a result of the fact that the learner did not notice these aspects (Schmidt 2010; Schauer, 2006; Taguchi, 2012).

On the other hand, Bialystok (1993) regards that noticing the target form is insufficient. Within her two-dimensional approach, Bialystok (1993) regards that selecting input to learn goes through a variety of psychological processings. Bialystok (1993) classifies these processings under two core stages for pragmatic development. These stages are namely analysed representation and control of processing. In regards to analysed representation, pragmatic proficiency goes through three key levels that are renowned as conceptual, formal and symbolic. As far as conceptual representation stage, it denotes the phase whereby utterances are formed to perform a specific speech act without paying attention to the forms used for this utterance. Nevertheless, formal representation signifies the interlocutor's control over the structure used for the linguistic output including wording and syntax (Timpe-Laughin, 2016). Bialystok characterizes formalization with being enhanceable via formal education as well as it allows the speaker to detect grammatical violations (Timpe-Laughin, 2016). In contrast, Bialystok (1993) argues that symbolic representation relates to the abstract link that connects words and meanings. Learners at this stage develop a relational knowledge that allows them to make a link between pragmatic intentions and the forms used to convey them (Timpe-Laughlin, 2016). These learners, Bialystok (1993) adds, incorporate a repertoire that includes a variety of substitute forms that may be utilized to perform certain communicative intents (Timpe-Laughin, 2016). According to Bialystok (1993), appropriate language use in distinct contexts goes through the control of the three representations since childhood.

Alcon and Martinez-Flor discuss that in a cognitive view, learning pragmatic knowledge is merely an individual cognitive process that functions via the collaborative working of several mental processes altogether.

In contrast to the cognitive approach, the socially oriented approach regards social interaction as the core of pragmatic knowledge. This notion is mainly due to its importance in the development of pragmatic knowledge via its both faces sociocultural and language socialization. Studies on this perspective put emphasis on language learning by studying the way experts; i.e. natives and proficient speakers, use language compared to less proficient speakers as far as the sociocultural theory on pragmatic research is concerned (Alcon Soler and Flor-Martinèz, 2008, p.07). In concerns of language socialization, the focus is "on the integration of culture and language" (Alcon Soler and Flor-Martinèz, 2008, p.07). In brief words, the socially-oriented approach to pragmatic knowledge and research is seen from two dimensions; the sociocultural dimension studies that demonstrates the role of language use in its learning process and socialization which investigates the crucial role of the implementation of culture and language in the learning process.

In addition to the cognitive and socially oriented approaches to pragmatic knowledge learning, there also stands the conversation analysis approach that argues that throughout conversation, "learners' interactional competencies are both resources and objects of learning" (Alcon Soler and Flor-Martinèz, 2008, p.08). As instances, Kasper (2004, 2006) and Young and Miller (2004) conducted studies with an interest on how their pragmatic knowledge and performance have developed via their conversations with native speakers of the target language. In fact, these beliefs take their roots from Long's (1981) research that claims that participation in conversations with native speakers and expert interlocutors is the necessary and sufficient factor that allows the acquisition of a second or foreign language (Tran, 2009). According to Ellis (1991), the interaction hypothesis builds on two major notions. The first is the necessity of a comprehensible input for L2 acquisition,

which derives from Krashen's (1977,1980) second language acquisition theory. The second one denotes that modification made in the structure of conversations help to make input comprehensible for an L2 learner when a communication issue occurs (Ellis, 1991). In simple words, when speakers face issues while communicating they tend to make adjustments within the interactional structures they employ in order to make the input more comprehensible, and hence the communication smooth. Such modifications as clarifications, repetitions or simplifications facilitate language acquisition via enabling L2 learners to navigate the implied pragmatic aspects within interaction.

2.5. Focus Areas in ILP

Teaching pragmatics in FL classes is such a sensitive process, not only for its crucial significance in the learning process as in holding a successful conversation, but also for the challenges FL teachers face during the process. The main challenge FL teachers face is the complexity of teaching pragmatic functions such as speech acts and politeness formulas. This section is devoted to the discussion of the main focus areas of ILP and their teaching.

2.5.1. Speech Acts

Whilst communicating, people tend to, consciously and/ or unconsciously, make use of speech acts enormously. This highlights the huge importance of speech acts in the process of FL learning. Speakers who lack a good knowledge of speech acts and their use in a foreign language will definitely have a limited awareness of the manners of enduring speech acts in their target language interactions, the thing that would harden communication or make it unsuccessful. A good speaker should be able to recognize that an utterance, a speech act in this case, may have various interpretations depending on the context as well as he/she must be capable of determining the intended connotation in relation to the present context once again. A practical instance for this may be that a speaker A asks speaker B, who has a limited pragmatic

knowledge of English, to lend him an ear. If speaker B had a pragmatically advanced knowledge of English, he/she will interpret the statement as 'I would like you to listen to me carefully', or as 'you are not listening to what I am saying', or as 'what I'm about to say is quite important' depending on the context. If speaker B is not pragmatically competent, they would probably negotiate the meaning via some strategies, or in some cases just freeze. Consequently, this would shortly bring the conversation to an end.

In order for that not to occur, speakers of a target Language (henceforth, TL) need to encounter the learning of speech acts within their learning process, so should the teachers do. As Rueda (2006: 172) argues, curricula need to take consideration of the socio-cultural rules of TL, including speech acts, especially in cases where TL is taught away from its speaking society; i.e., when there is no actual contact with TL.

For the sake of the development of TL pragmatic knowledge there are three procedures teachers may follow according to Rueda (2006, p. 178 as stated in Aslan et al. 2015, p. 81):

1. Exposing learners to appropriate TL input.
2. Raising students' pragmatic awareness.
3. Offering opportunities for communicative practices.

These procedures may be processed via deductive or inductive approaches. Following a deductive approach, the teacher provides learners with a rule and then allows them to apply it in various examples. As for an inductive approach, the instructor is supposed to provide learners with a set of examples that would lead them to come up with the rule of the use (Freeman, 2001, p. 264) noted from Aslan et al., 2015, p.81-82).

Coming to L2 learners, they need to encounter a set of strategies for, initially, learning then performing a speech act along with a series of speech act

strategies (Cohen and Ishihara (2010, p.228). Taking the example illustrated by Cohen and Ishihara (2010), when a learner intends to perform a speech act of requesting, he first needs to utilize some metacognitive strategies such as planning, monitoring and evaluating. Once the focus changes to the vocabulary possible for use, verb forms and sentence structure, the learner would be in need of cognitive strategies that would help the learner make a choice in this concern. By the time the speaker makes the decision of asking a request, he finally needs some social strategies that would make his speech act socially accepted. Table 3.1. below provides an illustration of the three types used in speech acts forming as presented by Cohen and Ishihara (2010).

Table 2.1. : Cohen and Ishihara's strategies of speech acts (2010)

Strategies for learning speech acts	Strategies for performing speech acts	Metacognitive strategies for speech acts' learning and performance
Gathering information on how speech acts are actually performed in TL via observation and interviewing. Conducting a "lay" cross cultural analysis by thinking of the appropriate speech act in L1 and its possible performance in L2 Asking competent speakers of the L2 to give a model of speech acts in distinct conditions and check their variation. Reaching for research made about speech acts in TL.	Making use of mnemonic for retrieving the already-learned speech act material. Practicing speech acts performance via role-play, imaginary interaction, real play with competent speakers and engaging in interactions with pragmatically competent speakers without notifying them of your purpose. Asking for feedback from pragmatically competent speakers on speech acts' appropriateness. Using communication strategies to convey the message	Determining whether emphasis is on comprehension or performance of speech act or both. Putting an eye on tone, facial expressions and gestures during the performance of speech acts. Monitoring for the appropriateness of directness/ indirectness , addressing terms, timing, the acceptability of the organization of discourse and the cultural appropriateness of the selected strategies and language used for the speech act.

2.5.2. Politeness Formulas' Pragmatics in language teaching

Learners of a second/foreign language with a limited pragmatic knowledge often face the problem of their interaction being interpreted as rude, impolite or even offensive which marks their interaction with other speakers with awkwardness and failure (Haugh, 2010, p.143). In fact, politeness acts as one of the most important and sensitive factors for the success of communication. Politeness is believed to be "a form of communicative behaviour found very generally in human languages and among human cultures [...] it has been claimed as a universal phenomenon of human society" (Leech, 2014, p.3). Politeness has variant features (Leech, 2014, p.4). Amongst these features is it being a choice rather than an obligation. Speakers may choose to be polite or impolite. It is, moreover, gradual; there are various grades of politeness: impoliteness, politeness, over-politeness and it is up to the speakers to what extent their politeness should be, as it is sometimes defined by social norms. Although its identical role in conversation, politeness is sometimes overtaken by impoliteness in conversation for its success; this includes cases of training recruits in army, interrogation with prisoners and suspects and TV shows where contestants are humiliated or verbally violated (Leech, 2014, p.4).

2.5.2.1. Positive vs. Negative Politeness

The dichotomy of positive/ negative politeness became a central topic in studies on politeness since being pointed out by Brown and Levinson (1978). Positive politeness is seen in utterances that appreciate and value the hearer. As instances, one may state offers, compliments, and invitations to name but a few. Negative politeness covers what is indirectly said to minimize the feeling of offense in speech if it was said with directness. This includes indirectness, hedging and understatement (Leech, 2014, p.12). Negative politeness is actually seen by Leech (2014) as more essential than the positive one. This, in his words, is due to the fact that "failure to show enough neg-

politeness is likely to leave the other person with a sense of grievance ("taking offense") and can lead to social disharmony or worse" (Leech, 2014, p.12). Simply put, negative politeness is given more value as it tends to affect speech more than the positive one in relation to the notion that failure in forming a negative politeness may create a feeling of offense or violation in the part of the addressee.

2.5.2.2. Face

Face is another frequently discussed aspect of politeness, this is due its importance as a founding psychological aspect of Brown and Levinson's theory (1978, 1987) to politeness (Leech, 2014, p.12). From a pragmatic point of view, face is simply regarded as "your public self-image. This is the emotional and social sense of self that everyone has and expects everyone else to recognize" (Yule, 2010, p.135). Face, or the social image of a person, may either be protected by a face-saving act or damaged by a face threatening act. Face-saving acts are utterances that show high esteem to the addressee such as invitations, compliments, condolences, polite requests and so on. Face threatening acts, however, aim at lowering the social image of the addressee and showing she/he has a descent social status in comparison to the speaker. A face threatening act is usually performed by directness and informality when addressing a person. For instance, consider telling someone 'give me a slice of bread!' compared to 'would you mind handing me a slice of bread, please?'. It is worth mentioning here that face is not always related to only one person, a "collective" face loss or maintenance may also come to occur in some cases (Leech, 2014). This may include, as an instance, cases where members of a community are treated as of a lower social status just for the fact that they belong to that community.

2.5.2.3. Politeness Principle

Inspired by Grice's cooperative principle, Leech (1983) has proposed a principle to politeness. He argues that in contrast to grammar which is

governed by rules of use that are constitutive in force, pragmatics is governed by principles which are regulative (Leech, 2014). Just as Grice did with the cooperative principle, Leech built his principles on a set of maxims that govern the politeness principle. These maxims are represented beneath as noted from Leech (2014, p.35).

- (I) TACT MAXIM: minimize cost to O, [and maximize benefit to O]
- (II) GENEROSITY MAXIM: minimize benefit to S, [and maximize cost to S]
- (III) APPROBATION MAXIM: minimize dispraise of O, [and maximize praise of O]
- (IV) MODESTY MAXIM: minimize praise to S, [and maximize dispraise to S]
- (V) AGREEMENT MAXIM: minimize disagreement between S and O [and maximize agreement between S and O]
- (VI) SYMPATHY MAXIM: minimize antipathy between S and O [and maximize sympathy between S and O].

Leech argues that these maxims may be noticed, breached, suspended or flouted, once again similarly to the cooperative principle maxims.

In FL learning contexts, studies came up with three possible explanations for politeness failure; also renowned as divergence. These are, namely, divergent speech practices, divergence in speech-oriented expectations and diverging sociocultural values (Haugh, 2010, p.144). As Haugh (2010) argues, "divergence in speech practices and expectations is typically assumed to arise from pragmatic transfer where particular lexical items, syntactic structures or pragmatic routines from one languaculture are(not) used in another" (Haugh, 2010, p.144). In simple words, divergence is a result of the FL/SL learner's use of his mother tongue's pragmatic aspects in his SL/FL. The same research adds that this divergence may emerge due to the unknowing of the other conversants speech practices.

ILP research in the field actually aim at unveiling the issues FL/SL learners face in their learning process with politeness formulas as well as the various aspects of their development in forming polite utterances. For instance, studies such as Rose (2000) and Scarcella (1979) have proven that beginner FL learners tend to make use of shorter responses and less indirectness than proficient learners do. This is generally linked to the notion that directives like the imperative are easier to form and use for beginners. Coming to the proficient learners, they often use shorter responses and less indirectness than natives as claimed by Hill 1997 (in Leech, 2014). Schauer (2009) has given evidence that learners of an L2 in its speaking community reach a more enhanced level in terms of request strategies in comparison to the 'stay-at-home' learners (Leech, 2014). She also argues that the studying abroad learners make use of down-toners such as 'maybe' and 'possibly' that reduce the force of directness (Schauer 2009, p.196-197; stated in Leech, 2014). Regarding compliments, Leech (2014) claims that three maxims are in use as a response. These are namely the agreement, modesty and quality maxims. In this concern, he states that a compliment is either faced with a 'thanking' which he considered an appreciation that avoids agreement and disagreement in contrast to other studies whereby it is considered an acceptance. A distinct study, in this vein, claims that Agreement responses to compliments are positively seen by English native speakers in contradiction to Chinese EFL learners whose social norms highly value modesty which goes against this response (Leech, 2014, p.274).

2.5.3. Turn-taking

While holding a conversation, speakers are not only in need of linguistic knowledge to make their interaction fruitful. There is also a necessity to use some interactional skills and resources such as the mastery of turn taking in interaction which is stated to be a part of conversational style (Ammons, 2013, p.285). Turn taking, or discourse regulation as recalled by Kasper (1989), is regarded as "distributing turns at talk in ongoing discourse" (Kasper, 1989, p.207-208). The mastery of turn taking has a crucial role in conversation

success and continuation. Yule (2010) points out two situations whereby turn taking is violated; the thing that generally leads to the end or boredom in interaction. These situations are, in a hand, when a speaker cuts another participant's speech which is marked with rudeness, and on the other hand, when the speaker is too shy to take his turn and keeps silent when he is expected to interact. In the first case, the other speaker may lose interest in interaction when they do not have their turn in talk which is generally interpreted as rudeness. In the second, however, if the speaker keeps silence gaps out of shyness while he is not expected to, will possibly create a feeling for other interactant(s) that he is not interested. This facts highlight the necessity for FL/SL learners to master this skill to overcome cross-cultural miscommunication. Kasper (1989) claims that turn taking goes under the control of a set of rules. These include the notion that speakers must wait for their own turn, they further, must avoid gap or overlap as well as they are expected to identify 'transition relevance places' via analyzing the other speaker's speech cues that indicate the completion of the other speaker's turn in talk (Kasper, 1989, p.207-208). Ammons et al. (2013) highlight a strategy that, as they regard, is quite handy in improving EFL learners' conversational style including turn taking. This relates to the use of conversation groups in EFL learning. The study held by Ammons et al. (2013) resulted in finding out that conversation groups with other learners, or with native speakers enhance learners knowledge of L2 conversation structures by giving them opportunities to become more fluent in language specific turn taking structure like floor-taking and floor-holding strategies. Furthermore, this research came up with the importance of conversation groups in boosting learners' confidence and willingness to participate in real-life conversations. Kasper (1989), however, signals the importance of gambits as starters (well, err, now), receipts (uhu, yes, I see, you're right), represents (restating the previous speaker's statement) and exclams (receipt with an emotion like oh no!, oh dear!, oh god and so) in the knowledge of when to go on and when to shift in turns. Although some of these

gambits may be used for both ongoing and turn shifting, the knowledge of their utility with the suitable intonation would help EFL learners to know when to take turn and when to let the other speaker proceed in conversation (Kasper, 1989, p.209).

Kasper (1989), moreover, states some gambits that allow interlocutors to keep in their turns. These gambits are introduced beneath.

- a) The under-scorer: words or phrases that help the current speaker explain a certain idea like 'the point is', 'the thing is'.
- b) The aside: a statement that indicates what the current interlocutor loses focus on the other interlocutor's interaction.
- c) The cajoler: is a form used to keep, increase or restore harmony between the conversants as you know, I mean, in fact and the like.
- d) Hesitators: linguistic forms such as erm, er that enable the interlocutor to gain some time without losing his turn in talk.

Within interaction, interlocutors may like to give the other interactant a chance to take turn in conversation. This act is generally known as turngiving. For turngiving, the speaker may make use of the appealer (Kasper, 1989). This latter is a gambit that reveals a necessity for a response from the other speaker. This includes the use of tag questions, 'huh?', 'okay?' and such forms.

2.5.4. Conversational Closing

The manner how one closes his conversation may hold a variety of pragmatic connotations and cues. Thus, revealing the distinct aspects of conversation closure is indeed significant in ILP research. Along with openings, closings are regarded as transition rituals between states of reduced and increased availability for talk and inversely (Kasper, 1989). Closings are used in speech with three basic objectives that are, namely, strengthening social bonds, supporting future encounters and cutting short the portions of conversation (Hart et al.,1973 in Kasper, 1989, p.201). Based on previous research in this concern, Kasper (1989) distinguished between eight kinds of closures out of their

functions. These functional kinds are represented below as stated in Kasper (1989, p.201).

- 1.Pre-close initiation: these are statements by the current speaker that end the current discussion topic and proposes to end the conversation. Yet, these closures are just a proposal rather than definite closings as they may be faced by acceptance or rejection by the other speaker.
- 2.Pre-close acceptance: This closure signifies the response of the second speaker presented by accepting the proposal of closing the current interaction.
- 3.Legitimizing: a likely pre-closer that provides reason(s) for bringing discourse to an end.
- 4.Conclusion: a closure that sums up the proceeding conversation and that exclaims shared agreement.
- 5.Welfare concern: closures presenting good wishes either in general or in specific.
- 6.Thanks: expressing appreciation in response to either the previous welfare or the previous interaction.
- 7.Minimizing: an answer to a preceding thanks statement.
- 8.Termination: Correlative exchanged final leaving forms that signify the end of speech exchange like 'goodbye', 'see you soon' 'see ya' and so on.

As Kasper (1989) claims, EFL learners do not produce initiating pre-closers, conclusions, terminations and welfares. They avoid these initiating closures by leaving them to native speakers contributing in conversation. Native speakers, further, often opt for employing "empty" routinized legitimating closures rather than content-oriented ones. Nevertheless, and in contrast, learners cop out non-routinized legitimations that are often expressed unidiomatically (Kasper, 1989, p.202). For a better understanding, it is required to consider the example beneath provided by Kasper (1989, p.202).

e.g.: (The gas fire has exploded in L's room; the landlady has made various offers of compensation)

L: Perhaps I think er it's it's enough and I'm I'm very tired and er

N: All right, I'll just go and get the electric fire then okay.

As noticed in this example, the learner (L) tends to overuse content-oriented legitimations and hesitations in their speech and avoid the use of legitimation routines. With the purpose of explaining this phenomenon, Kasper claims that learners knowledge lacks these closings. They, therefore, opt for using content-oriented ones that take them a while to form. Hence they make use of hesitations to gain time.

2.5.5. Styles-shifting

The manner how we communicate with each other is quite fascinating. This is due to two facts, or features; the first is that the way one talks to a socially, economically or professionally highly valued is not the same way he talks with his group of friends or a child. The second one is that a person in a good state of mind, or mood does not use the same language he may use when sad or angry. The language people use to talk with people whose social status is higher is usually referred to as formal style in contrast to the informal style which is used to communicate with friends and family. They are also referred to as careful and casual styles respectively in Yule (2010). The alternative use of these styles is renowned in linguistic fields of research as style(s) shifting. This shift signifies the change from one style to the other by an individual (Yule, 2010, p.257).

Style is believed to be gradual. Distinctly said, one's speech may be extremely formal, formal, informal or colloquial depending on some aspects that characterize it. One of these aspects is politeness. In fact the more polite an utterance is the more formal it is and vice versa. Picking up one style over others in a certain linguistic context has a significant social 'meaning' to convey Selting (1985). These meanings are an outcome of rules of co-occurrence in addition to rules of alternation (Erving-Tripp, 1972; Hymes, 1974; stated in

Selting, 1985). Martin (1964), names four factors that govern the level of formality in speech. These are age, gender, social status differences in addition to out-groupness (Stated in Caltabiano, 2008).

Marriot (1995) and Marriot and Enomoto (1995) are amongst the very few researches conducted in the field of FL teaching and learning in relation to style-shifting. These studies question style-shifting amongst Japanese learners claim that after spending a while in Japan, those learners become able to compose the plain, casual or informal style as well as they improve their use of polite styles although they did not accord with the Japanese social norms (Caltabiano, 2008). This claim signifies a limitedness in the use of honorifics that is famous for being amongst the hardest forms in world's languages. In a distinct study, Cook (2001) claims that the instructors complained about L2 learners' speech in terms of the pragmatic inappropriateness of their informal styles use. Marriot (1995) explains that this misuse of styles results from their limited knowledge about the social norms governing the use of styles in Japanese. She also argues that receiving feedback about their use is compulsory for the appropriate forming of styles and the interchangeable use of them. Beebe et al. (1990) resulted in the notion that Japanese learners of English were affected by L1 while forming patterns of style-shifting in a conversation with a higher-positioned person. In contrast, American speakers shift between styles on the basis of status-equal and status-unequal relationships, with no attention given to the direction (the status of the addressee).

2.6. Issues in Teaching Pragmatic Knowledge

Although the proven necessity to insert pragmatic competence in EFL teaching process for reaching proficiency, plenty of teachers and institutions still hesitate and even avoid taking this step. This is mainly due to the fact that the implementation of pragmatic knowledge in EFL is faced with many issues and difficulties. Teaching the pragmatic aspects of a language, especially away from its speaking community, is definitely not an easy task. In this section, a

light is to be shed on the main issues that act as obstacles in the process of teaching pragmatic aspects of an L2.

2.6.1. Pragmatic Failure

FL learners often fall in what is referred to as pragmatic failure due to their limited awareness about the meta-linguistic use of grammatical structures. Oktu and Zeyrek (2008) claim that regardless of their excellent linguistic mastery of language, learners would not pragmatically reach proficiency until they are open to language use in its contexts regarding the sociocultural norms of the speaking community of L2. Scholars in the field agree on the notion that these norms differ along with the difference of the culture of the speaking community ((Fernandez Amaya, 2008). Fernandez Amaya believes that "If a non-native speaker is fluent, inappropriate speech may cause him or her to appear unintentionally rude, uncultured or awkward. For this reason, pragmatic failure is an important source of intercultural communication breakdown" (Fernandez Amaya, 2008, p.13). This statement implies that the ignorance of cultural variance between speaking communities of L1 and L2 leads to pragmatic failure that is of a great influence on the ongoing and success of discourse. Despite its influence on L2 progress, Thomas claims that L2 teachers still neglect the incorporation of pragmatic knowledge for two main reasons. The first is that the clarification of pragmatics is not precise in comparison to linguistics. The latter is that pragmatics is still a vague and complicated field that lacks the sufficient information necessary to implement it in EFL teaching process (Ibid, 2008, p.13).

