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The Relationship between the Ability to Understand the Rules of Language (pragmatics) in Learning and the Use of Spoken form in Target Situation.
The Case of Second Year Licence Students at Dr Moulay Taher University of Saida

Dissertation Submitted to the Department of English as a Partial Fulfillment for the Requirement for the Degree of Master in Language Studies

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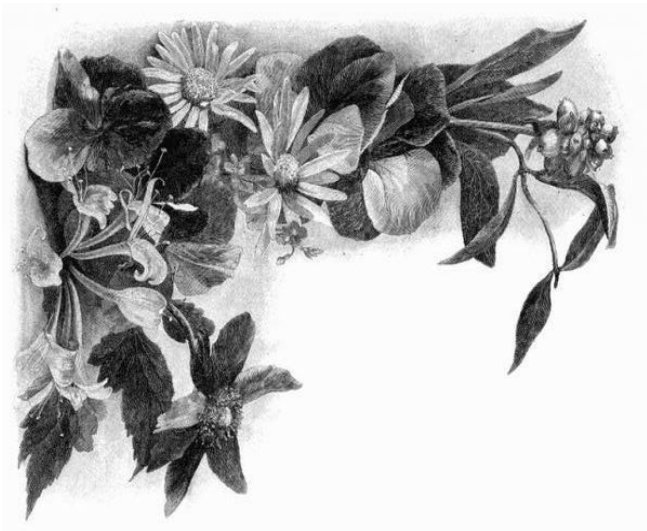|		
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Dedication

To my dear family for their love and kindness

To the dearest one mother and father

To my brothers Walid, el arbi, and Amine

May Allah bless them all

To all the extended family

And friends To Mohemed, Brahim, Ali, abdelkrim, and others

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Abstract

The present study seeks to show the importance of incorporating the pragmatic aspects of the TL in the curricula of teaching English at the university level. Nowadays, pragmatic has been recognized as an essential constituent of communicative competence. However, there is a neglecting of pragmatic aspects and their teaching seems to be marginalized compared to other aspects of the target language. Consequently, learners find difficulties in using the target language appropriately in different context. Therefore, throughout this study the researcher postulate that if more pragmatic insights are brought into the curriculum learners' oral performance will improve. In order to verify the hypotheses the researcher opted for a qualitative and quantitative approach. The main data gathering tools was a questionnaire administrated to a number of students at the branch of English and an interview for their teachers of oral production at Saida University, the result of the analysis of the questionnaire and the interview revealed that all teachers and students are in favor of integrating pragmatic features. The results of this study sit well with the hypothesis since the majority of the respondents insisted on the need of explicit instruction in pragmatics. Finally, the conclusion of this study shows that pragmatic competence is an important asset to any foreign language learners. Therefore, the researcher believes that developing this aspect of language it should be the goal of both teachers and syllabi designers.

Keywords: Pragmatic /Language curricula/Oral proficiency

Table of content

Chapter One : Literature Review

Chapter Two : The Learning Situation and Research Methodology

Chapter Three : Data Analysis :

Chapter Four : A Proposal of   Tentative Solutions :

List of tables

List of Figures

List of Abbreviations

CCS: communicative competence strategies

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

L1: First Language

L2: Second Language

LMD: Licence, Master, Doctorate

TBA: Task-Based Instruction

General Introduction

General Introduction

At the present time; learning language is an important component in the curriculum at different levels of any educational system. Actually, one of the essential goals of teaching English in Algeria is to develop the communicative competence of the learners.

On the other hand, to enable learners to become communicatively competent, there must be a change from previous traditional support. This research has marked that what makes second language learners able to use the language is not only the capability to use the grammar rules(e.g.: linguistic competence by "Chomesky",1965) but also to be clever in using the language for special communicative purposes (e.g."Hibernal", 1970).

With the beginning of pragmatics as part of study, the spotlight is on teaching isolated structures that are often of little help to learners. Therefore, in order to be communicatively competent, foreign language learners need not only to know the grammar and text organization of the target language but also its pragmatic features. For that reason, the theory of communication competence was introduced by "Dell ("Hymes"1972), it was recognized as a teaching goal.

("Oller"1970) see that the change from language rules to language use rule in a situation was the result of the advent of pragmatics as specific area of study within linguistics that focuses on the interaction and context factors of the target language.

Nowadays, teaching English to foreign language learners is to develop the pragmatic competence in order to help the use of the language appropriately through making them familiar with the appropriate pragmatic rules that govern the effective combination of sentences and communication functions.

At this point, pragmatic competence can be defined as: knowledge of communicative action and how to carry it out, and the ability to use language appropriately according to context ("kasper"1997).

Concerning the Algerian context, English is not frequently used in daily life outside the classroom. In spite of this fact, there is an interest given to this language for both local and foreign interaction. In front of the mentioned facts, pragmatic

competence should be an important skill to any person and developing pragmatic ability should be the goal of language teaching beside the other aspects of the target language.

The impact of pragmatic input has become essentially relevant for university students since at this level students are sufficiently equipped with linguistic competence that could help them acquire pragmatic rules of the target language.

Chapter One

I. Review Of Literature

1.1. Introduction :

This chapter reviews the literature pertaining to the main area of interest about the pragmatic consideration into oral performance. the first section represent the communication and it's relation with second language teaching ,the definition of communication and jakobson's model the second section contains the role of pragmatics in communicative language learning, definition of pragmatics, the pragmatic competence, also the difference between the communicative competence and pragmatic competence. The third section contains the speech act and the oral peoficency that include the definition of speech act, its functions, and the different type of speech act. The fourth section represent the oral pragmatic in foreign classroom, the oral communication and it's strategies, the effect of oral pragmatic in oral performance, and the main hindrances affecting learners oral performance.

1.2. Communication and Second Language Teaching /Learning :

Teaching a language is mainly loyal to community we live in, and the interaction between the individuals every one living in society tries to learn how to communicate in foreign language. it is difficult to achieve what is the best method for the sake of tackling the goals and the aims for learning a new language ,the most useful method nowadays is the communication method that is closely related to reality ,as method it emphasis the interaction among the student in class. Another aspect of this method is that student is center of teaching process and the teacher work as facilitator unlike the traditional grammar where the teachers focus more on grammar.

Communication classes create real life situation where the grammar is important but in function of conveying the message and interacting with subject being studied. So, the main apart language studied, the aim remain the same for creating interactive competencies and increasing language use abilities. There are several activities that teachers uses in communicational classes like games, role play, teamwork, solving problems.ect…that make student develops their skills which help a teacher to give opportunity to use language in academic way .*"xhevat lioshi"* " state that :

''when language render for the changes of behavior that based on social interaction in the moment of conversation''dhe pragmatika egjuhens shqipe (2001:278)

According to *''lioshi''* the language serves for society in the hand of communication that serves for several social function and the lingual behavior that is used in our relationship is based on the idea of interaction while communicating .

Acoording to "Shkurtaj" the language has relation with our actions and if we if he/she do not act appropriately,it make creation of a gap between the speakers"Gjuvlin shkurtaj" in his book claims that :

''The ethnographic speech act question of language function act in society, yet had particular principle throught speaking''(2004:40)

The reason for learning language today is mainly concentrated the learning communicative competency, which is developed through teaching and learning of main lingual abilities, each level of expression is related to communication function.

Furthermore, the language users should participate in some activities inside the classroom this is why the teaching process and the teachers aims is to bring everything into practice with the use of different strategies to teach lingual competencies such as self assessment, questionnaires and communicative task .This method emphasis the students abilities and increase their skills to communicate. "Garrison" claims that:

''Disscusion abilities develops critical thinking less than self thinking abilities''(2003,p83).

The essential part is that the teacher tries to direct the teaching/learning to improve speaking skills of his or her student to be active in classroom by the use of interaction .one of the main roles, is to give situation where communication is needed .They involve them selves actively in communication that is active to create meaning among them.

1.2.1. Dinfinition Of Communication And Jackobson's Model :

Communication is a dynamic process that takes place around the enviorment all the time. In fact, people spend 70% of the time receiving and sending messages ,the origin of the word "communication" is "communicare"or "communis" which means "to impart", "to participate", "to share" or "to make common." The sense of sharing is inherent in the very origin and meaning of "communication." Communication is a process of passing information and understanding from one person to another.

There are many famous linguistic and psychological definitions of communication like "John Adair" when he state that :

" Communication is essentially the ability of one person to make contact with another and make himself or herself understood."(1997;p36)

Communication is an exchange of ideas, facts, opinions or emotions of two or more persons. Communication is a process by which information is transmitted between individuals and organizations so that an understanding response resaults "Louis Allen" state that :

"Communication meaning involves a systematic and continuous process of telling, listening and understanding". (1986;p40)

Moreover, communication is a process of transmitting and receiving verbal and non-verbal messages. It is considered effective when it achieves the desired response or reaction from the receiver.

A famous model of language functions of the Russo-American linguist "Jakobson" (1960:p209-248). According to"Jackobson", every verbal communication has six elements, six factors (the terms of the model) .Firstly, the addresser(the sender of the message).secondly, the adressee(the receiver of the message). Thirdly, the context(the other verbal signs of the same message),and the settings in which it takes place. Fourthly,the common code .fiftly, the contact between the sender and receiver . and lastly, the message.

"Roman Jakcobson" defined six functional stage of language "communicational function" according to which an affective act of verbal communication "voice speech" can be described as connected operator .This linguistic leader give six function of communication and there are:

1. **the** **emotive** **function** **:** it's related to the addresser(sender)and it's best exemplified by interjection and other sound changes that do not alter the indicating meaning of an utterance "words" for the sake of giving information about speakers internal state ,eg. "Wooow, what a view!"

2. **The conative function:** attract the receiver "addressee" directly and it is clarified by vocative and imperative case which denotes that someone is being addressed, e.g.: "you are good boy, john!"

3. **the referential function :** it refer to the identification of context factor and description of situation, object or ideal state .it can be consist of specified description and direct words ;e.g. : the war has dangerous result   .in common the referential function is related to facts.

4. **The metalingual function:** "in other word metalingual or reflexible" it is that is used of speech act to discussing or describe something itself (common code)

5. **the phatic function :** it is the interaction with the contact factor. The function can be observed in greeting and casual discussion of the weather, especially with anonyms ones, it's also a way for unlock, preserve, set or stop the communication interaction. e.g. : "hi,bye,okey ;oh,hummmm"

6. **the poetic function :** it concentrated more on delivering the message "the code and its used" ,this concept is used more in poetry as well as slogans.

ARRIVAL FACTOR AND FUNCTION	ARRIVAL FACTOR	STARTING FACTOR	FUNCTION
1	ADDRESSER	MESSAGE	EMOTIONAL
2	ADDRESSEE	MESSAGE	CONATIVE
3	CONTEXT	MESSAGE	REFERENTIAL
4	THE COMMON CODE	MESSAGE	METALINGUALISTIC
5	CONTACT	MESSAGE	PHATIC
6	THE MESSAGE	MESSAGE	POETIC

Table.1.1: Jackobson's Model of Communication

1.3. The Role of Pragmatics In Communications:

The role of pragmatics give the ability for language student user to relate words with the context in meaningful ways .according to "Stalankers" who state that :

"pragmatic is the learning of language use and the state in which they are act'' *(1972; p383)*

Its aim to implicate the learner's sense of using the language in appropriate situation. Pragmatic include speech act, discussional structure, conversational underlying "implicature", coversational management, disscourse organization; sociolinguistic aspect of language use, the goal of pragmatic instruction is to help

learners to become familiar with range realistic instrument and work on it in target situations.

Firstly, what makes language available to the learners for observation, is some speech acts like gritting, apologizing, neglecting, agreement, acts…that had place between the personnel in society, that is why learners have no chance to see language without engagement in the conversation.

Secondly ,the salience is the important feature of language communication use , for example the gestures that happen before the speakers says "bye bye",and the noise that the people make when clapping the hands for someone to encourage them are this type.

The different type of request "can I" or "can you" may not be noticeable by learners ,that is why pragmatics focus on highlight the feature of language communication and it is used for giving the instruction to inform learners.

1.3.1. Difinition Of Pragmatics:

Pragmatic is branch of linguistics which studies languages from point of view of the users, and the choices they make, especially in using language in a social interaction and its effect of being used by participants in communication. Language contain two dimensions internal structure and external function.The structural studies contains the language analysis of sounds "phonology" the structure of grammar "syntax" and synonyms "semantics" .

From another point, the functional dimension contains the use of language for communication that is used by human who belong to society which is historically, geographically, politically, religiously distinct.

The functional act refers to the use of language by speakers and addressees in process of interaction between individuals in community. How language is used "David Crystal" claims that :

> "*Pragmatics is the study of language from the point of view of the users ,especially of the choices they make ,the consontraints they encounter in using language in social interaction ,and the effect their use of language has on the other participant in the act of communication''(2011)*

This definition from the perspective of the user's; it takes into account the different choices of the speakers use of the target language in situation where individuals

interact with his/her society. Moreover, this aspect of language choices by speakers leads the learners of language to develop the ability to make the useful choices among the big elements of pragmatics.

Pragmatics is the study of the communication act in social context. So, pragmatic competence is mainly studied at the social level within the limits of speech and social interactional level.

1.3.2. The Pragmatic Competence:

There are many types of language competencies in the process of teaching and learning a language like sociolinguistic interactional competence ,cultural competence "communicative competence","strategic competence","discourse competence" ,but the most important concept is the pragmatic competence which has a relation with all the type of the competence, that mentioned before and the effect of this concept in community .

Pragmatic competence refers to the ability to understand, and builds a message, and conveys the meanings in suitable manner for social cultural state in which communication happened. "Blackman" state that :

> *''The pragmatic efficiency is one of the element of communication, away of expression our thought in meaningful ways, set of collection of actions and speech function together with a correct use of language in context ''* (cited in barron, 2003, p173).

Blackman see that the affective way for giving a well organized and meaningful way in communication is to follow pragmatic in general when dealing with the interaction in society between the individuals, every action or reaction should be under the concept of pragmatic. Every behaviors is considered as "communication", and each of action reflect the background of the individuals, including all the cultural aspect of society."Watzlawik", on "Novinger" state that :

> *"The communication is related to behavior and behaviors is related to communication''*(2001, p19)

To sum up the term, "pragmatics" is about the culture, communication, and in the case of second language, learner acquire cultural understanding and communication skills .

1.3.3. The Difference between Pragmatic Competence and Communicative Competence and Linguistic Competence:

The differences appear in many linguistic theories, in acquisition and the interchanges of language functions .These three concepts or fields of language give hand for the implication for foreign language teaching and testing starting from:

1) The Linguistic Competence :

The famous linguist "Noam Chomsky"(1965)underlines his thought when he talks about the "Competence and Performance" ,the actual use of language in situation ,he point out that linguistic competence specification of more generative/creative ability of grammar ,and competence is the way of language that should be studied .

According to "Chomsky", competence is the use of language system that makes speakers produce and understand a wide-range of sentences in language and to classify the grammar sentences from ungrammatical sentences ,such as grammar errors.

In Chomsky's opinion, competence can be studied solely without the use of performance for example through the reflection and the grammar judgment by the speakers. "Chomsky" claims that :

> ''Linguistic is basically concerned with the idea that corresponding the interaction between the speaker and the listener in community without the affection of grammar conditions like bound memory, perplexity ,concentration and interaction''(1965,p4).

