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Master in English.**

**Investigating Students' Receptive Pragmatic Competence : Comprehension of
Conversational Implicatures by Third-Year and Master One Students in the
Department of English at UMMTO.**

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Dedications

I dedicate this work to my lovely family who has supported me during my ups and downs.

Celina Medjane

To my dear LORD of course, who blessed me and has helped me in every step of my whole life.

To my dearest parents "Samir" and "Samia" and my grandmother "Zahra" who never stopped believing in me and for their endless support and encouragement.

To my beloved sister "Kenza" who has always been there for me.

To all the other members of my sweet family.

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Abstract

The importance of pragmatic competence in EFL context has widely been recognized by applied linguists. However, very meagre inquiry was devoted to understand the extent to which Algerian EFL learners possess this competence. Therefore, the present study aims to comprehensively assess the level of receptive pragmatic competence among students in the English department at the University of Tizi-Ouzou, particularly in their ability to comprehend conversational implicatures. Additionally, it seeks to identify the instructional practices that help students develop their receptive pragmatic competence and understand conversational implicatures. Furthermore, it aims to identify and analyse the common challenges faced by students at UMMTO in grasping the subtleties of conversational implicatures. To achieve these aims, a mixed-method approach combining both qualitative and quantitative data collection was employed. Two data collection instruments have been used which are: a questionnaire adopted from Zeghough and Hamoudi (2020) and a conversational test developed by Grice in 1975 and Bouton in 1994, administered in the form of a Discourse Completion Task (DCT) to 57 participants. The findings revealed that EFL students demonstrated a notable awareness of conversational implicatures and acknowledged the significance of pragmatic competence, aligning with Grice's Cooperative Principle. The agreement among students suggests a satisfactory level of awareness. Instructional practices, such as analyzing native speakers' language, engaging in communicative practices with implicature, and incorporating cultural references, were identified as effective in enhancing pragmatic competence. Challenges in understanding implicatures included misinterpretation, difficulty with understated criticism, and issues with scalar implicatures, emphasizing the necessity for sustained practice of implicatures thereby strengthening their skills in effectively understanding subtle aspects of communication.

Key words: Pragmatic competence, Conversational Implicature, UMMTO EFL learners.

List of Abbreviations

A: Agree

D: Disagree

DCT: Discourse Completion Task

EFL: English Foreign Language

ESL: English Second Language

L2: Second Language

MMUTO: Mouloud Mammeri University of Tizi-Ouzou

Mr: Mister

N: Neutral

N: Never

O: Often

RA: Rarely

RPC: Receptive Pragmatic Competence

SA: Strongly Agree

SD: Strongly Disagree

SLA: Second Language Acquisition

SM: Sometimes

V: Very Often

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General Introduction

Statement of the Problem

Pragmatic competence, an essential component of communicative competence, encompasses the ability to use language effectively in a contextually appropriate manner. In the realm of English as a Foreign Language (EFL) education, this competence is crucial for learners to navigate the nuanced and often implicit aspects of communication that go beyond mere grammatical correctness. One such aspect is the comprehension of conversational implicatures, which are meanings inferred from what is said, relying on the context and the shared knowledge between speakers.

In the realm of linguistic philosophy, Paul Grice, made significant strides in the 1970s by introducing the cooperative principle. This principle serves as a framework elucidating how individuals can communicate effectively, transcending potential misunderstandings. Grice's theory is rooted in the assumption that conversation participants inherently strive to be truthful, informative, relevant, and clear. This assumption forms the basis for the formulation of four conversational maxims, collectively known as the Gricean maxims. These maxims—quantity, quality, relevance, and manner—comprise a conceptual toolkit explaining how people achieve effective communication in everyday situations.

For Foreign Language Learners, attaining mastery in the grammatical and lexical aspects of the language is essential for facilitating effective communication (Smith, 2010; Johnson, 2015). However, one of the most overlooked aspect in language acquisition is pragmatic competence, particularly in the realm of comprehending conversational implicature—a concept elucidated by Grice (1975). Conversational implicature encompasses the implicit transmission of meaning through the use of indirect or non-literal language (Jones, 2018).

Numerous studies have been conducted about the comprehension of conversational implicatures. Barr and Keysar (2002), for instance, investigated the process of implicature comprehension through the use of facial expressions. Although the study does not specifically

target language learners, it sheds light on the mechanisms involved in implicature comprehension. Understanding these mechanisms is crucial for determining how English language learners might interpret conversational implicatures. In the Algerian context, only Zeghough and Hamoudi (2020) examined the effect of conversational implicature-based instruction on improving third-year EFL students and teachers' illocutionary competence. And it did not investigate the proficiency levels of Algerian EFL students in grasping conversational implicatures and the effectiveness of current instructional practices in fostering this competence. This research is then the original in the fact that it is the first research to be investigated at MMUTO. Therefore, the present attempts to investigate receptive pragmatic competence of students in the English department at the University of Tizi-Ouzou (UMMTO), with a particular focus on their ability to comprehend conversational implicatures. identifies the instructional methods that can enhance students' understanding of implicatures. Moreover, it delves into the common challenges faced by these students, providing a comprehensive overview of the obstacles in their pragmatic development.

Aims and Significance of the Study

This research aims to provide a comprehensive understanding of the dynamics surrounding conversational implicatures within the specified academic context. The primary objective of this investigation is to comprehensively assess the level of receptive pragmatic competence among students in the department of English at the University of Tizi-Ouzou, particularly in their ability to comprehend conversational implicatures. Additionally, it seeks to identify the instructional practices that help students develop their receptive pragmatic competence and understand conversational implicatures. Furthermore, it aims to identify and analyse the common challenges faced by students at UMMTO in grasping the subtleties of conversational implicatures.

This research holds significant importance for various reasons. Firstly, it enhances our understanding of the pragmatic competence exhibited by students in the department of English at Mouloud Mammeri University of Tizi-Ouzou, shedding light on their capacity to grasp the implicit meaning conveyed in conversations. By focusing on their receptive skills, the study offers insights into the students' proficiency in understanding conversational implicatures, a crucial aspect for effective communication.

Secondly, the findings of this research can play a pivotal role in guiding teachers and curriculum designers to enhance teaching and learning strategies about pragmatic competence. Proficiency in understanding conversational implicatures is vital for successful communication, especially in academic and professional contexts. Therefore, identifying areas where students may encounter challenges can inform the design of targeted instructional interventions aimed at improving their pragmatic competence.

Lastly, this study carries broader implications for language learning and intercultural communication. In an era where English holds increasing global importance, developing a pragmatic competence is imperative for effective cross-cultural communication. By examining the specific context of English department students at Mouloud Mammeri University of Tizi-Ouzou, the research does not only contribute to existing knowledge on pragmatic competence in multilingual settings, but also provides valuable insights for future research in the field.

Research Questions and Hypotheses

In order to reach the previously mentioned objectives, this study attempts to answer the following research questions:

1. What level of awareness do EFL students in the English department at UMMTO hold about the use of conversational implicature in their language learning and use?

2. What instructional practices help students develop their receptive pragmatic competence and understand conversational implicatures?

3. What are the common challenges encountered by students at UMMTO in understanding conversational implicatures?

Aiming to answer these questions, we have set up three hypotheses :

1. English department students at the University of Tizi-Ouzou demonstrate a moderate level of receptive pragmatic competence in comprehending conversational implicatures.
2. Students of the English Department at UMMTO implement a diverse range of instructional practices aimed at enhancing students' receptive pragmatic competence and their understanding of conversational implicatures.
3. Students in the English department at UMMTO face challenges in understanding conversational implicatures.

Research Technique and Methodology

This study adopts a mixed methods approach, combining both quantitative and qualitative approaches for data collection and data analysis. The data are collected using a questionnaire and a discourse completion task. A random sampling was adopted whereby 57 participants enrolled in the Department of English at Mouloud Mammeri University of Tizi-Ouzou comprised the sample of the present study. The quantitative and qualitative data were analyzed using descriptive statistics. To conduct this research, we rely on the theoretical framework of Grice's Cooperative Principle and implicature theory, which are fundamental principles in pragmatics.

Structure of the Dissertation

The current dissertation follows the traditional simple model. It includes a General Introduction, four chapters, and a general conclusion. The Introduction gives an overview of the topic, study's aims and significance, its research questions, and the research method. The

first chapter, "Review of the Literature," introduces concepts like receptive pragmatic competence, conversational implicatures, and pragmatic competence in second language acquisition. The second chapter, "Research Design," provides details about the research plan, participants, and data collection tools. The third chapter, "Presentation of the Findings," discusses the information collected from the questionnaire and the discourse completion task. The last chapter, "Discussion of the Findings," interprets the results and answers the research questions. The dissertation concludes with a summary of key points of the current study and suggestions for future research.

Chapter I:

Review of the Literature

Introduction

The present chapter provides a theoretical background about previous studies on conversational implicature. The first section of this chapter introduces receptive pragmatic competence, its definitions and components as well as its importance in language learning. The second section deals with conversational implicatures: theory, definitions and types of implicatures. After that, it tackles the role of pragmatic competence in second language acquisition and emphasizes pragmatic instruction in English language education. Finally, it reviews empirical studies on comprehension of conversational implicatures.

1. Receptive Pragmatic Competence

Receptive pragmatic competence is crucial for effective communication and involves grasping the nuances of language as influenced by Grice's cooperative principle and conversational maxims.

1.1. Origins

The origins of Receptive Pragmatic Competence (RPC) can be traced back to the work of philosophers and linguists who have studied the nature of language and communication. One of the most influential figures in this area is Paul Grice (1975), who proposed the Cooperative Principle and the maxims of conversation in his seminal paper "Logic and Conversation".

According to Grice, successful communication is based on a cooperative relationship between speakers and listeners, where both parties work together to achieve their communicative goals. The "Cooperative Principle" is the principle that speakers assume that their listeners are cooperating with them to achieve a mutually understood goal. The maxims of conversation are the four principles that govern how speakers and listeners cooperate.

They are:

a- The maxim of quantity: Speakers should provide the needed information only.

•
b- The maxim of quality: Speakers should only say things that they believe are true and have evidence to support.

c- The maxim of relevance: Speakers should only say things that are relevant to the discussed topic.

d- The maxim of manner: Speakers should be clear, concise, and avoid ambiguity. Grice's work laid the foundation for the study of pragmatics, which is the study of how context affects the interpretation of language. Another notable researcher is Levinson (1983), who expanded upon Grice's work and proposed the theory of politeness. According to Levinson, politeness is a crucial aspect of conversation and involves balancing the speakers' competing goals of maintaining face and achieving efficient communication. He suggested that individuals use various politeness strategies, such as indirectness and hedging, to convey meaning and manage social interactions.

Regarding the specific context of English language learners, scholars have examined how receptive pragmatic competence develops among students studying English as a foreign language. For example, Rose (2000) conducted a study on Japanese learners of English and investigated their understanding of conversational implicatures. The research aimed to explore how cultural differences and language proficiency influenced learners' comprehension and production of implicatures.

