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**Investigating EFL Students' Realization Strategies Of, And Responses
To, Disagreements.
Case Of Master One EFL Learners At M'sila University.**

*A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of
Master in Linguistics*

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Dedication

I would like to dedicate this work first to the two persons who encourage and support me in all my life, the persons who believed in my efforts

Dad & Mom

To my great brothers who never let me down: ABD-ELHADI, MOURAD,
YAKOUP, & ISHAK

To my wonderful brother's wife LAMYA

To my second father "Uncle SABER" & his wife

To my two little

To my best friends

To my nephews WATIN & ABDELGHAFOR

To all those who loved me & forgive my faults

Without you this work will never be done

YASSAMINE

Dedication

To my dear parents, sisters, brothers and friends

I dedicate this humble work

N.

Acknowledgements

In the name of Allah, the most merciful, the most compassionate

All praise to Allah for endowing us with health and knowledge to

Complete this work

Deepest gratitude and special appreciation goes to our supervisor Dr HAMMOUDI for

His valuable assistance without which this work wouldn't be accomplished

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Kindly accepted to examine our dissertation

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Abstract

Appropriacy of language use received special attention in the field of second and foreign language learning and teaching for the ultimate objective of achieving efficient communication that conforms to target language' skills, social norms and conventions. The present study therefore attempts to elicit responses to, and realization strategies of disagreement speech act as well as teacher's perceptions about pragmatic competence in enhancing EFL learners appropriate language use. In order to answer the research questions and fulfill the objective of this study, a mixed method research design was applied using a written discourse completion testing which contextual factors of social power and social distance are examined and an interview was designed and conducted with EFL teachers. The sample of the study was 30 EFL students at M'sila University. the findings of this work revealed that EFL student use direct and indirect strategies in raising both responses to and disagreement in accordance with closeness and distance of the relationship between the interlocutors in addition to the addressee 'social power that shape the way disagreement is performed, the results indicates that EFL teachers appreciate the pragmatic competency of speech act realization in developing native- like language use.

Key Terms: Pragmatic competence, Disagreement speech act, Disagreement Responses, EFL context.

List of Abbreviations

ANS: American Native Speakers

CC: Communicative Competence

CH: Challenge

CT: Contradiction

DCT: Discourse Completion Task

EFL: English as a Foreign Language

FTA: Face Threatening Act

FL: Foreign Language

IR: Irrelevance

ILP: Interlanguage Pragmatics

L1: First Language

L2: Second Language

NNS: Non Native Speaker

NS: Native Speaker

SLA: Second Language Acquisition

SL: Second Language

PC: Pragmatic Competence

WDCT: Written Discourse Completion Task

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General Introduction

1. Introduction

Clearly, one of the goals of a foreign language learner is to be able to communicate, to understand, and to be understood by native speakers of the target language. But suppose a friend evaluated a factual claim as false, based on an evidence or argument, while you became confident that the claim is true, then unavoidably a disagreement will emerge. How would you express your view and how to respond to your friend opposite opinion?

Disagreement is a common phenomenon in human interaction that can be found with ease since people have different perspectives, social conventions, and norms that vary their views about the same issue. Rees-Miller (2000) stressed that a speaker disagrees when he considers untrue what an addressee uttered, the act of expressing an opposite opinion may cause the hearer to feel offended and impose a threat on his face as well. Therefore, achieving communication that conforms to native standards requires acquiring rules of appropriateness specially to perform the speech act of disagreement in order to avoid misunderstanding. Beebe and Takahashi (1989) having reviewed many studied on speech act concludes that second or foreign learners may offend their interlocutors or cause miscommunication when performing face threatening act . This is likely because the second learners lack of sociolinguistic or pragmatic competence which is according to Nakajima (1997) the most challenging task in target language acquisition process because no perspective rules exist to follow but the context in which such speech acts were uttered. the realization of any speech act especially face threatening acts are governed by norms and cultural values of different speech communities because face threatening acts require more attention due to the potential undesirable effects they may cause. Accordingly, the present study investigates how EFL learners at M'sila University realize and respond to disagreement speech act, moreover it explores teacher's perceptions about pragmatic competence development in realizing disagreement.

2. Literature review

In the course of foreign language development, the study of speech acts has been an important aspect of Interlanguage pragmatics. Recently disagreement has been studied in various contexts. It was regarded as dispreferred or a face threatening speech act (Leech 2007), but the definition of Sifianou (2012) that “disagreement can be defined as the expression of view that differs from that expressed by another speaker” gives disagreement positive evaluation and as he stressed that “rather than being exceptional, disagreement seems to be an essential ingredient in many daily life” he then affirms that it is not a marginal phenomenon to be avoided; it happens no matter how people try to avoid it (Lui 2004).

Studies on disagreement often classify disagreement from various perspectives as function, form, relationship between interlocutors. Muntigl and Turnbull (1998) summarize four types of disagreement: “irrelevancy claim”, “challenge”, “contradiction”, and “counterclaim”. The first type is used when the previous claim is not relevant to the discussion of the current topic. Challenge, the second type, is characterized by the use of interrogative markers, because the hearer requires evidence. Third, a speaker contradicts by uttering the opposed proposition expressed by the previous claim, in counterclaim the speaker avoids explicit disagreement but provides an alternative claim. Elga 2006 (as cited in Lingling Xu, 2017) studies disagreement on the basis of the relationship between the speaker who may be peer, superior, or inferior to the hearer, accordingly disagreement raised by interlocutors can be classified into “peer disagreement”, “superior disagreement”, and “inferior disagreement”.

Data collected from most if not all studies have proved that the way disagreement speech act is raised differs, in the course of this variation explanation, linguists’ eyes fall into such socio-pragmatic parameters as power, social relation, and distance (Brown and Liverson 1987). It is argued that direct expressions of disagreement are used when a close social distance exists between interactants. However, softening strategies are often utilized when speaking to more

powerful person. Later researchers (Rees-miller, 2000; Sifianou, 2012) realize that context is a reason of disagreement expressions variation.

Kreutel (2007) contrasted the production of learners of EFL with that of native speakers of American English. The data collected through discourse completion test, this study revealed that, NNSs utilizes mitigational devices such as hedges or explanations less frequently than native speakers, but often resort to undesirable features such as the "blunt opposite" or message abandonment. Non native informants used frequently direct strategies than native speakers, opting for direct strategies might be attributed to their poor pragmatic and sociolinguistic knowledge (Khammari , 2021)

In line with this, to prevent student's failure in communicating appropriately and accurately an active role can be adopted to involve learning speech acts, and especial attention should be given to face threatening acts as disagreement, subscribing to the belief that the ability to disagree appropriately can be taught Panha song (2020) proposed series of tasks included in the article .

FTAs often challenge the face wants of the interlocutor and in order to minimize the potential threat, second learners might use softening strategies or face saving acts that may reduce the degree of offense.

3. Statement of the problem

Despite the fact that they have high grammatical proficiency level of English language , EFL learners find it challenging to use appropriate language in different context of speaking. in light of this Bardovi-Harlig (1996, p. 21) states that "a learner of high grammatical proficiency will not necessarily show concomitant pragmatic competence" maybe because of transferring rules of their mother tongue while communicating in target language or due to the fact that pragmatic features related to power , distance , and relationship between interlocutors are not being taught in EFL classrooms these factors trigger learners pragmatic failure and communication breakdown in real life natural communication .

4. Research Questions

The researchers aim throughout this research is to answer the following questions:

1. What perceptions do EFL Teachers at the department of English language hold about the utility of teaching disagreements?
2. What strategies do EFL learners utilize to express and react to disagreement speech act?

5. Research Hypotheses

To answer the above questions, the following hypotheses are formulated:

1. EFL Teachers at the department of English language may hold high perceptions about the utility of teaching disagreement.
2. EFL Learners might show different responses and strategies to express disagreement.

6. Research Objectives

This research is guided by some specific objectives

1. To investigate teacher's perceptions about the utility of teaching disagreement
2. To determine the realization of disagreement speech act strategies used by learners.

7. Significance of the study

The ultimate purpose of this study is to develop EFL learner's pragmatic awareness of disagreement speech act realization in order neither to be perceived as inferiors to social context nor to cause intercultural misunderstanding. As cited in his study Lingling Xu in 2017 affirms that the disagreement response part does not get enough attention. How do people react? Are there any differences between the reactions in different situation? Are interesting topics to be addressed as far as disagreement is concerned, therefore the present study will be of great contribution to EFL student pragmatic awareness development of speech act of disagreement since it combines both disagreement realization and response in one study.

8. Research Methodology

to achieve the ultimate objective of spotting EFL students responses to , and realization of disagreement strategies , a mixed method research design seems to be the appropriate method

in order to both quantify and qualify data analysis .to gain the required data , researchers applied a Written Discourse completion test (WDCTs) , in fact DCTs have been extensively used in cross-cultural and Interlanguage pragmatics (Kasper &Dahl, 1991) due to their effectiveness and production of both qualitative and quantitative data .the WDCT used in this study is adopted from Khammari (2020) and reformed to meet the problem under investigation . since this study aims also at exploring EFL teachers perceptions about the utility of teaching disagreement , an interview was designed and administrated to EFL teachers at the Department of English of M'sila.

9 .Population and sample

The target population of the present study is EFL Master students at the Department of English of M'sila during the academic year 2021 2022, it comprises of 206 students. The main population comprises of 113 students with 54.85% specialised in linguistics and 45% of them are of civilization and literature major. A simple random sampling technique was used to select seventeen student of each major resulting in 34 students as the main sample. Seven EFL teachers at the same department participated and contributed to the completion of this study.

10. Thesis structure

This dissertation is divided into two main chapters .each chapter divided into sections. The first chapter stands as reference of the second chapter , it reviews related literature that contributes to better understanding of the problem under investigation .the first chapter comprises of two sections each one provides a clear image of pragmatics , speech act ,pragmatic failure , pragmatic transfer and ends at disagreement speech act .the second chapter is devoted to the field work of the present study in which collected data is analysed interpreted and discussed , it provides a detailed explanation of the methodology , data analysis , discussion of the findings , limitations, pedagogical implications, and a call for further research .

11. Operational definitions of Research Variables

10.1 Pragmatic Competence

The term was introduced by sociolinguist Jenny Thomas in a 1983 *Applied Linguistics* article, "Cross-Cultural Pragmatic Failure, in which she defined it as "the ability to use language effectively in order to achieve a specific purpose and to understand a language in context"(As cited in Nordquist,2020).

10.2 Disagreement speech act

According to Xu (2017)" disagreement is a communicative act employed when the speaker has different attitudes from his/her interlocutor or when he/she is not contented with his/her interlocutor's behaviour or utterance". It is considered as a threatening act that rises between two speakers because of having two different points of view.

CHAPTER ONE

PRAGMATIC COMPETENCE

AND DISAGREEMENT SPEECH ACT

Introduction

This chapter is devoted to thoroughly reporting the theoretical part of the study under investigation. First it provides background information on pragmatics including pragmatic and communicative competence; it addresses the field of Interlanguage pragmatics definition scope and objectives along with its subthemes of pragmatic failure and pragmatic transfer. A part of this chapter is concerned with speech act theory, disagreement definition, types, and related works.

I. Pragmatics

1. Definition of pragmatics

Since its appearance pragmatics has been defined by many scholars in various ways reflecting their theoretical frameworks, however, pragmatics roots traced back to the philosopher Charles Morris (1938) who developed a science of signs called semiotics that refers to the study of sign and symbol systems, he was the first who defines pragmatics as “the scientific study of the properties of signalling system, whether natural or artificial “(quoted by Levinson, 1983).

It is noteworthy that most definitions shared the point that the interpretations of utterances vary according to the context of speaking and that pragmatics is concerned not only with words but meanings intended by speaker. In the same vein, Yule (2008) considers pragmatics as the relationship between linguistic forms and their users, he then confirms that pragmatics is concerned with speakers intended meaning and the contextual meaning.

But the most comprehensible definition for SL and FL contexts was proposed by Crystal (1985, p.240) who views pragmatics as “the study of language from the point of view of users, especially of the choices they make, the constraints they encounter using language in social interaction, and the effects their language use has on the other participant in the act of communication”

The above mentioned claim views pragmatics not only from the two perspectives of users and context of communication but also the choices speakers can take when using language because these choices effects how hearer interprets meanings. Therefore, pragmatics is viewed as the study of meaning in social interaction rather than the meaning of words at the surface level. Thomas (1995) advocates that pragmatics involves both speakers performance and hearer’s interpretation and understanding of the speaker’s utterances.

As a matter of fact, learner’s acquisition of pragmatic competence in order to be communicatively competent in SL and FL settings became the corner stone of SLA researches

because comprehensible pragmatics knowledge can anticipate appropriacy and effectiveness of foreign language use.

2. Communicative competence and pragmatic competence

During the 1970's and the 1980's there was a growing interest in language use that revolutionized against the traditional emphasis on the linguistic and grammatical forms and structures of language .

