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The Impact of Pragmatics Instruction on Students' Grammar Achievement: The Case of Second Year Students at the Department of English at M'sila University

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Submitted by:

Islam BEN ADEL

Sara BENMADANI

Supervised by:

Dr. Assia BAGHDADI

Board of Examiners

Chairperson: Mrs. Nassima AMIROUCHE **Med. Boudiaf University, M'sila**

Supervisor: Dr. Assia BAGHDADI **Med. Boudiaf University, M'sila**

Examiner: Miss Messaouda LAADJINI **Med. Boudiaf University, M'sila**

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Dedication

To my parents,

To my brother and sisters,

To my grandmother,

To all those who love Linguistics,

I dedicate this work.

Ben Adel

To my parents,

To my husband and my little kids,

To my sisters and brothers,

I dedicate this work.

Benmadani

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We also take the full responsibility for the mistakes and flaws in our research. Any consequences are not endorsed by our supervisor.

Abstract

Despite the fact that grammar and pragmatics hold an important place in foreign language education, the integration of pragmatic insights in grammar lessons is still neglected within the Department of English Language and Literature at the University of M'sila. The present study aims at investigating the effectiveness of pragmatics instruction on EFL students' grammatical achievement regarding the use of tenses. The study targets second year students from the Department of English at the University of M'sila. In order to achieve valid results, a triangulated research method was applied encompassing three data collection tools: A descriptive method was implemented via a questionnaire to second year EFL students, and an interview to grammar teachers at the Department of English at M'sila University; and an experimental method whereby pre and post tests were conducted on both control group and experimental group. The experimental group received explicit pragmatics instruction by means of integrating meta-pragmatic information into the principles and uses of tenses, whereas the control group was not exposed to the planned instructional treatment. The obtained results have revealed that grammar teachers do not make use of pragmatics instruction, and that pragmatics instruction does have a positive impact over students' grammatical achievement, as it raises students' awareness of all about the importance of the pragmatic dimension in grammar teaching. Henceforth, teachers of grammar should integrate pragmatics insights into their lessons for the sake of helping FL students produce contextually appropriate language.

List of Abbreviations

%: Percentage

ALM: Audio Lingual Method

CA: Communicative Approach

CC: Communicative Competence

CG: Control Group

CLT: Communicative Language Teaching

CLA: Communicative Language Ability

DM: Direct Method

EFL: English as a Foreign Language

EG: Experimental Group

ELT: English Language Teaching

EPI: Explicit Pragmatics Instruction

ESL: English as a Second Language

FL: Foreign Language

G: Grammar

G: Group

GC: Grammatical Competence

GTM: Grammar Translation Method

ILP: Inter-language Pragmatics

IP: Input Processing

L1: First language

L2: Second Language

LMD: License-Master-Doctorate

N: Number

NL: Native Language

NNSs: Non Native Speakers

NSs: Native Speakers

P: Pragmatics

PC: Pragmatics Competence

PI: Processing Instruction

Q: Question

SD: Standard Deviation

SEM: Standard Error of Mean

SIG: Significance

SL: Second Language

SLA: Second Language Acquisition

T= T-test

TGT: Traditional Grammar Teaching

TL: Target Language

TGG: Transformational Generative Grammar

$\bar{X}$: Mean

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1. Background of the Study

The present conduct builds on and contributes to the existing research in grammar and inter-language pragmatics. The former is defined as "a system of meaningful structures and patterns that are governed by particular pragmatic constraints" (Larsen Freeman, 2001 cited in Mart, 2013). That is, grammar rules are blended with pragmatics, and are indispensible to each other. In order to communicate effectively, knowledge of grammar skills is certainly required (Mart, 2013). Indeed, grammar becomes prominent in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL); in that, language learning goals would not be achieved without a good knowledge of grammar (Richards and Renandya, 2002, as cited in Mart, 2013). In fact, learning any language requires mastering its grammar system. Similarly, Zhang (2009) states that it is exact that putting grammar in the forefront in ESL/EFL, because language knowledge of grammar and vocabulary is the essential of English language. Unsurprisingly, language learners are often assessed regarding to their grammatical competence. In fact, teaching grammar skills is crucial for successful learning; however, they are insufficient for learners to communicate effectively.

In the communicative teaching approach, grammar is endorsed as a result of the interconnection of form and meaning (Azar, 2007). In this respect, communicative competence involves knowing how to use grammar of a language to achieve communication goals, and knowing how to do this in a socially appropriate way. Since communicative goals are the goals of learners' studying English, grammar teaching is necessary to achieve these goals. Azar (2007) posits that most students who experience grammar instruction usually have an advantage over students who lack sufficient grammatical knowledge. In other words, learners who do not receive grammar instruction seem to be at risk of fossilizing than those who do receive instruction (Zhang, 2009). Long & Richards (1987), as cited in Widodo

(2006), demonstrate that it cannot be ignored that grammar plays a central role in the four language skills to establish communicative tasks. That is, grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. However, communication would breakdown if speakers' grammatical utterances are not matched with the context in which they are used.

On the other hand, pragmatics is "the science of knowledge in relation to its users" (Mey, 1993). The scope of pragmatics lies in the connectedness of language usage, grammatical forms, and social factors that affect the linguistic choices (Tulgar, 2016). Therefore, grammar teaching should have the rules illustrated by the context in which they would be employed. Researches in this area of interest assert that foreign language learners often exhibit a divergence use of language from native performance (Bardovi-Harlig, 2003). That is to say, FL learners often produce linguistic forms and structures disregarding the influence of the context. So that, EFL learners should be aware of the fact that the context of language use shapes the grammatical choices (Fox, 2007). Along similar lines, in his hypothesis, Paul Hopper (1987) believes that "grammar is not static object but rather emerges in use" (as cited in Fox, 2007, p. 302).While, Ellis (2006) insists that "the grammar taught should be one that emphasises not just form but also the meanings and uses of different grammatical structures" (p.102). That is, grammatical structures must be introduced as containers of meaning rather than purely mechanical forms to be memorized by heart. In doing so, students' perception toward the mechanical system of language is likely to shift from the mechanical-based view to the meaning-based view. In support of this view, Larsen-Freemen (1999) affirms that "grammatical structures not only have a morpho-syntactic form, they are also used to express meaning (semantics) in context appropriate use (pragmatics)" (p.252). In a latter work of Swan (2007), he concluded that grammar could be divided into 'pragmatics and semantics' (p.3).

Based on the previous views of grammar and pragmatics, it should be noted that teaching grammar without pragmatics can seriously restrict learners' production. Grammatical structures are context sensitive. Indeed, the spontaneous use of certain grammatical structures can result in misunderstandings. On top of that, Choudhury (2005) insists that "the teacher as a facilitator focuses on principle of intrinsic motivation by allowing students to discover language through using it in context rather than telling them about language" (p.79).

It is worth considering that numerous studies undertaking pragmatics instruction has proved it to be an exceptionally effective tool to be included in teaching (Bardovi-Harlig, 2003; Soler, 2005; Tajedin and Ghammar, 2011; Rose, 2012; Krulatz, 2014; Garibeh, Mizraee, and Notash, 2016). In this regard, the misuse of linguistic choices in students' productions is due to the lack of the pragmatics instruction while teaching (Lucas, 2007). Hence, in order to avoid the non-like target production, teachers should design instructional pragmatic materials and have them included in teaching (Bardovi-Harlig, 2005). Integrating authentic and appropriate language materials would assist teachers to establish a bridge to bridge language functions, forms, and uses all at once since language learning and teaching have moved from the traditional approaches of focusing on the mechanical system (Chalak and Abbasi, 2015). Significantly, it is a must for language learners to bear in mind that each grammatical choice is meaning-governed. For language learners and instructors alike, language is a multi-faceted system; proficiency is unlikely to be achieved if language is divided into sub-parts. Indeed, the whole is more important than the sum of its parts (Koffka, 1935).

In the light of the literature discussed earlier, the present study does not describe or estimate the extent to which pragmatics and grammar are interrelated, but rather seeks to investigate the effects of integrating pragmatics instruction on students' grammar performance. Although considerable research has been devoted to examine the impact of

pragmatics instruction upon the grammar of politeness, such as, requests, compliments, apology, and other aspects, rather no analytical attention has been given to the grammar of tenses. Hence, the present empirical study takes an active stance and offers new proposals of testing the effects which could this method bring upon enhancing students' grammar achievements, precisely upon the use of tenses, and investigating whether EFL teachers integrate it at M'sila University.

2. Statement of the Problem

EFL teaching requires not only inundating students with grammatical structures and forms, but also implementing the social conventions, rules, and norms that underlie language use. Nevertheless, EFL teachers in fact place a heavy emphasis on the lexical, the syntactic, and the mechanical aspect of English; the aspect of pragmatics is relatively ignored. As a result, EFL learners are unable to use the grammatical knowledge in a way that conforms to the social conventions of the L2 due to the absence of direct inclusion of pragmatics instruction in grammar teaching. It is worth mentioning that, EFL learners noticeably fail to employ the appropriate linguistic choices when engaging in communicative activities.

3. Significance of the Study

The present study would be a contribution to inter-language pragmatic research (ILP) as the effects of pragmatics instruction on enhancing students' abilities to employ L2 tenses correctly and appropriately have not been investigated. Particularly, it is significant to teachers who seek for the betterment of grammar teaching. Moreover, it attempts to provide EFL students with a comprehensible view of what constitutes effective and appropriate language use. Hopefully, the present study would reveal sustained results so as to improve grammar teaching and to support the shift from the form-focused view to the meaning based-view.

4. Objectives of the Study

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

1. To investigate whether EFL teachers at the University of M'sila integrate pragmatics instruction in grammar teaching.
2. To get an idea about the students' awareness of the pragmatic aspect in their grammar learning.
3. To test the effect of pragmatics instruction on promoting EFL students grammatical performance.

5. Research Questions:

In the light of the reviewed literature, the present conduct seeks to find answers to the following questions:

1. To what extent do grammar teachers integrate this method in grammar teaching?
2. To what extent are second year students aware of the importance of pragmatic aspect in their grammar learning
3. What is the impact of pragmatics instruction on students' grammar performance?

6. Hypothesis

In the light of the aforementioned questions, the following hypothesis is formulated.

Integrating pragmatic instruction in grammar teaching is likely to foster the students' use of tenses.

7. Research Methodology

This section is devoted to the research methods of the present study, including all of the research type, the sample taking part in this study, research instruments, and the outline of the dissertation.

7.1 Research Method

Since the current study is an interventional classroom research, we opted for the triangulation design as it is the most appropriate way for finding answers to our questions and verifying our hypothesis. In this design, both quantitative and qualitative data gathering techniques are employed.

7.2 Sample of the Study

The sample taking part in this study is second-year EFL students in the department of language and English literature at Mohamed Boudiaf M'sila University. In general terms, the population under this study is about 104 students, divided into four (04) groups with an average of twenty-five to twenty-six students in each group. From this population of about 104 students, two intact groups are the sample of the present study, which were determined by random selection. Additionally, five (05) teachers of grammar, in the same department, are opted for to handle our interview. Yet, one teacher of them was not able to participate in this study.

7.3 Data Gathering Tools

In order to ensure the validity and the reliability of the obtained data, pre test and post test are the main data gathering tools. In an attempt to gain more meaningful insights into the situation, an interview and a questionnaire are also employed. On one hand, questionnaire is designed and administered to students. On the other hand, interviews are conducted with

teachers of grammar. Hopefully, the aforementioned data collecting instruments will help in obtaining sustainable results and, thus, verifying our hypothesis and answering our research questions.

8. Structure of the Dissertation

The present dissertation falls into three chapters. In the first chapter, we have attempted to provide an overview on pragmatics, namely its basics, types, and the instructional approaches in teaching pragmatics. In the meantime, the second chapter is dedicated to grammar, the way it is taught, types, and most importantly, the interrelatedness of pragmatics and grammar. Whereas, the third chapter sets out the research methods, and provides a detailed analysis that was obtained from the data gathering tools in question. Within this part, suggestions and recommendations would be provided for EFL teachers concerning the implementation of the method in focus at M'sila University.

9. Definition of Terms

In this section, the most prominent terms used throughout this research will be demonstrated.

Communicative Competence (CC): According to Hymes (1972) "communicative competence refers to the level of language learning that enables language users to convey their messages to others and to understand others' messages within specific contexts" (as cited in Saleh, 2013).

Explicit Pragmatics Instruction (EPI): In the view of Rose (2012), EPI "refers to providing direct instruction on how specific forms are used in context to accomplish pragmatic goals."(p. 671)

Grammar: "Grammar is a meaning-making recourse. It is made up of lexico-grammatical form, meaning, and use constructions that are appropriate to the context." (Larsen-Freeman & Celce-Murcia, 2014, p. 2)

Grammatical Competence (GC): The ability to form meaningful sentences and utterances based upon set of appropriate rules (Fikron, 2018).

Inter-language Pragmatics (ILP): Kasper (1992) defines ILP as "the branch of second language research which studies how non-native speakers understand and carry out linguistic action in a target language, and how they acquire L2 pragmatic knowledge" (p.01).

Pragmatic Competence (PC): According to Buchman (1990), "pragmatic competence is the ability to use the language to express a wide range of functions, and interpret their illocutionary force in discourse according to the socio-cultural context in which they are uttered"(as cited in Rueda, 2006, p. 173).

Pragmatics: " The study of language from the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication." (Crystal, 1997, p. 103 as cited in Kasper & Rose, 2001)

Input-flooding Technique: "It provides the learners with ample exposure to the target form" (Mirzapour, 2016, p. 198).

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Introduction

In our globalized world, English is used by people of different mother tongues for interaction and for communication. The appropriate use of language requires more than using correct orders and forms of grammatical structures; it involves mastering the pragmatic knowledge as well in order to avoid misunderstanding, as communication breakdowns are often caused by cultural differences. In that, Robinson-Stuart and Nocon (1996) state that second language pragmatic acquisition is second culture acquisition. That is, students need to be not only proficient in the linguistic aspect, but also in the pragmatic aspect (Lin, 2007).

The following chapter aims to introduce pragmatics and ultimately pragmatic competence. Firstly, it introduces the concept of pragmatics with a brief overview of how it ends as a linguistic subfield. Secondly, it illustrates inter-language pragmatics as a field of inquiry. Thirdly, it highlights the importance of teaching pragmatics. This chapter ends up with pointing at the important issues in inter-language pragmatics, namely pragmatic transfer, pragmatic failure, and fossilization in pragmatics.

1. The Concept of Pragmatics: Origins and Historical Overview

Pragmatics passes a long history to establish its own identity in the field of linguistics. Although it is a new branch of linguistics, the term itself dates back to ancient Greek and Roman, where the term 'pragmaticus' is found in late Latin, and 'pragmatcos' in Greek. Both mean 'being practical' (Abraham, 2016). Originally, pragmatics derives from a special branch of philosophy of language (Arif, 2013). However, in the middle of the twentieth century, pragmatics was given a negative connotation of being '*the wastebasket*' of linguistics as a result of the debate of 'concrete versus abstract' principle of language investigation that took place in 1950. This metaphor undermined its position in the field of linguistics at that time (Arif, 2013). In that, Yule (1996) states:

> By placing the investigation of abstract, potentially universal features of language in the centre of their work tables, linguists and philosophers of language tended to push any notes they had on everyday language use to the edges. As the tables got crowed, many of those notes on ordinary language in use began to be knocked off and ended up in the wastebasket. (P. 6)

Nevertheless, the modern usage of the term "pragmatics" is attributable to the philosopher Charles Morris (1938), who was concerned to outline the general shape of a science of signs (or *semiotics*). By then, Morris (1938) was concerned with semiosis, that is, the process in which something functions as a sign (Levinson, 1983). Morris (1938) distinguishes between three dimensions in *semiosis*, namely: *syntactics* (later, *syntax*) being the study of formal relations of signs to one another, *semantics*, the study of the relation of signs to the objects to which the signs are applicable, and *pragmatics*, the study of the relation of signs to interpreters (Levinson,1983)

Since Morris's (1938) introduction of his trichotomy, pragmatics did not draw much attention from the linguistic world before the 1970's; the period was dominated by Chomsky's Transformational Generative Grammar (TGG). In that, Geoffrey N. Leech (1983, p. 1) made an evident description of the situation by stating that "the subject of pragmatics is very familiar. Fifteen years ago, it was mentioned by linguists rarely, if at all." It was until the late 1970's and early 1980's that pragmatics gained its academic status. Accordingly, by the establishment of the International Pragmatics Association (IPrA) in 1987, "pragmatics has come into its own, and it is here to stay" (Mey, 1993, p.3).

Consequently, pragmatics has been defined in a number of ways reflecting various perspectives and theoretical standpoints. Morris (1938, p. 6) sets the first definition that it is "the science of the relation of signs to their interpreters". After this initial definition, there have been great numbers of definitions. Levinson (1983, p.5) defines pragmatics as such "the

study of language use". On the other hand, Leech (1983) divides pragmatics into two distinct components: 'pragma-linguistics' and 'socio-pragmatics' (pp.10-11). According to him, pragma-linguistics is "the study of the linguistic end of pragmatics*"* (Leech, 1983, p. 11) that deals with grammar and refers to particular resources a speaker has to convey in particular communicative acts. Socio-pragmatics, on the other hand, is "the sociological interface of pragmatics" (Leech, 1983, p. 10). It is, thus, related to sociology and deals with the social conditions under which speakers interpret and perform their communicative acts.

Differently, Mey (1993) focuses on the 'message' and 'language users'. He puts forward the belief that "pragmatics is interested in the process of producing language and in its producers, not just in the end product, language" (p. 5). Hence, pragmatics is meant to study the use of language in human communication as determined by the condition of society (Mey, 1993, p. 6).

According to Yule (1996), "pragmatics is concerned with the study of meaning as communicated by a speaker (or writer), and interpreted by a listener (or reader)" (p.3). In this definition, pragmatics seems to deal with analysing what people mean by their utterances, rather than what words or phrases in those utterances might mean by themselves. It is, thus, the study of "the speaker's meaning" (ibid). In his definitions, Crystal (1997) states that "pragmatics is the study of language from the point of view of users, especially the choices they make, the constraints they encounter in using language in social interaction and the effects their use of language has on other participants in the act of communication" (cited in Kasper & Rose, 2001, p.103). That is, pragmatics is the study of communicative action in socio-cultural context.

2. The Difference between Linguistic Competence and Pragmatic Competence

One of the main concerns of foreign language teachers is developing the language competence of their language learners so that they can use language correctly and appropriately in different social contexts. Language competence, in this sense, refers not only to the underlying knowledge of the linguistic aspects of the language system, such as grammar and lexis (the linguistic competence), but it goes beyond to include the extra-linguistic features of language (pragmatic competence) (Nouar, year-unmentioned).

Chomsky (1965) introduced the notion of linguistic competence to be the speaker-hearer's knowledge of his language (as cited in Tienson, 1983). Alternatively, in the field of language teaching and learning, "linguistic competence may be thought of as the learner's knowledge of the structures and vocabulary of the language, and his ability to produce and comprehend well-formed sentences in the language" (Fisher, 1948, p. 35 as cited in Nouar, year-unmentioned).

In his model of communicative language ability (CLA), Bachman (1990) asserts that language competence consists of organizational competence and pragmatic competence. The former refers to the knowledge of the linguistic code, namely grammar and vocabulary. The latter denotes "the knowledge of speech acts and speech functions and ability to use language appropriately according to context" (as cited in Dorcheh and Barchalooie, 2016, p.152).

Consistent with this perspective, Thomas (1983) considers knowledge of the linguistic code as being insufficient for successful communication and, therefore, she stresses on the social and the pragmatic sides of communicative competence. Hence, pragmatic competence is "the ability to use language effectively in order to achieve a specific purpose and to understand language in context" (Thomas, 1983, p. 92). In the view of Dorcheh and Barchalooie (2016), pragmatic competences is regarded as "the appropriate use of language in

any given social matrix where both implicit and explicit meaning take canter stage" (p. 152). Hence, pragmatic competence shall refer to the speakers' ability to select the appropriate linguistic means based upon a certain context.

