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Teaching and Learning Language Functions in the
Department of English at MMUTO:
Students' Awareness

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Dedication

This work is dedicated to:

My beloved parents

My brothers and sisters

All my family

All my teachers

My precious friends: Hamid Boudiaf, Djaber,

Mounir, Bachir, Abdellah, Abderahmen,

Mouhamed, Brahim, and Oussama.

All my classmates

Abdelaziz



Dedication

This work is dedicated to:

My beloved parents: Abdenour and Djouher

My sister Sabrina

My brother Marzouk

*In memory of my grandmother and
all my friends and classmates*

Roza

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Abstract

This current study investigates teachers' implementation of Language Functions and third year students' awareness of these functions in the Department of English at Mouloud Mammeri University of Tizi Ouzou. Its aim is to discover to what extent third year students are aware of language functions, to identify the main reasons behind third year students' inappropriate use of language functions, and to get insights into teachers' way of implementing language functions. This research relies on MAK Halliday's theory of Systemic Functional Linguistics (1960), some assumptions about language awareness (Hawkin, 1984) and its importance in EFL context, and some information about the notion of communicative competence, which entails the mastery of language functions. To reach the aforementioned aims, a mixed method research has been adopted to gather the necessary data. This investigation has used the Quantitative Statistical Procedure to analyze the numerical data gathered from the questionnaires, and Qualitative Content Analysis to interpret the qualitative data collected from the open ended questions included in the questionnaires. The results of this study demonstrate that almost all third year students of the department of English at MMUTO are not aware of language functions. Though they are taught about language functions, they do not possess appropriate knowledge about the use of language functions in different social contexts. The findings of the questionnaires have also revealed that the students' lack of awareness is one of the major reasons that contribute to their inappropriate use of language functions, and this lack of awareness is due to a certain extent to the way those functions are taught.

Key words: *Language Functions, Teachers' Implementations, Students' Awareness, Language Awareness, EFL Context.*

List of Abbreviations and Acronyms

ELT: English Language Teaching

SFL: Systemic Functional Linguistics

Q: Question

Hp: Hypothesis

EFL: English as a Foreign Language

LA: Language Awareness

KAL: Knowledge about Language

FL: Foreign Language

CC: Communicative Competence

SPSS: Statistical Package for the Social Sciences

QCA: Qualitative Content Analysis

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General Introduction

- **Statement of the Problem**

For humans, language is certainly the most important means of communication by which they manage to fulfill different tasks and desires, exchange different opinions and accomplish different functions, like expressing wishes, feelings, commands and promises. One of the most prominent languages used to communicate with and to achieve such purposes is the English language that shrinks the world into a global village. In fact, the English language has attained a significant status all around the globe in several sectors, particularly in education, where it is used as a medium of instruction in many schools and universities.

Scholars and linguists of Structural Linguistics previously claimed that teaching and learning any foreign language requires learners to learn language in itself i.e. the structure only. They perceive language as a form and they were more interested in the grammatical rules of language like Saussure (1913) & Chomsky (1960s). At that time the mastery of any foreign language was seen and considered as the mastery of its grammar. However, nowadays, language is seen beyond that; that is to say, it is assumed that to learn a foreign language is to know how to use and do things using that language as well as managing to master it in different social contexts and situations like Halliday (1960s) & Hymes (1970s). In fact, the learning of a foreign language entails mastering the performance and practical side of language in order to be an effective communicator.

Each year, the field of English Language Teaching (ELT) witnesses some trends aiming at boosting the teaching and learning process. In many conferences held in different parts of the world, scholars constantly publishing different articles for improving materials for better application of learning theories and development of the educational instruction like Thornbury & Harmer (2001). However, though the educators and researchers in the field of language teaching and learning are expending efforts to improve the teaching and learning process,

teachers and learners sometimes encounter in classroom some problems and obstacles that hinder teaching instructions and the students' acquisition of a foreign language. One of these problems is related to the mastery of language functions in different situations of communication.

Nowadays, the most important goal of learning any foreign language and the desire of each learner is learning to be a good communicator and fluent speaker of that language as well as knowing how to operate when using that language. What is also important is to be aware and conscious of that language, particularly to be aware of its functions. According to Harmer (2001), making students aware of language is one of the teachers' principal duties that can be considered as an alternative to the teaching. In other words, teachers' job is supposed to be not only to teach their students to form accurate sentences, but also to assist them to be aware and conscious of that language and its functions in order to be effective users of that language. The awareness will help them to gain accuracy and fluency. (Harmer, 2001).

Our review of some studies has revealed that several studies dealt with the importance of language functions and its impact on students' development of communicative competence, among them Teaching Functional Language and Communicative Competence Trough Listening and Speaking in the Algerian EFL Textbook Getting Through (2016), which is done by Mrs HAND-OUALI Nassima and TALEB Kahina in the department of English at Mouloud Mammeri University of Tizi Ouzou. The study revealed that the teaching of functional language through listening and speaking activities do help students to be functionally and communicatively competent. However, the study did not target the importance of Language Awareness which is also a significant aspect for students' appropriate use of language.

The present study is supported by the fact that students are not aware of the right use of language. Hence, our present work targets the teachers' reflections about their

learners' command of the English language and its functions; it can also be considered as an attempt to know the learners' problems concerning the mastery of language functions and their awareness about them to promote the appropriate use of language.

- **Aims and Significance of the Study**

The overall work aims at investigating third year students' awareness of language functions in the English as a Foreign Language (EFL) classroom. Our main objectives are to explore students' awareness of language functions, which are essential to acquire the communicative competence in addition to the grammatical competence or the mastery of English language structures and forms. The study is conducted in order to make third year students of English language conscious of language use, in different social contexts. It strives to stress the importance of engaging students in the learning process, enhancing their language awareness as to be communicatively competent users of the target language, and identifying the main reasons behind students' misuse of language functions.

- **Research Questions and Hypotheses**

To carry out this investigation, the following research questions are addressed :

Q1. Are third year students of the English Department at MMUTO aware of language functions used in classroom?

Q2. What are the main reasons behind third year students' misuse of language functions?

These following hypotheses are advanced to predict some possible results:

Hp1. Third year students are aware of language functions used in classroom.

Hp2. Third year students are not aware of language functions used in classroom.

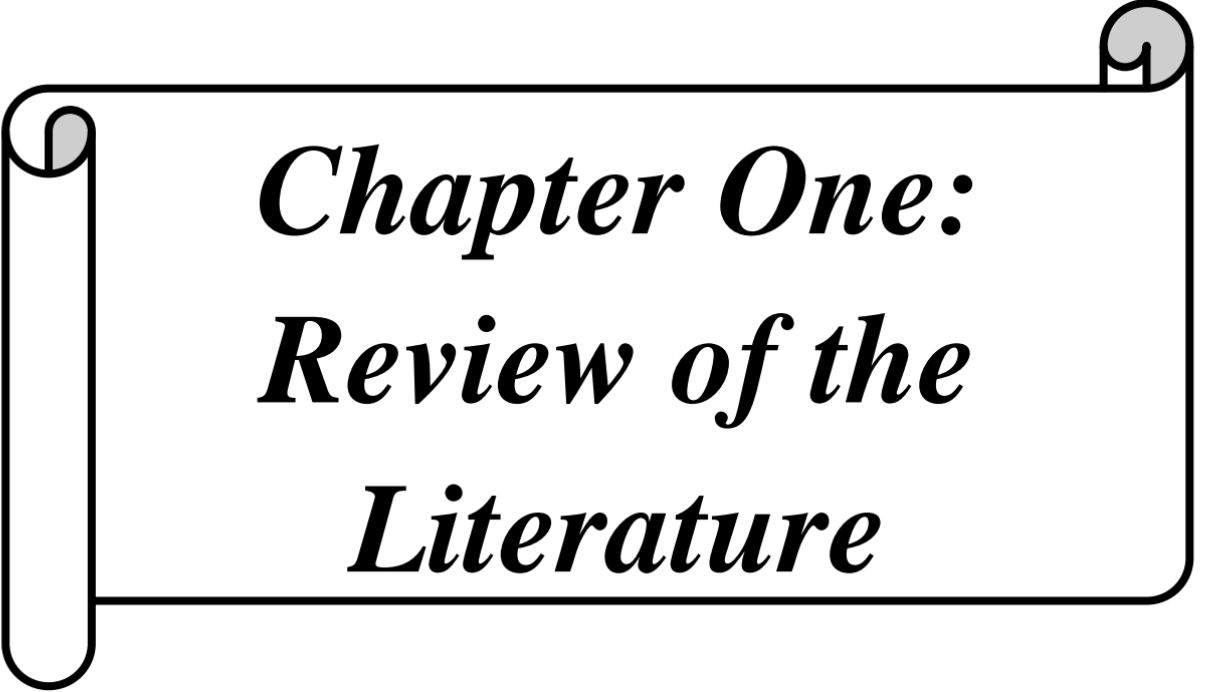
Hp3. The students' misuse of language functions is due to their lack of awareness about those functions.

- **Research Tools and Methods**

To meet the aforementioned aim, the present study has adopted the mixed method approach, which combines both quantitative and qualitative methods in order to collect, analyze, and discuss the findings. The data have been collected by using questionnaires designed for teachers and third year students in the Department of English at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). The study is conducted in order to identify third year students' awareness of language functions and the teachers' points of view concerning their teaching of language functions and their learners' awareness about these functions.

- **Structure of the Dissertation**

This work is designed following the traditional complex type of dissertation format. It is made up of a General Introduction and four main chapters (Review of Literature, Research Design and Methodology, Presentation of the Findings, and Discussion of the Findings), and it ends with a General Conclusion. The Introduction section introduces the topic of the study, its aim and significance, the research questions and hypotheses, and the structure of the dissertation. The first chapter, which is a Review of the Literature, provides us with the theoretical framework and different definitions of the key concepts related to the research topic, as they are presented by different scholars. The second chapter shows the procedures used in data collection and data analysis. The third chapter provides the results of the investigation obtained from the collected data and some comments about those results. The last chapter is the Discussion of the Findings that provide some interpretations about the outcomes of the study. The study ends with a General Conclusion that summarizes the main research points and results and suggests other resources and directions for further studies on the topic.



*Chapter One:
Review of the
Literature*

Introduction

The present chapter accounts for the theoretical framework underpinning our research. It consists of four major sections that shed light on the main concepts and theories used in our study. The first one deals with language functions; it explains the main components and principles of Halliday's theory of Systemic Functional Linguistics (SFL) (1960s), particularly language functions. The second section deals with Language Awareness; it covers different definitions according to different scholars and sheds light on the historical background of language awareness and its emergence. The third section provides clarifications about language awareness within EFL teaching and learning and its importance in EFL context. The fourth section is meant to elaborate the notion of communicative competence and communicative approach to language teaching and learning. To begin with language functions, we firstly need to review the notion of language functions and its grounding theory.

1. Language Functions

Language serves as a means of communication for human being by which they communicate and interact with each other and fulfill different needs and desires. It consists of both structure and function. Structure is referred to as form or grammatical structure, and function is referred to as the meaning potential that is constructed according to different contexts and situations. For Harmer (1998):

A language function is a purpose you wish to achieve when you say or write something. By 'performing' the function you are performing an act of communication. If you say 'I invite you' you are performing the function of inviting, if you say 'I apologise', you are performing the function of apologizing. (1998: 48).

Therefore, language can express various functions depending on the speaker's intention and the addressee to whom the message is conveyed. For Savignon (1983), language function is “*The use to which language is put, the purpose of an utterance rather than the particular grammatical form an utterance takes.*” (1983). Saying it

differently, language function can be understood as how to use language (utterances) to achieve a purpose you want to accomplish rather than simply what to use as a form or structure. In this regard, Halliday founded his theory of Systemic Functional Grammar (1960s) in which he puts emphasis on the functions or meaning potential of language.

1.1. Systemic Functional Linguistics

The term Functional was mainly grounded on the work of Malinowski in 1920 by whom Halliday was influenced. In fact, departing from the assumptions of Malinowski, Halliday (1960s) shaped his theory of “*Systemic Functional Linguistic*” (SFL) that describes a language as a semiotic system, i.e. systemic resource for meaning potential. In his theory, Halliday proposed seven functions of the child’s early language development, which children learn while acquiring their language. They are as follows:

- **Instrumental function:** It refers to the use of language to achieve certain requirement, for instance to obtain food or drink.
- **Regulatory function:** It refers to the use of language to control and order people to do things you want them to do.
- **Interactional function:** It refers to the use of language to interact with people and develop deferent social relationships.
- **Personal function:** It refers to the use of language to express own emotions such as feeling, desire, opinions...etc.
- **Heuristic function:** It refers to the use of language to acquire certain knowledge i.e. to learn, discover and explore a given phenomenon.
- **Representational function:** It refers to the use of language to state or explain a reality i.e. to communicate a facts and information.

- **Imaginative function:** It refers to the use of language for the imagination purpose, which is mainly centered for telling stories and jokes. (Halliday cited in Bethany's article).

So, each of these functions serves specific purpose that the speaker intends to accomplish or to convey in different communicative situations.

1.2. Halliday's Meta-functions

According to Halliday, as the child moves into the mother tongue, these functions pave way to three meta-functions of language. Each of them is about a particular part of the world. The meta-functions are as follows:

- **Ideational meta-function :** According to Halliday it is the “*content function of language.*” (2007: 183) .i.e. the use of different grammatical resources to construct and express our experiences of both physical world and mental world.
- **Interpersonal meta-function :** It is the “*participatory function of language* ” (Halliday, 2007: 184). That is, language serves to establish relationships between individuals .In other words, this function embodies all uses of language to express and maintain social and personal relationships .
- **Textual meta-function :** This function is an enabling one (Halliday and Matthiessen ,1999: 7-8). It is in this function that the ideational and interpersonal functions are combined to create a text either spoken or written . In this textual function, language is used to maintain and preserve connections with itself and with the elements of the situation in which it is used .

In addition to the three meta-functions of language, Halliday distinguishes between two main concepts, namely the context of situation and the context of culture that are considered to be the focal points for understanding any given function of language. As far as context of situation is concerned, Halliday & Hasan (1989) introduced three main components:

- ***“The Field of Discourse:*** *refers to what is happening to the nature of the social action that is taking place: what is that the participants are engaged in, in which the language figures as some essential component?*
- ***The Tenor of Discourse:*** *refers to who is taking part, to the nature of the participants, their statuses and roles: what kinds of role relationships obtain among the participants, including permanent and temporary relationships of one kind or another, both the types of speech role that they are taking on in the dialogue and the whole cluster of socially significant relationships in which they are involved?*
- ***The Mode of Discourse:*** *refers to what part the language is playing, what it is that the participants are expecting the language to do for them in that situation: the symbolic organization of the text, the status that it has, and its functions in the context, including the channel (is it spoken or written or some combination of the two?) and also the rhetorical mode, what is being achieved by the text in terms of such categories as persuasive, expository, didactic, and the like.”*

(1989: 12)

Therefore, Halliday & Hasan (1989) stressed vital importance of the three elements and their role in enabling both participants (speaker & hearer) to figure out the message being conveyed. As far as field is concerned, it refers to the subject being discussed or exchanged. Tenor stands for the relationship between participants being involved in the discourse, the

relationship that Halliday (1989) refers to as interpersonal relationship. Concerning the mode, it is considered as the organization of the text (either spoken or written) to achieve its unity.

