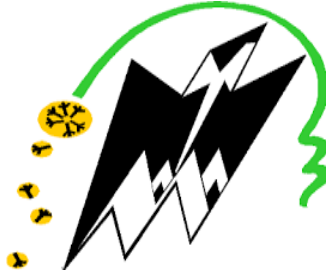


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Title :

**The Role of Implicit and Explicit Instruction in
Enhancing Students' Pragmatic Competence. The Case
of First year Students in the Department of English at
Mouloud Mammeri University of Tizi-Ouzou.**

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Academic Year 2019

Dedications

Dedications

This work is dedicated to

My Mother,

My father,

My two little sisters,

My grandmother,

My friends,

And all the people who were by my side during my tough moments.

Thank you all!

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Abstract

Abstract

This study aims at investigating the role of implicit and explicit instruction in enhancing students' pragmatic competence. It is based on two objectives. First, it seeks atexploring first year Mouloud Mammeri Students' use of complaints and refusals speech acts. Second, it aims at identifying the teachers' perception about the importance of the pragmatic competence in the EFL context. In order to meet the aforementioned objectives, CelceMurcia's(2007) pragmatic competence theoretical framework is adopted as a theoretical framework. In addition, Beebe(1990) and Murphy and Neu (1996) refusals and complaints strategies are used to analyse the obtained results. For collecting data, a quasi-experiment research is conducted. It involves a comparison between the control (CNR) as well as the experimental (EXP) groups performances in various classroom instructions (activities). To reinforce the experiment's results and discover the potential of the pragmatic competence in the EFL context, an interview is conducted with four oral expression teachers in the department of English at Mouloud Mammeri University of Tizi Ouzou (MMUTO). A Mixed Methods Research; combining quantitative and qualitative methods, is adopted. The quantitative data are analysed using frequency calculation. As for the qualitative ones, they are analysed using the qualitative content analysis (QCA). The experiment's results reveal that the EXP group participants have witnessed a considerable increase in their appropriate use of complaint and refusal speech act strategies in addition to their pragmatic competence, mainly their respect of social context factors, cultural factors, and stylistic appropriateness. Furthermore, the results of the interview highlight the tremendous importance of the pragmatic competence in the EFL context. The findings also reveal that instruction in the classroom plays a great role in enhancing students' pragmatic competence.

Key words: *complaint speech acts, control group, experimental group, pragmatic competence, refusal speech act.*

List of Abbreviations

List of Abbreviations

MMUTO: Mouloud Mammeri University of TiziOuzou

CNR: the Control Group

EXP: The Experimental Group

TL: The Target Language

SL: The Second Language

FL: Foreign Language

CBLT: Competency Based Language Teaching

ELT: English Language Teaching

L1: First Language

L2: Second Language

H: Hypothesis

DCT: Discourse Completion Tasks

EFL : English as a Foreign Language

ESL : English as a Second Language

T: Teacher

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General Introduction

❖ Statement of the Problem

To become competent users of the Target Language (TL) and to successfully engage in conversations, students majoring in English need to possess knowledge of the TL's pragmatic norms. The aim of language education is to teach learners how a foreign language should be appropriately and effectively used in different interactional settings; therefore, it is important to raise learners' pragmatic awareness and provide them with effective strategies they can use to maintain successful communication in divergent settings with different interlocutors (Tulgar, 2015). That is to say, students need to possess a certain amount of knowledge about the pragmatic norms of the TL in order to guarantee authenticity and intelligibility. Indeed, the language people use should be appropriate to communicative situations which occur in accordance with specific sociocultural parameters such as the setting and the social context. In fact, failure to use the appropriate expression in the appropriate context may cause communication breakdowns, misunderstandings, as well as stereotypes (Thomas, 1983) as there are expressions that can be used in a given context but not in another.

During the middle ages, the process of learning a Second Language (SL) or a Foreign Language (FL) has focused on grammatical rules. However, with the Communicative Based Language Teaching (CBLT) that emerged in the 1970s, the emphasis has moved to the inclusion of the communicative approach with the aim of reaching understanding and producing a language which is context dependent. That is, it emphasizes the production of a language which depends on communicative situations like complaining about a bad service at a restaurant. Indeed, the learning of a foreign language is complete only when both the grammatical and the pragmatic components are mastered. The learning of grammar; therefore, has to be accompanied with the sociocultural norms of the learned language in order to be communicatively and pragmatically successful. To enhance their pragmatic competence,

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teachers of English give their students a variety of instructions in which students are exposed to the cultural norms of the TL.

Pragmatic competence is a component of the communicative competence (Bachman and Palmer,1996). Indeed, the latter encompasses the knowledge of grammatical as well as pragmatic competences (Canale and Swain,1980). In fact, the pragmatic competence denotes the appropriateness in the use of the language in the appropriate context (Chomsky,1980). Therefore, pragmatic competence necessitates taking into account the speakers' intensions and the setting in which the language is being used (Bates, 1976). As a result, learning to be a competent user of the TL and successfully engage in speech acts (utterances by which people perform a set of actions) like apologizing, complaining, and refusing involve learning the pragmatic norms of that language.

Several models have been suggested in the study of communicative competence, like the model suggested by Hymes(1966), Canale and Swain(1980),and Bachman(1998). The last model of communicative competence has been introduced by M. Celce-Murcia in 2007. It has come as the result of the modifications brought to the previous model she has suggested with Dornyei and Thurell (1995). This new model contains six inter-dependent competencies which are: discourse, socio-cultural, linguistic, interactional, formulaic, and strategic competences. Indeed, the pragmatic competence resides in both the socio-cultural and the interactional competences (Celce-Murcia,2007). Since Celce-Murcia's(2007)model is the most recent one, it forms the theoretical framework of this research.

Instruction in the classroom includes the ways in which the learning and teaching processes are made easier (Reigeluth and Challman, 2006). Moreover, instruction in pragmatics is realized through furnishing students with linguistic tools that allow them to

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understand linguistic action in its context (Ruada,2006). This could be done through exposing students to authentic videos, Discourse Completion Tasks (DCTs), teaching the TL's cultural norms, role plays, and L1 and L2 comparisons (Bardovi-Halig and Taylor2013).

In response to the belief that SL pragmatics needs to be taught, several empirical researches have been conducted. One of these researches is the investigation of Rajabia ,et al (2015)under the title of The Effect of Explicit Instruction on Pragmatic Competence Development: Teaching Requests to EFL Learners of English. The results from this research have revealed that explicit instruction facilitates the development of students' ability to appropriately produce requests by taking into account the social variables. Moreover, a study conducted by Raseth et al (2004) entitled The Effect of Explicit Metapragmatic Instruction on the Speech Act Awareness of Advanced EFL Students has revealed that materials containing explanations about the teacher founded discussions, the realization of politeness strategies, as well as learners' comparison between First Language (L1) and (L2) help developing students' speech acts of complaints and requests. In addition, a study conducted by Boudiaf Hamid (2018) entitled Enhancing Student's Development of Oral Communicative Competence through Youtube's EFL Teaching Videos has highlighted the importance of Youtube in enhancing students' communicative competence in which the pragmatic competence is involved. Although several linguists and specialists in the field of language teaching insist on the inclusion of pragmatic competence in teaching and learning contexts, little has been written on the role of classroom instruction (explicit and implicit)in enhancing students' pragmatic competence, mainly the appropriate realization of the speech act of refusals and complaints. Consequently; due to the under -research gap, this area of research is worth investigating.

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❖ Aims and Significance of the Research

This research aims at investigating the role of implicit and explicit instruction in enhancing students' pragmatic competence. Moreover, the objectives of this study are twofold. First, it seeks at exploring first year MMUTO students' use of speech acts of complaints and refusals. Second, it aims at identifying teachers' perception about importance of teaching pragmatics in the English as a Foreign Language (EFL) context.

Teaching English as a foreign language may be a difficult task for Algerian teachers since English is not used in the everyday life of the individuals. As a result, teachers have to be creative in the EFL classroom by incorporating activities that help students acquire not only grammatical knowledge but also pragmatic and sociocultural competences of the English language (Bardovi-Halig, 2013). Indeed, instruction like videos containing real life situations encountered in English native speaking cultures, role play production, dialogues, and Discourse Completion Tasks (DCTs) are used in the EFL classrooms to facilitate social exchange. Therefore, this study is significant in such a way that it makes students aware of the importance of the pragmatic competence when using the English language and rises teachers' awareness of the activities used in the classroom to enhance their students' pragmatic competence.

❖ Research Questions and Hypotheses

For the purpose of reaching the above mentioned aim and objectives three research questions have been formulated:

1. Do freshmen students in the department of English at Mouloud Mammeri University(MMUTO) use speech acts of refusals and complaints appropriately?

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2. Do teachers of English at MMUTO see that teaching pragmatics in the EFL context is important?
3. What is the role of explicit and implicit instruction in enhancing students' pragmatic competence?

In an attempt to answer these questions, the following hypotheses have been advanced:

H1: First year students in the department of English at MMUTO possess an appropriate command on refusal and complaint speech acts.

H2: Teachers of English at MMUTO see that the pragmatic competence is important in the EFL context.

H3: Explicit and implicit instruction plays an effective role in enhancing students' pragmatic competence.

❖ Research Techniques and Methodology

In order to discover the role of explicit and implicit instruction in enhancing students' pragmatic competence, and to explore freshmen's use of complaint and refusal strategies, a quasi-experiment has been conducted. It has taken place in the department of English at MMUTO in 2019. Indeed, the research is an empirical study about the freshmen of the same department. A sample of forty eight students has been selected under the permission of their oral expression module teachers. In fact, the sample of this study has not been randomly selected.

The chosen sample has been divided into two groups: twenty one students in the control (CTR) group and twenty seven students in the experimental (EXP). A pre-test has

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been taken by both groups before starting the experiment. In fact, students have been asked to perform role plays and complete conversations in which the speech act of refusals and complaints have been involved during the experiment. The members of the EXP group have been provided authentic materials, for instance, videos relating to the American and the British environments as well as refusals and complaints idioms in addition to DCTs and role play performances during the period of the treatment. On the other hand, the CNR group members have been attending classes with their oral expression module teacher without having access to such resources. After the period of the treatment, a post-test has been undertaken by both groups to check whether the explicit and the implicit instructions have indeed enhanced students' pragmatic competence, and eventually discover which of the two groups has improved.

In order to discover the importance of pragmatic competence in the EFL context, and reinforce the results of the quasi-experiment, a semi –structured interview has been conducted with four oral expression module teachers of the department of English at MMUTO. The interview has taken place during the academic year of 2019.

To answer the research questions of the study, the Mixed Methods Approach has been adopted for both the gathering and the analysis of data. Moreover, this approach combines both the quantitative and the qualitative research techniques. While the former has been used to analyse and interpret the quasi-experiment results, the latter has been used to analyse and interpret the results obtained from the interview.

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❖ **Structure of the Dissertation**

This small scale research follows the traditional complex model. It is divided into four chapters. It starts with a General Introduction in which background information, aims, research questions and hypotheses are presented. The first chapter deals with the review of the literature which holds a clear understanding of the concepts and the theoretical perspectives needed to apprehend this topic. The second chapter describes the research design of the study. The third chapter is devoted to present the results obtained from the experiment and the interview. The fourth chapter discusses the main results obtained from the previous chapter. Finally, it draws the conclusion, provides a summary of the research, and confirms or refutes the hypotheses raised at the very beginning of this dissertation. It also shows the limitations faced during the investigation and provides potential recommendations for further research.

The Literature Review

Introduction

This chapter reviews the main literature and the main theoretical frameworks used in this study. It is divided into four main parts. The first section introduces situated learning, the second part deals with the definition of pragmatics and its types, the third section of this chapter is devoted to the definition of instruction and its implications in the classroom. Moreover, the last part presents the concept of communicative competence and provides the theoretical framework of this research.

1. Situated Learning

Situated learning is an instructional approach to language learning developed by Jean Lave and Etienne Wenger in the 1990s. This approach posits that students are involved in their learning experience (Clancey,1995). It views learning as a matter of creating meaning from real life activities (Stein,1998). In other words, students are situated in the learning experience. Therefore, the context and the culture in which the knowledge is developed become a part of the learning process (Oregon Technology in Education Council,2007).

Within this approach, students are actively involved in communicative acts through exposure to authentic materials (Stein,1998).Said differently, knowledge should be presented in authentic contexts in which learners feel involved in the community of practice. Context is a crucially important element in this approach that has to be defined.

1.1. Context

Context has gained much attention and has become a key notion in language study especially after the shift from language as a formal system to the paradigm of language use (Mey,1993). Therefore, the study of meaning has taken two dimensions. Semantics; which is concerned with the ways meaning is encoded in language, and pragmatics which focuses on the meaning in context (Levinson 1983,Widdowson,1996).

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Some researchers like Firth (1968) refuse to accept that words and sentences can have meanings independently. Firth (1968) refuses to accept that meanings stand by themselves. He believes that *“a sentence must be related to a set of events in the run of experience which refer to the context”* (Firth,1968: 175).

According to Malinowski, Context is a set of conditions under which a language is spoken (Malinowski,1923: 306). He has extended the domain of linguistic inquiry and entered the domain of Pragmatics. In fact, there is a close relationship between the language and the type of situations in which this language occurs (Malinowski,1923). That is to say *“language serves different functions in the society”* (Halliday,1979: 141). The context of plane travel, for example, implies a certain set of vocabulary implied in that situation. Furthermore, Firth believes that the learning of the sociocultural rules should parallel the learning of grammatical rules (Firth,1957:152). Participants face several linguistic forms which they appropriately choose in accordance to the situation as well as the culture in which they find themselves (Halliday,1979). Therefore, like context, culture also has got an influence on the participant's linguistic choice.

1.2 Culture

Wardhaugh (2002:02) defines language as *“the knowledge of rules as well as ways of saying and doing things with sounds, words, and sentences”*. That is to say, language is a set of elaborate rules that govern sounds, words, and sentences. People make use of these rules in order to express themselves and perform activities. Given the importance of this definition, it unfortunately neglects a crucial element which is ‘culture’ as people usually perform speech acts (like complaining, refusing, inviting, etc) which are directly related to the environment in which these speech acts occur. In this respect, Thanasoulas (2001) reports that language

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cannot be separated from culture. More precisely, Sapir(1970) claims that language does not exist in a vacuum meaning that language does not stand apart from culture.

According to Wardhaugh (2002:219) “*culture relates to the participatory responsibilities of its members.*” Said differently, individuals have access to language, and show that they do so by using it. He states that “*culture is the ‘know-how’ that a person must possess to get through the task of daily living*”(Wardhaugh,2002:219). In other words, culture is what people need to know in order to function in society in an acceptable manner that fits its members (Goodenough,1957).

1.3. Implication of Culture in the Classroom for Language Education

Language and thought interact constantly and linguistic competence is not enough for learners to be competent in that language (Krasner,1999). Thus, several instructions and activities can be designed in order to teach students how to be communicatively successful. Such activities encompass role plays, DCTs, videos, etc. to get students ready for real life communication.