2) Communicative Competence :

The distinction of competence and performance is neglected by some linguistic leaders like "Hibernal" (1970) and "Dell hymes" (1972). "Hibernal" claims that :

> "On the top of that linguistic competence, the speaker maintain the behavioral act when interacting with the other" (1970).

That what Hibernal called the communication competence, this concept deals with the situation which does not take into account in speech act.

In "Dell Hymes" (1972) point of view ,he sees that Chomsky's competence had no place for competency of language use .hymen's was with linguistic theory and social cultural aspect of language .indeed , hymens see that :

> "What in certainly deals with performance is the exact use of language in situation"(1972;75)

This led "Hymes" to called Chomsky's competence as "garden of Eden", communicative competence not only based on linguistic knowledgement but also the knowledge use of sociolinguistic parameters and the rules of knowledge. "Hymes" claims that :

> *"The ultimate use of language by the speaker and the listener based on the linguistic use of knowledge and the ability to use it"(1972)*

3) Pragmatic Competence :

On the other hand, just like hymens reacted against Chomsky's concept of competence and performance, "Oller" (1970) was critised the point that focus on the transformational generative grammar, and proposed pragmatics as replacement or choice of language use. From that point we can also add another concept of competence which is the pragmatic competence. "Oller" define pragmatic as:

> *"The relationship between the linguistic context and extra linguistic concept, it goes hand in hand with traditional of psycholinguistics and sociolinguistics" (1970;p90)*

"Oller" also claims that :

> *"The pragmatics is about how people communicate through their feeling to other people, or the use of language to express themselves" (1970; p19).*

In contradiction , this concept of pragmatics faced many attack from other linguist like "Katz and Fodor" (1963) who claims that pragmatics should focus on the principle of language use and should have nothing to do with description of language structure, it means that pragmatic must concerned also with sentences clarification with the spoken form or context. As result, this conflict lead "Chomsky" to talk about pragmatic competence when he state that :

> *"The pragmatic competence must find a place in the theory of performance that is consider as the structure of memory"(1965)*

1.4. The Speech Act and The Oral Proficiency:

Oral communication is challenge of any language process, that contains the real meaning of the relation between the individuals in community, that is why speech acts are important markers in teaching language ;because with it, the speaker can use the functions of language that make him ask questions, inviting someone, making promises, apologizing ,giving advices.

1.4.1. The Definition of The Speech Act:

Speech act is something express the thoughts and the feelings of the individuals that not only presents information but also the actions of the speakers for example: "can you help me for doing this/that?",this phrase expess a desire for doing something, as well as presenting a request for "help".Acoording to "Kent Bach" who states that :

"Any performance is relation to the speech act that contains speaker awareness of saying something, such as :requesting or promising and how this act influence the audience"(1987;P91)

The speech act is communicative act that convey and intend language functions,of course the speakers are not truly successful until they intend they convey is anderstood by the listener .

1.4.2. The Speech Act Functions:

"John L. Austin" was the creator of speech act theory: He made clear that by saying something we do perform an action or just state things. He also stated that there are differences in perceiving a speech act by analysing the foundation of language into three levels :

1) **Locutionary(Propositional) Function**:

This is the basic literal meaning of the utterance which is conveyed by the particular words and structures.All of which correspond to the verbal,syntactic and semantic aspect of any speech act.Lot of writers defines locutionary act like "Finch" who states that :

"It refers simply to the act of saying something that makes sense in the language; in other words, that follows the grammatical rules of language". (Finch, 2000:p180)

Another definition state by "Cruse", in his book, Meaning in Language in which "Austin" explained as follows:

"The utterance of certain noises... certain words in a certain construction, and the utterance of them with a certain sense and a certain reference". (Cruse, 2000:331)

2) **Illocutionary Function :**

This is the effect of the utterance or written text has on the reader or listener. For example, in "I am thirsty." The propositional meaning is what the utterance says about the speaker's physical state. The illocutionary meaning is the effect the speaker wants the utterance to have on the listener.

There are many verbs that contains the illuctionary function like : Illocutionary: report, request, suggest, announce, predict, order, propose, reprimand, promise, thank, express,congratulate,admit, and ask .

"Cruse", in his book, entitled A Glossary of Semantics and Pragmatics defined that illocutionary act is:

> *"An act performed by a speaker in saying something (with an appropriate intention and in an appropriate context), rather than by virtue of having produced a particular effect by saying something" (Cruse, 2006:167)*

3) Prelocutionary Function:

Is bringing the effects on the audience by means of uttering. .moreover, it is an action which goes beyond communication such as annnnoying, frightening, or tricking.

The following are some verbs that consist prelocutionay meaning: persuade, deceive, encourage, irritate, frighten, amuse, inspire, distract, impress, encourage, embarras.

Briefly, prelocutionary is the act of producing an effect in the hearer by means of the utterance. It is outside the province of semantics and pragmatics, because it involves many other aspects of the situations.

1.4.3. Different Types of Speech Acts :

There are various kinds of speech acts, yet the following, classified by "John Searle"(1969), have received particular attention:

1) Representatives : commit a speaker to the truth of an expressed proposition.

Paradigm cases: asserting, stating, concluding, boasting, describing, suggesting.

I am a great singer.

Bill was an accountant.

2) Commissives : commit a speaker to some future action.

cases: promising, pledging, threatening, vowing, offering.

I am going to leave you.

I'll call you tonight.

3) Directives : are used by a speaker who attempts to get the addressee to carry out an action.

cases: requesting, advsing, commanding, challenging, inviting, daring, entreating.

You'd better tidy up that mess.

Sit down.

4) Declaratives : affect an immediate change of affairs.

cases: declaring, resigning, firing from employment, hiring, arresting.

We find the defendant guilty.

I resign.

5) Expressives : espress some sort of psychological state.

 cases: greeting, thanking, apologising, complaining, congratulating.

This beer is disgusting.

I'm sorry to hear that.

1.5. Oral Pragmatic In Foreign Classroom Learning :

Oral expression course aims to provide suitable place for the students to practice their speaking skills. Speaking is the most favorable skill by students than any other language skill. It is regarded as a major skill to be developed because it is necessary for displaying the language proficiency during the lesson; students participate in different tasks that teachers have to provide.

Consequently, the objectives from these series of activities are providing learners with the confidence to participate and toengage them fully in classroom communication,as well as to give them the opportunities to speak effectively.

However, many EFL students confronted with many obstacles preventing them from practicing their speaking abilities(prgmatic).

1.5.1. Oral Communication and It's Strategies :

With the development of communicative approach in language teaching and learning, it become widely known that the goal of second language teaching is to increase the student's awareness of language methodology or system to use it in appropriate manner in classroom.

This is in fact, what "Hymes" talking about "communication competence",when he stand for the integration of linguistic theory with the theory of communication and culture. In other word This lead to encourage the researcher into this concept and it's component, Canale and Swains see that communicative competence is relation of three main component: the grammatical, sociolinguistic, strategic competence .

These concepts is different from"Hymes",which"Canale and Swains"has andergone some changes and at present time few changes of strategic competence has relation with communicative strategies (CCS). There are some argument that support the view of using (CSS) in classroom, some strategies needed in oral communication, and tools for improving the oral strategies in classroom .

1) Argument That Support (CCS) :

Communication strategies is used automatically in second language teaching because there are a needs for developing learner's attention for the sake of improving their ability to control their own strategy in learning a language.

Moreover, taking into account that the fact of teaching second language is based on the oral communicative approach, and the activities of this approach ensure that learner encounter unknown language in classroom, also the performance problem occur more than the traditional teaching. So, the need for (CCS)use is greater and the chance for practice it, is more frequent. In addition , (CS) traning increase and develop student confidence and sense of motivation, at the same time encouraging them to search for unknown means of expressions.

2) Communication Needed Strategies :

The table bellow contains Some of the strategies needed that include in languageTeaching/Learning in classroom "Table.1.2"

Communication Needed Strategies	The examples
Circumlocution "wordiness" the excessive use of words like paraphrasing, exemplifying ,illustrating, describing.	E.g. "melt"it becomes iron . "Wild"an animal who lives in forest .
Approximation : using an alternative lexical items	E.g. "well-aimed blow"It means a well striker ball
Appeal for help: asking an explicit question for help	E.g. "can you tells me how I can follow this instructions ?"
Asking for repition: requesting a repition whine the listener is not hearing or anderstanding something properly	E.g. "sorry sir , can you repeat this idea ?"
Asking for confirmation: giving a confirmation that one understood	E.g."repiting a question in another manner such as : you said that…?and you mean…?do you mean that…?
Asking for clarification : demand an explanation of unfamiliar meaning	E.g. "what do you mean?can you explain more?
Use of fillers : manipulate the speak to fill pauses and gain time	E.g. "good question,okey,hummmm well you know,actually, interesting question.

Table 1.2: Communication needed strategies

3) Tools For Improving Oral Strategies In Classroom :

Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge understanding,and increase their ability to use languge.

These tools helps to obtain more precise information about what students know and can do by providing a better feedback and guidance :

A) Pair work:

Working in pairs provides students with an opportunity to "think aloud" about what they know, and aprocess for acquiring and reflecting on information. For many students, pair work is a comfortable starting point to practise the skills they will need to participate in larger groups.

B) Small-group discussions:

the strategies for small-group discussion give students the opportunity to develop critical thinking skills, build positive relationships, work cooperatively, and participate actively in their learning.

C) Whole-class discussions Students:

make students learn more fastly in a class where they experience cooperation and a sense of belonging. By involving the whole class in shared activities, and by teaching students how to be good listeners, to respect each other and to participate without fear, you can maximize participation and minimize anxiety for all students.

1.5.2. Main Hinderances Affecting Learner's Oral Performance :

There are many hinderance that affect learner's in oral classroom, that mostly identified as difficulties and problems to learn verbal language like :

- **Linguistic problem** :

According to "Thornbury" who states that :

> *"The ability to be skillful in speaking is based on the linguistique knowledge and extra linguistic knowledge"(2005;p.11)*

He emphasizes that linguistic knowledge plays an essential role in speaking skill. If any feature from this knowledge is lacking or poorly performed, students can find problems within their speaking development. These difficulties are due to lack of vocabulary, pronunciation mistakes and grammar mistakes.

- **Lack of vocabulary :**

    Learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in the EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression According to "Thornbury" who states that*:*

    "Spoken language also has a relatively high Rate of words and expression"(2005;p.22).

    Thus, learning foreign languages requires a great knowledge of its vocabulary, the phenomenon in the EFL classes is that many students often find some difficulties when they try to express what they want to say because they find themselves struggling their limited words and expression .

- **Pronunciation mistakes** :

    Speaking English language, means having a good pronunciation because the way of pronunciation is the first thing that students are judged and evaluated. EFL students have to practice their pronunciation and to be aware of the different rules of sounds as stress.

- **Psychological Barriers :**

    The psychological barriers of EFL students in oral English communication are the psychological negative emotions that prohibit their performance in English as a foreign language. Students may experience different psychological barriers including lack of self-confidence, anxiety, shyness and The fear of making mistakes,ect….

- **Poor listening practice :**

    Many students know all the rules of English language; however, they find many problems when they trying to speak and interact with people. These are because they do not understand the other speakers. Listening comprehension plays a major role in understanding the different function of English language to help students in making further contribution to any discussion and conversation. "Anderson"said that :

    "The only useful aid to communication is the effectiveness in receiving and replying. For the L2 learners in conversation, both the speaker and listener need to be skillfull."(1988;p.15).

    So far, poor listening practice undoubtedly is a serious problem for the students that will lead to a poor speaking competence.

- **Lack of interest in subject :**

    In foreign language classroom, oral expression module aims to develop the students speaking skill in order to be able to express their thoughts and feeling freely and confidently.

- **None motivating atmosphere :**

    The atmosphere can be motivating or none motivating factor for the EFL learners. None motivating atmosphere prevent students' participation and hinders their development of speaking skill. Teachers are main responsible for creating relax and friendly atmosphere for the students in order to express themselves well as well as giving them the opportunity to their personalities.

- **Code switching use :**

    Student of the same mother tongue often use it in and outside classroom because they feel comfortable and less exposed to the target language. Learners often use the mother tongue when they could not express themselves in foreign language, so they borrow words from their native language. According to "Baker" and "Westrup" who stated that :

    "Barriers to learning can occur if students transfer the cultural rules from their mother tongue to a foreign language."(2003;p.12).

- **Large classes :**

    Large classes hinders EFL students from getting equal chance of participation during the session. Moreover, in large classes, students fear about speak specially asking for more clarification from their teachers. They fear from showing others that they do not understand. For that reason, large classes are stopping point for the students' participation.

- **Time Limitation:**

    The limitation of time is also an obstacle . This latter block or stop the teachers from given enough opportunity for their students to participate and speak as well.

    For that reason, teachers face a negative attitude from their students because they think that teachers are not fair with them. Hence, teachers are also victims of both time limitation and large classes since they do not have neither the time nor the space to do their best.

1.5.3. The Effects of Pragmatic In Oral Performance :

The purpose of the pragmatic different teaching and learning activities is to help students become more effective, fluent and build up successive communicators in the target language.As "Hallow" who claims that :

"Most importantly, both teachers and textbooks alike need to emphasise to the learner that language is composed of not justlinguistic and lexical elements; rather, language reflects also the social context, taking into account situational and social factors in the act of communication." (1990;p348)

Since pragmatic is a combination of these factors, the development of the pragmatic ability should be accepted as one of the primary teaching goals. If considered carefully, the students find the opportunity to experience language in different social contexts, they practise functions of language in a variety of interactional patterns, by using the right utterance at the right time, they learn how to be socially responsible language learners.

Moreover, the study of different communicative patterns not only help students to be the active participants in the classroom but also encourage them to think critically and creatively in foreign language. In sum, language learning is a socio-cultural process which requires the application of linguistic rules in a variety of contexts, audiences and purposes. The development of the pragmatic competence with all its aspects, help the language learners to broaden their education and shape their world views.

If the language learner does not achieve most of these goals through the language learning process, theresult will absolutely be a 'pragmatic failure'! To say, it is the misunderstanding or the lack of the ability to understand the message uttered by the speaker. "White" poinedt out that:

". . . Although an utterance is grammatically wellformed it may be
functionally confusing or contextually inappropriate." (1993:p193)

Therefore, the message conveyed by the speaker can be grammatically accurate, but because of the contextual factors the message might sound inappropriate. The reason of this inappropriacy can result from social factors (traditions, customs, values), the lack of interpersonal and intrapersonal skills, cultural differentiations, lack of critical and creative thinking, etc..

Also, it should be borne in mind that the development of Pragmatic competence in language learning and teaching today is very indispensable, because pragmatic competence not only shapes the world view of the individual through language but also provides teachers the opportunity to better understand their students by keeping in mind the necessary interactional, psychological, social and cultural factors in language teaching .

1.6. Conclusion :

The last five decades have witnessed important changes in how languages are taught and subsequently learnt, the most important change was the introduction of pragmatics as a specific area of study in oral communication which focuses mainly on interactional and contextual, What emerges from the discussion throughout this chapter is the shift from previous traditional theoretical frameworks, even if those theories are different but they agree on the idea that language aim is to apply it in real life situation and interaction between the individual.

