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The Role of Sociolinguistic Competence on EFL Learners' Realization

of The Speech Act of Suggesting

A Case Study of First Year Master Students of English at Mohamed Kheider

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in Applied Linguistics

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Dedication

This dissertation is dedicated to:

MY MOTHER

A strong and gentle soul who taught me to trust in Allah, believe in hard work and that so much could be done with little.

MY FATHER

For being my first teacher, for earning and honest living for us and for supporting and encouraging me to believe in myself.

MY BROTHERS AND LOVELY SISTER

For being a part of my life, for their daily encouragements and supports, for their believe in my capacities and my talent.

MY DEAR SUPERVISOR

For being my supervisor first, for his daily care and comments, for his support and being in my side all the time, for everything done with his guidance.

MY DEAR FRIENDS

For their support and encouragements, for being my real friends..Nour, Hatem, Imen, Yasmine, and Ahlem, wherever they are.

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Abstract

This study aims at discovering the role of sociolinguistic competence in relation with the performance of speech act of suggesting. It examines master one student's perception and production of speech act of suggesting at Mohamed Kheider University, Biskra. In order to discover the relationship between these two variables, we posed three research questions, but the most inclusive one is how sociolinguistic competence contributes in improving learners 'speech act of suggesting . Following those research questions, we hypothesized that if EFL learners are aware of the socio-culture knowledge, they will be able to perform the speech act of suggesting appropriately and successfully. To test our hypothesis, we opted a descriptive method consulting one main data collection tool; students 'Discourse Completion Task (DCT). The data collection tool was addressed to master one LMD students in a population of 253 students. As a sample, we selected two groups consisting of 25 students each, that is, 50 students. In the field work, students' DCT has been constructed and piloted to test students' comprehension of the question items as well as any difficult words. Considering the remarks made by the students during the piloting, the DCT was totally understood by all of the students. Through the analysis of the data collected from the students' DCT, we notice that the majority of students were able to make difference between different interlocutors and adapt their suggests correctly. This awareness of the socio-cultural knowledge enables them to perform the speech act of suggesting appropriately So that the results from the DCT have confirmed the research hypothesis.

List of Abbreviations

EFL : English as Foreign Language

ESL: English as Second Language

FLT: Foreign Language Teaching

TGG: Traditional Generative Grammar

NSs: Native Speakers

NNSs: Non Native Speakers

CCP : Cross-Cultural Pragmatics

ILP : Interlanguage Pragmatics

LA: Language Acquisition

DCT: Discours Completion Task

MCT : Multiple Choice Test

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Introduction

As a field of study that involves the interaction of both language and society, sociolinguistics has contributed to help foreign language teaching achieve a greater understanding of the nature of language, as well as its manifestations, along with the understanding of the nature of society. Many people are learning the English language as a Lingua Franca.The purpose of learning English differs from one learner to another. A learner who learns English in an environment in which the majority of the people speak that language, is regarded as a second language learner for example , a Chinese citizen learning English in the UK or the USA.Whereas,learning English in an environment where English is not spoken by the majority of people is considered as a foreign language learner.Therefore,we have two different contexts in which English is used ESL and EFL.

The relationship between what we think and what we utter is a complex one. The operations included in the process of the interpretation of language production are equally important for pragmatics and cognitive linguistics, and are thus the subject of research of both of these linguistic disciplines.

A human being, on the basis of acquired linguistic and general knowledge, can understand and/or produce lingual utterances. One of the basic cognitive linguistics principles is the principle of interrelationship between language and society is sociolinguistics which mainly deals with the different issues of language within a society.

Suggesting is one of the main speech acts that we are all expose to during our daily lives. Suggestions are those in which the speaker's purpose is to get the hearer to commit him/herself to some future course of action. Put more simply, directives are attempts to make the world match the words.

Statement of the problem

We have noticed that many EFL learners fail to realize different speech acts particularly the speech act of suggesting in a given situations or context. In the present study ,we attempted to show the role of sociolinguistic competence (knowledge) in the realization of the speech act of suggesting. Students, in society where English is considered as a foreign language cannot perform the speech acts because of the lack of sociolinguistic competence.

Significance of the study

Evidently, there is a perceptible literature gap in successful communication research .since most previous studies have focused on how to develop certain kind of skills(reading, writing, speaking and listing) which is not the case of our study. The possession of the sociolinguistic competence by our EFL students is very crucial for the establishments of successful communication with native speakers. Because if our students are not completely aware of certain conventions or social patterns used when exchanging ideas or executing a specific speech act like suggesting, they are likely to appear impolite or even cause breakdown in communication.

The actual study will hopefully be beneficial for professionals who are working with foreign companies or will be working in English-speaking countries. In case that, they know all the linguistic aspects and expressions used in relation to socio-cultural norms, surely they will properly perform any speech act of suggesting in different situations with different interlocutors and reduce face threating act.

Aims of the study

The aim of this study is to show the role of sociolinguistic competence into language use in a given context, and of course our students will better perform the speech act of suggesting if they know the social pattern under which the language is used. What is more is to prevent EFL learners from being regarded as rude or being misunderstood when communicating with native speakers by helping them to progress and develop their sociolinguistic knowledge. In

addition, the present study is aimed to make our students sociolinguistically competent, and this will make them more aware about how to deal with language in daily use in the speech community, specifically the appropriate realization of the speech act of suggesting.

Key Terms

Communicative competence. Sociolinguistic competence. Speech act. Pragmatics Appropriateness. Suggesting.

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Reaserch Questions

This dissertation attempts to answer the following questions:

1. Does sociolinguistic competence have a positive effect on EFL learners' performance of speech act of suggesting?

2. How can sociolinguistic competence contribute in improving learners' speech act of suggesting?

3. Is the speech act of suggesting in the Algerian context similar to the English context?

Research Hypothesis:

The present research is based only on one (1) hypothesis that we will try to confirm through our dissertation. We hypothesize if EFL learners are aware of the socio-culture knowledge, they will be able to perform suggests appropriately and successfully.

Research Methodology

We intended to conduct this research using the descriptive method as we believe it is the most appropriate method to confirm the formerly stated hypotheses. Moreover, we plan to get information from any material relevant to our field of interest which is a new and fresh area in our department as far as we are concerned. Concerning data collection tools, we plan to direct a discourse completion task (DCT) to see EFLs'productions and perceptions about speech act of suggesting.

Organization of the study

This research work is divided into three (3) chapters. The first two chapters are the theoretical part, whereas the third chapter is about the field work. This latter will analyze the students 'performance of speech act of suggesting through the DCT administered to them.

CHAPTER ONE: SOCIETY AND CULTURE IN SECOND OR FOREIGN LANGUAGE LEARNING

Chapter One

Society and culture in second or foreign language learning

Introduction

Language is a means of communication. People use language to reach these particular functions such as, ordering, promising, requesting, suggesting, and so on. However, any communicative function needs to be carried out within a context, which is in turn, may be either interpersonal or social. In the process of communication the speakers of certain languages are expected to be in possession of two major sets of capabilities. Firstly, they should have knowledge of the forms of language they use. In addition, they must know how to use this knowledge in negotiation of meaning. In order to clarify meaning, the speakers and hearers or writers and readers should be able to interact. Successful communication is one of the main objectives of Pragmatics, since it deals with the appropriateness of utterances in accordance with specific context, where these utterances should be placed. According to Levinson (1983, p. 24) Pragmatics is more than a field of description of a language. Pragmatics is ''the study of the ability of language users to pair sentences with context in which they would be appropriate.''

This chapter deals with different aspects of pragmatics on one hand. And deals with the concept of culture which plays an effective role in communication in the other. In this chapter, we will also deal with the relationship between language, society and culture.

1. Transition from Structuralism to Contextualism

The fast developments in linguistic theory have resulted in the emergence of other branches of linguistics such as sociolinguistic. Chomsky in the middle fifties developed his method that so called Traditional Generative Grammar (TGG), which according to him the good analysis of language is when it is separated from its context. As a reaction to Chomsky's method many linguistics' and anthropologists emphasized that the description of language

function must be incorporated in the grammar of language. This may explain the role of Chomsky's influence of his ideas in the field of language acquisition (LA).

Many of anthropologists were mainly dealing with the analysis of grammatical starenctures in different cultures. In this sense, they never analyze certain language in isolation from its social life. But in fact they were insisted on the interdependence relationship of language, culture, and society. They recognized the problems of formal linguistics stated in Chomsky's method. Because according to them to characterize a language is not easy as it seems. Since language is used differently in the same community. Many scholars after Chomsky's method of TGG attempted to analyze languages not in isolation but with its real life usage in the society.

Chomsky (1960, p.03) stated that:

> "Linguistic theory is primarily concerned with an ideal speaker-listener, in a completely homogeneous speech community who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory, limitations, distractions, shifts of attentions and interest, and errors (random or characteristic) in applying his knowledge of language in actual performance."(Cited in Sougoule.2013:8)

According to Nodouchan (1995, p.15) the influence of anthropologists stimulated formal grammarians to begin to free themselves from their previous misconception about language. They began to recognize the importance of language variation, change, planning, etc. in relation to social factors. Nodouchan (1995) stated that Firth in 1957, shifted towards the incorporation of social factors into grammar. He considered it doubtful whether there is any meaning in language apart from its context. He introduced the notion of contextuality to language analysis. This, in turn, influenced the British school of structuralism to consider social context of linguistic forms.

1.2.The birth of sociolinguistics

Sociolinguistics is a sub-branch of linguistics, it begins to appear as the offspring of the process of transition from the so-called structuralism to conceptualism, since the early sixties. A review of the history showed that the theoretical development has undergone in progression towards its contemporary state. According to Nodoushan (1995, p.16) sociolinguistics contrasts with the linguistic theory, sociolinguistic theory emphasizes the appropriateness of verbal message in context. This theory posits beyond the grammar a level of rule-governed verbal behavior that relates linguistic and social constraints. However, assume a more radical view in this regard. They argue that the constraints upon what we say and the way in which we say it are of a social origin. They even go on to admit that "speakers do not have a direct acquaintance with language any more than they do with society. What they actually experience is the linguistic manifestation of relationships" (Doughty, et al., 1972: 83).

The objective of sociolinguistics is to go beyond the mere structural analysis of grammatical systems. Sociolinguists, concentrated on the language use by human groups, social strata, geographical regions, etc. They began to engage themselves with the socially-patterned variation in linguistic behavior and the identification of those factors that affect and predict such variations. Sociolinguists as Nodoushan (1995:17) argued turned out to be considerate of variable rules for the description of those linguistic forms that were socially loaded. This caused linguists to question the validity of Chomsky's linguistic competence and any other descriptive method that ruled out any concern for variation and diversity in language.

1.2.1.Sociolinguistic Competence

Sociolinguistic competence is composed of two words, sociolinguistics and competence. The term sociolinguistic competence appeared in different scholars 'works in their attempts to define what is meant by communicative competence. Therefore,

sociolinguistic competence is concerned with the appropriate usage of language in given context.