In summary, scholars such as Grice (1975), Levinson (1983), and Rose (2000) have made significant contributions to the field of receptive pragmatic competence and the comprehension of conversational implicatures. Their works have provided foundational concepts and frameworks for understanding how individuals interpret implied meanings in conversations.

1.2. Definitions

The concept of Receptive Pragmatic Competence, as discussed by various scholars, encompasses the ability to interpret and understand communicative intentions within diverse social contexts. The term “Receptive Pragmatic Competence” is apparent in the article of pragmatics and language learning by Barron, A. (2018) as “an ability to interpret and understand communicative intentions of others in a given social context” (pp.115-134). The concept of receptive pragmatic competence is also defined by many scholars in different ways. According to Kasper (1997) Receptive Pragmatic Competence is the ability to understand the intended meaning of utterances in a given context, additionally, Yamashita (2016:1) states that;

receptive pragmatic competence is the ability to process and comprehend the intended meaning of utterances in various communicative situations, including the ability to recognize indirectness, politeness, and other forms of pragmatics.

In other words, it involves being able to understand the intended meaning of an utterance even if it is not stated explicitly. It requires as well the know how to recognize and interpret different forms of pragmatic meaning such as: indirectness, politeness, implicatures, irony, sarcasm, presuppositions, and contextualization. Harlig and Taylor (2003) stated that receptive pragmatic competence involves “the ability to understand the meaning that speakers intend to convey through their choices of linguistic forms in context” (p. 153).

Both Kasper (1997) and Harlig and Taylor (2003) underscore the importance of understanding the intended meaning behind linguistic choices made by speakers in different contexts. Kasper focuses on comprehending the implied meaning of utterances within specific contexts, while Harlig and Taylor emphasize understanding speakers' intentions conveyed through their language choices. These perspectives align with the broader discussion on Receptive Pragmatic Competence, as they highlight the necessity of interpreting implicit meanings, indirectness, and contextual cues in communication to fully grasp the intended message.

1.3. Components

The components of receptive pragmatic competence were introduced by scholars including Bachman & Palmer (2010), Sperber & Wilson (1986), Grice (1975), Thomas (1995), and Kasper & Rose (2002). These components involve contextual Understanding which is defined by Bachman & Palmer (2010) as “the ability to comprehend the situational context, social norms, and cultural references within a conversation. This includes understanding the shared knowledge between interlocutors and the impact it has on implicature interpretation”. Inferential Reasoning is defined by Sperber & Wilson (1986) as “the capacity of making inferences and draw conclusions based on contextual cues, speaker intentions, and the cooperative principle. This involves understanding indirect speech acts, figurative language, and implied meanings” Gricean Maxims contains familiarity with the cooperative principles proposed by Paul Grice, which guides conversation participants in communicating effectively. These maxims include the principles of quantity, quality, relation, and manner, which are essential for understanding implicatures (Grice, 1975). Pragmatic Awareness involves heightening sensitivity to pragmatic cues in spoken language, such as intonation, stress, hesitation, and facial expressions. It involves recognizing the pragmatic functions of these cues and incorporating them into the overall interpretation of implicatures (Thomas, 1995). Contextual Interference is the ability to fill in gaps in meaning by drawing on the context and background knowledge of the conversation. This allows learners to comprehend implicatures even when certain information is not explicitly stated (Kasper & Rose, 2002).

1.4. Importance of Receptive Pragmatic Competence in Language Learning

Receptive pragmatic competence plays an important role in learning language for many reasons which include:

- **Enhancing Cultural Competence**

Receptive pragmatic competence fosters intercultural understanding by enabling learners to interpret the nuances of language in different sociocultural contexts. It helps students grasp subtle cultural references, idiomatic expressions, and nonverbal cues, thereby facilitating effective communication with native speakers (Kasper, 2000). According to Kecskes (2008), understanding conversational implicatures helps learners avoid potential misinterpretations and misunderstandings that may arise due to cultural differences.

- **Developing Natural Language Use**

Receptive pragmatic competence aids in the development of natural language use. Learners who possess this competence can comprehend and produce language that is contextually appropriate, polite, and attuned to the speaker's intentions (Harlig, 2017). According to Yule (1996), it allows students to go beyond mere linguistic accuracy and engage in authentic, meaningful interactions, thereby enhancing their communicative competence.

- **Promoting Effective Communication Skills**

Receptive pragmatic competence contributes to the development of effective communication skills. It enables learners to interpret implicatures, infer meaning, and make contextually appropriate responses during conversations (Bachman & Palmer, 2010). Based on Thomas (1995), understanding the underlying intentions, implicatures, and implied meanings, allow students to engage in more coherent and contextually relevant exchanges, fostering successful communication.

- **Enhancing language proficiency**

receptive pragmatic competence is crucial for achieving higher levels of language proficiency. It goes beyond the acquisition of grammar and vocabulary, providing learners with the tools to decode and interpret the pragmatics of a language (Harlig & Taylor, 2003). According to Yule (1996) comprehending conversational implicature helps students gain a deeper understanding of the language and develop the ability to adapt their language use in various social contexts, leading to improved overall proficiency.

1.5. Enhancement of Receptive Pragmatic Competence

According to Hadi and Ansarin (2020), “teachers can help students develop their receptive pragmatic competence by providing them with opportunities to analyse authentic language use and practice using language in social contexts.” Teachers can use a variety of strategies. One way to develop receptive pragmatic competence in students is through exposure to authentic language use in different social situations. This exposure helps students to understand the social meaning of language and how it is used in different contexts (pp. 656-657). As Noted by Hadi and Ansarin (2020), “Authentic materials, such as textbooks and articles, can expose students to real-life language use and help them analyse the language use to identify the social meaning of language” (pp. 489-496).

Another important aspect to develop receptive pragmatic competence is explicit instruction on the social conventions of language use. According to Alcón-Soler and Safont-Jordà (2012), “explicit instruction on pragmatic aspects of language use can help learners understand the social meaning of language and how it varies across different social contexts” (p. 83). By learning these conventions such as turn-taking, politeness, and register, students can better understand how to use language appropriately in different social situations. Practice is also essential to developing receptive pragmatic competence. Students should have opportunities to practise using language in social situations, such as role-playing activities, discussions, and

other interactive activities (interviews, speeches). Students should be exposed to it through practice. Students can develop their social skills and learn how to use a language effectively in different contexts.

Finally, feedback is crucial to developing receptive pragmatic competence. Students should receive feedback on their language use in social situations, which can help them understand how to use language appropriately and effectively in different contexts and help them to develop their social skills. According to Taguchi and Roever (2017), “feedback can help learners develop their pragmatic competence by providing them with information on how their language use is perceived by others” (p. 257).

Overall, developing receptive pragmatic competence in students requires a combination of exposure, explicit instruction, practice, and feedback. By providing a supportive learning environment and using a variety of strategies, educators can help students develop the skills they need to communicate effectively in social situations.

2. Conversational Implicatures

Conversational Implicatures are crucial in communication. As highlighted by Grice (1975), they play a significant role in understanding implicit meanings.

2.1. Definitions

Conversational implicatures were first proposed by the philosopher H.P. Grice in his theory of implicature. According to Grice, implicatures are the inferences made by listeners based on the cooperative principle and its four maxims: the maxim of quantity, quality, relation, and manner. Grice (1975) stated that conversational implicatures occur when the speaker intentionally flouts one or more of these maxims, leading the listener to infer a meaning that goes beyond what is explicitly stated.

Sperber and Wilson (1986) extended Grice's theory and proposed the relevance theory of communication. They defined conversational implicatures as inferences that listeners draw

based on the relevance of the speaker's utterance to the context and their cognitive environment. According to them, conversational implicatures arise when the listener perceives that the speaker's intended meaning is more relevant than the literal meaning of the words.

Levinson (2000) developed a neo-Gricean approach, incorporating insights from both Grice and Sperber and Wilson theories. He defined conversational implicatures as inferences drawn by the listener through a process of cancellability, where the implicature can be cancelled by the speaker or denied by the listener. Levinson (2000) emphasised that conversational implicatures are derived by reasoning about the speaker's intentions and contextual factors.

2.2. Types of Conversational Implicatures

There are different types of conversational implicatures based on various linguistic and pragmatic phenomena. Some of the prominent types include:

- **Generalized Conversational Implicatures**

Levinson (2000: 43-67) highlights the distinction between “generalized” and “particularized” implicatures. Generalized implicatures arise from the use of language in a general or conventional sense without needing a specific context to be understood. For example, saying "all students passed the exam" implicates that all students passed the exam. In this case, the implicature is derived from the general understanding that the term "all" means every member of the group in question. Listeners do not need additional context to understand this implicature; it arises naturally from the conventional use of the word "all."

- **Particularized Conversational Implicatures**

Particularised implicatures, on the other hand, depend on the specific context of the conversation. Horn (1984: 11-42) describes particularised implicatures as those that depend on the speaker's choice of words and their meaning in the given context. For example, at a dinner party someone asks "Can you pass the salt?" Implicates that the speaker is requesting the salt be handed to them. Here, the implicature depends on the specific context of being at a dinner

party, where it is understood that passing the salt involves physically handing it over. Without this context, the request might not make sense or could be interpreted differently.

- **Scalar Implicatures**

Scalar implicatures involve the interpretation of scalar expressions, such as "some," "all," or "most," based on the maxim of quantity. Grice (1975) proposes that when a speaker uses a weaker scalar term (e.g., "some"), it implies that the stronger term "all" is not necessarily true in that context. For example, saying "Some of the students passed the exam" implicates that not all of the students passed the exam. In this case, the use of "some" suggests that while at least a portion of the students passed, it is not the case that every student did. The listener infers this based on the scale of quantity implied by the term "some."

- **Conventional Implicatures**

Conventional implicatures refer to the inferences made based on specific linguistic structures of expressions. Potts (2005) argues that, "conventional implicatures are distinct from conversational implicatures as they rely on conventionalized meaning rather than contextual implicature." (pp. 32.33). For instance, saying "Even John passed the exam." It implicates that it was surprising or unexpected that John passed the exam. The word "even" carries a conventional implicature that suggests John's passing the exam is unexpected or that he was perhaps considered less likely to pass compared to others. This implicature is embedded in the linguistic structure of the expression and does not depend on the particular context of the conversation.

3. Pragmatic Competence and Second Language Acquisition

Pragmatic competence is essential for effective communication in second language acquisition.

