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**Teachers and Students Perceptions on the role of Pragmatics in
improving EFL writing performance**

Case Study Mohamed Boudiaf University

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Declaration of Authorship

We hereby declare that this dissertation is all our own work unless otherwise acknowledged in the text

Signature

Dedication

This work is dedicated to all those who were a source of inspiration and contributed to the accomplishment of this research. We are greatly indebted.

This work is wholeheartedly dedicated to our family, especially our beloved parents, for their endless support, faithful encouragement and for their belief in us. May you be proud of us.

We dedicate this work for everyone who struggles to make the world a better place.

Thank you to the moon and back.

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ABSTRACT

This study aims at examining EFL teachers and students Perception about the role of pragmatics instruction in improving EFL writing. This research uses questionnaires for both students and teachers of M'sila University of Mohammed Boudhiaf. This study findings revealed that teachers are aware of the importance of pragmatic instructions and their role in enhancing EFL learners' awareness in written expression classes. In addition, the study revealed that EFL students are aware of Pragmatics' instructions role in improving their writing skills. However, they are unable to apply it to their written expression classes as they lack the exposure to authentic language use. The researchers would recommend other investigators to conduct this research experimentally. The use of experiment will provide cultural and contextual situations and offer a better exposure in writing.

Key Words: Pragmatic Instruction, EFL teachers, EFL Learners. Written Expression

List of Abbreviations

EFL: English as a Foreign Language

W. E: Written Expression

L2 : Second Language

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*General
Introduction*

General Introduction

Introduction

Language, with all its different aspects, is the ultimate means of communication. The main use of language is to give expressions and indicate them from a certain culture to another community. Therefore, one of the main goals of learning and teaching a foreign language is to use it in different settings in order to communicate effectively through both oral and written mediums. Undoubtedly, Writing is one of the foreign language skills used in communication. So, it is important to master effective written communication in the target language for EFL students.

In this regard, EFL students should develop their communicative competence which involves pragmatic competence. It is a vital component of any language mastery. Pragmatics helps EFL students to grasp well how utterances, sentences and texts are connected to the communicative goals of language users and the features of the language use settings (Searle 1969). In addition, Pragmatic competence is important for EFL students to achieve a successful communication in the target language as well as understanding pragmatic instructions in the teaching learning classes. Thus, acquiring foreign language means the need to learn its culture.

The importance of cultural knowledge of foreign languages lies in quality communication in all aspects of the language, including writing (Atay, Kurt, Camlibel and Ersin 2009). In order to communicate, EFL Learners should write appropriately with a special care of the content and context of their written piece.

2. Statement of the Problem

Writing is considered one of the most important skills of English language. A better use of utterances and communication with the language symbols and phrases pushes English as

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Foreign Language (EFL) teachers to think creatively about methods of teaching. Generally when acquiring the foreign language, EFL learners are unexposed to foreign culture. Hence, they are unaware of the use of language in its context. That's to say, they lack knowledge about how to use the language appropriately according to the situation and encountering the correct terms and sentences. Thus, this is reflected in their writing of the foreign language through the use of unsuitable utterances or the misunderstanding of the scope of the writing process (Mezrigui 2012). Substantially, this misuse of the language can be attributed to the teachers' focus on teaching linguistic aspects of the language. In other words, as Troia (2011) claims, EFL teachers mostly focus on giving students instructions on how to use correct grammar rather than comprehension of grammatical items usage. Indeed, they promote the linguistic skills of EFL learners. However, in this sense they ignore teaching communicative skills (Littlewood and Yu 2009).

Hence, EFL students learn how to write accurately. But, they misunderstand how to express their thoughts. Even in writing, they do not know how to communicate appropriately. Thus, they do not accomplish the goal of learning foreign language, which is communication. Actually, this problem can be attributed to the lack of writing perceptions of both teachers and students about pragmatics' importance in written expression teaching. Basically, their unawareness of Language use in context results in misuse of the written language.

In order to better understand this problem, the present study will address this gap by exploring EFL teachers and students' perceptions about Pragmatic instructions in writing. Hence, this research will provide a clear insight about the possibility of implementing pragmatics in written expression classes.

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3. Research Questions

On the light of the statement of the problem, this study tries to answer the following questions:

- ✓ What are EFL teachers' perceptions of the role of integrating pragmatics in teaching written expression?
- ✓ What are EFL students' perceptions of the role of integrating pragmatics in improving their EFL writing?

4. Aims of the Study

The present study aims at providing extra research on an overlooked topic in our context, which is the use of pragmatic instructions in written expression classes. Thus, this research attempts at shedding light on raising awareness about the importance of pragmatics in written expression teaching and learning. In basic, this thesis aims at investigating EFL teachers and learners' perceptions about the role of Pragmatics instruction in enhancing EFL students' awareness in writing.

5. Significance of the Study

First, this research is an additional important work to the previous literature concerning the use of Pragmatics instruction in writing. Thus, this study enriches the related literature by shedding light on teachers and students' perceptions. Second, most of the researchers in previous studies highlighted the use of pragmatic instructions in grammar or oral expressions. Nonetheless, this study tends to be the first to investigate teachers and students' perception on pragmatics instructions in written expression classes. The findings will make EFL students more mindful about their perception of pragmatic instruction. In addition, this study will provide insights for the teachers on how they should deal with pragmatic instructions. Indeed,

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this study helps teachers in specific to better comprehend the importance and the urge to use pragmatic instructions in written expression classes.

6. Research Methodology

Due to the objectives of the current study, the descriptive analytical method is used in this research. This Study is concerned with teachers of writing at M'sila. Mohammed Boudiaf. Technically, the research spots the light on 13 teachers' views and perceptions of using pragmatic instructions to teach writing. In addition, the study investigates (add th number of students) Master One Linguistics Students' opinions about using pragmatic instructions when dealing with their written expression class. The reason is their long experience with written expression instruction and their knowledge about pragmatics, in addition to their exposure to pragmatics terms and studies in their linguistics Branch. The research is carried out by means of questionnaires for both teachers and students. The questionnaires were both designed carefully by the researchers.

7. Structure of the Study

The study will be divided into two chapters. In the first chapter, the researchers will provide a theoretical background of this study. Both writing and pragmatics instructions will be explained in detail, including definitions and concepts, with shedding light on the importance of implementing pragmatics in teaching EFL learners how to write. The second chapter introduces the methodology followed by the researchers when conducting this research in addition to the results of the study. First, the second chapter illustrates the methods, procedures, instruments and the data analysis tools that the researchers have incorporated within their work. Then, the chapter presents the results of this study with interpretation of the data collected.

Chapter One

Writing and Pragmatics

Introduction

The first chapter will introduce the theoretical part of the study. It is divided into three sections. The first section is dedicated to writing skill. The first section will shed light on defining writing, Approaches to teaching writing, academic writing and considerations concerning it, and finally it introduces some methods for teaching writing. The second section interprets Pragmatics in general. It includes definitions of Pragmatics by many linguists and specialists. Then, the section presents the history of pragmatics. As the study is held in the field of teaching, the section will provide definitions of pragmatic competence. The section will indicate types of transfer in pragmatics, and Instructional Pragmatics. The third section in the first chapter is the core of the theoretical part. It will spot the light on studies and views about using Pragmatic Instructions in teaching writing, in addition to a discussion about the possibility of teaching writing using instructional Pragmatics. It will conclude with Views about integrating instructional Pragmatics in teaching.

1. Writing as a Language Skill and Communication Tool

Writing is one basic skill among the main four skills for English Language. It is the process of using symbols in order to convey a specific meaning. Writing can be defined as making language utterances visible (Nordquist, 2019). Each language has its own system of writing. To write clearly, it is crucially important to comprehend the language system. By language system we mean the structure of words and sentences, and the grammar rules.

It is also significant to understand the context. So, the written elements should have a meaning and convey the exact concept which the writer intends to say. This can be essentially a problem of EFL learners (Othman and Phuket 2015). Mostly, EFL learners have been taught English passively in their start to learn English (Nguyen and Terry 2017). Considerably, the passive method included teaching English with a special and huge focus on grammatical structure.

The absolute aim of learning a foreign language is the capability to communicate with it. The purpose of writing something in foreign language is to deliver a specific message to those speaking or understanding it. In this context, it is a communicative aspect rather than a skill. As we write, we have a purpose. Whether we inform, congratulate, blame, or invite, we still want to deliver specific information to those whom we are writing for: the audience. In other words, writing is the communicative means that relates writer and with his audience.

1.1. Definition of Writing

To understand the writing skill, it is important to highlight that writing is strongly related to competence. In this sense, we should look at two different views of competence.

Many experts stated the definitions of writing variously. According to Elbow (1973) as cited in Brown (2000, p. 336) writing is a two step process. The first step of the process to understand the meaning and the second step is to put the meaning into the language used. Writing is a mirror because it represents what the writer thinks about. The process of writing reflects things, which stay in the mind.

The first one is Chomsky's (1965) view that has to do with competence and performance in a language (Nordquist 2019). Competence means the knowledge of grammar as well as lexis of a language. Whereas, Performance is the knowledge of the use of the grammatical and lexical items in real life situations. From this view, we can notice that EFL students are required to achieve a great level of both grammar and lexis to overcome the problems that are related to writing (Tarvin 2015).

The second one is related to the shortcoming of Chomsky's view. According to Hymes (1972), competence does not only require the grammar knowledge and lexis of a certain language, but also it requires the knowledge of the features of the society where the language is played. Performance requires the ability to connect the grammatical and lexical knowledge with the sociocultural knowledge when communicating (as cited in Cook & Seidholfer, 1995). From this view, we conclude that EFL learners have to master not only grammar and lexis but also the aspects of the society to avoid socially and culturally related problems. In this regard, improving writing skill is not only related to the proficiency of grammar only, but it is also related to cultural knowledge and context.

It is believed that writing is an art that needs consciously focused effort and thoughtful choice in language (Academic Writing Style 2021). That is to say, writing skill needs a lot of energy and concentration on the part of the writer because it is one of the productive skills.

The Writing skill is considered as a means of communication that uses both signs and symbols. Nunan (1989), claims that writing is not just a pen on paper. In fact, it is a highly sophisticated mental process. Moreover, writing is an act of elucidation, it is considered as the hardest skill that needs study, practice and patience to be developed appropriately (Oshima and Hogue, 1997). In the same vein, Brown (2000) puts the definition of a language competence as " One underlying knowledge of system of a language its rules of grammar, its vocabulary, and all the pieces of language and how those pieces fit together"(Brown 2000, p. 31)

Based on those definitions, it can be said that the writing skill is a complicated activity in producing qualified writing. The complicated activity consists of stages as the steps of the writing process. To enhance students' writing skill, the teaching and learning process of writing has to be done well with developed input and effective tasks. As a result, teachers need to reconsider the teaching of writing skills based on their student's needs, abilities, and capacities.

1.2. Approaches of Teaching Writing

Writing is one of the skills taught to EFL students. Also, writing skill shows how effectively EFL students can communicate through utterances and words. At this point, teaching the writing skill has both goals and indicators. As, it is stated in BSNP (2006) that the teaching and learning process of writing skill is objected to achieve a functional level. On this level, EFL students are able to communicate effortlessly in spoken or written settings. In addition, they are able to produce functional writing like: monologue, text and essays (BSNP 2006). The other objective on the functional level is to improve their linguistic competence in using grammar and vocabularies (MachinMastromatteo and Tarango 2017). For teaching writing skill, there are many approaches that have been developed over the years.

1.2.1 The Product-Oriented Approach

From a Behaviorism perspective, teaching writing skill through its approach involves the use of habit formation and imitation. Students are requested to imitate ready-made texts, essays or models (Coffin et al 2003), to give them ideas on how they should formulate their writings. Also, they would know how to correctly organize words, clauses, sentences and sentences to large discourses units (Hyland, 2003). This means that the main attention of this approach is on the eventual products to guarantee that students accomplish language fluency.