Skehan argued that:

" Sociolinguistic competence is concerned with such things as the ability to use language appropriately and to take account of one's interlocutor by varying the type of speech used. It is also concerned with the way we infer meanings, as in cases of sarcasm and irony, or more often ,when have to work out the connection between two utterances".(P.02)

So that, sociolinguistic competence is concerned with two elements, the socio-cultural knowledge and the extra-linguistic knowledge. Sociolinguists believe that language use is always sensitive to the social relationships among interlocutors in speech event. Thus, sociolinguistic competence is used to mean the knowledge of the socio-cultural rules or norms of a given speech community.

In that sense, we often speak differently to superiors, to colleagues, to children. Our speech pattern regularly changes when another participant (especially a strange) enters the conversation.

To be communicatively competent requires not only knowledge of grammatical rules, but also one should be able to use these language rules in accordance with socio-cultural rules because what may be accepted in grammar must not be accepted in real life communications. That is why, ther should be a kind of harmony with these two aspects for more successful and effective communication. Hymes (1973) claimed that:

'' Being communicatively competent in a language involves more than simply being able to construct and decode grammatical sentences. It also includes being able to use language appropriately(Sociolinguistic knowledge) in conversations which take account of who is saying what to whom." (Hymes aquoted in the Journal of TESOL. P.02)

Sociolinguistic competence plays an effective role in getting talk with native speakers. Someone who lacks or does not develop his competence cannot deal with them easily this is due to the breakdowns and embarrassment in communication. Generally , the cause of all these problems in communication is due to the so-called sociolinguistic transfer.

1.2.2 Sociolingiustic transfer

Sociolinguistic transfer is the use of the rules of one's own speech community or cultural group when communicating with members from another community or group. According to Chick ''The overall or gross frequencies of performance of particular speech acts by different cultural groups, different frequencies of choices of different strategies for realizing such speech acts are potential sources of intercultural miscommunication.''

In EFL classrooms negative transfer is generally because of the lack of knowledge in the target language. This happens when they do not have enough vocabulary and little ideas about language ,they directly go back to the mother tongue to help them. This operation of going back to native language is called inter-language .Hinkel(1999),conducted an experiment in her research on EFL learners in Hong Kong.She investigated on the performance of request of Hong Kong Chinese English bilinguals. At the end she concluded that the preference of direct request has two explanations. The directness could be the result of low proficiency in English or at least of limited pragmatic development due to the limited exposure to the native speakers' conversations. The second possible explanation is that the direct request may be more appropriate in Chinese than in English. So that the speaker may experience some kind of sociolinguistic transfer. Cross-cultural studies results showed that the main source of intercultural miscommunication is sociolinguistic transfer, which refers according to Chick (1996:332) to'' the use of rules of speaking of one's own speech community or cultural group when interacting with members of another community or group.''

This may explain what happens when different interlocutors using a common language which is not their native language but applying the rules of speaking of the latter one, their own. For example, French and Egyptian using English and applying each their own mother tongue speaking rules in the interaction between them. This may also happen even with individuals sharing the same native language like American and British (both speak English) but different speaking rules. As argued by Chich (p.332).

1.3. Form, meaning, and function

In the course of any communication, interlocutors usually use language inorder to perform specific functions. Requesting, arguing, inviting, suggesting, ordering and others are included in this set of functions. Inorder to understand who said what to whom we need to know what we call the context. For instance, interlocutors in any conversation are tended to choose certain forms to performe specific functions of the language that carried out appropriately with the context. This latter has been repeatedly takled by many linguists and scholars. They argued that to understand language functions, there should be a context.

1.3.1. CONTEXT

Nodoushan (1995:18) stated that, it seems crucially important to define the term. Context is both social and interpersonal. It is social in the sense that context encompasses the internal organization of a society, its intentions, internal differences, sub-groupings, and so on. Therefore, the study of language in a social context consists of the study of the linguistic material produced within the structure of the society. It focuses on the way in which particular characteristics of the society affect the structure of change and variation of the language spoken, and, conversely, to the way in which different attitudes about its variation affect the internal dimensions and forces of the recipient community.

Whereas the interpersonal context usually takes priority over the social context in deferent disciplines. These latters are not devoted to understand the interaction of the linguistic structure of the society. The focus is rather on the individuals involved in the interaction. These individuals are the speaker and the hearer, or the reader and the writer. The interpersonal context, here, is essential to the understanding of the exchanged utterances or texts. Such a context usually includes statements rooted in psychology, such as intentions, beliefs, and rationality.

No one can deny that, communication is a complex process because the knowledge of forms meanings and functions is not enough to achieve interlocutors' intentions. Nodoushan (1995:17) stated that, this knowledge should be also applicable to the negotiation of meaning. And interaction between hearer and speaker or writer and reader makes meanings more clear and easy to interpret. In other terms, as a reaction to the speaker's utterances, the hearer provides him with the correspondent feedback. And this will give the speaker hints about if he should repeat what has been said or not. That of course will also guarantee the speaker's ability to whenever necessary; revise what he has already said.

1.4. Pragmatics

Since 1970's, pragmatics has come on to the map of linguistics. It has been developed as an important area of research. And it was considered as a significant factor in linguistic thinking in the 1970's. Pragmatics generally has been defined by many linguists and scholars. Tomas (1985) defines pragmatics as "the study of the meaning of linguistic utterances for their users and interpreters"(p.173). In other words, Tomas focused on the fact that language should not be examined in isolation from its context.

Levinson (1983: 1) also had defined pragmatics as "as the scientific study of the properties of signaling systems, whether natural or artificial." Generally speaking, linguists do argue that there is a relationship between pragmatics and what we call semiotics.

Rudolf Carnap (1942) claimed that semiotics is part from the general field of pragmatics and it can be seen from three distinct areas such as:

➢ Syntactics or syntax which is the study of signs in relation to one another.

➢ Semantics which is the study of signs in relation to their so-called designata or what they refer to.

➢ Pragmatics which is the study of signs or sign systems in relation to their users.

Traditionally, linguists referred to pragmatics as the field that studies language as a system of human communication. In this sense, pragmatics has come to be applied to the study of language from the point of view of its users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language may have on other participants in an act of communication. That is why Levinson has come up with the second definition of pragmatics and he stated that it is the study of "ability of language users to pair sentences in the contexts in which they would be appropriate."(1983:24).

Pragmatics, however, 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 subject matters involved in pragmatics. Leech (1983: 11) draws on the term "pragma-linguistics" to refer to the study of "the more linguistic end of pragmatics -- where we consider the particular resources which a given language provides for conveying particular illocutions (namely, the speech act performed by an utterance)." He (1983: 10) uses the term "sociopragmatics" to refer to the "sociological interface of pragmatics." In other words, sociopragmatics is the study of the way in which conditions on language use derive from the social situation. In his treatment of the "register" of pragmatics, Leech uses the term "general pragmatics" to refer to the so-called "abstract study of the general conditions of the

communicative use of language, and to exclude more specific 'local' conditions on language use"(Cited in Nodoushan 1995, p. 20).

In short, pragmatics is the scientific study of language from the point of view of its users, especially of the choice they make, the constraints they encounter in using language in social conversations and interaction, and the effects of their utterances on the other participants in communication. According to Nodoushan (1995:20), pragmatics includes the study of:

➢ How the interpretation and use of utterances depends on knowledge of real world.

➢ How the relationship between the speaker and the hearer influences the structure of sentences;

➢ How speech acts are used and understood by speakers.

1.4.1. Pragmatic Failure

In the field of pragmatic, many linguists deals with an issue called pragmatic failure which also referred to as pragmatic error. It is generally seen as the speaker's wrong production of communicative effects through the faulty use of speech acts or one of the grammar rules of certain language. According to Thomas (1983:41) the term "pragmatic failure" refers to the inability of the individual to understand what is meant by what is said. Particularly interesting about Thomas's description of pragmatic failure is the dichotomy between two types of pragmatic failure. She makes this distinction on the basis of the difficulty of analysis and possible remedies in terms of both the responsibility of language teachers and the responses of language learners. She calls the two categories of failure in communication with language "pragmalinguistic" and "sociopragmatic" failure. (Cited in Nodoushan.1995, p. 20). These two types of failure are considered as the main reasons for the miscommunications between interlocutors.

1.4.1.1. Pragmalinguistic Failure

Tomas (1983) preferred to call the first type of pragmatic failure as what we call "pragmalinguistic failure." And she went a way from what other scholars used to call "pragmalinguistic error". Tomas has argued her choice by stating that pragmatics is not strictly formalizable. The term error, therefore, does not seem applicable here. In other words, although grammar can be judged according to prescriptive rules, the nature of pragmatic or sociopragmatic 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 the speaker's goal" (cited in Nodoushan, 1995: 21). In this sense, learners of foreign languages, usually fail to communicate in the target language because they used to transfer from their native language to the target language. According to Tomas (1983) this, as is more a linguistic, hence pragmalinguistic, problem than a pragmatic one because: (1) it has little to do with speaker's perception of what constitutes appropriate behavior; and (2) it has a great deal to do with knowing how to phrase a suggest for instance, so that it will be interpreted as a suggest rather than as an information question.

1.4.1.2. Sociopragmatic Failure

Tomas has identified a second type of pragmatic failure, and she calls it "sociopragmatic failure." In fact this latter deals mainly with knowing "what to say" and "whom to say it to." Many of the breakdowns that occur between interlocutors in conversations are because of differences in evaluation regarding what she has already called "size of imposition," "taboos," "cross-culturally different assessments of relative power or social distance," and "value judgments." Thomas provides a useful way of looking at the type of diversity which exists across cultures and which often leads to cross-cultural problems. Many linguists, in fact stated that concerning the misunderstandings between people, there exist differences in cultural rules regarding speech behavior.

1.4.2. Cultural knowledge

No one can deny that, language teaching and language learning can not be occur without the teaching of culture, this latter goes a long with language. Many sociolinguists argued that language is nothing without culture, and communication is useless without such relationship between language and culture. Kramsch (1998:03) stated that "language is the principal means whereby we conduct our social lives. When it is used in context of communication, it is bound up with culture in multiple and complex ways." In this sense, the author explained the interrelationship between language and culture, and she already confirmed that language in classrooms can not be taught separately from its culture.

People unconsciously understand each other since they belong to the same community and share the same culture which in turns comprises their beliefs, norms and traditions. Kramsch has explained this idea by saying that " the way in which people use spoken, written, or visual medium itself creates meaning that are understandable to the group they belong to, for example, thought a speaker's tone of voice, accent, conversational style, gestures and facial expressions." (ibid). In other words people use the language that is a system of a set of signs that consist of a cultural value for the speakers of such language. And it reflected their social life in general. People who live in the same community generally, see things with the same way, and view are developed through the different institutions to which they belong to such as; the family, the school, the government, or other places where interactions occurred.

1.4.2.1 Speech community and Discourse community

The terms speech community and discourse community sometimes are used to refer as one concept. Therefore, Kramsch (1998, p.6-7) claimed that "speech community is composed of people who use the same linguistic code, and discourse community refer to the common ways in which members of a social group use language to meet their social needs". The author here focused on the idea that not only the grammatical, lexical and morphological systems of

the language differentiate its speaker from others, but in addition to the topics selected to be discussed, members of the same group are different from others who do not share the location with them.

