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An Investigation into the Effect of Conversational Implicature-Based Instruction on Improving EFL Learners' Illocutionary Competence.

The Case of Third year students of English at the University of M'sia

Dissertation Submitted to the Department of English in partial fulfilment of the Requirements for the Degree of Master

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Declaration

We hereby solemnly declare that the work we are going to present in this thesis entitled "An Investigation into the Effect of Conversational Implicature based instruction on improving EFL Larners' Illocutionary Competence" the case of third year EFL students is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M'sila, Algeria.

M'sila, September 2020

Signature
Hadjer ZEGHOUGH

Signature
Sarra LAICHE

Dedication

To my great parents, my wonderful brothers

To my little angle: Mariam

I dedicate this work.

ZEGHOUGH

To my beloved parents, my pride and joy brothers and sisters

To my one and only Samir, my husband

To my little angel: Abir

I dedicate this work.

LAICHE

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Abstract

From a neo-Gricean perspective, a conversation is whether conventional or non-conventional. EFL students are determined to master the competency of deciphering the non-conventional utterances to sustain a successful rate of a contextual conversation. Accordingly, the present study aims to investigate the effect of conversational implicature-based instruction on improving EFL students' illocutionary competence. The study targets 35 third year EFL students and five (5) teachers at the English language department at the University of M'sila. The current study is a mixed method oriented research using an exploratory descriptive design to bring about the objectives and answer the questions under investigation. A discourse completion test, a questionnaire and an interview were virtually distributed on the sample to assess students' awareness of implicature' use , their performance in two small-scale tests of the same construct and to investigate teachers' perceptions and their implicature based instruction in the classroom. The results reveal that teachers occasionally i(nstruct their students using different approaches implicitly in their classes. Henceforth, teachers' conversational implicature instruction are insufficient and limited which elucidate students' moderate awareness of conversational implicature comprehension, and good scores with significant differences in the discourse completion test. Consequently, it is suggested to integrate conversational implicature instruction into EFL learning setting for the sake of enhancing students' illocutionary competence therefore minimizing communication breakdowns and pragmatic failure.

Key words: Conversational implicature, EFL learning / teaching, Illocutionary competence, Implementation of pragmatic instruction.

List of abbreviations

CA: Communicative Approach

CC: Communicative Competence

CI: Conversational Implicature

CP: Cooperative Principles

CIPAQ: Conversational Implicature Perception and Awareness Questionnaire

ELT: English Language Teaching

ESL: English as a Second Language

FL: Foreign Language

GC: Grammatical Competence

GCIs: Generalized Conversational Implicature

IC: Illocutionary Competence

ILP: Inter-Language Pragmatics

IPrA: The International Pragmatic Association

IT: Information Technology

L1: First Language

L2: Second language

LMD: License-Master-Doctorate

N: Number

NL: Native Language

NNSs: Non Native Speakers

NSs: Native Speakers

NSM: Native Speaker Model

PC: Pragmatic Competence

PCIs: Particularized Conversational

SCT: Speech Code theory

SD: Standard Deviation

SL: Second Language

SLA Second Language Acquisition

TL: Target Language

X: Mean

%: Percentage

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Chapter Two

Methodology, Data analysis, Results, and Discussion.

General Introduction

1. Research Background

Humans' communication is complex, it is demonstrated in everyday conversation when they often convey information that goes beyond and above the explicit utterances waiting for the other participants to infer the intention as it sent in a given contextual situation. This notion has first been introduced by H. Paul Grice in 1975, who drew a distinction between conventional and non-conventional implicature. Thenceforward, since its introduction, it became one of the core aspects in interlanguage pragmatic investigation.

Arguably, in EFL sphere, an effective communication is one of the absolute purposes of learning a second language; although, EFL learners might have a perfect knowledge of grammatical rules of the target language (TL), still some might face difficulties at the interpersonal level when establishing a conversation in the TL. Learners sometimes fail to infer the exact meaning of contextual utterances resulting communication breakdowns.

After the introduction of the communicative competence (CC) model (Canale, 1980; Bachman, 1990; Bachman & Palmer, 1996). The perception of how languages are learned and , thus, taught has been significantely improved. In addition, there was a major shift in the view of second language learning. First, it was equated with linguistic or grammatical accuracy, then with the achievement of functional abilities in the target language with a final purpose of both understanding and producing language appropriately in accordance with the specific sociocultural parameter (Thomas, 1983).

This last, led to the emergence of several theories and strategies about teaching pragmatics in the EFL context. Consequently, raised awareness on the importance of developing the illocutionary competence (the ability to interpret correctly what is said in a certain contextual situation). Though, linguists and specialists start to question whether this notion could be taught. First, it was not accepted by Kasper, who was one of the pioneers in the field of interlanguage pragmatic studies, however, Bardovi-Harlig K. ,(1996) considers competence to be the type of knowledge that learners posses, develop, acquire , use or lose .

Thus, she inspired other researchers to carry on the research and prove that any pragmatic competence can be developed through instruction. Davis,w. (2019) demonstrates that these instruction "enable EFL learners to experience a greater degree of acceptance into the targets

community,not to mention that mastering its use serves a variety of goals beyond communication, including maintaining good social relations, being indirect for different purposes, misleading without lying, style, and verbal efficiency".

In adiition , research on instruction in second language (L2) pragmatics has shown the benefits of instruction versus exposure (Bardovi-Harlig K. , 2006, p. 165). Among several operative techniques to raise pragmatic competence is conversational implicature based-instruction. (Pratama ,2017).

2. Statement of the Problem

Although extensive research has been carried out on communicative competence in worldwide scopes; abounding with its components, developments, evaluation, and assessments. Fewer are directed to clear the ambiguity roaming upon investigating all about the effect of conversational implicature based-instruction on improving EFL learners' illocutionary competence. (Cignetti & Giuseppe, 2015)

Especially that fulfilling EFL learners with their academic and occupational needs appears to be the common tendency in teaching English to EFL students; where there is no doubt that the pedagogical material have their places in the classroom; nonetheless, there is a wide gap between the "real" language of native speakers and the language proposed by such educational material. (Gilmore, 2007).Thus to say, the aspect of pragmatic is fairly ignored. (Amaya, 2008, p. 13).

Consequently, the struggle is real when Third year EFL students at the department of English in the University of M'sila begin to put their words into use, especially when they are placed into a contextual situation where they lack the competency to infer the intended intention-lack of illocutionary competence. Thus fail to sustain the rate of the conversation they are having, and often result communication breakdown, awkwardness, and inappropriateness (Loutfi et.al, 2016). This might occur due to the absence of the implementation of conversational implicature based instruction in their classes.

3. Research Questions

The present study seeks to find answers to the following questions:

1. What awareness levels do third year EFL students hold about the use of conversational implicature to their language learning and use?

2. How well can 3rd year EFL students perform in the discourse completion test ?
3. On what scale do EFL teachers at M'sila University integrate conversational umplicature - based instruction in their teaching?
4. What effect does instruction in conversational implicature have on EFL learners' illocutionary competence?

4. Research Hypothesis

In the light of the aforementioned questions, the following hypothesis are formulated

1. EFL learners at the University of M'sila may hold a good awreness level about the use of conversational implicature to their language learning and use.
2. EFL learners at the University of M'sila may score well in the CI test at both levels of interpretation and production.
3. EFL teachers at the University of M'sila may sufficientely integrate CI- based instruction in their classes.
4. Integrating conversational implicature instruction in EFL learning context may likely to foster students' illocutionary competence.

5. Research Objectives

Some specific objectives have been established to guide this research. These objectives are as follow:

1. To find out the awareness level that third year EFL learners hold about the use of conversational implicature to their language learning and use.
2. To explore how often EFL learners are common with use of conversational implicature in their conversations.
3. To find out on what scale do EFL teachers at M'sila University integrate conversational implicature-based instruction in their teaching.
4. To form a bigger picture of the importance of employing CI-based instruction to foster EFL learners' illocutionary competence.

6. Significance of the Study

The present study would be a contribution to interlanguage pragmatic research (ILP) as the effect of conversational implicature instruction on developing EFL students' illocutionary competence have not been often investigated at the department of language and English Literature at the University of Mohammed Boudiaf M'sila. It is significant for teachers and researchers who are interested to enhance their teaching quality with regard to fostering EFL learners' illocutionary competence. It attempts to provide EFL students with a better understanding of what constitutes effective and appropriate language use. Hopefully, it would be beneficial for all of the EFL researchers-teachers and students alike who is eager to ameliorate their teaching and learning of certain pragmatic aspects.

7. Aim of the Study

The aim of our study is to contribute to the increasing body of knowledge in the field of interlanguage pragmatic (ILP), more specifically investigating the effect of conversational implicature instruction in the EFL context in order to develop learners' illocutionary competence, as well as, both EFL teachers and learners' perception .

Moreover, the aim of this study is to extend our understanding of the issue of using CI instruction, and find out the appropriate ways of adapting those instructions in a way that could help learners practice the learnt language in different real-life situations.

8. Literature Review

H.P Grice (1975) was the first to mention the term implicature, he refers to it as "a special condition where a speaker conveys a different meaning from the surface utterance he⁄ she expresses" (Pratma et al., 2019). The term conversational implicature has been mentioned in several studies dealing with effective communication and successful language use. Moreover, a number of studies have examined L2 learners' ability to comprehend implicature and indirect speech acts (Bouton, 1992, 1994,1999 ; Carrell, 1984; Cook & Liddicoat,2002; Garcia, 2004; Holtgraves, 2007; Koike, 1996; Roever, 2005; Taguchi, 2007, 2008, 2009, 2011; Takahashi & Roitblat, 1994) as cited in Taguchi, 2013).

Bouton (1996) conducted a study to examine NNS of English awareness and comprehension of implicature through classroom instruction. He tested two groups of nonnative English' speaking international students, who had just arrived to the United States. The objective of the test was to determine if they can derive the same messages from American English implicatures as natives did.

The two groups were tested in two different years, while the first group consisting of 436 subjects, was tested in 1986, the other group with 304 participants was tested in 1990. Afterward, the two NNS groups comprehension of implicatures were compared with those of NS, the comparison revealed the following: the 1986 group had obtained the correct message from implicatures 71.3 percent of the time, or 79.5 percent as native American control group did. The 1990 group derived the expected message from implicatures 76.8 percent, or 84.8 percent of the time as often as the Americans. This proposed that the use of implicatures as a cross-cultural conversational strategy can create barrier to interaction between native speakers and international students.

In order to find solution for this problem, Bouton(1996) conducted a longitudinal study on subset of the same groups of 1986 and 1990, they were tested again after they have had spent a sufficient period of time at the university. After four and half year NNS interpreted implicature correctly 91.5 percent as often as natives did.

In Bouton's (1992) study, 30 EFL learner were tested in conversational implicature they took a written multiple-choice test including 33 short dialogues with different types of implicature, and after four-and-a-half year EFL learners were able to comprehend implicature similarly to natives. However, they remained struggling with formulaic language (as cited in Taguchi, 2009).

To investigate the effect of the teaching of conversational implicature on developing pragmatic competence, Tuan (2001) conducted a study on 40 Taiwanese college EFL learner. The study lasted for 10 weeks and included two tests, a web-based implicature test and a test of English for international communication(TOEIC) test. The findings revealed that there is a significant difference in learners' implicature competence in favor of the post test, in addition to the high correlation between learners' implicature competence and successful language learning. Tuan emphasized on the necessity of direct instruction in implicature to develop pragmatic competence (as cited in Abdelhafez, 2016).

Taguchi, et al (2013) believe that L2 learners are able to derive the appropriate meaning of an utterance at the level of implied meaning. Relying on their mother tongue knowledge and set of variety of cues such as linguistic and paralinguistic cues, contextual information, assumption of relevance, and background knowledge L2 learners can successfully comprehend implicature.

In a similar research, Pratama (2017) tested learners' ability to comprehend English conversational implicature among three groups, the first group with high English exposure, the second with medium English exposure, and the last with low English exposure. If the respondent's answers were all correct, he or she scores 30, whereas, if the respondent's answers were all wrong, he or she scores 0. The result showed that the average English implicature comprehension score vary significantly among the three groups; while, the first group achieved an average of 23.550, the second group achieved 21.781, and the third group achieved score of 17.605. This shows clearly that the more L2 learners are exposed to the target language, the better their comprehension of conversational implicature becomes.

The previously-reviewed studies highlight the role of instruction in conversational implicatures in developing EFL learners' pragmatic competence they also highlight the relationship between language proficiency and ability to interpret conversational implicature. The finding of this studies indicated the importance of implicature instruction, as well as, the seriousness of implicature awareness raising. The current study aligns with these views and aims to form a bigger picture of the importance of employing CI-based instruction to foster EFL learners' illocutionary competence.

9. Research Methodology

This section is a composite of four subsections namely; the research design of the present study, the sample taking part in this study, research instruments, and the outline of the dissertation.

9.1.Research Design

This study adopts a mixed research method with a descriptive design to collect the required data since qualitative and quantitative approaches are required to meet the research objectives, the aim behind using a mixed-method is its effectiveness and its ability to offer a better understanding of the research problem, than either type by itself; in addition to that, quantitative data is not enough to address the research problem neither answer the research questions.

The use of a DCT along with a questionnaire and an interview support research adequacy, it prevents any biased findings and it boosts the research's validity and reliability. In any interlanguage methodology, as Chen 1996 and Beebe 1995 elaborate "a single data collection instrument is not sufficient and may result in prejudiced findings".

9.1. Research Participants

The population of this study is the third-year EFL learners' and EFL teachers at the department of language and English Literature at Mohammed Boudiaf M'sila University.

The population of this study is about 150 students, divided into four (04) groups, each group consists of twenty-five to thirty students. From this population, a random sampling with stratified sampling technique was opted for testing 35 students. This kind of sampling is used to improve the accuracy and representativeness of the results by reducing sampling bias , thus to avoid the high risk of sampling bias which limits the generalizability of findings that may be considered as threat to external validity in addition ,.

Moreover, five (05) teachers, in the same department, were chosen purposefully to answer the interview. This kind of sampling is used to gain detailed knowledge about CI instruction and its effect on developing students' illocutionary competence rather than to make statistical inferences.

9.2.Data Gathering Tools:

Data to assess students' ability to interpret English conversational implicatures were gathered using conversational implicature tests designed by Grice 1975, and Bouton 1994. In a form of a DCT and subdivided into two parts: Test (A) was a multiple-choice test, while Test (B) was a sentence composing test. Data to investigate the students' perception of the Conversational implicature were gathered using a structured questionnaire, subdivided into 4 main sections, on the end of the spectrum, interviews were conducted to asses teachers' perceptions on CI instruction in the department of English language and Literature in the University of M'sila.

The aim behind the adaptation of the triangulation method is to offer the opportunity for a thorough understanding of a research topic from multiple data sources, and also invites validation of one source of data by another .In our case, comparing the interview transcripts to the questionnaire and DCT results. As such, it is employed as a strategy to increase the validity and rigor of research (Thien, 2009), ensure the reliability, in addition, and gain more meaningful

insights into the situation. Hopefully, the aforementioned data collection tools will help in obtaining valid results thus help to prove.

10. Structure of The Dissertation

This research falls into two main chapters: The first chapter is devoted to the theoretical part where it is divided into three main areas of research; whereas the second one is devoted to the fieldwork.

In the first chapter, part one is devoted to provide an overview of both conversational implicature and the illocutionary competence; first, it provides a brief introduction to pragmatics, and its theories. Secondly, it presents a theoretical insight into some different pragmatic theories including the notion of conversational implicature, its types, and its relatedness to communication and deciphering.

Part two is devoted to expound the notion of illocutionary competence; first, it illustrates the components of communicative competence, and then dives into the concept of illocutionary competence and its types.

Part three focuses on promoting the idea of using conversational implicature as a method to teach L2 pragmatics and improving EFL learners' illocutionary competence; first, it introduces some of cognitive fundamental theories of teaching some of pragmatics aspects; secondly, it presents a range of Conversational implicature based instruction and techniques used to ameliorate EFL learners illocutionary competence, and the role of teachers; third, it explains the notion of pragmatic failure and a series of strategies to overcome it; and finally, the effect of the presented CI instruction on the development of the IC.

The second chapter falls also into two sections: The first section is dedicated to describe the methodology occupied in designing tools, sampling techniques, and data gathering tools. The second section is devoted to analyze statistical and thematic data obtained from students' questionnaire, the DCT, in addition to the teachers' interview.

Chapter One

An Overview of Conversational Implicature and Illocutionary Competence

Introduction

Language learning and use do not involve only the knowledge of grammatical rules, vocabulary, and spelling, it extends to cover a wide variety of competences which in the case of successful language use and learning, the development of such competences in unavoidable.

A competent language user must develop the pragmatic competence, which generally refers to the ability to use language effectively in accordance with the context of use. Pragmatic competence extends to include illocutionary competence and covers a wide variety of theories including the cooperative principle and the notion of conversational implicature.

This chapter includes a theoretical background on pragmatics history, the different types of pragmatic theories, as pragmatics competence and illocutionary competence. Moreover, to expound the idea of pragmatic teaching if EFL context including different theories of L2 pragmatic teaching.

1.1.Pragmatics' Origin and History

Pragmatics is considered as one of the center branches of linguistics, it investigates how language is related to the context of use, deals with the nature of language, and the ways in which the context contributes to meaning. Moreover, although it is currently a well-known field of language studies, it has passed a long history to establish its own identity as an academic field, as it originally drives from a specific branch of philosophy of language (Arif, 2013).

During the first half of the twentieth century, philosophy of language was greatly concerned with the meaning of language expressions rather than language use, philosophers such as Russel and early Wittgenstein argued about problems of representation and neglected non-assertive uses of language. However, Austin with his speech act theory changed the course of events, claiming that language is not only used to describe but rather to perform actions, thus things begun to take other directions.

Later Wittgenstein of the *philosophical investigation* (1953), took up arms against his former self arguing that language is not only a system of representations, but also a system of devices for engaging in various sorts of social activities. Consequently, a need for a further theory

which goes beyond the theory of linguistic meaning (semantics) to the theory of language use (pragmatics) was inevitable (Bach, 2008).

The term pragmatics was coined by the psychologist and philosopher Charles Morris in 1930, the field of pragmatics; or at least the term pragmatics; was the result of the meeting of two philosophical schools: American pragmatism and logical positivism (Slotta, n.d.). Besides philosophy, pragmatics also has its roots in sociology and anthropology.

Morris based his theory on his earlier work editing the writings and lectures of George Herbert Mead, an American philosopher, sociologist, and psychologist, whose work drew heavily on anthropology, thereby both sociology and anthropology played an important role in the development of pragmatics (Nordquist, 2019). Nevertheless, it was only in the early 1970s that this field started gaining more attention. The international pragmatic association (IPrA) was founded in 1985. The international journal of pragmatics started its publication in 1977 and the journal pragmatics in 1991 (Juker, 2012).

Progress in pragmatics has been slow compared to other subfields of linguistics, but it has managed to establish itself as a subfield of linguistics and of the Gricean distinction between literal and speakers' intended meaning (Sauerland & Schumacher, 2015). Hence, J.L. Austin with his speech act theory, which was later developed by John. R. Searle, and H.P. Grice with his cooperative principle theory and the notion of conversational implicatures inaugurated in the development of pragmatics, both philosophers were interested in the area of pragmatics or the so called "beyond saying", and opined that words can communicate more than their literal meaning, in addition to the distinction between what is said and what is actually conveyed or meant to be said in specific linguistic or social context ("Stanford Encyclopedia of Philosophy", 2006).

Still, they have not yet reached the point of a unified theory, until Kent Bach and Robert Harnish (Linguistic Communication and Speech Acts (1979)) made an important attempt to integrate both Austin-Searle's work, and Grice's work into a unified theory ("Stanford Encyclopedia of Philosophy", 2006).

The history of pragmatics can be viewed as a conjunction of different moves, starting from epistemology and semiotics (Morris, 1938), philosophy of language (Austin, 1962; Searle, 1969),

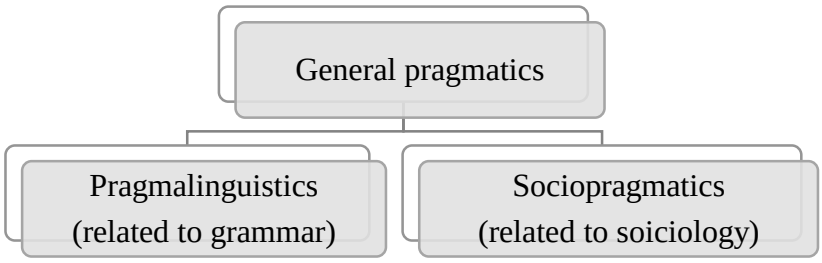
to logic (Frege, 1952; Russel, 1905), as well as linguistics (Horn, 1972; Wilson, 1975; Kempson, 1975; Gazdar, 1979) as cited in Moeschler, 2014).

1.1.1. Pragmalinguistics and Sociopragmatic:

Verschueren (1999) claims that pragmatics involves a "general cognitive, social, and cultural perspective on linguistic phenomena in relation to their usage in forms of behavior" (p.7) as cited in Culpeper, 2009).meanwhile, Leech (1983) went further with his distinction and mentions three areas of pragmatics which he refers to as "general pragmatics", concerning "general conditions of the communicative use of language" (p.10), "sociopragmatics" concerning "more specific local conditions on language use"(p.10), and "pragma-linguistics" concerning "the particular resources which a given language provides for conveying particular illocutions"(p.11) as cited in Culpeper, 2009). The following diagram presents the relationship between these three areas:

Figure 1.

Leech's illustration of pragmatics' areas.



Pertaining to EFL learners, we find that effective communication using the target language is the first concern, and to communicate effectively L2 learners must learn not only linguistic expressions, but also, new cultural attitudes about the use of these expressions, which means besides the linguistic competence, they have also to develop the pragmatic competence since the lack of this competence can hinder the process of communication (Altasan, 2016).

Hence, the development of sociopragmatic competence and pragmalinguistic competence is unavoidable. Sociopragmatic competence, on one hand, refers to the appropriate usage and selection of language in accordance with context and the ability to understand the social conventions that govern communication (Xiaole, 2009), and on the other hand pragmalinguistic

competence refers to ability to perform speech acts using a range of linguistic expressions (Altasan, 2016).

1.2. Pragmatic theories:

Pragmatics uncovers the contextual meanings of ordinary languages used in everyday different communicative events, and incorporates multiple theories and principles, including speech act theory, conversational implicatures, cooperative principle and maxims…etc (Arif, 2013).

1.2.1. Speech Act Theory:

Language is vital for our existence, and although it is described as the ultimate tool of communication, it is considered as a complex system, which raises a challenging task for its second and foreign language learners.

The speech act theory is one of first language theories, it was first introduced by John Langshaw Austin in 1962, and later it was developed by John. R. Searle in 1969. They both believe that language is not only used to inform or express thoughts, but rather" to do things" or perform actions (Austin, 1962).

Unlike other philosophers who believe that the main function of language is to describe, J. L Austin believes that utterances have a variety of different uses, and discovered a group of sentences which he named "performative utterances" or "performatives, he stated in his book *how to do things with words* that "It was for too long the assumptions of philosophers that the business of 'statement' can only be to 'describe' some state of affairs, or to state some facts ,which it must do either truly or falsely.

Grammarians, indeed, have regularly pointed out that not all sentences are (used in making) statement: there are, traditionally, besides (grammarians) statements, also questions and exclamations, and sentences expressing commends or wishes or concessions "(1962, p.1) Thus, speech act theory considers language as a sort of action rather than a medium to convey and express, indeed language can be used to perform different sorts of acts, e.g. to ask, to commend, to wish, etc. (Austin, 1962). Here is an example taken from Austin's book:

•'I name this ship the *Queen Elizabeth*'

Here the utterer is not describing the lunching ceremony, but rather doing it.

Austin distinguishes three components of speech act, locutionary, illocutionary, and perlocutionary acts. *Locutionary act* is the act of saying something, something which has meaning in traditional sense, *illocutionary act* is the act performed by saying something with specific intentions, and *perlocutionary act* is the act performed by, or as a result of saying something, usually when the speaker's utterance has an effect on the listener (Austin, 1962). These three types are interrelated as in one speech the three acts can appear (Bach & Harnish, 1979; Austin, 2009) as cited in Armistany & Zamzani, 2019).

Language is for doing. Mainly used for the sake of performing multiple actions, thus, the ability to recognize the actions performed by other speakers' utterances is a fundamental aspect of successful language use (Grise, 1957; Searle, 1969; Sperber & Wilson, 1986, 1995) as cited in Holtgraves, 2007) Native speakers of English face no difficulty comprehending speech acts as they automatically recognize them when the speaker makes an utterance (Holtgraves & Ashely, 2001).Yet, whether L2 learners are able to recognize the actions performed by other speakers' utterances as quickly as natives do, is still unclear. In order to find answers another discipline has come to light which is interlanguage pragmatics (ILP).

1.2.2. Interlanguage Pragmatics:

Interlanguage pragmatic (ILP) is a subfield of pragmatics and interlanguage studies. The term was first defined by Kasper and Dahl (1991), who stated that "interlanguage pragmatics will be defined in narrow sense, referring to nonnative speakers'(NNSs) comprehension and production of speech acts, and how their L2 related speech act knowledge is acquired" (as cited in Taguchi, 2017, p.2).