In essence, in order to run a successful communication, one has to be aware of how the socio-cultural factors shape his or her linguistic strategies and orientations. Indeed, the ultimate goal of language learning and teaching should be enabling language users to produce contextually appropriate language. In that, the linguistic competence and the pragmatic competence should be regarded as complementary to each other.

3. Inter-language Pragmatics

The study of inter-language pragmatics (ILP) is a field of inquiry that can help language teachers make decisions about teaching pragmatics in their classrooms (Matusda, 1999). Significantly, ILP is defined as "the branch of second language research which studies how non-native speakers (NNSs) understand and carry out linguistic actions in a target language (L2), and how they acquire L2 pragmatic knowledge" (Kasper, 1992, p.1). In that, inter-language pragmatics is meant to examine how NNSs comprehend and produce language actions in the target language, and the ways L2 learners develop the ability to understand and perform linguistic actions in the TL. More recently, Bardovi-Harlig (2010) underlies that ILP encompasses both form and use. In this respect, she writes "pragmatics bridges a gap between the system side of language and the use side, and relates both of them at the same time. ILP brings the study of acquisition to this mix of structure and use." (p. 219).

As far as their contribution to ILP studies is concerned, Kasper & Blum-Kulka (1993) expand the field to encompass the study of the emergence of intercultural styles in bilingual speakers in a language contact situation and the use of L2 communication strategies. They identify five research areas namely: i) pragmatic comprehension, ii) production of linguistic

action, iii) development of pragmatic competence, iv) pragmatic transfer, and v) communicative effect (Bou-Franch, 1998; Liu, 2006). In the same respect, Soler (2012) asserts that ILP has prompted both cross-cultural and acquisitioned studies taking into account Leech's (1983) division of pragmatics into pragma-linguistics and socio-pragmatics. Hence, ILP has investigated the ways language users tend to weaken or strengthen the force of an utterance. It has also examined their knowledge of the particular means that are likely to be most successful for a given situation. Finally, ILP research has explored the factors that potentially influence pragmatic learning, and more precisely the teachability of pragmatic features.

4. Teachability of Pragmatics

The study of pragmatics acquaints the appropriateness of language users' utterances with context in which they are used, and teaching pragmatics is one way to facilitate the learners' production of socially appropriate language for situations they come across (Bardovi-Harlig & Taylor, 2003). Advocates of teaching pragmatics stress the need and the importance of incorporating pragmatics to foreign/second language teaching (FL / SL). They argue that observations of language learners reveal their need for pragmatics, and that instruction in pragmatics can be successful (Bardovi-Harlig, 1996; Bardovi-Harlig & Taylor, 2003; Rueda, 2006; Moron, et al., 2009). Quite similarly, Kasper and Schmidt (1996) state that language learners use language differently from native speakers. Such variation may lead to communication breakdowns between speakers and may make the speaker appear as abrupt, brusque, or uncaring (Bardovi-Harlig- & Taylor, 2003).

Moreover, the teaching of pragmatics aims at raising learners' pragmatic awareness and giving them choices for their interactions in the TL. It also helps them to become more familiar with the range of pragmatic devices and practices in the L2 (Giles and Coupland, 1991 as cited in Mohamed, 2012). Additionally, Spencer-Oatey & Žegarac (2010), as cited in

Schmidt, 2010, defend the teachability of pragmatics claiming that it assists people who set out to learn a target language by expanding their possibilities of communication. Although they might be able to produce grammatically well-formed utterances, but they still need knowledge of the pragmatic aspects of language which eventually decrease the possibilities of communication breakdowns in the L2. As a result, numerous studies have shed the light upon the importance and the necessity to teach pragmatic features of a language, and researchers have strived in a number of ways to implement L2 pragmatics instruction.

Accordingly, Bardovi-Harlig & Taylor (2003) emphasize that there is no single best way to teach pragmatics. They suggest some teaching activities from among a wide range of activities representing various teaching styles and approaches such as: awareness raising activities; use of authentic language samples; demonstration; teaching through role plays, and other activities.

Various materials have been created for teaching pragmatics in classrooms, and because pragmatics requires linguistic resources for both performing communicative acts and for discerning social perceptions of these acts, teaching materials, in turn, involve several key elements: social context, functional language use, and interaction (Taguchi, 2011). Hence, activities and tasks are designed to incorporate the aforementioned components. More recently, technology has brought new venues and formats used in teaching pragmatics (ibid). Despite that, Eisenchlas (2011) states that there is still some deficiencies in terms of including pragmatics instruction in language education and there have been little attempts to teach and to assess the pragmatic competence (cited in Tulgar, 2015). As pragmatics instruction is necessary in promoting L2 pragmatic development, Kasper & Rose (2001) assert that L2 pragmatics is teachable and that instruction is generally facilitative and does make a difference.

From among the various instructional approaches and techniques that have been proved to be effective in teaching are: implicit and explicit instructions; input processing theory and processing instruction (Li, 2011).

5. The Instructional Approaches of Teaching Pragmatics

In order to raise FL learners' pragmatic awareness and provide them with the necessary information to become competent language users, language teachers should rely upon the use of appropriate approaches and instruments in teaching L2 pragmatics.

5.1 Explicit and Implicit Approaches

The explicit and implicit instructions in pragmatic teaching are effective in helping students recognize and understand pragmatic elements. In the explicit instruction, meta-pragmatic information is taught to learners; that is, the differences and the similarities between the pragmatic norms of L1 and L2 are pinpointed and discussed in a conscious manner (Thomas, 1983). Following the explicit approach, the teacher ought to draw his learners' attention toward the target structures, uses, and functions, and the way these structures are culturally bound (Chalak and Abbasi, 2015).

In the implicit pragmatics instruction, on the other hand, such apparent information and discussions are withheld from learners, yet the learners are exposed to a diverse of opportunities which would draw students' noticing (Rose, 2005 as cited in Li, 2012). Referring to Schmidt's (1990) noticing hypothesis, researchers assert that explicit instruction is more effective than implicit instruction because when the pragmatic insights are directly demonstrated, learners' attention is easily drawn to the target pragmatic features and, thereby, increasing the chances for internalizing them and accelerating learning (Silva, 2003; Bardovi-Harlig and Taylor, 2003; Eslami-Rasekh, 2005; Soler, 2005; Li, 2012; Chalak and Abbasi, 2015; Kim, 2017).

5.2 Input Processing Theory and Processing Instruction

Input processing theory and processing instruction have recently been applied to pragmatics instruction. According to Van Patten (1998), Input Processing (IP) is a cognitive process in which learners link the grammatical forms with meanings (as cited in Oumelaz, 2015). Hence, language teachers are required to introduce the grammatical structures with the context of use. Besides, According to Farley (2001), "PI [as an explicit focus on form] makes a deliberate attempt to intervene in the acquisition process by giving the learners explicit information concerning the target item, and activities containing structured input" (p. 289). In other words, Processing Instruction (PI), which draws on the principles of input processing (IP), attempts at enhancing students' grammar intake by means of introducing the meaning of grammatical structures. Thus, learners would not search for understanding the mechanical aspect of the structure only, but they would look also for the meaning conveyed through a particular grammatical form.

Furthermore, Takimoto (2009) goes so far as to compare three types of input-based interventions. To start with the structured input tasks with explicit meta-pragmatics information, in which the grammatical structures are taught with reference to the pragmatic regularities of the L2. Secondly, the structured-input tasks without explicit information refer to the implicit pragmatics instructing. Thirdly, in problem solving tasks, students are explicitly asked to identify anomalies and their causes in conversations with regard to their L1. Consequently, the identified anomalies in conversations would be discussed an explained with regard to the L2 target norms (as cited in Taguchi, 2011). In brief, studies in ILP pragmatics reveal that pragmatic competence would be enormously enhanced if the aforementioned techniques are implemented in teaching.

6. Transferability of Pragmatics

As any other area of language, pragmatics is also transferable. Generally speaking, transfer refers to "any carryover of knowledge or skills from one problem situation to another" (Zegrac & Pennington, 2000, p. 02). More precisely, transfer in pragmatics involves the influence of L1 extra-linguistic knowledge, views, beliefs, as well as behaviours on L2 performance (Kasper, 1992). In fact, EFL learners tend to fall back on their L1 pragmatic system in the act of interactions, that is relying on their pragma-linguistic forms and on their socio-cultural norms; this is specifically referred to as pragmatic transfer. Kasper (1992) states that:

> *Pragmatic transfer in inter-language pragmatics shall refer to the influence exerted by learners' pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information. (p. 207).*

Undeniably, pragmatic knowledge is deeply rooted in one's language. Thus, EFL learners tend to over generalize some patterns of their native language (NL) when performing specific functions in the target language (TL) (Ochs, 1996 as cited in Wyner, 2014). Hence, pragmatic transfer is caused by learners' dependence upon their L1 knowledge in order to achieve communicative purposes. It is noteworthy that, learners tend to rely on their L1 pragmatic knowledge either "consciously or unconsciously" (Ishihara & Cohen, 2010), so as to solve communication problems with native speakers (NS). Either way, pragmatic transfer may serve in avoiding the hindrances of inter-cultural communication. In the meantime, it may cause also critical misunderstandings between L1 and L2 speakers. In this respect, pragmatic transfer encompasses positive transfer and negative transfer respectively.

6.1 Positive Transfer

Positive pragmatic transfer is likely to take place when the source language and the target language share similar pragma-linguistics forms and socio-cultural norms. In the view of Selinker (1989), cited in Takahashi (1996), NNSs are likely to rely on the L1 strategies which are assumed to be equivalent to the L2 strategies in terms of contextual appropriateness. EFL learners tend to generalize some of their L1 pragmatic knowledge in L2 performance due to the perceived similarities between the source and the target language.

In her influential article, Bou-Franch (2013) affirms that some aspects of pragmatic features are universal at both the pragma-linguistic and socio-pragmatic level. Despite the distinct linguistic forms and the socio-cultural rules, learners are able to employ this universal knowledge in the act of communication. Thus, this type of transfer facilitates learning, enhances the development of pragmatic competence, and drives to successful communication (Wyner, 2014; Kasper, 1992; Bou Franch, 1998). Contrariwise, negative transfer is apparent in the failure of achieving contextual appropriateness.

6.2 Negative Transfer

According to Cohen and Olshtin (1981), cited in Saito (1997), negative transfer is a result of a gap existing between the conventions and rules of the source and the target language. When people from different cultural backgrounds interact, they often employ their own sociolinguistic conventions when using the target language, leading to serious misinterpretations (Ren and Gao, 2012). Based upon this analytic focus, negative transfer shall refer to learners' obvious failure to recognize the socio-cultural knowledge of the target language (TL) that governs the linguistics choices. This insufficiency in pragmatic ability can be viewed in the lack of originality in the produced formulas (Wolfson, 1981; Ishihara & Cohen, 2010).

From a pedagogical perspective, this mismatch between L1 and L2 conventions hinders the process of second language learning, and misrepresents learners' social face; this is known as pragmatic failure.

7. Pragmatic Failure

Pragmatic failure is a term first coined by Jenny Thomas (1983) referring to the inability to adapt to the target language norms. In this regard, L2 learners' selection of the linguistic choices is determined by their own thinking system and, therefore, they behave accordingly (Luo & Gao, 2011). Additionally, L2 learners "may also lack the words and syntax to work their way through culturally familiar and unfamiliar situations" (Muir & Xu, 2011, p. 255). To illustrate, NNSs may say "you will go out with me to the library tomorrow." In this case, the native may have that sense of being obliged to go out with him. As a consequence, annoyance and discomfort in cross-cultural communication are likely to occur which result in communicative breakdowns (Muir & Xu, 2011).

7.1 Types of Pragmatic Failure

Thomas (1983) classifies pragmatic failure into two categories: pragma-linguistic failure and socio-pragmatic failure. Surprisingly, this dichotomy represents also the types of pragmatic transfer.

7.1.1 Pragma-linguistics Failure

According to Thomas (1983), pragma-linguistic is "the transferring from the mother tongue to the target language of utterances which are semantically/syntactically equivalent, but which, because of different 'interpretive bias', tend to convey a different pragmatic force in the target language" (p. 101). In this regard, the notion of pragma-linguistic failure designates the inappropriate application of L1 linguistic strategies when using the L2 in order to convey the intended meaning.

7.1.2 Socio-pragmatic Failure

Socio-pragmatic failure, on the other hand, is the impact exerted by learners' social views, beliefs, and values on their linguistic production which is, in fact, a serious violation to the L2 pragmatic set. Thomas (1983) confirms that this failure is due to learners' unconsciousness of the parameters that make the linguistic formula appropriate as a result of the cultural differences. According to experts, this inability to select the appropriate linguistic forms is due to learners' inaccurate association of L1 norms to the TL strategies (Kasper, 1992).

7.2 Reasons for Pragmatic Failure

Besides the negative transfer, several other factors seem to prompt the pragmatic failure. Firstly, EFL teachers tend to place a heavy emphasis only on the textbook language (Hale, 1996, cited in Cruz, 2013). Indeed, limited and inauthentic language materials would constrain learners' pragmatic knowledge. Cruz (2013) goes so far as to suggest that the available teaching materials are shaped by the designer's intuitions; they probably ignore other aspects of language that cause potential problems to L2 learners in real life situations.

Another key fact to mention, some EFL teachers themselves are short of pragmatic knowledge. Due to their imperfect and limited knowledge of the target language norms, they end up creating gaps in learners' pragmatic competence (Shen, 2013). It is worth considering that, due to the lack of constructive feedback from the part of teachers on their learners' outcomes, some pragmatic features tend to get fossilized. As a matter of fact, in their authoritative style, numerous teachers assign learners with tightly controlled activities which favour the grammatical correctness at the expense of pragmatic appropriateness. As a result, L2 learners will operate unsatisfactorily in the target language, especially with native speakers.

Pursuing this further, diversified other factors contribute to pragmatic failure. Kasper (1992) sheds the light on the lack of the cultural knowledge. In that, learners are unaware of the cultural values that govern the behaviour in the target language community, such as how they interact, take turns, or ask for and give information. In the same vein, the lack of linguistic knowledge is likely to cause as well pragmatic failure. For instance, learners' ignorance of the meaning of certain phrasal verbs, such as 'look out' which means 'be careful' instead of look outside (Zhaojingya, 2016). Meanwhile, in her research, Al-Hadidi (2017) has found that L2 learners who did not stay in the target language community scored less than those who had stayed in English speaking country.

In point of fact, when learners violate the target pragmatic norms, they will be regarded by native speakers as rude, impolite, and disrespectful (Wolf, Shanmugaraj, & Sipe, 2016). As far as language teaching and learning is concerned, numerous empirical studies in inter-language pragmatics have tackled this profound aspect from different angles and view points with the purpose of providing plausible suggestions to be implemented in teaching.

8. Avoidance of Pragmatic Failure

Based upon the previously stated reasons of pragmatic failure, scholars in ILP have attempted to provide insights and suggestions for EFL teachers so as to overcome this failure. First and foremost, teachers should "help students to be exposed to several speech situation or social cultural constraints within which they operate in a particular culture" (Aboud, 2011, p. 01). In other words, teachers ought to cultivate their students the pragmatic norms underlying language use, and show them the ways to codify native speakers' messages (Amaya, 2008; Cai & Wung, 2013; Zhaojingya, 2016). Besides, teachers have to select judiciously the techniques to be used in teaching in order to address the pragmatic appropriateness. Among other tasks, Amaya (2008) recommends that role play is an especially effective tool as it helps learners to perform similar situations of the daily activities.

In addition to the aforementioned suggestions, Cruz (2013) acknowledges the importance of teachers' feedback on their learners' performance. "Feedback would heighten the students' awareness of speech act behaviour and help them recognise areas of potential interference between the L1 and the L2" (Cruz, 2013, p. 38). In other words, feedback would help learners to pay a close attention to their linguistic production when they are engaged in communicative activities. To that end, they can closely control the amount of their L1 influence in the act of using the L2. In terms of method, research has confirmed that both explicit and implicit pragmatics instructions are proved to be advantageous techniques to raise learners' awareness of the pragmatic aspect of language. Consequently, learners become aware of what is transferable in terms of both pragma-linguistics and socio-pragamtic scales (kasper, 1992; Ebadi & Pourzandi, 2015).

Conclusion

In this chapter, we tried to provide an overall description of the notion of pragmatics. It has been shown how pragmatics has developed through history until it becomes one of the core branches of linguistics. Besides, this chapter has also shown how research in ILP makes its contribution significant and undeniable in foreign language teaching and learning.

Despite the importance of pragmatics instruction in promoting L2 pragmatic development, it is still neglected in most foreign language teaching curricula. Evidently, FL students face problems when engaging in communication in the TL for their lack of pragmatic awareness in L2. So that, they tend to make incorrect hypotheses about how L1 and L2 lexical and syntactic items correlate, and eventually fall down in pragmatic transfer. Correspondingly, this chapter points at some ways to overcome pragmatic failure. In the coming chapter, the concept of grammar will be introduced.

CHAPTER TWO: UNDERSTANDING GRAMMAR

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Introduction

Grammar is no doubt the essence of any language. In that, one can hardly master a language accurately without learning its grammar. Most frequently, grammar lessons are the heart of language lessons. It is worth noting that, in the absence of grammar, language will undoubtedly be chaotic (Batstone, 1994 as cited in Mammadova, 2016). Hence, the importance of grammar in language teaching is induced from the fact that the development of grammatical competence has an important role in second or foreign language acquisition.

In this chapter, we will first discuss the term "grammar" before attempting to clarify the different types of grammar, highlighting the role of grammar in language teaching, methods and approaches used in teaching grammar, and reaching an understanding of the relationship between grammar and pragmatics.

1. Definition of Grammar:

A number of definitions have been raised by researchers to grammar. Yet, trying to capture a full-scale definition of grammar seems difficult to accomplish since many have written definitions of grammar based on their views of language. Traditionally, grammar has been only associated with the analysis of the sentence, describing the rules that govern how a language sentence is formed. Later on, grammarians have broadened the scope of grammar to encompass meaning and, thereafter, use of language structures.

According to Richards and Shmidt (1985):

> Grammar is a description of a structure of a language and the ways in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and function these sentences have in the overall system of the language. (p. 230)

In this perspective, the term grammar would refer to "the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning" (Ur, 1988, p.4). Kolln & Funk (2009) go so far as to suggest three definitions of the word grammar. The first definition states that "grammar is the system of rules in our heads" (p.5). That is, knowing how to produce sentences. The second definition states that "grammar is the formal description of the rules" (p.5). This definition refers to the branch of linguistic science concerned with the formal description of language. The third definition states that grammar is "the social implication of usage, sometimes called linguistic etiquette" (p.5). This definition is referred to as the do's and the don'ts of usage, rather than grammar. In short, the difficulty to provide one comprehensive definition for grammar has been interpreted as follow:

> ...Grammar is not the kind of concept that can be given a ''correct'' definition, even professional grammarians cannot agree, and have no prosper of even finding some kind objective facts which would push us to an agreed definition. This doesn't mean that grammar itself is vague and subjective…but simply that it has no natural boundaries waiting to be discovered. (Purpura, 2004, p. 42)

2. The Role of Grammar in Language Teaching

Grammar is often misunderstood in the language teaching field. The misconception lies in the view that grammar is a collection of arbitrary rules about static structures in the language and, therefore, there is no need to teach these structures (Larsen-Freeman, 1997). In response to such an issue, Krahnkle (1985) maintains that instead of spending efforts arguing against the teaching of grammar, it would be better to spend efforts on convincing true believers in grammar instruction what new and useful role grammar tends to play in language teaching and in showing them what it is (cited in Terrell, 1991). In addition, Ellis (2002 as cited in Nan, 2015) points out that despite the significant changes in approaches to language

teaching, the status of grammar instruction is an issue that language teachers still have to resolve.