In addition to the previous components, Halliday & Hasan (1989) point out to the importance of context of situation in the interpretation and prediction of the message being addressed; besides, they put emphasis on the context of culture which is considered as significant as the context of situation. In fact, they claimed that it is inadequate to rely only on the “*immediate environment*” i.e. the context of situation. So, the context of culture is supposed to be at the heart of language education, as it enables participants in conversation to be aware of its importance in interpreting the conveyed messages. In this regard Clair Kramsch (1993) believed that “*Cultural awareness must then be viewed both as enabling language proficiency and as being the outcome of reflection on language proficiency.*” (1993: 08)

Halliday (1990), in his theory of *Systemic Linguistics* viewed grammar as “*a theory of human experience*” and text as “*linguistic form of social interaction.*” (Cited in Kramsch, 1993: 08). In other terms, we should think that language proficiency is not only a matter of mastering the four skills but also a matter of recognition of the context and cultural side of language. In fact, according to Hawkins (1984) and many others being aware of the aforementioned aspects is a significant point that helps learners to handle communication tasks and pave the way to language proficiency.

2. Language Awareness

As the term ‘Awareness’ is significant in our research, it is essential to provide a conceptual clarification of what Language Awareness entails .

Language Awareness was firstly originated from the Language Awareness Movement that took place in the United Kingdom in 1980s. Hawkins (1984) was mainly the father founder of the theory of Language Awareness. In his book **Awareness of Language: An**

Introduction. Hawkin's aim was to encourage learners to constantly ask questions about language and the way it functions, gain an insight into the way language works to convey meaning, and have an explicit background to different aspects of language. That is to say, Hawkins' idea was to advocate an explicit reflection on language. In fact, at that time, linguists and researchers, like Hawkins and Halliday, believed that teachers' aim of language teaching should not be centered exclusively to help their learners master the target language but should also help them to deal with issues related to language. (Mastas, 2001. Cited in Farahian & Rezaee, 2015). In other words, they should be involved in solving linguistic related problems.

2.1. Key Definitions of Language Awareness

Tomlinson et al (2003) claimed that *"Language Awareness is a mental attribute which develops through paying motivated attention to language in use and which enables language learners to gradually gain insights into how languages work."* (2003: 251). In other words, language awareness encourages learners to take part and get involved within language being used. Another definition provided by Carter (2003) is that *"Language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language."* (2003: 64) That is to say, LA is an approach that encourages learners to develop a certain knowledge about the structure and the function of language. In this regard, the Association of Language Awareness Movement stated that LA is an *"Explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching, and language use."* So, LA aimed at providing learners with an explicit insight of learning, teaching, and using language.

According to Pienemann (1985) & Tomlinson (1994):

The main principle of language awareness is that most learners learn best whilst affectively engaged, and when they willingly invest energy and attention in the learning process. Another principle is that paying deliberate attention to features of language in use can help learners to notice the gap between their own performance in the target language, and the performance of proficient users of the language.

(Pienemann, 1985, & Tomlinson, 1994. Cited in Bolitho et al, 2003: 252)

In other word, language awareness helps learners to be more exposed to the target language rather than just store information intuitively; in addition to this, learners are expected to take part in their performance shortcomings and stimulate the proficient users of that language.

Similarly, Bourke (2008) argued that “*Language Awareness is different in that it involves learners, individually or in groups, in exploratory tasks, very often on bits of language that need repair.*”(2008: 14). Besides, Bourke refers to language awareness as “*linguistic problem-solving.*” (2008: 13). To go further, Bourke (2008) provides a distinction between language awareness and traditional grammar claiming that :

- Language awareness is meaning , form , and function focus , whereas traditional grammar is not but form focus only .
- Language awareness advocates cognitive strategies , such as noticing , hypothesis testing , problem- solving , and restructuring , yet traditional grammar is set of grammar rules to be stored .
- Language awareness develops on the learners kind of conscious sensitivity of linguistic features accordingly to different context and situations that the learner has to recognize , whereas traditional grammar makes use of restricted grammatical structures that the learner memorize.
- Language awareness is multi-faceted one; it encompasses not only grammatical consciousness but all linguistic components , such as vocabulary , morphology , phonology , and discourse . (Bourke, 2008)

2.2. Language Awareness in EFL Teaching and Learning

Language awareness, in a way or in another, is of a crucial importance, particularly in the process of teaching and learning by which it makes language users more engaged and curious to find out the different aspects of language. Van Lier (1995) claimed that language is such the air we inhale; we cannot do without it. However, we do not unfortunately often pay attention to it. Van Lier (1995) goes further on this to include that:

LA, as an educational goal, holds that it is necessary (or at least useful) at times to focus systematically on language in the second sense, of focal awareness [...] at times, and for certain purpose, we need a higher level of awareness, a focal awareness to accomplish some language-related or language mediated goal.
(1995: 04)

Therefore, we may say that the term 'Awareness' implies the significance of a sustained reflection on the language and its functions, rather than just simply a peripheral awareness.

As for language awareness, it is perceived as an important point within language teaching and learning, Garcia (2009) stated that "*language awareness (LA) or knowledge about language (KAL) in teaching is used to encompass three understandings: about language, its teaching, and its learning.*" (Garcia, 2009: 385. In Farahian, M. & Rezaee, M. 2015: 19). Garcia (2009) later provided detailed explanation of each area that language awareness includes in the EFL context. His explanation is included in the followings statements:

- "*Knowledge of language (Proficiency) (The language user) includes ability to use language appropriately in many situations; awareness of social and pragmatic norms.*"
- "*Knowledge about language (subject-matter knowledge). (The language analyst) includes forms and functions of systems-grammar, phonology, vocabulary.*"

- *Pedagogical practice. (The language teacher) includes creating language learning opportunities; classroom interaction.”*

(2009: 385-386)

In our work, we are going to check whether the learners have knowledge about all the previous points related to language use and awareness about what it implies.

3. Implicit and Explicit knowledge and Learning

Both implicit and explicit ways of teaching are said to be a debatable issue within the EFL teaching and learning context . Where different views and perceptions have been raised concerning the appropriate way or method to be followed . Ellis (2009) claimed that whenever we think of implicit and explicit learning, we refer to cognitive psychology as an appropriate field of enquiry. He stated that cognitive psychologists distinguished implicit and explicit learning in two principle ways:

- “Implicit learning proceed without making demands on central attentional resources [...], thus the resulting knowledge is subsymbolic, reflecting statistical sensitivity to the structure of the learned material. In contrast, explicit learning typically involves memorizing a series of successive facts and thus makes heavy demands on working memory. As result, it takes place consciously and results in knowledge that is symbolic in nature (i.e. it is represented in explicit form).
- In the case of implicit learning, learners remain unaware of the learning that has taken place [...], thus, learners cannot verbalize what they have learned. In the case of explicit learning, learners are aware that they have learned something and can verbalize what they have learned.”

(2009: 03)

Hence, both of implicit and explicit concepts to be well comprehended, it seems better if the term awareness clearly understood. In this case we refer to Schmidt’s distinction of

awareness. Schmidt (2001) stated that the term awareness can be distinguished into two types: *“Awareness as noticing (involving perception) and meta-linguistic awareness (involving analysis). The former involves conscious attention to surface elements, whereas the latter involves awareness of the underling abstract rule that governs particular linguistic phenomena.”* Therefore, for Schmidt (2001) implicit learning can be well understood as *“learning without any meta-linguistic awareness.”* and explicit learning is rather said to be a conscious process (Schmidt, 2001. Cited in Ellis, 2009: 07).

Taken as a whole, in several studies conducted concerning both implicit and explicit instruction, it has been shown that explicit learning serves mainly as the best. As Peter Robinson (1996) argued that the learners who are taught explicitly do better than those who are taught implicitly about some aspects of language structure. (Cited in Ellis, 2009). Rosa and O’Neil (1999), on the other hand, by replicating Leow’s findings, show that the learners who are more aware about language use performing better than those who are less aware about it. (Cited in Ellis, 2009). Following the previous assumption, we may conclude that explicit way of teaching and learning serves as a model for learners of second language. That is to say, learners are expected to possess a conscious knowledge of or about language, and they are supposed to challenge any linguistic problem, which they may encounter.

4. The Notion of Competence

'Competence' is a significant term that has been brought to linguistics and become as an essential concept for linguists and FL teachers. The concept of 'competence' is described and defined in various ways according to different scholars and it is differently defined by many dictionaries. According to Richards & Schmidt (2002) competence is defined as *“a description of the essential skills, knowledge, and behaviors required for the effective performance of a real world task of activity”*. (Richards & Schmidt 2002.Cited in Sain, S.K.et al.2014:28). In other words, it is a psychological skill that an individual requires

to perform a certain job or requirement in a good way. It refers to the ability to do something successfully or efficiently (Oxford Dictionary of English, 2018). That is to say, the person's capacity to do something in a qualified way. Another definition is provided by the Macmillan English Dictionary for advanced Learners, (2009, 2018), which defined it as the ability to do something in a satisfactory or effective way, i.e. the individual's capacity to do something appropriately. According to Douglas Brown (2000), competence refers to the person's awareness of language systems, its grammatical rules, vocabulary, and all the parts of a language and how those parts are combined together (Douglas Brown, 2000. Cited in Boboev, S. 2014:34). To say it in another way, competence is to be knowledgeable about the language and the different aspects of language use. From the aforementioned definitions, we can understand that the term competence refers to the individual's knowledge and capacity to understand and do a certain task or activity in an appropriate way.

The notion of 'competence' was enlarged by the anthropologist Dell Hymes, as he added the '**communicative**' concept to the concept of '**competence**' and incorporated the social dimension into the latter. Therefore, in the last few decades, different researchers and scholars have written about communicative competence; each one has used a variety of definitions.

4.1. Communicative Competence

Since our concern is based on the functional teaching of language, i.e. teaching language to communicate and function appropriately within different social contexts, it is significant to talk about communicative competence (CC) in foreign language teaching and learning.

'*Communicative Competence*' is a sociolinguistic concept which was first introduced by the sociolinguist and anthropologist Dell Hymes in (1972) as a reaction to the concept of 'linguistic competence' which was proposed by Chomsky in (1965). Hymes argues that,

Chomsky's concept of linguistic competence concerns only the grammatical knowledge of language without considering its socio-cultural significance. He added the term 'communicative' to the notion of competence and described it as '*...rules of use without which the rules of grammar would be useless. Just as rules of syntax can control aspects of phonology, and just as rules of semantics perhaps control aspects of syntax, so rules of speech acts enter as a controlling factor for linguistic form as a whole*'. (Cited in Fauziati, E. 2015:79). This means that communicative competence is not just a matter of accuracy (knowing how to produce correct sentences), but also a matter of appropriateness (knowing how to communicate appropriately within different social contexts). Following this argument, Hymes (1972) adds that, in order to be communicatively competent, it is not enough to know how to produce an accurate sentence, yet it is significant to know when, where and how to use language appropriately in different social situations. (Hymes, 1972. Cited in Saleh, S. E. 2013:103). To say it in another way, communicative competence is a broad term which includes not only the structural knowledge, but also the sociolinguistic knowledge and rules which enable the successful use of language.

Hymes's 'communicative competence' can be considered as being similar to Halliday's 'meaning potential' discussed above. That is, Hymes' interest is equivalent to that of Halliday, as both them focus on language as social behavior. In this respect, Hymes (1972) suggested a theory of communicative competence which comprises knowledge and abilities of four types. They are presented as follows:

1. *'Whether (and to what degree) something is formally possible.*
2. *Whether (and to what degree) something is feasible in virtue of the means of implementation available.*
3. *Whether (and to what degree) something is appropriate in relation to a context in which it is used and evaluated.*
4. *Whether (and to what degree) something is in fact done, actually performed, and what its doing entails'.*

(Hymes, 1972.Cited in Galajda, D. 2017:19)

Consequently, Hymes believes that for being communicatively competent speakers' communicative behaviors should be assessed in terms of their possibility, feasibility, appropriateness, and the way to succeed in actual performance of utterances and sentences. That is, to communicate effectively, the speaker should have a good knowledge of grammatical competence and all the components and rules that helps him to use language appropriately within different social contexts.

Hymes' aforementioned theory of communicative competence has inspired many applied linguists like Canale and Swain, Savignon, Bachman and many others to develop their pure theories and apply them to second or foreign language teaching and learning.

4.2. Communicative Competence in Second and Foreign Language Teaching

Canale and Swain (1980) consider the term '*Communicative Competence*' as the relationship between the knowledge of the grammatical rules of language and their use. (Cited in Saleh, S. E. 2013). According to them, a competent communicator is the one who possesses a good mastery and knowledge about language as a whole (knowledge of the rules of language usage) and capable of using that knowledge in different social contexts (knowledge of the rules of language use). Relying on Hymes' thoughts about 'communicative competence', Canale and Swain (1980) introduced their own model of 'communicative competence' which they considered reliable in SL or FL teaching and learning methodologies. This model comprises three interrelated components of knowledge and skills required for a successful communication:

- **Grammatical competence:** it is to have an accurate knowledge about the linguistic code. That is, rules of grammar, vocabulary, spelling, pronunciation, etc. This help students express the literal meaning of utterances in a successful way.

- **Sociolinguistic competence:** refers to the knowledge of the socio-cultural code of language use. That is, the speaker's capacity of comprehending and using language in different social settings.
- **Strategic competence:** refers to the knowledge of the various strategies, either linguistic or non-linguistic, which are used for achieving a successful communication

Later on, Canale (1983) transferred the above model and added a fourth competence:

- **Discourse competence:** it is to be able to combine and connect form and meaning in a cohesive and coherent way to achieve meaningful unity of spoken or written texts.

From the first and the second model, we can conclude that, in order to be communicatively competent, learners should possess an accurate knowledge of language (grammatical knowledge) and know how to combine and connect different language structures in cohesive and coherent way. They should also be aware of the appropriate form of language to use within different real life situations (sociolinguistic competence). Indeed, it is significant for them to know how to manage to keep the conversation going in a successful way despite of the obstacles they may encounter (strategic competence). So, the aforementioned components have a very significant role in enhancing EFL learners to become competent communicators.