Moreover, *Interlanguage pragmatics* is a branch of second language acquisition (SLA), it is concerned with testing L2 learners' proficiency, knowledge, use, and evaluation in performing sociocultural functions (Taguchi, 2007). Hence, it studies how L2 learners acquire, produce, and understand communicative actions. Additionally, ILP draws on pragmatic theories and principles to amplify learners ability to encode and decode meaning in the target language (Eslami &Eslami–Rasekh, 2008; Schauer, 2009) as cited in Norouzian & R.Eslami, 2016).

Another crucial issue faced by EFL learners is comprehending the implied meaning of an utterance, as they have to recognize the relationship between what is literally said and the intentions conveyed indirectly by the speaker's utterances, and then making interpretations about the speaker's meaning. The process of comprehending implicatures requires decoding linguistic and

contextual cues before making inferences of the speaker's implied intentions behind these cues (Taguchi, 2005).

The field of interlanguage pragmatics (ILP) has expended to cover all language learning related problems including comprehension of conversational implicature. Kasper (2001) asserts that within some studies on interlanguage pragmatics, some authors emphasized on the notion that different classroom experiments have an impact on the acquisition of implicature (Cignett & Giuseppe 2019). ILP can take any pragmatic themes as their focus of study as long as the setting is fit within a second language setting (Pratama , 2019).

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1.2.3. Cooperative Principle And Conversational Implicature:

Speakers can intentionally imply something different from what they have explicitly said, the implied meaning is called a conversational implicature, the case in which the perceived meaning extends beyond the literal meaning (Wang, 2011).

The term implicature was first introduced by H.P. Grice (1975), who maintains that communication is largely a co-operative enterprise (Chen, n.d.). He believes that the success of a conversation depends upon the various speakers' approach to the interaction, the way in which people try to make a conversation work effectively is sometimes called as cooperative principle, and in order to be cooperative, one must obey the four maxims, also known as conversational maxims (Lubis, 2017). Hence, Grice (1975) claims that to engage in a meaningful conversation the four maxims must be followed:

- **Maxim of quantity:** "if you are assisting me to mend a car, I expect your contribution to be neither more nor less than is required" (p.28), which means make your contribution as informative as is required.
- **Maxim of quality:** "I expect your contribution to be genuine and not spurious" (p.28), which means be truthful and say only what you believe to be true.
- **Maxim of relation:** "I expect a partner's contribution to be appropriate to the immediate needs at each stage of the transaction" (p.28), which means to be relevant.
- **Maxim of manner:** "I expect a partner to make it clear what contribution he is making and to execute his performance with reasonable dispatch" (p.28), be brief and orderly.

Cooperation is a term used in linguistic literature to show how humans behave in conversation (Davies, 2007) as cited in Al-Saedi, 2013), Grice believes that cooperative principle underlines language use, and when people violate any of the four maxims, a conversational implicature occurs. For example, if someone uses the statement "he is a real genius", as a response to the statement "Tom failed all his classes", here the first person is violating the maxim of quality which means he is not being truthful, thereby introducing an implicature, as he actually meant to say that tom is really dumb (Buckhoff, 1997).

An implicature can be defined as anything that is inferred from an utterance but that is not a condition for the truth of the utterance (Gazdar, 1979) as cited in Lubis, 2017). Which means when people communicate with each other, there are other meanings and intentions suggested or implied through their utterances which totally contrast the explicit meaning of the utterances. According to Grice (1975) an implicature is a special condition where a speaker conveys a different meaning from the surface utterance he/she expresses (Pratama et al., 2019).

The idea of implicature was generated after Grice has noticed that there is non-natural meaning and then proposed the *theory of meaning-nn*, in the light of this theory Levinson (1989) claims that " Grice's theory of meaning-nn is construed as a theory of communication, it has the interesting consequence that it gives an account of how communication might be achieved in the absence of any conventional means for expressing the intended meaning"(p.101) as cited in Al-Saedi, 2013). Grice's basic theory about meaning can be divided into natural meaning and nonnatural meaning. Natural meaning refers to the meaning of the utterance that can be generally gained by the conversational participants. While the non-natural meaning refers to the intended meaning conveyed by the speaker and must be inferred by the receiver in particular contexts (Wang, 2011).

It is now obvious that what a speaker means, asserts, or conveys by an utterance of sentence can extend beyond the literal meaning or what the sentence semantically expresses (Speaks, 2008), and the ability to figure out the hidden or implied meaning is highly important for a conversation to work effectively, because pragmatics cannot work without realizing the figurative or hidden meaning in the conversational exchange (Al-Saedi, 2013).

Grice (1975) suggested that implicature is divided into three main parts, conventional implicature, non-conventional (conversational) implicature, and presupposition implicature.

The following graph of implicature categorization based on Grice's theory quoted by Harnish (1991) as follows:

Figure 2.

Grice's devision to implicatures(as cited in Lubis, 2017).

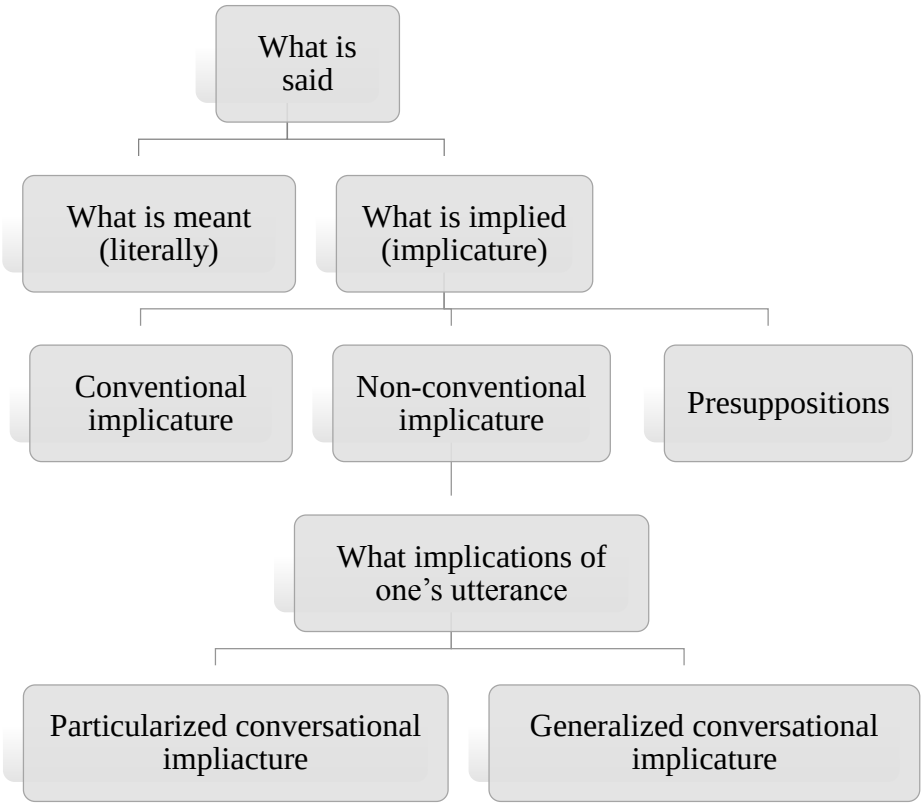


Figure 3. Grice's devision to implicatures(as cited in Lubis, 2017).

1.3. Types of implicature:

In logic and conversation, Grice makes a clear distinction between what is said and what is implied by speakers' utterances, he claims that what is said is "closely related to the conventional meaning of the sentence uttered" (Cohen, 2008). Therefore, what is said is limited to what is meant conventionally by the sentence, which contrast what the speaker is implying, suggesting, hinting at, conveying, or indicating etc, all of what Grice refer to as beyond saying. All the cases of what

go beyond saying, Grice puts them under the term implicature (Cohen, 2008), and he distinguishes three types of implicature:

1.3.1. Conventional Implicature:

In the light of conventional implicature Grice (1975) stated that "in some cases the conventional meaning of the words used will determine what is implicated, besides helping to determine what is said." (p.25)

Grice believes that there is a link between the two sentences, as if being brave is linked to being an Englishman, he did not say so but certainly indicated, or implicated that it is. However, this link does not contribute to the truth conditional meaning, which is the literal or conventional meaning of the sentences, that it is used to determine whether sentences are true or not, Iten (2000) state that "the truth conditions of a given proposition will be the set of necessary and sufficient conditions for its truth. Another way of putting this would be that truth conditions describe states of affairs in the world which have to hold proposition to be true" (p.15). If both sentences are conditions of the truth and the sentence being brave follows from being Englishman and the use of *therefore* to say and mean that him being brave is linked to him being an Englishman, "he is an Englishman therefore he is brave", speakers imply rather than say that being brave follows from being English. Hence, the meaning of *therefore* generates the implicature, the contribution of *therefore* is thus non-truth conditional (implied and non-conventional meaning), and the meaning contribution of *therefore* here is not semantic but pragmatic (Moeschler, 2014).

Bussmann (2006) defines conventional implicature as "… in uttering a sentence **S**, a speaker implies that **p** is the case if, by having been uttered, **S** suggests as its conclusion **p**, without **p** having been literally said. If the conclusion rests exclusively…most presuppositions are interpreted as conventional implicature" (p.221) as cited in Wintermeyer, 2014, p.9). Therefore, a conventional implicature is part of the literal actual meaning, but at the same time in not part of the truth conditional meaning

Large set of presuppositions are actually conventional implicatures, including presuppositions associated with particles such as *too, either, also, even, only…*, as well as, presuppositions of certain factive verbs like *forget, realize, take into account…,* also

presuppositions of implicative verbs like *manage* and *fail*, and finally presuppositions of cleft and pseudo-cleft (Wintermeyer, 2014).

According to Karttunen and Peters (1979) an example of word that explicitly demonstrates the difference between *what is said* and *what is conventionally implicated* is *even*, and they give the following example (1):

(1) *even Bill likes Mary*

(2) *Bill likes Mary*

For kurttunen and peters even plays no role in the truth conditions of the sentence. Unless (2) is true then (1) is true, and false otherwise. However, this does not mean that even plays no role in the meaning of (1), for them (1) conveys the information given in (3):

(3) a. *Other people like Mary*

b. *of the people under consideration, Bill is the least likely to like Mary.* (as cited in Moeschler, 2014).

1.3.2. Conversational implicature:

A conversational implicature is implied by the speakers in making an utterance, it is part of the meaning but do not contribute to the direct or explicit meaning of the utterance (Allott, 2018), the mechanism of conversational implicature is based on the cooperative principle, of which Grice states “make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged (p. 307) as cited in pratama et al., 2019).

One of the aims of the cooperative principle theory was to explain how conversational implicature can be meant or understood, a key assumption is that a rational talk exchange should be based on the cooperative principle and governed by the four maxims (Allott, 2018). Thus, in order to achieve a successful conversation, speakers cooperate with each other, and speak sincerely, sufficiently, relevantly, and clearly. If a person participates in a conversation flouts the cooperative principle or any of the four maxims, he has intended to do so, and the receiver should infer the speaker’s intended meaning in particular context. For example:

A: *Do you know when John left the pub last night?*

B: *Eleven o'clock, and he went to Mary's apartment instead of his own.* (Wang, 2011).

Here **B** is not obeying the cooperative principle, because according to the maxim of quantity one must not be more informative than is required, as the answer "eleven o'clock" is enough. However, **B** adds the last sentence to provide some information which seems unnecessary and violate the maxim of quantity, here we infer that **B** wants to imply that John and Mary may have special relationship (Wang, 2011).

Whenever a speaker makes it clear that he is not obeying the four maxims of conversation he is said to be **flouting** the maxims and this gives a rise to an implicature, the listener understands that the speaker flouted the maxim to imply a further meaning which is different from the conventional meaning ("Semantic I, 2008).

1.3.3. Examples of conversational implicature that can be generated by flouting of four maxims:

• *Flouting Quality*:

a. A: what if the USSR blockades the Gulf and all the oil?

B: Oh come now, Britain rules the seas! [sarcasm]

- There is nothing Britain can do about it (implied meaning)

b. A: Tehran's in Turkey, isn't it, teacher?

B: and London is in Armenia, I suppose ➢

Tehran in not in Turkey (implied meaning)

• *Flouting Quantity*:

a. War is war

- Terrible things happen in war. That's it's nature and there is no use lamenting that tragedy. (implied meaning).

b. Either John will come or he won't

- I don't care whether John comes or not

•*Flouting Relation*:

a. A:(letter of recommendation) what qualities does John have for this position?

B: John has nice handwriting.

- John is not qualified for the job. (implied meaning)

b. A: Susan can be such a cow sometimes!

B: lovely whether, isn't it?

- B finds A's comment inappropriate (for some reason or other)

• *Flouting Manner*:

a. The corner of John's lips turned slightly upwards.

- John didn't exactly smile.

b. Miss singer produced a series of sounds corresponding closely to an aria from *Rigoletto.*

- Miss singer didn't perform well. ("Semantic I", 2008, p.).

1.3.2.1.Types of conversational implicature:

There are two types of conversational implicature *particularized* and *generalized* conversational implicatures. According to "SIL Glossary of Linguistic Terms" a particularized implicature is "a conversational implicature that is derivable only in specific context" (Grice, 1975, p.56 & Levinson, 1983, p.126), whereas a generalized implicature is "a conversational implicature that is inferable without reference to a special context"(Grice, 1975, p.56 & Levinson, 1983, p.126).Consider the following examples:

(1) Benjamin: are you having some of this chocolate cake?

Amelia: I'm on a diet. (Allott, 2018, p.2).

- Amelia asserts that she is on diet and also intentionally implies that she is not having any of the cake. (Allott, 2018, p.2).

(2) John went into a house yesterday. (Allott, 2018, p.2).

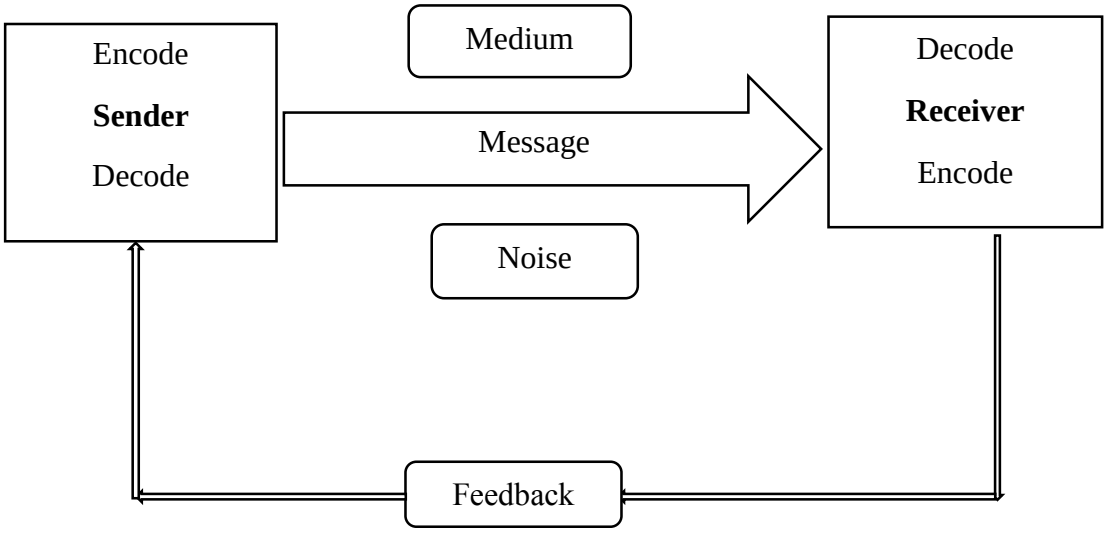
According to Grice (1975), utterances of (2) will generally be taken to implicate that the house John went into is not his own, and he called this type of implicature as generalized conversational implicature. In contrast, implicatures whose communication exploits features of a specific situation, as in (1) are known as particularized conversational implicatures (as cited in Allott, 2018, p.2).

1.4. Communication and Conversational impliacature:

The word communication is derived from Latin word, *communis*, which means common, and according Keyton (2011) communication is the process of transmitting information and common understanding from one person to another (as cited in Lunenburg, 2010). What can be concluded from this definition is that unless a common understanding results from the exchange of information, we cannot refer to it as communication (Lunenburg, 2010).

Cheney (2011) identifies the important elements of communication process as following:

Figure 3.
The Communication Process



(Lunenburg, 2010, p. 2)

Theories of Theories of communication have undergone several phases. The speech code theory (SCT) is a communication studies theory that grew out of the anthropology of communication research tradition, it is considered as tool for closely examining communication and the ways in which people utilize communication to develop shared understandings and coordinate their activities (Philipsen, 1992) as cited in (Hart n.d.).

Code theories treat communication as involving (a) a set of observable signals, (b) a set of unobservable messages, and (c) a code, so it works as following, a set of rules or procedures pairing messages with signals. A communicator who wants to convey a certain message transmits the corresponding signals, which is received and decoded by the audience using an identical copy of the code (Wilson, 1998). However, there has been a revolution in people's views of human

communication and the SCT has been replaced by inferential theories which were inspired by the work of Paul Grice, this last treat utterances merely as pieces of evidence about the communicator's intentions (Wilson, 1998).

The inferential theories inspired by Grice's work suggests that communication can be achieved in the absence of the use of a code, all what a communicator has to do to convey a certain thought is to get the audience recognize his⁄her intentions to convey it, and here the intentions are not decoded but rather inferred (Wilson, 1998). Grice's main contribution to pragmatics was to show that inferential intention-recognition could be an alternative for the code theory of communication, he also showed that implicit verbal communication involves a substantial element of inference (Wilson, 1998). Take a look at the following example:

Peter has a train to catch at 11.00, and it takes him half an hour to get to the station. Then Mary's utterance in (1) may conversationally implicate (2):

(1) It's 10.25

(2) Peter should hurry up and get ready to leave. (Wilson, 1998, p. 5).

Then (2) introduces what Grice refer to as *conversational implicature* and it is best handled inferentially, because the connection between what is explicitly communicated and what is implicated is not arbitrary, and anyone with access to the appropriate contextual assumptions and general pragmatic principles can work it out, this shows the difference between explicit communication and implicit communication and perhaps the simplest hypothesis is that the borderline between decoding and inferences coincides with the borderline between explicit and implicit communication, so that the proposition and attitude expressed would be recovered purely by decoding and the role of inference would be restricted to the calculation of *implicature* (Wilson, 1998, p. 5).

1.5. **Pragmatic competence**:

Communication is essential part in our lives; a competent language user must develop the communicative competence. It can be defined as "the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interaction" (Tarvin, 2014).

Chomsky (1965) was the first to distinguish between competence and performance in which he refers to *competence* as (the speaker-hearer's knowledge of his language) and *performance* as (the actual use of language in concrete situation) (p.4) as cited in Tarvin, 2014).

Chomsky (1965) believes that "a grammar of a language supports to be a description of the ideal speaker-hearer's intrinsic competence" (p.4) as cited in Tarvin, 2014). However, Hymes (1972) reacted against Chomsky's view of CC asserting that Chomsky has neglected important elements and stated that Chomsky "omit almost every thing of sociocultural significance" (p.280), he believes that knowing how to form grammatically correct sentences is insufficient to have communicative competence (as cited in Tarvin, 2014).

Aaccording to Hymes communicative competence include along with knowledge of the grammar and vocabulary of language, also knowledge of the rules of speaking; knowing how to begin and end a conversation, knowing which address forms should be used with different persons …etc, in addition to knowledge of how to produce and respond to different speech acts, such as to apologize, to thank…, and knowledge of the appropriate use of language (as cited in Alasadi, 2012). Hence, there is a need for a further competence which is pragmatic competence.

Pragmatic competence is essential aspect for an effective communication, and the lack of it can result in communication breakdowns, this last may lead to a severe consequences in some cases (Allami & Naeime, 2011) as cited in Tulgar, 2015). Pragmatic competence can be defined as the ability to use language effectively in a contextually appropriate fashion, and it is a fundamental aspect of more general communicative competence (Nordquist, 2019). Thereby, in order to communicate effectively one should develop pragmatic competence. However, the question is whether or not pragmatic competence should be taught, since in some cases grammatical knowledge proved to be meaningless in the absence of pragmatic knowledge, and can result in

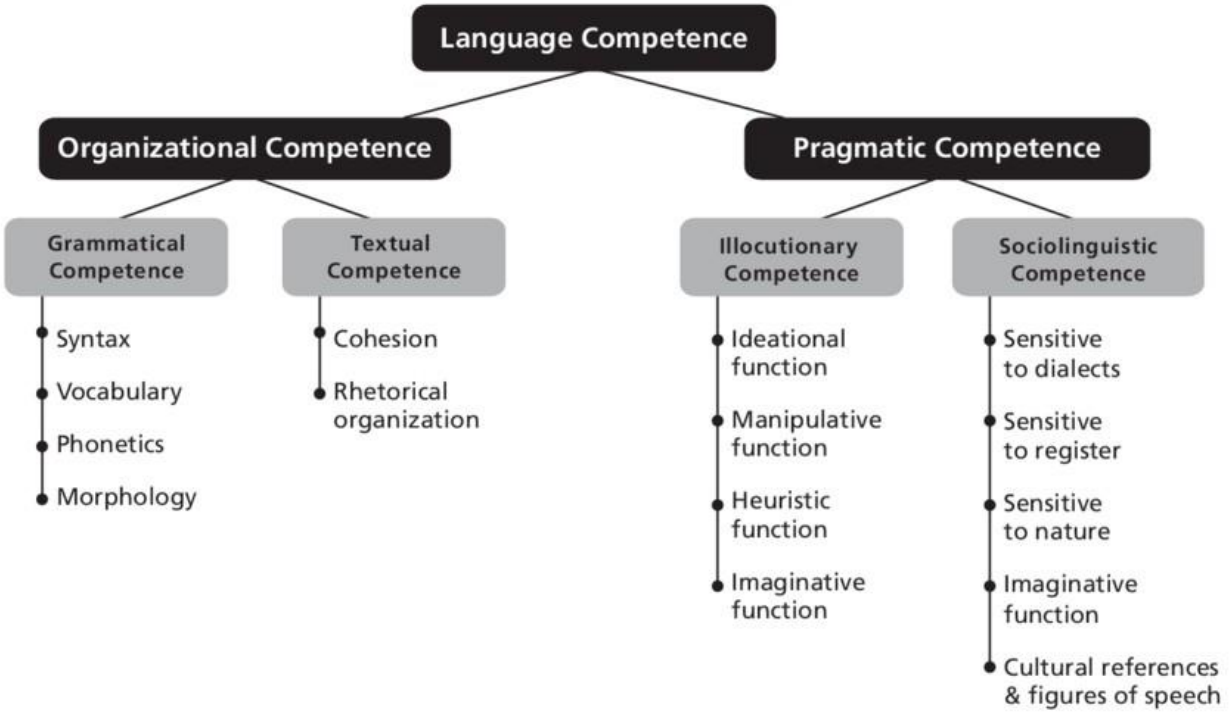
awkwardness, embarrassment, rudeness, failure of the speaker's messages to get through, all of which result in communication breakdowns (Loutfi et.al, 2016).

Barron (2003) provides a good definition of pragmatic competence, he stated that pragmatic competence "…is understood as knowledge of the linguistics resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally knowledge of the appropriate contextual use of the particular language" (p.10). Whereas, Thomas (1983) defines pragmatic competence in terms of ability, he writes that pragmatic competence is "the ability to use language effectively in order to achieve a specific purpose and to understand language in context" (p.92) as cited in Alasadi, 2012, p. 25).

Developing pragmatic competence is unavoidable as it is an essential aspect for an effective language use. According to Bachman's model (1990) "language competence is subdivided into two components, organizational competence, and pragmatic competence", He further subdivides pragmatic competence into 'sociolinguistic competence', and 'illocutionary competence.

Figure 4.

Bachman's (1990) model of language competence:



Pragmatics includes two aspects, the first one is the examination of *the pragmatic conditio*ns which determine whether or not a given utterance is acceptable to other users of the language as an act, or the performance of an intended function; and the second one is the characterization of the conditions that determine which *utterances are successful in which situation* (Dijk, p. 190) as cited in Bachman, 1990). What can concluded from this distinction is that pragmatics is concerned with the *illocutionary force of utterances*, which in turn refers to the relationship between utterances and the acts or functions that speakers or writers intend to perform through these utterances, thus among what pragmatic competence includes is the illocutionary competence (Bachman, 1990).

1.4.1. Illocutionary Competence:

Illocutionary competence refers to a person's ability to understand not only the meaning of the words one is using, but also messages that one is trying to convey through those words (Littlemore & Low, 2006).

> "the notion of illocutionary competence can be introduced by reference to the theory of speech acts. A sentence such as 'It's cold in here', for example, may function as an assertion about the physical atmosphere in a room, as a warning not to bring the baby in, or as a request to turn on the heater" (Backman, 1990, p. 90)

The theory of speech act was introduced by Austin (1962) and later developed by Searle (1969), Searle distinguishes three types of acts: An utterance acts, a propositional act, and illocutionary acts. An *utterance act* is the act of saying something, a *propositional act* is an act that involves referring to something or expressing prediction about something, and *illocutionary act* is the function (assertation, warning, request) performed in saying something, thus the meaning of an utterance can be described in relation to its propositional content (reference and prediction), and its illocutionary force (intended illocutionary act) (Bachman, 1990).

