

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Mohamed Kheider Biskra
Faculty of Letters and Foreign Languages
Department of Foreign Languages
Branch of English



**The Need for Integrating Pragmatic Insights into Foreign Language
Curricula to Develop EFL Learners' Oral Proficiency.
The Case of Third Year Students at Biskra University**

**Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree
in 'Sciences of the Language'**

Submitted by:
Hanane SELLAOUI

Supervised by:
Dr. Lamri SEGUENI

Board of examiners:

Mr. Maamar BECHAR

Mr. Lamdjed ELHAMEL

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Dedication

To my dear family for their love and kindness

To the dearest one mother

To my dear sister Sarah

To my brothers Dhea-el dine, Walid and Hamza

May Allah bless them all

To all the extended family and friends

To Kawther, Wahida, kenza, Marwa, Renda, Wefia and Meriem

Special gratitude and thanks to my supervisor

Dr. Segueni Lamri

To all those wonderful people who have stood by my side in

My very hard moments and never stopped supporting me

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Abstract

The present study seeks first and for most to show the importance of incorporating the pragmatic aspects of the TL in the curricula of teaching English at the tertiary level. Nowadays, pragmatic competence has been recognized as an essential constituent of communicative competence. However, there is a neglecting of pragmatic aspects and their teaching seems to be marginalized compared to other aspects of the target language. There is a scarcity of pragmatic information contained in the Algerian curricula. The present syllabuses almost never provide adequate pragmatic input. Consequently, learners find difficulties in using the target language appropriately in different context. Therefore, throughout our study we postulate that if more pragmatic insights are brought into the curriculum learners' oral performance will improve. In order to verify our hypotheses we opted for a qualitative approach. We adopted for a descriptive methodology. Our main data gathering tool was a questionnaire administrated to a number of teachers at the branch of English at Biskra University. The result of the analysis of the questionnaire revealed that all teachers are in favour of integrating pragmatic features. The results of our study sit well with our hypothesis since the majority of the respondents insisted on the need of explicit instruction in pragmatics. Finally, we came to the conclusion that pragmatic competence is an important asset to any foreign language learners. Therefore, we believe that developing this aspect of language should be the goal of both teachers and syllabi designers.

Key words: Pragmatic Insights/Language curricula/Oral proficiency

List of Abbreviations

EFL: English as a foreign language

FL: Foreign language

LMD: License, Master, Doctorate

N: Number

Q: Question

TL: Target language

ELT: English language teaching

L1: First language

L2: Second language

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General Introduction

Introduction

Nowadays; learning a foreign language is regarded as an important component in the curricula at different levels of any educational system. In fact, one of the main goals of teaching English in Algeria is to develop the communicative competence of the Algerian learners. However, to enable learners to become communicatively competent, there should be a shift from previous traditional frameworks. Since research has made it evident that what makes second or foreign language learners' competent is not the only mastery of the linguistic rules but also the ability to use language for different communicative purposes.

With the advent of pragmatics as a specific area of study, the focus is no longer on teaching isolated structures that are often of little help to learners. Therefore, in order to be communicatively competent foreign language learners need not only to know the grammar and text organization of the target language but also its pragmatic aspects. Since the concept of communication competence was introduced by Hymes (1972), it was recognized as a teaching goal .According to Widdowson (1989), the shift from language usage rule to language use rule was the result of the advent of pragmatics as specific area of study within linguistics that favored a focus on interactional and contextual factors of the target language.

Today, teaching English to foreign language learners entails developing their pragmatic competence in order to help them use the language effectively through making them familiar with the appropriate pragmatic rules that govern the appropriate combination of utterances and communication functions. Here, pragmatic competence can be defined as: 'knowledge of communicative action and how to carry it out, and the ability to use language appropriately according to context (kasper1997)

As far as the Algerian context is concerned, English is more a foreign language more than a second language. Consequently, English is not frequently used in daily life outside the classroom. In spite of this handicap, there is a growing interest given to this language for both domestic and foreign interaction. Given the afore mentioned facts, pragmatic competence should be an important asset to any person and developing pragmatic ability should be the goal of language teaching alongside the other aspects of the target language.

The need for pragmatic input has become essentially relevant for university students since at this level students are sufficiently equipped with linguistic competence that could help them acquire pragmatic rules of the target language.

1. Significance of the study

The need of integrating pragmatics and pragmatic knowledge into English language curricula has been demonstrated by many studies conducted in the field of cross-cultural pragmatics. This indicates that pragmatic aspects differ from one culture to another and creates miss communication and real difficulties in cross cultural encounters.

In our study, we would like to highlight the importance of integrating pragmatic insights at different levels and in different curricula of teaching English in Algeria. One of the challenges faced by learners is the lack of opportunities for acquiring pragmatic competence. In fact, this is due to the marginalization of pragmatic knowledge. Roughly speaking, this study has the following signifiante :

- To show the need of including substantial quantity of pragmatic features.
- To fill the gap that exists in presenting possibilities of teaching pragmatics in EFL contexts.
- Our study should encourage teachers to develop their own materials for teaching pragmatics.

- To help course designers revise English language syllabuses to introduce pragmatic aspects of target language.
- To show the importance of research in teaching pragmatics.

2. Statement of the Problem

In spite of the rapid emergence of new teaching methods ,which aim at preparing learners for real contextual communication ,foreign language classes are still conducted under the lexico-grammatical approaches .Indeed , it has been confirmed by many studies ,that there is a gap between foreign classes and the target language culture .Therefore ,the greater the distance between cultures is the greater difference in the realization of pragmatic rules governing interpersonal interaction is. In the Algerian context , cultural norms are alien to the students .This can be illustrated by learners whose language proficiency is high but are incapable of using the language appropriately. This, of course reflects the considerable distance between Algeria and the target language community.

In fact, learning a language requires more than the mere understanding and acquisition of the rules of grammar. Learners are supposed to use the target language for beyond the classroom walls for a variety of purposes and in different situations .As a matter of fact, each context requires its particular language forms. Pragmatic ability is context based use of language (Christiansen, 2003:1).Consequently, if language learners want to function in a society where the target language is used, developing their pragmatic ability is of utmost importance.

Despite its importance, pragmatics did not receive considerable attention in the different curricula in the teaching of English as a foreign language in Algeria. Evaluating

the content of the curricula of teaching English in Algeria would lead us to the following conclusions

Pragmatic knowledge in the university syllabuses is limited to meta-pragmatic information, meta-language speech acts and cultural information. Pragmatic input is randomly distributed. The pragmatic input is explicitly taught with limited tasks and varieties.

The conclusions stated above could be challenges to introduce pragmatic impact in the curricula at different levels where English is taught as a foreign language .Pragmatic knowledge is essential in the process of language teaching and learning because it contributes to the development of learners communicative competence .In fact there is scarcity of pragmatic contents and their presentation is marginalized as compared to other language contents.

Equipping Algerian students with communicative competence in order to help them communicate effectively is essential .In order to reach this objective, there should be a rich and varied of pragmatic input at different levels and in the different curricula .The present research, therefore, looks into the ways of integrating pragmatic input in the Algerian university context and the ways of forwarding it.

3. Aims of the Study

The aim of the present study s three fold. First, we would like to examine the situation of teaching pragmatics in the department of English in order to make practical realistic suggestions as to the way (s) it should be introduced in different curricula. The second aim stems from our humble belief that knowledge of the pragmatic aspects of the target language is necessary to help EFL learners reach a good command of the English language. This research, therefore, aims to show that the only mastery of the linguistic

aspects of the target language is insufficient for learners to be able to use that language in different context and for different communicative purposes. The underlying principle is to show that unawareness of pragmatic knowledge may impede learners to attain a good command of the English language. This will lead us to shed light on what pragmatic aspect should be introduced in the curricula of teaching English. Finally, because pragmatic input is scarce in Algerian university curricula, the third aim, therefore, is to investigate the range of series which may emerge if this type of language input is included in university curricula at all levels. Briefly, the main aims of this dissertation are:

- To give an overview of how the teaching of pragmatics is reviewed in literature of foreign language teaching and bring together the most important ideas for teaching pragmatics
- To examine the teaching of pragmatics at different levels in different modules
- To demonstrate the necessity of integrating pragmatic knowledge in the teaching curricula
- To provide some basic and essential information on pragmatics that can be of practical use to teachers who are interested in, but have little knowledge of pragmatics in foreign language context.

4. Research Questions

One of the main purposes of teaching English in Algeria is to develop learners' ability to enable them to function smoothly in the target language. Therefore, it is today of utmost importance to cultivate Algerian learners' communicative competence. The concept of communicative competence has been the focal point in the latest approaches whether the communicative language teaching or the competency based approach. The notion of communication and communicative competence has

had a very powerful influence on every aspect of language teaching in Algeria. However, there is a total dearth of pragmatics in the different university curricula and this aspect did not receive considerable attention by practitioners and educationalist .therefore, our present study aims at answering the following questions:

1. What is pragmatics and how is it defined within a language context?
2. Is pragmatic competence practically teachable and if so what approach should we adopt?
3. What teaching materials are available at teacher's disposal to enhance pragmatic ability
4. What type of input should learners get to develop their pragmatic competence?
5. Should pragmatic aspects of target language be taught implicitly or explicitly.

5. Hypothesis

The general hypothesis on which the present is based runs as follows: pragmatic competence is an essential component of communicative competence. Therefore, we hypothesize that if more pragmatic input is included in the curricula of teaching English at different levels, learners' oral proficiency will improve.

6. Research Methodology

The choice of the research method depends largely on the nature of the issue under investigation. Therefore, to show the assumptions made in this dissertation are built on solid ground and to accomplish the research aims, we adopted an interpretative qualitative method. We would rely much on the feedback provided by our informants. Questionnaires will be distributed for the teachers and another one will be addressed to the students.

1.7. Limitations of the study

Our study is expected to have certain constraints and limitations. This type of study requires practical and experimental investigation of the present curricula. Many serious and scientific research were available since the coming into attention of pragmatics since the 1970's. Despite this fact, local research is limited in this particular field. This has somehow limited the depth of our study.

Furthermore, the lack of experts and references for conducting was an obstacle for the present study. Researches in the area of pragmatics recommend that various source of data should be used when conducting a study such as intuition discourse completion task, recording of natural conversation, field investigation. However, due to true constraints, material limitations, the current study employed only questionnaires.

Chapter One

The Pragmatic Component in the Different Models of Communicative Competence

Chapter One: The Pragmatic Component in the Different Models of Communicative Competence

Introduction

The purpose of the present chapter is to present some of the theoretical background on which research into pragmatics has been based. Therefore, we will deal with the concept of pragmatics, its main definition and its underlying area of study. Moreover, in our attempt to define pragmatics, we will see what makes it different from its main neighbors such as semantics and syntax. This Chapter also addresses the speech act theory, conversational implicature, politeness and deixis. Furthermore, in defining communicative competence, we will use a number of models and will deal mainly with those points which deal with pragmatics.