Unlike Hymes (1972), Canale and Swain (1980) and Canale (1983), Savignon (1972, 1983) puts more stress and significance to the aspect of ability in her concept of communicative competence. She described communicative competence as '*the ability to function in a truly communicative setting-that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors*' (Savignon, 1972. Cited in Bagarie, V. & Mihaljevic Djigunovic, J. 2017:96). To say it in another way, a competent communicator is the one who is able to function with language in different social settings, as in real life

situations. For Savignon (1983), Canale and Swain's (1980, 1983) model ignored the relationship between its four components. Therefore, she presented a model with the same four aspects of the aforementioned model of Canale and Swain's and argued that each one of the grammatical, sociolinguistic, strategic and discourse competencies are inter-related to one another. However, Savignon's model was also criticized as Canale and Swains' one because they both did not pay attention to pragmatic competence.

Accordingly, another model of communicative competence has been introduced by Bachman (1990). He named it as the 'communicative language ability'; it is meant to ameliorate Canale and Swain's model. Bachman's model comprises two components which are divided into further sub-categories:

I. Organizational knowledge: it refers to the knowledge of the structural organization of sentences. It consists of:

- Grammatical knowledge: this equals to Canale and Swains's (1980) grammatical competence explained above, i.e. to be aware of the structural knowledge of language.
- Textual knowledge: it is like the discourse competence of Canale (1983). That is, to be able to use language in a cohesive and coherent way, which allows learners understand and produce either written or spoken texts.

II. Pragmatic knowledge: it refers to the user's capacity to connect language as a system to the socio-cultural environment. This knowledge has to do with connecting the language to the user's intent according to a specific context. This knowledge carries:

- Lexical knowledge: knowledge of the literal meaning of words and sentences.
- Functional knowledge: knowledge of the relationship of utterances and the purposes They achieve.

- Sociolinguistic knowledge: it is the same as the sociolinguistic competence of Canale and Swain's model.

(Cited in Hand-Ouali, N. & Taleb, K. 2016)

From Bachman's model we summarize that being able to use a given language communicatively involves both the knowledge of the language (organizational knowledge) and the ability to use this knowledge in a given context (pragmatic knowledge).

Conclusion

This chapter reviewed and explained the main theoretical framework and concepts on which the present research is based. It clarified and provided the main theories and concepts in relation to the objectives of the current study. The chapter started by stating the main principles and definitions of language functions, namely Halliday's theory of 'Systemic Linguistics'; then, it reported the main definitions of Language Awareness according to different scholars and the significance of Language Awareness within the EFL classroom context. Finally, it elaborated on the notion of communicative competence and communicative approach to language teaching and learning.



Chapter Two: ***Research Design***

Introduction

This chapter explains the research design. It contains the research method and tools used to conduct the study. First, it provides a detailed description of the setting and the participants involved in the study. Second, it presents data collection tools, which are questionnaires designed for both teachers and third year students. Finally, it describes the main methods followed to analyze the questionnaire data, namely the quantitative data analysis meant to analyze the close-ended questions and the qualitative data analysis meant to analyze the open-ended questions.

1. Setting and Participants

1.1.Setting

The study took place in the Department of English at MMUTO. The data collection started in the second semester of the academic year (2017-2018). The questionnaires were administrated to both teachers and students. The teachers' questionnaire was distributed and the teachers were given the opportunity to take the questionnaire and hand it back the next day after distribution, but the students responded immediately, that is the questionnaires were handed and received back immediately.

1.2. Participants

The participants are both teachers and third year students at the Department of English at Mouloud Mammeri University of Tizi Ouzou. Twenty (20) questionnaires were distributed to teachers and fourteen (14) were received back. The respondents were teachers of third 3rd year of the current academic year (2017- 2018). These particular participants are chosen; because; most of them are either teachers of third year students or they have taught third year students before. So they are supposed to be familiar with the population (3rd year students).

Concerning the students, they were a population of 3rd year. The questionnaire was distributed to hundred (100) students; only seventy one (71) questionnaires were received

back. The purpose behind choosing specifically the 3rd year students is due to the fact that they are more likely to be taught about language functions.

2. Data Collection Tools

The questionnaire is used as a main tool for collecting the required data and answering the research questions of this investigation, hence we designed the questionnaire as tool for gathering the necessary data by combining both quantitative and qualitative technique, i.e., adopting the mixed-method, because; in our research we aimed at gathering qualitative and quantitative data for better exploration of the subject matter. The questionnaire was designed for both teachers and students; it consisted of close-ended and open-ended questions. The close-ended questions are meant to gather numerical data, which leads the respondents to be strict in their answers and helps the researcher to be objective in the subject matter, while the open-ended questions are designed to gather non-numerical data that permits the respondents to express their thoughts and opinions freely.

2.1. Questionnaire

Questionnaire is a survey used for collecting necessary data to carry out a certain investigation. As it is defined by the Oxford Advanced Dictionary, a questionnaire is a set of questions designed for a particular number of participants in order to gather the required data from people's answers. Oxford Advanced Learners' Dictionary (1974).

In the present research both teachers' and students' questionnaires account for both quantitative and qualitative data, which consist of a short introduction and two sections. The introduction informs the respondents about the subject of the study, and thanks them for taking part in the study. The first section is about the respondents' profile, including information about their degree and teaching experience. The second section deals with factual, behavioral and attitudinal information, which is also composed of two parts. The first part is about the use of language functions and the second part is concerned with the impact of

students' about language functions and its impact on their effective use of language. The teachers' questionnaire contains eighteen (18) questions, sixteen (16) are close-ended questions varied between likert scale, multiple choice, and yes/ no questions.

Among these questions, there were two (02) questions that allow the respondents to provide more clarification and justification of some answers.

Finally, two (02) questions were meant to collect qualitative data i.e. open -ended questions in which each participant is asked to provide his/her opinion and point of view.

The students' questionnaire contains eleven (11) questions; nine (09) questions are close-ended varied between likert scale, multiple choices, and yes/ no question. Within those questions, there is one (01) question which provides the respondents with the opportunity to express their opinions and provide more clarifications. Finally, two (02) questions are meant to gather qualitative data, in which the students are given opportunity to express their thoughts and opinions.

2.2. Piloting Stage

The questionnaire was tested and piloted with eight (08) students of the third year students before being distributed to the target population, in order to check any potential problem that may be encountered by the respondents. As a result of the piloting stage, we added a definition of some related concepts to make things clearer for the respondents.

2.3. Aims of the Questionnaire

The teachers' questionnaire aimed at investigating students' awareness of language functions and the potential reasons underlying their misuse of the functions. The questionnaire seeks to explore the teachers' perceptions concerning their students' awareness about language functions, while students' questionnaire aims at exploring students' knowledge and awareness of language functions.

3. Data Analysis Procedures

After the collection of the necessary data, data were analyzed using both quantitative statistical analysis and qualitative content analysis. Therefore, this part explained and described the main research methods and procedures used in analyzing both the quantitative and the qualitative data gathered from the teachers' and the students' questionnaires. In fact, the qualitative content analysis is the method used to analyze the qualitative data, whereas the quantitative statistical procedure is the one followed for analyzing the quantitative data.

3.1. Qualitative Content Analysis

Qualitative content analysis (QCA) is the method followed in this study to analyze the open ended responses from students and teachers. In this respect, Mayring (2000) defined QCA as '*an approach of empirical, methodological controlled analysis of texts within their context of communication following content analytic rules and step by step models, without rash quantification*' (Mayring, 2000. Cited in Zhang , 1966: 01). Krippendorff provided another definition in which he states that QCA is '*a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use*' (Krippendorff, 2004. Cited in White, 2006: 08). That is to say, this technique allows the researcher to transform a large amount of words and texts (the participants' thoughts, ideas and opinions) into condensed and broad categories about the phenomenon being investigated. Qualitative content analysis is the one used in this investigation to categorize the students' and teachers' answers about the subject matter.

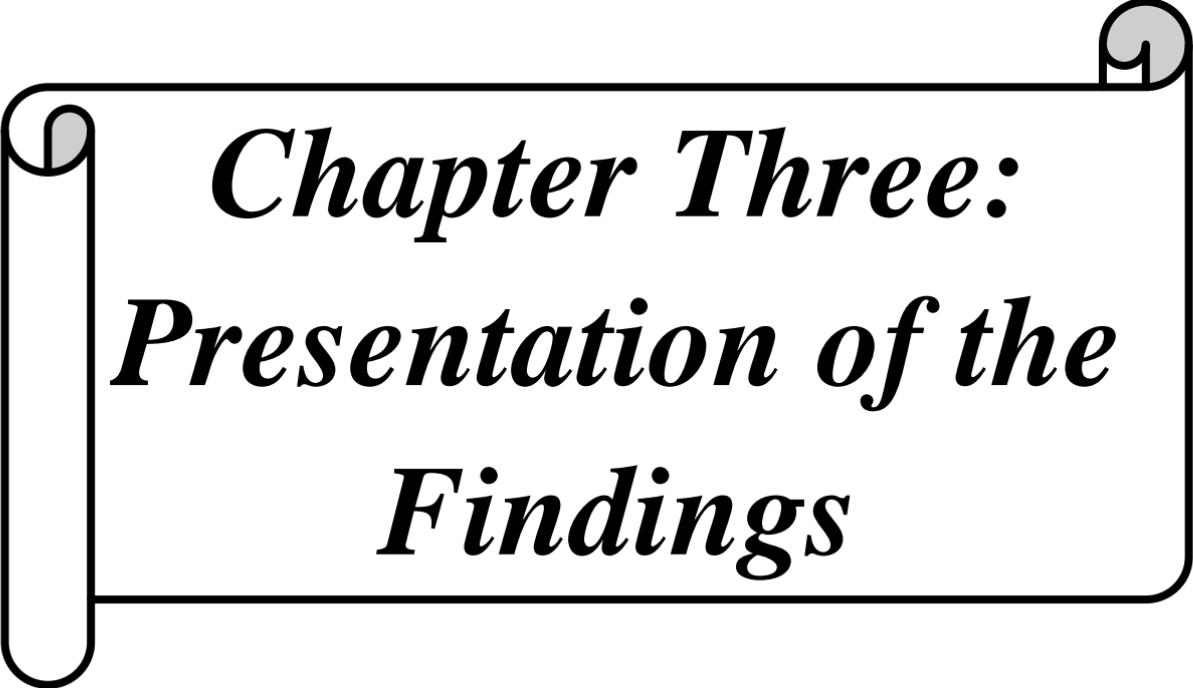
3.2. Quantitative Statistical Analysis

In this study a computer program named Statistical Package for the Social Sciences (SPSS) was used to analyze the close-ended questions of the two questionnaires. This program is widely used in social sciences. By following SPSS program, it becomes possible for the researcher to describe the data collected in form of statistics, present the results in their

equivalents, and finally transfer them into form of diagrams like tables, histograms, and pie charts. Therefore, this program helps the researcher to interpret the results in an easy way.

Conclusion

This chapter shed light on the methodological design and the procedures followed in this study. It described both the participants of this study and the context in which it took place, and provided clarification about the main research instruments used to collect data in this study, i.e. the two questionnaires. Besides, it introduced the methods used to analyze the data gathered from the teachers and the students' questionnaires, which are the Qualitative Content Analysis for analyzing the qualitative data and the Quantitative Statistical Analysis for analyzing the quantitative data.



***Chapter Three:
Presentation of the
Findings***

Introduction

This chapter is empirical. It aims at presenting the main results obtained from the questionnaires delivered to the teachers and third year students of the Department of English at Mouloud Mammeri University of Tizi- Ouzou (MMUTO). The chapter consists of two sections. The first one presents the findings collected from the students questionnaires. The second one displays the findings of teachers' questionnaires. The results of both students' and teachers' questionnaires are presented in forms of pie charts and diagrams which are followed by some comments in order to interpret them.

1. Presentation of the Findings of the Students Questionnaires

This section presents the findings obtained from third year students' questionnaires which are analyzed by applying the Quantitative Procedures (SPSS) for the close ended questions and by using Qualitative Content Analysis for the open ended ones.

1.1. Factual, Behavioral and Attitudinal Information about Being Aware of Language Functions

This part presents the results obtained from the third year students' questionnaire concerning their familiarity with language functions and their awareness of these functions.

Q01-Have you ever heard about language functions?

a. Yes

b. No

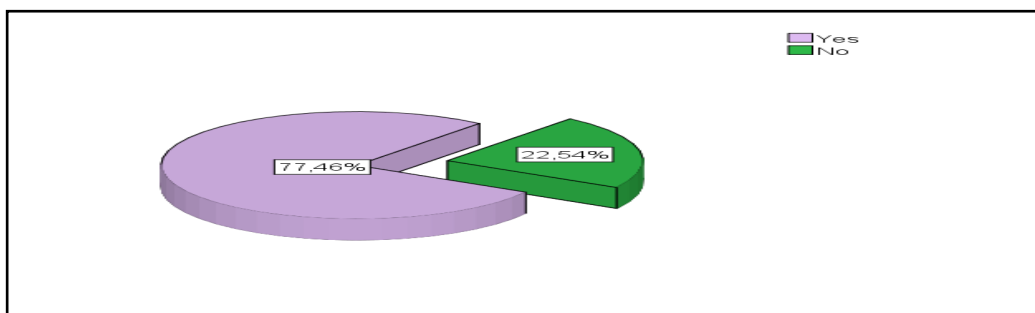


Diagram 01: Students Familiarity with Language Functions

The results obtained from the questionnaires show that most of the students (77.46%) have already heard about language functions, while 22.54% of them have not.

Q02- Tick the appropriate answer:

Language Functions are described as:

- Categories of behavior, such as request, apologies, offers and compliment.
- The knowledge of grammatical structures used in fulfilling language functions.
- The purpose you wish to achieve while speaking or writing.

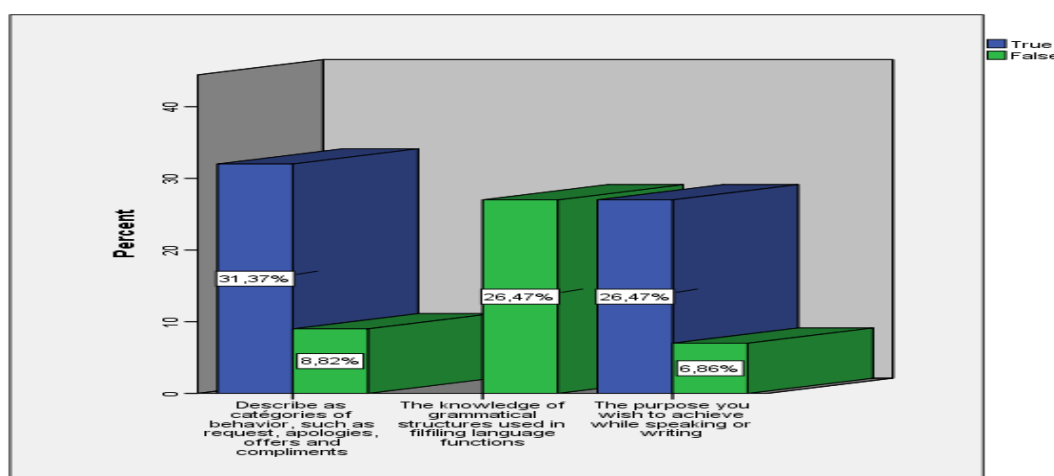


Diagram02: Students' Definitions of Language Functions

The above diagram represents students' definitions of language functions. It shows that 31.37% of students have defined language functions as categories of behavior, an answer which is considered as a correct one. 26.47% have also succeeded in their definitions of language functions, which they consider as the purpose you wish to achieve while speaking or writing. However, the remaining participants did not succeed in providing the right definitions of language functions.