In fact, the notion competence is rooted back to Chomsky's distinction between performance and competence however Chomskian views neglected the communicative action of the language or the real use of language, in reaction to these traditional orientations of linguists, a newly established construct was introduced by Dell Hymes (1972) which has communicative competence as key component, the new construct differs completely from that proposed by Chomsky it relies on grammatical and contextual aspect of language use because after all the ultimate purpose of learning SL or FL is to communicate effectively and appropriately in diverse situations .

In his turn Hymes (1972) believes that "there are rules of use without which rules of grammar will be useless" he then confirms the need of acquiring the socio-cultural rules of the target language use.

The shift from the study of language in isolation to the study of language as social communicative act drives some scholars to define the constituent components of communicative competence. The initial model was proposed by Canal and Swain (1986) according to them communicative competence is made up of four competences.

- Grammatical competence : refers to the knowledge of grammatical ruler and structures of the language
- Sociolinguistic competence : refers to the acquisition of socio-cultural norms, values of language use

- Discourse competence : is the ability to combine diverse language structures to form cohesive meaningful texts
- Strategic competence: refers to the verbal and non-verbal strategies used to handle communicative breakdowns.

In addition to the above mentioned model, in his turn Bachman (1990) divided language competence into two main categories organizational and pragmatic competence. Unlike canal and swain model did not distinguish between sociolinguistic and pragmatic competence, Bachman was the first who shed lights to pragmatic competence. The following figure illustrate Bachman’s (1990) model.

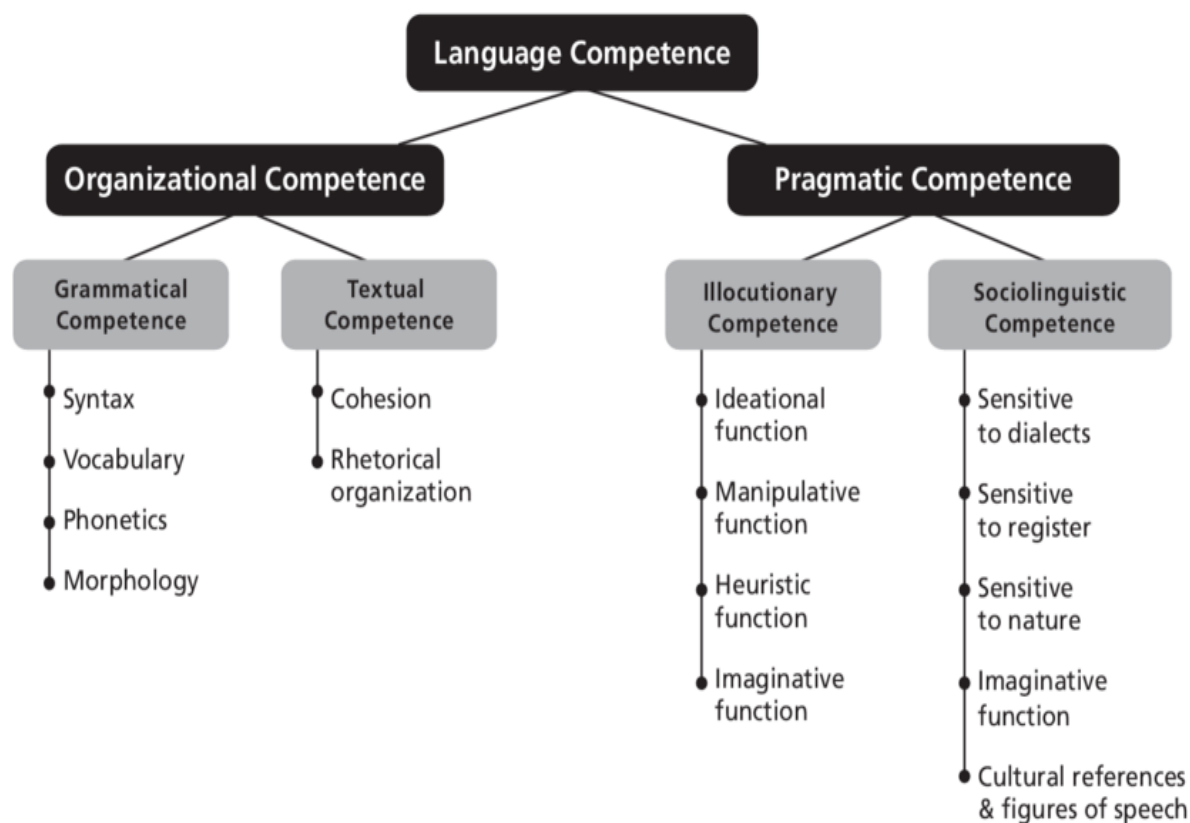


Figure 1: Bachman model of language competence (Bachman, 1990, p 87)

As it is shown above organizational competence refers to the grammatical forms and structures of formal and correct language production it is divided into grammatical and textual competences. the former is similar to the one proposed by Canal and Swain involves the knowledge about grammar rules, vocabulary, syntax and so on .the latter refers to the ability

to comprehend and produce spoken and written text . because the mastery of grammatical aspect is insufficient, Bachman incorporates pragmatic competence which is defined as the ability to create and interpreted correct and appropriate meanings .it is subdivided into sociolinguistic competence which concerned with the sociolinguistic conventions for appropriate language production in various contexts and into illocutionary competence that is responsible for expressing acceptable functions and interpreting the indirect meaning of the utterance.

Great importance was given to pragmatic competence in the last years recent researchers have focused on learner's comprehension and production of target language and factors that affect EFL's PC development, therefore research in the Interlanguage pragmatic field reaches its peak.

3. The components of pragmatics

As have been discussed earlier, pragmatics deals with real language use with respect to users, interaction, and context of communication .however, a scholars proposed new subdivision including pragmalinguistic and sociopragmatic as main sub –branches of pragmatics .

3.1 Pragmalinguistic and sociopragmatic

It is related to the grammatical side of pragmatics, pragmalinguistic represents the resources utilized to convey meanings , these resources involves knowledge of various pragmatic strategies and linguistic patterns that serve in the realization of a given communicative act . According to Thomas (1983) pragmalinguistic has to do with “highly conventionalised usage of the language to convey communicative intentions “however as defined by Leech (1983) sociopragmatic is “the sociological interface of pragmatics “it deals with the relation between linguistic patterns and social function and the social condition that govern language use.

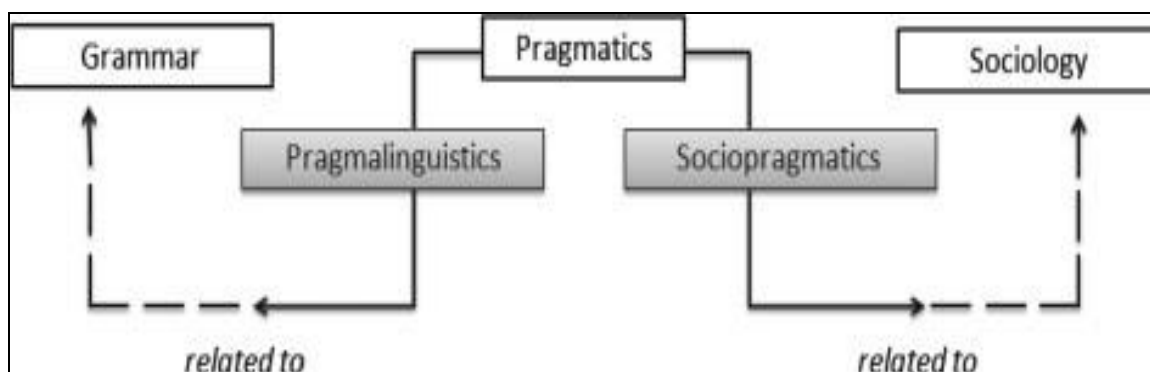


Figure 2 : Leech Distinction Between Pragmalinguistic and Sociopragmatic (as cited in principles of pragmatics p.11)

4. Interlanguage pragmatics

Recently, linguist's eye falls into the acquisition and the development of pragmatic competence in second and foreign language contexts. studies of Interlanguage pragmatics (ILP henceforth) is conducted to figure out how non-native speakers acquire, comprehend, and use patterns of the target language .it is concerned with language systems and abilities developed by non-native speakers to communicate effectively in target language .

The first definition of ILP tract to Kasper and Dhal (1991, p.5) who stated that “Interlanguage pragmatics will be defined in narrow sense referring to the non-native speaker’s comprehension and production of speech act, and how their L2 related speech act knowledge is acquired “then Interlanguage pragmatics is interdisciplinary field of study that involves second language use rather than acquisition, in the same line, Kasper and Rose (2002) illustrate that “As the study of the second language use, Interlanguage pragmatics examines how non-native speakers comprehend and produce action in a target language. As the study of second language learning, Interlanguage pragmatics investigates how L2 learners develop the ability to understand and perform action in target language ”meaning that it belongs to both SLA and pragmatics.

5. Pragmatic transfer

It is frequently noticed that EFL learners fall back to their L1 strategies, norms, and structures in realizing some communicative act to achieve same purpose. This phenomenon is referring to as pragmatic transfer.

Kasper (1992) stated that pragmatic transfer shall be narrowly defined within Interlanguage pragmatics as "the influence exerted by learner's pragmatic knowledge of languages and cultures other than L2 on their comprehension, production, and learning of L2 pragmatic information "that is the transmission of first language surface forms and structures or pragmatic strategies and cues.

In the same issue Kasper (1992) distinguishes between the sociopragmatic and pragmalinguistic types of pragmatic transfer demonstrating that while the latter refers to the use of the L1 forms and strategies Interlanguage, the former is concerned with the transmission of cultural perceptions and rules to second language.

Generally, the influence of L1 on the L2 may function positively or negatively .positive transfer occurs when similar forms, strategies and social behaviours are transformed to second language. However, negative transfer is considered as a problematic issue since the transformed patterns are different from L2's, it implies sort of deviation on L2 production. Therefore, it might result in serious pragmatic error or communication breakdown.

6. Pragmatic failure

It was first studied by the British scholar Thomas (1989) and he defines it as "the inability to understand what is meant by what is said" (as cited in Shen, 2013,1). Besides, Thomas (as cited in nouichi, 2015,32) selected the term "pragmatic failure" rather than "pragmatic error" because the first one refers to the violation of "probable rules" involved in pragmatic competence ; however, the second means the violation of definite prescriptive rules such as "grammatical errors". Furthermore, Nouichi cited that Ziran (1988) believes that it is the inability to achieve the wanted communicative effects in communication. To summarize,

pragmatic failure could be understood as the contradiction between the meaning & the utterance that have been uttered.

6.1 Types of pragmatic failure

Pragmalinguistic and sociopragmatic failure are two major types of pragmatic failure.

6.1.1 Pragmalinguistic failure

Pragmalinguistic failure occurred when the speaker uses or transforms utterances from L1 to L2 in inappropriate context. Thomas (1989,p.99) implies that “ Pragmalinguistic failure occurs when the pragmatic force mapped by S onto a given utterance is systematically different from the force most frequently assigned to it by native speakers of the target language, or when speech act strategies are inappropriately transferred from L1, to L2”.

6.1.2. Sociopragmatic failure

Leech (1983) extended the idea of sociopragmatic failure to the sociological interface of pragmatics (as cited in nouichi, 2015, 97) whereas Thomas (1989, 99) intimates “sociopragmatic failure stems from cross-culturally different perceptions of what constitutes

Appropriate linguistic behaviour”. Accordingly, it refers to the transfer of utterances that are appropriate to the speaker’s culture but are forbidden in native speaker’s culture.

II. Speech Act theory

The speech act theory was studied first by J.L. Austin then it was defined and introduced by several scholars.

2.1 Defenition of speech act theory

At the first beginning of his book “ How to do things with words ”, the oxford philosopher J.L. Austin mentioned that "the business of a [sentence] can only be to 'describe' some state of affairs, or to 'state some fact', which it must do either truly or falsely " (1962, p. 1). For instance; each utterance or word uttered produce meanings and carry out actions. Speech act theory is introduced first by J.L. Austin as a subfield of pragmatics then afterward developed by J.R. Searle by his five illocutionary points.

Many philosophers contribute to the study of this theory; Yule (1996, 47), states that people do not only produce utterances containing grammatical structures and words, they perform actions via those utterances. Birner, (as cited in Hidayat, 2016), also says that uttering something means doing something; for instance, speech acts are words that present not only information rather than execute actions”

2.2 Austin’s theory

Austin in his book classified language utterances into “performatives & constatives”; he states that the uttering of the sentence is, or is a part of, the doing of an action, which again would not normally be described as saying something (1962, 5). That is to say, performatives concern with words that carry out actions when they uttered in their right place and are not true or false. However; Constatives are descriptive utterances or statements that not carry actions and can be true or false.

Austin distinguishes three different classes of acts; The act of 'saying something' in this full normal sense I call, i.e. dub, the performance of a locutionary act, and the study of utterances thus far and in these respects the study of locutions, or of the full units of speech (Austin,1962, 94). The first class of acts is “locutionary act” which is about the themselves; the second class is about “illocutionary act” refers to utterances’ force on the interlocutor; and the third class is “perlocutionary act” which is the performance of the utterance by the interlocutor or the effects intended by them.