Traditions also are one feature of speech community that differentiates people from each other. In that sense Kramsch (1998:07) wrote that a tradition is:

> "…another way of viewing culture-one which takes more historical perspective. For the cultural ways which can identified at any one time have evolved and become solidified over time, which is why they are so often taken for natural behavior. They have sedimented in the memories of group members who have experienced them firsthand or merely heard about them on in speech and writing from one generation to the next".

Briefly speaking, the concept of culture has been summarized by Kramsch (1998:10) as:

- Culture is always the result of human intervention in the biological processes of nature.

- Culture both liberates and constraints. It liberates by investigating the randomness of nature with meaning, order, and nationality and providing safeguards against chaos; it constraints by imposing a structure and nature and by limiting the range of possible meaning created by the individuals.

- Culture is the product of socially and historically situated discourse communities, which are to a large extent imaged communities, which are really Created and shaped by language.

- A community's language and its material achievements represent a social patrimony and a symbolic capital that serve to perpetuate relationships of power and domimination; they distinguished insiders from outsiders.

- But because cultures are fundamentally heterogeneous and changing, they are a constant site of struggle for recognition and legitimating

1.5. Communicative Competence

The term communicative competence has widely defined by many researchers and scholars. According to David Crystal (1992), communicative competence is ''A person's unconscious knowledge of the rules governing the appropriate use of language in social situations. It usually contrasts with linguistic competence, the person's unconscious knowledge of the formal patterning of language. 'In that sense communicative competence includes both, our formal knowledge of language in one hand, and our awareness of factors which govern acceptable speech in certain speech events, in the other hand. It is all about how to begin and end conversations, how to interrupt, how to address people, and how to in special speech situations such as: thanking, apologizing, suggesting, and expressing formality or informality.

The term of communicative competence has also an important influence in the field of SLA, since it has been the basis for the teaching approach known as communicative language teaching. It is for this reason that different scholars are attempted to define specific components that make up the construct of communicative competence. In that sense, the most representative models analyzing the components integrated in the framework of communicative competence belongs to the field of SLA.

1.5.1. Dell Hymes'Communicative competence

Hymes referred to Chomsky' concept of linguistic competence, states that for language to be used to exchange information, linguistic competence should be associated with the ability to produce socially pertinent utterances. And this ability is related to other abilities that function together in order to reach the interlocutors 'intentions. According to Hymes communicative competence is composed of four components such as:

➢ Linguistic component: the mastery of the linguistic rules (syntax, morphology, semantic, and phonology).

- ➢ Discoursive component: a knowledge and understanding of different types of discourse and of their organization as a function of the situation of communication within which they are produced.

- ➢ Refential component :a knowledge of the domains of experience and the objects in the world and their relationships (Learning about the world of L2)

- ➢ Sociocultural component: knowledge of the social rules and norms of inetraction between individuals and within institutions, including knowledge of cultural history, and of the relation between social objects.

1.5.2. Canal and Swain's model

The first such model was proposed by Canal and Swain (1980), and further, developed by Canal (1983). According to these authors, communicative competence is made up of four main competencies: grammatical, sociolinguistic, strategic and discourse competence which may be illustrated as follows:

- ➢ 1. Grammatical Competence refers to the knowledge of lexical items and of the rules of phonology, morphology, syntax and sentence-grammar.

- ➢ Sociolinguistic Competence is divided into two sets of rules; rules of use and rules of discourse, which are crucial in interpreting utterances for social meaning. The first set related to the appropriateness of utterances with respect to component of communicative event, whereas, the second are regarded in terms of cohesion and coherence.

- ➢ Strategic component consists of verbal and non-verbal communication strategies which may be used to compensate for breakdowns in communication.

- ➢ The fourth competence which is discourse competence was added by Canal (1983). Which may in turn have a relation with coherence and cohesion too?

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│Competence │ │  Competence   │ │Competence │ │Competence │
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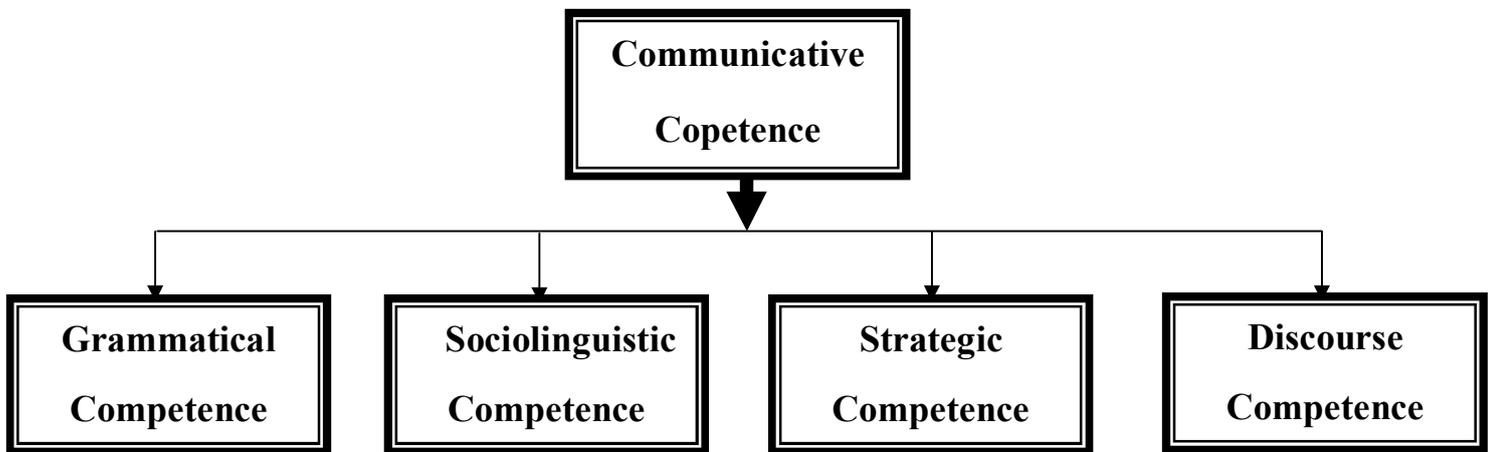
Figure 1. Canal and Swain 's (1980) and Canel (1983) model of communicative copetence.

In short, Canal and Swain devided communicative competence into four competences. The first two competences related to the use of linguistic system and the last two defined the functional aspects of communicatin.

1.5.3. Savignon's model

Savignon (1983) also put forward a model of communicative competence represented as an inverted pyramid; as can be seen in figure (2). According to her, communicative competence is similar to the previous model of Canal and Swain (1980). It also includes four types of competencies such as grammatical, discourse, sociolinguistic and strategic competence. What is relevant about Savignon's model is her concept of interaction among the four competencies. According to her, communicative competence is greater than the rest of the components, especially grammatical one. In fact, she argues that a measure of both sociolinguistic and strategic competencies without any knowledge of grammatical competence can contribute to increase someone's communicative competence.(i.e. without the use of language, a person can communicate through gestures or facial expressions). As she stated

(2001, p. 17) **"**an increase in one component interacts with other components to produce a corresponding increase in overall communicative competence"

1.5.4. Bachman' s model

Bachman was the first researcher to explicitly divide language knowledge into organizational and pragmatic competencies. In this model Bachman divided each category into two sub-components, textual and grammatical competences under organizational competence in one hand, and illocutionary and sociolinguistic competences under pragmatic competence in the other hand. In short, Bachman's organizational competence is the sum of Canal and Swain's discourse and grammatical competencies, whereas, the pragmatic competence is the sum of sociolinguistic and strategic competencies.

1.6. Intercultural communication

It is true that each society has its own culture and individuals living in are totally shaped in accordance to this culture, and when there is different cultures, there is different values, norms and traditions that can also shape the way those individuals use the language in their daily life. Kramch(1998)asserts that :

Culture can be defined as membership in a 'discourse community that shares a common social space and history, and common imaginings. Even they have left that community, its members may retain ,wherever they are, a common system of standards for perceiving, believing, evaluating and acting (P.10)

What is meant by Kramch is that wherever the person goes his or her culture follows him or her because that culture shaped the identity of the person. That is what the **''**Linguistic relativity**''** theory argues. This theory claimed that language affects people's thoughts, in other words it affects their cognitive processes. Thus , each social community is shaped by its language.

Kramsch (1998) says about this theory, **"...**put forward the idea that different people speak differently because they think differently and that they think differently because their language offers them different ways of expressing the world around them.**"**(P.11). the theory infers that we are like prisoners of our native language which is in turn prisoner of the culture-shaped by culture. So that ''if speakers of different languages do not understand each other …it is because they do not share the same way of viewing and interpreting events, they do not agree on the meaning and the value of the concept underlying the words.''(ibid)

Kramsch (1998) summarized Sapir and Whorf's work into two insights:

- There is nowadays recognition that language ,as a code, reflects cultural preoccupations and constrains the way people think
- More than in Word's days, however, we recognize how important context is in complementing the meaning encoded in the language. (P.14).

Therefore, EFL teachers should take the responsibility of unlock this prison and encourage their students to realize that language is cultural related, and what may be accepted in one culture may be forbidden in the other. Teaching through what so-called 'context of situation' may enhance student realizations of these differences among cultures.Kramsch (1998) believes that the work of B.Malinowski has showed that so that one understand a social group, what they are doing one has to know more than being able to write down the meaning of words of this given language. In other words one has to understand what is meant by what is said to whom in specific context of situation. These words should be related to cultural context of speech communities. Hence ,there should be relationship between semantic and pragmatic meanings.(P.26). A lack in this relation may prevent the occurrence of communication as Kramsch sayes''the encoding of experience differs also in the nature of the cultural associations evoked by different linguistic signs.''(P.17).

B.Malinowski also added beyond the semantic meaning of a speaker's individual words, the listner has to understand how these words relate to the pragmatic context of their utterances. For the listener to interpret what is being said, there certain cues that Kramsch called ''contextualization cues'' which are as she stated the verbal (like pronouns), the para-verbal (stress and intonation, tempo and laughter) and non-verbal signs (gaze direction, gesture, body posture, tone of voice) that guide the listener's interpretation. (P.27)

Thus, we can say that with contextualization cues the listener can make the relevant situated inferences. Studies about complimenting giving and responding behavior are illustrative examples showing how sociolinguistic transfer can be a source of miscommunication. Because, as Wofson (1983) states that differences in the distribution of compliment in different communities are potential sources of intercultural miscommunication; that is, there is frequently interaction trouble when members of one culture group compliment in situations in which compliments are inappropriate for members of another groups. Another example in suggesting, the use of indirect suggestions may be acceptable in some cultures, but may not be acceptable in other cultures. People coming from two cultures which are different and where the rules of suggesting or requesting differ can possibly witness intercultural miscommunication. Similarly, to what happed with Kenneth R.Rose. She said that, when she went to Hong Kong , she noticed that people use direct request and direct suggestions , and she was somehow embarrassed.'' What is appropriate for a situation in one culture may not be so in another; indeed, it is important to recognize the different sorts of situations that exist across cultures, which although they may be similar in terms of kind and function to situation in other cultures, are unique''.(Braj B.Kachru and Ceceil L .Nelson,p.90).