Numerous researches have argued that there is a positive role of grammar in foreign language learning. In the view of Celce-Murcia (1991), with the instruction, grammar would be no longer regarded as an autonomous system since its social functions would be stressed (cited in Nan, 2015). Additionally, Azar (2007) holds that grammar is important for learners to help them discover the nature of language. In this line of thought, she considers language as consisting of predictable patterns that make what we say, read, hear, and write intelligible. Without grammar, meaning would be communicated only by individual words, sounds, pictures, and body expressions. That is, grammar is needed for the comprehension of the nature of language. She also confirms that students who experience grammar instruction usually have an advantage over the students who lack sufficient grammatical knowledge.

Johan and Handayini (2018) view grammar as the basic rule of language. Therefore, it is needed to be mastered by students. Evidently, it is useless to study language without mastering its structures. Hence, learning the structure is necessary because it is the main capital and an important element in language. It is, thus, an essential mean in conducting communication. Similarly, Ur (1988) points out that a knowledge, be it explicit or implicit, of grammatical rules is essential for the mastery of a language. One cannot use words unless he knows how they should be put together. He maintains that "grammar, then, may furnish the basis for a set of classroom activities during which it becomes temporarily the main learning objective" (1998, p.5). Besides, he claims that learning of grammar should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole. To do this, teachers at early stages may set their students to learn the basic structures. Then, they need to quickly move to meaningful tasks, where the emphasis is on effective communication.

Moreover, Zhang (2009) claims that it is quite exact that putting grammar in the foreground in second language teaching since language knowledge of grammar and vocabulary is the base of English language. Grammatical competence, he continues, is one component of communicative competence. The latter involves knowing how to use grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this is one of the goals of learners studying English language. Therefore, grammar teaching is necessary to achieve these goals. Still, Ellis (2006) assumes that grammar teaching can contribute to inter-language development. Hence, grammar teaching is important in teaching and learning processes, and it has gained rightful place in language curriculum (Azar, 2007; Mart, 2013; Jojan & Handayini, 2018).

3. Pedagogical Grammar

The notion of grammar has been divided into a number of types; each type differs entirely from the other type at the level of methods, perspectives, and purposes. As one type, analytical grammar is used only for purely linguistic purposes; that is, studying the language for its own sake in order to generate linguistic theories. Another type to add, prescriptive grammar aims at setting the rules of correctness. It focuses on what should be correct language use. Contrariwise, descriptive grammar takes an opposite stance against prescriptive grammar. In term of methods and purposes, descriptive grammar reports only how language is used by speakers away from what is right or wrong language use (Davies, 1999).

In addition to that, pedagogical grammar is "a grammatical description of a language which is intended for pedagogical purposes such as language teaching, syllabus design, or the preparation of teaching materials" (Davies, 1999, p. 21). More precisely, pedagogical grammar is a grammatical description of a language specifically designed as an aid to teaching that language, such as the grammar textbooks used in foreign language classes or the

grammar instruction offered to trainee teachers (ibid). Similarly, Newby (2002) points out that pedagogical grammar is a grammar developed for learners of a foreign language, draws on two separate but interrelated areas of theory: firstly, descriptive modals of grammar, which can be incorporated into pedagogical reference grammars and teaching materials formulated in ways which make the description accessible to the learner, and secondly, theories of second language acquisition, which will provide the basis for classroom methodology.

Furthermore, Odlin (2006) states that pedagogical grammar usually denotes the types of grammatical analysis and instruction designed for the needs of second language students. He stresses on the need of pedagogical grammar because prescriptive grammar fails to meet the teaching needs in the case of first language speakers, just like descriptive and generative grammar fails to achieve the teaching purposes for second language learners. Indeed, pedagogical grammar differs from analytical grammar in terms of purpose, which is to teach the language rather than about the language (Davies, 1999).

4. Approaches Used In Teaching Grammar

In the history of foreign language teaching, various trends have been applied to enhance learners' competence in foreign language. The study of how learners acquire a second language has helped to shape thinking about how to teach grammar of a second language. Many influential teaching approaches consider grammar to be a key part of language teaching (Hunt, 2015). Typically, the importance placed on grammar instruction varies under different pedagogical approaches to EFL/ESL instruction. Grammar teaching has gone through different teaching contents and approaches from the Grammar-Translation Method (GTM), the Direct Method (DM), the Audio-Lingual method (ALM), to the Communicative Approach (CA) (Phi Ho & Binh, 2014).

4. 1 Grammar -Translation Method

Teaching grammar has traditionally been dominated by the GTM where the use of the mother tongue is clearly important in eliciting the meaning of the target language. The GTM was first called The Classical Method, since it was first used in the teaching of the classical languages, Latin and Greek. Its primary purpose was to enable students to read and appreciate foreign language literature for the sake of being scholarly (Brown, 2007). It was also sought through the study of the grammar of the TL, students would become more familiar with the grammar of their native language (NL) and this familiarity would help them speak and write their native language better (Larsen-Freeman & Anderson, 2011).

The Grammar-Translation Approach concentrated on grammar skills, in particular, the ability to use grammatical terminology to describe the various morphological and syntactic principles of the target language (Terrell, 1991). Accordingly, Thornbury (1999) explains that the GTM lesson started with an explanation of grammatical points. Practice activities followed involving translating sentences out of and into the target language. Grammar rules are, thus, explained using the mother tongue. Students are expected to memorize them by heart. The teacher is controller while learners are passively involved. This prevents them from producing their own language and language is not used meaningfully or naturally (Giao & Hao, 2004). In fact, Krashen (1982) claims that the GTM provides greater amounts of comprehensible input, yet it remains a grammar-based approach. He summarizes the activities of the GTM in four points:

1. Explanation of a grammar rule with example sentences.
2. Vocabulary is presented in the form of bilingual list.
3. A reading selection emphasising the rule presented.
4. Exercises designed to provide practice at the end of vocabulary lesson.

4. 2 The Direct Method

Richards & Rodgers (1986) believe that foreign language could be taught without translation or the use of learners' native tongue if the meaning was conveyed directly through demonstration and action. According to Krashen (1982), the main characteristics of DM is that all discussions, all classroom language are in the target language, either the language of exercises or the teacher talk used for classroom management. Grammar was taught inductively. To aid in instruction, the teacher asks questions that are hopefully interesting and meaningful and the students' response is then used to provide an example of the target structure. If this is well done, then, it is a direct method session. Since DM insists on accuracy; errors are corrected in class.

According to Larsen-Freeman & Anderson (2011), the DM has one basic rule: no translation is allowed. In fact, DM receives its name from the fact that meaning is to be conveyed directly in the target language with no recourse to the students' native language (NL). Hence, the direct method seemed to establish the concept of language learning very different from GTM since the latter was not very effective in preparing students to use the target language communicatively (Sárosdy et al., 2006). In the direct method, knowledge of a language was no longer an object of study and success was to be measured instead by the degree to which learners' language proficiency approximated to that of native speakers (Cook, 2003).

4. 3 The Audio-lingual Method

With the advent of Audiolingualism, instructors were not supposed to spend a great deal of time talking about the target language grammar rules. However, the oral input available to the students in the form of dialogues and pattern drills was highly structured; it followed a strictly ordered grammatical syllabus. In fact, most of students' time in an audio-

lingual course was spent drilling grammatical forms and structures (Terrell, 1991). In That, grammar is induced from the examples given; no explicit grammar rule are provided (Larsen-Freeman & Anderson, 2011).

Krashen (1982) asserts that the common features of the audio-ligual language teaching is that the lesson typically begins with a dialogue, which contains the structures and vocabulary of the lesson where the student is expected to mimic the dialogue and eventually memorize it (termed mim-mem). Very often, the class practises the dialogue as a group, and then in smaller groups. The dialogue is followed by pattern drill on the structures introduced in the dialogue. The aim of the drill is to 'streghthen habits' to make the patterns 'automatic'.

4.4 Communicative Language Teaching

CLT is used to refer to teaching grammar communicatively. This method of grammar teaching based on the CLT to the teaching of second/foreign languages. In the light of this method, language structures must not be taught in isolation, but integrated to the four skills of language. The main objective lies on the development of communicative grammatical competence, which is understood as the ability to use and understand a structure in a variety of situations spontaneously (Binh & Phi-Ho, 2014). In the same vein, Richards and Rodgers (1986) view CLT to focus on communicative proficiency rather than mere mastery of structures.

One important aspect in CLT is the role of grammar instruction. According to Krashen (1982), the Monitor Theory suggests that grammar instruction is unnecessary and has much minimal effect on SLA. Significantly, CLT scholars have become interested in form-focused instruction with communicative activities, focusing mainly on meaning with very little attention on form. Furthermore, the essence of CLT marks a shift of focus from the structured-based system of language to the successful use of that system in context.

Accordingly, successful Language-learning refers to the ability to use language effectively and appropriately in social settings. Consequently, communicative pedagogy shifted its attention from the teaching and practice of grammar rules to communicative activities (Cook, 2003).

5. Methods of Grammar Teaching

Grammar teaching can be considered as a description of the grammar of a language that is designed for teaching and learning purposes. Ellis (2006) distinguishes between two types of definitions of grammar teaching. Initially, the narrow definition describes grammar teaching as the Traditional Grammar Teaching (TGT) that "involves presentation and practice of discrete grammatical structures" (p. 84).

However, the broad definition involves "any instructional technique that draws learners' attention to some specific grammatical forms in such a way that it helps them to understand it meta-linguistically, and/or process it in comprehension and/or production so that they can internalize it" (p.84). Hence, an important issue that concerns the source of the rules was raised and two prevailing methodologies determined grammar teaching, notably the deductive and the inductive methods.

5. 1 Deductive method

A deductive approach is derived from the notion that deductive reasoning works from the general to specific. That is, rules, principles, concepts, or theories are presented first, and then their applications are treated. In other words, deductive approach stems from general to specific. In grammar teaching, the deductive approach can also be called rule-driven learning. In this approach, a grammar rule is explicitly presented to students and followed by practice applying the rule (Widdodo, 2006).

In terms of method, a deductive approach starts with the presentation of a rule and is followed by examples in which the rule is applied (Thornbury, 1999). Ultimately, the deductive approach to language teaching was traditionally associated with GTM. In this respect, Purpura (2004) posits that:

> *In this approach, the teaching of language obviously involved the transmission of grammar rules from teacher to student, and to know a language meant to know the intricacies of its grammatical system and to recite its rules. (p. 1-2)*

5.2 Inductive Method

Contrariwise, an inductive approach comes from inductive reasoning stating that reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995, as cited in Widdodo, 2006). Obviously, the inductive approach starts with some examples from which a rule is inferred. That is, without having met the rule, learners study examples and from these examples, they can derive an understanding of the rule (Thornbury, 1999).

In such a way, the learners' task relies on understanding the usage of the grammatical structure in a provided context, thereby arriving at the rule on their own. In this regard, induction or rule-discovery learning through experience is widely identified with methods of second language instruction, such as the direct method, the natural approach, and the communicative language teaching.

Azar (2007) puts forward the claim that the inductive and deductive approaches intermingle. Students are encouraged to figure out grammar patterns for themselves, and are also given explicit information about grammar. Therefore, she concludes that both approaches are helpful for students, and better be used as complementary to each other.

6. Interrelatedness of Grammar and Pragmatics

Larsen-Freeman (2015) argues convincingly that while it is true that many researchers point out that establishing connections between form and meaning is a fundamental aspect of language acquisition, she states that grammar actually has to do not only with form and meaning, but also with use; which she defines as knowing when to use grammar structure where two or more structures convey more or less the same semantic meaning. Accordingly, she maintains that little attention has been given to the pragmatics use of grammar structures. According to Larsen-Freeman (1999), the inability to link the contextual factors to the grammatical choices would cause serious misunderstandings among speakers. For this reason, students need to know about the use of structures so that they understand the consequences of their structures.

On her side, Bardovi-Harlig (1999) suggests that ILP research should focus more on the relationship between ILP and grammar. Specifically, she underscored the need for exploring how particular grammatical features at a particular stage of L2 development would activate the emergence of particular pragma-linguistic features. Based on this view, Bardovi-Harlig (2015) advocates the necessity of examining the pragmatic-grammar interface arguing that the grammatical competence may not be a sufficient condition for pragmatic development, but it may be a necessary condition.

In dealing with the pragmatics-grammar relationship, Kasper and Rose (2012) interpret this relationship by revealing two strands of studies: one of them is represented by 'pragmatics precedes grammar' studies, which claim that learners use pragmatic functions in L2 even before their acquisition of linguistic forms for realizing these functions. The second strand comprises "grammar precedes pragmatics"; studies which imply learners' acquisition of L2 grammatical features prior to its pragma-linguistic (cited in Takahashi, 2017).Grammar

and pragmatics consummate each other even if they are still of different natures (Mohammed, 2012). In this regard, Leech (1983) states that "...grammar (the abstract formal system of language) and pragmatics (the principles of language use) are complementary within linguistics" (p.4). Likewise, Hymes (1971) maintains that human communication does not involve only the knowledge of how to form linguistic structures, but also the knowledge of how to use these structures in specific communicative contexts (cited in Meyer, 2009).

In the view of Rose (2012), the only one way to bring grammar into the real world is to focus on pragmatics. Hence, students do not learn pragmatics by simple exposure to grammar. Therefore, incorporating pragmatics into curriculum could be best by extending grammar lessons to include an element of pragmatics and provide authentic examples on language use. In this respect, Ariel (2008) states that "grammar and pragmatics always go together, you cannot have one without the other for effective communication" (p. 2).

In brief, Enico and Kàroly (2010) state that grammar and pragmatics are not separated from each other since language and language use are not distinguished from each other. That is, the interaction between grammar and pragmatics is 'a cooperation of two separate components of the theory of language in context of language use.

Conclusion

Grammar teaching has gained a dominant place in ELT. Certainly, the importance placed on grammar in ESL/EFL curricula is due to the role it plays in developing learners' linguistic competence. Moreover, good knowledge of grammar also contributes in effective language use. Indeed, it is quite necessary to confirm that grammar should form the basis of classroom teaching.

This chapter was mainly concerned with clarifying the concept of the TL grammar. After defining grammar, it helped to shed light on the role of grammar in language teaching, then, a brief focus has been given to the types of grammar, and methods and approaches used in grammar teaching. Finally, it provided a brief discussion on the interconnectedness between grammar and pragmatics, reaching a conclusion that grammar and pragmatics are complementary to each other.

CHAPTER THREE: THE INVESTIGATION PART

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Introduction

This chapter is fundamentally concerned with the practical side of the study wherein the primary focus is trying to prove the efficacy of pragmatics instruction on students' grammar achievement. Indeed, the nature of the study, the objective to be realized, and the data required are all factors which determine the appropriate research methods to be applied.

Hence, this chapter starts by demonstrating the methodology design, describing the informants' background, and then explaining the procedure used in this study. In this chapter, the incorporated research designs are demonstrated: the descriptive design and the experimental design. Initially, the descriptive design is undertaken through questionnaires and interviews. The questionnaire was administered to second-year students at the department of literature and English language at the University of M'sila. Secondly, the interviews were conducted with grammar teachers at the same department. The aim of the aforementioned data collecting tools was to diagnose learners' existing knowledge with regard to pragmatics and to investigate whether teachers implement pragmatics instruction in their classes.

Additionally, the experimental design was carried out via pre-test and post-test conducted on the selected sample in terms of control and experimental groups. Moreover, within this chapter, it is attempted to demonstrate the limitations of this research work and to provide some implications for future research. Significantly, it is attempted to provide pertinent pedagogical recommendations based upon the findings of this study and the reviewed literature.

1. Methodology Design

Most of the previous studies have immensely focused upon the effects of pragmatics instruction on students' use of certain speech acts, such as compliments, apologies, and other functions. For this reason, the present study seeks to offer a novel proposal of investigation which addresses the effects of the pragmatics instruction on the use of tenses, thereby attempting to enlarge the bulk of research in inter-language pragmatics and second language acquisition (SLA). In the attempt of testing the impact of pragmatics instruction and investigating the extent to which grammar teachers integrate pragmatic insights in teaching English tenses, we have incorporated in this study both of the descriptive and the experimental research designs.

Firstly, the need for assessing and interpreting profoundly the present phenomena calls for the application of the Descriptive Method. In this adopted method, it is sought to obtain an understanding of whether learners are aware of pragmatics and the social uses of grammar, and whether teachers of grammar include pragmatic insights in their lessons. Secondly, we employed the Experimental Design in order to verify our hypothesis and to answer the posed research questions regarding the influence of pragmatics instruction on students' use of tenses.

To do this, two intact groups have been the sample of this study. One group serves as the control group, and the other serves as the experimental group. Both groups would be pre-tested to assess their existing pragmatic knowledge in grammar. After the treatment sessions, they would be also post-tested to examine any potential variation in their performances. Significantly, the choice of this mixed-method can be justified by the fact that it helps to understand the situation under analysis from various angles, and therefore, would provide us with well-founded and authentic results.

1.1 The Descriptive Method

In this method, it is sought to shed the light upon how grammar is being taught by EFL grammar teachers at M'sila University. Thus, a detailed description of the teaching conditions will be provided based upon the sample under study and the data gathering tools in focus.

1.1.1 The Participants

The present conduct deals with second year LMD students at the Department of language and English literature at M'sila University during the academic year 2018/2019. We opted for two (02) groups which we had randomly selected (G2 and G4). Moreover, the number of informants used in this study is twenty six (26) per group; that is to say, the entire number of the participants in focus is fifty two (N= 52).

The choice of this sample is prompted by a number of paramount reasons. Firstly, the students had already grammar course in their first year LMD; therefore, we would investigate whether or not their teachers of grammar instructed them about pragmatics. Secondly, the grammar syllabus of the level of second year provides teachers with extended possibilities to integrate pragmatics. Thirdly, unlike first year students who are unfamiliar yet with the language, second year students have a sufficient and a prior knowledge about the English language which would facilitate introducing the pragma-linguistic and the socio-pragmatic norms of the English language.

Apart from students, grammar teachers also have a significant part in this study. In that, four of them (N= 4) in the same department at M'sila University have been interviewed in order to treat the situation from another angle. Indeed, those grammar teachers are purposefully selected to provide precise data regarding the integration of the pragmatic element in their grammar lectures.

1.1.2 Data Collection Instruments

In the descriptive design, we opted for questionnaire and interview as the main data gathering tools. To start with, according to Brown (2001), as cited in Dornyei (2003), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (p.06). That is to say, questionnaires represent any form of list of questions which need to be answered; they can be list of questions, checklists, multiple choice items, and/or other sorts (Dornyei, 2003). In addition, the interview procedure is considered a "method of collecting data involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses" (Kothari, 2004, p. 97).

Most importantly, employing the aforementioned data collecting instruments in the present study can be justified by a number of reasons. Firstly, the participants will receive the same set of questions which will help us analyzing their various answers for the same situation to determine their genuine stances concerning pragmatics in grammar. Secondly, analyzing teachers' interviews and students' questionnaires will assist in going beyond the numerical data to interpreting their own proper responses. Moreover, the implementation of the interview and questionnaire techniques together would help in treating in-depth the respondents' perceptions and views. Therefore, more valid conclusions would be reached and formulated.

1.1.3 Design and Data Collection Procedure

The present research lasted throughout the whole academic year 2018/2019. In the first semester, second year EFL students received the questionnaire. In the second semester, we conducted the interviews with four (04) grammar teachers in our department in order to comprehend their attitudes towards the inclusion of pragmatics in grammar sessions.

1.1.3.1 The Questionnaire

1.1.3.1.1 Administration of the Questionnaire

The questionnaire was submitted to second year students in the Department of English Language and Literature in the University of M'sila. Out of four groups, two groups were taken as a sample of this study. Hence, this sample consists of fifty two (52) students. The choice of this instrument could be justified by the fact that it helps to gain an idea of students' awareness of the pragmatic aspect.

1.1.3.1.2 Description of the Questionnaire

The questionnaire contains sixteen (16) questions divided into four sections. The first section is concerned with background information questions about the learners. The second section is devoted to grammar, notably how it is viewed by learners and the activities they deal with in the grammar module. Contrariwise, the third section is dedicated to pragmatics in which it is attempted to investigate whether or not learners are aware of pragmatics. Lastly, the fourth section is designed to explore students' awareness of the interrelatedness of pragmatics and grammar. These sections are as follows:

Section One: Demographic Information and Learners' Language Background

The main aim of this section is to obtain data about learners' background. Collectively, Q1, Q2, Q3 are concerned with gender, age, and group respectively. While in Q4, we seek to know whether students get involved in English speaking contexts. Finally, Q5 targets their preferences and their favourite language skill.