2.3 Searle’s taxonomy of speech act

Besides Austin’s work of speech act, his student J.R. Searle contributes to this theory by developing five taxonomies that govern of illocutionary act “Assertives, Directives, commissives, Expressives, and Declaratives”. Yule (1966, 53) in his book of “pragmatics” summarizes Searle explanations of those taxonomies into the following:

2.3.1. Declaratives: are those kinds of speech acts that change the world via their utterance.

E.g.: Jury Foreman: We find the defendant guilty

2.3.2. Expressives: are those kinds of speech acts that state what the speaker feels

E.g.: I'm really sorry!

2.3.3. Directives: are those kinds of speech acts that speakers use to get someone else to do something.

E.g.: Could you lend me a pen, please?

2.3.4. Representatives: are those kinds of speech acts that state what the speaker believes to be the case or not.

E.g.: The earth is flat.

2.3.5. Comissives: are those kinds of speech acts that speakers use to. Commit themselves to some future action, they express what the speaker intends.

E.g.: I'll be back.

In short, Declaratives are speech acts that change person's state; while Expressives express person's feelings. Moreover, representatives represent a piece of information; and directives that are utilized to get something; finally, commissives which are about future actions.

III. Disagreement speech act

3.1. Disagreement definitions

Yule (1996) in his book "Pragmatics" studied the face wants (self-image) of an interlocutor in a conversation and he mentioned two kinds of face wants "Positive face & negative face" in the first one the speaker delimits threat to the interlocutor while in second he threatens the face of the interlocutor. According to these results some scholars considered disagreement as FTA which gives a negative face and it had been studied by few scholars unlike other speech acts. Sofwan (2011) illustrated that disagreement by its nature is a face threatening act which threatens the solidarity between the speaker and the addressee and he cited that Sacks (1973) introduces the concept of disagreement as a dispreferred action which is based on the notion of preference.

Moreover, J. Rees- Miller (2000) introduced that disagreements can be defined as “A Speaker S disagrees when s/he considers untrue some Proposition P uttered or presumed to be espoused by an Addressee A and reacts with an utterance the propositional content or implicature of which is *Not P*”;and she cited in her work “unlike a directive or commissive in Searle's (1965) taxonomy, disagreement is reactive, requiring a prior utterance from an interlocutor (Sornig, 1977: 364)”. Furthermore, Xu (2017) defines disagreement as a communicative act employed when the speaker has different attitudes from his/her interlocutor or when he/she is not contented with his/her interlocutor’s behaviour or utterance.

Also, Y. Maulita-Arsaningum (2021) says that disagreement establishes the speaker’s expression of giving a different point of view ; while in the Web Cambridge Dictionary disagreement defined as an argument or a situation in which people do not have the same opinion. Malamed (2010, As cited in Sharqawi& Anthony, 2019) defines it as “a conflicting view offered as a response to an expressed view of a previous speaker ” & Edstrom (2004, As cited in Sharqawi& Anthony 2019) explained disagreement as the expression of view in which the participant communicates his/her opinion or belief opposing to the view expressed by the previous participant .

That is to say, disagreement can be defined as an oppositional points of view raised in a discussion between two persons or more, and it can lead to misunderstanding between the two speaker & interlocutor. However, Sifianou (2012) gives disagreement a positive point of view & he defines it as “the expression of a view that differs from that expressed by another speaker” (as cited in Hamadan, 2018, 80).

3.2 Works about disagreements

Over the last decades, the study of disagreement’s speech acts has been investigated in different context by some scholars. There are some scholars who compare the realization of disagreement between NS & NNS like Kreutel (2007) who compares between twenty-seven ESL learners and twenty-seven Native American learners in which he found that the NNS use

mitigational devices less frequently than NS. Moreover, Khammari (2021) in his comparison between Tunisian NNS and American NS of English illustrated that there are differences between them in eliciting disagreement speech act in which NNS prefer to disagree directly unlike NS who prefer to disagree indirectly to delimit FTA. Furthermore, Fernandez (2013) investigated the linguistic realization of disagreement by EFL Egyptian speakers in which he found that they do not employ unmitigated & simplistic disagreement strategies. Nevertheless, Kusevska (2015) conducted a study to compare between ANS & Macedonian learners of English in which he stated that they mitigate disagreement unlike ANS. In fact, most disagreement's studies indicated that there are differences between NNS & NS while realizing disagreement

3.3 Types of disagreements

There are four types of disagreements that have been identifying by the two scholars Muntigl & Trunbull (1998) namely: Irrelevancy Claim (IR), Challenge (CH), Contradiction (CT), & Counterclaim (CC).

3.3.1 Irrelevancy Claim (IR)

According to Muntigl & Trunbull (1998,) IRs is meta-dispute-acts that comment on the conversational interaction where the previous claim is irrelevant to the discussion at hand. Besides, they marked by the use of expressions & markers like: It does not matter, you are straying off topic, and it's nothing to do with it. To illustrate, IRs are about producing expressions and words unrelated in asserting a conversation.

3.3.2 Challenge (CH)

The second type "CHs" are often preceded by reluctance markers that display disagreement with the prior turn and they typically have the syntactic form of an interrogative, appearing with question particles such as when, what, who, why, where and how, also they implicate that the addressee cannot provide an evidence to his/her claim (Muntigl &

Trunbull,1998, 230). That is to say, the addressee depends on the use interrogative forms because he has no evidence to response to the claim.

3.3.4 Contradiction (CT)

Muntigl & Trunbull (1998) illustrated that contradiction is happened when a speaker contradicts by uttering the negated proposition expressed by the previous claim & it is often remarked by the use of negative particle such as no or not, as in No, I don't. In other words, CT is merely about the use of negation to respond on someone's claim in a conversation.

3.3.5 Counterclaim (CC)

According to Muntigl & Trunbull (1998) within the final type of disagreements "Counterclaim", speakers propose an alternative claim that does not directly contradict nor challenge other's claim. Also, they mentioned that CCs tend to be preceded by pauses, prefaces, and mitigating devices. In brief, CCs are used to produce indirect disagreements but alternative to the claim.

3.4 Disagreement strategies

According to Leech (2016) and Levinson (2017) (As cited in Sharqawi& Anthony 2019) , disagreements strategies can be defined in terms of directness into direct and indirect strategies .First, according to Sharqawi& Anthony (2019) direct disagreement strategies are divided into explicit per formatives strategy which is expressed using performative verbs such as "I disagree" while implicit performatives strategy can be recognized when the explicit performative verb is absent and they can be interpreted pragmatically. Second, Indirect disagreement strategies are about using different ways to express speaker's intentions indirectly by means of statements, questions or imperatives as Sharqawi& Anthony (2019) mentioned. In short, direct strategies are remarkable by the use of the performative verbs that indicate disagreement or remarked by the use of negation without the attendance of those verbs while indirect ones are about performing utterances that are merely produced another meaning and they could be statements, imperatives, or questions.

Conclusion

The purpose of this chapter is to provide a theoretical background of pragmatics, speech act, pragmatic failure and transfer that are crucial areas to the mastery of a language and related to the problem being investigated. The undeniable importance of all above mentioned element will serve as a reference of the second chapter which is devoted to the field work of this study.

Chapter two

Methodology, Findings, and Discussion

Introduction

The previous chapter presented a review of the theoretical backgrounds of the study under investigation, wherein issues related to English as foreign language of PC and disagreement speech act realization were discussed. as far as the objective of spotting EFL learner's strategies of realizing and responding to disagreement speech act is concerned, this chapter is dedicated to the practical part of this research in which the techniques used, methods, and procedures of conducting this study are well-explained. This chapter is three –section composite, the first section provides a detailed explanation of the methodology and research design, where applicable research method, participants, setting, instruments and procedures are used to meet the nature of the study. Section two concerns itself with the analysis of the obtained data subsequently; an in-depth discussion of the collected data takes place within this section. Based on the findings, a set of pedagogical implications appear in the last section along with limitations that faced researchers through their conduct.

I. Research methodology and design

1. The mixed methods research design

Regarding the nature of the study and the ultimate objective of eliciting EFL learner's response to, and realization of disagreement speech act; in addition to investigating teacher's perceptions about pragmatic competency in enhancing EFL students appropriate language use., a mixed methods research design is utilized, this latter makes use of both qualitative and quantitative approaches of data collection and analysis with at least one qualitative and one quantitative instrument in order to quantify and qualify the data collection analysis and to ensure that the limitation of one type is strengthened by the other type .

2. Setting and participants

Based on the assumption that they have acquired sufficient linguistic competence, EFL Master Students at the department of English language at M'sila University during the academic year 2021/2022. The population comprises of total 206 students, 113 with 54.85% of them specialized in linguistics the rest (45.15%) are of civilization and literature major. To reduce the sampling biases a randomly sampling technique was used to select Seventeen subject of each major resulted in thirty five participant (N=34), it is noteworthy to state that the sample comprises respondents who have common mother tongue, cultural backgrounds, and age. In addition, Four university teachers at the department of English language in the same university were interviewed in conducting this study.

3. Research instruments

To find out the participants preferences toward various strategies in expressing disagreement and to gain more consistent data about the problem under investigation, a Discourse Completion Test (DCT) was applied. DCTs have been widely used in cross-cultural and Interlanguage pragmatics (Kasper& Dahl, 1991). They often considered as valid and effective assessment tool of EFL learners PC. The written discourse completion test (WDCT) applied in this study is adopted from Khammari (2021), it consisted of eight situations to

which participants are expected to express disagreement where the socio- pragmatic parameters of social power and social distance are examined (see appendix) some of the situations used by Takahashi and Beebe (1993) and Kreutel (2007) were adopted in this WDCT because they consist of daily encounters that may be suitable to many cultures, As far as the disagreement strategies are concerned, a new pattern is added to extract responding strategies to disagreement . the first set of situations included the WDCT from situation 1 to situation 4 the relationship between the speaker and the hearer varied according to the social distance exists where the respondents have to disagree to a classmate (situations 1 and 3) , friend (situation2) , and a stranger (situation 4) . However, in the second set situations varied to cover the variable of social power (from father to teacher and ends up with supervisor). An INTRVIEW, on the other hand, was designed and conducted with teachers to attain the study objective.

4. Pilot study

In order to test the appropriateness of data collection method and comprehensibility of the DCT for the ultimate aim of ensuring validity and feasibility of research, the DCT was first consulted by teachers in the field of FL teaching to know if the DCT measures what it meant to measure, then it was piloted through distributing it to a group of students that has the same profile as the main population of the research. this study results shows that the wording of the instructions were clear enough that the respondents easily understand them, the respondent answers revealed that the first question of expressing disagreement was clear and understood unlike the second one which demand an extra explanation that the researcher took into consideration in the elaboration of the final version. Generally the respondents found the WDCT attainable in terms of the content of the hypothetical situations that fit both L1 and L2 culture and language in way that slight change was made related to the terminology used.

5. Procedures

After the participants were contacted to check their spare time to accomplish the main study, the 34 participants were divided into two groups, the study prolonged through two days each group received in an empty room in order not to be disturbed or obtain invalid responses. Before administering the WDCT respondents were requested to write their spontaneous answers as they would in real life conversation, then the DCT was distributed with regard to some guidelines without interference to subject's responses for the purpose of avoiding any biased data.

6. Data analysis procedures

To obtain the necessary data, the WDCT analysis employed quantitative analysis by means of frequency and percentage then a qualitative analysis in the second phase to help understand and interpret findings. First, invalid responses including "I will tell him" and "I will apologize" were eliminated and the total number was determined. Second, on the basis of Muntigl and Turnbull's taxonomy 1998 of disagreements classification, the WDCT was analyzed by means of frequency of occurrences and percentage of strategies utilized by EFL learners, the same descriptive statistics yielded in the analysis of responding strategies as they occurred in the data acquired. Then exhaustively qualitative analysis accompanied both realization and responding strategies' quantitative analysis. Third, the interview was subjected to thematic analysis including categorizing and synthesizing and finally discuss the obtained results.

II. Data Analysis and Discussion

1. WDCT Data Analysis

The analysis of WDCT comprises both quantitative and qualitative examination of responses in each situation, frequency of occurrences of these strategies are displayed in tables and illustrated in graphs as elicited by the participants in order to highlight the strategies employed by respondents of the current study to perform disagreement.

Situation 1: You are out doing shopping with your class friends. One of them tries on a pair of shoes that you find unfashionable, but your other friend says: “God, you have to buy these shoes. They are really good on you!”