Q03-Have you ever been taught language functions?

a. Yes

b. No

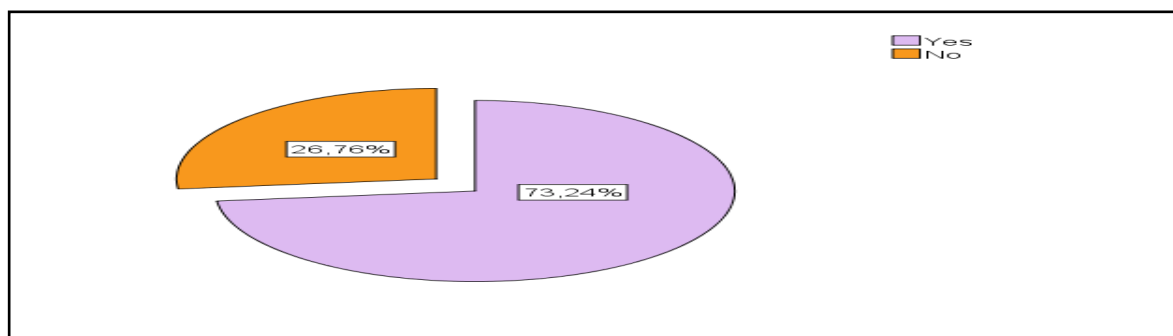


Diagram03: Students Being Taught Language Functions

Diagram (03) clearly reveals that 73.24% of the third year students have already been taught about language functions whereas 26.76% have not been taught about language functions.

Q04- Can you provide one or two examples of language functions?

Students' answers concerning this question are varied. A minority of the informants have provided the correct examples about language functions, such as request, apology and order, while the majority has failed to provide any correct answer. They considered communication, speaking, and writing as examples of language functions. The rest of the participants did not provide any answer.

Q05- Would you briefly mention the main difference between language functions and language forms?

The participants' answers about the difference between language functions and language forms differ from one student to another. The overwhelming majority did not provide any answer to this question; however, some others succeeded in providing a correct answer. They claim that language functions deal with meaning or the purpose the speaker wish to accomplish while speaking, and language forms deal with the grammatical structure of the language.

Q06- To which extent you agree or disagree with the following statement:

“Being aware of language functions is significant for learners who are using a language.”

- Agree
- Strongly agree
- Disagree
- Strongly disagree

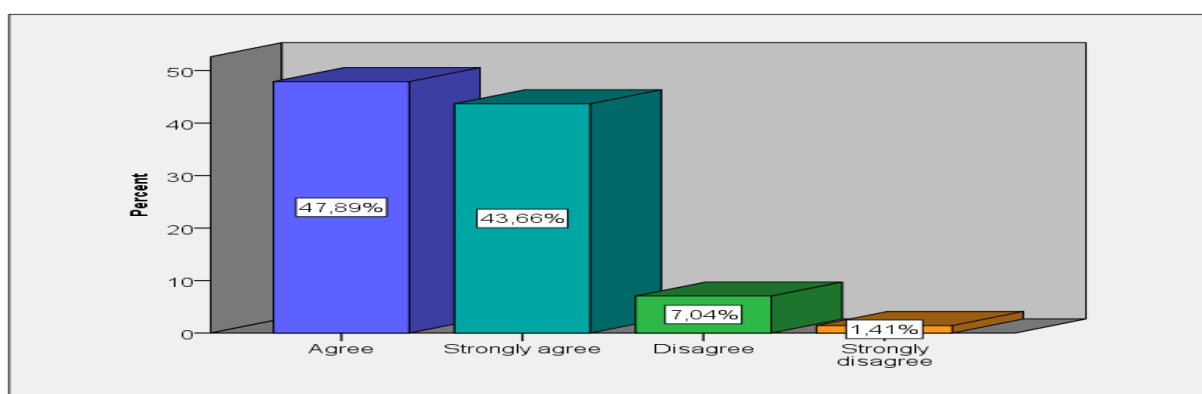
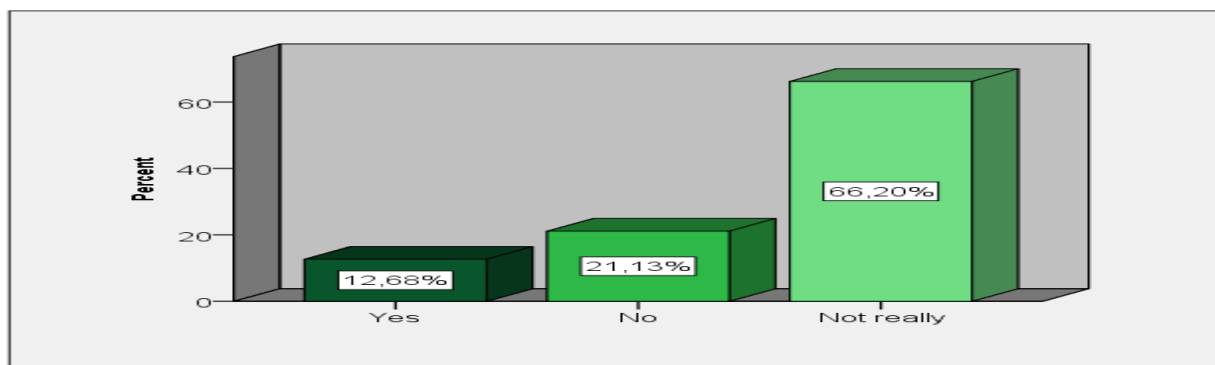


Diagram04: The Significance of Being Aware of Language Functions when Using the Language

Diagram (04) above reveals that the majority of the respondents agreed on the fact that being aware of language functions is significant for learners when they use a language. According to their degree of agreement, 47.89% answered with agree, 43.66% of the respondents have strongly agreed, 7.04% disagreed, and 4.41% of the participants showed their strong disagreement on the importance of being aware of language functions.

Q07-Are you provided with enough opportunities to practice language functions?

- a. Yes b. No c. Not really



Daigram05: Representation of Students' Provided Opportunities to Practice Language Functions

The diagram (05) above reveals that a big majority of third year students (66.20%) are not really provided with enough opportunities to practice language functions. In fact, 66.20% of students answered 'not really', and 21.13% answered with 'no'. There are only 12.68% of students who answered with 'yes'.

Q08-To which extent you agree or disagree with the statement '*the context and situation of language occurrences is highly considered in our classroom while studying language functions.*'?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

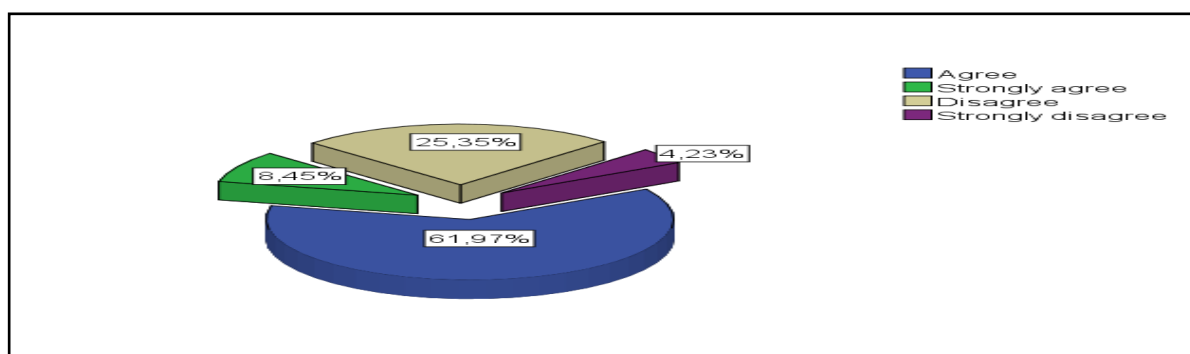


Diagram06: The Consideration of the Context and Situation of Language Occurrences in the Study of Language Functions

The previous pie chart shows that 61.97% of the students agreed on the fact that the context and situation of language occurrences is highly considered in their classroom while studying language functions. 8.45% of them have strongly agreed, 25.35% have disagreed, and 4.23% have strongly disagreed.

Q09- Have you already been taught about the use of intonation and stress when performing language functions?

a. Yes

b. No

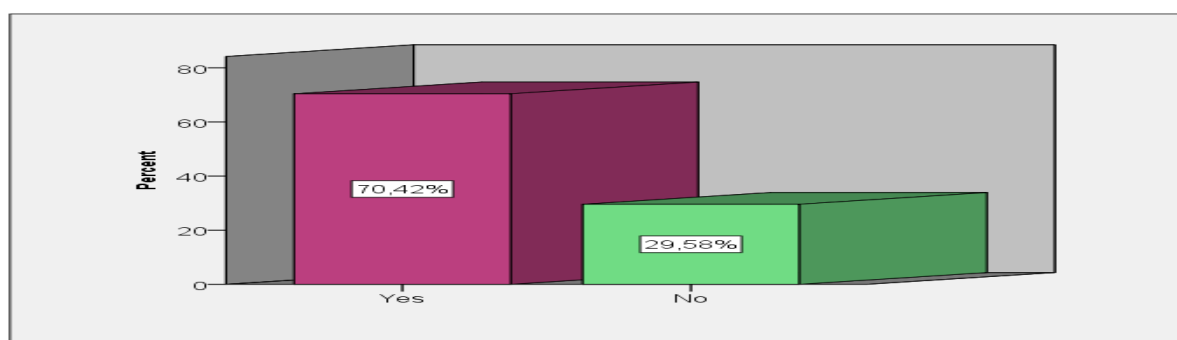


Diagram07: Students Being Taught about the Use of Intonation and Stress when they perform Language Functions

The diagram (07) above demonstrates clearly that the majority of the participants have already been taught about the use of intonation and stress when performing language functions. This majority represents 70.42% of the participants. But 29.58% of them have answered that they are not taught.

Q10- Do you manage to express your opinions and discuss different topics fluently using the right functions? If no, why?

a. Yes

b. No

c. Not really

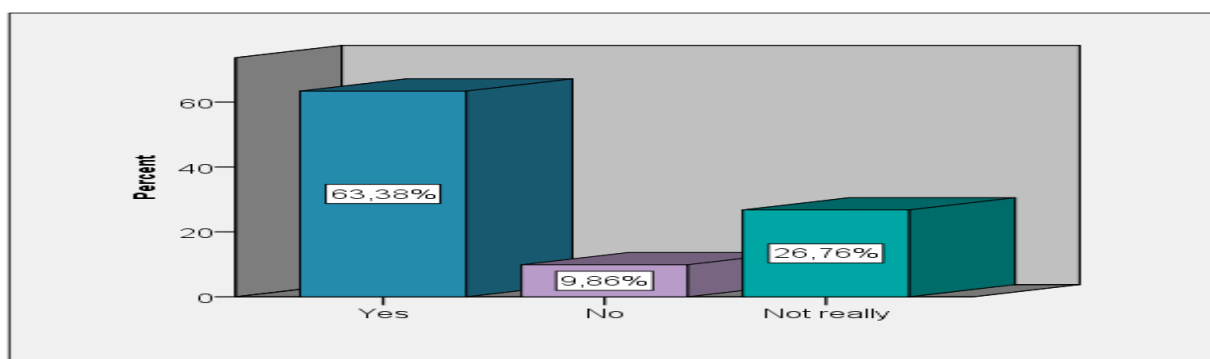


Diagram08: Students' Ability to Express their Opinions Using the Right Functions

From the results displayed above, we can notice that out of (100%) of students, 26.76% of them do not really manage to express their opinions and discuss different topics by using the right functions, and 9.86% of the students do not at all manage to use the language functions appropriately. However, the rest of the students, which form two thirds of the number of students 63.38% confirm their mastery in using language functions. There is only one student who answered with 'no' and justified the students' disability in expressing their opinions fluently and using the right functions by saying that they lack the opportunities to practice the language, and that little importance is given to the concept of language functions.

Q11- To which extent you agree or disagree with the statement “*Functions are taught to students; however, the concept of ‘function’ is not clearly introduced to students*”?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

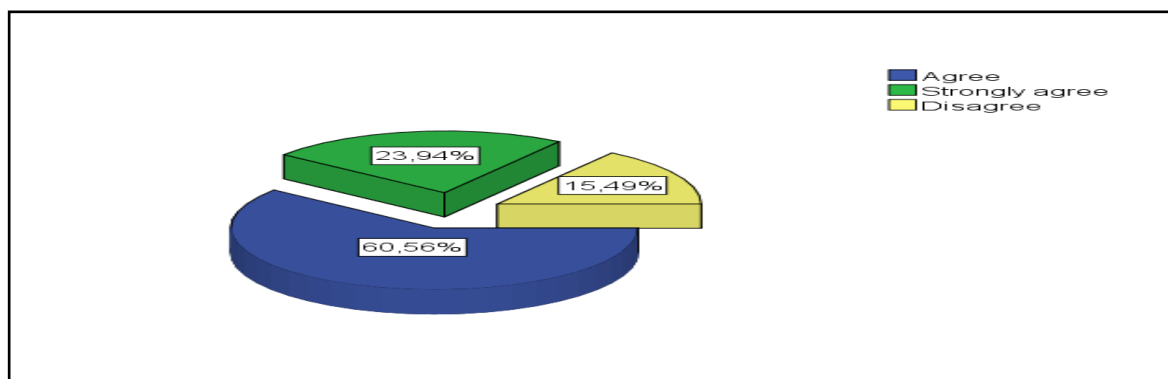


Diagram09: Students Familiarity with the Concept of Language Functions

The pie chart above shows that the majority of the informants agreed with the fact that language functions are taught to students; however, the concept of function is not clearly introduced to them. Those who answered with agree (60.56%) outnumbered those who showed strong agreement (23.94%). The rest of the participants (15.49%) disagreed with this statement. But none of the informants showed a strong disagreement.