In addition, This chapter shed some light on the concept of pragmatic that influence many pedagogic system of education specially in teaching the speaking production and how those theories of "hyme" and "Chomsky" and "jakobson" give hand to many FL learner an idea how the language is studied from another way of learning and how we can apply it in our social and communication context. This will be covered in the next chapter.

Chapter Two

II. The Learning Situation and Research Methodology

2.1. Introduction:

In this chapter the researcher introduces the methodology that is going to undertake to carry out an investigation. The beginning of this chapter is about the background of the study, the aim, the significance, the hypothesis, the research questions, the limitation of this study, and the research methodology. The later, includes the participant (The English Teacher and the Second year Students of English Department of Saida University), after that, the procedure of this investigation, the research tools, and how possible Data will be analyzed and graphically presented.

2.2. Background of the Study:

Language teaching for many years had devoted to the grammar accuracy (e.g. Noam Chomsky 1965); hence the communicative function of language seemed to be put aside. (e.g. Jackobson,1960).

However, in the 1970s a new approach was introduced (e.g. Dell Hymes1972; Hibernal, 1970). This is a result from what teachers found out that learners lacked the ability to carry out natural exchanges in the second or foreign language Research on second language has been trying to reveal how learners master certain linguistic and extra linguistic elements (e.g. Thornoby, 2005). This has shed some light on learners finally acquire (learn) competence in a second language. Further, Research on learners speech acts performance in the second/foreign language has revealed differences of learner's performance from those of the native speakers. (e.g. John Langshaw Austin,1975; Kent Bach,1983; Searle 1969).

In the oral English classroom, the ability to communicate effectively is strongly demanded. The demand definitely imposes huge responsibility for teachers to give appropriate pragmatic instruction in the classroom.

Learning a foreign language is an important component in the curricula at different levels of any educational system, one of the main goals of teaching English in Algeria, is to develop the communicative competence of the Algerian learners.

However, to enable learners to become communicatively competent, there should be a shift from previous traditional frameworks. Since research has made it evident

that what makes FL learner's competent is not the only mastery of the linguistic rules, but also the ability to use language for different communicative purposes.

With the development of pragmatics as a specific area of study, the focus is on how FL learners are communicating effectively (e.g. David Crystal 2001). Moreover, the learner's needs are not only to know the grammar and text organization of the target language, but also its pragmatic aspects. Since the concept of communicative competence is introduced by "Hymes" (1972), it was recognized as a teaching goal.

Today, teaching English to FL learners requires developing their pragmatic competence (e.g. Kasper, 1997) to make them use the language effectively by making them familiar with the essential pragmatic rules that cover the appropriate combination of speech and communicative functions. Here, pragmatic competence can be defined as:

> *"Pragmatic knowledge is the ability to communicate and use language appropriately according to the situations of the individuals" (kasper1997)*

As far as the University of Saida is concerned, English is more a foreign language more than French language. Consequently, English is not frequently used in daily life outside the classroom. In spite of this gap, there is a growing interest given to this language for both familiar and foreign interaction. That is what Oller (1970) want to improve when he talk about the pragmatic competence.

Oller (1970) want to improve that Pragmatic competence should be an important asset to any person and developing pragmatic ability should be the goal of language teaching together with the other aspects of the target language.

The need for pragmatic knowledge or input has become essentially relevant to university students since. At this level, students are sufficiently equipped with linguistic competence that could help them acquire pragmatic rules of the target language in the process of interaction in the classroom, especially between the teachers and the students.

A result, Equipping Algerian students with communicative competence in order to help them communicate effectively is essential and to reach this objective, there should be a rich and varied of pragmatic input at different levels and in the different curriculum, therefore, looks into the ways of integrating pragmatic input in the Algerian university context and the ways of forwarding it.

2.3. Aim of the Study:

This study contains three aims. First, is to understand the situation of teaching pragmatics in the department of English in order to make practical realistic identification of how the pragmatic should be introduced in the curriculum of teaching the English language.

The second aim, is to show that the linguistic aspect is not enough for learning a language, especially when the learner deals with the English language in different context and different situations (spoken form).

The third aim is to present the necessity of pragmatics and their relation with the performance of the student in class and to provide some basic and essential information on pragmatics and their practical use in classroom environment.

2.4. Significance of the Study:

The need of pragmatic knowledge into English language curriculum is demonstrated by many studies. This indicates that pragmatic aspects differ from one culture to another and creates the lack of communication and real difficulties in cross cultural encounters.

This study, underlines the importance of pragmatic and its relation with oral performance of English at different levels and in different curriculum of teaching English at universities of Algeria (e.g. Department of English at Saida University)

One of the challenges that face the learners is the lack of opportunities for acquiring pragmatic competence. This is due to the marginalization of pragmatic knowledge. This study has the following significance:

1) To show the need of including pragmatics in teaching of English language
2) To show the importance of teaching pragmatics in EFL contexts. Especially the student's oral performance.
3) This study should encourage teachers to develop their own materials for teaching pragmatics.

2.5. Hypothesis:

a) The hypothesis of this research is:

If the teachers of oral expression trained their second LMD system learner to speak correct English, their oral competencies would improved.

b) The explanation of this hypothesis runs as follow:

As far as the pragmatic consideration in teaching language is related to the context that is importantly needed by learner or speaker of foreign language and the pragmatic competence is an essential component of communicative competence. So, pragmatic knowledge is included in the curriculum of teaching English at different levels, and learners' oral performance will improve.

2.6. Research Question(s):

One of the major goals of teaching English in Algeria is to develop learners abilities to enable them to require a language smoothly in the target language. Therefore, the most important is to develop Algerian learners 'oral performance .or their communicative competencies.

The concept of communication and communicative competence has a very powerful influence on every aspect of language teaching in Algeria. However, there is a total dearth of pragmatics in the different university curricula and this aspect did not receive considerable attention by practitioners and educators.

Therefore, the present study aims at answering the following questions:

1. Is pragmatic competence practically teachable in classroom?

2. What are the teaching materials that teacher's taking away to improve pragmatic ability to communicate affectively?

3. What type of input should learners get to develop their oral performance in accordance with pragmatic?

2.7. Limitations:

This study has certain constraints and limitations. This type of study requires practical and experimental investigation of the present curriculum.

There are many scientific research are available since the attention of pragmatics in the 1970's.

Despite this fact, local research is limited in this particular field This has somehow limited the strength of this study. Furthermore, the lack of expert and references for conducting this work was an obstacle for the present study.

Researches in the area of pragmatics recommend that various sources of data should be used when conducting a study such as recordings of natural conversations. However, due to true constraints, materials limitations, the current study employed a questionnaire to the student, and interview with teachers.

2.8. Research methodology:

The selection of the research method is based on the nature of the issue under investigation. Consequently, to show that the assumptions of this work are well-performed and to achieve the research aims. Typically, data are gathered from a variety of sources and by using different research tools. These tools give hand for exploring multiple faces of this study.

2.8.1. participants:

The participants of this study are efl students in second year LMD at the University of saida and teachers of oral production. There are two groups of participants. The first group is made up of second year student of English language at University of saida. The second group is made up of teachers of Oral production.

There are more than 150 student of second year student, the researcher will choose 15 among those learners. The researcher randomly selzct 4 teachers who were taking in charge oral production module for second year LMD students to conduct a semi-structured interview. Their experience in teaching English from 3 to 15 years.

2.8.2. Instruments:

As far as this study is concerned, the researcher has adopted a mixed approaches methodology, which combines both qualitative and quantitative data collection and analysis, was considered appropriate for this study because variation in data collection allows the researcher to gather better information, provide answers from different ways and to give deeper insight in order to pick up a complete picture of reality. "Mackey& Gass" state that:

> *"Numerous research techniques and data sources contribute to the reality of the research" (2005: p164)*

The difference between the quantitative and qualitative methods of data collection lies in the means used to gather data. On other hand, a qualitative method makes the presentation of data through numbers and statistics "questionnaire", which:

> *"Remains the most useful and direct technique in scientific research"(Dornyei, 2007:p3)*

This research involves an interpretative qualitative and quantitative method. That is based on the feedback provided by the informants of this study. The questionnaires will be distributed to the students and the interview will be addressed to the teachers.

The quantitative aspect of the present study adopts the statistical analysis of questionnaire for looking at the influence of student in oral classroom and their background information about pragmatics, and the influencing factors contributing this concept in classroom. Whereas, the qualitative aspect involves the qualitative analysis of teachers interview to get quantitative results.

2.8.2.1. Questionnaire:

A questionnaire is tool for collecting information about particular issue. It consists largely of compilation of question, but sometimes it also includes a set of statements. It is the easiest device to canvass people's views and attitude toward a given issue. It also serves as expedient for gathering information related to specific topics. It can be used in different solutions. Postal, face-to-face interaction and telephone. Postal and electronic questionnaire are refers to as self-completion questionnaire since they are completed by respondent themselves without the aid of the teacher.

The questionnaire is considered as one of the most common tools used to collect data on attitudes and opinions from a large group of participants in the view of "Mackey & Gass" (2005).The advantages of using a questionnaire is that they are useful for collecting data from larger parts of people in a short time, and they are economical to use. The positive point of questionnaire includes the condition of answers to questions in systematic way, and the ability to gather a large amount of information and a readily usable form according to the view of "Dornyei" (2007).A questionnaire should be designed carefully through a number of steps:

✓ The first step is broad consideration of issues to be tackled.

✓ The second step is related to the layout of question which should be clear.

✓ The third step is the coherency of the question. "from general to specific"

✓ The fourth step is the organization of the questionnaire that should be well designed; if the questionnaire is not well designed, it will give way to unsatisfying results to support one hypothesis.

✓ The final drafting of the questionnaire.

This study contains four types of questions: "close and open question, single/multiple question.

The Likert scale is type of close ended items in which respondents are required to indicate to what extent they agree or disagree on given statements Dornyei(2007), and it is mostly used to measure attitudes as well as behaviors.

- Example of Likert-scale: please indicate whether you agree or disagree with the following statement:

a) I see the class as way to practice

My speaking abilities.

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

- Example of open question: **According to you, what is/are the reason behind the problems of writings?**

  …………………………………………………………………………………...

- Example of single/multiple questions**: Which of the following devices do you use to enrich your vocabulary?(you can choose more than one answer)**

  ✓ The dictionary ☐

  ✓ The internet ☐

  ✓ The books ☐

  ✓ Watch TV and listen to the radio ☐

- Example of closed question: Do you think that writing problems are caused by the lack of practice in the class?

A. Yes ☐   B. No ☐

The researcher has taken into consideration any feedback that comes from the participant according to his questions. Before conducting the study, the questionnaire is piloted to second year English student of department of English and appropriate changes are made according to the feedback of the respondents in the pilot study. Also, the researcher should avoid repetition or fragment sentences that may confuse the participants for better feedback.

2.8.2.2. Interview:

Interviews are used to collect the qualitative data; they are useful for getting the information behind a participants experiences, to further investigate their responses. In addition, they can follow a deep information about the study and are useful as a review to certain respondents to questionnaire "Mc Namara" (1999).

Interviews, according to "Harrell & Bradley" (2009), are conversation, usually one-on-one between an interviewer and interviewee, meant to gather information on a specific set of topics.

Additionally, they can be conducted in person or over the phone, and may differ on the level of structure placed on interaction; interviews can be designed differently according to the researchers intention and the information being collected. They can be designed upon three main types: structured, semi-structured and unstructured interview.

TYPES OF INTERVIEWS	DESCREPTION
STRUCTURED INTERVIEWS	Are standardized interviews where the same questions are asked to all the informants and the main aim of this type is to make certain that the participants replies can be outright
SEMI-STRUCTURED INTERVIEWS	Are non-standardized interviews where the type of question could be changed according to the direction of the interview "Mathers (1998) assumes that: *"Semi-structured interviews are often used when researcher wants to go deeply into a topic to understand thoroughly the answers provided"*
UNSTRUCTUED INTERVIEWS	Are non-directed interviews where participants are encouraged to speak openly "Mathers" (1998) viewed : *"The conversation can go in many direction and will vary much by the respondent"* That is to say, here, the interviewee is likely to be in charge of the interview procedure.

Table 2.1: Types of interviews

This study adopts the semi-structured interview guide. As, it provides a list of different question to be explored during the interview process and remains open for the interviewer to enlighten some points that might be necessary with regard to the pragmatic abilities and its use in spoken form in the target situation. Interview

questions are developed to understand how the teacher influences students to speak in EFL classrooms with use of pragmatic rules.

2.8.3. Procedure:

After exposing the tools, the researcher has to ask permission to conduct his study. The questionnaire given by hand to participant is administrated for second year student of English department at University of Saida. The informants suppose to answer the questions and given again back to the researcher by hand.

In the interview, the investigator has selected target questions that should be asked to the interviewee directly about the process of teaching pragmatics in oral classroom and the method that teacher has adopt in teaching this concept.

2.8.4. Data Analysis:

The findings gathered through the research tools including questionnaire for students and an interview for teachers that are interpreted and collected. The data resulting from questionnaire are analyzed, using descriptive techniques (percentage and frequencies), and explored to see the different attitudes of the participants. Also, the data are illustrated by graphs for better comprehension using Microsoft Excel document. "O'Leary" claims that:

> *"Research tools give hand to express the data in form of numbers, words, pictures or icons for further analysis of the phenomenon" O'Leary (2004:2009).*

2.9. Conclusion

This chapter is about the description of the case study in which the researcher attempts to elicit the steps of the data collection procedure. First, research methods have been discussed. In addition to the setting where this study takes place, also a description of the research instruments in order to establish a conceptual framework of the relation between pragmatic and the spoken form in EFL oral classrooms and to provide possible remedies. In the following chapter, the researcher will analyze and interpret the data in qualitative and qualitative way.

Chapter Three

III. Data analysis

3.1. Introduction:

In this chapter the researcher will move to the practical side of this research. After conducting the questionnaire, interviewing the teachers about oral production, the researcher will interpret and analyze his findings qualitatively and quantitatively, using bar graphs and pie charts. In data analysis, the researcher wanted to look into students and teachers views on integrating pragmatic features in the English language curricula. Also, the researcher aims is to know teachers opinions and their awareness about the role of pragmatic in developing the oral performance in the class. Therefore, this chapter gives a throughout analysis of the data obtained by this research tools. The interview and questionnaire focuses on the possibilities of incorporating pragmatics in the teaching oral communication practices. After doing the analysis, and the interpretation of the research gathering information, the researcher came into a conclusion of this chapter.

3.2. Data analysis procedure:

While investigating, the researcher uses two actions of research tools; questionnaire and structured interview. So, mixed techniques and methods have been chosen in this research for data collection and data analysis. In this study, the researcher adopts descriptive, qualitative and quantitative analytical and statistical research types and methods for data analysis.

3.3. Analysis of student questionnaire:

The investigator has chosen 15 students out of 60 carrying on their second year studies at the department of English. The informants are selected randomly to respond and to fill in the suggested questionnaire, in which they assess their views of pragmatics in English classroom. After the participant answers the questions, the students have brought the questionnaires back to the researcher, to be interpreted and analyzed using charts, bar graphs and pie charts.