Nowadays, there are numerous researches conducted with the aim of unveiling the facts about cross-cultural pragmatic failure and the manners or solutions to overcome this issue. One instance is Bardovi-Harlig and Bastos (2011) research that found out that pragmatic failure overcoming and pragmatic development emerges via intensive instruction, or learning of L2, and intensive natural communication with native speakers disregarding studying abroad with

no or little interaction with native speakers (McGee, 2019, p.74-75). Nguyen et al (2012) and Al-Zubeiry (2013) found out that explicit teaching of pragmatic knowledge is highly beneficial when accompanied with explicit feedback in comparison to implicit teaching (McGee, 2019).

From a distinct point of view, Rueda (2006) declares three main procedures to follow in order to enhance FL learners' pragmatic knowledge and overcome failure with FL classrooms:

- 1.Introducing learners to appropriate TL input.
- 2.Raising their pragmatic and metapragmatic forces of the instructed aspects.
- 3.Arranging opportunities to practice the acquired pragmatic knowledge.

In addition to these procedures, Ohta (2001); Kanagy & Igarashi, (1997) points out intensifying teaching sessions that provide focused (meta)pragmatic knowledge via collaborative practice activities and metapragmatic reflection to overcome pragmatic failure (Rueda, 2006, p.178).

2.6.2. Cross-cultural Pragmatic Transfer

Within the process of learning a FL, learners may come across some situations where they cannot keep up with conversation unless they employ forms from their L1. This is usually known in linguistics as transfer which is considered as a face of failure and a handicap in the learning process. In pragmatics, cross-cultural transfer, which is also referred to as cross-cultural pragmatic failure or pragmatic transfer, occurs when a speaker employs sociocultural aspects of his L1 in his L2. Beebe regards pragmatic transfer as "transfer of L1 sociocultural communicative competence in performing L2 speech acts or any other aspects of L2 conversation, where the speaker is trying to achieve a particular function of language (Beebe et al., 1990, p.56). Nevertheless, the definition provided by Kasper (1992) who first coined the term is still considered the clearest as it gives a vast representation of what

transfer stands for by describing it as "the influence exerted by L2 learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information" (Kasper,1992, p.207). Pragmatic transfer is considered as a core reason for cross-cultural communication breakdown (Beebe et al., 1990 and Hashemian, 2012). In her studies, Takahashi (1993, 1996) distinguishes between more transferable and less transferable aspects or strategies of L1 into L2. By the more transferable, Takahashi means those transfers that accommodate and are contextually appropriate. In contrast, by the less transferable strategies, she identifies those that do not perfectly or highly match in L1 and L2. The more transferable and less transferable components are often called as positive transfer and negative transfer, respectively. The positive transfer here emerges when a learner makes use of an utterance intending to imply the thing that this utterance is used for in his L1 and it works perfectly, his utterance is inferred by his L2 speakers as intended. The negative transfer, however, occurs when the learner uses an utterance with a connotation taken from his native language and it is not inferred as he wanted it to (Schauer, 2019).

From a distinct view, Thomas (1983) highlighted the difference between two sorts of pragmatic transfer; pragmalinguistic transfer and sociopragmatic transfer. On this basis, pragmatic transfer is seen as "is the result of selecting certain linguistic strategies and norms from L1 and transporting them into the target language" (Loutfi, 2016, p.16) whereas sociopragmatic transfer is the interference between linguistic actions and social structure (Barron, 2003 as stated in Loutfi, 2016). For overcoming pragmatic transfer, Kasper (1997) proposes to introduce L2 learners to language use in natural conversation and using audiovisual materials. Loutfi (2016), furthermore, suggests that EFL teachers have to supply their curriculum with tasks and lessons that enrich their pragmatic knowledge as well as make a difference between pragmalinguistic and sociopragmatic differences in use between L1 and L2.

2.6.3. Raising Pragmatic awareness tasks in TL

Pragmatic failure and pragmatic transfer are still considered the most difficult component of language to maintain in FL classes. This is mainly due to the difficulty of enduring a pragmatic knowledge acquisition sessions as well as the complexity of planning the tasks to insert. As mentioned in Aslan et al (2015), pragmatic knowledge can be acquired via implicit or explicit teaching via a variety of tasks. The first category is the observation tasks whereby students are given a task of observing via collecting, analysing and reporting data in concerns of pragmatic knowledge of language using listening to texts or conversations or watching videos. Aslan et al (ibid) also recommended translation activities that enable them to translate the pragmatic forces from their L1 into their L2 with a discussion of the sociopragmatic norms in these languages. They also suggest that students can be asked to determine the (in)appropriateness of an utterance with a pragmatic force in relation to a specific context. Furthermore, it is also compulsory for students to be introduced to modal dialogues that illustrate pragmatic forces with giving them an opportunity to comment on the appropriateness of the given forces and the context of the dialogue, the interlocutors, their ages and the place where they hold the dialogue. In addition, reading and listening to authentic materials has also shown positive impact on learners' pragmatic and cross-cultural knowledge of English as claimed by Djari (2021). Djari (2021) tested the influence of authentic, i.e. spontaneous non-educational native speaking, materials like audios and videos in boosting EFL learners' pragmatic knowledge. According to Bacon and Finnemann (1990), authentic materials refer to supports that "are made by native speakers for non-pedagogical purposes" (Akbari and Razavi, 2016, p.106). Authentic materials are believed to show a great impact on learners' oral language development (Bacon & Finneman, 1990; Miller, 2005; Otte, 2006; Thanajaro, 2000 in Akbari and Razavi, 2016). Furthermore, Breen

(1985) argues that employing authentic speech in listening classes provides learners with a direct contact with genuine communication in the target language. In addition, Akbari and Razavi (2016) argue that learners may benefit from the exposition to authentic materials by the beginning of their learning in many language areas such as listening, reading, writing, speaking and being socially integrated within the speaking community of TL as long as these materials match the learners' needs, interlanguage and interests.

Meanwhile, and in addition to others, the majority of the mentioned strategies function as cross-cultural pragmatic knowledge assessment tools. Many scholars and researchers in the field have highlighted their effectiveness in evaluating and detecting pragmatic knowledge progress in ILP as discussed in the section below as well as in chapter three that follows.

2.6.4. Assessment of L2 Pragmatic Knowledge

There is no doubt that pragmatic knowledge implementing in EFL classes will remain incomplete without incorporating determined assessment due to the importance it holds in favor of the improvement of learners' pragmatic performance. Nevertheless, Hild and Nikolov (2011) argue that assessment may have a strong influence on both of learners' motivation and development due to their sensitiveness to criticism, especially in the case of young students (Schauer (2019, p.194). In this sense, Fulcher and Owen (2016) argue that assessment may be held with the purpose of motivating learners to lend more efforts to their learning process.

Denying Yamashita's view that prior to pragmatic assessment is the need to improve investigation on theories of communicative competence, Cohen (2010) [...] also raised the issue of determining the accuracy of the manner a pragmatic force is delivered. Cohen exemplifies this in [...] apologizing. He wonders [...] whether apologizing in the utterance "sorry about that, dear" or "I'm really sorry about that, darling that was insensitive of me" is more appropriate to utter (Cohen and Ishihara, 2010, p.265).

He clarifies that what makes an act appropriate, or not, is sincerity. Cohen concludes that, in this case, there is only a need for a context to judge.

For assessing the development of L2 pragmatic knowledge, teachers and researchers often utilize a variety of assessment tools or methods including written and oral tests. The written tests comprise MCQs, written discourse completion tasks (WDCT), open-ended questions, Comprehensive Assessment of Spoken Language (CASL) whereas oral tests including the language lab oral production test, oral discourse completion tasks (ODCT), multiple-choice discourse completion tasks (MDCT), self-assessment and role-play tasks and amongst others. These tests were introduced and discussed by various scholars as Farhady (1980), Cohen and Olshtain (1981), Hudson et al (1992,1995). Nevertheless, these tests were never really investigated in terms of validity before Yamashita (1996b) whose research confirmed these tests' validity and reliability notifying that they all have weakness and strength points (Liu, 2010, p.472). Shimazu (1989), moreover, introduced a new, distinct test that is called PCAE referring to Pragmatic Competence of American English test (Liu, 2010, p.472). Shimazu used this test to evaluate learners' pragmatic competence in the production of requests. The results have demonstrated concurrence between the PCAE, the functional tests and TOEFL (Liu, 2010, p.472). Afreen (2022) in addition made use of a combination of assessment tools to test pragmatic language skills amongst Indian children. These tools include Jafari et al.'s (2019) pragmatic abilities' questionnaire and 'Theory of Mind' test (TOM) which is a test that generates from the cognitive theory that denotes that language speakers and learners need to encounter a set of cognitive skills that enable them to understand other people's beliefs and thoughts to acquire pragmatic competence (Afreen, 2022).

Despite the existence of researches investigating and employing the previously mentioned methods of assessment, Liu (2010) claims that there is still an urgent necessity to experimentally investigate these assessment methods in order to ensure their validity. Due to her perspective, pragmatic assessment

instrumentation are given minimal attention experimentally speaking in regards to their importance within the progress of learners' pragmatic knowledge and proficiency. Additionally, she argues that these methods were actually employed in order to test one or few areas of pragmatics, which are mainly limited in certain speech acts and implicature. Nevertheless, there are numerous areas of sociopragmatic and pragmalinguistic knowledge that need to be further examined; hence, the mentioned methods have to be tested on these neglected areas.

2.7. Conclusion

This chapter was devoted to the discussion of the main literature in regards to pragmatic knowledge in EFL learning, better known as interlanguage pragmatics. The chapter, first, introduces ILP as a field of research. It attempts to cover the core points of interests of ILP. Such notions as interlanguage pragmatics theoretical perspectives to ILP research and areas of focus in ILP were discussed within the chapter. Furthermore, it shed light on the issues that face researchers and teachers in ILP as well as the core instruments used for pragmatic knowledge enhancement and assessment as well within EFL learners.

Chapter Three

Chapter Three: The Methodological Frame

3.1. Introduction

3.2. Status of English in the Algerian Society

3.3. Rational of the Study

3.4. Research Design

3.5. Settings of the Research

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3.7.1 Students

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3.8.1. Questionnaire

3.8.2. Pre-Test/ Post-Test Procedure

3.8.2.1. Pre-Test

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3.8.2.3. Experimental Element (Treatment)

3.8.3. Participant Observation

3.9 Ethical Considerations

3.10. Limitations and Delimitations

3.11. Conclusion

3.1 Introduction

The chapter in hand covers the methodological frame followed for the conducting of the current research that investigates the implementation of pragmatic competence in EFL teaching and its influence on the process. First, the chapter introduces the status of English within the society whereby this research is driven, Algeria, in order to draw a general understanding of the setting and the conditions whereby the research is conducted. It, furthermore, details the settings, the subjects and the sample within which the current study took place. In addition, this chapter sheds light on the research design under which the study is conducted. In addition, this section highlights the chosen data collection instruments which were relied on for gathering data. Finally, the current chapter concludes by highlighting the ethical considerations that were followed during and after conducting the research as well as the limitations and delimitations of the study.

3.2 Status of English in the Algerian Society

Ever since its independence, Algeria has known continuous changes in several domains including its sociolinguistic state. Despite the coexistence of many language systems in use within the society, the status of each system changes every while and another. The status of English, for instance, is constantly enhancing within the society on the expense of the French language, which is slightly losing its impact on the Algerian population and system. According to Kouicem (2019), English is renown as the world's most powerful language for the time being since it represents the language of communication in numerous countries and in addition to being a lingua franca between nations and interlocutors. Furthermore, it is considered the language of modern science and technology all around the world. Due to recognizing this fact, the Algerian authority took the decision to implement English in all academic stages. Thus, English today is already being taught at primary schools along with Arabic and French. Furthermore, the authority is currently paving the way to make English

the language used within higher Education in many streams, especially the scientific and the technical ones, instead of French which was long used in many formal contexts such as education, administration and industry. Nevertheless, the use of English in the society is still limited in the random use of some single words or phrases in daily speech such as 'football', 'weekend', 'goal' and 'marketing' to name but a few. Therefore, EFL learners find themselves struggling with the fact that they cannot actually practise the language they learn in real life situations. Their linguistic mastery of the language is being enhanced whereas their mastery of its use in distinct contexts remains unproficient. Their linguistic knowledge is insufficient for making learners understand and be appropriately active in communication. Here lies the core of this study as it raises the importance of implementing pragmatic knowledge in the efficiency of EFL teaching/ learning process as it is to be further discussed within the forthcoming section.

3.3. Rational of the Study

It is undeniable that every research is driven by a certain endeavor. Likewise, the current research was taken with the motive of exploring the impact of implementing pragmatic knowledge in the teaching process of L1 students. This is supported with the belief that implementing pragmatic dimensions in EFL learning at the forehead of the process can show some effects on learners' proficiency in English. This belief derives from the researcher's own experiences in learning the pragmatics of English as part of her Master studies' training. Since being introduced to the pragmatic force of language, the researcher was intrigued by several inquiries. Questions such as '*Why haven't I known this before?*', '*What would have changed if I have known these things earlier?*', '*Why the pragmatic dimension was not introduced to learners at an early stage of learning?*'; and most importantly, '*how can learners who have left university after obtaining their bachelor degree by the end of L3 start teaching English to other students without actually having this prominent knowledge?*' were asked.

All these inquiries together with the fact that pragmatic competence could prevent learners from falling in several faces of linguistic as well as cultural transfer inspired the researcher to conduct the investigation with the aim of finding out answers to these questions and reaching the research objectives. Added to that, the fact that the sample population cannot be directly introduced to the pragmatic force of English within society, as discussed in the preceding section, encouraged the researcher to delve in this investigation. Hence, the preceding notions have contributed in inspiring the researcher to hold the investigation in hand in order to reveal the influence of implementing pragmatic practices within the teaching/ learning process of L1 students as well as to figure out learners' and teachers' attitudes towards implementing this force in the EFL teaching/ learning process.

3.4. Research Design

Any reliable scientific research is conducted within a research design. According to Akhtar, research design is " the "Glue" that holds all the elements in a research project together" (Akhtar, 2016, p.68). It serves in linking all the elements necessary for a research together to ensure the validity and reliability of the research outcomes. According to Creswell's perspective, research design represents the set of plans and procedures followed for taking decisions in relation to data collection and analysis (Cresswell, 2009), or simply, "the plan or proposal to conduct research" (Cresswell, 2009, np). When opting for a research design, the researcher is required to take into consideration the strategies, specific data collection methods, analysis and interpretation in addition to the raised research problem, the audience of the study and the researcher's personal experiences (Creswell, 2009). Hence, before making a choice of what design is best to follow for a specific scientific study, the researcher has to look back at the details of his research from the research problem to analysis. Therefore and prior to constructing a research design, it is necessary to recall the raised issue and the research questions of the study being held.

The current study is a case study which is driven with the purpose of revealing the effectiveness of implementing practices promoting EFL learners' pragmatic knowledge. This is mainly encouraged with the questioning whether the EFL learners' linguistic proficiency in English is sufficient to allow them to hold a conversation with native speakers despite their lack of pragmatic knowledge and use. The answer to this question is certainly negative. The knowledge of the linguistic forms and their accurate use in meaningful sentences is not enough to make learners actively participate in a conversation with native or native-like speakers of English. This is mainly due to the fact that these pragmatically competent interlocutors make use of many utterances with pragmatic connotations which may seem awkward to pragmatically non-competent speakers. As such, incompetent interlocutors may use utterances that are pragmatically inappropriate when conversing with competent speakers. This can create an awkward and stressful atmosphere that may interfere communication. Driven with the endeavour of finding a solution to this problem, the study in hand is founded on four research questions that are mentioned beneath.

1. What attitudes do teachers hold towards integrating the pragmatic dimension in EFL classes?
2. What are the main forms of pragmatic failure facing EFL learners?
3. What ways best fit to overcome pragmatic failure?
4. How can learners develop implying/inferencing strategies?

In order to find answers to the raised interrogations, the following hypotheses are suggested.

1. Teachers expose positive attitudes towards incorporating pragmatic knowledge in the EFL class as it completes linguistic knowledge .
2. Sociopragmatic failure is more common among EFL learners compared to pragmalinguistic failure.

3. Interaction with native speakers is efficient to overcome pragmatic failure as they make the foreign language user learn appropriate use of language.
4. There is a variety of manners, yet, the exposure to native speech is the best way as it introduces the learners to the implied meanings in speech.

With the aim of testing the validity of these hypotheses, a quasi-experimental research design is opted for within a mixed methods approach. The quasi-experimental design is regarded as "a subtype of non-experiments that attempt to mimic randomized, true experiments in rigor and experimental structure but lack random assignment" (Cook and Wong, 2008; Kirk, 2009; in Rogers & Révész, 2020, p.134). Simply put, similarly to the experimental design, the quasi-experimental design sets the sample to a treatment that is believed to have an impact on the sample and notes the differences emerging within the sample after the treatment. Yet, the quasi-experimental design differs from the experimental one in that unlike the experimental design, the quasi-experimental one does not necessarily require random assignment nor an actual control group (Rogers and Révész, 2020). Nevertheless, it may employ a comparison group which receives a different experimental treatment (Rogers and Révész, 2020).

The study makes use of a mixed methods approach to data collection. This approach is identified as:

The type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative view points, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration". (Johnson et al., 2007, p.123)

Simply put, the mixed methods approach is a design that combines qualities and features of both qualitative and quantitative approaches in one research that aims at qualitative and quantitative data collection, analysis and interpretation simultaneously. The best of the mixed methods approach is that it links the advantages of the qualitative and quantitative paradigms in a way that allows them to complete each other despite their shortcomings which are consequently reduced (Al-Aghbari, 2016).

The present investigation employs both qualitative and quantitative research instruments for data collection within a mixed methods approach and a quasi-experimental design whereby learners are being subject to the pretest/posttest method. Stratton (2019) regards the pretest and post test method as a prominent type of quasi-experimental design that helps in the evaluation and assessment of the development emerging within a sample population after a test or a treatment in comparison to their data available before it. The test success is proclaimed in case if there was a positive progress within the sample population after sitting for the test in comparison to the sample's status prior to this test. As for data collection tools, a combination of quantitative and qualitative tools was opted for. The quantitative data collection instrument is an online questionnaire directed to teachers. As far as the qualitative tools of data collection are concerned, participant observation and a test were opted for. The research design of the current research is summarized in the figure that follows.

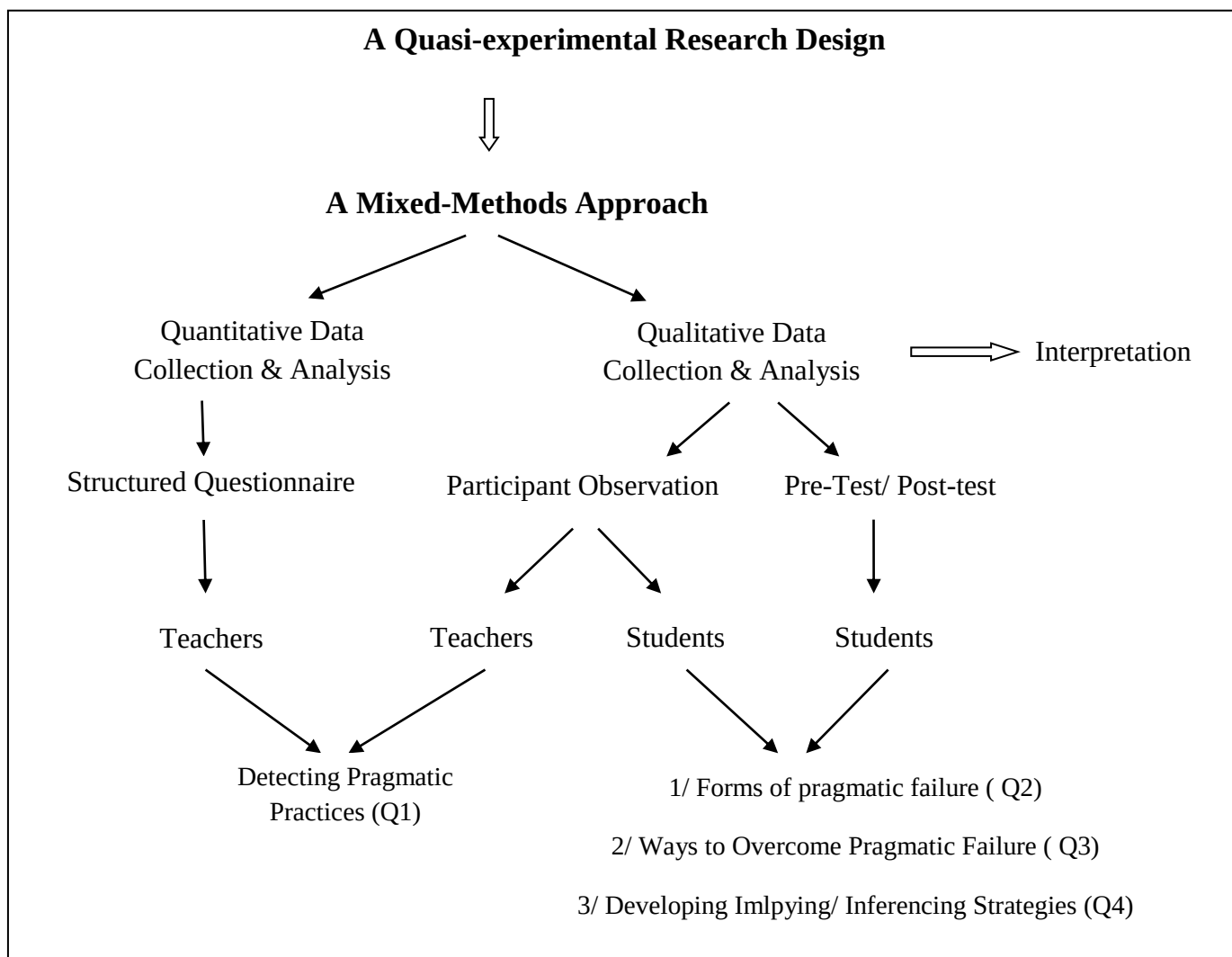


Figure 3.1: The Research Design

3.5. Place of the Research

The study in hand unfolds within the halls of Abu-Bakr Belkaïd University, nestled in the culturally and linguistically wealthy Algeria. Its focal point is the Department of English that is devoted to academic and linguistic exploration. Within this corporation, a dedicated team of 92 esteemed professors devote their invaluable time and effort to guide and empower

learners on their ongoing journey towards language knowledge and mastery each on their expertise branching and realms. 67 of these mentors expertise in literature, didactics, civilization, translation and ESP whereas the remaining 25 of them dedicate their intellectual pursuits to the nuanced field of language studies and research. As far as the undergraduate learners are concerned, the department comprises of 10 groups of L₁ students with approximately 68 students per group, 8 groups of L₂ students with estimated 50 students per group along with 6 groups of L₃ students comprised of about 60 students each. As for the postgraduate realm, the department assembles a total of 161 M₁ students and 197 M₂ students who contribute to the scholarly knowledge.

