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Title:

**Authentic Materials to Develop Pragmatic Competence in EFL
Classrooms: The Case of Boumerdes and Algiers' EFL
University Teachers and Students**

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Dedications

YAMNA:

I dedicate this modest work for mommy and daddy, Mohamed and Nassima for their care, love, and continuous encouragement and support throughout my life. Thanks to you, I learn to try my hardest, and to be myself. I am honoured to be your daughter.

I would like to thank all the members of my family for their love and support.

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I dedicate this work to my beloved parents

To my sisters and brothers

To my friends and all the teachers of the department of English.

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Abstract

This dissertation is concerned with authentic materials (AM) to develop pragmatic competence in EFL classrooms. It aims at investigating whether EFL teachers use AM to develop their EFL students' pragmatic competence and examining the teachers and students' views about the effectiveness of authentic materials in the development of students' pragmatic competence in EFL classroom. In conducting this research, we have adopted the Speech Act Theory developed by Austin (1962) and Searle (1969) in order to achieve the aforementioned objectives. In collecting the data, we have adopted the mixed method approach. Both quantitative and qualitative methods are used for the collection and analysis of the data. In order to obtain the needed information two questionnaires are sent to both EFL teachers and students to obtain quantitative and qualitative data. Moreover, thirty EFL teachers and sixty EFL students have been chosen randomly from two different Algerian universities (Boumerdes and Algiers Universities). The teachers' questionnaire aims at investigating whether EFL teachers use authentic materials to develop their students' pragmatic competence in classroom and teachers' views about the effectiveness of these materials. The students' questionnaire aims at investigating students' views about the effectiveness of AM in developing their pragmatic competence in EFL classroom. The results obtained from the two questionnaires show that EFL teachers use authentic materials in classroom and that authentic material are effective in developing EFL students' pragmatic competence.

Key Words: *authentic materials, pragmatic competence, EFL classroom, speech act theory.*

List of Abbreviations and Acronyms

ALM: Authentic Language Materials

AM: Authentic Materials

EFL: English as a Foreign Language

FL: Foreign Language

H: Hypothesis

L2: Second Language

Q : Question

QCA : Qualitative Content Analysis

SPSS: Statistical Package for Social Sciences

TL: Target Language

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1. Statement of the Problem

Nowadays, English is the language of globalization, international communication, trade, music, podcast and the media. Therefore, different motivations for learning it come into account, and understanding the different aspects of this language is an indispensable part of education.

Within the context of teaching English as a foreign language (EFL), EFL students have difficulties in communication using that language and consider the social interaction as a difficult activity to make in that language. Thus, the main objective in EFL classrooms must be the development of the students' pragmatic competence so that EFL students become able to use the target language to interact effectively in a given social context. To reach such an objective EFL teachers may use authentic materials (AM) in classroom to develop their students' pragmatic competence. According to Taguchi (2009), pragmatic competence is the ability to use language appropriately in different social contexts. It is one effective component of communicative competence.

The term 'authentic materials' refers to any stretch of real language produced by real speaker or writer for real audience to convey real message (Morrow, 1977). Even if authentic materials are not designed for teaching English especially to non-native speakers, they can be used in the classroom as learning tools for foreign language students. Berardo (2006:64) notes that one of the reasons why authentic materials are employed in EFL classroom is to make a close contact with the target language as much as possible. In other words, students are intended to have a direct experience of how the language works in the real situation. Researchers (Peacock, 1997: 144; Porter and Roberts, 1981: 39) claim that the more students interact with the real language (TL) in the classroom activities, the higher they engage in learning. Even though most teachers and authors agree that authentic materials give benefit to teaching

listening skills, some researchers still argue about their effectiveness in developing oral skill (Hinkel, 2006:117).

Pragmatic competence is fundamental to English language learning and teaching because without this competence, students cannot use the target language to interact effectively.

One area of study, which has not received much attention, is the use of AM to develop EFL students' pragmatic competence in EFL classroom. Increasing EFL students' pragmatic competence using authentic materials must become a major EFL teachers' priority. Thus, the purpose of this study is oriented accordingly.

2. Aims and Significance of the Study

The present research is guided by the following objectives. The first objective that we have outlined is to find out whether authentic materials are used by EFL teachers to develop their students' pragmatic competence in EFL classrooms. The second objective deals with the examination of the teachers and students' views about the effectiveness of authentic materials in the development of students' pragmatic competence in EFL classrooms.

This study is significant since it has not been conducted before and it contributes to show the effectiveness of the authentic materials in developing EFL students' pragmatic competence in EFL classrooms.

3. Research Questions and Hypotheses

The present research attempts at answering the following questions:

Q1. Do EFL teachers use AM to develop their students' pragmatic competence in EFL classrooms?

Q2. To what extent do the intensive exposure to the TL through a substantial input of authentic materials benefit learners in developing their pragmatic competence in EFL classrooms?

In an attempt to answer them, we advanced the following working hypotheses:

H1. EFL teachers use AM to develop their students' pragmatic competence in EFL classrooms.

H2. The intensive exposure to the TL through a substantial input of AM strongly help learners in developing their pragmatic competence in EFL classrooms.

4. Research Techniques and Methodology

This research will follow the mixed method approach, that is to say, the use of both quantitative and qualitative methods for data collection and data analysis. Two questionnaires are the main research instruments used in our study. Due to the pandemic (Covid-19), the two questionnaires were sent via email and messenger to thirty EFL teachers and sixty EFL students that have been chosen randomly from two different universities (Boumerdes and Algiers Universities). The teachers' and students' questionnaires aim at investigating whether authentic materials are used by EFL teachers to develop their students' pragmatic competence in EFL classrooms and the EFL teachers and students' views about the effectiveness of authentic materials in the development of pragmatic competence in EFL classrooms.

5. Structure of the Dissertation

The overall structure of the dissertation follows the traditional simple model as described by Thompson (1999). It is composed of four chapters in addition to General Introduction and General Conclusion. The ‘General Introduction’ consists of the statement of the problem, the aims and significance of the study, the research questions, hypotheses and methodology, and the structure of the research. ‘Review of the Literature’ is the name of the first coming chapter. It provides the theoretical background of our research. The second chapter is entitled ‘Research Design and Methodology’. It provides a detailed description of the research methods as well as the procedures of data collection and data analysis. The third chapter is entitled ‘Presentation of the Findings’. This chapter presents the results obtained from the teachers’ and the students’ questionnaires. The last chapter is called ‘Discussion of the Findings’. It discusses the results presented in the preceding section and it brings answers to the research questions. This dissertation ends with a ‘General Conclusion’ which gives an overview about the whole work and provides recommendations for further investigations.

Introduction

This chapter reviews the literature related to the scope of our investigation: Authentic materials to develop pragmatic competence in EFL classrooms. It is divided into two parts: The authentic materials and pragmatic competence, and the use of authentic materials to develop pragmatic competence in EFL classrooms. The first part deals with a definition of authentic materials and introduces their advantages. In addition to this, it explains the notion of pragmatic competence, and the use of pragmatic competence. The second part discusses the use of authentic materials to develop pragmatic competence in EFL classroom, the reasons that lead to EFL students' pragmatic failure, the pragmatic competence in EFL classroom, and the way in which authentic materials develop the students' pragmatic competence in EFL classroom.

I. Authentic Materials and Pragmatic Competence.

I.1. Definition of Authentic Materials

Nowadays, in the context of teaching and learning a foreign language, authentic materials (AM) has been widely discussed. Nunan (1989:54) notes that authentic materials are *“any material which has not been specifically designed for the purpose of language teaching”*. Additionally, Hall (1995) and Tomlinson (1998) argue that *“an authentic material, that is, a material that is not created for teaching purposes, are potential learning tools due to the language authenticity and their intimate relation with the communicative language teaching approach”*. Therefore, AM provide a real language that is produced by the native speakers of the target language. Besides, Morrow (1977:13) writes that *“an authentic text is a stretch of real language produced by a real speaker or writer for a real audience and designed to convey a real message of some sort”*.

Despite the fact that AM are not designed to be used in the classroom, they are considered as effective learning tools for FL students. There are two major types of authentic

materials that can be used to teach and learn the target language in the classroom. These two major types are print and auditory. The authentic print materials include traffic tickets, greeting cards, magazines, newspapers articles, menus, TV guides, web sites, reports, lyrics, comic books, maps, etc. While the authentic auditory materials involve television programs, podcasts, phone messages, songs, adverts, videos, etc. We will try to show how AM can provide students with knowledge. Rutherford (1987) argues that:

It has seemed easier to somehow separate the learner from the knowledge to be learned to objectify the target language as something completely unfamiliar to the learner. This objectification of the language in relation to the learner has perhaps been encouraged by a narrow definition of what the object of learning actually is, and by an incomplete view of what the learner has to offer. We have tended to see the target only in terms of linguistic competence or textual knowledge, and we have limited such Knowledge to the level of syntax without reference to structure above the sentence. Thus, ideational and interpersonal knowledge, which textual knowledge and from which textual Knowledge evolves, have tended to be overlooked or neutralised (149-150).