No one can deny that at the present time, language teaching is based on what we call the communicative approach which is in turn based on the notion of communicative competence. Therefore, it is important noting that the modern language programs reflect the

development of communicative competence. A part from that, the question now is how do EFL teachers may help their learners possess and develop their socio-linguistic and socio-cultural competences? This question may be now have been answered by many scholars and language researchers. Dobrah Schiffrin has answered in her book titled'' Interactional Sociolinguistics''. She mainly stated that interactional sociolinguistics is theoretical and methodological perspective on language use that is based in linguistics, sociology, and anthropology. (p.307)

In other words, the main purpose of interactional sociolinguistics is to provide descriptions and ways of analyzing social events and situations-the context that help define particular utterances as socially and culturally appropriate. (Schiffrin, p.323). Then she proposed , for example, when teachers are going to teach student who to make different speech acts such as requests and suggesting, teachers should plan lessons that cover the use of the different forms (e.g., models, question, commands…) information about whom, when , why and where such forms are used appropriately. And to make them aware about what forms are considered inappropriate.

Conclusion

Language teaching and language learning processes were mainly based on the teaching and learning of grammar. And all the programs and syllabus were designed accordingly. Teachers nowadays are focusing not only on the grammar rules lessons, but also on teaching the social role of language which we call communication. As Kramsch (1998) explains, '' language users have not only learned to interpret signs and to act upon them; they have also learned to expect certain behaviors from others as well.''

So that interlocutors have to possess certain skills to avoid breakdowns during conversations. The most efficient communicator in foreign languages is not always the person

who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearers, taking account of what knowledge is already shared between them, and selecting items which will communicate his message effectively. (Littlewood: 04).

In that sense, all languages have specific items and behaviours expected from its speakers, in particular situations with people from different areas and have different ranks. The are required to apologize when doing a fault, or say thank you when they have receiving an offer or even a gift. And say goodbye as a way of closing encounters. And if these expected behaviours are not done, it can be viewed as social disrespect, or inappropriate actions. Kramsch added that, people expected to be greeted upon a first encounter, to be listened to when they speak, to have their question answered. However, these expectations vary from one culture to another.

CHAPTER TWO: SPEECH ACT OF SUGGESTING

Chapter two

Speech act of Suggesting

Introduction

The aim of this chapter is to present an over view of linguistic realization concerning the speech act of suggesting. We will first provide a definition of this specific speech act, outlining its main characteristics and differentiating it from other type of speech acts, such as requests. Second, we will review the different studies conducted on suggestions by examining these studies from both the cross-cultural and interlanguage pragmatics fields... Finally, we will talk about ten (10) techniques proposed by Dunham (1992) implemented in order to develop learners' pragmatic competence on one hand, and to help teachers inside the classroom to teach speech act behaviors in the other hand.

Employing such study in foreign language teaching (FLT) could provide learners with a range of particular forms that can be used in different situations concerning the speech act of suggesting. With a view to implementing this study in the foreign language classroom, the present chapter aims to expand the pragmatic features examined in the field of cross-cultural and interlanguage pragmatics.

2.1. Speech Acts

The term "speech act" has been used differently by many researchers. Dörnyei and Thurrell (1994:45) asserted that speech act is "utterances….which carry out an action or language function". Austn (1962:8) also defines speech act as "the act of uttering a certain sentence in a given context for determined purpose.". Crystal (1992) refers to a communicative activity as a reference to the intentions of a speaker while speaking and the effects achieved on a listener. In other terms, a speech act is the message that is conveyed by

the speaker and interpreted by the listener .Accordingly, Searle, an American Philosopher, explains the term speech act as ''doing by saying''. According to this definition, there are many utterances which do not communicate information but are equivalent to actions. In other words, the words themselves are functions to perform which means that the forms of the language generally serve specific communicative functions such requesting, warning, and thanking. This can be seen in this example: the utterance: "how long does it take from Algeries to Oran?" is usually a form that functions as a question; though, it can function as a request. For instance, the question "Can you lend me your pen?" uttered at the classroom does not signal the speaker's attempt at eliciting information about the listener's abilities or inabilities. It rather functions as a request for action. This manifests the fact that linguistic forms are not always unambiguous in their functions. The following example shows that one uttereance might go beyond its form:

I can't answer my homework?

This may possibly be a frantic request for all the people in the household to help him to understand and answer the homework.

Communication is usually understood as a set of related speech acts that are used to serve an objective. It refers to different series of elements with certain purposes and intentions. A good number of characteristics have been proposed for communication. These characteristics have been proposed to represent communication as being purposive, functional, and designed to bring about some effect on the environment of hearers and speakers. Crystal (1992) viwed communication as the transmission and reception of information between a sender and a receiver. In other terms, it is a meaningful and a contextual interaction between two or more people that share and exchange different ideas in a given topic.

Austin (1962) also stated that communication is a series of communicative acts or speech acts. These speech acts are used to fulfill several communicative needs. Austin had prepared a series of lectures to be taught at Oxford and Harvard Universities. A posthumous reworking of these notes is the seminal book entitled *How to Do Things with Words*. In this book, Austin (1962) differentiated   between performative and constative utterances. Consider the following utterances:

I give up

I pronounce you wife and husband.

Austin argues that the nature of these utterances is in fact performative rather than constative. The meanings of these utterances are to be identified with the performance of an action. In the first example "I give up," a person does in fact give up ", and in the second example" *I pronounce you wife and husband.*" the speaker actually performs the action of marrying the man and the women.

Performative are in possession of their own declarative form. In addition, they generally have well-recognized syntactic characteristics, such as a verb in the present tense, a first person subject. The investigation made by Austin concerning the difference between of performatives and constatives led him to the conclusion that all utterances partake of the nature of actions.

2.1.1.Types of speech acts :

Austin had argued that the same utterance could at the same time constitute three kinds of acts:

➢ A locutionary act (or locution): The particular sense and reference of an utterance;

➢ An illocutionary act (or illocution): The act performed in, or by virtue of, the performance of the illocution.

➢ A perlocutionary act (or perlocution): The act performed by means of what is said.

Austin focused more on the second type of these acts. The locution belongs to the traditional territory of truth-based semantics. The perlocution belongs strictly beyond the investigation of language and meaning since it deals with the results or effects of an utterance. The illocution occupies the middle ground between them. This ground is now considered the territory of pragmatics, of meaning in context. Austin claimed that only the verbs used to describe illocutions can be used as performative verbs.

Nearly agree with Austan, Searle (1969) focused on the ideas which Austin had so perceptively explored. He focused on the idea that meaning might be equal of doing. He claimed that the study of language is just a sub-part of the theory of action. Searle amphasized the concepts of illocutionary act and illocutionary force to the extent where one can reasonably speak of his speech act theory as the classical account which functions as a point of departure for subsequent work on speech acts. The term "speech act theory" is in practice a reference to illocutionary acts.

The conditions which were required to be present if a given speech act was to be effectively performed, were used by Searle to offer definitions of various speech acts. Searle proposed a set of four rules on the basis of these conditions:

➢ Propositional Content Rules: specify the kind of meaning expressed by the propositional part of an utterance;

➢ Preparatory Rules: delineate the conditions which are pre-requisite to the performance of the speech act;

➢ Sincerity Rules: outline the conditions which must obtain if the speech act is to be performed sincerely;

➢ Essential Rules: specify what the speech act must conventionally count as.

Based on these four rule types, the distinction between different speech acts can be easily done.

2.2.1.1. Types of Illocutionary acts:

As a reaction to Austin's classifications of the speech acts, Searle (1969:65) had proposed another classification concerning the second type of speech acts which is illocutionary act and his classification is as follow:

- ➢ Assertives: commit (speaker) to the truth of some proposition.
- ➢ Directives: count as attempts to bring about some effect through the action of hearer.
- ➢ Expressives: count as the expression of some psychological state.
- ➢ Commissives: commit S to some future action.
- ➢ Declaratives: are speech acts whose "successful" performance brings about the correspondence between the propositional content and reality.

2.2. Speech Act Theory

Recently, many researchers attempted to understand what is meant by the term speech act theory? Many of them stated that it is so difficult to do so unless one destineguished between the three main terms such as 'speech situation', 'speech event', and 'speech acts'. Hymes (1972) had provided a useful distinction between the three terms. He argued that within a community one can find many situations associated with speech, such as meeting, lectures,(...). These situations, however, are not in themselves governed by consistent rules throughout. Consequently, a simple relabeling of them in terms of speech will not do much. It is, therefore, more useful to restrict the term "speech event" to activities that are directly governed by rules or norms for the use of speech. Examples of conversations occurring in such activities as private conversations, class lectures, etc. belong in this category. In short, "Speech acts" are the minimal terms of the set "speech situation, speech event, and speech act."

The functional unit in any communication is called speech act. It serves as the minimal unit of analysis. Speech acts are conditioned by rules of perceptions and interpretations. Speech acts such as reporting, promising, requesting, suggesting and apologizing, are belonging to this category.

According to Searle's classification (1969) of speech acts only one single speech act is existed in any conversation. A number of researchers had criticized that idea of Searle and claimed that conversations are multifunctional. Labov and Fanshel (1977:29) said that, "most utterances can be seen as performing several speech acts simultaneously." Conversations are not a series of utterances, but rather a mixture of utterances and actions "combined together by a set of understandings and reactions."

2.2.1. Speech act sets:

The term speech act sets has been used differently by many scholars. Most of the studies used the term speech act sets and the term speech act rules interchangeably. Olshtain and Cohen (1983) viewed the term speech act set as the set of realization patterns used by native speakers of the target language.

In other terms, speech act sets may represent the different set of rules used by the spesker in order to perform a specific speech act. Suggesting, complaining, apologizing and requesting would be recognized as the speech act in question, when uttered in the appropriate context.

Researchers have showed that the partial mastery of such speech act sets may hinder or even cause misunderstandings between interlocutors in conversations.

2.3. Definition and characteristics of the speech act of suggesting

The speech act of suggesting does not receive much more intention of researchers as the so-called speech act of requesting does. According to (Kratzer, 1991:645) suggestion is an utterance used by the speaker voluntarily, it gives to the hearer the chance to accept or refuse what has

been suggested to him or to her. Suggestion does not have any kind of imposition to be accepted. The addressee is free when the speaker suggested particular things. (Thomas, 1995,p161) stated that according to Searle (1969), suggestions are those in which the speaker's objective is to get the hearer to commit himself to some future actions. Also suggestions are related to the set of directives which means make the world match the world. Whereas, For Rintell (1979,p.97), suggestions are acts in which the speaker asks the hearer to perform an action that will potentially benefit both the speaker and the hearer. According to Bach and Harnish's (1979), directive speech acts implies the role and the effect of the speaker's intention on the hearer's actions when performing a particular speech act. Searle (1979) differentiates directive speech act from the other types such as representative and commsive speech acts in the sense of the the necessary interaction between the interlocutors in order to perform the intended speech act successfully. This is what Trosborg (1995:20) referred as "only in the case of directives is the hearer's subsequent act (getting things done) part of the speaker's intention". In other terms both the speaker and the hearer should be taken into account when producing and performoning directive speech acts.