3.1. Definitions of Pragmatic Competence

Scholars have provided various definitions of pragmatic competence, highlighting its significance in second language acquisition. Thomas (1983) defines pragmatic competence as “the ability to use language appropriately in social contexts, including understanding and producing implicatures, presuppositions, indirect speech acts, and other pragmatic features of language” (pp. 81-112). Kasper (2001) describes pragmatic competence as “the ability to understand and produce contextually appropriate utterances, including the comprehension and use of implicatures, speech acts, politeness strategies, and other sociolinguistic and discourse features.” (pp. 33-60). Bardovi-Harlig (2001) defines pragmatic competence as “the knowledge of sociocultural rules of language use, including the ability to comprehend and produce speech acts, implicatures, and discourse strategies to achieve communicative goals” (pp. 85-108). According to Searle (1969:16), speech acts are classified into three main categories: locutionary acts (the act of saying something), illocutionary acts (the intended meaning or purpose behind saying something), and perlocutionary acts (the effect or response generated by saying something). These definitions emphasise the importance of pragmatic competence in understanding and using language effectively in real-life situations, highlighting the comprehension and production of implicatures, speech acts, and other pragmatic features.

3.2. The Role of Pragmatic Competence in Second Language Acquisition

Researchers such as Bardovi-Harlig and Dörnyei (1998) stress that pragmatic competence plays a crucial role in achieving advanced levels of language proficiency. They argue that learners who possess pragmatic competence demonstrate a greater degree of language proficiency as they are capable of adjusting their speech according to contextual demands and cultural expectations. This ability to use conversational implicatures effectively leads to more natural and meaningful communication. Moreover, Gass and Selinker (2008) propose that pragmatic competence is integral to achieving communicative success in second language

acquisition. They contend that while grammar and vocabulary are necessary components, the appropriate use of pragmatics in context is what ultimately determines effective communication. Therefore, learners who acquire a pragmatic competence are more likely to engage in meaningful interactions and establish stronger connections with native speakers.

3.4. Challenges in Comprehending Conversational Implicatures in SLA

In the realm of second language acquisition (SLA), the comprehension of conversational implicatures presents a range of challenges for students of English. Scholars such as Kasper, Bardovi-Harlig and Roever have identified several key obstacles that learners encounter when attempting to understand and interpret implicatures in a second language context. This response will outline some of the primary challenges highlighted in the literature.

- **Linguistic and Cultural Differences**

One of the significant challenges faced by second language learners in comprehending conversational implicatures is the differences in linguistic and cultural backgrounds. Learners who come from cultures with different pragmatic norms may not immediately recognize or appropriately interpret implicatures in the target language, and they bring their native language and cultural norms to the language learning process, which can lead to misunderstandings or misinterpretations of conversational implicatures due to varying pragmatic norms (Kasper, 2006). For example, the way a speaker uses implicatures in the native language may not be directly applicable to the target language, leading to confusion. Additionally, cultural norms and values can influence how implicatures are used and interpreted, making it essential for educators to address these differences through targeted instructional strategies and cultural sensitivity to enhance students' receptive pragmatic competence.

- **Contextual Factors**

Comprehending conversational implicatures heavily relies on understanding the context in which they occur. Learners may struggle with identifying and interpreting contextual cues, as they require a deep understanding of the social and situational aspects of communication (Bardovi-Harlig, 2015). This can be particularly challenging for second language learners who may not be familiar with the cultural and social norms of the target language. Therefore, developing strategies to help learners grasp the context and nuances of implicatures is essential for enhancing their overall pragmatic competence in language learning.

- **Processing Constraints**

Processing conversational implicatures involves rapid and efficient cognitive processing, which can be challenging for second language learners. Learners must quickly interpret the literal meaning, infer the implied meaning, and consider the context simultaneously. The additional cognitive load of decoding and interpreting implicatures may hinder learners' comprehension and affect their overall communicative effectiveness (Roever, 2011). This is because implicatures often rely on inferences and contextual clues, which can be difficult to process quickly and accurately. Therefore, implementing instructional approaches that focus on cognitive strategies and cognitive processing can help second language learners deal with the challenges of understanding implicature and enhance their communicative abilities.

4. Pragmatic Instruction in English Language Education

Pragmatic instruction in English language education is essential for teaching students how to use language appropriately in various social situations to ensure effective communication and understand implied meanings.

4.1. Definition of Pragmatic Instruction

Pragmatic instruction refers to the intentional teaching and learning of pragmatic features, such as conversational implicatures, speech acts, and politeness strategies, to enhance learners' pragmatic competence. According to Thomas (2013), it aims to provide students with the necessary skills to interpret and produce language pragmatically in authentic communicative contexts.

4.2. The Role of Pragmatic Instruction in Language Learning

Effective pragmatic instruction can greatly contribute to the development of learners' receptive pragmatic competence, enabling them to comprehend and interpret conversational implicatures accurately. Research has shown that explicit instruction, which focuses on raising learners' awareness of pragmatic features, enhances their comprehension of implicatures (Yule, 2016). Bardovi-Harlig (2017) also mentioned that instruction combining explicit and implicit approaches has been shown to be more effective in fostering pragmatic development.

4.3. Strategies for Pragmatic Instruction

Several instructional strategies have been employed to foster pragmatic competence in English language learners. Role-plays, simulations, and authentic materials are commonly used to expose students to real-life communicative situations (Rose, 2018). Analyzing and discussing authentic conversations, both written and spoken, help learners understand the underlying pragmatic features and how they shape meaning in context (Alcon-Soler, 2016). Additionally, Kasper and Rose (2002) stated that employing contrastive analysis, where learners compare and contrast pragmatic norms in their first language with those in English, can enhance their awareness of cross-cultural differences in pragmatic use.

4.4. Challenges and Considerations

Despite the importance of pragmatic instruction, challenges exist in its implementation. Limited instructional time, lack of appropriate materials, and teachers' own proficiency in

pragmatics are common obstacles (Taguchi, 2015). Ishihara and Cohen (2010) highlight that addressing these challenges requires collaboration between language instructors, curriculum designers, and researchers to develop effective instructional materials and provide adequate training for teachers.

Conclusion

In conclusion, this chapter focused on reviewing relevant literature. It covered the basics of receptive pragmatic competence, including its definition, components, importance in language learning, and development. It also introduced conversational implicatures and their types. Furthermore, it explored pragmatic competence in second language acquisition and its incorporation into English language education. Lastly, the chapter presented some empirical studies on understanding conversational implicatures.

Chapter II:

Research Design

Introduction

This chapter covers the methodological section and the research design embraced in the present study. It shows the techniques and procedures used to answer the research questions asked in the General Introduction. First, it introduces the context as well as the sample of the study. Second, it presents the tools of data collection used in this study, specifically the questionnaire and the discourse completion task, which are presented to the students of the English Department at the University of Tizi-Ouzou. Finally, it explains the procedures of data analysis.

1. Context and Sample of the Study

The research was conducted within the Department of English at Mouloud Mammeri University of Tizi-Ouzou (UMMTO). The study involved a target sample of fifty-seven 3rd-year students pursuing Bachelor's degree and Master's students of the English Department at UMMTO, chosen through a random selection process. According to Johnson and Smith (2018: 85-116);

random sampling is a statistical technique used in research to select a subset of individuals or items from a larger population, where each member of the population has an equal chance of being chosen for inclusion for the sample.

2. Tools of Data Collection

To carry out our research work, we have adopted two data collection instruments which are: a Questionnaire and a Discourse-Completion Task (DCT) to collect accurate data.

2.1. Questionnaire

The first research tool used to collect data was a questionnaire adopted from Zeghough and Hamoudi (2020). A questionnaire is a set of questions used to gather information from participants in a systematic way (Neuman, 2014). That is, a questionnaire which is a research

tool that consists of a series of questions designed to elicit information from participants. One of the advantages from using a questionnaire as a research instrument is that it can be administered to a large number of participants in a relatively short amount of time (Neuman, 2014). This makes it a cost-effective way to gather data on a wide range of topics. Additionally, questionnaires can be designed to be standardized, which helps ensure that all participants are asked the same questions in the same way (Neuman, 2014). The questionnaire comprises three (3) sections. The first section seeks to obtain data about the learners' background and language achievement. The second section aims to explore learners' awareness and perception regarding conversational implicatures. The third section is dedicated to the practical application of conversational implicatures within their English as a Foreign Language (EFL) context. It includes close-ended questions that provide a set of response categories from which the respondent need to choose (Babbie, 2013). (See appendix1).

2.2. Discourse-Completion Task (DCT)

Data for evaluating students' proficiency in interpreting English conversational implicatures were collected through a conversational implicature test developed by Grice in 1975 and Bouton in 1994, administered in the form of a Discourse Completion Task (DCT).

According to Lam (2009), "DCTs are designed to elicit data on how people might use language in certain situations or contexts, and thus they are particularly useful for investigating pragmatic competence, or the ability to use language appropriately in context" (p. 262). Participants are required to select the most suitable response in the multiple-choice test. The DCT of this study is composed of eight (8) open-ended questions specifically assessing six distinct types of conversational implicature which allow for the investigation of how students comprehend conversational implicatures in specific contextual situations (See appendix 2).

Item 1: Quantity-POPE Question implicature

Item 2: Quantity-POPE Question implicature

Item 3: Relevance Implicature

Item 4: Quantity-understated criticism

Item 5: Quantity-understated criticism

Item 6: Minimum Requirement Rule Implication

Item 7: Indirect criticism Implicature

Item 8: Scalar Implicature

3. Procedures of Data Analysis

Data analysis refers to the process of systematically examining, interpreting, and drawing conclusions from data in a research study (Bryman, 2016). In our present study, descriptive statistics were opted to analyze the data collected from close-ended questions of both the questionnaire and the discourse completion task. The obtained results are presented in the form of diagrams and tables (See the following chapter).

Conclusion

In this chapter, we delineated the research design and methodology that underpins this study. Initially, we provided a comprehensive overview of the study's context and the sampled population. Subsequently, we delved into the tools of the data collection process, elucidating the utilization of both a questionnaire and a discourse completion task. Concluding this chapter, we expound upon the procedure of data analysis. The forthcoming chapter is exclusively dedicated to presenting the insightful findings derived from the two research tools.

Chapter III:

Presentation of the Findings

Introduction

This chapter describes the results obtained from the questionnaire and the discourse completion task administered to fifty-seven students in the department of English at Mouloud Mammeri University of Tizi-Ouzou. This chapter consists of two parts. The first part aims to present the results obtained from the questionnaire, which are represented in percentages and shown in the form of diagrams and tables. The second part aims to present the results obtained from the discourse completion task.

1. Presentation of the Results from the Students' Questionnaire

To gather information about the topic, we used a questionnaire as a first data collection method.

1.1 Section One: Personal Information and Language Achievement

The first section of the questionnaire aims to gather data about the participants' personal information and language achievement regarding the study matter.

Question 1: Specify your gender

Male Female

The first question invited the students to indicate their gender. The results are displayed in diagram 01.

