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**THE PLACE OF PRAGMATICS-BASED
INSTRUCTION IN SECONDARY SCHOOL EFL
EDUCATION (THE CASE OF ALGERIAN
SECONDARY SCHOOL TEACHERS)**

**Thesis Submitted to the Department of English in Partial Fulfilment
of the Requirements for the Degree of Master in Linguistics**

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Declaration of Authorship

We hereby declare that the submitted dissertation is the result of our own investigation except where otherwise stated.

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Abstract

Linguistic competence has always been the central focus in EFL classroom. However, many recent researches have emphasized the role of communicative competence including the pragmatic competence in enhancing the L2 learners' learning and use of the target language. This study aims at examining Algerian EFL secondary school teachers' perceptions and practices about the role of integrating pragmatics based instruction in the Algerian EFL classrooms. An online semi-structured questionnaire was randomly distributed to seventy (70) secondary school teachers from all around Algeria. The findings of this study revealed that Algerian EFL secondary school teachers hold high awareness levels about the significant role of integrating pragmatics based instruction in the Algerian EFL classrooms. Additionally, the findings have shown that Algerian EFL secondary school teachers frequently integrate pragmatics teaching activities in their courses. Moreover, a set of challenges face these teachers while attempting to integrate pragmatics based instruction into their classrooms were identified.

Key Words: Target Language, Linguistic Competence, Communicative Competence, Pragmatic Competence, EFL Secondary School Teachers, EFL Classrooms, Pragmatics based Instruction.

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Dedications

*To the memory of my mother, **SERHANE NAZIHA**, the woman to whom I owe all my success, to you dear MAMA, my everlasting source of inspiration, I dedicate this work and I promise to make you always proud of your daughter.*

*To my beloved father **Bengherieb SAAD**, the man who didn't cut my wings off, but rather he taught me how to fly, I'm always grateful for your endless love and support.*

*To my beloved young sister **Bengherieb Fatiha**, to my dearest **Islam Gouffi**, to my friends, and to everyone who had supported me to reach this point, I owe a special debt for you all.*

To all my teachers at the Teacher' Training College of Setif who always believed in my capacities and equipped me with all the knowledge and the encouragement they had, I enormously thank you for everything dear teachers.

By Nesrine BENGHERIEB

This humble work is dedicated to my dear father may Allah grant him paradise.

To my beloved mother, the source of joy in my life.

To my lovely sisters and beloved brother.

Last but not least, to all my loyal and supportive friends. May Allah bless you all.

By Mohammed GHERZOULI

List of Abbreviations

CC: Communicative Competence

EFL : English as a Foreign Language

FTAs: Face Threatening Acts

L1: First Language

L2: Second Language

ILP: Inter-language Pragmatics

NNS: Non Native Speakers

PBI: Pragmatics based Instruction

PC: Pragmatic Competence

TL : Target Language

TPPQ: Teachers' Perceptions and Practices Questionnaire

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General Introduction

Introduction

When reflecting on my own experience with learning English as a foreign language, and considering the moments that have remained in my memory throughout the past years of instruction, I discovered that nearly all those moments were related to my frustration from being unable to be communicatively competent in English, particularly with native speakers. This frustration began to vanish with my first exposure to the notion of pragmatics during my fourth year at the Teacher Training College of Setif. Long ago, there was a deceiving conviction among EFL language instructors that only the linguistic competence: grammatical and lexical knowledge should be emphasized when teaching the English language, with marginalizing the significant role of communicative competence with its social, cultural and contextual dimensions. Thus, prioritizing the linguistic competence at the expense of the communicative competence has led to an inadequacy in using the English language appropriately in different contexts. Taking into account the failure of EFL learners at using the suitable language patterns in various situations, a considerable attention was paid to the field of communicative and pragmatic competence over the last two decades. With the evolution of pragmatics as an independent area of study, a shift from teaching isolated grammatical and lexical structures of the TL towards involving the pragmatic aspects of those structures was highly recommended to be conducted in EFL classrooms. This pragmatics based instruction with its pragmalinguistic and sociopragmatic sides, has become the center of research in the recent few years.

