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The Role of Pragmatic Competence in the Realization of the Speech Act of Suggesting

The Case of Master-One EFL Students at Biskra University

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Fulfillment of the Requirements for the Master's Degree in Sciences of the
Language

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Declaration

I, KHALDI YOUSRA, de hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed Khider University of Biskra. Algeria.

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Dedication

This thesis is dedicated to ;

My Parents : Mr Hachani & Mrs S.Z

For their love and endless encouragement

My Brothers and Sisters

Redhouane, Nour, oumeima and my prince Amir

My Dear friends

Sara , Soumaia , Amar , khadija , Omar and Mebarek

For their endless support and positive effort

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Abstract

This study aims at discovering the role of pragmatic competence in realizing the speech act of suggesting. It conducted to check master one students' pragmatic competence in relation to the realisation the speech act of suggesting at Mohammed Khider University of Biskra. It also aims to assess the degree of the relationship between the learner's pragmatic competence and the identification of the speech act of suggesting. Therefore, we hypothesise that if EFL learners are pragmatically competent they will easily select the appropriate linguistic formula of the speech act of suggesting .To test our hypothesis, we opted for a qualitative method by using a Discourse Completion Task (DCT henceforth) as a data gathering tool which was administrated to first year master students. From a population of 270 students. We selected 15 students from 5 groups as a sample to whom we administrated the DCT. In the field work, students' DCT has been prepared and piloted to test the students attitudes towards the instructions and situations. The DCT was completely understood by all students. After the analysis of the data from the DCT, we found out that the majority of students were able to make the difference between the interlocutors and realized the correct form of suggesting. This recognition of pragmatic competence makes them at ease to perform the speech act of suggesting successively which leads us to the confirm our hypothesis.

Key words: Pragmatics , Pragmatic competence, speech acts

List of Abbreviations

DCT: Discourse Completion Task

EFL: English as Foreign language

ESL: English as second Language

FL: Foreign language

IPrA: The International Pragmatics Association

L1: First Language

L2: Second Language

NNSs: Non Native Speakers

TL: Target Language

TOEFL: Test of English As Foreign Language

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GENERAL INTRODUCTION

General Introduction

1 Background of the study

The English language is becoming more important as a universal mean of Communication, particularly after the recent technological advancements that have brought people of different cultures and countries closer to one another. The Success of communication and achieving one's goals depends to some degree on Pragmatic competence. Pragmatic competence refers to the ability to communicate properly and effectively in a social situation. To become Pragmatically competent, participants should be aware of the different speech acts that are uttered and performed by speakers and also should be able to realize them effectively. Communicating in a foreign language is more challenging because speakers do not use pragmatically appropriate language, it might run the risk of appearing deficiencies, misunderstanding, and the breakdown of communication. The aim of the present investigation is to focus on the role of pragmatic competence when realizing the speech act of suggesting.

2 Statement of the Problem

Pragmatic competence and knowledge that students have a crucial impact on the realization of the speech act of suggesting. However, the insufficient pragmatic competence background is a major issue in the foreign language learning and communicating. One reason for the humble knowledge about pragmatic competence is due to the absence of intensive practices in the field of pragmatics and discourse analysis. The Master One Year Students of English Language at Mohammed Khider University of Biskra encounter many issues and obstacles while they are analyzing a certain discourse, they cannot realize the intended meaning if so it is wrong

3 Research Questions

This research seeks to answer the following research questions:

RQ1: What is the relationship between pragmatic competence and the identification of speech acts?

RQ2: What are the most sources of difficulties that face EFL learners when dealing with grasping speech acts?

RQ3: To what extent can pragmatic competence help their ability to understand speech acts?

4 Research Hypotheses

Based on the above research questions, we propose the following research hypothesis: We hypothesise if EFL learners are pragmatically competent they will easily realise speech acts.

5 Aims of the Study

The aim of this present study is to investigate whether developing pragmatic competence improves Master One Year students of English realization of speech act of suggesting. Our other aim is also to find out what positive effect this research yields on the student's academic achievements in particular their communicative competence. Moreover, language teachers are also responsible to motivate students for promoting their knowledge about pragmatic competence. Therefore, teaching pragmatics should be at the core of language teaching.

6 Research Methodology

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In order to check the validity of the hypothesis we relied on the descriptive method in order to investigate the relationship between the function of pragmatic competence and the recognition of the speech act of suggesting.

7 Data Collection Methods / Tools

In order to collect data about the issue under investigation, we have chosen the Discourse Completion Task (DCT). This study is an attempt to know how much students are aware of the importance of pragmatic competence in the realization of the speech act of suggesting.

8 Population and Sample

The target population of this study is First Year Master Students of English at Mohammed KHIDER UNIVERSITY OF BISKRA. We have decided to choose 10 students selected randomly from each group distributed over five groups. The choice of First Year Master Students was based on the consideration that they have been already introduced to pragmatics and discourse analysis and that they have learned some basic ideas about the two courses.

9 Significance of the Study

The present study seeks to point out the role of pragmatic competence as an efficient solution for recognizing the speech act of suggesting.

10 Structure Of The Dissertation

The research is divided into two main parts. A theoretical part which includes two main chapters about our issue that we are dealing with, and a practical part which includes one chapter, The field work and the analysis of Discourse Completion Task of students.

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The theoretical part includes two chapters: Chapter One deals with pragmatic competence. We will start with historical background of pragmatics and its definition. We will also highlight the difference between pragmatic competence, linguistic competence, and communicative competence. Finally, we will spotlight on the pragmatic awareness and pragmatic failure.

Chapter two is named “Speech Acts”. It is divided into two parts. Part one is called pragmatics and speech act theory which contains speech act definition and different speech act theories “Austin’s and Searle’s theories “. Then, we will also highlight types of the speech and the indirectness. As a final step, we will look at the politeness theory and its strategies. Part two is identified as the speech act of suggesting. It involves the definition of suggesting and its characteristics. We will also involve the different techniques of suggesting .The empirical part is entitled “The Field Work “. It accommodates the presentation and the analysis of the Discourse Completion Task (DCT) findings. This chapter is designed for our case study to identify the extent to which the foreign language learners’ level is and to make Master One students aware of the role of the pragmatic competence in the identification of the speech act of suggesting. The data collected will be tabulated and analyzed.

CHAPTER ONE

PRAGMATIC COMPETENCE

Chapter one: Pragmatic Competence

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Introduction

The main aim of this chapter is to focus on the importance of pragmatic competence and how it can be beneficial in foreign language learning . This chapter provides an overview of the important aspects of this study including the historical background of pragmatics and its definitions .It also presents pragmatic competence as an essential component of communicative competence. Moreover, it reviews the relationship between linguistic and pragmatic competence which gives a clear distinction between the two concepts and different models that confirms the difference. Finally, this chapter deals with pragmatic awareness and goes through pragmatic failure.

1.1 A History of Pragmatics

Before it became an independent field of study, pragmatics had been developed through three important phases :

1.1.1 The First Phase

During 1930's the term pragmatics was first introduced by the philosopher Charles Morris who considered pragmatics as a branch of semiotics together with two other branches which are syntax and semantics. He considers that:"semantics study of the relations of signs to the objects to which signs are applicable". Therefore, his definition of pragmatics goes as follows:"pragmatics is "the study of relation of signs to interprets" (1938:6)and he considered it as "pragmatics is the aspect of semiotics concerned with the origin, uses and effects of signs"(Morris,1964:44).

During this period , pragmatics was evaluated from a philosophical dimension.

1.1.2 The Second Phase

This took place in the 1960's and 1970's . Pragmatics started to be a linguistic discipline by language philosophers and speech act theorists like; John Austin, John Searle and Paul Grice. Austin made an important step in the development of pragmatics with relation to speech act theory by his work "how to do things with words? " (1962) . John Searle "Austin's student "in 1969 he divided speech acts into 05categories; representatives, directives, commissives, expressives, and declarations. Paul Grice had made a distinctive contribution to the field by his paper "Logic And conversation "in 1975. It investigated his theory of conversation in terms of cooperative principles, conversational Maxims and the concept of implicatures.

1.1.3 The Third Phase

In the late of 1970's and early of 1980's, pragmatics started to become an independent branch of linguistics. Its Key concepts were clearly catecorised by Leech "Principles of pragmatics (1983), and by Levinson "Pragmatics (1983). This period also, witnessed the publication of an international journal "The Journal Of Pragmatics "by Mey and Heberland (1977). In 1986, the international pragmatics association (IPrA) had been established. Since then, pragmatics had grown rapidly. It achieved ongoing investigation and interrests. Hence , many international conferences were organized in the field ; Viareggio 1985 , Antwerp 1987 , Barcelona 1990 , Kobe 1993 , Mexico 1996 , Reims 1998 and Budapest 2000 (Mey, 2001)

1.2 Defining pragmatics

Pragmatics is a new discipline which was added to linguistics as a result to the ideas investigating functions and use of language by researchers such as Wittgstein , Austin

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,Searle , and Grice . Levinson (1983) was one of the pinioneers in defining and clarifying of the fuzzy aspects concerning the notion of pragmatics. He spent mostly the first chapter of his book in defining precisely the issues to be tackled by this new field of research. He rather suggested different definitions instead of one definite definition because he found it impossible to make a unitary definition to this contemporary branch of language study. And since it seems a difficult notion to define, Garrie and Callas (2007) argued that the difficulty to define the notion and elimate its field of its study is due to the various overlapping background issues in which the field was emerged, logic,philosophical, and linguistics. Similarly, Thomas(1995)points out that the difficulty in agreeing upon one unified definition can attributed to the continuous development in pragmatics .However, we believe that the most overwhelming definition and the one that is commonly cited is the one proposed by Crystal(2003:364)and runs as follows:

“Pragmatics is the study of language from the point of view of the users , especially of the choices they make , the constraints they encounter in using language in social interaction , the effects their use of language has on the other participants in an act of communication . “

This definition, with no doubt indicates that pragmatics is the medium which links between language users point of view and how they express themselves through language. Moreover,Spenser – Oatey and Zegarae (2002:74)consolidates the relationship by proposing the following definition :

“Pragmatics is concerned not with language as a system or product perse , but rather with interrelationship between language form , (communicated) messages and language users “ .

They recommended that pragmatics is concerned with exploring questions like:

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- How do people get communicated more than said?
- Why do people choose to say or interpret something in one way rather than another?
- How do contextual factors affect the process of producing and interpreting language?

Another definition suggested by Rose and Kasper (2001: 2) identifies pragmatics as the “ Study of communicative action in its sociocultural context “.This definition stresses the major role of context in transmitting the message of communication as what has been discussed in the previous definition. Levinson (1983: 24) highlights the role of context in his definition of pragmatics as: “ The study of ability of language users to pair sentences with the contexts in which they would be appropriately “.

Therefore, it becomes obvious that pragmatics as a newly recognized field of study is based on contextual factors as a means to handle and analyse not only on literal meaning of words but also the communicative purpose beyond the words themselves (LoCastro,2012).Therefore, Yule’s (1996b:3) definition puts emphasise on speakers’ intention and kind of action they perform through language. He simply asserts that: “Pragmatics is the study of how more gets communicated than is said”

1.2 Teaching Pragmatics in the foreign language context :

The study of language in use i.e pragmatics resulted what came to be known as interlanguage pragmatics which is concerned with describing learning how to use and learn pragmatic aspects in both second and foreign language contexts . However, there is no consensus for the necessity and efficiency of teaching pragmatics. On this specific aspect (Bardovi-Harlig,2001;Rose,2005).Rose(2005:396)state that:

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“There is considerable evidence indicating that a range of features of second language pragmatics are teachable. These include a variety of discoursal , pragmatic and sociolinguistic targets of instruction, such as discourse markers and strategies , pragmatic routines , speech acts , overall discourse characteristics , and pragmatic comprehension . “

Similar to the other branches of linguistics, teaching pragmatic features of the target language should be given more attention . Félix –Brasdefer and Cohen (2012: 650) argue that “ like phonology , morphology , and syntax , which are necessary for learning a L2 , pragmatics should be integrated into the language curriculum from the beginning levels of language instruction “

Bardovi- Harlig and Taylor (2003: 4) stress that the fact that teaching pragmatics can be effectively undertaken through several ways like:

- 1- Instruction provide learners with ideas about when and why such particular linguistic practices take place
- 2- It helps learners to interpret the heard message in both actual comprehension (linguistically) and interpretation (what the speaker is intended to reach)
- 3- Exploring prior impressions of speakers can be revealed through classroom discussion of pragmatics

In the same line of thought , Rueda (2006 : 178) believe that teaching pragmatics in EFL classroom should achieve three main aims :

- 1- Exposing learners to appropriate TL input
- 2- Raising learners’ pragmatic and metapragmatic awareness about the instructed aspect

- 3- Arranging authentic opportunities to practice pragmatic knowledge

1.3 Pragmatic competence

As independent field, Pragmatics is commonly referred to in target language acquisition the TL acquisition as “Pragmatic competence” which is very often evoked by researchers in the domain of communicative competence. The notion of pragmatic competence was first defined by Chomsky as “The knowledge of conditions and manner of appropriate use (of the language) , in conformity with various purposes “. However, Applied linguistics think that this point of view contradicts Chomsky’s grammatical competence that is “ The knowledge of form and meaning “. Therefore, Canale & Swain (1980) in their model of communicative competence include pragmatic competence as essential component of .In their model, they see pragmatic competence as synonymous to sociolinguistic competence which they define as the knowledge of contextually appropriate language use (Canale & Swain , 1980 ; Canale , 1983) . After that , in the updated model Canale (1988) stated that pragmatic competence include not only sociolinguistic competence but it includes “ illocutionary competence as well. The latter is the knowledge of pragmatic conventions for performing acceptable language functions, and sociolinguistic competence or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context “ (Canale , 1988, p . 90) .