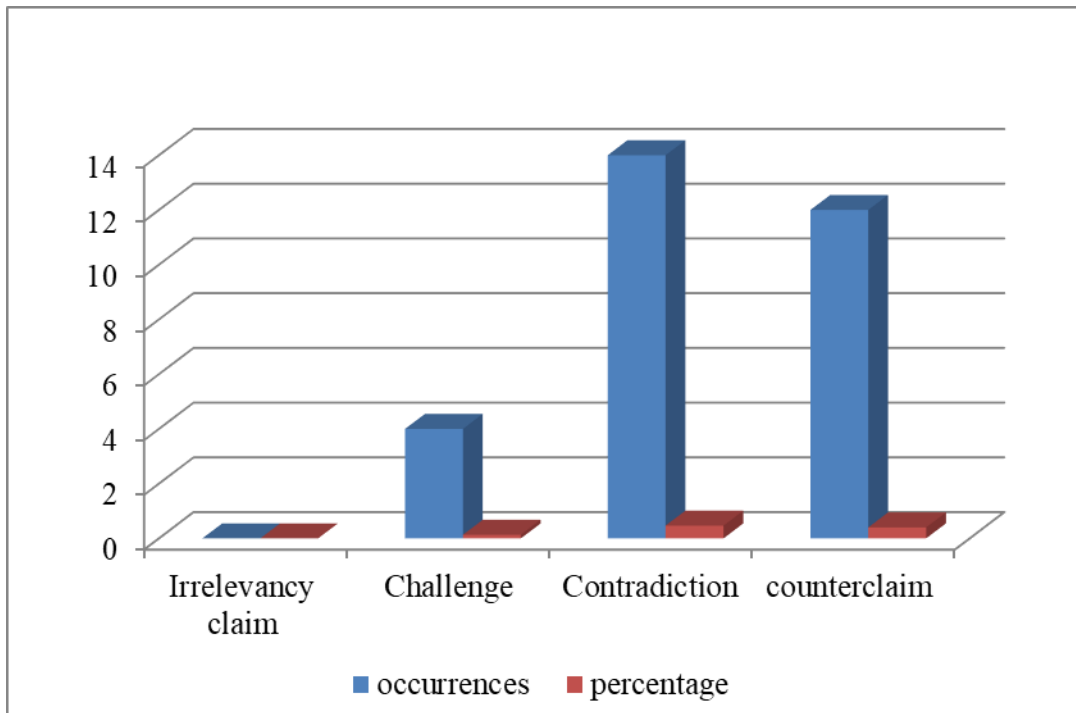
You say: “-----”

And how will you respond if your friend insisted on you to buy it?

.....

Table 1: unfashionable shoes

Strategy	Responses (N=30)	
	Occurrences	percentage
Irrelevancy claim	0	0%
Challenge	4	13%
Contradiction	14	47%
Counterclaim	12	40%



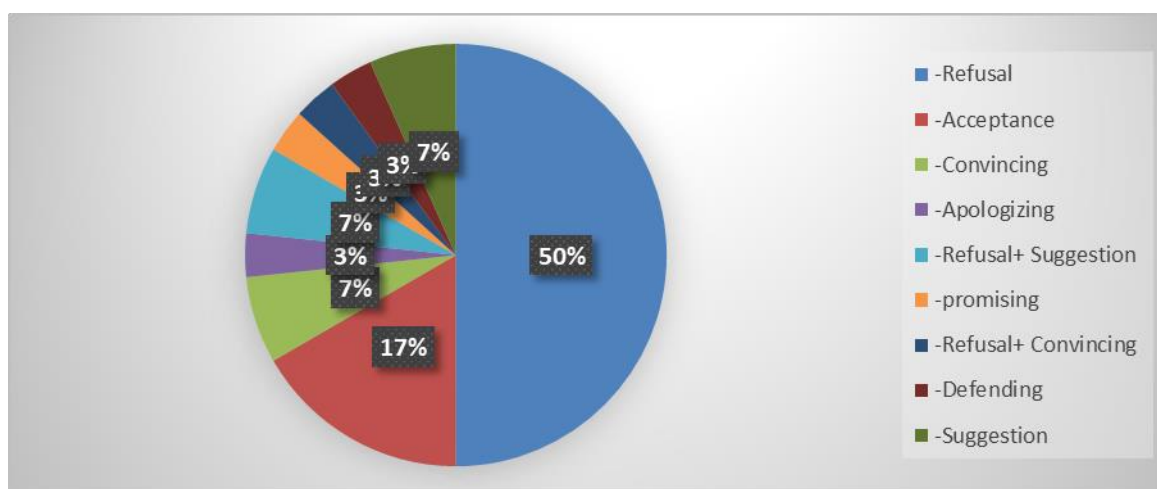
Graph 1: unfashionable shoes

In the first situation participants were supposed to disagree with a class friend that has equal status with the hearer as table 01 displays the frequencies of the disagreement strategies 47% of subjects performed disagreement using contradiction in order to raise disagreement to a class friend (e.g. I don't agree with you, no I don't like it) 40% of them utilized counterclaim without directly disagreeing to the addressee. To express disagreement only 29% of participants employed challenge in this situation (how on earth you find this fashionable?) ; However no participant opts for irrelevancy claim when disagreeing to classmate.

Analyzing Responding strategies to disagreement speech act in situation 01:

Table 2: unfashionable shoes

Strategy	Responses (N=30)	
	Frequency	Percentage
-Refusal	15	50%
-Acceptance	5	16.67%
-Convincing	2	6.67%
-Apologizing	1	3.33%
-Refusal+ Suggestion	2	6.67%
-promising	1	3.33%
-Refusal+ Convincing	1	3.33%
-Defending	1	3.33%
-Suggestion	2	6.67%



Graph 2: Unfashionable shoes (Disagreements’ responses)

The results in situation one show that a large number of the participants “50%” opted for refusal strategy with varied responses (e. g. I say no I do not like it; I would not buy it). However; 16.66% of the participants chose acceptance strategy to respond with (well, all right; Okay, this is your opinion; so, no problem). A small percentage “6.6%” recorded in the use of convincing (they do not look good on me either) as well as Refusal+ Suggestion (I am sorry dude but these shoes do not really match my style, why do not get them if you liked

them so much) & Suggestion (let's look around we still have time). Additionally, A lowest rate with "3.3%" is remarked in the following strategies: apology (I apologize I cannot buy something I do not like); Promising (May be the next time I will let you something for me but not today); Refusal+ convincing (well, I know it looks nice, but as I told you I am looking for something different); Defending (why you are insisting on me to buy it? If you like this much then buy it for you).

Situation 2: For the first time in almost a week, really good weather conditions have prevailed on your city. You think you should profit from it and go to the beach with your friend. However, your friend says: "I think we should go watch a movie."

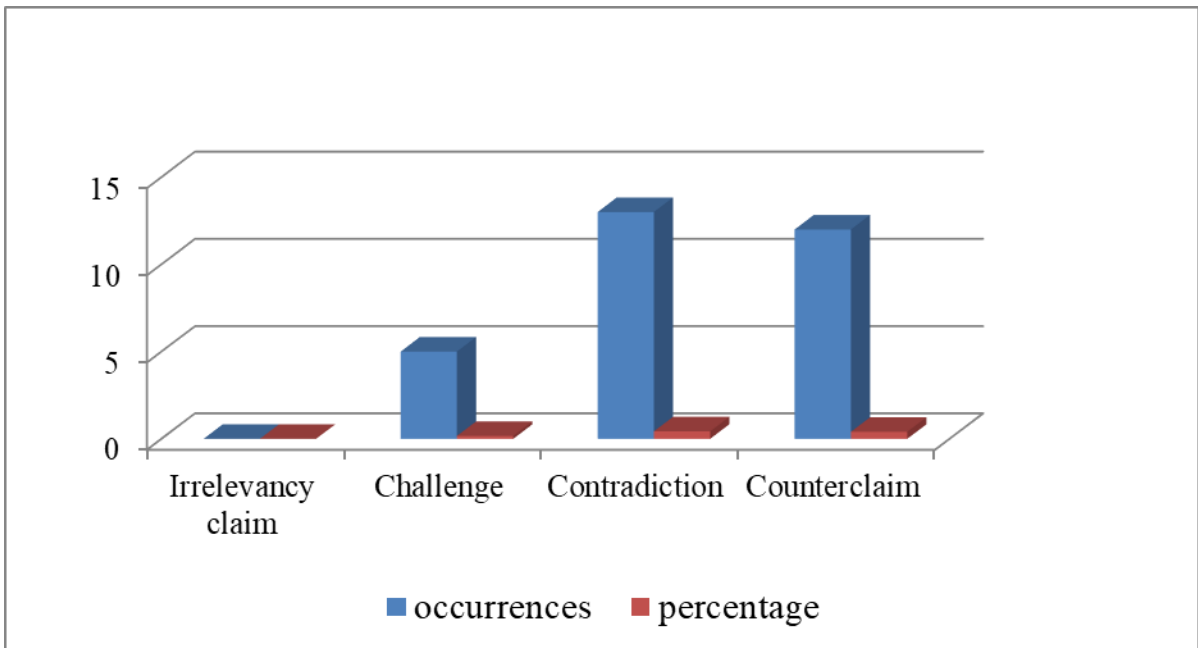
You say:

Imagine that your friend refuses your disagreement, you say:

"....."

Table 3: weather condition

Strategy	Responses (N=30)	
	occurrences	percentage
Irrelevancy claim	0	0%
Challenge	5	17%
Contradiction	13	43%
Counterclaim	12	40%



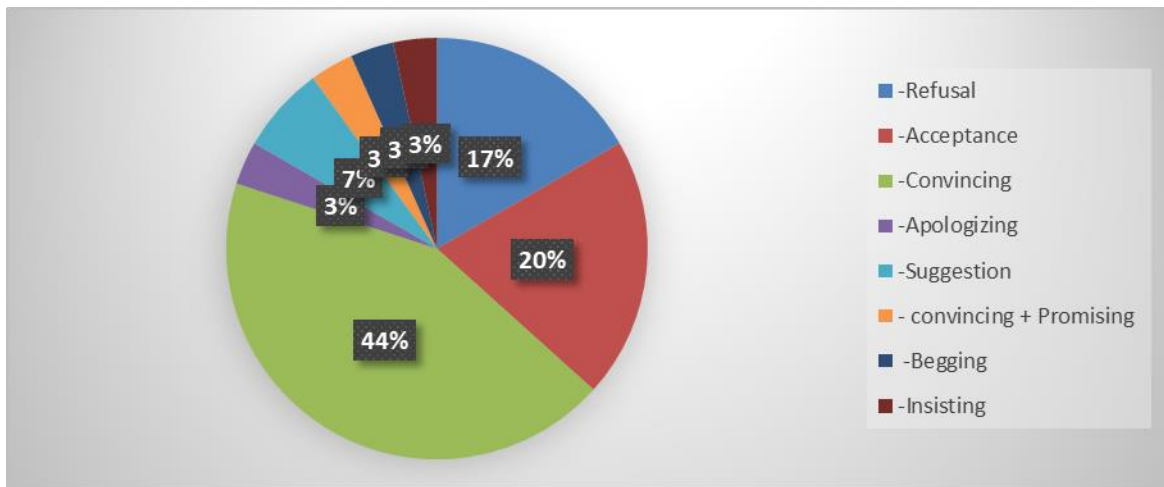
Graph 3: weather condition

In the second situation characterizes by high use of “contradiction” with frequency of 43% (no way, I deeply disagree) followed by “ counterclaim”, respondents strategies varied from suggestion (can we let watching movie for next time ?) to indirect refusal (it is perfect day for the beach, we have been indoors for almost a week) or a promise (let’s go to the beach and I promise you to go to watch movie next time) meanwhile “ challenge “ occupied only 17 % of the students answers, interestingly “irrelevancy claim “ was the dispreferred strategy with 0% .

Analyzing Responding strategies to disagreement speech act in situation02:

Table 4:weather condition

Strategy	Responses (N=30)	
	Frequency	Percentage
-Refusal	5	16.67%
-Acceptance	6	20%
-Convincing	13	43.33%
-Apologizing	1	3.33%
-Suggestion	2	6.67%
-convincing + Promising	1	3.33%
-Begging	1	3.33%
-Insisting	1	3.33%



Graph 4: weather condition

From the table (2) and the figure (2) above, It is shown that the most participants (13) with the rate of (43.33%) selected convincing as a responding strategy to convince the interlocutor (friend) to spend time in the beach "e.g. A good weather we should profit from it, rather than sitting in a dark place as cinema"; while a number of six students with (20%) preferred acceptance as a responding strategy and agrees with their friend's point of view "e. g. Oh, okay no problem". Moreover, five participants with the amount of (16.67%) chose Refusal as

a responding strategy in expressing their point of view "e. g No, let us enjoy the good weather". However, a fixed percentage (3.33%) adopted Apologizing, Begging, Insisting, and convincing +promising to express their opinion. Hence, only two students marked with (6.67%) opted for suggestion.

Situation 3: In a classroom debate about the United Kingdom, a classmate you do not know very well claims that the Republic of Ireland is part of the United Kingdom. Because you did internet research on the topic, you know for sure that the Republic of Ireland is a sovereign country, independent from the United Kingdom.