This setting is subject to a restricted use of English which is limited in classroom conversation and a seldom use in friendly conversations. Hence, the use of English away from academia is unlikely to emerge. This may build a barrier ahead of EFL learners' enhancement of pragmatic knowledge."

3.6 Informants

The subjects is regarded as one crucial point of interest in a research and hence, it needs to be well determined and clarified in regards to two core notions, namely, population and sample (Djennane, 2016). In a hand, the population identifies the overall items aimed to study. This concerns all of the human beings, materials, events and timings that correlate to the study, and which are extremely hard or impossible to endure within a research for their width. This is where the role of sample steps ahead. The sample identifies as a narrowed part of the whole population that systematically represents it.

The study in hand takes the first year (henceforth L₁ students) and third year (henceforth L₃) EFL learners at Abu-Bakr Belkaïd University as a subject. The choice did not fall to these students randomly. Rather, the students from these two levels are chosen in order to analyze the data related to the pragmatic knowledge of learners from each level as well as to make a comparison between the two.

In addition, the current research requires taking teachers' application of pragmatic practices into account. Further, their point of view, evaluation and analysis of learners' pragmatic knowledge advance is regarded as a core for the current research since they have better chances in detecting this linguistic advance due to the large durations they spend with their learners. Hence, EFL teachers at the department are chosen as a subject to this fieldwork.

3.6. Sampling

Sampling is regarded as narrowing a large group of the chosen items, including people, locations, events, timing and activities for data collection into a small one in a manner that allows the researcher to easily collect and analyse data in order to come out with valid and reliable results (see Kumar 1999, Tracy 2013, Boncz 2015 and Djennane 2016).

A sample population is a very crucial element for any driven research as it determines the validity and reliability of the research findings (Kumar, 1999). Hence, it is crucial for any scholar to assure the appropriate choice of his sampling design and strategies in order to grant the successfulness of his research. Further, there is no doubt that the point behind sampling is to formulate a sample that is representative of the research population in regards to the belongingness and the representativeness of the participants to the population. In this concern, Boncz (2015) claims that a sample does not necessarily represent all the characteristics of the population, it can be reflecting the criteria of the population needed for the study in specific. On this ground, the sample population is to be given a fundamental role in this study.

As far as the present research is concerned, the target population consists of two major components: EFL learners attending Abu-Bakr Belkaïd University along with their instructors. This research aims at collecting data from both the EFL learners and their teachers via the various data collection instruments used. As for the sample itself, the chosen participants were picked

using a simple random sampling due to the substantiality and vastness of the target populations.

3.7.1 Students

Concerning students, the sample extends to two academic levels, namely, L1 and L3 students with three groups selected from each level. These students belong to the same age group (from 18 to 22 in general), all attending courses at the department with one objective which is majoring in English. This implies that they encounter the same characteristics of the population. This has to ensure the homogeneity and representativeness of the population. The selection of these two levels builds on the purpose of following and evaluating the L1 learners' knowledge of English and their ability to use it appropriately due to context via a pretest/ posttest treatment. Further, the choice of these two levels was driven by the aim of testing how implementing pragmatic dimensions in L1 courses can affect their learning and use of English as compared to L3 learners who would not be exposed to pragmatic knowledge via the experimental element. In addition, the groups of each level are systematically selected with a different teacher each. The purpose behind this choice is to ensure triangulation of data and affirm a comparative analysis of their collected data.

3.7.2. Teachers

As far as teachers are involved, this research paper uses the help of EFL teachers lecturing at the department of English who are in charge of COE (Comprehension and Oral Expression) and COP (Comprehension and Oral Production) modules. These teachers are of different genders, ages, experiences and educational status. These teachers are in charge of enhancing learners' oral and communicative linguistic skills of English. The endeavor behind this choice is that these particular teachers encounter higher chances of oral communication with learners at class and thus more probable encounter of pragmatic practices used and highlighted by the two sample populations.

3.8. Data Collection

Data collection play the role of final garniture that accomplish and refine a research. After formulating the research problem, design and sample of the study comes data collection that allows the researcher to gather pieces of information and interpret them into scientific conclusions. Hence, it is considered of a profound significance as it cinches up the validity and reliability of the research findings. Therefore, one must make sure to utilize the data collection tools that best fit his research and its objectives.

3.8.1. Research Instruments

A research instrument is anything that one can rely on to gather data for research (Kumar, 1999). This comprises observation forms, interviews, questionnaires, surveys and tests, to name but a few. Planning a research instrument is amongst the central and paramount phases whilst carrying a research. Before actually starting a research, it is compulsory to decide on what instruments to use for data collection. This needs to be grounded on the nature or category of data aimed to collect, either quantitative or qualitative, or in some cases both.

In social sciences, studies usually stand on triangulation, which was first coined out by Campbell and Fiske 1959 as “multiple operationism” (Web et al 1966, stated in Djennane, 2016). The notion of triangulation identifies the utilization of a variety of research instruments with the objective of crosschecking the collected data in order to result in reliable and valid findings.

On the ground of what precedes, the study in hand makes use of three tools for data collection in order to ensure the accuracy and reliability of the results via triangulation. The opted-for instruments are a mixture of quantitative and qualitative data collection tools. This comprises questionnaire, test, and participant observation. The combination that goes under the label of mixed methods approach guarantees the collection of data via various tools and

distinct perspectives; i.e., qualitative and quantitative data. This ensures both accuracy and generalizability of the findings. Hereby, the research instrumentation is to be discussed in detail in relation to the sample population and the objectives of the study.

3.8.1.1. Questionnaire

Singh (2016) regards that quantitative tools aiming at refining findings via frequency of appearance is of a profound importance. Questionnaire is one of the very frequently used tools for this purpose in addition to its ease, low-cost and validity. Goode and Hatt (1952) believe that questionnaire identifies a means of data collection that ensures saving respondents' answers to questions handed to them in a structured form they fill in by their own. According to Barr et al (1953), the questionnaire represents a series of questions that are written in a systematical form and filled in by a sample population from which information is sought.

Cohen et al (2018) draw a set of stages to consider prior to setting a questionnaire. As a first step, the researcher has to clearly identify the purposes of the questionnaire and be aware of what information he expects to reach. Next, he or she needs to consider research questions and, or hypotheses. Afterwards, it is necessary to determine the target population and select the sampling design and the sample. Then comes the phase of identifying the subsidiary issues such as measures, scales, questions and responses. Using all what precedes, the researcher starts to formulate the questionnaire items. Eventually, he has to contend with the sequence, length, design and format of the questionnaire. After that, it is necessary to check that each issue was covered within one or several items. Before administering the final questionnaire, one has to assure piloting and refining his questionnaire.

Meanwhile, Cohen et al (2018) also address the fact that a researcher needs to consider the respondents' motivation as it is central in questionnaire building since it has a direct effect on the quality of the received answers. They

claim that respondents tend to fill in the questionnaire in a better manner if it is interesting and involving. Thus, respondents' willingness to fill in the questionnaire has a great impact on its results and successfulness. Similarly, the type of questionnaire to use likely has an influence on questionnaire. The sort of data that the researcher seeks is likely to have a tight bond with the type of questions asked, and hence the type of questionnaire. The sort of data collected from a structured questionnaire is quite distinct from those obtained via an unstructured one, and so are the results. Hence, it is required to take the type of questionnaire into consideration in reference to the sort of data aimed at.

The study in hand makes use of an online structured questionnaire that aims at finding answers concerning learners' pragmatic knowledge and communicative skills as well as the pragmatic practices performed at class to boost them. It comprises of 13 units that meet the targeted issues, research questions and the overall objectives of the study as well as the questionnaire itself as Cohen et al (2018) advocates. Hence, the items included in the form puts under focus revealing facts in regards to the sociopragmatic practices integrated by teachers in EFL classes, the main forms of sociopragmatic failure as well as the strategies and ways that best serves for overcoming this failure. It was designed and filled in via Google forms and sent to 60 EFL teachers from the department of English at Tlemcen University via their emails. The questionnaire starts with a brief announcement of the research objectives and its main aspects in order to inform the respondents of the main concepts and endeavors of the study. In addition, it grants the anonymity of the respondents, which allows them to respond to the questionnaire with relief so that they frankly express their thoughts and attitudes and pop out the possible fake academically and socially appreciated answers. The anonymous responding will also skip out the age and gender-based analysis. All of this will raise the values of validity and reliability of the collected responses.

As far as the questions are concerned, the questionnaire comprises of into three main parts. The first part questions learners' linguistic and pragmatic

knowledge and use in class. The second section aims at identifying the learners' areas of weaknesses in regards to language use in diverse contexts whereas the last part is devoted to revealing the strategies, resources and materials used for enhancing EFL learners' awareness of sociopragmatic dimensions in class. The vast majority of questions are built in a restricted manner, supplied with proposed scaled or multiple choices. The choices are of varied ranges and 'bi-polarized' to prevent affecting the respondents' opinions and attitudes. The first item interrogates the teacher's evaluation of his learners' use of English in class. The second one asks them to rate learners' pragmatic knowledge of English. The answers to both questions range from very poor to very good. The third item, however, dives into cross-cultural errors to ask how often learners make this sort of errors. The options are scaled from slightly to very often. As far as the fourth unit is concerned, it tries to detect the area of pragmatic use of language learners often face weaknesses in. The questionnaire provides multiple areas of pragmatic use of language as choices in addition to a case labeled 'other' for the respondents who want to add a distinct proposition. The fifth item asks the teachers for more details in concerns of learners' cross-cultural pragmatic errors via providing instances of these misuses. The sixth unit asks them to rate how often they make use of pragmatic knowledge raising tasks in class. The answers scale from slightly to very often. The following item (Q7) asks them to tick the teaching tasks they utilize for enhancing learners' pragmatic skills and others to the list if there are any. The eighth unit interrogates how teachers address cross-cultural pragmatic errors in class once made by learners. The item provides some options that the teachers may pick out of as well as it specifies a distinct case for additional suggestions. The ninth item interrogates about the probable detected improvements in the pragmatic competence amongst EFL learners. The following item deals with the measurements used for following learners' pragmatic enhancement. Again, the item incorporates a set of measurement techniques and strategies as options. The ensuing item (Q11) questions how the instructors incorporate cross-cultural

communication aspects into their EFL teaching. The section esteems collecting data in concerns of the pragmatic practices teachers implement in their lessons for enriching learners' pragmatic knowledge. Further, the 12th item of the questionnaire seeks unveiling resources and materials teachers utilize in their classes in order to raise learners' awareness of cross-cultural differences in communication. The last unit interrogates how teachers advise their learners to supplement their pragmatic knowledge out of class. It provides some possible recommendations that teachers may opt for as well as another case for other suggestions.

3.8.1.2. Participant Observation

Rather than the sole act of looking, observation comprises to systematically watch and note people, events, behaviours, settings, artefacts, routines and the like as noted by Simpson and Tuson (2003). One of the prominent advantages of observation is that it supplies the researcher with “first-hand”, raw and “live” data from directly from their occurring context instead of reported data (Cohen et al 2018). This has some crucial benefits for the study as it allows the investigator to detect all the possibly affecting variables in the surrounding context as well as to collect secondary data that may have an effective addition to the estimated data (Cresswell, 2012; Cohen et al 2018). Furthermore, Cohen et al (2018) claim that the power of observation lies in its ability to gather valid and authentic data as it provides contextual information as well as the opportunity for documenting such aspects as verbal, non-verbal and physical data that can demonstrate crucial addition to the research. All of these criteria make observation a crucial qualitative research instrument.

Observation has been approached in relation to various classifications. As an instance, Flick (1998) puts apart five distinctions of observation, namely:

- a) Structured vs. unstructured observation
- b) Participant vs. non-participant observation

- c) Overt vs. covert observation
- d) Natural-setting vs. artificial-setting observation
- e) Self-observation vs. other-observation

Cooper and Schindles (2001) proposed another interesting distinction of observation in regards to three dimensions, namely, directness vs. indirectness, overtness vs. covertness as well as to the role taken by the observant (participant vs. non-participant observation).

This research makes use of participant observation as part of its triangulating process. This sort of observation requires the researcher to be a sympathetic member of the target population and sample with the aim of directly getting in touch with the group members' attitudes, behaviours and activities. In addition, participant observation is prominent in determining key terms used by participants to observe valuable events, behaviours, facts and practices that cannot be detected via other instrumentations due to their sensitivity (Kawulich, 2005). Added to that, this sort of observation can allow the researcher to sense how things actually go within the group, find out about interactions and relationships, familiarise and sensitize the researcher to the context and its correlated effect on the research (Bernard, 1994; Schensul, 1999; Cohen et al 2018).

On this ground, participant observation has been opted for as a data collection instrument taking into account all the previously mentioned advantages of this tool. Subject to participant observation are L1 students and L3 students. Aiming at consolidating the validity of the research findings, the participants taken as the pre-test/ post-test sample were again opted for being the sample of participant observation. This includes both the experimental group (G1 & G2) and the CG. Thus, similar to the pre-test/ post-test sample, a total of 75 students from L1 and 59 students from L3 have been observed along with their teachers mainly within COP and COE sessions whereby the maximum oral communication and pragmatic practices are expected to detect. The aim of this instrumentation is to detect the pragmatic practices performed in

class by both of teachers and learners as well as to figure out any possible indications in regards to the participants' attitudes and performances of pragmatic knowledge of English. The process of observing participants took place along the approximate of three months lasting from mid February 2024 to the end of April 2024. This comprises a total of 15 hours divided on 10 sessions with each group. The groups were selected randomly with considering the variance of teachers in order to detect possible data resulting from this variance.

3.8.1.3. The Pre-Test/ Post-Test Procedure

Pragmatics is such a challenging field to hold a research in due to the lack of practical instrumentations that well serve this sort of research. One of the core collection tools in researching pragmatics is testing. According to Singh (2006), the test is an instrument that allows collecting data correlating achievement, diagnosis, aptitude, proficiency, performance and so on. Tests are used in many research fields, such as education, psychology and economics to name but a few, for their effectiveness. Singh (2006), in this concern, puts it clear that tests are a strong tool that provides the researchers with data collection as well as secondary data. In pragmatics, tests serve the researcher in determining and following the participants' pragmatic knowledge and enhancement. Nevertheless, pragmatics testing is not yet as vast as it should be. There is a minimal number of researches that used pragmatic competence testing and a less number of those that use it effectively as claimed by Xu 2015, Liu 2004 and Daskalovsky et al 2015 amongst others. Pragmatic testing is likely used within experimental and quasi-experimental designs in pragmatics. Hence, testing students at both the forehead and end of a program, or treatment, is the most practical assessment of learners' pragmatic knowledge. This sort of tests puts emphasis on real-life communication and thus, it employs real-life and contextualized situations whereby pragmatic knowledge is to be performed and tested. As Daskalovska et al put it, "it is difficult to design a single test that assesses the entirety of a learner's pragmatic competence" (2015, p.151). Further, they proclaim that it is extremely complicated and costly to test all

aspects of pragmatic knowledge. Hence, it is optimal to design a test that covers various aspects of this competence.

Pragmatic competence assessing tests incorporate a variety of instruments such as written discourse completion tasks (WDCT) and multiple-choice discourse completion tasks (MDCT), role plays, interviews and MCQ questionnaires to name but a few. Hudson et al (1992, 1995) are stated to be the first works to shed light on these tasks. They identified six measures for assessing pragmatic knowledge progress. This comprises written discourse completion tasks WDCT, multiple-choice discourse completion tasks MDCT, oral discourse completion tasks ODCCT, discourse role-play task, discourse self-assessment task and role-play self-assessment task. In fact, many pragmatic knowledge tests were developed and used for data collection in pragmatics using Hudson et al (1992, 1995) characterization of pragmatic knowledge assessing tasks. Nevertheless, the vast majority of these tests are claimed to fail in coping up with the various pragmatic aspects since most of them put emphasis on only one or two pragmatic components, generally, speech acts and politeness formulas. Despite their huge importance in pragmatics, these aspects do not actually reflect the learners' overall pragmatic knowledge. Yet, Rover (2005, 2006) formulated a balanced test that tried to cover a broad content of pragmatic knowledge. This test questions the recognition of situational routine formulas, comprehension of implicature and mastery of speech acts (McNamara and Roever 2006, Daskalovska 2016 and Choe 2022).

Pragmatic knowledge progress testing is generally enrolled within an experimental or quasi-experimental research design via a pre-test/ post-test procedure. In this method, the experimental group and in some cases the control group are set to a pre-test before a certain treatment that will be given to the experimental group alone and then post-test following the treatment. The reason of using a pre-test and post-test prior to and following a treatment is to detect the effect of this treatment, also renowned as the experimental element, on the experimental group in comparison to the control group (Singh, 2006).

On this ground, the research in hand employs the pre-test/ post-test procedure. The participant students sat for a pre-test and a post-test with the aim of detecting the effect of the experimental element which represents a COP lesson on language use in relation to context. Following Hudson et al (1992, 1995) and Rover's (2005, 2006) guides, a pre-test and a post-test were developed to test learners' pragmatic knowledge. Each test combines a compilation of MDCTs and WDCTs with the aim of assessing several aspects of learners' pragmatic knowledge including speech acts like requesting, apologizing and thanking, politeness formulas, implicature and other cultural routine formulas. Subject to the pre-test/ post-test procedure are two groups from L1 and a group from L3. A total of 172 Students sat for two pragmatic knowledge tests (a pre-test and a post-test). 113 of them are from two groups belonging to L1 (henceforth, referred to as G1 and G2). G1 consists of 56 students whereas G2 comprises of 57 learners. The remaining 59 students are from L3 (henceforth referred to as CG). The reason here is to take the two groups from L1 as part of the experimental group to compare their data in order to gain more precise and reliable findings. Meanwhile, L3 students are taken as a control group which will not be exposed to the treatment in order to validate the effect of the treatment. The figure 4.2. beneath summarizes the pre-test post-test procedure.

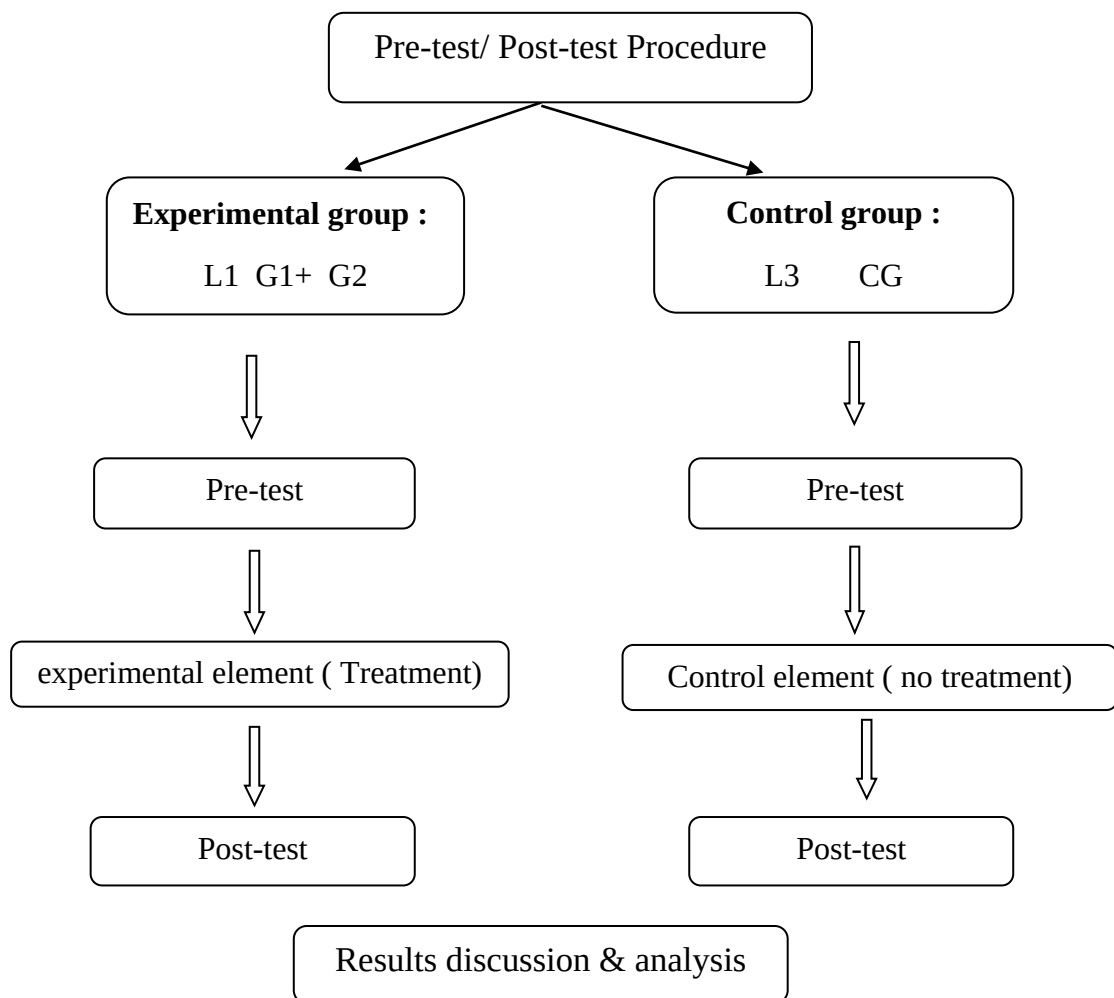


Figure 3.2: Summary of the Followed Pre-Test/ Post-Test Procedure

This procedure covered the month of November 2024. By this period, L1 students have already spent half of the semester learning English and thus they have been accustomed to speaking English and gained the estimated knowledge necessary to use language appropriately.