The following table provides an explanation of the different illocutionary speech acts and the types of illocutionary force according to Searle (1976):

Table 1.

Different illocutionary speech acts and types of illocutionary forces:

Illocutionary speech act	**Type of illocutionary force**	**Examples**
1.Directive (an illocutionary act for getting the addressee to do something)	Commending, requesting; suggesting, inviting, questioning, warning.	"close the door"
2.Assertive (representative) (an illocutionary act that represent a state of affaire)	Stating an opinion, informing, agreeing, arguing, explaining, convincing, predicting, announcing,	"it is raining"
3. Commisive (an illocutionary act of getting the speaker (the one performing the speech act) to do something.	Promising, offering, threating, greeting, thanking, apologizing, complimenting, stating pleasure, stating doubt, stating confusion, stating surprise, stating panic, stating anger, stating dislike.	"I'll finish the homework by tomorrow"
4.Expressive (an illocutionary act that expresses the mental state of the speaker about an event presumed to be true	Congratulating, thanking, deploring, condoling, welcoming, apologizing.	"I'm glad it's raining"
5.Declarative (an illocutionary act that bring into existence the state of affaire to which it refers)	Blessing, firing, baptizing, bidding, passing a sentence, excommunicating.	"I name this cat marshmallow"

According to Bachman, illocutionary competence have four functions: ideational, manipulative, heuristic, and imaginative.

1.4.1. Ideational functions:

According to Bachman, ideational functions refers to the use of language to exchange information, as well as feelings about that information (Littlemore & Low, 2006).

1.4.2. Manipulative functions:

Manipulative functions are use to affect the world around us, they help to get things done, to control the behaviour of others, and to build up relationships (Littlemore & Low, 2006).

1.4.3. Heuristic functions:

Other component of illocutionary competence is heuristic function, which according to Bachman it refers to our use of trial and errors, or ad hoc devices, to learn and teach others about the world around us. (Littlemore & Low, 2006).

1.4.4. Imaginative functions:

Imaginative function which according to Bachman is the fourth component of illocutionary competence, refers to our ability to create and extend our environment for humorous or aesthetic purposes (Littlemore & Low, 2006).

Over the last seven decades, and in the EFL sphere, illocutionary competence tends to be the insightful eye that scrutinizes the speaker's abilities of using the appropriate expressions in a meaningful, genuine situation, this last could not be developed through traditional methods which have been centering only upon the linguistic accuracy, but with welldesigned pragmatic instruction in order to achieve the ultimate goal of any EFL learner which is language proficiency since it is obvious that learners inability to achieve that (failure) is the lack of knowledge of certain language forms and its appropriate use in the target community .

1.5. Theories of Teaching Pragmatics:

The human mind, with its nuanced and enigmatic nature has often raised curiosity. Cognitive Science and SLA marriage have opened a new door to the field with more doors opening up for the human mind and language learning (Aslı Ünlü ,2015). This helped researchers to offer more theoretical framework that facilitates our understanding of how our mind works, establishing a link between language learning and pragmatic.

There have been two major influencing tenets introduced by Schmidt and Bialystok respectively. Such models are helpful in the effort to take into account both psychological and emotional considerations that may affect the realistic learning and the use of L2.

1.5.1. Schmidt's Noticing Hypothesis:

Schmidt's (1993, 2001) is one of the most prominent SLA theories that has provided the strongest impetus to pragmatic intervention studies, it claims that FL learners must notice L2 features in input for subsequent development to occur in their acquisition of these features. Schmidt (2001) argues that "noticing intercultural communication requires of the learner a conscious apprehension and subliminal awareness", and "while there is subliminal (subconscious) perception, there is no subliminal learning" (p. 26).

At this juncture, he considers that learning requires awareness at the level of noticing or it would be impossible. That is to say, learners acquire pragmatic competence by consciously paying attention to both linguistic forms, pragmalinguistic functions ,and socio-pragmatic constraints. To elucidate his point, he argues:

> In pragmatics, awareness that on a particular occasion, someone says to their interlocutor something like, 'I'm terribly sorry to bother you, but if you have time could you look at this problem?' is a matter of noticing. Relating the various forms used to their strategic deployment in the service of politeness and recognizing their concurrence with elements of context such as social distance, power, level of imposition and so on, are all matters of understanding (Schmidt, 1995, p. 30)

Additionally, the key aspects of the noticing hypothesis are : intention, attention, awareness, and control according to Schmidt (2001) and Robinson(2003) . The first manifestation of consciousness is intention, which makes learning as a deliberate activity. Second, attention refers to the detection of a stimulus in the learning process. Third, awareness which refers to the learners' knowledge or subjective experience the learner is detecting a stimulus. (Schmidt R. W., 2001).

Two levels of awareness are identified by Schmidt namely, those of awareness at the level of noticing and awareness at the level of understanding. Understanding is seen as a higher level activity than noticing and involves a deeper level of processing information, such as pattern recognition and recognition of the rules of grammar. Finally, control refers to the extent to which the language learners' output is controlled, requiring considerable mental processing effort, or spontaneous requiring little mental processing (Schmidt R. W., 2001).

Moreover, in 1993, an explicit consciousness-raising approach to teaching pragmatics has been adapted by Schmidt claiming that exposure to input alone is not enough to develop pragmatic competence. Therefore, (Schmidt R. W., 2003) argues that:

> ...Simple exposure to socio-linguistically appropriate input is unlikely to be sufficient for second language acquisition and pragmatic and discoursal knowledge because the linguistic realizations of pragmatic functions are sometimes opaque to language learners and because the relevant contextual factors to be noticed are likely to be defined differently or may be non- salient for the learner.. (p. 36)

In summary, Schmidt provided a significant justification for analyzing the results of instruction in pragmatics through his noticing hypothesis, and maintained that the single access to information is unlikely necessary to establish pragmatic competence.

1.5.2. Bialystok's Two-dimensional Model of L2 Proficiency Development:

Bialystok (1993) puts forward a model of pragmatic acquisition labelled it "The Two-Dimensional Information Processing, noting that EFL learners have two tasks to complete: one is that representations of pragmatic knowledge must be formed, and the other is that control must be gained over processing. Studies of interlanguage pragmatic use and development consistently

demonstrate that adult learners rely on universal or L1 -based pragmatic knowledge (Kasper & Schmidt, 1996; Kasper & Rose, 2002; Bardovi-Harlig, 2001).I.e., Adult EFL learners have fundamentally developed the analytic representations of pragmalinguistic and sociolinguistic knowledge, still, an effort to gain control over the selection of knowledge is what they require more.

According to Bialystok (1993), instructions will help adult learners develop new representations of pragmalinguistic and socio-pragmatic knowledge not existing in their L1, by means of instruction, including 1) input exposure to pragmatic realizations, 2) discussions Of the meta -pragmatic knowledge underlying communicative action, and 3) engagement in communicative activities where learners can practice using the linguistic knowledge they have acquired (practice and reflection). Without neglecting the importance of affording feedbacks.

Therefore, and regardless of the different methods and techniques of pragmatic teaching, both Schmidt and Bialystok agree in their theory that some element of pragmatic can be taught and this notion can be established among EFL learners, who are required to acquire a native-like competence in the pragmatics of the target language classroom through cognitive procedures.

1.6. The Instructional Approaches in Teaching Pragmatics:

Learners are learners, they do not have the range of full linguistic devices at their disposal, and they are acquiring it potentially through instruction. Since the last decade , the literature on constructive instruction has evolved and expanded to address the need for efficient teaching methods, which occupied primarily two forms of instructions, implicit and explicit, which can make learning and teaching more successful in terms of awareness-raising, collaborative practice and ultimate management of communication aspects. (Yates, Islami-Rasekh, & Murry, 2010)

1.6.1. Implicit And Explicit Approaches

Brown in 2007 refers to implicit learning as “learning without conscious attention or awareness”, where there is no presentation of information and more extensive conversational practice. This process involves exposing learners to numerous authentic L2 input and asking them to deduce the content and rules. One method is highly recommended by researchers (Liu & Ding, (2009),Ahtieh (2014) is Role plays, this would facilitate L2 students’ movement from being learners to active users of the language. In contrast, explicit learning refers to a conscious process

in which learners are aware of the new knowledge they are receiving (Schmidt, 1995, 2001; Berry, 1994; Ellis, 1999).

Yoshimi (2001) describes systematic instruction concerning the use and function of routines in which procedures have five systematic and complete steps:

1) The explanatory handout: information about the function and use of the target items

2) The NS model: exposure to the native models of non- formal, extended discourse and the target items in such discourse.

3) The planning session: opportunities for planning the production of non- formal, extended discourse.

4) Communicative practice: opportunities for communicative practice of the target items in relation to extended discourse.

5) Corrective feedback: feedback on the use of target items and the production of extended discourse (pp. 225-227).

In the implicit pragmatics instruction, on the other hand, such apparent information and discussions are withheld from learners, yet the learners are exposed to a diverse of opportunities which would draw students' noticing (Rose, 2005 as cited in Li, 2012).

Referring to Schmidt's (1990) noticing hypothesis, researchers assert that explicit instruction is more effective than implicit instruction because when the pragmatic insights are directly demonstrated, learners' attention is easily drawn to the target pragmatic features and, thereby, increasing the chances for internalizing them and accelerating learning (Silva, 2003; Bardovi Harlig and Taylor, 2003; Eslami-Rasekh, 2005; Soler, 2005; Li, 2012; Chalak and Abbasi, 2015; Kim, 2017).

Both implicit and explicit learning have particular strengths. Implicit learning appears to be superior to the learning of ambiguous patterns based on perceptual similarities and the detection of non -salient covariance between variables, while explicit learning is superior when a domain contains rules that are based on logical relationships rather than perceptual similarities (Mathews et al., 1989), and while explicit or implicit teaching of pragmatics has been the core of many

studies, they only address speech acts rather that other areas of pragmatics such as conversational implicatures which are an important aspect of pragmatics that play a significant role in our daily conversations. (Marina Sbisà,2013). Concluding that there is a major gap in research about the teachability of implicatures in EFL domain.

1.7. Teaching Conversational Implicatures:

Mastering the use of conversational implicature serves a variety of goals beyond communication, including maintaining good social relations, being indirect for different purposes, misleading without lying, style, and verbal efficiency (W Davis ,2005). According to Grice, there are some conversational implicatures which arise without requiring any particular contextual conditions, generalized conversational implicatures (GCIs) and those which depends crucially on its linguistic context, the particularized conversational implicatures (PCIs) and considering its features, it is argued that teaching it could be hard as they are not linguistic and may show a discrepancy in different contexts.

The literature on teaching implicature in the target language is influenced mainly to the studies investigated by Bouton (1998.1994), Lee (2002) and Taguchi (2002, 2013). These studies reported that that conversational implicature in the second language is mastered slowly unless it is explicitly taught and that formal instruction can facilitate the learning of most types of conversational implicature (Bouton, 1988, 1994a; Lee, 2002; Taguchi, 2002, 2013).

Additionally, there has been a steady interest in the this study of L2 conversational implicature, Taguchi's studies have focused on the comprehension of implicature , she in 2013 claims that:

> Comprehension of implicature requires decoding linguistic and contextual cues and using them to make inferences of speakers' implied intentions behind the cues. This task is challenging for second language learners because they have to recognize the gap between the literal utterance the intended meaning to infer the implied message. The greater the gap is, the greater the comprehension load becomes. (p.2).

EFL Learners to shorten the gap use a variety of cues such as, L1 based inferential skills, contextual information and assumption of relevance. (Taguchi,2016) .

At the other end of the scale, Bouton carried out a study to determine whether focused instruction in the EFL classroom could speed the progress of the EFL learners attempting to interpret implicature or not. He reported a positive correlation between focused instruction of implicature and the speed of interpretation, especially when the instruction is focused on the more formulaic implicatures.

Bouton (1994) provides us with a procedure as how to address conversational implicature in an advanced EFL classroom:

(a) Introduction of each type of implicature with the label, definition and several examples for each;

(b) Discussion of new examples of implicature:

- Identification of the implicature;

- Explanation of how literal meaning did not hold and how the implicature was detected;

- Identification of what is actually implied in the messages;

- Illustration of learners' experiences with implicature;

- Identification of similar implicatures in learners' L1s;

(c) Group work, creating dialogues containing implicature;

And (d) Analysis of new examples of implicature provided by the teacher or by the learners (p. 102).

Bouton (1994) wants to elaborate that the intervention technique mentioned above will require about six hours of training, which can be spread over many weeks. He advises that step 4 be used as an optional warm-up of a daily class period after the procedure (steps 1-3) has been applied.

Although, Bouton in 1994 made his first attempt to implement a technique to teach implicature in EFL context, no further development has been made from this initial teaching model, one of the explanations could be expounded is the difficulties of teaching this aspect of pragmatics even in the L1 classroom since it is not tangible aspects of language like syntax and semantics.

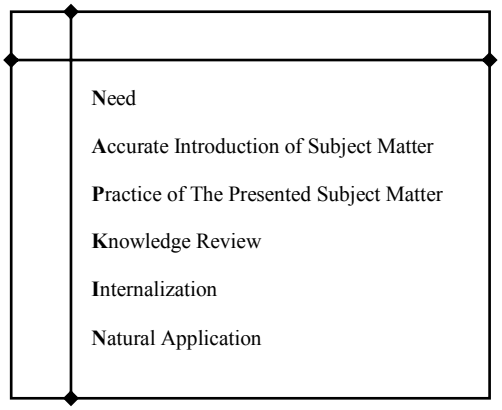
1.8. Teachers' Role In Developing Learners' Pragmatic Competence:

1.8.1. The NAPKIN model

According to (Eslami-Rasekh & Eslami-Rasekh, 2004, p. 301)), "The responsibility of teaching the pragmatic aspect of the language use falls on teachers", many teachers struggle to find an effective way to enhance learners' awareness of pragmatic competenceTo help teachers, Bardovi-Harlig (as cited in Shemanski, 2000) proposes four basic steps to incorporate pragmatics into the curriculum.

These steps are: 1) identification of the speech act 2) data collection and description (journals, prediction charts, etc.), 3) evaluation of texts and materials (critiquing dialogues, and g1roup discussions), and 4) development of new materials. Thus, a well-established model labelled NAPKIN presented by Castillo and Eduardo (2009) is so identical to these procedures, where students do need to focus on their perceptions or speech activities and recognize main strategic elements, but do not put the same importance on the practice of these elements. The model is illustrated as bellow :

Figure 4.
the NAPKIN model (Castillo & Eduardo, 2009, p. 34)



- ***Need***: the description of a situation where students use the language, but with a lack of pragmatic competence, where they experience pragmatic failure when communication using L2.The mission of the teacher here is to present the misunderstanding and let the student analyses the situation, therefore, students will be able to make comparisons and

reflect on the pragmatic elements, identify a specific pragmatic element, by comparing their culture and the target culture.

- ***Accurate Introduction of Subject Matter:*** Teachers need to ground speech act in a familiar communicative situation so that the relevance of the pragmatic dimensions of miscommunication is made clear to students
- ***Practice***: Students participate in a range of practices with the goal of integrating the pragmatic target elements into their usage and creating fluency, short dialogues and conversations are suggested at this stage, in addition to that, teachers are asked to note on the errors then present them in the later session therefore be taken by consideration by the students.
- ***Knowledge Review:*** students actively review what they have practiced, then, precisely restate their understanding of pragmatic elements of that account demonstrate appropriate use of speech acts. Pair work is suggested at this stage. (Castillo & Eduardo, 2009, p. 34)

1.8.2. The S.U.R.E model:

Interlanguage and instructional pragmatics theorists proposed different framework for teaching specific aspects which converge in certain respects.
In addressing the query on the teachability of pragmatics in the sense of the EFL, Brock and Nagasaka (2005, p. 20) propose that teachers should consider using the following simple, comprehensive acronym SURE to guide and help their students:

- **See**: Teachers can help their students see the language in context, raise awareness and consciousness of the role of pragmatics, and explain the function pragmatics plays in specific communicative events.
- **Use**: Teachers can help develop activities through which students use English in contexts (simulated or real) where they choose how they interact based on their understanding of the situation suggested by the activity.
- **Review**: Teachers should review, reinforce, and recycle the areas of pragmatic competence previously taught.
- **Experience**: Teachers can arrange for their students to experience and observe the role of pragmatics in communication. Brock and Nagasaka (2005, p. 20)

1.9. Effective Techniques in Developing Illucotionary Competence:

In EFL and ESL settings, learners of diverse proficiency level may undergo performance and language related problems (D Nelson - 2018), thus, fall into the trap of misunderstanding and deviate from native speaker's expectations when producing certain types of discourse in a certain contextual situation. Consequently, many researchers have designed useful and effective techniques and various activities to develop some aspect of pragmatic competence in EFL and ESL settings.

Improving the linguistic knowledge : Improving grammatical proficiency can contribute to acquire a higher level of pragmatic competence in the TL. Hoffman-Hicks (1992) confirmed the claim and argued that linguistic competence is an essential criterion of pragmatic competence. Therefore, developing FL learners' linguistic Knowledge will absolutely have a positive influence on their ability to use language appropriately. As a result, a scarcity of comprehensive linguistic knowledge will affect the EFL learners' use of language while interacting with native speakers.

Awareness raising: Several techniques can be used in order to raise pragmatic awareness of students. The two major techniques commonly used are teacher presentation and discussion of research findings on different aspects of pragmatics, and a student-discovery procedure in which students obtain information through observations, questionnaires, and/or interviews.(Kasper**,1997).**

Raising motivation: At the beginning, learners should be motivated, their interest gained, and their attention focused on the activities to follow (Rose, 1999), the one strategy used at this phase is translation into L1, which is an **i**nteresting activity to illustrate how cultural norms are reflected in the language. It involves class discussion of pragmatic norms in varied speech communities whereby students reflect, and make some tentative generalizations based on the data.

This phase is undeniably important, (Schmidt R. , 1993) elaborated and state two main reasons why this phase is undeniably important. Firstly, learners with a need to establish a relationship with the L2 community tend to pay more attention to the pragmatic language features in the input compared with those less motivated (p. 36). Secondly, motivated learners' efforts and persistence to understand these language features may also help to achieve a higher level of awareness and lead to more achievements (Schmidt 2010), as a starter

for translation activities (Blum-Kulka, House, & Kasper., 1989) used discourse completion task (DC , aimed at data collection in cross-cultural pragmatics research.

A Functional-Lexical Syllabus : In order to improve the teaching aspects of pragmatic in the TL classroom, it is compulsory to incorporate some functional English material such as "lexical triggers and presuppositions" (Taghizadeh,2013,p.245),which will provide EFL learners with an excellent opportunity to become acquainted with lexical triggers and that extra stratum of meaning that they contain which is hidden behind their literal meaning, consequently have the occasion to learn how to use these words in different context and get a smooth interaction with native speakers.

Potentially problematic interactions: (Rose, 1999) claims that "it is also useful to use examples of potentially problematic interactions that evidence some sort of pragmatic peculiarity and then present these examples to students for discussion". In this case teachers provide their student with some situations where there is no shared cultural background, then takes some notes where students try to suggest their explanation (Taghizadeh, 2013, p.245). In addition , they could share their personal problematic interaction from their own experience or from watching movies and programs in the target language; hence students themselves can offer a tentative explanation for the pragmatic peculiarities in the exchange. As a result this activity capture student's interests and heightened their curiosity.

1.10. Pragmatic Transfer

Individuals are resourceful, whenever they are in need to embark on a new mission for the first time, they resort intentionally or unintentionally to their prior knowledge, expertise, and experience in order to accomplish this task as efficiently as possible. This applies to second or foreign language acquisition scenarios: When we learn a new language we tend to rely on our prior knowledge. This interaction between the old and the new –subsequent -language is at the heart of the phenomenon of transfer.

Linguists have recognized that L1 acts as "a major factor in SLA" (Ellis, 1990, p. 297) and along with the development of inquiry on language transfer, evidences of L1 influences in any dimension of L2 learners' interlanguage: pragmatics, discourse, semantics, morphology, even phonetics and phonology.

From this perspective, the aspect of pragmatic transfer has become one of the foremost emphases of SLA and ILP research, it is regarded as an influence from learners' pragmatic knowledge of the language and culture of their L1 on their production, comprehension, and learning of pragmatic knowledge in the L2 context (Bou-Franch, 1998, 2012.Kasper & Blum-Kulka, 1993).

1.10.1. Positive and Negative Transfer:

In a situation of language learning, a positive or negative transfer may occur. Positive transfer takes place when the forms and functions in the L1 map onto the TL (Rose & Kasper, 2001). This would lead to positive experiences, although when a communication between the two languages is wrongly anticipated by learners, viz. Negative transfer (interference) may occur, leads to systematic errors in the learning of the second language or to fossilization thus resulting communication breakdowns" i.e., if a non-native speaker is fluent, inappropriate speech may cause him or her to appear unintentionally rude, uncultured or awkward.

For this reason, pragmatic failure is an important source of intercultural communication breakdown. Some recent studies have pointed out that EFL learners may have some kind of resistance towards the use of NS norms and speech conventions to maintain their own identity, and so they may commit pragmatic negative transfer 'on purpose' (e.g. Al -Issa, 2003; Siegal, 1996).

1.10.2. Factors to pragmatic failure:

So much can be learned about what induces pragmatic failure, first, pragmatic information in the textbooks and classroom teaching is randomly distributed. Next, the inappropriate cultural transfer of speech acts from L1 to L2 (Thomas, 1983), another reason causing EFL students' pragmatic failure when using language, is the deficient time allotted to the oral expression session (Idri, 2014). Moreover, classes are so crowded that not all students have the opportunity to use language during these oral sessions (Ibid). Furthermore, EFL students have no such opportunity to be exposed to an authentic English environment since they have no contact with native speakers (Li, 2011). They lack so much of authentic input (Shen, 2013). In fact, he argued:

> One of the necessary conditions for successful language learning is a sufficient exposure, diverse and comprehensible and demanding linguistic and cultural materials of the target language" (p. 134). Besides, university student does not use English language outside the classroom when communicating with their peers (Ibid, 2014*)*

In addition to the above, occurrences of pragmatic transfer may be influenced by various factors according to Eslami Zohreh (2013) states :

> Occurrences of pragmatic transfer may be influenced by various factors including learners' perception of language distance between their native and target language (e.g., Takahashi 1996), learning context (e.g., Takahashi and Beebe 1987), instructional effect (e.g., Bardovi-Harlig 2001; Kasper 1982).(p. 299)

Furthermore, Lo Castro (2003. P, 253) mentions six main factors that constitute real obstacles for SL or FL learners in their enterprise of either comprehending or producing pragmatic knowledge. These six major factors of pragmatic failure are: Pragmatic transfer, stages in interlanguage, lack of adequate exposure to pragmatic norms, Inadequate or uniformed teaching, loyalty to the first language, culture as a result (cultural discrepancy), and motivation.

Unsurprisingly, in the context of learning English as a foreign language, almost all EFL teachers are non-native speakers need to be well qualified to teach the conceptual elements of TL. In fact, there is no appropriate or in-service nor pre-service training provided to the teacher in his/her journey.

1.10.3. Examples of pragmatic failure:

One example can illustrate pragmalinguistic failure have been mentioned by Thomas 1982 (p.101-102) by Russian speakers of English include the use of "of course":

Native speaker of English: Is it a good restaurant?

Russian speaker of English: Of course.

In this illustration, it is absolutely acceptable for Russians to say that, however for English "of course" means "How stupid" in this context, it implies that speaker is ignorant and stupid to ask like this question therefore the respondent is impolite and is trying to disrespect and insult the other participant.

One example can illustrate socio-pragmatic failure have been mentioned by Reynolds 1995 (p.5).In a conversation occurs between a Chinese and passenger (P) and a native English taxi driver (D):

P: Excuse me; I wonder if you could take me to the airport.

D: Oh...! Well...! (Feels at loss!)

Here the passenger's feeling is a mess, where he is in a position of disadvantage of not being native speaker, he felt like he is unfriendly, unnatural and not funny. In this situation native English speakers only use "Airport, please".

Another example , Thomas (1983,p.105) presents "taboos" as an example of sociopragmatic failure. The following conversation shows an example of a taboo where Sara, a native English speaker has just arrived in Korea, her host country. Laura, a Korean, is helping Sara unpack her clothes (Montgomery and Tinsley-Kim, 2001: 75):

3) Laura: What nice things you have!

Sara: Thank you. It took me a long time to pack!

Laura: But your clothes are so tiny. You are too thin! How much do you weigh?

Sara: Uh, well ... I'm not sure.

Laura: Not sure! You're about 52 or 54 kilos, aren't you?

Sara: Uhm well....

Laura: My scale is right in the bathroom there. Let's weigh you now.

Sara: Uhm thank you, really, that's OK.

According to Eun-Sook (2006, p.7), in the western culture it is a taboo to ask about age, weight and so on. Here a taboo can cause sociopragmatics failure.