Moreover, Bardovi – Harlig (1999 , p . 686) added the notion of pragmalinguistic competence which is the linguistic competence that allows speakers to carry out the speech acts dictated by their sociopragmatic competence which tells them whether their speech acts are appropriate to the situation. In fact, the distinction between these aspects or competencies lead to a hot debate among researchers in the field of pragmatics.

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Rover (2005), considered it difficult to draw a frontier between what belongs to each competence when analyzing performance data. Pragmalinguistic and sociopragmatic competencies are intrinsically interlaced for two main reasons. First, language use is influenced by contextual factors. Second, both competencies are required in producing and comprehending speech intentions. He also refers to both as playing an important role in the development of pragmatic competence in the TL by saying: "The task for the learner consists of building up a knowledge base of conventional strategies and forms for expressing speech intentions on the paralinguistic side, discovering the social rules of that target language community on the sociopragmatic side, and mapping pragmalinguistic conventions on the sociopragmatic norms" (Rover, 2005, p. 4).

Furthermore, Rover (2005, p. 4) and Baron (2003: 10) reinforced the existence of the two aspects: knowledge of the linguistic resources available in a given language for realizing particular illocutions, i.e. knowledge of sequential aspects of speech acts and finally, knowledge of the appropriate contextual use of the particular languages, in other words, the linguistic resources. Similarly, Murray (2009: 239) defines pragmatic competence as "Pragmatic competence can be defined as an understanding of the relationship between form and context that enables us, accurately and appropriately, to express and interpret intended meaning". Another similar definition is proposed by Fraser (2010: 15) who states that pragmatic competence is: "The ability to communicate your intended message with all its nuances in any sociocultural context and to interpret the message of your interlocutor as it was intended". A more elaborate definition similar to the previous one is given by Fraser (2010: 15): which says that it is "The ability to communicate your intended message with all its nuances in any sociocultural context and to interpret the message of your interlocutors as it was intended".

1.5 Communicative competence:

Speaking about the origins of the term communicative competence one can say that it was first introduced by great scholar called Hymes (1967, 1972). In fact, it came as a reaction against Chomskyan notion of competence that involves knowledge of grammatical rules only in isolation of any social or contextual consideration. Hymes' view of communicative competence includes both linguistic competence and sociolinguistic competence. According to him; it is not enough to know the system of a language, but also to be able to use that knowledge in a various contexts.

Baroon (2003) demonstrated that Hyme's view has shifted to the study of language in use rather than in isolation. This similar to the study investigated by Canale and Swain (1980) in which they developed Hymes' view of communicative competence and gave a new model. In Canale and Swain's (1980) model, communicative competence includes grammatical competence which requires knowledge of lexis, morphology, syntax, semantics, and phonology, and sociolinguistic competence which needs choices of language in use in relation to the socio-cultural context and strategic competence which involves verbal and non verbal communication strategies that are used to ameliorate communication or to fill in the gaps whenever there's a breakdown of communication. Canale (1983) suggested an additional competence to three competencies, namely discourse competence that is related to coherence and cohesion of a series of utterances. In the previous models, pragmatic competence is embedded within sociolinguistic competence. Bachman (1990) was the first who represents pragmatic competence in his model of communicative language ability. He divided communicative language ability into language competence, strategic competence and psycho-physiological mechanisms. Hence, the model developed by Celce-Murcia, Dornyei and Thurrell (1995) proposed a

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similar division where communicative competence is composed of linguistic competence , sociolinguistic competence , strategic competence, discourse competence and actional competence . The following figure summarises the models of communicative competence

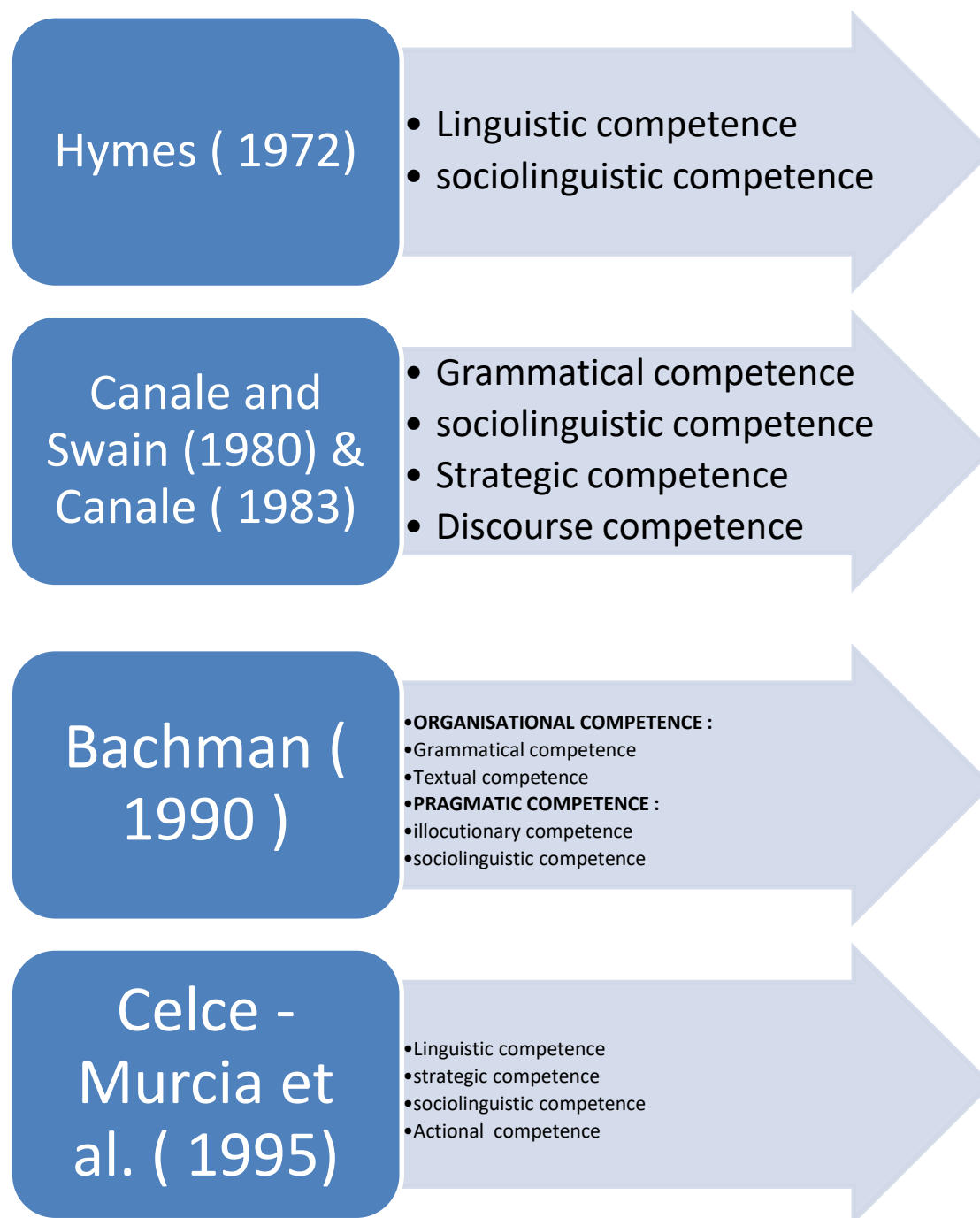


Figure 1 Models of communicative competence

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Based on the previous discussion, it is clear that pragmatic competence forms an intrinsic component of communicative competence. The above discussion shared the same point which signifies that communicative competence does not rely on grammatical knowledge, it rather needs a development of pragmatic competence and other kinds of competence.

1.6 The relationship between linguistic competence and pragmatic competence

Linguistic competence can be defined as the portion of knowledge that native speakers possess of the linguistic system of their mother tongue. It requires the knowledge of grammar, phonology, and lexis, all important areas for the production and understanding of any sentence in any language. The relation between linguistic competence and pragmatic competence has been the core of many studies so far which will be briefly discussed here. Researchers such as Bardovi- Harlig and Dornyei (1997) and Niezoda and Rover (2001) conducted studies concerning ESL and EFL learners ' grammatical and pragmatic awareness and their findings shows that EFL learners realized more grammatical errors than pragmatic errors , while the opposite was observed among ESL learners . Bardovi – Harlig (1999,2001) have proposed that language learners with high levels of grammatical competence do not necessarily exhibit high levels of pragmatic competence . The results revealed that performance on measures of grammatical ability would not basically predict performance on communicative tasks.

Two claims have been made in relation to the relationship between the development of pragmatics and knowledge of grammar. One claims that the speakers of the TL cannot learn pragmatics without learning the underlying grammar for suitable expression, and the

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second states that learners can manage to be pragmatically appropriate without fluent knowledge of the grammatical structures that native speakers demonstrate.

The first claim disregards the fact that adult learners of the TL are already pragmatically competent in their L1 and they are able to transfer this ability to TL. This claim also ignores the existence of universal pragmatic competence, by which L2 and FL learners distinguish principles and practices related to turn taking, are able to discriminate between the use of various speech acts, to recognize conversational implicatures and politeness conventions, and to identify major realization strategies for communicative events. As argued by Kasper and Rose (2002), universal pragmatic competence permits speakers to notice sociopragmatic variability and make linguistic choices accordingly. The hypothesis that grammar precedes pragmatics is supported by research that found that advanced L2 learners employed perfect target language grammar in a pragmatic fashion. According to the researchers, the dependence of pragmatics on grammar can take three forms:

- a- Language learners demonstrate knowledge of a particular grammatical structure or element but do not use it to express or modify illocutionary force
(Salsbury and Bardovi – Harlig ,2001; Takahashi ,1996);
- b- Language learners demonstrate knowledge of a grammatical structure and its pragmalinguistic functions , yet use the pragmalinguistic form – function, mapping in non – native like sociopragmatic forms (Bardovi–Harlig& Hartford ,1991 ;Scarcella,1979) ;
- c- Language learners have knowledge of a grammatical structure and use it to express pragmalinguistic functions that are not conventionalized in the TL (Bodman&Eisentein ,1988 ;Beebe&Takahashi,1989) .

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The second claim, that grammatical competence is independent of pragmatic competence, is demonstrated by several studies. Schmidt (1993) proposed that a restricted interlanguage grammar does not significantly prevent pragmatic competence from developing, especially when language learners enculturate in the TL. Findings from other studies also argue this finding (Einstein&Bodman,1986 , 1993; Salsbury&Bardovi- Harli ,2001;Walters ,1980) . These studies confirmed that when L2 or FL learners do not have the grammatical knowledge to perform an action in the TL, they rely on a pragmatic mode, which supports the claim that pragmatics comes before grammar. The contradictions between the two hypotheses can be accommodated when they are considered under a developmental perspective in which adult L2 or FL learners basically rely on L1 pragmatic transfer and universal pragmatic rules to communicate linguistic action in the TL (Ruoda,2004) . As language learners 'interlanguage development progresses, their learning task changes and they start to figure out not only the primary functions of the target language grammatical forms they have achieved, but also the meanings.

There have been also numerous studies on the relationship between the level of linguistic proficiency and pragmatic competence. Eisentein and Bodman (1986) designate the difficulty of L2 learners who display strong proficiency levels in reaching pragmatic competence. Takahashi and Beebe (1987) point out that pragmatic failure is more likely to occur among advanced foreign language learners, possibly because they are better able to look their ideas in words than learners showing a poor proficiency level . Bardovi – Harlig and Hartford (1990) argue that, even at the advanced level (i.e., graduate students enrolled at a North American university), linguistic competence is not agreeable standard to guarantee pragmatic competence. Hoffman –Hicks (1992)shows that pragmatic competence of intermediate – level learners in the foreign language setting and concludes

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similarly that linguistic competence is a pre-requisite to pragmatic competence but that such linguistic competence does not guarantee pragmatic competence . Harada (1996) demonstrates that advanced learners of English in her study are not always closer in their judgement to native speakers of English than are intermediate learners , claiming that , there may not be much difference between advanced and intermediate learners of English in levels of pragmatic competence .