1.1. Origins and Historical Background of Pragmatics

Pragmatics is a new branch of linguistics that came as a reaction to the previous abstract and formalist study of language. As a new branch this specific area of research has aroused the interest of many scholars. In fact, the term was first coined by the philosopher Charles Morris in 1938. Morris developed a science of signs, that came to be called semiotics. Semiotics is divided into syntax, semantics and pragmatics. The science of signs or semiotics consists of signs, the objects to which they are applicable, and sign users or interpreters. Syntax involves the study of the formal relationships between linguistic forms and the identification of well-formed sentences. Semantics deals mainly with the meaning of lexical items. The last component in pragmatics and which takes into account the users of the language and the content of language use. Morris (1938) considers pragmatics as being the relationship between sign and sign users. Not far from this, Yule (1996:4) views pragmatics as dealing with the relationship between linguistic forms and the human beings who use these forms.

Pragmatics as a new branch of linguistics came to be regarded as a discipline in its own right only in the 1970's. Seminal works by Austin (1962), Searle (1969) and Grice (1975) contributed in what is now a science of important relevance. Early linguistics such as Saussure (1959) or Chomsky (1965) concentrated only on isolated linguistic forms and structures. In fact, both the notions of Saussure of *langue* and *parole* or Chomsky competence and performance accounted only for an ideal grammatical knowledge that is shared by the native speakers of a given language. They did not take into account the real use of language in a particular context. In other words, they neglected the notion of communication.

In his turn, Levinson (1983) explained that pragmatics is a reaction to Chomsky's use of language as an abstract construct. Leech (1983) encouraged the shift of direction within linguistics away from competence towards performance. With the appearance of this new paradigm the focus shifted away from meaning in the abstract to meaning in use.

1.2. Defining pragmatics

According to Trosborg (1994) the term 'pragma' can be traced back in the Greek language and refers to activity, deeds, and affairs. In linguistics this new paradigm called pragmatics came as a reaction to the Saussurian structuralist paradigm and the Chomskyan generative transformational grammar. Today pragmatics is an important subfield of linguistics which studies the ways in which context contributes to meaning. The study of pragmatics explores the ability of language users to match utterances with contexts in which they are appropriate; in Stalnaker's words, pragmatics is "the study of linguistic acts and the contexts in which they are performed" (1972, p. 383). Pragmatics, in Yule's words (1996:3) explores the following four areas of study:

- What people mean by their utterances and what the words or phrases in those utterances might mean by themselves.
- How speakers organize what they want to say in accordance with whom they are talking to, where, when, and under what circumstances.
- How listeners can make inferences about what is said in order to arrive at an interpretation of the speaker's intended meaning.
- How does distance and closeness determine the choice of the amount of the said and the unsaid?

In fact, the concept of pragmatics has been conceptualized by many scholars. However, most of the attempts to define it reflect more or less the same conception without radical changes. For Levinson (1983) pragmatics basically comprises the study of language usage. In Wolfson's (1989) words pragmatics involves not only linguistic and grammatical knowledge but also the ability to comprehend and produce socially appropriate language functions in discourse. In the same line, Yule (2008:4) defines pragmatics as "the study of the relationship between linguistic forms and the users of these forms". Another more precise definition was proposed by Stalkner (1972:383) and runs as follows: "pragmatics is the study of linguistic acts and the context in which they are performed". Not far from this, Kasper. Kasper (1997:3) also uses a broad term, "linguistic action," (p. 3). A simpler definition of pragmatics, one intended for second language learners, is proposed by The Center of Advanced Research in Language Acquisition at the University of Minnesota: [Pragmatics] is the way we convey meaning through communication. This meaning includes verbal and non-verbal elements and varies depending on the context, the relationship between people taking, and many other social factors.' (2006)

1.3. Pragmatics and Discourse Analysis

Pragmatics, like discourse analysis, goes beyond structural study of the phrase and focuses on higher units -speech acts and conversation turns. What is more, it focuses on its object of study through consideration of the context and its construction, through recognition of speaker intention, and through the establishment of implicit elements which the hearer has to access. A group of theories and theorists sought to go beyond the limits of the sentence, and to engage with the meaning of discourse, that is non-arbitrary sequences of utterances.

It is clear that discourse analysis has objectives that lie very close to, if not shared by those of pragmatics. This is because discourse is more than a sequence of sentences in operation. In other words: both pragmatics and discourse analysis deal with utterances in context. But while discourse analysts explain the interpretation of the elements in question without going outside language, pragmatics resorts to other aspects of human activity (beliefs, feelings, knowledge, intentions...). Only in this way can one explain how utterances are interpreted and how successful interpretation of utterances is managed. It is only with the aid of considerations of a pragmatic nature that we can go beyond the question "What does this utterance mean?" and ask "Why was this utterance produced?"

1.4. Goals of Pragmatics

Recently, pragmatics has become a very important branch of linguistics, as the inadequacies of the previous purely formalist and abstract approaches to the study of language became more evident. This specific area of research has aroused the interest of a number of scholars over the last decades. What is original about pragmatics and which is not found in other neighbouring branches is not one thing in particular, but rather than the same of traits and interest: emphasis on the speakers, the links between text and context, the will to explain meaning beyond the level of the sentence.

A closer look at the other branches of linguistics will reveal that syntax refers to the study of the formal relationships between linguistic forms and the identification of well formed sentence. Semantics is mainly concerned with lexical items. However, neither syntax nor semantics take into consideration the users. Therefore, Yule (1996) states that ‘pragmatics deal with the relationship between linguistic forms and the users of those forms’. In fact, it was not until the 1970’s that the research field of pragmatics, or the study of language in use, came to be regarded as a discipline in its right.

Moreover, we may mention two important characteristics that differentiate pragmatics from any other linguistic discipline, such as syntax or semantics. First, particular attention is devoted to users. Second, great emphasis is given to context in which these users interact. According to Stolknar (1972:383) pragmatics was defined as “the study of linguistic acts and the context in which they are performed”. The importance of context was also stressed by Wunderlich (1980:304), as he stated that “pragmatics deal with the interpretation of sentences (or utterances) in richer context”. Levinson (1983:24) regards pragmatics as” the study of the ability of language users to pair sentences with the contexts in which they would be appropriate’. In Leech’s (1983) words, pragmatics could be defined as the study of the use and meaning of utterances to their situation.

From the above definitions, we may consider a number of rather different delimitation of the field. The most promising according to Levinson (1983) are the definition that equate pragmatics with ‘meaning minus semantics’, or with a theory of language understanding that takes context into account, in order to complements the contribution that semantics makes to meaning

Up to this point, we have dealt with pragmatics as a general discipline by providing different definitions of this term and outlining its main characteristics. Nevertheless, this

area of language study is not a unitary field rather, it includes different theoretical and methodological approaches which depends on certain aspects of human communication.

1.5. Interests of Pragmatics

Pragmatics as defined earlier pays attention to language use in communication and the speaker's intentions when saying utterances in particular contexts. Thus concepts such as users, context interaction, real language or communication may be applied to pragmatics. Nevertheless, one other possibility to define it is to provide a list of the phenomena for which a pragmatic theory must account. Here, a lack of agreement appears in the way that no two published accounts list the same categories of pragmatics with the same importance.

Among the concepts that have been present over the course of the entire history of pragmatics as a general area within linguistics we have speech act theory, deixis, presupposition, conversational implicature, and relevance theory. Still, we have to mention that alongside those traditional subject areas, there have been others that have come to the fore more recently, like politeness theory, or are complete new comers, like multimodality, or the confluence between different channels and communicative codes. Based on the work undertaken by Levinson (1983:11), one of the central extensional definitions of pragmatics might run as follows: 'pragmatics is the study of deixis (at least on part), implicature, presupposition, speech act theory and aspects of discourse structure'. Of these areas we are going to focus more particularly on the theory of speech act.

1.6.1. The speech Act Theory

The speech act theory was originally developed by Austin (1962) and further elaborated by Searle (1962). Austin argues that every single utterance and every single meaning perform particular acts (qtd in Huang, 102). EFL students should know how to do things

by words; therefore, they need to know which utterances to use in order to perform a specific action such as: asserting, apologizing, requesting...Speech act theory has been influential in language pedagogy and inter-language pragmatics. Austin (1962) has been regarded as the father of speech act theory with his famous assumption that people use language not just to say things, but to do things As Austin in Asiado (2009) claims that “many utterances (things people say) are equivalent to actions” (p. 16). According to his performative hypothesis, Austin (ibid.) claims that when people use language, they do more than just make statements, that is, they perform actions. Moreover, Austin (ibid.) developed a three-fold classification of utterances into locutionary, illocutionary and perlocutionary acts.

- Locutionary acts: it is the act of saying, that is, the actual words uttered.
- Illocutionary acts: it represents what is done in saying something, the act that needs to be fulfilled through speaking or in other words, the force or intention behind the words.
- Perlocutionary acts: it is simply what is done by saying something that is, the effect of the illocution on the hearer.

Searle (1969) distinguished between propositional content and illocutionary force, which Austin referred to as locution and illocution; focusing on the illocutionary point or purpose of the act from the speaker’s perspective.

Within the realm of pragmatic ability , the ways in which people carry out specific social functions in speaking to fulfill different functions in several contexts. Searle (1976) developed a taxonomy illocutionary acts, grouped according to common functional characteristics, that has been discussed by many researchers. This taxonomy includes five many categories.

1. Representatives: they are linguistic acts in which one speaker's purpose in performing the act is to commit himself to the belief that the propositional content of the utterance is true.
2. Directives: they refer to act in which the speaker's purpose is to get the hearer to commit himself to some future course of action.
3. Commissives: there are regarded as act in which the speaker commits himself to some future action.
4. Expressives: they express the speaker's psychological state of mind, or attitude towards some prior action or state of affairs.
5. Declaration: there are acts which require extra linguistic institution for their performance.

Although Searle's theory of speech acts has had a great influence on aspects of pragmatic theory, it has also received very strong criticism. Thomas (1995) for instance, criticizes Searle's typology on the grounds that it only accounts for formal considerations. This author states that speech acts cannot be regarded in a very appropriate to grammar as Searle tried to do and suggest that these functional units of communication may be characterized in terms of principles instead of formal rules. In his turn Leech (1983) focuses on meaning and presents a functional perspective of speech acts against a formal viewpoint.

Thomas (1995) also refers to functional psychological and effective factors influencing speech acts. Therefore, this author assumes that speech acts cannot be classified following formal rules, but instead on the basis of their interactional learning and author factors like that of the context where they may be performed.