Problem Statement

While a large body of research the literature (Neddar, 2010; Dendenne 2014; Mihemi & Khanlarzadeh, 2005; Bouazid, 2017; Lamri, 2017; Dendenne 2018) highlighted the paramount importance of including explicit metapragmatic information in the textbook as it is the primary source of learning the language, little attention was given to the pivotal role of

teachers in applying this knowledge into the EFL classrooms on the one hand, and to the challenges that might be encountered by these teachers during the process of raising their learners' pragmatic awareness thus, to develop their pragmatic competence. The present study will address this gap by investigating Algerian secondary school teachers' perceptions and practices regarding pragmatics based instruction. It will also examine the challenges that these teachers face while attempting to incorporate teaching pragmatics in their classrooms.

Research Questions:

Specifically, the research questions to be addressed in this study are:

- 1- What perceptions do Algerian EFL secondary school teachers hold about the use of pragmatics based instruction in their classrooms?
- 2- How often do Algerian EFL secondary school teachers integrate pragmatics based instruction in their classrooms?
- 3- What are the challenges that may face Algerian secondary school teachers in their attempts to integrate pragmatics based instruction in their classrooms?

Research Hypotheses:

Accordingly, the hypotheses of this study are:

- 1- Algerian secondary school teachers may hold medium level of perceptions about the use of pragmatics based instruction in their classrooms.
- 2- Algerian secondary school teachers rarely use pragmatic practices in their classrooms.

Design and Methods:

In this study, we opt to implement a mixed-method approach not only to provide a complete and a comprehensive understanding of our research problem, but also to help

answering our research questions. The quantitative method is used for the sake of checking the awareness levels that Algerian secondary school teachers hold about pragmatics based instruction on the one hand, and to measure the frequency of pragmatics practices employed by these teachers in their classrooms on the other hand. Whereas, the qualitative method opt for identifying the challenges that might be encountered by Algerian secondary school teachers when trying to integrate pragmatics based instruction in their classrooms. Primary data will be collected using a semi structured questionnaire. The target population of the study includes secondary school teachers from different high schools in Algeria.

Research aim and objectives:

a) The aim:

The current study aims at expanding the Algerian body of research which is dedicated to pragmatics in general, and to pragmatics based instruction in particular. Moreover, it aims at investigating Algerian secondary school teachers' pragmatic perceptions and practices and also highlighting the challenges that might be encountered by these teachers, in their attempt to develop their students' pragmatic competence.

The objectives

- 1- To check the levels of awareness that Algerian secondary school teachers hold about the use of pragmatics based instruction.
- 2- To measure the employment of pragmatics practices by Algerian secondary school teachers.
- 3- To indentify the challenges that might be faced by Algerian secondary school teachers in their attempts to integrate pragmatics based instruction in their classrooms.

Significance of the study:

The findings of the current study will significantly contribute to the field of teaching English as a foreign language. The increasing demand for an appropriate communicative use of the language among EFL learners, justifies the need for pragmatically competent teachers. Our study helps to establish an understanding of the place of pragmatic based instruction in Algerian EFL secondary schools, paying a great attention to the role of teachers in the incorporation of this instruction. It also paves the ground for further studies to be conducted, in this regard.

Structure of the Study

This study is divided into two chapters. In the first chapter, a theoretical background about the concepts of pragmatics and pragmatics based instruction including pragmatics history, definitions, notions and areas as well as pragmatic competence and the Implementation of pragmatics based instruction in the EFL classrooms, is introduced and elaborated. The second chapter deals with the methodology followed by the researchers while conducting this research including the method, the sampling and the instruments. Additionally, it represents the obtained data' analysis and interpretation.

Chapter One
Exploring the Territory of Pragmatics

Introduction

The first chapter covers the research's theoretical background. It is divided into two sections. The first one deals with pragmatics as an independent concept. It looks upon the history of pragmatics, reviews some of its outstanding definitions, highlights its notions and its areas, and sheds lights on the pragmatics of communication. The second section deals with pragmatic competence, as a sub-component of the communicative competence, pragmatics based instruction and its significance in the EFL classrooms, and it also tackles the implication of pragmatics based instruction research findings in EFL classrooms.