Within the context of FL learning, AM are of high significance for FL students' mastery of the target language. AM strive to activate and engage students' prior knowledge about how a language is shaped and organized to make and exchange meanings in a given context. Put differently, AM provide students with the grammatical alternatives that enable them to construct meanings, and the grammatical systems are responsible for managing the flow of discourse.

To sum up, authentic materials, including oral and written materials, are naturally used in the target language context and are not meant for classroom language learners. Recently, these authentic materials are needed in the FL classroom to teach and learn the different aspects of the target language.

I.1.1. The Advantages of Authentic Materials

Authentic materials including media of different types and even objects from real life seem to be more interesting and motivating since they may help students experience the language components in interaction with other related grammatical and discourse elements.

Sweet (1899) says that:

The great advantage of natural, idiomatic texts over artificial methods or series is that they do justice to every feature of the language... The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, certain elements of the vocabulary, and certain combinations of words to the almost total exclusion of others that are equally or perhaps even more essential (177).

Authentic texts are effective learning tools due to the fact that they expose learners to natural or real description of the target language's features. Authentic texts help students to understand how words are formed and how they are combined to produce sentences in order to make and transmit meanings.

We will consider the role of AM in developing students' grammatical and lexical knowledge, in enhancing students' involvement in the learning process through self-discovery, and the expansion of the students' awareness about the language and its appropriate use in different contexts.

I.1.1.1. Students' Involvement

Authentic materials, whether audio or printed materials, are significant alternatives to get FL students involved in the process of learning the TL. The authentic materials activate and engage students' prior knowledge and skills about language. They enhance both the listening skill, as they provide students with different topics in real ways, and the writing skill, as they help students to avoid errors. AM may challenge students regardless of proficiency through carefully selected materials that stimulate their interest in the FL, and this will

certainly contribute in improving their knowledge about language aspects. Willis (1990) assumes that learners are able to formulate and test hypotheses concerning the way language items are employed. They may be brought into contact with the target language, and they gradually gain awareness of unfamiliar language uses.

I.1.1.2. Self-discovery and Self-confidence

The exposure to the authentic language materials (ALM) will enable students to learn a language through self-discovery. AM provide students with real description of the TL features. They explain concepts, illustrate meanings, reinforce learning, and help holding conversations.

AM give students the opportunity to be exposed to natural language that they are likely to meet in real life situations, and this will help them to learn the TL, and then their self-confidence will rise. Willis (1990: 84) argues that “*students are discovering the language...they discover and they assign these words to classes...at the same time learners are discovering the classes to which words might belong and assigning the words in their lexicon to these classes*”.

From this, we conclude that the various AM will stimulate FL students’ self-discovery and awareness in the sense that they will enable students to advance their inductive processes and discover relationships for themselves and will reinforce self-confidence.

I.1.1.3. Making Generalizations

According to Brown (1994: 91), a generalization is “*a crucially important and pervading strategy in human learning. To generalize means to infer or derive a law, a rule, or a conclusion, usually from the observation of particular instances*”. Besides, Yin (2013: 325) considers generalization as “*an effort to generalize from a small number of cases to a larger*

population of cases". Additionally, Ruddin (2006:789) argues that without generalization, we could not interact with our world in a coherent manner.

In this case, AM enable students to realize the priority of using language properly in appropriate situations, they also provide them with contexts from which they can make generalizations about grammar and vocabulary usage for themselves in different contexts.

I.1.1.4. Enhancing Vocabulary

According to Lado (1994: 76) vocabulary can be defined as "*Words having meanings; these words are used by language speakers, and each word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use*". Vocabulary is very important in EFL teaching and learning. Therefore, in order to communicate effectively, students should have enough vocabulary. Wilkins (1987: 135) claims that "*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*". Besides, Lewis (1993: 893) argues "*Lexis is the core or heart of language*". Since vocabulary plays a significant role in EFL classroom, authentic materials are required to enhance students' vocabulary".

Authentic materials enable students to take part in the learning process by formulating their own assertions about vocabulary and lexical relationships. McCarthy (cited in Carter, 1987: 174) argues that "*one approach to promote the understanding and vocabulary acquisition requires the examination of relations between lexical items at three different levels: above sentence level, across conventional turn boundaries, and within the broad framework of discourse organization*". Additionally, Willis (1993: 92) argues that "*the use of authentic materials makes it likely that not only structure and necessary choice but also the typical behaviour of words and phrases will be captured and highlighted for the learner*".

To conclude, we can say that authentic materials are very significant as they enhance students' vocabulary understanding and offer meaningful contexts that facilitate learning.

I.2. Definition of Pragmatic Competence

Before explaining what pragmatic competence is, we have to shed light on both the narrow and the broad definition of the term ‘pragmatics’.

I. 2.1. Narrow Definition of Pragmatics

Pragmatics, which is a branch of linguistics, involves the use of language in a given social situation and the ways in which people produce and understand meanings through language. According to Robin (1964: 23), the field of pragmatics is known as a meaning concerned phenomenon that involves around the different factors of speech situation.

I.2.2. Broad Definition of Pragmatics

According to Mey (1993), pragmatics is *“the science of language seen in relation to its users, as it is used by real, live people, for their own purposes and within their limitations and affordances”*. Additionally, Thomas (1995: 22) states that *“pragmatics is meaning in use or meaning in context”*. Besides, Yule (1996:3) defines pragmatics as *“the study of meaning as communicated by a speaker and interpreted by a listener”*. In addition to this, Crystal (1997:301) views pragmatics as *“the study of language from the point of view of users, especially of the choices they make the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication”*. These definitions take into account the users of the language, the choices that they can make when using the language and the context in which that language is used.

In the process of communication, the focus is not only on the speakers’ intentions but also on the effects of those intentions on the hearers. Accordingly, we can say that pragmatics is the study of meaning in interaction rather than the analysis of level sentences.

I.2.3. Pragmatic Competence

To define the pragmatic competence different studies conducted this notion. First of all, the notion of pragmatic competence was defined by Chomsky (1980: 224) as “*the knowledge of conditions and manner of appropriate use of the language, in conformity with various purposes*”. Besides, Canale and Swain (1980) considered pragmatic competence as one effective component of their model of communicative competence. In this model, pragmatic competence was defined as the knowledge of contextually appropriate language use (Canale & Swain, 1980; Canale, 1983). Additionally, Canale (1988: 90) states that “*pragmatic competence involves the illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context*”.

In Bachman’s (1990) model of language competence, pragmatic competence involves both of the illocutionary competence and the sociolinguistic competence. Bachman’s model explains the pragmatic competence through two areas. The first is illocutionary competence; students should achieve their objectives with the language, and the second is sociolinguistic competence; students should be competent in order to use the appropriate language in the right time, place and with the right participants. Recently, Rose (1999) explains the concept of pragmatic competence as “*the ability to use available linguistic resources (pragmalinguistics) in a contextually appropriate fashion (sociopragmatics)*”. According to Kasper (1997:1), pragmalinguistics “*includes strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts and sociopragmatics refers to the social perception of communicative action*”. For Bialystok (1993), pragmatic competence involves all of the speaker’s ability to use language for different

objectives, the listener's ability to get past the language and understand the speaker's real intentions, and the command of rules by which utterances come together to create discourse.

To sum up, pragmatic competence is a combination of the linguistic and social aspects of language in which people need to communicate successfully. This means that FL students should be able to use both the linguistic code and the socio-cultural aspects of the English language to achieve a successful communication.

I.3. Use of Pragmatic Competence in EFL classroom

FL students should take into consideration both the linguistic code and the speaking rules that govern the social interaction of a language in order to achieve successful communication. Developing FL students' pragmatic competence is related to developing their competence in language use and politeness. Hymes (1979:14) argues that *"there are rules of use without which the rules of grammar would be useless"* (qtd in Fulcher, 2003: 39). He adds: *"just as rules of syntax can control aspects of phonology, and just as semantic rules perhaps control aspects of syntax. So rules of speech acts enter as controlling factor for linguistic form as a whole"*.

According to Fulcher (2003), there are two different areas when using pragmatic competence: 'doing things with words' and 'being things with words'.

I.3.1. Doing Things with Words

Most students who study and use a FL are interested in how they can do things with that language. That is, how they can express their feelings and wishes, get attention, influence others and learn about the world. In other words, FL students are interested in the grammatical structure of the TL as a way of getting things done. The basic idea of Speech Act Theory is

‘saying is part of doing’ or ‘words are connected to actions’ (Austin, 1962). According to Austin (ibid), ‘to say something is to do something’.

I.3.1.1. Performatives VS Constatives

Austin (1962) is the founding father of ‘The speech act theory’. He said that when people use language they do more than just make statements, that they perform actions. According to Cohen (1996), speech acts “*are acts which serve a function in communication*”. Besides, Yule (2008: 47) argues that “*Actions performed via utterances are generally called speech acts and, in English, are commonly given more specifically labels, such as apology, complaint, compliments, invitations, or promise*”.