Section Two: Grammar

In this section, it is attempted to elicit students' perceptions on grammar. In particular, Q6, Q7, Q8, and Q9 attempt to scrutinize how grammar is perceived by students, namely its importance, its aim, and which approach they prefer in learning grammar. Whereas, Q10, and Q11 explore thoroughly what activities are used by teachers, and whether the major focus is on form or use. Ultimately, Q12 attempts to examine students' beliefs about the interconnectedness of grammar and context.

Section Three: Pragmatics

This section involves three main questions concerning pragmatics. In Q13, students are overtly asked to define pragmatics. Moreover, the main aim of the Q14 is to inspect whether grammar and pragmatics are perceived as unified whole or separable. In Q15, students were asked about the strategies they employ to achieve competency in pragmatics.

Section Four: Grammar and Pragmatics

This section involves two major questions with regard to the inclusion of pragmatics in grammar teaching. Both Q16 and Q17 attempt to investigate how pragmatics instruction is perceived by students and whether teachers of grammar integrate pragmatic aspect in their grammar lessons respectively.

1.1.3.1.3Analysis of the Questionnaire

Section One: Demographic Information and Language Background

Q4: Have you ever been involved in an English native speaking context?

Table 01.

Students' Involvement in English Native Speaking Situations

Options	Number	%
Yes	40	76.90%
No	12	28.57%

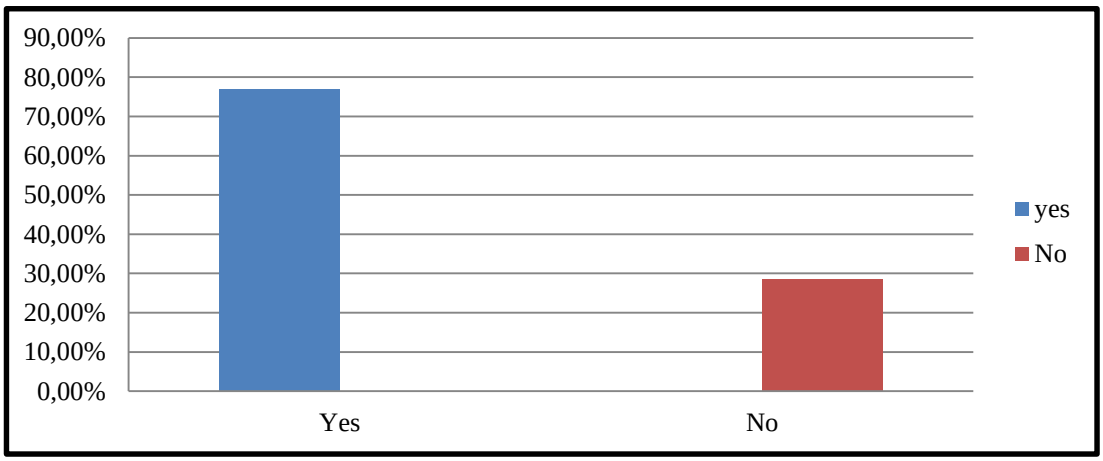

Figure 01. **Students' Involvement in English Native Speaking Situations**

From the table (01) and the figure (01) shown above, it is noted that most students (40) with a rate of (76.90 %) tend to be involved in conversations with English native speakers. By contrast, only few students (12), with an average of 28.57 %, stated that they do not involve themselves in native English speaking situations.

Discussion & Interpretation: Due to the use of the social media, EFL students tend to have more contact with native speakers which would help them to enhance their pragmatic abilities and would probably notice the difference between their L1 and L2. Probably, they might know that failure to adapt to native speakers' social norms would make them appear as

rude and insensitive. As for those who avoid the native speaking situations, their pragmatic skills would remain limited and are less likely to achieve competency in English.

Q5: Which Skill do you prefer most?

Table 02.

Students' Preferences

Preferences	**Number**	**Percentage** %
Reading	13	25 %
Writing	11	21.15%
Speaking	13	25 %
Listening	05	9.61%
Grammar	10	19.23%

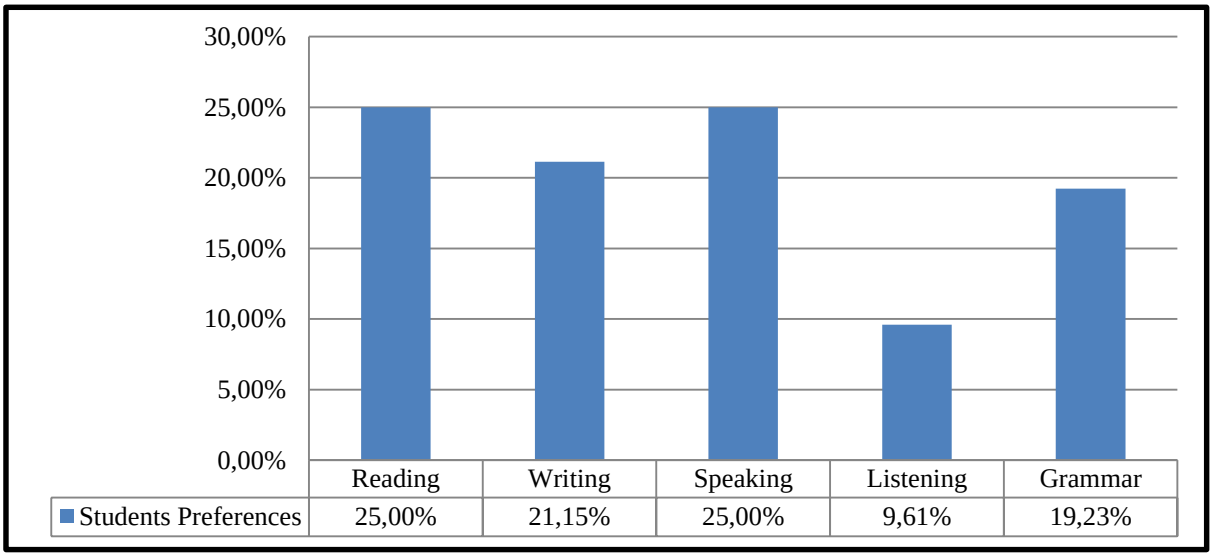

Figure 02. **Students' Preferences**

Having both groups combined, the results from the table (02) and the histogram (02) demonstrated above reveal that thirteen (13) students with a considerable percentage of 25 % prefer most the speaking skill, and tend to engage in speaking activities. Likewise, reading, which is the other highest rate with 25 %, is selected by thirteen (13) students as well. However, little attention was given to the speaking skill with an average of 13.46% representing only seven (07) students.

Significantly, grammar was implemented within the preferences of the four skills so we could examine how grammar learning is viewed. The results have in fact revealed that ten (10) students with a rate of 19.23 % have selected grammar as their chief priority. As for the writing skill, it is preferred by eleven (11) learners representing a rate of 21.15%.

***Discussion & Interpretation**:* Data revealed that almost all students prefer reading, writing, speaking skills, together with grammar. As grammar was purposefully implemented with the four skills, these massive choices might suggest that the students most likely believe that what constitutes the effective language use is correctness

Section Two: Grammar

Q1: Do you think grammar is essential to learn English language? If yes, do you benefit from the module of grammar when you communicate in English?

Table 03.

The Importance of Grammar for 2nd Year Learners

Options	Number	%
Yes	50	96.15 %
No	2	3.84 %

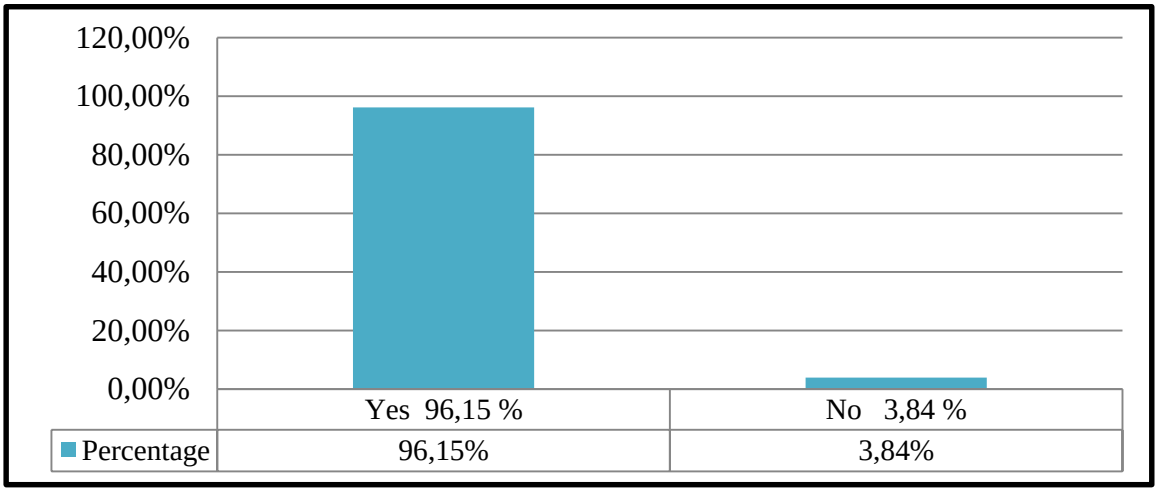

Figure 03. **The Importance of Grammar for 2nd Year Learners**

The results reveal that fifty (50) learners (96.15%) believe that grammar is necessary for English language learning, yet only two (2) students report that grammar was not essential to learn English language. Another statement placed within the first question in which students were asked if grammar was beneficial for them in the act of communication. Surprisingly, the results were in line with the aforementioned numbers. That is, almost all students (96.15%) believe that grammar is paramount in communication as it helps them produce well-formed sentences. By contrast, only two (2) learners, with a percentage of 3.84 %, hold that grammar is unnecessary for language learning, stating that the focus should be on the message itself rather than the structure used.

Discussion and Interpretation: In support of the aforementioned claim in the first section, these results may reflect the respondents' consciousness of the significance of grammar in the process of learning a foreign language. Thus, they recognize that the absence of grammar would critically hamper their communicative and social activities.

Q2: What do you think the overall objectives behind grammar module?

Table 04.

The Overall Aim of the Grammar Module

Options	Number	%
Correctness	36	69.23 %
Meaningfulness	16	30.76 %

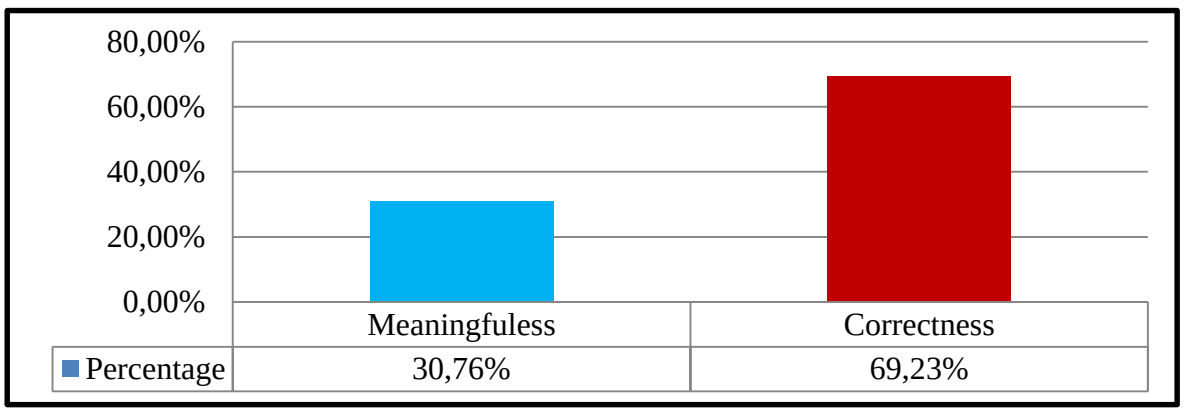

Figure 04. **The Overall Aim behind Grammar Module**

As shown in table (04) and figure (04), second year students' responses on question two (2) in the second section about the overall objectives behind grammar module are as follows: out of fifty two (52) students, thirty six (36) learners, with a considerable percentage of 69.23%, argue convincingly that the chief purpose behind grammar module is to enable them to use the language correctly. According to them, grammar is taught with the purpose of enabling them to produce well-structured sentences. For them, without a good knowledge of grammar, one will not be able to write, speak, or comprehend what is being communicated. In their answers, these students placed a heavy emphasis on the correct and accurate language use at the expense of meaning and the appropriate use

On the contrary, sixteen (16) students, representing an average of 30.76 %, take an opposite position about the aim of grammar module. In their views, grammar module should not only help them to learn the rules of usage, but also how to extract the hidden meaning from the linguistic formulas used in a given context.

Discussion and Interpretation: A large number of students believe that the use of correct and accurate grammatical structures is the end of language learning. And only a few number of learners who believe that the effective communication requires both the correct and the appropriate language use. These conflicting opinions might suggest that 2nd year students are not fully aware of the fact that the social and the cultural subtleties are conveyed through the generated grammatical structures.

Q3: What approach do you think is the appropriate to learn grammar?

Table 05.

Students' Preferable Approaches to Grammar Learning and Teaching

Approaches	Number	%
Deductive	32	61.53 %
Inductive	20	38.46 %

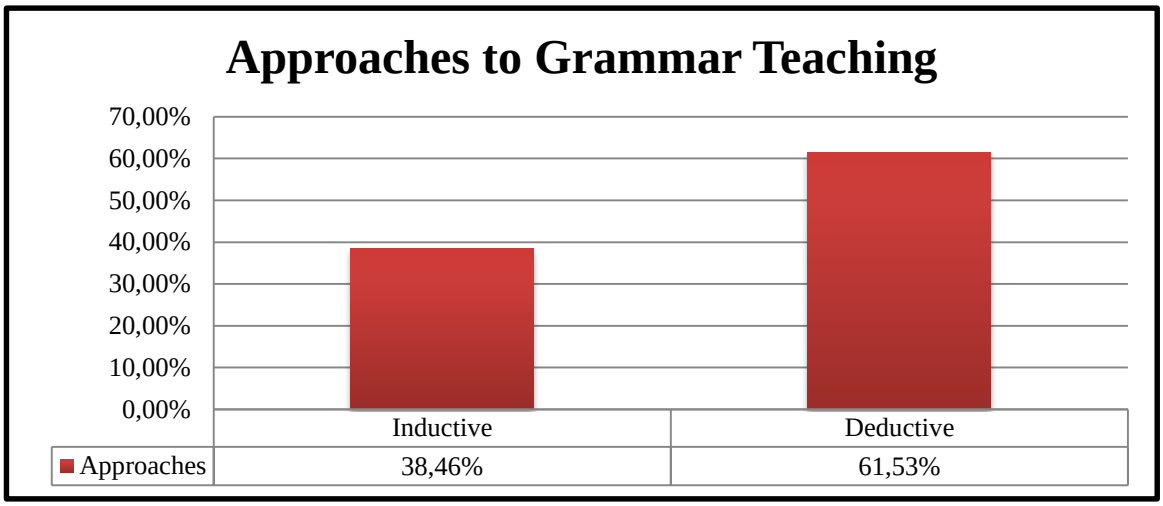

Figure 05. **Students' Preferable Approaches to Grammar Learning and Teaching**

As for which method is the most appropriate for grammar learning and teaching in students' opinions, almost all students (61.53 %) chose the deductive approach, representing thirty two (32) students out of fifty two (52). They maintained that the deductive method facilitates learning grammar rules as well as accelerates language learning in general. On the other hand, twenty (20) students (38.46 %) selected the inductive approach.

Discussion and Interpretation: These results might suggest that 2nd year students are conscious of their learning process. In that, some of them favour the deductive method so as to have their learning accelerated. Besides, the obtained data reveal that these learners favour also the inductive method because it prompts their interests and motivates them to think about the form and its meaning based upon its various uses.

Q4: What are the activities you usually have in grammar class?

Table 06.

The Frequency of Classroom Activities

Activities	Number	%
Discovery Method	18	34.61 %
Controlled Activities	34	65.38 %
Productivity Practices	09	17.30 %

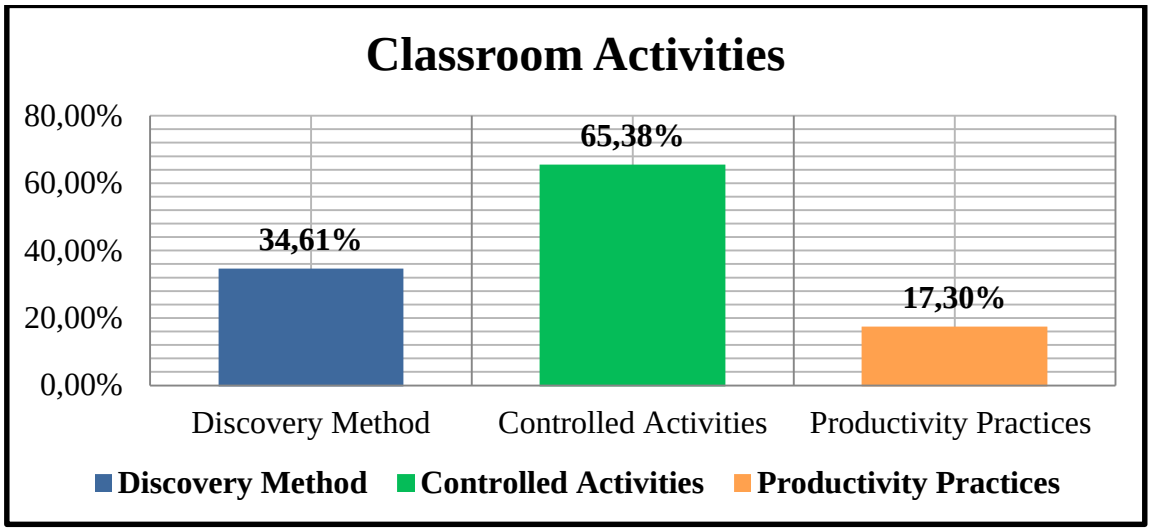

Figure 06. **The Frequency of Classroom Activities**

From the table and the figure (06) shown above, it could be noticed that the controlled activities are highly used by the teacher of grammar due to the prominence of its frequency in students' ticking with an average of 65.38% (34 students). In that, students are assessed under controlled activities whereby students are asked to conjugate verbs in the correct tense with using the correct grammatical form. Besides, the discovery method was ticked by eighteen (18) students, forming a percentage of 34.61%. In this activity, students are asked to discover the various uses of tenses by providing a number of possible suggestions, thereby arriving at the hidden meaning. After that, the teacher pinpoints the most appropriate uses. This result is supported by students' choice of the inductive method (38.46%) in the third question. The third less ticked activity (9 students) is productivity practices (17.30%).

Discussion and Interpretation: Based on students' answers, it could be concluded that their teachers of grammar take teaching grammatical forms as the main teaching goals since the activities are tightly controlled, and the productivity tasks are scarce. In employing the discovery method in teaching, students' pragmatics abilities would be enhanced as the students would notice the differences between their L1 and L2 social regularities; the more their grammatical formulas would be confined with the context of use.

Q5: What do your teachers of grammar focus on more?

Table 07.