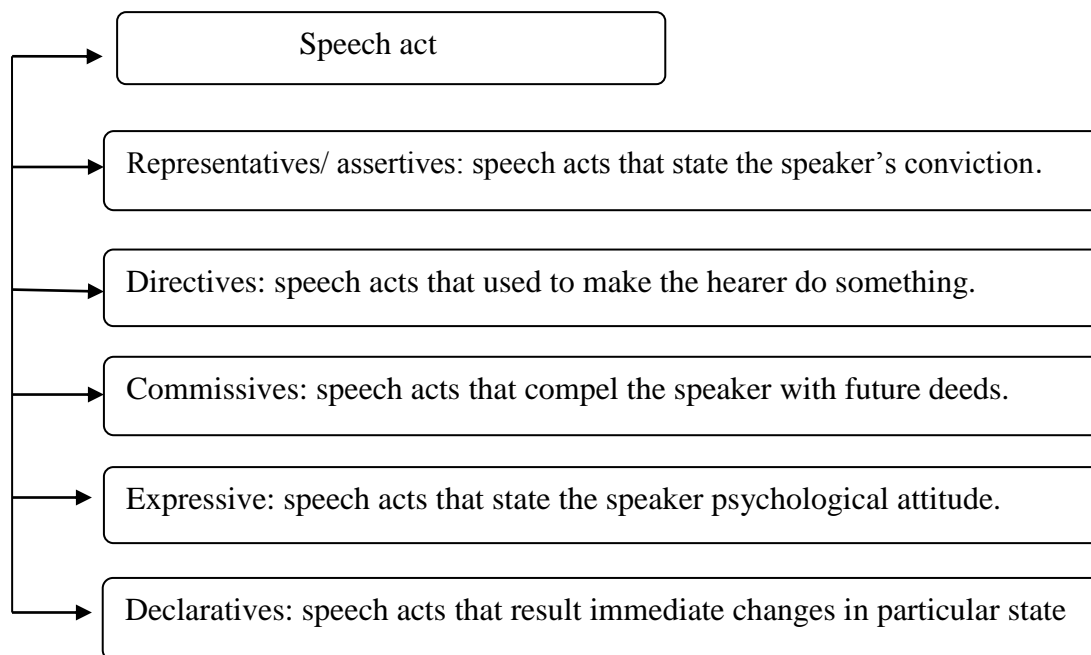


Figure 01: The five types of speech act presented by Austin

Adapted from (Huang 106-108)

1.6.1.1. Direct and Indirect Speech Act

Huang mentions that there are three main types of sentences in almost all of the languages which are; declarative, interrogative, imperative (109) and three main types for the illocutionary forces; asserting/ stating, asking/ questioning, ordering/ requesting. On this basis he differentiates between the direct and indirect speech act.

When EFL students know how to make speech acts correctly, in other words, how to do things with words means that they know how to express their objectives through using the target language. But it is not sufficient to make them affective speakers.

1.6.2. Conversational Implicature

Work on conversational implicature is usually credited to H.P. Grice (1975). What Grice attempted to do is to face up the problem of how meaning in ordinary human

discourse differs from meaning in the precise but limited truth-conditioned in sense. In fact, Grice outlined an approach to what he termed “Conversational implicature” explaining how learners manage to work out the complete message when speakers mean more than what they say. In other words, Grice was interested in explaining the difference between what is said and what is meant. He found out that “what is said” is what the word means at their face value, and can often be explained in truth-conditioned terms. ‘What is meant’ , however, is the effect that the speaker intends to produce on the addressee by writhe of the addressee recognition of his intention.

The idea behind conversational principles is the assumption that conversation proceeds according to a set of principles and maxims which interlocutors assume are being followed in the utterance of others (Leech, 1983). However, these principles and maxims are not always adhered to by the interlocutors in a conversation. They are sometimes flouted for one purpose or another.

1.6.3. The Cooperative Principle and the Conversational Maxims

To give an account of the process of inferring conversational meaning, one could assume that the interactants in a conversation have regard to what Grice (1975) calls the cooperative principle:

“Make your contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction the talk exchange in which you are engaged”

The cooperative principle, started in its most general terms above, can be explained by four underlying maxims. These Gricean maxims are:

1. Maxim of quality: speakers should be truthful.
 - a. try to make your contribution one that is true.
 - b. do not say what you believe to be false
 - c. do not say that for which you lack evidence
2. Maxim of quantity: make your contribution as informative as is required for the current purposes of the exchange. It should be neither too little, nor too much.
3. Maxim of relevance: do make your contribution relevant to the purpose of the exchange.
4. Maxim of manner: Be perspicuous, brief, orderly and avoid obscurity and ambiguity.

1.6.4 Politeness Theory

In general politeness is an aspect of a speaker's social behaviour which shows deference towards the wishes and concerns of the addressee. The basic notion of their model is "face". This is defined as "the public self-image that every member of society wants to claim for himself". In their framework, face consists of two related aspects. One is negative face, or the rights to territories, freedom of action and freedom from imposition - wanting your actions not to be constrained or inhibited by others. The other is positive face, the positive consistent self-image that people have and their desire to be appreciated and approved of by at least some other people.

There is a linguistic manifestation of politeness, investigated seminaly in a book by the English linguists Penelope Brown and Stephen C. Levinson (1979) which involves strategies for maximizing deference in exchanges, e.g. by employing indirect speech acts or by using formal address terms. These strategies aim at a certain goal, to save the face of the addressee. The term face refers to the public self-image of speakers and can be subdivided into two main types. Positive face refers to an individual's wish to be respected

and appreciated by others. Negative face refers to the wish not to be restricted or impeded in the choices one makes concerning social behavior. Politeness is hence understood as a means of showing awareness of another's face.

Social behavior can constitute face saving acts by being deferential to others, emphasizing the importance of their wishes and concerns. On the contrary, a face threatening act tends to encroach on another's freedom of action and may be interpreted as an imposition or indeed an insult. There are many linguistic strategies for minimizing the threat to negative face, for instance by apologizing in advance for disturbing someone, and for maximizing the enhancement of positive face, for instance by pointing out a common interest in some suggestion made to an addressee.

Language provides devices or strategies for reducing the potential loss of face in social interactions. For instance, hedges are devices, used in conversation, which serve the purpose of weakening the force of a statement. The face of one's interlocutor can be supported in conversation by back-channeling, a strategy in communication whereby the listener confirms his/her attention to what the other person is saying.

There are significant differences between language in terms of what is regarded as polite or impolite. For example, a simple but often important difference between English and German is that the latter allows the neutral use of third person pronouns when referring to someone who is present. If, say, more than two people are in a conversation in English then it is good manners when two are talking to each other and referring to someone else in the conversation to use the name of this individual.

1.6.4.1. Leech' Maxims

Leech defines politeness as a type of behaviour that allows the participants to engage in a social interaction in an atmosphere of relative harmony. In stating his maxims Leech uses

his own terms for two kinds of illocutionary acts. He calls representatives “assertive”, and calls directives “impositives”.

Each maxim is accompanied by a sub-maxim, which is of less importance. They all support the idea that negative politeness (avoidance of discord) is more important than positive politeness (seeking concord).

Not all of the maxims are equally important. For instance, *act* influences what we say more powerfully than does generosity, while approbation is more important than modesty.

Speakers may adhere to more than one maxim of politeness at the same time. Often one maxim is on the forefront of the utterance, while a second maxim is implied.

1.6.4.2. Face and Politeness Strategies

Face (as in “lose face”) refers to a speaker's sense of social identity. Any speech act may impose on this sense, and be therefore face threatening. Speakers have strategies for lessening the threat. Positive politeness means being complimentary and gracious to the addressee (but if this is overdone, the speaker may alienate the other party). Negative politeness is found in the various ways of mitigating an imposition. Negative politeness can take the form of: Hedging: Er, could you, er, perhaps, close the, um , window?

- Tact maxim (in directives [or impositives] and commissives): minimize cost to other; [maximize benefit to other]
- Generosity maxim (in directives and commissives): minimize benefit to self; [maximize cost to self]
- Approbation maxim (in expressive and representatives [assertive]): minimize dispraise of other; [maximize praise of other]
- Modesty maxim (in expressive and representative): minimize praise of self; [maximize dispraise of self]

- Agreement maxim (in representatives): minimize disagreement between self and other; [maximize agreement between self and other]
- Sympathy maxim (in representatives): minimize antipathy between self and other; [maximize sympathy between self and other]

1.6.5. Deixis

Deixis is a technical term which was derived first from the Greek word meaning ‘to show’ or ‘to point out’, and any linguistic form used to accomplish the pointing via language is called deictic expression. Deixis is directly concerned with the relationship between the structure of the language in which language is used. There are linguistic expressions that are typically used as deictic expressions or deictics which includes:

- Demonstrative
- First and second personal pronouns
- Time markers
- Adverbs of time and space
- Motion verbs

English has two-way system of demonstrative, or ‘pointing’, pronouns: one for objects being close to the speaker and one for those further away as in English we have this/that. Pronouns serve to refer back to nouns mentioned in a previous sentence. Personal pronouns form another group of elements which have a deictical function, where a male person must have been previously mentioned in the discourse otherwise the sentence is not interpretable. There are two other major areas where deixis plays a central role. This is in the temporal sphere of language, time deixis is concerned with encoding of temporal points such as: now, later, before, tomorrow. The tense system of a language as the English with the present, past, pluperfect, future and future perfect tenses can be interpreted as fulfilling

deictic functions along a time axis, and spans relative to the time at which an utterance is produced in speech event. Apart from the many prepositions and adverbs, such as up, down, over, under, across, underneath.

1.7. Pragmatic Competence

The notion “Competence” is the focus of current inquiry across disciplines such as: linguistics, sociology and psychology. As a result, Many scholars agreed to define the term competence in general as “the knowledge and ability that underlie language use” (Hymes 1972: 20). Moreover, Erton (2007) describes competence as the type of knowledge which the learners acquire, develop, learn, use and forget” (Erton 2007).in particular, this concept was originated by Noam Chomsky, the father of linguistics, who raised the competence performance distinction. According to Chomsky, competence is shared knowledge users possess that enables them to generate, produce then comprehend a wide range of structures and utterances governed by linguistic rules. Levinson (1983: 24) describe pragmatic as: 3the study of the ability of language users to pair sentences with the contexts in which they would be appropriate”. Rose and Kasper (2003/2) define pragmatics as:

...the study of communicative action and its socio-cultural context, Communicative action includes not only using speech acts (such as: Apologizing, complaining, complimenting, and requesting), but also engaging in different types of discourse and participating in speech events of varying length and complexity.

It is worth mentioning that pragmatics is interested in investigating specific topics including: deixis, implicature, relevance and politeness theories, presupposition, and speech acts...

In general, the aim of language learning is not any more linked to linguistic competence such as lexical items phonology, morphology, and syntax rules but proceed to incorporate

the social cultural dimension within which language embedded and where interaction takes place.

1.7.1. Defining Pragmatic Competence

Different notions and perspectives exist for the notion of pragmatic competence.

A notion that has proved to be one of the most influential theoretical development in language teaching. However, most of these attempts to explain pragmatic competence reflect more or less the same conceptions without radical changes. According to Wolfson (1989) pragmatic competence involves not only linguistic or grammatical knowledge but also the ability to comprehend and produce socially appropriate language functions in discourse. For Levinson (1983) pragmatics basically comprises the study of language usage. According to Lightbown and Spada (1999), pragmatic competence refers to the ability to use language forms in a wide range of environments, factoring in the relationships between the speakers involved and social and cultural context of the situation

Not far from this, Leech defines pragmatic competence as the speakers knowledge and the rules of appropriateness and politeness which dictate the way the speakers will understand and formulate speech acts. Speech acts are the key areas of linguistic pragmatics. Specific speech acts include apology, complaint, compliment, refusal request, and suggestion. Moreover, research findings revealed that even advanced learners in second or foreign language may still be unable to produce language that is socially and culturally appropriate. Therefore, we do agree with Kasper and Rose (2001) who defines pragmatics as the study of communicative action in its socio-cultural context.