Austin (1962) distinguishes between two different types of utterances: performatives and constatives. The performatives are used to do things or perform actions and they cannot be verified as true or false as in the following examples: I promise to pay you back, I apologize for being rude. In this case, the declarative sentences are not used to say anything true or false but they are used to perform actions of promising or apologizing; whereas, the constatives are typically in the form of assertions or statements and they can be verified as true or false as in the following examples: John is at home, I am trying to find what time it is. In this case, the constative sentences are not used to perform actions but they are used to say something true or false. It is very important for FL students to be able to distinguish between the performatives and the constatives in order to use the right sentence in the right situation and in various ways.

According to Austin, performatives can be divided into two types: explicit performatives and implicit performatives. Austin (1962: 62) argues that:

Any utterance that is in fact a performative should be reducible, or expandable, or analysable into a form, with a verb in the first person singular present indicative active (grammatical)... ‘Guilty’ is equivalent to ‘I find, pronounce, and deem you to be guilty’... this sort of expansion makes explicit both that the utterance is performative, and which act it is that is being performed.

For Austin (1962), explicit performatives are characterized by ‘verbs in the first person singular present indicative active’. He provides four examples of ‘explicit’ performatives. These examples are as follows: ‘I do’, in a marriage ceremony; ‘I name this ship the “Queen Elizabeth”, accompanied by the smashing of a bottle against the hull of the ship; ‘I give and bequeath my watch to my brother’, in a will; ‘I bet you sixpence it will rain tomorrow’.

Later, Austin (1962: 6) explicates that *“in these examples, it seems clear that to utter the sentence in the appropriate circumstances... is to do it. None of the utterances cited is either true or false: I assert this as obvious and do not argue it”*.

Whereas, implicit performatives are performative utterances that do not contain a performative verb as in the following sentences: I will be there, Is there a bank nearby?

Austin (1962:1) defines a performative verb as *“one which, in the appropriate circumstances and used performatively, carries out the act it names; performative verbs make explicit the precise action that is being carried out in issuing the performative utterance”*. In other words, a performative verb is the one that denominates the action while performing it. This verb is essential for the action to occur, especially when it is used in the context of ritual behaviors supported by cultural institutions. Later on, Austin classifies the performative verbs into: verdictives, exercitives, commissives, behavitives, and expositives.

First of all, the verdictives are typified by the giving of a verdict, as the name implies, by a jury, arbitrator, or umpire. However, they need not be final; they may be, for example, an estimate, reckoning, or appraisal. It is essentially giving a finding as to something (fact or value) which is for different reasons hard to be certain about (Austin, 1962:151).

Moreover, the exercitives are the exercising of powers, rights or influence. Examples are appointing, voting, ordering, urging, advising, warning, etc. (Austin, 1962:151). Additionally, the commissives are typified by promising or otherwise undertaking; they commit you to doing something, but include also declarations or announcements of intention, which are not promises (Austin, 1962: 152). Besides, the behavitives are related to social behaviour. Examples are apologizing, congratulating, commending, condoling, cursing, and challenging (Austin, 1962: 152).

Finally, the expositives make plain how our utterances fit into the course of an argument or conversation, how we are using the words, or, in general, are expository. Examples are ‘I reply’. ‘I argue’, ‘I concede’, ‘I illustrate’, ‘I assume’, ‘I postulate’ (Austin, 1962: 152). Swearing, promising, and guaranteeing that something is the casework as expositives, as, for example, when you give your word that you have done, not that you will do, something (Austin, 1962: 159).

I.3.1.2. Levels of Speech Acts (Locutionary, Illocutionary, Perlocutionary Acts)

Austin (1962) states that not only performative verbs could perform action and there are many acts in real language use where performative verbs are impossible or unusual. Therefore, he introduces a new terminology especially the notion of ‘locutionary acts’, ‘illocutionary acts’, and ‘Perlocutionary acts’.

According to Austin (1962), speech acts can be divided into three facets that are simultaneously performed: locutionary act, illocutionary act, and perlocutionary act.

The first one, the locutionary act, refers to the act of speaking-doing something, that is, the performance of an utterance. It is made up of three sub-acts: phonic, phatic, and rhetic. Phonic refers to utterance inscription, noises, etc. while phatic refers to the act of comprising linguistic expression. In addition, rhetic refers to the act of contextualizing the utterance inscription.

Moreover, another facet of speech act is the illocutionary act. It refers to the speaker's intention to accomplish an action. Finally, the last facet is the perlocutionary act. It refers to the actual effect of locutionary and illocutionary acts whether intended or not.

Later, Austin's speech act theory was developed by Searle (1969), who distinguishes between propositional content and illocutionary force which Austin (1962) termed as locution and illocution. According to Searle, we have to respect certain conventional conditions in order to perform effectively a speech act. Therefore, he proposes four types of felicity conditions: propositional content condition, preparatory condition, sincerity condition, and essential condition.

First, the propositional content condition is concerned with what the speech act is about, for instance, a warning must be about the future. It is "the core" of the utterance. In this case, the participants need to understand language. Second, the preparatory condition is concerned with the real-world prerequisites to the performance of the speech act. In other words, the speech act is insert in a context that is conventionally recognized, for instance, just by uttering a warning, the event will not happen by itself. Third, the sincerity condition is concerned with whether the act is to be performed sincerely or not. If the act is to be performed sincerely, it must be satisfied. If it is not satisfied, the act is still performed but there is an abuse. In this case, for instance, a warning is only effective when the speaker really intends to carry it out. Finally, the essential condition is concerned with the speaker's intention that his utterance will count as the identifiable act and that the addressee recognizes this intention, for instance, a warning changes state of speaker from obligation to non-obligation.

From the four conditions stated previously, Searle (1976) introduced taxonomy of illocutionary acts. His taxonomy includes five main categories: representatives, directives, commissives, expressives, and declaratives.

First, the representatives involve the speaker's purpose in performing the act, that is, to commit the addressee to the truth of the expressed proposition (paradigm cases: claiming, reporting, stating, asserting, hypothesizing, believing, concluding, etc.). Second, the directives are concerned with the speaker's purpose in performing the act, that is, to get the addressee to do something (paradigm cases: suggesting, requesting, questioning, ordering, commenting, asking, etc.). Third, the commissives are concerned with the speaker's intention in performing the act, that is, to commit himself to some future actions (paradigm cases: promising, pledging, threatening, offering, swearing, etc.). In addition to this, the expressives refer to the speaker's intention in performing the act, that is, to express his psychological state (paradigm cases: apologizing, thanking, welcoming, congratulating, greeting, complaining, appreciating, etc.). Finally, the declaratives are concerned with the speaker's purpose in performing the act, that is, to make changes in the institutional state of affairs and to rely on elaborated extra-linguistic institutions (paradigm cases: declaring, announcing, resigning, arresting, christening, etc.).

I.3.1.3. Direct and Indirect Speech Acts

Yule (1996: 47) defines speech act as "*an action via utterances*". He claims that a speech act can be either direct or indirect. According to Yule (1996: 55), when there is a direct relationship between a structure and a function of a sentence, it is a direct speech act; whereas when there is an indirect relationship between a structure and a function of a sentence, it is called an indirect speech act. Yule (2008: 54) classifies utterances according to their functions into three basic types: declaratives as in you wear a seat belt, interrogatives as in do you wear a seat belt? And imperatives as in Wear a seat belt.

On this basis, Yule (2008) makes a distinction between direct and indirect speech acts. Explicit performatives (in declarative forms) are considered to be direct speech acts because they have their illocutionary force named by the performative verb. Additionally, when an

imperative is used to make a direct request, it is considered as a direct speech act. Whereas, when an interrogative is used to make an indirect request, it is considered as an indirect speech act. This last, is more polite than the direct speech act. According Leech (1983: 108), people tend to use indirect speech acts mainly in connection with politeness since they diminish the unpleasant message contained in requests or orders, for example, ‘could you give me your pen’. In this example, the speaker uses indirectness because in some cases directness is unacceptable, for example, ‘give me your phone!’. Besides, Thomas (1995:143) states that *“people use indirect strategies when they want to make their speech more interesting, when they want to reach goals different from their partners or when they want to increase the force of the message communicated”*.

In sum, we can say that when there is a direct match (relationship) between a sentence type and an illocutionary force, it is a direct speech act, whereas, when there is no direct relationship between a sentence type and an illocutionary force, it is an indirect speech act. The latter is, as explained above, more polite than its direct counterpart.

I.3.2. Being Things with Words

Understanding how to do things with words is not sufficient to communicate effectively because, in order to achieve a successful communication, different social contexts should be taken into consideration.

EFL students are supposed to understand what to say with the right person at the right time and place using the right manner in order to communicate effectively in different contexts. In that case, they understand how to be things with words. According to Erton (2007), the sociolinguistic information which the speakers convey to each other shares a pragmatic competence which helps them to interpret and act in different situations by making

use of different contextual clues, which are information that may lead one to a certain point or conclusion. According to Savignon (1983), understanding the social context in which language is used involves understanding the roles of participants, the information they share, and the function of interacting.

To conclude we can say that EFL students should understand how to do things with words and how to be things with words in order to be pragmatically competent, and then to communicate effectively in different contexts.