Teacher's Focus in Grammar Sessions

Focus	Number	%
Use	19	36.53%
Form	33	63.46 %

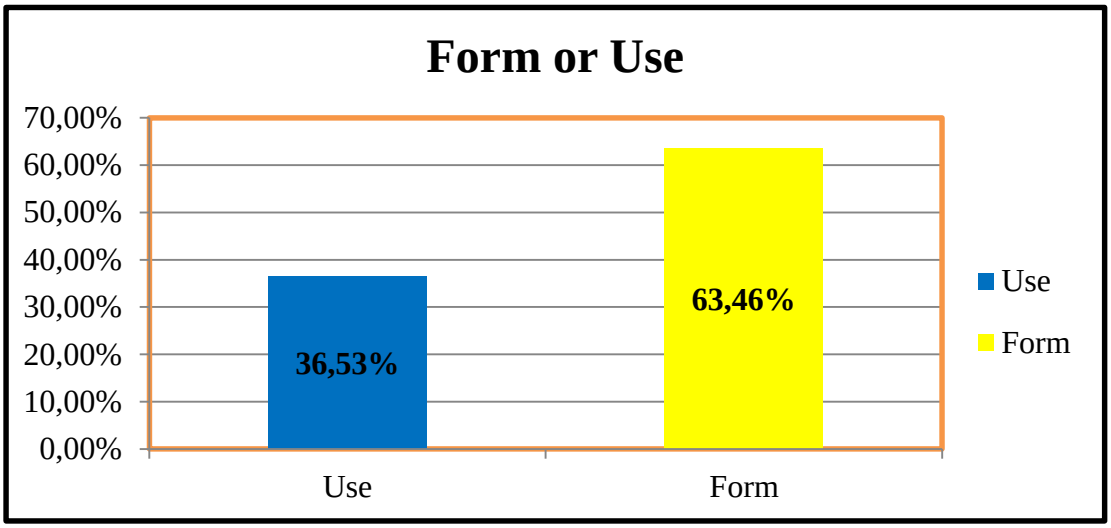

***Figure 07*. Teachers' Focus in Grammar Sessions**

From the table and figure seven (07), thirty three (33) students with a percentage of 63.46 % confirm absolutely that the chief focus of grammar lessons is on form. That is to say, the teachers deliberately direct their students' attention to the form of the grammatical

structures. On the other hand, nineteen (19) students (36.53 %) stated that their grammar teachers focus mainly on use.

Discussion and Interpretation: This might suggest that the grammar teachers at times instruct their learners about pragmatics. This is in line with previous findings which suggested that the grammar teacher makes use of the discovery procedure. Yet, it can be inferred that the primary focus of the grammar teachers is to teach the purely linguistic forms.

Q6: Do you think grammatical structures can be taught in isolation from the context?

Table 08.

Independency of Grammar from Context in Students' Views

Options	Number	%
No	17	32.69 %
Yes	35	67.30 %

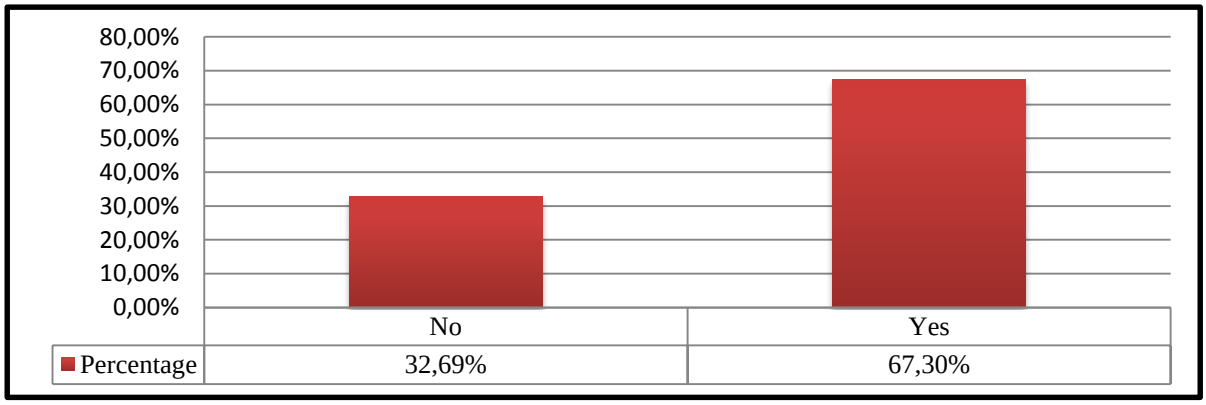

Figure 08. **Independency of Grammar from Context in Students' Views**

As illustrated by the table and the figure eight (08), seventeen (17) students (32.69 %) assert that grammatical forms should be immersed within the context in which they are used. Therefore, they believe that grammar should not be taught out of the context of use. Contrariwise, twenty nine (35) students (67.30 %) hold the view that grammar can be taught without reference to the context.

Discussion and Interpretation: These results might suggest that 2nd year EFL learners do not recognize the importance of contexts in shaping linguistic formulas. It can be deduced that, their teachers of grammar do not rely upon the pragmatic parameters in teaching grammar lectures.

Section Three: Pragmatics

Q1: What is pragmatics?

When they were asked to define pragmatics, forty one (41) students, establishing a rate of (78.84%), are found to be mixing and confusing between pragmatics and semantics. In their own words, pragmatics was defined as the study of the meaning of words. On the contrary, eleven (11) learners (21.15%) defined pragmatics as the study of the hidden or the implied meaning.

Discussion and Interpretation: These findings may indicate that their grammar teachers provide little discussion and explanation about the concept of pragmatics and its aspects since only few students related it to the implied meaning and to the contextual signs.

Q2: Which, do you think, is essential to learn a foreign language: grammar, pragmatics, or both? Explain.

Table 09.

Grammar, Pragmatics, or Both (Eclectic)

Options	Number	%
Grammar	25	48.07 %
Pragmatics	07	13.46 %
Both of them	20	38.46 %

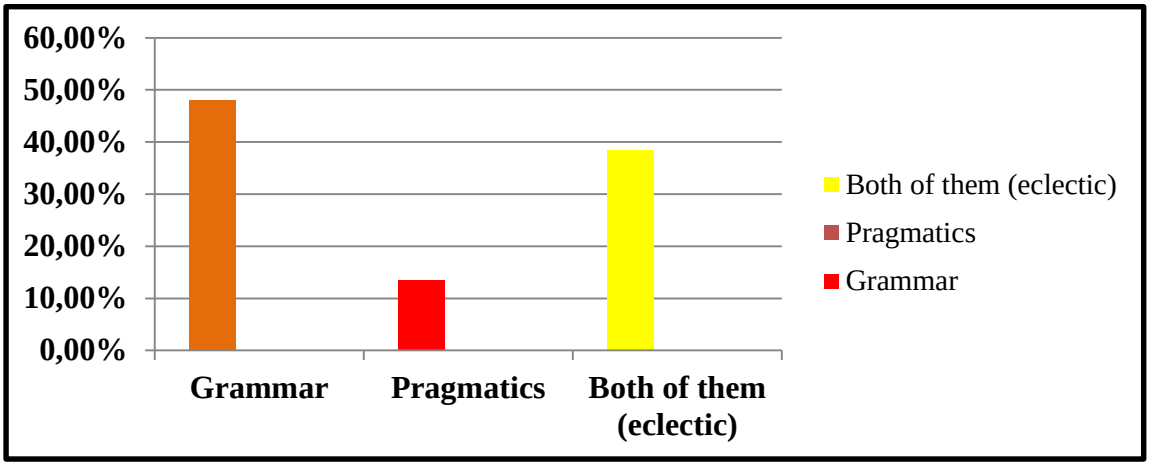

***Figure 09*. Grammar, Pragmatics, or Both (Eclectic)**

A large rate of 38.46% of responses by learners responded convincingly that grammar lessons should be presented with the pragmatic component. In this respect, twenty (20) students explained that grammar and pragmatics are interrelated and both serve the effective and the appropriate communication. Ideally, they believe good knowledge of grammar and pragmatics could help in avoiding misunderstanding and misinterpretations. By contrast, only seven (07) students (13.46%) stated that pragmatics, knowledge of the implied regulation, ought to be emphasized at the expense of grammar. In their views, grammar could be developed separately subsequently after pragmatics as grammar is probably viewed by them a merely system of explicit rules. Besides, twenty five (25) participants, representing an average of 48.07 %, claimed that the central focus should be on grammar as it helps to put correct words and phrases with each other.

Discussion and Interpretation: It could be inferred that the students are to some extent aware of the significance of both pragmatics and grammar in language learning, and how pragmatics and grammar are complementary to each other in the act of communication.

Q3: What strategies do you use to be pragmatically competent?

Table 10.

Activities Used by 2nd year Learners to Develop their Pragmatics Competence

Activities	Number	Percentage %
Reading	12	23.07 %
Watching Native Speakers' videos	14	26.92 %
Talking to Native Speakers	07	13.46 %
No answer	19	36.53 %

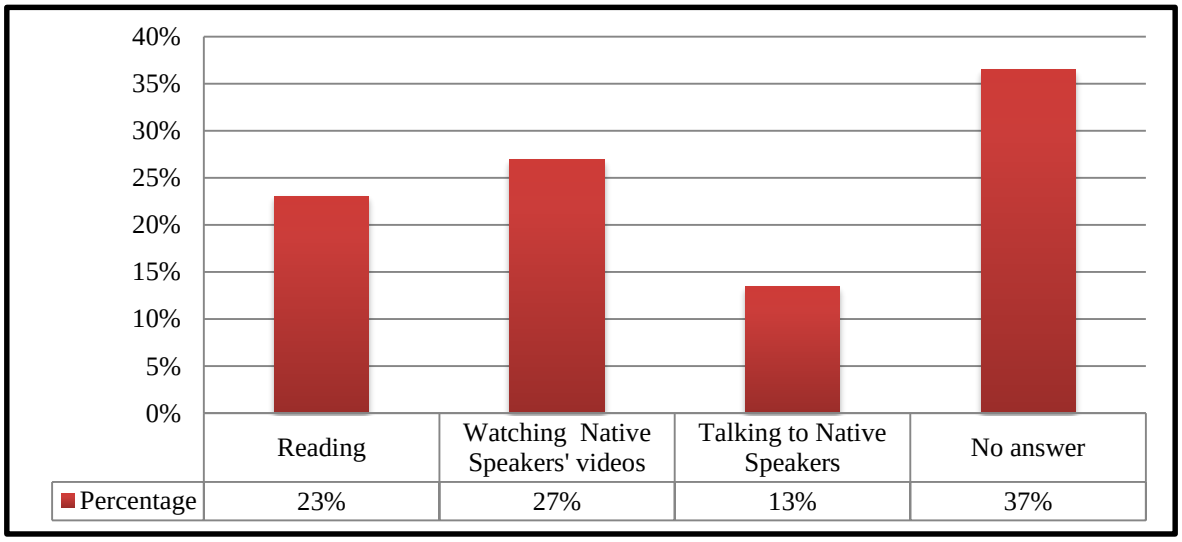

Figure 10. **Activities Used by 2nd year Learners to Develop Pragmatic Competence**

This question was designed in an attempt to learn about the strategies 2nd year students employ so as to enhance their pragmatic knowledge of the target language norms. Watching native speakers' videos, as a strategy, was found to be frequent among fourteen (14) students

(27%). Another strategy which is reading was frequent as well and was found twelve (12) times in students' answers with a rate of 23.07%. In addition, talking to native speakers was also numerous in students' responses (13.46%). However, the majority of students (19) with a percentage of 36.53% did not provide any strategy they implement to enhance their pragmatic skills.

Discussion and Interpretation: These results might suggest that only few students who are equipped with the adequate techniques to enhance their pragmatic abilities. By contrast, the vast majority of students are unaware of the procedures to develop competence in pragmatics. This may reflect the scarcity of the explicit pragmatics instruction in grammar lessons.

Section Four: Grammar and Pragmatics

Q1. Do you think pragmatics instruction (knowledge about how to use English appropriately) is important in teaching grammar?

Table 11.

Students' Opinions about the Importance of Pragmatics Instruction in Grammar Teaching

Options	Number	%
Yes	28	53.84 %
No	24	46.15 %

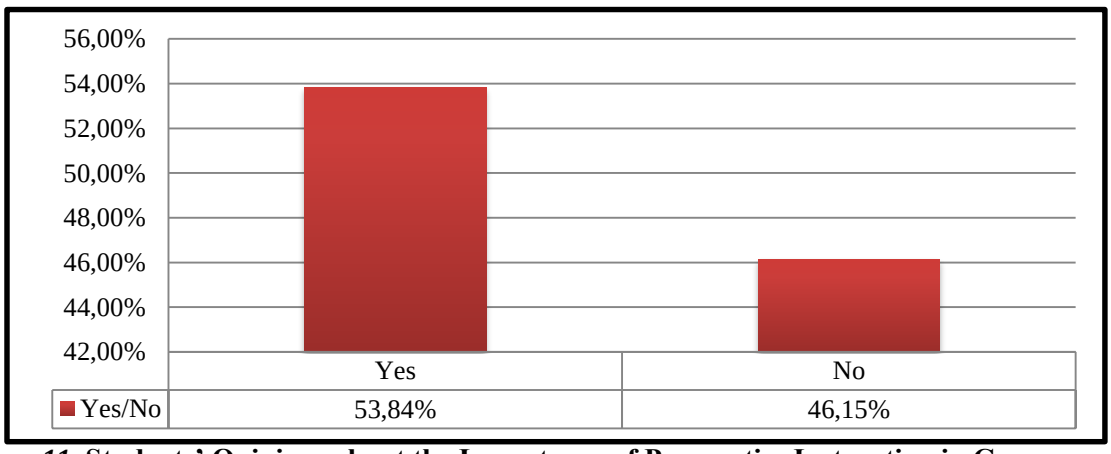

***Figure11*. Students' Opinions about the Importance of Pragmatics Instruction in Grammar.**

As the table (11) and the figure (11) revealed, a rate of 53.84 % of responses held that pragmatics instruction is essential in grammar teaching. Convincingly, a number of learners (28) claimed that rule learning alone would never assist them understand native speakers' genuine intentions. Thus, they should be used with reference to the context so as the intended meaning is conveyed in a proper manner. Nevertheless, twenty four (24) students (46.15%) stated that pragmatic instruction is unnecessary for grammar learning as grammar is concerned with enabling us to use language correctly in communicative settings.

Discussion and Interpretation: Based upon students' answers, it is clear that they do recognize to some extent that learning grammatical structures without reference to pragmatics would hinder their communication. In addition, these results may reflect that they are open to receive L2 pragmatics instruction.

Q2: Do teachers integrate pragmatics insights in grammar lessons?

Table 12.

The Frequency of Pragmatics Integration in Grammar Sessions

Options	Number	Percentage %
Always	12	23.07 %
Sometimes	22	42.30 %
Rarely	18	34.61 %

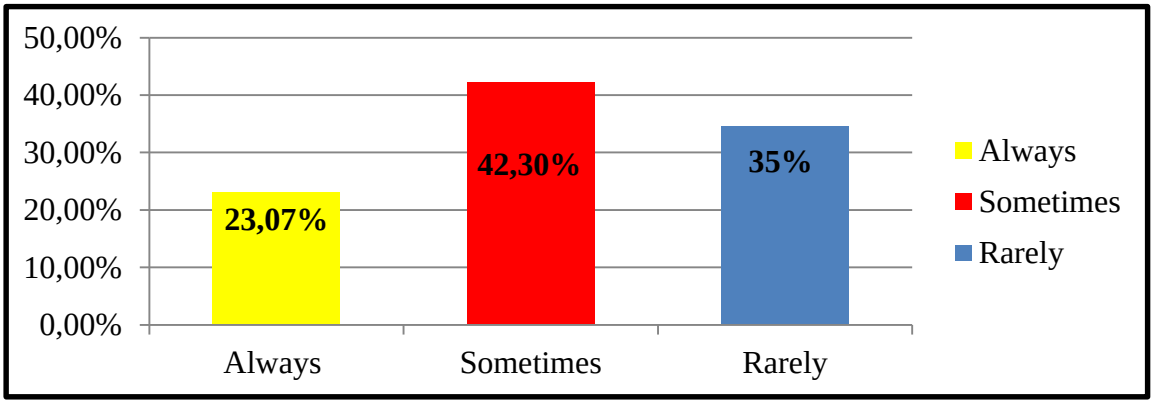

Figure 12. **The Frequency of Pragmatics Integration in Grammar Session**

As demonstrated by the table and the graph (12), a considerable rate of learners (34.61 %) selected the box of 'rarely' (18 students). Then, it comes 'sometimes' with twenty two (22) students (42.30%). Thirdly, twelve (12) students, forming a rate of 23.07 %, selected 'always' confirming that their teachers of grammar do integrate pragmatics in teaching grammar lessons. This result could support students' answerers in the previous section of 'pragmatics' in which students defined it correctly (21.15%).

***Discussion and Interpretations*:** These results strongly indicate that there is unsteadiness in integrating pragmatics instruction in grammar lectures. Seemingly, all of the choices are a clear evidence of this irregularity.

1.1.3.1.4 Discussion of Students' Questionnaire

Based upon the previous analytical focus, the obtained results reveal that 2nd year students in the Department of language and English Literature at M'sila University are not fully aware of the importance of pragmatic aspect in grammar learning. Most of them believe that learning any language is the learning of using its grammar system correctly and accurately. Only few of them who put forward that knowledge of pragmatic regularities would pave the way for the effective and the appropriate language use.

Additionally, a large number of students report that they prefer to learn grammar deductively. This massive choice of the deductive approach was justified by the fact that it facilitates as well as accelerates learning of the target language forms. Hence, correctness is clearly emphasized over appropriateness. In this regard, the majority of students maintained that their grammar teachers place a heavy emphasis on forms, demonstrating them as static language elements to be memorized. Therefore, little attention is given to the pragmatic meaning and the social uses of those forms. In the following question, it was asserted that the

informants were unconscious of the ways the contextual factors influence the linguistic choices as they argued that grammar was independent from the context of use.

Concerning classroom activities, almost all students assert that their grammar teachers make use of the controlled activities in the class. Thus, this suggests that little time is spent on discovering the various uses of the grammar forms in different contexts. In essence, considering students' responses, the implementation of the pragmatics instruction in grammar teaching is infrequent and irregular. As a consequence, the students are not completely conscious of the interconnectedness of grammar and pragmatics, and the influence of pragmatic aspect on their grammatical choices.

1.1.3.2 Interview

Indeed, knowledge is created and structured between participants (Liang, 1967 as cited in Cohen et al., 2007). For this reason, a semi-structured interview was designed in order to discuss with grammar teachers their own perceptions, attitudes, and assumptions regarding integrating pragmatics instruction in grammar teaching. This data gathering tool would be conducted with four (04) teachers of grammar in the department of English language at M'sila University.

1.1.3.2.1 Discussion of Teachers' Interviews

The results obtained from this interview would help in treating the issue in depth, and assist in asserting and enriching the results of the other data gathering instruments, thereby establishing a profound view of the situation in focus.