This approach focuses on accuracy and the preciseness of the writer himself, his thoughts and his word choices, and the way of producing texts. Hence, according to Li WaiShing (2000) it is often presumed a mere grammar exercise rather than composing. Silva (1993) points out that the writer is the one who manipulates the previously obtained language

structure easily. As well as, the reader is the teacher who plays the role of both the editor and the proofreader, and he is not interested in ideas nor the quality of the expressions used. But, the concentration is on the linguistic features.

This approach also known as the text-focused approach neglects the role of the writer as the creator of the text, and the teacher role is limited to being error spotter, final draft corrector and editor, but not coordinator and facilitator (Masrur,Irawati and Sulisty2020). The core pedagogical tasks used in such an approach, as declared by Hyland (2003) range from substitution, reordering exercises and filling in the gaps to the copying of parallel texts and writing from tables or graphs.

1. 2. 2. The Genre-Oriented Approach

Silva (1990), Li Waishing (2000) and (Coffin et al,2003) contemplate it as a product-oriented approach. On the other hand, Johns (1990), Raimes (1991), Hyland (2003) and Paltridge (2004) see it as a different way of teaching writing. This approach focuses on the discourse characteristics of the texts in certain contexts where these texts are produced by adding both textual and contextual elements of a particular genre. The writer's concern is to fulfill the same function or the same communicative purpose illustrated by other texts to this genre (Figueiredo 2010). Nonetheless, the thought of any written product is meant to be useful. Writers write to achieve particular functions in particular genres which are the main points of this approach (Dirgeyasa 2016). In detail, Hyland (2003, p.18) states: The writer is seen as having certain goals and intentions in certain relationships to his or her readers, and certain information to convey, and the forms of a text are resources used to accomplish these goals.

However, the writer is the creator of the text whose language forms communicate with certain readers. The readers are members of a society, not necessarily teachers whose reactions are limited to determining whether a piece of writing has fulfilled its function or not. The teacher's role is as the same mentioned in the product-oriented approach along with his

remarks and feedback on the final product and it is confined to the correction of grammatical mistakes (Almazan 2015).

1.2.3. The Process-Oriented Approach

This approach has seen the light by merging main theories: Cognitivism and Expressivism. From a cognitivism point of view, the focus is on both cognitive and mental processes used in writing. At the same time, expressivism is focused on the students abilities and encouraged them to take strength as mentioned by (Johns, 1990, p. 25) to take power over their own prose which means that, the writer is the creator and the generator and the process needed goes through the main pillars of this approach. The writer, the text, the reader are the main key components to form Grabe and Kaplans rhetorical triangle (1996) are described by Silva (1990) as follows:

- The writer is the one who employs meanings and expressions.
- The text is the final product function, content and goal.
- The reader is concentrating on ideas, meaning and content.

In this approach, the text is not the main concern and it is not neglected by any means. But the main attention goes to the process of writing and its different stages which led to the creation of new key concepts like multiple drafts, revisions, peer feedback and teacher as facilitator Raimes (1991). The core orientation of this approach is that it considers the writer as the independent producers of the text. Moreover, it shows what the teachers should do to help learners to produce reliable writing material Hyland (2003).

By adopting this approach, the teacher considers how their students can write. Also, by paying attention to the students and the way they approach a writing task as well as the different stages of the writing process. The teacher in this approach gives the students opportunities to improve their writing skill by giving them feedback and giving them time to revise their productions (Kalipa 2014). The main techniques employed in a process-oriented class, as suggested by Hyland (2003), include: brainstorming, planning, multiple drafts and peer collaboration along with other techniques.

1.3 Academic Writing

EFL students are required to write academically. They have to write essays, assignments and for their exams. Academic writing is vivid, precise, concise, well structured, directed and backed up by evidence (Gliddon 2020). Its objective is to help the reader grasp the information delivered by the writer. It has both a formal tone and style. Hinkel (2004) declared that the writer needs to know more about the discourse features of academic English. Along this line, teaching academic writing cannot be fulfilled without it (Coffin, Cury, Goodman and Hewings 2003). Obviously, grammar and vocabulary are key elements for writing academically with the linguistic competence of knowing how to use and structure them correctly. Furthermore, academic writing is bending to the traditional use of punctuation, grammar, and spelling (Lynch and Anderson, 2013). In addition, it has a different context which deals with the core theories that manage both the procedures and practices of academic writing in real world activities (Wrenn and Wrenn 2009).

1.3.1. Characteristics of Academic Writing

Academic Writing has a guided structure the beginning, the middle and the end which is basically the essay format. Many writings are introduced as academic written pieces. Generally, an essay is written academically. Articles, research papers, and formal letters. The subject of the writing also contributes to the formality of writing. Mainly, these forms are written in and for academic settings.

Academic writing is used extensively in academic and pedagogical settings. Valdes 2019 explains, "Students, professors, and researchers in every discipline use academic writing to convey ideas, make arguments, and engage in scholarly conversation" (n. p). It is mostly used by school and university members. As it is characterized by being structured logically and set clearly, academic writing mostly aims at evaluating, arguing, analyzing or discussing ideas.

Generally, academic writing is characterized by (Valdes 2019, n.p),

- ✓ Correct grammar
- ✓ Limited and clear focus
- ✓ One style for one piece of writing
- ✓ Coherence and cohesion
- ✓ Precise diction
- ✓ Impersonal tone.

As set above, academic writing consists of accurate use of the language that is basically: correct grammar and appropriate use of vocabulary. A written piece that is academically made has a limited and clear focus. It generally discusses one idea, or it analyzes many ideas in the same scope. Thus, writing academically involves the author to be coherent, on the level of meaning, and cohesive, on the level of ideas connection. Finally, as the author chooses a precise sort of vocabulary, they should not be personal when writing. Academic written pieces are objective (Horkoff 2021).

1.3.2. The Elements of Academic Writing

To write clearly, it is crucially important to comprehend the language system. By language system we mean the structure of words and sentences, and the grammar rules. It is also significant to understand the context. So, the written elements should have a meaning and convey the exact concept which the writer intends to say. This can be essentially a problem of EFL learners (Chaqmaqin 2016).

Bailey (2003) contends that components of writing are the essential tools for academic writing. Most of the academic essays start with defining a certain term. Then, the writer tries to develop or generalize ideas about the subject along with providing examples to justify his point of view. In addition, students have to justify to the readers what sources they count on and which style they picked to explore their essay. Moreover, they have to discuss charts,

drafts, tables and numbers to analyze them and give a well-structured writing product that contains accurate information and findings.

Baily (2003) nominated the following components that students should take into consideration in the process of academic writing. Firstly, the relation between two sentences like: cause and effect relations. Secondly, the proper use of coherent and cohesive devices to produce reliable texts. Thirdly, the definitions are integrated to explain words or phrases and the clarification of the key words. Fourthly, the discussion raised by the writer to examine both of the issue sides. Fifthly, the examples used by the writer to justify or support his opinion. Lastly, generalization techniques are used to simplify hard and complex ideas.

1.3.3. Considerations in Academic Writing

At the university level, students face different writing tasks on their way of seeking an academic degree. Students encounter two aspects, when the task becomes harder and more complex and when they are asked to write academically. Obviously, academic writing is a product of many considerations: readers, goal, organization, style, flow, and presentation (Swale, 2004).

Students need to communicate their ideas creatively. Thus, writing is to be considered a hard skill to master (Graham &Perin, 2007). Mastering writing in the target language requires EFL learners to have cognitive skills (Klimova 2013). Klimova 2013 assures that "Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other [...] language skills"(p. 1). As the other language skills are included, like reading and speaking, other abilities such as analyzing and synthesizing are crucially needed when writing (Oxford 2017). When the learners start to write, they do not do it randomly. This written piece should have a plan and objective. Writing also requires a coherent and cohesive structure(Noord 2017). Adapting a good writing ability contributes to the proficiency of the language (Celik 2019).

Writing is one important productive skill of the language, in addition to speaking. Writing helps EFL learners in many ways. It bestows to (Klimova 2013),

- ✓ Permitting them to express their ideas comfortably
- ✓ Promoting their communication
- ✓ Expanding their thinking focus and developing their skills.

Hence, knowing how to write academically benefits EFL learners. First, it contributes to self confidence of the learners as their ability to write means their ability to use the language properly (Maley 2009). Second, it assures and develops EFL learners' ability to use language accurately (Baleghizadeh and Gordani 2012). In this sense, using the language accurately means proficiency of grammar, vocabulary, and discourse. Third, mastering academic writing allows EFL learners to choose words carefully. When writing academic reports, researchers and professors emails, it is highly significant to know how to address the audience. The style, the chosen words, and the context represent a great deal to the writers. (Bailey 2003). Moreover, It is important to mention that writing academically allows students to seem respectful, by choosing the correct utterances, and skillful at the level of the language (Hossain 2015).

1.4. Stages of Academic Writing

The process-oriented approach puts emphasis on both cognitive and discursal elements of writing to aid students grasp and understand how to get, organize and generalize ideas as well as how to evolve them in written structure that conveys the writer's intentions and the reader's needs. Its main purpose is to spread awareness between students about how the writers take actions as they are going to write through different writing stages.

The stage divisions of the writing process are involved in different terminologies used by different scholars. However, it is worth mentioning that whatever the divisions named or suggested, it seems to be falling on the same cognitive and meta-cognitive process needed in the writing production (Bjørke, Haukås, and Dybedahl 2018). These stages are universal which means that all the writers are engaging in the same stages (Yahiaoui, 2012).

Notion (2009) provides seven different divisions of the writing process. Writing is not a moving act from one stage to another by following a certain order. In fact, the writer is free to

move from one stage to another smoothly. Furthermore, EFL students get help from their teachers who are supposed to identify sources of difficulty that EFL students may face. Notion (2009) The main purpose of the process-oriented approach is to help students enhance their writing skill at all stages. In this paper, the division provided for the writing process is a generic one including other sub-stages.

- ✓ The tasks used in pre-writing to create ideas include free writing, brainstorming, listing, asking questions and visualizing. When, the writer finishes generating ideas. He focuses on the core points and starts developing a plan for the paragraph or the essay they are going to write.
- ✓ The Drafting stage is where the real writing process takes place. In this stage the writer moves from the abstracted ideas to the creation of concrete written text.
- ✓ Post-Writing Post-writing or editing allows the writer to check critically the first draft with feedback from both teachers and peers to make the necessary edits. Sometimes students reconsider some decisions they made in the prewriting phase. As a result, they can make changes at this level like reformulating ideas and structures. Also, correcting lexical and grammatical mistakes

The stages mentioned above are related to writing in general. However, free writers, who write spontaneously like in blogs, do not commit to such stages. They just write randomly with no awareness of word choice and grammar. In contrast, academic writers follow these stages in order to have a better written piece.

2. Pragmatics

Language is the main means of any communication. Yet, the language users communicate on the basis of society premises which control their access to the communicative tools (Mey, 2001). Pragmatics is a field of linguistics which studies the meaning of communication as it is produced by the writer or the speaker and later comprehended by the reader or the listener. Pragmatics concentrates on the inspection of what people indicate by their utterances not on the verbal meaning of words or phrases used by people

2.1. Definition of Pragmatics

Morris (1938) is the first to introduce pragmatics. But he used it vastly where he refers to it as the study of relations between signs and interpreters. He also related it to the behavioristic theory of semiotics. Morris (1938) stresses that pragmatics deal with biotic aspects of semiosis which occur in the functioning of signs.

This vast definition was provided by Morris from semiotic point of view led to other different definitions of pragmatics where they use different terms. Grice (1975) differs between the types of meaning, natural and non-natural without forgetting to detail people's sense of pragmatism in conversational meanings. Also, he stressed the fact that pragmatics needs to focus on the practical elements of meaning. Which lead us to the definition of Livinson (1983) where he stated that pragmatics is the study of language use.

Trosborg (1995) advocated that pragmatics can be introduced as a branch of semiotics that deals with the relationship between linguistic expressions and signs. It considers the behaviors of the writer and the reader as well as with the setting in which the language is used. According to Crystal (1997) pragmatic is the study of language from the user's point of view. Taking into consideration, the problem they face when they use the language in certain interactions, the type of words they use and the effects of their language on others in any act

of communication. Therefore, pragmatics can be defined as the study of communicative act in social context Rose & Kasper (2001).