2. Pragmatics

Pragmatics is a well-established sub discipline of Linguistics. It is “*the study of linguistic acts and the contexts in which they are performed*” (Stalnaker,1972: 383).That is to say, pragmatics involves the use of utterances in the appropriate context. By adopting Crystal’s definition, pragmatics deals with the language from the users’ point of view (Crystal,1997:240). Although crystal’s definition is clear, it is incomplete. That is to say, pragmatics as a field does not limit itself only to the speaker’s intention but also to the setting and the context in which utterances are produced. A more appropriate definition is provided by Bardovi- Harlig (2003) who states that pragmatics takes into account the participants, the

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context and the time in which utterances are produced. She asserts that pragmatics is the study of *“how-to say-what-to whom-when and then L2 pragmatics is the study of how learners come to know how-to say-what-to whom when”* (Bardovi-Harlig and Taylor,2003:02).

2.1. Importance of Pragmatics in the ESL/EFL contexts

Scholars in the research field of pragmatics have emphasized the need to integrate pragmatics in both second and foreign language teaching (Rose and Kasper, 2001;Bardovi-Harlig and Mahan-Taylor, 2003; Martinez-Flor et al.,2003; Alcon and Martinez-Flor, 2005; Tatsuki and Nishizawa,2005). In fact, Bardovi-Harlig and Harford (1991) assert that the real responsibility of the teacher is to make students aware of the pragmatic functions of the language, particularly discourse. As Locastro (2012) notes, developing students’ pragmatic knowledge is as important as developing technology skills since they both play an integral role in the modern world. Moreover, teaching students the TL’s pragmatic rules allows them to become autonomous learners, solve communication problems, and boost their communication abilities (Locastro,2012). In addition, teaching pragmatics facilitates students’ ability to function appropriately in communicative situations and allows them to find appropriate wordings that go hand in hand with the social situations they encounter (Bardovi-Harlig and Taylor,2003) .

One of the areas of pragmatics is the speech acts (Bardovi-Harlig,2003). In this study, more focus is given to the speech acts of refusals and complaints. Bardovi-Halig(2003) and Kasper and Rose(2002) assert that the pragmatic difference between native and non-native speakers can be noticed in speech acts realization. That is to say, speech acts vary across cultures. Wierzbicka (2003) came against the universality of pragmatics and states that speech act realization varies across cultures and what is perceived as an appropriate behavior in one culture may be inappropriate or unacceptable in another.

2.2.The Speech Act Theory

“How to Do Things with Words” is a collection of J.L Austin’s lectures at Harvard University in 1955. Austin was the first to develop the notion of speech acts. He has defined it as a set of utterances by which people perform a specific function such as complaining, refusing, and complimenting (Austin, 1962). Moreover, The speech act Theory assumes that speakers are involved in three different speech acts when uttering a sentence: The locutionary, the illocutionary ,and the perlocutionary. The locutionary act refers to a literal meaning of an utterance, illocutionary act refers to an intended meaning of an utterance, and the perlocutionary act deals with the effects the illocutionary force has on the listener(Austin,1962).

Since Austin believes that the intended meanings of speech acts or illocutionary acts are crucial components of the speech act theory. He has presented a classification of illocutionary acts: Assertives, directives, expressives, commissives, and finally declaratives(Austin, 1962). Assertives deal with reality and can be proved as true or false. Directives get the hearer to perform some actions. Expressives, on the other hand deal with attitudes related to the speaker’s psychology like apologies and complaints. Commissives lead the speaker to commit or to do a particular action in the future. Finally, declaratives occur when the speaker announces something or performs a certain action.

2.2.1. Speech Act of Complaining:

According to Searle(1976), complaints belong to the speech act of expressives since the speaker expresses the approval or disapproval of the complaine’s behavior. However, Trosborg (1995) states that complaints belong to the speech act of directives since the complaine repairs his/her flaws and is asked to perform a remedial action. When

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complaining, speakers “*express a displeasure or annoyance*”(Kasper&Kulka,1993:108) and “*disappointment or grievance*”(Clyne,1994:49) to an action .

Complaints fall into two types: Direct and indirect (Salmani,2007;2008). Direct complaints are face threatening acts in which the person or the object we complain about is present in the speech act scene.On the other hand, indirect complaints occur when the object or the person complained about is not present in the performed speech act (Salmani,2007).

- **Complaining Strategies**

Murphy and Neu (1996:199-203) identify four strategies that can be used when complaining: The speaker initiates the conversation and clearly states the purpose, complains, explains, then provides a solution to the problem. The following table shows the four strategies for complaining.

Strategy	Example
1. Initiation and explanation of purpose	“Excuse me, teacher, but I want to talk to you about my mark.”
2. A complaint	“My mark is too low.”
3. A justification	“I attend regularly, I study hard, and I am punctual. I did not perform well just in one test.”
4.A request	“Can I do an extra credit assignment to improve my mark?”

Table1: Four strategies for complaining (adapted from Murphy and Neu, 1996).

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2.2.2. Speech Act of Refusals

Studies in Second Language (L2) production of speech acts; mainly refusals, have gained much attention among scholars such as (Al-Kahtani, 2005; Allami& Naeimi, 2011; Beebe et al., 1990; Farnia& Wu, 2012; Ghazanfari et al, 2013; Hassani et al, 2011; Martínez -Flor &Usó-Juan, 2011; Silva, 2003). Indeed, refusals are speech acts which occur as negative responses to other speech acts such as requests, offers, and invitations (Gass& Houck, 1999). It is viewed that refusals belong to the category of commissives (Félix-Brasdefer, 2004; García, 2004) because they are speech acts whereby the speaker refuses some suggestions or tasks.

Beebe ,L.M.,Takahashi and Uliss-Weltz (1990) have grouped refusal strategies into three minor categories: Direct, indirect, and adjuncts refusals. +While direct refusals are straightforward and clear, indirect refusals tend to be not explicit and less assertive. Adjuncts; however, do not give any answer i.e. neither “Yes” nor “No”. These include “yes but no answers”(Beebe et al,1990).The following table illustrates refusal strategies as stated by Beebe(1990) with examples:

	Types	Examples
Direct	Performative verb	I have to decline
	Negative ability	I cannot
Indirect	Reason/explanation	I have to study
	Regret	I am sorry
	Past acceptance	If I would have known earlier

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	Repetition	Friday?
	Postponements	I will let you know
	Hedge	I do not know
Adjuncts	Positive opinion	That's a good idea, but...
	Gratitude	Thanks for your invitation, but...
	Pause fillers	Um! Uuh!

Table2: Refusal Strategies Adapted from Beebe et al (1990).

3. Definition of Classroom Instruction

Instruction in the classroom is defined by Reigeluth and Challman(2009) as “*Anything that is done purposely to facilitate learning*”. That is to say, instruction includes the ways in which the learning and teaching processes are made easier. Instruction is done through the inclusion of course materials, assignments, exams, class time, tutoring, etc (Gagne, Briggs, And Wager, 1992). Bardovi-Harlig (2001) states that “*the role of instruction may be to help the learner encodes her/his own values into a clear, unambiguous message (...) without asking a learner to compromise her/his values and adopt those of the target culture.*” That is, without influencing the beliefs of students. In fact, there exists several types of instruction among them: Explicit which is called also direct and implicit which is called indirect instruction.

3.1. Direct /Explicit instructions:

Direct instructional strategies are based on behaviouristic learning principles(Health and Life Skills Guide,2002). That is to say, they are based on students' attention, correct

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responses and feedback (Health and Life Skills Guide,2002).Moreover, explicit instruction is based on visual presentations as well as demonstrations and allows students to observe real life situations and comment on them(Health and Life Skills Guide,2002). Some examples of explicit instructions are Discourse Completion Tasks (DCT) and Role plays.

3.2.Indirect/ Implicit Instructions

Implicit instruction includes real word activities; which necessitate analysis and decision making behaviours. These behaviours are constructed by the learner himself/herself who uses personal experiences to bring meaning to what he/she is observing(Health and Life Skills Guide,2002).In fact such instructions can include judgement tasks in which students are exposed to authentic videos and then asked to judge and comment on the participants' behavior.

3.3. Use of Classroom Instruction to Teach Speech Acts

In order to teach students the TL's pragmatic norms, several activities and instructions are put into action. However, scholars in the field highlight the importance of explicit instruction such as the studies conducted by Alcón-Soler (2005), Rose& Kasper (2001),and Takimoto (2008). Bardovi-Harlig(2012) and Ellis(2004) .Ellis(2004) explains

L2 researchers have not specifically set out to investigate explicit knowledge of L2 pragmatic features. However, many of the instruments that have been used to integrate learners' knowledge of illocutionary acts, such as Discourse Completion Tasks questionnaires are gradually more likely to tap explicit than implicit knowledge(243-244)

Therefore, students have to be exposed to authentic real life situations which allow in interaction and conversation in the classroom. The closest tasks that allow conversations are role plays which exhibit spontaneous speech act realization (Bardovi-Harlig,2013). Instruction

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like DCTs are also useful to elicit different pragmatic responses. They are often useful as a class activity to develop students' pragmatic competence (Eshami-Rasekh, et al 2004).

- **Role Plays**

Role plays are exercises which give students the opportunity to perform the role of a person or act out a given situation (Illinois University, n.d) . These roles can be performed in pairs or in group (Illinois University, n.d)). Role plays involve students in real-life situations or scenarios that can be “*stressful, unfamiliar, complex, or controversial which requires them to examine personal feelings toward others and their circumstances*” (Bonwell &Eison, 1991). That is to say, role plays are real life activities which lead students to imagine and perform different scenarios. Moreover, role plays “*are usually short, spontaneous presentations*” (Bonwell& Eison, 1991). Given their importance in the EFL context, role plays can be effectively used in the classroom to provide real world scenarios to help students learn(Illinois University, n.d).

Role Playing has got several benefits (Illinois University, n.d).For instance, they can motivate students, provide real word scenareos, provide critical observations of peers (when they make errors). In addition, Role playing can be effectively used in the classroom to enhance current teaching strategies (illonois University). Put differently, this technique helps students to feel themselves involved in the interaction. That enhances their confidence and authenticity.

- **Videos of Authentic situations**

In addition to role plays, another implicit instruction includes asking students to evaluate acceptability of the TL's sentences, rank their degree of politeness, identify speech acts, judge performances, and eventually correct them (Bardovi-Harlig,2013). In

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this respect, videos demonstrating real life situations taking place in native speaking countries could be taken as a learning material in the classroom. These videos could be followed by evaluative tasks like asking students to comment on and evaluate the participants' performances (Bardovi-Harlig,2013).

Naturalistic conversations are not frequent outside the classroom (Daufon,2004). Videotapes of naturalistic interaction is then an effective medium for explicit instruction in pragmatics (Daufon,2004). Indeed, videotaped materials provide a closest approximation to real-life situations (Stempleski&Tomalin,1990). In addition, teachers can pause the tape at each time a pragmatic violation occurs in order to raise students' awareness of these errors (Washburn,2001). Additionally, watching a video gives all the students the opportunity to watch the same events (Daufon,2004).

Moreover, when watching a videotape of a given situation, learners become observers rather than participants in the communicative act (Washburn,2001). As a result, they focus more on what speakers say and the linguistic forms they use (Washburn,2001). Bardovi-Harlig et al (1991)state that videotapes provide a more authentic and a contextualized language since they provide the learner with information about the setting, gestures, posture, participants, space, clothing ,etc.(Stempleski&Tomalin,1990;Gass and Houck,1999). Another advantage of videotapes is that they allow students hear authentic language; hence, improve their understanding of discourse (Stempleski and Tomalin,1990).

• Idioms in the classroom

An idiom is defined as “*a number of words which; taken together, mean something different from the individual words of the idiom when they stand alone*”(McMordie,1954:4).In

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other words, idioms contain units which cannot be understood independently. For instance, in order to grasp the meaning of “*it rains cats and dogs*”, it is necessary to focus on the figurative not on the literal meaning of the utterance.

Idioms and metaphors are frequent in real life as they are part of culture. Besides, learners should attempt to build up their knowledge of idioms if they want to function in real communication settings (Boers et al., 2004:376). In other words, idioms have a crucial role in culture, so If EFL learners wish to communicate effectively in the TL, they are required to be familiar with idiomatic expressions. In this respect, Elkilic (2008) asserts that English is a language which is full of idiomatic expressions. Moreover, Learning idiomatic expressions will enhance the students’ communicative ability and can result in understanding the English cultural norms (Samani and Hashemian, 2012).

4. Communicative Competence

As stated previously the pragmatic competence is a sub -field of a broader field called “communicative competence”. Dell Hymes (1996) was the first to introduce this term. Hymes (1966) believes that knowledge of language structure and sociocultural rules are of an equal importance. He claims that “*the speaker has to acquire competence as to when to speak, when no, and as to what to talk about, with whom, when, where, in what manner*” (Hymes, 2001:60). Furthermore, he asserts that communicative competence encompasses both the usage ;which is the use of grammatical knowledge ,and the use which is the application of grammatical knowledge in sociocultural context (Hymes, 1966).

Later on, Canale and Swain (1980) have continued Hymes’s theory. For them , the study of sociolinguistic competence is essential to the study of communicative competence (Canale

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1980:06) .They claim that communicative competence is divided into grammatical, strategic, discourse, and sociolinguistic competence (also called pragmatic competence). According to them, the sociolinguistic or the pragmatic competence encompasses the knowledge of the rules of the language and discourse(Canale & Swain,1980). In other words, it is the user's ability to select a language which is contextually appropriate and understand the intended meaning or the illocutionary force of utterances.

Another influential work in the field of communicative competence is Bachman's model (1998). For Bachman pragmatic competence is divided into two aspects: functional knowledge and sociocultural knowledge. The functional knowledge is concerned with the ideational function. The latter deals with the people's experiences in the real world, illocutionary knowledge; which deals with functional knowledge, and the manipulative function which is used to persuade the world .Moreover, the heuristic function uses ideas as well as feelings to inform people and extend their knowledge. In addition to the heuristic function, the imaginative function is used for aesthetic humorous purposes. The sociolinguistic knowledge is concerned with registers, dialects, language nature and idiomatic expressions.

Celce Murcia (1995) has furthered Bachman's theory; and suggested further divisions of communicative competence. Hence, she has divided the latter into sociocultural competence, discourse competence, linguistic competence, formulaic competence, interactional competence, and strategic competence. The pragmatic competence resides in both the sociocultural and the interactional competence.

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4.1. Pragmatic Competence

If an EFL speaker receives a sentence like “would you like to pass me the salt, please?” and he is ready to pass the salt, this speaker acquires a linguistic competence (Leech,1983). However, the hearer has to possess what is called “pragmatic competence” in order to understand whether the uttered sentence is just a question or a request (Leech,1983; Thomas,1983:92). Pragmatic competence is the ability to convey and interpret meaning appropriately in a social situation (Bachman,1996).

Competence is defined by Richards and Smidt (2010:103) as “*the essential skills, knowledge and behavior required for the effective performance of real world task or activity*”. This term refers to the individual’s ability to understand and perform a given task appropriately and effectively. It includes social and behavioural components such as attitudes and emotions to succeed doing an activity in a particular context (Kaslow, 2007).