One good working definition of pragmatic competence is given by Barron (2003:10) and runs as follows:” pragmatic competence is understood as knowledge of the linguistic resource available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally knowledge of the appropriate contextual use

of the particular languages linguistic resources. Thomas (1983:92) views pragmatic competence as a speaker's ability to use language effectively in order to achieve specific purpose and to understand language in context'.

Given the afore mentioned definitions, we can say that pragmatic competence refers to the ability to understand, comprehend, construct, and appropriate for the social and cultural circumstances in which communication occurs. Moreover, it is worth mentioning here that in general, the aim of language learning is not any more linked to linguistic competence such as lexical items phonology, morphology, and syntax rules but proceed to incorporate the social cultural dimensions within which language embedded and where interaction takes place.

1.8. The Pragmatic Component in the Models of Communicative Competence

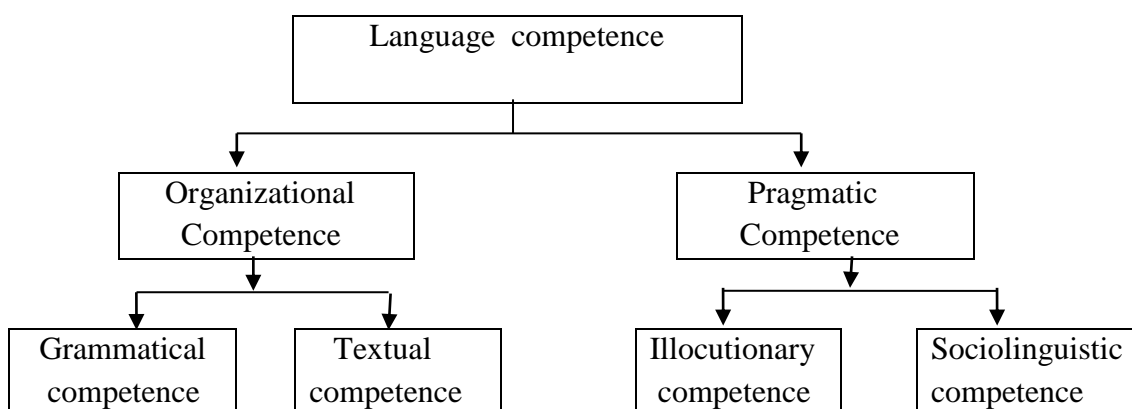


Figure 02: Bachman's communicative model (Martinez, 2006:36)

Achieving pragmatic competence in order to be communicatively competent has always been regarded as one of the main components of communicative competence it is for the reason that different scholars have attempted to define the specific components that make up the constructs of communicative competence. Among the different constituents, the pragmatic component is essential in the EFL context, it is very important to teach sentences not only in grammatical terms, but also in appropriateness to the situation where the utterance takes place.

The first model was proposed by Canale and Swain (1980) and later developed by Canale (1983) according to these authors; communicative competence is made up of four main competences grammatically sociolinguistic, strategic and discourse competence. Levinson, Bachman (1990) was the first researcher to explicitly divide language knowledge into organizational and pragmatic competence. Organizational competence implies the control of the formal structure of language in order to produce and organize grammatically correct sentences, understand their propositional content, and order them to form texts. Pragmatic competence on the other hand is concerned with two significant aspects of communicative language use: the relationships between signs and referents of communication. This notion of pragmatic competence, as Bachman (1999) puts it; it is subdivided into two subcomponents, namely those of illocutionary competence and sociolinguistic competence. The former refers to the knowledge of the pragmatic conventions for performing acceptable language functions, while the latter is concerned with the knowledge of the sociolinguistic competence.

Another model was proposed by Celce-Murcia Dornyei and Thurrel (1995).they tried to integrate discourse competence, linguistic competence, sociocultural competence, actional competence and strategic competence. In their model pragmatic competence is referred to as actional competence because it involves the understanding of the speaker's communicative intent by performing and interpreting speech acts. In Celce-Murcia et Als' (1995) model all the constituents are interrelated.

In his turn, Alcon (2000) developed a model that is composed of three competences, namely, those of discourse, linguistic and strategic competences. Discourse competence includes the linguistic, textual and pragmatic constituents. Linguistic competence refers not only to the grammatical knowledge but all the aspects of linguistic system. The textual and pragmatic constituents are necessary to the construction and interpretation of the discourse.

All the models mentioned above attempted to explain the construct of communicative competence. Moreover, they were very influential in the field of foreign language teaching. They all highlight the importance of achieving pragmatic competence in order to become communicatively competent.

1.9. The Components of Pragmatics

In the previous sections, we have dealt extensively with pragmatics as a general discipline by providing different definitions of this concept and outline its main characteristics. We said that it pays attention to language use in communication and the speaker's intentions in particular contexts. Real language or communication may be attributed to pragmatics. However, this area of language study is not unitary field rather, it includes different theoretical and methodological approaches which regulate human communication.

In fact, pragmatics has not been without its own discrepancies. To resolve some of its oddities, several derivative terms have been proposed for the classification of the wide range of the subject matters involved in pragmatics. In this aspect, Leech (1983) and Thomas (1983) draw on the term "pragmalinguistics" to refer to the study of the "the more linguistic end of pragmatics- where we consider the particular resources_which a given language provides for_conveying particular illocutions(namely, the speech acts performed via utterances). Such resources include pragmatic strategies like directness and indirectness, pragmatic routines, and a wide range of modification devices which can intensify or soften the communicative act.

The second important component of pragmatic competence is socio pragmatics which deals with the relationship between linguistic action and social structure. Leech (1983) uses the term socio-pragmatics to refer to the "sociological interface of pragmatics". In

other words socio-pragmatics is the study of the way in which conditions on language use derive from the social situation. It deals with the social factors such as status, social distance at degree of imposition that influence what kinds of linguistic acts are performed and how they are performed.

1.10. The Importance of Teaching Pragmatics

In addition, my motivation for writing this paper is based on the fact that while I was learning English I did not have formation in the area of pragmatics, and therefore, I could not identify the importance of this element until I needed it in my experience in an English speaking country. As a consequence, I have been able to develop an understanding of how to teach English with the addition of pragmatics in order to benefit my future students with it. The chief goal of instruction in pragmatics is to raise learners' pragmatic awareness and to give them choices about their interactions in the target language.

Conclusion

This discussion throughout this chapter showed the shift away from previous traditional methodologies, whose main focus was the acquisition of grammar rules, to new and more communicative perspective. With the advent of the communicative language teaching, communication has become the main objective in language learning. This approach to language teaching and learning adopts the development of learners' communicative competence as its main pedagogical goal.

As a result, of these change, pragmatics was introduced as a specific area of study in linguistics which deals with the contextual factors that influence interaction. In this respect, and in addition to linguistic competence offered pragmatic competence as an essential component of communicative competence. Since then, developing pragmatic competence has been given a special importance.

Chapter Two
Pragmatics and Foreign Language
Teaching

Chapter Two: Pragmatics and Foreign Language Teaching

Introduction

This chapter was devoted to the acquisitional process in learning pragmatics. Bearing in mind the necessity to adopt a more psycholinguistic approach in learning pragmatics, this chapter will deal with cognitive processes involved in the acquisitional pragmatic features. Moreover, in our endeavor to tackle the teach ability for none teach ability of pragmatics we review some studies that deals with this particular issue. We will also try to tackle the question of whether this aspect should be taught implicitly or explicitly. Finally, this chapter will investigate the main problem that faces the teaching of pragmatics.

2.1. Understanding the Acquisitional Nature of Pragmatics

Despite of its firmly established status as a critical research area in first language development, pragmatics has long been a neglected area in second and foreign language research. It has been assumed that it is the aspect of communicative competence that is beyond foreign learners' reach. It is only recently that some researchers recognized it as a legitimate field of study. Still, much remains to be learned about the acquisition processes of second or foreign learner's pragmatic competence.

One of the theories that attempt to explain the different mechanisms learners have to activate in order to process knowledge in the cognitive processing theory. As farther as pragmatic knowledge is concerned, Kasper (2001) believes that information from this theory has been adopted to explain pragmatic development. As a matter of fact, understanding how pragmatic aspects are psycho linguistically processed would contribute to the development of appropriate pedagogical interventions that helps learners' acquisition of pragmatics. Two main important theories have been developed, namely Schmidt's (1993) noticing hypothesis and Bialystok's (1993) two dimensional model of language use

and proficiency. Contrary to other theories which consider learning as a conscious process, Schmidt's theory pays attention to the role of consciousness in the acquisition of the target language. For Schmidt's (1993) learning requires awareness at the level of noticing, and that the learners notice in input is what becomes intake for learning. Schmidt (1993) explains that input features have to be noticed in order for them to be acquired. Moreover, Schmidt distinguishes between noticing and understanding. He stated that noticing refers to the phenomenon that appear at the surface level, that is, those elements that are only noticed rather than understood, while understanding concerns a deeper level of abstraction.

Another theory that provides explanations for the development of pragmatic competence was suggested by Bialystok (1993). This model consists of two dimensions, and they refer to analysis of knowledge and control of processing. The former is defined by Bialystok (1993: 44) as "the process of making explicit, or analysis, a learner's implicit knowledge of domain. Thus, this process requires the creation of domains of knowledge with mental representations that can become available for use and in comprehension and production. The second dimension, control of processing is" the process of controlling attention to relevant and appropriate information and integrating those forms in real time"(Bialystok 1993).

In summary both theories are important and provide framework for understanding how pragmatic competence develops in second and foreign language.

Teaching pragmatic competence is one of the most neglected areas in English language curricula in most countries where this language is taught as a foreign language. The question that should be asked is whether the EFL classroom in its classical format can really offer opportunities for pragmatic learning. Moreover, research into pragmatic competence dealt with foreign and second language learners has proven that linguistic

proficiency. Therefore, there is today shift from previous traditional frameworks which considered language as a formal system based on grammar rules, towards a more communicative perspective.

As far as the EFL classroom is concerned, one question that comes to mind for both researchers and teachers is whether learners are exposed to appropriate and sufficient input. Most of the time learners do not receive relevant input or receive it from sources that are not adequate. In foreign language context teachers are non-native speakers of English and are not well-trained for teaching pragmatic aspects of TL. Besides, there are no courses for pre-service education or in-service training. Consequently trainees should be provided with sufficient pragmatic courses in order to be able to help their learners see language in context.