2.2. Features of Pragmatics

Pragmatics is specialized by the following elements: language users, context, meaning and social interaction in analyzing EFL students at English department. Each of these elements will be discussed fairly in the coming points.

2.2.1. Language Users

Armour (2004) sees language users or EFL learners as people who have free access to the available resources in the target language to create meaning on site. According to Pavlenko&Lantolf (2000) language users are not supposed to learn any new set of linguistic competence like grammatical, lexical and phonological forms, but they are highly required to be socially active by participating in the other culture.

Mey (2001) states that pragmatics focuses on the language-using interlocutors. In other words, it concentrates on how humans use the language. Cook (2000) focuses on the language used by people in certain interaction settings. In the same vein, Blez (2002) claims that language users have to greatly apply the language knowledge they obtained in different contexts which may fall into the traditional side of language instruction. That is to say, what EFL students learn in class is totally different from what they would see in real life situations. Pragmatics concentrates on the production process of authentic language use.

2.2.2. Context

According to Bilmes (1986) context is where the social setting of a speech act takes place and the meaning of utterances is guided to how to respond, how to react and the placement of the interactional sequence. Along this line, Mey (2001) says that context is a very dynamic term because of the change of the surrounding. It enables people to interact in any communicative situation.

Yule (1996) declared that context has a strong effect on how expressions are interpreted. In the same manner, Leinonen et al (2003) see that comprehending the language used in

communication needs the ability of the reader or listener to interpret meaning in context.

Contextual data involves all the data that is used when interpreting expressions in a specific situation. Also, the understanding of pragmatics is viewed as the capability to utilize context in comprehending language Loukusa (et, al 2007). In other words, contextual information helps language users to deal with complex communication situations.

2.2.3. Meaning

In the field of the study, meaning is a key problem. Levinson (1983) showed that pragmatics focuses on the utterance meaning. It can be also regarded as the study of a certain type of meaning like the speaker's meaning and contextual meaning Yule (1996). Along with Thomas (1995) who saw it as meaning in use and meaning in context. Meaning in pragmatics has a strong relationship in the comprehension of utterances in certain contexts stated by Leech (1983).

Parks (2000) remarked that meaning involves the search for the communication sense along with the pattern, order and significance. Along this line, it helps us get attached with our experiences both expected and unexpected. According to Thomas (1995) the process of making meaning contains the negotiation between reader and writer about the potential meaning of utterance or text and its context.

2.2.4. Social Interaction

The development of social competence depends on the understanding of social interaction (Semrud-Cilkemanet, al 2010). In the same vein, Vygotsky (1978) discussed the idea that language and knowledge are developed easily through social interaction. The more the learners interact with the language, the more utterances they use. As a result, their exposure increases. That is to say, their language proficiency increases according to their use of it.

In other words, Scheinkman (2008) defines social interaction as specific forms of externals where the acts of certain groups affect the others' performance. On the one hand, any language in the world, including English, presents a set of meaning which is formed by both

human experience and their history. On the other hand, any language has a specific culture in using words which act as a key to understand meanings (Wierzbicka, 2010).

2.3. Categorization of Pragmatic Knowledge

According to Bachman and Palmer (1996, 2010) said that: Pragmatic knowledge enables as to create or interpret discourse by relating utterances or sentences and text to their meanings, to the intentions of language users, and to relevant characteristics of language use setting (1996, p.69; 2010, p.46). That is to say, pragmatic knowledge is classified as both functional and sociolinguistic knowledge. The first helps language users to find the relationship between utterances, sentences and texts and their intentions (language users). Moreover, it involves the four classifications of language function: ideational, instrumental, manipulative and imaginative. The latter helps language users to form suitable language in certain contexts (Abu-Ayyashand Abdulrahman 2019).

In the light of Bachman and Palmer guidance, Ji (2008) classified pragmatic knowledge to seven categories. (See Figure 1)

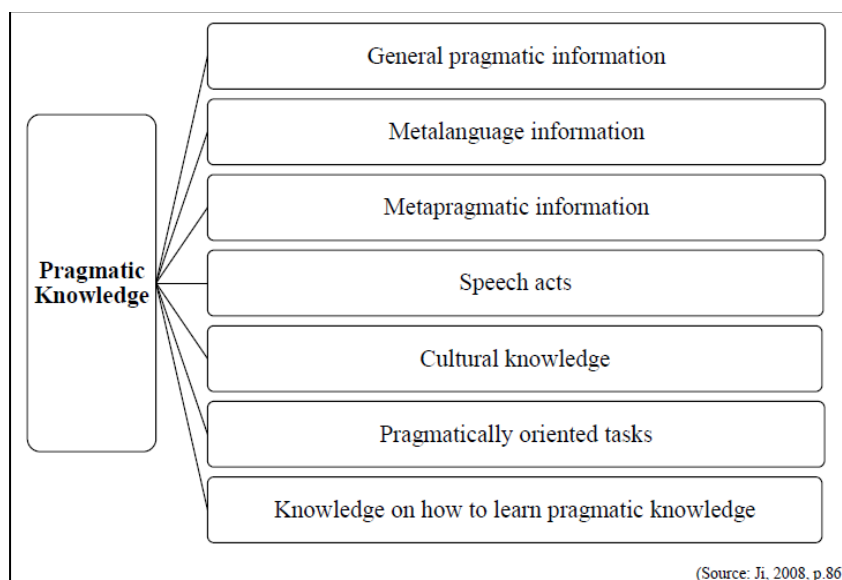


Figure 1: Categorization of Pragmatic Knowledge

First, general pragmatics information has to deal with the different topics of relevance used in pragmatics. Second, metalinguageinformation which indicates that language can be utilized to describe another language (Silverstein, 2001). Third, metapragmatic information

describes the pragmatic function of some speech acts (Silverstein, 2001). Fourth, Speech acts concentrate on metapragmatic description of speech acts (Ji, 2008). Fifth, cultural knowledge invokes language culture, which involves all the levels of culture: high, deep and popular culture (Hall, 1976). Sixth, pragmatically oriented tasks are believed to help EFL students improve their pragmatic competence while learning. Finally, obtaining knowledge that helps you learn pragmatic knowledge develops EFL students' perception of learning pragmatics and how to effectively use this knowledge in their language learning process (Vu 2017).

2.4. Research on EFL Learning/Teaching of Pragmatics

It is known that pragmatic is a new branch of linguistics that offers a new way to look at how words function in linguistics. Verschueren (1999) defined pragmatics as three main elements which are: general cognitive, social and cultural perspective in relation to their utilization in forms of behaviors. In the same line, pragmatics provides different point of views and perspectives which involve a radical departure from the established component view which tries to assign to pragmatics its own set of linguistic features in contradiction with phonology, morphology, syntax and semantics (Verschueren, 1987, p.36)

According to Bardovi-Harlig and Dornyei (1997) the grammatical improvement does not assure the same improvement on the pragmatic level. Moreover, advanced learners may go wrong to grasp what the writer means and what are his main intentions. In other words, EFL students may have the ability to pass the exam. Yet, they cannot communicate effectively in real life situations.

Blum-Kulka (et al 1989) deduced that advanced language students usually have pragmatics errors in their act of communication and on that basis he suggested that EFL should be introduced to pragmatic instruction of the target language. One of the aims of classroom instruction is to improve EFL students' pragmatic awareness Bardovi-Harlig and Hartford (1997). Bachman (1990) stated that pragmatic awareness is regarded as a crucial element that helps EFL students to be communicatively competent.

EFL students' awareness of pragmatics instructions has a major impact on their pragmatic competence which helps them enhance their perception of pragmatic instructions that affect their pragmatic competence relatively (Pamungkas 2020). Eslami-Rasekh (2005) declared that increasing EFL learners' pragmatics awareness is motivated with the acquisition of information about pragmatics. Numerous studies have been conducted on pragmatics awareness. In the coming points we will discuss some of them.

Bardovi-Harlig and Dornyei (1998) carried out a study to investigate to what extent L2 students of English were conscious about the differences in the students' target language and the production in grammar and pragmatics. The sample consists of different Hungarian EFL students, ESL American students and their teachers. The findings showed that the environment has a major impact on the pragmatic awareness of the learners. EFL and ESL learners differ in their sensitivity to both grammar and pragmatics where ESL learners were more sensitive to pragmatics errors. On the other hand, EFL learners were more sensitive to grammar errors. That is to say, ESL learners are able to locate pragmatics errors easily because they have access to authentic English settings on a daily basis.

Many studies shed light on the important role of direct instruction to improve pragmatic competence in the classroom. These studies have gained the researchers attention in contact to improving pragmatics competence for L2 and EFL learners. Martinez-Flor and Alcon-Soler (2007) investigated the efficiency of both explicit and implicit classroom instruction in raising learners' awareness. The study involved an assessment test which was divided into pre and post tests. Explicit instruction used by the teacher to draw the learners attention to the target forms. On the contrary, implicit instruction objected to getting learners attention without any explanation and with minimization of interpretation in the communicative context. The findings showed a positive effect on learners' awareness of pragmatics. Explicit and implicit instructions ensured that pragmatic awareness can be improved in certain situations.

Moreover, the study indicated that explicit and implicit instructions are advantageous in developing learners' pragmatics awareness in the EFL classroom.

A study conducted by Zheng and Huang (2010) investigated pragmatic failures that Chinese students commit. Its main objective was to find out the pragmatic competence and to give suggestions about how to enhance their pragmatic competence. The tools used to collect the data were questionnaires and interviews. The finding of the study showed that pragmatics failure was due to the negative pragmatic transfer which has to do with the cultural differences between English and Chinese. As well as, English speakers' tolerance of pragmatics failures that Chinese speakers commit which blocked the intercultural communication. The study suggested that both pragmatics knowledge and cultural aspects are needed to be involved in teaching to guarantee successful perception of pragmatics.

It is no doubt that pragmatic competence is a key element for language learners to accomplish in enhancing their language competence (Bachman, 1990). On this basis, many studies have been conducted to show the importance of pragmatics competence in communication.

Hou (2007) investigated the pragmatics competence for Chinese English learners by conducting a survey and pragmatic English teaching. Questionnaires were used to collect the data. The study indicated that the pragmatic competence is very low in comparison to the linguistic competence because of the teachers attention on linguistic competence rather than pragmatic competence. As a result, the learners' low level in pragmatic competence is causing pragmatics failure.

3. Integrating Instructional Pragmatics in Writing

3.1 Studies and Views about using Pragmatic Instructions in Teaching/Learning Foreign Language

As the field of Pragmatics is considered to be modern and challenging, there are as many supporters as critics. There are some studies which tackled the importance of pragmatic instructions in the field of teaching and learning. Pragmatic knowledge is crucial for EFL learners. When learning English language, learners focus on skills, especially productive skills, to show their improvement. Concerning writing as a productive skill, there is not much said about integrating Instructional Pragmatics when teaching writing skill. Rather, other skills were targeted.

Other researches were more precise. For example, some researchers targeted one speech act. The researcher Chia-Ning Liu 2007 aims in their study at investigating the impact of pragmatics instruction on the acquisition of requests by Foreign Language (EFL) learners in Taiwan. The research used an experiment on the College level of English learners to examine the positive effect of instructional pragmatics. The interpretation of data finally shows that instructional pragmatics has a positive impact on EFL learners.

Other studies were conducted to find the relationship between pragmatics and the improvement of writing skill. Faghieh and Anasri (2009) tried to investigate this relationship to help both teachers and learners to deal with pragmatics through writing. The aim of their study was to find practical solutions for Iranian EFL students to improve their writing skill by elaborating pragmatics. In order to teach writing from a pragmatics perspective, the teachers have to be well-informed about pragmatics as well as its sub-classifications. By integrating pragmatics in written comprehension classes, the researchers wanted to grade the pragmatics advantages for the enhancement of writing skills. Another objective of the study was whether teaching writing through pragmatics has any significant effect on their writing level. Precisely, by utilizing pragmatic means, this study seeks to enhance EFL students' capability to write efficiently. The findings of this study showed that pragmatics had a major impact on

the students' writing level. In other words, the study revealed that there is a positive relationship between pragmatics and the enhancement of writing ability of the students. On this basis, pragmatic instruction is vital for teaching writing skill.