2. Presentation of the Findings of Teachers' Questionnaires

This part displays the results obtained from teachers' questionnaires. They are analyzed following the same method used with students' questionnaires. That is to say, the close ended questions are analyzed using the quantitative procedures (SPSS) whereas the open ended questions are analyzed by applying the qualitative content analysis.

2.1. Teachers' Profile

Q01-Degree (s) held:

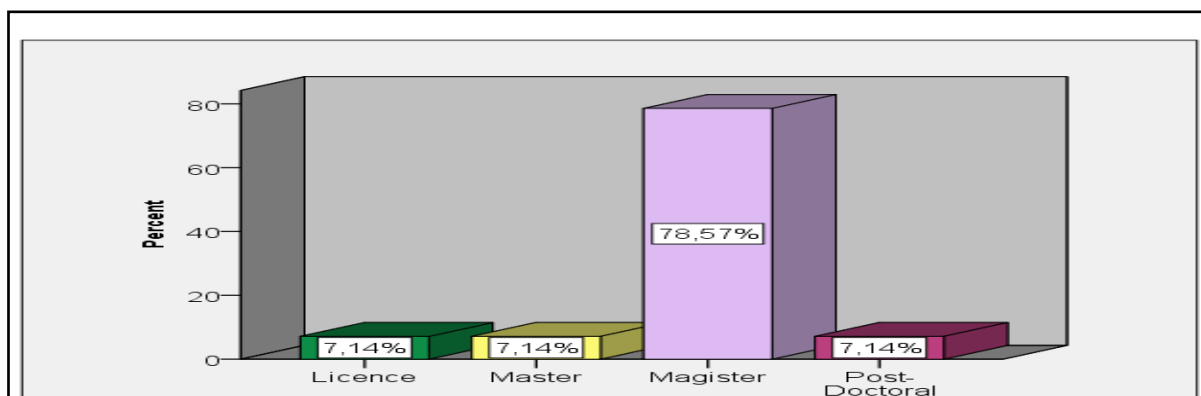


Diagram10: Degree (s) Held by Teachers

As far as the degree of the participants is concerned, the majority of them (78.57%) are holding the magister degree. The participants having license degree equal in number those who have master and postdoctoral degree. However, no one of the respondents is a PhD student.

Q02-Work experience:

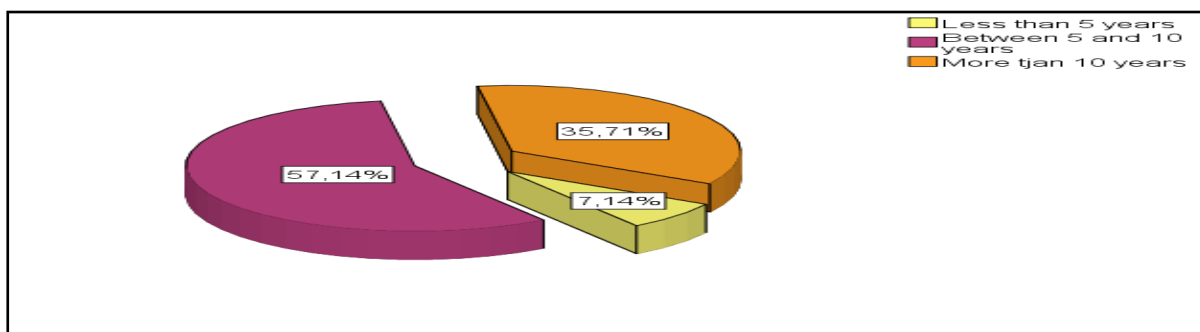


Diagram11: Teachers' work experience

The results collected from the questionnaires show that most of the teachers are the ones who have experience between 5 and 10 years while 35.71% of them have more than 10 years of experience. There is only one teacher who has less than 5 years of experience.

2.2. Teachers' points of View Concerning Students' Use of language functions

Q03: Do you think that language functions are one of the major factors that EFL learners need to learn?

a- Yes

b- No

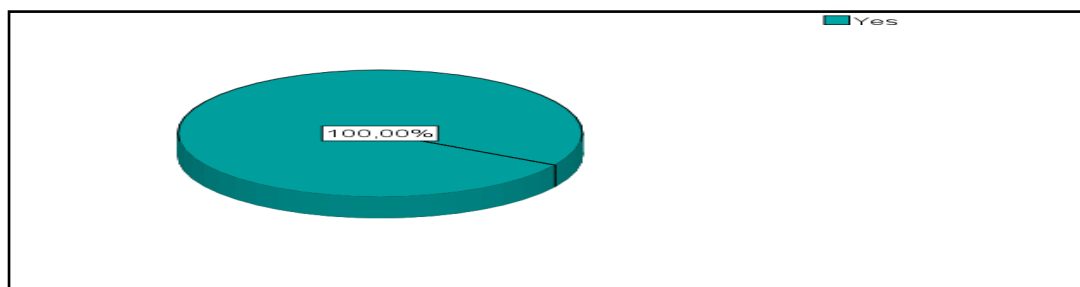


Diagram12: Teachers' Perceptions Concerning the Learning of Language Functions

The diagram (12) above shows clearly that all participants (100%) agreed on the fact that language functions represent one of the major factors that EFL learners need to learn.

Q04: Learning and teaching a language is just an attainment of its structure and form.

a- True

b- False

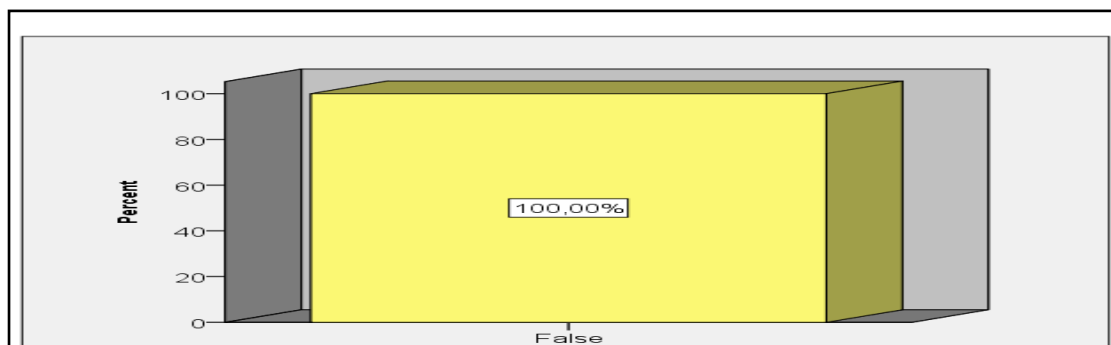


Diagram13: Teachers' Views about the Teaching of Forms and Functions of Language

The bar chart above shows that all the participants (100%) disagreed on the fact that learning and teaching a language is just an attainment of its structure and form.

Q05: According to you which module do you think is appropriate for teaching language functions?

Despite the divergence of teachers' responses concerning this question, most of them believe that all the modules should target language functions while others believe that the most appropriate modules for teaching language functions are oral expression, writing, speaking, phonetics, grammar and functional grammar, as they give more importance to language in use.

Q06: Do you concentrate on teaching points pertaining to pronunciation, stress, and intonation while teaching language functions?

a- Yes

b- No

c- Sometimes

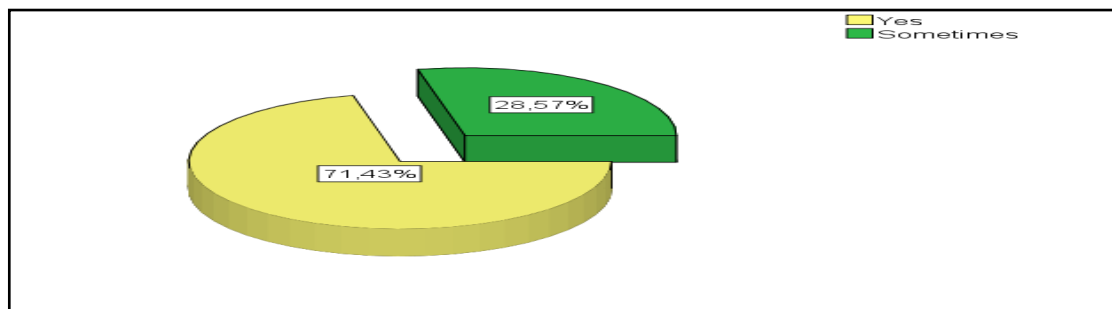


Diagram 14: Teachers' Consideration of Pronunciation, Stress and Intonation while Teaching Language Functions

The diagram above reveals that 71.43% of the participants do concentrate on the teaching points pertaining to pronunciation, stress, and intonation while teaching language functions. 28.57% of the participants answered that they do concentrate on those teaching points just sometimes. However, no one of the teachers answered with 'no'.

Q07: Do you think that teaching language functions needs the use of certain appropriate techniques?

a- Yes

b- No

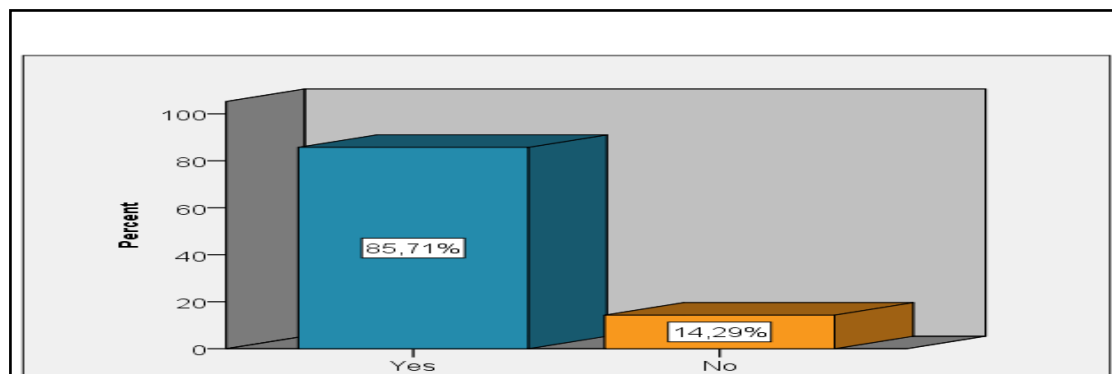


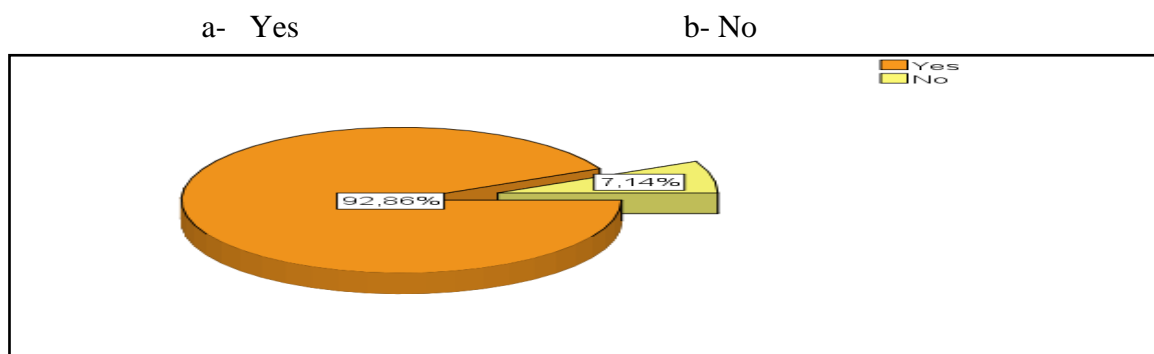
Diagram15: Teachers' Views about the Use of Certain Appropriate Techniques while Teaching Language Functions

The bar graph above shows that the majority of the participants (85.71%) agreed on the fact that teaching language functions needs appropriate techniques, but 14.29% of the respondents disagreed.

- **Can you briefly mention some of the techniques you use?**

The provided answers concerning the techniques used are divergent. Some teachers rely on group work by providing their students with project work activities, and some of them use communicative drills and problem solving activities. The remaining ones rely on brainstorming activities, which help to generate vocabulary among students and motivate them to use it through role play activities.

Q08: Do you concentrate on the notion of context when you provide students with activities about language functions?



Students with Activities about Language Functions

The diagram (16) above shows clearly that the majority of the teachers (92.86%) do concentrate on the notion of context while providing their students with activities about language functions. There is only one teacher who does not concentrate on this notion of context.

Q09: Are students paying attention to the notion of context when they use language functions?

a- Yes

b- No

c- Not really

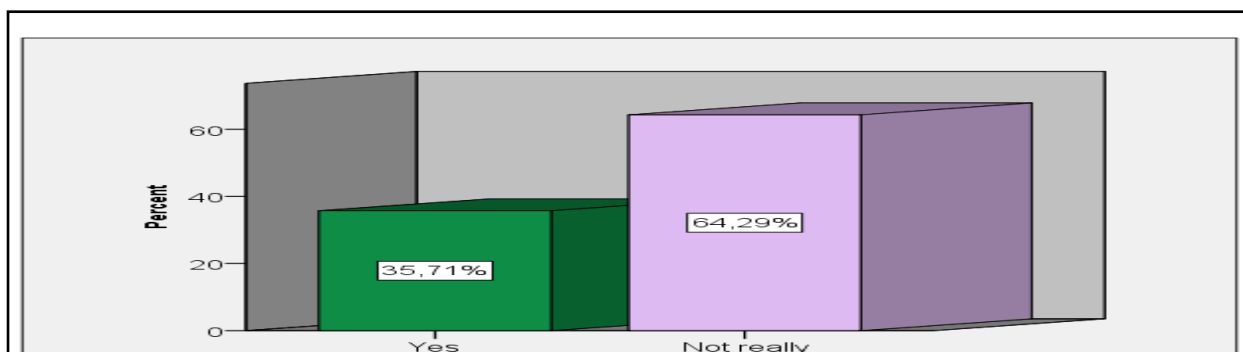


Diagram17: Students' Consideration of the Context of Use when they Practice Language Functions

The results collected from the questionnaires show that 64.29% of teachers believe that 3rd year students do not really pay attention to context when practicing language functions. 35.71% of the respondents, however, think that 3rd year students do pay attention to the context when practicing language functions. Concerning the answer 'no', there is no respondent who has chosen it. This means that all teachers care about context when they teach language functions but with different degrees.