However , some researchers find that exposure to the culture of the target language (e.g through working in an environment where English language is spoken as a first language) would help to bridge the gap between L2 or FL learners and NSs of English in terms of the development of pragmatic competence . For example, Tanaka (1988) argues that her Japanese student in the United States have perceptions of politeness more similar to those of American students rather than those in Japan. Clankie (1993,p.52) finds that 53%of the responses of the fifteen situations made by ten Japanese male students in his study are of native speakers quality and that the ten female Japanese students have a higher percentage of native – like responses than male students . Clankie (1993,p.52) ascribes that native – like performance of male students to their exposure to American speech norms and to their education (having met the minimum English standard , 450 points on TOEFL , set by the university to be qualified to be liberated from taking English courses) .For the higher percentage of female native – like responses , Clankie (1993,p.61) speculates that the female students might be stronger in their skills in English than male students . Nakajima (1997) Finds that , in business settings , male speakers of American English and of Japanese perceive politeness strategies in a similar way . in her study , she asked seventeen native speakers of Japanese and five native speakers of American English , both working for large companies , to rank some English expressions involving refusing , giving embarrassing information and disagreeing . All native speakers

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of Japanese had experienced living in the target culture, ranging from four months to four years. Nakajima concludes that living experience in the target culture helps learners to acquire target – like pragmatic knowledge.

Another main concern of various studies had discussed whether pragmatic competence will be acquired in parallel with linguistic competence or not. Some studies reveal that pragmatic competence is not necessarily acquired in parallel with linguistic competence. For example, Kasper and Schmidt (1996) argue that proficiency might have little impact on the range of recognition strategies used by learners. Harada (1996) does not find any proficiency effects on pragmatic competence in the TL. Harada (1996) concludes that the influence of proficiency in the TL is not always as expected. The findings of her study in which pictures of people representing different ages, social status and familiarity in terms of relation to each other were used as cues to elicit data indicate that advanced learners are not always closer to the native speakers in the researcher's judgement, suggesting that there is not a great deal of difference between advanced and intermediate learners in terms of levels of pragmatic competence. In their study of speech of chastisement produced by native Turkish speakers learning English, Dogancay – Aktuna and Kamisli (1997) find that Advanced ESL learners could diverge basically from target language norms. Also, in an longitudinal study carried out by Bouton (1994,1999) reveals that learners 'comprehension of formulaic implicature does not develop over time through increases in world knowledge and L2 proficiency, unlike their comprehension of idiosyncratic implicature. Idiosyncratic implicature is common conversational implicature which is characterized by an utterance appealing to the listener's ability to draw inferences rather than conveying information directly. whereas formulaic implicature follows the same basic principle as idiosyncratic implicature, it is more patterned which makes it easier to be decoded. This was supported by Rover (2005), who finds some positive effect of

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proficiency on comprehension of formulaic implicature, nonetheless, this tendency was not as noticeable as in the case of idiosyncratic implicature, and learners' scores on formulaic implicature items were below the scores on idiosyncratic implicature items at almost all proficiency levels. Rover (2009, p.564) determines that, one of the other areas where even quite advanced learners have shown persistent deficits is sociopragmatic knowledge in foreign language settings. This claim has been validated in several studies too. For example, Bardovi-Harlig and Dornei (1998) found that their Hungarian group had less awareness on pragmatic infelicities than grammatical errors, also, Rose (2000) finds that his L1 Cantonese – speaking learners of English in Hong Kong developed pragmalinguistically, but not sociopragmatically, producing more complex requests and apologies but with little contextual sensitivity.

While all these studies seem to suggest that linguistic competence does not guarantee pragmatic competence and some areas of pragmatics like sociopragmatics is even more difficult to improve among NNSs, For instance, Scarcella (1979) determines that higher level learners differ from lower level learners in the use of imperatives. According to her, when making requests, higher level learners showed sensitivity to status, using imperatives only with equal familiars and subordinates, while the low level students always used imperatives. Blum – Kulka and Olshtain (1986) show that the use of external modifiers in L2 Hebrew increases with linguistic proficiency, as does the number of words used. Similarly, Takahashi and Beebe (1987) reveals that low and high proficiency learners differ in the order and frequency of semantic formulae they use. The lower proficiency group is also more direct in their refusals than are higher proficiency learners. Koike (1996) also discovers a proficiency impact in the realization of the intent of speech acts. The third – and fourth – year English speaking learners of Spanish were significantly better at identifying the intended force of the suggestions than were the first

– and second –year students . In another claim, Cenoz and Valencia (1996) determine that, the use of mitigating supportive moves is closely related to linguistic competence.

1.7 Pragmatic Awareness:

As already indicated, speech acts can be constituted differently in different cultural or linguistic contexts and this might misunderstand. Bardovi- Harlig et al. (1991) determine that is impossible to teach all speech acts in all contexts. What is possible and more crucial is “to make students aware that pragmatic functions exist in language, specifically in discourse, in order that they may be more aware of these functions as learners “ (Bardovi –Harlig et al.,1991:5). Therefore, making students aware pragmatically is a necessary starting step in developing pragmatic competence.

Pragmatic awareness includes identification of “how language forms are used appropriately in context “(Eslami – Rasekh, 2005: 2000) .Nikula (2002) shows that although there are many research studies which have examined pragmatic awareness , coming into an explicit definition of the term is a difficult task . He argues that an indicator of pragmatic awareness can be distinguished in:” Participants ‘attention to appropriateness of language use and various features oriented to the interpersonal level of language “ (Nikula ,2002 :451). Bardovi – Harlig and Dornyei (1998) claim that awareness –raising activities should be integrated in classroom instruction, especially in the EFL setting.

Similarly, Kondo (2004) indicates that awareness raising can be used as one of the approaches for teaching pragmatics. This includes making learners analyse , think and reflect their own speech in different contexts . He argues that awareness raising can make learners pay attention to different variables in language use and accordingly “ learners will be able to apply pragmatic awareness acquired in class in whatever setting they may

encounter in the future “ (Kondo,2004: 67) . This view is also shared by Eslami-Rasekh (2005) who assumes that developing pragmatic awareness in classrooms would allow students to communicate better outside classrooms.

1.7. 1. Awareness raising

The pragmatic performance of non native speakers ‘can be proved through the raising of pragmatic competence awareness in order to have successful interaction with native speakers. Awareness raising activities are activities planned to develop identification of how language forms are used appropriately in the context. Schmidt

(1993) defended that students acquire information about pragmatic aspects of language through awareness raising activities. For example, what strategies are used for suggesting in their first language and target language? What is considered an offence in their culture compared to the target culture? And how the social distance between participants affects the use of suggesting?

The aim is to display learners to the pragmatic aspects of the language and deliver them with the analytical tools they need to ensue at their own generalizations concerning contextually appropriate language use .The activities are designed to make learners aware of the difference between the native and target language speech acts . The aim of this Approach is that such differences are often ignored by learners and are unnoticed unless they are directly addressed (Schmidt, 1993) .For example ,these techniques are efficient for Iranian learners whom are not familiar much with pragmatic aspects of the TL and the difference that it makes when communicating with native speaker . Awareness raising activities are based on several techniques.

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The two major techniques used are teacher presentation and discussion of study results on different aspects of pragmatics , and a student –discovery procedure in which students gain information through observations , questionnaires , and/or interviews (Kasper,1997) .Classroom discussion on the significance of pragmatic competence in TL communication , is one of the methods to raise the awareness .

1.7.2 Raising motivation:

Motivation has a significant role in the acquisition of the TL pragmatics because it reveals learner’s level of attention to the acquired pragmatic information , leading to awareness of the TL characteristics which is nessecary for coverting input into intake (Kasper and Schmidt,1996;Schmid,1993). According to Rose (1999), in pragmatic lessons, learners have to be motivated, their interest gained and their inetrest directed towards the activities to follow. Takahashi (2005, 2012, 2013) is one of the researchers whom focused on the analysis of the relationship between motivation and pragmatic competence . Takahashi (2005) when examining Japanese EFL learners’ awareness of the TL pragmalinguistic aspects, she established that intrinsic motivation was more associated with learners’ allocation of attention to pragmatic input. She (2012) observed a direct connection between awareness and class-oriented motivation that emphasized classroom activities. Takahashi (2013) re-investigated the effect of motivation on the effects of Japanese EfL learners’ awareness on their learning of bi-clausal forms and internal modifiers

1.8 Pragmatic failure

Also referred as pragmatic error. It is generally seen as the speakers’ wrong production of communicative effects though the faulty use of speech acts or one of the grammar rules of certain language. Thomas (1983: 41) the term “ Pragmatic Failure “

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refers to the inability of the individual to comprehend what is meant by what is said. According to Thomas , pragmatic failure is described in the dichotomy between two types of pragmatic failure . This distinction is made n the basis of the difficulty of analysis and possible remedies in terms of both the responsibility of the language teachers and the responses of language learners. She named the two categories of failure in communication with language “pragmalinguistic “and sociopragmatic “ failure . (Cited in Nodoushan. 1995, p. 20) .The two concepts are considered as the main reasons for the miscommunications between interlocutors.

1.8.1. Pragmalinguistic failure

Occurs as a result of the inappropriate transfer of speech act strategies from one language to another, or the different pragmatic force given to utterances which are equivalent semantically or syntactically in the two languages. Pragmatic transfer refers to the influence of L1 sociocultural competence or cross-linguistic transfer (Beebe,Takahashi&Uliss-Weltz,1990) As personified by Thomas , the utterance “ would you like to read “ is interpreted as a conventionalized polite request in a British classroom , While it would be often understood as a question of preference in a Russian classroom , to which students might respond as “ no , I wouldn’t “ .

1.8.2. Sociopragmatic failure:

Occurs as a result of cross-cultural contradiction in the assesment of social distance and relative power, of what makes an utterance impositive, and of when to avoid a face – threatening act. Thomas defends the point that the term “cross-cultural “ does not necessarily refer to the communication between natives and non natives , but any interaction between individuals who do not have a share linguistic or cultural

background ; this can be implemented , for example, to a manger and an employee , a teacher and students

An exemple of sociopragmatic failure is when the speaker considers the social status of the hearer to be lower than what really is and , therefore , produces an utterance that is judged as impolite from the hearer’s point of view (Barron , 2003) .The negative impacts of pragmatic failure on communication might variety from slight to serious misunderstandings . Richard and Sukwiwat (1983 : 116) point out an example of pragmatic failure in which a Japanese speaker expresses gratitude in English by saying “ I am sorry “ because saying “ Thank you “ is not sincere enough . This makes the other interlocutor feeling confused ‘why sorry! They attribute this failure to the fact that one routine might be used differently. Thank you , for instance , can be used in English to accept an offer but to refuse one in Malay . In addition, Thomas (1983) stresses the point that language teachers should ensure that learners ‘know’ what they are doing. Similarly, Amaya (2008:20) argues that students should be provided “ with the necessary tools to make adequate pragmatic decisions in the L2 . In other words, they should be made aware pragmatically.

1.8.3. Cultural Knowledge

Language teaching and language learning cannot occur without teaching culture of the target language. Many sociolinguists ascribes that language is nothing without culture and communication is impractical_ without the connection between language and culture . Kramsch (1998:03) proposed that “language is the principal means whereby we conduct our social lives . When it is used in context of communication, it is bound up with culture in multiple and complex ways .“ the author established that we could not teach language separetly from its culture .When people go to the same

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community and shared the same culture- which includes traditions , norms and beliefs - , they could easily understand each other . Kramsch has affirmed this idea by saying that : “ the way in which people use spoken , written , or visual medium itself creates meaning that are understandable to the group they belong to , for example , thought a speaker’s tone of voice , accent , conversational style , gestures and facial expressions .” in other words , language reflects the social life of people which occurs through the cultural value for the speakers of such language . People who belong to the same community, realize things with the same way , and the view expanded through the institutions to which they fit to such as ; the family , the school

Conclusion

This chapter has discussed a number of topics that enable pragmatics and pragmatic competence to be significant concepts in foreign language teaching and learning like historical background of pragmatics, its definitions and teaching pragmatics in the foreign language context. This chapter also has touched on the concepts of pragmatic competence, communicative competence and also the relation between pragmatic competence and linguistic competence since they are considered to be the basis of teaching and learning pragmatics effectively. Finally, the chapter has covered particular issues such as; pragmatic awareness and failure. In a nutshell, since pragmatic competence needs to be fulfilled by the realization of the speech act, the next chapter will be devoted to a detailed study of the speech act of suggesting.