1.10.4. Classification of Pragmatic Failure

The differentiation between pragmalinguistic and sociopragmatics made by Leech (1983) prompted Thomas (1983) to define two main forms of 'pragmatic failure' and it was widely accepted in pragmatics research practice. Relying on Leech's (1983) concept of pragmalinguistic knowledge, referring it to "the particular resources which a given language provides for conveying particular illocutions" (p. 11). Thomas (1983) defines pragmalinguistic failure as:

> the inappropriate transfer of speech act strategies from one language to another, or the transferring from the mother tongue to the target language of utterances which are semantically /syntactically equivalent, but which, because of different 'interpretive bias', tend to convey a different pragmatic force in the target language ' (p. 101).

It happens if the learner cannot express him/herself linguistically in a proper manner. This last, is easy to overcome.

At the other end of the scale, sociopragmatics was described by Leech as "the sociological interface of pragmatics" (1983, p. 10). Where the assessments of interlocutors' social distance and social power, rights and obligations, and degree of imposition involved in different linguistic acts have been shown to vary cross-culturally (Takahashi & Beebe, in press; Blum-Kulka & House, 1989; Bergman & Kasper, in press; Olshtain, 1989; House, 1988). Therefore, sociopragmatic transfer, then, is operative when the social perceptions underlying language users' interpretation and performance of linguistic action in L2 are influenced by their assessment of subjectively equivalent L1 context. (Kasper, 1992,p. 209). As Olshtain and Cohen puts it:

> Speakers may transfer their perceptions about how to perform in given situations from native language behavior in a second language situation. Such transfer could affect whether they would use a given speech act, and if so, how frequently, and how much prestige they afford other participants in the encounter (1989, p. 61).

Whilst the disparity between the two words was demonstrated, another term have been emerged, pragmatic universality, "pragmatic knowledge is universally available" as stated by

(Kasper, p. 10). It means that "learners have access to the same range of strategies used to implement particular linguistic actions as native speakers have"(Ibid).

Likewise, learners have shown to display a sensibility to some factors such as degree of imposition, the legitimacy of the requisite goal and 'standards of the situation in requesting (House & Kasper, 1987), and severity of the offense, obligation to apologize, and likelihood of apology acceptance in apologizing (House, 1988; Bergman & Kasper, in press).

1.11. The Effect of Conversational Implicature Instruction on the Development of Illocutionary Competence:

Illocutionary competence could not be developed through conventional approaches that concentrate exclusively on the micro-linguistic level approaching only conformity to a particular target language norm but also on the macro-linguistic level, in this vein ,empirical studies such as (Billmyer, 1990; Bouton, 1994; Lyster, 1994; Wishnoff, 2000; Yoshimi, 2001) have compared pragmatic instruction to L2 culture exposure (or no instruction) and have confirmed the advantage for instruction over exposure .

According to Kondo (2008), conversational implicature instruction sensitizes learners to cultural differences and variables involved in language use. As highlighted by, Boutoun (1994), Boersma (1994), Lee (2002), Taguchi (2005, 2006, 2013), Roever (2006), mastering the notion of conversational implicature by EFL learners with the help of their teachers' instruction in collaboration with educators, materials developers, and test designers, would be advantageous and promising when it comes to the development of illocutionary competence. Because students' inability to notice implicatures will result in various forms of pragmatic failure and miscommunication.

To investigate the effect of explicit teaching of conversational implicatures on developing 40 Taiwanese college EFL learners' pragmatic competence. Tuan (2012) used a web based implicature test, the investigation lasted for ten weeks. The findings revealed a statistically significant difference in the learners' implicature competence in favor of the post-test as well as a positive correlation ($r= 0.82$) between the learners' implicature competence and English language proficiency. The researcher emphasised the inevitability of instruction in implicature to equip the learners with pragmatic competence.

Thus, the use of conversational implicatures is inevitable for effective communication to take place. Conversational implicatures could be used to serve a variety of communicative purposes. Certain language functions, such as irony, are only carried out effectively through implicatures. This means that learners, especially advanced ones, need to be trained in using them.

As a final point, it must be mentioned that "equipping oneself to be knowledgeable about illocutionary competence is as important as developing one's IT and technology skills. Both are indispensable tools for the world of today, irrespective of one's regional or geographical location" (Lo Castro, 2012, p. 308).

1.12. Conclusion

In a nutshell ,this section tried to provide an overview on conversational implicature and illocutionary competence , in addition to that the idea of teaching pragmatic in the context of EFL utilizing the conversation implicature instruction and its effect on the development of the illocutionary competence, first, it has been shown that after the emergence of the communicative competence model by Bachman & Palmer, 1996, there was a major shift in the view of FL learning , moving from teaching to develop only the grammatical competence (language accuracy) to teaching for the sake of achieving language proficiency and develop a higher degree in illocutionary competence ; and since the notion of conversational implicature is a central area in pragmatics, this shift led to the rise of several theories , methodologies and techniques and resulted a large body of literature which aims to help the EFL learners to map their social pragmatic knowledge onto pragmalinguistic forms thus overcome any failure on both foreign language level, comprehension and production . Rintell Mitchell (1989) posits that :

> Perhaps the fascination that the study of cross-cultural pragmatics holds for language teachers, researchers, and students of linguistics stems from the serious trouble to which pragmatic failure can lead. No "error" of grammar can make a speaker seem so incompetent, so inappropriate, so foreign, as the kind of trouble a learner gets into when he or she doesn't understand or otherwise disregards a language's rules of use. (p. 248)

Chapter Two

Methodology, Data analysis, Results, and Discussion.

Introduction

This chapter is solely dedicated to the fieldwork of this inquiry. The theme that captured the main idea of this study is investigating both EFL teachers' and learners' perceptions and practices regarding the use of conversational implicature instruction and the development of EFL learners' illocutionary competence.

The first section is dedicated to provide a description of research design, sampling techniques, and procedures that have been followed in this research paper, in addition to a description of how data is collected, tools used, and the type of samples occupied in this research.

A separate section is devoted to display the data analysis and discussion of the results, which together help to highlight explanations and analyse answers to questions that were in the first place the primary concern of this study.

2.1. Research design and Data collection tools:

A research design is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and the analysis of data. Kothary (2004).

The main purpose of this study is investigating the effect of Conversational implicature based instruction on the improvement of EFL learners' illocutionary competence, thus, particular design , methods, a compelling sampling plan and tools were selected to help achieving the objectives of the research.

2.2. Research Method and Design:

Since the current study is dealing with the idea of investigating and exploring the effect of conversational implicature based instruction on the development of EFL learners' illocutionary competence, the descriptive design is compelling. According to Arkunto(2007) "descriptive research is the one that is intended to gather some information regarding a trend found in a given field ; that's there is neither administration nor control in this kind of research".(p. 234)

This study adopts a mixed research method to collect the required data, the aim behind using a mixed-method is its effectiveness and its ability to offer a better understanding of the research problem than either type by itself (Cresswell, 2009); moreover, it provides a more complete and comprehensive understanding of the research problem than either quantitative or qualitative

approaches alone **,** in addition , mixing data sets can give a better understanding of the problem and yield more complete evidence – the investigator gains both depth and breadth.

2.3. Research Setting and Sample:

The present research took place at the English language department in the University of M'sila. It lasted throughout the second semester of the academic year 2019/2020 during the quarantine under certain circumenstances. It was conducted via online platform such as Gmail, SurveyMoneky, Messenger and Telegram.

According to Creswell (2012, p.142), population is a group of individuals who have the same characteristics. The Population in this study was third year EFL license students and EFL teachers at the English department , the University of M'sila, Algeria.

In determining the sample, the researchers employ either probability or non- probability sampling approaches (Creswell, 2012,) .In this research, the probability sampling with cluster sampling technique was employed. In this form, the researchers nominated participants for the sample so that any individual had an equal probability of being selected from the population.

Regarding the number of participants, Creswell (2012) explained that there should be at least 30 participants in descriptive method to establish relationship. Based on this arguments, the researchers chose a sample of 35 students randomly from a population of 150 students divided in between 4 groups, nine students were randomly chosen from each group of the four groups in order to compose a substantial sample of 35 students.

A percentage of 54,3 of the sample have been studying English language for six to ten years, while 45,7% of them have been studying English language for more than 10 years, all in between university, middle and secondary education levels.

2.4. Research Instruments:

An instrument is a tool for measuring, observing, or documenting data (Creswell, 2012). There are three main measurement instruments in this query, a questionnaire, a DCT and an interview.The use of a DCT along with a questionnaire and an interview support the research adequacy, hence it prevents any biased findings.

2.4.1. Description of the Research Instruments:

2.4.1.1.Description of the Test:

Data to assess students' ability to interpret English conversational implicatures were gathered using conversational implicature tests designed by Grice 1975, and Bouton 1994. In a form of a DCT and subdivided into two parts: Test (A) was an interpretative multiple-choice test, while Test (B) was a sentence composing test. A DCTs require a constructive, that is, participant generated textual response that is coherent with the context specified in the stimulus item" (Kasper, 2008).

The choice of this instrument could be justified by the fact that, it helps to gain an idea of third year EFL students'-at the University of M'sila- usage of conversational implicature and their ability to interpret them successfully. Moreover, these tasks can provide information about learners' competence in controlled set of situations.

2.4.1.1.1. Test (A): The interpretative

The subjects were asked to choose the most appropriate answer in the multiple-choice test. The following four types of conversational implicature were tested in Test (A) which had six items (cf. Grice1975, Bouton 1994) and presented in the below table

Table 2.

Types of the Conversational implicature in Test A.

	Type of conversational implicature in Test	Items
1)	Quality-POPE Q implicature	No. 1 & No. 2 in Test (A)
2)	Relevance	No. 3 in Test (A)
3)	Sequence of events implicature	No. 5 in Test (A)
4)	Quality-understated criticism	No. 4 & No. 6 in Test (A).

2.4.1.1.2. Test (B): The productive

The subjects were asked to write what the speaker in the boldface type is trying to say.

The following three types of conversational implicatures were tested in Test (B) that had 4 test items (cf. Grice 1975, Bouton 1994) and presented in the following table .

Table 3.

Tabulation of the Types of the Maxim Broken in Test (B).

Type of the maxim floated in Test (B)	Number of items
Not breaking any maxim	No. 1 in Test (B)
Breaking the maxim of quantity	No. 2 in Test (B)
Breaking the maxim of quality	No. 3 in Test (B)
Breaking the maxim of manner	No.4 in Test (B).

2.4.1.2. The Description of the Questionnaire.

To inspect EFL third year students' prior knowledge on the notion of CI and IC and to investigate the area of CI classroom practices at the department of English language and Literature in the University of M'sila, a structured questionnaire was designed to attain the study objectives. Items included in the questionnaire were extracted from different resources collected to reach the research objectives. This last, is characterised as being "extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily processible" (Dörnyei, 2007).

The use of this questionnaire in this study , helps in the process of gathering data, thus obtaining a full comprehension of how third year EFL leaners at Msila's university perceive the matter studied within this research paper. This also means a greater potential for new insights and new perspectives.

The questionnaire contains thirty two (32) items divided into four sections. The first section is devoted to investigate learners' personal information and language achievement. The second section is designed to investigate learners' perception/ awareness to what concerns conversational implicatures. Contrariwise, the third section is dedicated to the practice of the conversational implicature in their EFL context. Lastly, the fourth section is devoted to investigate students' perception and awareness of the illocutionary competence. These sections are as follows:

2.4.1.2.1. *Section one: Personal Information and Language Achievement.*

The main aim of this section is to obtain data about the learners' background. Collectively, Q1, Q2, Q3 is concerned with Gender, Age, and their English level respectively. While in Q4, targets their most difficult aspect to acquire in the process of language learning .In Q5, researchers aim to know whether students get involved in real English speaking context. And while Q6, seeks to know the students' frequency of being able to understand the surface level of an utterance and not being able to receive the intended meaning i.e., their ability to receive the exact intended speaker intention in a given contextual situation, Q7, intends to investigate the inverse, the students' frequency of being able to produce well-structured and comprehensible sentences but not being successful to transmit the intended message in a given contextual situation.

2.4.1.2.2. Section Two: Conversational Implicature Perception and Awareness.

In this section, the main aim is to inspect students' perception of the concept of conversational implicature. In particular, Stat8 sees whether third year students accept the fact that pragmatic studies are a crucial part in language learning, Ste9, Ste10, Stat11 attempts to see their awareness concerning the essential exposure of authentic material and its role in developing language proficiency and illocutionary competence, and tries to see whether third year students consider sociopragmatics knowledge as a pillar. Whereas Ste12 stabs to investigate the students' perception of the teacher's role in the process when it comes to arranging opportunities to use and produce conversational implicature. Although Ste13 scrutinize students' familiarity with indirectness in their learning environment. Lastly, collectively Ste14, Ste15, and Ste16 assess their understanding of the concept respectively.

2.4.1.2.3. Section Three: Practice and Instruction

This section involves eight items, it is devoted to investigate the area of practice and instruction. Both Q 17 and Q18 look to see how often they receive conversational implicature in the classroom and to see if they have the opportunity to analyse functional language. While, Q19 and Q20 seek to know the frequency of practicing indirectness and the frequency of being exposed to cultural differences. Where Q21 attempts to see how often they are assessed and provided with DCTs. Both Q22 and Q23 endeavours to know the frequency of being provided with strategies and techniques to know the difference between a particular speech act in L1 and L2. Lastly, Q24 aims to see whether third year students have been introduced to "the Cooperative Principles".

2.4.1.2.4. Section four:Students' Oerception of Illocutionary Competence

This section is solely concerned with the illocutionary competence, designed to investigate students' prior knowledge and their perspective on IC. In Ste25, Ste26, students were asked about the concept of the illocutionary competence, where in Ste 27, aims to see what makes a student's competent. Lastly, both Ste30, Ste32 devoted to investigate the set of factors that affect this type of competence.

2.4.1.3.The Description of Teachers' Perceptions and Practice of CI interview:

In this study , to inspect EFL teachers' perception and practices of CI in their EFL classroom at the department of English Language and Literature in the University of M'sila, structured interview was designed, conducted via online platforms. Denscombe (2010) considers interviews as the most flexible data collection method as they permit adjustments to the lines of enquiry during the process of interviewing.

The interview contains nine (9) items revolved around the following themes:
The first set of questions are devoted to scrutinize teachers' personal information and pragmatic training. The second part is dedicated to investigate teachers' perception/ awareness to what concerns conversational implicatures. Contrariwise, the third set of questions is deliberated to the practice of the conversational implicature in the EFL context and problem faced . These questions are preseneted as follows:

At first, teachers were asked to pick up their academic major, to see whethen to answer whether they have received a formal training to teach pragmatic contents.

In the next phase , wich consists of two questions concerning perception, teachers were asked to give their opinion about what would make an EFL student proficient and if there is any possible correlation between pragmatic competence and language proficiency, moreover they were asked to give their opinion on scale of five to what extent they believe third year students of English are equipped with the competence of using implicatures

Last but not least, EFL teachers at the university of M'sila were asked five more questions which are dedicated to the practice of CI , among the questions, the kind of functional English patterns EFL teachers practice with their students, and whether they make sure to acculturate the language materials used in their classroom and how. Also, the different techniques and strategies they use to raise awareness of the communicative aspects.

2.4.2. Piloting the Research Instruments:

A pilot study is the first step of the entire research protocol and is often a smaller size study, and it assists in the planning and modification of the main study (Junyong, 2017). The main objective of the pilot study is to test validity and th reliability of the research instruments in order to make use of the feedback for goal of modification and development.

It is important to make sure that the instrument items are understood, but mostly feasible, and its instructions are clear. It also helps to measure how much time it takes to answer the questions of the research instrument. Teijlingen and Hundley (2001) point out that although carrying out pilot studies might not guarantee success in the study, the likelihood of success is increased.

2.4.2.1.Validity of instruments:

In general, when it comes to developing measurement tools, validity is important. A variety of types of validity exist: content, face, construct, and criterion each designed to ensure a specific aspects of measurement tools that are accurately measuring what they are intended to measure and that the results can be applied to real-world settings.

In this study content validity is measured , it refers to the degree to which an assessment instrument is relevant to, and representative of, the targeted construct it is designed to measure. Rusticus (2014).

The biggest part of the pilot study was performed with a Conversational implicature perception and awareness questionnaire (CIPAQ). In order to ensure its content validity, two EFL experienced teachers at the department of English had checked its items before distributing the questionnaires to the participants in the pilot stage.

The eight participants in the pilot study were asked to measure the time which they had spent to complete the questionnaire. Three of them stated that the task had lasted for almost twenty minutes. Two spent thirty minutes, and the other three participants spent about fifty minutes. The average time spent was about thirty minutes. In addition, three participants complained that they had felt exhausted because of the length of the questionnaire.

The time spent on answering the questionnaire could be responsible for certain carelessness in the way it was answered. Having considered these issues, it was expected that

third year EFL students might spend more than thirty minutes to complete the questionnaire. Therefore, it was decided to reduce the questionnaire items. The final version of the questionnaire is shown in Appendix 1.

The criterion for choosing which items to delete was based on the sentences which had a similar function, and on the sentences which were misunderstood. An the other end of the scale , in the DCT only few items were adjusted , due to the fact that it was already designed and tested by Grice 1975, and Bouton 1994 ; namely, in test (B) where students were asked to complete the discourse tasks; they did not well understand the instruction of filling in the gap by imagining the response of the participant (B) in a given contextual situation, and hence some modifications were done to increase validity.Concerning the average time spent to tick the right answer in test (A) was six minutes while in test B which require more concentration was about ten minutes. The final version of the DCT is shown in Appendix 2

In the meanwhile, the interview questions were tried out with two teachers from the Faculty of Languages at the University of M'sila to make sure that the structure was clear and could elicit relevant and sufficient data. A few modifications were made according to their remarks.

2.4.2.2.Measuring reliability

In this investigation, researchers opt to use Corn bach's alpha. It is a statistical indicator of internal consistency of a measure it reflects the degree to which each item in scale correlates with each other in the same scale. Its values range from 0-1.

- Alpha 0.7 high internal consistency.
- Alpha 0.7 low internal consistency.
- Alpha 0 there is something wrong with in the input.

Its formula is written as bellow:

$$\alpha = \frac{k}{k-1}\left(1 - \frac{\sum V_i}{V_t}\right)$$

- $\sum Vi$ is the sum of the items' variance.
- Vt is variance of the total scores.
- K is the number of items.

In this research , Corn bach's α of the questionnaire equals 0.82 demonstrated in the below table. This value means that there is a high internal consistency , thus the questions' item correlates with each other in the same scale.

Table3 .

Corn Bach's α of the Questionnaire.

ITEMS IN SECTION 2,3,AND 4	25
SUM OF THE ITEMS' VARIANCE	35.04957153
VARIANCE OF THE TOTAL SCORES	170.2222222
ALPHA	**0.8271825067**

2.4.3. Administration of the Research Instruments :

After conducting the pilot study, both the questionnaire and the discourse completion test were submitted to third year student in the department of English language and literature at the University of M'sila with a population of 150 .This was to eliminate batch and age variation. The sample was chosen randomly and virtually submitted via link using both Gmail, Telegram, and Facebook messenger. The sample consists of thirty five students (35) who has been studying pragmatic aspects over the two past years.

2.4.4. Procedures

To achieve the objectives of this query, a set of procedures have been done .

Piloting was initiated to ensure validity and usability, where both conversational imlicature perception and awareness questionnaire and discourse completion test were delivered to small-scaled sample . It is as essential phase as it ensures that the items of the questionnaire are clear, well-understood and convenient in terms of time.

Data were gathered through three main instruments: A questionnaire, DCT and an interview. Hence, it took place into three main stages. The date collection procces took place into three main stages , each will be discussed separately in following paragraphs

2.4.4.1. Students' Discourse completion test:

First, the students were provided with the test and a 30 minutes were allowed to accomplish both tests (A) & (B). The students were given one mark for each correct answer. The total score therefore ranged from 0-10, their test scores, therefore, were analysed quantitatively and

qualitatively by using descriptive statistics, i.e., percentage, mean, and standard deviation and the results will be presented in the form of tables and graphs. After this test they were given a well-structured questionnaire to complete, for the aim to understand and investigate the set of factors that disabled them to interpret correctly.

2.4.4.2. Students' Questionnaire

After the test, students were provided with a structured questionnaire and thirty (30) minutes were allowed to accomplish its four sections. Each section will be analysed quantitatively by using descriptive statistics, i.e., percentage, mean, difficulty index, and standard deviation. The results will be presented in the form of tables and graphs.

2.4.4.3. Teachers' Interview

A semi-structured interview has been distributed virtually to five (5) English teacher in the department of English language and Literature in the University of M'sila, divided into three sections, each section will be analysed qualitatively and quantitatively by using descriptive statistics, i.e., percentage,and mean. The results will be presented in the form of tables and graphs.

2.4.5. Statistical Tools for Data Analysis

In order to measure and make use of the data analysed, the mean, median , range of scores, percentage and standard deviation was used .The descriptive statistics facilitated the process of writing about the results of the data that was analysed (Scherman, 2007). For all the necessary analyses, pathways and graphical representations described. A statistical programme, EXCEL 2013 was used.

To clarify things; a set of definitions are provided as following:

- **The mean x** is the sum of all scores divided by the number of scores

The formula for the mean is:

$$\text{Mean, } \bar{x} = \frac{\sum x}{n}$$

- Σ = means "add up"
- x ="all of the x-values"
- n = means "the number of items in the sample".

- **The median** is defined as the middle of a distribution in a ranked data.
- **Range** defines the spread, or the variability of a sample it is describes by the minimum and the maximum values of the variables using percentiles, the median is the 50th percentile.
- **Variance** is a measure of how spread out the distribution. It gives an indication of how close an individual observation clusters about the mean value. The variance of a population is defined b the following formula**:**

$$\sigma^2 = \frac{\sum (X_i - X)^2}{N}$$

  - σ^2 is the population variance.
  - X is the population mean.
  - X I is the ith element from the population.
- The variance of a sample is defined by slightly different formula:

$$s^2 = \frac{\sum (X_i - X)^2}{n-1}$$

  - Where s^2 is the sample variance.
  - n-1 is known as the degrees of freedom.
- **The standard deviation** refers to the measure which is used to quantify the amount variation or how spread out numbers are. The formula to calculate the standard deviation is:

$$s = \sqrt{\left(\sum [X_i - x]^2 / n - 1\right)}$$

- To determine the minimum and the maximum length of the 5-point Likert type scale, the range is calculated by (5 − 1 = 4) then divided by five as it is the greatest value of the scale (4 ÷ 5 = 0.80). Afterwards, number one which is the least value in the scale was added in order to identify the minimum of this cell. The length of the cells is determined below:
  - From 1 to 1.80 represents (Strongly Disagree).
  - From 1.81 until 2.60 represents (Disagree).

- From 2.61 until 3.40 represents (Neutral).
- From 3:41 until 4:20 represents (Agree).
- From 4:21 until 5:00 represents (Strongly Agree).

- **Pearson correlation**

In statistics, the correlation coefficient r measures the strength and the direction of a linear relationship between two variables on a scatterplot.it ranges from -1 and +1.

- Correlations only describes the relationship, they do not prove causality.
- Correlation is necessary, but not sufficient condition for determining causality.

Pearson product moment coefficient is one way to show correlation in this exploratory study, it enables the researchers to gain more insight into variables and factors that are related to a complex variable, which is in our case "illocutionary competence", positively, it will uncover ambiguity and complexity.

To test the correlation of this inquiry, the researchers opt to use Excel 2013 to analyze the set of the gathered data, grounding on following equation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2]\,[n(\sum y^2) - (\sum y)^2]}}$$

- N = number of pairs of scores.
- $\sum x^2$= sum of squared x scores.
- $\sum y^2$= sum of squared y scores.
- $\sum y$= sum of y scores.
- $\sum x$= sum of x scores.

2.5. Data Analysis and Interpretation of Results

2.5.1. Data Analysis, Results, and Discussion of the Test:

2.5.1.1. Analysis of test (A).

2.5.1.1.1. Students' Overall Results of Conversational Implicature Comprehension.

Data from table four reveal students' Overall results of implicature comprehension in Test (A).