According to Martinez-Flor (2005, p.169), focusing specifically on the different speech acts included within the group of directives, Schmidt and Richards (1980) claimed that it contains speech acts such as requests, commands and suggestions, the main goal of which is to get the hearer to do something, although the force of the attempt can differ from one speech act to another. Taking into account the assumption that there are different kinds of directives, Haverkate (1984) provides a specific definition for exhortative speech acts which also implies that the speaker wants the hearer to do something. Here Haverkate distinguished between two types of directive speech acts such as impositive and nonimpositive directives.

Impositive directives include threatening acts, such as requesting, pleading and ordering, whereas non-impositive directives refer to suggestions and instructions. The main difference

between these two types lies in the fact that the benefits obtained by carrying out an impositive speech act are exclusively for the speaker, whereas the objective of the non-impositive speech acts is to benefit the hearer.

2.3.1. Suggestions and requests

Suggestions and requests are two different speech acts. Therefore, they belong to the same category of directives, making a distinction between the two is of a crucial importance. Thomas (1995) stated that some of the speech acts may overlap, that's why the previous studies distinguished suggestions and requests from the dimension of the benefit of the action done. It is clear that the main purpose of suggestions is to make the hearer or the addressee do some specific actions. Rintell (1979: 99) stated that "in a suggestion, the speaker asks the hearer to take some action which the speaker believes will benefit the hearer, even one that the speaker should desire".

 Brown and Levinson's (1987) see, the speech act of suggesting as a face threatening act (FTA) because the speaker is already engaged on the hearer's world by performing an act that is concerned what the hearer should do. In that point, suggestions are regarded as an imposition upon the hearer because this latter is going to do an action by affronting his/her negative face.

2.3.2. Considerations when making suggestions:

Several factors should be considered, when making a suggestion. Brown and Levinson (1987:319) stated that the speaker should take into account different factors once hi/she decided to make suggestion such as:

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

Depending on these three main factors, the speaker should try to soften or mitigate this particular speech act by using or adopting certain specific politeness strategies in order to minimize, as far as possible, the chances of the hearer's being offended.

2.3.3. Suggestions and Advice acts

It is worth to mention that suggestions may be seen as components of a wider range of speech acts that involves the act of advice. As mentioned above the speech act of suggesting can imply benefits for the two interlocutors (the speaker and the hearer),while in the act of advise, the whole benefits is directed only to the hearer.

Generally, the speech act of suggesting and the speech act of advise were used interchangeably to refer to the same speech act. Searle (1969:66-67), had defined and distinguished the speech act of suggesting from the other directives. Searle (1969:7) defines advice as "telling you what is best for you.". Researchers refer to the speech act of advise as suggestions, in addition, Tsui (1994:65) had also defined the speech act of advise as one type of the directive acts, arguing that even if the acts of suggesting, recommending, and advising had treated as separated acts, they are in fact different signals of the same type of directive divisive speech acts.

2.4. Researchs on Suggestion

In contrast with the speech act of suggesting, the speech act of requesting has been investigated extensively. According to Schmidt et al. (1996:287-288) "in analyzing commercials as suggestions, we are some what hampered by the lack of detailed studies of this speech act [...] requests have been investigated extensively, but the speech act of suggestion, a cousin of the request, has been much less studied». In addition, the different studies which have been conducted concerning the speech act of suggesting where mainly consisted of two different areas of pragmatics such as cross-cultural pragmatic studies and inetrlanguage pragmatic studies.

2.4.1. Cross-cultural pragmatics studies on suggestions

In 1979, Rintell had conducted the first study concerning the speech act of suggesting. Rintell (1979), conducted an effective experimental study, based on examining Spanish learner's communicative competence in making both the speech act of suggesting and the speech act of requesting, when they are performing their class role-plays. This experiment examined learners' different abilities in both their native language and English as Second Language (SL). The experiment also attempted to investigate the role of two variables such as age and sex in performing the target speech acts.

After dealing with the experiment, results have shown that, age and sex affected learners' performance of the speech act of suggesting and requesting in English language only. And the factor of sex was significant only in Spanish language and age age did not. Rintell concluded that, learners were totally able to make both suggestions and requests perfectly in their native language (Spanish). Whereas, some of them failed to perform such a speech acts in English and this was due to the so-called negative transfer.

As stated by Martinez-Flor (2005:170-171) the two scholars Banerjee and Carrell (1988:319) were the first scholars to conduct research specifically designed to focus on suggestions. By employing a discourse completion test (DCT) consisting of 60 situations that elicited a suggestion, these authors compared two groups of subjects, namely those of Chinese and Malay ESL students with 12 native speakers (NSs) of American English. Results from the study were analyzed both quantitatively, as far as frequency, directness and type of suggestion employed, and qualitatively, regarding the use of politeness strategies and redressive forms when suggesting. The authors found that NSs made suggestions more frequently than non-native speakers (NNSs), and the type of suggestion used depended on the directness of the situation.

Particularly interesting in this early study is the fact that these authors addressed the issue of instruction by posing the question "What should we be teaching in ESL classrooms that will help students when making suggestions?" (1988: 317). Likewise, they proposed several pedagogical implications by suggesting different steps that could be adopted to teach this particular speech act.

Martinez (2005:171) stated that another important cross-cultural pragmatics studies were those conducted by Hinkel (1994, 1997). Although the author mentioned that she focused on advice, she talked about "forms of suggestions or advice" indistinctively (1994:77). These studies are particularly relevant, since some of the linguistic forms addressed by this author have been adopted in her proposed study. Hinkel's (1994) study focused on the differences between how 31 native speakers (NSs) of American English and 203 non-native speakers (NNSs) judged the appropriateness of advice in different situations. In order to establish these differences, the author employed written role-playing the format of a multiple-choice test (MCT) consisting of 16 situations that involved two characters, namely those of a social superior, that is a college teacher with a higher status, and a peer acquaintance with the same status as the students who were involved in the research.

Regarding her classification of the speech act of advising, the author relied on the theoretical frameworks established by Li and Thompson (1981), Wardhaugh (1985), Brown and Levinson (1987), Lii-Shih (1994) and Wierzbicka (1991), and classified advice acts into either direct, hedged or indirect advice acts. Results indicated that both NSs and NNSs were aware of the social distance involved between them and their interlocutors.

Moreover, Hinkel reported that the NSs made a noticeable distinction between the superior and the peer by employing indirect comments with the instructor and she also found that, in addition, NSs' advice was predominantly hedged with both interlocutors. In another study, Hinkel (1997) focused on the differences between speakers of Chinese and NSs of

English when dealing with the appropriateness of advice acts, on the one hand, and the differences between employing two research instruments, namely those of DCTs and MCTs, on the other hand. The Chinese subjects' responses tended to include indirect advice acts when responding to the DCT situations, whereas more direct strategies were preferred for the MCT.

2.4.2. Interlanguage pragmatics studies on suggesting

In this specific area of pragmatics, researchers attempted to examine interlanguage competence of EFL and ESL learners. One of the main studies conducted in such field is that made by Alcón in 2001w when she wanted to develop a cross-sectional investigation which in turn examined the speech act of suggesting within the framework of status congruence in an ESL setting. Martinez(2005, p. 171) stated that in her study, Alcón taped 30 sessions involving 15 Spanish students and analyzed the suggestions taking into account both frequency and form. Results from this study indicated that, although NNSs received positive input by teachers, students' percentage of direct forms and the absence of mitigators showed their lack of pragmatic competence.

In short, Alcón (2001) suggested that learners' pragmatic competence needs more than the real exposure to language inside the classroom to be developed. And she also recommended that pedagogical intervention is more influential and effective in the context of academic advising sessions.

Nearly to the to Alcón studies Koike (1996) had developed another cross-sectional study that aimed at examining 114 English learners'awarness of suggestions, bearing in mind that they were studying a foreign language which is Spanish. The study investigated also the pragmatic transfer of learners from their native language to the target language. The study based on a questionnaire distributed to learners to be answered after watching video tape consisting of seven different speech acts. Martinez (2005:173) stated that the results from Koike study showed that proficiency was important, since advanced students understood the true intent of

the speech acts, whereas the other students failed to comprehend it. There were no proficiency effects at play in pragmatic transfer, since transfer occurred at different levels of proficiency. In that sense, Koike (1996) concluded his study stating that contextualized language has a major role in developing foreign language learners 'abilities to recognize different speech acts from both sides the grammatical and pragmatic levels.

From reviewing the literature, Martinez (2005:173) stated that, there were a several different assumptions that may be mentioned concerning the speech act of suggesting. First of all, most of the researches conducted on suggesting were like scare, because they were few. Second, no one of the previous studies take the foreign context into account except the study conducted by Koike(1994.1996) which was focusing on the Spanish language as a foreign language in the English context. Finally, no one of the studies have presented a taxonomy that includes different linguistic forms that may be employed when making suggestions in a variety of situations. That's why in the next section of our present study we will try to present a specific taxonomy of such speech act based on the work prepared by Martinez (2005). In order to be employed in foreign language contexts.

2.5. Realization of the speech act of suggesting

The speech act of suggesting can be realized by three ways. The speaker may opt for direct, conventional or indirect strategies to make suggestions. This section deals with the linguistic means used to realize the speech act of suggesting taking account the interlocutors 'role in the society.

2.5.1. Direct strategies:

The first type of suggesting consists of direct strategies that are clearly stated and used. According to Bardovi-Harlig and Hartford (1996, p.180) this direct type of suggesting is mainly performed by performative verbs, a noun of suggestion or "illocutionary force indicating device", in addition to imperatives and negative imperatives forms. Regarding the

use of performative verbs, such as "I suggest that you change your role play", many scholars like Wardhaugh (1985), Koike (1994), Tsui (1994) and others have argued that this form is not widely used to express suggestions in our daily life, because it is regarded as very direct, although the data from NSs' oral and written production in different tasks that elicited suggestions (see Martínez-Flor [2004] for a detailed description of these tasks) showed that it is sometimes used in formal situations or during very high formal meetings. In other terms, the use of direct suggestions forms is not of that daily usage, but in fact it is needed in formal contexts suggestions is also one of the direct strategies,. Tsui (1994:125) considered the use of the noun of suggestion also to be a very direct form of making suggestion, the example of "My suggestion to you is to visit Italy", showed that it is a direct desire to perform such speech act. Whereas, The use of imperative forms (negative and non- negative) is regarded also direct strategies, it is as impolite forms of making a suggestions because they have some kind of literal pragmatic force. Like in these two examples "Try to change this T-shurt." or "Do not try to play this game again". It seemed to be impolite when uttered to the addressee.