Q10: Do you teach your learners the vocabulary and phrases as well as the grammatical structures associated with each function?

a- Yes

b- No

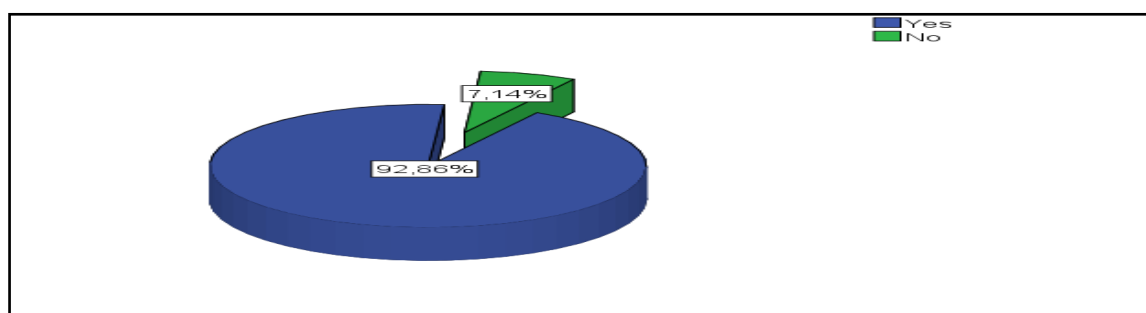


Diagram18: Teachers' Teaching of the Vocabulary, Phrases and Grammatical Structures Associated with each Language Function

The pie chart above reveals that the majority of the participants (92.86%) do teach their learners the vocabulary, phrases as well as the grammatical structures associated with each language function. There is only one participant who answered 'no'.

Q11: Are they taught?

- Explicitly
- Implicitly
- Both

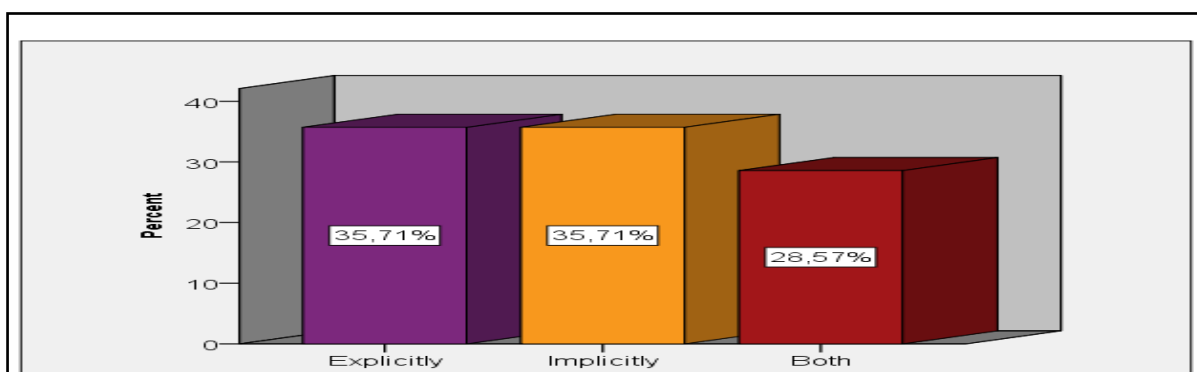


Diagram19: Teachers' Way of Teaching Language Functions

The above bar chart shows the participants' way of teaching language functions. The statistics reveal that those who use the explicit way of teaching equal in number those who apply the implicit way. Whereas, 28.57% use both explicit and implicit ways while teaching language functions.

Q12: Do you provide your learners with enough opportunities to practice the vocabulary and grammatical structures associated with each language function?

a- Yes

b- Not really

c- Not at all

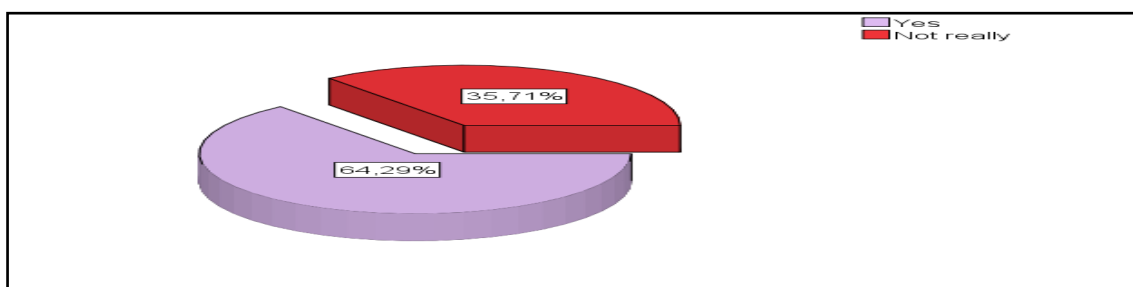


Diagram20: Opportunities Provided for Learners to Practice the Vocabulary and Grammatical Structures Associated with each Language Function

As it is indicated in diagram (20), over sixty percent of the teachers (64.29%) do provide their learners with enough opportunities to practice vocabulary and grammatical structures associated with each language function, and 35.71% of them do not really do that; however, no one of the participants answered this question with ‘not at all’

Q13: Do you think most learners use language functions appropriately?

a- Yes

b- No

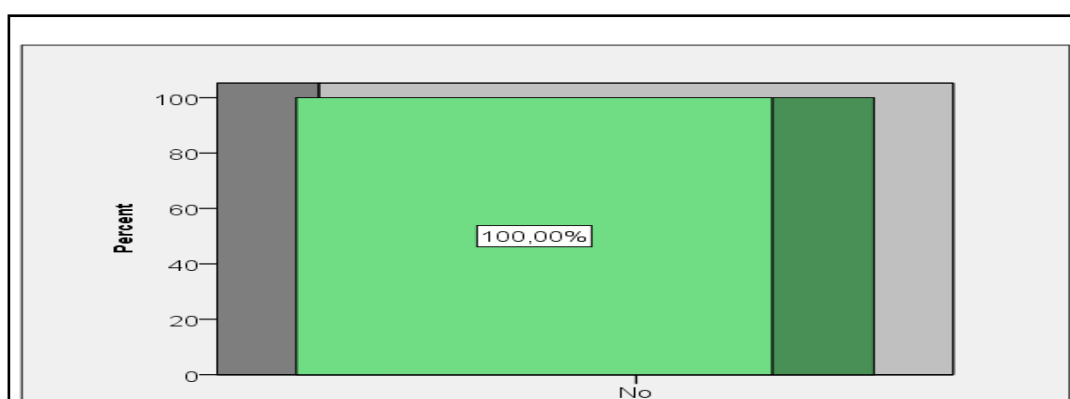


Diagram21: Teachers' Perceptions about the Students' Appropriate Use of Language Functions

According to the data displayed in the diagram above, all the teachers (100%) agreed on the fact that most learners do not use language functions appropriately.

2.3. Teachers' points of view concerning students' awareness

Q14: To what extent you agree or disagree with the statement ‘Awareness about language functions helps students to make an effective use of language’?

- Agree

- Strongly agree
- Disagree
- Strongly disagree

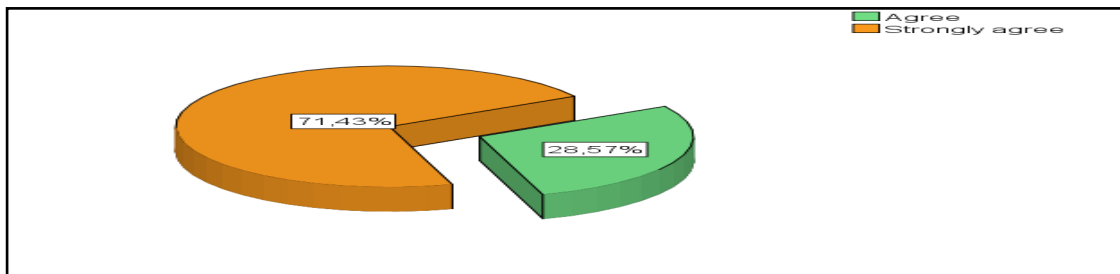


Diagram22: Teachers' Opinions about the Impacts of Students' Language Awareness on their Effective Use of Language Functions

This diagram reveals that the percentage of teachers who strongly agree attains 71.43%, and the percentage of the ones who agree does not exceed 28.57%; however, no one of the participants shows his disagreement toward the impacts of students' language awareness on their effective use of language functions.

Q15: To what extent you agree or disagree with this statement 'Most students are aware of language functions'?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

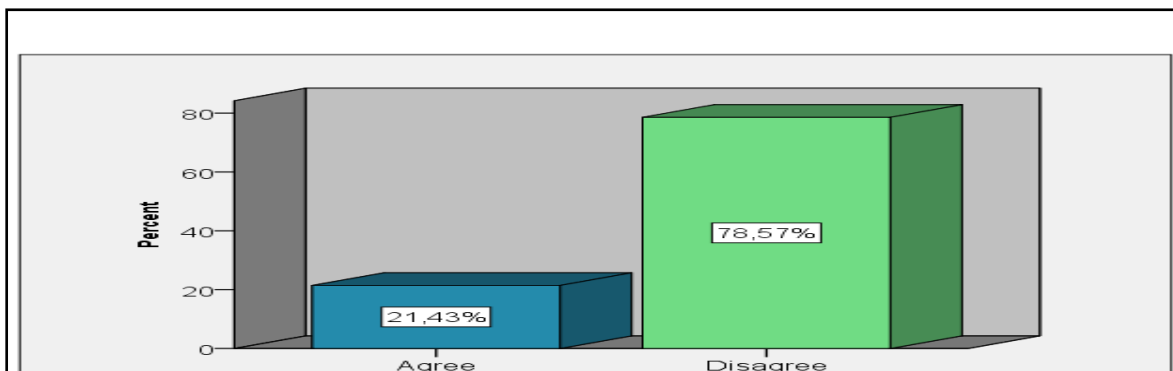


Diagram23: Teachers' Agreement or Disagreement on the Students' Awareness about Language Functions

From the above visual, it can be noticed that a vast majority (78.57%) of the participants disagreed on the fact that most learners are aware of language functions. However, there is only 21.34% of teachers who agreed. But no one of the teachers has shown strong agreement or disagreement on that fact.

Q16: To what extent you agree or disagree with the statement 'Learners who are not aware of language function may not achieve very well, and may lose interest in the subject matter'?

- Agree
- Strongly agree
- Disagree
- Strongly disagree

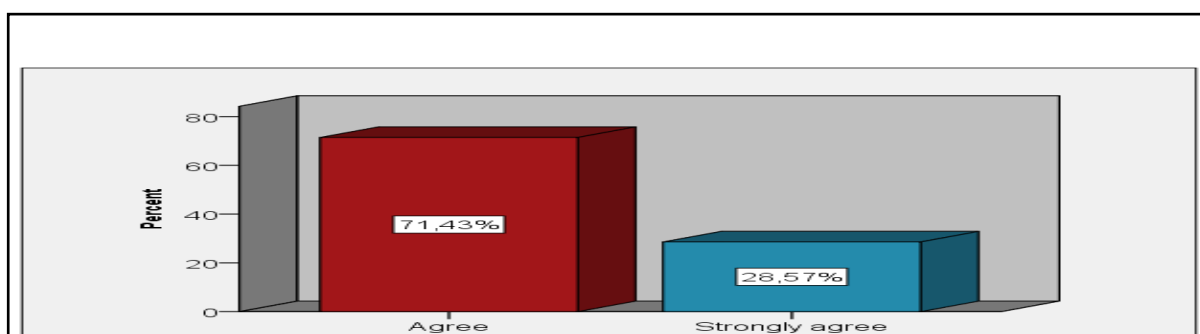


Diagram24: Teachers' points of View Concerning the Effects of learners' Unawareness about Language Functions

In this diagram, all participants expressed their agreement with the assumption that learners who are not aware of language functions may not achieve very well and may lose interest in the subject matter. Those who answered with agree outnumber those who showed strong agreement. None of the participants, however, disagreed.

Q17: Do you think that students' awareness about language forms is similar to their awareness about language functions?

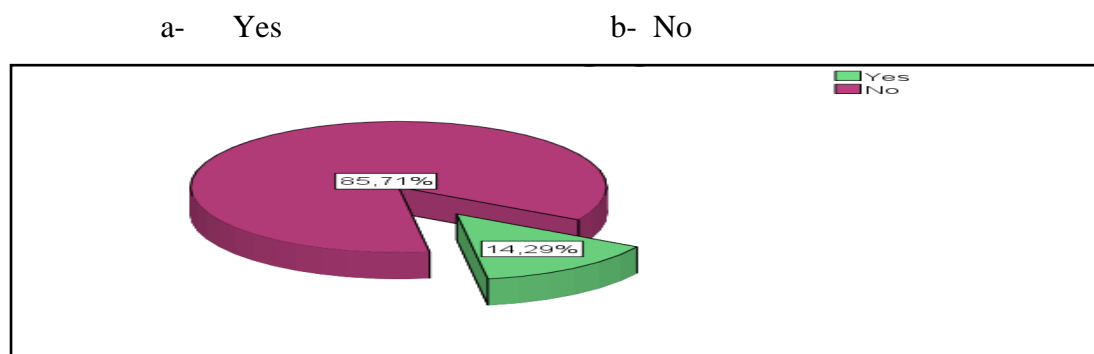


Diagram25: Teachers' Points of View Concerning Students' Awareness of Language Forms and Language Functions

The above diagram reveals that a vast majority of the teachers (85.71%) do agree on the fact that students' awareness about language forms is not similar to their awareness about language functions, and that 14.29% of them do not agree.

Q18: According to you, why is the awareness of language functions significant in the EFL classroom?

From the results collected from the questionnaires, we deduce that most teachers claim that the awareness about language functions is significant in EFL classroom because it helps them to reach the mastery of language. It is also claimed that the awareness of language functions is significant for an effective use of language and the development of communicative competence. Another teacher contends that the reason is that the awareness about language functions is a key to acquire language functions.

Conclusion

This chapter presented the results part of the dissertation and its main constituents, which are two sections representing data gathered from two types of questionnaires designed for teachers and for third year students in the department of English at MMUTO. The first

Presentation of the Findings

section displayed the main results collected from third year students' questionnaires. The second section presented the findings gathered from teachers' questionnaires. The results obtained from both teachers' and students' questionnaires are followed by some descriptions of those findings and some comments about them. The chapter ends with a conclusion that reviewed what has been included and displayed in the results part of the study.



Chapter Four:
Discussion of the
Findings

Introduction

The present chapter discusses the main results obtained from the 3rd year students' and teachers' questionnaires in the department of English at Mouloud Mammeri University of Tizi Ouzou (MMUTO). The findings are discussed in relation to the theoretical framework of this study in order to answer the research questions asked in the general introduction. The chapter consists of two sections. The first section discusses the main findings obtained from students' questionnaires that are designed to explore the extent to which 3rd year students are aware of language functions, and the second section is devoted to the discussion of teachers' questionnaires, which aim at exploring teachers' implementation and students' awareness of the use of language functions.

I- Discussion of the Results of Students' Questionnaires

Taking into account the results obtained from the first part which concerns students' familiarity with language functions, as it was presented in the previous chapter, we deduce that, 3rd year students in the department of English at MMUTO have a certain knowledge of language functions. In other words, most of the students have already heard and been taught about language functions. However, the results of the fourth question reveals that the majority of the students failed to provide examples of language functions, a fact that confirms the idea that students do not possess appropriate knowledge of language functions. Therefore, from the above clarifications, we deduce that though students studied language functions, they seem to be passive receivers of the knowledge. That is to say, they acquire information without knowing how to use it in real life communicative situations, a consideration which is most significant in teaching and learning any foreign language.