With regard to the interview, two (02) out of four (04) participants have four (04) years grammar teaching experience; another participant (01) has three (03) years grammar teaching experience. Yet, only one (01) teacher has been teaching grammar for only two (02)

years. According to their answers, all participants (04) make use of course books and handouts as the main teaching tools. Concerning the grammar syllabus, the teachers confirmed that they were already provided with a syllabus. One (01) teacher believed that it was too general, and therefore, teachers were required to supply the detailed content. Meanwhile, another teacher (01) said that she never liked it, yet she was obliged to work with it. When the participants were asked about whether grammar should be taught explicitly or implicitly, two (02) of them supported the explicit instruction. In their views, explicit grammar instruction would guarantee correct and effective interaction. Also, they believed that some students are unable to understand the grammatical structures implicitly. Whereas, another participant maintained that grammar should be taught implicitly because it is the only way that can assist learners to infer the hidden meaning of the grammatical forms within communicative contexts; only one (01) teacher who believed that the type of the grammar lecture, learners' needs, and course objective which shape the choice of the method, and she added that both approaches can be integrated simultaneously as complementary to each other. Concerning error correction, all participants (04) asserted that learners' grammatical errors should be corrected. In that, they argued convincingly that it is learners' natural right to receive feedback on their performances so as to have their knowledge refined and, therefore, preventing them from repeating any error as they would be teachers of English. In addition, the teachers were asked whether they integrated pragmatic insights in grammar teaching, three (03) of them acknowledged the importance of including pragmatics in grammar teaching as it raises learners' consciousness of the socio-cultural norms of the target language, and helps the learners to deduce the implied meaning from native speakers' utterances. Yet, only one (01) teacher who said that she teaches grammar forms disregarding the pragmatic element, and mastering language structures is the ultimate goal of grammar module. Subsequent to this point, two (02) participants mentioned that they do make use of explicit pragmatics

instructions. Whereas, one (01) informant stated that pragmatics instruction is integrated only when the lecture requires a demonstration of the social uses of grammar, such as teaching speech acts or question tags; one (01) teacher held that she does not instruct their learners in pragmatics. Moreover, all teachers asserted that students' L1 highly influences their L2 production and almost all students rely on their L1 background knowledge in the process of producing or interpreting the L2. This made the answer for the following question apparent that students are unaware of the social and the cultural differences between their mother tongue and the target language, which are likely to constrain their grammar learning process. This was illustrated by student's overuse of the definite article "the" in English due to the influence of their Arabic tongue. One (01) teacher, however, maintained that her students are aware of some social differences between the L1 and the L2, but may not be fully conscious of the contextual differences exactly. Furthermore, participants were asked about whether their grammar written tests incorporate the pragmatic aspect, three (03) participants affirmed that their grammar written tests involve the pragmatic constituent as it marks learners' comprehension. In the same respect, only one (01) participant stated that she does not take the pragmatic dimension in the written test; however, the learners would gain additional marks if they provide a reasonable social justification for their grammatical formulas. As for the last question, the teacher were requested to explain the ways of evaluating their students' pragmatic competence, two (02) of them mentioned that the designed tests incorporate various communicative contexts whereby students are asked to provide appropriate justifications for the grammatical forms they use. Thus, their pragmatic competence would be measured with regard to their abilities of inferring the implied meaning, as well as with providing contextually appropriate grammatical structures. By contrast, the two (02) other teachers, who teach 1st year students, announced that they do not evaluate students' pragmatic competence; correctness and exactness are emphasized at the expense of appropriateness.

2 The Experimental Method

In order to confirm or refute the proposed hypothesis, we opted for the experimental method in which it is attempted to test the effects of the variable of integrating pragmatics instruction on EFL students' use of tenses.

2.1 The Participants

The sample of interest in the present conduct is second year LMD students at the department of language and English literature at M'sila University. Out of four (04) groups, two intact classes of twenty six (26) students each have been the focus of this experiment. The experimental group was group number two (02). Whereas, group number four (04) served as the control group. In this research work, these groups were selected by random sampling. In that, each group could have the opportunity to present in this study. The participants' age ranges between twenty one (21) and thirty seven (37) with a significant majority of female students (39 females and 13 males). In fact, sex, age, and the mixed-abilities variables are not taken into consideration in this study because it is assumed that they do not affect data collection process and the variables under study.

2.2. Data Collection Instruments

Since the current empirical research adopted a pre-test and a post-test design, both tests involved a list of sentences representing authentic situations in which students were asked to provide the correct tense with an emphasis on providing the appropriate justification. The number of sentences used in the pre-test was twenty (20) sentences (see Appendix 01). Meanwhile, fifteen (15) sentences were used in the post-test (see Appendix 02); that is, after receiving the planned treatment procedure.

2.3. Design and Procedure

In terms of method, the treatment sessions lasted five (5) weeks; it stretched from February 3rd, 2019 to March 3rd, 2019, one session for each group per week. Unlike participants in the control group, the ones of the experimental group received extensive pragmatics instruction in their grammar lessons from their teacher. The instructor has made them conscious of pragmatics, notably how the contextual and the extra-linguistic factors should be considered in producing and interpreting grammatical structures. In addition, the instructor prompted students to engage in meta-pragmatic analysis by means of forming group discussions, comparing and contrasting students' L1 and the TL, and providing feedback.

By contrast, the control group was not exposed to the same pragmatic input as the experimental group. It is noteworthy that, we encouraged the instructor to maintain her adopted way of teaching with the control group. In other words, students had their regular class time: ninety (90) minutes. During this time, students discussed the grammatical rules of tenses, namely the way they are formed and the various situations in which they are used. In terms of practice, they had their regular tasks (see Appendix 06).

2.4 Pre-test

The pre-test is a preliminary assignment that is designed and submitted with the intention to ascertain the extent to which 2nd year students insinuate pragmatic knowledge in the use of tenses. To determine the overall performance of students, we relied on computing the mean scores of both participants in the experimental group and participants in the control group. In addition, in order to assert the means difference between the two groups, we opted also for the t-test analysis as will be demonstrated in the table 14. This activity will help us to collect data about the candidates' current knowledge.

2.4.1. Description of the Pre-test

The pre-test test involves twenty (20) sentences representing various authentic situations which require pragmatic expertise for the tense to be placed correctly and appropriately (see Appendix 01). This test involves only one task in which the participants are asked directly to conjugate a set of verbs, which were given between brackets, in the correct tenses with providing contextually appropriate justifications. We have chosen this question because it gives rooms for the candidates to reflect thoughtfully upon the situations. Also, this question does not specify which tenses to be used in order to make the testees consider all the potential tenses.

In terms of structure, the first few sentences constitute only one subject and predicate. Whereas, the rest of situations involved compound and long sentences which constitute more than one verb. In addition to that, the vocabulary employed in this test is straightforward so as to meet the learners' educational level. In fact, the participants were informed that this test was not an official examination in order to eliminate any psychological factors which could influence students' performance. Moreover, the time allotted to answer the test was one hour and a half (1h: 30 minutes / 90 minutes).

3.4.2. Results of the Pre-test

Table 13: ***EG and CG Pre-test Overall Achievement***

Group Statistics					
	Pre-test	N	Mean	Std. Deviation	Std. Error Mean
Test of Grammar	The Control Group	26	7.6250	2.85679	.56026
	The Experimental Group	26	8.0385	2.66898	.52343

Table 14: ***EG and CG Pre-test T-test Analysis***

Independent Samples Test										
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Test of Grammar	Equal variances assumed	.080	.778	-.539-	50	.592	-.41346-	.76673	-1.95348-	1.12656
	Equal variances not assumed			-.539-	49.771	.592	-.41346-	.76673	-1.95366-	1.12674

The results recorded in the tables thirteen (13) and fourteen (14) indicate that the mean score of the experimental group (N=26) is $\bar{x}$=8.038 with a standard deviation of SD=2.668, while the mean score of the control group (N=26) is $\bar{x}$=7.625 with a standard deviation of SD=2.856. According to experts, Standard Error of Mean (SEM) is considered as an evidence of the reliability of the mean calculated; a small SEM could be a signal that the sample mean is "an accurate reflection of the population mean" ("Datastar", 2013, p.1). Hence, the SEM of the control group is SEM=0.562, while the SEM of the experimental group is SEM = 0.523. Taking Levene's Test for Equality of Variances, there is no statistical difference between the two groups in the t-test analysis since the Sig. value (0,778) is greater than 0,05 value; this value is looked up in the t-test for Equality of Means, and is found to be 0,592 in the Sig. (2-tailed). In the t-test analysis, this difference is recorded as t=0.413. Indeed, we can be 95% confident that the difference between the means of the experimental group and the control group falls between the upper bound (1.126) and the lower bound (-1.953), which is computed to be = 0.827(≈ 0.413). Therefore, it is worth noting that both of the experimental and the control groups achieved almost the same performance scores in the pre-test as the difference is recorded to be t=0.413. That is, the average performance of the control group

($\overline{X}$= 7.625, SD=2.856) was not significantly different from that of the experimental group ($\overline{X}$ = 8.038, SD = 2.668).

3.4.3. Analysis of Students' Pre-test Productions

According to students' productions in the pre-test, it was apparent that the majority of students in both groups (CG and EG) faced difficulties with providing the appropriate justifications for the tenses they chose to use (see Appendix 07 and 08). In that, all their justifications were superficial, such as justifying the choice of the past tense with only a past event, and the choice of the present tense by an action at the moment of speaking. They, also relied on connectives, such as, "and", "before" in producing certain tenses. For example, they placed a heavy emphasis on terms, such as "already", "while", and others to make the past tenses of the perfect tenses, and they made use of adverbs of times such as "tonight or tomorrow" for the future tenses. A considerable number of respondents' answers were correct; yet, they did not provide any justifications.

In fact, only few participants from both groups who showed an adequate ability of dealing with the various situations given, and they provided reasonable justifications for their tense choice. They succeeded in using both the linguistic and the extra-linguistic indexes when they were conjugating the verbs.

3.5. The Instructor's Teaching Method in the Training Period

During the five (05) sessions of the treatment period, the experiment has followed a pre-planned procedure. At the beginning, the teacher announces the title of the lesson such as "the present perfect tense" (see Appendix 05). At this first stage, she asks her students to supply the mechanical structure of the tense in focus with providing any examples if possible. After that, the teacher introduces the form with simple examples, followed by some basic uses of the tense. When the students take a firm grip of the form in question and its basic uses, the

teacher provides the participants with explicit instruction entailing more advanced situations of the tense.

In practising this method, the instructor relied upon meta-pragmatic analysis and input-flooding as the main teaching techniques. Also, she relied upon highlighting the differences and the similarities in tense aspects between participants' mother tongue, Arabic (L1), and the target language, English (L2). In addition, the learners were supplied with plenty of examples which target their attention to the L2 pragmatic norms. The examples used in the classroom were taken from various sources, including grammar-reference books (Thomson and Martinet, 1986; Hewings, 2013), and real examples were extracted from authentic situations in form of short passages and dialogues. To illustrate with the following short dialogue, "Lilly: Samantha just *bought* an IPhone8; Scott: Sheila *has* one; Lilly: Scott, you *must stop* talking about Sheila as if you *were* still meeting. You *broke* up two years ago". In this example, Lilly got angry with Scott for his continued attachment to Sheila. She concludes that Scott still has feelings for Sheila because he has reported her ownership of an IPhone8 using the simple present tense. In such situations, the instructor strongly highlights the feature of the situation, and provides contextual clues and the pragmatic meaning for the students to be highly conscious of how the use of the present simple tense can leave psychological effects on the hearer or the addressee.

During the class, patterns of interaction involve whole class discussions (teacher-students, students-teacher, and student-students interaction). In this, the candidates attempt to anticipate and contemplate in the uses of the form given. Then they are asked to provide answers with regard to the pragmatic meaning and the contextual factors. In fact, the teacher often builds on her students' responses and discusses their various viewpoints and ideas concerning the uses of a certain tense before informing them with the genuine use of the tense, its function, and its pragmatic aspect. For example, in the following sentences (see

Appendix 05) “I *have not seen* Tom this afternoon” and “I *did not see* Tom this afternoon” (Thomson and Martinet, 1986), students’ are provided first with the situation in order to have them involved in the context of use. Then the instructors draw the learners’ attention to the time factors in using the present perfect tense and the past simple since they imply that an action occurred or did not occur at some undefined time during a certain period.

This method of teaching has been applied to teaching the other tenses throughout the treatment period: present simple tense, past simple tense, present perfect tense, past perfect tense, and future tense. Moreover, the teacher has always rewarded the students with extra marks who can spot the pragmatic meaning in the tense. At the end of the lecture, the students were given extra activities for further practice; in these activities, for example, both the form of a certain tense and its uses must be taken into consideration. No answers are accepted without providing justifications. As for the content of the control group and the other two classes, they dealt with the same grammar courses (present simple tense, present continuous, past simple tense, present perfect tense, past perfect tense, and Future tense) following the instructor’s regular teaching method.

3.6. Post-test

After the treatment period, which lasted five (5) weeks, both of the classes received another assignment so as to measure their performances. In the post-test, both means of the EG and the CG has been computed as well. Subsequently, a t-test analysis was conducted so as to measure the differences between them. Indeed, any kind of alteration in students’ grammar achievement will be due to the undertaken treatment sessions. The results are shown in the tables 15 and 16.

2.6.1. The Description of the Post-test

The post-test test contains fifteen (15) sentences (see Appendix 02) in which we intend to target students' grammar and pragmatic knowledge after the realization of the instructional sessions. The post-test is identical to the pre-test in terms of density, format, and level of difficulty in order to ensure the reliability of the comparison between them. Additionally, the time allotted to answer the post-test was also one hour and a half (1h: 30mn / 90 minutes).

3.6.2. Results of the Post-test

Table 15: ***EG and CG Post-test Overall Achievement***

Group Statistics					
	Post-test	N	Mean	Std. Deviation	Std. Error Mean
Test of Grammar	The Control Group	26	6.8558	2.67037	.52370
	The Experimental Group	26	10.3558	3.10256	.60846

As recorded the table fifteen (15) earlier, in the post test, the experimental group (N=26) outperformed remarkably the control group (N26) after displaying equivalent level of the pragmatic knowledge in the pre-test. In that, the mean score of the experimental group is $\bar{x}$=10.355 with a standard deviation of SD=3.102, yet the mean score of the control group is $\bar{x}$=6.855 with a standard deviation of SD=2.670. In addition, the Standard Error of Mean (SEM) in the experimental group is found to be SEM=0.608. Whereas, the SEM of the control group is registered as SEM=0.523.

Despite the noticeable difference between the means of the two groups, it was necessary to undertake a t-test analysis in order to confirm the obtained results, thereby arriving at valid conclusions.

Table 16: ***EG and CG Post-test T-test Analysis***

Independent Samples Test										
		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Test of Grammar	Equal variances assumed	.768	.385	-4.360-	50	.000	-3.50000-	.80280	-5.11247-	-1.88753-
	Equal variances not assumed			-4.360-	48.916	.000	-3.50000-	.80280	-5.11336-	-1.88664-

Referring to the table 16, in the T-test for Equality of Means, the Sig. (2-tailed) value is 0.000. Observationally, this value in fact is less than 0.05. Hence, it can be inferred that there is a statistical significance between the samples mean scores in the post-test. In the t-test analysis, the difference between the experimental group ($\bar{X}$ = 10.355, SD = 3.10) and the control group ($\bar{X}$ = 6.855, SD = 2.670) was calculated and proved to be t = 3.500. In the same respect, we can be 95% confident that the difference between the upper bound (-1.887) and the lower bound (5.112) represents the interval difference between the mean scores of the CG and the EG, which is 3.226 (≈ 3.500). Thus, it is concluded that there is a significant difference between students' grammar achievement since the experimental group outperformed the control group.

Table 17: ***Comparison of the CG and EG Pre-test and Post-test Means***

Groups	Control Group	Experimental Group	Mean Difference
Pre-test	7.625	8.038	0.413
Post-test	6.855	10.355	3.500

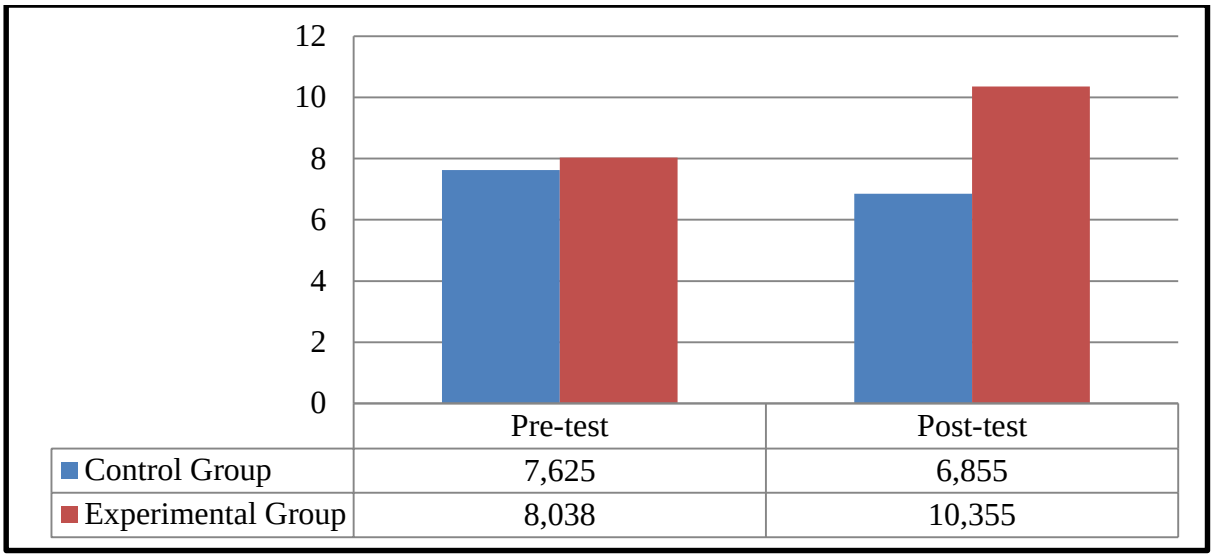

Figure 13: **Comparison of the CG and EG Pre-test and Post-test Mean**

3.6.3. Analysis of Students' Post-test Productions

Referring to students' productions in the post-test, noticeable differences were manifested in students' achievement between the participants of the experimental group and those of the control group. To begin with, the majority of the participants in the experimental group exploited reasonably the contextual clues to employ the required tenses for the situations. Significantly, they attempted to relate the setting of each situation to a specific tense. In their views, a considerable number of informants maintained that the choice of asking a question using the future continuous tense, for example, would refer to asking for plans or making invitations in certain situations. Moreover, almost all the participants attempted to account for the feelings of the speakers (or the doers of actions). For instance, the choice of the present continuous in particular situations was justified by the fact that the doer of the action was complaining (see Appendix 09).

On the contrary, the respondents of the control group exhibited a dissimilar performance from that of the experimental group. The majority of them conjugated the given verbs correctly, but without providing justifications. In addition, the participants of the CG were more oriented to the nature of the verbs, ignoring the contextual factors. To illustrate,

they chose to conjugate the auxiliary "to have" in the present since it expresses possession. Meanwhile, most of the justifications that accompanied conjugating the auxiliary "to be" were a linking verb. It is noteworthy, they relied upon the adverbs of time, which were mentioned within the sentences, to indicate the tense, be it past, present, or future. Also, they relied on the adverbial expressions, such as "already" and "yet" as indicators for the perfect tenses. Moreover, almost all the justifications found in the participants of the control group were limited to the uses provided in the handouts. In fact, only few students in the control group provided accurate and appropriate justifications for their answers.

3.7. Discussion

As it is aforementioned, the purpose of this experimental work is to test the extent to which pragmatics instruction would improve students' grammar use; particularly, it is attempted to enhance students' use of tenses. Before the treatment period, participants were pre-tested in order to evaluate the extent to which they implement the pragmatic aspect in their language use. Subsequently, taking the means of both the experimental and the control groups in the pre-test, it could be noticed that there was a slight or no statistical difference between the experimental group and the control group (CG $\bar{x}$ = 7.625 ≠ EG $\bar{x}$ = 8.038 a difference of 0.413). Thus, the mean scores of the pre-test strongly indicate that grammar performance of the two groups with reference to pragmatics was nearly the same. In fact, the obtained data from the pre-test revealed that the respondents in both groups failed to provide persuasive justifications for the tenses they used. Almost all students placed a heavy emphasis on the grammatical correctness ignoring the contextual appropriateness, yet only few of them conjugated the verbs with providing reasonable justifications. Hence, it is concluded that the participants (EG and CG) in the pre-test have shown equivalent levels of the pragmatic view in dealing with tenses.

After the treatment period, the respondents were post-tested with the purpose of assessing their grammar achievement after introducing pragmatics. In that, it can be evidently deduced that participants in the experimental group outperformed considerably those of the control group (EG $\overline{x}$ = 10.355 ≠ CG $\overline{x}$ = 6.855 a difference of t= 3.500). It is worth mentioning that, almost all participants in the experimental group provided compelling pragmatic justifications for the tenses they used in their answers.

In the meantime, results revealed that informants of the control group ($\overline{x}$ = 6.855) failed to provide the proper and the contextual justifications for their grammatical choices; they were highly oriented to providing the correct linguistic formulas for the tenses they used, forgetting to supply proper justifications. This establishes the fact that participants' performance after the treatment period displayed more reliance upon the contextual factors in using tenses. Unlike participants in the control group, those of the experimental group ($\overline{x}$=10.355) succeeded at providing contextually appropriate justifications for the conjugated verbs. Indeed, the outperformance achieved by the experimental group over the control group resulted from the applied treatment sessions. Hence, the formulated assumption concerning the potential difference in achievement between the two groups is certainly confirmed.