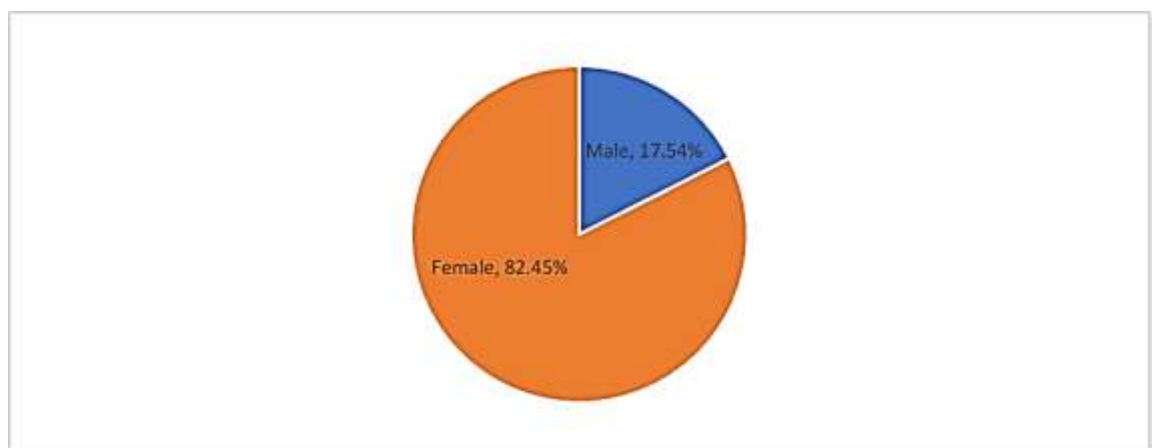


Diagram 01: Students' Gender

From the diagram 01 as shown above, it is noted that most of the students are females, making up 82.45%, while males account for only 17.54%.

Question 2: How do you describe your level in English?

The second question targets the students' English proficiency level. The information gathered are presented in diagram 02.

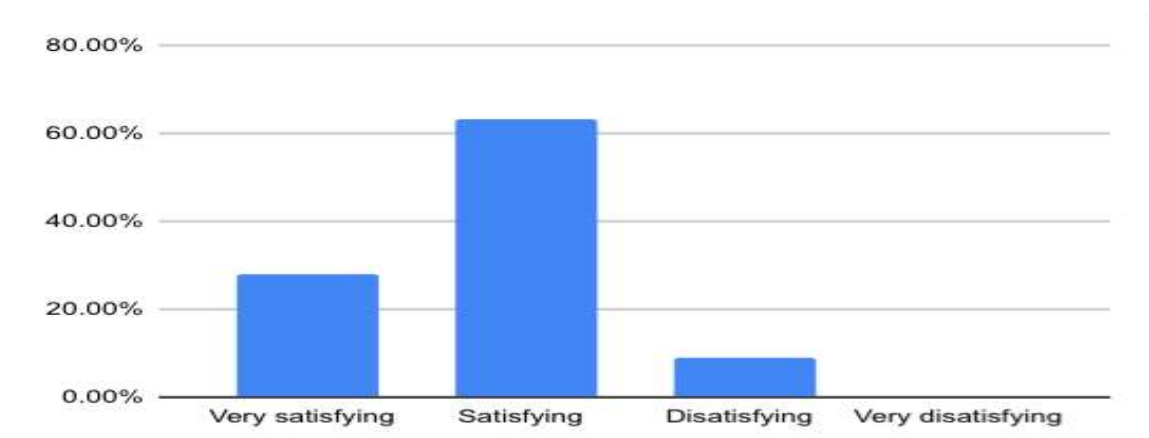


Diagram 02: Students' Level in English

Diagram 02 shows that 28.07% of the participants reported being very satisfied, 63.15% said they are satisfied, and only 8.77% stated that they are dissatisfied with their level of English.

Question 3: According to your experience, which aspect of English language learning has been so far the most difficult to acquire.

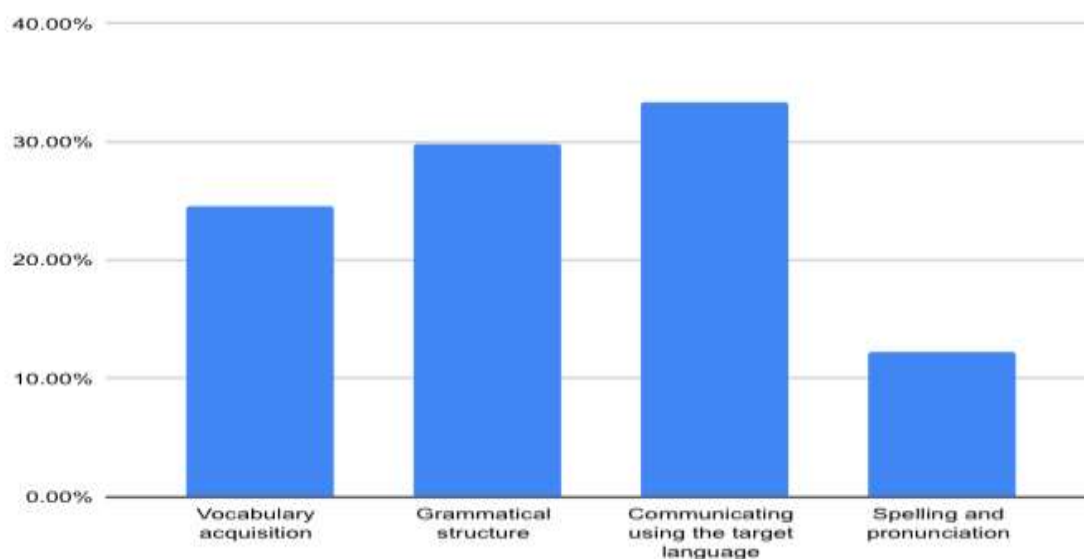


Diagram 03: Students' Most Difficult Aspect in Learning the English Language

From diagram 03 above, it can be seen that learners found communicating using the target language to be the most difficult aspect of English language learning, with a difficulty rate of 33.33%, followed by the grammatical structure with a rate of 29.82%. The remaining participants are divided between those who reported struggling with vocabulary acquisition (24.56%) and those whose challenge is spelling and pronunciation (12.28%) which appear to be the less problematic aspects.

Question 4: Have you ever been involved in an English native speaking context?

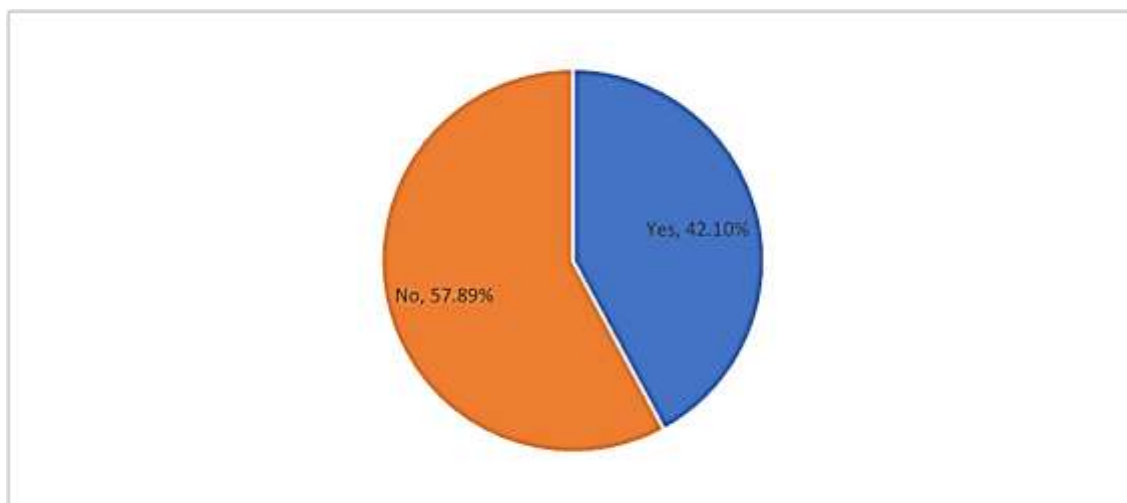


Diagram 04: Students’ Involvement in an English Native Speaking Context

Diagram 04 reveals that 42.10% of the participants get involved in an English native speaking context, while the majority of the students, comprising (57.89%) of the sample, do not engage in native English conversations.

Question 5: How often do you understand meanings of words but you fail to understand the speakers’ intention when you use English for communication ?

This fifth question aims to determine the extent to which the students comprehend a statement at the surface level and not being able to understand the exact intended meaning.

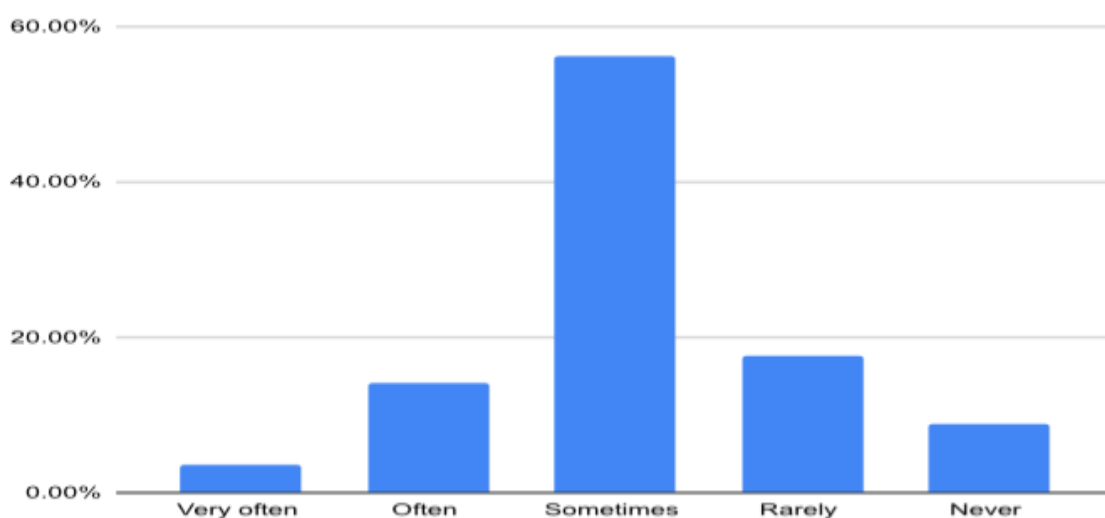


Diagram 05: Conversational Implicature Comprehension

As shown in diagram 05, the majority of the respondents with an average of (56.14%) claimed that they “sometimes” understand the speakers’ intentions when they use English for communication. On the other hand, 17.54% reported that they “rarely” misinterpreted the exact meaning of the speaker, 14.03% claimed that they often do so, 3.50% stated that they frequently do so, and only 8.77% said that they never encountered this issue.

Question 6: How often do you use grammatically correct sentences but you fail to communicate your intents with others in English ?