The other important element that plays an important role in developing pragmatic competence of learners is ELT materials. The presentation of pragmatic language features in text books is vital. According to Vellegna (2004), pragmatic ability did not receive attention in the EFL context. A study that he conducted on the evaluation of the text books revealed that neither English text books nor English classroom provide adequate pragmatic input to learners with regards to quality of pragmatic input required. Therefore, to help learners develop pragmatic competence, language teaching materials need to include pragmatic materials and tasks. Moreover, attempts of presenting learners with very few mini dialogues for certain speech acts that are contrived do not help learners develop their pragmatic ability. Add to this the environment which is not favorable for any pragmatic use.

2.2. Pragmatic Instruction: Implicit or explicit?

The question whether pragmatics should be taught implicitly or explicitly is still open and not settled yet. Some researchers emphasize the necessity of explicit instruction to achieve pragmatic objectives whereas others claim that it is only taught implicitly integrating the pragmatic aspects of the TL that EFL learners could benefit its development. The distinction between explicit and implicit teaching and their potential effectiveness are keys aspects related to these concerns. Therefore, in order to understand the difference between two types of instruction, let us define them.

Explicit instruction refers to a conscious process in which learners are aware of the new knowledge they are receiving. Therefore, implicit learning is seen as a non-conscious process in which learners are not aware of what is being learned, since their focus is one of the surface features of a complex stimulus domain. Doudhly (2003) states that explicit instruction includes all types in which rules are explained to learners: whereas implicit instruction makes no overt reference to rules or forms.

Moreover, a number of studies conducted so far propose that learners benefit from attention-drawing activities with pragmatic instruction and appropriate feed back more than being exposed to new language items without any instructions. However, some others such as Kasper (1997) Rose (2001) believe that the target pragmatic feature are better learned if they are taught explicitly using some enhancement techniques. Akashi (sited in Kasper and rose 200i:171_199) states that “the target pragmatic features were found to be most effectively learned when they are under the condition in which a relatively high degree if input enhancement was realized with explicit meta pragmatic information”.

According to Criado (2009) when dealing with the learning of functions of language two main options one usually considered: explicit or incidental teach the former advocates

for a conscious presentation of information to be learned. It is commonly assumed that being conscious and aware of what we have to learn is more efficient for acquisition. The latter advocates usage (meaningful usage with no explicit information on the words).in a study conducted by Kasper (2001) it was found that the explicit meta pragmatic instruction is more effective than implicit teaching irrespective of other possible intervening factors such as learners level of proficiency in the TL or lengths of instruction. In line with these authors we do believe that pragmatic features of the TL should be explicitly taught no matter how the learners are able to use that knowledge in their social interactions.

Following what has been said earlier in this section, in feeding pragmatics we have to design tasks that are meant to raise learners' pragmatic consciousness mainly in socio pragmatics and pragma-linguistics. These conscious raising tasks are necessary because first, they can raise learner's awareness about specific socio-cultural and pragma-linguistic routines.

Second, they can provide learners with explicit socio cultural and pragma-linguistic knowledge about those routines. According to Tatsuki (cited in JALT: 2001:912), there are three main aspects in teaching pragmatics. First, there should be a focus on form in which meta pragmatic explanations are provided. Second, it is important to focus on meaning. And finally, awareness since pragmatic competence will improve only if learners become aware of mistakes between L1 pragmatic norms and those of the TL.

2.3. Pragmatic Transfer

Kasper (1992:207) defines pragmatic transfer as the “influence exerted by learners' pragmatic knowledge of the language and cultures of other than the TL on their comprehension, production and learning of pragmatic information in the TL”.

According to Kasper and Blum Kalka (1993), pragmatic transfer is the influence from learners' mother tongue and culture on their inter-language pragmatic knowledge and performance. Rizk (2003) defines pragmatic transfer as: "the influence of learners' pragmatic knowledge of language and culture rather than the target language on their comprehension, production, and acquisition of L2 pragmatic information". Moreover, pragmatic transfer can be either positive which considers evidence of socio-cultural and pragmatic universality among languages, or negative, which shows inappropriate transfer of L1 linguistic norms into L2. Very often pragmatic errors occur where speech act strategies are inappropriately transferred from the L1 to L2 (Thomas 1983).

Most of the studies dealing with pragmatic transfer have been based on negative transfer, since positive transfer refers to the use of the same pragmatic feature in both learners' mother tongue and the TL. Since this process entails no problems; most studies have paid attention to negative transfer. Most of the studies based on negative transfer have investigated both socio-pragmatic and pragma-linguistic transfer. The former refers to transfer in learners' awareness of a particular speech act being appropriate to the context in which it is performed (Takashi 1996). The latter refers to the level of form-force mapping, that is, the selection of the linguistic realization from their mother tongue into their inter-language.

Most studies conducted so far, revealed that frequently learners misuse some strategies in the TL because of some context variables such as social distance and social power which are different from their first language. House (1993) turned this negative transfer as "L1 schematic transfer". He explains that it stems primarily from a lack of the culture. Specific pragmatic knowledge needed for a given situation rather than a deficiency of linguistic competence.

However, findings in the studies of the relationship between proficiency and transfer have been incompatible to date, and thus no solid pattern has yet been established. Meshiba, Kasper and Rose (1996) claim that advanced learners were better than intermediate learners at identifying contexts where L1 apology strategy could or could not be used. And so apparently, one of the reasons of negative transfer is a lack of linguistic resources. Yet other researchers claim that pragmatic transfer occurs when learners are advanced enough to be able to analyze the components of complex speech acts, but make incoherent hypotheses about how L1 lexical and syntactic items correlate. Takahashi and Beebe (1987:153) for instance claim that the more proficient learners are; “the more they have the rope to hang themselves with”

Furthermore, we need also to recognize that other factors may overweigh, linguistic proficiency, like learners familiarity with the situational co-text and since many agree that negative transfer could be attributed to dis-identification strategy and the lack of students awareness of what is and is not appropriate in given contexts. Bardovi-Harlig and Dornyei (1997) repute that without a pragmatic focus, “foreign language teaching can raise students’ meta-pragmatic awareness, but it does not contribute much to develop their meta-pragmatic consciousness in L2”.

2.4. The Importance of Teaching Pragmatics

What could be the goals of teaching pragmatics? what are its benefits to learners? These and many others questions have inspired a huge amount of research in second and foreign language teaching. However, developing pragmatic competence cannot be achieved overnight. In fact it is a long process that requires knowledge from different fields of study. Research into the pragmatic competence of foreign and second language learners has shown that grammatical development does not guarantee a corresponding level of pragmatic

development and that even advanced learners may fail to comprehend or to convey the intended intentions and politeness values. It is of a crucial importance for EFL learners to be able to create and understand language that is appropriate to the situation in which one is involved.

According to Bardovi-Harlig and Mahain-Taylor (2003) the main goal of teaching pragmatics is to raise learners' pragmatic awareness and give them choices about their interaction in TL .They further indicate the goal of instruction in pragmatics is not to insist on conformity to a particular target language norm, but rather to help learners become familiar with the range of pragmatic devises and practices in the TL”.

The main objective in teaching English as a foreign language is to enable learners to communicate effectively in many situations and contexts. This involves being able to control a wide range a wide range of language functions, which are how speakers use language for requesting, congratulating, greeting, complaining, consoling, and promising, among many other functions(Teresa 2009).Nowadays, there is an intimate relationship between pragmatics and language learning and teaching. Therefore, Bonton in Guerra (2003:10) contends that:

Pragmatics and language learning are inherently bound together. Pragmatics provides language teachers and learners with a researchers and learners with a research based understanding of the language forms and functions that are appropriate to the many context which a language is used. An understanding, that is crucial to proficient speaker communicative competence.

In fact, pragmatic instruction should aim at provide learners with the means to be able to go beyond the literal meaning of what is said or written in order to interpret the intended

meaning meanings, assumptions, purposes or goals and the kinds of act in being performed (Cohen 2007) Adana.

Moreover, communicative competence have shown that learning accedes the limits of memorizing vocabulary items and grammar rules (Canale 1983).in reality the goal of instruction in pragmatics is to learners pragmatic awareness and to give them the choices for their interactions and helps them become familiar with the range of pragmatic devices and practices in the TL.

2.5. Pragmatic Fossilization

What is pragmatic fossilization! Why does it occur! Why cannot language learners simply observe native speakers and adjust their manner of speaking accordingly! First, pragmatic fossilization is a term used to describe when a language learner continues to use the rules of speaking of their native language despite a longtime spent in the target language environment (Marsh 1990). The answer to the rest of question lies in the fact that language is so deeply embedded within a person's subconscious , he or she is unable to notice where the target language rules of speaking differ from their native language rules which seen so natural.

Pragmatic fossilization resulting from pragmatic transfer is a serious problem that can result in many misunderstandings and hurt feelings. Most often language learners must function in a FL culture that is different from their native culture and therefore, they have to suffer through serious problems in their endeavour to learn the new culture.

In fact, very often many learners may not even realize that they are breaking the rules of speaking from birth, children are raised within a cultural context, and since culture is an integral part of language, the process of socialization in the conventions of this culture occur simultaneously as part of language acquisition (Ochs and Schiefflin 1984).For

example, one high frequency of indirect requests in Japanese children at a very young age. Japanese mothers will make an indirect request for something to their two years old by stating a wish such as "Gee, I'd like some soup too," and the two year old already knows at this young age that such a statement is indeed an imperative (Chancy, 1990:29) since one is socialized in one's understanding of reality is founded in these early cultural lessons. So, culture effects perception of the world and persons may be so thoroughly bound to their own culture that they may be unaware that other ways of viewing the world are possible.

Nevertheless, language researchers are quite optimistic about the possibility for improvement if learners are exposed to sufficient and adequate input.

2.6. Pragmatic Failure

Pragmatic failure also known as pragmatic error refers to the speaker's production of wrong communication effects on rough the wrong use of speech acts or one of the rules of speaking. Rose (1983) uses the term "pragmatic failure" to refer to the inability to the individual to understand what is meant by what is said. Moreover, Thomas (1983) proposed two kinds of pragmatic failure. On one hand, we have socio-pragmatic failure which arises from cross-culturally different perceptions of what constitutes appropriate linguistic behavior". (p.99). on the other hand, we have pragma-linguistic failure which is observed when the "pragmatic force mapped on to linguistic taken or structure is systematically different from that normally assigned to it by native speakers". (p.101)

In fact, Thomas (1983) refrains from using the term "pragma-linguistic error" because, to her; pragmatics is not strictly formalizable the term error, therefore, does not seem applicable here. In more clear terms, although grammar can be judged according to prescriptive rules, the nature of pragmatic or socio-pragmatic patterns is such that it is not

possible to say that” the pragmatic force of an utterance is wrong. All we can say is that it failed to achieve its goal” (Thomas cited in Wolfsan 1989:16)

In most cases, the learners of a language translate from their native language into the TL. The learners, however, fail to get their meaning across because the communicative conventions behind the utterances used are different. Therefore, Thomas (1983) points out that is this more linguistics hence pragma-linguistic, problem, than a pragmatic one because:

- It has little to do with speaker’s perception of what constitutes appropriate behavior
- It has a great deal to do with knowing how to phrase a request, for instance, so it will be interpreted as a request rather as an information question.