I. Section one: demographic information

Q1) The Gender of the Participants:

The researchers asked his participants "second year student" of English department about their gender. In this research, there were 5 males while 10 of them out of 15 were females.
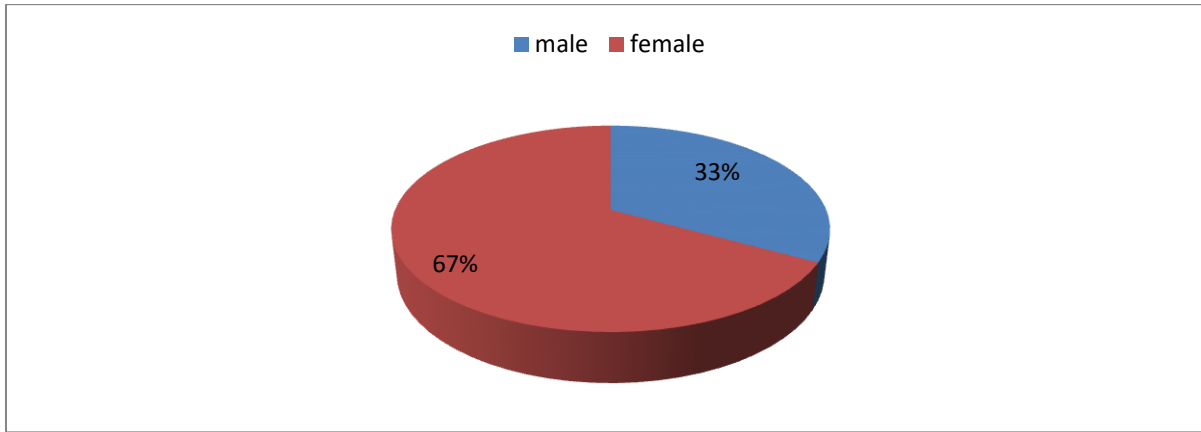
Figure 3.1: Second Year Student Gender

The results of this question item revealed that the majority of the second year students of English language are females with a percentage 67% while the minority of them represented the males with the percentage of 33%. This choice was done on purpose because this study of the background information will help in better interpretation of the findings.

Q2) The Age of the Participants:

The present question has relation with the first one. Since the first section it talked about the demographic information of the participant, the investigator asked a question to the participants about their age whether they are under 20 or over 20

The result showed that 33% are over 20 years old which means they have 20 years or more. In contradiction, 67% are under 20 years which means less than 20 years (E.g. 19 years)

The reason behind using this question is to see the student age and to identifying their demographic information.
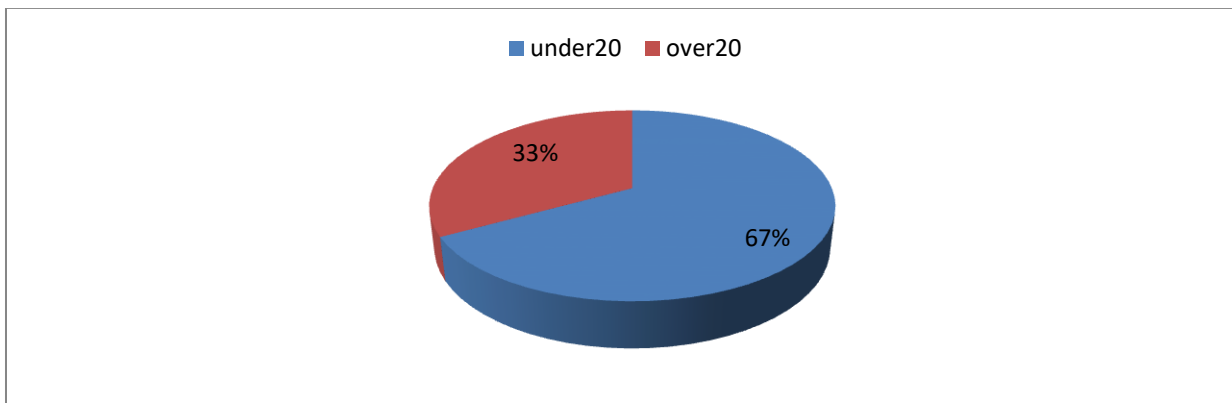
Figure 3.2: Second Year Student Age

Q3) The participants overseas English learning experience:

The researcher asked the participant whether they had any experience in learning the English language outside his/her country. The results show that 100% has no experience outside his or her country.

As far as this study is concerned, the use of pragmatic in oral classroom, the researcher wants to see if their participants have experience in learning a language in real context where they could express and talk in English with others from another countries, This due to the fact that they cannot handle the expensive tariffs outside their country and they had not enough money to visit other countries.
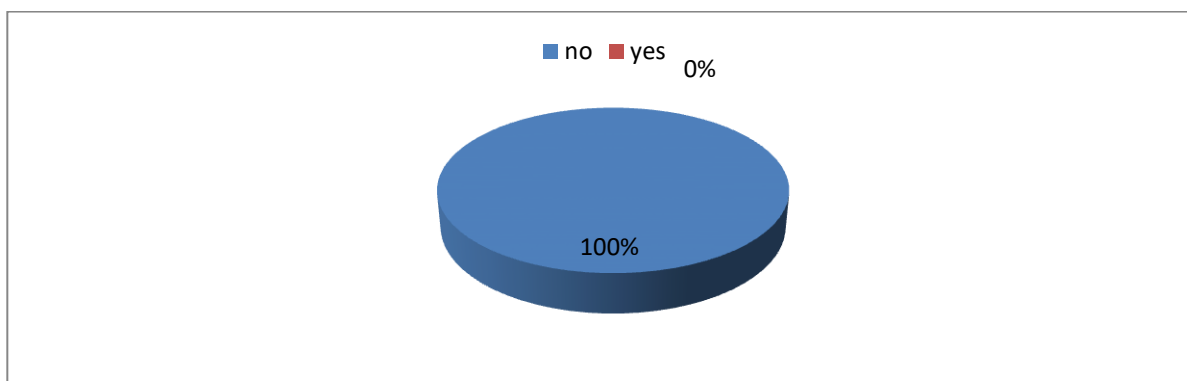
Figure 3.3: Participants Overseas Learning Experience

II. **Section two: participants views on pragmatic in English learning and teaching at university level.**

In the second section the researcher aim is to see the views of the participant through number of items to see whether they are agree or disagree. About their views in learning pragmatic

Q1)student Believes in Learning English Grammar, Vocabulary, and Pronunciations

NUMBER OF STUDENT	LIKERT SCALE	PERCENTAGE
6 students	STRONGLY AGREE	40%
8 students	AGREE	53%
1 student	NOT SURE	7%
0 student	STRONGLY DISAGREE	0%
0 student	DISAGREE	0%

Table3.1: Second Year LMD Student Perception of Learning English Grammar and Vocabulary and Pronunciation

The researcher asked the participants about their views on learning grammar and vocabulary and pronunciation means learning English; their views were distinctive.

There are 6 students out of 15 students agree strongly with percentage of 40%, on the same level 8 student out of 15 agree with the percentage of 53% , whereas 1 student

not sure about this item because they see that learning a language based on other way (e.g. speaking in real life situation)

From the chart supplied bellow, learner sees that English grammar and vocabulary and pronunciation means learning English was important. The informants ranked these choices according to their stimulations and their subjective importance.
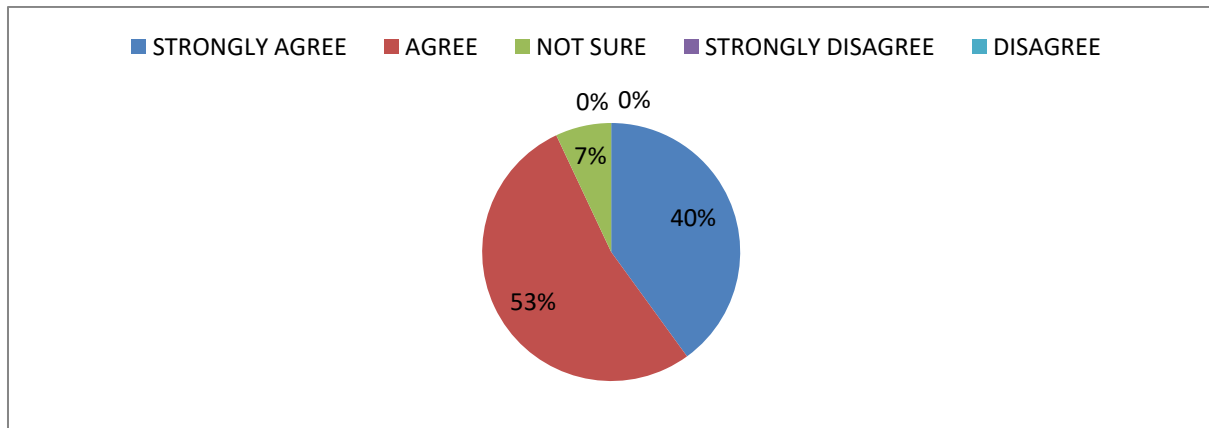
Figure 3.4: Second Year Student Perception of Learning English Grammar and Vocabulary and Pronunciation

So, this choice explained that the students are aware of using grammar structure and vocabulary and pronunciation because those three concepts are in accordance with each other. Moreover, the FL learners cannot learn how to use a sentence in correct form without knowing the meaning of word. Also, the learner cannot talk in real situation without pronouncing a good English accent.

Q2) <u>The importance of grammar and vocabulary</u>

The researcher wanted to add another view on how the participant saw that linguistic knowledge like vocabulary and grammar are important in their learning.

NUMBER OF STUDENT	LIKERT SCALE	PERCENTAGE
4 students	STRONGLY AGREE	27%
7 students	AGREE	46%
2 students	NOT SURE	13%
2 students	STRONGLY DISAGREE	14%
0student	DISAGREE	0%

Table 3.2: Second Year Student Perception about the Important of Linguistic Knowledge

The table above shows that 27% of students agreed strongly with this item which means they are aware of the importance of learning those two aspects of language. Moreover, 46% of students agreed which means they accepted this item because they

know that the grammar and the word meaning are essential in learning a language and the student cannot learn a language without those two concepts. However, 13% of them were not sure about this item which means they see the important of pronunciation and the application of grammar in context is also important. In another way two student strongly disagree with the percentage of 14% because the learner has to develop their communicative skills also to be a good language learner.

This item is a follow up to the previous one. The most noticeable thing is that they believe that it is important to develop learners' pragmatic competence. Learners should not only talk grammatically. They should master all the cues for the use of the TL in context.

Q3) the needs to learn English is to pass the examination:

This question were asked by the investigator to see the informants view about learning the English language, the investigator wanted to see participants reaction whether they really cared about learning this language or just for the sake of passing the exams The most important of this question was that the researcher saw if the informants care to apply this language in real context.

The researcher asked again his participants about the reasons behind studying English. So, 40% of the whole informants disagreed that they studied English to pass the exams, a similar rate was mentioned; 40% answered with "disagree strongly"

English was not learned to pass the examination because this language is way of communication and way to learn other culture, and a way to improve the individual knowledge.
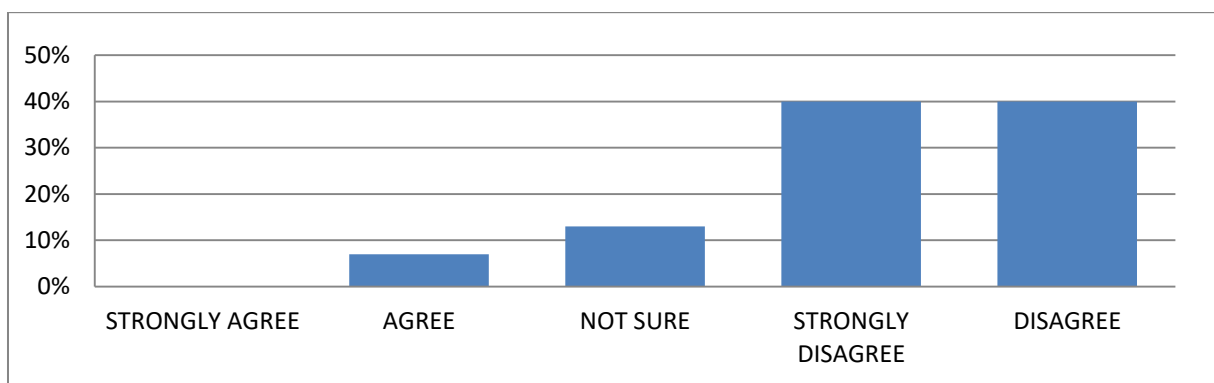
Figure 3.5: Students Perception about the Reason behind Learning English

Q4) The Use of Materials to improve Oral competence

As far as the textbooks in pragmatic input are concerned the researcher ask a question to the participants whether they agreed or not about the importance of text book in learning an English language culture and the use of conversation in influent way.

53% of the informants agreed on using college text books to provide them with more information to apply it in real context (E.g. conversation).whereas, 27% of the participant "not sure" about this idea because they see that the text book are not enough to improve the oral proficiency. The pie chart below demonstrates what the researcher found:
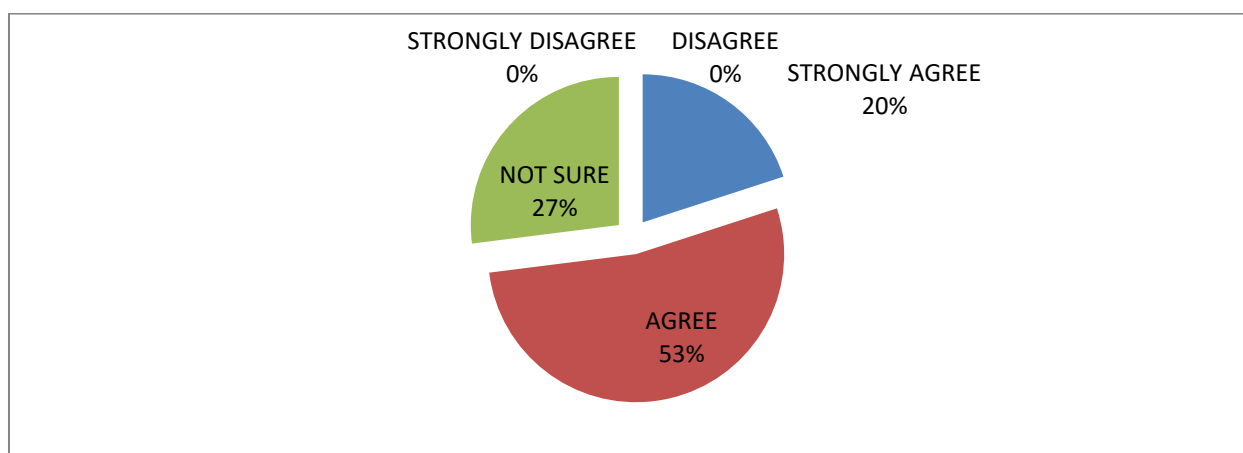
Figure 3.6: Student Perception about the Use of College Textbooks

The researcher saw that the majority of those learners agreed about the use of the textbooks, this is due to the fact that textbooks give hand to help the language learners to know the culture of others and how the learner can used those books for helping themselves in situation where the learner wanted to improve their speaking abilities.