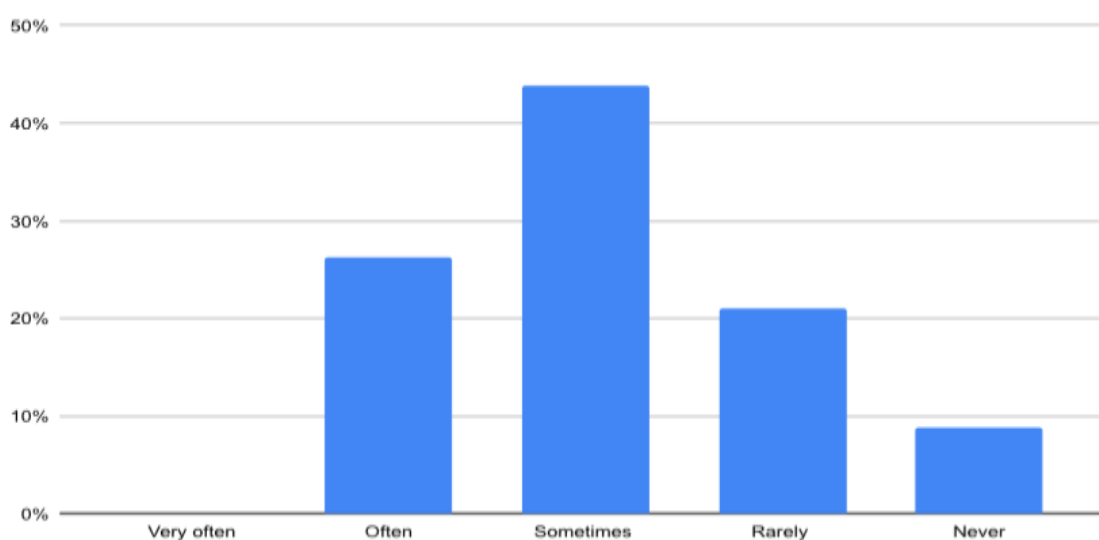


Diagram 06: Conversational Implicature Production

The findings in diagram 06 reveal that 26.31% of the students often fail to communicate their intents with others in English despite their use of grammatically correct sentences, 43.85% sometimes do, 21.05% rarely face this issue, and only 8.77% reported having never miscommunicated in English.

1.2 Section two: Conversational Implicature’ Perception and Awareness

On a five-point scale of (dis) agreement the participants were given several statements to examine their awareness and conception of conversational competence

Table 01*Perception and Awareness of Conversational Implicature*

Implicature perception/ awareness	SA	A	N	D	SD
1. Pragmatic competence is essential for a successful language use.	26.31%	57.89%	8.77%	3.50%	3.50%
2. EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers.	29.82%	54.38%	15.78%	0	0
3. In order to communicate successfully in the target language, pragmatic competence in L2 must be reasonably well developed.	36.84%	49.12%	8.77%	5.26%	0
4. When processing pragmatic meaning we do not consider only the linguistic information, such as vocabulary and syntax, but also the contextual information, such as the role and status of interlocutors.	45.61%	24.56%	21.05%	7.01%	1.75%
5. EFL teachers often arrange learning opportunities in a way that learners get to know and develop the use of implicature as well as pragmatic competence.	3.50%	36.84%	33.33%	26.31%	0
6. Everyday conversations are loaded with natural aspects of language use such as indirectness.	12.28%	54.38%	29.82%	3.50%	0
7. Whenever a speaker suggests or	14.03%	45.61%	35.08	3.50%	1.75%

implies something with an utterance, which is not part of what is literally said; here we say that the speaker is using an implicature.					
8. The meaning of an implicature can change according to the context of use.	31.57%	52.63%	5.26%	8.77%	1.75%

Table 01 presents the students' conversational implicature perception and awareness. It is pretty remarkable from the table that the vast majority of the participants showed considerable agreement with statement (1) (26.31% SA, 57.89% A) and only 3.50% disagreed with it. As far as the second statement is concerned, 54.38% agreed that EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers.. For the third statement, 85.96 percent of the respondents (36.84% SA, 49.12% A) agreed with the idea that a successful communication in the target language necessitates a well developed pragmatic competence, and only 5.26% disagreed with the statement.

In reference to statement (4), a significant majority of the participants (45.61%) showed a strong agreement with the idea that the processing of pragmatic meaning extends beyond linguistic factors alone, encompassing not only vocabulary and syntax but also contextual elements such as the role and status of interlocutors. While 1.75% vehemently opposed it, with a strong disagreement. Concerning statement (5), a mere 3.50% of the surveyed respondents expressed a strong concurrence that EFL teachers frequently structure learning opportunities in a manner that facilitates the acquisition and refinement of implicature and pragmatic competence, and 26.31% expressed disagreement.

As far as statement (6) is concerned, a notable (12.28%) of the participants expressed a strong agreement regarding the prevalence of natural aspects of language use, such as

indirectness, in everyday conversations. Only a marginal proportion of participants (3.50%) expressed disagreement. Addressing statement (7), 45.61% of participants agreed that when a speaker conveys a suggestion or implication not explicitly stated, we term it as implicature. while 3.50% and only 1.75% respectively express disagreement and strong disagreement. In the final statement (8), 31.57% of the participants exhibited strong concurrence regarding the idea that the meaning of an implicature can vary based on the context of use. while only 5.26% maintained a neutral stance, and 8.77% expressed dissent.

1.3 Section three: Conversational Implicature Practice and Instruction

Question 8: You are kindly requested to indicate a (circle) on the five-point scale next to the questions, ‘how often you receive instruction in these areas’. The numbers represent the following categories.

Table 02

Exploring Conversational Implicature Practice and Instruction

very often	Often	Sometimes	Rarely	Never
1	2	3	4	5

Practice	VO	O	SM	RA	N
1. How often does your teacher instruct you to analyze language used by natives in their conversation?	5.26%	29.82%	24.56%	22.80%	17.54%
2. EFL classes usually include a meaningful and a communicative practice stage. How often do you practice communicative language in the classroom using implicature ?	3.50%	29.82%	33.33%	22.80%	10.52%
3. How often does your teacher provide	3.50%	29.82%	36.84%	29.82%	0

you with language learning skills and language opportunities, which involve cultural references?					
4. How often do you receive exercises that require you to choose the appropriate response for different situations?	3.50%	29.82%	40.35%	24.56%	1.75%
5. How often do you read or listen to language passages, which include figurative language?	17.54%	24.56%	38.59%	12.28%	7.01%

Table 02 showcases information regarding students' engagement in practicing and receiving instruction on conversational implicature. The questions were introduced by Grice and Bouton. The findings derived from question (1) reveal that only a small percentage (5.26%) of teachers consistently incorporate this aspect into their teaching. A larger portion, (29.82%), frequently includes it in their instruction. Strikingly, (17.54%) of teachers never integrate such instruction into their teaching practices. Regarding question(2), the largest segment, representing (33.33%) of participants, engages in communicative language practice with implicature on an intermittent basis,m. A distinct minority, comprising only (10.52%) of participants, expressed that they never integrate communicative language with implicature into their practices.

Turning to question (3), the majority of participants, constituting (36.84%), indicated that teachers occasionally offer these language learning skills and opportunities with cultural references marking it the highest response in this category, and (29.82%) of respondents acknowledged that such provisions occur rarely. In question (4), a limited subset of respondents (3.50%) maintained that they frequently receive exercises demanding the selection of an appropriate response for various situations. Conversely, a larger portion (29.82%) responded

with "often," indicating a more prevalent occurrence, and a marginal minority of (1.75%) asserted that they never receive exercises of this nature.

In the concluding question (5), it becomes apparent that (17.54%) of participants expressed engaging very often in reading or listening to language passages, encompassing figurative language. While a minimal (7.01%) never engage in such activity.

2. Presentation of the Discourse Completion Task Results

To gather additional information about the topic, we used a discourse completion task as a second data collection method. Eight questions were answered by fifty-seven students in the Department of English at the University of Tizi-Ouzou. The items provided were presented by Grice and Bouton. The purpose of discourse completion task questions is to investigate the receptive pragmatic competence in understanding conversational implicatures of the English department students at the University of Tizi-Ouzou. The results were interpreted using qualitative analysis.

Item 1: Two are working together on a construction site. After Bill finished his job, he asked John, who is totally bald... Bill: Can I give you a hand? John: Do I need a haircut?

Item 1 presents a scenario where two friends, Bill and John, are working together on a construction site. After completing his task, Bill offers assistance to John, who is bald. John's response, "Do I need a haircut?" prompts the need for interpretation. The participant response options and their corresponding percentages are as follows:

Table 3*Participants Interpretations of John's Responses: Response Options and Percentage*

Response options	Percentages of participants
a) John interprets that Bill is a good hairdresser.	5.26%
b) John thinks that he needs to have his haircut.	19.29%
c) John does not need any help.	56.14%
d) John is trying to change the subject; he does not talk with Bill.	19.29%

Option (c) received the highest percentage of responses (56.14%). This suggests that the majority of the students correctly identified the implicature that John does not need any help and interpreted his response accordingly. This implicature is relatively easy to understand because it involves a direct response to Bill's question. Options (b) and (d) both received the same percentage (19.29%) of responses. This indicates that a significant number of students struggled to distinguish between these two implicatures. Option (b) suggests that John thinks he needs a haircut, which is a misinterpretation of the implicature. Option (d) suggests that John is trying to change the subject or not engaging with Bill, which is also a misinterpretation. Option (a) received the lowest percentage of responses (5.26%). This suggests that very few students interpreted John's response as an indication that Bill is a good hairdresser. Students seem to find this implicature the most challenging to understand in this situation. From the results obtained, we can say that students seem to struggle more with implicatures that involve attributing specific qualities or abilities to the speakers (e.g., Bill being a good hairdresser) and misinterpretations (e.g., John thinking he needs a haircut or trying to change the subject). The basic implicature related to John not needing help was relatively easier for them to comprehend.

Item 2: Two roommates are talking about their plans for the summer.

Fran: My mother wants me to stay home for a while, so I can be there when our relatives come to visit us at the beach.

Joan: Do you have many relatives?

Fran: Is the sky blue?

Item 2 unfolds a dialogue between roommates Fran and Joan discussing summer plans. Fran discloses her mother's wish for her to stay home for the upcoming visit of relatives to their beach house. When Joan inquires about the extent of Fran's relatives, Fran responds with, "Is the sky blue?" Participants' response options and corresponding percentages are as follows:

Table 4

Participants Interpretations of Fran's Responses: Response Options and Percentages

Response options	Percentages of participants
a) Fran thinks her relatives are all blue.	8.77%
b) Fran is new to the area and is trying to find out what the summers are like.	5.26%
c) Fran has a lot of relatives.	52.63%
d) Fran is trying to change the subject; she doesn't want to talk about her relatives.	33.33%

Option (c) received the highest percentage of responses (52.63%). This suggests that the majority of students correctly interpreted Fran's question as an indication that she has a lot of relatives. This implicature is relatively clear as Fran's question indirectly answers Joan's question about her relatives. Option (d) received a significant percentage (33.33%) of responses, indicating that a substantial portion of students believed that Fran was trying to change the subject and avoid discussing her relatives. This implicature reflects a

misunderstanding of Fran's intention. Option (a) received a relatively low percentage (8.77%) of responses, suggesting that only a small number of students interpreted Fran's question as if she thought her relatives were all blue. This interpretation is unlikely and is considered a misinterpretation. Option (b) received the lowest percentage (5.26%) of responses, indicating that very few students thought that Fran was asking about the color of the sky. This interpretation is a clear misinterpretation of Fran's intended meaning. According to the findings obtained, the easiest conversational implicature for students to understand in this scenario appears to be the one represented by choice (c), where Fran has many relatives. The hardest implicatures for students seem to be those represented by choices (a) and (b), which misinterpret Fran's response as related to the color of her relatives or her curiosity about the area, missing the indirect intent of her statement. Choice (d) also captures the indirect nature of Fran's response but is not as specific as choice (c).