The result shown in the fifth 5th question, which concerns students' distinction between language forms and language functions, reports that 3rd year students are not aware about language functions, as it is clearly revealed from their answers that the overwhelming majority of them did not manage to provide the main difference between language forms and language functions. This led us to draw the assumption that the learners are not really aware about what constitutes the language. In this regard, Carter (2003) believed that "*Language awareness refers to the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language.*" (2003: 64) In other words, language awareness is relevant in the sense that it encourages learners to develop a conscious knowledge of how language works and what does it entails.

We also noticed that the results obtained from the sixth 6th question shows that a vast majority of the students agree on the fact that being aware of language functions is significant for learners using the language, a fact which confirms that being aware about language functions is of crucial importance. Indeed, the results confirm Claus Gnutzmann's statement in which he claims that "*Language awareness aims to stimulate pupils' curiosity about language. A further aim is to help children learn foreign language more effectively*". (1997: 68) ; The author' previous assumptions leads to conclude that language awareness is a fundamental approach in teaching and learning process, which teachers are expected to promote in their classroom in order to make their learners more aware and conscious of what they learn, and this is not reflected in the students' answers.

Students' responses to the seventh 7th item of the questionnaire show that the majority of them (66.20%) are not really provided with enough opportunities to practice language functions, and this can be a negative factor that contributes to the students' inability of using language appropriately and their lack of reflections on the language they

learn. In fact, the practical side of language is considered as an important part of language learning. Learners should verbalize and embody what they have acquired as knowledge in their daily lives since language learning is not only consisted of ‘*grammatical competence*’ but also and more importantly of ‘*communicative competence*’. It is also believed that learners are supposed to have chance to use their knowledge in meaningful communication. As Richards (2006) asserts, “*grammatical competence is an important dimension of language learning; it is clearly not all that is involved in learning a language since one can master the rules of sentence formation in a language and still not be very successful at being able to use the language for meaningful communication*” (2006: 03). So, we can clearly notice that Richards emphasizes on the point of granting chances to students to develop not only grammatical competence but also communicative competence. Unfortunately, in the 7th item students claimed that they still lack enough opportunities to practice language. In this sense, teachers are supposed to focus not only on linguistic competence but also and more importantly on the necessity to attribute opportunities for students to master the communicative competence.

As far as context is concerned, in the diagram (06) the result reveals that most students (61.97%) agreed on the fact that the context and situation of utterance occurrence is considered in their classroom while studying. This stands as a positive aspect for students learning language functions, as both context of situation and context of culture are believed to be fundamental aspects for both listeners and speakers to encode and decode the messages when they interact. In fact, Halliday & Hasan (1985) explained this in detail [see 1st chapter: 09] .Therefore, students should pay a considerable attention to the aforementioned aspects to avoid conversation breakdown and succeed in communication tasks, so as to become proficient users of that language.

In addition to the question about the introduction of the notion of context in language lessons, students are asked if they have already been taught about the use of intonation and stress when using language functions. 70.42% of the informants answered with 'yes'. From this percentage, we can deduce that most students are already familiar with these aspects. However, they still lack some interest in considering the importance of these aspects, information that is clearly noticed in teachers' answers to question (13) about students' appropriate use of language functions. This will be discussed later in the second section of this chapter.

As a matter of fact, scholars and linguists have stressed a vital importance of the aspects related to intonation and stress because being aware of them is crucial for the effective use of language, particularly in the interpretation of the meaning. For Harmer *"The music of speech that is the intonation we use, is a crucial factor in speaking"* He also adds that *"Intonation is also a way of modifying the strength or intonation of what we are saying. We can perform different functions by choosing different forms of language. But we can also make the forms perform different functions"* (2001: 28-29). In this regards, we noticed that most of third students are taught about both intonation and stress, because they both play a significant role in the construction of the meaning. In fact, one word (form) can express different functions and intentions depending on the way we utter it.

The results obtained from diagram (08), we notice that most students' answers (63.38%) show that they are able to express their opinions and discuss different topics using the right functions. Other answers, however, are revealing that students are not really able to express themselves. They seem that they still lack some knowledge about language functions and their use. This information is noticed previously in the results obtained from the 4th and the 5th question that show a vast majority of students failing to

provide concrete examples of language functions and even to distinguish between language forms and language functions. Those who answered by ‘no’ provide some reasons behind their inability to express their opinions and discuss different topics using the right function. For them, their disability is due to *‘the lack of opportunities provided to practice the language’*, *‘lack of mastery of language’*. Another reason, according to some others, is that *‘not much importance is given to the notion of language functions’*.

The answers to question (11), as it is displayed in diagram (09), demonstrates that the majority of the respondents agreed and strongly agreed on the fact that they have been taught about language functions; however, the concept of ‘function’ is not clearly introduced to them. From this, we can deduce that teachers teach their learners about language functions, yet they do not make them aware about the notion of ‘function’ and its importance in language. In fact, most students know what requests, apologies and advices are, but they do not know that they are functions of language. For Harmer (2001) *“one of the teachers’ main tasks is to make students ‘aware’ of language as an alternative to teaching it [...]this awareness will help their acquisition of the language so that when they need to use it, the knowledge thus gained will help them to produce it accurately and fluently”*. (2001: 73). Following Harmer’s claim, we can say that teachers’ job is supposed to be not only to teach their learners language and its grammar but also to make them aware of how certain features work, which might be much more important for students in order to be knowledgeable about the language taught to them.

II- Discussion of the Results of Teachers’ Questionnaires

The second section of this chapter consists in discussing of the results gathered from teachers’ questionnaires, which contain (18) questions. Teachers’ questionnaires are used as a second tool that helps us to gather the necessary data and to answer our research questions. It also consists of three parts: the first part is about teachers’ profile, the second

is about students' use of language functions, and the third part concerns students' awareness about language functions.

1- Participants' Profile

As far as teachers' profile is concerned, it provided us with significant information about teachers' degree and working experience. We notice that the majority of teachers (78.57%) are PhD students or holding the magister degree, but the difference in their degree does not really influence the way teachers teach. In fact, their answers about their way of teaching language functions are quite the same, except in some cases that we are going to analyze and interpret in the other results. The same thing is noticed concerning the impact of their experience on the teaching of language functions and its related items, like context, stress, and intonation. In fact, most of them have a certain experience (57.14% of them have between 5 to 10 years of working experience, and 35.71% of them have more than 10 years), but their answers are not really different. What should be noticed here is that the ones who have more experience are supposed to implement better in their teaching of language functions.

2- Teachers' View about Students' Use of Language Functions

Based on the results shown in the diagram (12), we noticed that all the informants (100%) agreed on the fact that language functions are one of the major factors that EFL learners need to learn. From this we deduced that all teachers favor the teaching of language functions to their students because of its importance in accomplishing different functions and conveying different meanings. In this sense we also notice that most teachers in the results shown from the fifth 5th question agreed on the same idea that all modules should target the teaching about the use of language functions, or at least pointing out its importance to increase the students' awareness.

In the results obtained from the fourth 4th question, we deduce that all the participants (100%) disagree on the fact that language is just an attainment of its structures and forms, but rather the combination of both forms and functions. Therefore, as it is believed by Halliday (1975), when learning any language the learner must take into consideration both its forms and its functions, as they are of crucial importance for the mastery of language and communicative proficiency

Pronunciation, intonation and stress are also significant points to be taken into account while teaching language functions because they contribute significantly to the meaning intended by the user of that language. In fact, this result is supported by the teachers' views depicted from the results presented in the (14) diagram, where the majority of teachers (71.43%) reveal that they do concentrate on teaching pronunciation, stress and intonation while they deal with language functions. This basic finding is directly in line with previous study which has been carried by Munro & Derwing (1995), who found that those who emphasize on the features such as, rhyme, intonation and stress, can guarantee a spontaneous and effective production of that language than those who do not. (Cited in Chela, B.F. & Chela, G.F 2003)

The teaching of language functions requires appropriate techniques, which can enhance students' acquisition of language functions. It is demonstrated in the fifteenth 15th diagram that majority of teachers (85.71%) use certain techniques in their teaching of language functions, such as relying on "*group work and project work activities, communicative drills, problem solving, brain storming, and role play*". Some of the mentioned techniques are supposed to be helpful and significant for learners' acquisition of language functions. For instance, in group work activities, the learner is supposed to be engaged in the conversation; meanwhile, he takes part in problem solving activities. According to Harmer (2001), one of the advantages of group work is that "*It dramatically increases the amount of talking for*

individual students” (2001:117) That is, students are more likely to practice and verbalize what they have learned in their classes.

As far as the context is concerned, the findings in the diagram (16) show that the overwhelming majority of teachers (92.86%) take into account the notion of the context while teaching their students language functions. As matter of fact, the results obtained from the teachers’ responses confirm students’ answers who say that the notion of context is considered in their classroom while learning language functions. From this we deduced that the notion of context is given importance by the teachers; however, most students do not really pay attention to the notion of context. In fact, the majority of teachers’ responses to question (09) confirm this. From this result, we can assume that most students are not aware about the notion of context, which stands as a significant aspect to be considered while using language and its functions. So, the inappropriate use of language functions by the students seems to be the result of the fact that their awareness about the importance of context in language use is limited. A text without a context is subject to multiple interpretations; besides, the context specifies and eliminates the other interpretations. As Hymes, (1962) argued, “*a context can support a range of meanings. When a form is used in a context, it eliminates the meanings possible to that context other than those the form can signal: the context eliminates from consideration the meanings possible to the form other than those the context can support*” (Cited in Brown, G. & Yule, G. 1983: 38). The previous results are supported by all teachers’ answers to question (13), as they claimed that most students do not use language functions appropriately.

The results presented in diagram (18) depict that almost all teachers do teach their students the vocabulary and the grammatical structures associated with each function because any language consists of structural rules and some specific vocabulary which contribute to the accurate use of language, in addition to the appropriate expression of different functions. In

this regard, we can assume that third year students are taught about the vocabulary and grammatical structure associated with each language function, but they do not really pay attention to these components when they use language functions. This might be one reason underlying students' inability of the appropriate use of language functions. Students should pay a considerable attention to the use of the aforementioned components in order to avoid the breakdown of conversation. Therefore, students are supposed to be aware about the matter of formality and informality, politeness and impoliteness, and other matters. In this regard, we may say that these aspects play a vital importance to maintain a successful conversation between the speaker and the receiver of the message expressed, a point to which Halliday refers to as '*interpersonal meta-function*'.

The results presented in the diagram (19) are about teachers' ways of teaching, namely implicit and explicit ways of teaching language functions. The results show that teachers who adopt the explicit way of teaching equal in number those who use the implicit way; however, 28.87% of them use both ways. For Rod Ellis (2009) explicit way of teaching serves as a good model. According to him "*Explicit knowledge is held consciously, is learnable and verbalisable, and is typically accessed through controlled processing when learners experience some kind of linguistic difficulty in using the L2.*" [See 1st Chapter: 13-14] the distinction between *Explicit* and *Implicit* by Rod Ellis, 2009.) So, it can be deduced from this result that the misuse of language functions and their lack of awareness about how language features work is due to a certain extent to the way teachers proceed in their teaching, one third of them is choosing the implicit way. The advocates of explicit teaching and learning believe that the explicit way of providing knowledge is an important way for learners to gain an insightful understanding of language use. Those who adopt the implicit way of teaching may develop to some extent students' knowledge about the grammatical structures needed to fulfill the functions, but they do not target the students' awareness about the appropriate use of

language functions and every feature related to them. In this regard, Peter Robinson (1996) has argued about the outperformance of students who are taught explicitly. [See the 1st chapter: 13-14]

In answering the question (12), the vast majority of the respondents (64.29%), as it is displayed in diagram (20) do provide their learners with enough opportunities to practice the vocabularies, and the grammatical structures associated with each function, but this result contrast sharply students' answers. 66.20% of them claimed that they lack the sufficient opportunities to practice what they have learned. So teachers are expected to grant their learners as much opportunities as possible to practice what they have learned till they reach the complete understanding about language functions. The lack of practice may result in students' misuse of language, as it is indicated by teachers' answers to question (13) about students' appropriate use of language functions, where, all teachers (100%) disagree on the fact that most students use language functions appropriately.

3- Teachers' View about Students' Awareness of Language Functions

Concerning teachers' views on the fact that language awareness helps students make an effective use of language, it is shown that all teachers give a positive answers, which are varied between agree and strongly agree as it appears in the diagram (22). That is to say all teachers agreed on the fact that language awareness is a crucial notion in teaching and learning process. In addition to that, teachers' answers to question (18) reveal that most of them claim that the awareness about language functions is significant in EFL classroom; because; *'it helps learners reach the mastery of language.'* Some others believe that *'the awareness of language functions is for effective use of language and the development of communicative competence.'* other informants argue that *'the awareness of language is the key for the acquisition of language functions.'* In fact, the obtained results seem to be in

conformity with Pieneman's (1985) & Tomlinson's (1994) point of view. They believe that, thanks to language awareness, students are expected to be more active in their learning process and more conscious about their use of language for better performance. [See the 1st chapter: 11]

Learners who are not aware of language functions may not achieve very well and may lose interest in the subject matter. In fact, teachers' view concerning this statement is that all of them 100% agree and strongly agree, this is clearly presented in diagram (24). Therefore; it is obvious that being unaware of how language is used is of negative effect to its command and appropriate use. That is, students are less likely to achieve language proficiency in their learning processes because it is believed by most scholars like Hawkins (1984); Carter (2003); and Tomlinson et al (2003) that language awareness encourage learners to constantly ask questions about language and pay a deliberate attention to every feature of language and its use.

The results presented in diagram (25) depict that the overwhelming majority of the participants (85.71%) agree on the fact that students' awareness about language functions is not similar to their awareness about language forms. Hence; from the obtained results we notice that, teachers' responses to this item are not contradicting students' answers to question (05), where most students failed to mention the main difference between language form and language function. Therefore; this might show that students are only aware of the vocabulary and the structure (form) of language; however, they lack the awareness of the appropriate use of this structure in communication.