CHAPTER TWO
SPEECH ACTS

Chapter Two: Speech acts

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Chapter Two: Speech acts

Introduction

The purpose of this chapter is to provide an over view of speech acts and semantic realization concerning the speech act of suggesting . It includes three sections , The first section is named as Pragmatics and speech acts theory that is devoted to explanation of speech act theory and definition of the concept of speech act . We will also talk about Austin's speech act theory which differentiates the three kinds of acts (locutionary , illocutionary , and perlocutionary acts .) and Searle's theory of speech acts . Then , it ends with the indirectness Theory . The second section is identified as politeness which gives information about the issue of politeness as a theory including its strategies.

The last section is called The speech act of suggesting . This part is restricted to the definition and characteristics of the speech act of suggesting . Hence, It provides three strategies to realize the speech act of suggesting (direct , conventional , and indirect strategies .) Finally, it gives considerations when suggesting and diffrentiates between suggesting and advicing .

2.1 Pragmatics and speech acts theory :

2.1.1 Speech acts theory

Speech acts are one of the fundamental scopes of linguistic pragmatics , Grice (1957) , Austin (1962) , and Searle (1965 , 1969 and 1975) confirmed the basic approaches of this new concept in language and communication . This theory was developed relying on the belief that :

The minimal units of human communication are not linguistic expressions , but rather the performance of certain kinds of acts , such as making statements , asking questions ,

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giving directions , apologizing , thanking , and so on (Blum-Kulka , House , & Kasper , 1989 , p . 2)

2.1.2 What is a Speech act?

The word ‘Speech act’ has been defined as “ a minimal unit of discourse , a basic unit of communication “ (Searle , 1969 , p. 16) . It could be fixed as the actions performed by the speaker with an utterance . For example , saying ‘ I will be there at nine ‘ does mean only the external meaning but also performed the speech act of ‘ promising ‘ . Speech acts are also the ways in which people carry out specific social functions in speaking such as apologizing , suggesting , thanking , complimenting , greeting , complaining , inviting , requesting or refusing i.e . all things we can do with words .

2.1.3 Austin’s Theory of Speech acts

The speech act theory is a theory which is largely attributed to the British Philosopher Austin (1962) who was the penioneer in making a distinction in the language between utterances that could be verified , they were cognitively meaningful , and those utterances that may be viewed as acting some kind of linguistic ‘ act ‘ . In other words , Austin proposed that there is significant distinction between constative statements that can be either true or false and are neccesarly descriptive , and non – constative statements outside of true and false dichotomy , those used to perform an action . Austin named such meaningful non- constative utterances ‘ performatives ‘ since their production serves the performance of some conventional social act . Austin(1965) wrote his book ‘*How to Do Things with Words* ‘ which contains series of lectures that confirm his theory of speech act . The speech act theory assumes that utterances does transmit only the information , but are equivalent to actions .Lyons proposed that “ Austin’s main purpose was to challenge

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the view that the only philosophically (and also linguistically) interesting function of language was that making true or false statements “ (1981 , p .173) .

2.1.4 Types of Speech Acts

Austin puts three kinds of acts or three ways of doing things with words : locutionary act , illocutionary act , and perlocutionary act . Austin considered the second category is the most important in his investigation that is used in linguistics to “ refer to a theory which analyses the role of utterances in relation to the bahaviuor of speaker and hearer in interpersonal communication “ (Crystal 1997 , p . 427) .

Leech defines Austin’s types of speech acts as follows :

Locutionary act : performing an act of saying something

Illocutionary act : performing an act in saying something

Perlocutionary act : performing an act by saying something

2.1.4.1 Locutionary act

A locutionary act is an act that has a linguistic meaning ; it is an act fulfilled by uttering a literally complete meaningful sentence . According to Austin , a locutionary act is accomplished by “ uttering a certain sentence with a certain sense and reference” (1962 , p . 109) . So , according to him , a locutionary act attributes to any utterance that has a propositional meaning .

2.1.4.2 Illocutionary act :

An illocutionary act is a entire act , made in classic utterance ; it is an action performed by the speaker in making a given expression and which is determined by the nature of the illocutionary force of utterance and by what is uttered .

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The illocutionary act' takes effect ' in certain ways , as distinguished from producing consequences in the sense of bringing about states of affairs in the ' normal' way , i . e . changes in the natural course of events . Thus , ' I name this ship the *Queen Elizabeth* ' has the effect of naming or christening the ship ; then certain subsequent acts such as referring to it as the Generalissimo Stalin will be out of order . (Austin , 1962 , p . 117) .In addition to Austin's view , Yule confirms that " the illocutionary act is thus performed via the communicative force of an utterance which is also generally known as the illocutionary force of the utterance " (1996 ,p .48)

2.1.4.3 Perlocutionary act

The perlocutionary act is an act that relies on the hearer's reaction towards the illocutionary act . It is a consequence of performing both the locutionary and illocutionary acts . To sum up , Austin's view is a try to display how speakers use the language to perform actions and how listeners deduce the hidden meaning from all of what is said .According to him :

It was far too long the assumption of philosophers that the business of a 'statement ' can only be to' describe ' some state of affairs , or to ' state some fact ' , which it must do either truly or falsely . (...) But now in recent years , many things , which would once have been accepted without question as ' statements ' by both philosophers and grammarians have been scrutinized with new care . (...) It has come to be commonly held that many utterances which look like statements are either not intended at all , or only intended in part , to record or impart straightforward information about the facts (.. .)(1962 , p .1)

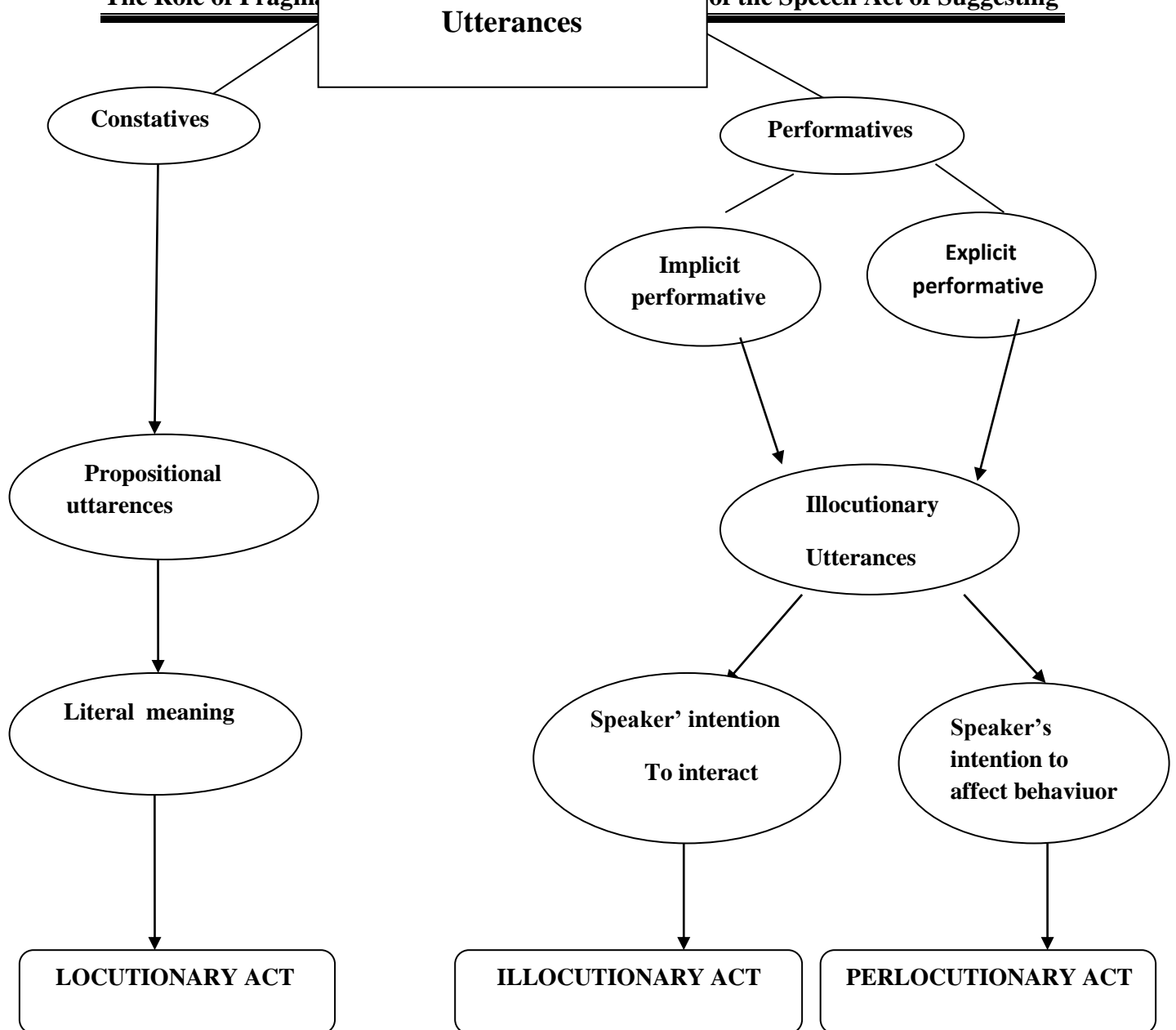


Figure 02 : Types of speech acts (According to Austin's (1962) Speech acts Classifications)

2.1.5 Searle's Theory of Speech Acts

Austin's speech act theory was expanded by Searle Whom proposed new views . Mey says that “ Searle's proposal , is more oriented then Austin's towards the real world , in as much as it takes its point of departure in what actually is the case , namely that people perform a speech act whenever they use language , irrespective of the' performative 'critorian ' , (1993 , p . 125)

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Searle's suggests that :

“ ...all linguistic communication involves linguistic acts . The unit of linguistic communication is not , as has generally been supposed , the symbol , word or sentence , (...) but rather the production of the symbol or word or sentence in the performance of the speech acts (1969 ,p . 16)

Searle's confirms that there are several ways of representing the same speech act Which are the physical act , act of reference , perlocutionary atc , and illocutionary act. He proposed :

The speaker will characteristically have moved his jaw and tongue and made noises . He will have performed acts within the class which includes making statements , asking questions , issuing commands , giving reports , greeting and warning . The members of this last class are what Austin called illocutionary acts and it is with this class that I shall be concerned in this paper . (1975 , p . 377) According to him , there are weaknesses in Austin's classification of speech acts . Searle proposed his set of speech acts in addition to felicity conditions which should be applied for the success of the speech act .

2.1.5.1 Searle's Taxonomy of Speech Acts

Searle's speech act theory suggests that any speech act should apply at least one of these kinds , whereas in some cases , the five ways could overlap .

2.1.5.1.1 Representatives(or assertives)

They express speakers beliefs towards something or presents state of affairs .They contain performative verbs like state , assert , describe , and suggest . “ The point or purpose of the members of the assertive class is to commit the speaker (in varying degrees) to something 's being the case , to the truth of the expressed proposition “ . (

1979 , p . 12) “ The simplest test of an assertive is this : can you literally characterize it (inter alia) as true or false ? (1979 , p . 13) .