Whereas, some of them saw that the textbooks are not enough because they need other materials like listening to audiovisual materials and apply it in context or speaking to someone like native speaker to improve the ability to talk.

Q5) communicative activities in oral class are waste of time in learning English

The investigator wants to see the students' opinion about their views in oral classroom activities and their behaviors in oral class module. The table below shows that 7% agreed strongly on this idea, 33% agreed, on other hand 13% not sure about it. Moreover, 40% disagreed strongly and 7% disagreed which means 47% see that communicative activities in oral classroom are not waste of time.

NUMBER OF STUDENT	LIKERT SCALE	PERCENTAGE
1 student	STRONGLY AGREE	7%
5 students	AGREE	33%
2 students	NOT SURE	13%
6 students	STRONGLY DISAGREE	40%
1student	DISAGREE	7%

Table 3.3: Students View about Classroom Activities

From the statistic of table above the researcher sees that there is contrariety between the ideas in which some learner see that those activities are waste of time because those activities did not provide those learner with what they want to learn. In other hand, some of those learners see that they are not waste of time because the teachers provide them with essential rules and activities to communicate.

Q6) The Students View about The Content of The Teaching Materials

The researcher asked the participants about the use of communication in classroom this question has relation with the previous one because the researcher aim is to know how the participant wants to do their oral classroom activities.
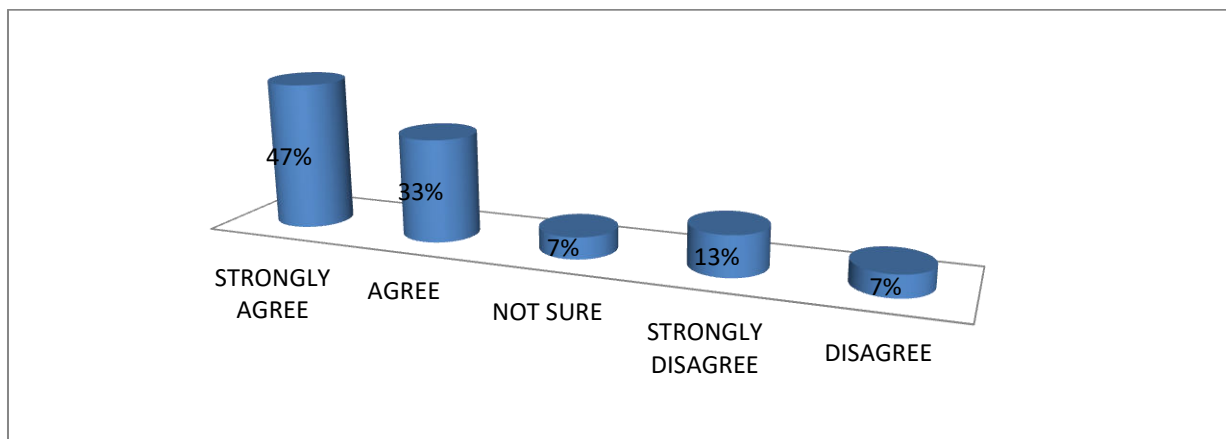
Figure 3.7: Student Use of Communication in Classroom

According to figure stated above, the participants want to learn how to communicate with other with the English language in real situation.

Moreover, there are about 47% agreed strongly, because they see that the successful activities to learn a language is to communicate effectively and appropriately in different contexts.

The minority of the participants which represent 13% disagreed strongly because they saw that grammar and vocabulary is also needed in learning a language. Moreover, 7% of the participants not sure about it because without the use of all the language aspect in classroom the learner cannot communicate in appropriate way.

Q7) The Role of Oral tasks in improving the Speaking skills

As far as the oral classroom is concerned, the researcher ask the informants about their views in oral tasks like conversation in improving their speaking skills

The figure below show that 60% of the respondents agreed on the idea that the conversations make the language user to speak fluently in appropriate manner. Only a small minority which is estimated at 20% was not sure about it. The pie chart below shows the result of this item.
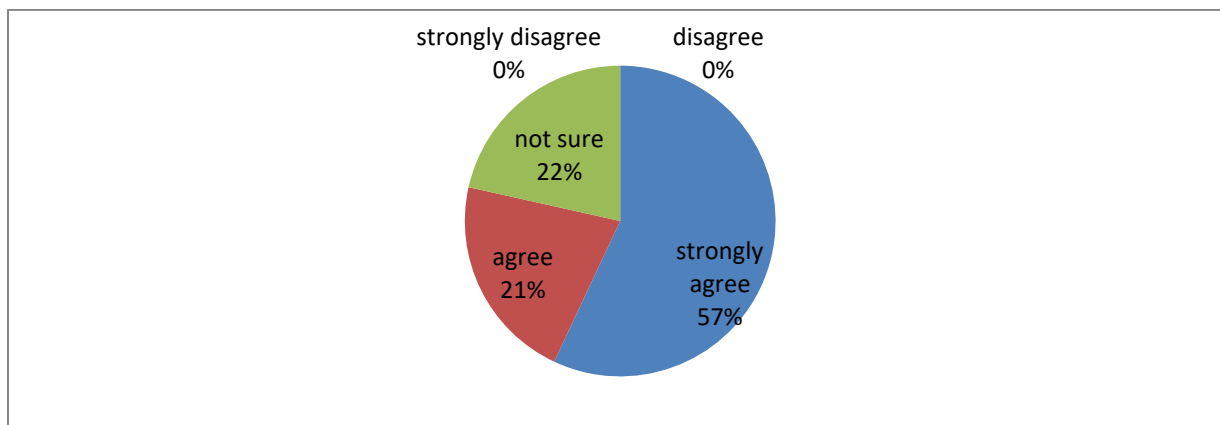
Figure 3.8: Student Views about the Use of Conversation in Oral Classroom

From the result above, the researcher aim from this question to see what students preferred in oral class. Also, this question had relation with previous one the informants agreed on the idea that the teachers should teach them how to communicate with people (e.g. Question 6). And (question7) showed that oral tasks like conversation gave hand to help this use of language.

Q8) Student use of English language and their respect to its grammar rules

As far as grammar is concerned, the researcher asks the participant whether they agreed or not about respecting grammar while talking. Their outcomes were as follows:

53% of the participants agree strongly about respecting the grammatical rules in communication. While 20% of the participants were not sure about this idea; because, they saw also that other linguistic knowledge like vocabulary and pronunciation are needed in communication to have better pragmatic competence where the FL learner needs to speak fluently in target situation without doing grammatical mistakes.
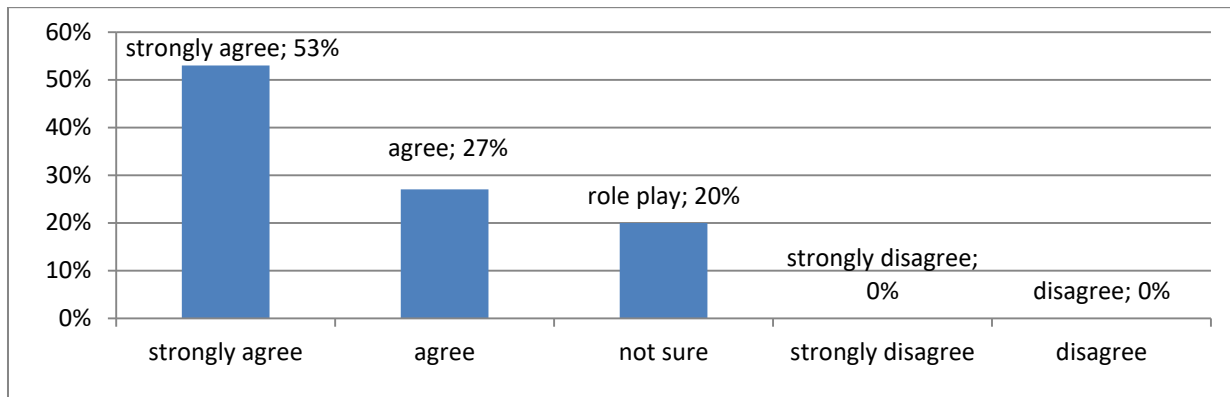
Figure 3.9: Student Awareness about the Use of Grammar Rules in Communication

The results mentioned above shows the importance of grammar in language use and how the participants preferred to communicate with using the grammar effectively and not to commit mistakes in the use of the spoken form.

III. Section three: (part one)

In this section the researcher wants to see the participants' use of English inside classroom and outside it and what kind of abilities they prefer to use to develop their speaking skills.

Q1) <u>**The most useful "in class" oral tasks given by teachers**</u>

The researcher asked the participants about the tasks that the teacher did in oral classrooms, the results shows that the teachers used the group discussion and pair works for the sake of communicating and interchanging ideas.

53% of The participants saw that the teacher mostly did group discussion and 47% of the participants select pair works to make a positive relationship between the student and teacher. Also, between the students themselves when the teacher did pair work to have close relationships in classroom environment and to make the exchange of the ideas easier through discussion and that's what reflect the use of pragmatic in context. The bar graphs follow show the results:
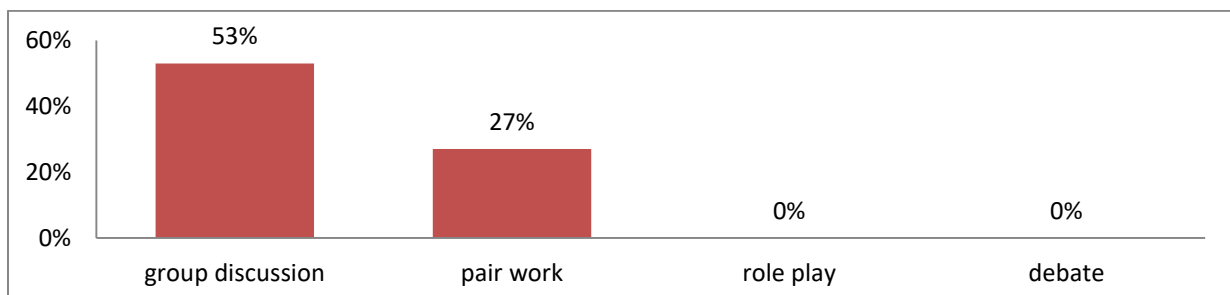
Figure 3.10: The most often Tasks used by The Teachers in oral classes

Q2) The student appropriate tools while using English

To improve the previous idea the researcher asked the participants about the tools that they preferred to get information about the use of English. The researcher gave to the participants' three choices in which they chose the appropriate answer according to their views. The following table illustrates their findings:

NUMBER OF STUDENT	Tools	PERCENTAGE
3 student	Teacher explanation	20%
10 students	Classroom discussion	67%
2 students	Listening to radio, watching TV, or you prefer the net	13%

Table 3.4: Student Preferable Tools to Use English

From the table above, 67% of the students who preferred the classroom discussion. In other word they preferred to communicate in groups because it can help learners carry out different tasks, practice speaking skill for increasing fluency, give and share their opinions to others, and communicate with their classmates without any worries.

Also, it is a kind of activity which learners were asked to perform. This encourages thinking and creativity and it could improve learners' speaking skills in different situations by interacting with each other.

Secondly, the result shows that the minority was in favor to teacher explanation and using the multimedia and the net.
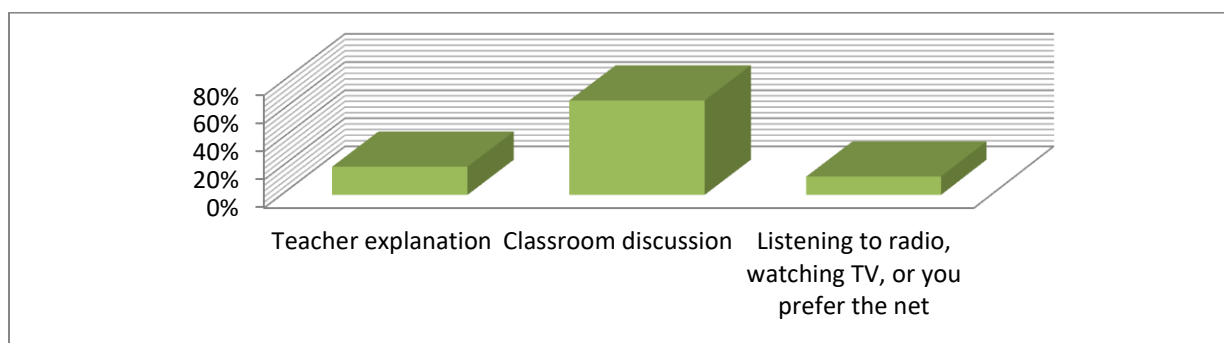
Figure 3.11: students appropriate tools in using English

The negative point is that the participants saw teacher explanation as boring activity because they want to communicate, to interact, and to get involved in real situation that could help them to improve their speaking abilities. Therefore, they preferred classroom discussion to get information about the use of English.

Q3) The learners abilities to be developed in learning

The researcher asked the participants about the abilities they wanted to develop in English, different points/arose; 11 students chose the ability to communicate with

people and 3 of them preferred to read materials related to their major. Whereas, one student preferred the ability to do well in the exam.
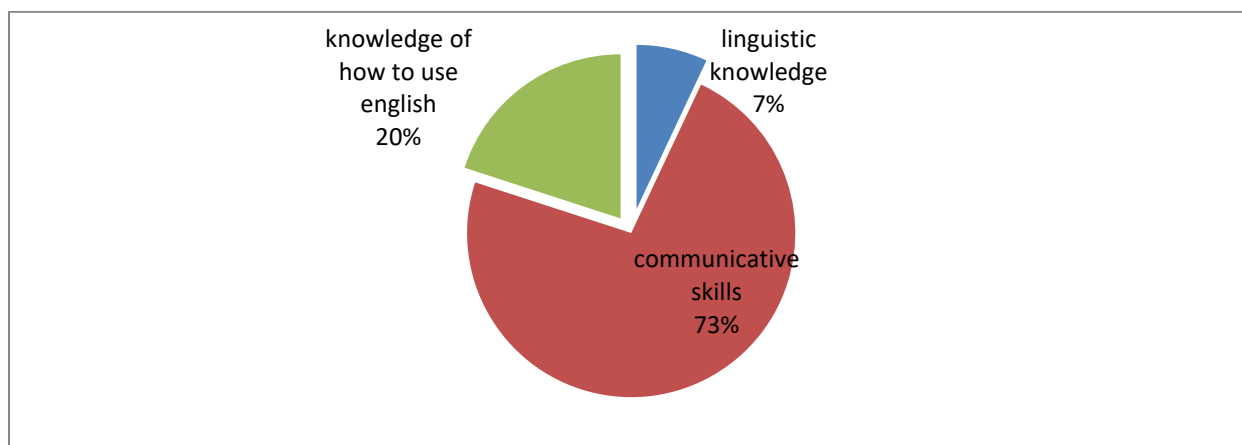
Figure 3.12: Student Preferable Abilities

From the chart above, 73% of the participants preferred to use English for the sake of interacting with each other and this had a positive effect on pragmatic competence of the individuals.