Both of the tests comprise contextualized real-life situations that may block interlocutors when they come across them if they lack appropriate pragmatic knowledge.

a. The Pre-Test

The study makes use of a pre-test to which G1 and G2 sat for before being subject to the treatment. This test consists of eleven real-life situations that test the learner's pragmatic knowledge in various context via a compilation of WDCTs and MDCTs. The first situation represents a WDCT that puts the student in a real-life situation whereby he is supposed to produce an utterance to take turn in a formal situation (in the classroom). The second item tests the participant's apologizing skills via a MDCT. Further, the third unit is a WDCT that represents a real-life situation in which the student needs to produce an utterance to request borrowing his friend's pen. The forth item is a WDCT that asks the student to produce a sentence to respond to the act of thanking in a formal context. The fifth situation is a WDCT that tests the student's mastery of the act of requesting in formal contexts. The following item is a WDCT that puts the student in a professional context whereby he has to apologize to his boss for a failed mission. Hereby, the student has to produce a sentence to formally apologize to one's boss for a huge mistake. The seventh situation is a WDCT putting the student in a situation whereby he has to infer the intended implicature and complete the discourse accordingly. The item that follows is a MDCT that tests the student's knowledge of an expression with a sociopragmatic power in the English speaking communities. The student has to acknowledge the inappropriateness of responding to a 'yes/no' question with 'of course' especially in formal situation where the speakers barely know each other. This is due to the fact that the response implies that the other speaker asked a stupid question. The ninth item is a WDCT that deals with indirect speech acts as it requires the student to infer the indirect speech of requesting a ride and respond duly. The tenth situation is a MDCT that deals with an indirect request again. Here the student has to infer the request of his brother of changing the channel and opt for the matching reply. The last item is a WDCT that comprises two pragmatic powers, namely, complementing and responding to the act of thanking in an academic (formal) context.

b. The Post-test

Situation 1 represents an MDCT that puts the student in a real-life situation at an academic context whereby the student has to opt for the appropriate expression for turn-taking (giving an example at class). The second situation represents a WDCT that tests learners' knowledge of politeness formulas. It asks learners to compose an utterance to borrow a book from the library of the university. Situation 3 is an MDCT that puts the learner at a real-life situation where the respondent is asked to choose the appropriate expression for asking his neighbour to turn down the music. Situation 4 introduces a frequently used expression in English speaking communities that is not used to express its semantic, explicit meaning. This MDCT asks the learners to pick out the accurate connotation that the utterance is actually used to convey. The fifth situation is an MDCT that puts the learner in a real-life situation where the interlocutor who is a waiter has to produce an utterance to apologize in a formal context (at the restaurant). The following item is a WDCT that puts the student in an informal context in which he has to perform the act of requesting. The seventh situation is an MDCT that asks learners to pick the appropriate word to complete the idiomatic expression 'on cloud nine' that is often used in English to express extreme happiness. The eighth item is also an MDCT that introduces a real life situation in which the respondent is back to the office after spending a holiday in London and his colleagues are asking if he went to any shows there. The student has to opt for the optimal choice in regards to the situation in order to confirm going to a number of shows. It may merit mentioning that responding to a 'yes/ no' question with 'of course' may sound inappropriate or impolite. Situation 9 is an MDCT that deals with an indirect speech act. The student who is in a situation where he is hosting a friend who is claiming that it feels hot. The learner has to infer the implicature (requesting to turn on the fan) and opt for the suitable choice that match it. Situation 10 tests whether the student can infer what "interesting" actually implies in English speaking communities. In fact, interesting is used in English speaking communities like

England to mean weird or awkward rather than really ‘interesting’. The eleventh item is an MDCT that test students’ knowledge of responding to the act of thanking in relation to context. The learner has to choose between three ways of responding to his new neighbour’s thanking for his help. The last situation also deals with thanks. It is a WDCT that asks the learners to complete by producing a sentence to thank his teacher.

c. The Experimental Element (Treatment)

As previously discussed, these pragmatic tests attempt to assess the knowledge and progress of various pragmatic aspects of the English language knowledge. They question learners’ perception of such pragmatic knowledge factors as politeness, speech acts, implicature and inference as well as other cultural dimensions due to a treatment. This may comprise a lecture, a course or any learning programme.. A course may be referred to as a structured compilation of instructional materials used with an emphasis on a particular subject in order to achieve specific learning outcomes (Biggs and Tang, 2011). While developing a course on pragmatic knowledge, it is found crucial to understand the foundational elements of course design as well as to cover the core components of this sort of knowledge in order to provide learners with a comprehensive understanding of the topic. Due to the need of implementing a course as an experimental element (treatment) within the pre-test/ post-test procedure, a course on pragmatic knowledge is designed. The experimental group, namely G1 and G2, will be exposed to this course within four COP sessions. Each session is devoted to cover a lecture on a pragmatic dimension as represented in table 3.1 beneath.

Table 3.1: A course design to Pragmatic knowledge enhancement

Lecture	Targeted Pragmatic Competence	Learning Objective	Materials/ Aids
Lesson 01	The use of speech styles due to context	Enabling learners to recognize the various speech styles and their appropriate use due to context	Audio (AM) Worksheets Story (AM) WDCT
Lesson 02	The use of Direct and indirect speech acts	Enabling learners to recognize and use direct and indirect speech acts appropriately	Video ODCT Worksheets
Lesson 03	Implicature and inferencing	Exposing learners to implicature and inferencing to enable them to use inferencing to derive implied meanings in communication	Worksheets WDCT roleplays
Lesson 04	Expressions with Cross-cultural dimension	Providing learners with the needed cross-cultural expressions' usage of English	Video (AM) Worksheets ODCT

It may be crucial to highlight the notion that this course was designed based on data collected from the questionnaire and the pre-test results that validated the learners' limited pragmatic knowledge in these specific

dimensions. In addition, this course builds on these specific pragmatic practices with the aim of finding out the effect of the treatment on their knowledge and use of these pragmatic practices. In order for this to be ensured, a TBL teaching approach was followed. The TBL (task-based learning) approach has actually shown positive outcomes in EFL teaching as a whole and in teaching pragmatics of Language in specific (Baron, Celaya and Levkina 2020, Ellis 2009, Djari 2021 and Pervan 2022). Since a task is meaning-oriented, emphasizes on communication and the conveyed message the TBL approach is seen ideal for teaching pragmatic knowledge (Pervan 2021). On this basis, the course is design with reliance on the TBL teaching approach. Learners are exposed to learning tasks that were designed and structured systematically to meet the course objective and introduce the EG to the targeted structures. The tasks designed for students prioritize meaning over mere grammatical form. This has to motivate learners to put emphasis on understanding the target language in meaningful communicative passages rather than isolating individual grammatical structures. By contextualized tasks, students can better grasp how to use the linguistic elements in real-life social situations, which enhances their overall pragmatic competence. Additionally, the tasks incorporate various politeness indicators, levels of formality, and considerations of social status, allowing students to explore the nature of communication. This comprehensive focus on the pragmatic aspects of language not only aids in deeper learning but also serves as a basis for feedback by the end of the lessons, ensuring that students can effectively apply their knowledge in practical contexts. Furthermore, within this course, Overall, this meaning-oriented approach fosters a richer understanding of language and its use in diverse situations and hence it was selected for this course.

3.8.2. Procedure of Data Collection

This study followed a three-phase design to explore how pragmatic competence can be integrated into EFL teaching and learning in Algeria.

a. Questionnaire Phase

An online questionnaire was distributed by email to EFL teachers in the Department of English during the summer break of 2022. A total of 60 teachers were invited to participate to clarify their attitudes toward incorporating pragmatic knowledge into the classroom and to identify current practices that support or hinder pragmatic enhancement.

The data gathered aimed to capture teachers' beliefs, perceived needs, and self-reported instructional approaches related to pragmatic competence.

b. Participant Observation Phase

Participant Observation was conducted in real classroom settings to investigate how pragmatic promoting practices were enacted in practice. The focus was on two contexts: Comprehension and Oral Expression (COE) and Comprehension and Oral Production (COP) within EFL classes.

Through systematic observation, the study aims to identify concrete instructional strategies, classroom interactions, and moments of potential pragmatic intervention as they occurred in natural teaching and learning sequences.

c. Experimental Phase: Pretest–Treatment–Posttest

A pretest was administered to learners to establish baseline levels of pragmatic awareness and use prior to any intervention. Based on insights from the questionnaires and observations, as well as the pretest results, a targeted pragmatic competence course was designed to address identified needs.

Learners then underwent the treatment. The treatment represents a pragmatic-focused course designed based on learners' needs and pragmatic competence data. A posttest was administered after the treatment to assess gains in pragmatic knowledge and the ability to use pragmatic skills in context.

The comparison of pretest and posttest scores is to enable evaluation of the effectiveness of the intervention and its alignment with the research questions and hypotheses of the study.

The three phases were designed to complement one another, allowing triangulation across self-reported attitudes, observed classroom practices, and measurable outcomes in learner performance. Data from all phases are expected to inform iterative refinement of the pragmatic instruction to ensure alignment with learners' needs and instructional realities in Algerian EFL settings.

3.9 Ethical Considerations

The field of social sciences usually tackles sensitive and complicated issues such as culture, religion, behaviour, attitudes and the like (Djennane, 2016). Thus, it is found compulsory for the researcher to take into consideration ethics and integrity throughout all the phases of his research. Wilson and Abibulayeva (2018) claim that ethic does not solely indicate to be honest and integrate, rather, it also requires one's research to be conducted with honesty and integrity within all its phases. This implies that as a researcher, one has to ensure that his study meets the agreed-on ethical guidelines and to make sure that he does not harm any person or corporation nor he does violate any ethical consideration by any act or step he takes within his research. In addition, Cohen et al argue that ethical considerations are not "once and for all" decisions to make and follow for all researches. Instead, they "are contextually situated – socially, politically, institutionally, culturally, personally – and each piece of research raises ethical issues and dilemmas for the researcher" (Cohen et al, 2018, p.111). This indicates that the researcher has to adapt the ethical considerations that he follows in relation to the context of his research as what can be seen as 'ethically' right in a context may be wrong in another. For instance what is seen as acceptable and right in a western community may be seen as an unacceptable, wrong deed in a distinct society.

This methodological framework takes into consideration the importance of ethical considerations prior and post the study and within all the followed procedures. By adhering to the ethics of conducting a research in social sciences, this investigation aims to protect participants' rights and welfare while ensuring the integrity of the data collected.

Following Brook et al (2014) ethical principles, the investigation in hand adheres to core ethical principles, beginning with respect for persons, which grants participants' autonomy and dignity through informed consent. Participants were fully informed about the study's purpose, procedures, and their rights, including the ability to withdraw at any time without consequences. The principle of beneficence emphasizes the researchers' responsibility to maximize benefits and minimize potential harm, ensuring that the use of each instrument does not place any kind of undue stress or discomfort on participants.

In concerns of research instrumentation, questionnaires will be developed with careful attention to language, avoiding leading or sensitive questions that could cause any discomfort or harm, being it physical, psychological. Ethical implementation will involve obtaining informed consent prior to answering the questionnaire, along with assurances that participants can withdraw at any time they desire to. In this concern, since questionnaires were delivered to teachers via their email addresses, they were supplied with all the necessary information via an email that clarifies the previously mentioned information. As for consent, it was met indirectly by teachers via accepting to fill in the online form of the questionnaire. It merits adding that no participant in the study was forced to take part in the research. As such, all participants were sensitized of their total freedom in retreating and disengaging at any moment. As far as harm is concerned, the investigation attempted to protect the respondents from any sort of harm. For this purpose, the confidentiality, non-traceability and privacy of the participants were ensured via anonymous

responding. As for data collected via observation and pre-test/ post-test instrumentations, the group names were coded into G1 and G2 which are not actually the first and second group of L1 and the same thing applies to CG. As such, teachers named were changed into teacher 'A' and teacher 'B' for keeping the respondents' privacy.

3.10. Limitations and Delimitations

It is undeniable that every research faces some sort of limitations and delimitations which are key factors that can have a great impact on one's research. As such, this research has been faced by many limitations and delimitations. First, the study was supposed to be held starting from March 2021, a period that witnessed the Covid-19 pandemic. In this period, studies were held online and in-class research was impossible to hold. Holding the research online also had drawbacks since in person communication, attitudes and practices cannot be detected via observing online classes. Thus, the research was not held until the end of pandemic and the return of in-person education. In fact, even after the return to in-site lectures, the classrooms were not yet settled. Due to the direct impact this could have on the research, it was decided to wait until everything is settled to conduct it. Within these circumstances, the research was affected by the lost time and the changes appearing in the population's life and psychology. Concerning limitations, the questionnaire was held online since it met university teachers' academic vacations. This resulted in a low questionnaire return. In fact, the online form was emailed to 110 teachers from the department of English. Nevertheless, only 25 teachers filled in the form. Despite being representative of the sample population, it would have been better for the research findings if other responses were received. As for observation, since it was held overtly, i.e. the participants were aware they were being observed. This had an influence on the respondents as they were felt to act differently than in a natural classroom atmosphere. This was mainly depicted from the variance between the results of

the questionnaire and the results of observation that will be later discussed in chapter four.

3.11. Conclusion

This chapter encountered the methodological considerations and aspects of the undertaken study which investigates the implementation of pragmatic knowledge in EFL teaching of L1 students at the level of Tlemcen University. This setting is characterized with the unfamiliarity of the students with the pragmatic use of English since this language is not actually used within the society. The primary aim of this investigation is to reveal the effect of implementing the pragmatic dimension of English in EFL teaching on the learners' proficiency, and hence, the effectiveness of the process. For reaching this purpose, the study took L1 EFL learners and their teachers as a sample population. As far as data collection is concerned, the study employed three data collection instruments. These instruments are both quantitative methods, namely, structured questionnaire, and qualitative instruments (participant observation and pre-test/ post-test method). Since the instrumentation relied on a mixed-methods approach, data will be analyzed accordingly within the following chapter.

Chapter

Four

Chapter Four: Analysis and Discussion of the Results

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4.4.2. Learners' Pragmatic development: The Post-test Results

4.5. Triangulation and Interpretation of the Results

4.6. Conclusion

4.1. Introduction

The chapter in hand is devoted to the presentation and analysis of data gathered via the various employed data collection instruments. It basically aims at delivering a comprehensive overview of the research findings as well as offering insights into the facts, underlying reasons, and notions that emerge from the results. Initially, the chapter discusses the findings collected via teachers' questionnaire, particularly regarding the progression of learners' pragmatic knowledge and the pragmatic practices utilized in the classroom. Moreover, it explores the results of participant observation and interprets these findings in relation to the learners' pragmatic level progress as well as the pragmatic practices employed in classes. Furthermore, the chapter provides an in-depth analysis of the pre-test and post-test results to illustrate the impact of a specialized course on the pragmatic use of English on learners, highlighting how this intervention has influenced their pragmatic knowledge and proficiency in the language. Finally, this chapter attempts to compare and triangulate the findings obtained from the research. By analysing the data retrieved from multiple instrumentations, the chapter tries to synthesize data and provide a comprehensive interpretation of the research findings. This process does not only enhance the validity of the conclusions drawn, but also allows for a deeper understanding of the implications of the findings.

4.2. Results of the Questionnaire

The research in hand relied on a questionnaire that was delivered to, and filled by, 28 EFL teachers from the department of English at Abu-Bakr Belkaïd University. The questionnaire intended to skip out the section of background information. Teachers were not required to fill in their personal information in order to grant their anonymity as well as to avoid any possible harm to the person of the respondents resulting from their participation. Yet, it was ensured that all teachers responding to this questionnaire are experienced teachers that hold a PhD or a Magister degree with varying experiences in EFL teaching at

this University. The obtained results of the teachers' questionnaires are reported and analysed within three main sections based on the purpose of the questions and results they provide. These sections are divided in relation to areas of pragmatic failure EFL learners struggle with, Learners' pragmatic progress and pragmatic practices employed in EFL classes and the implementation of pragmatic knowledge in EFL classes in the perspective of teachers.

4.2.1. Pragmatic Failure amongst EFL Learners

The first section of this questionnaire is devoted to figuring out and discussing learners' pragmatic knowledge and failure. It attempts to determine learners' pragmatic knowledge level and the areas whereby learners face pragmatic failure. For reaching an answer in this concern, the first question asked respondents to generally rate their learners' use of English in the classroom. Answers to this question has shown that learners' use of English ranges from poor to good as displayed in the chart in figure 4.1. beneath.

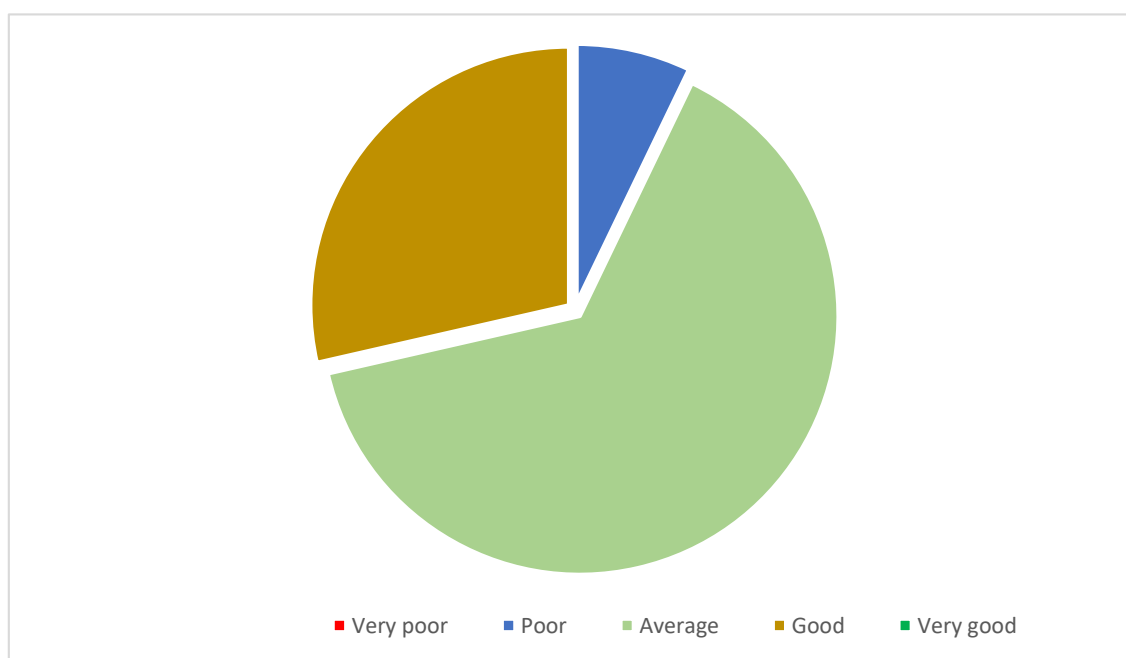


Figure 4.1.: Learners' Language Use in the Classroom

These results have shown that EFL learners, according to their teachers, encounter poor to good knowledge of the linguistic aspects of English. Amongst the respondents, the majority of responses claimed that learners encounter an

average level in regards to their linguistic competence. This implies that the majority of these learners show an average level in using the linguistic aspects of English.

The second item interrogates learners' mastery of pragmatic knowledge in English. It required teachers to rate learners' overall pragmatic knowledge from very poor to very good. Answers to this item have shown that learners' pragmatic knowledge ranges from poor to average as displayed in figure 4.2. below.

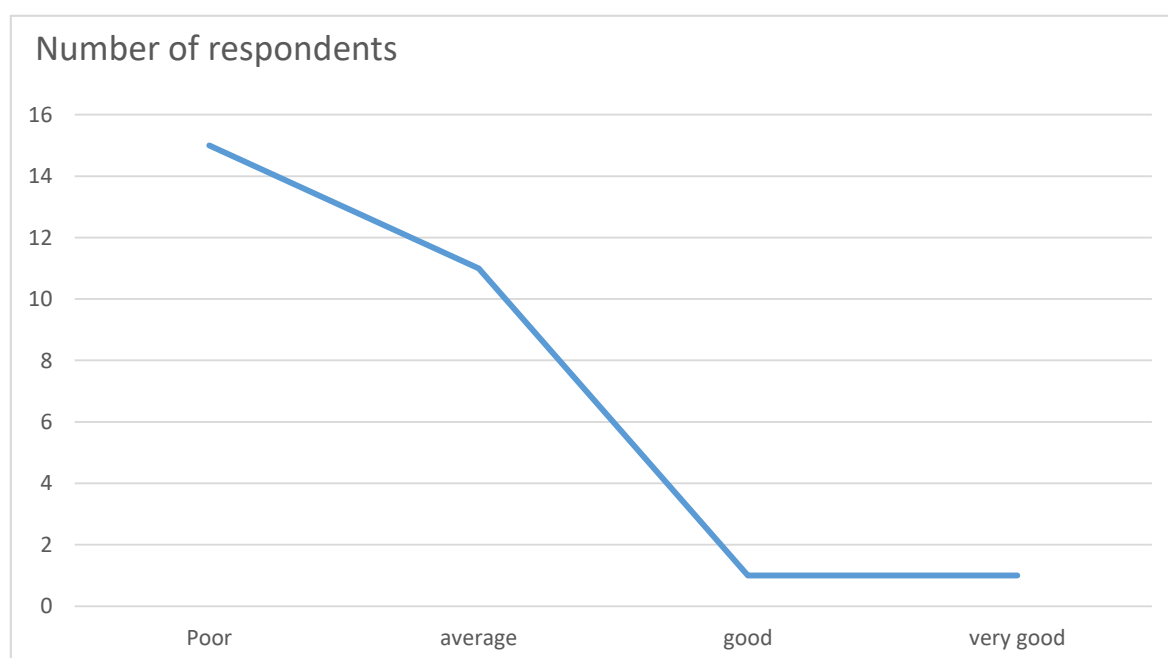


Figure 4.2.: Learner's Pragmatic Knowledge Level

These results put it clear that despite showing some proficiency in English linguistic use, EFL learners lack the mastery of using this language in relation to varying contexts appropriately. The respondents claim that learners actually show an acceptable covering of the lexical, syntactic, morphological and semantic aspects of language. Nevertheless, these learners show a limited acquaintance of the pragmatic use of language in diverse contexts. In other words, the majority of respondents agreed on the existence of an obvious gap between learners' linguistic and pragmatic use of language in class.

Within the next item, teachers were required to identify the frequency of errors made by students apart from linguistic and grammatical misuses of English. Simply put, the respondents were asked to determine the frequency of pragmatic misuses of English within their communication. In this regard, 39.3% of the respondents claimed that they often notice this sort of errors within their learners' use of English. Other 42.9% of these respondents stated that they sometimes come across such misuses. Meanwhile, 3.6% of the respondents stated they always highlight these errors whereas the remaining 14.3% of respondents reported that they occasionally meet this sort of misuse within learners' communication. In general, one can assume from these results that learners continuously misuse language in terms of its pragmatic force.

The upcoming question asks the teachers to identify the learning areas within which learners encounter low pragmatic mastery. The aim of the question was to identify the sorts of pragmatic failure that learners fall in. Answers to this question are represented in the figure 4.3. that follows.