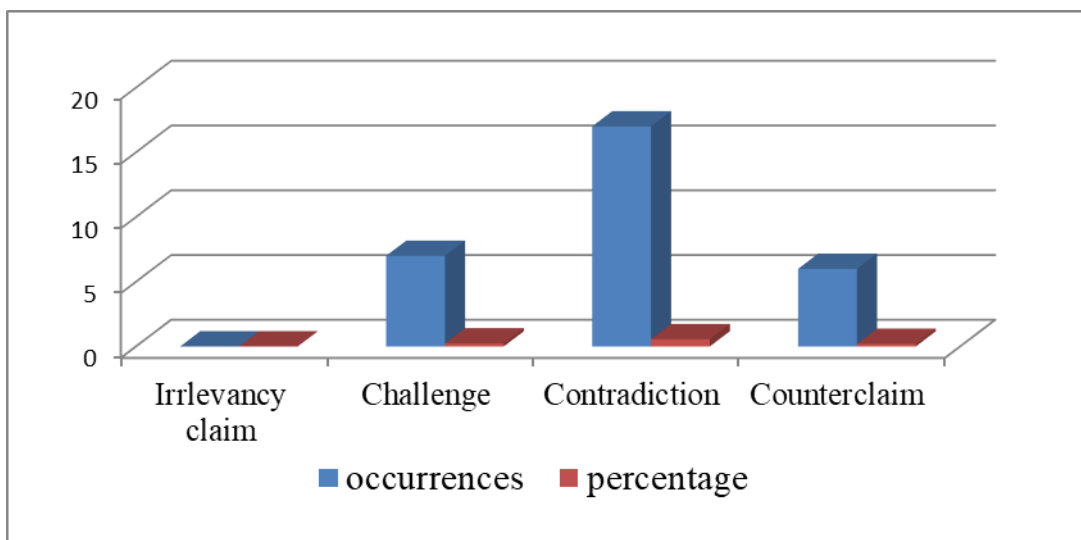
You say: “-----”

Your friend confirmed that it is part of the united state, you respond:

“-----”

Table 5: the republic of Ireland

strategy	Responses (N=30)	
	occurrences	Percentage
Irrelevancy claim	0	0%
Challenge	7	23%
Contradiction	17	57%
Counterclaim	6	20%



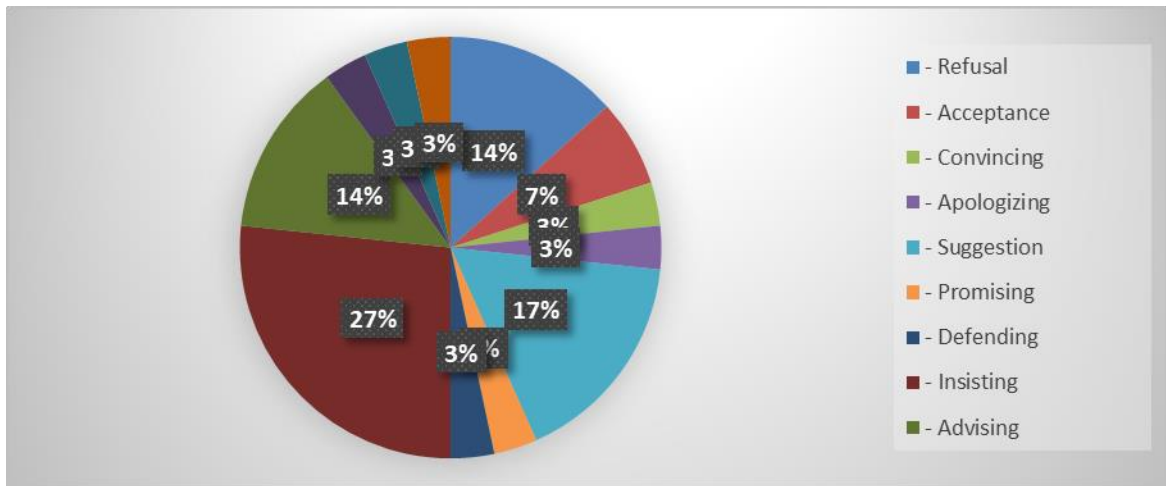
Graph 5: the Republic of Ireland

In situation three above 57% of respondents utilized contradiction due to the academic atmosphere surrounded the situation that encourages knowledge as “I disagree with you, I did a search about it “”I am sure it is not “and “no of course it is not “followed by challenge in the second place by 23% for instance “where did you get this information? 20% of participants use counterclaim to express disagreement but no respondent utilizes irrelevancy claim.

Analyzing Responding strategies to disagreement speech act in situation03:

Table 6: the republic of Ireland

Strategy	Responses (N=30)	
	Frequency	Percentage
-Refusal	4	13.33
-Acceptance	2	6.67%
-Convincing	1	3.33%
-Apologizing	1	3.33%
-Suggestion	5	16.67%
-Promising	1	3.33%
-Defending	1	3.33%
-Insisting	8	26.67%
-Advising	4	13.33%
-Insisting +convincing	1	3.33%
-Proofing	1	3.33%
-No response	1	3.33%



Graph 6:the republic of Ireland

In situation three, a percentage of (26.67%) with eight responses noted with insisting strategy using different claims by different claims «e.g. I have said that I searched about it, you can make sure of that". A number of five participants with the rate of (16.67%) opted for suggestion as a responding strategy "e.g. Let us check out and Google it; we do research together". The same amount was obtained with (13.33%) in the two responding strategies: Refusal "e. g. It is not» and advising "do more searching on that ". The degree “3.33%” noted in the strategies: convincing, Apologizing, promising, defending, proofing, no response, and insisting+ convincing.

Situation 04: While you are at the supermarket helping your friend pick a new computer, the clerk intervenes and starts talking about the good features of a specific brand. Recently, you have bought a similar computer and you are very dissatisfied with it. You feel that you have to disagree with the clerk.

You say

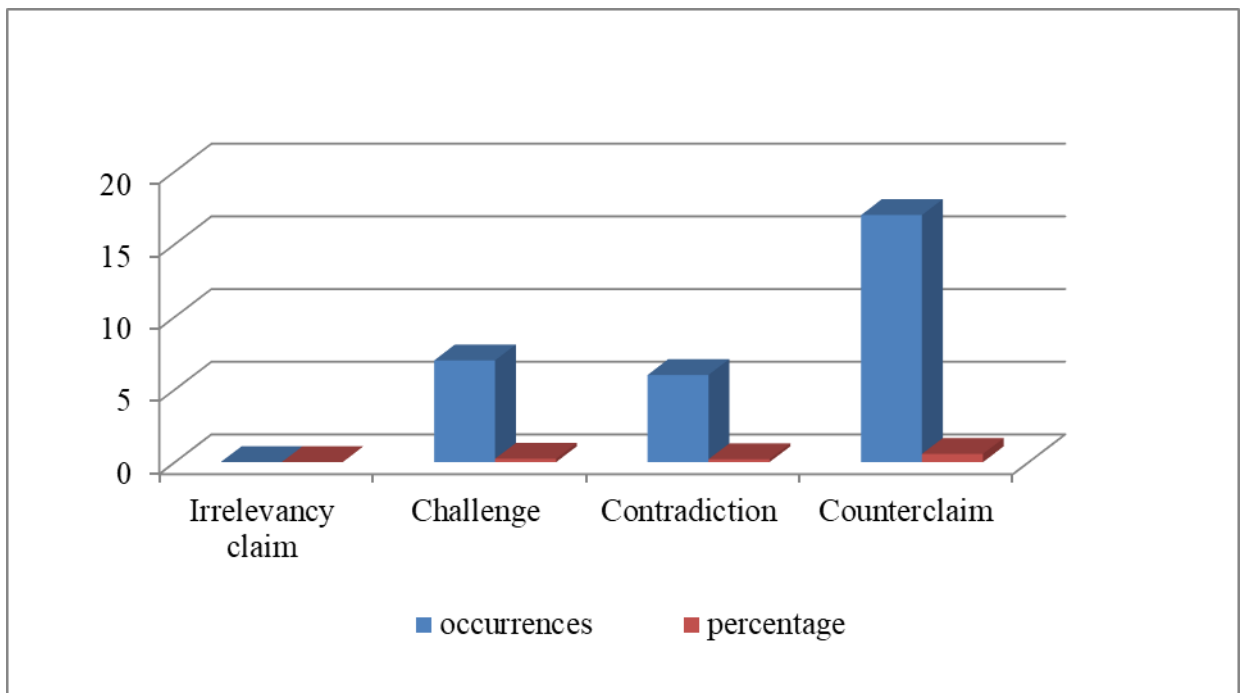
“.....”

The clerk denies what you said, you respond to him:

“.....”

Table 7: clerk promoting a computer

Strategy	Responses (N=30)	
	Occurrences	Percentage
Irrelevancy claim	0	0%
Challenge	7	23%
Contradiction	6	20%
Counterclaim	17	57%



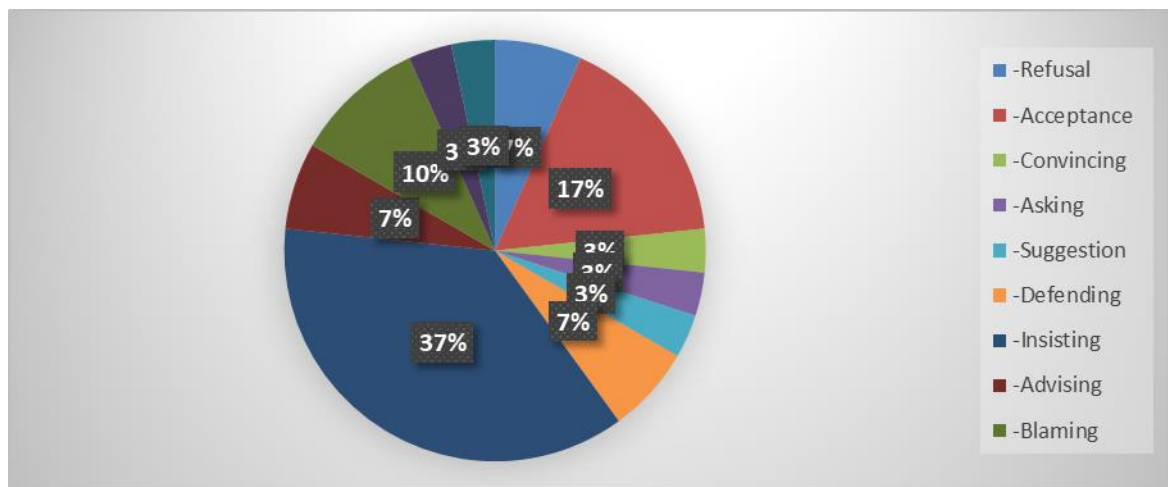
Graph 7: clerk promoting a computer

As the graph shows that the frequency of counterclaim was the highest as 57% since the interlocutors do not have the same power status as result only 23% of respondents used challenge and 20% used contradiction however 0 was marked for irrelevancy claim type.

Analyzing Responding strategies to disagreement speech act in situation04:

Table 8: clerk promoting a computer

Strategy	Responses (N=30)	
	Frequency	Percentage
-Refusal	2	6.67%
-Acceptance	5	16.67%
-Convincing	1	3.33%
-Asking	1	3.33%
-Suggestion	1	3.33%
-Defending	2	6.67%
-Insisting	11	36.67%
-Advising	2	6.67%
-Blaming	3	10%
-Proofing	1	3.33%
-No response	1	3.33%



Graph 8: clerk promoting a computer

As it is mentioned in the table and the graph above, a higher frequency rated with (36.67%) marked with the strategy of insisting "e.g. I am sure of what I am saying ". Other participants accepted the idea of the clerk using Acceptance as a responding strategy with the percentage of (16.67%) like "Okay, No problem ". Moreover, (10%) of the students opted for blaming as

a responding strategy" e.g. you should tell the truth ". Also, an amount (6.67%) preferred Refusal «I really disagree with you»; As well as, defending "When it comes to pc I know my stuff»; and Advising "customers are always right". 3.33% was the rate utilized for convincing, proofing, and suggestion. However, no response ranged with (3.33 %).

Situation 5: Your friend and you have planned to go camping this weekend. When you informed your father about your program, he totally refused to let you go on a camping trip claiming that bad weather conditions are expected this weekend. You cannot decline the camping trip because you gave your friend your word.

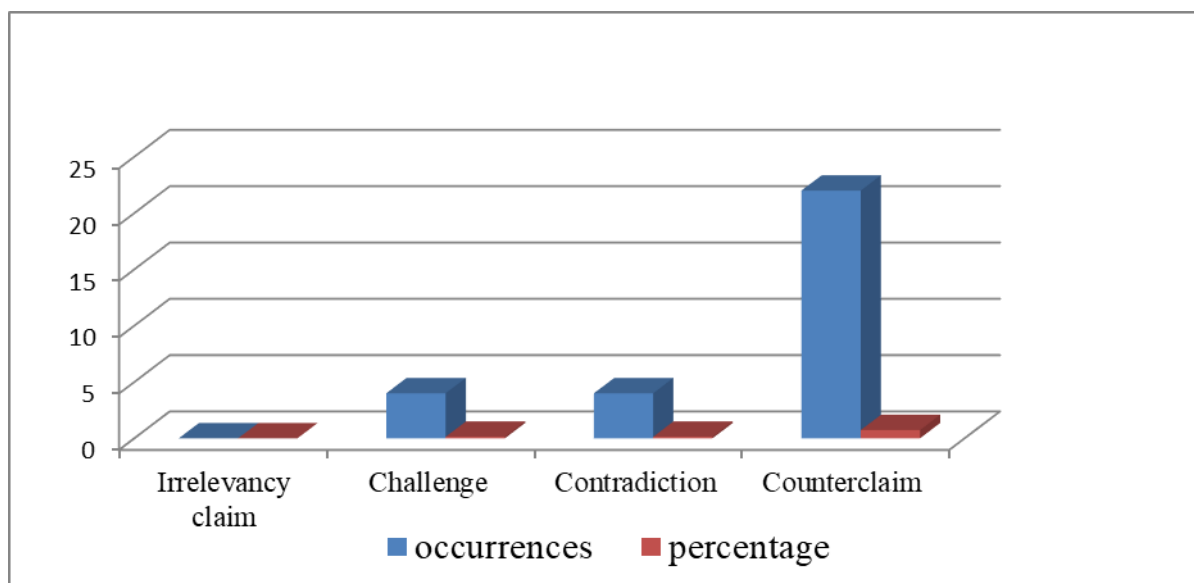
You say to your father”

Your father insisted to not let you go, you respond

.....