4.1.2. Components of pragmatic competence:

Pragmatic competence has got two fundamental components: pragmalinguistics and sociopragmatics (Leech,1983;Thomas,1983).

- **Pragmalinguistics:** According to Kasper and Rose(2001) represents a set of linguistic resources which include words, functions, utterances which are chosen in accordance to the communicative act. In other words, Pragmalinguistics is the overlap between pragmatics and linguistics. Therefore, it necessitates a range of linguistic forms which fits the communicative situation. For instance, in the realization of a request speech act, certain linguistic forms like modal verbs “would, could, can , may, etc” have to suit the context whereby the utterance has been produced.

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- **Sociopragmatic Competence:** is the overlap between sociology and pragmatics. It refers to *'the social perceptions underlying participants' interpretation and performance of communicative action'* (Kasper and Rose, 2001:2). Put differently, sociopragmatic competence relates social factors like power, distance, and social conditions of the interaction with the conversation.

4.1.3. Properties of Pragmatic Competence

Balconi and Amenka (2010) have suggested some strategies to be taken by the individual in order to make choices in a language: variability, negotiability, adaptability, salience, indeterminacy, and dynamicity. To summarize these points, speakers have to account for the choices that exist in the language (variability). These choices are made in relation to the context of interaction (negotiability). Speakers have therefore to choose the appropriate words, expressions, and functions to be used in a specific situation (adaptability) and be aware of these choices. In addition if the speaker does not use the appropriate choice, he/she can renegotiate it to fulfil communicative acts (indeterminacy). Dynamicity deals with the development of communicative interaction in time (Balconi and Amenta, 2010).

4.1.4. Celce Murcia's Sociocultural Competence (2007)

This research is based on the theoretical framework of Celce Murcia (2007). The latter has been based on the theory of Canale and Swain (1980) who have suggested a framework of communicative competence in which the pragmatic competence takes part. In fact, in Celce Murcia's model of communicative competence (2007) the pragmatic competence resides in both the sociocultural and the interactional competences (Celce-Murcia, 2007).

The sociocultural competence refers also to the speaker's pragmatic knowledge of language variation with reference to sociocultural norms of the target language (Celce-

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Murcia,2007). Additionally, interactional competence is also subdivided into subcategories (Celce-Murcia,2007).The actional competence is part of the interactional competence. It deals with the performance of speech acts like opinions, feelings, complaints, etc. (Celce-Murcia,2007).

The sociocultural competence refers to the speaker's pragmatic knowledge. That is to say, it refers to the speaker's use of appropriate messages within the overall cultural context of communication(Murcia,2007). It includes the knowledge of the rules of variation with reference to sociocultural norms of the target language (Murcia,2007). Celce-Murcia(2007) claims that the sociocultural errors are more serious than grammatical ones when being violated in communicative acts(2007) . Said differently, sociocultural errors, may cause serious troubles as they make speakers look rude and offensive in comparison to grammatical or linguistic errors. This claim highlights the importance of pragmatic knowledge in maintain good relationships between individuals.

Celce Murcia (2007)has suggested three main variables to be taken into account in order to be pragmatically competent

- **Social context factors:** They refer to participants' age, gender, social status, and the participants' relationship between each other.(Celce-Murcia.2007)
- **Cultural Factors:** Refer to the background knowledge of the TL's group like cross cultural differences, major dialects, regional differences, and cross cultural awareness. .(Celce-Murcia.2007)
- **Stylistic appropriateness:** Refers to the politeness strategies, registers, use of words, etc. .(Celce-Murcia.2007)

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In this respect, Murcia claims that there should be three main variables that should be taken into account by the speaker in order to effectively function in communicative situations. Hence, speakers have to account for the interlocutor's age, gender, and social status to make appropriate choices in the language. Moreover, they have to account for the TL's cultural and pragmatic norms in addition to the appropriate functions and strategies of the language use. In fact, Celce Murcia (2007) asserts that these competences can be acquired in part through some knowledge of the TL's community ways of life as well as the knowledge of the history of literature. Therefore, a direct exposure to the TL's cultures could be effective.

4.1.5. Interactional competence

“The bottom-up counter part of the top down socio cultural competence is the actional model”(Murcia,2007). The latter encompasses speech act use, rules of interaction, rules of closing and opening conversations, rules for interruption and collaboration, etc.(Celce-Murcia, 2007).

- **Importance of the Actional Competence**

According to Celce-Murcia(2007), the actional competence refers to the individual's knowledge of how to use a language in conversation when giving opinion, agreeing or disagreeing, complaining, refusing, etc. The actional competence is important because the performance of speech acts varies from a culture to another (Murcia, 2007). It is therefore important for second and foreign language learners to understand how to complain, how to apologize, and how to refuse in the TL.

Indeed, the actional competence relates to rules of conversation related to turn taking system in the TL (Murcia,2007). Being aware of the conversational norms is important when

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learning about the TL's culture since what is perceived as an appropriate behavior in one culture is perceived rude and inappropriate in another (Weirzbicka,2003).

Celce-Murcia (2007) claims that instruction; which targets the TL's culture, is mandatory in the classroom in order to supply students with communicative competence , particularly the pragmatic competence. The social structure of culture should include frequent topics which occur frequently in the TL's culture; for instance gender roles, friendship, family, etc.(Celce-Murcia,2007).

Moreover, Celce-Murcia and Olshtain(2000) claim that language instructions should rise contextualized materials. That is to say, instruction should contain authentic materials like videos. Additionally, it should be based on some type of real world discourse like stories, film clips, radio broadcast, dialogues, conversations, authentic videos, etc. Moreover, through involving students in authentic and accurate instructions which go hand in hand with the TL's cultural norms, language learning becomes a genuine exercise. In this respect, CelceMurcia(2007) asserts that *“Social contexts that are simulated in learning activities must be realistic, and the learning activities should include authentic tasks”* (Murcia,2007).

The mastery of language systems and functions like speech acts has received much communicative focus (Murcia, 2007). In order to be communicatively successful, phrases, expressions, and formulaic elements like idioms and chunks have to be taken into account. Speakers have got a repertoire in their minds from which they appropriately choose utterances depending on the addressee, the setting, and the purpose of communication. To put it in another way, the students' task is to choose from a stock of words appropriate words or phrases that match the communicative situation (Murcia,2007).

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Therefore, the challenge now is to keep the balance between grammatical and pragmatic competences because mastering only the grammar and vocabulary leads to a dysfunction and failure in oral communication (Celce-Murcia,2007). It is true that having a good knowledge of phonology, grammar, and vocabulary results in fluent use of the language. However, this language cannot be accurate. Thus, *“the systemic, formulaic, and interctional aspects of language must all be addressed in effective language instruction.”* (Celce-Murcia,2007).

Students have to be exposed to real life situations (Celce-Murcia,2007). Moreover, patterns of face-to-face interaction like the rhythm and intonation, the body and eye movements must be practiced in pairs and small groups (Celce-Murcia, 2007) . To enhance students' command on pragmatic norms of the TL, teachers and learners need to have access to realistic materials such as videotapes and films which show the interlocutors' behavior, and body language in authentic situations (Celce-Murcia, 2007).

Conclusion

This chapter has reviewed and reported the main works and theoretical frameworks related to the topic and objectives of the present investigation that tries to show the roles of instruction in enhancing students' pragmatic competence. In fact The chapter has provided definitions and clarifications about the situated learning, pragmatics,, speech acts instruction, the pragmatic competence, and presented the theoretical framework relied on. In addition, it has shown the importance of instruction in the EFL contexts. The next chapter deals with the description of the data collection and gathering tools used in this study.

Introduction

This chapter presents the methodology that has been used in the present study. It starts by restating the main aim of this research which adopts a quasi-experimental design. Moreover, this chapter provides a detailed description of the sample and the instruction used during the period of treatment like videos, role plays, idiomatic expressions, etc. This chapter also discusses the interview and its procedure. In addition, this part explains the procedures of data collection and data analysis used in this study as well.

1. Classroom Instructions

As stated earlier, the aim of this study is to investigate the role of explicit and implicit instruction in enhancing students' pragmatic competence. Said differently, this research seeks to discover how the use of classroom instruction; like DCTs, videos, role plays, L1 and TL's comparisons, develop first year MMUTO students' pragmatic competence. In addition, this research strives to investigate teachers' perception about the importance of pragmatic competence in the EFL contexts. For the purpose of reaching these objectives, Discourse Completion Tasks (DCTs), judgment tasks, TL and L1 comparison, authentic videos, idioms, as well as role plays; which tackle the topics of complaints and refusals, have been used during all the period of treatment. The videos are selected from YouTube. Some videos last between five to ten minutes. They include authentic real life situations taking place in foreign countries. In addition, the videos encompass 26 commonly used American idioms which foreign students need to know in order to complain in the work place (See Appendix 3). Participants have been provided with another video that teaches them common idioms used in the context of refusals (See the CD ROM attached to this dissertation). Moreover, EXP group participants have been provided another authentic video taking place in another cultural

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context about complaints. Additionally, other videos have tackled the topic of complaining about a bad service at a hotel. Moreover, the EXP group participants have been supplied with tutorial videos teaching them how to refuse invitations and job offers and how to complain (See CD ROM).

After watching the selected videos, students have been given a set of instructions, like to judge or criticize the interlocutors' use of complaint and refusal strategies; and then suggest an alternative way to complain or to refuse. Following Celce Murcia's (2007) theoretical framework, a set of situations have been given to the EXP group participants in which they have been required to perform role plays in front of their classmates. In fact, this technique insists on the potential of conversation in the classroom to develop students' pragmatic competence.

Moreover students have been provided role plays in which they have been asked to choose different situations about complaints and refusals. The researcher has been present to give some help to the EXP group participants. Moreover, the researcher has been stopping students whenever they make a pragmatic error in order to avoid misunderstandings. At the end, the investigator has asked students to judge the performance of their peers and correct their mistakes if there are any. Similarly, participants have been provided DCT s and have been asked to do them. Additionally, participants have been also asked to compare between their L1 and the TL' cultural norms, forms of address, as well as refusal and complaints strategies in both cultures.

2. Quasi-Experiment's Procedure

This study has taken place in the Department of English at Mouloud Mammeri University of Tizi Ouzou (MMUTO). It has followed the quasi-experimental design. In fact, the latter has been conducted during the second semester of the academic year 2018/2019. It has targeted freshmen students of the Department of English. A sample of forty eight students has been selected and divided into the Control (CTR) and the Experimental (EXP) groups. Indeed, what makes the difference between a quasi-experiment and a real experiment is that in the former the sample is not randomly selected. In contrast, the latter's participants are randomly selected. Therefore, this kind of experiments focuses on the effects of the dependent variables i.e. those controlled by the researcher, and the independent ones; those which are not controlled by him/her (Paltridge and Starfield, 2007). That is why the EXP and the CTR groups oral expression teachers have been asked few questions before beginning the experiment. From the answers, it has been deduced that the EXP group teachers use instruction in the classroom to boost their students' pragmatic competence. Whereas the members of the CTR group have been attending classes with their oral expression module teacher without having access to videos, role plays, idioms, DCTs, etc., the members of the EXP group have been given instructions twice a week during one month period. The instructions have targeted their pragmatic competence, mainly their knowledge of the speech acts of refusals and complaints.

First year students have been attending thirty minute sessions twice a week in which they have been exposed to different instructions; for instance, commenting on an authentic video taking place in a native foreign culture. role plays, DCTs, and comparison between L1

and TL pragmatic norms. The participants; after watching the videos, have been asked few questions in order to check their understanding.

3. Data Collection Tools

This study involves a Mixed Methods Research in which both the quantitative and the qualitative data have been relied on. In order to find out whether first year MMUTO students have a good command of the refusals and complaints speech acts and to discover the role of instruction in enhancing students' pragmatic knowledge, a quasi-experiment has been conducted to account for the quantitative data. Moreover, for the purpose of discovering the importance of teaching pragmatics in the EFL context, a semi-structured interview has been conducted with four oral expressions module teachers through which qualitative data have been gathered.

3.1. Pre -test

In a quasi-experimental research, researchers are required to design a pre -test before the period of the treatment and a post-test thereafter. In this study, a pre-test has been taken by both the EXP and the CNR groups in the mid of April 2019, and a post-test at the end of May of the same year. These tests have been designed by the researcher in order to discover whether students have a good command on refusals and complaints speech acts as well as to find out whether the explicit and implicit instructions have had an effect on students' pragmatic competence.

In the pre-test, two activities have been designed. The first activity is a DCT. Participants have been given three situations and have been asked to complete the dialogue. The first activity has been designed around the speech act of refusals. Besides, Participants

have been asked to complete conversations by imagining they were involved in different communicative acts for instance in the work place, in a bookstore, and with a friend. Moreover students have been required to refuse requests of their boss, their employee, and their friend.

The second activity has taken the form of a role play performance which has tackled the speech act of complaints. Students have been given three different situations, like complaining about a bad service at a restaurant, a bossy supervisor, and a lazy son. The role plays have been performed in pairs, and eventually been recorded after the participants' consent.

3.2. Post-test

In order to collect data after a one month experiment, and to check whether instruction has improved students pragmatic competence; mainly their use of refusals and complaints strategies, a post-test has been designed. The latter has taken place end of May 2019. Participants have been given a DCT about the speech act of refusals. In this task, students have had to refuse their friend's invitation, a job offer, and a request. Moreover, the second activity has tackled the speech act of complaints in which students have been given multiple situations. For example, complaining to their son or to their boss who is giving them a lot of work. In addition, students have been required to use at least one idiom about complaints.

3.3. Teachers' Interview

One of the aims of this dissertation is to shed some light on the teachers' perception about importance of pragmatic competence in the EFL contexts. For the purpose of reaching

this objective, a semi-structured interview has been conducted with four oral expression module teachers. The interview has taken place in the department of English at MMUTO from the 31st May to the 3rd June, 2019. Most of the questions have been open-ended and teachers' answers have been recorded for approximately ten to fifteen minutes. It is worth mentioning that the interviews have been conducted after the analysis of the results obtained from the pre and the post –tests.

4. Data Analysis Tools

This research relies on the Mixed Methods Research in collecting as well as in analysing the obtained data. To analyse the quasi-experiment's results; that is to say, the pre-post-tests findings, a quantitative content analysis has been used. Indeed, the latter is used to check whether explicit and implicit instruction has had a benefit on the students' pragmatic competence as well as to discover whether students have a good command on refusal and complaint speech acts. In addition, a qualitative content analysis is used to interpret the results obtained from the teachers' interviews which have been conducted to discover the importance of pragmatic competence in the EFL contexts.

4.1. Qualitative Data Analysis

The data gathered from the interview have been analysed relying on Qualitative Content Analysis (QCA). This method of analysis is "*a research method for the subjective interpretation of the content of text through the systematic classification process of coding and identifying themes or patterns*" (Hsieh & Shannon, 2005:1278). In other words, this method gathers the data obtained from the participants and classifies them into categories. In this research, the results obtained from the interview have been divided into three

subcategories which discuss the teachers' perception about the importance of pragmatics, their strategies in teaching pragmatics, and the effects of explicit and implicit instruction in teaching pragmatics.