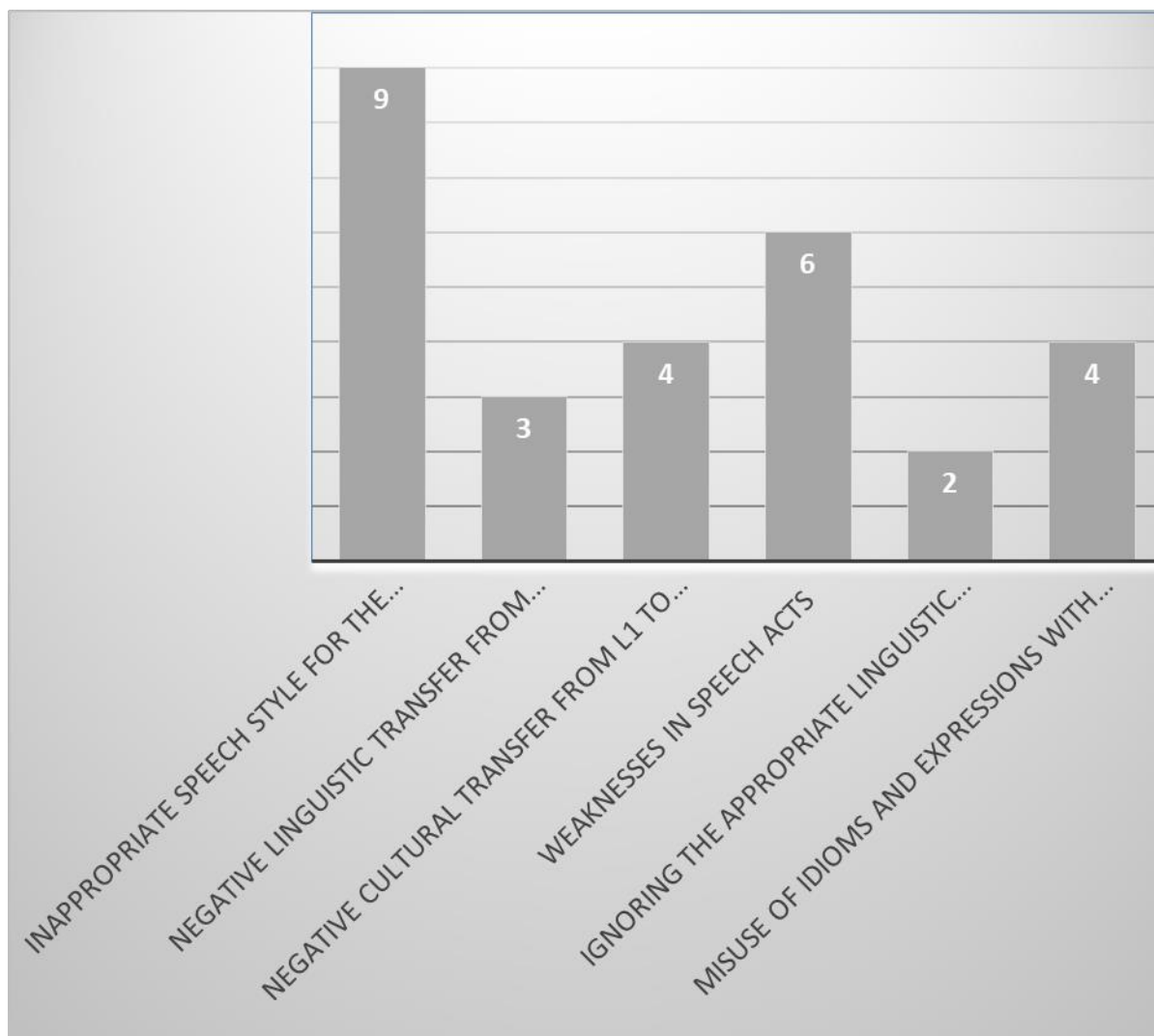


Figure 4.3.: Areas of Pragmatic Failure amongst EFL Learners

As illustrated in Figure 4.4., the majority of teachers proclaimed the use of speech styles in context as the area in which learners face issues the most. These teachers have declared that they often highlight their students' misuse of styles in relation to the current context. Other notably prioritized areas include the use of speech acts, the use of idioms and cultural expressions in addition to negative linguistic transfer. As most of these misuses require a social and cultural awareness of using language, one can claim that the type of pragmatic failure that learners struggle with the most is actually sociopragmatic failure which is characterised with the pitfalls in using language in regards to its social and cultural aspects.

Via the upcoming item of the questionnaire, teachers illustrate such erroneous uses via various examples. As far as negative linguistic transfer is concerned, teachers illustrated learners' misuse by such examples as the literal translation from Arabic to English as in "*the boy he is playing*", "*this is the man I saw him in the university*". Further, they stated that learners misuse language in regards to negative cultural transfer as they literally translate idioms and cultural expressions from Arabic to English. Teachers have supported this misuse with such examples as "*I played with his legs*" which represents a frequently used idiomatic expression in Algerian Arabic meaning 'I deceived him'. Other good examples of this misuse include "*Time is gold if you misuse it, you lose it*" instead of the English proverb "Time is money" and "*don't break your head*" which represents a literal translation of the Algerian idiomatic expression used to convey 'Never mind'. Another pragmatic failure was highlighted within the pitfalls of using English expressions with cultural dimensions as they use them to convey other meanings than the one they are actually used for. A good instance of this misuse was illustrated with the use of the expression of 'friends with benefits' to mean befriending someone for one's own good which is not the actual connotation this expression holds in its speaking community. Other responses highlighted learners' inability to understand and respond appropriately to speech acts such as thanking their teachers using 'thanks' which is regarded as an informal and impolite use of the act of thanking. Another example includes learners responding to a teacher thanking them with 'no problem' or 'never mind' instead of the formal responses to thanking such as 'you are welcome' or 'my pleasure'. Another pitfall in speech acts use comprises apologising to teachers uttering 'My bad', which holds awkward and inappropriate connotations in formal contexts. In addition, the majority of teachers responded by stating that students misuse language via the pitfalls they show in the use and shifting of speech styles. They proclaimed that students often use casual and intimate styles in their classroom conversations with their teachers and classmates as well as in their academic

writing. This is displayed in their use of contractions, direct requests, the use of abbreviations, slangs and even swear words occasionally.

Again, the majority of these misuses can be classed under sociopragmatic failure. This is due to the fact that most of these mistakes reflect learners' low contact and covering of the sociopragmatic aspects of the target language. Thus, the results to this question support the answers to the preceding question in order to conclude that sociopragmatic failure is the sort of failure that learners encounter the most.

4.2.2. Pragmatic failure Treatment and Pragmatic Progress

4.2.2.1. Employed Practices for Pragmatic Failure treatment and pragmatic progress

Within the next question subject to investigation was the practices that teachers relied on for the enhancement of learners' pragmatic knowledge within their classes. Responses varied from occasionally to always relying on pragmatic knowledge enhancing practices as displayed in table 5.1. beneath.

Table 4.1.: The frequency of Teachers' use of Pragmatic Competence Enhancing Tasks.

Reliance on Pragmatic knowledge boosting tasks	Never	Occasionally	Sometimes	Often	Always
Number of Responses	0	8	7	10	2
Rate (%)	0%	29.6%	25.9%	37.1%	7.4%

The results to this question indicate that teachers use pragmatic competence boosting tasks occasionally, sometimes, often and always with a rate of 29.6%, 25.9%, 37.1% and 7.4% respectively. The responses have also reflected that none of the respondents claimed neglecting the pragmatic force of language. These findings signify that teachers make use of pragmatic knowledge enhancing practices in order to enhance their learners' contextual use of language and treat their pragmatic failure. Further, the fact that all respondents claimed their use of pragmatic knowledge enhancing tasks and that no participant claimed to neglect these tasks, indicates that they have positive attitudes towards implementing pragmatic practices in EFL learning and teaching.

The eighth unit required teachers to select the tasks they rely on for boosting their learners' pragmatic knowledge to overcome learners' pragmatic failure. For making it easier to reply to this question, multiple practices and tasks were suggested. Teachers had the chance to select more than one choice knowing that they may use multiple tasks for such a purpose within their teaching process. The answers to this question are better illustrated in the figure 4.4. beneath.

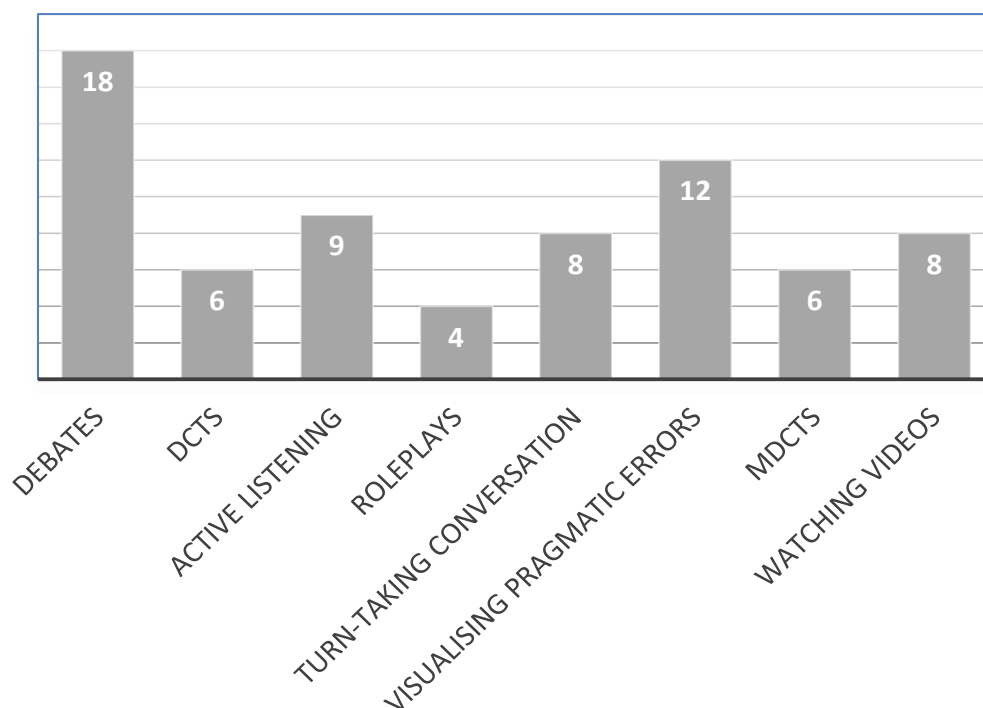


Figure 4.4.: The Tasks Relied on for Enhancing Learners' Pragmatic Knowledge.

As summed up in figure 5.4., the kinds of tasks that most of teachers claimed to rely on in supplying learners with pragmatic knowledge are debates, visualizing pragmatic errors and active listening. Additionally, some teachers claimed to adapt tasks relevant to the modules they teach to enhance this sort of competence. Such responses raised attention to the implementation of real-life situations in tasks of the modules they teach such as translating texts, solving grammar tasks, reading essays or even writing about real embarrassing situations they have in fact experienced. According to the teachers' perspectives, these tasks are relied on for their believed effectiveness in boosting learners' ability to use language appropriately in relation to context. Nevertheless, it merits highlighting that some tasks that are actually proved by experts as effective do not show frequent use by teachers. This comprises Role-play scenarios, DCTs and MDCTs that, in addition to

assessing pragmatic knowledge, they show great role in the prompting pragmatic knowledge amongst EFL learners, as numerous scholars agree such as Tagushi 2019; Li et.al. 2015; Retnowaty 2017; Moradi, et al. 2016; Kentment, et al 2023; McNamara and Roever 2006; Daskalovska 2016 and Choe 2022. In fact, the highlighted low usage of these tasks suggests a missed opportunity for more immersive learning experiences. Expanding the variety of activities to the implementation of these practices can better target learners' pragmatic development.

4.2.2.2. Strategies of Highlighting Pragmatic Failure in class

Within the ninth query that investigates the manners in which learners' pragmatic errors are treated, the greatest share of educators indicated that they raise learners' attention to pragmatic errors they make whilst communicating directly, indirectly, or by employing the appropriate uses in their speech. Nevertheless, this proactive approach demonstrates a commitment to addressing errors but may also lead to anxiety or reluctance from learners if not handled appropriately. Hence, balancing between correction and encouragement is crucial in effectively teaching pragmatic skills. Other responses included:

- a) Specifying a task or lesson to help learners overcome these mistakes.
- b) Recommending that they search for its possible uses.
- c) Ignoring these mistakes and focusing on the lecture.

These responses show that the majority of teachers pay attention to pragmatic knowledge and the treatment of pragmatic failure. However, some answers actually indicate the inappropriateness of the manners by which teachers address this misuse of language.

4.2.2.3. Pragmatic Knowledge Progress

The next item required teachers to scale the enhancement detected within learners' pragmatic competence throughout their learning process. The majority of responses, i.e. approximately 96% of responses, indicated that learners' pragmatic competence ranged from a development to some extent to an agreeable enhancement. Additionally, one participant stated claimed the absence of enhancement within learners' pragmatic knowledge and no answer indicated a great enhancement within EFL learners' pragmatic knowledge and use in class. The results of the item are better represented in the figure 4.5. beneath.

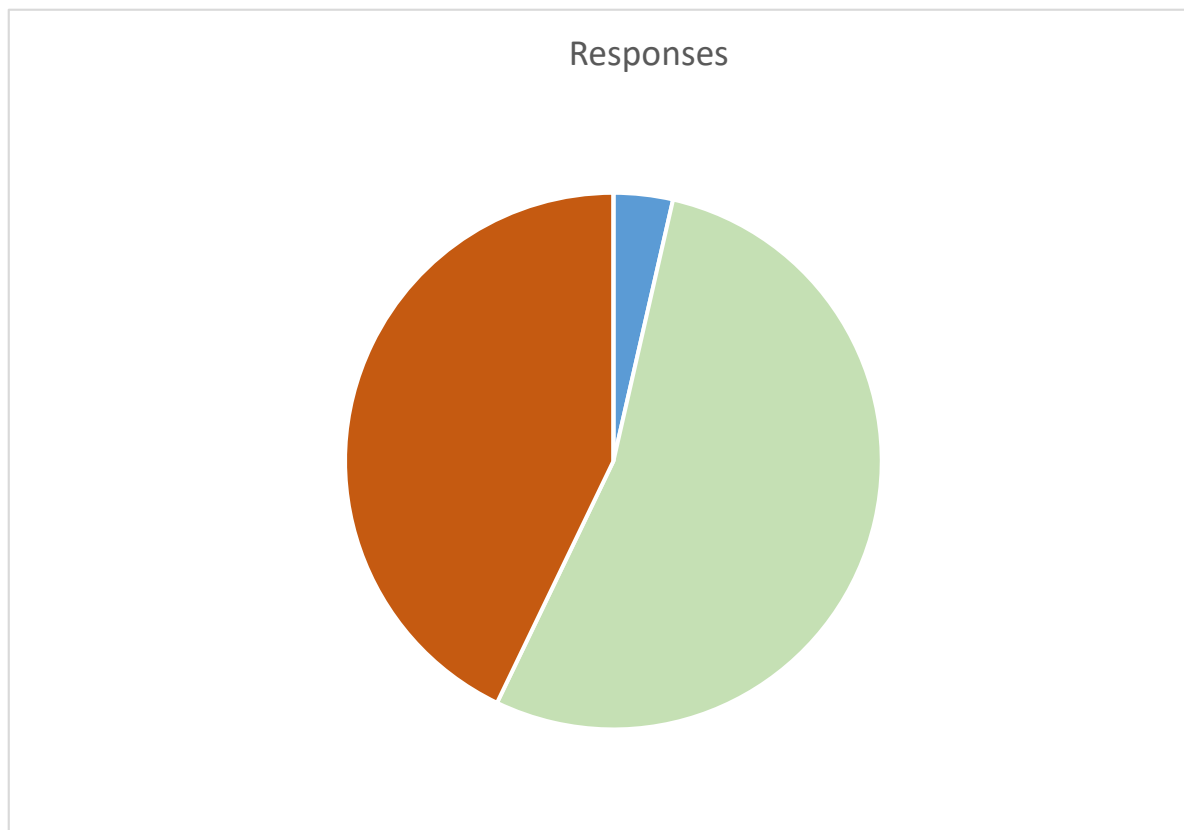


Figure 4.5.: Learners' pragmatic enhancement

As displayed within the figure 4.5., most of the answers make it clear that students in general have encountered a limited to an agreeable progress within their pragmatic proficiency. Further, it was noticed that none of the respondents claimed that a great progress was noticed within their learners'

performance. In fact, if these results have to indicate anything, they imply that no great enhancement was detected within EFL learners' use of language in distinct contexts.

The upcoming unit attempts to reveal the tasks EFL educators rely on to measure their learners' pragmatic progress via ticking the tasks they employ for this purpose. Teachers answers are illustrated in the figure 4.6. below.

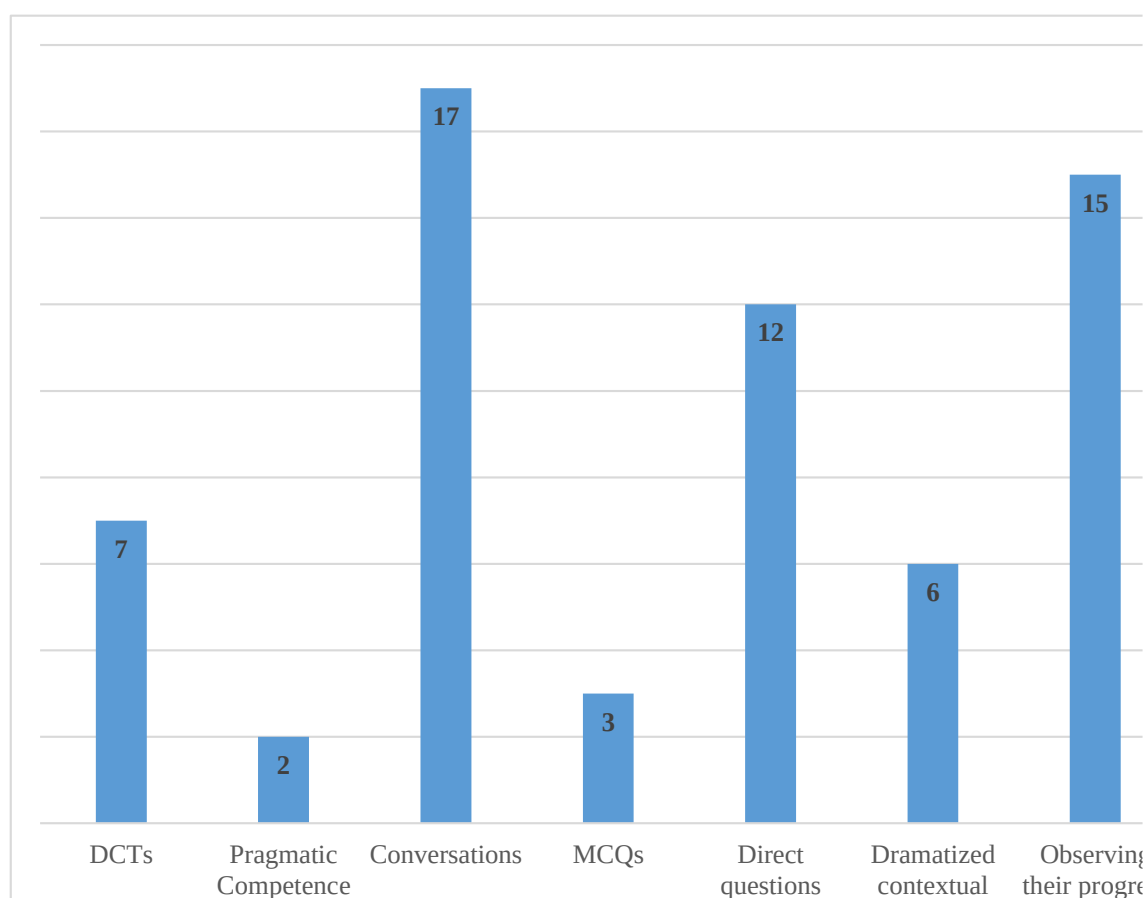


Figure 4.6.: The employed tasks for measuring EFL learners' pragmatic knowledge

On the one hand and as figured above, the most frequently opted for tasks by teachers for assessing their learners' pragmatic progress are holding conversations, direct questions and observing learners' pragmatic progress. On the other, the remaining tasks including DCTs, pragmatic competence tests, MCQs and dramatized contextual situations have marked less frequently identifications as assessment tools by participant teachers. It merits

mentioning that these tasks are the most used tasks as assessment tools by experts in ILP and pragmatics to measure learners' pragmatic knowledge and progress for their efficiency in pragmatic knowledge assessment as discussed earlier within this chapter as well as in chapter 2 and chapter 3. Accordingly, the results of this item indicate that teachers do not use the appropriate tasks that can more precisely detect the learners' pragmatic knowledge compared to these tasks that specifically put emphasis on pragmatic knowledge.

4.2.3. Implementation of Pragmatic Knowledge in EFL classes

4.2.3.1. Teachers' Attitudes towards Integrating Pragmatic Competence in EFL Learning

The following unit delves into teachers' attitudes towards the implementation of pragmatic dimensions of English within EFL classes. In this concern, the great majority of teachers stated that they believe that referring to sociocultural use of English in class is necessary whereas a few number of teachers stated to be neutral to this notion showing no clear attitude towards implementing pragmatic power of language. As shown in the figure beneath.

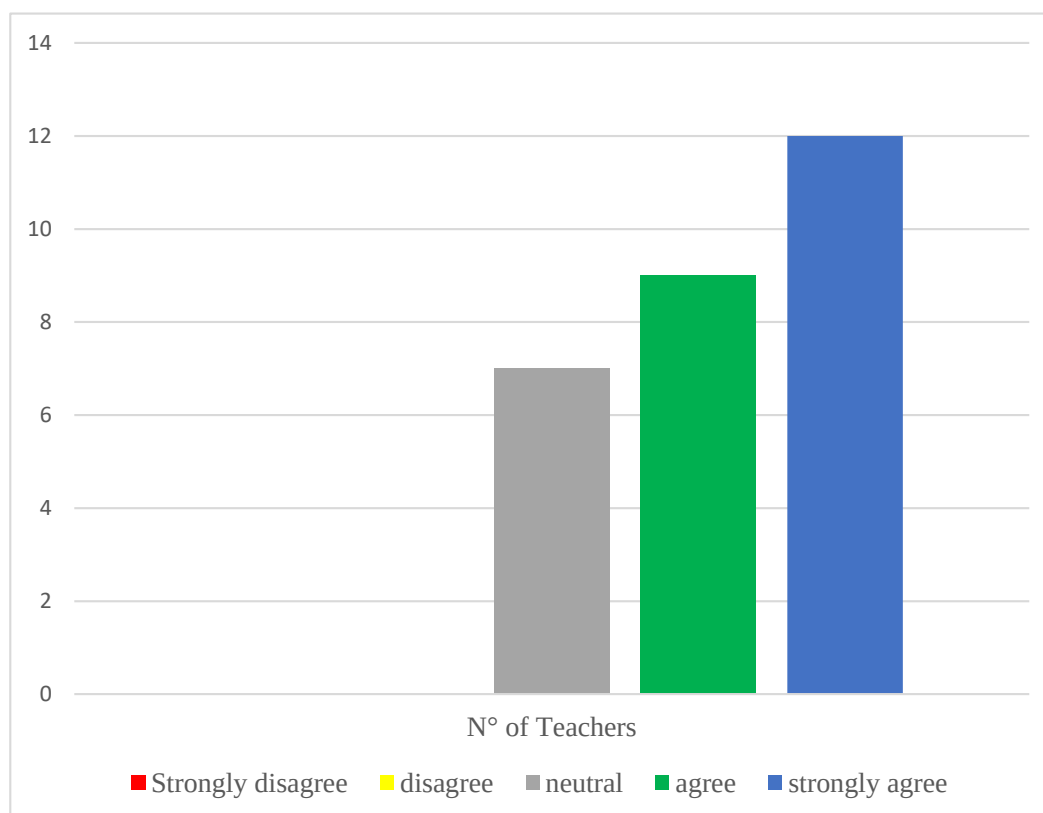


Figure 4.7.: Teachers' Attitudes towards Integrating Pragmatic Knowledge in EFL Classes

While few teachers remained neutral, the great majority of teachers agreed on the necessity of implementing pragmatic knowledge in the EFL teaching process and no response was registered against its implementation. The findings in relation to this item figure the teachers' awareness of the prominence of pragmatic competence for reaching proficiency and the importance of raising learners' attention to the appropriate manners of using language in distinct contexts. In addition, they support the already highlighted synthesis of their positive attitudes towards this implementation that was derived from the rates of their reliance on pragmatic enhancing tasks as clarified in **section 4.2.1.3**.

4.2.3.2. Tasks and Strategies used for Implementing Pragmatic Knowledge and Overcoming Learners' Pragmatic Failure

The item that follows asks teachers to select the strategies and manners they employ to incorporate cross-cultural communication aspects into their classes. The results are summed up in table 4.2. that follows.