II. Use of AM to Develop the Pragmatic Competence in EFL Classroom

After studying the theoretical aspects of AM and the pragmatic competence notions, it is the right moment to deepen the pragmatic competence notion. The pragmatic incompetency, that is the inability to communicate effectively in a given social interaction, leads to pragmatic failure by EFL students; therefore, teachers should know the reasons of the pragmatic failures and how AM can be used in the classroom in order to develop the students' pragmatic competence.

II.1. Reasons of EFL Students' Pragmatic Failure

EFL students should understand all the aspects of the target language, especially the pragmatic aspects of that language because the lack of pragmatic competence can lead to pragmatic failure. According to Thomas (1983:91), pragmatic failure is "*the inability to understand what is meant by what is said*". This happens when two speakers of the same speech community misunderstand one another. Ishihara and Cohen (1996) propose two major reasons that lead EFL students to commit pragmatic failure: insufficient pragmatic ability and learner's choice.

II.1.1. Insufficient Pragmatic Ability

The EFL students' pragmatic failure occurs due to the lack of the pragmatic ability and the insufficient pragmatic awareness. This element includes four factors: negative transfer of pragmatic norms, limited grammatical ability in the L2, overgeneralization of perceived L2 pragmatic norms, and effect of instruction or instructional materials.

Negative transfer of pragmatic norms is when EFL students use the pragmatic norms of their mother tongue in particular social situations that cannot be used in the target language. In this case, the EFL students' pragmatic failure utterances occur because of the negative transfer of the pragmatic norms of the mother tongue to the target language.

Limited grammatical ability in the L2 is another phenomenon. It has been claimed that linguistic ability plays a crucial role in the process of teaching and learning a FL. Without sufficient grammar and vocabulary, students are not able to use the FL to communicate effectively in different social contexts. In other words, the lack of grammar and vocabulary causes pragmatic failure.

Overgeneralization of perceived L2 pragmatic norms means that EFL students use what they studied about the target language's pragmatic norms in every social situation. However, it would be completely incorrect and their utterances would be divergent from the utterances that natives would produce.

Effect of instruction or instructional materials is when the teachers' instruction is not sufficient to develop EFL students' pragmatic ability, EFL students then produce divergent utterances.

II.1.2. Learner's Choice

The divergence occurs when students choose not to follow the pragmatic norms of the target language. This element includes one factor that is called 'resistance to using perceived L2 pragmatic norms'.

According to Crystal (1985: 240), pragmatics is "*the study of language from the point of view of the users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication*". This definition takes into consideration the different choices that the speakers are able to make when using the TL, depending on the social interaction of their communication. The notion of choice will enable learners to make the right choices among a variety of pragmatic elements.

Resistance to using perceived TL pragmatic norms happens when students choose not to use the pragmatic aspects of the target language for several reasons. First, learners diverge from TL pragmatic norms in order to maintain their subjectivity through separating themselves from the TL group, refusing to learn a specific language forms that disagree with their subjective position. Second, learners do not apply the pragmatic aspects over the linguistic aspects of TL in order to show their subjectivity.

II.2. Pragmatic Competence in EFL Classroom

It is widely recognized that teaching and learning a language involves far more than targeting its surface grammatical or lexical systems. Therefore, EFL students need to acquire cultural understanding and communication skills in order to achieve complete and accurate communication. Mey (1993:186-7) argues that:

Language is a tool for human beings to express themselves as social creatures and the language used in that particular context is important in terms of linguistic interaction that takes place. Such a context naturally presupposes the existence of a particular society, with its implicit and explicit values, norms, rules and laws, and with all its particular conditions of life: economic, social, political and cultural.

In EFL classroom, the development of students' coherence and ability to react in different situations will enhance the functional competence. In other words, students' pragmatic competence should be developed in order to make them able to put their knowledge of language into practice. According to Erton (1997), the functional study of language means studying how language is used. For example, trying to find out what the specific purposes that language serves for us, and how the members of a language community achieve and react to these purposes through speaking, reading, writing and listening.

II.3. How AM Develop Pragmatic Competence in EFL Classroom

Students, being in direct contact with the TL community, can easily develop their pragmatic ability. Pedagogical materials, textbooks and the simulated language have their place in EFL classrooms, but do not sufficiently give students what they need to interact effectively with. Therefore, it is necessary for teachers to use AM materials such as native speaker guests, video of authentic interaction, feature films, etc. to develop their students' pragmatic competence.

Bringing AM into the EFL classroom will certainly offer learners a wider exposure to pragmatic input. Bardovi-Harlig (1996:34) argues that:

It is important that learners observe native speakers in action. For instance, they could observe how native speakers express gratitude, how they complement, how they thank, what linguistic formulae are used in different social contexts, the degree of formality, speakers and hearers' status and familiarity.

Pragmatics focuses on speaker-hearer interaction, the links between them, the text and the context, and the will to explain meaning. That is to say, it emphasizes on exploring how interlocutors can successfully engage in communication with one another. The incorporation of adequate AM to develop pragmatic competence is very significant especially in an EFL classroom interaction. For that reason, Boxer (2003: 45-67) argues that *“it is only when spontaneous speech is captured in ALM that we might begin the strategies of speech behaviour”*. Therefore, to acquire a pragmatic ability and the ability to produce and comprehend the TL in its sociocultural context, students need to be exposed to AM in authentic communication situations.

Conclusion

This chapter is concerned with the literature review. It was divided into two main parts. The first part introduced the authentic materials, the benefits of using AM, the Pragmatic competence, and the use of pragmatic competence. The second part dealt with the use of AM to develop pragmatic competence in EFL classrooms, the reasons that led to EFL students' pragmatic failure, the significance of the pragmatic competence in EFL classroom, and the ways in which AM can develop the students' pragmatic competence in EFL classroom. In the next chapter, we will describe the methodology used in this work.

Introduction

This chapter presents the methodology and the research design we have followed to carry out this study. It describes procedures of data collection as well as data analysis used along this work. This chapter describes the context of study and the sample population, the method that has been used to gather the data and the data collection tools and instruments followed to collect both quantitative and qualitative findings. Additionally, it also presents the data analysis procedures that includes the methods used to analyse the results of this research. The statistical method called “The Rule of Three” is used to analyse the quantitative data collected from the close-ended questions obtained from the two questionnaires while the QCA is used to analyse the data collected from the open-ended questions obtained from the two questionnaires.

1. Context of Investigation and Population Sample

This investigation took place at two different Algerian Universities: Boumerdes and Algiers’ Universities (Departments of English). The population that is considered the source of data of this current study consists of both EFL teachers and EFL students from the two departments during this study year 2019/2020.

Due to the high impact of the Covid-19 pandemic on life of higher education students and teachers, and the complexity of the situation, only thirty EFL teachers and sixty EFL students have been selected randomly from the two departments: 15 EFL teachers and 30 EFL students from Boumerdes University (Department of English), and 15 EFL teachers and 30 EFL students from Algiers University (Department of English).

2. Data Collection Procedures

In order to check the hypotheses that are mentioned in the General Introduction and carry out our research, we have chosen to use one research instrument in order to collect data that is the questionnaire.

2.1. The Questionnaire

A questionnaire is a set of systematically structured items designed to a targeted population in order to gather data about a specific issue. According to McLeod (2018), a questionnaire is a research instrument consisting of a series of questions for the purpose of collecting information from a number of respondents. The questionnaire includes two types of questions: close- and open-ended questions. As to the close-ended questions, the researcher prepares a list of answers that are given to respondents in order to select the appropriate answer. In open-ended questions, the respondents answer the questions in their own words.

2.1.1. The Teachers' Questionnaire

This questionnaire is composed of twelve questions, and is addressed to thirty EFL teachers from two different Algerian universities. It consists of three sections: 'the teachers' profile', 'authentic materials and pragmatic competence', and 'the use of AM to develop pragmatic competence in EFL classroom'.

The first section is entitled 'the teachers' profile' that aims at obtaining data about teachers' experience and grade. The second section is entitled 'authentic materials and pragmatic competence' that seeks to obtain data about EFL teachers' views concerning the authentic materials and pragmatic competence. The third section is entitled 'the use of AM to develop pragmatic competence in EFL classroom' that attempts to know whether the intensive

exposure to the TL through a substantial input of AM develop students' pragmatic competence in EFL classroom.

Due to Covid-19, the teachers' questionnaire was piloted with four teachers from Boumerdes University (Department of English) through emails in order to test its comprehensibility and reliability. Teachers' feedback concerning the asked questions were positive. Therefore, we have maintained the same questions and we proceeded at sending thirty questionnaires through emails and messenger for the teachers who accepted to take part in our research.

2.1.2. The Students' Questionnaire

This questionnaire is composed of seven questions that are addressed to sixty EFL students from two different Algerian universities. It contains three sections: 'the students profile', 'authentic materials and pragmatic competence', and 'the use of AM to develop pragmatic competence in EFL classroom'.

The first section is entitled 'the students profile' which aims at obtaining data about students level and gender. The second section is entitled 'authentic materials and pragmatic competence' which seeks to obtain data about students 'views concerning the authentic materials and pragmatic competence. The third section is entitled 'the use of AM to develop pragmatic competence in EFL classroom' which attempts to know whether the intensive exposure to the TL through a substantial input of AM develop students' pragmatic competence in EFL classroom.