4.2. Quantitative Data Analysis

The quantitative method has been used in order to analyse the quasi-experiment's results, i.e., the results obtained from the pre-test and the post- tests. As Babbie puts it, "*the quantitative content analysis is the process of transforming raw data into a standardized form*" (2001:309). More clearly, the quantitative data analysis is a method in which the data are transformed into percentages. The latters have been calculated by means frequency calculation to establish percentages. The students performances on both the pre and the post test have been evaluated (whether appropriate or not) according to beebe et al (1990) refusal strategies and Murphy and Neu (1996) complaint strategies.

Conclusion

This chapter has described the methodology used in this work. It has described the instructions used in the classroom during the period of treatment. Moreover, the chapter has also provided detailed explanations of the experiment's procedures and the data collection tools used in the pre and the post tests. In addition, it has explained the procedure of the teachers' interview. Last but not least, this part has described and justified the use of the qualitative and the quantitative data analysis tools.

Presentation of the Findings

Introduction

This chapter deals with the main findings of the research gathered throughout the investigation. It aims at highlighting whether first year students have a command on refusal and complaint speech acts, to discover the roles of instruction in enhancing students' pragmatic competence, and to highlight the importance of the latter in the EFL contexts. First, it displays the results obtained from the pre-test and the post-test under the form of histograms. The results are classified in the light of Celce Murcia's (2007) theoretical framework. Moreover, Murphy and Neu (1996) and Beebe et al (1990) strategies are adopted in order to measure students' command on refusals and complaints speech acts. Indeed, the pre-post tests results are followed by comments in order to interpret them. The second part of this chapter is devoted to the results obtained from the teachers' interviews. It presents the answers provided by the four interviewed oral expression teachers.

1.The Results of the Experiment

This section presents a detailed examination of the results obtained from the pre-test and the post-test by both the CTR and the EXP groups freshmen participants . The findings are organized according to Beebe et al(1990) and Neu and Murphy(1996) strategies of both refusal and complaints speech acts in addition to Celce Murcia's(2007)theoretical framework about pragmatic competence (socio- cultural competence), mainly the three main variables she has suggested in order to be pragmatically competent, precisely the social context factors, the cultural factors, and the stylistic appropriateness (see chapter one).

Presentation of the Findings

1. 1.Participants' Appropriate Use of Refusal Strategies

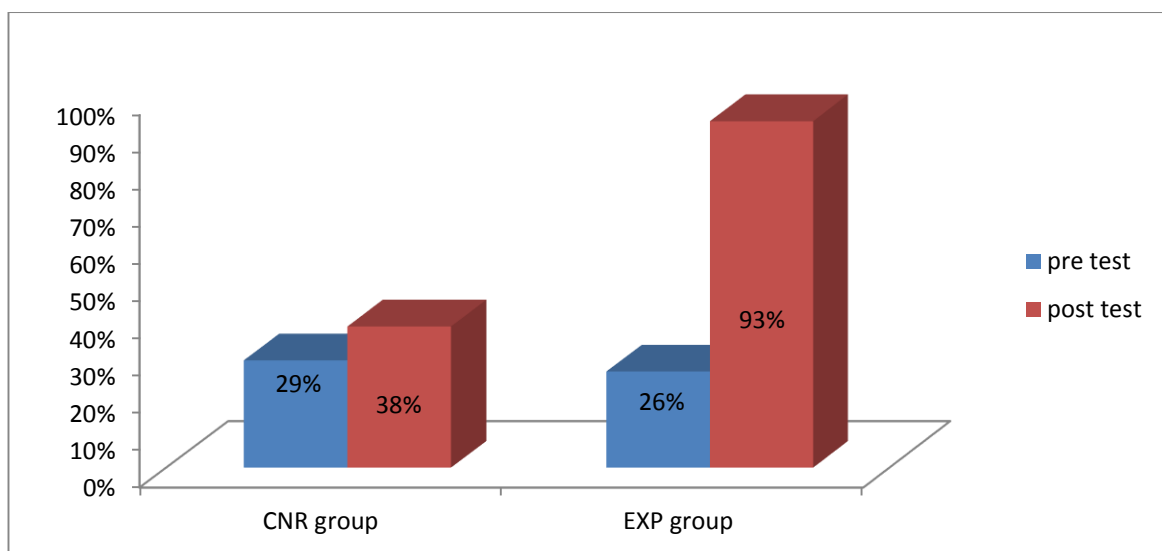


Diagram1 : Participants' Appropriate Use of Refusal Strategies.

Diagram 1 displays the percentages of the EXP and the CNR groups appropriate use of refusal strategies as suggested by Bebee et al (1990). According to the pre-test results, only six (29%) of the CNR group students; and only seven out of twenty seven EXP group students use appropriate refusal strategies. However, in the post test, both groups' results have increased. However, unlike the CNR group's results ; which have slightly increased, the EXP groups correct use of refusal strategies have gone up to 93% which means that twenty five out of twenty seven students have used correct refusal strategies. For example, when students have been asked to refuse a job offer (Appendix 2) one of the EXP group participants has used the expression “ *I am sorry to say that I have to decline the offer for now* ”.

Presentation of the Findings

1.2. Participants' Correct Use of Complaint Strategies

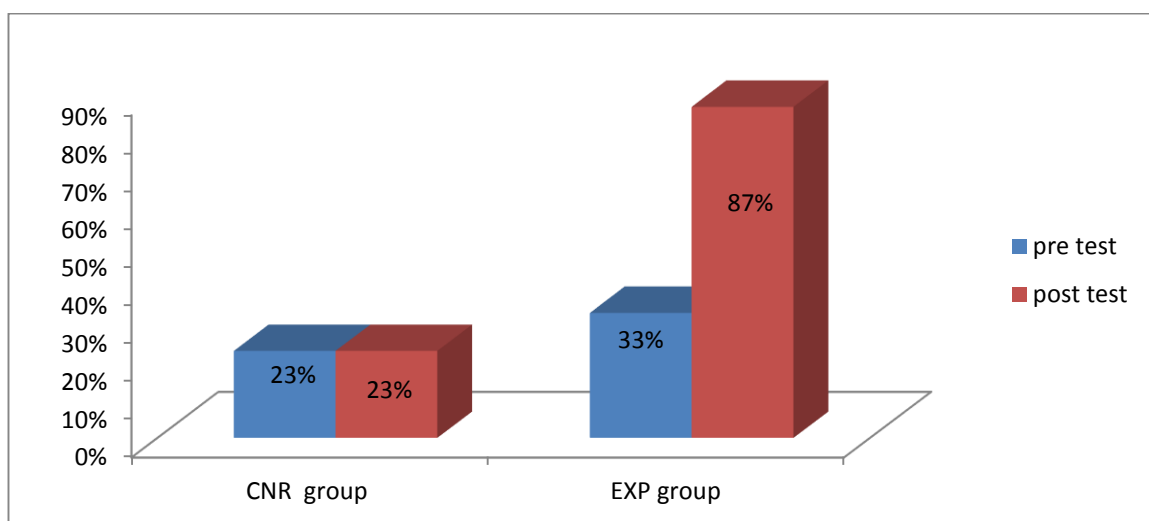


Diagram 2: Participants' Appropriate Use of Complaint Strategies.

Diagram two shows the results obtained from the pre and the post-tests of both the CNR and the EXP groups. While the results of CNR group have remained stable in both phases (the pre and the post-test), the appropriate use of complaint strategies of the EXP has improved significantly from five participants in the pre-test to thirty students in the post test . The results of the pre-test have also revealed that a low percentage (23% and 33%) of the CNR and the EXP groups participants have a command of complaints speech acts. For example, in one of the EXP students' complaint to a boss (appendix1), an expression like *“what is this? This job is not serious!”* has been used.

1.3. Participants' Pragmatic Competence

1.3.1. The Participants' Appropriate Use of the Social Context Factors

The socio context factors refer to participants' consideration of gender roles, social factors like status, and the relationship between each other (Murcia,2007)

Presentation of the Findings

- **Participants' Respect of Social Relationships**

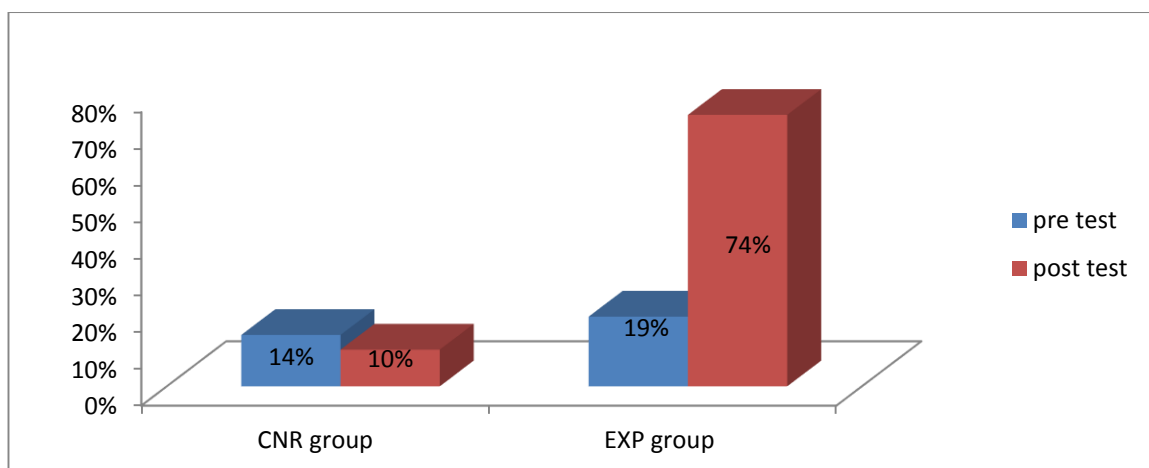


Diagram 3: Participants' Respect of Social Relationships

The above diagram displays the post-test and the pre-test results of both the EXP as well as the CNR group in relation to their respect of social relationships between participants. In the post test, the CNR group students have noticed a slight decrease in their performance as compared to the pre-test. However, the EXP group students respect of social relationships have witnessed a considerable increase of 55% in the post-test. For instance expressions like *“I am sorry ,Sir”, “please”, “could you” , “would you mind”* Have been used by the EXP group when talking to a higher status person (Appendix 2).

1.3.2. Participants' Respect of the Cultural Factors

Cultural factors refer to the students' background knowledge of the TL's group like cross cultural differences, major dialects, regional differences, and cross cultural awareness.

Presentation of the Findings

- **Participants' Knowledge about the Cultural Norms of English Complaints and Refusals**

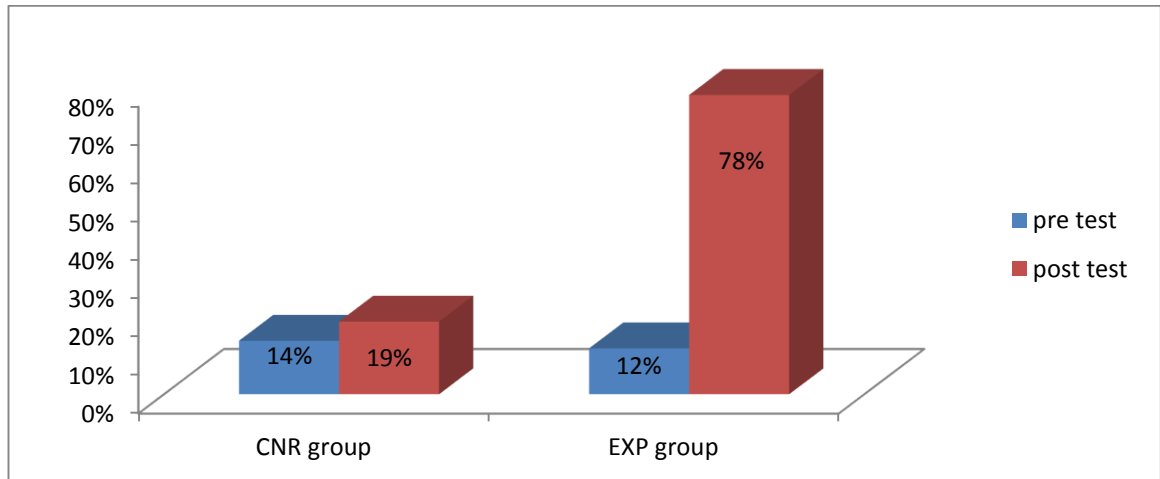


Diagram4: Participants' knowledge about the Cultural Norms of English Complaints and Refusals.

Diagram four displays the results obtained from the pre-test and the post-test of the EXP and the CNR groups in terms of students' respect of the cultural norms of English when complaining and refusing. While the CNR group's results in the post test have noticed an increase of 5%, the EXP group's post-test results have witnessed an increase of 66% as compared to the pre-test.

1.3.3. Participants' Effective Stylistic Considerations

Stylistic considerations refer to the effective use of politeness strategies and the choice of appropriate words.

Presentation of the Findings

- **Participants' Appropriate Use of Politeness Strategies and Word Choice.**

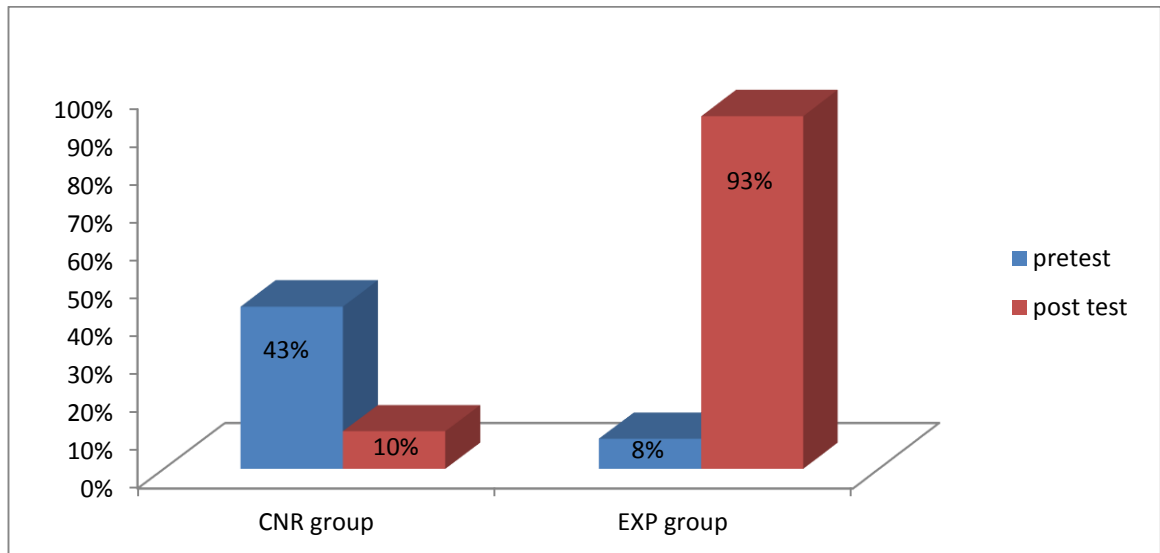


Diagram 5: Participants' Appropriate Use of Politeness Strategies and Word Choice.