Item 3: Frank wanted to know what time it was, but he did not have a watch. Frank:

What time is it, Helen?

Helen: The postman has been here. Frank: Okay. Thanks

Item 3 presents a scenario where Frank, lacking a watch, asks Helen for the time. Helen's response prompts interpretation. The response options and corresponding participant percentages are outlined below:

Table 5

Participants Interpretations of Helen's Responses: Response Options and Percentages

Response options	Percentages of participants
a) She is telling him approximately what time it is by telling him that the postman has already been here.	52.63%
b) By changing the subject, Helen is telling	19.29%

Frank that she does not know what time it is.	
c) She thinks that Frank should stop what he is doing and read his mail.	26.31%
d) Frank will not be able to interpret any message from what Helen says since she did not answer the question.	1.27%

Option (a) received the majority of responses, accounting for (52.63%). This suggests that most students correctly interpreted Helen's response as providing an indirect answer to Frank's question by implying that it's approximately the time the postman typically arrives. This implicature aligns with the context of the conversation. Option (b) received a significant percentage (19.29%) of responses, indicating that a portion of students believed that Helen was changing the subject to convey that she doesn't know the time. This interpretation is a misunderstanding of Helen's intention. Option (c) received a percentage of responses (26.31%), suggesting that some students thought Helen was suggesting that Frank should check his mail, which is unrelated to Frank's question about the time. This interpretation deviates from the context of the conversation. Option (d) received the lowest percentage (1.27%) of responses, indicating that very few students thought that Helen's response provided no information about the time. This interpretation is not common among the students. Based on the results obtained, the easiest conversational implicature for students to understand in this situation is the one represented by choice (a), where Helen indirectly conveys the time by mentioning the postman's visit. Choice (b) also captures the indirect nature of Helen's response but interprets it differently. Choices (c) and (d) misinterpret Helen's response, with choice (d) being the least accurate as it suggests that no message is conveyed, which is not true in the context of the conversation.

Item 4: Two friends are talking about different places to eat. Robin: Have you tried the chili at Pedro's?

Rosie: Yeah. Just the other day. Robin: Did you like it?

Rosie: I do not know. I do not think I am a very good judge of chili.

In Item 4, two friends, Robin and Rosie, discuss Pedro's chili. Rosie's response to Robin's inquiry prompts interpretation. The response options and corresponding participant percentages are as follows:

Table 6

Participants Interpretations of Rosie 's Responses: Response Options and Percentages

Response options	Percentages of participants
a) We don't know. She doesn't say whether she liked it or not.	29.82%
b) She can't really remember.	28.07%
c) Really hot and spicy.	12.28%
d) Not very much.	29.82%

Option (a) received the largest percentage at 29.82%, indicating that a significant number of students correctly interpreted Rosie's response as not providing clear information about whether she liked Pedro's chili or not. She does not explicitly state her preference, leading to this implicature. Option (b) received a significant percentage (28.07%) of responses, indicating that many students believed that Rosie couldn't remember whether she liked the chili. This interpretation deviates from the context and the intended meaning of Rosie's response. Option (c) received a lower percentage (12.28%) of responses, suggesting that some students thought Rosie was describing the chili as really hot and spicy. This interpretation is a misinterpretation of Rosie's response. Option (d) also received the same percentage (29.82%) of responses as

option (a). This indicates that a substantial portion of students thought that Rosie did not like Pedro's chili. This interpretation aligns with the implicature that Rosie is not a very good judge of chili. Based on the results gathered, the easiest conversational implicature for students to understand in this scenario appears to be in the ones represented by choices (a) and (d), where Rosie expresses uncertainty or a dislike for Pedro's chili. Choice (b) presents a different interpretation, and choice (c) misinterprets Rosie's response.

Item 5: Ken bought a new car and his friend, Charles, came to see it. Charles drove it around for an hour near Ken's house.

Ken: What do you think of this new car?

Charles: Well, the color is fine, but... Ken: Thanks.

In Item 5, the conversation involves Ken showing his new car to his friend Charles, who drove it around for an hour near Ken's house. Ken asks for Charles' opinion on the new car, to which Charles responds with reservations about the color. Ken's reply prompts interpretation, with response options and corresponding participant percentages as follows:

Table 7:

Participants Interpretations of Ken 's Responses: Response Options and Percentages

Response options	Percentages of participants
a) Ken appreciates Charles for driving his car.	12.28%
b) Ken is happy to have this fantastic car.	12.28%
c) Ken feels happy because Charles praises the color of the car.	5.26%
d) Ken does not want to hear any other criticism from Charles.	70.17%

Option (a) and Option (b) both received the same percentage (12.28%) of responses. This implies that only a small number of students thought that Ken's response indicated his appreciation for Charles driving his car or his happiness about having a fantastic car. Both of these interpretations do not fully align with the context of the conversation. Option (c) received a small percentage (5.26%) of responses, indicating that a few students believed that Ken was happy because Charles praised the color of the car. This interpretation is a misinterpretation of Ken's response. Option (d) received the highest percentage of responses (70.17%). This suggests that the majority of students correctly interpreted Ken's response as indicating that he did not want to hear any more criticism from Charles. This implicature is consistent with the conversation's context, where Charles started to express some negative feedback about the car. Based on the collected findings, the easiest conversational implicature for students to understand in this scenario seems to be the one found in choice (d), where Ken expresses his desire to avoid further criticism from Charles. Choices (a), (b), and (c) provide more positive interpretations but do not fully capture the indirect and evasive nature of Ken's response.

Item 6: John and Arthur are best friends. Their children go to the same school.

John : I need a place with fifty seats for my son's birthday party.

Arthur : McDonald's has fifty seats.

In Item 6, the conversation involves John seeking a place with fifty seats for his son's birthday party, and Arthur suggests McDonald's as a suitable option. The question then arises about the number of chairs at McDonald's, with response options and corresponding participant percentages as follows:

Table 8*Participants Interpretations of Arthur 's Responses: Response Options and Percentages*

Response options	Percentages of participants
a) More than fifty.	42.10%
b) Less than fifty.	10.52%
c) Exactly fifty.	47.36%

Option (a) obtained a (42.10%) percentage of response, suggesting that a significant portion of the students believed that McDonald's has more than fifty chairs. This interpretation does not correspond with the context of the conversation or Arthur's response. Option (b) received a lower percentage (10.52%) of responses, indicating that a smaller number of students thought that McDonald's has fewer than fifty chairs. This interpretation also deviates from the context and Arthur's response.

Option (c) received the highest percentage of responses (47.36%). This indicates that the majority of the students correctly interpreted Arthur's response as indicating that McDonald's has exactly fifty chairs, which fits with the context of John's request. Considering the outcomes obtained, the easiest conversational implicature for students to understand in this situation would likely be choice (c), as it directly matches Arthur's statement that McDonald's has fifty chairs and this choice aligns with the provided information. The hardest implicature for students might be option (a), where some students might mistakenly think that Arthur's response implies there are more than fifty seats at McDonald's, which is not what he conveyed. Option (b) is also unlikely to be chosen by students who understand the context correctly, as it contradicts Arthur's statement.

Item 7: Mr. Ray and Mr. Moore are teachers who work at a school. They are talking about a paper written by a student.

Mr. Ray : Have you finished with Mark's term paper yet? Mr. Moore : Yeah, I read it last night.

Mr. Ray : What did you think of it?

Mr. Moore : Well, I thought it was well typed.

In Item 7, Mr. Moore's response to Mr. Ray's inquiry about Mark's term paper is, "Well, I thought it was well typed." The question is posed: What can be concluded from Mr. Moore's response? Response options and corresponding participant percentages are as follows:

Table 9

Participants Interpretations of Arthur 's Responses: Response Options and Percentages

Response options	Percentages of participants
a. Mr. Moore admires the typing of the paper.	33.33%
b. Mr. Moore doesn't like the writing.	36.84%
c. Mr. Moore likes the writing.	29.82%

Option (a) got a response rate of (33.33%), showing that some students believed that Mr. Moore appreciated the typing of the paper. This interpretation suggests an appreciation for the presentation but does not necessarily imply liking or disliking the content. Option (b) received the highest percentage of responses (36.84%). This suggests that most students interpreted Mr. Moore's response as an indication that he didn't like the writing of the paper. This implicature suggests a negative opinion regarding the content of the paper. Option (c) obtained a lower percentage (29.82%) of responses, indicating that some students believed that Mr. Moore liked the writing of the paper. This interpretation suggests a positive opinion about the content. From the results obtained, the easiest conversational implicature for students to understand in this scenario seems to be choice (b), where Mr. Moore doesn't like the writing of the paper. Choices (a) and (c) offer different interpretations, with choice (a) focusing on typing

quality and choice (c) suggesting a positive view of the writing, both of which do not fully capture the intended implicature.

Item 8: Gretta is an amateur singer and composer.

Gretta : I told you, I write songs from time to time.

Dan : What do you write them for?

Gretta : What do you mean what for? For my pleasure. And for my cat. Dan : Oh really? Does he like them?

Gretta : She. Yes, she seems to.

In Item 8, Gretta, an amateur singer and composer, discusses her songwriting with Dan. When asked why she writes songs, Gretta responds, "For my pleasure. And for my cat." Dan expresses curiosity about whether the cat enjoys the music, and Gretta replies, "She. Yes, she seems to."

The question is then posed: To what extent does Gretta think that her cat likes her music?

Response options and corresponding participant percentages are as follows:

Table 10

Participants Interpretations of Gretta 's Responses: Response Options and Percentages

Response options	Percentages of participants
a. Completely sure.	22.80%
b. Quite sure	68.42%
c. Not sure.	8.77%

Option (a) received a percentage of responses (22.80%), indicating that a number of students believed that Gretta was completely sure that her cat likes her music. This suggests a high level of certainty from Gretta's perspective. Option (b) obtained the topmost percentage of responses, specifically (68.42%). This suggests that the majority of students interpreted Gretta as quite sure that her cat likes her music. This implicature indicates a considerable level of

confidence in Gretta's belief. Option (c) received a lower percentage (8.77%) of responses, indicating that a small number of students thought that Gretta was not sure about whether her cat likes her music. This interpretation suggests uncertainty on Gretta's part. Based on the results gathered, the easiest conversational implicature for students to understand in this scenario appears to be the one represented by choice (b), where Gretta is quite sure that her cat likes her music. Choice (a) overestimates her certainty, and choice (c) underestimates her confidence in her cat's liking for her music.