Furthermore, many of the misunderstandings that occur during communication stem from what Thomas calls socio-pragmatic failure. This has to do with “ knowing what to say” and” to whom you say it”.

Thomas (1983) believes that many of the misunderstandings that occur in cross culture countries are due to the diversity that exists across cultures. This results in differences in evaluation regarding what she calls ”size of imposition”, “taboos” ,”social distance” and “value judgments”.

2.7. The Teachability of Pragmatics in the Algerian EFL Context

Over the last few years, both teachers and students began to realize that language is not a mere collection of lexico grammatical rules to be learned and forgotten afterwards. However, while the structural components of language remain crucial, the main goal of learning a language is after all communication. Many leading authors (Rose and Kasper

2001; Bardovi-Harlig 1999, Yoshinmi 2006) all express an increasing interest in giving priority to developing learners' pragmatic competence. Teaching pragmatics in Algeria is still in its infancy and developing Algerian learners pragmatic competence is one of the most neglected area in English language curriculum.

Nowadays, learning English is regarded as an essential component in the curricula at different levels. Therefore, the goal of teaching English should be to cultivate Algerian learners' communicative competence. In the Algerian context there is a total dearth of pragmatic components and their presentations are marginalized compared to other language contexts. Traditionally in the Algerian context, teachers and students alike are obsessed by the desire to acquire rules as much as they can. Consequently, teachers devote invaluable time to rule explanation and to lengthy lectures that are most of time accompanied by handouts often distributed as references for possible exams. This is quite understandable since the context of the entire course proposed turn around purely structural approaches to teaching the TL. However, with the reforms in education at the university level and with the implementation of the curriculum. Those innovative reforms led to the inclusion of new modules such as; 'pragmatics and 'culture', 'Theme and Version' and 'Discourse Analysis'.

As far as the Algerian context is concerned, English is more a foreign language than a second language. In other words, Algerian learners of English do not use it frequently in their lives. Despite this situation English is being accepted everywhere especially for foreign communication. Therefore, developing learners' pragmatic ability must be given importance just as the linguistic aspect of the TL do. As a result, it is now high time that teaching pragmatics became an essential goal in the teaching of English in Algeria. Furthermore, it is important to establish a national program.

2.8. The Role of Culture.

Language is inseparable from culture. A particular language is associated with a particular culture, the language provides the key to the understanding of the associated culture, and language itself cannot be really learned or fully understood without enough knowledge of the culture in which it is deeply embedded. On the one hand, languages is influenced and shaped by culture; it reflects culture. In the broadest sense, language is the symbolic representation of a people, and it comprises their historical and cultural backgrounds as well as their approach to life and their ways of living and thinking what needs to be stressed here is that understanding the language requires understanding the culture. It also means learning to see the world as native speakers of that language see it, learning the ways in which their language reflects the ideas, customs, and behavior of their society, So language and culture must be studied together, and great efforts must be made in the study of the culture in which the TL operates. Improving our cultural quality may make our language fluent, vivid, and elegant that enables learners to gain that type of knowledge throughout the curriculum.

2.9. Challenges Related to Teaching Pragmatics

Recently, pragmatic competence, the ability to use language appropriately and efficiently has been recognized as an important element in the curricula of teaching English as a foreign language. Therefore, there is now as shift from previous traditional paradigm which viewed language as sum of rules, towards a more communicative perspective. However, in contrast to SL context where learners have more opportunities for exposure to the TL, FL learners are in a disadvantageous situation. In fact, F L learners depend largely on the input provided by their teachers the textbooks on their notes.

Consequently, learners' lack of pragmatic competence can be attributed to different factors especially the textbooks which contain texts and dialogues which reflect no pragmatic insights that can develop their oral proficiency. In the FL context are non native speakers who need to be well prepared for teaching pragmatic aspects of the TL. Therefore, they need pre-service and in-service training. The second important element in teaching pragmatics is closely related to the materials presented to the EFL learners. We knew that in the EFL context there is much less occasion for learners to use the TL outside the classroom. The major type of input is provided by course books. However, the language they propose is not natural and very often de-contextualized. As a result, it loses much of its communicative value.

In the coming section we will deal with the difficulties that hinder the development of pragmatic competence in the EFL context.

1.9.1. The textbooks

In the EFL context where there are few opportunities for exposure to the TL, course books represent the main course to help learners be aware pragmatically, However, most text books present a kind of language which is attended to a simply adopted to meet certain pedagogical purposes. Therefore, the language they contain is completely de-contextualized and lacks natural language that reflects the real nature of the TL. Many research conducted on textbooks related that this type of materials are not sufficient to provide pragmatic input that help in developing EFL learners pragmatic competence.

2.9.2. Teachers' Training

The teacher is the second main course of Input in EFL classroom. However; quite often the teachers' talk is often simplified and adapted to the learners' level. Consequently, teachers' talk does not prepare the learners for the real natural use of the TL. Today,

pragmatic competence has been recognized as an important element of communicative competence that requires the knowledge of pragmatics and the ability to use it. Moreover, in the EFL context teachers' are not trained in teaching pragmatic aspects and do not possess the ability to create pragmatic learning tasks for their students. In the EFL context, teachers who are very often non-native speakers themselves need exposure to the target language as used by active speakers. As a result, both teachers and learners need instruction in pragmatics.

2.9.3. Overcrowded Classrooms

In the EFL context, the classroom is the only space where learners could be provided with input for developing their pragmatic competence. However, this space can hardly offer any conditions that enable learners to practice the TL. Most of the time teachers are unable to manage their classes due to the class size. The classroom in its actual state can hardly supply any opportunities for pragmatic development because limited contact hours and, lack of pedagogical media and no intercultural communication.

2.9.4. Learners' Attitude towards the TL

Do learners realize the importance of learning a foreign language? How do they react to language classes? Do they know that having a good command of English is a key to their success? As far as English is concerned, most learners take for exam. In fact , they rarely use it outside the classroom. Some even find it shameful to use it between them. All these factors may constitute real obstacles for any pragmatic development. Of course; all these results in the loss of motivation and the motivation to learn the TL. Actually, English is used for music, for movies for fashion but with limed and comprehensible manner.

2.9.5. The Role of the Materials

One of the pillars of teaching language ELT materials play an important role in developing both learners' linguistic competence and pragmatic competence and pragmatic competence. In the selection of materials we should try to frequently include pragmatic materials to help learners develop their pragmatic awareness and abilities. However, in most English language curricula there is a total dearth of pragmatics aspects. This is due to the fact that most EFL teachers tend to focus on the teaching of isolated structures or purely grammatical rules. This situation results from adopting those tightly lexicogrammatical syllabuses that concentrate on the acquisition of grammar rules and vocabulary. This kind of input can hardly prepare learners to use the TL adequately and naturally as it is used the main stream society.

Moreover, in the FL teaching contexts there exist few possibilities to use the TL for communicative purpose. Very often the material used fall into two main kinds created, adopted but rarely authentic these materials which lack any real use of the TL constitute the major source of pragmatic knowledge. Therefore, contrived and de-contextualized to an extent that they present learners with language that is poorly selected. They very often include texts, short dialogues and conversations which do not help learners develop their pragmatic ability. In addition to this, the external environment in FL context is far from being a positive support to the learners.

Consequently, authentic language input provided by natural language could supplement text books and pedagogical material. In fact this type of material which are crowded in their natural state must selected and graded to meet learners' need and intention.

2.9.6. The Role of the Teacher

The teacher role is of crucial importance because he/she is involved in many teaching learning processes. Practitioners have a major role in determining what best suit their learners' needs. Moreover, teachers' beliefs and perceptions have a considerable influence not only on their teaching practices but on their learners' achievement. However, in general teachers do not care much about pragmatic and communicative functions in the classroom. In fact, teachers' role is very often associated with a particular method or approach, ranging very often there are three main reasons for teachers' neglect of pragmatic of pragmatic insights.

- The examination driven systems
- Over crowded classes and shortage of time
- Teachers confusion about what pragmatic aspects to develop
- Lack of training in teaching pragmatics.
- Lack of knowledge of the TL culture

The question that arises is there: What opportunities are available for pragmatic learning? In fact, in the FL context pragmatic input in the classroom is scarce. And learners get most of their pragmatic knowledge from especially designed materials, the teachers or their mates. Teacher talk constitutes the major source of input. However, FL teachers themselves lack their type of knowledge. According to Savignon (2006:10) we have to shape or design language curriculum that entails five components out of which one is "language for different reasons. Therefore, they argue that:

It is important for teachers pay attention, what selecting and sequencing materials to the learners. Regardless of how distant or unspecific the communicative needs of the learners, every program with goal of communication

competence should pay heed to opportunities to focus on meaning as well as form.

It should be worth noting here, that researchers have varying views about teacher talk. For some it is a useful and necessary input. Other, consider it as only important at early stages of learning. In any case, teacher talk is unavailable but should fulfill certain conditions. Firstly, it should exhibit most of the features of natural language with its redundancy, discourse markers and paralinguistic aspects.

2.9.7. The Role of the Curriculum

In the previous section, we discussed the difficulties related to teaching pragmatics. We tried to answer the question whether pragmatics is teachable. We would really ask ourselves if this aspects of language use is teachable and manageable. Many recent studies advocate instruction is better than no instruction to develop FL learners' communicative competence. In fact, instruction calls for pedagogical action directed towards the selection of pragmatic aspects to be taught. A quick look at most English curriculum in Algeria at all level reveals a total absence of pragmatic features of the TL. This results from the nature of pragmatics that involves language use that takes into consideration language users, social context, and norms of communication.

Consequently, it is most of the time challenging to select the target aspects of pragmatics that could serve the purpose of instruction.

Another challenge related to selecting and teaching pragmatic norms is the field of needs analysis. It is important to get information about whom the learners are in their classes, and consider their individual needs, concluding needs analysis will certainly guide both syllabi designers and material develops in their choice of pragmatic aspects to focus on in designing the curriculum. So far, most curricula have focused on certain preselected pragmatic aspects and introduced them in a structured, fixed discourse context. These

curricula adopt the language in an isolated manner. Therefore, we believe that any syllabi designers have to consider certain aspects of language use:

- Pragmatic competence is dynamic
- Pragmatic aspects must be practiced in more authentic context.
- Selecting and grading pragmatic features according to learners' needs.
- Instruction must be based on key elements of pragmatics (context, functional language use and interaction).

Conclusion

In this chapter, we discussed the necessity of teaching pragmatics in the FL context. We came to the conclusion that pragmatic rules that are different and non-existent in the students' native language must be given emphasis. Curriculum designers and teachers should include those aspects of language use since we know that without instruction in pragmatics, FL learners will face serious communication problems.

We also reached the conclusion that many factors contribute in the development of learners' pragmatic competence. Factors such, the teachers, the materials but most importantly the curriculum widely recognized that pragmatics is teachable and requires explicit instruction.