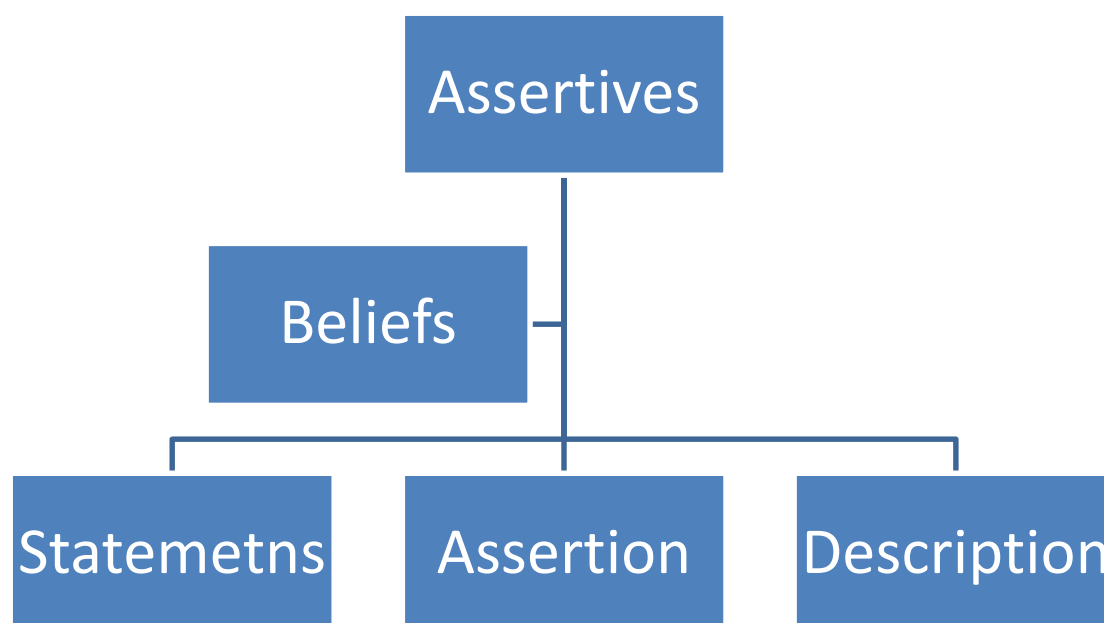


Figure 2 Representative speech act

2.1.5.1.2 Directives

In which the speaker directs the hearer to do something using verbs like order , invite , suggest , request , challenge . “ The illocutionary point of these consists in the fact that they are attempts (of varying degrees , and hence , more precisely , they are determinates of the determinable which includes attempting) by the speaker to get the hearer to do something “ (1979 , p . 13)

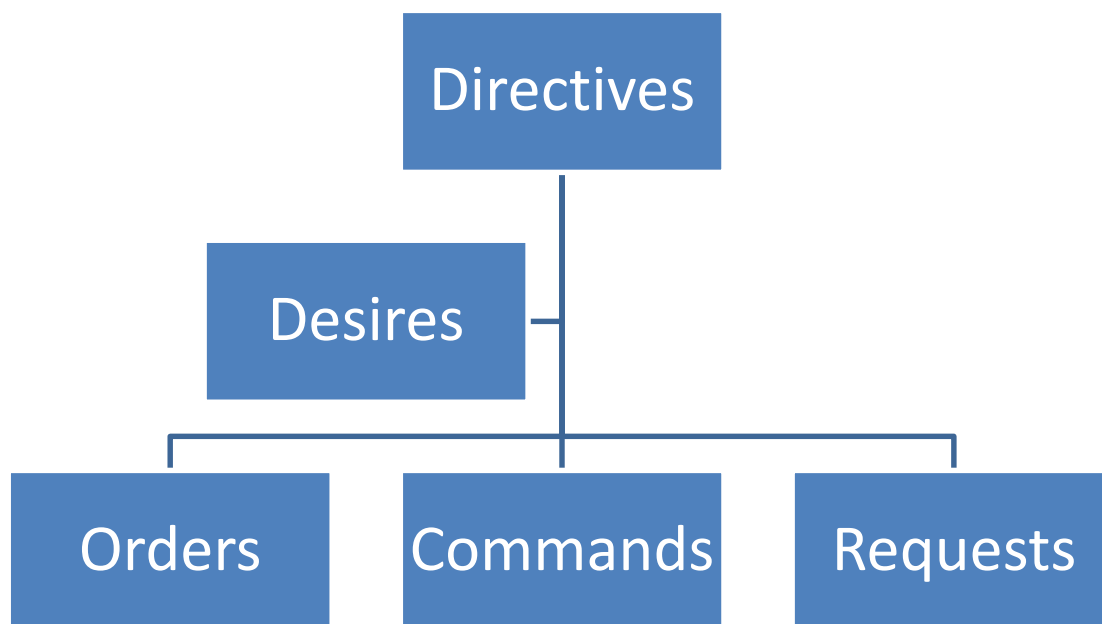


Figure3 : Directive speech acts

2.1.5.1.3 Commisives

“Are those illocutionary acts whose point is to commit the speaker (again in varying degrees) to some future course of action “ (1979 , p . 14)

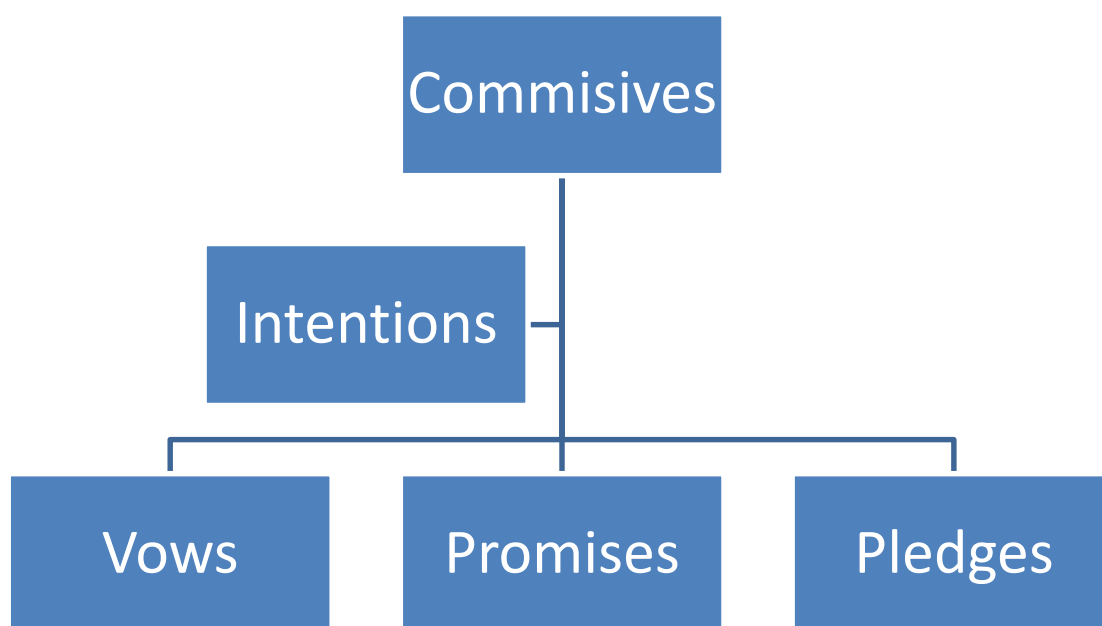


Figure 4 : Commissive speech acts

2.1.5.1.4 Expressives

The speaker expresses his psychological state or attitude using verbs such as greet , apologise , and congratulate . “The illocutionary point of this class is to express the psychological state specified in the sincerity “ (1979 , p . 15) .

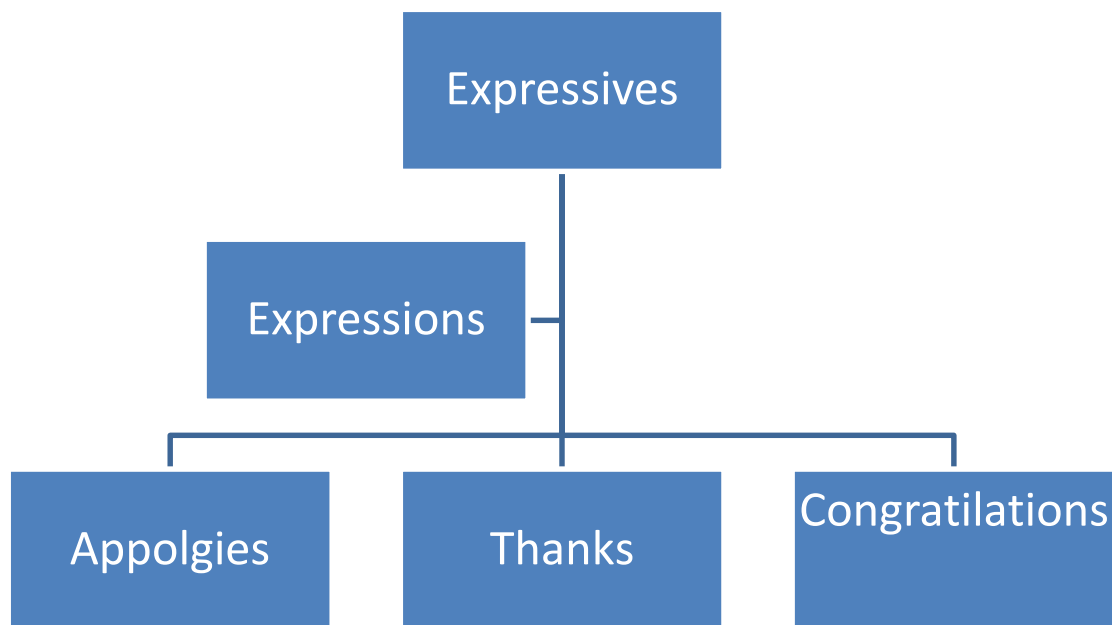
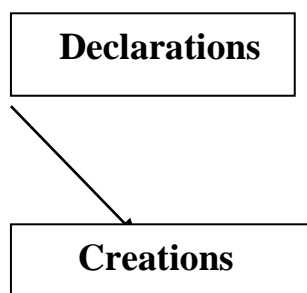


Figure 5 Expressive speech acts

2.1.5.1.5 Declarations (or Declaratives)

Searle proposed that :The defining characteristic of this class in that the successful performance of one of its members brings about the correspondence between the propositional content reality ; successful performance guarantees that the propositional content corresponds to the world : if I successfully perform the act of appointing you chairman , then you are chairman (1979 p . 16 – 17) .



2.1.6 Indirectness

Indirectness has been defined differently by different researchers. Frank says

“ A speech act is expressed indirectly when the illocutionary type as indicated by linguistic means following the normal interpretation of all illocutionary force indicating devices does not correspond with the primarily intended illocutionary function “(1975 , p . 219) .

Hence , the connection between both the intended meaning , of the speaker , and the interpretation , by the hearer , can be moderated by various categories by ; logical implications of propositional contents of the sentence , conversational and cultural rules of habits etc . Searle proposed that :

“ The speaker communicates to the hearer more than actually says by way of relying on their mutually shared background information , both linguistic and non-linguistic , together with the rational powers of rationality and inference on the part of the hearer . (1975 , pp . 60-61)

Indirectness is useful when communicating because it serves the difference between social distance . In other words , if you know where the limit is , you will stay on the polite side . Leech defends the same context by saying :

“Indirectness is a widely used conversational strategy . People tend to use indirect speech acts mainly in connection with politeness “ (1983, p . 108)

2.2 Politeness

The concept of politeness was significantly devoted to spoken face – to – face interaction . Wolfson suggests :

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“ In deciding how much to take another person ‘s feelings into account , we have three factors to consider . First , people are usually more polite to others when they are of higher status or perceived of as being powerful ; second , people are generally more polite to others who are socially distant ; and third , we are usually more polite in relation to the gravity of the threat we are about to make to other’s face . (1989 , p . 67).

Brown defines it as “ saying and dowing things in such a way as to take into account the other person’s feeling” (1980 , p . 114)

2.2.1 Politeness strategies

Brown and Levinson (1987) has suggested a framework for politeness strategies which includes certain number of strategies that the speaker should appeal to fulfill such communication acts named as “ Face Threatening Acts (FTAs)” . The strategies are scheduled from the less polite to the most polite in politeness level

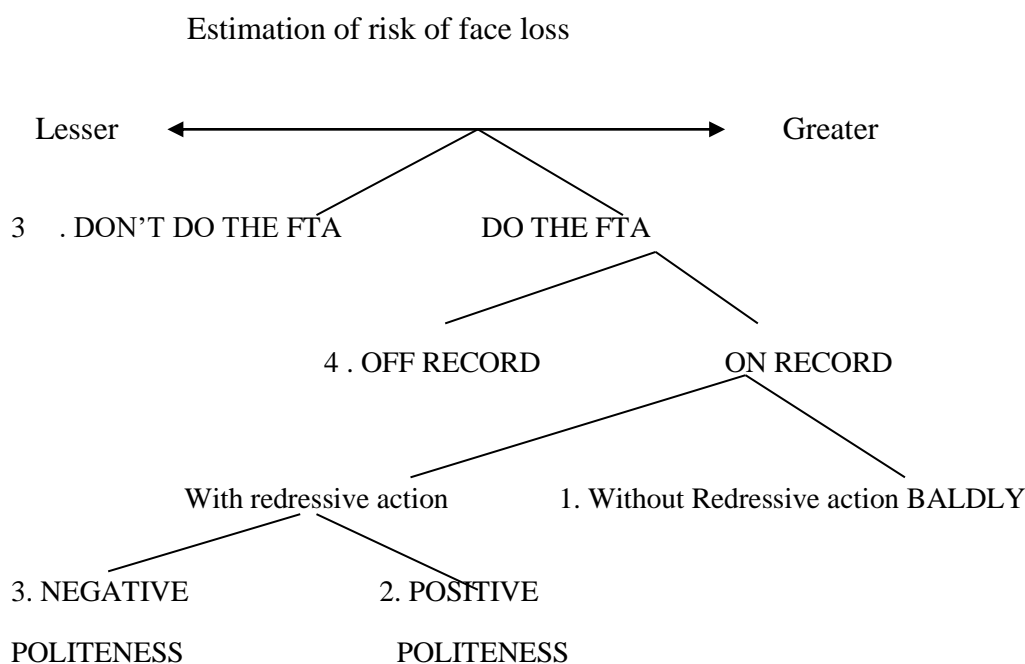


Figure 3 : Possible Strategies for doing Face- threatening Acts after Brown

And Levinson (1987 , p . 69)

The figure represents that in communication the face threatening acts can be applied by both “ **Baldly , without redress** “ , doing it in the most direct clear way , or by “ **Redressive action** “ , using soft expressions to save face . Levinson and Brown explain that the speaker who uses redressive action can be more polite . In other words , if the speaker sends a direct and clear message , then he is using the “ **go on record** which is less polite but if the speaker uses “ **off record** “ strategy he is using more polite method because the speaker is not restricted to one particular intention .