Table 9: camping trip

strategy	Responses (N=30)	
	occurrences	percentage
Irrelevancy claim	0	0%
Challenge	4	13%
Contradiction	4	13%
Counterclaim	22	73%



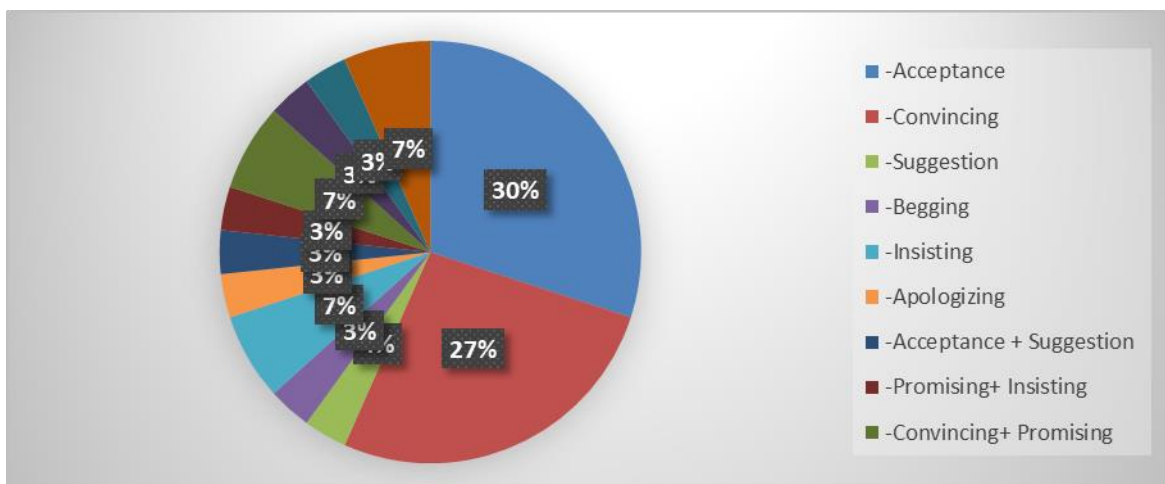
Graph 9: camping trip

In the fifth situation the “ counterclaim “ type was highly used as 73% of students opted for indirect more mitigated strategies while disagreeing with the father, this situation is both culture and religion bound because of the father son relationship, challenge and contradiction followed counterclaim with equal 13% of each type .

Analyzing Responding strategies to disagreement speech act in situation05:

Table 10: camping trip

Strategy	Responses (N =30)	
	Frequency	Percentage
-Acceptance	9	30%
-Convincing	8	26.67%
-Suggestion	1	3.33%
-Begging	1	3.33%
-Insisting	2	6.67%
-Apologizing	1	3.33%
-Acceptance + Suggestion	1	3.33%
-Promising+ Insisting	1	3.33%
-Convincing+ Promising	2	6.67%
- Promising + requesting	1	3.33%
-Begging + promising	1	3.33%
-No response	2	6.67%



Graph 10 : camping trip

As it is shown above ; Doubled responding strategies preferred by 3.33 % of students to convince their fathers which are : Acceptance +suggestion "Okay, I will tell her we cannot go this weekend but we will go next week for sure" ; promising + insisting "I cannot tell them to deny this plan, but I can be careful about those condition" ; convincing + promising "weather condition are not bad but I promise you if it would be I will return back" ; Promising + requesting "Dad I promise we will be careful and so please reconsider" ;and begging +promising "please dad! I will take all the precautions needed". Another remarkable frequency of (30%) chose Acceptance as a responding strategy «okay father you are right»; also the rate of (26.67 %) was given to the use of convincing as a responding strategy "But father, when one ought to have a word they must not go back on it". However, the same amount (6.67 %) noted for insisting, convincing +promising, and no response; while the rest responding strategies "suggestion, Begging, and apologized" were marked with the percentage of (3.33 %).

Situation 6: You have a meeting with your supervisor, whom you have known for a long time and who is friendly with you. The meeting is scheduled at 3 o'clock. You arrive at 3 and you find that your teacher is really angry and he claims that you are one hour late.

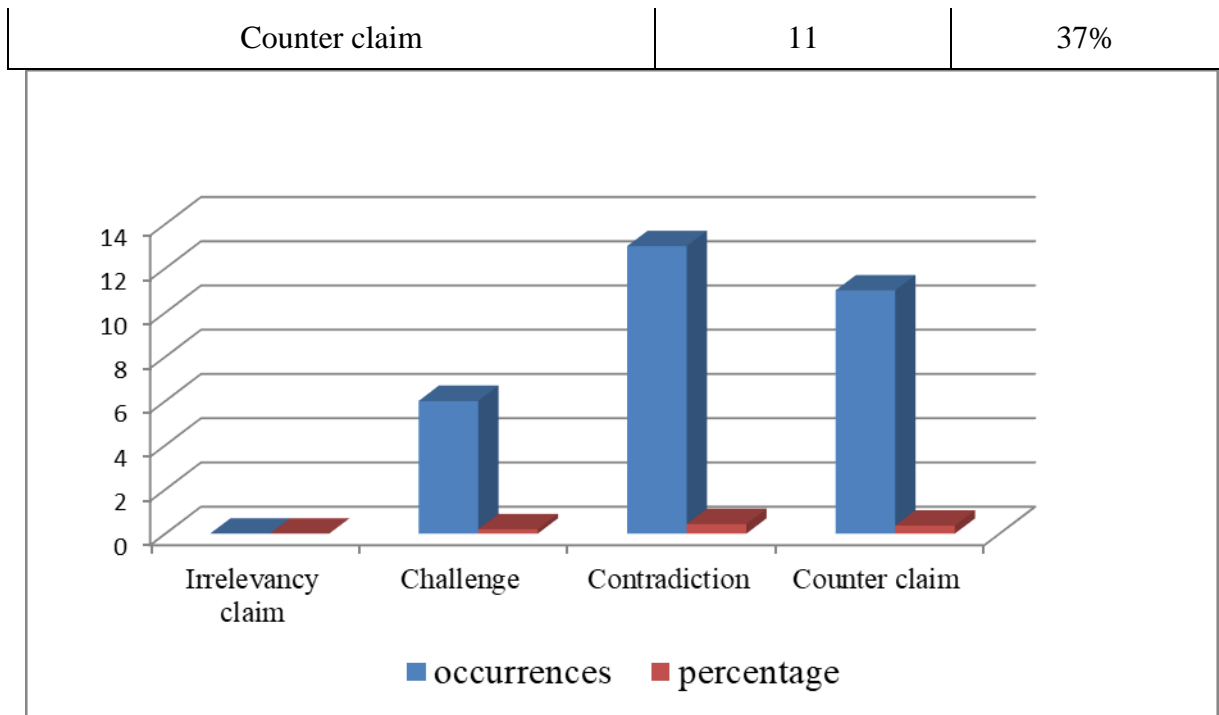
You say: “.....”

Your supervisor confirmed that you were supposed to meet at 2, in response you Say

.....

Table 11: Meeting with the supervisor

Strategy	Responses (N=30)	
	occurrences	percentage
Irrelevancy claim	0	0%
Challenge	6	20%
Contradiction	13	43%



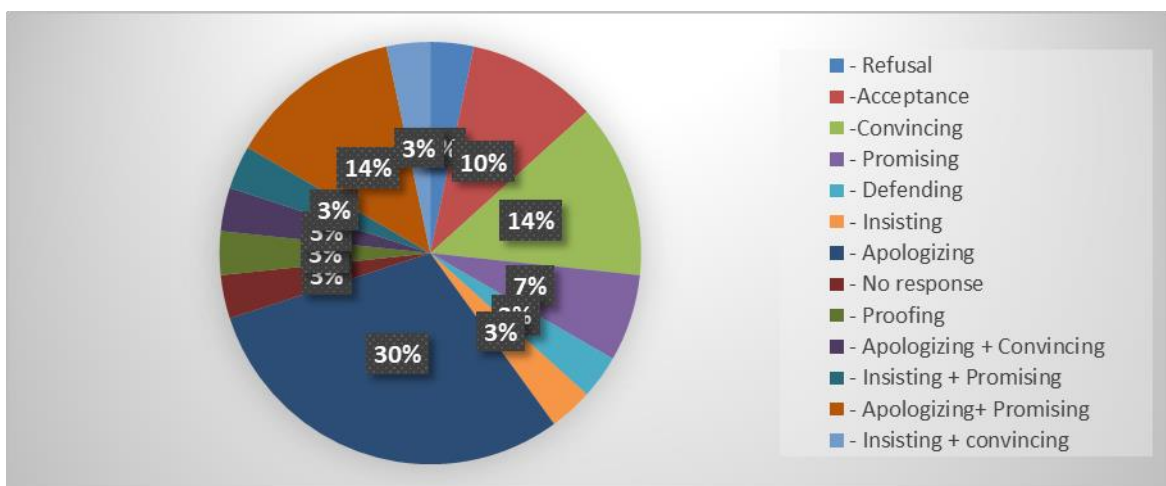
Graph 11: meeting with supervisor

The tabulated data in situation six shows that 37 % of participants employ “counterclaim” to express disagreement with supervisor, their strategies ranged from (excuse me but our meeting is scheduled at 3, sorry but we were supposed to meet at 3 o’clock, sorry but I think we agreed to meet at 3) accordingly they show their awareness toward the social distance exists between the interlocutors, however, the most preferred type was contradiction with 43 %, respondents production of disagreement forms were direct and unmitigated where the performative “I disagree” and “no I am not late at all” were frequently used . “Challenge”, on the other hand, presents the lowest percentage with 20 %. Remarkably, irrelevancy claim was disregarded by participants resulting in 0 % of their utterances.

Analyzing Responding strategies to disagreement speech act in situation06:

Table 12: Meeting with the supervisor

Strategy	Responses (N =30)	
	Frequency	Percentage
- Refusal	1	3.33%
-Acceptance	3	10%
-Convincing	4	13.33%
- Promising	2	6.67%
-Defending	1	3.33%
-Insisting	1	3.33%
-Apologizing	9	30%
-No response	1	3.33%
-Proofing	1	3.33%
-Apologizing + Convincing	1	3.33%
-Insisting + Promising	1	3.33%
-Apologizing+ Promising	4	13.33%
-Insisting + convincing	1	3.33%



Graph 12: Meeting with the supervisor

A higher frequency of (30%), in situation six, preferred apologizing strategy to respond «e. g. I am sorry for this misunderstanding". Then, the number (13.33%) of participants selected the multiple strategy “Apologizing +promising” "I am sorry, It will not happen again»; the same rate obtained with convincing as a responding strategy "sir, we decided to meet at 3 not 2 O'clock". Three participants with the value (10%) singled out acceptance as a responding strategy "yes, alright". Also, two participants rated with (6.67 %) used promising as a responding strategy "Next time I will be punctual". 3.33 % was repeated eight times with the same responding strategies refusal, defending, insisting, proofing, No response, Apologizing +convincing, Insisting +promising, and insisting + convincing.