Chapter Three

Field Work

Analysis and Interpretation of Teacher's Questionnaires

Chapter Three: Interpretation and Analysis of the Teachers' Questionnaire

Introduction

The present chapter is devoted to the description, and analysis of the teachers' survey data. Through this data gathering tool, we wanted to probe teachers' attitudes towards integrating pragmatic features in the English language curricula. Our aim is to gauge their opinions about the role of pragmatic competence in developing their oral proficiency. Therefore, this chapter gives a throughout analysis and discussion of the data obtained by this research tool. Our questionnaire focuses on the possibilities of incorporating pragmatic features in our teaching practices.

3.2. Population and Sampling

The questionnaire was administered 20 teachers out of about 50 teachers at the department of English. Biskra University. Our sample which we think is representative of the whole population contains novice and experienced teachers. Most of the teachers of our sample are in charge of different modules, especially pragmatics, culture and oral expression. Our aim was to vary the opinions according to the nature of their fields of teaching and to know how experience affects teaching a foreign language, and whether they include pragmatic aspects in their teaching. All the teachers were very helpful as they all accepted to fill in all our questionnaires. Their kind acceptance encouraged us to get more reliable data.

3.3. Description of the Questionnaire

The questionnaire used in the present study was designed in accordance with the literature review. This teachers' questionnaire consists of 17 questions which were divided

into three main sections. Section one covers the general background information about our respondents. Section two gives an account of the respondents' perceptions of teaching pragmatics in the EFL context. Section three deals with the evaluation of teachers' awareness of developing their FL learners pragmatic. Moreover; each section focuses on a particular aspect, Our questionnaire contain different types of questions involves different types Those are either closed questions, requiring from the teachers to choose "yes" or "no" answers or to pick up the appropriate answer from a number of choices, or open questions where teachers where are requested to give explanation or suggest other alternatives

3.4. Administration of the Questionnaire

3.5. Analyses and Interpretation of the Teachers' Questionnaire

Section one: Background Information.

1. Gender

a. Male

b. Female

| Responses | N | Percentage |
|-----------|----|------------|
| A | 10 | 50% |
| B | 10 | 50% |

Table 01: teachers' gender

As far as gender is concerned, the results of this question item revealed that 10 of the questioned teachers were males which are estimated at 50 % of the population. Females represent the same population. Females represent the same population i.e. 50%. In fact, the selected samples were teachers of different modules such as pragmatics, discourse analysis, culture and oral expression. This choice was done on purpose since our study examines the role of teaching pragmatics in improving learners' oral performance

2. Which degree do you hold?

- a. BA (License).
- b. MA (Master /Magister)
- c. PhD (Doctorate Degree)

| Despondence | N | Percentage |
|--------------------|----------|-------------------|
| A | 0 | 0% |
| B | 12 | 60% |
| C | 8 | 40% |

Table 02: Teachers' degrees

The present questionnaire was administrated to university tutors in change of different courses. All the teachers who took part in this questionnaire are university awards and hold different degrees. 80% of them are full time teachers and hold degrees such as Master or Ph. As shown in the table above 60% of them hold an MA degree while the rest 40% are doctors.

3. How long have you been teaching English?

- Number of years:
- 1to 3 years
 - 3 to 5 years
 - 5 to 7 years
 - More than 10 years

| Responses | N | Percentage |
|------------------|----------|-------------------|
| A | 0 | 00% |
| B | 0 | 00% |
| C | 8 | 40% |
| D | 12 | 60% |

Table 03: Length of experience

As far as teaching experience is very important to the study, This questionnaire item revealed varying degrees of experience. Almost 60% have taught for a long time period i.e. more than ten years. Other participants with 40% have taught after only a small minority taught for

4. How you ever been to an English-speaking country?

a. Yes

b. No

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 6 | 20% |
| B | 14 | 70% |

Table 04: Teachers’ visit to English speaking country

5. If yes, where, when and how long?

This question investigates the teachers’ direct contact with the English language context and real life situation beyond the classroom. It attempts to discover whether the teachers had direct contacts with an English speaking country and we want to find out if they visited any English speaking country. To our surprise only a few of them visited Great Britain or the USA. Most of them visited Great Britain as part of their studies this short stays are not enough to equip teachers with the needed pragmatic knowledge.

Section two: Teachers’ perception of teaching pragmatics.

6. Is pragmatics teachable?

a. Yes

b. No

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 14 | 70% |
| B | 6 | 30% |

Table 05: Teachers’ perception of the teach ability of pragmatics

The question whether we can teach the pragmatic features of the TL has inspired many studies. The issue of the teach ability of pragmatics is very important because of the nature of the module. Most of the teachers encouraged the teaching of pragmatics along with teaching the language to enable students to produce, understood, use and interpret correct structures according its social context. Only 30% said that it's a matter of provide students with opportunities to direct contact with the English speaking society to practically use the language in several interactional situations, which make them successful communicators in the target language.

7. In teaching pragmatics aspects of the TL you use:

- a. Pedagogical materials
- b. Authentic materials
- c. Both

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 6 | 30% |
| B | 14 | 70% |
| C | 0 | 00 |

Table 06: Teachers' perception of the chosen materials in teaching pragmatics aspects

The EFL classroom is characterized by the scarcity of exposure to pragmatic features of the TL. Many authors believe that the lack of exposure to realistic use of the TL constitutes a real hurdle to FL learners. However, there are other means that could serve the basis for language input. The current questionnaire is meant to guide teachers' attitude towards the types of language input they prefer their learners to be exposed to. The results of this question item clearly indicate that the overwhelming majority with 70% are in favor of authentic materials while the rest seem to be inclined to the use of non-authentic materials.

8. How would you assess your learners' present level of pragmatic competence?

- a. Above overage
- b. Overage
- c. Below overage
- d. Good

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 4 | 20% |
| B | 0 | 00 |
| C | 12 | 60% |
| D | 4 | 20% |

Tale 07: Teachers' assessment of their learners' pragmatic competence

The question of how teachers assess their learners present level of pragmatic competence is about their students' level will help them in choosing the best methods and the best teaching materials. The results obtained from this question show that 60% of the respondents believe that their learners' pragmatic competence is below average, 20% assess it as above overage. The same portion qualifies it as good.

09. Is pragmatics teachable? a. Yes b. No

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| a | 10 | 90% |
| b | 2 | 10% |

Table 08: Teachers' perception of teachability of pragmatics

The challenge in a FL classroom is whether we can teach pragmatics efficiently. In another words, does the FL environment provide opportunities that could foster FL learners' pragmatic competence. In response to this question, most of the surveyed teachers 90% believe that pragmatics is teachable and pragmatic instruction is Indispensable.

10. A: Do you think that integrating pragmatic knowledge in the teaching curricula is?

- a. Very important
- b. Important
- c. Not important

| Responses | N | Percentage |
|-----------|----|------------|
| A | 0 | 00% |
| B | 18 | 90% |
| C | 2 | 10% |

Table 09: Teachers' perception of the importance of integrating pragmatic knowledge in the teaching curricula

B: If it is important, please say why?

There are many challenges that hinder the English language teaching from the perspective of pragmatics. As already said in the literature review, pragmatic features of the TL are completely marginalized. Most of the curricula focus on the acquisition of rules whether phonological, structural or lexical but hardly pragmatic language use in context is not given priority. Therefore, syllabi designers have given importance to other aspects of the TL and neglected students' pragmatic competence.

The aim of this questionnaire is gauge teachers opinions about the inclusion of pragmatic features into language curricula. The results unveil that the majority of 90% are supportive of the inclusion of pragmatic features in the curriculum. This shows their awareness of developing students' pragmatic competence.

Section Three: Teachers' Awareness in Developing Learners' Oral Performance.

11. Do you think that the only mastery of the linguistic aspects of the target language is sufficient for learners' to be able to perform in different contexts and for different communicative purposes?

a. Yes

b. No

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 20 | 100% |
| B | 0 | 00% |

Table 10: Teachers' perception about if the linguistic knowledge is sufficient for learners to be communicatively competent

This item is a follow up to the previous one. The most noticeable thing is that they all believe that its important to develop learners' pragmatic competence. Learners should not only talk grammatically. They should master all the cues for the use of the TL in context.

12. Do you agree that if more pragmatic input is included in the curricula of teaching English at different levels learners' oral proficiency will improve?

a. Agree

b. disagree

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 16 | 80% |
| B | 4 | 20% |

Table 11: Integrating pragmatic knowledge in the curriculum

In our country, English is taught as a foreign language. Therefore, equipping Algerian learners with pragmatic competence to make them communicatively competent must be the goal of any language teaching to reach this aim our language curricula must contain a variety of pragmatic aspects. In response to this question most of the surveyed teachers agree that indeed the inclusion of pragmatic aspects in the curriculum will undoubtedly help in improving students' oral proficiency.

13. Do you think that the time allotted to teaching pragmatics is sufficient importance in the actual Algerian University curricula?

a. Yes

b. No

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| A | 20 | 100% |
| B | 0 | 00% |

Table 12: Time allotted to teaching pragmatics

There are many hurdles that come in the way of developing FL learners' pragmatic competence. In addition to overcrowded classrooms, teachers always complain of the shortage of time to cover the syllabus. To this must be added the problem of which pragmatic aspect to cover.

In response to this question all the sampled teachers believe the time allotted to teaching pragmatic aspects is not sufficient to deal with both the theoretical and practical part of the course.

14. What pragmatic aspects should be introduced in the curricula?

- a. Aspects of speech acts
- b. Politeness theory and the discourse functions
- c. Conversational implicature and how to interpret the non literal meanings
- d. All of them

| Responses | Frequency | Percentage |
|------------------|------------------|-------------------|
| A | 10 | 50% |
| B | 0 | 00% |
| C | 4 | 20% |
| D | 6 | 30% |

Table 13: Pragmatic aspects that should be introduced in the curriculum

Developing FL learners' pragmatic is today given importance more than ever before. There is a general consensus on teaching pragmatics features of the TL. However, the question passed is what pragmatic aspect should be given priority.

In this question item the teachers are inquired about the area in pragmatics that should be developed. The response obtained clearly indicates that the majority are in favor of speech acts with 50%. Another portion of the respondents with 20% declare that learners should be able to interpret non-literal meaning while a small sample gave priority to all of them.

a. Is it better to teach these aspects?

a. implicitly

b. explicitly

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 3 | 15% |
| B | 17 | 85% |

Table 14: Teachers' choice whether to teach pragmatic aspects implicitly or explicitly

Whether pragmatics should be taught implicitly or explicitly has inspired many research studies. Through this question it has not yet been settled down many researchers believe in the two approaches of dealing with instruction of pragmatics.

This question items is meant to probe teachers' attitude towards teaching pragmatics. As expected, the majority of our respondents favour explicit instruction over the implicit one. Only a small minority which is estimated at 15% prefer implicit instruction. This indicates that though both types of instruction are acceptable, there is a high tendency towards focusing on pragmatic forms.

15. Do current oral classroom activities promote EFL students' pragmatic competence?

a. Yes

b. No

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 18 | 90% |
| B | 2 | 10% |

Table 15: Teachers perception of the current classroom activities

The common shared answer between most of all the teachers' is that the current actual classroom activities can not promote students' pragmatic competence.