Chapter Two

**Research Methodology and
Design, the Findings and
interpretation of Data.**

Introduction

The second chapter is divided into two sections. The first section represents the methodology followed by the researchers when conducting this research. The first section sheds the light on the settings in which the research takes place. It also provides a discussion of the reasons and motivations behind choosing this topic as a research subject. In addition, the first section gives a brief background on the research sample and the research variables. Then, the section moves to illustrate the data gathering tools. The researchers use two tools as they conduct this study: teachers' Questionnaire, students' Questionnaire. The first section of the second chapter provides a detailed description for each tool. It also highlights how this study is analyzed. The first section indicates some ethical considerations which the researchers took while conducting their research. Then, the second section of this chapter introduces the core of this study. It introduces the finding of the research. It illustrates the results of the Teachers' and students' Questionnaire. Next, it provides a discussion for these findings. It concludes with Limitations of this study and some recommendations for further research.

1. Research Methodology and Design

This section is devoted to explain the methodology followed in order to conduct this research. It includes details on research sample and methods, settings and data collection /analysis tools.

1.1 Research Method and Sample

The research is conducted following the descriptive method. This study opted for both qualitative and quantitative data.

As a sample for this study, thirteen (13) teachers of Linguistics were chosen from the department of English at Mohammed Boudiaf University, Msila. The researchers choose ten teachers. In addition, forty-two (42) students were randomly selected to respond to the questionnaire. Those students belong to the Linguistics specialty from Master one classes. The reason behind choosing this specific category is that Linguistics students have already an idea about Pragmatics in general.

1.2 Research Settings

This research is held at Mohamed Boudiaf University of M'sila. The study is conducted during the second semester of the academic year 2020-2021, exactly at the department of Letters and English Language.

1.3 Data Collection Tools.

In order to accomplish this examination of Teachers' and students' perceptions the research used one tool on both sides: The questionnaire.

1.3. 1 The Questionnaire

In order to conduct this study properly, the researchers used questionnaires for both students and teachers of M'sila University of Mohammed Boudhiaf. The questionnaires involve different types of questions. Mainly, these questions aim at investigating teachers and

students perceptions on the role of pragmatics instructions in enhancing learners' pragmatics awareness in written expression classes

1.3.1.1 Description of the Teachers' Questionnaire

The teachers' Questionnaire was made of twenty-two questions to explore the perceptions of Msila University's teachers of written expression. The questionnaire contains three sections. The first section is dedicated to personal and background information of the teacher. The second section contains multiple choice questions. The third section investigates teachers' opinions about the role of pragmatics instructions in written expression classes to raise pragmatics awareness.

The first section is entitled Demographic information. It contains four questions. The questions differ from personal information of the teacher to background information of the teachers' studies. The section aims at knowing teachers' experience in teaching written expression.

The second section, from question five to question ten, investigates teachers' background about comprehending and using pragmatics instructions when teaching written expression. It involves questions about the type of pragmatics instructions and knowledge which teachers prefer to use while they introduce written expression classes. This section aims to know if teachers have an idea about pragmatics instructions and if they used these instructions before and for what aim. Most of the questions in Section A are multiple choice questions.

The third section includes open questions. It aims at examining teachers' attitudes towards the use of Instructional Pragmatics in Written expression classes in order to raise EFL learners' pragmatics awareness. The third section generally investigates teachers'

opinions about teaching/learning context in relation to writing. It also involves their attitudes towards the use of pragmatics instructions and their role in teaching written expression classes.

1.3.1.2. Description of the Students' Questionnaire

Students questions were chosen and formed by the researchers. The aim of the questionnaire is to meet students' understanding of the pragmatics instructions in relation to their written expression classes.

The first section of the students' Questionnaire is entitled Demographic information. It aims at knowing learners' background information. The questions differ from personal information of the student to background information of the students' studying.

The second section, entitled Section A, attempts at knowing EFL learners' background and previous courses in written expression classes. It generally contains questions about usual courses which students used to take in written expression classes. It also interrogates students' tasks and their teachers' usual instructions in written expression classes.

The third section of students' Questionnaire, entitled Section B, offers participants free questions and statements to answer or comment on. It aims at exploring learners' perceptions about learning context. It investigates the extent to which students are aware of Pragmatic knowledge and pragmatic instructions in their written expression classes.

1.4 Data Analysis Tools

The data need to be described and analyzed after being collected. After receiving the answers on both questionnaires online, the researchers' attempt at analyzing Teachers and students' response. Digital programs were used to describe the data collected. In order to do so, the researchers used a Microsoft program named Excel, to illustrate their data. The researchers also used statistical tools. For example, they used frequency to indicate the

number of participants responding to each question. In addition, they used percentage to express the same data.

2. Data Analysis and Interpretation

2.1 Teachers' Perceptions

The teachers' Questionnaire was made of twenty-two items to the reactions of M'sila University's teachers of written expression. The questionnaire contains three sections. The first section was dedicated to personal and background information of the teacher. The second section contains multiple choice questions.

Section One: Biographical Data

Section A was devoted to gathering data about teachers' demographic information. In the following, a description for each question' response. The first question targeted teachers' gender. Five of them were female teachers while two were men. The rest preferred not to reveal anything about their gender.

The second question in the Demographic information section was related to teachers' experience of teaching English language. 46% of the participants clarify that they have been teaching English for more than five years. Similarly, 46% of teachers claim that their teaching experience does not pass five years. Five teachers indicate that they are M. A holders. Seven of the teachers participating show that they have a Magister Degree. One teacher among the participants is a Phd.

The last question in this section was related to teachers' experience of studying abroad. Seven teachers they hadn't an experience of study abroad . However, 46% of the participants assure they have an experience in studying overseas.

Section A: Teachers' perceptions about using Pragmatic Instructions in written expression courses.

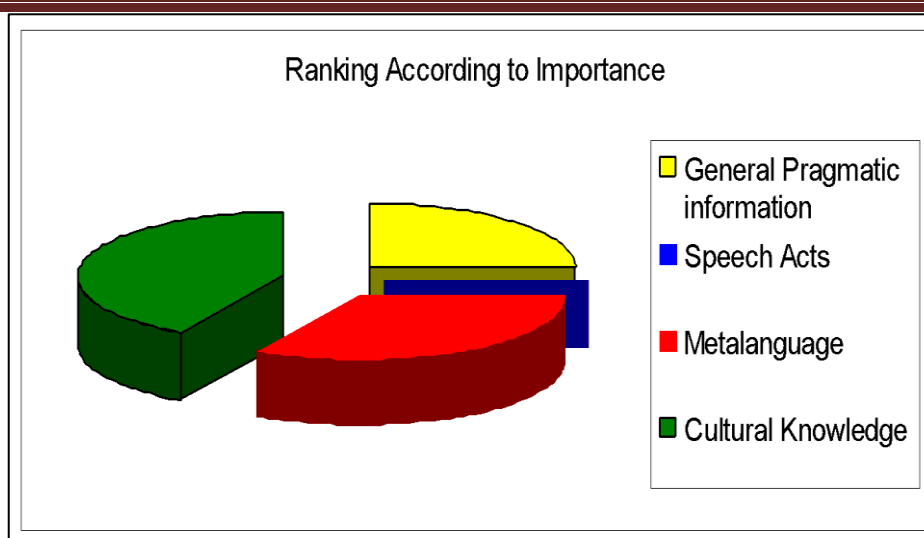
The section was devoted to interrogate Mohammed Boudhief University of M'sila Teachers about their opinions on the use of Instructional Pragmatics in Written expression classes.

In order to know previous pragmatics knowledge provided by the teachers in their written expression classes, the fifth item was designed to investigate teachers' opinion about which is more important to teach when introducing written expression.

Table 1: Ranking According to Importance

	General Pragmatic information	Speech Acts	Metalanguage	Cultural Knowledge
Frequency	4	0	4	5
Percentage	30.7	0	30.7	38.5

The table shows that teachers give different pragmatic knowledge to their students when teaching them written expression courses. Answers were different. Four teachers claim that they teach General pragmatic information as highly important for them. Five teachers assure that cultural knowledge indicates crucial significance for them when teaching written expression. No teacher highlights the importance of speech acts. However, four teachers ranked Metalanguage as firstly important for them. Interestingly, teachers are more likely to introduce cultural knowledge to their students when teaching written expression.



Graph 1 : Ranking According to Importance

The graph shows that teachers are equally interested in teaching general pragmatics information and metalanguage to their students when having written expression classes. However, they are more interested in providing cultural knowledge to EFL learners throughout writing.

In order to explore what teachers basically teach to their students in written expression classes, the next question demanded the teachers to rank specific terms concerning their focus when teaching written expression in terms of content.

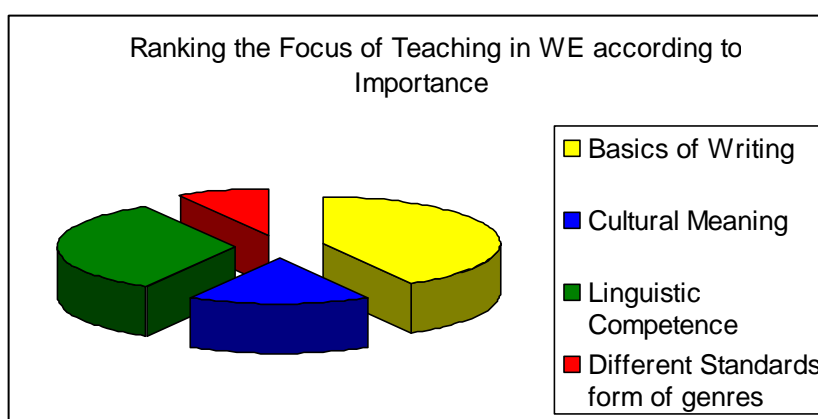
Table 2 : Ranking the Focus of Teaching in WE according to Importance

	Basics of Writing	Cultural Meaning	Linguistic Competence	Different Standards form of genres
Frequency	5	2	4	1
Percentage%	38.5	15.4	30.7	7.6

The second table shows the results for the sixth question. Five teachers among the thirteen participating have chosen the basics of written expression teaching / learning ,as their main focus. Among the participants 15% indicate that they focus on cultural meaning.

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Four teachers admit that they mostly shed light on Linguistic knowledge. The rest clarify that their main focus is on different standard forms of genres. However, one teacher comments that all are equally important for him/her. Eventually, teachers are more interested in introducing basics of writing and teaching linguistic competence rather than giving cultural meaning.



Graph 2 : Ranking the Focus of Teaching in WE according to Importance

The graph above shows that teachers are not really interested in introducing cultural meaning when they teach written expression. Rather, they prefer to focus on linguistics competence.