20% of the participants were in favor to read materials related to their major Because reading authentic English materials are fruitful for obtaining pragmatic information and the language learner could get more information about words, phrases, idioms in different situations and certain contexts while reading authentic English materials can reinforce the reading and the writing skill and improve student vocabulary .

Q4) Student favorite knowledge in English classroom teaching

Learning a language depends on the learners themselves and how they wanted to know more knowledge and information about its use. This question reflects the participants' way of thinking about their wants and aims to learn English and what they prefer to learn mostly.

The figure below confirms what has been found before, that the student's goal to learn English is to develop their speaking skills or their communicative skills. 73% of the informants aimed to learn how to communicate because they saw that this ability to talk is more touchable and more practical than the other abilities or knowledge. Moreover, 20% of the participants preferred to learn how to use English and 7% of the participants intended to develop the linguistic knowledge like grammar and vocabulary
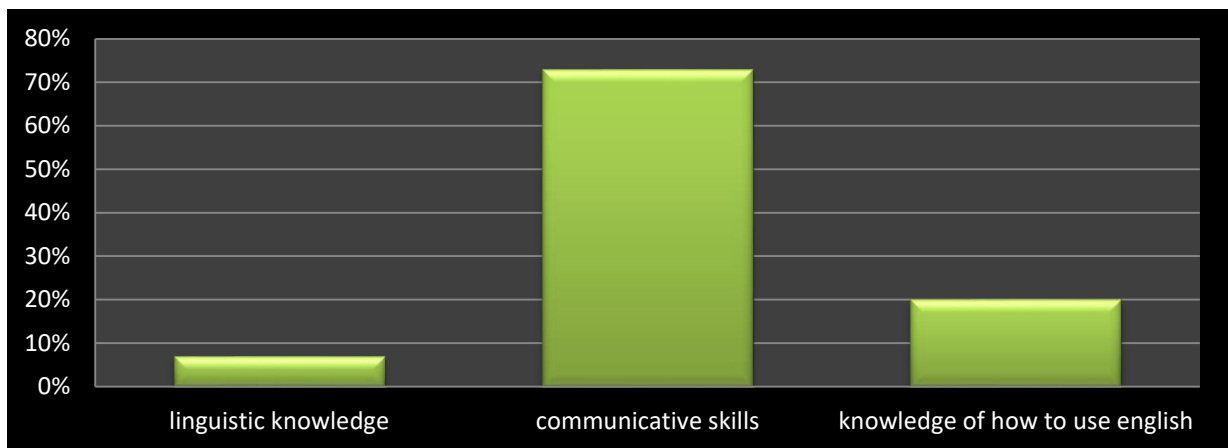
Figure 3.13: Students Learning Aims

Q5) __The most effective way to learn English__

The learner sees some power points or the things that attract them while learning something whether in science or math or anything that he want to learn.

The researcher aimed to know the participants view about the most effective way to learn English.

From the figure supplied above, 27% of the participants chose memorizing vocabulary and reciting text because Memorizing and imitation could be helpful in learning language skills and by imitating native English speakers' pronunciation and intonation; learner can improve L2 pragmatic competence in English language learning**.**

Moreover, 53% of the participants preferred to do translation exercise this is due to the fact they use the mother tongue to make the language use easier and for understand the use of word appropriately in context.

In other hand, 20% of the participants took the third choice which was to imitate a language model and apply it in a new context. The researcher saw that this choice that has been chosen by the participants made the language use more effective for improving their pragmatic abilities.
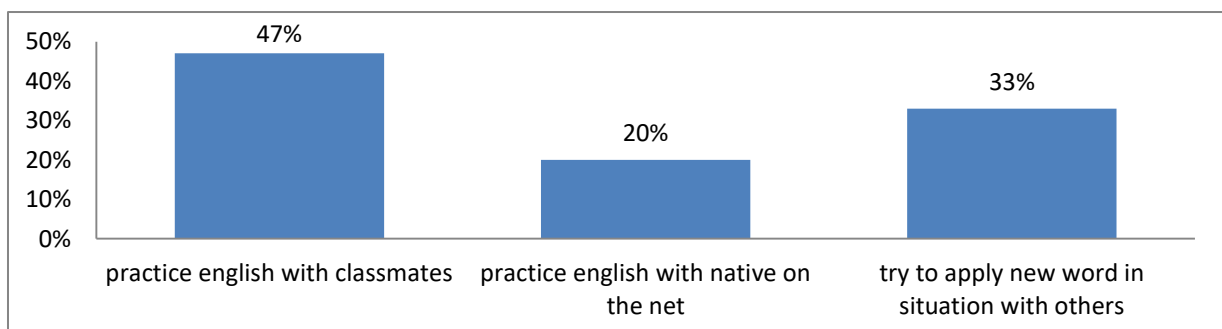
Figure 3.14: The most effective way to learn English

III. Section three: (part two)

Q6) Students most assigned oral classroom learning /teaching

The researcher aimed from this question is to see the participants' attitudes and how they behave in oral classroom.

There were about 66% of the participants preferred group discussion and that what the research shows in the previous results.

Moreover, 27% of the participants prefer to use note taking because through note-taking during the class, learners can easily understand the lesson after the class when they want to revise their works after class.

However, 7% of the participants desired to talk with the teacher, this is due to The roles of English teachers are, significant in encouraging the student to guess the meaning of (key) words and sentences from the context before looking up the dictionary while reading. This helped to develop students reading skills.
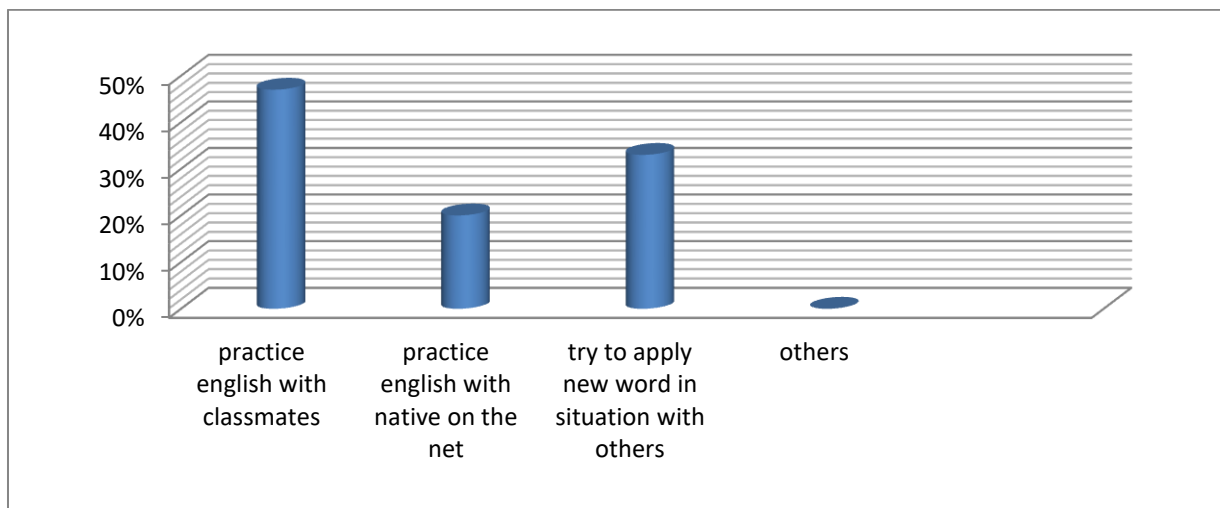
Figure 3.15: Student attitudes in oral classroom learning

Q7) what do you usually do to learn English after class?

The researcher questioned the informants about their activities in learning English after class sessions. So, different answered rose.

The illustrative chart bellow indicates that the result are clause to each other, 47% of the participants liked to practice English with their mates; this is due to their clause relationship between them and this give hand for applying the language in positive environments.

While, 33% of the same participants preferred to apply new word in new context in which they use the language in real situation, this in fact has reflected learner communication and pragmatic competencies.

As far as the use of pragmatic input is concern, 20% of the participants favored to practice English with native speaker and this reflect students' pragmatic level in English
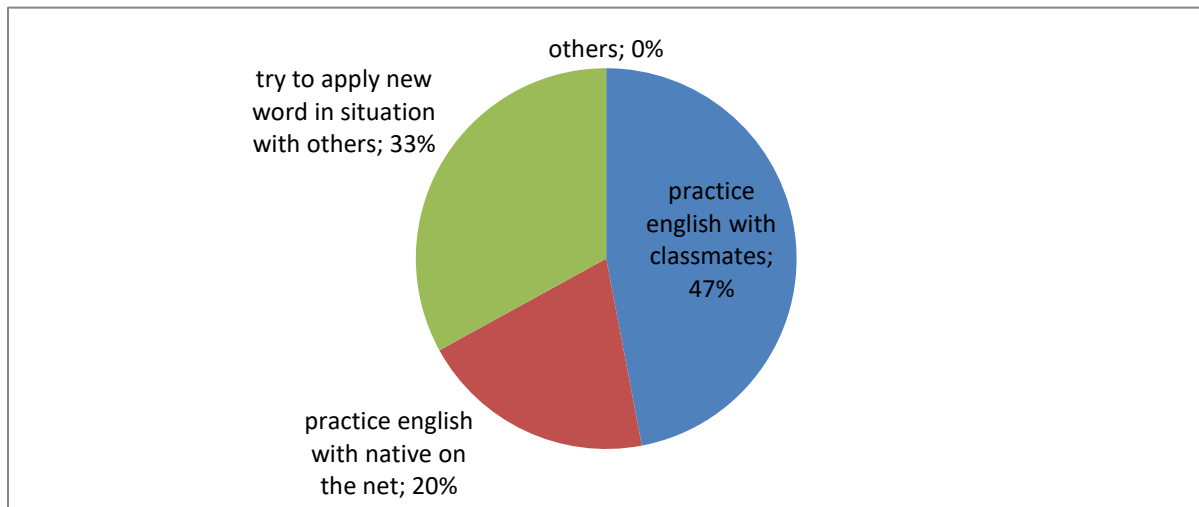
Figure 3.16: Student behaviors after class

IV. Part four

Q1) <u>The learners actual university English level in improving their communicative abilities</u>

The researcher asked the informants about their views on the actual university English level in improving their abilities to communicate and use English language appropriately with others. So, Different points were raised according to informants.

The learner negative response involved:

1) The current University English teaching and learning didn't improve their ability to communicate with people because teachers just focused on their subjects and they didn't want to do lots of practices on English teaching and learning.

2) University English teaching didn't improve the ability of learners for communication. Such kinds of teaching by University teachers improved them for examination and not for language development.

3) The teachers of our University did not care much for pragmatic usage of English. They just did enough to make them pass the examinations.

4) The educational system was old and it should be changed and updated with the newest English textbooks with different language strategies.

5) In every Algerian University, teachers tried to teach English in classes but the problem was the way of teaching. Teachers couldn't use different strategies such as doing English activities, communication activities and so on.

6) Teachers put more pressure on the linguistic knowledge such as grammar, vocabulary but they didn't focus on pragmatic knowledge and communicative skills in class.

7) The University system was not based much on the English teaching and learning. Considerable importance of English learning must be realized and it should be put into practice and it should be employed by various tasks for improving the learners' ability to communicate with people.

8) The current University English teaching and learning was teacher-dominated in classroom. It was one-sided and the teacher just taught his/her lesson in class.

In other hand, even there are some negative points in those responses. There are some positive points also. The researcher found some learners' positive responses that can be included as follow:

1) Learners used English in class and they could learn new words, sentences from communicating to each other and tried to speak with other classmates for improving their knowledge of English language.

2) By getting the way of presentation and usage of English vocabulary and words by the teacher improved them and they could get the fluency and ease of communication not only with the teacher, students, and friends but also with the foreigners.

3) The University was consisting of African students so it helped them to have intercultural communication to improve their abilities to communicate with others.

3.4. Analysis of semi structured Interview:

The questionnaire used in the present study was designed in accordance with the literature review. This teachers' questionnaire consists of 11 questions which were divided into three main sections.

Section one covers the general background information about the respondents. Section two gives an account of the respondents' perceptions, their view on teaching pragmatics in the EFL context. Section three deals with the teachers' awareness in developing their FL learners oral and pragmatic competence.

I. Background and profile:

Q1) Qualification:

The present questionnaire was administrated to university tutors in change of different courses. All the teachers who took part in this questionnaire are university

awards and hold different degrees. 80% of them are full time teachers and hold degrees such as Magister or Dr. As shown in the table below 0% of them hold an MA degree while the rest 100% are doctors.

TEACHERS LEVELS	NUMBER OF TEACHERS	PERCENTAGE
License	0	0%
Magister	0	0%
PHD	4	100%

Table 3.5: The current teachers' qualification

The quality of teachers at University of Saida have an impact on students use of language in situation and also their need in using the pragmatic input in actual use

Q2) The English teaching experience:

As far as teaching experience is very important to the study, the researcher asked the four teachers about their experience in teaching English language. This questionnaire item revealed varying degrees of experience. The table below shows the results:

RESPONSE	NUMBER OF TEACHERS	PERCENTAGE
1 to 3 years	0	0%
3 to 5 years	0	0%
5 to 7 years	1	25%
More than 10 years	3	75%

Table 3.6: Teachers experience in teaching

Almost 75% have taught for a long time period i.e. more than ten years. While, one participant with a rate of 25% had experienced teaching for 5 to 7 years. This make some teacher to give more input in their teaching and also it give more positive feedback in learning pragmatic and using the speaking ability in the class.

Q3) Teachers visit to English-speaking country

This question investigates the teachers' direct contact with the English language context and real life situation beyond the classroom. It attempts to discover whether the teachers had direct contacts with an English speaking country and the researcher want to find out if they visited any English speaking country.

RESPONSE	NUMBER OF TEACHERS	PERCENTAGE
NO	3	75%
YES	1	25%

Table 3.7: Teachers Visit to English Speaking Country

The table above shows that, over 75% did not visit any English speaking country and this is not enough, but they have more experience in speaking with the language

through the use of social media and online chat with the English speaker over the world. The later, can give hand to the teacher to develop the pragmatic knowledge and have a background about the use of language in target situation.

Q 3.1) If yes, Where, When and How long?

The minority of participants visited Great Britain as part of their studies this short stays are not enough to equip teachers with the needed pragmatic knowledge because to know more about pragmatic input you need to have more experience and you need more time to adopt with the culture and also to apply a language in more than one or two situations.