If no what do you suggest?

- a. Role plays
- b. Reading and listening to authentic materials
- c. Discussion on different cultural contexts
- d. Awareness raising activities

| Responses | N | Percentage |
|------------------|-----------|-------------------|
| A | 2 | 12% |
| B | 10 | 50% |
| C | 3 | 12% |
| D | 5 | 25% |

Table 16: Teachers' view about classroom activities that promote students' pragmatic competence

Many arguments have been suggested for the necessity of instruction in pragmatics. Different teaching techniques can be used to develop learners' pragmatic competence. Therefore, the present question items invites teachers' to select the most efficient types of activities that could enhance learners' oral proficiency. Among the most selected technique is the reading and listening to authentic materials with 50%. The second technique chosen by the teachers are awareness raising activities with 25%. In addition to that; there is those

who believe in the input brought by the teachers' talk with 25%. Finally, some respondents favour other techniques with 12%.

16. What do learners need to learn in order to become pragmatically competent?

- a. Using different structures of the target language.
- b. Using different functions of the target language.
- c. Using different uses of the target language in contexts
- d. All of them

| Answer | Frequency | Percentage |
|---------------|------------------|-------------------|
| A | 2 | 10% |
| B | 6 | 30% |
| C | 12 | 60% |
| D | 0 | 00% |

Table 17: Teachers' opinion about what do learners need to be pragmatically competent

Pragmatic ability simply means being able to understand what is meant by what is said. However, the question that arises is how we can qualify a learner as being pragmatically competent. Our aim behind this question is to find out areas where learners could be competent. The results obtained from this question show that 60% of thee surveyed teacher believe that in order for students to be pragmatically competent they should be able to use the TL in different contexts about 30% of the respondents see pragmatic competence as the ability to use the few terms of the TL. Only 10% advocate the stricter of the TL.

3.4 Discussion

The analysis of the questionnaire allowed us to make some very important remarks. In general, the importation of the questionnaire showed that the teachers agree on the flagrant lack of pragmatic features of the target language in most FL curricula. Therefore, the need

to integrate those features has become evident and necessary. Moreover, all the teachers' opinions converge towards the idea of an explicit instruction based on exposure to the TL. The questionnaire also rewarded the teachers' concerns to adopt certain specific techniques such as pragmatic awareness activities.

In addition to that, our findings showed that the sampled teachers are aware of the crucial role that pragmatic knowledge can play in the development of learners' oral proficiency. Teachers' reviews were also quite similar that having pragmatic cannot be realized unless English language curricula reflect a more communication perspective. They believe that it is high time our learners were introduced to all the aspects of the TL as used in the main stream society. This is because having linguistic competence is not sufficient to make learners pragmatically competent. Following this, it may not be wrong to say what both pragmatic features of the TL should go in parallel.

Concerning the teachability of pragmatics the surveyed teachers do recognize pragmatic competence as an essential element of communicative competence. Furthermore, most of the teachers agree that this aspect of language use is teachable and that instruction can play a facilitative role.

Conclusion

The results obtained and their analysis clearly indicates that the overwhelming majority of the teachers are in favour of incorporating pragmatic insights into English language curricula. Furthermore, it is quite possible to infer from the data analysis that most of the teachers recommend the explicit instruction of pragmatic help learners become communicatively competent. The results also show that it high time FL learners become aware of the natural use of the TL in different contexts.

Finally, we can say that the findings of the questionnaire logically sit well with the hypothesis postulated at the beginning of our study.

General Conclusion

Learning a foreign language is considered as an essential element in the curricula at all levels of education. Learning English in particular has become a necessity because of its widespread use all over the world and in all spheres of life. Moreover, there is shift from previous theoretical framework, which considered language as a formal system based on grammatical rules, As a result of these changes foreign language teaching adopted a more communicative perspective.

Besides, due to the growth of the international and cross-cultural communication pragmatic competence should be an important aspect of language use that should be developed. In Algeria, English is a foreign language and the learning environment comprises non-native language- teachers, overcrowded classrooms with varying aptitudes, and teaching materials, which do not really foster the learning of English. In addition to that, there is paucity of pragmatic aspects which they are marginalized compared to other aspects. Language curricula hardly maintain pragmatic features, mainly because this aspect of language use was long believed to be exclusively a trait of native speakers' competence.

In fact, evidence provided by recent researchers attest the necessity to include pragmatic features in different curricula of ELT. Moreover, developing learners' pragmatic ability requires a student-centered approach the teaching of this asset must be included in the curricula. The including of these features should be based on the identification of learners needs. An inquiry on the issue would provide us with the pragmatic aspects to include in the curricula. This also would guide us not only in the selection to adopt in order to develop learners' oral proficiency.

Bringing pragmatic aspects into language curricula needs the joint efforts of the specialists from different areas of study. Researchers in the field of material development,

syllabi designers, psycho linguist, and applied linguists. Insights from those different fields can provide us with answers to the many questions in the field of FL.

Our study in the field of foreign language learning was an attempt to shed light on the necessity to include pragmatic features of the language of the curriculum. We believe that FL learners must be made aware of the dangers of lacking pragmatic competence. We also believe that knowledge about pragmatics can significantly assist learners in developing their communicative competence.

Our study has focused on the necessity for including pragmatic in the FL curriculum. Therefore, it was the concern of this study to look for the opportunities and difficulties for teaching pragmatics. The findings of our research clearly indicate teachers' dissatisfaction with the previous theoretical frameworks. It unveiled and the ways to overcome those obstacles. Teach back from teachers also revealed be made at the level of: material selection methodology and teachers' training.

Finally, we believe that we brought our humble contribution as how to better include pragmatic aspects in the curriculum. In addition to that, we believe that pragmatic competence can be acquired only through awareness raising and meta-language. Therefore, teaching material should be aware of the significant role of learning pragmatics.

Recommendations

The present research was an attempt to examine the necessity of including pragmatic features of the TL in the different curricula in the tertiary level. This study also deals with the challenges faced by the teachers and the opportunities available for teaching pragmatics.

To find a way to a more pragmatic language teaching we would like to suggest the following recommendations.

- Syllabi designers should revise English language syllabuses so as to include substantial quantity of pragmatic features.
- Both curricula designers and teachers should take part in developing materials that foster the teaching of pragmatics.
- An investigation of the challenges EFL teachers encounter in dealing with pragmatic aspects.
- Regular pre-service and in-service training for teachers.
- All activities should be meant to raise learners' pragmatic awareness.
- The need to adjust teachers' talk to help learners' pragmatic competence.
- Bringing the TL culture into the FL classrooms via authentic language materials.
- Raising learners' pragmatic awareness through contextualized language input.

Finally, exploit the resources of the FL classroom since it is the only place where learners can develop their language proficiency.

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Appendix

People's Democratic Republic of Algeria
Mohammed Khider University of Biskra
Faculty of Letters and Languages
Branch of English

Questionnaire for Teachers

Dear teachers,

This questionnaire is part of a research work on the need of integrating pragmatic insights into EFL curricula to develop learners' oral proficiency, a case study based on pragmatic input. Kept anonymous your contribution will be of great help. You are kindly requested to answer this questionnaire by ticking the appropriate box or by making a full statement wherever needed. Thank you in advance for your contribution.

Section one: Background Information.

1. Age.....

2. Gender

a. Male

b. Female

3. Which degree do you hold?

a. BA (License).

b. MA (Master /Magister)

c. PhD (Doctorate Degree)

4. How long have you been teaching English ?

Number of years: 1 to 3 years

3 to 5 years

5 to 7 years

4. How long have you been teaching English ?

Number of years: 1 to 3 years

3 to 5 years

5 to 7 years

More than 10 years

5. How you ever been in an English-speaking country?

a. Yes

b. No

6. If yes, where, when, and how long?

.....
.....

Section two: Teachers' perception of teaching pragmatic.

7. Is pragmatics teachable?

a. Yes

b. No

8. In teaching pragmatics aspects of the TL you use:

a. Pedagogical materials

b. Authentic materials

c. Both

9. How would you assess your learners' present level of pragmatic competence?

a. Bellow overage

b. Overage

c. Good

d Excellent

10. Is pragmatics teachable?

a. Yes

b. No

11. A: Do you think that integrating pragmatic knowledge in the teaching curricula is?

a. Very important

b. Important

c. Not important

B: If it is important, please say why?

.....
.....

Section Three: Teachers' awareness in developing learners' oral performance.

12. Do you think that the only mastery of the linguistic aspects of the target language is sufficient for learners' to be able to perform in different contexts and for different communicative purposes?

a. Yes

b. No

13. Do you agree that if more pragmatic input is included in the curricula of teaching English at different levels learners' oral proficiency will improve?

a. Agree

b. disagree

14. Do you think that the time allotted to teaching pragmatics is sufficient importance in the actual Algerian University curricula?

- a. Yes b. No

15. What pragmatic aspects should be introduced in the curricula?

- a. Aspects of speech acts
- b. Politeness theory and the discourse functions
- c. Conversational implicature and how to interpret the non literal meanings
- d. All of them

a. Is it better to teach these aspects?

- a. implicitly b. explicitly

In both cases, justify:

.....

.....

16. Do current oral classroom activities promote EFL students' pragmatic competence?

- a. Yes b. No

If no what do you suggest?

- a. Role plays
- b. Reading and listening to authentic materials
- c. Discussion on different cultural contexts
-

d. Films and songs

17. What do learners need to learn in order to become pragmatically competent?

a. Using different structures of the target language.

b. Using different functions of the target language.

c. Using different uses of the target language in contexts

d. All of them

Thanks for your contribution.

Résumé

La présente étude vise d'abord et pour la plupart de montrer l'importance d'intégrer les aspects pragmatiques de la langue cible dans les programmes à différents niveaux. De nos jours, la compétence pragmatique a été reconnue comme un constituant essentiel de la compétence communicative. Cependant, il y a une mort totale des aspects pragmatiques et leur enseignement semble être marginalisé par rapport à d'autres aspects de la langue cible. Il y a un manque d'information pragmatique contenue dans les programmes algériens. Les présents programmes presque jamais fournir entrée pragmatique adéquate. En conséquence, les apprenants trouvent des difficultés à utiliser la langue appropriée dans différent contextes. Par conséquent, tout au long de notre étude, nous postulons que si des idées plus pragmatiques sont mises en exécution par voie orale des apprenants du programme d'études permettront d'améliorer. Toutefois, afin de vérifier notre hypothèse on a optée pour une approche qualitative. Nous avons adopté une méthodologie descriptive. Notre principal outil de collecte de données était un questionnaire administré à un certain nombre d'enseignants.

Les résultat de l'analyse a révélé que tous les enseignants sont en faveur de l'intégration de fonctionnalités pragmatiques. Ils ont tous insisté sur le fait de l'instruction explicite dans la pragmatique. Enfin, pour arriver à la conclusion que la compétence pragmatique est une assertion importante à tous les apprenants de langue étrangère. Par conséquent, le développement, il devrait être l'objectif des enseignants et des concepteurs de programme.