According to diagram (5), in the pre-test, the CTR group participants have shown a considerable high use of polite expressions; like “*please*”, “*I am sorry sir*”, and appropriate word choice in their talks compared to the EXP group. However; in the post-test, the Exp group noticed a significant increase of 85% in the realization of politeness strategies and appropriate choice of words , whereas, the CNR group results decreased to 10% in the post-test .

In order to gather more information about the importance of the pragmatic competence, and to eventually support the experiment’s results, we have conducted a semi-structured interview.

Presentation of the Findings

2. Teachers' Interview

The second data gathering instrument used in this research is the interview which has been conducted with four teachers of oral expression at MMUTO during the academic year of 2019. Indeed, to discover teachers' perception about the importance of pragmatics in the EFL context. The following information are the detailed results obtained from the teachers' interview.

Question One: Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance? Can you provide examples?

All the teachers have agreed that pragmatic knowledge is important in such a way that it helps students comprehend and produce utterances appropriate to the communicative situation, to write and to speak effectively and correctly, to become effective TL users and to sound like native speakers. Teacher 3 claims that “*the beauty of learning the language is to be accurate.*” T1 asserts that when teaching multiple-meaning words, it is important to explain the rules of use of these words in diverse situations because the use of a word in its inappropriate meaning may cause misunderstanding; for instance, using the word ‘*to assist*’ instead of the word ‘*to attend*’.

Question Two: Which ones of the grammatical or pragmatic errors do you think have bad consequences? Why?

Three teachers out of four have answered that both the grammatical and the pragmatic errors have bad consequences since they cause meaningless conversations in terms of appropriateness and structure. For instance, teacher four (T4) has said that “*the learner must*

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respect the rules of grammar and pragmatics to sound like a native English speaker.”

Besides, only T3 has answered that pragmatic errors may have bad consequences as they can lead to communication breakdowns unlike grammatical errors.

Question Three: How would you correct your students if they make pragmatic errors?

One teacher (T 3) has asserted that he/she immediately correct his/her students' pragmatic errors and gives an alternative term of the misused one. The three remaining others have argued that they let their students speak and then ask their peers to correct their errors. Moreover, all the teachers have emphasized on the importance of creating communicative contexts and exposing students to real life situations.

Question four: How do you use pragmatic materials (role plays, idioms, videos, etc.) and tasks in your classroom?

According to the oral expression teachers, videos are used to enhance students' vocabulary and sociocultural knowledge. Students listen to these videos, get their meanings, and finally fill in the gaps. Moreover, c he/she uses idioms by chance depending on the situation. For example, if one of his/her students has tackled a given topic, teacher 2 provides the students with appropriate idiomatic expressions relevant to the topic evoked by the student. To illustrate this point, T2 has claimed that *“if it rains, I will give them an idioms about rain. Notably “ it rains dogs and cats”*. This creates a kind of instruction. As concerns role plays, teachers ask their students to imagine situations, give the vocabulary that is appropriate to that situation , and finally ask them to act out the situations.

Question Five : What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?

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All the teachers acknowledge the effectiveness of exposing students to real life situations because this might help them to know how the TL is used for different communicative purposes. Moreover, students become more authentic and willing to learn about the other cultures. T 4 has claimed that real life situations are preparation to the real life context.

Question Six : Do students have a good command of speech acts?

According to the four teachers, some students possess knowledge and skills of the speech acts, but some others do not. There are some students who have knowledge of the rules of use of English but some others lack this knowledge.

Question Seven: How can speech acts, mainly complaints and refusals be taught?

The seventh question has been asked in order to know how teachers teach the speech act of refusals and complaints. The findings show that the techniques vary from one teacher to another. That is to say, T 4 uses authentic videos tackling the topic of complaints and refusals, then asks her/his students to imitate the interlocutors. Teacher 2 has claimed that *“it is the responsibility of the teacher to teach students politeness and appropriate strategies for complaints and refusals, then ask them to perform role plays.”* The remaining teachers supply their students with a considerable amount of vocabulary used when complaining and refusing. Students are asked to practice them and put them in context.

Question Eight : Is your way of teaching pragmatics influenced by your L1 native language?

Three out of four interviewees have agreed that L1 students' language may benefit students' TL pragmatic knowledge. However, one teachers (T 3) has asserted that their TL pragmatic knowledge is not influenced by his/her L1.

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Question Nine: According to you, can students learn the target language's pragmatic norms through L1?

According to the findings, three teachers have agreed that L1 helps students to get knowledge about the TL's pragmatic norms. Students try to compare between their mother tongue and the TL's pragmatics and try to establish a relationship between them. This allows them to know more about the cultural differences between the two languages and enhance their pragmatic awareness of the TL.

Question Ten: To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc.) enhance students' pragmatic knowledge? Justify your answer.

The results of this question have revealed that explicit instruction, to a great extent, helps students acquire a pragmatic competence. It helps learners communicate, practice, and imagine they are involved in the communicative act. Therefore, they are asked to behave like natives. Teacher 3 has claimed that *"Through instruction, non -fluent students are not only exposed to the language itself but to the culture and if I learn the culture, I know how to behave and use the language ...correctly."*

Conclusion

This chapter has presented the research findings obtained in this study. It is divided into two parts. In the first part, it has displayed the main results of the pre-test and the post-test reached by both Control and Experimental groups in a form of histograms. The second part has presented the teachers' answers on the interview questions.

The obtained results have indicated that the treatment group has known a noticeable

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improvement in terms of appropriate refusal and complaint speech act command as well as pragmatic competence comparing to the CTR group. In fact, the EXP group results have increased from pre-test to post-test in every component of the pragmatic competence as described by Celce Murcia (2007) as well as in the appropriate refusal and complaint speech act strategies as described by Beebe(1990) and Murphy and Neu (1996). Additionally, the results of the interview have revealed that the pragmatic competence has a great importance in the EFL contexts and instruction is considered an effective means to acquire the pragmatic competence.

Discussion of the Results

Introduction

This chapter discusses the main results obtained from the present research. It is divided into two main parts. The first part provides a critical discussion of the experiment's results. It evaluates students' appropriate use of refusal and complaint strategies on the light of Beebe(1990) and Murphy and Neu(1996). This chapter discusses participants' pragmatic competence, relying on Celce Murcia's (2007) classification of the pragmatic competence's strategies, namely the social context factors, the cultural factors, and the stylistic appropriateness. The results of the pre-test have been compared to those of the post-test in order to reveal the role of implicit and explicit instruction in enhancing the EXP group participants' pragmatic competence. The second part of this chapter discusses the main findings of the interview conducted with four oral expression teachers in the department of English at MMUTO to discover their perception about the importance of the pragmatic competence in the EFL context.

1. Discussion of the Experiment's Results

As the results of the experiment have revealed, pragmatic competence as well as the appropriate use of refusal and complaint speech acts have been improved. In fact, the pragmatic competence is the ability to use the appropriate expression in the appropriate context to accomplish social functions (see chapter 1). To be pragmatically competent, users of a given language need to take into account three main criteria such as the social status of the participants, the cultural factors, and the stylistic appropriateness (Murcia,2007). Speech acts fall into the scope of pragmatics (Bardovi-Harlig,2003). They are utterances that serve a certain function in the language such as complaints and refusals. To effectively refuse offers and invitations, and make complaints in English, speakers have to respect complaint and refusal strategies.

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1. 1. Participant's Appropriate Use of the Refusal Speech Act

As pointed out by Grass and Houck (1999) refusals occur as a negative response to one's invitation, request, or offer. Refusals are common situations that interlocutors face in everyday life. In fact, the inappropriate use of refusal strategies can have serious consequences on the speaker's communication. As suggested by Bebee (1990), appropriate refusal strategies can be direct, indirect, or adjuncts.

As far as the results displayed in the previous chapter are concerned, only a minority of participants have managed to use the appropriate refusal strategies in the pre-test. In fact, most participants i.e. fourteen students from the CNR group, and nineteen from the EXP group participants, have difficulties in maintaining the correct use of refusal strategies. This is mainly due to the insufficient knowledge of the pragmatic norms used when refusing and certainly due to the lack of practice of the English language.

In the pre-test, both the EXP and the CNR group participants have used a rude language when refusing their employee's request, friend's invitation, and job offer (Appendix 1). The common mistake made by the participants is the use of the "No" answer to refuse an offer. For instance, when asked to refuse their boss's promotion, one of the students has answered by "*No, I can't*". Such mistakes are due to the students' lack of knowledge about the refusal strategies. Similarly, when asked to refuse their employee's request, one of the participants' answer has been "*are you kidding me?!?*". Students' lack of mastery of the refusal strategies could be related to their age. The participants in the experiment are freshmen that is to say, they are young to know what the expressions to use in work places are and what they have to avoid saying in these situations.

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The participants' inappropriate use of refusal strategies could be also explained by the interference of their native cultures' norms. This shows that none of the strategies has been used correctly and appropriately in the context of refusals, except by a minority of participants (29 % in the CNR group, and 26% in the EXP). Another mistake noticed in the participants' answers in the pre-test is the inclusion of their personal lives in formal settings when justifying their refusals. For example, one of the EXP group's participants has justified his/her decline of his boss's offer by saying *"I am very busy . My wife she is sick and I should take her to the hospital ."* Another participant has justified by saying *"you know my son's marriage is not far"* . Although this sentence is structurally correct, it cannot be used as a refusal justification as it includes details which cannot be used in formal settings. In formal situations, people are asked to be polite and keep their personal matters aside. In fact, keeping personal life outside work place can help maintaining good relationships with colleagues. In this respect, Meenakshi, et al (2013) assert that *"It is important to draw a distinction between work and life"*. As shown in diagram 1 in the previous chapter, both the CNR and the EXP groups do not possess a good command on the refusal speech act.

In the post-test, the EXP group participants' use of refusal strategies has witnessed an increase of 67% as compared to the pre-test while the CNR group has witnessed only an increase of 9% . In fact, this can be justified through the positive impact of instruction given to the EXP group during the period of treatment. In the post-test, the EXP group participants have used utterances like *" I would really like to help you but; unfortunately, I have an important exam tomorrow"* , *"I am afraid I cannot go with you now. Let's keep it for next time"* to refuse a friend's request and invitation. This shows that the EXP group students have acquired certain knowledge about the use of refusal speech act strategies.

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1.2. Participants' Appropriate Use of Complaint Speech Acts

Complaints are speech acts which express a disagreement or displeasure about a given person or object in a given communicative situation (Searle, 1976). Speakers of the language are more likely to encounter at least once in their lives a situation where they have to complain. Just as refusals, complaints may have bad consequences when inappropriately used (Murcia, 2007). Therefore, speakers of the language have to respect some strategies in order to avoid misunderstandings and communication breakdowns (Thomas, 1983). In fact, these strategies encompass the explanation of the purpose, making the complaint, justifying the complaint, and finally making the request (Murphy & Neu, 1996).

As the results of the pre-test have revealed, most the CNR and the EXP group participants have not used appropriate complaint strategies when complaining. More precisely, participants have not provided explanations of their complaints. For instance, in situation (3) (Appendix1), where students have been asked to complain about a bad restaurant service, one of the students has said “*your food is not good !*”. As noticed, the sentence uttered by the participant does not contain any justification as the student has rushed directly in making the complaint. This is the case of most participants. That is to say, most students have provided neither justification nor explanation to their complaints. For example, when asked to complain about a bad service at a restaurant, one of the students has complained by saying “*We have been waiting here for an hour.*” This sentence clearly appears to be inappropriate in such contexts where speakers have to be polite. Moreover, most of the students have used a rude language and have not solved the problem appropriately. In the same situation, some students have used the utterance “*is this cat food?*” which is noticed to be inappropriate and rather brute to be used with a stranger.

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In the post-test; as it is shown in diagram(2) of the third chapter, there has been no improvement in the CNR group results as compared with the EXP group whose appropriate use of complaint strategies have improved to 87%. The EXP group participants seemed to be more aware of the complaint strategies. This is certainly due to the videos, the tasks, as well as the explanations provided to them during the period of treatment.

In fact, the EXP group participants have spent the period of four weeks watching authentic videos in foreign cultures. Moreover, they have been supplied with explanation of the situations. Participants have been asked to judge and to act out the situations appropriately. Exposing students to such instructions has led to their improvement in making complaints. This is noticed in the EXP group post-test responses to the second situation; for instance, *“Sorry Sir, I am here to complain about the huge amount of work I have been receiving lately.”* These results confirm what has been claimed by Bardovi-harlig (2013) about the potential of using explicit and implicit instruction in the classroom.

1.3. The Participants’ Pragmatic Competence

The pragmatic competence refers to the ability to use the appropriate messages in the appropriate context. According to Celce Murcia (2007) the pragmatic or the sociocultural errors may have bad consequences as they lead to communication breakdowns unlike grammatical errors which are more or less acceptable in most conversations. In fact, to avoid such problems, speakers of any language need to consider three factors which allow them to be pragmatically competent: the social context factors, the cultural factors and the stylistic appropriateness(Murcia, 2007).

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1.3.1. Participants' Appropriate Use of Social Context Factors

The social context factors refer to the participants' respect of social relationships when being involved in communicative acts (Murcia, 2007). This variable refers to the understanding of the social context of the communication including role relationships (Canale and Swain, 1980). Speakers are required to choose the appropriate linguistic style to use, taking into account the social relationships between individuals. For instance, when talking to higher status person or a stranger, speakers have to use formal forms of address to maintain respect and distance between them and the person they are interacting with.

According to the obtained pre-test results, only a minority of students in both the CNR and the EXP groups have managed to respect social relationships. In situation 2 (appendix 1) participants have been expected to use a polite and a formal language style when complaining about a bad service at a restaurant. In the CNR group, only seven students have managed to use expressions like *"I would love to"*, *"I am sorry Sir"*, *"thank you, but..."*. In the EXP group, only 19% of participants have been aware of the social differences between individuals in the society and have used polite forms of address. In responding to situation two of the pre-test (Appendix 1), some participants have used expressions like *"I am sorry sir but I cannot accept the offer now"*, *"I appreciate your offer, but unfortunately I have to decline it for now."*

In the second activity, tackling the topic of complaints, most participants in the CNR as well as in the EXP group have not been aware of the difference between the different peoples' statuses in society. Most of the participants have used the same expressions with a distinct social situation (with a friend and at work place), ignoring the fact that degree of politeness is required when addressing strangers or higher status persons. Some of the

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expressions used by participants to complain about their boss are as follows “*what is this? This is not a serious job!* ”. The reason behind the non-respect of the social relationships could be related to the students’ ignorance that in the American and the British societies are stratified; therefore, different forms of address should be used with the different social statuses of people.

After the period of the treatment, the group which has attended classes with their oral teacher has decreased in its respect of social relationships as most of them have used inappropriate forms of address, especially when addressing a higher status person. This might be due to the fact that participants are not accustomed to discuss situations like how to decline a job offer, and how to complain to a boss in the TL. As opposed to the CNR groups’ results, the EXP group performances have considerably improved in terms of social relationships. Indeed, 74% have used correct forms of address in the appropriate situation. In the first activity about refusing a job offer, participants of this group have refused by saying “*I am sorry sir but I have to decline the offer for the moment*”. In fact, that shows the great impact of instruction given to the students during the period of treatment in enhancing their knowledge about the social context factors.