Then, the researchers wanted to know what competence teachers generally focus on when teaching written expression. The seventh element targeted the teachers' focus when teaching written expression in terms of competence

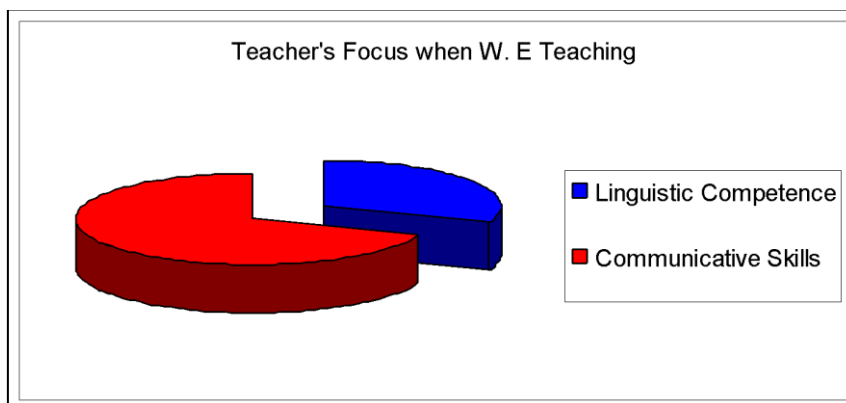
Table 3 : Teacher's Focus when W. E Teaching

	Linguistic Competence	Communicative Skills
Frequency	4	9
Percentage	30.7	69.3

The table illustrates the answers for the seventh question. Four teachers indicate that they mainly attempt to enhance EFL learners' linguistic competence. However, the rest 69%,

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say that their main focus is on the communicative skills of their students. what is the conclusion from this item



Graph 3 : Teacher's Focus when W. E Teaching

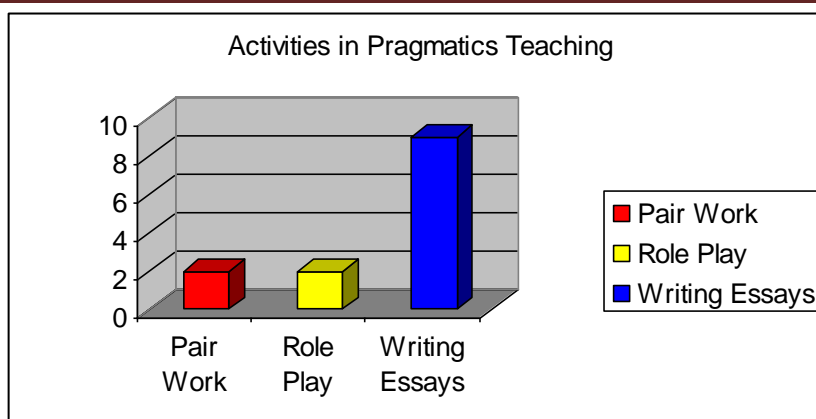
The graph indicates that teachers, when introducing written expression classes, are more interested in focusing on communicative skills. Only a few of them would be interested in focusing on linguistics competence.

Next, the eighth question attempted at knowing the types of activities which the teacher use in teaching pragmatics when having written expression classes.

Table 4 : Activities in Pragmatics Teaching

	Pair Work	Role Play	Writing Essays
Frequency	2	2	9
Percentage	15.4	15.4	69.3

The table shows the results of the eight questions. Two teachers choose activities Role-play. Similarly, two teachers indicate they use Pair-work activities. However, the majority of the participants state that they use Writing essays. . what is the conclusion from this item? Generally, teachers tend to focus on writing essays rather than introducing different types of activities when they teach written expression.



Graph 4 : Activities in Pragmatics Teaching .

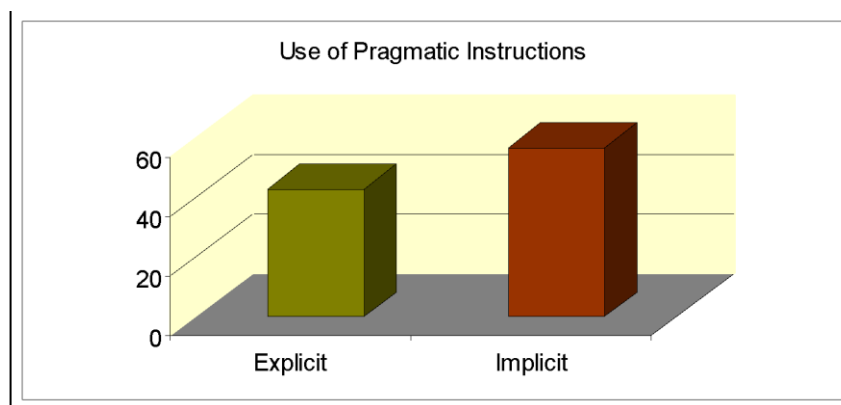
The graph above shows that teachers are not really interested in giving different activities to their students when they teach them written expressions. However, they are interested in writing essays as an activity.

The next question, which is the ninth in Teachers' Questionnaire, sets its focus on the Instructions which the teachers used to give students instruction of pragmatics in written classes

Table 5 : Use of Pragmatic Instructions

	Explicit	Implicit
Frequency	6	7
Percentage	46.2	53.8

Over half of the teachers (56%) justified that they use implicit pragmatics instruction when introducing their written expression classes. The rest say that they use explicit pragmatic instructions. The question also demanded teachers to indicate which type of instructions is more effective. It also demands an explanation of teachers' choice. Four teachers think that implicit instruction is more effective because students will be given the opportunity to deduce the meaning themselves. three suggests both types of Instructions are effective. Four teachers say that explicit is more effective because the focus is on being communicatively competent. What is the conclusion out of this analysis.



Graph 5 : Use of Pragmatic Instructions

The graph indicates that teachers mostly use implicit pragmatics instruction when teaching written expression. Only few of them use pragmatics instructions explicitly.

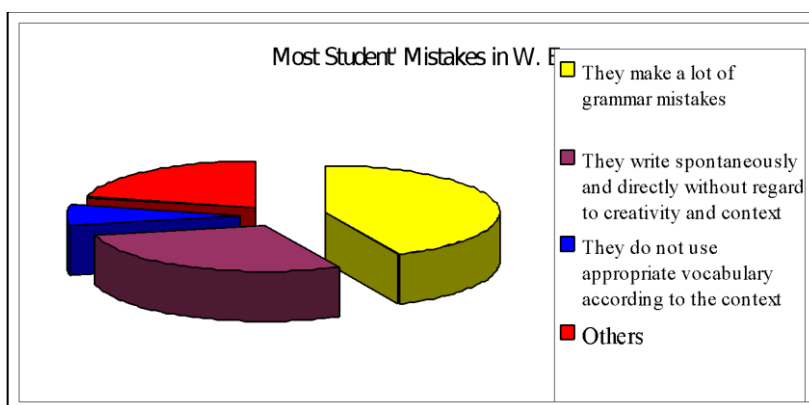
In addition, the tenth element was about teachers' perceptions on the most mistakes that their students make in written expression class.

Table 6 : Most Student' Mistakes in W. E

	They make a lot of grammar mistakes	They write spontaneously and directly without regard to creativity and context	They do not use appropriate vocabulary according to the context	Others
Frequency	5	4	1	3
Percentage%	38.4	30.7	7.6	22.8

The above table shows that five participants identify grammar mistakes as the most made by their students. Four teachers state that their students write spontaneously and directly without regard to creativity and context. Only one teachers say that his/her students do not use appropriate vocabulary according to the context. Three teachers give different views. One teacher claims that their students make all the previous mentioned mistakes in addition to L1 interference and problems in syntax and writing style. One teacher explains that his/her students' grammar and vocabulary level is fine, but they have the problem of the connectors use, even though the teacher already taught them plenty of sentences connectors but they still use the conjunction "and" only. The last teacher points that students make

mistakes out of Mother tongue interference. In this regard, teachers believe that directness and grammar are major problems for students in writing.



Graph 6 : Most Student' Mistakes in W. E

The previous graph shows the difference between teachers' answers. Although some teachers believe their students do not write appropriately when it comes to context, other teachers face grammar mistakes and directness in writing as huge obstacles for students in written expression classes.

Section B: Teachers perceptions about the role of pragmatics on Pragmatics Awareness.

Section B examined teachers' perceptions about the role of Pragmatics awareness in teaching their written expression classes. The first question in this section was the eleventh question in the whole questionnaire.

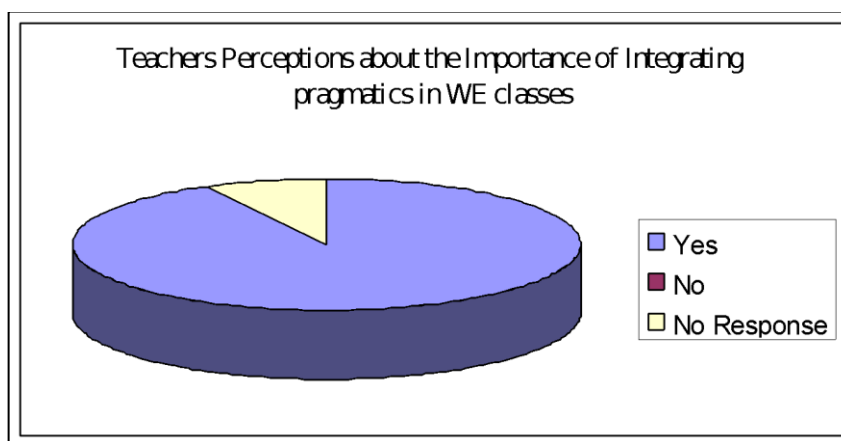
The eleventh question sought to know teachers' views about how learning about context boosts students' writing.

Table 7 : Teachers' Perceptions about the Importance of integrating Pragmatics in teaching written expression

	Yes	No	No response
Frequency	12	0	1
Percentage	92.4%	0%	7.6%

Twelve answers were given. Eleven teachers emphasize the importance of context in identifying learners' goal of writing and that it helps " contextualizing the Language for the learners" and give them the ability to analyse the situation. Among those answers, one

comments" language is used within context. Learning about context will make students aware about their selection of all language aspects (grammar, vocabulary, semantics -meanings- spelling, mechanics..). They will justify everything they write. they will be able to think in English .This will improve their writing ability". Another teacher presumes that "..the more the context is known for the students, the more comfortable and motivated the students, to write about it". However, one teacher said that it helps in structuring the written piece well (7.6%).



Graph 7 : Teachers' Perceptions about the Importance of integrating Pragmatics in teaching written expression

The graph shows that teachers, mostly all of them, believe that the use of pragmatics in written expression classes is highly important.

The twelfth question is an open ended item that detects teachers' opinion about what instructions they would provide to prevent directness in writing. The question started as follows, "In a research made by foreigners, they claimed that writing of L2 learners is too direct in which they are seen as rude especially their Emails". The question received eleven answers only. Ten answers focus on formality and politeness of the language used by the students. Two of the ten teachers say that students should consider the audience and formality of the language. One teacher states that students should have exposure to the Language and they need to contact native speakers. Interestingly, teachers really focus on formality and politeness to avoid directness of the language when it comes to writing.

The thirteenth question investigated teachers' opinion whether they think that teaching written expression through pragmatics is important. Twelve teachers confirm and agree with the situation. One teacher marks no response. The question also demanded the teachers to give an illustration of the reasons behind their views. Generally, teachers indicate that integrating Pragmatics in written expression classes helps learners to gain more knowledge and insights on how to write appropriately in terms of respecting the meaning and the context. Teachers highly believe in the importance of pragmatics concerning written expression classes.

The fourteenth question required the teachers to describe or outline some of the difficulties that they face in teaching pragmatics in written expression classes. Only ten teachers answered this question. Their answers were in the same scope. Teachers claim that mainly, students used to believe that excellence in Language means mastering its vocabulary or grammar; they even learn them by heart. Students also suffer from linguistic weaknesses, Lack of interest and motivation and the Lack of general culture about the learnt language. Interestingly, teachers are facing students stereotyping that developing language is related to developing grammar.

The fifteenth question investigated teachers' beliefs about the fact that Pragmatic Instructions can raise students' cultural awareness as well as their language competence and therefore raises their writing accuracy. All the teachers answered the question illustrating that Pragmatic Instructions make the students aware of the cultural and pragmatic background, and thus influence their fluency when writing and in result, it ameliorates sequencing their ideas. One example of Teachers' comment is that " language reflects ideology that in turn reflects culture. We write to communicate our feelings, attitudes, behaviours, ideas not just our intellectual needs or knowledge".

Finally, the last question in the teachers' Questionnaire demanded teachers to illustrate the most effective ways to develop students' writing using pragmatics. Five teachers state that

they do not know. One teacher thinks that an effective way is to analyze natives' written production. Three teachers claim that teaching writing should evolve the linguistic , socio-linguistic, discourse and strategic competence. One teacher suggests that students should be exposed to different contexts and contents of written pieces. One teacher hints at supporting the students and asking them to keep on writing anything about any topic. Another teacher proposes exemplification, modeling, and contextualisation.