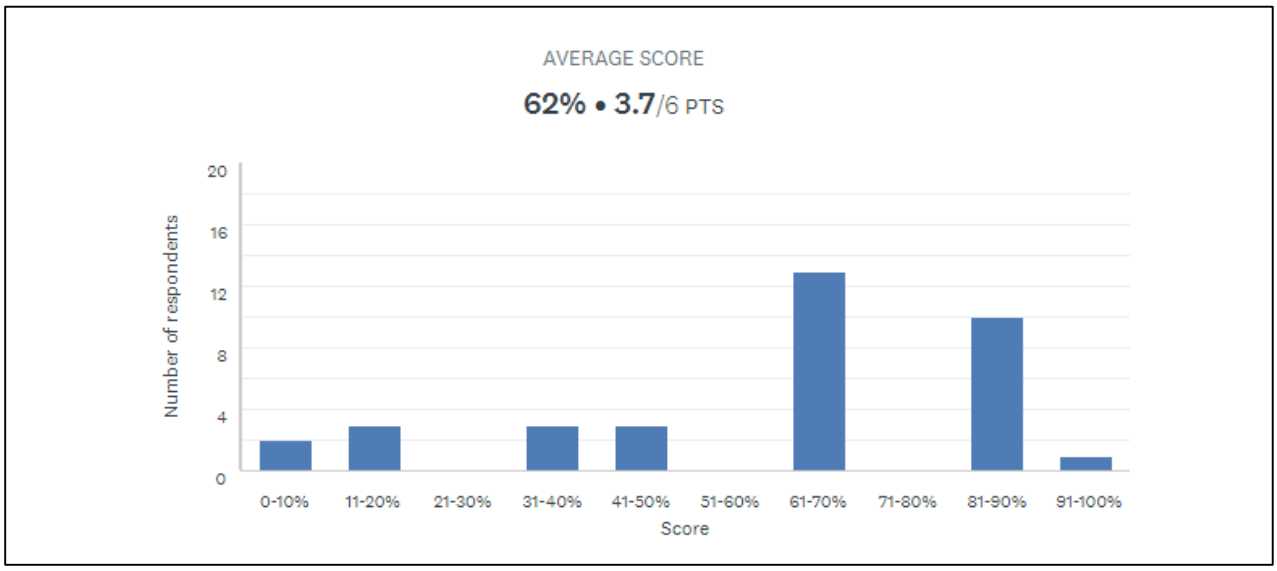
Table 4.

Overall Results of Implicature Comprehension of 35 Students

Lowest Score	Highest Score	Mean	Median	Standard Deviation
0	**6**	**3.7**	**3.8**	**0.24**

Figure 5.

Average Score of Students' Responses in Test (A).



Data from figure (5) reveals students average score of test (A) interpretation. The results of the test shows that the average score of English implicature comprehension of all respondents is 3.7 out of the possible maximum score of 6. The range of row score suggests that there are slight differences in students' performance in comprehending CI , hence the standard deviation is small. The median and the mean are relatively close which may allow researchers to comprehend some information about the relative shape of data distribution , they are

approximately equal to each other, the distribution can be assume to be approximetley symmetrical i.e., students' comprehension of CI is shared among all. Not to neglect the outliers.

The mean score shows an acceptable performance of interpreting conversational implicatures . Apparently, it does seem that students with a highest score tend to be the major in their English classes as reported in the personal information they share after the test was done. This demonstrates the similar results between this research and Lee's (2002) research which found that learners with high linguistic and pragmatic strategies are likely to infer accurately.

2.5.1.2. Analysis of Test (A):

The following table demonstrates the tabulation of the overall responses according to the onversational implicature's type in Test (A)

Table 5.

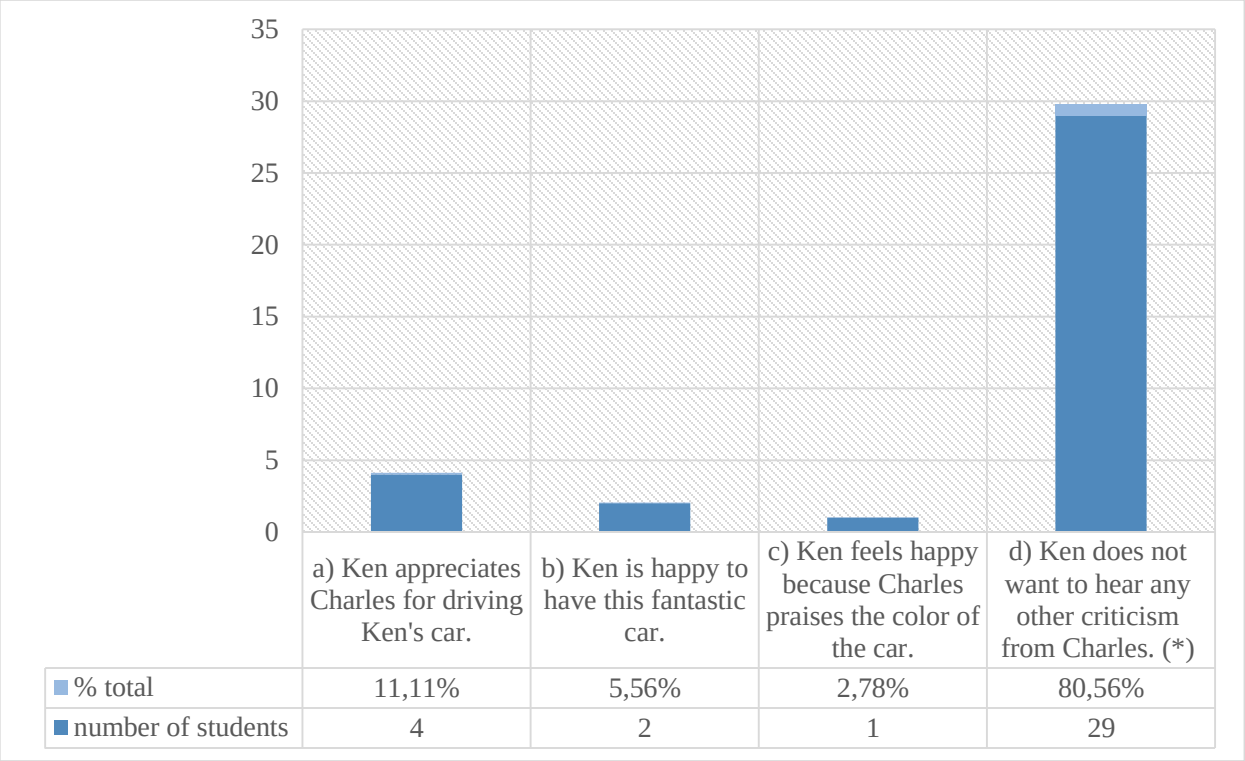
Tabulations of the Overall Responses According to the Conversational Implicature in Test (A).

Item	Type of conversational implicature	Number of students	% of students with correct answer
1	Quality-POPE Q implicature	25	71.42
2	Quality-POPE Q implicature	24	68.57
3	Relevance	27	77.14
4	Quality-understated negative criticism	9	26.46
5	Sequence of events implicature	12	34.42
6	Quality-understated negative criticism	28	80

From table (5), the highest percentage of correct answer was from item (6) concerning the quality understated criticism implicature with a percentage of 80%.

Figure 6.

Students' Responses on Item 6

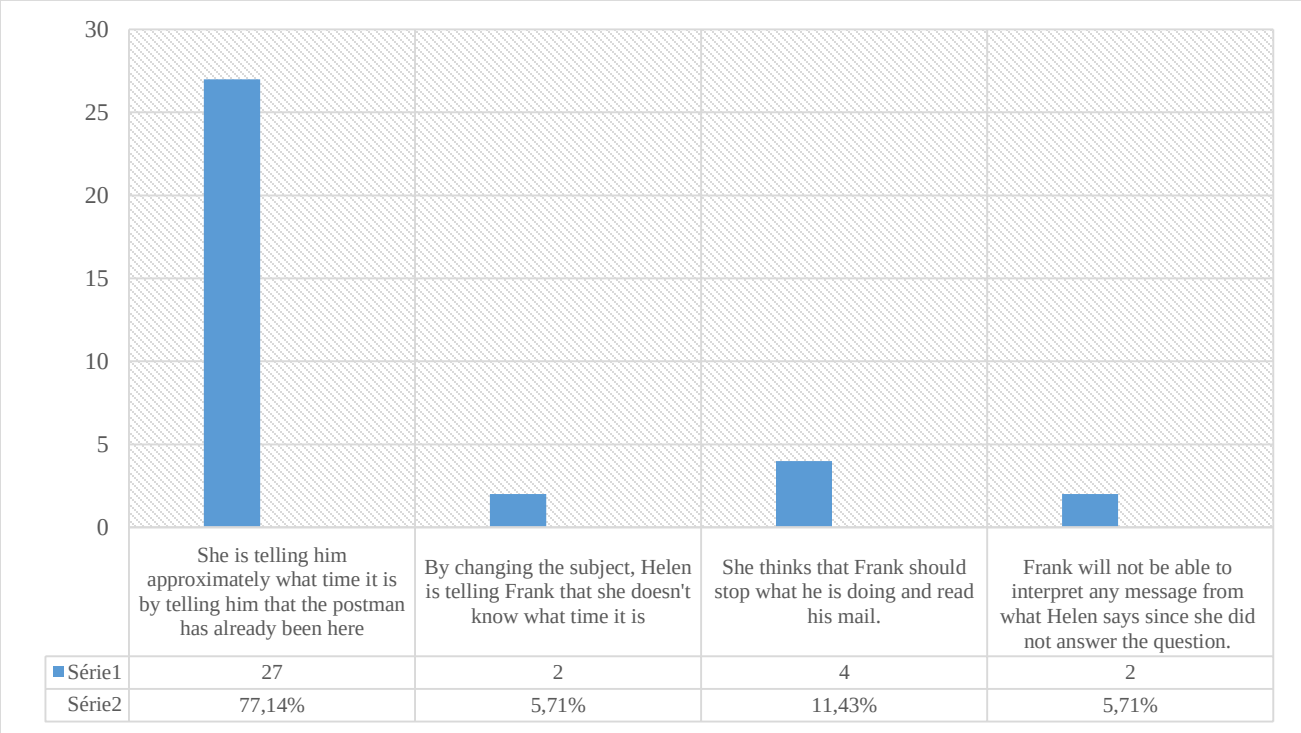


	a) Ken appreciates Charles for driving Ken's car.	b) Ken is happy to have this fantastic car.	c) Ken feels happy because Charles praises the color of the car.	d) Ken does not want to hear any other criticism from Charles. (*)
% total	11,11%	5,56%	2,78%	80,56%
number of students	4	2	1	29

The most frequent answer in this item by the sample was (d) where Ken is not eager to hear more from Charles , with a percentage of 80.58%. This reveals that most students are able to interpret implicature-based on logical reasoning without much difficulty. From the situational context given, they could arrive at the assumption that Ken’s car has been criticized by Charles. Thus because, from the study of Lee (2002) it showed that native and non-native speakers own the same strategic competence to arrive at the same interpretation of this kind of implicature which appears to be logically universal in use.

Figure 7.

Students Responses on Item 3.



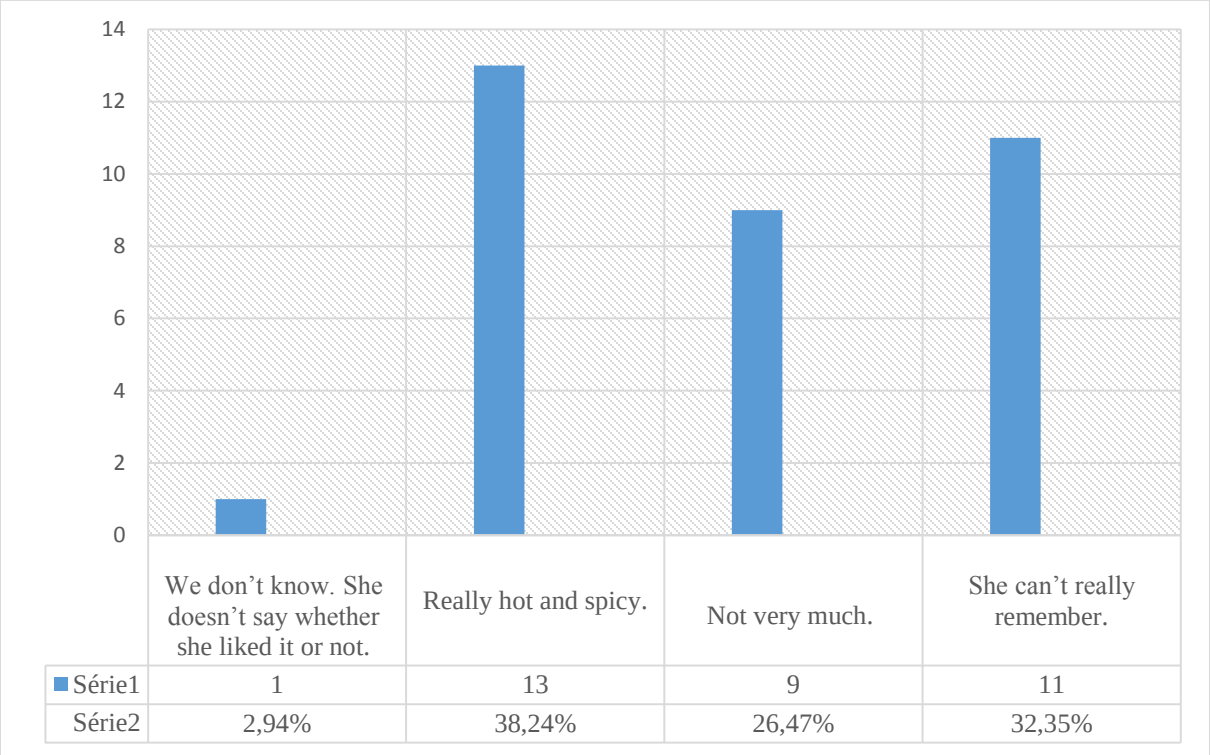
	She is telling him approximately what time it is by telling him that the postman has already been here	By changing the subject, Helen is telling Frank that she doesn't know what time it is	She thinks that Frank should stop what he is doing and read his mail.	Frank will not be able to interpret any message from what Helen says since she did not answer the question.
Série1	27	2	4	2
Série2	77,14%	5,71%	11,43%	5,71%

Here, most students choose to pick answer (a) thus to say were able to interpret the relevance implicature successfully. Based on the regularity of the postman's deliveries and the fact that Helen's statement immediately follows Frank's question would, therefore, be interpreted as some sort of answer to it. This reveals again that third year students can interpret implicature based on logical reasoning without much difficulty concerning this type of implicature. However, we can not deny that every one may not own this competency, Tyson elaborates (2016) "I am convinced that the act of thinking logically cannot possibly be natural to the human mind. If it were, then mathematics would be everybody's easiest course at school and our species would not have taken several millennia to figure out the scientific method."(p. 142)

Some types of implicatures may be found difficult by most students, only 10 students (29%) who interpret item four correct. According to data from the questionnaire, conversational implicatures that are related to cultural values are difficult to interpret . Item (4) can illustrate how can cultural knowledge plays its role.

Figure 8.

Students' Responses on Item 4.



	We don't know. She doesn't say whether she liked it or not.	Really hot and spicy.	Not very much.	She can't really remember.
Série1	1	13	9	11
Série2	2,94%	38,24%	26,47%	32,35%

As illustrated in the above table, answers were totally heterogeneous. This item assumed to be difficult by most students, they considered the utterance "I don't know. I don't think I'm a very good judge of chili." a way to avoid criticizing someone or something, not a way to criticize someone or something indirectly as the speaker intended to, and a way to disrespect and contempt someone. This is due to the favt that cultural differences, norms, and personal belief or experience could be conceivable factors causing misunderstanding between people with different backgrounds.

Additionally, it is clearly seen some students were not able to make the correct interpretation of the implicature because they seemed to rely on translation strategy. For example, some students, as shown in the questionnaire, could only understand the surface meaning of the utterances; still, fail to realize what is said implicitly.

2.5.1.3. Analysis of Test (B).

2.5.1.3.1. Students' Overall Results of Conversational Implicature Production .

Data from table 6 reveals the different responses provided by the subject concerning conversational implicature production in test (B) which are analyzed thematically.

Table 6.

Students' Overall Score on Test B.

Lowest Score	Highest Score out of 4	Average of Correct answers	Median	Standard Deviation
0	3	2.46	2.4	0.142

The full mark of the feedback's items in test B was 4, the heghiest score attained in this part of test was 3, students were able to perform succsefully with an average of 2.46 with a close median. This could be concluded as students' medium ability to interpret and perform CI in different contextual situations. Standard diviation is smaller then the mean thus the distribution of data is small i.e., students may share the same level of producing CI in this test . To fully understand the situation table (4) shows the percentage of correct interpretations which was analyzed thematically.

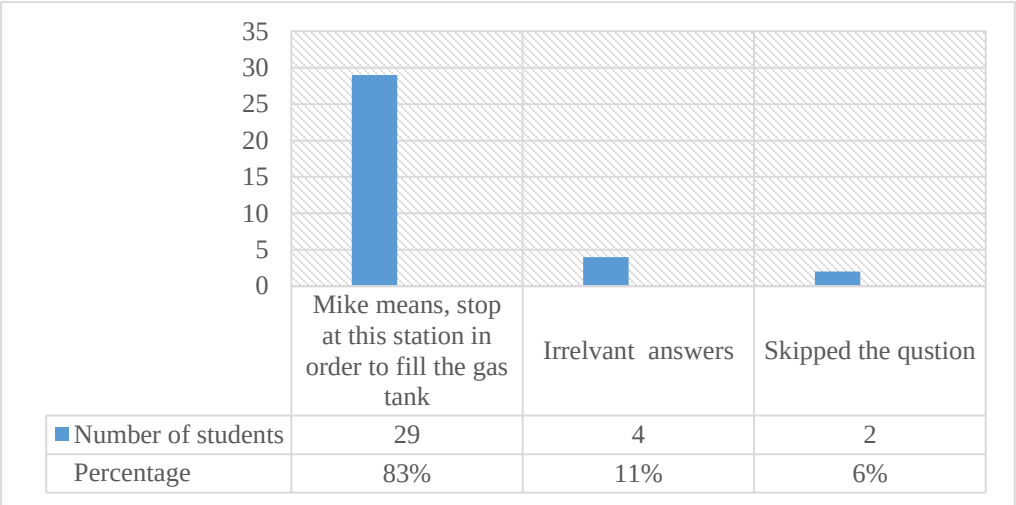
Table 7.

The Overall percentage of Correct Interpretation in Test (B).

Type of the maxim floated in Test (B)		Number of items	% of students with correct answers
1.	**Not breaking any maxim**	No. 1 in Test (B)	83
2.	**Breaking the maxim of quantity**	No. 2 in Test (B)	46
3.	**Braking the maxim of quality**	No. 3 in Test (B)	57
4.	**Breaking the maxim of manner**	No. 4 in Test (B)	63

Figure 9..

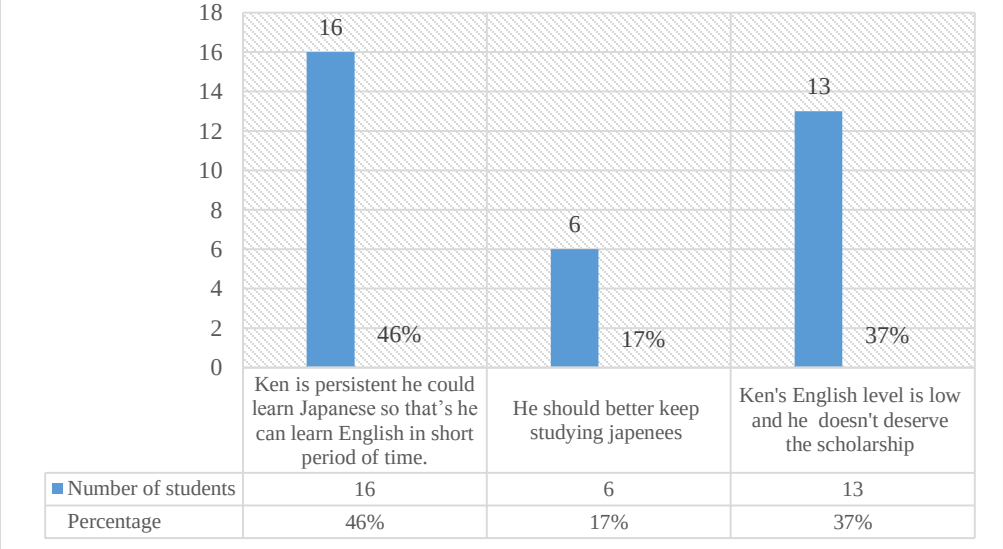
Percentage of students' different interpretation on item number one in Test (B)



Twenty-nine students with a percentage of (83%) were able to interpret item (1) correctly, due to the fact that mike did not break any maxim and that the meaning of his response was absolutely clear and understood even by non-nativess speaker as in this case. To explain the success of this communication in item 1 ; John reasons from the truth of what Mike does not say but conversationally implicates and the character of the external situation to the conclusion that if there is a gas station around the corner then probably it is open and has gas to sell. (Gauker,2001). Only 11% of the sample provided irreleveant answers.

Figure 10.

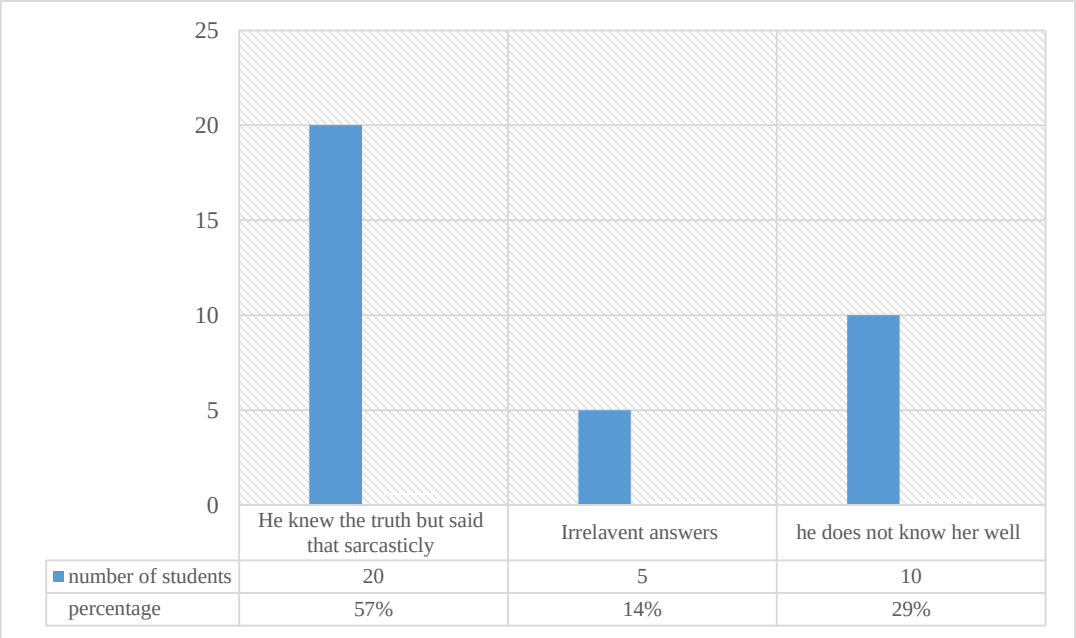
Student's Interpretation on the Second Item in Test



In the second set of implicature, students choose to answer differently, 17% of students claim that Ken English level is low and he doesn't deserve the recommendation, while 37% of them suggest that it would be better for Ken had to stay and study Japanese instead , on the contrary, 46% of them have succeeded in choosing the appropriate interpretation, where there was a breaking of quantity maxim, due to the fact that the professor gave too little information than what was expected for situation.

Figure 11.

Students' Responses on Item 3 in Test (B)



Observing figure (11) where different answers were illustrated concerning item number three (3), where Mary told a lie about Ken, a large rate of 57% of responses by learners responded convincingly that Ken response is interpreted as if he knew the truth but said that sarcastically, while 29% of responses were claiming that Ken does not know her well. The remaining responses were regarded as irrelevant, 14% were answering extraneous answer on the theme of giving advice concerning friendship, lying and sympathy.

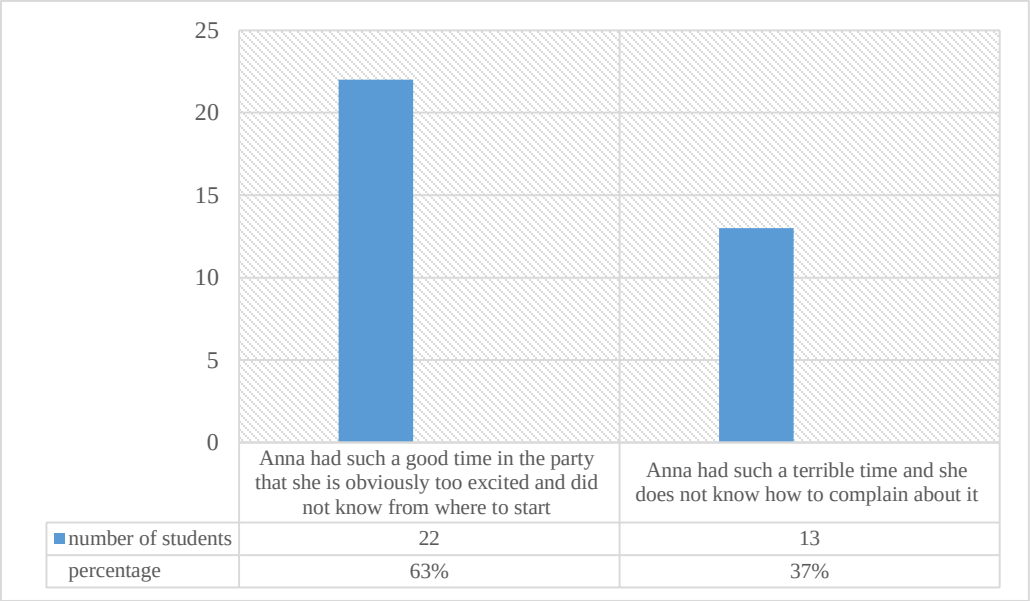
In this exchange, Ken is not truthful and violates the maxim of quality. He is laying to avoid unpleasant consequences such as embarrassing Mary in front of his friends. A large rate of response interprete the situation correctly, while the rest were not succesful, due to the fact that cultural

differences such as the use of indirect requests for action,the use of sarcasm and irony,and the forms for signaling politeness and deference may make the decision regarding the intended meaning difficult; thus , this type of implicature is seen difficult to execute particulary to second or forieng language users according to (G kasper, 1993).