1.3.2. Participants’ Respect of Cultural Factors.

Cultural factors refer to the knowledge of the TL s cultural norms; like cross-cultural differences, dialects, etc (Murcia,2007). One of the British and American cultural norms is the use of idioms in their everyday conversations. In addition, one of the norms of English is the non-use of the “No” response when refusing offers .In fact, special skills are required when sending and receiving “no” messages since people’s identity might be threatened (Saad Ali,2005). In this respect, Sharma (2014) states that “*identity isa source of meaning for*

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people... it has a powerful sociocultural context” .In other words, the cultural norms of individuals have to be respected since they represent their identity.

As noticed in the pre-test, both the CNR and the EXP groups lack knowledge about the cultural norms of the English complaints and refusals. For instance, one of the students has used the expression “*No, I can’t*” while in the English culture, “No” response cannot be an answer to an offer. As regards the use of idioms, students have ignored their existence and their use in the English language. None of the EXP and the CNR group participants has used them. This may be due to the fact that they have never been informed on how to use idioms.

The four weeks of the experiment seem to be fruitful to the EXP group participants. As noticed in the post-test, the EXP group participants have become more aware of the cultural norms of the English language when complaining and refusing. A slight amelioration has been noticed in the CNR group’s results as well. The noticeable improvement may be due to the fact that students have been familiar with the instruction given to them in the post-test as it resembles the instruction given to them in the pre-test. That is to say, the activities in the pre-test and post-tests are nearly the same. This has made them feel more comfortable when solving the tasks. However, in the second activity, the EXP and the CNR groups have been asked to implement at least one idiom when complaining. While the CNR group participants even ignored the meaning of idioms, nearly all the EXP group participants have successfully used them in the second activity. However, during the period of treatment, the EXP group participants have been exposed to a set of idioms that are most frequently met in English speaking countries when making complaints and refusals. Thus, idioms like “*I am picking up the snack*” and “*workers do not pull their weight* ” have been used by students to complain about the different situations given to them in the post-test(Appendix2). Thanks to the

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instruction given in the classroom, the EXP group students became aware of the use of idiomatic expressions as well as cultural norms of English complaints and refusals. To sum up, students crucially lack exposure to real life structure used in the TL's context. Therefore, oral expression teachers should incorporate instruction that targets the TL's culture like exposing students to real life videos, teaching them idioms and cultural practices that are frequently encountered in that culture.

1.3.3 Participants' Stylistic Appropriateness

Stylistic considerations refer to the effective use of the appropriate linguistic styles in the appropriate context (see chapter 1). It includes appropriate choice of words and politeness strategies in conversations (Murcia,2007). Since each situation calls for a specific use of the language, students need to possess the competence of language appropriateness.

- **Participants' Appropriate Word Choice**

According to Halliday (1987), language is a system of choices. Speakers of any language are faced with several choices and linguistic structures that they have to choose in accordance with the communicative act. For instance, when refusing invitations, students need to use certain vocabulary relevant to the context of complaints.

In the pre-test, participants of both the CNR and the EXP groups have not used the adequate expression in the appropriate context. For instance, in the third situation of the first activity (Appendix 1), a participant has used the verb "*to assist*" instead of the verb "*to attend*". This word is obviously not used in its right context. Such mistakes are called "false friends". Indeed, false friends are words which differ in meaning but share the same signifiers (Chmizo,2008). In fact, such mistakes are due to the linguistic interference, and occur when

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the languages involved are typologically related (Cenoz,2003) as it is the case of the French and the English languages. The French and the English languages have many words in common. However, there are some words in the French language which do not have the same meaning in English. It has been noticed that oftentimes students think that words in both languages have the same meaning which is not always true. Taking the Algerian context into account, the language which is most frequently encountered in the daily life of individuals is French. Therefore, students have the tendency to frequently speak French rather than English. The absence of the English language outside the classroom may have several effects on students, notably the vocabulary deficiency due to the lack of practice of that language.

In the second activity (Appendix1), the great majority of students in the CNR and the EXP groups have been struggling with words. This was noticed in one of the participant's role plays when the former has made use of the mother tongue in order to keep the conversation going on. Moreover, some participants have asked for some help regarding the use of some expressions. This common problem among students can be directly linked to their lack of knowledge about the use of English vocabulary in the appropriate context.

During the treatment period, the EXP group participants have been given instruction like L1 and L2 comparison, role play performances, DCT s, etc. Moreover, this group participants have been exposed to videos containing real life situations. The researcher has been present to provide help and check the participants' understanding by asking them questions. As a result, the EXP group has become more successful in choosing the appropriate linguistic forms that fit the context of interaction. This has been noticed in the post-test's results which have witnessed an increase of 85%. However, the CNR group's results have witnessed a decrease of 33 % . In fact, this is may be because of this group members' lack of

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confidence and practice. Therefore, instruction has had an effect on students' use of appropriate stylistic expressions.

- **Participants' Appropriate Use of Politeness Strategies**

In the pre-test , it has been noticed that most the CNR and the EXP group participants have not respected the appropriate use of polite forms of address. For example, students have used offensive language like *"I want you to change this food immediately"*, *"where the hell have you been?"*, *"I will not do it!"* *"I cannot do anything for you!"*, *"what is this?are you kidding me?!"* , *"do this work or go out!"*. In fact, the use of such expressions may be justified through psychological factors. That is to say, students have different mindsets. There are students who are quiet, polite, and respectful as there are other students who are offensive, nervous, and sometimes even rude. Furthermore, another interesting observation made when conducting the experimentation, is that female participants have more tendency to respect the polite forms of address than male participants. To put it in another way, females have used expressions like *"I am sorry"*, *"could you change this for me?"*, *"would you mind in"*,etc.

During the period of the treatment, the EXP group participants have been given the opportunity to discover the different forms of address to use with different people in society through the set of videos and the tasks provided to them. This has led to a noticeable improvement in the post-test. 93% of the EXP group participants have used correct and appropriate polite forms in the first as well as the second activity (appendix2). Different expressions like *" please"*, *"could you"* , *"would you"*, *"thank you"*, *"I am sorry"*, *"good morning Sir!"* have been used even by male participants. The obtained post-test results reveal that the instruction provided during the period of the treatment has brought successful results.

Discussion of the Results

2. Discussion of the Interview's Results

This part of the chapter deals with the interpretation and discussion of the teachers' interview. It includes three main sub-sections and each one of them collects information on a particular aspect. The first sub-section deals with the importance of teaching pragmatics in the EFL contexts. The second sub-section discusses the teachers' way of teaching speech acts. Last but not least, the third sub-section is devoted to reinforce the results of the experiment and discusses the teachers' perception about the effects of instruction in enhancing students' pragmatic competence.

2.1. Teachers' perceptions about the importance of Pragmatics in the EFL Contexts

One of the aims of this dissertation is to discover the teachers' perceptions about the importance of pragmatic competence in the EFL contexts. To reach this aim, an interview has been conducted with four first year oral expression teachers in the Department of English at MMUTO. The answers to the first question of the interview have confirmed the hypothesis made at the beginning of this research that the pragmatic competence is important in the EFL context. All the four teachers have agreed that pragmatics is important in the EFL context because it allows students to become more accurate and able to function in communicative situations, especially when students want to travel abroad. As pointed out in chapter one, pragmatic competence is important because the performance of speech acts varies from one culture to another (Murcia, 2007). It is important for the EFL learners to know how to complain, how to refuse, how to invite, etc since the misuse of the structure can result in serious problems, like stereotypes (Thomas, 1983). Indeed, what is perceived appropriate in one culture can be inappropriate in another (Weirzbicka, 2003). That is to say, students of English have to be aware of the cross cultural differences between cultures in order to be

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pragmatically competent. In this respect, teacher 1(T1) has claimed that “*pragmatic knowledge has a great role in making the EFL students acquire the ability to comprehend and construct utterances which are accurate and appropriate*”. In addition, T 4 has claimed that EFL speakers in general have to imitate native speakers in order to speak appropriately; therefore, it is a must to respect the pragmatic and the grammatical rules of use of the English language in the appropriate context in order to sound like a native speaker. Thus, speakers have to choose appropriate words that function in the appropriate context to maintain a successful and a meaningful conversation and eventually to be pragmatically competent.

To highlight the importance of the pragmatic competence, the second question of the interview has been asked. That question seeks to find out which one of the pragmatic or the grammatical errors have bad consequences on the conversation. Three out of four teachers have highlighted that both the pragmatic and the grammatical errors have negative consequences. T4 has claimed that grammar and pragmatics are “*two sides of the same coin*”. According to these teachers, both grammar and pragmatics are important in the language. If the rules are broken in one of them, communication might not achieve its aim. It has been noticed that these teachers have not provided an insightful illustration of their opinions. However, T3 has asserted that the pragmatic errors have bad consequences on communication more than the grammatical ones “*the pragmatic errors are the ones which damage the leaning and the understanding between people if one of them does not master the contextual words*”. This answer parallels Celce Murcia’s (2007) claim about pragmatic and grammatical errors. While pragmatic (sociocultural) competence holds serious consequences, grammatical errors do not (Murcia,2007). This is in fact more accurate because native speakers are willing to tolerate and understand grammatical mistakes more than pragmatic ones. Additionally, ungrammatical sentences do not influence, at a great extent, the meaning of the utterance.

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However, pragmatic errors can lead to breakdowns of communication as they can threaten the addressee's identity.

When the interviewees have been asked how they correct their students if they make pragmatic errors, the teachers who have claimed that grammatical and pragmatic errors have an equal importance, have asserted that they give time to their students to finish their talk, and then ask their peers to correct their errors. This method is called "peer assessment". Wakabayashi (2013) points out that "*learners engage in critical peer evaluation through peer feedback to exchange help for revision*". As far as this method goes, it can be sometimes inefficient. Sometimes, students may not want to give comments on their mates' performances so as to avoid conflict. It has been claimed that "*to keep face is to keep relationship and avoid the conflicts*" (Rollinson, 2005). This denotes that teachers do not give much importance to the pragmatic aspect of the language. They show that making pragmatic errors cannot have serious consequences. Moreover, asking a student to correct his fellow's errors might lead to making other pragmatic errors as these students might be pragmatically incompetent. Given the bad consequences of pragmatic errors, a great responsibility is put on the teachers to provide students with immediate feedback; then, they can ask their students to perform that situation by taking the pragmatic aspect into account. In this respect, only one teacher (Teacher 3) corrects his/her students' pragmatic mistakes immediately. T 3 has stated that "*I always take time to stop and bring attention to that.... I do not ever let the students use the wrong vocabulary in the wrong context... because it is very important.*"

1. Teachers' Strategies in Teaching Pragmatics

Questions 4, 6, and 7 of the interview have dealt with the teachers' way of teaching pragmatics, more precisely speech acts of refusals and complaints. According to the findings, teachers implement the pragmatic materials differently. All the teachers acknowledge the

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usefulness of videos when teaching the oral module. Therefore, all the four teachers implement them in the classroom. T 1 has asserted that students listen to these videos; and he/she asks them to complete the gaps; like that, students can enhance their listening skills and sociocultural knowledge. Moreover, all the teachers implement role plays in their classroom by means different techniques. For example, T3 has asserted that *“I enact the situation then tell my students to imagine themselves as part of the situation in order for them to visualize; then, I give them the necessary vocabulary and ask them to guess its context and meaning ...generally that works pretty well”*. Another teacher prefers giving students the vocabulary to use, but in the appropriate context and then asks students to imagine situations in which they make use of this vocabulary. As concerns idioms, four out of five teachers do not implement them in their sessions. Only one teacher (T 2) uses idiomatic expressions by chance, depending on the situation. For example, if it rains outside, T 2 uses the appropriate idioms related to that condition. T 2 has stated *“context creates this kind of instructions”*. From the teachers’ responses, it is noticed that few of them use idioms as classroom instructions. This could justify the students’ lack of knowledge about the use of idioms. Teachers acknowledge the difficulty of using pragmatic materials such as authentic videos and role plays, yet they encourage the implementation of these techniques. These activities are not frequently implemented due to the lack of means as well as time. T3 has claimed that *“we implement them (the techniques) but not as much as we want to because of the limited means and time we have.”*

According to the results obtained from question seven of the teachers’ interview, oral expression teachers use different techniques to teach their students speech acts, mainly the speech act of refusals and complaints. Teacher 2 has claimed that *“I need to specify the context then I give vocabulary...I ask them to practice in context”*. Another teacher prefers to

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expose his/her students to real life situations in which participants refuse or complaint about something. These techniques, in fact, are proven to be effective if successfully mastered. This has been noticed in the experiments' results where these instructions have proven to be successful in enhancing students' command of speech acts.

2. The Effects of Instruction in Enhancing Students' Pragmatic Competence.

The elements that emerged from the EXP needed to be validated. Therefore, to reinforce the quasi-experiment's findings, question 3,6,7,8,9,10 have been asked to four teachers in the Department of English at MMUTO. In fact, instruction includes the ways in which the learning and the teaching processes are made easier (Reigeluth & Challman, 2006). In this research the explicit instructions that have been used in the experiment include role play performances, DCTs, L1 and TL comparisons, and implicit instruction includes authentic videos as well as idioms. The results of these questions reveal that instruction helps students acquire a pragmatic competence. According to teacher 3 “*through instruction, non-fluent students are not only exposed to the language but also to the culture ...in order not to offend or hurt and transmit the message fully and correctly.*”

Naturalistic conversations with native speakers can be an effective means to boost students' pragmatic awareness, yet they are not always available (Daufon, 2004). As a result, exposing learners to videos taking place in authentic native situations can help students acquire pragmatic knowledge (Washburn, 2001). This is what the four interviewed teachers have agreed with. All the teachers acknowledge the usefulness of videos when teaching the oral module. Teacher 4 has asserted that “*exposing students to real life situation has a great impact It is a kind of preparation to real life contact with a native speaker*”. Teachers can pause the tape at each time a pragmatic violation occurs in order to raise students' awareness

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of them (Washburn,2001). Additionally, watching a video gives all the students the opportunity to watch the same events (Daufon, 2004). This was confirmed by the four teachers who have claimed that exposing students to real life situations helps students become more authentic and willing to learn about the other cultures. Teacher 1 has stated “*exposing students to real life contexts helps them to use the TL for different communication purposes.*” This is true because in this case students will be accustomed to the TL’s rules of use without being automatically emerged in that culture. Leaving in the TL’s culture might be impossible sometimes. However, foreign speakers of English can watch videos taking place in English native speaking countries in order to be accustomed not only to that language, but also to the cultural norms and that culture’s people ways of life.

As stated in the first chapter, DCT (Discourse Completion Tasks) are dialogues in which students have to elicit different pragmatic responses (Hilliard, 2017). According to Eshami-Rasekh (2004). DCTs are useful as a class activity to develop students’ pragmatic competence. Thus, the teacher’s use of such activities can improve students’ knowledge about the pragmatic norms of the TL. It has been noticed through the interview that only two teachers use them as a classroom instruction. Teacher 2 and 3 use DCT after exposing their students to audios or videos. Indeed, the teachers’ ignorance of the importance of this instruction has resulted in the CNR and the EXP groups participants’ weak performances in the pre-test as they are not familiar with such activities.