2.5.2. Conventional strategies:

The second type of suggesting consisted of conventionalized forms. These forms are *used* specifically to make suggesting by allowing the addressee understands the speaker's objectives behind the suggestion because of the appearance of the illocutionary force when uttering these forms. This group of conventionalized forms comprises a greater variety of linguistic forms of realizations to be used when performing such speech act. It consists of specific forms such as the use of specific formula, expressions of possibility or probability, the use of verbs such as need to and should, and of course the use of the conditional forms. From one side, the use of interrogative forms is typically of suggesting. According to Koike (1994), the other forms of conventional type have the declarative structure. Under the umbrella of conventional forms, the expressions of possibility or probability are often used with the help of model verbs such

as can, could, may and might. Like the following example, "you can play music here." At the bottom of the group, the conditional forms also used to perform this speech act of suggesting. Koike (1996, p. 264) have defined conditional forms as "an irrealis clause in declarative form", like this example "if I were you, I would change my car." This is typically a conventional form of the speech act of suggesting.

2.5.3. Indirect strategies:

The third group of strategies consists of the indirect suggestions. Using these indirect forms did not deal with any kind of conventional forms because there is no real indicators for that. In that case the hearer should refer to those expressions in order to get exactly what the speaker is actually said. This third group consists of two different forms such as Impersonal and Hints. Concerning the impersonal forms one can use a set of phrases such as "Here's one possibility", "A good idea would be", "and There are a number of options that you" and of course the use of models also to express a suggsting desire. Whereas, in the part of hints, there is a specific form which is used to perform the speech act of suggesting such as "I have heard that…". Here there is no clear intention for suggesting; but in fact it does contain the indirect form of that speech act.

The table bellow is adopted from the work prepare by Martinez Flor (2005) which presented a taxonomy of the speech act of suggesting dealing with the three forms such as: the direct, conventional and indirect forms. In this table Martinez (2005) summarized the different linguistic realization forms of the particular speech act of suggesting. In order to be used by EFL teachers to help their learner in performing the speech act of suggesting.

TYPE	STRATEGY	EXAMPLE
DIRECT FORMS	Performative Verb	I suggest that you….. I advise you to…. I recommande you….

	Noun of suggestion	My suggestion would be….
	Imperative	Try to….
	Negative Imperative	Do not try to….
CONVENTIONAL FORMS	Specific formula (interrogative forms)	Why don'tyou...?
		How about...?
		What about...?
		Have you thought about... ?
	Possibility/probability	You can...
		You could...
		You may...
		You might...
	Should	You should...
	Need	You need to...
	Conditional	If I were you, I would ...
INDIRECT FORMS	Impersonal	One thing (that you can do) would be…
		Here's one possibility: ...
		There are a number of options that you…
		It would be helpful if you…
		It might be better to ...
		A good idea would be ...
		It would be nice if…
	Hints	I'v heard that….

Table 1. Suggestion linguistic realisation strategies adopted from Martinez-Flor(2005)

2.6. The teachability of speech acts behavior

This last section deals mainly with the teach ability of speech acts behaviors. In other words how can we teach speech acts behaviors? According to (Cohen 1990:408) we can teach speech acts behaviors since they are everyday language use. He claimed that 'The fact that speech reflact,for the most part, routinized language behavior helps learning in the sense that much of what is said is predictable.''

Why predictable because most of the time an adjective is used in a compliment like nice or good. Olshatian and Cohen (1990) conducted a specific study with advanced EFL learners in Israel to examine if the explicit teaching of speech act behavior can improve or help EFL learners to use linguistic means appropriately. Native speakers of American English provided baseline data for comparative purposes. They were taught twenty minutes lessons aimed at filling in the gaps. Their study was done on the speech act of apology then the speech act of requesting and suggesting. So, information about the strategies within the apology speech act set and about modifications of apologies through the use of intensification and emotional were taught. Researchers did a pretest first, and then after teaching them the behavior, they did another test which was posttest, to determine what was learned. The results suggested that the type of intensification and downgrading, different speech act strategy realizations and situational or feature consideration can be taught. They also showed that after training learners, they opted for shorter utterances to make the speech act of apology in stead of cover compensate form, using too many word to express the target speech act.

Another study concerning teach ability of the speech acts behavior was conducted by Dunham(1992) who described a series of ten techniques for teaching complimenting behaviors after doing an informal study of forty Southeast Asia high school students, employing the complimenting outlined by Wolfson. The techniques were :(1) reviewing how it is done in the native culture,(2) reviewing how it is done in the United States,(3) vocabulary phrase lists,(4)

student practice,(5) role playing in pairs,(6) teacher role play with student in front of the class,(7) projects in which learners must compliment natives,(8) students 'oral report to the class following their field experiences with native speakers,(9) connecting techniques to lengthen conversations, and (10) paired interaction with complimenting and connecting techniques. (Cited in Cohen, p. 411).

In short, the above studies showed that teaching the speech acts behavior is not impossible, and teachers of FL may teach their learners the different behaviors of any speech act inside the classroom using certain strategies and techniques to better understanding of the speech act firstly and to better performing it secondly.

Conclusion

In this chapter, we have proposed a detailed study and analysis of the speech act of suggesting that has been drawn up on the basis of speech act, which is defined as saying by performing meaning because when we speak we also act with these words. The actual chapter is divided into four main section within which we dealt firstly with a definition of this speech act, then we dealt with the previous research conducted concerning the speech act of suggesting in both the cross-cultural and interlanguage fields. What is significant in our study is the third section which provided a taxonomy of the different linguistic realization strategies used to perform such speech act. Finally we dealt in the fourth section with different studies concerning the the ability to teach speech acts'behaviours in EFL classrooms. Employing this study in EFL context would be of benefit to develop learners'pragmatic abilities and to foster learners' ability to make suggestions.

CHAPTER THREE: FIELD WORK AND

DATA ANALYSIS

Chapter three

Students' discourse completion task

Field Work and Data Analysis

Introduction

The first two chapters dealt with two aspects, the sociolinguistic competence and speech act of suggesting. This chapter is devoted to investigate the role of sociolinguistic competence on EFL learners' realization of the speech act of suggesting. The current study opted for the descriptive method and the data were gathered through one data collection tool, that is, a written completion task. The gathered data will be interpreted to verify the formulated hypotheses.

3. Discourse Completion Task

3.1. Objective

A Discourse-Completion Task (DCT) is a data collection tool used particularly in linguistics and pragmatics to obtain particular speech acts. The tool was developed by Shoshana Blum-Kulka (1989) for studying speech act realization comparatively between native and non-native Hebrew speakers, based on the work of E. Levenston (1975). The current discourse completion task is a data collection tool designed to investigate the role of sociolinguistic competence on EFL learners' realization of the speech act of suggesting. It also aims at discovering students' manipulations of different forms of speech act of suggesting according to different situations.

3.2. Administration

The discourse completion task has been administered to master one students in their classes; totally 50 students from the whole population of 252 students.

3.3.Piloting the DCT

In the piloting stage, a discourse completion task consisted of seven situations, was administered to master one students. After the collection of the DCT, students did not make any remark about it and they totally understood the instructions. So the piloted DCT was considered as the main DCT for this study.
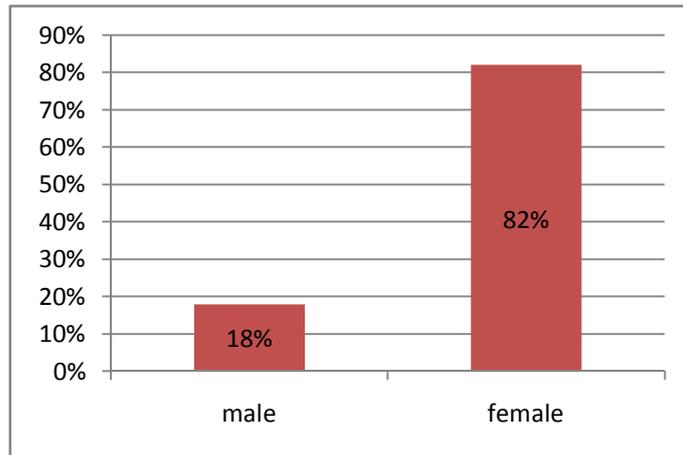
3.4.Data analysis

Section one:

3.4.1.General information

1. **Gender:**   Male   Female

| Gender	Male	Female
Number	9	41
%	18%	82%

Table1: Gender

Graph 1: Gender

As the graph shows, the majority of the respondents were females. The female

respondents represent 82% of the total sample, and 18% o represent male respondents.

2. Your choice to study English was:

Imposed   Personal

Option	Personal	Imposed
Number	47	3
%	94%	6%

Table2: students' responses of their choice of English
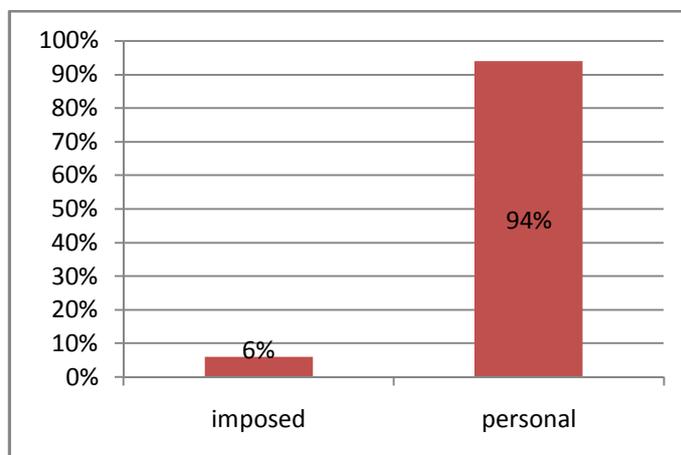
Graph 2: students' responses of their choice of English

This question attempts to highlight students' attitudes toward the study of the English language. According to the graph, the majority of the participants 94% say that their study of English language was a personal choice. A minority of 6% say that choice to study English was imposed. The majority of the respondents opt for the personal choice; this would lead to deduce that they are motivated and have the desire to learn about the English language.

3. You have been studying English for:

Years	4	5	6
Number of students	40	6	4
%	80%	12%	8%

Table 3: students' years of study
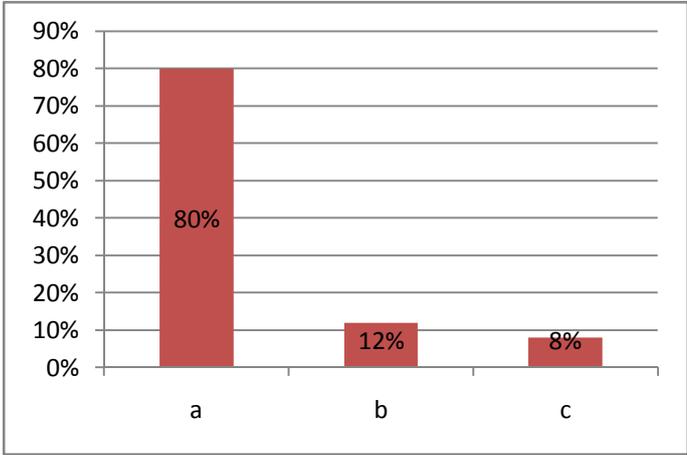
Graph 3: students' years of study

This question item tends to know students' experience with the English language. As the graph shows, 80% of the participants have been studying English for 4 years, 12% of the respondents have been studying English for 5 years and 8% of the participants have been studying for 6years.