II. Teachers view of teaching pragmatics :

Q4) pragmatic teachability

AS far as the use of pragmatic is concerned, this question was about if the teachers can teach the pragmatic features of the TL that had inspired many studies. The issue of the teach ability of pragmatics is very important because of the nature of the module.
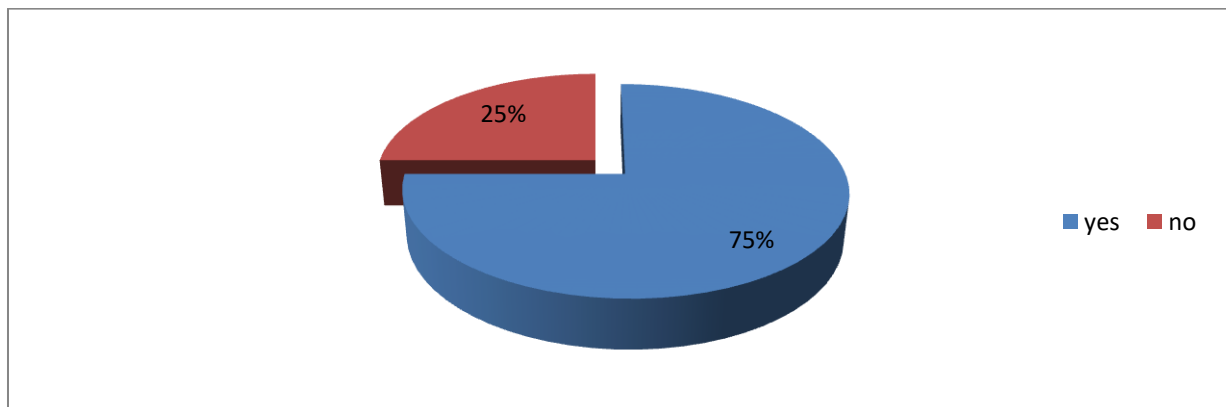
Figure 3.17: teachers' views on teaching pragmatic

Most of the teachers encouraged the teaching of pragmatics along with teaching the language to enable students to produce, understood, use and interpret correct structures according its social context. Only 25% said that it's a matter of provide students with opportunities to direct contact with the English speaking society to practically use the language in several interactional situations, which make them successful communicators in the target language.

Q5) The appropriate tools and materials while teaching pragmatics:

The EFL classroom is characterized by the lack of exposure to pragmatic features of the TL. Many authors believe that the need of contact to realistic use of the TL

constitutes a real obstacle to FL learners. However, there are other means that could serve the basis for language input.

MATERIALS	PERCENTAGE
AUTHENTIC MATERIALS	75%
PEDAGOGICAL MATERIALS	25%
BOTH OF THEM	0%

Table 3.8: The chosen materials in teaching pragmatics

The current question is meant to guide teachers' attitude towards the types of language input they preferred their learners to be exposed to. The results of this question item clearly indicate that 75% are in favor of authentic materials while the rest, 25% seemed to be disposed to the use of non-authentic materials.

Q6) The teachers assessment to their learners pragmatic competence :

The question is about how teachers assess their learners' present level of pragmatic competence; it was also about their students' level that will help the teachers in choosing the best methods and the best teaching materials.

TEACHERS RESPONSE	PERCENTAGE
BELOW THE AVERAGE	50%
ABOVE THE AVERAGE	50%

Table 3.9: Teachers assessment about the learner level in pragmatics

The results obtained from this question show that 50% of the respondents believe that their learners' pragmatic competence is below average, 50% assess it as above overage. This means that, the teachers saw that some students are aware of using pragmatic background and they can react in any situation in real context.

Concerning the assessment of the learners, the teacher assess their learners by engaging them in an exchange then gauging their conversational skills, how they interact with interlocutors in terms of taking turns, making eye contact, making relevant contributions, asking for clarification, … etc.

Q7) The importance of implementing pragmatic knowledge in teaching :

There are many challenges that hold back the English language teaching from the side of pragmatics. The chart below show the teacher perception about the importance of including pragmatic knowledge in the curricula. The aim of this questionnaire is to see teachers' opinions about the inclusion of pragmatic features into language curricula. The result showed that the majority of 75% of the participant were supportive of the insertion of pragmatic features in the curriculum. Because it makes

the learners in front of complex situations and he has to understand them and it paves the way for both the teachers and the students to take active participation in the teaching and learning processes.
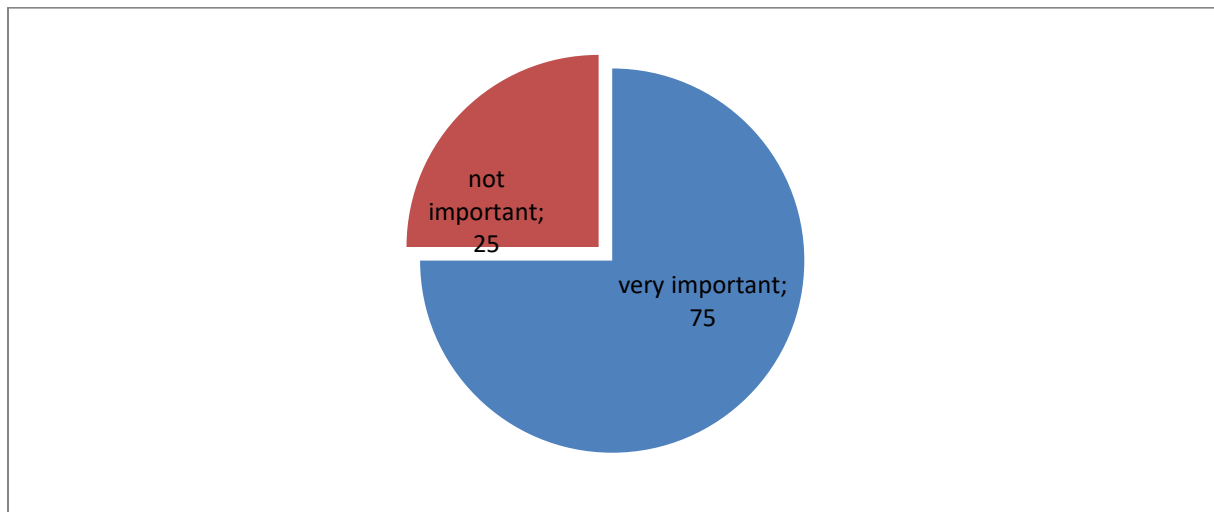
Figure 3.18: Teachers views about the importance of including pragmatic in the curricula

III. Teachers Awareness in Developing Learners Oral Performance :

Q8) The nature of the linguistic aspects to serve communicative purpose:

This item is a follow up to the previous one. The most noticeable thing is that teachers' believe that it is important to develop learners' pragmatic competence.

ANSWERS	PERCENTAGE
YES	100%
NO	0%

Table 3.10: teachers' views about the importance of teaching pragmatic

Learners should not only talk grammatically, they should master all the grammatical rules for the use of the TL in context and use vocabulary and intonation in correct way.

In other word, the learner should be aware of using the sentence structure in specific area; When the EFL learners communicate with the language they should be use the speech in correct way according to their situation and not a random talking.

Q9) The relationship between pragmatic input and the improvement of students oral performance

In response to this question, most of the surveyed teachers agreed that in addition to the use of pragmatic aspects in the curriculum the learner oral proficiency will be improved.

English is taught as a foreign language. Therefore, equipping learners with pragmatic competence to make them communicatively competent must be the goal of any language teaching to reach this aim the language curricula must contain a variety of pragmatic aspects.

Q10) The importance of classroom activities in promoting learners pragmatic abilities

When the researcher questioned the content teachers about the effectiveness of oral classroom activities in promoting their learners abilities. All the participants showed a big interest to that.

So, the common shared answer between most of all the teachers' is that the current actual classroom activities can not promote students' pragmatic competence.

The present question items invites teachers' to suggest the most efficient activities that could enhance learners' oral proficiency. The teacher suggest the reading and listening to authentic materials. The second activity is the classroom discussion, pair and group work or debate, and oral presentation.

Q11) Learners needs to be pragmatically competent

Pragmatic ability simply means being able to understand what is meant by what is said. The researcher aim behind this question is to find out areas where learners could be competent.

TEACHERS RESPONSE	NUMBER OF TEACHERS	PERCENTAGE
Using different structure of the target language	0	0%
Using different function of the target language	1	25%
Using different uses of the target language in the context	3	75%

Table 3.11: Teachers point of view about the learner needs to be grammatically competent

The results above on the table shows that 75% of the teacher believe that in order for students to be pragmatically competent they should be able to use the TL in different contexts. Moreover, about 25% of the respondents saw pragmatic competence as the ability to use the few terms of the TL.

3.5. Conclusion

In this chapter, the researcher arrived at analyzing and interpreting the findings of both research tools "The students' questionnaire and the teachers' interview". Qualitatively and qualitatively these findings are discussed and represented.

In the following chapter, the researcher will shed some light on some tentative solution that concerns the use of pragmatic in oral classroom learning. After that, the researcher will propose some strategic way and suggestion to improve learners pragmatic needs.

Chapter Four

IV. A Proposal of Tentative Solution

4.1 Introduction:

In This chapter, the researcher will shed the light on the problems of the pragmatic competence in EFL classroom and the learners' attitude toward authentic communicative tasks, in which he concentrate more on the oral tasks and the written communicative tasks. After tackling these points, the researcher came into suggestion for this study, in which he introduces some strategic ways to improve the learner pragmatic competence. Eventually, the general recommendations for this study and a conclusion.

4.2 The Obstacles of The Pragmatic Competence In EFL Classroom:

When EFL students cannot communicate effectively in a giving social interaction it means that they have a lack of the pragmatic competency. The pragmatic incompetency leads to pragmatic divergence from the part of the EFL students or pragmatic failure which is known by pragmatic error.

A pragmatic divergence which is a phenomenon that EFL students fall in through the process of learning the target language. A major question should be asked in relation to this issue is; what are the reasons that lead EFL students to commit pragmatic divergence?

"Shihara" and "D. Cohen" (2010) Propose five causes that in general involved into two main causes which lead to pragmatic divergence:

4.2.1 Pragmatic Divergence due to Insufficient Pragmatic Ability:

EFL learners may whether not know what is usually said in specific situations; therefore, unintentionally they produce different language forms. Or, because they have insufficient pragmatic awareness, they make guess about what the speaker would say in the situation, which turns out that it is not normally used in that situation.

4.2.1.1 Negative Transfer of Pragmatic Norms:

EFL students may use the pragmatic norms of their mother tongue in specific social situations that cannot be used in the target language. In this case, the EFL students' pragmatic divergence occurred because of the negative transfer of the pragmatic norms of the mother tongue to the target language. To explain more, Negative transfer is when the target language pragmatic rules are different from the

learners' pragmatic norms; the learners produce negative results. For Example, EFL students may use the pragmatic norms of their mother tongue in specific social situations that cannot be used in the target language.

4.2.1.2 Limited Grammatical Ability in the L2:

EFL students who have a narrow range of linguistic ability produce pragmatically divergent utterances. For example The EFL students' pragmatic divergence utterances are the results of the lack of vocabulary and grammar. For Example, learners who can use the grammar better; they can understand, interpret and transfer the message in appropriate way in conversation.

4.2.1.3 Overgeneralization of Perceived L2 Pragmatic Norms:

When learners acquire a new grammatical rule of the target language, they usually applied the rule in other places in which it is considered wrong to use, in this case the learner over generalized the rule. For Example, ending the irregular verbs with "ed" in the past tense (writed-putted)

The EFL students use what they learned about the target language pragmatic norms in every social situation. Even if, it would be completely incorrect therefore their utterances would be divergent from the utterances that natives would produce.

4.2.1.4 Effect of Instruction or Instructional Materials:

This factor is different from the three previous factors simply because the divergence depends on the instructor, not on the learner.

EFL students' divergent utterances are due to several reasons; EFL students transfer the pragmatic norms of their first language into the second language, EFL students have limited range of the grammar and vocabulary of the L2, EFL students Overgeneralization of perceived L2 pragmatic norms, and EFL students' pragmatic incompetency because of the bad influence of instructional materials.

For Example, The pragmatic divergence utterances; that were produced by the EFL students, lie on teachers' responsibility because the teachers' instruction is not sufficient to develop EFL students' pragmatic ability.

4.2.2 Pragmatic Divergence due to Learner Choice:

The four elements that are discussed above are unintended causes that influence the learners' pragmatic competence leading to the pragmatic divergence. But with this factor the divergence occurs because of the learners' choice not to follow the pragmatic norms of the target language.

4.2.2.1 Resistance to Using Perceived L2 Pragmatic Norms:

EFL students may decide not to use the pragmatic aspects of the target language for several reasons. In this case, it is the learners' responsibility for making the pragmatic divergence; it has no relation with the teachers' instruction. For Example a teacher provides the pragmatic instruction within the classroom environment but the student chose not to use it in order to emphasize a certain objectives".

4.3 The Learner Attitudes toward Authentic Communicative Task:

The students see that oral expression teacher uses authentic communicative tasks because they are rarely being exposed to real life social situations. Whereas, other see that they are sometimes exposed to real life social situations; therefore, they have only limited information about the socio-cultural aspects of the language.

4.3.1 Oral Communicative Tasks:

The researcher notices that, the majority of the EFL students of English department at Dr Moulay Taher, saida assert that the oral expression tasks are very interesting because they like to attend all the TD session and also interact with each other using English language. Whereas, others find that the oral expression class is an interesting class because it is different from the other modules because they feel free to express their feelings. The researcher finds that most of student prefers to learn English with the use of group discussion and pair works.

The majority of the EFL students report that their oral expression teachers focus more on the linguistic aspects of the language, rather than the pragmatic aspects because the teacher focuses only on teaching new vocabulary, correcting grammatical mistakes; while, others see that their oral expression tasks focus more on the pragmatic aspects of the language rather than the linguistic aspects because they are being taught in terms of language use and rules, but not spelling or grammatical mistakes.

In chapter three the researcher notices that, the majority of the EFL students suggest that linguistic tasks in oral classroom are not enough to speak English

language; there are other things more important than the linguistic aspects like oral conversation. Other students suggest to learn or to speak English language, to know how to use the language.

Other students report that they need to practice more about the culture of the language, and that every society has its own communicative norms.

The rest of the EFL students believe that knowing the linguistic code is very important to make them fluent in speaking and dealing in a social interaction. Others report that, being linguistically competent means that they are able to use English at any time and place. In general, the students believe that the oral expression task is neither less interesting, nor uninteresting at all.

4.3.2 Written communicative tasks:

It was believed that speech is primary and the written language is just a reflection to the spoken language. Both writing and speaking are clearly productive activities in which they create language outcomes just as listening and reading are both passive activities. "Harmer" state that:

> *"Speaking and writing involve language production therefore it referred to as productive skills" (Harmer 1991, p.16)*

The majority of the students see that memorizing vocabulary, reciting text activities and doing practices and translation exercise help to communicate effectively.

In relation to chapter three the researcher notice that college text books provide much information to use conversational rules, and help to understand other culture to make them use English in an appropriate way "speaking".

The noticeable thing is that some students like to take note in oral communication course. Moreover, these kinds of attitude give more chances to understand the course by learners who prefer to practice these kind activities.

4.4 suggestions for improvements:

Speaking classroom is practically the only place in which EFL students have the opportunity to communicate using the target language. Therefore, the speaking teachers' role is not related only to make EFL students know how to pronounce words, or teaching new vocabulary, or speaking fluently.

However, it is related to make the EFL students communicate effectively within or without the classroom environment. In other words, it is the speaking teachers' role to

make the EFL students not only linguistically competent, but also pragmatically competent. There are so many approaches that speaking teachers may use to realize their goals. From this point the researcher suggests:

4.4.1 Communicative Language Teaching Approach (CLT)

It is a teaching approach which was developed in the1980s.it provides theoretical aspects not only about the nature of language but also about language learning and teaching.

Classroom goals are focused on all of the components of communication and not restricted to grammatical and linguistic competence. Language techniques are designed to engage the learners in the pragmatic, authentic, functional use of language for meaningful purposes.