1.1. Pragmatics

Any group of people feel compelled to interact with one another for specific purposes. This interaction is referred to as communication. Learners can communicate with a variety of speakers in a range of situations by using the concept of language. Students must, however, pay attention to factors other than words such as the function of utterances and the communicative function of language when engaging in different conversations. As a result, communication entails much more than simply placing words in a sequential order to create a set of objects in a variety of scenarios. Language students are expected to adhere to certain rules in order for their interaction to be not only meaningful but also appropriate. This analysis of how to use the appropriate utterances depending on the context is essentially referred to as Pragmatics.

1.1.1. History and definition of pragmatics

In today's linguistics, the concept of pragmatics is well-known. Linguists rarely, if ever, acknowledged it fifteen years ago. In those seemingly distant days, pragmatics was regarded as a "rag-bag" into which obstinate data could be packed and then neatly forgotten (Leech 1983). What has caused this shift then? The entire recent history of linguistics might be

represented in terms of consecutive discoveries that what has gone headlong into the “rag-bag” can be used again and transformed into a more or less decent suit of clothing (Leech, 1983). The study of semiotics by the philosopher Charles Morris led to the born of pragmatics, whereby semiotics explores syntax, semantics and pragmatics. Morris (1938, p. 6) describes pragmatics as “the relation of signs to interpreters”. To the generation after Bloomfield, linguistics meant phonetics, phonemics, and morphophonemics. However, syntax was seen to be extremely abstract and beyond the horizon of discovery. This altered once Chomsky uncovered the centrality of syntax in the late 1950s. Nonetheless, he, like the structuralists, still considered meaning to be far too complicated for serious consideration. Katz and Fodor (1963) and; Katz and Postal (1964) began to investigate how to incorporate meaning into the linguistic theory. Soon after, Lakoff (1971) argues that the study of syntax could not be legally separated from the study of language use. As a result, pragmatics was included to the linguistic map. Its invasion was just the final stage of linguistics' evolution from a narrow field concerned primarily with the physical data of speech to a vast discipline encompassing form, meaning, and context. As far as the concept of pragmatics is concerned” Crystal (1997, p. 240) defines it as “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”. According to Kasper (1992), pragmatics as the study of communicative action in its sociocultural context, includes not only speech acts (requesting, greeting) but also participating in conversation, engaging in different types of discourse, and sustaining interaction in complex speech events. Lo Castro (2003, p. 15) defines pragmatics as “the study of speaker and hearer meaning created in their joint actions that include both linguistic and non-linguistic signals in the context of socioculturally organized activities”. Leech (1983) and Thomas (1983) distinguish between two types of pragmatics: pragma-linguistic and

socio-pragmatic. Pragma-linguistics is defined by Leech (1983) as "the study of the linguistic end of pragmatics". It refers to specific linguistic resources a speaker has to utilize in particular communicative events. Socio-pragmatics is related to social subtleties, conventions, and norms under which speakers interpret and perform their communicative acts.

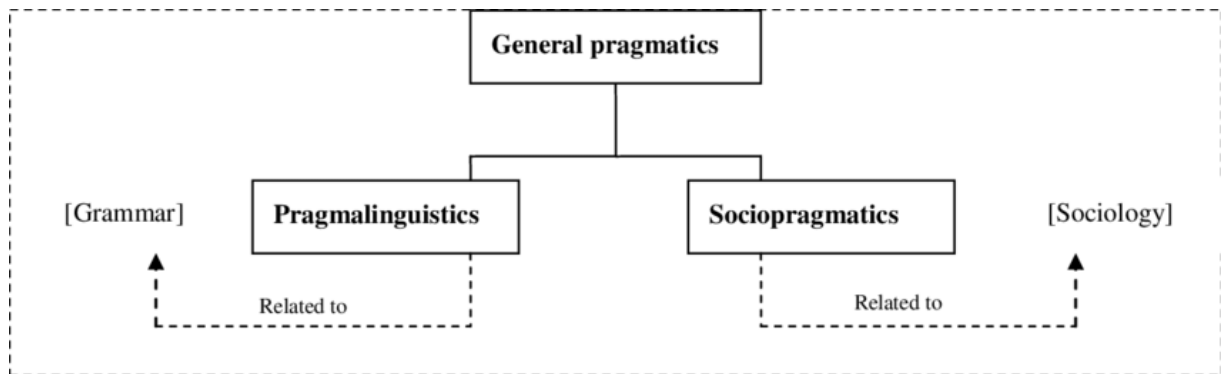


Figure 1.1: general pragmatics, pragmalinguistics and sociopragmatics (Leech 1983, p:11)