2. 1 Students Questionnaire Results

Section One Biographical information

The first question of the students' questionnaire was targeted to know the participants gender

Table 8 : Participants' Gender

	Male	Female
Frequency	9	39
Percentage	18.8	81.3

There were forty-eight students participating in this questionnaire. Accordingly, there is a huge difference between the numbers of participants. Nine students of the participants are Males (about 20%) while thirty-nine of them are females (80%).

The second question interrogated learners' experience period of learning English language

Table 9 : Learning English more than 10 years

	6-10 Years	More than 10 years
Frequency	11	37
Percentage	22.9	77.1

Chapter Two: Research Methodology and Design, the Findings and interpretation of Data

In Algerian context, students start to learn English starting from their first grade in middle school. According to the results, most of the students have learnt English for more than ten years. However, the remaining eleven students have studied for about 6-10 years.

The third question investigated Master students' language learning experience outside Algeria.

Table 10 : Students' language learning experience outside Algeria

	Yes	No
Frequency	42	5
Percentage	91.7	8.3

Unfortunately, most of the students do not have any experience outside of their homelands in learning English language. Only five of the participants declare that they have some abroad experience concerning learning English.

Section A : Students' previous experience with Pragmatics in Written expression

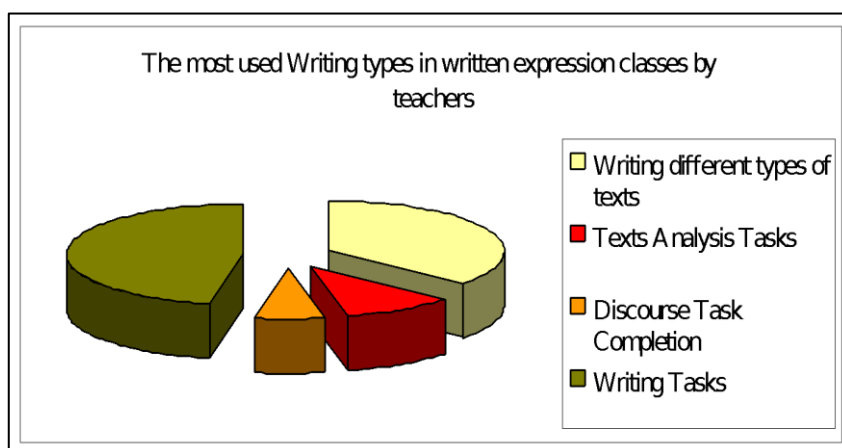
The first question in this section, which is the fourth question in the questionnaire, attempted to know tasks which written expression teachers use most often in their sessions.

Table 11 : The most used Writing types in written expression classes by teachers

	Writing different types of texts	Texts Analysis Tasks	Discourse Task Completion	Writing Tasks
Frequency	17	5	3	22
Percentage	36.2	10.5	6.4	46.8

According to the table results, 36% of the students state that their teachers use writing different types of texts. Five of the participants claim that their teachers use texts analysis

tasks. Only 6.4% of the learners receive discourse task completion in their written expression classes. The remaining majority indicate that they usually have writing tasks



Graph 8 : The most used Writing types in written expression classes by teachers

The graph shows that students receive mostly writing tasks from their teachers in their written expression classes.

The fifth element interrogated students' response about whether their teachers introduce any cultural references in written expression classes or not.

Table 12 : Teachers’ introducing of any cultural references in written expression classes

	Yes	No
Frequency	21	27
Percentage	43.8	56.3

The majority of students, representing twenty-seven participants, claim that their teachers do not introduce them to any cultural references in written expression classes. Twenty-one of them said state the opposite



Graph 9 : Teachers' introducing of any cultural references in written expression classes

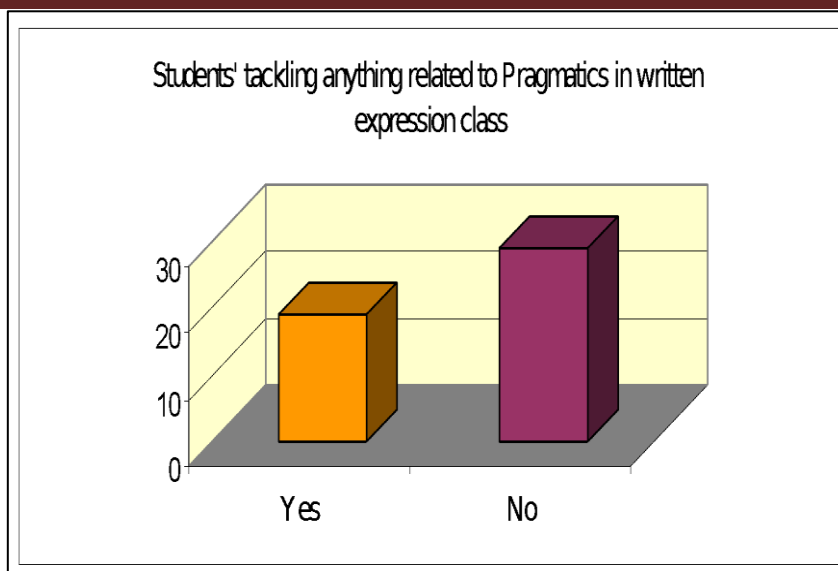
The graph shows that students believe most of their teachers' do not introduce any cultural references in W. E class.

The sixth question asks if students tackle anything related to pragmatics in written expression classes. Generally, Master Linguistics' students interpret Pragmatics as a module.

Table 13 : Students' tackling anything related to Pragmatics in written expression class

	Yes	No
Frequency	19	29
Percentage	38.3	61.7

According to the students' answers, 29 of the students deny they have tackled anything that has relation to pragmatics when having their written expression lessons. However, the rest nineteen participants assure they tackled pragmatics when studying Written expression



Graph 10 : Students' tackling anything related to Pragmatics in written expression class

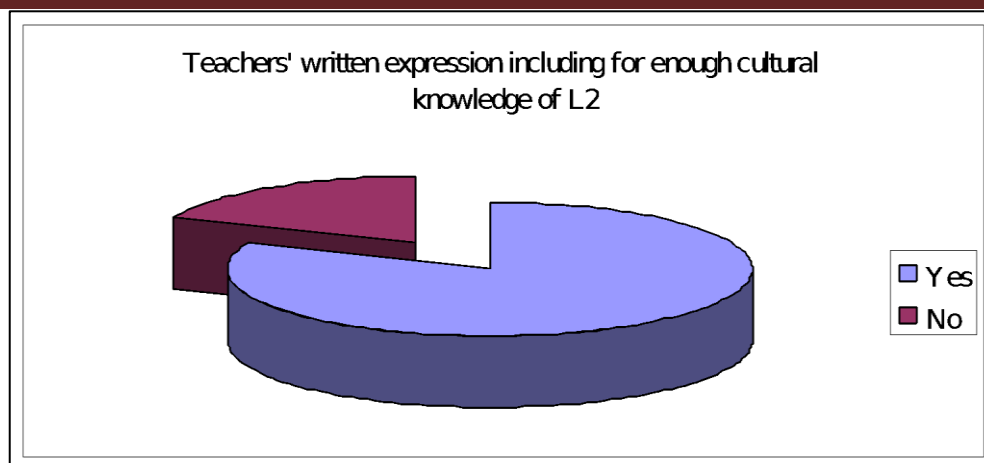
The Graph above indicates that most of the students in this study do not encounter anything related to pragmatics when they have their written expression classes.

The seventh targets students' beliefs about teachers of written expression if they are not including enough cultural knowledge of a second language.

Table 14 : Teachers' written expression including for enough cultural knowledge of L2

	Yes	No
Frequency	39	9
Percentage	81.3	18.8

In the table above and according to students responses, the majority has confirmed that their written expression teachers do not include enough cultural background of English language when teaching them written expression. However, nine of the participants claim the opposite.



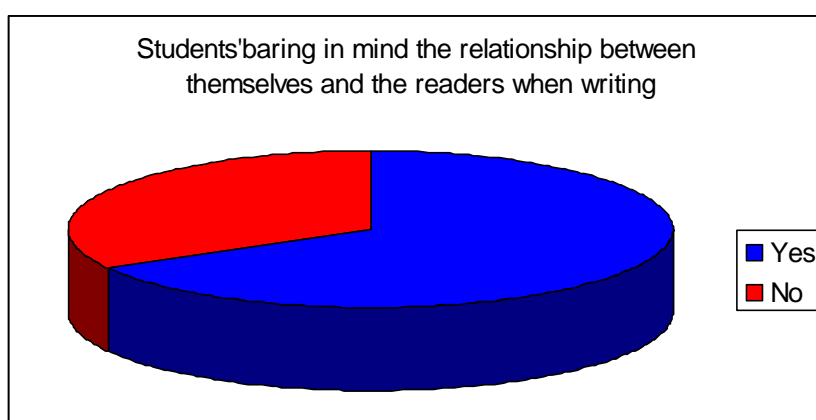
Graph 11 : Teachers' written expression including for enough cultural knowledge of L2

The graph shows that 81% of students claim that their teachers are not including enough cultural knowledge with their written expression classes. The eighth interrogates students while writing if they bare in mind the relationship between them and the readers.

Table 15 : Students' baring in mind the relationship between themselves and the readers when writing

	Yes	No
Frequency	32	16
Percentage	63.8	36.3

Surprisingly, most of the students (64%) indicate that they bear in mind the relationship between them and the reader whom they are writing for. Only 36% of the learners say that they do not pay much attention to this relation



Graph 12 : Students 'baring in mind the relationship between themselves and the readers when writing

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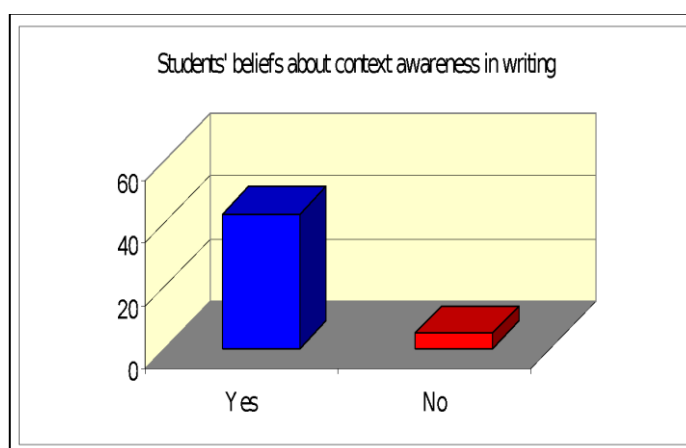
The graph shows that most students bear in mind the relationship between them and the one whom they are writing to.

The ninth element asked students if they believe that they should be very aware of the contexts importance before even writing something

Table 16 : Students' beliefs about context awareness in writing

	Yes	No
Frequency	43	5
Percentage	91.5	8.5

The table shows the results for the ninth question. Interestingly, forty-four of the students, representing 91.5%, insist that they are very aware that the context is important before writing. Only five students admit that they do not believe so



Graph 13 : Students' beliefs about context awareness in writing

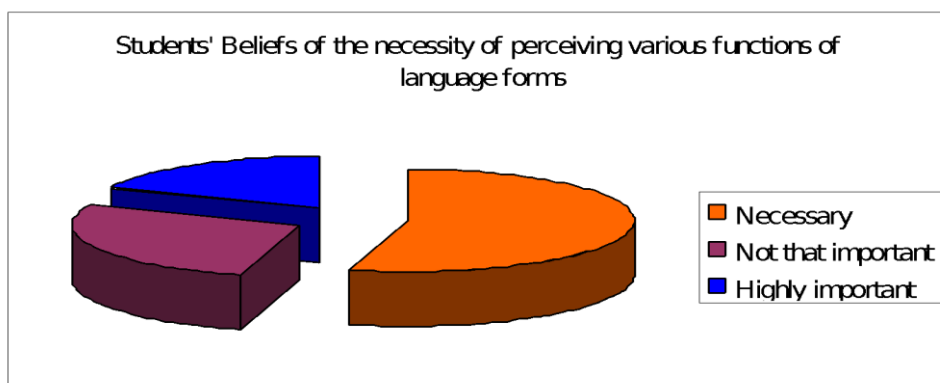
The graph shows that students highly believe they should be aware about context when writing.