In item 4, Ally asked a very simple question, however what she received from Anna is protracted description of what was going on in the party , thus, breaking the maxim of manner.

Figure 12.

Students' responses on Item 4 in Test (B)



	Anna had such a good time in the party that she is obviously too excited and did not know from where to start	Anna had such a terrible time and she does not know how to complain about it
number of students	22	13
percentage	63%	37%

Observing both the table illustrated in the above figure (12) regarding item 4, 22 of the participants representing the percentage of 63 choose to answer convincingly the appropriate interpretation, where Anna was super excited, thus she had no idea from where to start , at the other end of the spectrum , 37% of student where mislead .

Not Breaking the maxim of manner " requires that a contribution show perspicuity, not obscurity, ambiguity, prolixity, or disorder". (Grice ,1989). In this case , students were misled by Anna' protracted description and verbosity.

Furthermore, to fully understand and find out the factors that hinder EFL third year students' ability to interpret some set of implicatures, data from a questionnaire shows the reasons why some students are not able to accomplish the task and not picking the right interpretation.

2.5.2. Data Analysis, Results, and Discussion of the Conversational Implicature Perception and Awareness Questionnaire.

Analysing students' answers of the following questions will enable the researchers to answer the research questions thus reach the query objectives.

2.5.2.1. Section one: Personal Information and Language Achievement.

The main aim of this section is to obtain data about third year EFL learners' personal information and language acheivment concerning the study matter . Collectively, Q1, Q2, Q3 is concerned with Gender, Age, and their English level respectively. While Q4 targets learners' most difficult aspects of English to acquire during the process of learning it as a foreing language.

Q4: According to your experience, which aspect of English language learning has been so far the most difficult to acquire?

Table 8.

Students' Most Difficult Aspect to Acquire in the Process of Learning a Foreign Language

Language Learning Aspects	Number of Students	Percentage
Vocabulary	3	8,57%
Grammatical Structure	14	40,00%
Communicating Using The Target Language	10	28,57%
Spelling And Pronunciation	8	22,86%

From the table (8) as shown above, it is noted that fourteen (14) students with the a rate of (40%) face a problem when it comes to Grammatical structure and punctuation , whereas ten (10) students with an average of (28.57%) tend to struggle with " Communicating using target language , in addition to that eight (8) students representing a percentage of (22.86%) have a problem with spelling and pronunciation , when only three (3) students with a rate of (8.57%) struggle with vocabulary in the EFL classroom.

In foreign language classroom, learners are not acquainted to produce the language orally; in fact, they are only exposed to explicit learning focusing on the use of language rule thus not practicing it much .Due to this fact, students might find themselves struggling to utter a sentence correctly though they know exactly the rule and fully aware ,but feel reluctant . This might explain why third year students struggle to both produce and intreprete contextulised uttrences in L2.

The following question aims to know whether students get involved in real English speaking context.

Q5: Have you ever been involved in an English native speaking context?

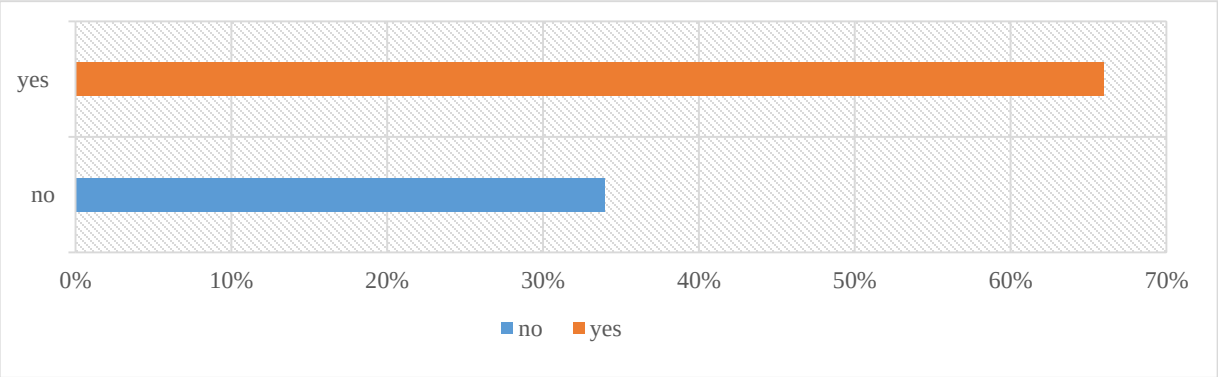
Table 9.

Students' Involvement in English Native Speaking Situation.

Options	Number	total
Yes	23	66%
No	12	34%

Figure 13.

Students' Involvement in English Native Speaking Situation



From table 9 and figure 13 shown above, it is illustrated that most students 23 representing (66%) of the sample tend to be involved in an English native speaking situation . Whereas only 12 students with a rate of (34%) where not able to be involved in a native alike conversation. Due to the current situation and the accessibility of the internet and social media apps we can deduce that third year student are in constant contact with native speakers if not in the same context, they either choose to be virtually connected.

The next two questions are the core of the study. While Q6, seeks to know the students' frequency of being able to understand the surface level of an utterance and not being able to receive the intended meaning i.e., their ability to receive the exact intended speaker intention in a given contextual situation, Q7, intends to investigate the inverse, the students' frequency of being able to produce well-structured and comprehensible sentences but not being successful to transmit the intended message in a given contextual situation. As below the set of questions asked and the responses are demonstrated in terms of percentage and illustrated in the graph for more feasibility.

Q6: How often do you understand the meanings of words but you fail to understand the speakers' intention when you use English for communication?

Q7: How often do you use grammatically correct sentences but you fail to communicate your intents with others in English?

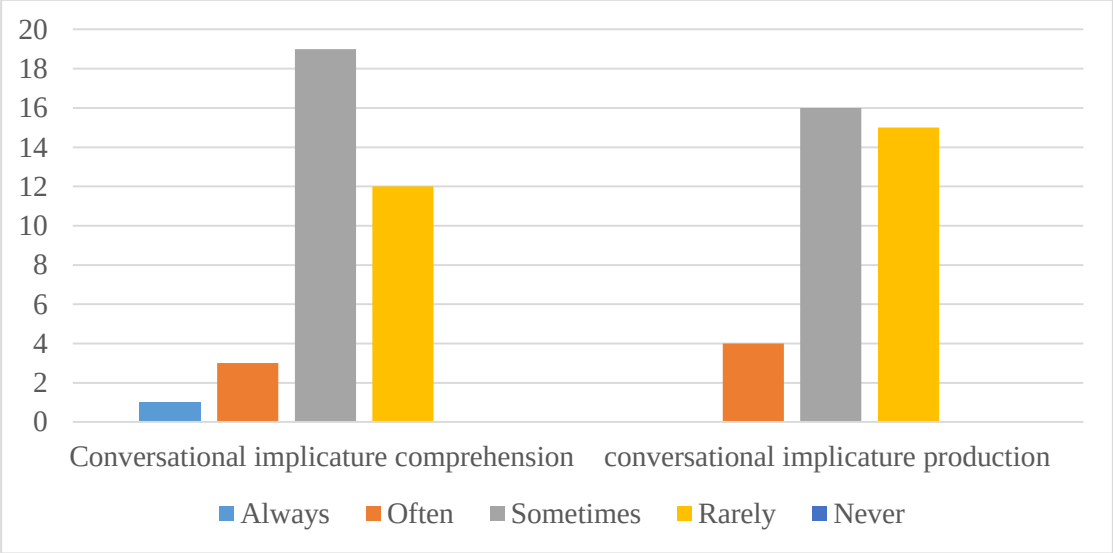
Table 10.

Students' Comprehension and Production of Conversational Implicature.

	Conversational implicature' comprehension	**Percentage**	**Conversational implicature' production**	**Percentage**
Always	1	2.86%	0	0%
Often	3	8.75%	4	11.43%
Sometimes	19	54.29%	17	45.71%
Rarely	12	34.29%	15	42.86%
Never	0	0%	0	0%

Figure 13.

Students' Comprehension and Production of Conversational Implicature



Both Q6 and Q7 responses have been integrated and illustrated in table 10 and figure 13 above and showed that most students' 19 students with a rate of (54.29%) "Sometimes" can understand the meanings of words but fail to understand the speakers' intention when they use English for communication, while 15 students with an average of (42%) "Rarely" use grammatically correct sentences but they fail to communicate their intents with others in English. On the other end of the scale, only three students representing (8.75%) said that they can "Often" understand the speaker intention and only four students with a rate of (11.43%) claimed that they "Often" can produce well-structured and more than that succeed to communicate their intention.

It might be deduced as following **:** Over years EFL learners were opt to only develop their linguistic competence ignoring and leaping the illocutionary one which is the basic to be a successful listener and communicator with an ability to comprehend not only the surface level of an utterance but the conversionally implied meaning.

Section Two: Conversational Implicature Perception and Awareness.

On five-point level scale of (dis)agreement students were asked several statement to investigate the perception\awareness to what concern conversational competence. The data obtained is summarized and analyzed both quantitatively and qualitatively in table 11.

Table11.

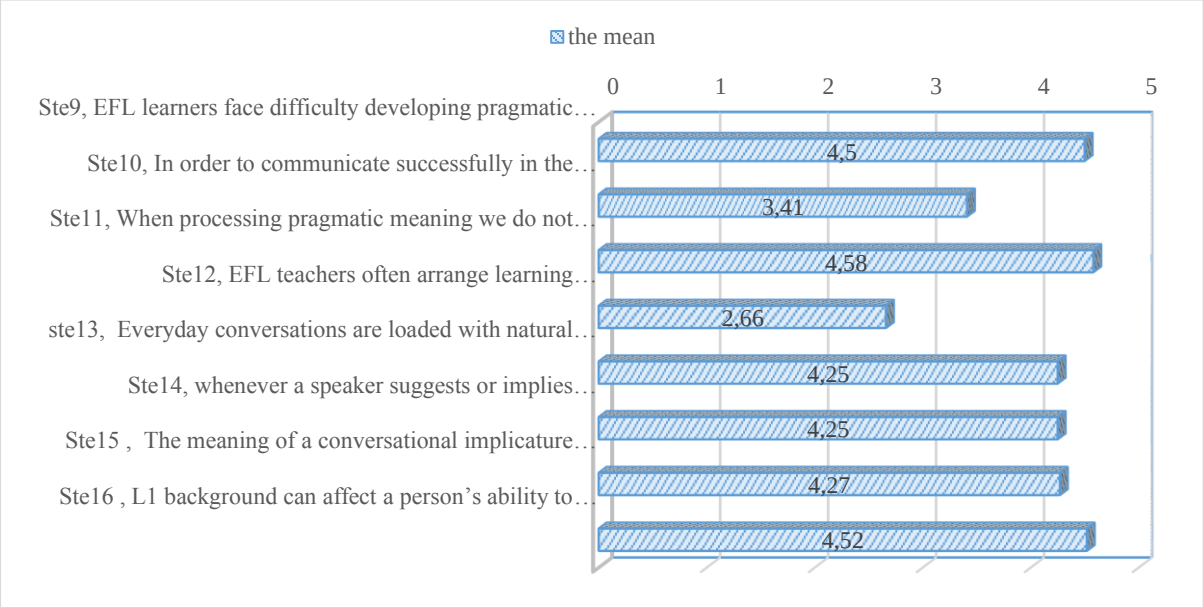
Students' Conversational Implicature Perception and Awareness.

Statement	**Mean**	**Std. Dev**	**SD**	D	**N**	**A**	**SA**
9. EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers	**4,5**	**0,696**	**2,86%**	**5,71%**	**14,29 %**	**51,43 %**	**25,71 %**
10. In order to communicate successfully in the target language, pragmatic competence in L2 must be reasonably well developed	**3,41**	**0,691**	**0,00%**	**5,88%**	**17,65 %**	**47,06 %**	**29,41 %**
11. When processing pragmatic meaning we do not consider only the linguistic information, such as vocabulary and syntax, but also the contextual information, such as the role and status of interlocutors,	**4,58**	**0,789**	**0,00%**	**8,82%**	**5,88%**	**55,88 %**	**29,41 %**
12. EFL teachers often arrange learning opportunities in a way that learners get to know and develop the use of implicature as well as pragmatic competence	**2,66**	**1,041**	**3,45%**	**20,69 %**	**55,17 %**	**20,69 %**	**17,24 %**
13. Everyday conversations are loaded with natural aspects of language use such as indirectness,	**4,25**	**1,024**	**0,00%**	**11,43 %**	**31,43 %**	**34,29 %**	**22,86 %**
14. whenever a speaker suggests or implies something with an utterance, which is not part of what is literally said, here we say that the speaker is using a conversational implicature.	**4,25**	**0,967**	**0,00%**	**5,88%**	**47,06 %**	**23,53 %**	**23,53 %**
15. The meaning of a conversational implicature can change according to the context of use.	**4,27**	**1,111**	**5,88%**	**0,00%**	**32,35 %**	**32,35 %**	**29,41 %**

16. L1 background can affect a person's ability to derive the same meaning of the conversational implicature in English as natives do	**4,52**	**0,81**	**2,86%**	**8,57%**	**2,86%**	**42,86 %**	**42,86 %**

Figure 45.

The mean of Students' perception on Conversational implicature



The mean calculated between 4.25 and 4.58 concerning statements 9, 11, 13, 14, 15, and 16 which demonstrates a strong agreement on the statements. The mean of 3.40 for statement number 10 which explains most of the sample kept neutral. However there was a general disagreement concerning statement number 12 with a mean of 2.66.

Observing the statistics detailed above ,the small standard deiviation comparing with the mean enabled the reserchers to undertand that there is general correspondence of agreement concerning if EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers. 2.86% strongly disagreed in addition to 5.71% who disagreed, 14.2% remained neutral where those whom agree represent 51.4% with 25.7% who strongly agreed on the statement.

Statement number 11, 8.82 percent of the sample disagreed with the idea that when processing pragmatic meaning we do not consider only the linguistic information, such as vocabulary and syntax, but also the contextual information, such as the role and status of interlocutors, 5.88% remained neutral and an average of 55.88% agreed on this statement while 29.41% strongly agreed on the statement. Results as illustarated above shows that data are not spread out with a small standar deviation , thus they share the same view concerning Ste 11.

While in next statement 13, only 11.34% of the sample showed a disagreement with the idea of everyday conversations are loaded with natural aspects of language use such as indirectness. While 31.4% remained neutral and 34.2 agreed, whereas 22.86 percent strongly agreed on the statement.

When students where asked that whenever a speaker suggests or implies something with an utterance, which is not part of what is literally said, here we say that the speaker is using a conversational implicature. Only 5.88%disagreed and 47.06% remained neutral, in contrast 23.5% generally agreed on the stated proclamation 23.5% also strongly agreed

The last statement concerning the effect of L1 background on the person's ability to derive the same meaning of the conversational implicature in English as natives do, 2.86% strongly disagreed and only 8.57% generally disagreed whilst 2.86% stayed neutral. On the other end of the scale, 86% percent correspond agreed on the last statement.

Section Three: practice and instruction
Table 12.

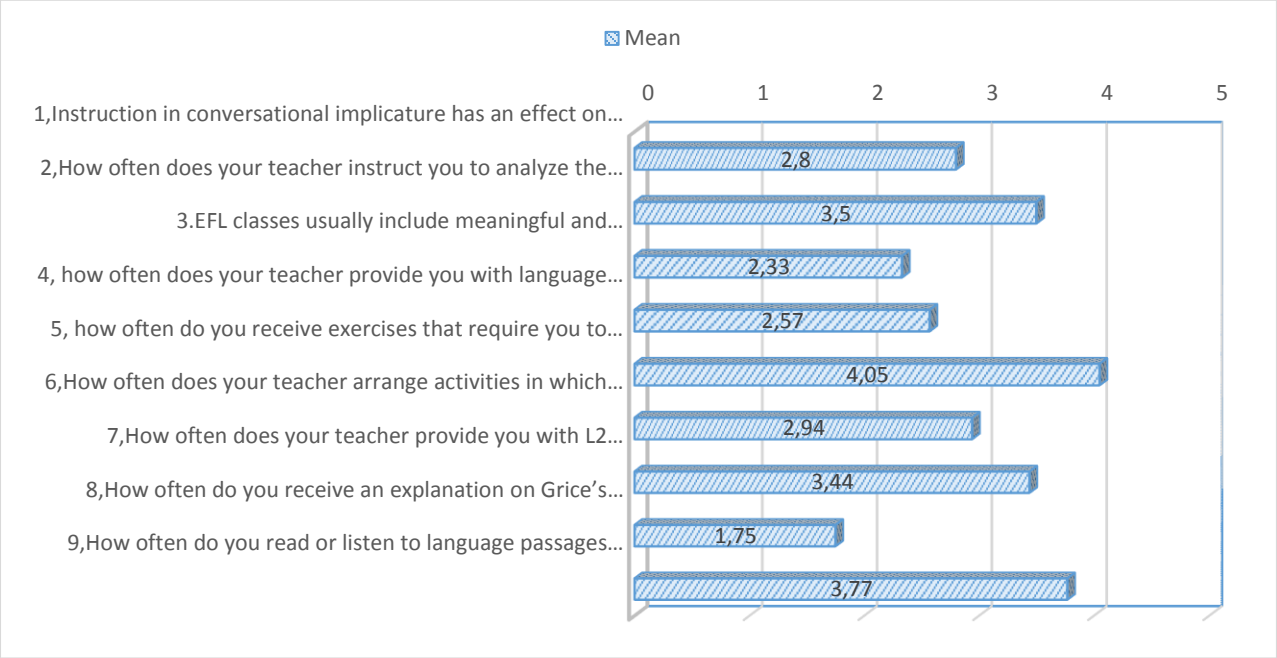
Students' Responses on Section Three Statements.

Statements	**Mean**	**STA. DEV**	**N**	**R**	**S**	**O**	**VO**
17. Instruction in conversational implicature has an effect on the development of illocutionary competence, how often do you receive instruction in CI?	**2,8**	**0,524**	**12,10 %**	**30,30 %**	**42,40 %**	**15,20 %**	**0%**

18. How often does your teacher instruct you to analyze the language used by natives in their conversation?	**3,5**	**0,753**	**5,90%**	**29,40 %**	**38,20 %**	**20,60 %**	**5,90%**
19. EFL classes usually include meaningful and communicative practice stage. How often do you practice the communicative language in the classroom using conversational implicature?	**2,33**	**0,632**	**2,90%**	**32,40 %**	**29,40 %**	**29,40 %**	**5,90%**
20. How often does your teacher provide you with language learning skills and language opportunities which involve cultural references?	**2,57**	**0,814**	**6,10%**	**27,30 %**	**33,30 %**	**30,30 %**	**3%**
21. How often do you receive exercises that require you to choose the appropriate response for different situations?	**4,05**	**1,169**	**9,10%**	**27,30 %**	**36,40 %**	**15,20 %**	**12,10 %**
22. How often does your teacher arrange activities in which you compare speech acts in your native language with speech acts in the native language?	**2,94**	**0,474**	**2,90%**	**41,20 %**	**35,30 %**	**14,70 %**	**5,90%**
23. How often does your teacher provide you with L2 strategies for representing different types of speech acts?	**3,44**	**0,772**	**8,80%**	**17,60 %**	**50%**	**20,60 %**	**2,90%**
24. How often do you receive an explanation on Grice's cooperative principle and the four maxims?	**1,75**	**0,996**	**14,70 %**	**38,20 %**	**38,20 %**	**8,80%**	**0%**
25. How often do you read or listen to language passages which includes figurative language?	**3,77**	**0,54**	**2,90%**	**8,80%**	**26,50 %**	**52,90 %**	**8,80%**

Figure 16.

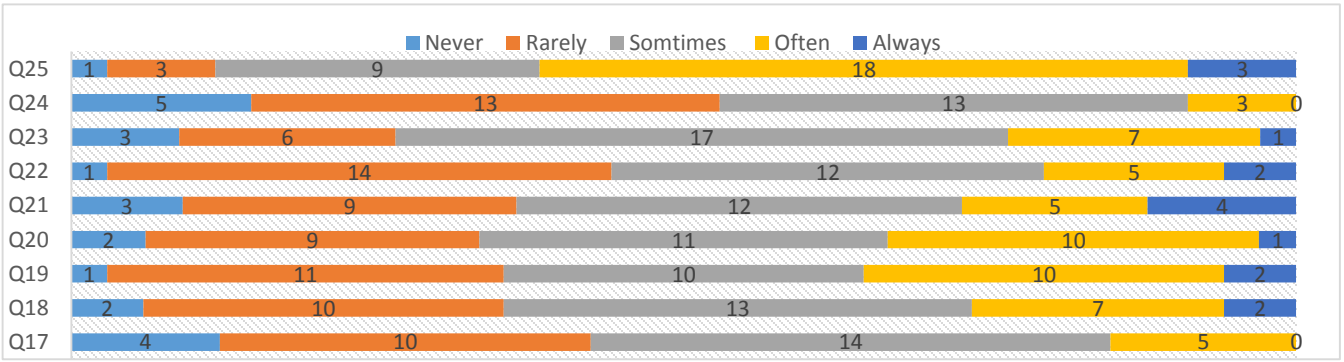
The mean of students' exposure and practice of conversational implicature



The table 12 and figure 16 show more detailed date, that most of the sample choose to select the 'often' box in the following statements Ste2, Ste5, Ste7, and Ste9 with a rate of [3.41; 4.2]. Where the mean of [2.6; 3.4] concerning statements 1 and 6 choose to select 'sometimes'. However, a mean with a distance of [1.81; 2.6] was of the selection of 'Rarely" and it was dedicated to Statement 3 and 4. Whilst the option "Never" was selected with a mean of 1.75 and it was concerning statement 8.

Figure 17.

The Frequency of Using Conversational Implicature in The EFL Context by M'sila EFL Teacher



The above table (12) and figure (17) illustrated more detailed data about the frequency of using conversational implicature in the EFL context by Msila's EFL teachers. It manifest general agreement that teachers 'sometimes' associate their learners with conversational implicature instruction with a percentage of 42.40% . While 30.30% of the sample choose to select the 'rarely' box concerning the delivery of instruction ,15.20% said that their teachers "often" do .in contrast, only 12.10% of the sample said that their teacher "never" did. A standard deviation is smaller than the mean , this enabled the researchers to conclude that most of the sample share the same response.

It could be seen in question number 2 responses, concerning the frequency of teachers' delivering CI instructions to analyze authentic materials. Students with a rate of 5.9% confined with "never", whilst 29.40% select they "rarely" do. However, a big rate with 38.20% said that they sometimes do, and only 5.9% of students said they do it "very often".

Regarding the frequency of using communicative language in the classroom, 2.9% declared "never", while 32.40% of the sample said that their classes "rarely" include meaningful and communicative practice stage. However, 29.9% stated sometimes and 5.9% of the sample went with very often.

Conversationally speaking, according to 41.20% of the students, teachers "rarely" arrange activities in which they compare speech act in their L1 with speech act in the L2. While 35.30% said "sometimes" only 17.70% said they often receive some activities and 5.9% said that their teacher "very often" arrange some activities for them.

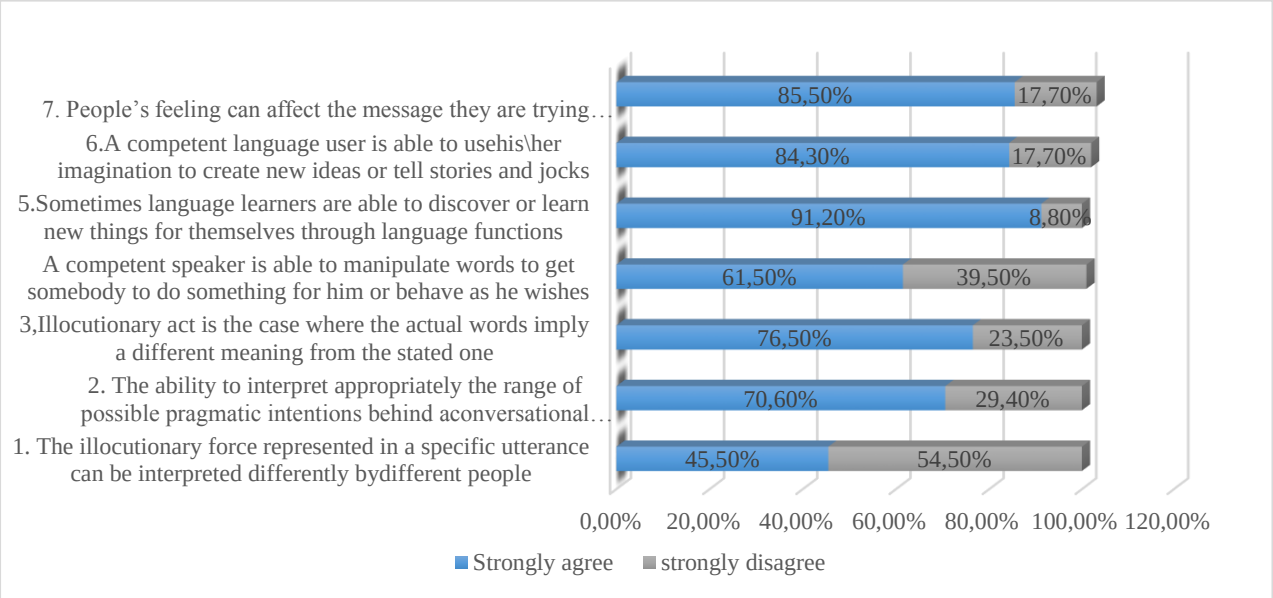
The core of this study is about the practice of conversational implicature. However, it is illustrated in the graph that 38.20% "sometimes" receive an explanation on Grice's cooperative principle and the four maxim, and only 8.8% said they "often" be implemented with, in contrast 17.70% said that they "never" did.