Conclusion

This chapter has presented the findings obtained from two research instruments: a questionnaire and a discourse completion task that were administered with the students of the department of English at the University of Mouloud Mameri in Tizi-Ouzou. The first part has discussed the results gathered from the questionnaire, the second part has discussed the findings obtained from the discourse completion task. The results were displayed in pie charts, bar charts and tables. The data collection tools we used allowed us to collect a considerable amount of data that will be discussed and interpreted in the next chapter.

Chapter IV:

Discussion of the Findings

Introduction

This chapter discusses the findings obtained in this study from the students' questionnaire and discourse completion test. It is divided into three main parts, the first one discusses the findings obtained from students' questionnaire, while the second one is concerned with the discussion of the results obtained from the discourse completion task.

Section One: Students' Receptive Pragmatic Competence in Comprehending Conversational Implicatures

This section aims at investigating students' Receptive Pragmatic Competence in Comprehending Conversational Implicatures. From the participants' answers to the fifth question, we found that many students (56.14%) reported occasionally struggling to understand speakers' intentions in English communication despite their understanding of word meanings (see diagram 5). This struggle indicates that even when students have a grasp of word meanings, they encounter difficulties in deciphering the implied or unspoken intentions of speakers. This is a common issue in language learning, especially in a second language context. The difficulty in differentiating word meanings from speaker intended meaning aligns with Levinson's assertion (1983) that "implicature often involves recognizing unspoken intentions." This underscores the complexity of implicature comprehension in language.

Additionally, the findings of the sixth question clearly unveil that 26.31% of the respondents often use grammatically correct sentences but fail to communicate their intents effectively in English (see diagram 6). Hence, it is important to have not only linguistic competence (grammar) but also pragmatic competence. Blakemore's research (1987) strongly supports this notion, emphasizing that grammatical correctness alone does not guarantee effective communication. In other words, one can construct perfectly structured sentences but still fail to convey their intended message if they lack pragmatic competence.

The outcomes of the first statement of the second section reveal that a significant number of respondents either “strongly agree” (26.31%) or “agree” (57.89) that pragmatic competence is essential for successful language use. This high level of agreement suggests a strong recognition among students regarding the importance of pragmatic competence in language comprehension. Indeed, these results mean that students with high communicative competence are more likely to comprehend the implied meanings. This aligns with Grice's Cooperative Principle (1975), which emphasizes the importance of implicatures in successful communication. Grice's maxims of implicature, such as the maxim of relevance, underpin the idea that pragmatic competence is vital for effective language use (see chapter one). Therefore, it can be concluded that participants demonstrate a substantial degree of receptive pragmatic competence in comprehending conversational implicatures.

As for the fourth statement concerning pragmatic competence, the results showed that 45.61% of the participants either strongly agree or 24.56% agree that when processing pragmatic meaning. It is not sufficient to consider linguistic information alone; contextual factors also play a significant role, such as the role and status of interlocutors (see table 1). These findings underscore the importance of context for the pragmatic competence. This is in accordance with what is argued by Sperber and Wilson (1986) that “pragmatic comprehension is shaped by the relevance of information within a given context, which relates to your findings concerning the significance of context” (p.3). This similarity underscores the importance of context in the pragmatic competence. From the findings, it appears that a significant portion of students demonstrate receptive pragmatic competence in understanding conversational implicatures.

To conclude, students demonstrate a significant degree of receptive pragmatic competence in comprehending conversational implicatures. This is evident from the participants' responses that indicate a strong recognition among students regarding the

significance of pragmatic competence in language comprehension. However, it's important to note that a portion of students still face challenges in understanding speakers' intentions and effectively communicating their own intents in English, emphasizing the ongoing need for language education and development in these areas.

Section Two: The Instructional Practices Used to Develop Pragmatic Competence and Understated Conversational Implicatures

This second section discusses the instructional practices used to develop students' pragmatic competence and conversational implicatures. When students were asked about how often their teachers instruct them to analyze the language used by natives in their conversation. A significant portion of participants (29.82%) often receive instruction in analyzing language, while a notable percentage receives this instruction less frequently or not at all (see table 2). This indicates that most teachers instruct their learners to analyze the language used by natives in their conversation, which is effective in enhancing pragmatic competence. This supports the findings obtained by Kasper and Rose (2002) that learners who engage in conversations with native speakers not only improve their linguistic proficiency but also develop a deeper understanding of the subtleties of speech acts, indirect communication, and cultural nuances. Such exposure allows learners to adapt their language use to different social situations and comprehend implied meanings more effectively.

The second instructional practice deduced by the participants' responses is communicating language in the classroom using Implicature. A significant portion of the participants (33.33%) sometimes practice communicative language, while a notable percentage practice less frequently or not at all (see table 2). This indicates that a good number of respondents are actively engaged in such activities. This instruction enables them to understand implied meanings and use language more appropriately. This result ties well with previous study by Barron (2003) and Kasper (2001) that emphasized the critical role of implicature in developing

pragmatic competence. Engaging in activities involving implicature enhances learners' abilities to understand implied meanings, allowing them to communicate more effectively.

Another instructional practice involves language learning skills and language opportunities that incorporate cultural references. The findings showed that 36.84% of the respondents occasionally receive such instruction from their teachers and none of them has responded with “never” (see table 2). This indicates that the majority of teachers provide their students with this type of practice. This allows them to understand texts and spoken language, including conversational implicatures through the comprehension of cultural references. This point is confirmed by Chua and Lee (2019) who found that language learners exposed to cultural references within their language lessons displayed improved comprehension of texts and spoken language. This indicates that the integration of cultural content enhances language learning.

Another interesting finding of this research was related to how often do learners receive exercises that require them to choose the appropriate response for different situations. As it is shown in table (2), a majority of participants (40.35%) sometimes receive such instruction from their teachers and a significant portion receive this instruction less frequently. This indicates that a good number of teachers provide their students with such instruction. This instruction enables them to develop a better understanding of conversational implicatures and appropriate responses in real-world situations, improving their pragmatic competence. It also promotes critical thinking by examining the situation, taking into account different conversational implicatures, and evaluate which response is most suitable. This is supported by the study conducted by Barron (2003) showing that role-playing exercises, where learners must choose appropriate responses in various scenarios, can be effective in improving pragmatic competence.

Reading and listening to language passages, which includes figurative language, are another instruction used by the respondents. Table (2) shows that the majority of participants (38.59%) claimed that they occasionally receive such instructions and only (7.01%) affirmed that they never receive such instructions. This shows that a good number of learners read and listen to language passages, which include figurative language. Engaging with figurative language in passages helps students practice deriving meaning from context; a crucial skill in understanding conversational implicatures. This aligns with what Sperber and Wilson (1986) said that exposure to figurative language in context-rich passages allows learners to develop a better sense of how language is used in real-world situations, aiding them in recognizing conversational implicatures.

From these results, it is noticeable that participants receive a diverse range of instructional practices aimed at enhancing their receptive pragmatic competence and their understanding of conversational implicatures.

Section Three: Students' Challenges in Understanding Conversational Implicatures

This section discusses challenges students may face in understanding conversational implicatures. As mentioned in the literature review and according to the DCT's findings, there are several challenges that students may encounter in understanding conversational implicatures. Misinterpretation of conversational implicatures is one common challenge. In the provided items, there are often multiple response options, and students sometimes select options that do not accurately represent the intended implicatures. As it is shown in item 1, which represents quality-POPE Q implicature, 19.29% of participants misinterpreted John's response, thinking he needed a haircut when the implicature was different. This indicates that misinterpretation is one of the challenges in comprehending conversational implicatures as it requires a deep understanding of the context and the speaker's intentions. In this regard,

Levinson (1983) argues that "misinterpretation can arise when comprehending conversational implicatures due to the challenge of recognizing unspoken intentions."

As it is seen in item 2, which represents also quality-POPE Q implicature, most students (52.63%) found it easy to understand the implicature that Fran has many relatives. However, some students misinterpreted it as Fran asking about the color of the sky or her curiosity about the area, missing the indirect intent of her statement. This highlights the importance of context in comprehending conversational implicatures. These findings are affirmed by Sperber and Wilson (1986), they emphasized that context is central in inferring implicatures. Students should be taught to consider the wider context and the speaker's intentions when interpreting indirect statements.

Another challenge identified in the findings is related to the interpretation of understated criticism in conversational implicatures. As it is seen in item 4, which represents quality-understated criticism, the majority of students (29.82%) correctly found it easy that Rosie does not explicitly state whether she liked the chili. However, a minority of participants (12.28%) interpreted Rosie's response as her describing the chili as "really hot and spicy." This response represents a misinterpretation of Rosie's intention. It indicates students struggle in understanding conversational implicatures, especially when it involves understated criticism. This aligns with Levinson's (1983 statement), who argued that understanding criticism in conversational implicatures can be challenging because it requires recognizing the subtle or indirect forms of criticism embedded within language.

Familiarity with context and indirectness is another challenge in understanding conversational implicatures. Understanding conversational implicatures often relies on familiarity with the context and the indirect nature of language. However, it can pose challenges in comprehending implied meanings, As it is shown in item 5, which represents quality-understated criticism, a small portion of participants (12.28%) misinterpreted Charles'

response, as it did not align with Charles' indirect criticism. Therefore, without awareness in this context, it is difficult to understand the implied meaning. Additionally, the majority of students (70.17%) correctly interpreted Ken's response that Ken did not want to hear any more criticism. This indicates that a significant portion of students understood the indirectness and the context-dependent nature of the conversation. These findings indicate that context and indirectness are essential for effective communication in real-world situations. A previous study by Levinson (1983), has emphasized that context and indirectness play a significant role in understanding conversational implicatures. He highlighted that implicatures are derived by taking into account the context in which a conversation occurs and by recognizing the indirect or implied meanings conveyed through language.

Scalar implicatures which involve conveying meaning through scalar terms like "some" instead of more specific terms like "all" can be challenging for students in understanding conversational implicatures. In item 8, which represents scalar Implicature, the majority of respondents (68.42%) correctly interpreted that Gretta was quite sure that her cat likes her music, which indicates a considerable level of confidence in Gretta's belief that her cat enjoys her song. This suggests that this implicature is easy to grasp. However, some students either overstimulated her certainty or underestimated her confidence. These findings highlight the need for students to develop their skill of accurately assessing the level of degree of implicature. This goes in accordance with the research of Levinson (1983), who has provided foundational insights into scalar implicatures and the pragmatic mechanisms at play in conversation. These implicatures can indeed be challenging to understand, as they rely on the listener's ability to deduce the intended meaning by considering the words used and the conversational context.