Section two

3.4.2. Discourse Completion Task

Situation one 1:

In the library, you see your teacher very tired searching for a book needed for the next day's lecture, what would you say to your teacher?

    a. I would probably suggest that you go home and have a rest

    b. Perhaps you should go home and have a rest

    c. Having a rest is a good idea

Option	a	b	C
Number of students	45	2	3
%	90%	4%	6%

Table 4:   Participants 'Responses Distribution in Situation 1
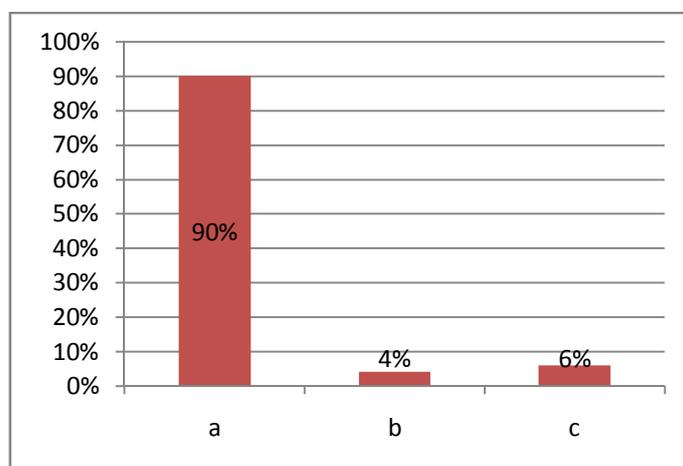
Graph 4: Participants 'Responses Distribution in Situation 1

In the first situation, students are supposed to select the first option. As the graph shows, the majority of the respondents 90% opt for the first option, I would probably suggest that you go home and have a rest, whereas 4% of the participants selected the second option and 6% chose the third option. Through this result, we can deduce that the realization of the speech act of suggesting is achieved through the use of the model under the conventional forms (I would probably suggest that...). The result shows also that students' responses were directed to the selection of the formal formula since the receiver is a teacher.

55

Situation 2:

In the weekend, you want to invite your closest friend to go on a trip outside the country, what would you say to your friend?

a. Let's go on a trip outside the country

b. How about going on a trip outside the country

c. I would probably suggest that we should go on a trip

Option	a	b	C
Number of students	47	2	1
%	94%	4%	2%

Table 5 : Participants ' Responses Distribution in Situation 2
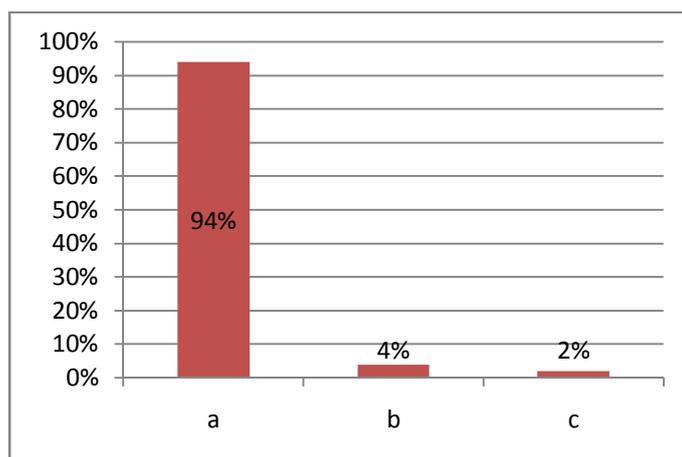
Graph 5: Participants 'Responses Distribution in Situation 2

In the second situation, students are supposed to select the first option. As the graph shows, the majorities of the respondents 94% opt for the first option, let's go on a trip outside the country, whereas 4% of the participants selected the second option and 2% chose the third option. Through this result, we can deduce that the realization of the speech act of suggesting is achieved through the use of the indirect form and as a hint (Let's...). The result shows also

that students' responses were directed to the selection of the informal formula since the receiver is a closest friend.
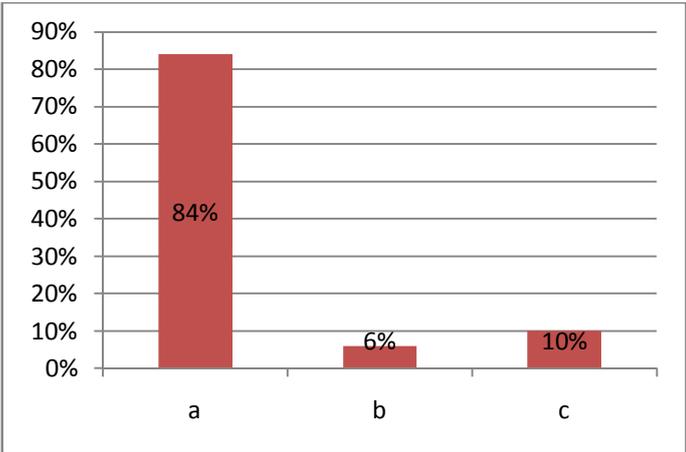
Situation 3:

You are walking on the street, when your classmate walks by; you saw that your classmate has an ink spot on his t-shirt, what would you say to him?

a. You should change your t-shirt because you have an ink spot on it

b. I suggest that you should change your t-shirt because you have an ink spot on it

c. You need to change your t-shirt because you have an ink spot on it

Option	a	b	C
Number of students	42	3	5
%	84%	6%	10%

Table 6: Participants 'Responses Distribution in Situation 3

Graph 6: Participants 'Responses Distribution in Situation 3

In the third situation, students are supposed to select the first option. As the graph shows, the majority of the respondents 84% opt for the first option, you should change your t-shirt because you have an ink spot on it, whereas 6% of the participants selected the second option and 10% chose the third option. Since the majority went with the first option, we can

understand that the realization of the speech act of suggesting is achieved through the use of the model (you should...). The result reveals also that students' responses were intended for the selection of the informal formula since the receiver is a classmate.
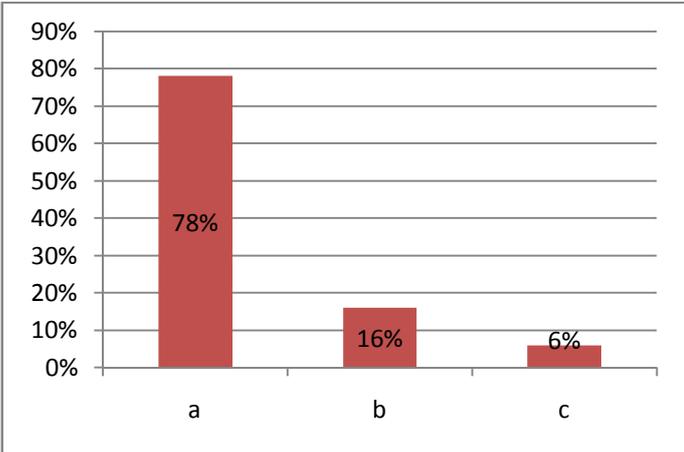
Situation 4:

In the classroom, your classmate has delivered an oral presentation, you noticed a mistake in his/her oral presentation, what would you suggest?

a.   I am not sure, but you should revise and consider this mistake

b.   You have to correct this mistake

c.   I think you should correct this mistake

Option	a	B	C
Number of students	39	8	3
%	78%	16%	6%

Table 7: Participants 'Responses Distribution in Situation 4

Graph 7: Participants 'Responses Distribution in Situation 4

In the fourth situation, students are supposed to select the first option. According to the graph, 74% of the respondents selected the first option, I am not sure, but you should revise and consider this mistake, whereas 16% of the participants selected the second option and 6% chose the third option. Since the majority opted for the first option, one can deduce that the realization of the speech act of suggesting is accomplished through the use of the model (I am not sure, but).The result reveals also that students' responses were intended for the selection of the informal formula since the receiver is a classmate.
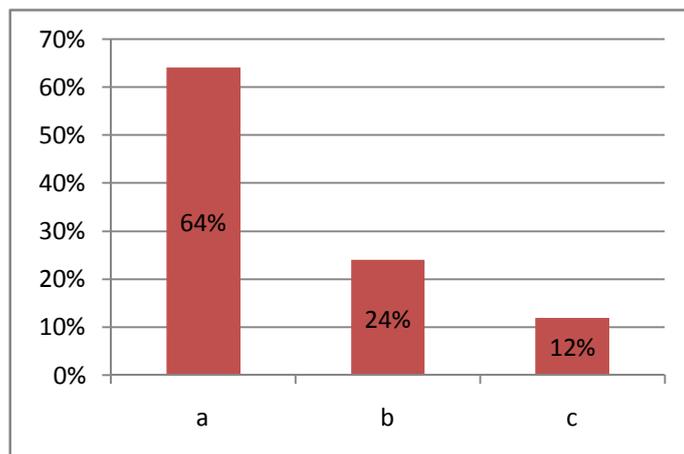
Situation 5:

In the library, one of your classmates wants to borrow a novel and you want to suggest another novel, what can you say to him?

a. I suggest this novel for you, it looks very interesting

b. Why do not you read this novel?

c. I probably suggest you read this novel

Option	a	B	C
Number of students	32	12	6
%	64%	24%	12%

Table 8: Participants 'Responses Distribution in Situation 5

Graph 8: Participants 'Responses Distribution in Situation 5

In the fifth situation, students are believed to opt for the first option. As the graph illustrates, 64% of the respondents selected the first option, I suggest this novel for you, it looks very interesting, whereas 24% of the participants chose the second option and 12% chose the third option. Since the majority opted for the first option, one can deduce that the realization of the speech act of suggesting is accomplished through the use of the model (I suggest).The result reveals also that students' responses were intended for the selection of the informal formula since the recipient is a classmate.

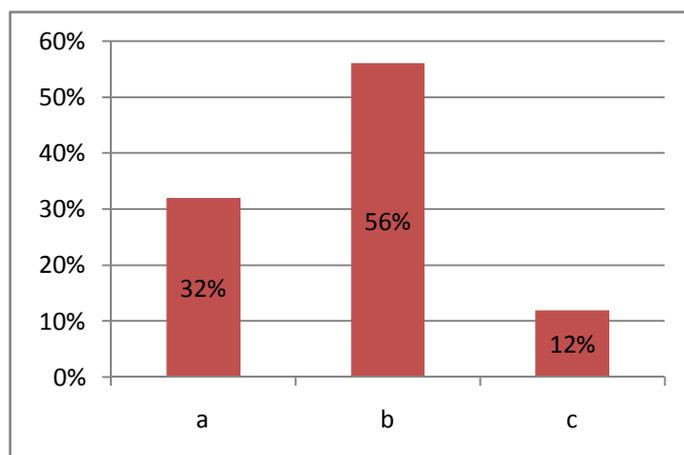**Situation 6:**

You want to go with your friends to the cinema, what would you say to them?

a. How about going to the cinema?

b. There is a new film, why do not we go to the cinema?

c. I would probably suggest going to the cinema

Option	a	B	C
Number of students	16	28	6
%	32%	56%	12%

Table 9 : Participants 'Responses Distribution in Situation 6

Graph 9: Participants 'Responses Distribution in Situation 6

In the sixth situation, students are believed to opt for the second option. As the graph demonstrates, 56% of the respondents selected the first option; there is a new film, why do not we go to the cinema? Whereas 32% of the participants chose the second option and 12% chose the third option. Since the majority opted for the second option, one can deduce that the realization of the speech act of suggesting is accomplished through the use of the model (why do not we).The result reveals also that students' responses were intended for the selection of the informal formula since the recipients are the speaker's friends.