Table 4.2.: Strategies employed by teachers for implementing cross-cultural communication aspects in their classes.

Strategies used	Reading Texts	Exposing learners to native speakers' communication	Active listening	Raising Cultural Awareness	Planning Pragmatic Learning Situations	Contextual Communication
Participants' responses	17	13	9	15	4	17

As represented in the table above, the great majority of teachers have opted for reading texts and contextual communication as the strategies they employ to implement cross-cultural and pragmatic aspects in their teaching process. Other frequently selected means of incorporating cross-cultural aspects of language comprise raising cross-cultural awareness and exposing learners to native speakers' communication. Planning pragmatic learning situations and active listening, nevertheless, have registered very low rate of responses by teachers. Hence, the most popular means, as indicated by the highest number of responses, is exposing learners to native speakers' cultural speech. This suggests that instructors recognize the importance of exposing their students to diverse cultural uses of language, allowing them to gain a deeper understanding of cross-cultural communication and the nuances

inherent in different cultural contexts in relation to language use. Additionally, the frequently cited strategy, namely raising cross-cultural awareness, indicates that professors prioritise supplying a deeper understanding of cultural differences and their impact on communication amongst students. This approach aligns with the overall aim of cross-cultural communication education, which is to enhance students' sensitivity and appreciation for diverse cultural perspectives. Interestingly, the inclusion of active listening as a tool for incorporating cross-cultural communication aspects into classes demonstrates the crucial role that attentive listening plays in effective intercultural interactions. By encouraging active listening, instructors can help students develop the necessary skills to engage in meaningful dialogue to communicate appropriately in diverse contexts. This again implies that indeed, teachers show a positive attitude towards pragmatic competence and its implementing in EFL teaching processes. Furthermore, these results reflect the fact that teachers acknowledge the importance of raising intercultural awareness and the strategies that may be employed for such a purpose.

4.2.3.3. Employed Materials for Pragmatic Knowledge Enhancement

The next item of the questionnaire puts emphasis on the materials and resources used by EFL instructors for addressing cross-cultural communication differences in their teaching practices. Within this item, teachers were asked to identify the materials they make use of within their classes for enhancing pragmatic knowledge of EFL learners. In this concern, the biggest share of answers highlighted the use of textbooks and worksheets, ICTs and Educational videos, podcasts and documentaries for enhancing learners' pragmatic knowledge whereas educational texts, audios, songs and authentic materials, namely podcasts, documentaries, magazine and newspapers extracts, movies and videos of native speakers marked an interestingly less rate of answers. Despite the effectiveness of non-authentic materials in EFL learners' proficiency, it merits highlighting the missed

opportunity to boost learners' pragmatic knowledge via authentic materials that have been proven to be of a crucial impact on EFL learners' efficiency and pragmatic competence. Teachers' answers did not shed light on the use of these materials that are seen quite interesting due to their effectiveness on learners' pragmatic competence. This is mainly linked to the fact that authentic materials actually comprises of an enormous amount of pragmatic forces that are implemented within the natural way in which native speakers communicate and which reflects the social and cultural aspects of the spoken language. Thus, one can say that teachers have neglected this valuable effective material on learners' pragmatic competence due to some obscure reasons. In fact, the reasons why teachers neglect the use of authentic materials for boosting up learners' pragmatic knowledge may be related to the sensitiveness of the Algerian community towards some of the social aspects that characterize the language used within these materials and which are regarded as a taboo within the Algerian society. Such aspects may prevent teachers from using these materials as it can be challenging to adapt them to the norms and needs of their students.

The Last item of the questionnaire asked the professors to identify the tips and recommendations they provide their students with for enhancing their pragmatic knowledge out of university walls. In this vein, recommending listening to native English speech via songs and movies was the most selected option with 24 votes. Other highly frequent responses comprise extensive reading and interacting with their peers with 21 and 20 responses respectively whereas interacting with native speakers, using EFL learning applications and social media, learning about the target culture, which are regarded as more effective manners of mastering language use in diverse contexts, have registered less responses. If this has to show anything, it reflects that the majority of the teachers skipped the importance of the exposition to native speech via learning apps, social media and cultural awareness. Actually, it is via these strategies, especially, interacting with native speakers, learning about the

target culture and social media that learners truly come to enhance their pragmatic competence as these strategies allow the indirect immersion of EFL learners within the speaking community of the target language.

Overall, these findings have shown that EFL learners do not encounter the necessary mastery of using language appropriately in relation to various contexts despite the acceptable linguistic use of language. In contrast, the results of the questionnaire have revealed the fact that learners are subject to pragmatic failure in various ways. Especially, in regards to the use of speech styles and speech acts in relation to the varying contexts and the use of culturally significant expressions and idioms. In fact, all of these areas of failure go under sociopragmatic failure which is characterised with the inappropriate use of language in relation to the cultural and social aspects of the speech community of this language. In order to assist learners in overcoming these issues, teachers have clearly claimed their openness to the implementation of pragmatic knowledge enhancing practices throughout the various items of the questionnaire. For realizing this purpose, teachers proclaimed that they use a variety of tasks for implementing pragmatic knowledge in their teaching as well as to evaluate and assess their learners' progress. Nevertheless, it is found crucial to note that some selected tasks and assessment tools do not show optimal impact on learners' pragmatic knowledge as the majority of teachers claimed their reliance on textbooks and educational materials within their planned tasks. These materials are claimed to show a limited exposure of the pragmatic dimension of language as compared to authentic materials that are primarily dedicated to native speakers and thus contain natural speech to learn from and use and which is rich with sociopragmatic aspects of language use which learners actually need. Finally, it is worth mentioning that some teachers lend a great importance to pragmatic knowledge enhancing strategies as they use some effective ones in class as well as they give valuable recommendations to their learners for enhancing their pragmatic knowledge. This comprises advising them to be more open to authentic resources such as native speakers'

communication via movies, English learning apps and social media as well as learning about the target culture. Despite the low rates these strategies marked, the fact that they were opted for reflects that teachers acknowledge their importance and effectiveness in enhancing EFL learners' pragmatic knowledge.

In order to triangulate and crosscheck the data collected throughout the questionnaire results, the research in hand made use of participant observation whereby EFL learners and teachers were subject to observation. The following section is devoted to reporting and discussing the results of this data collection instrument.

4.3. Results of Participant Observation

In addition to the teachers' questionnaire, the current research paper employed participant observation aiming at the collection of qualitative data in concerns of pragmatic practices performed in class along with detecting learners' pragmatic knowledge level and areas of pragmatic failure they encounter. Subject to this instrumentation was the experimental group, namely, G1 and G2 from LMD1 and the control group G3 from LMD3. As mentioned in Chapter 3, each group was observed for an approximate period of 10 hours in general within COP and COE sessions.

4.3.1. Learners' Pragmatic Use and Misuse of English

Within the first observation session with some groups, atmosphere was felt to be slightly stressed, then changed to be warm within the session. This is believed to be due to the unfamiliarity of the class with attending guests. Throughout the sessions, the use of speech styles comprised alternating intimate, casual and formal styles. Learners, in specific, shifted between styles with a frequent use of the intimate style even in their interactions with the teachers occasionally, regardless of their genders and ages. This indicates their unawareness of the pragmatic functions of styles use and shifting. This erroneous use is characterized with their use of contractions, slangs and a single

use of a swear word. Examples of such uses may comprise “I wanna”, “I’m gonna”, “It’s no-r-easy”, “I get it”, “Hi, everybody”, and “whoa, whoa”. Nonetheless, politeness as a component of the formal style was also depicted within some learners’ speech. This comprises polite requests and formal turn takings. For instance, ‘I would like to ask you’, ‘I would like to mention’, and ‘sincerely’. It is worth mentioning that the use of these styles interchangeably in an academic, formal context identifies the pragmatic failure in using styles in relation to context by EFL learners.

Additionally, it was noticed that both students and teachers employed idiomatic and cultural expressions occasionally. Good instances of such a use include “out of the box”, “gives us a glint of shimmer”, “break the ice” and “take everything for granted”. The fact that the majority of these idiomatic expressions were delivered by teachers indicates the fact that teachers lend a great importance to these cultural expressions and include them in their teaching process in order to expose learners to their use. Accordingly, EFL students’ use of these expressions indicates that they are actually learning these cross-cultural factors from their teachers.

As far as turn taking and turn leaving are concerned, learners have used a variety of utterances for expressing turn taking and turn leaving. Yet, very few of these utilities were suitable for a formal academic context. The identified uses of turn taking and leaving are figured in table 4.3. beneath.

Table 4.3.: Turn Taking and Turn leaving Utterances produces by Learners

	Turn Taking Expressions	Turn Leaving Expressions
Formal	• ‘I would like to ask...’ • ‘Personally, ...’ • ‘To be honest’, ‘Honestly, ...’ • ‘Indeed, ...’	• ‘what do you think?’ • ‘Thank you’ • ‘go ahead, please’
Informal	• ‘yeah, ...’ • ‘Lemme tell you this ...’ • ‘Listen, ...’ • ‘Answer me, sir’ • ‘Well, ...’ • ‘I guess, ...’ • ‘Lemme give you ...’ • ‘But, it’s not just...’	• ‘isn’t it?’ • ‘any questions?’ • ‘That’s it for me’ • ‘Right?’ • ‘Thanks for your attention’ • ‘Any comments?’ • ‘That’s all for me’

As illustrated in the table above, students’ communication was more characterized with informal turn taking and turn leaving expressions rather than

the ones suitable for such a formal context as an academic context. These students have employed a variety of turn taking and leaving expressions. Nonetheless, very few of these expressions were suitable for the context being. This synthesizes learners' reflected inability to use turn taking and leaving appropriately due to the demands of the varying contexts. Learners, in fact, lack the knowledge and recognition of the appropriate manners to take or leave turns whilst communicating. As such, they lack to encounter a clear understanding of the pragmatic connotations of formal and informal turn taking and turn leaving in formal and informal contexts.

Additionally, on a hand, teachers-students' communication was partly characterized by the use of direct and indirect speech acts. It is worth mentioning that most of these acts were performed by teachers. Added to that, it is seen compulsory to raise attention to the fact that students could not infer what these speech acts implied most of the time. Distinctly put, the learners' perlocutionary bacts did not match their teachers' performed illocutionary ones. This comprises such expressions as 'That would be all for today', 'the audience is this way', 'stop guessing', 'you can take a seat'. It merits adding that all these speech acts were not inferred by the students. For instance, when the teacher uttered 'the audience is this way', the student presenting did not turn to face the audience while presenting as expected. Furthermore, when the student was told to 'stop guessing', the student pursued giving random thoughts without evidence. This signifies that students were unable to infer the implicature that the teachers have intended to convey within indirect speech acts.

On the other hand, it is worth mentioning that some speech acts were employed by the participant groups distinctively. Some speech acts such as complaining, complementing, thanking, and apologizing, to name but a few, were depicted. The employed speech acts are better illustrated in the table 4.4. that follows.

Table 4.4.: Performed speech acts depicted via participant observation

Type of speech act	Examples
Complementing	I appreciate your presentation / I enjoyed listening to your presentation
Apologizing	Sorry / Excuse me / I'm sorry / My bad!
Thanking	Thank you for this wonderful presentation/ Thanks/ Thanks for your attention
Ordering/ commanding	Keep it down/ stop guessing/ settle down/ pay attention/ forget about/ take a seat/ Hurry up
Requesting	Would you like to present next?/ May I ask you something?
Complaining	It's not like that/ the content is unclear/ it's so long
Refusals	'No, sir.' / 'whoa, whoa'/ not really/ calm down!/ it's not like that! / what about...?/ not at all!

Despite the variety of the performed acts, it merits clarifying that while some speech acts were well performed, others were inappropriate for the academic learning context. This concerns such utterances as '*whoa, whoa*',

'*sorry*', '*My bad*' and '*Thanks*', to name but a few. In fact, these utterances are not utilizable in such an academic context. As such, it is inappropriate to employ such utterances while addressing one's professor at university as it would sound impolite, awkward and rude. Thus, it may be synthesized that EFL learners being subject to participant observation were unable to acknowledge the pragmatic use of speech acts regardless of their ability to form them.

Summing up, participant observation has resulted, in accordance with questionnaire results, in finding out that learners encounter a limited control over the pragmatic aspects of language. This primarily concerns the use of speech styles, speech acts, implicature and inferencing, as well as the appropriate use of politeness formulas in relation to diverse contexts, which characterise sociopragmatic competence. Nevertheless, and in contrast to the questionnaire results, learners have shown, to a certain extent, an encountering of cross-cultural and idiomatic expressions. However, this use of socially and culturally powerful expressions was not generable as it was limited in the use of these expressions by few learners. The majority of these statements were actually uttered by teachers.

On this light, it is synthesisable that EFL learners encounter a limited pragmatic competence that needs to be worked on. In addition, the reported results imply that learners face sociopragmatic failure as they fail to use language appropriately in relation to its social and cultural aspects. This is mainly due to two core factors. On a hand, learners are unaware of the pragmatic force of language and how it, sometimes, does affect language use and communication as well as one's social and professional relationships. Simply put, learners are unaware of the importance and influence of pragmatic knowledge on the effectiveness of their communication and life as a whole. On the other, it can be stated that learners are not being exposed to the sociopragmatic aspects of language use via the appropriate strategies and materials that can largely affect learners' pragmatic use of language. Despite the

existence of the pragmatic force in EFL courses, it remains limited and weak in terms of usage and implementation strategies. These results match and support the findings of the questionnaire as they both put it clear that learners face sociopragmatic failure. As such they have accordingly reflected that learners struggle with sociopragmatic failure in terms of the pragmatic use of linguistic styles, styles shifting, politeness formulas, speech acts and implying and inferencing.

4.3.3. Performed Pragmatic Knowledge Enhancing Practices

A distinct endeavour that has driven the researcher to rely on participant observation is to detect the variety of tasks, strategies and materials that are employed by teachers for enhancing learners' pragmatic use of language. The aim standing behind this is to find out whether these employed strategies, tasks and materials have actually shown an effect on learners' pragmatic progress. This section is devoted to the discussion of the pragmatic practices and materials employed within the observed classrooms and that have an impact on EFL learners' pragmatic knowledge.

4.3.3.1. Employed Materials for Pragmatic Knowledge Enhancement

Within the attended sessions with the experimental and the control group as part of participant observation, the researcher had an opportunity to witness a variety of practices that were employed in the classes to enhance EFL learners' pragmatic knowledge and use. As far as the utilized materials to boost learners' language use in relation to context, there were a variety of materials depicted to be used for this purpose. The most relied on material was projected educational videos. Learners were exposed to various educational videos introducing native speakers' communication which are adequate to the formal academic contexts. This has provided learners with a chance to listen and comprehend the way native speakers interact in real life situations adapted to suit academic contexts. Due to their believed efficiency in raising pragmatic knowledge, active listening and auditory materials were also very frequently

used by teachers for this purpose. Furthermore, worksheets holding various listening tasks were employed within some lessons. Moreover, some teachers employed oral presentations and self-reflection communications for practicing the use of language in real life. Added to that, the researcher met a chance of attending COP exams whereby one-to-one conversations were employed for assessing learners' use of language in context. Further, some teachers preferred assessing EFL learners' skills throughout MCQs and filling in the gap tasks. In addition, the use of ICTs has characterized the pragmatics teaching process within all the sessions.

Nevertheless, it is worth mentioning that the absence of authentic materials was highlighted within all the attended sessions. This includes natural native speaking videos, audios, podcasts, excerpts of books, magazines and newspapers that expose the EFL learners to the actual use of English in its speaking community. This is supported with the fact that they are loaded with pragmatic power of language. In addition, unlike educational materials, authentic ones incorporate truthful, unedited features of speech that learners will have to comprehend and utilize when put in real communicating situation especially with native or proficient speakers. Hence, learners need to be familiarized to such characteristics of natural speech for reaching proficiency, as they probably will not always use language in educational settings. There is an urge for learners to acquire how to comprehend and use language naturally afar from academic contexts, being these contexts more or less formal than the academic one.

4.3.3.2. Employed Practices for Pragmatic Knowledge Enhancement

The academic and educational environment represents a rich and dynamic setting for language learning as well as unleashing facts in this concern. This is due to the various practices, tasks, and strategies employed to enhance learners' contextual use of language. During the phase of participant observation, the researcher gained valuable insights into the diverse approaches

and practices implemented by teachers to support their students' language development beyond grammatical use.

One of the profound practices observed was the emphasis given to raising cross-cultural awareness amongst these students. Teachers realized the crucial importance of sensitizing their students to the differences in communication patterns between their L1, Arabic, and the target language, English. By highlighting the cross-cultural mistakes that learners made during their interactions, teachers aimed to reach a deeper understanding of the nuances and cultural implied connotations inherent in the use of language. The aim of this is to raise intercultural communication competence (ICC), and hence, pragmatic competence amongst these students.

Additionally, teachers also employed strategies that involved exposing learners to aspects of native speakers' communication. Via the use of visual and auditory materials, such as attentive reading and active listening practices, students were given the opportunity to engage themselves in language use in relation to context. Various types of texts and audios were introduced to learners with the aim of enhancing their pragmatic skill along with their reading, listening and speaking skills. Via allowing learners to observe and internalize the contextual appropriateness of language and the cultural differences that shape communication styles, learners were exposed to a variety of manners by which language is actually used within context. According to teachers' perspective, this exposure has the potential of prompting their communication skills including pragmatic competence. As such, it can allow them to communicate well and navigate meaning in real life contextual communication.

Furthermore, some teachers opted to devote some sessions to contextual communication, where learners could engage in group discussions and debates centered on specific topics. These interactive activities provided gaining familiarity with the nuances of communication across different contexts and

cultures. As well, they allowed learners to encounter the knowledge needed to communicate well in each of the topics that were dealt with.

Through implementing these diverse strategies, professors aimed at equipping their students with the necessary skills and knowledge to endure the complexities of language use in relation to distinct contexts and cultural aspects. By exposing learners to the cross-cultural differences in regards to communication, teachers sought to allow their learners to become more confident language users, able of adapting their linguistic choices to the evolving demands of communication in diverse contexts. Nonetheless, it can barely be stated that these strategies had an appreciable impact on learners' pragmatic knowledge. This is due to the fact that within these practices, learners' attention was primarily drawn to the practices rather than the language used for communication in the context being. On the other hand, some practices and strategies that have been proven to have a great influence on learners' pragmatic competence were not employed. This includes such instances as roleplaying, exposing learners to authentic natural speech, and raising cross-cultural awareness.

4.3.3.3. Tasks and Strategies Used for Overcoming Learners' Pragmatic Failure

During the observed sessions, EFL teachers came across several erroneous uses of English in regards to context. Teachers aimed at remediating these errors through various tasks. The most commonly applied task was debates. Teachers either started debates concerning these misuses or planned a debate that encountered appropriate uses of the erroneously used pragmatic force.

Another practice included in the implementation of pragmatic force of language represents visualizing pragmatic errors and directly addressing them. Teachers directly highlighted these misuses and shed light on the appropriate use of language for the actual context. Some teachers, in addition, asked their

learners to read excerpts from texts and then they discussed and commented on the implied connotations of such language forms. These results meet the findings of the questionnaire as plenty of teachers claimed to highlight and deal with their students' pragmatic misuses of language accordingly. As previously discussed within this chapter, despite their proven effectiveness in remediating learners' pragmatic misuses these practices require a thorough attention due to the probable sensitiveness that may arise within the course

Further, one of the most frequently used tasks observed was the use of direct questions together with active listening. Teachers often relied on direct questions, especially multiple-choice questions (MCQs) and fill-in-the-blank tasks, during listening to an auditory aid. The fact that these tasks were not adapted to focus on pragmatic forces of language make them less effective in enhancing pragmatic knowledge of the students. Within these tasks, the major aim that was targeted by teachers was observed to be giving their prior attention to learners' speaking and listening skills enhancement. Consequently, the use of these tasks was directed to serve these objectives. Therefore, it can barely be stated that the use of these tasks was effective in improving learners' pragmatic knowledge.

Nevertheless, the study noted the absence of certain tasks that have shown great efficiency in enhancing and assessing learners' pragmatic knowledge. These include multiple-choice tasks, oral and written discourse completion tasks, role-play scenarios, discourse self-assessment tasks, and discourse role-play. As discussed earlier within Chapter 2 and Chapter 3, these tasks have proven to be highly effective in developing and evaluating EFL learners' pragmatic knowledge. Hence, it is recommended to incorporate more of such tasks in the process of empowering EFL learners' pragmatic knowledge. Teachers need to lend more attention to this sort of tasks for their fruitfulness and effectiveness in targeting learners' pragmatic competence.

In the light of what precedes, it may be deduced that the practices, tasks and materials employed in class do not lend a great attention to pragmatic competence and its enhancement. In fact, the majority of practices, materials and tasks that were employed in class were neither adequate to the enhancement of pragmatic competence nor to its assessment. Furthermore, within the process of participant observation, very few areas of pragmatic competence were lend attention and directed. The areas of pragmatic knowledge that were targeted within these classes were limited in few idiomatic and culturally powerful expressions as well as a number of speech acts. Additionally, these forms were addressed indirectly most of the time. Following Schmidt (1990)'s perspective to language learning, one can assume that the indirect teaching of these aspects leads to missing the chance to acquire these pragmatic aspects due to unnoticing them. Learners tend to acquire things that they notice and understand. Indirectness in teaching can lead to skipping the chance to notice the pragmatic aspects which prevents them from understanding and employing them in speech. Nevertheless, due to relying on spontaneous indirect addressing of pragmatic forces of language within the planned courses, a variety of other pragmatic forces was disregarded. Many pragmatic aspects did not happen to be introduced to learners in class despite their importance for reaching proficiency. This comprises aspects like formal and informal turn taking and leaving, politeness formulas and implying and inferencing, to name but a few.

4.4. Pre-Test/ Post-Test Results

Aiming at revealing the outcomes of pragmatic competence on EFL learners' proficiency and use of English, the current study makes use of the Pre-test/ Post-test procedure. As mentioned earlier in Chapter 3, the EG and CG were subject to a pre-test and post-test to measure their knowledge of several pragmatic aspects as well as their performance in engaging real-life situations that incorporate these aspects. The aim is to measure and compare the efficiency of the treatment on learners' knowledge and use of language. For this

purpose, both of the CG and EG sat for a pre-test and post-test with a total of 54 students within each group, namely EG G1 and G2 and the CG. It is worth mentioning that some learners were absent either during the treatment or post-test. This concerns a total of 5 students from EG and 5 students from CG. Since their absence could have a direct effect on the results and validity of the study, these students' pretests were not taken into consideration in analysis. Furthermore, their absences could be regarded as a face of withdrawing from the participation in the process. Therefore, their pre-test papers were eliminated in order not to affect the findings. On this basis, the participant students to this procedure became as follows: EG group consisted of 108 students in total with a 54 students in G1 and 54 students in G2. Further, the CG became consistent of 54 students as well. Overall, the total number of students participating in the procedure is 162 including the EG and CG. As noticed, the number of students in each group is identical. This is has to ensure the validity of the results when calculating the mean and SD (standard deviation). The SD is a statistical measurement that investigates how close or far individual data in a dataset are dispersed from the mean of that set (Banaszak et al., 2023; Hargrave, 2024). The lower the SD of the group is the more homogeneous the results are and the more the effect of the experimental element is valid. The larger the SD is, the less homogenous the group is. In such a case, the results may not clearly relate to the treatment. It is when the SD is of a small value when the results can be reliable as the SD reflects the homogeneity of the results collected following a certain treatment and thus its effectiveness on the sample can be confirmed, or denied, on this basis (Banaszak et al., 2023). The SD is counted based on the variation as follows:

$$SD = \sqrt{\frac{\sum(x - \bar{x})^2}{n - 1}}$$

Where:

- n represents the total number of values in the sample.