4. General Discussion

Drawing upon the results obtained from the employed data gathering instruments, this research comes to support the efficacy of carrying out pragmatics instruction in teaching the grammar of tenses. This finding was apparent in the improvement of participants who received the explicit and the extensive pragmatics instruction; they connected effectively the contextual elements with their linguistic formulas.

Referring to teachers' interviews, two of them believed that grammar is best taught explicitly (deductive) which means that the learners are exposed most to the grammatical forms not to function. In addition to that, explicit pragmatics instruction is not adopted by

first year grammar teachers. Thus, it can be inferred that the students are not introduced to pragmatics at their early years of learning this foreign language. Meanwhile, the two other teachers, who teach second year learners, integrate sporadically pragmatics instruction in their grammar lectures, and they adopt the implicit (inductive) method of grammar teaching only when the lesson requires so. In this interview, teachers were requested for the ways they evaluate their students' degree of awareness as well as their abilities of using the contextual clues to produce and interpret speech. In fact, students' pragmatic competence is considered only by the teachers of second year. Their approaches of evaluation are based on their learners' abilities of providing contextual and appropriate justifications for their grammatical choices in the written tests. It is worth mentioning that, all the teachers complained about the teaching syllabus claiming that it does not meet learners' needs, and it was too general; thus, pragmatics is relatively ignored in the language teaching program. Moreover, due to the unfortunate realities of time constraints, teachers tend to give little or no attention to the social uses of grammar. Also, the interviews revealed insights that all grammar teachers utilize exclusively handouts as the principal teaching materials, and that might suggest there is an obvious absence in the instructional materials for teaching grammar and pragmatics. Hence, we can deduce that 2nd year students at the department of English in the university of M'sila are not being instructed in pragmatics.

Additionally, taking students' questionnaires, we can infer that second year students are likely unconscious of the significance of the pragmatic component in grammar learning. Correspondingly, the findings of the questionnaire revealed that the majority of students believe that the overall objective of the grammar module was enabling them to use language correctly and accurately, unknowing the socio-cultural norms that govern the target language use. This is evident in teachers' answers when all of them maintained convincingly that their students rely upon their L1 socio-pragmatic and pragma-linguistic strategies in using the L2.

Moreover, when the students were asked about the strategies they relied on to enhance their pragmatic skills, the participants did not provide compelling techniques. Hence, the aforementioned claim with concern their awareness to pragmatic is strongly supported.

In the pre-test, the results unsurprisingly revealed that almost all of the students failed to employ the contextual information in their uses of tenses. Therefore, we can assert the aforementioned claim that the undertaken pragmatics instruction by the teachers of grammar was critically insufficient for the students to employ the contextual knowledge into real life situations. This finding may suggest that the time allotted for students to analyze the pragmatic uses of tenses must be insufficient, and/or the quality of language samples is inauthentic or inappropriate. Evidently, this result is apparent in the students' answers asserting that the time devoted to productivity activities is scarce and irregular. Hence, it can be assumed that the students seem to receive a limited or no constructive feedback with regard to pragmatics from the part of teachers on their oral examples, precisely on their generated linguistic formulas during grammar lessons. Another key fact to mention, as far as the grammar teachers are restricted only to the textbook language, students' pragmatic competence would be critically constrained.

On the post-test, we could easily deduce that there was a noticeable improvement in students' grammar achievement. Hence, it is worth noting that through the explicit and the extensive instruction, the treatment group participants have effectively exploited the extra-linguistic clues in producing pragmatically pertinent and linguistically correct tenses. In the meantime, participants of the control group maintained approximately the same scores in the pre-test and the post-test which confirm the scarcity of pragmatics instruction in grammar teachers' methods; these results clearly indicate that pragmatics instruction has more positive effects than the simple exposure method. Evidently, in his influential work, Shmidt (1993) puts forward the claim that the simple exposure method could never be sufficient to develop

the pragmatic competence. In this regard, it could be inferred when the learners are exposed to limited language samples and inauthentic materials, their grammatical competence would be developed without the pragmatic one. Thus, it can be concluded that if students receive explicit pragmatics instruction with a concentrated language input and authentic language samples, their abilities to use grammar tenses will be absolutely promoted.

Significantly, the findings of this research study strongly support the instructional tendency of teaching grammar and pragmatics which has been consistently and systematically proved to be highly advantageous (Soler, 2005; Kasper, 2005; Jianda, 2006 ;Tadjeddine and Ghammari, 2011; Gharibeh, Mirzaee, and Notash, 2016; Kim, 2017). Consistent with this perspective, Bardovi-Harlig (2000) goes so far as to suggest that length of stay in an L2 speaking community is unimportant variable compared to the intensity of instruction in the classroom (as cited in Bouras, 2006).

In essence, these results are at the core of this study to provide answers to the stated research questions as well as to confirm the proposed hypothesis that says that integrating pragmatics instruction in grammar teaching is likely to foster the students' grammar achievement.

5. Limitations

Despite supporting our hypothesis, the present study has a number of limitations that should be highlighted. Firstly, the most important limitation was time constraints. In that, the treatment session lasted only five (05) weeks; in fact, it was supposed to stretch throughout the whole second semester. Nevertheless, due to the unfavourable circumstances our country went through, there were unanticipated strikes in all the Algerian universities which seriously hindered the ongoing of the experiment. Hence, it is assumed that extended time and good conditions could have helped us to assess better the situation in-depth and to come up with more productive proposals.

Secondly, the small sample of the present study will constrain generalizing the findings because this study was limited to only two (02) classes of students at the Department of Language and English literature at M'sila University. For this reason, the established inferences are specific to this sample, and they do not represent all Algerian universities or any other EFL/ESL learning setting.

6. Implications and Suggestions for Future Research

The aforementioned limitations that were identified in the present study establish in fact the foundations for future studies. Initially, Future research is highly felt to cover the effects of pragmatics instruction on other grammar patterns as the present research was a short term study conducted throughout only one semester.

Secondly, more research is needed to examine the effects of the various instructional approaches on students' grammar performance since the present study is restricted to only one instructional approach: the explicit pragmatics instruction. Hence, it would be even more interesting if one can replicate the present study using the implicit pragmatics instruction or a combination of both methods which are likely to bring better results.

In addition, despite the significance of pragmatics instruction in second and foreign language teaching, still pragmatics is relatively neglected by language teachers (Bardovi-harlig and Taylor, 2003). Thus, a detailed and extensive research is necessary to examine ESL/EFL teachers' perceptions, attitudes, and beliefs toward integrating pragmatics instruction.

General Conclusion

Language learning is no longer viewed as the learning of grammatical structures exclusively. Indeed, the communicative approach has marked a shift from perceiving linguistic forms as context independent structures into context-dependent forms. Significantly, the surface linguistic forms are governed by the deep cultural and social beliefs which must be respected by foreign language learners. It is worth to mention that, learning grammar, building vocabulary, and practicing pronunciation must be equipped with the adequate pragmatic knowledge of the target language so as they are learned effectively.

In the present study, we endeavoured to investigate the influence of pragmatics instructions on students' grammar performance. To achieve this, the work comprises three main chapters. The first chapter was meant to provide theoretical background knowledge about pragmatics in foreign language learning and teaching. In the second chapter, the concept of grammar was introduced, followed by a description of the main grammar teaching methods and approaches. Within this chapter, it was attempted to provide plausible explanations for the interconnectedness of pragmatics and grammar, and how the absence of any one of them can seriously constrain language use in real life situations.

In the third chapter, we carried out a triangulation methodological stance so as to examine the extent to which pragmatics instruction could enhance learners' grammar, precisely on the use of tenses as it has not been investigated before, and whether grammar teachers in the Department of English in the University of M'sila implement pragmatics in grammar teaching; in this respect, it was hypothesized that pragmatics instruction would improve students' grammar achievement.

In order to confirm the proposed hypothesis and to answer the stated research questions, we employed the pre-test design before the treatment sessions, and the same

students were post-tested after the planned instructional period which entitled mainly meta-pragmatic discussions and directing students' noticing to the pragma-linguistic and soco-pragmatic indexes. Moreover, we submitted a questionnaire to second-year students, and we interviewed grammar teachers. In fact, the obtained results revealed that the pragmatic input incorporated by the instructors in grammar teaching is insufficient; in addition, the speculated hypothesis concerning the likely effects of pragmatics instruction on promoting students' grammar performance was strongly supported.

This study is, therefore, in line with the previous research in inter-language pragmatics and SLA research which support the inclusion of pragmatics instruction in grammar teaching (Ellis, 1997; Bardovi-Harlig and Taylor, 2003; Tajeddine and Ghammari, 2001; Mohamed, 2012; Ebadi, and Pourzandi, 2015). That is, it strongly supports the claim that pragmatics instruction contributes enormously in enhancing students' grammar achievement.

Pedagogical Recommendations

Based upon the findings of the present study and the reviewed literature, some suggestions and pedagogical recommendations seem to be appropriate. To begin with, it is recommended that teachers should prompt their students to engage in meta-pragmatic analysis. By determining the similarities and the differences between L1 pragmatic norms and the L2, students are likely to overcome pragmatic failure in the TL. In this respect, the findings in this research can be linked to Shmidt's (1990) noticing hypothesis, which holds that noticing could effectively direct learners' attention toward the target socio-pragmatic and pragma-linguistic features. As a consequence, the input would be turned into intake for learning, thereby preventing fossilization (as cited in Gharibeh, Mizrae, and Notash, 2016). Secondly, EFL teachers should draw learners' attention to how socio-pragmatic factors shape the linguistic choices through the use of the awareness raising tasks and the instructional

materials. In addition, in the view of Hopper (1987), teachers ought to introduce grammatical structures as meaning containers rather than purely mechanical forms and linguistic units (as cited in Fox, 2007). In this respect, Bu (2011) maintains that the absence of contextual knowledge would result in ambiguous linguistic forms.

As has proved the present study, the integration of pragmatics instruction is highly recommended. In terms of methods, teachers need to implement various instructional pragmatic techniques so as to enable students to associate form, function, and use. For instance, teachers must make use of authentic language samples as well as authentic audiovisual input, followed by meta-pragmatic feedback in order to provide learners with both the pragma-linguistic and the socio-pragmatic abilities (Bardovi-Harlig and Taylor, 2003; Soler, 2005). In addition, this research work reveals that input-flooding and noticing might be especially effective techniques to enhance students' pragmatic competence. It is noteworthy that, an official, detailed, and a common grammar course book should be available for teachers. Another key element to add, we suggest that collaboration among the department grammar teachers should be ensured so as to set common and achievable teaching goals.

Moreover, it is recommended that EFL teachers should provide learners with more practice followed by constructive feedback on their outputs with regard to the pragmatic issues which can create potential problems when conversing with native speakers (NS). Besides, it is needed for the grammatical forms to be introduced as context-governed structures which convey L2 cultural ties and realities and act for different circumstances in different situations. Failure to do so might cause inappropriate as well as inconvenient language use. It is noteworthy that, pragmatic knowledge must be incorporated in exams; that is, exams must address students' pragma-linguistic constituents and the knowledge of socio-pragmatic norms. Subsequently, students should be assessed and marked accordingly.

Hopefully, the reached conclusions and the provided suggestions would be beneficial for all of EFL researchers-teachers and students alike who wish to ameliorate their grammar teaching and learning processes. Undeniably, more research is immensely needed in this area of study to come up with more advantageous solutions to ESP teachers, course designers, testers, and all of the language practitioners.

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Appendices

Appendix 01: Pre-test

Appendix 02: Post-test

Appendix 03: Teachers' Interview

Appendix 04: Students' Questionnaire

Appendix 05: A Sample of Lesson Plan of the Present Perfect Tense

Appendix 06: The Control Group Regular Tasks

Appendix 07: Experimental Group Pre-test Output

Appendix 08: Control group Pre-test Output

Appendix 09: Experimental Group Post-test Output

Appendix 10: Control Group Post-test Output

Appendix 1: Pre-test

Pre-test **Name:**

Level: Second Year License **Surname:**

Module: Grammar **Group:**

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. His magnificence **(overwhelm)**.....her.

.....

2. My flight **(leave)**.....in two hours.

.....

3. They constantly **(play)**.....loud music until the early hours of the morning.

.....

4. Cooper: Shall I phone at 6 p.m.? Naomi: We usually **(have)**.....dinner at that time.

.....

5. They **(have not)**.....Anywhere to live at the moment. They **(stay)**.....with friends until they **(find)**.....somewhere.

.....

.....

6. He **(finish)**.....his coffee; he **(be)**.....with you in a second.

.....

7. Jacob **(start)**.....University in the fall.

.....

8. Dan and Jenny **(be)**.....married. They **(get)**.....married exactly 20 years ago, so today is their 20th wedding anniversary. They **(be)**.....married for 20 years.

.....

.....

10. She **(leave)**.....her executive position to become a personal shopper.

.....

11. The Minister **(make)**.....her colleagues angry when she **(criticize)**.....them during her speech yesterday.

.....

12. There **(be)**.....already a suggestion from Emilia that the money should be spent on new tablet computers for the school.

.....

13. When I **(reverse)**.....the car out of the garage, I **(do)**.....some damage to the rear number plate.

.....

14. When President Nelson **(arrive)**.....in Paris this evening, it will be the first time she **(visit)**.....Europe since her election victory in May.

.....

.....

15. You **(stay)**.....with us again tonight?

.....

.....

16. Tom already **(eat)**.....when his friends **(arrive)**.....

.....

.....

17. I **(meet)**.....many people since I **(come)**.....in June.

.....

.....

18. He **(own)**.....that car for twelve years.

.....

19. I **(hope)**.....to leave by nine, but I **(oversleep)**.....and **(miss)**.....the train.

.....

.....

20. The two leaders **(agree)**.....to meet, even though earlier talks **(fail)**.....to reach an agreement.

.....

.....

Appendix 02: Post-test

Post-test **Name:**

Level: Second Year License **Surname:**

Module: Grammar **Group:**

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. I.....(**consider)** selling my house and .....(**buy)** a flat.

……

2. I .....(**have not)** time to phone Hugo today, but I certainly..... (**contact**) him before I.....**(leave)** work.

……

……..

3. I .....(**know)** if I can afford a Porsche until I .....(**find)** out how much they cost.

……

4. The roof of the house.....(**consist)** of only plastic sheets nailed down in a few places.

……

5. David.....(**have)** treatment for a knee injury, but should be fit to play on Saturday.

……

6. I am normally.....(**take)** the children to school at 8:00 am. Perhaps we can meet at 9:00 am.

……

7. Nearly 6000 laptops.....(**steal)** from the Ministry of Defense staff over the past five years. However, a spokesperson.....**(insist)** that

there.....**(have)** no security problems as none of the computers.....(**hold)** secret information.

……

……

8. I .....(**read)** this book on astrophysics for hours and I am still only on page six.

……

9. The two schools.....(**move)** to a single campus at the beginning of September.

……

10. By the time you get home, I.....(**clean)** the house from top to down.

……

11. Next year, I.....(**work)** in the company for 30 years.

……

12. Unemployment.....**(rise)** by 58% since the present government .....**(come)** to power.

……

13. The proposed new library .....**(have)** under discussion for almost three years at the time an appropriate site became available.

……

14. If I am not too busy, I .....**(promise)** to help you in the garden later today.

……

15. When she was prime minister, Mrs Perez .....**(be)** often accused of ignoring the advice of her colleagues.

.....

Appendix 03: Teachers' Interview

1. How many years have you been teaching grammar?
2. What materials or tools do you often use in teaching grammar?
3. Do you have an official syllabus in grammar teaching?
4. Grammar is best taught explicitly or implicitly? (please explain)
5. Do you opt for this statement: "*Teachers should not correct students' grammatical errors in class unless these errors interfere with comprehensibility*"? (explain please)
6. Do you teach grammar with reference to pragmatics?
7. Do you make use of explicit pragmatics' instruction in grammar teaching?
8. Do you find students' native language significantly influences their ability to learn English grammar?
9. Do you find your students aware of the social, cultural, and contextual differences between their L1& & L2?
10. Besides the grammatical accuracy, is pragmatic appropriateness considered in the written tests of grammar?
11. How do you evaluate your students' competence in pragmatics?

Appendix 4: Students' Questionnaire

Level: Second Year

Dear students

You are kindly invited to answer this questionnaire which attempts to investigate the importance given to the pragmatic dimension in grammar teaching and the students' awareness of it. Your personal information would be highly confidential. Indeed, your answers will help us enormously to achieve our purposes.

Section One: Background Information Questions

1. Gender: Male ☐ Female ☐
2. Age: ☐
3. Group: ☐
4. Have you ever been involved in an English native speaking context?

   Yes ☐ No ☐
5. Which skill do you prefer most:
   - ❖ Reading ☐
   - ❖ Writing ☐
   - ❖ Speaking ☐
   - ❖ Listening ☐
   - ❖ Grammar ☐

Section Two: Grammar

1. Do you think grammar is essential to learn English language?

Yes ☐ No ☐

If yes, do you benefit from the module of grammar when you communicate in English?

Yes ☐ No ☐

2. What do you think the overall objectives behind grammar module?

.....

.....

.....

3. What approach do you think is most appropriate to learn grammar? Deductive or Inductive?

- **Deductive approach** involves the learners being given a general rule, which is then applied to specific language examples and honed through practice exercises.
- **Inductive** approach involves the learners detecting, or noticing, patterns and working out a 'rule' for themselves before they practise the language.

4. What are the activities you usually have in grammar class?

- Discovering Uses of Tenses ☐ Productivity ☐
- Controlled Practices ☐
- Others (please specify)

……

……

5. What do your teachers of grammar focus more?

   - Form ☐
   - Use ☐

6. Do you think grammatical structures can be taught in isolation from the context?

   Yes ☐ No ☐

Section Three: Pragmatics

1. What is pragmatics?

   .....

   .....

   .....

2. Which, do you think, is essential to learn a foreign language: Grammar, pragmatics, or both? Explain.

   .....

   .....

   .....

3. What strategies do you use to be pragmatically competent?

   .....

   .....

   .....

Section Four: Grammar and Pragmatics

1. Do you think pragmatics instruction (knowledge about how to use English appropriately) is important in teaching grammar?

   Yes ☐ No ☐

   If yes, explain why?

   .....

   .....

   .....

2. Do teachers integrate pragmatic insights in grammar lessons?

   Yes ☐ No ☐

   If yes, how often?

   Always ☐

   Sometimes ☐

   Rarely ☐

Thank you!

Appendix 05: Lesson Plan: Present Perfect Tense

Course: Grammar	**Class:** Second Year Level	**Group:** 02	**Week:** One	**Duration**: 1h: 30mn

Lesson: Present Perfect Tense.

Goals:

1. To explain the basic form of the present perfect tense.
2. To demonstrate the various uses of the present perfect tense
3. To raise students' awareness of the contextual factors contributing in the appropriate use of the present perfect tense.
4. To discuss the pragmatic meaning of the present perfect tense.
5. To highlight the potential pragmatic violations in the use of the present perfect tense.

Procedure:

1. Students are provided with real life situations involving the present perfect tense.
2. The Instructor urges her students to take the contextual factors into consideration in using the present perfect tense.
3. In a whole class discussion, the students reflect upon the reasons of using the present perfect tense, and share their own viewpoints and perceptions toward a specific situation with one another.
4. In case of the inability, the teacher highlights the reasons of using the perfect tense.
5. Discussing the similarities and the differences between students L1 and L2 in tense aspect.

Resources:

1. Language Samples taken from authentic situations.
2. Advanced Grammar in Use (Hewings, 2013).
3. A practical English Grammar (Thomson and Martinet, 1986).

Appendix 06: The control Group Regular Task

Exercise: Put the verbs in brackets into the simple present or the present continuous tense.