The tenth element questioned students about their beliefs of the necessity of perceiving various functions of language forms in written expression.

Table 17 : Students' Beliefs of the necessity of perceiving various functions of language forms

	Necessary	Not that important	Highly important
Frequency	26	13	9
Percentage (%)	54	27	18

26 students believe that it is necessary to perceive various functions of language forms. Surprisingly, 13 students think it is not that important while only nine students believe that it is highly important to perceive various functions of language forms



Graph 14 : Students' beliefs of the necessity of perceiving various functions of language forms.

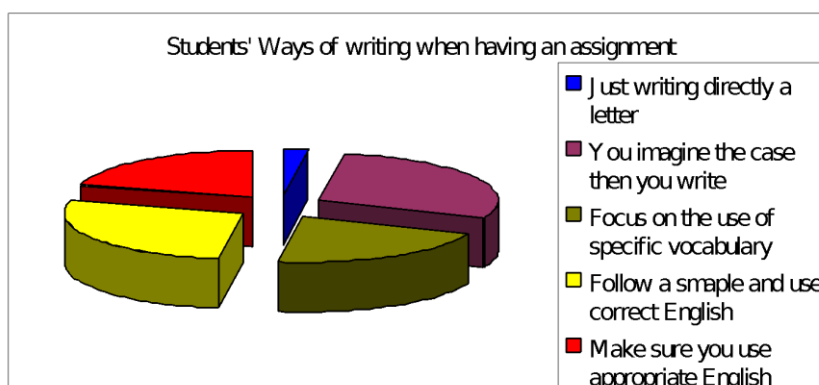
The graph shows that most students believe that perceiving various functions of the language form is necessary.

The eleventh question indicated students' ways of writing when having an assignment. The question has five options.

Table 18 : students' ways of writing when having an assignment

	Just writing directly a letter	You imagine the case then you write	Focus on the use of specific vocabulary	Follow a sample and use correct English	Make sure you use appropriate English
Frequency	1	14	10	13	10
Percentage(%)	2	29.2	20.8	27.1	20.8

According to the students' responses, only one of the students started just writing directly a letter. Fourteen of them say that they imagine the case then they write. Ten students clarify that they Focus on the use of specific vocabularies to address the receiver. Thirteen students state that they make sure to follow a sample and use correct English. The last ten students declare that they make sure they use appropriate language that do not offend or disrespect the readers culture



Graph 15 : Students' ways of writing when having an assignment

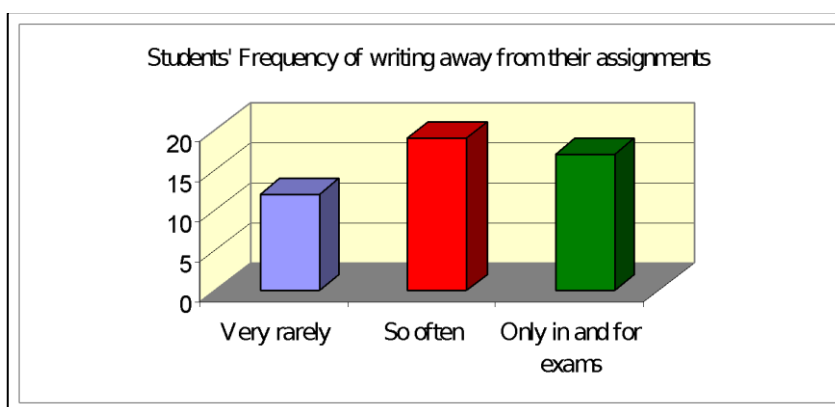
The graph shows that students, when they write, mostly imagine the case or the situation before they write.

The twelfth question interrogates how often students, As an EFL learners, write away from their writing assignments

Table 19 : Students' Frequency of writing away from their assignments

	Very rarely	So often	Only in and for exams
Number	12	19	17
Percentage(%)	25	40	35

The table shows Their answers are as follows, twelve of them declare they write very rarely. 40% of them, which is the majority, claim that they write so often. The rest seventeen students of them admit they only write for and in exams



Graph 16 : Students' Frequency of writing away from their assignments

The graph above indicates that most of the students interested in this study do not write so often. Mostly, they write only when preparing for and in exams.

Section B. Students' Perceptions on the Role of Pragmatics Instruction in Enhancing Pragmatics Awareness in Written expression classes.

The thirteenth question went as follows: Imagine you are a worker in a foreign company here in Algeria. you decided to write a complaint to your British boss about one of your coworkers. Your boss speaks two languages, he is a native speaker of English while he speaks Arabic too however he is not aware of the Algerian culture. The element then questioned Which language would the students prefer to write, English or Arabic. The

question required a justification. There are mainly forty-two answers. Essentially, thirty students believe they should use English Language to communicate with him as they think that it is better for him to understand the situation because he is a native speaker, and as a result; he has a better exposure. One interesting comment of these explanations was "The one who doesn't know the culture of one language can't decode its meaning". Four students say they use Arabic. Three students say they use both languages.

The fourteenth question suggested that Words have a crucial significance in writing. Even the proverb goes "Words speak louder than actions". The question gently asked students if they could comment on the importance of choosing words when writing and their influence on the reader. All the students highlighted the importance of diction for both writer and reader. They believe that choosing words carefully targets the reader's feeling of real actions. One student comments as follows, "Actions speak louder than words..." The meaning of the words can change from one context to another, so the writer should be aware of his reader's cultures and choose the right terms that increase the attention of the readers to continue reading. Otherwise they will lose interest.

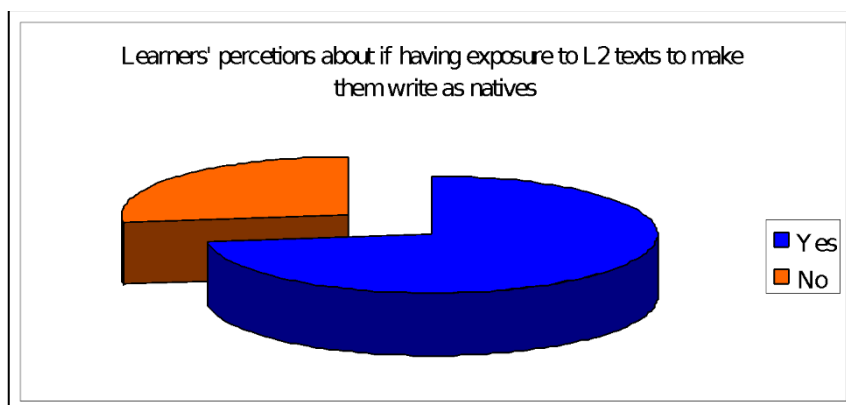
The fifteenth element focused on the main difficulties that students face when writing an Email to a native English speaker. It also requires an explanation. A main problem for students is the lack of culture in context which results in wrong choice of diction and formality (eleven answers). According to their response, students lack the ability to choose words carefully and to write academically. Other answers include difficulties in spelling, grammar, or none difficulties at all.

The sixteenth question targeted learners' perceptions about if having exposure to L2 texts will make them write as a native speaker.

Table 20 : learners’ perceptions about if having exposure to L2 texts to make them write as natives

	Yes	No
Frequency	35	13
Percentage	71.7	28.3

The table shows that 71 % of the students confirm that it is better to have exposure to L2 in order to better write as a native speaker. The remaining students did not agree on the situation



Graph 17 : Learners' perceptions about having exposure to L2 texts to make them write as natives.

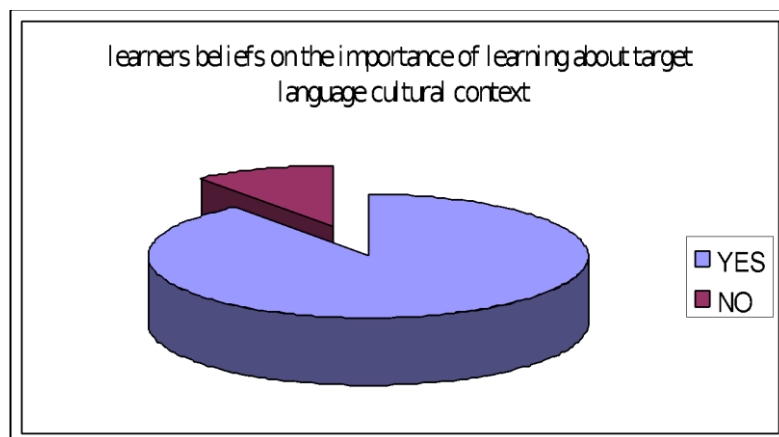
The graph illustrates that students highly believe that having an exposure to L2 texts when writing is important to them to make them write like natives.

The seventeen interrogative statement asked for learners' beliefs on the importance of learning about the target language's cultural context when learning how to write.

Table 21 : Learners' beliefs on the importance of learning about the target language cultural context when learning how to write

	Yes	No
Frequency	43	5
Percentage	91	9

Almost all the students confirm the statement. Only five students do not believe in the importance of learning about the target language cultural context when learning how to write



Graph 18 : Learners' beliefs on the importance of learning about the target language's cultural context when learning how to write.

The previous graph indicates that most of students 91% are highly aware of the importance of learning about the target language's cultural context when learning how to write.

The eighteenth question asked if students have benefited from their written expression courses with explanations for their answers. Some of the students(16) confirmed the benefits of rules and basics for writing. The other students absolutely believe that written expression is not beneficial for them. Accordingly, they think they are not as effective writers as they are supposed to be.

The final question is a part from the last question. In case students answered no for the previous question, researchers want to know students' perceptions about what is needed to make an EFL student write appropriately regarding the audience. Some of the students suggest that real situations and context with integrating more cultural aspects of L2 are highly needed with written expression classes and assignments. Other students highlight the importance of practice in contextualized settings. Some of the students focused on the need to read more authentic.

2. Discussion of Teachers' and Students' Questionnaire Results

The results above shed light on teachers' perceptions about the role of pragmatic instruction in written expression classes. Putting emphasis on pragmatic introductions and content, EFL Teachers highly believe that cultural knowledge is significant to accomplish the act of writing. About 70 % of the teachers set their focus on communicative skill when it comes to teaching written expression classes. Most of the teachers (57%) also perceive that teaching pragmatics implicitly is better for many reasons. First, students will be given the opportunity to deduce the meaning themselves, and thus enhance their understanding. Second, they think that implicit pragmatic instructions help to automate the process of learning. However, some teachers think that teaching language pragmatically, should be done both implicitly and explicitly to make the learners aware of the cultural and contextual language use. In thus regard, it is also important to obtain vocabulary according to Naghy (1995). In his study, he found out that using explicit Intructions has a good and positive effect on students. In addition, teachers indicate that learning about context will boost students' writing in the sense that when language is used within context. In this regard, learning about context will make students aware about their selection of all language aspects syntactically and semantically. Similarly, according to Christie (2016), giving learners' enough exposure to put them in context will help them "... engage in writing processes, shaping meanings, working towards purposes and creating different texts, or 'products". As a result, they will justify everything they write. They will be able to think in English . Hence, this will improve their writing ability. It is important that 53% of teachers believe that the most mistakes made by learners are directness in writing besides the interference of the mother tongue. This is due to a common belief among students that their excellence in language means majoring in grammar rather than acquiring cultural and pragmatic knowledge about the foreign language (Teachers' answers). These results also reveal in their unawareness of the formal and academic writing. Hence, teachers think that using pragmatic

instructions in written expression class will contribute to the students' awareness of cultural and pragmatic knowledge of the language. Thus, language reflects thoughts that in turn reflects culture (Madison 2020). Being aware of this will help students communicate, throughout writing, their feelings, thoughts and attitudes accurately and appropriately. Teachers also suggest that in order to implement pragmatic instructions within written expression courses, teachers should provide students with exposure to authentic writings using exemplifying and modeling. As a result, EFL students will be able to contextualize the language and consequently, write it appropriately. The same results were found by Faghih and Anasri (2009) in their study. They found out that there is a positive relationship between pragmatics and the enhancement of writing ability of the students. On this basis, pragmatic instruction is vital for teaching writing.