Eshami-Rasekh (2004) and Limberg (2015) have suggested activities in which students compare speech acts in their native language with speech acts in their target language in order to raise their pragmatic awareness. Such activities are acknowledged to have a positive impact on the students’ pragmatic knowledge (Eshami-Rasekh 2004).the results of

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the post test confirm this claim. Throughout the period of the treatment, students have been given such instructions. In fact, teacher 3 has asserted that the TL's pragmatic norms cannot be influenced by the students' mother tongue and he/she has asserted that

Students do not learn TL through L1 because the mind of the students is like a mechanism if you... accustom it doing something they will do it all the time .they will keep their learning only through L1 and at a certain level you should start learning directly through the TL, thanks to the target language, and with the TL to avoid interferences of languages (T3).

This might be true. However, giving such instruction to the EXP group participants during the period of the treatment has contributed in this group's pragmatic competence improvement. This is noticed in the students' correct use of refusal and complaints speech acts as well as their improvement in the respect of social context factors, cultural factors, and the stylistic appropriateness. The other three remaining teachers have agreed that students can learn TL pragmatic knowledge through their L1. Students try to compare between their mother tongue and the TL's pragmatic norms . This strategy allows students to know more about the cultural differences between the two cultures and eventually can differentiate between what is appropriate and inappropriate in the TL.

One of the fruitful instructions used during the experiment are role play performances. *“role plays are a great way for students to practice completing the speech act in a variety of situations”* (Hilliard, 2017). That is to say, teachers should implement instruction which targets students' creativity and authenticity. That can be achieved through acting out different frequent situations. It is claimed also by Hillard (2017) that students should be given variety of contexts and social settings, *“including situations that vary their social status and that of their interlocutor”*. That is to say, role play situations have to vary from high status, equal status, and inferior status people. All the interviewed teachers acknowledge the use of role plays in guarantying students' fluency and authenticity. Teacher 1 has claimed that *“ it seems*

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to be more interesting and more motivating. It helps them encounter the language in its natural context.” However, role play tasks might not be easy to apply as a classroom activity. It has been noticed that students in the pre-test have faced difficulties in performing the role plays they have been asked to act out. The majority of students have been shy and unable to speak out. This can be due to these students’ lack of confidence and authenticity when using the TL. However, during the period of treatment, the EXP group students have been asked to act out role plays about complaining and refusing. These students have become accustomed to such activities. That is why their performances have improved at a great extent in the post-test. As a result, this technique is proven to be effective not only to improve students’ authenticity and pragmatic competence, but also to help them overcome shyness and gain self-confidence when using the TL.

Conclusion

In conclusion, this chapter has interpreted and discussed the results of the pre-test and the post-test which have been undertaken by the participants of the CTR and EXP groups. The results have been analysed in the light of the review of the literature and Celce Murcia’s (2007) pragmatic (sociocultural and interactional) competence focusing on the social context factors, cultural factors, and the stylistic appropriateness. In addition, the corpus has been analysed according to Beebe (1990) and Murphy and Neu (1996) complaint and refusal speech act strategies.

The quasi-experiment study has resulted in a great difference in terms of progress between the EXP and the CNR groups who have received two different methods of teaching and learning. This suggests that instruction has had a positive effect on the EXP group students’ pragmatic competence in general and on the students’ appropriate use of refusal and

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complaint strategies in particular. Furthermore, this chapter has discussed the main results of the interview conducted with four oral expression module teachers which has revealed that the pragmatic competence is of a great importance in the EFL context. Moreover, this chapter has provided evidence that can be used in order to test the hypotheses advanced in the general introduction.

The General Conclusion

This research aimed at shedding light on the role of explicit and implicit instruction in enhancing first year Mouloud Mammeri University of Tizi Ouzou students' pragmatic competence. In addition, it sought to explore students' use of complaint and refusal speech acts and identify the teachers' perception about the importance of the pragmatic competence in the English as a Foreign Language (EFL) context.

This study was conducted in the light of CelceMurcia's(2007) theoretical framework about the communicative competence in which the pragmatic competence (the sociocultural and the conversational) is part of. Celce Murcia's pragmatic competence encompasses three main variables, mainly the social context factors, the cultural factors and the stylistic appropriateness (Celce-Murcia, 2007). Furthermore, the pragmatic competence also encompasses the conversational competence, precisely the actional competence. The latter deals with the speech act realization (Murcia,2007) . Moreover, this research was concerned with the speech act of complaints and refusals, relying on the strategies suggested by Beebe(1990) and Murphy & Neu (1996). In fact, these strategies as well as Celce Murcia's framework have been used to analyse the results obtained by the experimental (EXP) and the control (CNR) group in the pre and the post-test. The sample consisted of forty eight freshmen participants (21 participants from the CNR group , and 27 from the EXP group). The two groups' performances were compared in terms of their improvements in making complaints and refusals as well as in terms of their pragmatic competence from the pre-test to the post test.

In order to analyse the data, investigate the research questions, and refute or confirm the advanced hypotheses, the mixed methods research was adopted. The quantitative method

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was used to analyse the results of the experiment to check the students' pragmatic competence as well as their command on speech act strategies. The qualitative data were used to discover the teachers' perception about the importance of the pragmatic competence in the EFL context.

The results obtained from the pre-test and the post tests revealed that the EXP group participants' improved in their use of appropriate complaint and refusal strategies, as well as in their pragmatic competence, mainly their competence in respecting social context factors, the cultural factors, and the stylistic appropriateness. The CNR group; however, did not improve as much the EXP group did. That is to say, the implicit and the explicit instruction given to the students in the classroom helped the EXP group participants have a good command on refusal and complaints speech acts. Moreover, it allowed them to acquire a certain pragmatic competence that permits them communicate and avoid misunderstandings. This research shed light on some of the cultural norms of the TL, politeness strategies, and forms of address. In addition, the results obtained from the interview revealed that the pragmatic competence is of a crucial importance in the EFL context. Therefore, implicit and explicit instructions are proven to be effective in enhancing students' pragmatic competence.

The conclusion that can be drawn from this research is that freshmen students do not use refusals and complaints speech acts appropriately and the teaching of pragmatics is highly important in the EFL contexts. Besides, implicit and explicit instructions in the classroom enhances students' pragmatic knowledge.

The obtained results then refute the first advanced hypothesis which stated that first year students of English at Mouloud Mammeri University possess a good command on refusal and complaints speech acts. However, the hypothesis claiming that the teachers of

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English at MMUTO see that the pragmatic competence is important in the EFL context was confirmed. Last but not least, the third advanced hypothesis which claimed that explicit and implicit instruction has an effective role in enhancing students' pragmatic competence was confirmed.

Throughout this research, the researcher encountered several constraints. The major limitation of this study is time. Due to the limited time, the researcher was obliged to omit some activities which were intended to be dealt with during the experiment. Moreover, the conditions under which the experiment was conducted were inadequate. That is to say, there has been external factors which have prevented the EXP group participants to attend their experimental sessions regularly. Due to the constant absence of students, the researcher was obliged to design make up sessions as well as warming up activities to make sure that all the students understand the sessions' content. As a result, these activities were time and energy consuming.

In the hope that this research contributes in the field of English Language Teaching (ELT), it is worth mentioning that this research targeted only first year students in the department of English at Mouloud Mammeri University. Therefore, the obtained results cannot be generalized to other EFL learners. This opens the door to more studies to be conducted by changing the study population of this research. Other studies can investigate the pragmatic aspect in the middle and the secondary schools textbooks. In addition, further studies can deal with other components of the communicative competence stated in the first chapter.

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Appendix One : The Pre-test

Activity one: Respond to the following situations

Situation 1: You are the owner of a bookstore .One of your best workers asks to speak to you in private.

Worker: As you know. I have been here just a year now, and I know you have been pleased with my work .I really enjoy working here ,but to be quite honest ,I really need an increase in pay .

You :.....
.....

Worker: Then I guess I will have to look for another job.

Situation 2 :You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You:.....
.....

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You:.....
.....

Classmate: OK! I guess I will have to ask somebody else .

Activity 2:Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situations.

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .

(Some activities are adapted fromTamimiSa'd,et al (2014)and Hillard(2017).

Appendix Two: The Post-test Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying :
.....
.....

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying :
.....
.....

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs .You call that company to decline that job offer.

You refuse by saying:
.....
.....

Complaints : Act out these roles using at least one idiom about complaints .

Situaton1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores (taches). Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Appendix Three: The Videos Involved in the Experiment

1.Title: 26 commonly used American idioms

URL: <https://www.youtube.com/watch?v=P7NvfcF4HII&t=14s>

2.Titlehow to complain to your boss:

URL:

https://www.youtube.com/watch?v=ZCuYPESYMeg&fbclid=IwAR0pO0pp7Mf15mOWBOPBaL1BGstclPpMMhvGAYj4lhFCyW_c3Ls8WzEAhRw

3. Title :Three Idioms Expressing Refusal

URL:<https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DI0p7emSpvdc%26fbclid%3DIwAR1jKVzNPb0Qml53RHqk1Kre9QgGvBA7wTSGt-J97j8F34GaSoEdQWMAu2E&h=AT26h0kKzCBXq6JdDwBj3ySfJ9qSX7RoZ3rDwTt1Cqua9mz0GfI-6oYjdwZYcHe5JVYL6NEkqz0h>

4.Titlefront office management : Handling a Complaint

URL:<https://www.youtube.com/watch?v=KlGodrW9Kj4>

5..Title:Complaining – 26 – English at Work tells you how to complain

URL:<https://www.youtube.com/watch?v=X7nDkvYSbfs>

6. Title: How to reuse an invitation

URL: <https://www.youtube.com/watch?v=SawWNkPVECU&t=7s>

7.Title : Decline a Job offer

URL<https://www.youtube.com/watch?v=5rOGOBxzEqY&t=32s>

Appendix Four: Role Plays and the Discourse Completion Tasks

Role plays :

Complaints

Role play 1: Imagine your neighbor is having a loud party, and it is getting late. You need to sleep and wake up early tomorrow. How would you complain to your neighbor?

Role play 2 : You are a student, you think you should have got a higher grade on your last English presentation. Make a complaint to your teacher.

Refusals

Role play 3 : You are a teacher . You have set a deadline for the submission of your students' projects. One of your students did not finish it on the due time and needs time expansion. Make a dialogue in which you refuse his request.

Role play4: You have been invited by a friend to go to a restaurant which you do not like. Refuse your friend's invitation.

Some role plays are adopted from Tamimi,S.et al (2014) and Hillard,A(2017)

Discourse Completion Tasks :Respond to the following situations.

Situation1: You have not been pleased with your grade. Complain to your teacher.

You.....
.....

Your teacher: Okay! I will try to look at it.

Situation 2: You have not been pleased with a hotel service. Complain to the receptionist

You:.....
.....

The Hotel Receptionist: Oh ! We apologise for that . We will try to fix it as soon as possible.

Situation3: Your teacher asks you to catch up the missed sessions on Saturday which is meant to be a week end for you.

You refuse by saying

Situation4: You are snowed-under with work and your boss asks you to do some extra chores.

You refuse by saying.....

Activity one:

Situation 1: You are the owner of a bookstore .One of your best workers asks to speak to you in private.

You: Yes, you are... a great worker but... we have workers more performant than you
have... deserves more money... and some activity trash... bad environment condition.

Worker: Then I guess I will have to look for another job.

Situation 2 : You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You:
You know how I love making going to at her place for junk or...
pleasure it's not the same but other times I can't do it. I can't let my
wife alone she is pregnant, she will have a baby in few days no money to...

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You
Why are you doing this? You are my classmate. ~~My~~ I have an advice for you. Don't cheat with your friend, because you should succeed with your own work not of the other. I will not give my note

Classmate: OK! I guess I will have to ask somebody else .

Activity 2: Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situation .

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .
- Your friend who is always late to group meetings.

Recd
CNR

Activity one : Respond to the following situations

Situation 1: You are the owner of a bookstore .One of your best workers asks to speak to you in private.

Worker: As you know, I have been here just a year now, and I know you have been pleased with my work .I really enjoy working here ,but to be quite honest ,I really need an increase in pay .

You : ... I understand I know that your job is good but I can't accept your request because the other one who had a high level.

Worker: Then I guess I will have to look for another job.

Situation 2 : You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You:

No I can't go because it's very far from here I can't leave my kids and my wife alone.

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You

oh sorry I can't give you my note today because tomorrow we have the exam but you can take some pictures but see them after.

Classmate: OK! I guess I will have to ask somebody else .

Activity 2: Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situation .

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .
- Your friend who is always late to group meetings.

Activity one : Respond to the following situations

Situation 1: You are the owner of a bookstore .One of your best workers asks to speak to you in private.

Worker: As you know, I have been here just a year now, and I know you have been pleased with my work .I really enjoy working here ,but to be quite honest ,I really need an increase in pay .

You : *yes, I admit that you're really good worker, but concerning the increasing of your pay it's impossible because of economic conditions that allow us to do that.*

Worker: Then I guess I will have to look for another job.

Situation 2 : You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You:

No, I can't because I don't like being far from my house.

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You

Sorry! you often miss class and tomorrow we have an exam so I have to revise my lesson. It's too late now.

Classmate: OK! I guess I will have to ask somebody else .

Activity 2:Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situation .

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .
- Your friend who is always late to group meetings.

The Second Activity:

The Third Situation

Student A: Sir,I have been working here since January and I am doing the work of three other persons.Don't you think it is too much?

StudentB:You are paid for that.So, just assure your responsibilities

Student A: Even though I am paid for that but I can't support this.

Student B: So I think you should look for another job.

Situation one:

Student A: What are we going to spend the rest of our lives to be finally served?

Student B: I am sorry Madam!

Student B: I think you have a lack of service. You know what? I will get up .I am not going to spend a minute here.

Appendix Six: Some EXP Group Responses to the Pre-test

Post-test Activities

Refusals

Complete the following situations.

Situation 1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: No I can't sorry because I have a class now

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying : I can't because help you because I have a party tonight.

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs .You call that company to decline that job offer.

You refuse by saying: No sorry I regret about this job. I don't need it any more, it doesn't cover my needs.

Complaints : Act out these roles using at least one idiom about complaints .

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation 2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Activity one : Respond to the following situations

Situation 1: You are the owner of a bookstore .One of your best workers asks to speak to you in private.

Worker: As you know, I have been here just a year now, and I know you have been pleased with my work .I really enjoy working here ,but to be quite honest ,I really need an increase in pay .

You : ~~To be honest too, I'm not searching for a worker who pleases me... you know everything has been increased and if I pay you more than now, I should do it with other equality before everything, sorry.~~

Worker: Then I guess I will have to look for another job.

Situation 2 : You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You:

~~Thank you for such an offer... but... am... a husband... either a father... I have responsibilities... I'm sure that a single person will accept...~~

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You

~~I told you from the beginning to attend classes, didn't I? It's your fault... I won't give you anything~~

Classmate: OK! I guess I will have to ask somebody else .

Activity 2: Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situation .