Due to Covid-19, the students questionnaire was piloted with six students, more precisely, 3 students from Boumerdes University (Department of English) and 3 students from Algiers University (Department of English) through messenger in order to test its comprehensibility and reliability. We have told the students to ask us if they meet any difficulty

in the questionnaire. Fortunately, the students are qualified and get our questions easily. Therefore, we have maintained the same questions and we proceeded at sending sixty questionnaires through messenger for the EFL students who accepted to take part in our research.

3. Data Analysis Procedures

This part deals with the procedures of analysing the data gathered from the two questionnaires. The data is analysed by the statistical and the QCA methods. Therefore, the analysis is done by the adoption of the mixed methods that deals with both quantitative and qualitative approach.

3.1. Mixed Method Research

We used the mixed method to carry out our research. This method combines both quantitative and qualitative research tools for data collection and data analysis. According to Kottari (2004), quantitative data are concerned with statistical and numerical data while qualitative data are concerned with interpretation and explanation of data.

In this research, the quantitative data is collected from close-ended questions of the two questionnaires that seek for quantitative description that should be presented statistically; whereas, the qualitative data is collected from open-ended questions and is analysed and interpreted through QCA. The results will answer the research questions.

3.2. The Descriptive Statistical Method

The statistical method called “The Rule of Three” is used to analyse the information collected from the teachers’ and students’ questionnaires. We calculated the percentage as follow: $X = Y \times 100 / M$.

X is the calculated percentage. Y is the value of the similar answers and M is the total number of participants. The results are interpreted in term of numerical data in form of percentages presented in form of tables.

3.3. Qualitative Content analysis (QCA)

Qualitative Content Analysis can be viewed as a technique of data analysis specialized with text passages (Mayring, 2014). Qualitative Content Analysis as data analysis technique is used to analyse and interpret non-numerical data. In this research, the QCA is used to analyse the answers reached from the open-ended questions of the two questionnaires. It is useful for a better understanding of the issue. QCA is providing an in-depth understanding of the phenomenon through analysing the words of the participants (justifications, opinions...) and offering a concrete description of data. In this research, it is used as a method to reduce a large amount of data, collected from the open-ended questions of the questionnaire into less content.

Conclusion

This chapter has dealt with the methodology used to carry out this research. It has presented the data collection tools which are the teachers' and students' questionnaires. It has also dealt with the data analysis procedure which is the mixed method. The statistical method labelled "The Rule of Three" is used to analyse the quantitative data gathered from the close-ended of the two questionnaires while the Qualitative Content Analysis (QCA) is used to analyse the qualitative data obtained from the open-ended questions of the two questionnaires. In the next chapter, we will present the results of our research.

Introduction

This chapter aims at presenting the results of the questionnaires that we have addressed to thirty EFL teachers and sixty EFL students from two different Algerian universities (Boumerdes and Algiers' Universities). The findings of the questionnaires are presented in percentages and are shown in the form of tables. This chapter is devoted to the presentation of the findings obtained from teachers' and students' questionnaires.

1. Presentation of the Questionnaires' Results

1.1. Results of the Teachers' Questionnaire

1.1.1. Section one: Teachers' Profile

Q1. How long have you been teaching English?

	Less than 3 years	3 to 6 years	7 to 12 years	More than 12 years	Total
participants	5	20	5	0	30
%	16.7	66.7	16.7	0	100

Table 1: Teacher's Experience in the Teaching of English

In table 1, 66.7% of teachers have been teaching English from 3 to 6 years. However, only 16.7% teachers have been teaching English from 7 to 12 years, and also 16.7% teachers have been teaching English for less than 3 years.

Q2. What is your educational qualification?

	Licence (BA)	Master (MA)	Doctoral (PhD)	Total
participants	2	27	1	30
%	6.7	90	3.33	100

Table 2: Teachers' Distribution According to their Grade

The above table represents the teachers' grade. Thus, 90% of teachers have Master degree, 6.7% of teachers have Licence degree, and only one has PhD degree.

1.1.2. Section Two: Authentic Materials and Pragmatic Competence

Q3. In teaching the target language, do you use authentic materials?

	Yes	No	Total
participants	30	0	30
%	100	0	100

Table 3: Teacher's Use of Authentic Materials in EFL Classroom

The results show that all the participants (100%) use authentic materials.

Q4. If yes, how often do you use authentic materials? Why?

	Always	Rarely	Total
participants	28	2	30
%	93	6.7	100

Table 4: Teacher's Frequency of Using Authentic Materials in EFL Classroom

The results from the above table show that the majority of EFL teachers (93%) always use AM in the EFL classroom. They claim that AM are used to facilitate the shift from the artificial classroom context to real language use to develop both the EFL students' linguistic and pragmatic competencies, to expose students to natural and real language with all its paralinguistic and cultural features they are likely to encounter in real life; and to develop their communicative competence. Only 6.7% of teachers claim that they rarely use AM because they encounter difficulties in selecting the adequate AM that suit their students' needs and because of limited time in the classroom.

Q5. Which type of AM do you generally work with in your classroom?

	Print Materials	Auditory Materials	Both	Total
participants	19	6	5	30
%	63.33	20	16.66	100

Table 5: The Type of Authentic Materials Teachers Use in the EFL Classroom

As indicated in the above table, 63.33% of teachers say that they use Print materials in classroom, while 20% of teachers use auditory materials. Only 16.66% of the participants assert that they use both print and auditory materials in the classroom.

Q6. How do you find authentic materials?

	Important	Slightly important	Not important	Total
participants	28	2	0	30
%	93.3	6.7	0	100

Table 6: Teachers' Attitudes towards AM

The above results clearly show that 93.3% teachers consider AM as being important, while only 6.7% of teachers see AM as being slightly important.

Q7. What function do you believe the pragmatic competence has in EFL classroom?

The participants assert that the pragmatic competence has an important role to play in the EFL classroom. They argue that the pragmatic competence enables EFL students to understand and use the different forms of the English language appropriately in different situations. One of the participants, for instance, says: *“When students are pragmatically competent, they are able to use language to achieve their intended goals as well as to understand another speakers' intentions when saying or writing something”*. Another participant claim that EFL students

interact effectively in the classroom since they have the pragmatic norms of the English language in every social context.

1.1.3. Section Three: The Use of AM to Develop Pragmatic Competence in EFL Classroom

Q8. In your perspective, are authentic materials effective in assisting your students' language use in EFL classroom? How?

	Yes	No	Total
participants	30	0	30
%	100	0	100

Table 7: Teachers' Opinion about the Effectiveness of AM in Assisting Students' Language Use

The results presented in table 7 show that all EFL teachers (100%) assert that the AM are effective in assisting students' language use in EFL classroom. One teacher, for instance, justifies by saying that AM enhance and encourage the students' interaction inside the classroom as much as they provide students with real-life samples of the target language, that is, AM expose learners to the language as it is spoken in the real world. Another one adds that AM provide students with information about the target culture and help them to acquire a huge amount of vocabulary that is needed to communicate effectively in EFL classroom. Additionally, one teacher says that AM enriches students' knowledge about the language aspects that assist students' language use of the pragmatic norms of English language in every social situation. Besides, one teacher argues that AM reflect the situations that students may face in an English-speaking environment, and this will engage students' prior knowledge about the ways in which language can be used while interacting with others.

Q9. Which type of AM you use to stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop your students' pragmatic competence in EFL classroom? Why?

	Print Materials	Auditory Materials	Total
participants	18	12	30
%	60	40	100

Table 8: The Type of AM Teachers Use to Stress the Various Speech Acts in EFL Classroom

From the answers gathered from the 30 teachers, 60% of the answers point out that teachers use Printed materials to stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop their students' pragmatic competence in EFL classroom, whereas 40% of the answers point out that teachers use Auditory materials. The 60% of teachers who use Printed materials claim that the printed materials activate students' prior knowledge and skills about language patterns because viewing the material will activate their meanings. One of the participants, for instance, says that the printed materials makes language available to students for observation and this enables students to understand certain speech acts and to become more familiar with the range of the pragmatic aspects of the target language. While The 40% of teachers who use auditory materials claim that the auditory materials give students the opportunity to be exposed to natural occurring of the English language that they are likely to meet in real life situations. One of the participants, for instance, says that the auditory materials give students the opportunity to both observe and hear how the target language is used to perform different speech acts in a given social context.

Q10. How often do you stress the various speech acts ((locutionary, illocutionary, and perlocutionary acts) to develop your students' pragmatic competence in EFL classroom?

	Always	Often	Sometimes	Rarely	Total
participants	10	15	5	0	30
%	33.33%	50%	16.66%	0	100

Table 9: Teachers' Frequency in Stressing the Various Speech Acts in EFL Classroom

From the answers gathered from the 30 teachers, 50% of the answers point out that teachers often stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop their students' pragmatic competence in EFL classroom, whereas 33.33% of the answers point out that teachers always stress the various speech acts (locutionary, illocutionary, and perlocutionary acts). Only 16.66% of the participants assert that they sometimes stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop their students' pragmatic competence in EFL classroom.