Situation 7: By the end of the semester, you are required to hand an end -of -term paper on a topic that you choose and discuss with your teacher. Recently, you have found a topic that you think is interesting. You hope your teacher can give you some suggestions. However, your teacher suggests another topic instead of yours. You say:

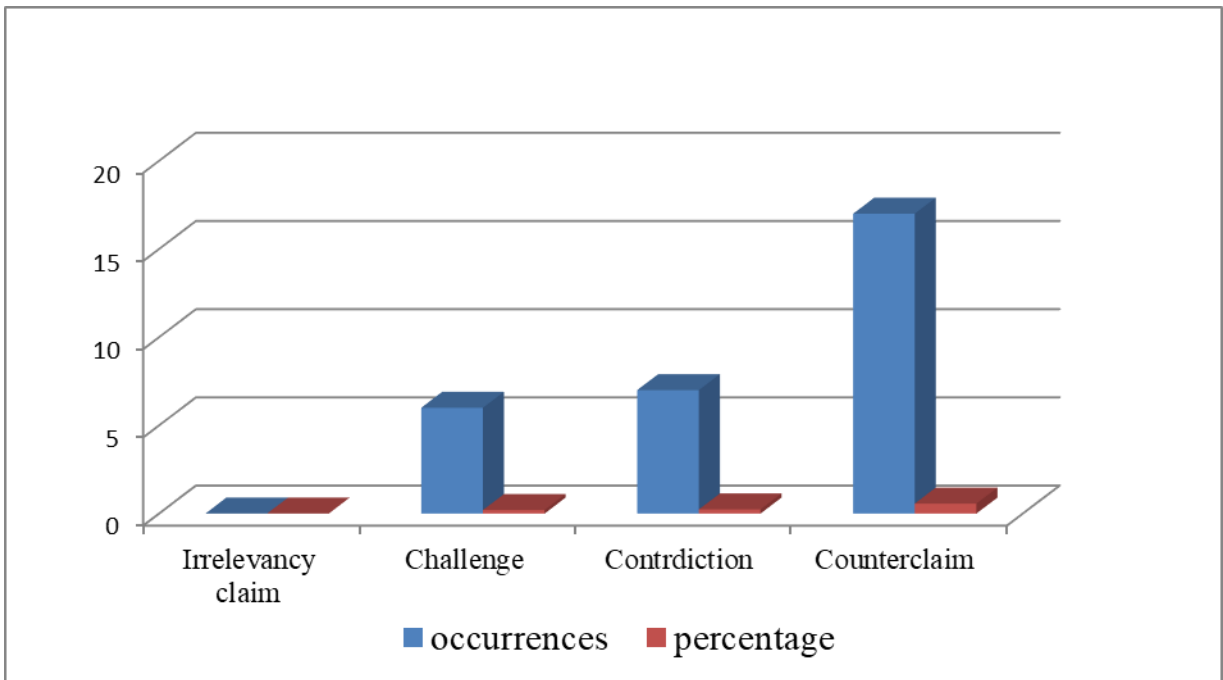
“.....”

The teacher refuses your idea you respond

.....

Table 13: Teacher’s topic

Strategy	Responses (N=30)	
	occurrences	percentage
Irrelevancy claim	0	0%
Challenge	6	20%
Contradiction	7	23%
Counterclaim	17	57%



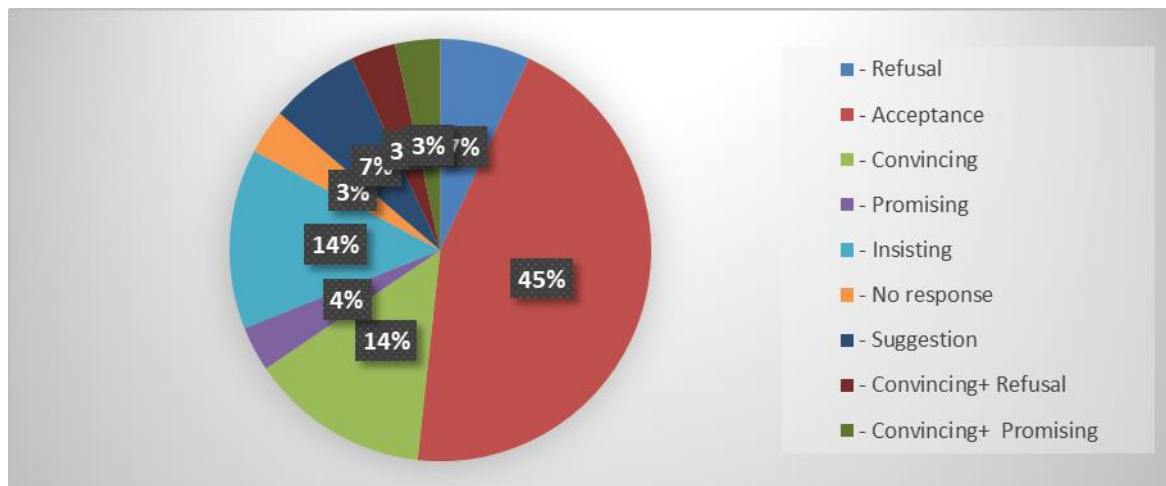
Graph 13: teacher's topic

This situation characterizes by the high status and social power of the addressee over the speaker, the respondents show high awareness concerning the sociopragmatic parameters in case that 57% of them employ counterclaim but not giving the hearer the right to change their opinion about the topic at hand, example “the topic that you suggest sounds interesting, but I really found the one I told you about is more interesting, that is interesting, but I prefer mine “. Regardless of the addressee’s power, 23 % of students opts for direct strategies when performing disagreement by means of contradiction either by the use of the per formative ‘I disagree’ or by uttering the opposed proposition for instance “I completely disagree” “ but my topic is interesting more “, the utterances associated with boosters as completely, strongly, and but that might raise a misunderstanding . “ why I cannot pick the topic normally I should chose the topic which is easy for me ?” why ?I think my topic is good “were a sample of challenge strategies used .

Analyzing Responding strategies to disagreement speech act in situation07:

Table 14: Teacher’s topic

Strategy	Responses (N =30)	
	Frequency	Percentage
-Refusal	2	6.67%
-Acceptance	13	43.33%
-Convincing	4	13.33%
- Promising	1	3.33%
-Insisting	4	13.33%
-No response	1	3.33%
-Suggestion	2	6.67%
- Convincing+ Refusal	1	3.33%
- Convincing+ Promising	1	3.33%



Graph 14: Teacher's topic

In the seventh situation, the table displays that the majority of students respond to the teacher with acceptance as a responding strategy with the rate of (40%) "E.g. well, no problem»; Also, the value of "13.33%» remarked with convincing «It is better to work on

something that I am really interested about it". Moreover, percentage of (6.67 %) repeated with the use refusal strategy, I cannot and that is all, and suggestion strategy as well «so propose another topic for me ". 3.33 % noted with the rest strategies promising, no response, convincing +promising, and convincing + refusal.

Situation 8: The day you submit your mid-term paper your friendly teacher questions its originality and thinks that it is not your personal effort. You know very well that it is your personal work and that you worked very hard on it.

You say “.....”

S/he again claims that it's not your effort you say

.....

Table 15: Plagiarism

Strategy	Responses (N=30)	
	occurrences	percentage
Irrelevancy claim	0	0%
Challenge	2	7%
Contradiction	11	37%
Counterclaim	17	57%

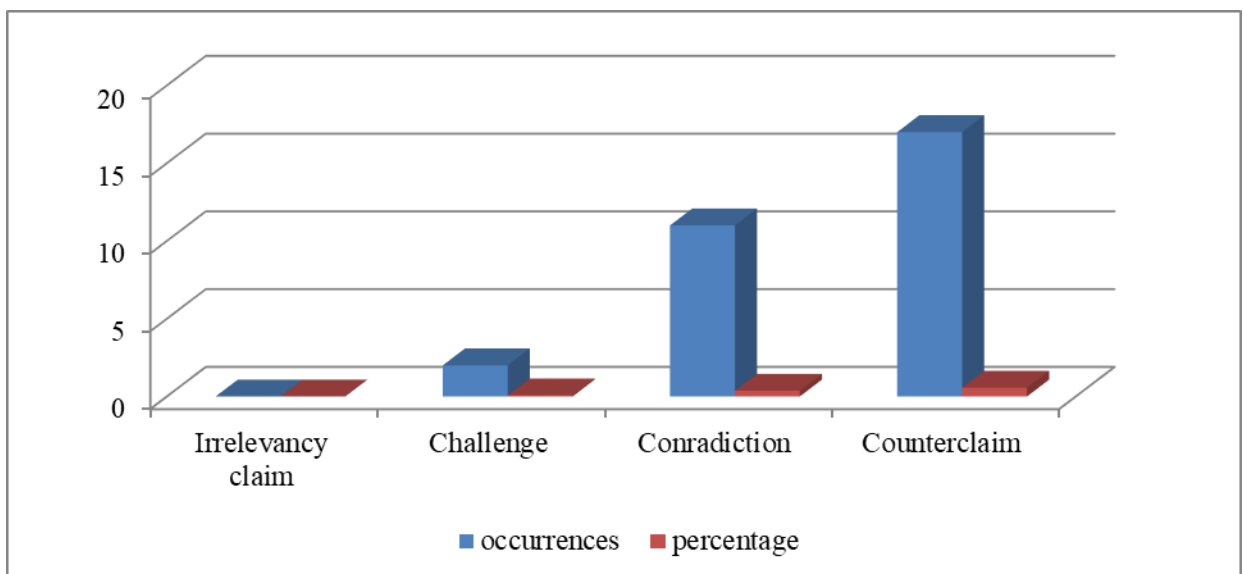


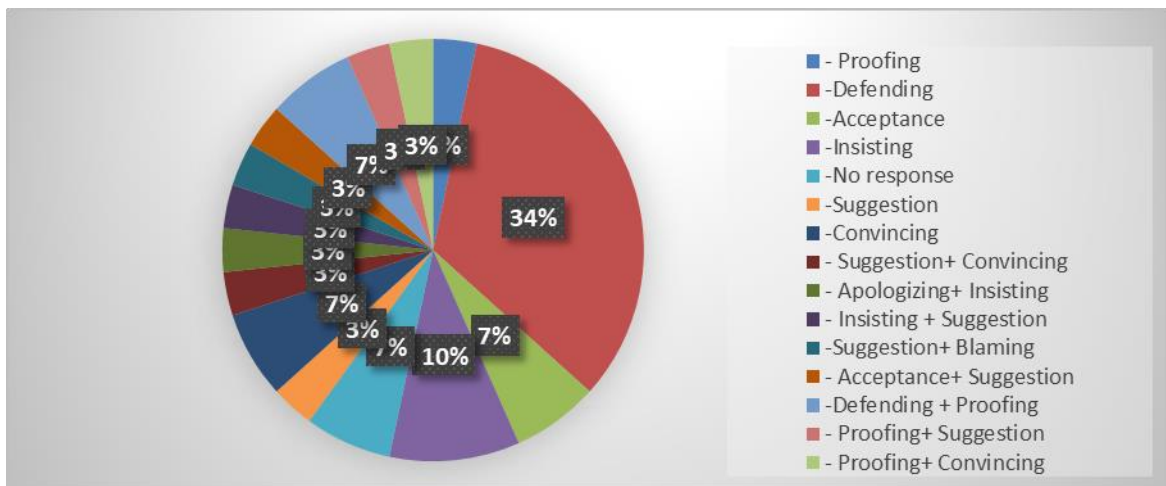
Table 16 : plagiarism

A power inconsistency exists between the speaker and the hearer in this situation, the hearer is in high power than the speaker subsequently the situation implies certain degree of formality. The acquired data revealed that 57% participant utilized counterclaim to perform disagreement in this situation for example “with all my respect, but this is my personal effort “ and “excuse me sir but this is my work” participant’s responses accompanied with apology expressions (excuse me, I beg your pardon, and please) which shows their attention to high status and social power the addressee possess however 37% of students consider the seriousness of plagiarism that reflects their short, direct, and strong disagreement using contradiction for instance “I strongly disagree, this is not at all “. Challenge elicited low frequency of 7 % in which informants were direct, the directness of the utterances might be explained by the unsophisticated pragmatic competence.

Analyzing Responding strategies to disagreement speech act in situation07:

Table 16 : Plagiarism

Strategy	Responses (N =30)	
	Frequency	Percentage
- Proofing	1	3.33%
-Defending	10	33.33%
-Acceptance	2	6.67%
-Insisting	3	10%
-No response	2	6.67%
-Suggestion	1	3.33%
-Convincing	2	6.67%
- Suggestion+ Convincing	1	3.33%
- Apologizing+ Insisting	1	3.33%
- Insisting + Suggestion	1	3.33%
-Suggestion+ Blaming	1	3.33%
- Acceptance+ Suggestion	1	3.33%
-Defending + Proofing	2	6.67%
- Proofing+ Suggestion	1	3.33%
- Proofing+ Convincing	1	3.33%



Graph 15:Plagairism

A higher remarkable use of doubled responding strategies in one response noted in the eighth situation with (3.33 %) as “suggestion +convincing, Apologizing +insisting, Insisting +suggestion, suggestion + blaming, acceptance +suggestion, proofing +suggestion, and proofing +convincing. However, Two responses with the amount of (6.67 %) selected with defending +proofing" you can ask me about any aspect I worked on and I can explain any part. Furthermore, Defending as a responding strategy received higher interest rated with (33.33%) "E.g. I would not lie for such a thing and that is the truth I am telling you". 6.67 % of the participants chose acceptance "So, I will check it more", convincing "sir it is my personal work", also the same rate with no response. A number of three participants ranged with (10%) selected insisting «I have read many books and articles to write this paper but it not plagiarized at all!". Suggestion noted with the rate of (3.33%).

Analysis of the interview

In order to explore teacher’s perceptions about pragmatic competency of speech act realization in developing Appropriacy of target language use and reach accurate data, a semi-structured interview in form of questionnaire was designed and conducted with EFL teachers at the department of M’sila. The interview consisted of seven open –ended questions (see **Appendix B**) whose related findings are the following:

The first item is pose to find out teachers perception about the role of pragmatic competency of speech act realization in enhancing EFL learners appropriate language use, the majority of teachers recognize the crucial role it play they confirm that it helps in communicating pragmatic intentions and avoiding communication breakdown .