In comparing the implicatures, it becomes evident that scalar implicatures (Item 8) appeared to be relatively easier for students to understand, with a high percentage accurately grasping the varying degrees of certainty. On the other hand, items involving Quality-POPE Q

implicatures (Items 1 and 2) presented challenges, especially in cases where specific qualities or intentions were attributed, leading to misinterpretations. Relevance implicatures (Item 3) also posed difficulties for some students, indicating that discerning indirect relevance in conversation requires further attention.

while students exhibited a commendable level of receptive pragmatic competence, the findings underscore the nuanced nature of implicature comprehension. The varied success rates across different implicatures suggest that continued education and practice, particularly focusing on Quality-POPE Q implicatures and Relevance implicatures, could enhance students' proficiency in navigating subtle meanings in conversational contexts.

Based on the findings, students in the English department at MMUTO encounter challenges in interpreting specific types of conversational implicatures, particularly those involving indirectness, understated criticism, and scalar implicatures. While some implicatures are easier for students to grasp, others prove to be more challenging, often leading to misinterpretations.

Conclusion

This chapter has discussed the results obtained from the students' questionnaire and discourse completion task conducted at the department of English at the University of Tizi-Ouzou. The discussion of the findings provides us with clear answers for the research questions and tested the hypothesis presented in the General Introduction. Concerning the first hypothesis, which states that English department students at the University of Tizi-Ouzou demonstrate a moderate level of receptive pragmatic competence in comprehending conversational implicatures, is confirmed, but just to particular extent as some of them have some difficulties in understanding implicatures. Moreover, the findings confirm the second hypothesis, which suggests that students of the English Department at UMMTO implement a diverse range of instructional practices aimed at enhancing students' receptive pragmatic competence and their

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understanding of conversational implicatures students with higher levels of pragmatic. Additionally, the results show that students in the English department at UMMTO face challenges in understanding conversational implicatures.

General Conclusion

General Conclusion

This research aimed to comprehensively evaluate the level of receptive pragmatic competence among students in the English department at the University of Tizi-Ouzou, specifically focusing on their ability to comprehend conversational implicatures. The study sought to identify instructional practices that help students develop their receptive pragmatic competence and understand conversational implicatures. Identify and analyse the common challenges faced by students at UMMTO in grasping the subtleties of conversational implicatures.

To accomplish these research objectives, a case study was carried out at the department of English at the University of Tizi-Ouzou and participated in a group of fifty seven students. In order to gather data to answer the research questions, we have relied on two data collection instruments. A questionnaire that contains eight questions and a discourse completion task comprising eight questions were both administered to the students. We have adopted the mixed method approach in this study, which involved collecting both quantitative and qualitative data.

In response to research question 1” What awareness level do EFL students in the English department at UMMTO hold about the use of conversational implicature in their language learning and use?”, the analysis of students' responses to the questionnaire revealed that a significant percentage of EFL students demonstrated an awareness of conversational implicatures. They acknowledged the importance of pragmatic competence in successful language use, aligning with Grice's Cooperative Principle. The agreement among students regarding the significance of pragmatic competence suggests a satisfactory level of awareness in this regard.

Moving on to research question 2 “What instructional practices help students develop their receptive pragmatic competence and understand conversational implicatures?”, the study identified several instructional practices contributing to the development of students' receptive

pragmatic competence. Teachers were found to instruct students to analyze the language used by native speakers in conversations, engage in communicative language practices involving implicature, and incorporate cultural references into language learning. These practices were recognized as effective in enhancing pragmatic competence and providing students with the necessary skills to understand the implied meanings in conversational implicatures.

Addressing Research Question 3 “What are the common challenges encountered by students at MMUTO in understanding conversational implicatures?”, the research unveiled nuanced challenges faced by students in understanding specific types of conversational implicatures. Misinterpretation, difficulty in recognizing understated criticism, and challenges associated with scalar implicatures were identified. Despite the commendable level of receptive pragmatic competence demonstrated by students, these challenges highlighted the need for targeted instructional interventions to address the subtleties and complexities of certain implicatures.

In conclusion, the research effectively addressed each research question, providing valuable insights into the awareness level, instructional practices, common challenges, and the extent of receptive pragmatic competence among third-year EFL students in the English department at the University of Tizi-Ouzou. The findings contribute to the broader understanding of pragmatic competence in multilingual settings and offer practical implications for educators and curriculum designers.

Future researchers might conduct longitudinal studies to follow the development of students' receptive pragmatic competence over an extended period, providing insights into the long-term effectiveness of instructional practices. Furthermore, this research can be extended to compare the receptive pragmatic competence of English department students with students from other departments or universities. This could identify contextual factors influencing pragmatic competence. Moreover, further researchers can explore the use of technology, such

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as online platforms, to enhance students' exposure to authentic English conversations, fostering pragmatic competence in a digital learning environment.

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Appendix

Dear students,

We are Master 2 students conducting a study on how L2 learners' perception of implicature. We will greatly appreciate if you could take time to fill in the questionnaire and the DCT.

Note

An implicature is a special condition where a speaker conveys a different meaning from the surface utterance he/she expresses. In other words, what is meant by a speaker's utterance that is not part of what is explicitly said.

Section one: Personal information and language achievement

1. Gender: Male Female

2. How do you describe your level in English?

Very Satisfying Satisfying Dissatisfying Very dissatisfying

3. According to your experience, which aspect of English language learning has been so far the most difficult to acquire?

Vocabulary Grammatical structure Communicating using the target language
spelling and pronunciation

4. Have you ever been involved in an English native speaking context?

Yes NO

5. How often do you understand meanings of words but you fail to understand the speakers' intention when you use English for communication?

Very often Often Sometimes Rarely Never

6. How often do you use grammatically correct sentences but you fail to communicate your intents with other in English?

Very often Often Sometimes Rarely Never

Section two: Conversational Implicature' perception and awareness

I. You are kindly asked to indicate a (Circle), on the five-point scale the level of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories.

Strongly agree 1	Agree 2	Neutral 3	Disagree 4	Strongly disagree 5
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Implicature perception/ awareness	SA	A	N	D	SD
1. Pragmatic competence is essential for a successful language use.	1	2	3	4	5
2. EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers.	1	2	3	4	5
3. In order to communicate successfully in the target language, pragmatic competence in L2 must be reasonably well developed.	1	2	3	4	5

4. When processing pragmatic meaning we do not consider only the linguistic information, such as vocabulary and syntax, but also the contextual information, such as the role and status of interlocutors.	1	2	3	4	5
5. EFL teachers often arrange learning opportunities in a way that learners get to know and develop the use of implicature as well as pragmatic competence.	1	2	3	4	5
6. Everyday conversations are loaded with natural aspects of language use such as indirectness.	1	2	3	4	5
7. Whenever a speaker suggests or implies something with an utterance, which is not part of what is literally said; here we say that the speaker is using an implicature.	1	2	3	4	5
8. The meaning of an implicature can change according to the context of use.	1	2	3	4	5

Section three: Conversational implicature practice and instruction

You are kindly requested to indicate a (circle) on the five-point scale next to the questions, how often you receive instruction in these areas. The numbers represent the following categories.

Very often 1	Often 2	Sometimes 3	Rarely 4	Never 5
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Practice	VO	O	SM	RA	N
1. How often does your teacher instruct you to analyze language used by natives in their conversation?	1	2	3	4	5
2. EFL classes usually include meaningful and communicative practice stage. How often do you practice communicative language in the classroom using implicature ?	1	2	3	4	5
3. How often does your teacher provide you with language learning skills and language opportunities, which involve cultural references?	1	2	3	4	5
4. How often do you receive exercises that require you to choose the appropriate response for different situations?	1	2	3	4	5
5. How often do you read or listen to language passages, which includes figurative language?	1	2	3	4	5

A Discourse-Completion Task (DCT)

Test A: Please, choose the appropriate response in each situation.

1. Two friends are working together on a construction site. After Bill finished his job, he asked John, who is totally bald... Bill: Can I give you a hand? John: Do I need a haircut?

Question: How can we best interpret John?

- a) John interprets that Bill is a good hairdresser.
- b) John thinks that he needs to have his haircut.
- c) John does not need any help.
- d) John is trying to change the subject; he does not talk with Bill

2. Two roommates are talking about their plans for the summer.

Fran: My mother wants me to stay home for a while, so I can be there when our relatives come to visit us at the beach.

Joan: Do you have many relatives?

Fran: Is the sky blue?

Question: How can we best interpret Fran's question?

- a) Fran thinks her relatives are all blue
- b) Fran is new to the area and is trying to find out what the summers are like.
- c) Fran has a lot of relatives
- d) Fran is trying to change the subject; she doesn't want to talk about her relatives

3. Frank wanted to know what time it was, but he did not have a watch.

Frank: What time is it, Helen?

Helen: The postman has been here. Frank: Okay. Thanks.

Question: how can we interpret Helen response ?

- a) She is telling him approximately, what time it is by telling him that the postman has already been here.
- b) By changing the subject, Helen is telling Frank that she does not know what time it is.
- c) She thinks that Frank should stop what he is doing and read his mail
- d) Frank will not be able to interpret any message from what Helen says since she did not answer the question.

4. Two friends are talking about different places to eat.

Robin: Have you tried the chili at Pedro's?

Rosie: Yeah. Just the other day. Robin: How did you like it?

Rosie: I do not know. I do not think I am a very good judge of chili.

Question: How does Rosie like Pedro's chili?

- a) We don't know. She doesn't say whether she liked it or not.
- b) She can't really remember.
- c) Really hot and spicy.
- d) Not very much

5. Ken bought a new car and his friend, Charles, came to see it. Charles drove it around for an hour near Ken's house.

Ken: What do you think of this new car?

Charles: Well, the color is fine, but... Ken: Thanks.

Question: How can we interpret Ken's response?

- a) Ken appreciates Charles for driving Ken's car.
- b) Ken is happy to have this fantastic car.
- c) Ken feels happy because Charles praises the color of the car
- d) Ken does not want to hear any other criticism from Charles

6. John and Arthur are best friends. Their children go to the same school.

John : I need a place with fifty seats for my son's birthday party.

Arthur : McDonald's has fifty seats.

Question - Based on Arthur's answer, how many chairs does McDonalds' have?

- (a) More than fifty.
- (b) Less than fifty
- (c) Exactly fifty

7. Mr. Ray and Mr. Moore are teachers who work at a school. They are talking about a paper written by a student.

Mr. Ray : Have you finished with Mark's term paper yet?

Mr. Moore : Yeah, I read it last night.

Mr. Ray : What did you think of it?

Mr. Moore : Well, I thought it was well typed.

Question - What can be concluded from Mr. Moore's response?

- a. Mr. Moore admires the typing of the paper.
- b. Mr. Moore doesn't like the writing.
- c. Mr. Moore likes the writing.

8. Gretta is an amateur singer and composer.

Gretta : I told you, I write songs from time to time.

Dan : What do you write them for?

Gretta : What do you mean what for? For my pleasure. And for my cat. Dan : Oh really? Does he like them?

Gretta : She. Yes, she seems to.

Question - To what extent does Gretta think that her cat likes her music?

- a. Completely sure.
- b. Quite sure
- c. Not sure.