In other terms, oral expression teachers who follow this approach should know how to focus on all the aspects of the language without focusing on element and neglecting the others or giving more importance to one element than the others using the correct types of the classroom tasks that makes EFL students communicate effectively, creating a communicative classroom. In this way, oral expression teachers use the appropriate approach that would be helpful in improving the EFL students' oral performance.

4.4.2. Task-Based Instruction (TBA)

It is also an approach that urges teachers to take into account a number of the communicative language aspects during their lessons and the curriculum designs.

The TBA stands on tasks, which are done communicatively; opportunity is given to the learner and the teacher role change during the lesson (pre-task/while task/after task) roles.

"Hedge" suggests that a number of the communicative tasks necessitate face to face interaction in the classroom environment. For instance, small groups' interaction: provides a basis for language acquisition. It also gives students practice in communicating and negotiating meanings in establishing positive rapport, in maintaining a conversation with appropriate turn taking conventions and, at the same time, allows them to establish how well they can understand and make themselves understood. There are certain criteria that teacher should take into account when making face to face interaction tasks which are:

•The consideration of burdens made on learners in the type of interaction and the socio-psychological aspects that influences learners' reaction to those burdens.

•Group solidness which involves all the types of arrangement included in the task; seating arrangement, group size

•The structure of groups in which the teacher chose to give each member her/ his specific role or to give the students the freedom to choose their roles.

•Specifying member in each group who will be interested in maintaining the development of the work.

From these four elements, the researcher can say that the teacher play a huge role those roles can provide more opportunities to the EFL students to achieve certain levels in their pragmatic competency. Oral expression teachers' roles help them to achieve their objectives. "Hedge" points out that:

> "*The teacher plays different roles in the communicative classroom like creating the activities, arranging the material sources, giving instructions in the group work, motivating students, and explores the students' needs*" Hedge.(2000)

4.5 Strategic ways to improve learners' pragmatic competence:

Improving the EFL students' pragmatic competence is not an easy task to be achieved by the oral expression teachers. They need to observe, analyze, and create the appropriate tasks that would help the EFL students to improve their pragmatic competency. There are a number of different tasks that would be helpful to achieve this goal but first of all we need to recognize the types of speaking activities that should be included in the speaking classes.

In the following part of this study, the researcher presents those Tasks and tactics to have a better understanding of the subject being studied.

4.6 Introduction:

In this part of research, the researcher carries his investigation by talking about the strategic way to improve learner pragmatic competence, and general recommendation of this research. After that the investigator came into conclusion of this research.

4.7 Effective Tasks for Improving Learners Pragmatic Competence:

"Harmer" in his book 'How to Teach English', suggests that there are four types of speaking activities that could enhance the students' communicative abilities.

4.7.1 Information Gaps Activities:

These tasks include the participation of more than one student. They are about describing pictures, completing and telling story.

Oral expression teachers may use this type of speaking activities in order to increase the EFL students' interaction in the classroom. This type of activities can attract the students' interests; since, it is presenting new information. Especially, if the topic being discussed is interesting for the EFL students.

4.7.2 Surveys Activities:

This type involves the students' participation in carry out questionnaire about a specific topic. It requires the participation of more than one student. Furthermore, it involves the students' movements inside the classroom autonomously.

Oral expression teachers may use this type of speaking activities to lead the EFL students to interact in classrooms.

4.7.3 Discussion Activities:

It is one of the most used speaking activities that oral expression teachers use when teaching English language. The teacher introduces the topic then makes the EFL students to interact with each other by exchanging their point of view. For Example, the teacher give to the student a statement of problem to solve it, the answers of this problem is by giving their point of view in oral way, also by giving hand to student to respond to each other views and discussing them with the teacher.

4.7.4 Role-Play Activities:

It involves the students' participation to play roles according to different social situations. For instance, ask the students to play a role of guest at a party. "Yined Tello" asserts that:

"*Pragmatic instruction in a foreign language classroom, particularly in spoken English class, needs to complete three functions: exposing learners to appropriate target language input, raising learner's pragmatic consciousness, and arrange real opportunities to practice pragmatic knowledge" Yined Tello*. (*2006:p169-182.*)

These are the speaking activities that oral expression teacher may use in the classroom; however, the researcher is interested in the speaking activities that develop the pragmatic competence that oral expression teachers should be focusing on. They should use speaking tasks that include both of the aspects of the speaking skill such as

pronunciation, stress…etc, as well as developing the pragmatic competency of the EFL students.

4.8 General Recommendation

The present research is an attempt to examine the necessity of including pragmatic features of the TL in the different teaching and learning process. This study also deals with the challenges faced by the teachers and the opportunities available for teaching pragmatics. To find a way to a more pragmatic language teaching the researcher would like to suggest the following recommendations:

➢ Consider the pragmatic aspects of English language in teaching speaking skill. In other word focusing on the pragmatic aspects of the language rather than the linguistic one; since there are other classes in which teachers focus on the linguistic aspect.

➢ Provide EFL students with English Language pragmatic instruction in order to raise the learners' awareness to the pragmatic norms of the English language.

➢ All activities should be a mean to raise learners' pragmatic awareness.

➢ The need to adjust teachers talk to help learners' pragmatic competence.

➢ Bringing the TL culture into the FL classrooms via authentic language materials.

4.9 Conclusion:

In the last chapter, the researcher sheds light on the reasons that affect the learners' pragmatics, and encounter the EFL teachers as well. The second part of this chapter is possible solution to improve the EFL learners' pragmatic competencies

From the previous elements, the researcher can conclude that developing the EFL students' pragmatic competence is not an easy task for the oral expression teachers; since, they are going to take into account different factors, and to play different roles within the classroom. Speaking skill cannot be taught without taking into account the pragmatic aspects of the target language. Since, speaking skill is associated with peoples' interaction in different context. Hence, it is not sufficient for the EFL students to know only how to pronounce, or how to be fluent but it is more important to know how to use the language appropriately in the engagement in the social event.

General Conclusion

General Conclusion

Learning a foreign language is considered as an essential element in the curricula at all levels of education. Learning English in particular has become a necessity because of its wide spread use all over the world.

Moreover, there is shift from previous theoretical framework, which considers language as a formal system based on grammatical rules, As a result of these changes foreign language teaching adopted a more communicative perspective. Besides, due to the growth of the international and cross-cultural communication pragmatic competence should be an important aspect of language use that should be developed.

In Algeria, English is a foreign language and the learning environment comprises non-native language-teachers, and teaching materials, which do not really foster the learning of English. Since French is widely used in many fields.

In addition to that, there is small number of pragmatic aspects which they are marginalized compared to other aspects. Language curricula hardly maintain pragmatic features, mainly because this aspect of language use was long believed to be exclusively of native speakers' competence.

In fact, the recent researchers show the necessity to include pragmatic features in different curricula of ELT. Moreover, developing learners' pragmatic ability requires a student-centered approach; the teaching of this asset must be included in the curricula. The including of these features should be based on the identification of learners needs. An inquiry on the issue would provide us with the pragmatic aspects to be included in the curricula.

This also would not only guide in the selection to adopt in order to develop learners' oral proficiency. Bringing pragmatic aspects into language curricula needs the joint efforts of the specialists from different areas of study. Researchers in the field of material development, Syllabi designers, psycho linguists, and applied linguists.

Insights from those different field scan provide the researcher with answers to the many questions in the field of FL. This study is an attempt to shed light on the necessity to implement pragmatic features of the language of the curriculum. The researcher believes that FL learners must be aware of the dangers of lacking pragmatic competence.

Also, he believes that knowledge about pragmatics can significantly assist learners in developing their communicative competence; this study has focused on the

necessity for including pragmatics in the FL curriculum. Therefore, it is the concern of this study to look for the opportunities and difficulties for teaching pragmatics.

The findings of the research clearly indicate teachers' dissatisfaction with the previous theoretical frameworks. It unveiled the ways to overcome those obstacles. Teach back from teachers also revealed at the level of material selection methodology and teachers' training. Finally, this humble contribution aims to give awareness about the pragmatic aspects in the curriculum. So, pragmatic competence can be acquired only through awareness raising. Therefore, teaching material and course specification should be aware of the significant role of learning pragmatics.

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APPENDIX

My name is Ayachi Seedik, I am preparing for my memoire of **"Master 02"** of English language, specialty of **"Didactics".** My humble research is entitled

"**The Relationship between the Ability to Understand the Rules of Language (Pragmatics) in Learning and the Use of Spoken form in Target Situation"** at the department of English language (second year student of English) **,** University of Moulay Taher, Saida. So, in this research, I am doing an analysis about pragmatic knowledge and the learning strategies of pragmatics in oral classroom learning For Second Year Student of English Faculty.

To obtain necessary information, I would request that you respond to the questionnaire below meticulously. This information will help me to determine the use of pragmatic in target situation or context of student in the department of English language.

Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.

Thank you for taking the time to answer the questions fully and thoughtfully.

Mr.: Ayachi Seedik

Appendix: Questionnaire
I. Section one : please choose your answer from the following choices demographic information".(underline your choice)

1) Gender :   A. male ☐   B. Female ☐
2) Age :   A.under20 ☐   B. Over20 ☐
3) Do you have any overseas toward English learning experience**?**

A. Yes ☐   B. No ☐

II. Section two: your views on pragmatics in English learning and teaching at university level.

1) **I believe learning English grammar, vocabulary ,and Pronunciation means learning English.**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

2) **I think that the knowledge of how to use the language is important as linguistic knowledge (e.g.; vocabulary and grammar).**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

3) **The reason why I need to learn English is to pass the examination**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

4) **College English text books provide much information on culture ,conversation rules , help to use English in influent way "speaking"**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

5) **Communicative activities in oral class are waste of time in learning English :**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

6) **I think teachers should teach us, how to communicate with people, and how to use English in appropriate way in classroom teaching.**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

7) **Oral tasks like conversation provide me to improve my speaking skill and use it in appropriate way :**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

8) **I prefer to communicate in English and practice it with use if grammar explanation when necessary.**

	Put ticks (√)
a- strongly agree	
b- agree	
c- not sure	
d- strongly disagree	
e- disagree	

Section 03: (part one) Please choose your answer from the following choices :(circle the right answer)

1) **What kind of tasks do your teachers most often use in classroom teaching?**

1. Group discussion. ☐   2. Pair works. ☐   3. Role plays. ☐   4.Debate. ☐

2) **What kind of tools that you prefer to get information about the use of English?**
1. Teachers explanation ☐
2. Classroom discussion ☐
3. listening to radio, watching TV, or you prefer the net ☐

3) What kind of abilities do you want to develop most in learning English?
- ✓ .ability to communicate with people. ☐
- ✓ .ability to do well in English examination. ☐
- ✓ .ability to read materials related to my major. ☐
- ✓ .ability to translate. ☐

Others……………………………………………………………………………………………

4) What kind of knowledge do you want to learn it mostly in your English classroom teaching?
- ✓ .linguistic knowledge(e.g. Grammar, vocabulary , and pronunciation) ☐
- ✓ .communicative skills. ☐
- ✓ .knowledge on how to use English ☐

5) What is the most effective way to learn English?
- ✓ Memorize vocabulary and reciting text. ☐
- ✓ Doing practices and translation exercise. ☐
- ✓ Imitate a language model and applying it in new context. ☐

Others……………………………………………………………………………………………

Section03: (part two) please choose your answer from the following choice, you can choose more than one choice to answer each question.

6) What do you usually do in oral classroom learning/teaching?
- ✓ Note taking. ☐
- ✓ Group discussion. ☐
- ✓ Listening to the teacher. ☐
- ✓ Not following at all. ☐

Others……………………………………………………………………………………………

7) What do you usually do to learn English after class?
- ✓ Practice English with classmates ☐
- ✓ Reading books ☐
- ✓ Doing revision and review your work ☐
- ✓ Practice English with native speaker on the net. ☐
- ✓ Try to apply a new word in situation with others. ☐

Others……………………………………………………………………………………………

Section04: according to your view answer honestly the following question :

Do you believe that the university English teaching and learning will enable you to improve your ability to communicate "speak" with people and to use English approprietly? why? or why not?

....
....
....

APPENDIX "B": INTERVIEW FOR TEACHERS OF ORAL PRODUCTION

My name is Ayachi Seedik, I am preparing for my memoire of **"Master 02"** of English language, specialty of **"Didactics".** My humble research is entitled

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To obtain necessary information, I would request that you respond to the questionnaire below meticulously. This information will help me to determine the use of pragmatic in target situation or context of student in the department of English language.

Cooperation is, of course, voluntary. Your completion of the questionnaire is assumed to grant permission to use your answers for this study.

Thank you for taking the time to answer the questions fully and thoughtfully.

Mr.: Ayachi Seedik

An interview for teachers of oral production:

Please mention the faculty: …………………………

I. Background and profile:

1. Qualification:

a) Licence ☐   b)Magister ☐   c)PHD ☐

2. How long have you been teaching English?

a) 1 to 3 years   ☐

b) 3 to 5 years   ☐

c) 5 to 7 years   ☐

d) More than 10 years ☐

3. Have you ever been to an English-speaking country?

a) Yes ☐   b) No ☐

If yes, Where, When and How long?

……………………………………………………………………………………...........

....

II. Teachers view of teaching pragmatics :

1) is pragmatic teachable?   Yes ☐   NO ☐

....

....

2) In teaching pragmatics aspects of the TL you use:

a) Pedagogical materials ☐

b) Authentic materials ☐

c) Both of them ☐

3) How would you assess your learners' present level of pragmatic competence?

....

....

4) Do you think that integrating pragmatic knowledge in the teaching curricula is important or not? Why? Why not?

....

....

III. <u>**Teachers Awareness in Developing Learners Oral Performance :**</u>

5) Do you think that the only mastery of the linguistic aspects of the target language is sufficient for learners' to be able to perform in different contexts and for different communicative purposes?

....

....

6) Do you agree if more pragmatic input is included in the curricula of teaching English at different levels learners' oral proficiency will be improved?

....

....

7) Do current oral classroom activities promote EFL students' pragmatic competence? If not what do you suggest?

....

....

8) What do learners need to learn in order to become pragmatically competent?

a. Using different structures of the target language. ☐

b. Using different functions of the target language. ☐

c. Using different uses of the target language in contexts. ☐

d. All of them. ☐

Glossary

Linguistic: The scientific study of language and its structure, including the study of grammar, syntax and phonetics. Specific branches of linguistic include sociolinguistic, dialectology, psycholinguistic, computational linguistics, comparative linguistics and structural linguistics.

Oral: relating to the transmission of information or literature by word of mouth.

Communication: methods of sending information by speaking or by the use of telephones, radio, computers, ect

Pragmatic: dealing with things sensibly and realistically rather than theoretical considerations.

Competence: the ability to do something successfully or efficiently

The legal authority of court or other body to deal with a particular matter

In linguistic: persons subconscious knowledge of the rules governing the formation of speecj in their first language often constracted with the performance

Performance: an act of presenting a play, concert, or other form of entertainment, a display of exaggerated behavior or a process involving a great deal of unnecessary time and effort

Divergent: tending to be different or develop in different direction. In language use, it is the mistake that the speaker do while speaking "it has relation with the use of pragmatic or the use of language in target situation"