Q11. Do you think that the intensive exposure to the TL through a substantial input of AM will provide students with the linguistic code and the speaking rules that govern the social interaction of a language?

	Yes, absolutely	No	Total
participants	30	0	30
%	100	0	100

Table 10: Teachers' Opinion about the Intensive Exposure to the TL

The results presented in table 10 show that all EFL teachers (100%) confirm that the intensive exposure to the TL through a substantial input of AM will surely provide students with the linguistic code and the speaking rules that govern the social interaction of a language.

Q12. According to you, what is the best method of teaching that can be used to develop students' pragmatic competence?

	Modern method	Traditional method	Total
participants	29	1	30
%	96.66	3.33	100

Table 11: Teachers' Best Method of Teaching

The results presented in table 11 show that 96.66% of teachers assert that the modern method is the best method of teaching that can be used to develop students' pragmatic competence; whereas only one teacher says that the traditional method is the best method of teaching that can be used to develop students' pragmatic competence.

1.2. Results of the Students' Questionnaire

1.2.1. Section One: Students' Profile

Q1. Select your level of studies

	First Cycle (Licence)	Second Cycle (Master)	Third Cycle (Doctoral)	Total
participants	9	49	2	60
%	15	81.66	3.33	100

Table 12: The Level of the EFL Students

The above table represents the students' level of studies. Thus, 15% of students are from the first cycle, 81.66% of students are from the second cycle, and only 3.33% are from the third cycle.

Q2. Select your gender

	Male	Female	Total
participants	19	41	60
%	31.66	68.33	100

Table 13: The Gender of the EFL Students

As highlighted in the table 13, 68.33% of the participants are females, while 31.66% of the participants are males.

1.2.2. Section Two: Authentic Materials and Pragmatic Competence

Q3. Do you rely on authentic materials to learn the English language in the classroom?

	Yes	No	Total
participants	53	7	60
%	88.33	11.66	100

Table 14: Students' Learning Relying on AM

As the results of the table display, most of the respondents (88.33%) rely on AM while learning the English language in the classroom, while seven students believe that there is no need to rely on the AM.

Q4. Which kind of authentic materials help you more in the learning process? Why?

	Print Materials	Auditory Materials	Both	Total
participants	19	7	34	60
%	31.66	11.66	56.66	100

Table 15: The most Effective Type of AM in the Learning Process

In table 15, 56.66% of students state that both print and auditory materials help them in the learning process, while 31.66% of them assert that the print materials are the more effective one. Whereas 11.66% of the students claim that the auditory materials help them more in the learning process.

The majority of the students state that both print and auditory materials help them in the learning process. They say that authentic materials, whether written or spoken, are beneficial and very important; they understand better the different aspects of the target language when they are in touch with these materials. They say that both print and auditory materials are helpful because they reinforce their speaking, listening, reading and writing skills and they provide them with knowledge about the target language's grammatical structure as well as vocabulary that is needed in order to communicate effectively in a given context.

Q5. Do you think that authentic materials are effective learning tools for foreign language students in classroom?

	Yes	No	Total
participants	56	4	60
%	93.33	6.66	100

Table 16: Students' Opinion about AM

The above results clearly show that 93.33% of the students believe that AM are effective learning tools for FL students while 6.66% of them indicate the contrary.

Q6. What is the role of pragmatic competence that involves both illocutionary and sociolinguistic competences in EFL classroom?

The students assert that the pragmatic competence plays an important role in EFL classrooms. They assert that the pragmatic competence helps them to avoid false interpretation of meanings while interacting with others and to avoid misunderstandings in communication between speakers with different cultures and social backgrounds. It also enables them to use language the same way native people do, and enhance their interaction in classrooms.

1.2.3. Section Three: The Use of AM to Develop Pragmatic Competence in EFL Classroom

Q7. To which extent do you agree or disagree with the following statements?

a) Authentic materials allow you to develop your pragmatic competence.

	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Total
participants	43	17	0	0	60
%	71.66	28.33	0	0	100

Table 17: Students' Opinion about the Effectiveness of AM in Developing Pragmatic Competence

According to table 17, 71.66% of the students say that they strongly agree that AM are effective in developing their pragmatic competence, while 28.33% of them agree that AM are effective in developing their pragmatic competence.

b) Authentic materials help you in understanding the ways in which words can be used to perform different speech acts in EFL classroom.

	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Total
participants	17	39	4	0	60
%	28.33	65	6.66	0	100

Table 18: Students' Opinion about the Effectiveness of AM in Understanding Speech Acts

The table above shows that 65% of the students agree that the AM help them in understanding the ways in which words can be used to perform different speech acts in EFL classroom while 28.33% of them strongly agree that the AM help them in understanding the ways in which words can be used to perform different speech acts. Whereas only four students see that AM are not helping them in understanding the ways in which words are used to perform different speech acts.

c) The intensive exposure to the TL through a substantial input of AM will develop your illocutionary and sociolinguistic competences in EFL classroom.

	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)	Total
participants	27	29	4	0	60
%	45	48.33	6.66	0	100

Table 19: Students' Opinion about the Intensive Exposure to the TL

The table above shows that 48.33% of the students agree that the intensive exposure to the TL through a substantial input of AM develop their pragmatic competence. 45% of the participants strongly agree that the intensive exposure to the TL through a substantial input of AM develop their pragmatic competence whereas only four students disagree.

Conclusion

The results of teachers' and students' questionnaires have reported that AM have play a major role in the EFL classroom. In fact, the results reveal that AM are helpful tools in developing students' pragmatic competence in EFL classrooms since they expose students to the TL. Students rely on different kinds of AM to enhance their understanding of the pragmatic aspects of English language.

Introduction

After having presented the results in the previous chapter, this chapter is devoted to the discussion that is the explanation and interpretation of the findings that were obtained from the teachers' and students' questionnaires. The purpose of the discussion chapter is to respond the research questions and confirming or refuting the hypotheses stated in the General Introduction. This part contains two sections: the first section discusses the results obtained from the EFL teachers' questionnaire, whereas the second section discusses the results obtained from the EFL students' questionnaire.

1. Discussion of the Findings of the Teachers' Questionnaire

In our research, the questionnaire is the data collection tool that we have used. Thirty teachers' questionnaires have been sent randomly to EFL teachers from two different Algerian universities: Boumerdes University and Algiers University.

1.1. Information on Teachers' Profile

The results of this research show that all the targeted participants have reasonable years of experience. The replies vary from teachers who have been teaching English less than 3 years, those who have been teaching English from 3 to 6 years, and those who have been teaching English from 7 to 12years. 66.7% of teachers have been teaching English from 3 to 6 years. However, only 16.7% teachers have been teaching English from 7 to 12years, and also 16.7% teachers have been teaching English for less than 3 years. As far as the second question is concerned, the results indicate that the majority (90%) of the participants have Master's degree while 6.7% of the participants have Licence degree. Whereas, only one participant has PhD degree. These results provide us with knowledge about our participants of Boumerdes and Algiers universities.

1.2. Authentic Materials and Pragmatic Competence

The results of the third question show that all the participants (100%) use AM in the EFL classroom. Besides, the answers of the fourth question vary from teachers who always use AM and those who use them rarely. On the one hand, the majority of the participants (93%) always use authentic materials in the EFL classroom. They claim that they use AM to facilitate the shift from the artificial classroom context to real language use and develop both the EFL students' linguistic and pragmatic competences. This goes hand in hand with the view of Willis (1993) who argues that the typical behaviour of words and phrases will be captured and highlighted for the learner alongside with the structure and necessary choice of the authentic materials. Additionally, they also argue that authentic materials expose students to natural and real language features in order to develop their communicative competence. Berardo (2006) states that among the reasons of employing authentic materials in the English language-teaching classroom is to make a close contact with the target language as much as possible. That is to say, EFL students are intended to have a direct experience of how the language works in the real situation. Additionally, Hall (1995) and Tomlinson (1998) claim that authentic material are potential learning tools due to the authenticity of the language and their intimate relation with the communicative language teaching approach. On the other hand, 6.7% of teachers claim that they rarely use AM because they encounter difficulties in selecting the adequate AM that suit their students' needs and due to the limited time in EFL classroom. As a matter of fact, EFL teachers are aware that AM effect significantly EFL students in overcoming their difficulties while interacting. Therefore, AM are employed by EFL teachers on purpose of developing their students' pragmatic competence.

The results of the fifth question show that the majority of the participants (63.33%) use Print materials in classroom while 20% of them use auditory materials. Only 16.66% of the participants assert that they use both print and auditory materials in the classroom. This is

interpreted by the fact that both of the print and auditory materials can be used in the EFL classroom; however, the printed materials are widely used, it is rather due to the lack of technology in Algerian universities.

As regards the sixth question, the findings of the teachers' questionnaires demonstrate that the majority of the teachers (93.3%) consider AM as being important, while a few number of them (6.7%) see AM as being slightly important. Indeed, it can be argued that AM are very significant in EFL classroom, that is, they contribute in the teaching and learning processes.