In the last question of this section, only 2.9% of the sample said that they "never" read or listen to language passage which includes figurative language, where 8.8% said that they "rarely" do, however, 52.90% said they are familiar with the act of listening and reading to figurative language, selecting the box of "often" and 8.8% said they are very familiarized with the act.

Section four: Illocutionary competence

Figure 18.

Students' Perception on Illocutionary Competence



As illustrated above, data show a volatile opinion on the concept of illocutionary competence, where in statement 26, 27 and 28 with an average rate of 64.2% strongly agreed on the fact that an actual word may imply different meaning from the stated one, in contrast only 35.8% disagreed.

And when speakers were asked about the competency, 61% of the sample strongly agreed that a competent speaker is the one who is able to manipulate words to get somebody to do something for him or behave as he wishes while 39.50% "strongly disagreed"

In the next statements 29 and 30, regarding the set of factors that can affect the message sent such as feeling and imagination, an average of 84% "Strongly agreed" while in contrast, only 17% "Strongly disagree. It could be inferred that students are to some extent aware of the significance of the illocutionary competence, and how this last can affect their performance when communicating with native speakers in a given contextual situation.

Combining the results of the DCT and the results of the questionnaire using the correlation-measuring tool. To test the correlation of this inquiry, the researchers opt to use Excel to analyze the set of the gathered data, grounding on following equation:

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2]\,[n(\sum y^2) - (\sum y)^2]}}$$

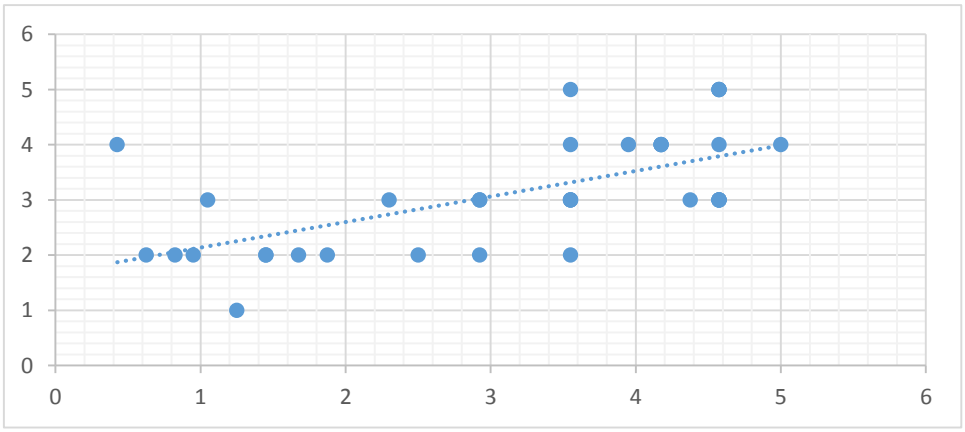
Table13.

The Correlation between Students Score and Teachers' CI Instruction

	Students' ability to interpret Conversational implicature in Test (A) +(B)	*Students' reception of conversational implicature in their classroom*
Students' ability to interpret Conversational implicature in Test (A) +(B)	1	0,625729982705084
Students' reception of conversational implicature in their classroom	0,625729982705084	1

Figure 19.

The Correlation between Students Score and Teachers' CI Instruction



The above figure shows a scatter plot for students' scores of Test (A) and Test (B) and teacher implementation of CI instruction, the variable on the horizontal axis is teachers' implementation of CI instruction and the variable on the vertical axis is the Students' scores of the DCT.

Interpretation: *t*his scatterplot shows a medium, positive, linear association between students' scores on Test A+B and their teachers' implementation of CI instruction. The more instruction of conversational implicature students' are implemented with by their teachers the higher scores are achieved.

Results: the Pearson Correlation Coefficient in this study equals .62 (r=0.62) as illustrated in the previous table. Subconsequently, the more CI instruction implemented in the class the more scores are achieved where students' scores on the DCT represents their illocutionary competence. Consequently, CI instruction and Illocutionary competence are correlated.

Based on the findings of this study, it is revealed that third year EFL students' Level of illocutionary competence requires improvement. A moderate level of illocutionary competence makes students disposed to pragmatic failure in communication, especially in the target language context. It has been shown that developing the students' ability to comprehend and produce language appropriately in different social contexts is vital for an effective communication in English.

2.5.3. Data Analysis And Interpretation of Teachers' Interview

The interview was designed and distributed in reason to inspect and gather information about teachers' perception and practice with regard to the use of conversational implicature instruction and improving EFL learners' illocutionary competence. Thematic data obtained from the interview are summarized as following :

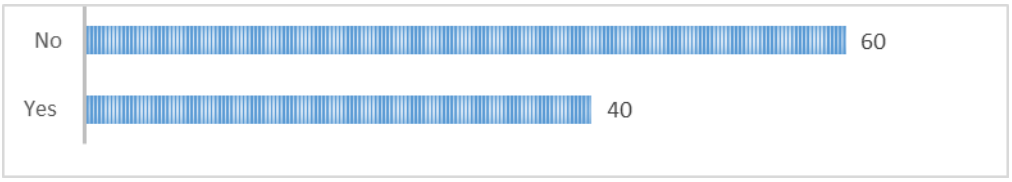
2.5.3.1. Section one: Personal information and pragmatic training .

The interview was submitted to five purposefuly selected English language teachers at Msila's university, teachers were first asked about their academic major, two teachers with an average of forty percent (40 %) of the overall sample chose applied linguistics as their academic major, and the remaining sixty percent (60%) were divided equally between literature and civilization, translation, and didactics with the percentage of twenty (20%) percent for each.

They were then asked whether they have received a formal training to teach pragmatic content, forty percent (40 %) took a training in teaching pragmatic content. Whereas, the remaining sixty percent (60%) of the sample has no training in the mentioned above.

Figure 20.

Teachers' Receiving Formal Training to Teach Pragmatic Contents



2.5.3.2. Section Two: Teachers' Perception / awareness of conversational implicature

In order to gather data about teachers opinions on the studied matter in this research, teachers were provided with two questions, the first question is a two-part composite question as teachers were asked to give their opinion on what would make an EFL student considered a proficient, and if there is any correlation between pragmatic competence and language proficiency, answers were slightly similar concerning the first part of the question. The following table show teachers answers:

Q3. What makes an EFL student proficient?

Table 13.

Teachers' Opinions on the Relationship between Language Proficiency and Pragmatic Competence

Teacher 1	"Students' self- learning strategies they adopt help a lot in making them proficient"
Teacher 2	"Knowing language, knowing about it and use"
Teacher 3	"As far as I am concerned, a proficient student is the one who can hold a conversation within an authentic context (with native speakers) without failure in meaning"
Teacher 4	"To become proficient, an EFL learner should master the basics of language communication, comprehension and use"
Teacher 5	"A number of factors help students to be proficient in English: 1- Students' confidence and motivation. 2- Encouraging classroom discussions 3- Teacher's strategies and methods of teaching

4- Students' engagement in miscellaneous language activities to develop their proficiency level.

5- The use of icts to develop students' skills.

6- Oral presentations.

7- A learning environment that encourages students to communicate in English.

8- Students engagement in collaborative works.

9- Students' ability to use different online resources to develop their speaking skills."

Table 13 displays teachers' answers, it could be seen that effective communication and language use, as well as, speaking skills are pretty much the common answer.

As far as the second part of the first question, all participants agreed on the same answer which is "*yes"* certainly there is a correlation between pragmatic competence and language proficiency. Thematic data have been collected and a set of answers were summurised above .

Q2. Are third year students aware of the different types of conversational implicatures and illocutionary events and do they use them in their interaction in your sessions?

On a scale of five ,teachers were asked to give their opinion on to what extent do they think third-year students of English are equipped with the competence of using implicature, teachers hold that 45,6% of students are equipped with the mentioned above.

2.5.3.3. Section Three: Teachers' Practices Regarding the Use of Conversational Implicature Instruction

The following table represents a data obtained after asking the teachers to select the type of patterns they often practice with their students, three types were provided plus the freedom to choose other type of their own.

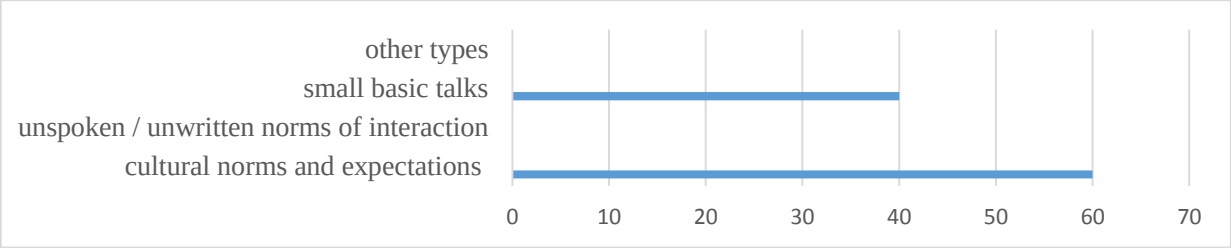
Table 14.

Teachers' Practices of the Most Common Type of Functional English Patterns.

	Cultural norms and expectation	Unspoken/unwritten norms of interaction	Small basic talks
Percentage	60%	00%	40%

Figure 21.

Functional English patterns teachers often practice in the classroom.



As it is illustrated in the table above, the most common type of functional English patterns teachers practice is cultural norms and expectation with 60 percent, small basic talks comes second with 40 percent, whereas unspoken/unwritten norms of interaction score 00 percent

The following table 15 holds data obtained after asking teachers whether they make sure to acculturate the language material they deliver and how they do it. Four out of the five participants answered with yes, however the way they do it differs.

Table15.

Acculturating the Language Materials Used in The Classroom

Teacher 01	"Yes, i do by explaining it well in a manner that guarantees its understanding and thus will help in using different examples that may be helpful here"
Teacher 02	"Most of the time no"
Teacher 03	"By integrating the pragmatic context"
Teacher 04	"Yes, any selection to any material requires knowing the students' culture to avoid any cultural clash and create motivation by understanding students' attitudes, feedback, reactions, and the degree of acceptability of the new material."
Teacher 05	"Certainly yes, foreign language learning must not be separated from acculturation in that interpreting meaning requires referring to the target language culture, an example of this would be the interpretation of literary texts through the cultural context in which these texts were produced which in turn helps to develop the students' efficiency in communicating language through cultural context"

Viewer of table 15 can notice that four out of five participants do acculturate the language materials they use which means 80 percent of the overall sample. Participant 01 believes that well

explanation is the key for better understanding, participant 02 answered by "most of the time no" which means he does not introduce the cultural aspects of the language.

Participant 03 response was somehow general as he did not explain how to integrate the pragmatic context, participant 04 answer was the most detailed one as he referred the dilemma that could happen if they do not acculturate the language materials "*cultural clash",* furthermore he referred to motivation, students' attitude, feedback, reactions, and the degree of acceptability of the new material, while the fifth participant provided an example of how to acculturate language by referring to the cultural context in which the texts were produced, and opined that by acculturating the language materials students develop efficiency in communicating language

Figure 22.

Acculturation of Language Materials

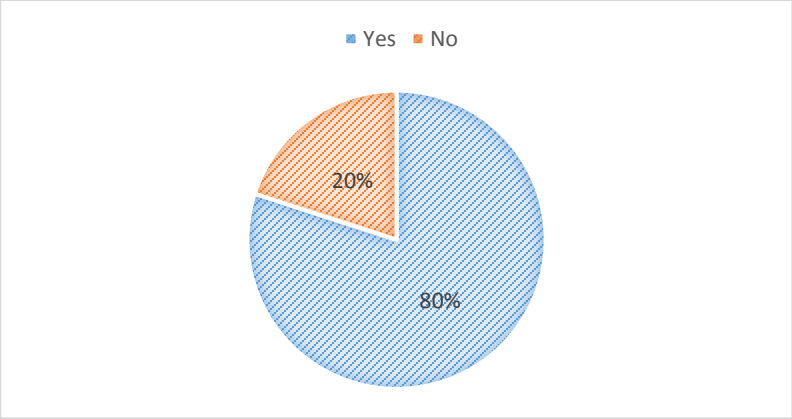


Table 15 illustrated the diverse strategies and techniques teachers use to raise students' awareness towards the different types of communicative aspects.

After reading table 15 it is clearly shown that every teacher uses different techniques and strategies regarding raising awareness of the different types of communicative aspects, which are summarized as following:

Table 16.

Strategies to raise students' pragmatic awareness.

TEACHER 01	"Using these communicative aspects in real class communicative situation about a given topic of great importance to students and their lives as well"
Teacher 02	"Did not understand the question"
Teacher 03	"Example in grammar lessons, students are trained to get the implied meaning of different utterances and sentences based on different contexts"
Teacher 04	1- "Get them aware for the acceptance of the other 2- Create in them an atmosphere of openness 3- Forming groups with much tolerance 4- Persuading them about the universality of the word, the information and culture as it exists in the global world"
Teacher 05	1- Comparing students' own culture with that of the target culture 2- Using online resources to expose students to the foreign culture 3- Reading books in order to increase their cultural awareness."

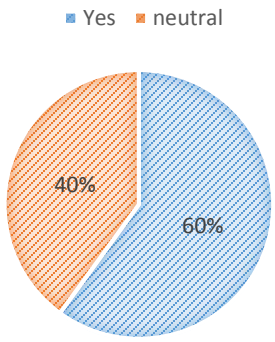
Strategies and techniques of communicative aspects awareness raisingprovide by EFL teachers at the university of M'silla

- The use of real-life communicative situations
- Training students to figure out the implied meaning based on the context of use
- Acceptance of others' culture
- Cultural tolerance
- Comparing one's cultural with other's
- Online resources and reading books

Teachers then were asked whether cross-cultural awareness raising is a parcel of the EFL curriculum at Msila's university, three out of five participants answered with *yes* with percentage of 60 percent of the overall sample, while the remaining 40 percent were neutral .

Figure 22.

Teachers' response on cross cultural activities



Concerning the reasons that may disable third-year students to preempt pragmatic failure, the following table summarizes teachers' answers.

Table 17.

Teachers' Reasons that May Disable Third-Year Students to Preempt Pragmatic Failure

Reasons:
▪ What should be the focus point, the purely linguistic/ scientific data or the cultural load of the examples and tools implemented in courses.
▪ Lack of exposure to authentic materials and conversations
▪ It is up to the learner to accommodate new cultural facets and know-how
▪ Lack of believing in others' culture
▪ Lack of knowledge on the differences between cultures
▪ Students are not ready to absorb others' views and opinions

When it comes to implicature instruction and the development of illocutionary competence, the following table summarizes teachers' responses.

Table 18.

Conversational Implicature Instruction used by EFL teachers to improve their students'Illocutionary Competence.

CI Instructions:
▪ Promoting the use of students own learning strategies
▪ contacting competent people and learning from their experience
▪ the use of authentic materials to introduce pragmatic content
▪ Ongoing training and practice
▪ Analyzing language moves and sequences
▪ Exposing learners to various interactive situation
▪ Analyzing conversations
▪ Interpreting expressions with accordance to the context of use
▪ Enhancing figurative thinking

2.6. Summary of the Findings

This section sets for a recapitulation of the main findings obtained along the study.

Fist , based upon students' answers in the questionnaire and in the DCT , it could be easily inferred that Third year EFL at the department of English in the University of m'sila, generally lack knowledge about the notion of conversational implicature. In addition to that, they are to some extent able to figure out the implied meaning of some set of conversational implicature that are put in several different contextual situation, due to the lack of exposure to authentic language material that is used frequentely in real-life situations.

Consequentely, could be the main reason that hinders EFL learners from accomplishing effective communication and fall into the trap of pragmatic failure. The discrepancy and difference found in students' answers indicates that they do not receive the same methods of instruction, or perhaps the techniques and strategies used by teachers give different results.

According to students' interpretation and production of CI in the discourse completion test, it could be inferred that the sample chosen of third year EFL learners are able to some extent interpret some set of the CI, some were hindred to carry on the procces due to some factors which were discovered in the questionnaire and elaborated in the discussion section .Some said that they

could not make any sense of the conversations or the situations given because of their limitation of lexical meaning, the little exposure of authentic material and the lack of interaction with English native speakers . Consequentely, this led them to use conventional discourse, unstead of conversational one.

Moreover, according to the teachers' answers , it could be easily infferd that teachers have a good perception on the notion of conversational implicature and they hieghly recommend it practices within their EFL classroom , despite the fact that some of them have not been exposed to pragmatic training earlier . For this reason, they are able to manage to acculturate the language used in the classroom using figurative language and several techniques that involve implementing contextual authentic language. Most of the teachers in this study agree that accultrurating the FL is beneficial for successful communication and the use of conversational implicature based instruction could be considered as a method to improve EFL students' illocutionary competence.

2.7. Discussion of the Findings

In this section, the findings accumulated will be discussed in relation to research questions. The discussion will include responding to the questions and integrating the findings with relevant studies in the literature. This section is divided into two parts: the first part is devoted to answering the research questions based on the findings of the data analysis, and then it presents the pedagogical implication of this study.

As the current study aims to investigate the effect of conversational implicature based instruction on improving EFL learners' illocutionary competence, it is essential to investigate students' awareness level of CI notion. Gaining knowledge of students' awareness level about the use of conversational implicature in their L2 learning and use provides information about the areas that need to be developed in their use of English and can yield evidence for the importance of incorporating CI instruction in teaching English. This last would enables students to gain more in-depth comprehension of L2 not to mention that this would contribute positively in their ability to interpret and produce L2 successfully. The currents study investigated both dimensions by employing three research instruments to figure out students' illocutionary competence.

The first research question is "*What awareness levels do third year EFL students hold about the use of conversational implicature to their language learning and use*?

This question is measured by examining two criteria: the correct evaluation of the utterances in the DCT, and students' perceptions about the CI in the questionnaire.

According to data analysis presented previously, the number of answers, which matched the two criteria, was relatively above the average: combining the results of the DCT and the results of the questionnaire, the ones that is concerned with the awareness, is demonstrated in the pie chart below:

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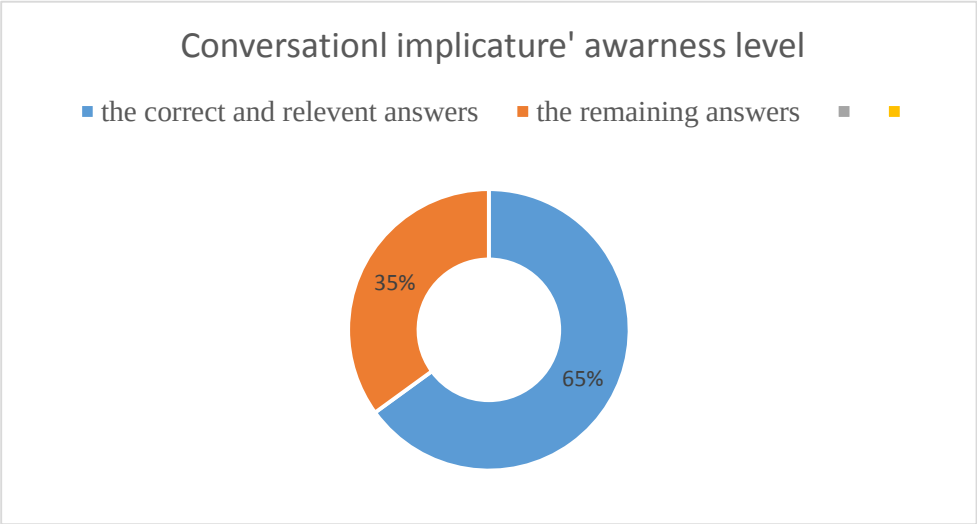


The above graph shows the level of CI awareness demonstrated by students' responses. As can be seen, only 35% of the responses were irrelevant. Thus, because students are not able to accept the fact that pragmatic competence is essential in their learning process, and they not fully able to distinguish between conventional and non-conventional utterances. At the other end of the scale, in the DCT, 40 % failed to identify appropriateness and inappropriateness in most of the contextual utterances.

The analysis provided an explanation; one related factors was recognised as possible causes to this low level of awareness:

1. Not distinguishing between what is conversionally implicated and what is not.

Concerning the first factor, some students said that they could not make any sense of the conversations or the situations given because of their limitation of lexical meaning, the little

exposure of authentic material and the lack of interaction with English native speakers. Salsbury & Bardovi-Harlig (2001) elaborate it differently, they state: "Learners demonstrate knowledge of a particular grammatical structure or element but do not use it to express or modify illocutionary force".

Besides, some students accepted that drawing an inference of the conversational implicature in English were difficult and frustrating for them to do because they did not know the meaning of the expression itself. Thus, it is not surprising that the students who cannot understand the surface meaning or literal meaning are not able to draw non-literal meaning either. This fact explains why the students are not able to make satisfactory scores of the implicature test, and displayed divergence in their perception of what is a conversational implicature, claiming that they do not these terms in their classroom.

Awareness raising approaches to teach pragmatic aspects is essential; it could be through the noticing hypothesis presented by Schmidt , where he claimes that EFL learners must notice L2 features in input for subsequent development to occur in their acquisition of these features. Schmidt(2001) argues that "noticing intercultural communication requires of the learner a conscious apprehension and subliminal awareness", and "while there is subliminal (subconscious) perception, there is no subliminal learning" (p. 26).

The second research question is "*How well can 3rd year EFL students perform in the test?"*

While the first question is concerned with students' awareness level, the second is devoted to the productive side of CI. This section provides an answer to this question based on the students' responses to the Discourse Completion Tasks and the questionnaire. By analysing their responses, the aim is to explore how often EFL learners are common with use of conversational implicature in their conversations.

The analysis of students' answers demonstrates their ability to infer the intended illocutionary force in both test (A) the interpretive and test (B) the productive, despite the fact that they are not fully aware of its use in their learning process which is illustrated in their questionnaire' responses.

In test A they demonstrate a great level of comprehension, however in test B, based on the data analysis presented previously, it has been shown that students were not able to produce well the linguistic realisation of the CI particularly, item two and three namely, the maxim of quality and quantity.

The analysis provided an explanation; two related factors was recognised as possible causes to the moderate frequency of using CI.

1. Disconnection between the diverse types of implicature.
2. Students' practices of CI in their EFL classroom

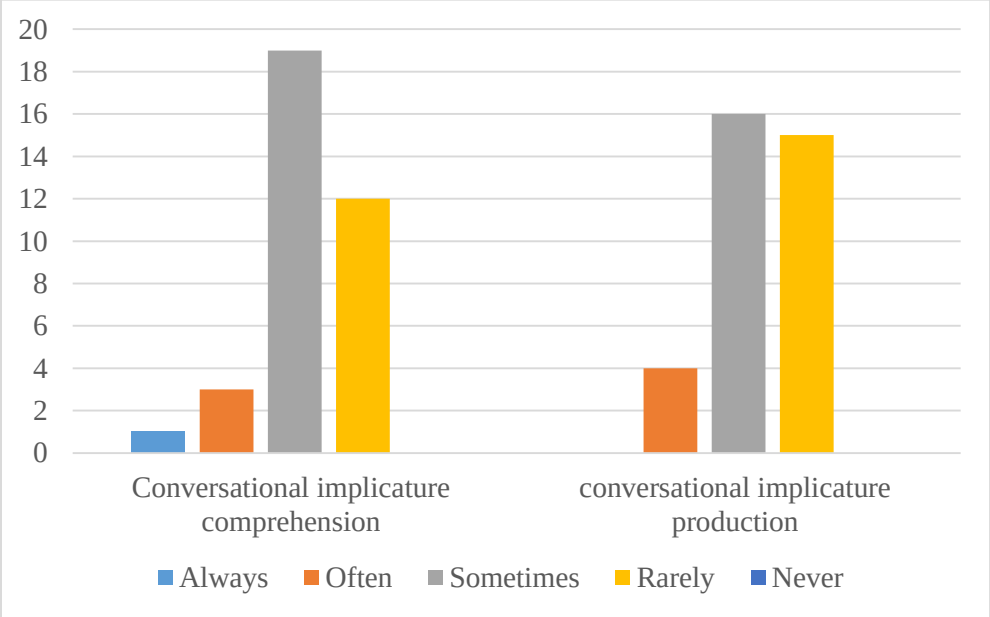
Among the factors that mediate L2 comprehension. It has been established that not all types of implicature are equally accessible to learners: some are more transparent and thus are easier and faster to comprehend, while others require more extensive inferential processes resulting in lower accuracy rate and slower comprehension speed. In this line of thoughts, Harlow (1990) points out:

> Given the fact that a learner' first and second languages may differ in linguistic realizations of particular speech acts, the use of an inappropriate semantic formula may cause him or her to fail to communicate, in terms of both social appropriateness and effectiveness. (p.39)

Investigating students' realisation of CI in test B, demonstrates that they used different strategies, the most frequent are: explanation, and pragmatic transfer without paying attention that this way reflect their cultural background and may result "cultural clashes" in some contextualised future situations in the target language.