1 Cuckoos (not build) nests. They (use) the nests of other birds.

2 You can't see Tom now: he (have) a bath.

3 He usually (drink) coffee but today he (drink) tea.

4 What she (do) in the evenings? ~ She usually (play) cards or (watch) TV.

5 I won't go out now as it (rain) and I -(not have) an umbrella.

6 The last train (leave) the station at 11.30.

7 He usually (speak) so quickly that I (not understand) him.

8 Ann (make) a dress for herself at the moment. She (make) all her own clothes.

9 Hardly anyone (wear) a hat nowadays.

10 I'm afraid I've broken one of your coffee cups. — Don't worry. I (not like) that set anyway.

11 I (wear) my sunglasses today because the sun is very strong.

12 Tom can't have the newspaper now because his aunt (read) it.

13 I'm busy at the moment. I (redecorate) the sitting room.

14 The kettle (boil) now. Shall I make the tea?

15 You (enjoy) yourself or would you like to leave now? - I (enjoy) myself very much. I (want) to stay to the end.

16 How you (get) to work as a rule? ~ I usually (go) by bus but tomorrow I (go) in Tom's car.

17 I always (buy) lottery tickets but I never (win) anything.

18 Mary usually (learn) languages very quickly but she (not be) able to learn modern Greek.

19 I (think) it is a pity you don't take more exercise. You (get) fat.

20 That film (come) to the local cinema next week. You (want) to see it?

21 How Peter (get) on at school? ~ Very well. He (seem) to like the life.

22 This is our itinerary. We (leave) home on the 8th, (arrive) in Paris on the 9th, (spend) the day in Paris, and (set) out that night for Venice.

Appendix 07: Experimental Group Pre-test Output

Pre-test.

Level: Second Year License.

Module: Grammar.

8,75 / 20

Name: Assaoui

Surname: KHAOULA

Group: 02

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. His magnificence **(overwhelm)**.....overwhelmed.....her.
   Finished Action
2. My flight **(leave)**.....will leave.....in two hours.
   near future
3. They constantly **(play)**.....played.....loud music until the early hours of the morning.
   finished Action
4. Cooper: Shall I phone at 6 p.m.? Naomi: We usually **(have)**.....had.....dinner at that time.
5. They **(have not)**.....don't have.....Anywhere to live at the moment. They **(stay)**.....will stay.....with friends until they **(find)**.....find.....somewhere.
   Debated Action
6. He **(finish)**.....finished.....his coffee; he **(be)**.....will be.....with you in a second.
   finished action and Another Action Start
7. Jacob **(start)**.....started.....University in the fall.
   past action
8. Dan and Jenny **(be)**.....were.....married. They **(get)**.....got.....married exactly 20 years ago, so today is their 20th wedding anniversary. They **(be)**.....were.....married for 20 years.
   Action happened in the past
10. She **(leave)**.....leaved left.....her executive position to become a personal shopper.
    past Action
11. The Minister **(make)**.....marked.....her colleagues angry when she **(criticize)**.....criticizing.....them during her speech yesterday.
    finished action

12. There **(be)** are already a suggestion from Emilia that the money should be spent on new tablet computers for the school.

13. When I **(reverse)** reversed the car out of the garage, I **(do)** did some damage to the rear number plate.

finished Action

14. When President Nelson **(arrive)** will arrive in Paris this evening, it will be the first time she **(visit)** will visit Europe since her election victory in May.

future Action

15. You **(stay)** will stay with us again tonight?

Interrogative Action (Asking) 1 girl

16. Tom already **(eat)** ate when his friends **(arrive)** arrived

17. I **(meet)** will meet many people since I **(come)** will come in June.

future action

18. He **(own)** owned that car for twelve years.

past and finished Action 1

19. I **(hope)** hoped to leave by nine, but I **(oversleep)** overslept and **(miss)** missed the train.

finished Action or

20. The two leaders **(agree)** will agree to meet, even though earlier talks **(fail)** failed to reach an agreement.

Pre-test.

Level: Second Year License.

Module: Grammar.

6,5
20

Name: Khirani

Surname: tariQ

Group: 02

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. His magnificence **(overwhelm)**...overwhelms....her.

2. My flight **(leave)**....leaves.....in two hours. 1
...Time table

3. They constantly **(play)**....plays.....loud music until the early hours of the morning.
...habitual action 1

4. Cooper: Shall I phone at 6 p.m.? Naomi: We usually **(have)**....having....dinner at that time.
...about point of time

5. They **(have not)**...don't have....Anywhere to live at the moment. They **(stay)**...staying...with friends until they **(find)**....will find...somewhere.
are
Key word "at the moment" - time of speaking 2
1

6. He **(finish)**..is finishing his coffee; he **(be)**..will be.....with you in a second.

7. Jacob **(start)**...will starts.....University in the fall.

8. Dan and Jenny **(be)**.....are...married. They **(get)**....got.....married exactly 20 years ago, so today is their 20th wedding anniversary. They **(be)**.....were.....married for 20 years.
fact
finished action time mentioned 0,5
fact

10. She **(leave)**.....Left.....her executive position to become a personal shopper.
...progressive action

11. The Minister **(make)**..makes...her colleagues angry when she **(criticize)**.criticized...them during her speech yesterday.

12. There **(be)**.....already a suggestion from Emilia that the money should be spent on new tablet computers for the school.

.....

13. When I **(reverse)**.....the car out of the garage, I **(do)**.....some damage to the rear number plate.

.....

.....

14. When President Nelson **(arrive)**...arrives.....in Paris this evening, it will be the first time she **(visit)**.....visited.....Europe since her election victory in May.

.....

.....

15. You **(stay)**will you stay.....with us again tonight?

.....ate.....

.....

16. Tom already **(eat)**.....ate.....when his friends **(arrive)**.....arrived.....

.....time mentioned + Key word "already" = finished actions.....

.....

17. I **(meet)**.....met.....many people since I **(come)**.....came.....in June.

.....time mentioned - so - finished actions.....

.....

18. He **(own)**.....owned.....that car for twelve years.

.....He doesn't ~~own~~ still owning this car yet.....

.....

19. I **(hope)**.....to leave by nine, but I **(oversleep)**.....and **(miss)**.....the train.

.....

.....

.....

20. The two leaders **(agree)**..agreed.....to meet, even though earlier talks **(fail)**..failed.....to reach an agreement.

.....Series of action.....

.....

.....

Appendix 08: Control Group Pre-test Output

Pre-test.

Level: Second Year License.

Module: Grammar.

Name: AttALLAh

Surname: YASSMINE

Group: 04

10/20

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. His magnificence **(overwhelm)** overwhelmed her.
   it tells about her
2. My flight **(leave)** leaves in two hours.
   around the moment of speaking
3. They constantly **(play)** play loud music until the early hours of the morning.
   habit and action
4. Cooper: Shall I phone at 6 p.m.? Naomi: We usually **(have)** have dinner at that time.
   action started in a point of time still continued
5. They **(have not)** haven't Anywhere to live at the moment. They **(stay)** stay with friends until they **(find)** find somewhere.
   haven't at the moment of speaking
   non finished action
6. He **(finish)** finished his coffee; he **(be)** had with you in a second.
   progressive action
7. Jacob **(start)** started University in the fall.
   action happen in the past
8. Dan and Jenny **(be)** were married. They **(get)** got married exactly 20 years ago, so today is their 20th wedding anniversary. They **(be)** are married for 20 years.
   were ⇒ action happened and end in the past
   Got ⇒ definite time in the past
   Are ⇒ Can't they still remarried now
10. She **(leave)** left her executive position to become a personal shopper.
11. The Minister **(make)** made her colleagues angry when she **(criticize)** criticized them during her speech yesterday.
    action happen in the past cause there is "yesterday"

12. There **(be)** was already a suggestion from Emilia that the money should be spent on new tablet computers for the school.

finished action

13. When I **(reverse)** reversed the car out of the garage, I **(do)** did some damage to the rear number plate.

temporary action

14. When President Nelson **(arrive)** arrives in Paris this evening, it will be the first time she **(visit)** visits Europe since her election victory in May.

arrives (near future)
there is the word 'since'

15. You **(stay)** stay with us again tonight?

near future

16. Tom already **(eat)** ate when his friends **(arrive)**

ate ⇒ finished action
⇒ interrupting action

17. I **(meet)** meet many people since I **(come)** came in June.

progressive action
The action of coming happened and finished

18. He **(own)** owns that car for twelve years.

continued action
She still owns that car

19. I **(hope)** hope to leave by nine, but I **(oversleep)** overslept and **(miss)** missed the train.

Hope at the moment of speaking
Overslept missed action happen and finished

20. The two leaders **(agree)** agree to meet, even though earlier talks **(fail)** failed to reach an agreement.

The two leaders agree now
failed ⇒ finished action

Appendix 09: Experimental Group Post-test Output

Post-test. **Name:** Rima

Level: Second Year License. **Surname:** Ben Abd enelha

Module: Grammar. **Group:** 2

12,75/20

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. I am considering (**consider**) selling my house and buying (**buy**) a flat.
   action happening in the near future
2. I hadn't (**have not**) time to phone Hugo today, but I certainly will contact (**contact**) him before I leaving (**leave**) work.
   hadn't → action happen and finished in the past
   will contact → decition taken in the moment of speaking
   leaving → near future
3. I know (**know**) if I can afford a Porsche until I will find (**find**) out how much they cost.
   present tense of time of speaking
   decition taken in the moment of speaking
4. The roof of the house.. consists (**consist**) of only plastic sheets nailed down in a few places.
   distribution
5. David... is having (**have**) treatment for a knee injury, but should be fit to play on Saturday.
   to have and still have the treatment
6. I am normally taking (**take**) the children to school at 8:00 am. Perhaps we can meet at 9:00 am.
   now future plan

1,25

7. Nearly 6000 laptops...was stolen.....**(steal)** from the Ministry of Defence staff over the past five years. However, a spokesperson...was insisting.....**(insist)** that there.....had.....**(have)** no security problems as none of the computers.....held.....**(hold)** secret information.

.....progressive action in the past.....

.....holds = at the time of speaking.....

8. I ..am reading.....**(read)** this book on astrophysics for hours and I am still only on page six.

.....I started but still did not finish it.....

.....

9. The two schools...are merging.....**(move)** to a single campus at the beginning of September.

.....near future action.....

.....

10. By the time you get home, I...will have cleaned.....**(clean)** the house from top to down.

.....duration taken in the moment of speaking.....

11. Next year, I..going to work.....**(work)** in the company for 30 years.

.....future action duration take long time ago.....

12. Unemployment..is going to rise.....**(rise)** by 58% since the present government is coming.....**(come)** to power.

.....is going to rise = right ..... of speaking.....

.....is coming = near future.....

13. The proposed new library ..is going.....**(have)** under discussion for almost three years at the time an appropriate site became available.

.....it had and still have a discussion.....

14. If I am not too busy, I ..will promise.....**(promise)** to help you in the garden later today.

.....plans duration explaining the project.....

15. When she was prime minister, Mrs Perez .....was.....**(be)** often accused of ignoring the advice of her colleagues.

.....The "when" Explain that Mrs Perez is not a prime minister.

Post-test. **Name:** Rahal Aya Meroua

Level: Second Year License. **Surname:**

Module: Grammar. **Group:** 2

15,75/20

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. I am ...Considering... **(consider)** selling my house and ...buying... **(buy)** a flat. 0,25 0,25

...the first case is an unfinished action (He didn't sell the House yet He's still trying to) the second one follows the first one as well (2 verbs to the same subject).

2. I ...didn't have... **(have not)** time to phone Hugo today, but I certainly...will contact **(contact)** him before I'll leave **(leave)** work.

...First case the day didn't ends yet, second case is Future plan so is the third case 1,5

3. I ...didn't know... **(know)** if I can afford a Porsche until I ...found... **(find)** out how much they cost.

...First case is a conditional Phrase type 2 ...the second case an ~~Unfinished~~ interrupting past action

4. The roof of the house...Consisted... **(consist)** of only plastic sheets nailed down in a few places.

...I assume that it's 1,25 a past action since the following verb is in the past

5. David...Had... **(have)** treatment for a knee injury, but should be fit to play on Saturday.

...should already had a Knee injury (an finished action).

6. I am normally...Taking... **(take)** the children to school at 8:00 am. Perhaps we can meet at 9:00 am.

...can Unfinished action, Habbit!

7. Nearly 6000 laptops.....(**steal**) from the Ministry of Defence staff over the past five years. However, a spokesperson.....(**insist**) that there.....(**have**) no security problems as none of the computers.....(**hold**) secret information.

8. I.....(**read**) this book on astrophysics for hours and I am still only on page six.

9. The two schools.....(**move**) to a single campus at the beginning of September.

10. By the time you get home, I.....(**clean**) the house from top to down.

11. Next year, I.....(**work**) in the company for 30 years.

12. Unemployment.....(**rise**) by 58% since the present government.....(**come**) to power.

13. The proposed new library .....(**have**) under discussion for almost three years at the time an appropriate site became available.

14. If I am not too busy, I .....(**promise**) to help you in the garden later today.

15. When she was prime minister, Mrs Perez .....(**be**) often accused of ignoring the advice of her colleagues.

Appendix 10: Control Group Post test Output

Post-test.

Level: Second Year License.

Module: Grammar.

9,5/20

Name: NECHE

Surname: NARDJIS

Group: 04

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. I am considered **(consider)** selling my house and buy **(buy)** a flat.
   Marker of mental activity
2. I have not **(have not)** time to phone Hugo today, but I certainly will contact **(contact)** him before I leave **(leave)** work.
   Habitual action, need to complete period of time
   Unplanned future action
3. I will know **(know)** if I can afford a Porsche until I find **(find)** out how much they cost.
4. The roof of the house consists **(consist)** of only plastic sheets nailed down in a few places.
   fact
5. David is having **(have)** treatment for a knee injury, but should be fit to play on Saturday.
   Uncomplete period of time, marker of
6. I am normally taking **(take)** the children to school at 8:00 am. Perhaps we can meet at 9:00 am.
   habitual action

7. Nearly 6000 laptops.....(**steal**) from the Ministry of Defence staff over the past five years. However, a spokesperson.....(**insist**) that there.....(**have**) no security problems as none of the computers.....(**hold**) secret information.

.....

.....

8. I .....(**read**) this book on astrophysics for hours and I am still only on page six.

.....

.....

9. The two schools.....(**move**) to a single campus at the beginning of September.

.....

.....

10. By the time you get home, I .....(**clean**) the house from top to down.

.....

11. Next year, I .....(**work**) in the company for 30 years.

.....

12. Unemployment.....(**rise**) by 58% since the present government .....(**come**) to power.

.....

.....

13. The proposed new library .....(**have**) under discussion for almost three years at the time an appropriate site became available.

.....

14. If I am not too busy, I .....(**promise**) to help you in the garden later today.

.....

15. When she was prime minister, Mrs Perez .....(**be**) often accused of ignoring the advice of her colleagues.

.....

Post-test. **Name:** Hiba

Level: Second Year License. **Surname:** Bouros

Module: Grammar. **Group:** 04

7,25
20

Put the verbs between brackets in the appropriate form with providing the appropriate justifications.

1. I am considering **(consider)** selling my house and buying **(buy)** a flat.
   1=) verb of mental activity 1,2,3
   2=)
2. I don't have **(have not)** time to phone Hugo today, but I certainly will contact **(contact)** him before I leave **(leave)** work.
   1=) linking verb 1/2: 1,25
   3=) action in the near future.
3. I don't know **(know)** if I can afford a Porsche until I find **(find)** out how much they cost.
   1=) verb to know 2: for near future.
4. The roof of the house consists **(consist)** of only plastic sheets nailed down in a few places.
   =) true in general. (fact) 1,2,T
5. David have **(have)** treatment for a knee injury, but should be fit to play on Saturday.
   =) Linking Verb.
6. I am normally taking **(take)** the children to school at 8:00 am. Perhaps we can meet at 9:00 am.

7. Nearly 6000 laptops.....stole.....**(steal)** from the Ministry of Defence staff over the past five years. However, a spokesperson...insisted.....**(insist)** that there.....had.....**(have)** no security problems as none of the computers.....held.....**(hold)** secret information.

=) action happened in the past / 2 = action in the past + 25

3/ ~~verb~~ Linking verb — 4 = action in the past

8. I ..am reading...**(read)** this book on astrophysics for hours and I am still only on page six.

=) I have started it and didn't finish it yet =) 1, +25

...at the moment of speaking.

9. The two schools.....**(move)** to a single campus at the beginning of September.

10. By the time you get home, I am going to clean.....**(clean)** the house from top to down.

=) planned action in the future

11. Next year, I am going to work.....**(work)** in the company for 30 years.

=) planned action in the future

12. Unemployment.....rose.....**(rise)** by 58% since the present government .....come.....**(come)** to power.

=) action happened in the past. (7)

13. The proposed new library ...have had.....**(have)** under discussion for almost three years at the time an appropriate site became available.

=) Linking verb

14. If I am not too busy, I ..will promise.....**(promise)** to help you in the garden later today.

=) condition type 1

15. When she was prime minister, Mrs Perez .....had being.....**(be)** often accused of ignoring the advice of her colleagues.

=) verb to be = Linking verb.

Résumé

L'enseignement grammatical est d'une grande importance dans l'enseignement de l'anglais, ces travaux de recherche ont pour objectif d'examiner l'efficacité de l'enseignement de la pragmatique auprès des étudiants de deuxième année d'anglais langue étrangère de l'Université de M'sila par rapport à l'utilisation des temps. Afin d'obtenir des résultats fiables et objectifs, nous avons adopté une approche faisant appel au plan de recherche triangulé de qualité et de quantité. Cette méthode mixte a été appliquée à trois (03) instruments de collecte de données. Premièrement, les données ont été collectées à l'aide de questionnaires, comprenant des questions fermées et des questions ouvertes, adressées aux étudiants de deuxième année en LMD (N=52). Deuxièmement, des entretiens semi-structurés ont été menés avec des professeurs de grammaire (N=04) du département d'anglais de l'Université M'sila afin de mieux comprendre la situation. Troisièmement, des conceptions pré-test et post-test ont été mises en place afin de mesurer l'impact de l'enseignement de la pragmatique sur les résultats en grammaire des étudiants. Ainsi, l'échantillon de recherche est divisé en deux groupes intacts: le groupe expérimental (N=26) a reçu une instruction pragmatique explicite en intégrant des informations méta-pragmatiques dans les principes et les utilisations des temps, alors que le groupe témoin (N=26) non exposé au traitement d'instruction prévu. Les résultats obtenus ont confirmé notre hypothèse selon laquelle l'enseignement de la pragmatique aurait des effets positifs sur la réussite grammaticale des apprenants. En se basant sur ces résultants, on peut déduire que les enseignants de grammaire devraient intégrer des connaissances pragmatiques dans leurs exposés afin de les aider à produire un langage adapté au contexte.

الملخص:

يهدف هدا البحث إلى التحقق من فعالية تدريس البراغماتية فيما يتعلق باستخدام الأزمنة لطلاب السنة الثانية ليسانس تخصص لغة انجليزية بجامعة المسيلة. تم إتباع المنهج الكمي الوصفي من أجل الوصول لنتائج موثوقة وموضوعية, أين تم اعتماد ثلاثة أدوات بحثية لجمع البيانات تتمثل في: الاستبيان الموجه لطلبة السنة الثانية ليسانس في قسم اللغة الإنجليزية والذي يشمل جملة من الأسئلة المغلقة والمفتوحة, إضافة إلى ذالك تم إجراء مقابلات شفوية مع أساتذة مختصين في تدريس مادة القواعد, زيادة على ذالك تم إجراء اختبارين قبلي وبعدي من أجل قياس تأثير تلقين البراغماتية على التحصيل النحوي للطلاب. وبناءا على ما تم ذكره مسبقا, تم تقسيم عينة البحث إلى مجموعتين: تتكون المجموعة الأولى من 26 طالب تم تلقينهم جملة من التعليمات البراغماتية الصريحة عن طريق دمج المعلومات الوصفية العملية في مبادئ استخدامات الأزمنة, في حين ضمت المجموعة الضابطة 26 طالب لم يتلق أي منهم أي شكل من أشكال هذه التعليمات, و لهذا السبب وجب على المختصين في تدريس مادة القواعد أن يدمجوا الأفكار العملية في تدريس النحو من أجل مساعدة الطلبة على إنتاج لغة تتماشى مع السياق.