The participants believe that pragmatic competence has an important role to play in the EFL classroom. Pragmatic competence involves both the illocutionary competence, that is, the knowledge of the pragmatic conventions for performing acceptable language functions, and the sociolinguistic competence, that is, the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given social context (Canale, 1988: 90). The participants argue that the pragmatic competence enables EFL students to understand and use the different forms of the English language appropriately in different situations. They also claim that thanks to the pragmatic competence, more precisely, the illocutionary competence EFL students are able to use language to achieve their intended goals as well as to understand another speakers' intentions when saying or writing something, and to interact effectively in the classroom. As Austin (1962) assumes that the illocutionary act refers to the speaker's intention to accomplish an action. In EFL classroom, most importantly, both teachers and textbooks alike need to emphasise to the students that language is composed of not just linguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication (Harlow, 1990: 348). Thus, these results answer the first and second questions and confirm the first and second hypotheses stated in the General Introduction.

1.3. The Use of AM to Develop Pragmatic Competence in EFL Classroom

The outcomes of this investigation demonstrate that all of the EFL teachers (100%) assert that AM are effective in assisting students' language use in EFL classroom. The target participants claim that AM enhance and encourage the students' interaction inside the classroom as much as they provide students with real-life samples of the target language. Authentic materials also provide students with information about the target culture and help them to acquire a huge amount of vocabulary that is needed to communicate effectively in EFL classroom. This goes hand in hand with the view of Shrum and Glisan (2000:133) who say: *'authentic materials provide an effective means for presenting real language, integrating culture, and heightening comprehension'*. Additionally, the participants claim that AM enriches students' knowledge about the language aspects that assist students' language use of the pragmatic norms of English language in every social situation, and that AM engage students' prior knowledge about the ways in which language can be used while interacting with others.

From the results displayed in the previous chapter, we confirm that the majority of EFL teachers use printed materials to stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop their students' pragmatic competence in EFL classroom. The outcomes demonstrate that 60% of the EFL teachers consider the printed materials as a good teaching strategy to stress the various speech acts to develop students' pragmatic competence in EFL classrooms. Whereas the minority of the participants (40%) consider the auditory materials as a good teaching strategy to stress the various speech acts to develop students' pragmatic competence in EFL classrooms. Both print and auditory materials are used since they are beneficial. These data imply that EFL teachers are aware of the value of each kind of AM and its effectiveness in providing students with the speech act rules that will help them in understanding the ALM, in the sense that they develop EFL students' pragmatic competence in the EFL classroom. In one hand, the printed materials activate students' prior knowledge and

skills about language patterns because viewing the material will activate their meanings. One of the participants, for instance, says that the printed materials makes language available to students for observation and this enables students to understand certain speech acts and to become more familiar with the range of the pragmatic aspects of the target language. In the other hand, the auditory materials give students the opportunity to be exposed to natural occurring of the English language that are likely to meet in real life situations. One of the participants, for instance, says that the auditory materials give students the opportunity to both observe and hear how the target language is used to perform different speech acts in a given social context.

As regards the tenth question, the findings of the questionnaire demonstrate that the majority (50%) of the EFL teachers state that they often stress the various speech acts, mainly, locutionary, illocutionary, and perlocutionary acts to develop their students' pragmatic competence in EFL classroom. While 33.33% of the answers point out that teachers always stress the various speech acts (locutionary, illocutionary, and perlocutionary acts). And only 16.66% of the participants assert that they sometimes stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop their students' pragmatic competence in EFL classroom. In fact, developing foreign language students' pragmatic competence is related to developing their competence in language use to perform various functions in a given context. According to Maraheel (2004), language use is what is generally referred to as functionalism: language as actions, that almost all utterances are multifunctional. This means that what is grammatically the same sentence may be a statement, a command, or a request; what are grammatically two different sentences may be both request. So rules of speech acts enter as controlling factors for linguistic form as a whole (Hymes, 1979).

The results of the teachers' questionnaire demonstrate that the intensive exposure to the TL through a substantial input of AM will provide students with the linguistic code and the

speaking rules that govern the social interaction of a language. All of the targeted participants (100%) claim that the intensive exposure to the TL through a substantial input of AM will surely provide students with the linguistic code and the speaking rules that govern the social interaction of a language. Since understanding the social context in which language is used involves understanding the roles of participants, the information they share and the function of interacting (Savignon, 1983: 37). It is worth pointing out that the sociolinguistic information that the speakers convey to each other share a pragmatic competence that help them to interpret and act in different situations by making use of different contextual clues, which are information that may lead one to a certain point or conclusion (Erton, 2007). This confirms the second hypothesis that states that the intensive exposure to the TL through a substantial input of AM strongly help learners in developing their pragmatic competence in EFL classrooms.

The findings of the last question of the teachers' questionnaire reveal that the majority of the teachers (96.66%) assert that the modern method is the best method of teaching that can be used to develop students' pragmatic competence. These outcomes are interpreted by the fact that modern methods of teaching seek to attract EFL students' attention and help them learn the pragmatic aspects of the English language, that is, they help students to know how to use the TL in different contexts and situations.

The discussed results answer the first question and confirm the first hypothesis advanced in the General Introduction that states that EFL teachers use AM to develop their students' pragmatic competence in EFL classrooms. Simultaneously, these results answer the second question and confirm the second hypothesis that suggests that the intensive exposure to the TL through a substantial input of AM strongly help learners in developing their pragmatic competence in EFL classrooms.

2. Discussion of the Findings of the Students' Questionnaire

In our research, the questionnaire is the data collection tool that we have used. Forty EFL students' questionnaires have been sent randomly to EFL students from two different Algerian universities: Boumerdes University and Algiers University.

2.1. Information on Students' Profile

The results of the students' questionnaire demonstrate that the majority of the targeted students (81.66%) are from the second cycle (Master), while 15% of them are from the first cycle and only 3.33% are from the third cycle. As regards the second question, the findings of the questionnaire demonstrate that 68.33% of the participants are females, while only 31.66% of them are males. These results indicate that the targeted students will have varied views and perspectives towards the investigated subject.

2.2. Authentic Materials and Pragmatic Competence

The results of the third question show that the majority of the targeted students rely on AM to learn the English language in the classroom. Therefore, we can say that AM are widely known among EFL students due to the fact that AM play a significant role in the context of learning the different aspects of the English language. Harmer (1994) assumes that foreign language students can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language in an easier manner, and increase their confidence when using the language in real life circumstances.

As regards the fourth question, the findings of the questionnaire demonstrate that the majority of the targeted students (56.66 %) affirm that both print and auditory materials help them in enhancing their learning process. They consider AM as an interesting strategy that help them to learn and understand the different aspects of the target language. Authentic materials,

including written or oral materials, help students experience the language. This goes hand in hand with the view of Sweet (1899) who says that the great advantage of natural, idiomatic texts over artificial method or series is that they do justice to every feature of the language. Authentic materials provide students with knowledge about the target language's grammatical structure as well as vocabulary that is needed in order to communicate effectively in a given context. We can say that authentic materials are appropriate means for students to cope with the authentic language of the real world.

In the fifth question, most of the students (93.33%) assert that authentic materials are effective learning tools for foreign language students in classroom. Authentic materials increase learners' levels of on-task behaviour, concentration, and involvement in the target activity more than artificial materials (Peacock, 1997: 152). Harmer (1994) states that 'learners can greatly benefit from authentic materials as these types of input help students improve their language production, acquire the language in an easier manner, and increase their confidence when using the language in real life situations'. Additionally, Hadley (2001: 97) asserts that 'the use of real or simulated travel documents, hotel registration forms, biographical data sheets, train and plane schedules, authentic restaurant menus, labels, signs, newspapers, and magazines will acquaint students more directly with real language than will any set of contrived classroom materials used alone'. The rest of the participants (6.66%) claim that authentic materials are not effective learning tools for foreign language students. We may say that the students encounter difficulties in understanding the language produced by AM.

The outcomes of the students' questionnaire demonstrates the students' views about the role of the pragmatic competence in EFL classroom. They believe that pragmatic competence that involves both illocutionary and sociolinguistic competences has an important role to play in the EFL classroom since it helps them to avoid both false interpretation of meaning while interacting with others and misunderstanding in communication between speakers with

different cultures and social backgrounds. In addition to this, it enables them to use language as well as native people and enhance their interaction in classrooms. Pragmatic competence is not a piece of knowledge additional to the learners' existing grammatical knowledge, but it is an organic part of the learners' communicative competence (Bataineh & Hussein, 2015). According to Bachman (1990), the illocutionary competence enables students to achieve their objectives with the language while the sociolinguistic competence enables students to use the appropriate language in the right time, place and with the right participants.

2.3. The Use of AM to Develop Pragmatic Competence in EFL Classroom

The study reported the Students' opinion about the effectiveness of AM in developing their pragmatic competence. The results of the seventh question demonstrate that 71.66% of the students strongly agree that authentic materials allow them to develop their pragmatic competence while 28.33% of them agree that AM are effective in developing their pragmatic competence. In EFL classroom, most importantly, both teachers and textbooks need to emphasise to the students that language is composed of not just linguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication (Harlow, 1990: 348). In fact, AM are considered as effective tools that teachers use inside the EFL classroom in order to ameliorate their students capacities and develop their pragmatic competence.