Referring back to students' responses in the questionnaire, the frequency of first receiving and practicing the notion of CI is considerably moderate.

Statement	Mean	Std. Dev	Very often	often	Sometimes	Rarely	Never
8. How often do you receive an explanation on Grice's cooperative principle and the four maxims?	**1,75**	**0,996**	**14,70 %**	**38,20 %**	**38,20 %**	**8,80 %**	**0%**
3. EFL classes usually include meaningful and communicative practice stage. How often do you practice the communicative language in the classroom using conversational implicature?	**2,33**	**0,632**	**2,90 %**	**32,40 %**	**29,40 %**	**29,40 %**	**5,90 %**



This might illustrates the moderate students' performance of CI, moreover, learners are learners, they do not have the range of full linguistic devices at their disposal, and they are acquiring it potentially through instruction.

Referring back to teachers views on these points, they claim that their low level in production of contextualised L2 utterances is related to some factors summarised as follow: lack of exposure to authentic materials and conversations, lack of knowledge on the differences between

cultures, students are not ready to absorb others' views and opinions. These were teachers' reasons that may disable third-year students to pre-empt pragmatic failure. This led the researchers to the next question of this query.

The third research question is "*On what scale do EFL teachers at M'sila University integrate conversational implicature - based instruction in their teaching?".*

This section provides an answer to this question based on the teachers' responses to the interview. By analysing their responses, the aim is to find out on what scale EFL teachers at M'sila University integrate conversational implicature - based instruction in their teaching.

The analysis of teachers' answers demonstrates that they sometimes implement this notion indirectly using different strategies as acculturation, and integration of cultural norms within the lecture. The researchers also asked about the kind of instruction they use to improve their student illocutionary competence.

Their responses vary and abridged as follow: contacting competent people and learning from their experience, promoting the use of students own learning strategies, the use of authentic materials to introduce pragmatic content, exposing learners to various interactive situations... Despite the fact, they are implementing different approaches to raise students awareness of the aspect of communicative competence. They neither emphasis on the use of CI instruction, nor mention the importance of presenting the cooperative principle.

The analysis provided an explanation; three related factors was recognised as possible causes to the moderate frequency of using CI instruction by teachers in their classes

1. The tremendous amount of communicative competence raising approaches.
2. Students' divergent needs and level.
3. Span of time of oral expression.

Concerning the last factor, Kasper (1997) ,documented that students should be provided with opportunities to develop their pragmatic competence:

> Competence is a type of knowledge that learners possess, develop, acquire, use or lose. The challenge for foreign or second language teaching is whether we can

arrange learning opportunities in such a way that they benefit the development of pragmatic competence in L2"

Thus to say, meeting students' needs and the curriculum' objectives has never been an easy mission.

The last research question is "*What effect does instruction in conversational implicature have on EFL learners' illocutionary competence?*

This question is measured by examining two criteria : the correlation between students' responses and teachers' instructions of CI, and triangulations of the data acquired from the research instruments. According to data analysis presented in the previous chapter, the quantity and the quality of data , matched the criteria.

The pearson corellational acquired is 0.62 which allows the reaserchers to affirm the postulated hypothesis of the probability of relationship excistance between the two variables thus highlights the importance of integrating conversational implicature based insruction in EFL learners' classrom to improve their illocutionary competence.

The second criteria could be matched via teachers' keeneess to integrate CI in their teaching for the sake of enabling learners to gain control over already existing pragmatic foundation and improve it more. Moreover, students awarness of the last is moderate which would be dementrated eventually in the DCT' results.

It can thus be said that the hypotheses postulated at the beginning of the study have been affirmed. The study findings explained the reasons, which account for the students' moderate level of illocutionary competence and stressed the necessity of integrating CI instruction as a method to teaching pragmatic competence in the classroom.

5.1. Genaral Conclusion

The fact of having a native-like proficiency in seemingly the goal of any EFL learner, so one of the researchers' major concerns is to develop the communicative strategies. In order to enable EFL learners to speak and communicate appropriately whatever the situation was and this fact formed the basis of the current investigation.

The main aim was to highlight the effect of conversational implicature based-instruction in the development of illocutionary competence. Namely, to find out the awareness level that third year EFL learners hold about the use of conversational implicature to their language learning and use, secondely ,to explore how often EFL learners are common with use of conversational implicature in their conversations, thirdly, to find out on what scale do EFL teachers at M'sila University integrate CI based instruction in their teaching, to conclude ,it is necessary to form a bigger picture of the importance of employing CI- based to foster EFL learners' illocutionary competence. Consequently, three research methods were opted to fulfil the desired objectives.

Data to assess students' ability to interpret English conversational implicature were gathered using conversational implicature test designed by Grice 1975, and Bouton 1994. In addition to that, a structured questionnaire divided into three sections helped in the process of gathering data, thus obtaining a full comprehension of first, how EFL students at Msila's university perceive the matter studied within this research paper, second, their practice of CI and problem faced in their classroom and third , their consciousness of the importance of the illocutionary competence .In addition to that , an interview to investigate teacher's perception toward the implementation of CI instruction and the communicative training in their classes.

The results approve the hypothesis of the research, that EFL learners at the University of M'sila hold an average awreness levels about the use of conversational implicature to their language learning and use, thus may score well in the DCT whith a slight differences between student test achievements, at the same time the questionnaire's results transpired an intermediate level of teachers' agreement about the implementation and the teaching of illocutionary competence in EFL classes which in turn supports the hypothesis of our research. In general, the results displayed that conversational implicature training has an effect on the development of students' illocutionary competence.

5.2. Pedagogical implication and recommendations

Though, the field of interlanguage pragmatics (ILP) has expended to cover all language learning related problems including comprehension of conversational implicature. The present study provided this framework with a set of implication , proving that the development of the illocutionary competence can be enhanced through conversational implicature instruction, as a consequence teaching EFL learners these set of materials would improve their communicative skill and prevent them falling into the trap of inappropriateness. Noting that integrating this aspect would be better to be considered as a complementary component rather than a replacement component. Therefore, when engaging in the teaching of communicative strategies and skills, academic instructors can take into account such considerations, which are based on the current research findings:

As the main aim of this research is pragmatic-oriented, teaching its aspects is highly significant and not an easy task in parallel. Farahian (2012) highlighted that pragmatic competence and linguistic development are pre-requisite for the development of communicative competence.

To illustrate, if we compare two learners, one is showing a low level of grammatical competence and the other got a high level of grammatical competence received via formal instruction, nonetheless together have a limited exposure to real life instructions in English, the expectation to display corresponding differences in illocutionary competence is clear. In view of that, drawing a line between the two should be avoided, instead of that, EFL teachers should incorporate illocutionary knowledge into the grammatical syllabus. Whereby, learners will get the chance to communicate and function the language in a real world setting.

Moreover, the use of conversational implicatures is inevitable for effective communication to take place. Incorporation of CI instruction as method to teaching pragmatic and to improve students illocutionary competence serves a variety of goals beyond communication, including maintaining good social relations, being indirect for different purposes, misleading without lying, style, and verbal efficiency (W Davis ,2005). Nevertheless, and most importantly, it enables EFL learners to sustain the rate of a conversation without falling in the trap of pragmatic failure in any contextual situation whether inside or outside the classroom. Fostering these aspects among EFL learners falls into one of the responsibilities of L2 teachers.

In a form of teacher-student interactions, a DCTs or as lecture to practice in oral expressions, various types of implicature can be implemented for classroom application.

Relevance implicature are interrelated to the silly questions asked by some students, which may push their teachers to change the topic or use the POPE questions to respond. Breaking this type of implicature is highly used to go off-topic. A teacher's utterance as a response in this situation may hurt student's feelings and intimidate learners. Murray (2011) argued that the teacher's inability to distinguish between an utterance that is gently cajoling or bitingly sarcastic could have a long-term negative impact on teacher-student and other workplace relationships. Consequently, students will eventually notice and adapt their teachers' choice of words and become more accustomed to these type of answers.

Quality implicatures and manner implicatures can also be used, especially during the communicative practice stages of the EFL lesson, where learners need to be accumulated with various situations that differ contextually and include ambiguity as DCTs. When students master the use of these maxims, they would be eventually conversationally cooperative and thus illocutionary competent.

After receiving CI instruction, the lack of practice can manage to create a hinder in the way of achieving successful language use. Thus, it is suggested to add extra oral sessions devoted to provide students with the opportunities to practice language learnt in the classroom, therefore to become more familiar with these set of conversational implicature.

Referring to the current research findings, students' acquisition of the moderate level of conversational implicature' comprehension and production was equated with the lack of implementations of this notion in their EFL classes. In addition, despite the fact that teachers provide their students occasionally with L2 figurative language using different methods , students still face problems when developing their illocutionary competence, this could be due to the fact that they are not practicing the L2 freely and sufficiently.

Inability to recognize and interpret implicatures could represent a source of demotivation for EFL leaners and have a negative impact on their sense of self-efficacy while learning EFL. So it is suggested to the curricula designer to create programs that include figurative language,

sociocultural cues and references, so that learners could be trained to recognise and interpret as well as to use conversational implicature while speaking and writing.

In a nutshell, the core aim of this query is to engage implicature instruction more inside the class in all sessions, as conversational implicature are part of daily conversations , neglecting such an aspect may lead to pragmatic failure which eventually effects EFL learners communicating skills. Thus, arranging a ten-minute session at the end of each module devoted just to explain how conversational implicature used in the class could be interpreted, it is for better to be used in the curriculum and learning process in general.

5.3. Limitations of the Study

In our attempt to investigate the effect of conversational implicature instruction on the development of illocutionary competence, the results were not entirely satisfactory due to many problems we have encountered that we will mention:

1. The limited span of time, the results of this study would have been much better if it was conducted in more than a number of months, the limited span of time can affect the results positively or negatively.
2. The time were researchers start to work on the investigation part, COVID-19 was an absolute hindrance, the process of gathering data stopped and meeting the sample was not possible as a consequence of the confinement .
3. Many students were not cooperative, since many of them didn’t respond on their email , DM sent privately, yet some set of the sample were not cooperative in the Test but in the questionnaire they presented a positive attitude.
4. The difficulty of obtaining the original sources and closing the libraries, have intensified to constitute one of the obstacles in carrying out this study

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Appendices

Appendix 01: Students' Questionnaire

Appendix 02: Discourse Completion Test

Appendix 03: Teachers' Interview

Appendix 01

Students' Questionnaires

Questionnaire for students. **Level: Third Year License**

Dear students,

We will greatly appreciate if you could take time to fill in the questionnaire. It is designed to gather information about students' perception and use of conversational implicature and their pragmatic awareness. Please, answer each statement by ticking (✓) in the right box.

Section one: Personal information and language achievement:

Gender: Male ☐ Female☐

1. **How long have you been studying English?**

Six to ten years☐ More than ten years ☐

2. **How do you describe your level in English?**

Very Satisfying☐ Satisfying ☐ Ok☐ Disatisfying☐ Very disatisfying☐

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

Vocabulary☐ Grammatical structure☐ Communicating using the target language☐ spelling and pronunciation☐

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

Yes ☐ NO ☐

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

Very often ☐ Often ☐ Sometimes☐ Rarely☐ Never☐

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

Very often☐ Often ☐ Sometimes☐ Rarely☐ Never☐

Section two: Conversational Implicature' perception and awareness

An implicature is a special condition where a speaker conveys a different meaning from the surface utterance he/she expresses (Davis W. A., 2019).

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

1 **Strongly agree**	2 **Agree**	3 **Neutral**	4 **Disagree**	5 **Strongly disagree**

Conversational implicature perception/ awareness	**SA**	**A**	**N**	**D**	**SD**
1. Pragmatic competence is essential for a successful language use.	**1**	**2**	**3**	**4**	**5**
2. EFL learners face difficulty developing pragmatic competence due to the lack of exposure to L2 and the lack of interaction with other speakers.	**1**	**2**	**3**	**4**	**5**
3. In order to communicate successfully in the target language, pragmatic competence in L2 must be reasonably well developed.	**1**	**2**	**3**	**4**	**5**
4. When processing pragmatic meaning we do not consider only the linguistic information, such as vocabulary and syntax, but also the contextual information, such as the role and status of interlocutors.	**1**	**2**	**3**	**4**	**5**
5. EFL teachers often arrange learning opportunities in a way that learners get to know and develop the use of implicature as well as pragmatic competence.	**1**	**2**	**3**	**4**	**5**
6. **E**veryday conversations are loaded with natural aspects of language use such as indirectness.	**1**	**2**	**3**	**4**	**5**
7. Whenever a speaker suggests or implies something with an utterance, which is not part of what is literally said; here we say that the speaker is using a conversational implicature.	**1**	**2**	**3**	**4**	**5**
8. The meaning of a conversational implicature can change according to the context of use.	**1**	**2**	**3**	**4**	**5**
9. L1 background can affect a person's ability to derive the same meaning of the conversational implicature in English as natives do.	**1**	**2**	**3**	**4**	**5**

Section three: Conversational implicature practice and instruction

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

1 Very often	2 often	3 Sometimes	4 Rarely	5 Never

Practice	VO	O	SM	RA	N
1. Instruction in conversational implicature has an effect on the development of illocutionary competence, how often do you receive instruction in CI?	**1**	**2**	**3**	**4**	**5**
2. How often does your teacher instruct you to analyze language used by natives in their conversation?	**1**	**2**	**3**	**4**	**5**
3. EFL classes usually include meaningful and communicative practice stage. How often do you practice communicative language in the classroom using conversational implicature ?	**1**	**2**	**3**	**4**	**5**
4. **H**ow often does your teacher provide you with language learning skills and language opportunities, which involve cultural references?	**1**	**2**	**3**	**4**	**5**
5. How often do you receive exercises that require you to choose the appropriate response for different situations?	**1**	**2**	**3**	**4**	**5**
6. How often does your teacher arrange activities in which you compare speech acts in your native language with speech acts in the native language?	**1**	**2**	**3**	**4**	**5**
7. How often does your teacher provide you with L2 strategies for representing different types of speech acts?	**1**	**2**	**3**	**4**	**5**
8. How often do you receive explanation about Grice's cooperative principle and the four maxims?	**1**	**2**	**3**	**4**	**5**
9. How often do you read or listen to language passages, which includes figurative language?	**1**	**2**	**3**	**4**	**5**

Section four: Illocutionary competence:

Illocutionary competence refers to one's ability to understand the message behind the words that one reads or hears, or to make clear one's own message through careful use of words. Illocutionary competence is what (usually) prevents us from 'getting the wrong end of the stick' when people talk to us. Littlemore J., Low G. (2006).

III. You are kindly requested to indicate (circle) on the five-point scale next to the level of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories.

1 **Strongly agree**	2 **agree**	3 **Neutral**	4 **Disagree**	5 **Strongly disagree**

Illocutionary competence perception\ awareness	**SA**	**A**	**N**	**D**	**SD**
1. Different people can interpret the illocutionary force represented in a specific utterance differently.	**1**	**2**	**3**	**4**	**5**
2. The ability to interpret appropriately the range of possible pragmatic intentions behind a conversational utterance is essential for a meaningful interaction.	**1**	**2**	**3**	**4**	**5**
3. Illocutionary act is the case where the actual words imply a different meaning from the stated one.	**1**	**2**	**3**	**4**	**5**
4. A competent speaker is able to manipulate words to get somebody to do something for him or behave as he wishes.	**1**	**2**	**3**	**4**	**5**
5. Sometimes language learners are able to discover or learn new things for themselves through language functions.	**1**	**2**	**3**	**4**	**5**
6. A competent language user is able to use his\her imagination to create new ideas or tell stories and jocks	**1**	**2**	**3**	**4**	**5**
7. People’s feeling can affect the message they are trying to send	**1**	**2**	**3**	**4**	**5**
8. The illocutionary force represented in speech act refers to the intended meaning.	**1**	**2**	**3**	**4**	**5**

Appendix 02

Discourse Completion Test

Discourse Completion test for students. **Level: Third Year License**

Dear students,

We will greatly appreciate if you could take time to answer this test. It is designed to gather information about students' perceptions and use of conversational implicature and their pragmatic awareness.

Test (A):

Please, choose the appropriate response in each situation.

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

   Question: How can we best interpret John?

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

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

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

   Joan: Do you have many relatives?

   Fran: Is the sky blue?

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

   a) Fran thinks her relatives are all blue
   b) Fran is new to the area and is trying to find out what the summers are like.
   c) Fran has a lot of relatives

d) Fran is trying to change the subject; she doesn't want to talk about her relatives

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

Frank: What time is it, Helen?

Helen: The postman has been here.

Frank: Okay. Thanks.

Question: how can we interpret Helen response ?

a) She is telling him approximately, what time it is by telling him that the postman has already been here.

b) By changing the subject, Helen is telling Frank that she does not know what time it is.

c) She thinks that Frank should stop what he is doing and read his mail

d) Frank will not be able to interpret any message from what Helen says since she did not answer the question.

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

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

Rosie: Yeah. Just the other day.

Robin: How did you like it?

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

Question: How does Rosie like Pedro's chili?

a) We don't know. She doesn't say whether she liked it or not.

b) She can't really remember.

c) Really hot and spicy.

d) Not very much

5. Two friends, Maria and Tony, are talking about what happened the night before. They had dinner with Sandy, a friend of theirs, in a little town just outside Philadelphia. Then, after dinner. Sandy left. Now this morning, Maria and Tony are trying to figure out what Sandy did after he left them.

Maria: Hey, I hear Sandy went to Philadelphia and stole a car after he left us last night.

Tony: Not exactly. He stole a car and flee to Philadelphia.

Maria: Are you sure? That is not the way I heard it. **What** actually happened is that Sandy stole the car in Philadelphia itself.

Question: In that case, which of the two friends has the right story, Maria or Tony?

a) Maria

b) Tony

c) Both are right. Since they are both saying essentially the same thing, they really have nothing to argue about.

d) Neither of them has the story right.

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

Ken: What do you think of this new car?

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

Ken: Thanks.

Question: How can we interpret Ken's response*?*

a) Ken appreciates Charles for driving Ken's car.

b) Ken is happy to have this fantastic car.

c) Ken feels happy because Charles praises the color of the car

d) Ken does not want to hear any other criticism from Charles

Test (B)

Write what the speaker in the boldface type is trying to say.

1. John is driving his car with Mike.

John: I am out of gas.

Mike: There is a gas station around the corner.

Mike:.....

2. A professor makes the following recommendation about Ken who wants to study English in America next year: Ken's command of Japanese is excellent, and his class

attendance has been regular.

professor:.....

3. Mary told a lie to Tim.

Tim: Mary is a nice friend

Tim: .....

4. A: Smith doesn't seem to have a girlfriend these days.

B: He has been visiting New York lately.

B: …….....

Appendix 3

Teachers' Interview

Dear teachers,

You are kindly invited to answer these questions, which endeavor to investigate the effect of the conversational implicature instruction on developing EFL learners' illocutionary competence. Your view and answers will help the researchers to attain their objectives.

Thank you for your collaboration

1. Have you received a formal training to teach pragmatic content?
2. In your opinion, what makes an EFL student proficient and is there a correlation between pragmatic competence and language proficiency?
3. In your opinion, and on a scale of five, to what extent do you do you think third year students of English are yet equipped with the competence of using implicatures?
4. What kind of functional English pattern you often practice with your students?

☐ Cultural norms and expectation ☐ unspoken /unwritten norms of interaction small ☐ basic talk.

5. When delivering a given language material do you make sure to acculturate it? And how?
6. What are the diverse strategies and techniques you use to raise their awareness toward these types of communicative aspects?
7. Does cross-cultural awareness raising a parcel of the EFL curriculum in M'sila University if yes then what are the reasons that disable third year students to seriously preempt pragmatic failure in your opinion?
8. How can we instruct ours students in implicatures to assist them develop their illocutionary competence

Résumé

D'après la perspective néo-gricéenne, une conversation est conventionnelle ou non conventionnelle. Les étudiants de l'EFL sont déterminés à maîtriser la compétence nécessaire pour déchiffrer les énoncés non conventionnels dans le but de maintenir un taux de réussite d'une conversation contextuelle. En conséquence, la présente étude vise à étudier l'effet de l'enseignement basé sur l'implicature conversationnelle sur l'amélioration de la compétence illocutoire des étudiants. L'étude vise trante cinq (35) étudiants de troisiéme année licence et cinq (5) enseignants du département de langue anglaise à l'Université de M'sila. L'étude actuelle est une recherche orientée vers une méthode mixte utilisant une conception descriptive exploratoire pour atteindre les objectifs et répondre aux questions étudiées. Une tâche de complétion du discours (DCT), un questionnaire et une interview ont été virtuellement distribués pour évaluer la conscience des élèves de l'utilisation de l'implicature, leur performance dans deux tests à petite échelle de la même construction et pour enquêter sur les perceptions des enseignants et leur enseignement basé sur l'implicature en classe. Les résultats indiquent que les étudiants montrent un faible degré concernant la compréhension de l' CI, pourtant ils ont obtenu de bons résultats avec des différences significatives au tache de complétion du discours, les données thématiques obtenues lors de I' interview ont démontré que les enseignants instruisent parfois leurs étudiants en utilisant des méthodes différentes implicitement dans leurs classes. Par conséquent, l'enseignement de l'CI par les enseignants est insuffisant et limité, ce qui permet d'élucider la conscience, l'interprétation et la production moyennes de l'implicature conversationnelle des étudiants. Par conséquent, il est suggéré d'intégrer l'enseignement de l'implicature conversationnelle dans le cadre de l'apprentissage de l'anglais comme une langue étrangère afin d'améliorer les compétences illocutoires des étudiants et de minimiser ainsi les ruptures de communication et les échecs pragmatiques.

Mots clés : Apprentissage/enseignement de l'anglais comme une langue étrangère, Compétence illocutoire, Implicature conversationnelle, Mise en œuvre d'un enseignement pragmatique.

الملخص

تكون المحادثة وفقا لبول جرايس إما إعتيادية (الدلالة) وإما غير إعتيادية (الدلالة)، يصر متعلمي اللغة الإنجليزية كلغة أجنبية على إتقان كفاءة فك رموز الكلام المضمن للحفاظ على معدل ناجح اثناء المحادثة السياقية. بناءً على ذلك، تهدف الدراسة الحالية إلى التحقق من تأثير التدريس المستند على المحادثات الضمنية لتحسين كفاءة إنتاج لغة تتماشى مع السياق على طلاب اللغة الإنجليزية كلغة اجنبية. تستهدف الدراسة خمسة وثلاثون طالبًا في السنة الثالثة ليسانس وخمسة أساتذة من قسم اللغة الإنجليزية بجامعة المسيلة. تبنت الدراسة الحالية أساليب بحث مختلفة ذات تصميم وصفي استكشافي لتحقيق الأهداف والإجابة على الأسئلة المدروسة. تم توزيع مهمة إكمال الكلام بالإضافة الى الاستبيان الاستطلاعي والمقابلة لتقييم مدى وعي الطلاب حول المحادثات الضمنية واستقصاء أدائهم في اختبارين صغيرين من نفس البنية والنظر في التقنيات المتبعة لتوظيف واستخدام المحادثات الضمنية من طرف الأساتذة. تشير النتائج أنه بالرغم من ان الطلاب قد أظهروا معدل متوسط فيما يتعلق بفهم المحادثات الضمنية، الا انهم أحرزوا درجات جيدة مع وجود اختلافات في مهمة إكمال الكلام، كما أظهرت البيانات التي تم الحصول عليها خلال المقابلة أن الأساتذة في بعض الأحيان يستخدمون أساليب منهجية مختلفة في فصولهم لتوجيه طلابهم , فنجد ان تدريس هذه المحادثات الضمنية من قبل المعلمين غير كاف ومحدود ، مما يساعد على توضيح متوسط الوعي والتأويل والإنتاج لهذه المحادثات لدى الطلاب. وفقا لذلك، يُقترح دمج تدريس تضمين المحادثة في إطار تعلم اللغة الإنجليزية كلغة أجنبية من أجل تحسين مهارات الطلاب على إنتاج لغة تتماشى مع السياق.

المصطلحات المفتاحية: تدريس و تعليم اللغة الإنجليزية كلغة اجنبية المحادثة الضمنية , المحادثات الضمنية , دمج التدريس البراغماتية , كفاءة خطابية .