- x represents each individual value in the data set.
- $\bar{x}$ is the sample mean.
- $\sum$ denotes the sum of all the squared differences between each value and the mean.

Within this section, the results of the pre-test/ post-test are reported and discussed.

4.4.1. Learners' Pragmatic Failure Areas: The Pre-Test Results

As previously highlighted, the pre-test was held to assess learners' pragmatic knowledge prior to being exposed to the variable element, the treatment. This test comprises 11 situations with 12 pragmatic forces that test learners' knowledge of implicature and inferencing, speech styles, speech acts, and idiomatic and cross-cultural expressions in addition to speech acts, namely, requesting, apologizing, complimenting and thanking. Each item is graded from 1-5. 1 meets inappropriate use and 5 matches very appropriate use of language for the context. In cases where no answers were written, the score of the item is 0. Hence, the maximum score of the 12 items is 60 and the average score is 30. The findings of the pretest are summed in the table that follows.

Table 4.5.: A general Representation of the Pre-Test Results

		N° of students	$30 \geq$	$30 <$	Mean	SD
EG	G1	54	26	28	29,39	7,29
	G2	54	27	25	29,69	7,41
CG		54	26	28	29, 66	6,98

As displayed within the table above, the results of the groups are approximate to one another. This is visible within the mean of each group that

are very close as well as in the SD (standard deviation). These variants have encountered slight differences between the EG groups and the CG. This, on a hand, shows the homogeneity of the groups which has to validate the reliability and representativeness of the results. On the other hand, these results show that learners have a limited acknowledgement of the pragmatic dimensions of language. Despite the approximate indifference in the numbers of the students scoring more and less than the average, the mean of both of the EG and CG are less than 30 which represents the average. This shows that learners' overall pragmatic knowledge is less than average.

In addition to these results, it was shown that EG and CG show a slight similarity in terms of the results of each pragmatic dimension. Again, this is clearly visible within the mean and SD obtained via the analysis of the items in relation to the pragmatic dimensions they assess. Items were assembled in sections based on the pragmatic aspects that they emphasize on. The results of the EG are better detailed in the Table 4.6 that follows.

Table 4.6.: Descriptive statistics of the EG's Pre-Test Results

Pragmatic Focus	Total Devoted Score	Maximum Score	Minimum Score	Mean	SD
Implicature & Inference	15/60	12	1	5,68	3,10
Speech Styles use	15/60	13	1	8,07	2,7
Cross-Cultural Expressions	5/60	5	0	3,68	2.01
Speech Acts	25/60	21	8	12,03	3,01
Total	60/60	42	17	29,59	7,69

As displayed in the table above, the EG group encounters a relatively low acquaintance of some aspects of pragmatic knowledge. As far as the use of speech styles is concerned, EG has shown an average acknowledge of pragmatic competence as they exceeded the average that represents 7.5/15 with an average of 8,07. As for the other aspects of pragmatic knowledge, namely in implicature and referencing, speech acts and cross-cultural and idiomatic expressions, they did not reach the average of their devoted grades. The very low SDs of these pragmatic aspects indicate that the EG is homogeneous. This has to make the treatment process as well as the analysis easier and aligned, and hence, the results will be more valid. These results are approximate to the results of the CG that are represented in the following table 4.7.

Table 4.7.: Descriptive statistics of the CG's Pre-Test Results

Pragmatic Focus	Total Devoted Score	Maximum Score	Minimum Score	Mean	SD
Implicature & Inference	15/60	14	1	5,6	3,27
Speech Styles use	15/60	13	1	8,01	2,9
Cross-Cultural Expressions	5/60	5	0	2,47	1,99
Speech Acts	25/60	20	8	11,96	2,94
Total	60/60	42	17	29,59	7,35

Similarly to the results of the EG, the CG encounters a slightly limited knowledge of language in relation to various contexts. These results are homogeneous with the results of the EG. The SDs of each pragmatic knowledge aspect are approximate. This implies that the participant learners of each group are homogeneous to one another. As such, the results show that they have approximately the same level of pragmatic knowledge and they struggle with failure within the same pragmatic aspects. Hence, the effect of the treatment on the sample and the results of the post-test are expected to grant validity and relateness.

4.4.2. Learners' Pragmatic Development: Post-Test Results

Subject to the post-test, was the CG and the EG after setting the EG to a treatment represented in a course designed to provide the experimental group

with the necessary knowledge for promoting their pragmatic knowledge and use of English. By the end of the treatment both the EG and CG sat for a post-test that comprises of 12 items targeting a variety of pragmatic aspects. As in the pre-test, the post-test was graded with a scale from 1-5. The results are represented in the table 4.8. beneath.

Table 4.8.: A general Representation of the Post-Test Results

		Number of students	30 ≥	30 <	Mean	SD
EG	G1	54	54	0	45,38	7,45
	G2	54	54	0	43,89	7,96
CG		54	35	19	30,90	6,97

As figured in the table above, the results of EG are a way elevated in comparison to the pre-test results. Both of G1 and G2 of the EG have marked high grades in general with no member scoring down the average. It merits mentioning that these groups were exposed to the experimental variable which consisted of a course designed for the enhancement of pragmatic knowledge and which employed a variety of tasks and practices and materials that are hypothesized to have an impact on EFL learners' pragmatic proficiency. This includes WDCT, ODCT, role-play scenarios and adapted authentic materials. In contrast, the CG which was not introduced to this treatment, has registered lower grades in the post-test. In addition, the CG results are relatively approximate to its pre-test results. This implies that is no great change sensed within the pragmatic abilities of the CG. And hence, one can assume that the pragmatic competence level amongst EFL learners belonging to the CG did not show a clear progress as compared to the EG results.

As far as the pragmatic aspects are concerned, Most of the aspects have marked a clear improvement in their grades. The results are represented in the following table.

Table 4.9.: Descriptive Statistics of the EG's Post-Test Results

Pragmatic Focus	Total Devoted Score	Maximum Score	Minimum Score	Mean	SD
Implicature & Inference	10/60	10	5	6,68	2,10
Speech Styles use	15/60	14	7	11,57	1,84
Cross-Cultural Expressions	15/60	15	5	11,03	3,94
Speech Acts	20/60	20	9	17,47	2,70
Total	60/60	57	30	45,38	7,96

As figured above via the mean and the maximum and minimum scores, the EG members have encountered a great enhancement in relation to all the pragmatic aspects. This appears at the level of the mean of each aspect. As seen above, all means are raised above the average of the devoted score. Further, unlike what was noticed within the pre-test results, the minimum scores of each aspects reached a score of 0 – 1. However, within the post-test, the minimum score did not go under 5 in each aspect. In contrast, the CG results did not show a great change as compared to the pre-test results as figured within the upcoming table 4.10.

Table 4.10.: Descriptive Statistics of the EG's Post-Test Results

Pragmatic Focus	Total Devoted Score	Maximum Score	Minimum Score	Mean	SD
Implicature & Inference	10/60	8	2	3,68	2,10
Speech Styles use	15/60	11	4	9,57	1,84
Cross-Cultural Expressions	15/60	10	3	10,03	3,94
Speech Acts	20/60	11	9	10,47	2,70
Total	60/60	42	27	30.90	6,97

As displayed above, the results show a visible difference from those of the EG. In contrast to EG, the CG results of the post-test did not have very distinct results from the results of the pre-test. The scores learners have registered in the pre-test and post-test are quite relevant. This reflects that there was no real progress sensed within their results. Furthermore, the results of the SDs of the pragmatic aspects that are quite similar indicate that the participants' results are homogeneous and thus, their scores cannot be interpreted to individual differences or personal affections. In addition, the fact that the means of each pragmatic aspect in the post-test is approximate to the means of these aspects in the pre-test signifies that the pre-test and post-test were conducted in similar conditions within the CG and that the CG was not subject to any abnormal conditions; i.e., treatment. In contrast, the approximations in the EG

group results of the SD indicate that they are homogeneous and that they were all affected by the same variant; the experimental element. This signifies that the treatment has positively affected learners' pragmatic knowledge and proficiency. Learners belonging to the EG became more aware of the pragmatic forces of language. They started attempting to navigate the implied meanings in communication as well as they became more pragmatically competent. Even after the post-test, learners started to use language more appropriately in relation to context and they started seeking connotations. After participating in the pre-test/post-test procedure, these learners have shown more interest in pragmatic knowledge and the cultural aspects of communication. Additionally, learners use of styles, speech acts, implying and inferencing as well as their use of idiomatic and cultural expressions were sensed to be promoted within their speech. Furthermore, the learners have reflected a greater interest in the target culture and the materials and strategies that exposes them to this culture. In this concern, another outcome of the pre-test/ post-test instrumentation that was simultaneously detected within participant observation is the impact of authentic materials on learners' pragmatic progress. On a hand, the participant learners belonging to the EG have shown a great interest and motivation towards the authentic materials they were exposed to in the form of a video of native speakers interacting using a variety of speech acts and an excerpt from a story that represents the use of speech styles in relation to different contexts. Students' motivation towards the material was clearly shown via interacting with the teacher about these materials and memorising a great amount of details from it such as forms of apologising, thanking and the use of styles in context. This results from the fact that these materials gives instructors a chance to immerse their EFL learners in the native speaking community of the target language. Authentic materials are believed to be an innovative tool for immersing the learners in the speaking community of the target language instead of living abroad which is seldom for EFL learners to realize.

On the light of what precedes, it is synthesizable that the results of the pre-test/post-test procedure have shown that the EG has encountered an obvious progress within learners' pragmatic competence and proficiency as compared to the results of the CG. In contrast, the CG did not register a clear prompting in learners' pragmatic knowledge and use due to not being introduced to the variable element. Therefore, one can deduce that being exposed to pragmatic features in class can reflect a great impact on learners' pragmatic knowledge, which plays a radical role in reaching proficiency. Additionally, the pre-test/post-test results have reported that learners struggle with sociopragmatic failure the most as they encounter a limited acknowledge of the social and cultural aspects of language use. This was reflected in their misuses of styles use and shifting, speech acts, cross-culturally significant expressions like idiomatic expressions, to name but a few. The most appropriate way to overcome this sort of failure in class is the implementation of pragmatic forces in the lesson via the use of contextual learning. This can be realized via employing a variety of tasks such as WDCT, ODCT, role-play scenarios and the like. The study came up with acknowledging that authentic materials are quite effective in promoting learners' pragmatic competence in class. These materials have shown a positive impact on learners' pragmatic knowledge and interest in learning as well. Due to their ability to immerse the learners in native speaking contexts, authentic materials expose learners to an infinity of pragmatic forces and their uses within native speech. This enhances their chances of noticing and learning these forces use in relation to context. Furthermore, the result have reflected that the learners shown a positive attitude towards the implementation of pragmatic competence in learning as it links them to the speaking community of the target language and it gives them a chance to learn how to use language appropriately in natural real life settings.

4.5. Triangulation and Interpretation of the Results

The current research that deals with integrating pragmatic competence into the EFL teaching process has provided valuable notions for educators and language learners alike. Through a triangulation of the mixed-method approach for data collection and analysis, the study examined the impact of pragmatic instruction on the development of students' communicative competence as well as the efficient practices and tasks that can best serve in enhancing language use due to context.

The first instrumentation used for this research was the questionnaire. The research findings indicate that EFL learners lack the necessary mastery of using language appropriately due to context. These findings revealed that learners face pragmatic failure, in terms of using speech styles, speech acts, culturally significant expressions, and idioms. Further, the study found that teachers expressed willingness to implementing practices that prompt pragmatic competence. Teachers used plenty of tasks and assessment tools to develop and assess learners' pragmatic competence. However, the findings signify that some of these practices, primarily relying on textbooks and educational resources, may have a limited exposure to the pragmatic dimensions of language in comparison to authentic materials that make use of more natural speech, which is loaded with pragmatic forces.

The second instrument involved a comprehensive analysis of participant observation, whereby the researcher closely monitored the implementation of pragmatic-focused activities and their effectiveness in engaging students in the classroom. The data revealed that teachers incorporated a limited encountering of pragmatic concepts, such as speech acts, conversational implicature, and politeness strategies, into their lesson plans. Consequently, students demonstrated a somehow low awareness of the contextual and sociocultural aspects of language use. This primarily concerns the use of speech styles, speech acts, implicature and inference, as well as politeness formulas in relation

to diverse contexts. In contrast to the questionnaire results, however, learners have shown an encounter of cross-cultural and idiomatic expressions, despite its limitedness.

The final instrument is a pre-test post-test procedure that studied the effect of pragmatic knowledge incorporation in EFL teaching. Learners were exposed to a treatment that encompasses the main aspects of pragmatic competence needed for appropriate communication and use of language. The results have shown that when exposed to pragmatic competence, learners' communication and use of language developed to a clearly visible better level due to the explicit addressing of pragmatic uses of language and its correlating effects as well as the effective tasks and materials used for this purpose. This includes authentic materials and such tasks as ODCT, WDCT, MDCT and role-play scenarios.

In general, the results of data collected via the three instrumentations have shown accordance in relation to the EFL learners' actual control of pragmatic dimensions of language use. Via the three investigation tools, learners have registered a slightly limited encounter of pragmatic knowledge within their classroom interaction. This was primarily highlighted within speech styles, speech acts, conversational implicature and inferencing as well as the use of idiomatic and cross-cultural expressions. In addition, and via the collected data it was shown that they have registered a representative enhancement of the learners' communicative skills and language appropriateness as a whole once introduced to the treatment, i.e., a brief course in pragmatic knowledge. Faces of pragmatic failure have become limited in regards to implicature, inferencing, speech styles use, speech acts and the like. Finally the research has come up with the notion that there are certain tasks and strategies that are quite efficient in pragmatic knowledge promoting in comparison to others. This comprises tasks such as ODCT, WDCT, MDCT, and role-play scenarios that were specifically used in this research as part of

the treatment in the pre-test/ post-test. As such, the strategies showing great enhancement in learners pragmatic knowledge consists of using authentic materials, explicit encountering of the pragmatic forces, the exposure to native speakers communication and raising cross-cultural awareness throughout social media and language learning apps. These strategies have shown a direct effect on learners' pragmatic knowledge progress within the third instrumentation. These results serve the research objective as they revealed valuable findings in relation to pragmatic competence and its implementation in EFL classes. These results can contribute in finding answers to the research questions and that can help confirming or rejecting the research hypotheses. As far as the first research question is concerned, it aimed at figuring out teachers' attitudes towards integrating socio-pragmatic forms in EFL classes. The research findings put it clear that teachers have shown positive attitudes towards this implementation. Via teacher questionnaires and participant observation, it was deduced that teachers were open and favored implementing the implementation of pragmatic aspects as they attempted to promote their learners pragmatic competences as highlighted earlier within the chapter. This has to confirm the hypothesis that was put to answer the first question, which claims that teachers find it necessary to insert socio-pragmatic forms in EFL classes for reaching proficiency.

As far as the second question is concerned, it questions the main forms of pragmatic failure that EFL learners struggle with. Within this research, it was figured out that EFL learners struggle whilst acquiring and employing sociopragmatic aspects of language. This is visible in the limitedness of their pragmatic knowledge depicted via the results of the pre-test/post-test and the participant observation instrumentations. In this concern, the research have shown that learners face difficulties when communicating in relation to the use of speech styles, speech acts, implicature, inferencing and cross-cultural and idiomatic expressions. These aspects are characteristics of sociopragmatic competence. Hence, one can synthesize that learners face issues with learning

the sociopragmatics of language. This confirms the set forward hypothesis which claims that sociopragmatic failure is the most common form of pragmatic failure that EFL learners face.

As far as the third research question is concerned, it was put forward to investigate the ways that best fit to overcome pragmatic failure. The research came up with unveiling the fact that the best ways to overcome pragmatic failure involve the use of strategies, tasks and materials that immerse the learner in the speaking community of the target language. One of the best ways that serve this objective is the integration of authentic materials within the EFL teaching process in a way that suits the cultural differences between the community of the learner and the target community. Another way to overcome pragmatic failure is the use of WDCT, ODCT, MDCT and role-play scenarios which have proven their effectiveness on EFL learners' pragmatic competence. This contradicts with the set hypothesis which claims that learner-to-learner communication is the best way. In fact, within the study, it was noticed that learner-to-learner communication does not really fit the enhancement of pragmatic competence amongst EFL learners. This is because learners in general do not encounter an advanced knowledge of the pragmatic aspects that allow them to hold an appropriate learner-to-learner communication which they can learn from. In contrast, learners may misuse language meanwhile, which may lead to the adoption of the misuse within the other speakers' communication. On this light, it can be assumed that the findings of the research reject the put hypothesis as there are many ways such as the use of authentic materials, the exposure to the target culture and the explicit teaching of the pragmatic forces using tasks as ODCT, WDCT, MDCT and role-play scenarios to name but a few.

Finally, the last question questions the strategies that can help learners enhance their implying and inferencing abilities. In this concern, the results of the study have shown that the best manners that can help learners enhance their

implying and inferencing competencies are the exposure to natural native speakers' use of language which is loaded with these aspects. This may be best realized via the use of social media and EFL learning apps that allow learners to get introduced to a variety of expressions and language uses that include implied connotations to infer. This comes to confirm the set hypothesis which claims that the exposure to native speech is the best way as it introduces the learners to the implied meanings in speech.

4.6. Conclusion

In conclusion, the chapter reported and discussed the collected data via the conducted research instruments. The triangulated research highlights the need to prompt pragmatic knowledge within EFL teaching process. The findings propose that a combination of optimal tasks designed for the purpose, authentic materials, and cultural awareness can develop EFL learners' pragmatic competence. In addition, this has highly affected their overall proficiency in English. In general, the chapter details the results of the research in hand and discusses their conventions. The chapter concludes by triangulating the results of the study in order to interpret the collected data to find answers that can confirm or reject the hypotheses set to answer the research questions.

General Conclusion

General Conclusion

It is subtle that a learner would not be a proficient speaker of English unless if he or she encounters a mastery of using both the linguistic and pragmatic aspects of language. A good encounter of the pragmatic aspects of language is seen compulsory as it enables fluent and successful language use for communication in relation to context. Therefore, enrolling knowledge and use of these dimensions allows EFL learners to reach proficiency and communicate and successfully.

This research that aimed at unveiling the importance of integrating pragmatic and sociolinguistic knowledge in EFL classes and studying the various aspects underlying the process of teaching/learning socio-pragmatic competence in EFL classes. Further, it focused on measuring the implementation of conversational implicature. Finally, the study investigated forms of pragmalinguistic and sociopragmatic failure and recommended tips or solutions to overcome pragmatic failure in EFL classes

Within its chapters, the study has attempted to embrace the facts, notions, theories as well as the solutions that have a prominent impact on pragmatic knowledge enhancement. Within the first chapter devoted to a theoretical introduction to pragmatics and pragmatic competence, an understanding and discussion of these concepts and their main components were provided. Further, it aimed at shedding light on the prominent notions, theories and models of communicative competence and pragmatic competence as one of its components.

The second chapter reviewed interlanguage pragmatics. It detailed the literature written on the integration of pragmatic competence in EFL teaching process. It attempted to encompass the various focus areas in ILP, the theoretical perspectives to ILP research as well as the core issues in ILP teaching. Additionally, the chapter highlighted the literature written on the

assessment of the FL pragmatic knowledge and the tasks found crucial for its evaluation and promoting.

The Third chapter, in addition, discussed the methodological frame followed for conducting the research in hand for achieving the research objectives. First, it started with an introduction of the status of English in the Algerian society and mentioned the rational of the investigation. Further, the chapter dealt with the research design, settings and subjects as well as the samples within which the study was driven. Furthermore, it encompassed the employed research instruments including Participant observation, questionnaire and the pre-test post-test for reaching the research objectives. Finally, the chapter highlighted the ethical considerations respected whilst conducting the research as well as the limitations and delimitations that the research has faced.

The last chapter consisted of a detailed representation of the results reached by the conducted research instruments. Further, it provided an analysis and triangulation of the research findings and come up with a systematic interpretation of the results in order to identify the impact of implementing pragmatic competence in EFL teaching as well as the optimal tasks and practices for this purpose.

In this concern, the study resulted in revealing the partly low encounter of the EFL learners' ability to communicate appropriately in relation to diverse contexts. This mainly concerns sociopragmatic failure which was more visible within learners' use than pragmalinguistic misuses. It has come up to unveil that this lack of proficiency is matched to the lack of reliance on pragmatic aspects of language in EFL teaching/ learning contexts. Via the qualitative and quantitative data collection and analysis, the research has incorporated an acknowledgement of the achievable communicative proficiency reached throughout the systematic and practical tasks and materials used for pragmatic knowledge promoting. This involves tasks as ODCT, WDCT, MDCT and role-play scenarios. The study also found out the importance of these tasks as tools

for assessing learners' pragmatic knowledge progress. In addition, the research came to reveal the prominent role authentic materials play in addressing and overcoming pragmatic and cross-cultural differences. This is mainly because they allow the openness of EFL learners to the nature of native speakers' speech. Accordingly, the study has also encountered insights of the role of EFL learning apps and social media in boosting pragmatic knowledge amongst EFL learners as these materials can immerse EFL learners in the native speaking community of their TL.

In this study, four core questions guided the inquiry into the role of pragmatic competence in EFL teaching and learning. Teachers' attitudes toward integrating the pragmatic dimension in EFL classes were found to be positive, supporting the hypothesis as such integration complements linguistic knowledge. The analysis identified sociopragmatic failure as more prevalent than pragmalinguistic failure among EFL learners, confirming the second anticipated hypothesis. The third hypothesis proclaiming that interaction with native speakers is the most effective means to overcome pragmatic failure was not supported; the results did not demonstrate the expected superiority of this approach within the studied context. Regarding the development of implying and inferencing strategies, exposure to native speech emerged as the most influential factor, aligning with the hypothesis that authentic input facilitates understanding of implied meaning. Overall, the findings substantiate the value of embedding pragmatic instruction in EFL curricula, while highlighting nuanced considerations for intervention design and learner exposure.

Based on these research findings, it is found prominent to suggest the implementation of more pragmatic practices within the EFL teaching and learning processes. As such, the incorporation of authentic materials in these processes are highly recommended due to their registered achievement in boosting learners' pragmatic competence. In addition, and within the conducted research, the researcher has noticed the raising interest and positive attitudes towards pragmatic components of language by both teachers and learners.

Hence, it is suggested to hold more investigations and studies in relation to the implementation and adaptability of authentic materials in EFL classes in Algerian educational contexts. It is seen profound for this field of research to conduct more researches in concerns of the impact of pragmatic competence enhancing strategies on learners' writing skills. Due to the surprisingly effects EFL learning apps and social media have shown, it is recommended to take these technologies into account in future research. Finally, the findings offer actionable implications for curriculum designers, teacher education, and policy makers, illustrating how targeted pragmatic instruction can improve classroom relevance, learner engagement, and communicative effectiveness in authentic contexts.