2. 3 The speech Act of SUGGESTING

2.3.1 Definiton and characteristics of the speech Act Of Suggesting

Kratzer (1991 , p . 645) proposed that suggestion is an utterance used by the speaker which gives the hearer the possibility to accept or refuse what has been suggested . Suggesting does not impose the addressee in fact it gives him or her the freedom whether to accept or not . Thomas (1995 , p . 161) says that according to Searle (1969) suggestion is making the hearer committing himself to some future actions Which means that is related to directive speech acts . In the other side , Rintell (1979 , p . 97) suggestions are acts in which the speaker asks the hearer to perform an action that will potentially benefit both the speaker and the hearer . Bach and Harnish (1979) suggest that directive speech acts applies the influence of the speaker’s intention on the hearer’s action when acting such speech act . Searle (1979) sets that there is a difference between directive speech acts and other kinds of speech acts ; representative ,commissive ... , and this difference reveals in the interaction between the participants when performing the expected speech act in succesfully . Trosborg defends Searle’s point of view by saying “

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only in the case of directives is the hearer 's subsequent act (getting things done) part of the speaker's intention “ .

Havertake (1984) gives a particular definition for exhortative speech acts which demands that the speaker wants the hearer to do something . Havertake differentiates between two categories of directive speech acts : impositive and non-impositive directives . Impositive directives implies threatening acts ; requesting , pleading , and ordering but non-impositive directives includes suggestions and instructions .

2.3.2. Realisation of the speech act of suggesting

The speaker could realize the speech act of Suggesting through three ways : direct, conventional or indirect strategies .

2.3.2.1. Direct strategies

Bardovi-Harlig and Hartford (1996, p . 180) claim that the direct strategy uses performative verbs , a noun of suggestion or “ illocutionary force indicating device “ , in addition to imperatives and negative imperative forms . Scholars like Wardhaugh (1985) , Koike (1994) , Tsui (1994) and others assumed that the statement “ I suggest that you change your role play “ could not be considered as form of suggesting in our daily life since it is too direct . Tsui (1994 : 125) suggests that the most direct form of suggesting is using the noun suggestion itself , in the example of “ My suggestion to you is to visit Italy” exhibit the direct want to go to Italy . But in the Example of “ Try to Change this T-shirt “ or “ Don't try to play this game again “ looked impolite because it implies some literal pragmatic force on the addressee .

2.3.2.2 Conventional strategies

This strategy gives the addressee the chance to realise the speaker's objectives behind the suggestion because of the presentation of the illocutionary force when producing forms. This conventionalized forms includes huge linguistic forms to be used when making suggestions. It includes expressions of probability or possibility, the use of verbs like need to and should, the use of interrogative forms and conditional formulas. The expressions of possibility and probability are associated with modal verbs; can, could, may, and might. Whereas the conditional forms according to Koike are "an irrealis clause in declarative form" (1996, p. 264) like "If I were you, I would buy new one"

2.3.2.3 Indirect strategies

It is named indirect because there is no real indicators for the speech act of suggesting. In this strategy the hearer should assign to particular expressions to get exactly what the speaker is intended to say. The indirect strategy uses two varied forms such as impersonal and hints. The impersonal forms uses number of phrases "Here's one possibility" "a good idea would be" and also the use of modals. Concerning hints, it has a specific form used for suggesting "I have heard that ..". In fact there is no indicator for suggesting but it implies suggesting indirectly.

The following table is restricted from Martinez Flor's work (2005) that introduced the taxonomy of the speech act of suggesting including the three forms direct, conventional, indirect forms.

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TYPE	STRATEGY	EXAMPLE
DIRECT FORMS	Performative verb	I suggest that you ... I advice you ... I recommand you ...
	Noun of suggestion	My suggestion would be ..
	Imperative	Try to ...
	Negative Imperative	Do not try to ...
CONVENTIONAL FORMS	Specific formula (Interrogative forms)	Why don't you ...? How about you ...? What about you ...? Have you thought about ...?
	Possibility / Probability	You can ... You could ... You may ... You might ...
	Should	You should
	Need	You need to ...
	Conditional	If I were you , I would ...
	INDIRECT FORMS	Impersonal
Hints		I've heard that ...

Table. Suggestion linguistic realization strategies adopted from Martinez-Flor

(2005)

2.2.4 Considerations when making suggestions :

When performing the speech act of suggesting , diverse factors have to be followed . Brown and Levinson (1987 : 319) proposed several factors that should be considered by the speaker when suggesting something as :

- ❖ The urgency of the suggestion
- ❖ The degree of embarrassment in the situation
- ❖ And the social distance and power between the speaker and the hearer

When applying these factors , the speaker has the opportunity to alleviate his speech as far as possible to prevent the hearer from being injured or offended.

2.2.5 Suggestions and Advice acts :

It is widely mentioned that suggesting may include a variety of speech acts including advising. But the difference between them reveals at the level of benefit ; suggesting can entail benefit for both the speaker and the hearer whereas advising helps only the addressee . Generally speaking , Both suggesting and advising could be used interchangeably in the context . Searle (1969 : 66-67) described advice as “ telling you what is best for you “ . Several researchs present that both speech acts could refer to one another . Tsui (1994 : 65) claims that even if the speech acts of suggesting , recommending , and advising had considered as isolated speech acts , they fall under the same category of directive divisive speech acts .

Conclusion

In this chapter , we have suggested a detailed study on the speech act theory and the speech act of suggesting . The present chapter is divided into three main sections .The first one dealt with speech acts theories including Austin’s and Searle’s theories . It

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includes also main key concepts in the theories such as ; locutionary, illocutionary , performatives commissives ... , then , we talked about the indirectness . The second section highlights the politeness theory with its strategies which plays a significant role in the realization of speech acts .A definition and characteristics of the speech act of suggesting is generated in the final section which involves also a taxonomy of the varied linguistic realization strategies implies when suggesting . Finally , this part proposed particular factors that should be considered when suggesting and the difference between suggesting and advising since they are used interchangeably

CHAPTER THREE

FIELD WORK AND DATA ANALYSIS

Chapter Three Field work and data analysis

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Chapter Three Field Work and Data Analysis

3.3 Objective

A Discourse Completion Task is a data gathering instrument used significantly in Pragmatics and linguistics to elicit particular speech acts . It is used to study speech acts and find the medium between naturally occurring speech and scripted speech acts . The DCT was originally developed by Shoshana Blum-Kulka (1989) , relying on the work of E. Levenston , to analyse the realization of speech acts between native and non native Hebrew speakers. The present discourse completion task is Designed to investigate the role of pragmatic competence in the identification of the speech act of suggesting . This task also gives us the upportunity to know how students manipulate varied linguistic forms of suggesting in different contexts

3.4 Administrations

The discourse completion task has been administrated to master one students in their classes ; totally 15 Students from the whole population of 210 Students .

3.3 . Piloting the DCT

In the piloting phase, a discourse completion task consisted of seven situations that was administrated to master one students . Students found the task clear and unmabiguoius and they easily understood the instructions that's why the piloting DCT was considered as the principle DCT for this investigation .

3.4 Data analysis

Section One

3.4.1General information

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Item 1. Gender : Male Female

Option	Number	%
Male	3	20%
Female	12	80%
Total	15	100%

Table 3.1: Gender distribution

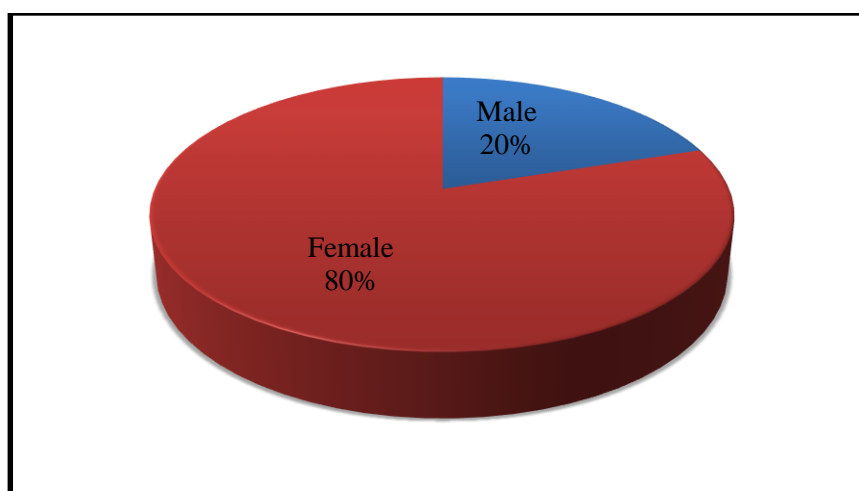


Figure 3.1: Gender distribution

As the graph shows, the majority of the respondents were females. The female respondents represent 80 % of the whole sample whereas the male represents 18 % .

Item 2. Your choice to study English was: Personal imposed

Option	Number	%
Personal	13	87%
Imposed	2	13%
Total	15	100%

Table 3.2: Student's answers on their choice of English

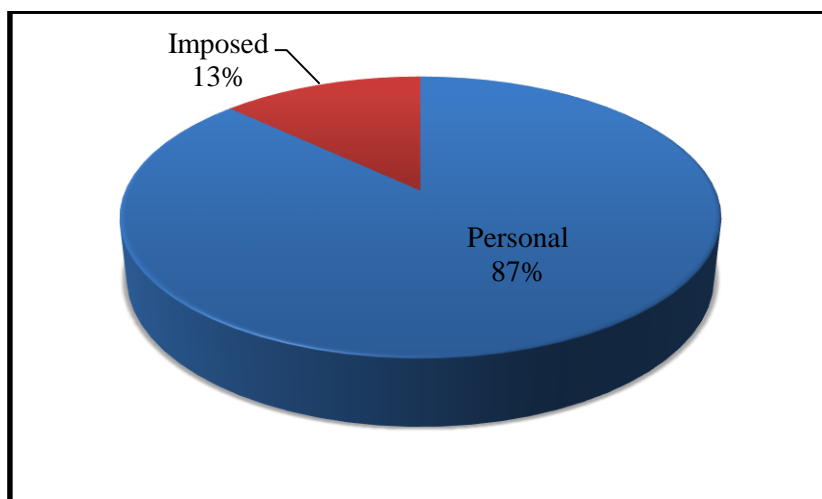


Figure 3.2: Student’s answers on their choice of English

The current question aims to find out the students’ choice to study the English language and whether it was imposed or their own personal choice. The majority of the participants 87% confirm that the study of English was a personal decision while the minority of about 13 % was imposed. This would lead us to say that the majority of students are motivated and have the wish to study this language.

: Item 3. You have been studying English for:

Option	Number	%
4 years	10	67%
5 years	2	13%
6 years	3	20%
Total	15	100%

Table 3.3: Student’s years of study

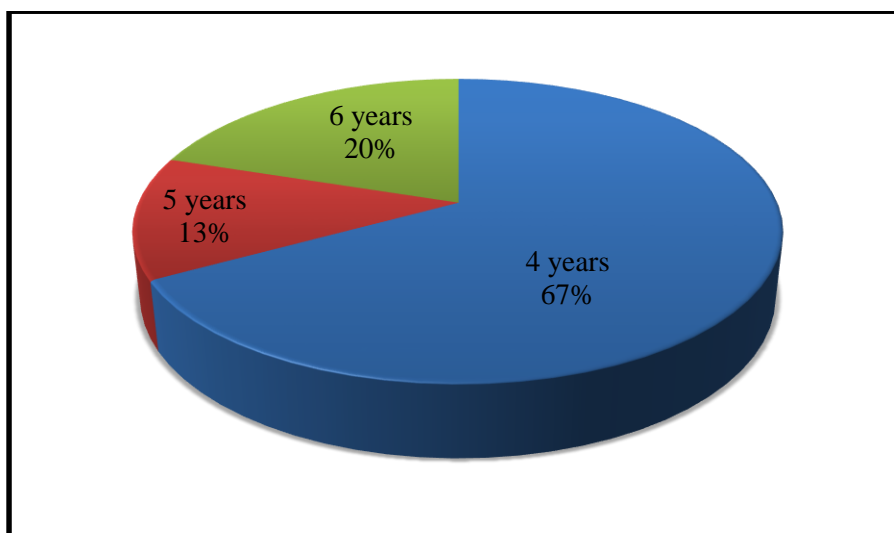


Figure 3.3: Student's years of study

This question is meant to highlight students' experience in studying and learning the English language. As the graph presents, 67% of the participants have been studying English for 04 years 13 % while of the participants have been studying English for 5 years and 20% have been studying for 6 years.