As far as the second item is concerned, teachers assume that it is very often when students perform and respond to disagreement in appropriate contexts, only one teacher confirm that some raise disagreement explicitly.

Through the third item, the researchers attempt to know teachers' justification of student's reliance on mother tongue or culture to realize and respond to disagreement. Teachers agreed on the limited pragmatic and cultural knowledge of students' target language in addition to the insufficient time and efforts devoted to oral expression sessions.

In the following item most teachers indicate that grammatical aspect together with the relationship between the speaker and hearer exist in different situations might serve to appropriate language use, one teacher shed lights to using rules of use including social and cultural as they used by target language native speakers, other teacher claim that self-confident of the students might enhance effective language use.

The fifth item is set to know how often teachers instruct and refine students target language use in which they state that they often guide through showing how native speakers of the language use linguistic devices and different contexts of use.

awareness raising through discussions, deliberate correction and tasks are the most frequent strategies used by teachers to teach pragmatic features disagreement in specific, the last item is designed to know what kind of instruction do they prefer when teaching disagreement, most teachers agreed on both explicit and implicit instruction because sometimes students due the interference of mother tongue they misuse same pragmatic features that needs explicit explanation.

Discussion of the findings

After having presented and analyzed disagreement strategies found in the DCT, this section is devoted to the interpretations and discussion of the results in relation to the research questions aforementioned.

The acquired data revealed that EFL learner's utterances were direct, strong and unmitigated including the use of the negation "no" or "not" in situations 1 (unfashionable shoes) 2 (weather conditions) in which contradiction "reaches the highest frequency. The same disagreement type is used in situation number 3 (Republic of Ireland), Concerning

responses to disagreement, a variety of strategies were used ranging from suggesting, insisting, to direct refusal in the first three situations. Refusal strategy, in fact, was expected and acceptable between closer friends and classmates and does not form any sort of offense due to the standards of friendship relations with reference to the Algerian society. This indicates, on one hand, that Algerian EFL students use direct forms of disagreement and responses to disagreement when equal status exist between the interlocutors without paying attention to the hearer face wants this directness is in fact appreciated in Algerian culture because friend relationships is tied to being honest and direct. The academic atmosphere, on the other hand, along with the topic discussed implies certain degree of sincerity that shapes the way the speaker contradicts with incorrect statement as in situation number 3.

Thus, one can conclude that EFL learners 'directness in expressing disagreement is governed by how much distant the relationship exists between interlocutors is, with paying attention to the topic being discussed. Noteworthy to shed light on the fact that EFL students apply L1 rules of use while communicating using L2 language that unfortunately causes pragmatic failure or communication block. Similarly, Khammari (2021) has found the same results when comparing non-native and native speakers realization strategies of disagreement, he adds that unsophisticated responses resulted from the non –target like linguistic features used by NNSE. However it is not the case in wide social distant situation (clerk promoting a computer) in which participants make use of counterclaim type. This preference occurred in order to minimize the threat disagreement might pose on the stranger's face.

despite high position and power the addressee holds over the speaker in situation 6 (meeting with supervisor) the contradiction type of disagreement is frequently used by respondents, the directness found in this situation might demonstrate EFL learner's limited socio- pragmatic knowledge when justifying their social behaviour of being punctual or right in certain topic .

The power inconsistency exists between the interlocutors and the high position and power of the hearer implies certain degree of formality that affected participant's answers in situations 5, 7, and 8, by utilizing counterclaim type of disagreement. In the same vein, and in order to show respect, acceptance strategy marked the highest frequency of use as a responding strategy in these situations too. This indicates that EFL students show high awareness to the sociopragmatic parameters of social power that subsequently contribute to Appropriacy of language use.

In the fifth situation EFL learner's high use of counter claim reflects the transformation of social conventions and religious duties to English language in way that the father's decision is non- negotiable in Algerian society due to both culture and religion. Subsequently respondents avoid explicit disagreement and indicate indirectness their utterances accompanied with apology expressions for example " excuse me, I beg your pardon, and sorry " it also contain some linguistic means for example Sir or Miss that presented as sign of politeness and respect towards the addressee .

In spite of teacher's high perceptions about the utility of teaching disagreement in enhancing EFL learner's appropriate language production , EFL learners require pragmalinguistic and sociopragmatic assistance to communicate without being inferior to native community , this can be achieved only when extensive explanation about core element of communication as relationship between interlocutors , power , and distance are well delivered .

Limitations, Recommendations and pedagogical implications

1. Limitations

As any research work, this study has some limitations that change its orientations and scope. first, due to the short time of the new study system that was adopted to fit covid 19 circumstances, WDCT was used instead of the oral version thus the notion of investigating the paralinguistic features of disagreement including body gestures was denied .second, the

findings yielded are limited to the current study because of the small number of participants which is 30 EFL students at M'sila university that did not allow for further generalization

2. Recommendations

Based on the findings and limitation of this study several notions are recommended for further studies:

First, future studies might be established to investigate strategies of expressing disagreement as they accrued and exploring why EFL students utilized specific strategies instead of others. Second, future researchers can conduct similar studies taking into consideration gender and age differences with large sample in order to generalize findings and establish rules of use. Third, conducting disagreement studied in relation to the socio-cultural rules of use of L2 or comparing between native and non native speakers disagreement expressions would be of great contribution of the development of EFL student's pragmatic competence.

3. Pedagogical implications

Despite the short comings of the present study, it yielded some pedagogical implication that contributes to the betterment of pedagogical aspect:

- a) Equipping EFL classrooms with authentic data to an effective and appropriate language use this provides teachers with necessary knowledge to point out EFL learners' weaknesses.
- b) Learning foreign language have to be accompanied with socio-cultural rules of use especially face threatening acts disagreement in specific
- c) The data at hand confirms the necessity of explicit pragmatic instructions in the acquisition of target language rules of appropriateness

General conclusion

General conclusion

Over the last decades, the study of pragmatic competence becomes the interest of many scholars with its subfields in which they raised the speaker's intention to the appropriate use of language in different contexts; thus, SL & FL learners need to be more aware while expressing speech acts, disagreement in specific, that challenge the face wants of the addressee with regard to social power, distance, & relativity that exists between interlocutors. Therefore, this study endeavoured to investigate the way that disagreement elicited as well as how responding strategies to that disagreement are realized.

In order to accomplish this research, a mixed method research approach was adopted in which both quantitative & qualitative data were analyzed and collected via distributing a written discourse completion task to Master one EFL learners of M'sila university population with the sample of 30 students besides that interview was conducted with EFL teachers at the same university. The findings of that research shows that directness & unmitigated strategies are used in expressing disagreements speech act by EFL learners of M'sila with equal status interlocutors and they do not form a threat to the interlocutor face according to mother tongue culture. However, it is observed that when social power and distance is high between the speaker and the hearer they avoid the use of direct utterances in order to minimize interlocutor's face threat because of the religious & cultural social norms. In addition, the use of different strategies is remarked while responding to disagreement response by the learners. The analysis of the interview has revealed that teachers have a variety of perceptions towards the crucial role of pragmatic competence in enhancing FL and SL learners

As a conclusion, the results obtained via the investigation of that researches affirm that the assumed hypotheses are correct. The EFL M'sila learners use different strategies to express a disagreement point of view besides that the EFL teachers apply different strategies to teach & raise learners' awareness about disagreement speech act.

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Appendices

Appendix A

DISCOURSE COMPLETION TEST

Dear students,

This discourse completion test serves as a data gathering tool for a research work that aims at spotting disagreement realization and responding strategies by EFL learners. Your answers will be of great contribution for conducting this research. We really appreciate your collaboration.

Guidelines: you are kindly invited to read the following situations and imagine what you would say in each situation. Please write your exact words as detailed as possible on the lines provided, including pauses, hesitating "...", "well" etc., if you would say it.

Situation 1: You are out doing shopping with your class friends. One of them tries on a pair of shoes that you find unfashionable, but your other friend says: "God, you have to buy these shoes. They are really good on you!"

What will you say if you disagree?

.....
.....

And how will you respond if your friend insisted on you to buy it?

.....
.....

Situation 2: For the first time in almost a week, really good weather conditions have prevailed on your city. You think you should profit from it and go to the beach with your friend. However, your friend says: “I think we should go watch a movie.”

However you do not agree, you say

.....

Imagine that your friend refuses your disagreement, you say

.....

.....

Situation 3: In a classroom debate about the United Kingdom, a classmate you do not know very well claims that the Republic of Ireland is part of the United Kingdom. Because you did internet research on the topic, you know for sure that the Republic of Ireland is a sovereign country, independent from the United Kingdom. You say

.....

.....

Your friend confirmed that it is part of the United Kingdom, you respond

.....

.....

Situation 4: While you are at the supermarket helping your friend pick a new computer, the clerk intervenes and starts talking about the good features of a specific brand. Recently, you have bought a similar computer and you are very dissatisfied with it. You feel that you have to disagree with the clerk. You say:

.....

.....

The clerk deny what you said, you respond to him

.....
.....

Situation 5: Your friend and you have planned to go camping this weekend. When you informed your father about your program, he totally refused to let you go on a camping trip claiming that bad weather conditions are expected this weekend. You cannot decline the camping trip because you gave your friend your word. You say to your father

.....
.....

Your father insisted to not let you go, you respond

.....
.....

Situation 6: You have a meeting with your supervisor, whom you have known for a long time and who is friendly with you. The meeting is scheduled at 3 o'clock. You arrive at 3 and you find that your teacher is really angry and he claims that you are one hour late. You say

.....
.....

Your supervisor confirmed that you were supposed to meet at 2, in response you say

.....
.....

By the end of the semester, you are required to hand a paper on a topic that you choose and discuss with your teacher. You have found a topic that you think is interesting. Your teacher

suggests another topic instead of yours. You do not agree you say

.....
.....

The teacher refuses your idea you respond

.....
.....

Situation 8: The day you submit your mid-term paper your friendly teacher questions its originality and thinks that it is not your personal effort. You know very well that it is your personal work and that you worked very hard on it. You say

.....
.....

S/he again claims that it's not your effort you say

.....
.....

Appendix B

Teacher's interview

This interview is a part of a research work which is concerned with spotting disagreement speech act realization and responding strategies. The ultimate purpose of this research tool is to shed lights on teachers perceptions about pragmatic competence in enhancing English as foreign language appropriate use especially disagreement speech act. You are kindly invited to answer the following questions.

Q1: What role does the pragmatic competency of speech act realization play in enhancing EFL students' appropriate language use?

.....
.....

Q2: How often do your students elicit disagreements and /or responses to disagreements in your class but sound appropriate?

.....
.....

Q3: how do you explain your student's reliance on mother tongue /culture to realize and respond to disagreements?

.....
.....

Q4: what makes the appropriacy of speech act realization of disagreement in a FL real life interactional exchange?

.....
.....

Q5: how often do you instruct your students in eliciting speech act appropriately?

.....
.....

Q6: what strategies do you use to teach these pragmatic features, disagreements in specific?

.....
.....

Q7: do you rely on implicit or explicit or both instructions to teach disagreement? Why?

.....
.....

Thank you for your collaboration.

ملخص

استعمال اللغة بشكل مناسب تلقى اهتمام كبير في مجال تدريس وتعلم اللغة الانجليزية كلغة أجنبية بهدف تحقيق تواصل فعال يتكيف مع مجمع مهارات والمعايير الاجتماعية للغة الهدف. لهذا تهدف هذه الدراسة إلى استنباط الاستراتيجيات و طرق التعبير عن عدم القبول أو الاختلاف في الرأي و كيفية التجاوب معه لدى طلبة اللغة الانجليزية كما تسعى إلى إظهار معارف الأساتذة حول أهمية تدريس خطاب الرفض في تعزيز الكفاءة البراغمتية من أجل تطوير التواصل بشكل ملائم. للإجابة على الأسئلة المطروحة اعتمد الباحثون على إكمال خطاب مكتوب له علاقة بعوامل اجتماعية كالمسافة والسلطة على الأخر لعينة من 34 طالب من دارسي اللغة الانجليزية بجامعة المسيلة كما تم استعمال الحوار كوسيلة لاستكشاف آراء أساتذة اللغة الانجليزية بخصوص فعالية تعليم كيفية الرفض . نتائج هذه الدراسة أظهرت أن هؤلاء المشاركين استعملوا طرق مباشرة وغير مباشرة للرفض بالنظر إلى مدى تقارب و التباعد بين المتحدثين بالإضافة إلى سلطة احدهم على الأخر كما كشفت النتائج المتحصل عليها أن الأساتذة يملكون آراء ايجابية بخصوص جوهر تعليم أساليب الرفض الملائمة للغة الأجنبية المدروسة .

الكلمات المفتاحية : الكفاءة البراغمتية خطاب الرفض رد الفعل على الرفض تدريس و تعليم اللغة الانجليزية

كلغة أجنبية