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Appendices

Appendix A: Teachers' Questionnaire

Introduction

This questionnaire is prepared as a part of a study exploring the intricacies of language use among EFL learners in Tlemcen University across diverse contexts. The aim is to investigate the development of the pragmatic dimension within these learners as well as the strategies used for reaching pragmatic proficiency in English.

Questions

1. How would you rate your learners' use of English in class?
☐ very poor ☐ poor ☐ average ☐ good ☐
very good
2. How would you rate your learners' overall pragmatic knowledge in English?
☐ very poor ☐ poor ☐ average ☐ good
☐ very good
3. Have you noticed any cross-cultural errors within your learners language use?
e.g.: the student replies "never mind" to his teacher saying "Thank you"/
replying to a question with 'of course' to mean yes.
☐ Slightly ☐ rarely ☐ sometimes ☐ often ☐
very often
4. In which areas do you notice weaknesses within your learners' pragmatic use of language?
☐ The misuse of idioms and expressions with cultural significance.
☐ Inappropriate language/ style for the context.

- ☐ Pragmatic transfer from L₁ to L₂ (the transfer and use of L₁ cultural dimension in L₂).
- ☐ Inability/ weaknesses in complementing, apologizing, suggesting, inviting, complaining, requesting, commanding, and so on.
- ☐ Ignoring the appropriate use linguistic forms in the target culture.
- ☐ Other, please specify
.....
.....
5. Can you provide examples of common cross-cultural pragmatic errors you have observed among your learners?
.....
.....
.....
.....
6. Do you rely on tasks that enhance learners' pragmatic knowledge?
☐ Slightly ☐ rarely ☐ sometimes ☐ often ☐ very often
7. Tick the teaching tasks you use to enhance your learners' pragmatic skills in English.
☐ debates
☐ discourse completion tasks
☐ active listening
☐ role-play scenarios
☐ turn-taking conversations
☐ visualizing examples of pragmatic errors
☐ multiple choice questions for appropriate language in different contexts
☐ watching and commenting on videos
☐ Other... please specify.
.....
.....
.....
8. How do you deal with cross-cultural pragmatic errors in your classroom?
☐ Raising attention to the mistakes directly.
☐ Raising attention to the appropriate use kindly.
☐ Specifying a lesson/ task to help them overcome these mistakes.
☐ Using it appropriately in speech so that they can catch its use indirectly.
☐ Recommending that they search for its possible uses.
☐ Ignoring it and focusing on the lecture. They will learn it by time
☐ other... please specify.

-
-
9. Have you seen any improvements in your learners' pragmatic competence over time?
- ☐ not really ☐ to a little extent ☐ agreeably ☐ to a great extent
10. How do you measure your learners' pragmatic competence progress?
- ☐ Discourse completion tasks
- ☐ Pragmatic competence tests
- ☐ Conversations
- ☐ Multiple Choice Questions
- ☐ Direct questions
- ☐ Practicing and applying pragmatic knowledge within dramatized contextual situations
- ☐ Observing learners' progress within classroom communication
11. How do you incorporate cross-cultural communication aspects into your English language teaching?
- ☐ Reading texts
- ☐ Exposing learners to native speakers' communication.
- ☐ Planning pragmatic learning situations
- ☐ Active listening
- ☐ Raising (cross)cultural awareness
- ☐ Contextual communication
- ☐ Others... please specify.
-
-
12. What resources or materials do you use to raise awareness of cross-cultural differences in communication?
-
-
13. How do you encourage learners to enhance their language use due to different contexts out of class?
- ☐ Recommending them to interact with their peers in English out of class.
- ☐ Recommending them to interact with native speakers.
- ☐ Recommending language learning applications and social media.
- ☐ Asking them to listen to English speech often via music/ movies.
- ☐ Extensive reading
- ☐ Learning about the target culture

Thank you for your valuable collaboration.

Appendix B: Participant Observation Grid

Level:

Module:

Group:

N° of learners:

Researcher: Mrs. Boudefla Imane

Teacher:

Research Title: Sociopragmatic Competence Acquisition for Overcoming Pragmatic Failure: The Case of EFL Learners at Tlemcen University

Pragmatic Practice		Abs .	rare	fair	Frequently used	Very often	Examples
1. Speech Style	Intimate						
	casual						
	Consult.						
	formal						
	Frozen						
	St. shift.						
2. Politeness							
3. Idiomatic expressions							
4. Phrasal verbs							

5. Implicatures							
6. Deixis							
7. Turn taking							
8. Turn leaving							
9. Openings/ greetings							
10. closings							
11. Speech acts	Direct						
	Indirect						
12. Complement ing							
13. Apologizing							

14. Refusals						
15. Complaints						
16. Confessing						
17. Promising						
18. Commanding						

Appendix C: Pre-Test

Please read carefully and choose the appropriate answer for each situation.

Situation 1: Your teacher is explaining the difference between a morpheme and a word. You want to contribute with an example. To ask for your teacher's permission you would say:

You:

☐

Your teacher: Yes, go ahead.

☐ **Situation 2:** Your friend invites you for dinner at his/her place. When dinning, you accidentally drop down an antique ceramic plate his grandparents brought from Greece and it breaks. How would you apologize?

a. Sorry for that.

☐ b. My bad. I didn't see it

c. I really apologize for that. How can I make it up to you?

Situation 3: You are sitting next to your best friend in the classroom. You realized you forgot your pen and you need to borrow his/her pen. What would you say?

You:

.....
.....

Your friend: Sure, here you go.

Situation 4: You were helping your teacher setting the projector for today's course and he thanks you. How would you reply?

Your teacher: Thank you so much.

You:

Situation 5: You are attending your phonetics class; your professor explains a difficult point and you do not seem to understand it very well. You would like further explanation.

You ask him:

.....

Professor: No problem, I explain it again.

Situation 6: Your boss has assigned you to lead a group task for the new business and you could not make it on time. This caused a huge loss to the company. How would you express apologies?

.....
.....
.....

Situation 7: You have an appointment with your tutoring professor to discuss the difficulties you face in concerns of a course. After discussing the problem he responds this way: It is getting late. How would you reply?

You:

.....
...

Situation 8: A new student joined your study group. He asks you whether you have written anything in the module of linguistics or not. Choose the appropriate answer.

Classmate: Have you written any lessons in linguistics?

You:

- a. Yes, we did. We have written three lessons.
- b. Of course! We wrote three.

Situation 9: You are getting out of the university with your friend and you are heading towards your car in the parking area. Your friend is too late for the bus to his town. Read and complete your discourse.

Friend: I am late. I have to reach for the last bus going to my town.

You:

.....

Situation 10: You are in the sitting room with your brother watching TV on a channel broadcasting a documentary about World War II. Suddenly he says: “Are you really watching this?” How will you respond?

- ☐ Yes, why?
- ☐ Yes, I am.
- ☐ Fine, I’ll change the channel.

Situation 11: You attended a national study day at your university and your teacher has participated with a presentation that you admired. You want to express your appreciation to his contribution. Complete your dialogue.

You:

.....

Teacher: Thank you. I am glad you liked it.

You:

Appendix D: Post-Test

Please read carefully and choose the appropriate answer for each situation.

Situation 1: Your teacher is explaining points about language families. You want to contribute with an example of Semitic languages that are part of Afro-Asiatic languages. Here, you would say:

- ☐ a. May I illustrate the point with an example? For instance, the Arabic language.
- ☐ b. An example can be Arabic.
- ☐ c. Arabic!

Situation 2: You need to borrow a book on American Civilisation from the library of the university. What do you say to the Librarian?

You:

.....

The librarian: Sure, here is an interesting one.

Situation 3: You came to your flat after a long day of work and you need to sleep but you can't since your new neighbour is holding a party. You want to go and talk to him about this. What do you say?

- ☐ a. "How about turning the music low?"
- ☐ b. "I'm sorry to bother but it's nearly midnight and I'm trying to fall asleep. Would you mind reducing the music volume lower?"
- ☐ c. "The music is so loud! Can you turn it off?"

Situation 4: It is commonplace to say "welcome to the club" when:

- ☐ a. you meet someone for the first time.
- ☐ b. you want to make fun of something.
- ☐ c. To agree or claim you have something in common with someone.

Situation 5: You are a waiter in a restaurant and you have a client who is unsatisfied with the dish quality. What do you say?

- ☐ a. Excuse me.
- ☐ b. My bad. I'll change it.
- ☐ c. Sorry, Sir. Would you like me to change it or you would like to have something else?

Situation 6: You are having lunch with your family at home and you need a loaf of bread that is near your brother. You say to ask him to hand it to you:

You:

Brother: Here you go!

Situation 7: Amel is on nine. She had her driving license today.

What word suits best in the blank to mean she is extremely happy?

- ☐ a. front
- ☐ b. sky
- ☐ c. cloud

Situation 8: You just came back from London and your friends are asking if you went to any shows.

Friend: When you were in London, did you go to any shows?

You:

- ☐ c. Yes, we did. We went to three.
- ☐ d. Of course. We went to three.

Situation 9: You are hosting your friend at home and he is feeling really hot, and he says, "It's so hot in here!"

How would you respond?

- ☐ a. "Oh, really? I don't feel hot at all".
- ☐ b. "yes, it is".
- ☐ c. "Right, I'll turn the fan on".

Situation 10: You are a tourist guide and you are telling your tourists about the traditions of marriage in your city. Once you tell them that the groom comes to the wedding on a horse, a tourist says: "Hmmm, interesting!" What does he mean?

.....
.....
.....

Situation 11: You were helping your new neighbour moving furniture to his flat and he says “Thank you very much for your help. I really appreciate it”

you respond with:

- ☐ a. Never mind.
- ☐ b. My pleasure!
- ☐ c. It’s ok.

Situation 12: You are sitting for an exam and you ask the teacher to hand you in an extra exam sheet. How would you thank him as he does?

.....
.....
.....

Appendix E: Lesson Plan example (1)

The Use of Speech Styles due to Context

Lesson Overview

- * Topic: Five Speech Styles
- * Duration: 90 minutes
- * Level: L1 (EFL students)
- * Approach: Task-Based Learning (TBL)

Lesson Objectives

By the end of this lesson, students will be able to:

1. Identify and differentiate between the five speech styles: restricted, formal, consultative, casual, and intimate and the various criteria for each style.
2. Understand the appropriate contexts for each speech style.
3. Practice using different speech styles in various scenarios and contexts.

Materials Needed

- Handouts with examples of different speech styles
- Role-play scenarios
- Story
- Video demonstrating different speech styles

Procedures

Pre-task Phase (15 minutes)

1. Introduction (5 minutes)
 - Greet the class and introduce a video displaying speech styles and their role in communication
2. Reflection (10 minutes)

- Ask students to detect the topic of the lesson
- Ask them what they have understood from the video
- Ask them to brainstorm different ways they might speak to various people (e.g., friends, professors, strangers)

Task Cycle (50 minutes)

Task 1: Present the first task (5 minutes)

- Explain that students will work in groups to identify the criteria of the different speech styles
- Their goal is to classify the criteria given each within the style they characterise.

▪ Task Performance (10 minutes)

- Divide the class into groups
- Distribute handouts with mixed criteria of the five speech styles
- Each group must sort the criteria and identify common characteristics for each style
- . Collaborate correction

Task 2: Presentation of the task (5 minutes)

- Explain to students the task and their goal.
- The learners are required to read and identify the speech style of each given situation.
- Divide the class into groups
- Distribute handouts with various situations
- Each group must read the situations and identify characteristics of the used style to identify it
- . Collaborate correction

Task 3: Presenting the task (5 min)

- Clarifying the task instruction and what learners are expected to do.

- Learners are required to read the context of the scenario and complete it using the appropriate speech style
 - Task Performance (15min)
- Supplying learners with worksheets.
- Clarifying that they should work in pairs
- Each pair has to write the scenario in respect to the required style and then role-play it

Language Focus (15 minutes)

6. Presentation of the speech styles

Projecting a presentation on the various speech styles and their appropriate use for communication

- Introduce the formal names of the five speech styles: Frozen, formal, consultative, casual, and intimate
- Compare and contrast the students' findings with the actual definitions and characteristics of each style
- Provide additional examples and contexts for each style:
 - * Restricted: Military commands, emergency situations
 - * Formal: Academic presentations, job interviews
 - * Consultative: Doctor-patient interactions, teacher-student discussions
 - * Casual: Conversations with friends, informal social gatherings
 - * Intimate: Close family members, romantic partners

Conclusion and Assessment (10 minutes)

8. Recap and Reflection (5 minutes)

- Summarize the key points of the lesson
- Ask students to reflect on which speech style they use most often and why
- Ask students which style they should use in the next situations:
 - In exam sheets, research papers
 - In classroom conversations with teachers
 - In-friends communication
 - With parents and siblings

Appendix F: Lesson Plan example (2)

Lesson Plan03: Speech Acts

Lesson Objectives:

By the end of this lesson, students will be able to:

1. Identify and categorize different types of speech acts
2. Use appropriate speech acts in various communicative situations
3. Analyze the effectiveness of speech acts in real-life contexts

Aids & Materials:

- Whiteboard and markers
- Handouts with speech act scenarios
- Role-play situations
- Speech act analysis worksheet
- Projected PPT presentation

Pre-Task Phase (15 minutes)

1. Warm-up Activity (5 minutes)

- Teacher presents a short video clip of a conversation with various speech acts.
- Students discuss in pairs what they observed about the speakers' intentions and how they expressed them.

2. Introduction to Speech Acts (10 minutes)

- Teacher introduces a presentation about speech acts and their importance in communication.

- Brief explanation of the five main categories of speech acts: Assertives, Directives, Commissives, Expressives, and Declarations.
- Provide examples for each category.

Task Cycle (50 minutes)

Task 1: Speech Act Identification (15 minutes)

- Distribute Handout 1 with various written scenarios.
- Students work in small groups to identify and categorize the speech acts in each scenario.
- Groups share their answers, discussing any differences in interpretation.

Task 2: Role-play Creation (20 minutes)

- Divide the class into pairs or small groups.
- Distribute role-play situations with specific contexts (e.g., job interview, customer complaint, social invitation).
- Students create and practice short dialogues incorporating different types of speech acts.

Task 3: Role-play Performance and Analysis (15 minutes)

- Selected groups perform their role-plays for the class.
- After each performance, the audience identifies the speech acts used and discusses their effectiveness.
- Teacher provides feedback on the appropriateness and clarity of the speech acts used.

Language Focus (15 minutes)

Form-Focused Instruction (15 minutes)

- Based on common errors or interesting uses observed during the role-plays, teacher highlights specific language forms associated with different speech acts.

- Discuss how context and cultural factors can influence the choice and interpretation of speech acts.

Conclusion and Assessment (10 minutes)

8. Reflection and Summary (5 minutes)

- Students reflect on what they have learned about speech acts and their importance in communication.
- Teacher summarizes key points and addresses any remaining questions.

9. Exit Ticket (5 minutes)

- Students complete a brief self-assessment on their understanding of speech act categories and their ability to use them effectively.

This lesson plan incorporates the key elements of Task-Based Learning, focusing on practical application and analysis of speech acts in various communicative contexts. The tasks and worksheets provide opportunities for students to engage with the material actively and develop their understanding of how speech acts function in real-life situations.

Appendix G: Worksheet 1

Speech acts

Task One: *Read each scenario and identify the type of speech act being performed. Categorize it as Assertive, Directive, Commissive, Expressive, or Declarative.*

1. "I promise I'll return the book by next week."
2. "Could you please pass the salt?"
3. "I now pronounce you husband and wife."
4. "The capital of France is Paris."
5. "I'm so sorry for your loss."
6. "I bet you \$20 that it will rain tomorrow."
7. "You're fired!"
8. "I warn you not to touch that wire."
9. "Congratulations on your promotion!"
10. "I swear to tell the truth, the whole truth, and nothing but the truth."

Task two: *Create a short dialogue based on the given situation. Incorporate at least three different types of speech acts in your conversation.*

1. A student asking a professor for an extension on an assignment deadline.

2. Two friends deciding where to go for dinner and making plans.
3. A customer complaining about a faulty product to a store manager.
4. A job candidate being interviewed for a position at a company.
5. A couple discussing their plans for the upcoming weekend.
6. A doctor giving a diagnosis and treatment plan to a patient.
7. A real estate agent showing a house to potential buyers.
8. Two roommates resolving a conflict about household chores.

Task Three: *As you observe the role-plays, identify the speech acts used and evaluate their effectiveness.*

Role-play Situation	Speech Acts Identified	Effectiveness (1-5)	Comments
1.			
2.			
3.			
4.			

Appendix H: Worksheet 2

Speech Styles

Task 1: Read the list of criteria carefully and determine which speech style each one best represents.

N.B: Some criteria may apply to more than one style. In such cases, you may place the number in multiple columns.

Criteria List

1. Uses complex vocabulary and sophisticated grammar
2. Often uses slang and colloquialisms
3. Follows a pre-determined, unchanging format
4. Includes many pauses and hesitations
5. Uses honorifics and formal titles
6. Often includes inside jokes and personal references
7. Employs technical jargon specific to a field
8. Uses contractions and abbreviated forms
9. Avoids personal topics and maintains emotional distance
10. Includes frequent turn-taking and interruptions
11. Uses euphemisms and politically correct language
12. Often includes non-verbal cues like touching or close proximity
13. Follows strict rules of etiquette and protocol
14. Uses simple sentences and basic vocabulary
15. Often includes filler words like "um" and "uh"
16. Uses formal greetings and closings
17. Employs a more relaxed tone and informal language
18. Uses specialized vocabulary that only close relations understand
19. Avoids contractions and colloquial expressions
20. Includes frequent requests for clarification or repetition

Frozen	Formal	Consultative	Casual	intimate

Task 2: Read the following conversations and identify the speech style used in each. Write your answer in the space provided.

1. A: "Hey, what's up?"

B: "Not much, just chillin'. You?"

A: "Same old, same old. Wanna grab a bite later?"

Speech Style: _____

2. A: "Good afternoon, Professor Smith. Thank you for agreeing to meet with me today."

B: "You're welcome, Ms. Johnson. Please, have a seat. How may I assist you?"

Speech Style: _____

3. A: "Honey, have you seen my keys?"

B: "They're on the kitchen counter, sweetie."

A: "Thanks"

Speech Style: _____

4. A: "In the name of the law, I hereby declare this court session open."

Speech Style: _____

5. A: "So, as you can see from the data presented, our quarterly profits have increased by 15%."

B: "That's impressive. Could you elaborate on the factors contributing to this growth?"

Speech Style: _____

Task 3: For each scenario below, write a short dialogue (3-4 exchanges) using the appropriate speech style for the context. Be sure to consider the relationship between the speakers and the setting.

1. Scenario: A job interview at a prestigious company

Speech Style: _____

Interviewer:

Applicant:

Interviewer:

Applicant:

2. Scenario: Two best friends discussing their weekend plans

Speech Style: _____

Friend 1:

Friend 2:

Friend 1:

Friend 2:

3. Scenario: A doctor consulting with a patient about test results

Speech Style: _____

Doctor:

Patient:

Doctor:

Patient:

4. Scenario: A military commander giving orders during a training exercise

Speech Style: _____

Commander:

Soldier 1:

Commander:

Soldier 2:

تدرس هذه الورقة البحثية أهمية دمج المعرفة البراغماتية لمتعلمي اللغة الإنجليزية كلغة أجنبية في جامعة تلمسان و الذين يواجهون تحديات في تطوير كفاءاتهم البراغماتية حيث أنهم يتعلمون اللغة دون التواصل بهذه اللغة في ظروف التواصل الطبيعي التي تضمن تعلم استخدام اللغة العملي بسلاسة. يهدف هذا البحث الى استكشاف نوع النقائص البراغماتية التي يعاني منها هؤلاء المتعلمين. من خلال هذا البحث، يتم التطرق الى مواقف المعلمين من ادماج الكفاءة البراغماتية الاجتماعية ضمن تعليم اللغة الإنجليزية لغير الناطقين بها. كما ويسمى هذا البحث للكشف عن الممارسات الفعالة، المهام والموا رد التي لها أن تساهم في تحسين المعرفة البراغماتية. أسفرت الدراسة عن اكتشاف مواقف المعلمين الإيجابية تجاه دمج الكفاءة العملية في فصول اللغة الإنجليزية كلغة أجنبية. بالإضافة، أسفرت الدراسة القائمة على أن المتعلمين يواجهون مشاكل مع الكفاءة البراغماتية الاجتماعية أكثر. أخيراً، توصلت الدراسة إلى فكرة أن غمر متعلمي اللغة الإنجليزية كلغة أجنبية في بيئة الأصلية الأصلية للغة هو أفضل طريقة لتعزيز هذه الكفاءة.

كلمات مفتاحية: البراغماتية، الكفاءة الاجتماعية، الفشل العملي، اللغة الإنجليزية كلغة أجنبية، الاستدلال.

Summary

This research examines the importance of integrating pragmatic knowledge for EFL learners at Tlemcen University, who struggle to develop practical English competence afar from native speaking environments. It explores various forms of pragmalinguistic and sociopragmatic failures, highlighting factors affecting teaching and learning processes in sociopragmatic competence. A major focus is on the acquisition and application of politeness formulas in different speech acts, alongside the assessment of conversational implicatures and their effectiveness in language learning. The study employs a quasi-experimental design and mixed-methods approach for data collection and analysis to figure out teachers' attitudes towards the implementation of this force as well as to reveal the effective practices, tasks and materials that help improving one's pragmatic knowledge. The study resulted in revealing teachers' positive attitudes towards pragmatic competence integrating in EFL classes. As such, it figured out that learners face issues with sociopragmatic competence the most. Finally, the study came up with the notion that the immersion of EFL learners in natural native speech is the best way to enhance this competence.

Keywords: Pragmatics, sociopragmatic competence, pragmatic failure, EFL, inferencing.

Résumé

Cette recherche examine l'importance d'intégrer les connaissances pragmatiques pour les apprenants de l'Anglais comme une langue étrangère (EFL) à l'Université de Tlemcen, qui ont du mal à développer des compétences en anglais pragmatique loin des environnements natifs. L'étude explore diverses formes de déchechs pragmalinguistiques et sociopragmatiques, mettant en évidence les facteurs affectant les processus d'enseignement et d'apprentissage en compétence sociopragmatique. L'accent est mis sur l'acquisition et l'application des formules de politesse dans différents actes de parole, parallèlement à l'évaluation des implicatures conversationnelles et à leur efficacité dans l'apprentissage des langues. L'étude utilise une conception quasi-expérimentale et une approche de méthodes mixtes pour la collecte et l'analyse des données afin de déterminer les attitudes des enseignants envers la mise en œuvre de cette force ainsi que de révéler les pratiques, les tâches et les matériaux efficaces qui aident à améliorer ses connaissances pragmatiques. L'étude a abouti à la révélation des attitudes positives des enseignants envers les compétences pragmatiques s'intégrant dans les classes EFL. En tant que tel, il est défini que les apprenants sont le plus confrontés à des problèmes de compétence sociopragmatique. Enfin, l'étude a trouvé que l'immersion des apprenants de l'EFL dans le discours natif naturel est le meilleur moyen d'améliorer cette compétence.

Mots-clés: pragmatique, compétence sociopragmatique, échec pragmatique, EFL, inférences.