Situation 7:

You meet your teacher in the library looking for a book. This book is very expensive and you noticed that there the same book in anther library with a lower price, what would you suggest your teacher?

a. I suggest you should buy this book from the library that is at the end of the street

b. How about buying this book from the library that is at the end of the street?

c. I recommend you to buy this book from the library that is at the end of the street

Option	a	b	C
Number of students	40	8	2

%	80%	16%	4%

Table 10: Participants 'Responses Distribution in Situation 7
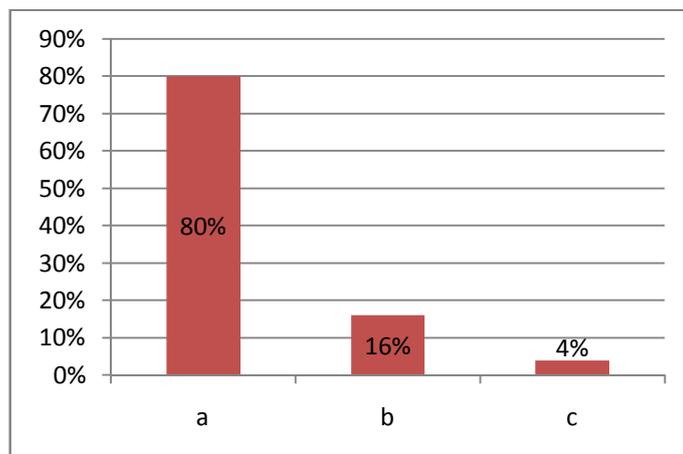
Graph 10: Participants 'Responses Distribution in Situation 7

In the seventh situation, students are supposed to choose the first option. As the graph illustrates, 80% of the respondents selected the first option, I suggest you should buy this book from the library that is at the end of the street, whereas 16% of the participants chose the second option and 4% chose the third option. As the majority opted for the first option, it can be deduced that the awareness of the speech act of suggesting is achieved through the use of the model (I suggest).The result reveals also that students' answers were intended for the selection of the formal composition since the recipient is a teacher.

3.5. Discussion of the Results of the Students' DCT

In their responses to the situations, students recognized the right forms to address the interlocutors. In the situations (1 and 7), students figure out that the addressee is a teacher, so they consult more formal composition and use the direct performative verbs (I would probably suggest, I suggest you should). For the situations (2, 3, 4, 5 and 6), students recognized the appropriate forms to address their interlocutors and realized that the addressees are their friends, so they opt for the informal compositions, the conventional indirect models (let's, you should, I am not sure, but you should, I suggest, how about). The analysis of the students'

responses and their results lead to understand that students have the sociolinguistic competence to realize the speech act of suggesting.

Conclusion

Results from the analysis of students' discourse completion task answer our main research question that states, Does sociolinguistic competence have a positive effect on EFL learners' performance of speech act of suggesting ? and confirm our hypothesis that postulates that, if EFL learners are aware of the socio-culture knowledge, they will be able to perform suggests appropriately and successfully. Students recognized the right forms to address their interlocutors. Therefore, the students developed their sociolinguistic knowledge that lead to realize the speech act of suggesting.

Main CONCLUSION

Society and culture are two aspects of language, having the sociolinguistic competence means having the knowledge of the different socio-cultural norms that belong to a certain language. Students who are learning a foreign language may face difficulties in terms of interacting with native speakers; this in turn would lead to hinder students from developing the needed sociolinguistic competence. In other words, students are learning the language which is not in their immediate context. Scholars and researchers contributed in many works to assist students develop their use of the language. Among those works we can mention the communicative competence developed and defined by Dell hymes as the knowledge of both the language and the language use. The notion of communicative competence has been further developed and defined by the scholars Canale and Swain and Bachman as having the grammatical, sociolinguistic/pragmatic, discourse and strategic competences.

As far as this study is concerned, the speech act of suggesting that is governed by several rules for the correct realization. It could be in terms of either the direct or the indirect forms that are related to formality which in turn depends on the interlocutors. And conventional forms which depend also on the interlocutors' degree of understanding concerning what has been said between them.

The result of the study obtained from the written discourse completion task reveals that the majority of the students have the awareness concerning the linguistic items to be used in the realization of the speech act of suggesting. Throughout the answers on the situations, the majority of the students recognized the degree of formality to be used in the communication. Students are aware that the informal compositions of suggesting (let's, you should, I am not

sure, but and how about.) can only be used with the friends and close people; whereas the formal compositions (I suggest, I would probably suggest) can be used with people we are distant from.

The results from the discourse completion task would hopefully be beneficial for professionals who are working with foreign companies or will be working in English-speaking countries. In case that, they know all the linguistic aspects and expressions used in relation to socio-cultural norms, surely they will properly perform any speech act of suggesting in different situations with different interlocutors and reduce face threating act.

Recommendations for Further Research

The present study attempted to shed light on the importance of sociolinguistic competence in enhancing EFL learners' realization of the speech act of suggesting. The obtained results have confirmed that students are aware about the sociocultural feature when making their suggesting, which in turn confirms the research hypothesis. In regard to these findings, we can adjust a set of recommendations:

1. Teachers should take into consideration the effectiveness of teaching communicative competence, because it reinforces student's language achievement.

2. Foreign language teachers need to vary classroom activities using different tools that engage and motivate their students to interact between each other.

3. Motivating and prompting students to speak are of important roles that all teachers should play; in order to, help students to overcome their speaking difficulties and ameliorate their communicative competence.

4. Syllabus designers should integrate Communicative competence in order to provoke their students to practice the language.

5. EFL students, in order to develop their sociolinguistic competence, should get involved in online discussions; because it will give them self-confidence to communicate in English.

6. Teachers need to use listening as a scaffold to enrich students' vocabulary of the speech act of suggesting, and help them to get used with native speaker's pronunciation.

7. Teachers should encourage students to record themselves and watch videos of native speakers and miming what they are saying concerning the speech act of suggesting.

8. Students are advised to develop pragmatic competence as much as they can, because it will help them to learn chunks of the language which they use while speaking, and when they interact with native speakers.

9. Creating a relaxed atmosphere in the classroom, where students are encouraged to interact, is what teachers should pay attention to.

10. Students should listen to native speakers' suggesting as much as they can in order to correct their performance, pronunciation, gain new vocabulary, and develop their sociolinguistic competence.

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 recording of natural conversation, field investigation. However, due to true constraints, material limitations, and the current study employed only what is called Discourse Completion Task.

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Appendix

Appendix 1: Students' Discourse Completion Task

Mohammed Kheider University of Biskra
Branch of English

> Dear student,
>
> You are kindly requested to complete this discourse completion task
>
> about the role of sociolinguistic competence on EFL learners' realization of
>
> the speech act of suggesting. Your contribution would be of a great help for
>
> the completion of this work.
>
> Thank you in advance.

General Information:

1. Gender

Male ☐ Female ☐

2. Your choice of study English was:

Personal ☐ Imposed ☐

3. How long have you been studying English?

....

Discourse Completion Task

Instruction: In the following situations, please select the answer you think the most appropriate:

Situation one 1:

In the library, you see your teacher very tired searching for a book needed for the next day's lecture, what would you say to your teacher?

1. I would probably suggest that you go home and have a rest ☐
2. Perhaps you should go home and have a rest ☐
3. Having a rest is a good idea ☐

Situation 2:

In the weekend, you want to invite your closest friend to go on a trip outside the country, what would you say to your friend?

1. Let's go on a trip outside the country ☐
2. How about going on a trip outside the country ☐
3. I would probably suggest that we should go on a trip ☐

Situation 3:

You are walking on the street, when your classmate walks by; you saw that your classmate has an ink spot on his t-shirt, what would you say to him?

1. You should change your t-shirt because you have a spot on it ☐
2. I suggest that you should change your t-shirt because you have a spot on it ☐
3. You need to change your t-shirt because you have a spot on it ☐

Situation 4:

In the classroom, your classmate has delivered an oral presentation, you noticed a mistake in his/her oral presentation, what would you suggest?

1. I am not sure, but you should revise and consider this mistake ☐
2. You have to correct this mistake ☐
3. I think you should correct this mistake ☐

Situation 5:

In the library, one of your classmates wants to borrow a novel and you want to suggest another novel, what can you say to him?

1. I suggest this novel for you, it looks very interesting ☐
2. Why do not you read this novel? ☐
3. I probably suggest you read this novel ☐

Situation 6:

You want to go with your friends to the cinema, what would you say to them?

1. How about going to the cinema? ☐
2. There is a new film, why do not we go to the cinema? ☐
3. I would probably suggest going to the cinema ☐

Situation 7:

You meet your teacher in the library looking for a book. This book is very expensive and you noticed that there the same book in anther library with a lower price, what would you suggest your teacher?

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

THANK YOU FOR YOUR COOPERATION

الملخص

الهدف من هذه الدراسة هو اكتشاف دور الكفاءة اللغوية الاجتماعية فيما يتعلق بأداء الخطاب ألاقتراحي .و فحص إدراك طلاب السنة أولى ـماستر للخطاب ألاقتراحي وإنتاجهم له بجامعة محمد خيضر بسكرة. من أجل اكتشاف العلاقة بين هذين المتغيرين،قمنا بطرح ثلاثة أسئلة ، ولكن الأكثر شمولا هو كيف للكفاءة اللغوية الاجتماعية ان تساهم في تحسين العمل الخطابي ألاقتراحي للمتعلمين. تباعا لهذه الأسئلة البحثية، افترضنا أنه إذا كان متعلمو اللغة الإنجليزية كلغة أجنبية على دراية بالمعرفة الاجتماعية والثقافية، فإنهم سيتمكنون من أداء الفعل الخطابي ألاقتراحي بشكل مناسب وبنجاح. لاختبار فرضيتنا، اعتمدنا على المنهج الوصفي و لجمع البيانات استعنا بوسيلة رئيسية واحدة هي استبيان موجه للطلبة على شكل إكمال الوضعيات المختلفة. المجموع الكلي للطلبة هو 253 طالب و كعينة اخترنا فوجين يتكون كل منهما من 25 طالب. في الميدان التطبيقي تم تشكيل استبيا اولي للطلبة لمعرفة مدى استيعابهم للأسئلة بالإضافة أي كلمات صعبة مع الأخذ بعين الاعتبار الملاحظات المنوه إليها من قبل الطلبة. من خلال تحليل البيانات المستمدة من الاستبيان لاحظنا أن أغلبية الطلبة تمكنوا من التفريق بين مختلف المتحاورين بالإضافة إلى أن إنتاجهم للخطاب ألاقتراحي كان صائبا. هذه المعرفة الثقافية الاجتماعية مكنتهم من أداء الفعل الخطابي ألاقتراحي بشكل مناسب و صحيح. كل هذه النتائج المتحصل عليها تؤكد صحة الفرضية المطروحة سابقا.