Kasper and Dahl (1991) launched another pragmatics variety which is known as interlanguage pragmatics (ILP). Interlanguage pragmatics was defined in a restricted sense, relating to nonnative speakers' (NNSs) comprehension and production of speech acts, as well as how their L2-related speech act knowledge is acquired (Kasper and Dahl 1991). This definition has since been updated to include a broader view of language use in social interactions. According to Kasper and Rose (2002), ILP studies how nonnative speakers perceive and generate actions in a target language, as well as how L2 learners improve the ability to grasp and perform actions in a target language.

1.1.2. Pragmatics Notions: Language users, Meaning and Context

Through the years, all of the studies conducted have converted pragmatics into a discipline and generated various data that may aid in understanding what pragmatics is or should be. Language users, meaning, and context are three of the most significant concepts that form the foundation of pragmatics.

1.1.2.1. Language Users

Language users refer to the interactants in a conversation. In pragmatics, the focus is on the relationship between these interlocutors and how does it regulate their speech performance. Pragmatics, according to Mey (2001), focuses on the language-using interlocutors. In other words, it focuses on how people interact with language. While investigating language in various settings, Cook (2000) focuses on people's words in specific interaction situations.

1.1.2.2. Meaning

The notion of meaning is broad and that is why its definition is quite problematic since the word 'meaning' itself has various meanings. Leech (1974) distinguished between the following types of meaning including: conceptual meaning, to which he referred as denotative meaning since it is concerned with the relationship between a word and the thing it denotes. It is the major type of meaning in linguistics; associative meaning which includes five types of meaning (connotative, social, affective, reflected and collocative meaning); these types can be recognized and explained through mental associations. Finally, comes the thematic meaning or the way in which the message is organized. It can be determined by the order of the words in a sentence. The previously mentioned types are illustrated in the table below:

Table 1.

Types of Meaning Leech (1974, p. 20)

Conceptual meaning	Logical, cognitive, or denotative content
Associative meaning	
1. Connotative meaning	What is communicated by virtue of what language refers to
2. Social meaning	What is communicated of the social circumstances of language use
3. Affective meaning	What is communicated of the feelings and attitudes of the speaker/writer
4. Reflective meaning	What is communicated through association with another sense of the same expression.
5. Collocative meaning	What is communicated through association with words which tend to occur in the environment of another word
Thematic meaning	What is communicated by the way in which the message is organized in terms of order and emphasis.

Pragmatics is concerned with how speakers can mean various things by their utterances, and how hearers can grasp what was meant. This is the area addressed by the philosopher Paul Grice (1957) in his theory of meaning. Feratha (2015 p. 73), while distinguishing between semantic and pragmatic meaning, clarified that “ Pragmatic meaning is concerned with the implied meaning of linguistic passages, meaning in context and the interlocutors in the speech events intentions”.

1.1.2.3. Context

It is worth noting that the meaning of utterances remains unclear until the context is identified. Subsequently, the notion of context was considered as one of the most significant concepts in the pragmatics area. Many linguists (Mey, 1993 Cook, 1999 and Widdowson, 2000) emphasized the importance of the context and its role in recognizing the properties of language (relevant interpretation of meaning). Mey (1993) views context as a set of variables that surround a communicative event and aid participants in determining how the language used during the interaction should be interpreted. Cook (1999, p. 24) explains that the term context can be used in both a general and a restricted sense. It relates to knowledge of variables outside the text under evaluation in the restricted sense. Whereas in the general sense, it refers to knowledge of these factors, as well as of other parts of the text under evaluation. Widdowson defines context as:

“Those aspects of the circumstance of actual language use which are taken as relevant to meaning. In other words, context is a schematic construct. The achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context”. (2000, p. 126)