3.4.2 Section Two: Discourse Completion Task

Situation 1:

You are in a class discussion with your classmates. Your friend who is not very close with you is not really participating in the discussion. S/he is probably worried of speaking out wrong opinions. You always felt that s/he should be more active. What suggestion would you make in this situation?

- 1- It is essential that you participate in this discussion
- 2- I insist that you participate in this discussion
- 3- I probably suggest you participate in this discussion

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Option	Number	%
Choice 1	5	33%
Choice 2	2	13%
Choice 3	8	54%
Total	15	100%

Table 3.4: Respondents' answers distribution in situation 1

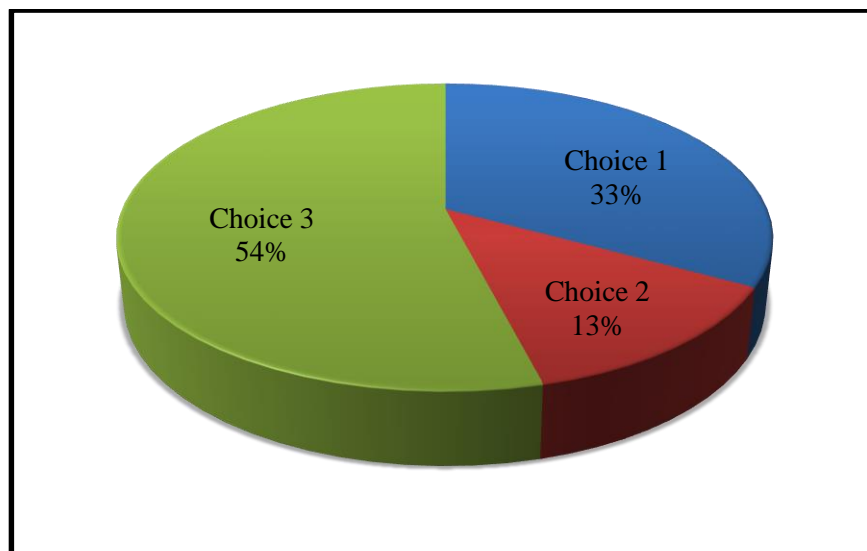


Figure 3.4: Respondents' answers distribution in situation 1

The table and the figure above show that more than half of the participants 54% answered the right case “I probably suggest you participate in this discussion” ;however, 33% of the students opted for the first option , while 13% of the students selected the second option which means that students are not aware by the correct answer (the second one).These results clearly indicate the majority are aware of the speech act in question.

Situation 2

You meet a friend who is very close. S/he likes going shopping and buys expensive things. You really know that s/he does not need them. What would you say to your friend?

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- 1- It might be better to not buy those expensive things
- 2- I would probably suggest that you should not buy those expensive things
- 3- Perhaps you do not buy those things

Option	Number	%
Choice 1	3	20%
Choice 2	6	40%
Choice 3	6	40%
Total	15	100%

Table 3.5: Students' answers distribution in situation 02

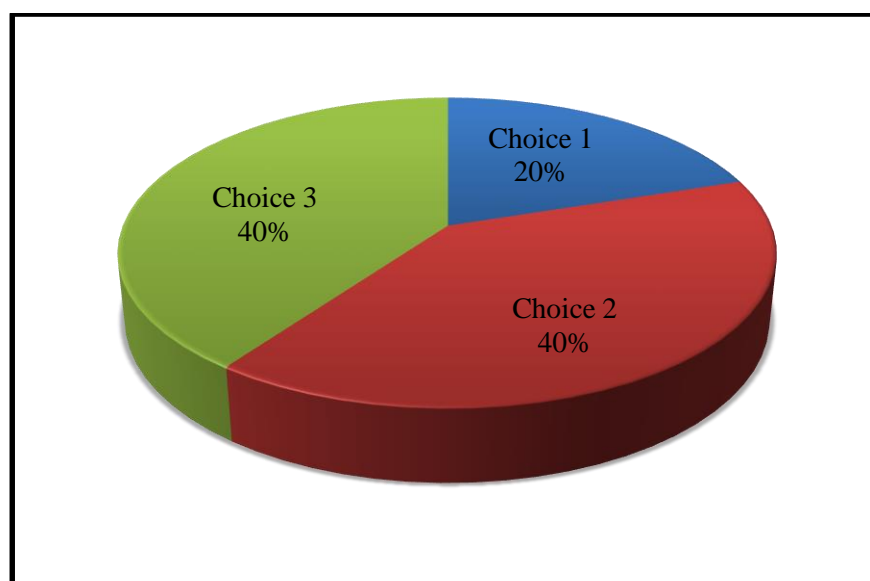


Figure 3.5: Students' answers distribution in situation 02

In the second situation, students are supposed to choose the third option. The figures have revealed equal proportion in which (40%) for the two options (the second and the third). Whereas only six (6) of about 20% of them is interested in the first option. We can deduce that students have the ability to achieve the speech act of suggesting.

Situation 3

Your father is a heavy smoker. He always think that he should stop smoking; While you are talking with him, he smokes again . What would you say to your father?

- 1- It is desirable that you stop smoking
- 2- You will be more healthier if you stop smoking
- 3- I insist that you stop smoking

Option	Number	%
Choice 1	1	7%
Choice 2	6	40%
Choice 3	8	53%
Total	15	100%

Table 3.6: Students' response distribution in situation 03

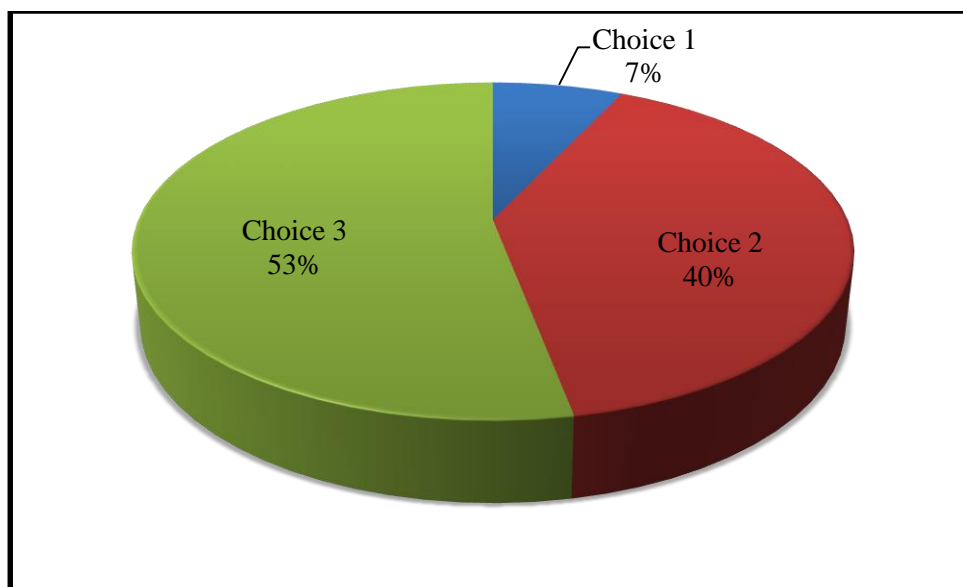


Figure 3.6: Students' response distribution in situation 03

In the third situation, students are required to figure out the second option. It is observable that 40% answered the required answer which means that students are not

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aware about the right answer while 53% prefer to select the third one however only 7% choosed the first option. In fact, this reflects a kind of pragmatic unawareness.

Situation 4

While you are in the bookstore, you met a lecturer whom you are very close. S/he is going to buy an expensive book about research methods. Nevertheless, you have seen the cheaper one in another bookstore. What could you say to the lecturer?

- 1- How about buying this book from the bookstore that is at the end of the street
- 2- I suggest you should you buy this book from the bookstore that is at the end of the street
- 3- I recommended you to buy this book from the bookstore that is at the end of the street

Option	Number	%
Choice 1	3	20%
Choice 2	11	73%
Choice 3	1	7%
Total	15	100%

Table 3.7: Students' responses distribution in situation 4

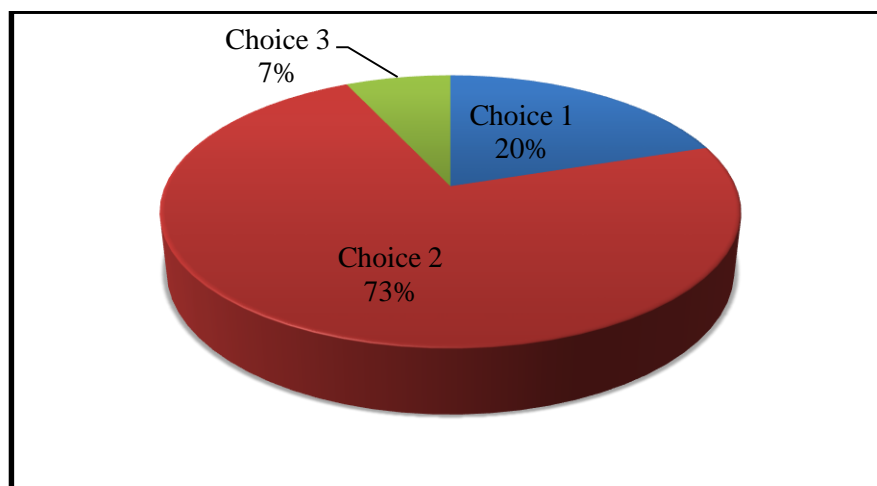


Figure 3.7: Students' responses distribution in situation 4

On the light of the above answers , the majority of the respondents 73% opted for the second choice -I suggest you should you buy this book from the bookstore that is at the end of the street –that is the most suitable answer for this situation . The first answer was given the portion 27% and the remaining one rated as 3% .

For the present situation, it is plausible to confirm that the students are aware by the correct form of the speech act of suggesting (I suggest you should you buy this book from the bookstore that is at the end of the street)since the addresse is a teacher . Students rely on their answer on the linguistic formula (I suggest you ...).

Situation 05

While you are in the bookstore, you met a lecturer whom you are not very close. S/he is going to buy an expensive book about Research methods. Nevertheless, you have seen the cheaper one in another bookstore. What you are likely to say ?

1- How about buying this book from the bookstore that is at the end of the street

2--I suggest you should buy this book from the bookstore that is at the end of the street

3-I recommended you to buy this book from the bookstore that is at the end of the street

Option	Number	%
Choice 1	4	27%
Choice 2	3	20%
Choice 3	8	53%
Total	15	100%

Table 3.8: Participants' answers distribution in situation 5

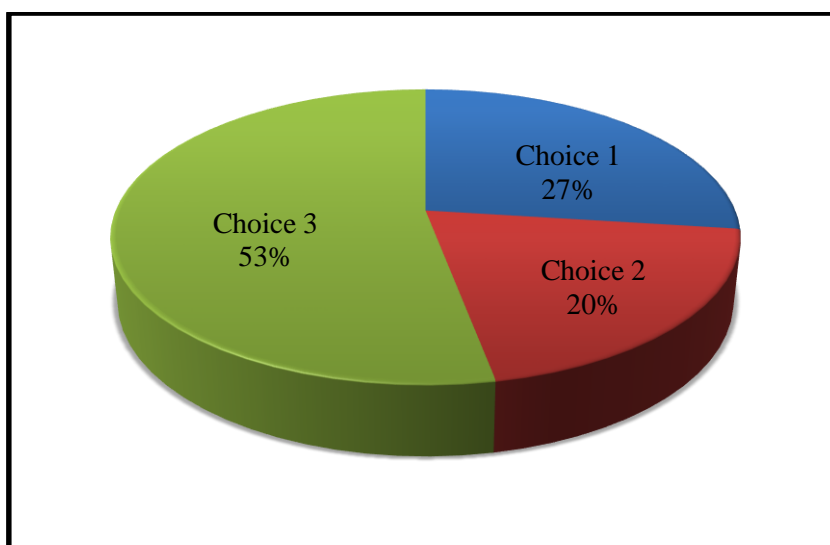


Figure 3.8: Participants' answers distribution in situation 5

For this scenario, The supposed answer is the third one -I recommended you to buy this book from the bookstore that is at the end of the street - which has been selected by more than the half of participants 53% whereas the rest portion 47% was devoted to the first option (27%) and the second one (20%).