It can be said that Master One students of the Linguistics branch are aware of Pragmatic concepts when having their written expression class. Although teachers generally introduce writing tasks within their written expression sessions (46%), Most of the students (27 of them) believe that their teachers do not provide them with any cultural references in writing. Technically, they believe they do not have enough exposure when having written expression classes. When having a written expression class, students assure that they do not tackle pragmatic knowledge. In this regard, only 15% of the teachers declare they introduce cultural meaning when teaching writing. Although most of them highlight the importance of pragmatic knowledge. However, students confirm they are highly aware of the context when writing. They also assure they bare the relationship between them and the reader. Most of the students perceive learning functions of language as a necessity and of highly importance. In the process of writing, most students state that although they write so often, they either imagine the situation before they write, or use a sample. In students' background, most of them believe in the importance and need of L2 exposure to better write using the language.

Generally, the research found out throughout this study that teachers of M'sila University of Mohammed Boudhiaf are aware of the importance of Pragmatics' awareness and its role in teaching written expression sessions. However, they are trying to include pragmatic culture when teaching. On the other hand, Students are aware of Pragmatic concepts. Yet, they believe their teachers should introduce them to more exposure to the second language to be better writers.

3. Recommendations for Further Research

After tackling this study, researchers would recommend other investigators to conduct this research experimentally. This research needs more examples of real life statements within pedagogical settings. An experiment in written expression classes using Pragmatic instructions would emphasize the role of instruction in writing. On another level, researchers recommend applying this research to secondary education students. Pragmatic Instructions are highly important to use while learning the language. Specifically, secondary education in Algeria Introduces English as a third language. In this sense, as students learn the basics to write, they should first integrate cultural and contextual situations that offer them an exposure to English, and allow them to write properly.

4. Limitations of the Study

This research has faced many limitations. First, the global quarantine has delayed the process of accomplishing this study. As researchers were not able to meet mostly or collaborate, the accomplishment of this study was hard. In addition, the pandemic resulted in stopping researchers from having an experimental study concerning the topic of Integrating pragmatic instructions within written expression courses. Instead, researchers had to conduct their research descriptively. This has been throughout knowing teachers and students perceptions on the use of Instructional Pragmatics in written expression classes. Another Limitation was the use of questionnaires online. This was due to the lack of collaboration of respondents.

General Conclusion

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Communication in Foreign language is highly crucial for many language learners, especially producing the language in written forms. Many EFL learners encounter difficulties associated with their understanding of the context when writing. Generally, students are unaware of the contextual and cultural background of the language when writing. Therefore, they write in inappropriate language without being conscious of the mistakes they make. Therefore, EFL teachers consider looking for methods to help learners perceive foreign language appropriately and provide them with cultural knowledge in order to better write in the foreign language regarding its context. In this sense, understanding the language in its pragmatic consideration allows learners to comprehend context when writing in the target language.

This research aimed at investigating the teachers' and students' perceptions towards the role of Pragmatic instructions in written expression classes. In order to accomplish this purpose, researchers have chosen the descriptive method when conducting this study. In addition, researchers used one data gathering tool: Questionnaire. In the process of this research, investigators chose thirteen teachers and forty-eight students from University of Mohammed Boudhiaf, Msila, as a sample for their study.

Throughout this study, researchers aimed at knowing how teachers and students perceive the role of pragmatic instruction in written expression. On the one hand, teachers believe in the need to implement pragmatic instructions in writing teaching. Mainly, teachers believe that their students lack the proficiency of writing due to their unawareness of the pragmatic and cultural background of English language. Thus teachers estimate that their students focus more on grammar than context. This results in informal language sometimes

General Conclusion

and no cohesive/coherent passages as a result of the misuse of vocabulary to communicate their ideas.

However, on the other hand; students believe that their teachers do not provide them with authentic and native materials of written production in order to improve their writings. Students are aware of the pragmatic background of their English language. However, they declare that they do not know how to use Language in context. Finally, students emphasize the need for foreign language exposure to ameliorate their writing in order to communicate well. In other terms, students' unawareness of how to use the target language in its context appropriately can be due to the Algerian curriculum which does put concentration on grammar and vocabulary rather than emphasis on pragmatic considerations and aspects of the language. All in all, both teachers and students believe that integrating pragmatics in the writing learning process represents a highly significant inquiry for both EFL learners and teachers.

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Appendix

Appendix

Appendix 01

Teachers' Questionnaire

Instructions: As part of a research study on Teachers' and students' perception about pragmatics instruction in written expression classes teaching, we would like to know your opinion on this issue. Please take your time to complete this questionnaire about your perception of pragmatics instruction in written classes in your classroom. Your sincere answers will be of great value to us as they can ensure the accuracy of the data will help us get insights into the issue. The information provided by you will be confidentially secured and used only for the research purposes. Thank you very much for your co-operation and assistance.

Part 1: Demographic information (Please tick your choice.)

1. What is your gender?

Male

Female

2. How long you have been teaching English?

Less than 5 years

More than 5 years

3. What is the highest degree you have?

Master

Majister

PhD

4. Did you study for your degree(s) overseas or have you had any overseas English learning experience?

Yes, which country?

No

Appendix

Section A: Please answer the following questions. If you choose more than one option, please rank them from the most important to the least important use numbers (1 most important , 2, 3...)

5. What type(s) of pragmatic knowledge do you teach students in writing class?

General pragmatic information

Speech acts

Metalanguage: the use of different sentence types (declarative, imperative, and interrogative) when introducing topical units, particular linguistic forms, usage information, or student instructions.

Cultural knowledge

6. Please Rank the following terms from first to last according to their importance.

The basics of written expression teaching / learning

Cultural meaning

Linguistic knowledge

Different standard forms of genres

7. When Teaching students W. E, you focus mostly on enhancing

Linguistic competence

Communicative skills

8. What types of activities do you use to teach pragmatics in written expression classes?

Role-play

Pair-work

Writing essays

9. a. Which of the following way(s) do you use to give students instruction of pragmatics in written classes? Explicit Implicit

b. Which type of instruction (implicit/explicit) is more effective in teaching pragmatics in written classes? Explain?

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

Appendix

10. In written expression class, what are the most mistakes that your student make?

They make a lot of grammar mistakes.

They write spontaneously and directly without regard to creativity and context

They do not use appropriate vocabulary according to the context

Others.....

Section B: Please answer the questions

11. How do you think that learning about context would boost students' writing?

.....
.....

12. In a research made by foreigners, they claimed that writing of L2 learners is too direct in which they are seen as rude especially their Emails. In your opinion, what instructions would you provide to prevent directness in writing?

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

13. In your opinion, is integrating pragmatics in teaching written expression important? Why?

.....
.....

14. What are the difficulties that you face in teaching pragmatics in written classes?

.....
.....

15. How you believe that Pragmatic Instructions can raise students' cultural awareness as well as their language competence and therefore raises their writing accuracy?

.....
.....

16. What are the most effective ways to develop students writing using pragmatics?

.....
.....

Appendix

Appendix 02

Students' Questionnaire

Instructions: As part of a research study on EFL Teachers' and Students' Perceptions of the Role of Pragmatics' Awareness in Teaching Written Expression, we would like to know your opinion on this issue. There are no "right" or "wrong" answers. Your sincere answers will be of great value to us as they can ensure the accuracy of the data will help us get insights about the issue. The information provided by you will be confidentially secured and used only for research.

Thank you very much for your co-operation and assistance.

Part 1: Demographic information (Please tick your choice.)

1. What is your gender? A. Male B. Female
2. For how many years have you been learning English? A. 6-10 years B. More than 10 years
3. Do you have any language learning experience outside of Algeria? A. Yes B. No

Part 2:

Section 1: Please choose only one answer from following choices to each question.

4. What tasks do your written expression teachers most often use in their sessions?
A. writing different types of texts
B. texts analysis tasks
C. discourse task completion
D. writing tasks
5. Did your teachers introduce any cultural references in written expression classes? A. Yes
B. No
6. Did you tackle anything related to pragmatics in written expression classes? A. Yes B. No
7. Do you think that teachers of written expression are not including enough cultural knowledge of L2?
A. Yes B. No
8. When you are writing, do you bare in mind the relationship between you and the reader?
A. Yes B. No
9. Do you believe that you should be very aware of the context's importance before even writing something? A. Yes B. No
10. In written expression, how do perceive learning the various functions of language forms (i.e., greetings, request and apology)?
A. Necessary B. Not that important C. highly important

Appendix

11. When you are given a certain writing assignment such as a letter to someone, you start: A. Just writing directly a letter
- B. You imagine the case then you write
 - C. Focus on the use of specific vocabularies to address the receiver
 - D. you make sure to follow a sample and use correct English.
 - E. you make sure you use appropriate language that do not offend or disrespect the readers culture
12. As an EFL learner, how often do you write away from your writing assignments?
- A. Very rarely
 - B. So often
 - C. Only for and in exams

Section 2 : Please answer the following statements,

13. Imagine you are a worker in a foreign company here in Algeria. you decided to write a complaint to your British boss on one of your coworker. Your boss speaks two languages, he is a native speaker of English while he speaks Arabic too however he is not aware of the Algerian culture. Which language would you prefer to write in English or Arabic? And why?

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.....

14. Words have a crucial significance in writing. Even the proverb goes "Words speak louder than actions". Could you please comment on the importance of choosing words when writing and their influence on the reader?

.....

15. What are the main difficulties that you face when writing an Email to a native English speaker? Explain.

.....
.....

16. Do you think that having exposure to L2 texts will make you write as a native speaker? A. yes B. No

17. Do you believe in the importance of learning about the target language cultural context when learning how to write? A. yes B. No

18. Have you benefited from your written expression courses? In other words, have your written expression class allowed you to write appropriately to whomever you want? Would you please explain?

.....

.....19. In case no for the previous question, what do you think is needed to make an EFL student write appropriately regarding the audience?

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Résumé

Améliorer l'écriture en langue anglaise peut être l'objectif et la passion de tous les enseignants et apprenants des langues. Ceci peut être réalisé en percevant la langue culturellement et en la comprenant dans son contexte. Cette étude vise à examiner la perception des enseignants et des étudiants EFL sur le rôle de la sensibilisation à l'enseignement pragmatique dans les cours d'expression écrite. Cette recherche utilise un questionnaire pour les étudiants et les enseignants de l'Université Msila de Mohammed Boudhiaf. Cette étude montre que les enseignants sont conscients de l'importance des instructions pragmatiques et de leur rôle dans l'amélioration de la sensibilisation des apprenants de l'Anglaise comme une Langue Étrangère dans les cours d'expression écrite. De plus, l'étude révèle que les étudiants du Langue Anglaise sont au courant des instructions de Pragmatics. Cependant, ils ne sont pas en mesure de l'appliquer à leurs cours d'expression écrite car ils manquent d'exposition aux langues étrangères.

ملخص

إن تحسين الكتابة باستعمال اللغة الإنجليزية هو الهدف والشغف لمعظم المعلمين والمتعلمين، ويمكن تحقيق ذلك فقط من خلال إدراك اللغة ثقافياً وفهمها في سياقها وهذا ما يفتقر إليه معظم متعلمو اللغة الإنجليزية. في هذا السياق، تهدف هذه الدراسة إلى البحث في مدى إدراك المعلمين والطلاب لدور التعليمات البراغماتية في التأثير على الوعي الإدراكي فيما يخص دروس التعبير الكتابي باللغة الإنجليزية. يستخدم هذا البحث استبياناً لكل من الطلاب والمعلمين في جامعة محمد بوضياف تكشف هذه الدراسة أن المعلمين يدركون أهمية التعليمات البراغماتية ودورها في تعزيز وعي متعلمي اللغة الإنجليزية كلغة أجنبية في دروس التعبير الكتابي. بالإضافة إلى ذلك، كشفت الدراسة أن طلاب اللغة الإنجليزية كلغة على دراية بماهية ودور التعليمات البراغماتية، لكنهم غير قادرين على تطبيقها فيما يخص التعبير الكتابي الخاصة بهم لأنهم يفتقرون إلى التعرض للغة أجنبية.