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .
- Your friend who is always late to group meetings.

Protagonist: male (P)

Activity one : Respond to the following situations

Situation 1 : You are the owner of a bookstore .One of your best workers asks to speak to you in private.

Worker: As you know, I have been here just a year now, and I know you have been pleased with my work .I really enjoy working here ,but to be quite honest ,I really need an increase in pay .

You : yes I can't deny that but if I increase your pay I must do it for other employees it will not be just and that will not help me .

Worker: Then I guess I will have to look for another job.

Situation 2 : You have been working in an advertising agency now for some time .The boss offers you a rise which involves moving .You don't want to go .Today, the boss calls you into his office.

Boss: I'd like to offer you an executive position in a great town only three hours from here by plane

You: Sorry but I'm a woman .My parents are against this idea because the society obliges women to stay at home .

Boss: well, maybe you should give it some more thought before turning it down.

Situation 3 : You are a junior in college .You attend classes regularly and take good note

Your classmate often misses classes and asks you for the lecture notes.

Classmate: Oh no! we have an exam tomorrow but I don 't have any note. Could you please lend me your note once again ?

You Sorry, I have to revise tomorrow .

Classmate: OK! I guess I will have to ask somebody else .

Activity 2: Imagine you are involved in the following communicative acts . In pairs, perform a dialogue in which you deal with the following situation .

- You are complaining to someone about a bad service at a restaurant .
- Your son who doesn't do his house chores .
- Your supervisor who is giving you a lot of work .
- Your friend who is always late to group meetings.

The Second Activity

Situation three

Student A : What is this?! Are you kidding me?

Student B: This is my job!

Student A : But this is not a serious job

Student B: I work for six hours a day and you tell me this is not a good job? I have families ,I have kids, and

Student A: Now you have a work to do it. I need it in my office this afternoon! Do it or GO OUT!

Student B: You know that everyone in the office is hating you ! I am telling the police!

Situation one:

Student A: you took like thirty minutes to get me a salad

Student B: It's not my fault. It is the fault of the chef

Student A: Could you taste this ,please! Are you sure that you are a five star chef? This looks like animal food You are serving cat food for me. Even my cat won't taste this.

Appendix Seven: The CNR group Answers on the Post-test.

Post-test Activities

Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: No I can't sorry because I have a class now

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying : I can't because help you because I have a party tonight.

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs . You call that company to decline that job offer.

You refuse by saying: No sorry I regret about this job. I don't need it any more. it doesn't cover my needs.

Complaints : Act out these roles using at least one idiom about complaints .

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Post-test Activities

Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying : *No I don't want*

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying : *No, I can't because I had to revise*

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs. You call that company to decline that job offer.

You refuse by saying: *Sorry I can't work for your company - maybe if you rise my pay.*

Complaints : Act out these roles using at least one idiom about complaints .

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Post-test Activities

Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: No, I am so sorry. I have a lot of homework to do today. We must meet next day if you want.

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying : I can't help you tonight, I have an (exam) important exam tomorrow.

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs .You call that company to decline that job offer.

You refuse by saying: I can't join your company. I need a lot of money.

Complaints : Act out these roles using at least one idiom about complaints .

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

The Second Activity

Situation one :

StudentA:Stand up right now and clean up your room. I am tired of your behavior!

StudentB: okay!

StudentB: Stand up right now . I am going to be back when you are alone

Situation two :

Student A: you are giving me a lot of work and I cannot handle it anymore!

Student B: Okay, I will look for another one to do it.

Appendix Eight: Some EXP Group Answers to the Post Test

Post-test Activities

Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: *I appreciate your invitation. That would be really great. Thank, but I'm awfully sorry, I have to refuse, I'm on a diet.*

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying: *I'm really sorry you didn't choose the right moment. I have a final exam tomorrow on which I must concentrate and try to do it and after my exam I'll help you.*

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs. You call that company to decline that job offer.

You refuse by saying: *I want to thank for your offer to work at your company. I really respect and admire it, but after much consider I have to decline the offer, because salaries are too over board.*

Complaints : Act out these roles using at least one idiom about complaints .

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Post-test Activities

Refusals

Complete the following situations.

Situation1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: Thank you so much but I'm afraid I have got something on -

Situation 2 : You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying : I'm really sorry. I can not help you because I have only one day before I take my final exam. :)

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs. You call that company to decline that job offer.

You refuse by saying: Thank you so much for this job offer. I really appreciate it and I enjoy learning more about your company. Unfortunately I need to decline this offer. Thank you for your tr

Complaints : Act out these roles using at least one idiom about complaints.

Situation 1 : Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation2 Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Post-test Activities

Refusals

Complete the following situations.

Situation 1: You are a senior student in your department. A freshman, whom you met a few times before, invites you to lunch in the university cafeteria but you do not want to go.

Freshman: I haven't had my lunch yet. Would you like to join me?

You refuse by saying: It's very nice to propose but I cannot. I promised a friend to go see him, maybe another time.

Situation 2: You only have one day left before taking a final exam. While you are studying for the exam, one of your junior relatives, who is in high school, asks if you would help him with his homework but you cannot.

Your relative: I'm having problems with some of my homework assignments. Would you please help me with some of my homework tonight?

You refuse by saying: I would really like to help you, but unfortunately I have a very important exam tomorrow and I have to prepare for it. Really sorry!

Situation 3: you have applied for a job at an advertising company and you have been accepted. However, you have discovered that the wage cannot cover your needs. You call that company to decline that job offer.

You refuse by saying: Hello, I call you first of all to thank you for having accepted my application in enclosure of your company. It means a lot for me, but unfortunately I am in the obligation to refuse for certain personal reasons, but I still want to keep contact for maybe future agreement. I hope you understand my situation, have a good day.

Complaints: Act out these roles using at least one idiom about complaints.

Situation 1: Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.

Situation 2: Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor

Situation one :

Student A: Son! I need to talk to you

Student B: Yes mom! go ahead!

Students A: I am sorry to notice lately that you *do not pull your weight* at all. You don't contribute with us.

Students B: Sorry mom! But you know I am having issues at school.

Student A: Yes, I know. But at least try your best.

Student B: Ok! Mom promise

Situation two:

Student A: Good Morning Sir! I am here because of the extra work and projects that I have. My coworkers don't *pull their weight*, and I *am always picking up the slack*. So I really need your help to solve this problem

Student B: sorry to hear that. Don't worry. I will fix that.

Appendix Nine: The Teachers' Interview

1. Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance ? Can you provide examples?
2. Which ones of the grammatical or the pragmatic errors do you think have negative consequences? Why?
3. How would you correct your students if they make pragmatic errors?
4. How do you use pragmatic materials (role plays, idioms, videos, etc) and tasks in your classroom?
5. What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?
6. Do students have a good command on speech acts? Justify through a concrete example.
7. How can speech acts mainly complaints and refusals be taught ?
8. Is your way of teaching pragmatics influenced by your L1 native language ?
9. According to you, can students learn TL pragmatic norms through L1?
10. To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc) enhance students' pragmatic knowledge?

Teacher One:

A: Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance ? Can you provide examples?

B: Yes, teaching pragmatic knowledge has a great role in making the EFL students acquire the ability to comprehend and construct utterances which are accurate and appropriate to the social and cultural circumstances where the communication occurs. For instance, teaching multiple choice words without explaining how the same words are used in different settings may lead to unsuccessful communication. For instance, using the word to “assist” instead of to “attend”.

A: Which ones of the grammatical or the pragmatic errors do you think have negative consequences? Why?

B: I think that both grammatical and pragmatic errors have bad consequences. They lead to communication breakdowns.

A: How would you correct your students if they make pragmatic errors?

B: Through using some techniques such as the recast technique and peer correction.

A: How do you use pragmatic materials (role plays, idioms, videos, etc) and tasks in your classroom?

B: I try to provide my students with the right environment in order to learn English in a socioculturally appropriate way is vital for ensuring effective communication .Through short animated movies.

A: What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?

B: The impact of exposing students to real life situations is to make students know to use the target language for different communication purposes.

A: Do students have a good command on speech acts? Justify through a concrete example.

B: Some of them do.

A: How can speech acts mainly complaints and refusals be taught ?

B: these speech acts can cause communication breakdowns. Therefore, they should be taught in its natural context. I mean through using authentic materials.

A: Is your way of learning pragmatics influenced by your L1 native language ?

B: Yes, It is.

A: According to you, can students learn L2 pragmatic norms through L1?

B: Yes, since that learners comprehension and production of L2 pragmatics are influenced by their pragmatic knowledge of the other languages mainly mother tongue.

A: To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc) enhance students' pragmatic knowledge?

B: The explicit instruction enhances students' pragmatic knowledge to a great extent. It seems to be more interesting, more motivating. It helps them to encounter the language in its natural context.

Teacher two

A: Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance? Can you provide examples?

B: Yes, it is. It is important to write and speak effectively and correctly.

A: Which ones of the grammatical or the pragmatic errors do you think have negative consequences? Why?

B: Both. If the student does not make the difference between the past and the present. That might hurt the meaning of the utterance. However, making a pragmatic error leads to meaningless conversation.

A: How would you correct your students if they make pragmatic errors?

B: I will give them that expression in the right context. That by creating a communicative context.

A: How do you use pragmatic materials (role plays, idioms, videos, etc) and tasks in your classroom?

B: As for videos, I give them the video. They listen to it and fill in the gaps. For idioms, I teach them by chance. It depends on the situation. For instance, if it rains, I will give them an idiom about rain. Notably "it rains dogs and cats". This creates a kind of instruction.

A: What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?

B: The teacher is at ease, students grasp the meaning better and they learn also about the other cultures.

A: Do students have a good command on speech acts? Justify through a concrete example.

B: Somehow. It's all up to the teacher.

A: How can speech acts mainly complaints and refusals be taught?

B: Through differentiating what is polite and impolite. It is the responsibility of the teacher to teach students politeness and appropriate strategies for complaints and refusals, then ask them to perform role plays. They can teach them through videos too.

A: Is your way of learning pragmatics influenced by your L1 native language?

B: Yes.

A: According to you, can students learn TL pragmatic norms through L1?

B: Yes, but it is difficult because L1 is different from the TL.

A: To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc) enhance students' pragmatic knowledge?

B: It helps learners understand, practice and communicate easily, to be like natives, to behave and speak well.

Teacher three

A: Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance? Can you provide examples?

B: The beauty of learning the language is to be accurate. It is very important because it allows students to be authentic and function in the society.

A: Which ones of the grammatical or the pragmatic errors do you think have negative consequences? Why?

B: Pragmatic errors are the ones which damage the meaning and the understanding between people if one of them does not master the contextual words that they should be mastering. Native speakers will not try to find bridges to understand what you mean.

A: How would you correct your students if they make pragmatic errors?

B: I always, always stop them, give them the meaning of what they used, then I will give them the term they intended to use in the context they have forwarded it. I always take time to stop to bring attention to that. I do not ever leave them. If it is a grammatical mistake, I leave it. Though, I tell them later on that they made a mistake here. If it is a pragmatic mistake I stop them on this point. I think it's very very important.

A: How do you use pragmatic materials (role plays, idioms, videos, etc) and tasks in your classroom?

B: Yes I do but not as much as I want to. Because the limited means that we have, it's not always easy to do that but I enact the situation. For example, in oral, I tell them to imagine themselves on me as part of the situation in order to them to visualize then I use a context, then ask them to guess. Generally, it works pretty well.

A: What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?

B: Showing them what's going on in real life implicates them in their language learning process because the learners sometimes do not learn the language theoretically without being able to apply it in their daily life. They should be able to access the language they have in order to navigate in the daily life within friends, with their teachers, just communicate in everyday way should be accessible by the students. When they are put in the context, they have the baggage of how to use the language in context.

A: Do students have a good command on speech acts? Justify through a concrete example.

B: For some on them no. Some students are good at using rebottles, etc. However, some others do not master it in the sense that the structure is lacking.

A: How can speech acts mainly complaints and refusals be taught?

B: First, I need to specify the context. I try to give vocabulary. I put myself in the situation in the sense that I always display students on how to do that. I may question and answer them and then I ask them to practice and bring them in context.

A: Is your way of learning pragmatics influenced by your L1 native language?

B: No, I try to avoid that at any cost. It really rare where I ask for translation. I prefer to explain through the TL.

A: According to you, can students learn TL pragmatic norms through L1?

B: I do not agree with that because Students do not learn TL through L1 because the mind of the students is like a mechanism if you... accustom it doing something they will do it all the time . They will keep their learning only through L1 and at a certain level you should start learning directly through the TL, thanks to the target language, and with the TL to avoid interferences of languages.

A: To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc) enhance students' pragmatic knowledge?

B: Through instruction , non -fluent students are not only exposed to the language itself but to the culture and if I learn the culture, I know how to behave and use the language. in order not to offend or hurt and transmit the message fully and correctly.

Teacher four

A: Do you think that teaching pragmatic knowledge (rules of use of English appropriately in the appropriate context) is important? If yes, what is its importance ?

B: Of course when we speak the language we should respect the rules. For example, to sound like native speakers, it s a must for us to respect the norms of that language. In the speaker module, we should imitate. So we have to have an eye on those exceptions to sound like a native speaker. The rules are grammatical and pragmatic ones because if you change the context, the learning of words will change.

A: Which ones of the grammatical or the pragmatic errors do you think have negative consequences? Why?

B: I think that they are two sides of one coin. Both are important . The learner must respect the rules of grammar and the rules of pragmatics to sound like native speaker.

A: How would you correct your students if they make pragmatic errors?

B: I let them speak then at the end I tell them are you sure you did not make any mistake? And they say Yes or No. The other speakers who were listening say whether there was a mistake and they are going to correct themselves by themselves.

A: How do you use pragmatic materials (role plays, idioms, videos, etc) and tasks in your classroom?

B: Taking the role plays, I rely on performances. I will give the student to choose a subject. I make them in the context by giving them the topic of discussion and they will have the choice.

A: What are the impacts of exposing students to real life situations in enhancing their pragmatic competence?

B: It has a great impact. You know that if you give such tasks to students ,he will be responsible , he will imagine himself in that context in which he is obliged to emerge ,to insert himself in that context. So it's a kind of preparation to a real life contact with a native speaker.

A: Do students have a good command of speech acts? Justify through a concrete example.

B: if we teach them, they do . It depends on the level of the student.

A:How can speech acts mainly complaints and refusals be taught ?

B: For example I provide them with a video that they try to imitate what the native speakers use . I ask the about their prior knowledge. And we do some practices.

A:Is your way of learning pragmatics influenced by your L1 native language ?

B: Our own culture is on the first wage . Everything is influenced by our first language. Students sometimes develop a third culture; which is an academic one.

A:According to you, can students learn L2 pragmatic norms through L1?

B: when it comes to practice, they shift to the L1

A:To what extent does explicit instruction in the classroom (role plays, discourse completion tasks, authentic situations, etc) enhance students' pragmatic knowledge?

B: They do enhance , mainly role plays. Instruction is important. It Develops students' knowledge about that foreign language first, then it's a kind of preparation and giving the students a lot about the foreign culture. Learning pragmatics is like a window to that language and culture.