For this sense , the collected data attributes that students know that the addresse is the teacher that's why they choose the third option that contains – I recommended you- as the more formal linguistic formula .

Situation 6

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Your closest friend made a mistake while presenting his work orally, What would you suggest?

- 1- Why don't you consider this mistake ?
- 2- I ask that you revise and consider this mistake
- 3- I would probably propose that you revise and consider this mistake

Option	Number	%
Choice 1	3	20%
Choice 2	5	33%
Choice 3	7	47%
Total	15	100%

Table 3.9: Respondents' responses distribution in situation 6

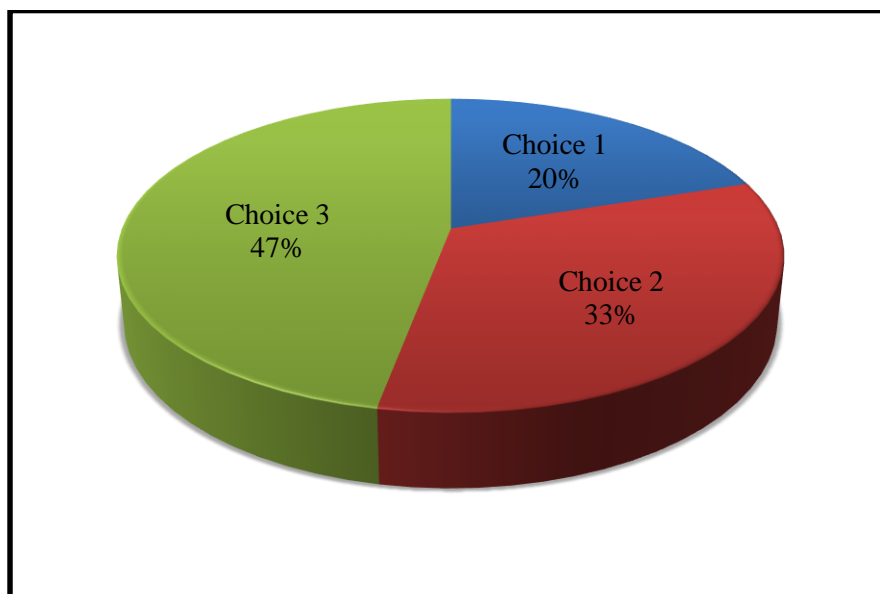


Figure 3.9: Respondents' responses distribution in situation 6

In the sixth situation, students are supposed to choose the first option option . 47% of the students selected the third option but only 20% answered the first required answer-

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Why don't you consider this mistake?- Which made us to deduce that the realization of the speech act of suggesting is not achieved.

Situation 7

While presenting the lecture, your teacher made a mistake – had placed a word instead of another – What would you say to your teacher ?

- 1- Why do not you consider this mistake ?
- 2- I ask that you revise and consider this mistake
- 3- I would probably propose that you revise and consider this mistake

Option	Number	%
Choice 1	1	7%
Choice 2	0	0%
Choice 3	14	93%
Total	15	100%

Table 3.10: Participants' answers distribution in situation 7

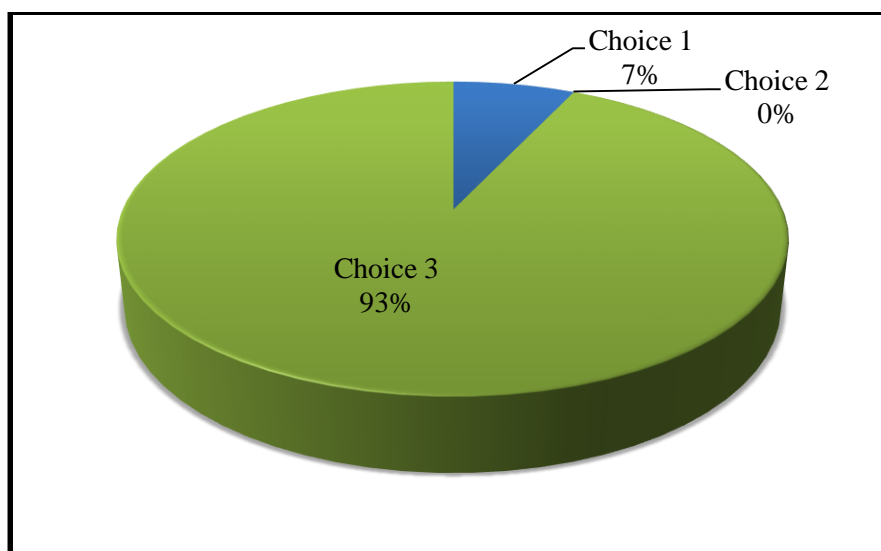


Figure 3.10: Participants' answers distribution in situation 7

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In the seventh situation , students are supposed to choose the third option .As the graph shows ,the majority 93% opt for the third option- I would probably propose that you revise and consider this mistake –While 7% choosed the second one hence no one selected the first one. Through this results, we can identify that students realize the speech acts of suggesting.

Discussion of the results of the Students' DCT

According to their responses , students have the ability to identify the right forms to address the interlocutors .In the situations (4 – 5 – 7) students realize that the receiver is a teacher that's why they select more formal formulas and use the direct performative verbs (I suggest , I would probably...) . Moreover for the second situation, students recognized that the addressees are their friends, so that they opt for the informal compositions, the conventional indirect models (why do not ...). Concerning the first, third and sixth situations, students could not realize the correct form of suggesting. The analysis of the student's responses and their results lead to understand that students have the pragmatic competence to identify the speech act of suggesting .

Conclusion

Results from the analysis of student's discourse completion task answer our main research question that states, does pragmatic competence help students to realize the speech act of suggesting? and approve our hypothesis that suggests that , if EFL learners can improve the speech act of suggesting using their pragmatic competence . Students recognized the right forms to address their interlocutors. Therefore, students developed their pragmatic knowledge that lead to recognize the speech act of suggesting .

General Conclusion

For a comprehensible conclusion for our study, the current research has investigated the role of pragmatic competence in the realization of the speech act of suggesting in the appropriate use of the English language. Any foreign language learner could face struggles when communicating with native speakers which leads him to develop and enrich the needed pragmatic competence to interact successively with them. The principle aim of this research is to investigate students' pragmatic competence for the sake of identifying to what extent they use their pragmatic competence while performing such speech acts.

The present research work was framed within three distinctive chapters. The first one was devoted to the notion of pragmatic competence and its development in teaching and learning English as foreign language. The second one was addressed almost to the speech act of suggesting covering its definition, the linguistic forms used when suggesting, it also tackled the politeness and indirectness theory. The third chapter covered the analysis of data collection tools within the interpretation of findings.

The findings obtained from students' written discourse completion task presents that the majority of students have the capacity to recognize the suitable linguistic form when suggesting something and they easily identify the degree of formality to be used in communication. Students are aware that the informal linguistic forms (you should , how about , ..;) are used with friends and close people ;meanwhile , the formal compositions (I suggest, I would probably suggest) are used with people we are distant from .

At the end, our work offered insights into the level of pragmatic competence among Master One students at Biskra University and confirmed the need for developing this competence for better communication and language use.

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Therefore, It is hoped that this study helps in the improvement of language teaching to enable language learners to communicate appropriately and provides fertile ground for further research.

Recommendations for further research

The present study attempted to highlight the importance of pragmatic competence in realizing the speech act of suggesting. The obtained results have confirmed that students are aware about the pragmatic competence when making their suggesting which confirms the research hypothesis. In addition to those findings, we can adjust a set of recommendations:

- 1- Teachers should take into consideration the influence of teaching pragmatic competence , because it helps student's in achieving the target language
- 2- Teachers should provide a relaxed atmosphere in the classroom in order to make students motivated to interact.
- 3- Teachers are required to use the scaffolding in teaching in order to enrich students 'vocabulary of the speech act of suggesting.
- 4- Students should listen to authentic audiovisuals of suggesting as much as they can seeking for correcting their performance, pronunciation , gain new vocabulary , and develop their pragmatic competence .
- 5- Syllabus designers should integrate pragmatic competence in order to enhance students to practice the language.

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Appendix

Discourse Completion Task

Dear students,

I am a second year master student and I am conducting a research about “**The Role Of Pragmatic Competence In The Realization Of The speech Act Of Suggesting**”.

Therefore, you are kindly requested to answer the following questions and select your answers in a natural way as you talk to a real person. Make sure that your responses will be anonymous and are going to be used for research purposes only to gather the needed data to accomplish the aims of the research.

Thank you for your time, effort, and collaboration

Section One:

General information

- 1- Gender : Male Female
- 2- Your choice to study English was : Personal Imposed
- 3- You have been studying English for : 4 years 5 years 6 years

Section two:

Instruction:

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Please put yourself in the following situations and circle the number which you are most likely to answer in each situation. Make sure you read the whole situation carefully before you respond.

Situation 1:

You are in a class discussion with your classmates. Your friend who is **not very close** with you is not really participating in the discussion. S/he is probably worried of speaking out wrong opinions. You always felt that s/he should be more active.

What suggestion would you make in this situation?

- 1- It is essential that you participate in this discussion
- 2- I insist that you participate in this discussion
- 3- I probably suggest you participate in this discussion

Situation 2:

You meet a friend who is **very close**. S/he likes going shopping and buy expensive things.

You really know that s/he does not need them. What would you say to your friend?

- 1- It might be better to not buy those expensive things
- 2- I would probably suggest that you should not buy those expensive things
- 3- Perhaps you do not need to buy those things

Situation 03:

Your father is a heavy smoker. He always think that he should stop smoking. While you are talking with him, he smokes again. What would you say to your father?

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- 1- It is desirable that you stop smoking
- 2- You will be more healthier if you stop smoking
- 3- I insist that you stop smoking

Situation 04:

While you are in a bookstore, you met a lecturer whom you are **very close** . S/he is going to buy an expensive book about Research Methods. Nevertheless, you have seen the cheaper one in another bookstore. What could you say to the lecturer?

- 1- How about buying this book from the bookstore that is at the end of the street
- 2- I suggest you should buy this book from the bookstore that is at the end of the street
- 3- I recommend you to buy this book from the bookstore that is at the end of the street

Situation 05:

While you are in a bookstore, you met a lecturer whom you are **not very close**. S/he is going to buy an expensive book about Research Methods. Nevertheless, you have seen the cheaper one in another bookstore. What you are likely to say?

- 1- How about buying this book from the bookstore that is at the end of the street?
- 2- I suggest you should buy this book from the bookstore that is at the end of the street
- 3- I recommend you to buy this book from the bookstore that is at the end of the street

Situation 06:

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Your closest friend made a mistake while presenting his work orally. What would you suggest?

- 1- Why do not you consider this mistake?
- 2- I ask that you revise and consider this mistake
- 3- I would probably propose that you revise and consider this mistake

Situation 07:

While presenting the lecture, your teacher made a mistake –had placed a word instead of another – What would you say to your teacher?

- 1- Why do not you consider this mistake?
- 2- I ask that you revise and consider this mistake
- 3- I would probably propose that you revise and consider this mistake

Thank you for your cooperation 😊

Résumé

Cette étude vise à découvrir le rôle de la compétence pragmatique dans la réalisation de l'acte de parole de suggestion. Il conduit la compétence des étudiants de Master 1 par rapport à l'acte de parole de la Suggestion à l'Université MOHAMMED KHIDER de BISKRA. Il évalue également de degré de réalisation entre la compétence pragmatique de l'apprenant et l'identification de l'acte de parole de suggérer. L'hypothèse est que, si les apprenants en EFL sont pragmatiquement compétents, ils identifient facilement l'acte de parole de suggérer. Pour tester notre hypothèse, nous avons élaborer une méthode descriptive à l'aide d'un outil principale de collecte de données, la « Tâche de Complétion du Discours » (TCD) des étudiants, qui a été administrée pour maîtriser un étudiant LMD sur une population d'environ 270 étudiants. Nous avons sélectionner 15 étudiants répartis sur 5 groupes comme échantillon .Dans le travail de terrain, le TCD des étudiants a été préparer et piloter pour tester les attitudes des étudiants en vers les instructions et les situations. Le TCD a été parfaitement compris par tous les étudiants. Après l'analyse des données de TCD, on constate que la majorité des étudiants sont capables de faire la différence entre L'interlocuteurs et de réaliser la bonne forme de suggestion. Cette reconnaissance de compétence pragmatique les met à l'aise pour accomplir l'acte de parole de suggérer successivement se qui conduit à la confirmation de l'hypothèse.