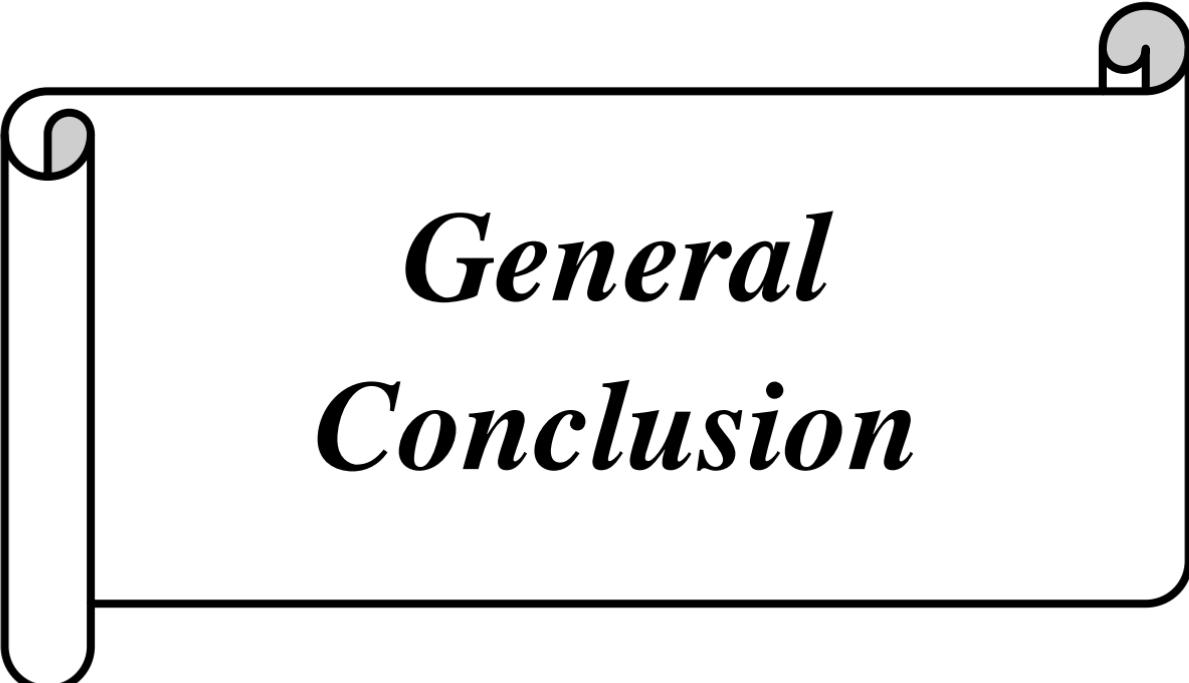
As a result, we also figure out from the answers to the question (15), that most students are not aware about language functions. The results obtained from the diagram (23) depicts that a vast majority of the teachers (78.57%) disagree on the point that most students are

aware about the use of language functions. In fact, we have previously expected the same result.

From the above discussed results of both students' and teachers' questionnaires, we come to provide answer to our research questions and confirm or disconfirm the hypotheses we put forward at the beginning of this study.

Conclusion

To sum up, this chapter has interpreted and discussed the main results obtained from the research tools we have used to conduct this study. The obtained results have been discussed in accordance to the theoretical framework to answer the research questions and test the hypotheses we raised in the general introduction of this study. The study has revealed that most of the third year students in the Department of English at MMUTO are not aware about language functions. As matter of fact, their lack of awareness may contribute to their misuse of language functions. This suggests that the promotion of language awareness notion in the classroom while teaching and learning is an important aspect for students' development of knowledge about language features, its functions, and its effective use.



*General
Conclusion*

General Conclusion

Language function in teaching is a recent trend that stresses the importance of those functions in developing communicative competence, which is the main goal of almost every learner of a foreign language. This study aimed at investigating 3rd year student's awareness of language functions and teachers' implementation in the Department of English at MMUTO. It also strived to find out the main reasons that hinder students from the appropriate use of language functions.

To carry out this study, in the first part of the theoretical framework, we attempted to explain the nature of 'Language Function' in the light of M.A.K Halliday's theory of Systemic Functional Linguistic (SFL), where we provided detailed description of the main components of the theory which are prominent to conduct this research. Then in the second part, we shed light on the concept of 'Language Awareness' by trying to explain it according to different scholars and linguists. In this regard, we have mentioned clearly the importance of language awareness within EFL context and its contribution to the teaching and learning process. Concerning the last part of the review, we have reviewed the concept of 'Communicative Competence' and its significance for developing language use within the second and foreign language.

To conduct this research we have adopted the mixed method that is the combination of both quantitative and qualitative techniques. Quantitative method is aimed at gathering numerical data while qualitative data aimed at gathering soft data. Questionnaire is the main tool used to collect the necessary data to answer the research questions and confirm or refute the hypotheses we set in the General Introduction. Concerning data analysis tools, the present study has used the Social Package for Social Sciences (SPSS) program to analyze the quantitative data that is close ended questions. In addition to the statistical analysis, we used the Qualitative Content Analysis to interpret the open ended questions.

The results we obtained from teachers' and 3rd year students' questionnaires have shown that most of the students in the Department of English at MMUTO seem to be not really aware of language functions. Although some students are familiar to a certain extent with some functions, they still lack awareness about the appropriate use of those functions. In accordance to the data we collected and the results we discussed, we come to answer the first research question by refuting the first previously advanced hypothesis and confirm the second hypothesis which denounces that most of the third year students in the Department of English at MMUTO are not really aware of language functions. We come also to answer the second research question and confirm the advanced hypothesis stating that students' lack of awareness is found to be one of the reasons behind their misuse of language functions. From the obtained results, we also depicted some other reasons that hinder students' appropriate use of language functions. One of the reasons is the lack of enough opportunities attributed to practice language functions. Another one is the students' lack of interest in the consideration of context is another reason behind their misuse of language functions. Finally, we found that most students seem to be more aware about language forms and not really aware about language functions. That is to say, more attention is given to language forms rather than to its functions (use).

The current study encountered some limitations and constraints. Firstly, time limitation is one constraint encountered during this study. If not restricted in time, we would have adopted a classroom observation and interviews with teachers and third year students. This could permit us to gather more concrete, valid and reliable data about the participants' use of language functions and discover the main reasons that hinder third year students from the appropriate use of language functions while using language in classroom. Despite of all these obstacles, we hope that this study will be useful and taken into account by students, teachers or any reader.

Language Awareness is an approach to language teaching and learning. It is thanks to this awareness that students develop a certain amount of knowledge, curiosity, and reflection upon language and how it functions. In this regard, we may suggest further studies which include not only students' awareness of language functions, but also cultural awareness and pragmatic awareness. We also recommend the application of this on the other levels like 1st and 2nd year students by adopting different data collection tools, such as classroom observation and interview.



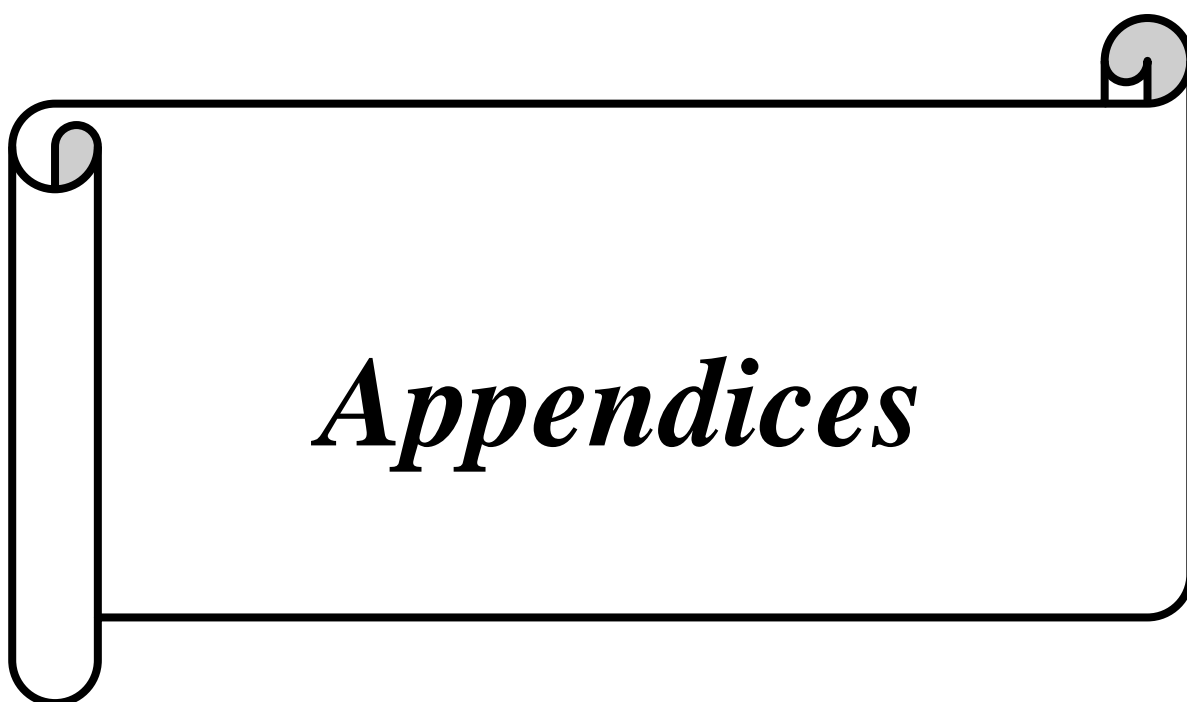
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Appendices

Appendix I:

The Students' Questionnaire

Dear student,

Thank you for agreeing to take part in this survey which sheds light on **Teaching and Learning Language Functions in the Department of English at MMUTO: Students' Awareness**. In this survey we will be gaining your thoughts, and opinions in order to carry out this research and accomplish better results. Therefore, your input will be highly precious for our investigation. Your responses will be exclusively used for academic purposes, and will be also kept in the strictest confidentiality. Thank you so much in advance for your collaboration.

Key words: *Awareness – Language Functions*

“Language awareness is the development in learners of an enhanced consciousness of and sensitivity to the forms and functions of language” **Carter (2003: 64)**

Factual, Behavioural and Attitudinal Information:

About being aware of language functions:

Q 01 – Have you ever heard about language functions?

Yes ☐ No ☐

Q 02 – Tick the appropriate answer: Two answers are valid:

▪ *Language Functions is:*

- Described as categories of behaviour, such as request, apologies, offers and compliments. ☐
- The knowledge of grammatical structures used in fulfilling language functions. ☐
- The purpose you wish to achieve while speaking or writing. ☐

Q 03- Have you already been taught about language functions?

Yes ☐ No ☐

Q 04 – Can you mention one or two examples of language functions?

- Communication, Speaking, and Writing
- Request, Apology

Q 05- Would you briefly mention the main differences between language functions and language forms?

The overwhelming majority did not provide any answer to this question. Others claimed that language functions deal with meaning or the purpose the speaker wish to accomplish while speaking, and language forms deal with the grammatical structure of the language.

Q 06 - To which extent you agree or disagree with the statement “Being aware of language functions is significant for learners who are using a language.”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Q 07 – Are you provided with enough opportunities to practice language functions?

Yes ☐ No ☐ not really ☐

Q 08 – To which extent you agree or disagree with the statement “*The context and situation of language occurrences is highly considered in our classroom while studying language functions.*”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Q 09 – Have you already been taught about the use of intonation and stress when performing language functions?

Yes ☐ No ☐

Q 10 – Do you manage to express your opinions and discuss different topics fluently using the right functions?

Yes ☐ No ☐ Not really ☐

If no, why: The lack of enough opportunities to practice the language, and that little importance is given to the concept of language functions.

Q 11 – To which extent you agree or disagree with the statement “Functions are taught to students, however; the concept of ‘function’ is not clearly introduced to students”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Thank you so much for your contribution

Appendix II:

The Teachers' Questionnaire

Dear teacher,

Thank you for agreeing to take part in this survey which sheds light on **Teaching and Learning Language Functions in the Department of English at MMUTO: Students' Awareness**. In this survey we will be gaining your thoughts, opinions, and experience about teaching language functions in order to carry out this research and accomplish better results. Therefore, your input will be highly precious for our investigation. Your responses will be exclusively used for academic purposes, and will be also kept in the strictest confidentiality. Thank you so much in advance for your collaboration.

SECTION 01: Teachers' Profile:

Q 01 - Degree (s) held:

- Licence ☐
- Master ☐
- Magister ☐
- PhD ☐
- Post-doctoral ☐

Q 02 – Work experience:

- Less than 5 years ☐
- Between 5 and 10 years ☐
- More than 10 years ☐

SECTION 02:

I. Teachers' Points of View Concerning Students' Use of Language Functions

Q 03– Do you think that language functions are one of the major factors that EFL learners need to learn?

Yes ☐ No ☐

Q 04 – Learning and teaching a language is just the attainment of its structure and form.

True ☐

False ☐

Q 05 – According to you which module do you think is appropriate for teaching language functions?

All the modules should target language functions, while others believe that the most appropriate modules for teaching language functions are oral expression, writing, speaking, phonetics, grammar and functional grammar, as they give more importance to language in use.

Q 06 - Do you concentrate on teaching points pertaining to pronunciation, stress, and intonation while teaching language functions? ☐

Yes ☐

No ☐

Sometimes

Q 07– Do you think that teaching language functions need the use of certain appropriate techniques?

Yes ☐ No ☐

- Can you briefly mention some of the techniques you use:

- Group work, communicative drills and problem solving activities, brain storming activities, which help to generate vocabulary among students and motivate them to use it through role play activities.

Q 08 – Do you concentrate on the notion of context when you provide students with activities about language functions?

Yes ☐ No ☐

Q 09 – Are students paying attention to the notion of context when they use language functions?

Yes ☐ No ☐ Not really ☐

Q 10 – Do you teach your learners the vocabulary and phrases as well as the grammatical structures associated with each function?

Yes ☐ No ☐

Q 11 – Are they taught?

▪ Explicitly ☐

▪ Implicitly ☐

▪ Both ☐

Q 12 – Do you provide your learners with enough opportunities to practice the vocabulary and grammatical structures associated with each language function?

Yes ☐ Not really ☐ Not at all ☐

Q 13 – Do you think most learners use language functions appropriately?

Yes ☐ No ☐

II. Teachers' Points of View Concerning Students' Awareness

Q 14 – To what extent you agree or disagree with this statement “*Awareness about Language functions helps students to make an effective use of language*”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Q 15 – To what extent you agree or disagree with this statement “*Most students are aware of language functions*”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Q 16 – To what extent you agree or disagree with this statement “*Learners who are not aware of language functions may not achieve very well, and may lose interest in the subject matter*”?

- Agree ☐
- Strongly agree ☐
- Disagree ☐
- Strongly disagree ☐

Q 17 – Do you think that students’ awareness about language forms is similar to their awareness about language functions?

Yes

☐

No

☐

Q 18- According to you, why is the awareness about language functions significant in the EFL classroom?

The awareness about language functions is significant in EFL classroom because it helps them to reach the mastery of language. It is also claimed that the awareness of language functions is significant for an effective use of language and the development of communicative competence. Another teacher contends that the reason is that the awareness about language functions is a key to acquire language functions.

Thank you so much for your contribution