Additionally, it is clearly shown that most of the targeted students esteem that authentic materials help them in understanding the ways in which words can be used to perform different speech acts in EFL classroom. In fact, most students who study and use a foreign language are interested in how they can do things with that language. In the case of EFL classroom, AM are seen as effective tools that provide students with knowledge about how the target language can be used to get things done. In other words, AM give students what they need to perform different

speech acts. According to Boxer (2003), we might begin the strategies of speech behaviour only when spontaneous speech is captured in ALM. This illustrates the basic idea of Austin's speech act theory, which is 'words are connected to actions'. According to Austin (1962), when people use language they do more than just make statements that they perform actions. Yule (2008) states that the actions performed via utterances are called speech acts and, in English, are commonly given more specifically labels, such as apology, complaint, compliments, invitations, or promise. Whereas only four students see that AM are not helping them in understanding the ways in which words are used to perform different speech acts.

In addition, the findings of this work demonstrate that the answers vary from students who strongly agree that the intensive exposure to the TL through a substantial input of AM develop their pragmatic competence, those who agree that the intensive exposure to the TL through a substantial input of AM develop their pragmatic competence and those who do not agree. The results of the students' questionnaire shown that the majority of the targeted students believe that the intensive exposure to the TL through a substantial input of AM will develop their pragmatic competence including both the illocutionary and sociolinguistic competences. In fact, bringing AM into the EFL classroom will certainly offer students a wider exposure to pragmatic input. Therefore, to acquire the pragmatic ability and the ability to produce and comprehend the TL in its sociocultural context, students need to be exposed to AM. Bardovi-Harlig (1996) states that it is important that learners observe native speakers in action. For instance, they could observe how native speakers express gratitude, how they complement, how they thank, what linguistic formulae are used in different social contexts. Thus, the extensive exposure to the authentic language materials will enable students to understand how to use the target language appropriately to achieve their different objectives in a given context.

The discussed results answer the second questions and confirm the second hypothesis advanced in the General Introduction that states that the intensive exposure to the TL through

a substantial input of AM strongly help learners in developing their pragmatic competence in EFL classrooms.

Conclusion

This chapter dealt with the discussion of the results gained from the questionnaires administered to thirty EFL teachers and sixty EFL students. This discussion chapter shows that the results of the two questionnaires answer the two main questions and confirm the two hypotheses advanced in the General Introduction.

The present work has investigated the effectiveness of AM in developing EFL students' pragmatic competence in EFL classrooms. This investigation is significant since this area of research is fertile which requires a need of knowledge mainly at MMUTO.

The present research has targeted two main objectives. The first objective is to find whether AM are used by EFL teachers to develop their students' pragmatic competence in EFL classrooms. Second, it seeks to examine the EFL teachers and EFL students' views about the effectiveness of authentic materials in the development of students' pragmatic competence in EFL classrooms.

To this issue, we based our research on investigating our hypotheses. First, we hypothesized that EFL teachers use AM to develop their students' pragmatic competence in EFL classroom. In addition to this, we also hypothesized that the extensive exposure to TL through a substantial input of AM strongly help EFL students in developing their pragmatic competence in EFL classroom. Therefore, along our research we have concluded that authentic materials are widely used by EFL teachers in the classroom, and that AM are effective in developing EFL students' pragmatic competence.

To conduct the investigation, a mixed method approach is used in the process of data analysis, combining both quantitative and qualitative techniques in order to answer the research questions and test the accuracy of the advanced hypotheses. Two questionnaires are sent to both EFL teachers and EFL students to obtain quantitative and qualitative data. Moreover, thirty EFL teachers and sixty EFL students have been chosen randomly from two different universities (Boumerdes and Algiers universities). The teachers' and students' questionnaires aimed at investigating whether EFL teachers use AM to develop students' pragmatic competence in EFL classrooms and at examining the teachers and students' views about the

effectiveness of authentic materials in the development of students' pragmatic competence in EFL classrooms.

The Statistical method labelled "The Rule of Three" is used to analyse the quantitative data obtained from the close-ended questions of the EFL teachers' and EFL students' questionnaires while the Qualitative Content Analysis (QCA) is used to analyse the answers reached from the open-ended questions of the two questionnaires.

The results obtained from the teachers' and students' questionnaires have revealed that EFL teachers use AM to develop their students' pragmatic competence in classrooms. They have shown that AM has a significant effect in EFL classrooms. Besides, they have demonstrated that the extensive exposure to TL through a substantial input of AM strongly help EFL students in developing their pragmatic competence in EFL classroom.

After investigation, it has been found that EFL teachers use AM to develop their students' pragmatic competence in classroom and that the intensive exposure to the target language contributes in the development of the students' pragmatic competence, then students become effective communicators. This means that AM are effective in developing students' pragmatic competence. Furthermore, we can say that the findings reached from the teachers' and students' questionnaires have answered our research questions and confirmed the aforementioned hypotheses.

There are some limitations to this research work. First, we wanted to carry out ten-classroom observations in two universities (Boumerdes and Algiers universities) in order to see whether EFL teachers really use AM to develop their students' pragmatic competence in the classroom and due to the pandemic (covid-19), we did not observe and we relied only on the teachers and students' questionnaires. Another limitation of this study is the limited amount and sources of data examined in the process. The data are only collected from the teachers and

students' questionnaires that are sent to only thirty teachers and sixty students who are chosen randomly from two Algerian universities (Boumerdes and Algiers universities). The scope of data should be improved to make findings more convincing.

This research has examined the use of AM in EFL classrooms and their effectiveness in the development of students' pragmatic competence in EFL classrooms. Further researches can be conducted using AM in the development of EFL students' strategic competence.

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Appendix I

The Teachers' Questionnaire

Dear teachers,

The present research investigates the effectiveness of authentic materials in the development of students' pragmatic competence in EFL classroom. The term authentic is originally used to identify any real or natural communication contexts. According to Tomlinson (1992), the term authentic materials or authentic texts refers to any 'written or spoken texts' which are not intended to language teaching.

We would be grateful if you accept to fill in this questionnaire. Your answers will help us to reach the aims of this study. We want you to know that all your answers will be treated anonymously.

Section One: Teachers' Profile

Q1. How long have you been teaching English?

Teaching experience	Less than 3 years	3 to 6 years	7 to 12 years	More than 12 years

Q2. What is your educational qualification?

BA (Licence)

MA (Master)

PhD (Doctoral)

Section Two: Authentic Materials and Pragmatic Competence

Q3. In teaching the target language, do you use authentic materials?

Yes

No

Q4. If yes, how often do you use authentic materials?

Always

Rarely

Why?

.....

.....

Q5. Which type of AM do you generally work with in your classroom?

Print materials

Auditory materials

Both

Q6. How do you find authentic materials?

Important

Slightly important

Not important

Q7. What function do you believe the pragmatic competence has in EFL classroom?

.....
.....

Section Three: The use of AM to Develop Pragmatic Competence in EFL Classroom

Q8. In your perspective, are authentic materials effective in assisting your students' language use in EFL classroom?

Yes

No

How?

.....
.....

Q9. Which type of AM you use to stress the various speech acts (locutionary, illocutionary, and perlocutionary acts) to develop your students' pragmatic competence in EFL classroom?

Print materials

Auditory materials

Why?

.....
.....

Q10. How often do you stress the various speech acts ((locutionary, illocutionary, and perlocutionary acts) to develop your students' pragmatic competence in EFL classroom?

Always

Often

Sometimes

Rarely

Q11. Do you think that the intensive exposure to the TL through a substantial input of AM will provide students with the linguistic code and the speaking rules that govern the social interaction of a language?

Yes, absolutely

No

Q12. According to you, what is the best method of teaching that can be used to develop students' pragmatic competence?

Traditional method

Modern method

Thank you very much!

Appendix II

The Students' Questionnaire

Dear students,

The present research investigates the effectiveness of authentic materials in the development of students' pragmatic competence in EFL classroom. The term authentic is originally used to identify any real or natural communication contexts. According to Tomlinson (1992), the term authentic materials or authentic texts refers to any 'written or spoken texts' which are not intended to language teaching. According to Canale (1988), pragmatic competence involves 'the illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or the knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context'.

Speech acts are defined as acts that serve a function in communication (Cohen, 1996). According to Austin (1962), speech acts can be divided into locutionary act; the act of speaking-doing something, illocutionary act; the speakers' intention to accomplish an action, and perlocutionary act; the actual effect of locutionary and illocutionary acts.

We would be grateful if you accept to fill in this questionnaire. Your answers will help us to reach the aims of this study, so please try to answer these questions honestly. We want you to know that all your answers will be treated anonymously.

Section One: Students' Profile

Q1. Select your level of studies

First cycle (licence)

Second cycle (master)

Third cycle (doctoral)

Q2. Select your gender

Male

Female

Section Two: Authentic Materials and Pragmatic Competence

Q3. Do you rely on authentic materials to learn the English language in the classroom?

Yes

Not

Q4. Which kind of authentic materials that help you more in the learning process?

Print materials

Auditory materials

Both

Why?

.....
.....

Q5. Do you think that authentic materials are effective learning tools for foreign language students in classroom?

Yes

No