In terms of pragmatics, there are three sorts of contextual information that might help understanding the true meaning of various linguistic units uttered in specific settings. Celce Murica and Olshtain (2000) differentiated between three main types of context:

- The linguistic context -also called co-text- is the set of linguistic elements that proceed, surround or follow a word or a sentence and affect its meaning.
- The physical context includes what is physically present around the speakers/hearers at the time of communication. The place in which communication is taking place, what is going on around, the situation of the communication and the timing.
- The social and cultural context refers to the social relationship among the participants in communication (speakers/ hearers) and their cultural backgrounds.

Since context draws attention to differences in meaning and gives useful information for understanding why and how certain words and phrases have different meanings in different settings, a well evaluation and understanding of the different types of context allows an appropriate interpretation of the different utterances in various situations.

1.1.3. Pragmatics of Communication

1.1.3.1. Pragmatic Failure

Sharifian (2004, p. 119) offers the following example from an Iranian student:

“An Iranian student at Shiraz University receives from her American lecturer the recommendation letter that she has asked him to write for her and then turns to him and says, “I’m ashamed.” Bewildered by the student’s response, the lecturer asks, “What have you done?!”

This intercultural miscommunication is known as pragmatic failure. Thomas (1983, p. 91) defines pragmatic failure as “The inability to understand what is meant by what is said”. He selected the term pragmatic failure rather than pragmatic error since, unlike grammatical errors, pragmatic competence entails probable rather than categorical rules. As a result, we cannot claim that the pragmatic force of a sentence is incorrect, but rather that it failed to achieve the speaker's goal (Thomas, 1983). As believed by Ziran (1988), pragmatic failure is the failure to accomplish the desired communicative effect in communication. They are not diction errors, but those mistakes that fail in fulfilling communication due to infelicitous style, unsuitable terms, or an inappropriate habit. Li-ming (2010) clarifies that pragmatic failure can occur when speakers unconsciously violate the interpersonal norms and social stipulations, do not conform to time and space perspectives, disregard the occasions of speaking and the social status or the psychological state of both sides, or go against the cultural restrictions of the target language. Thomas (1983) distinguishes between two major types of pragmatic failure,

the pragmalinguistic failure “which occurs when the pragmatic force mapped by the speaker onto a given utterance is systematically different from most frequently assigned to it by native speakers of the target language” (p: 99) and the sociopragmatic failure which is a result of different cultural norms that control the linguistic behaviors in different cultures. These cultural dissimilarities may create barriers to successful communication (Thomas 1983). Aiming to explain the reasons behind the previously mentioned types of pragmatic failure, Ziran (1988) explains that the speaker commits pragmatic failure due to taking for granted that the hearer will understand his meaning. The hearer as well, commits pragmatic failure by deducing the meaning of the speaker’s utterances incorrectly. Sociopragmatic failure takes place when the speaker neglects the identity and social status of the hearer on one hand, and when he has a limited knowledge about the politeness strategies on the other hand. To illustrate, the speaker may use a polite form of expression when talking to a close person or someone of a lower social status, or by addressing a stranger with an intimate form.

1.1.3.2. Pragmatic Transfer

The notion of transfer has received a great attention among linguists with the rise of contrastive analysis. Ellis 1994 defines transfer as a general cover term for a number of different kinds of influence from languages other than the L2. Its study involves the study of errors, facilitation, avoiding the use of L2 forms or their overuse. (p. 341). Pragmatic transfer in particular, was defined by Kasper (1992, p. 207) as “the influence exerted by learners’ pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information”.

1.1.3.2.1. Types of Pragmatic Transfer

Kasper (1992) identifies two types of pragmatic transfer (pragmalinguistic and sociopragmatic). When the politeness value of a language structure in L1 influences the development and comprehension of the form-function mapping in TL, the pragmalinguistic type is at play. When social views governing interpretation and production in L1, shape the interpretation of contexts in TL, the sociopragmatic type is taking place (p. 209). These types of transfers result in pragmalinguistic and sociopragmatic failure, respectively. (Thomas 1983). This distinction is presented in the schematic organization below:

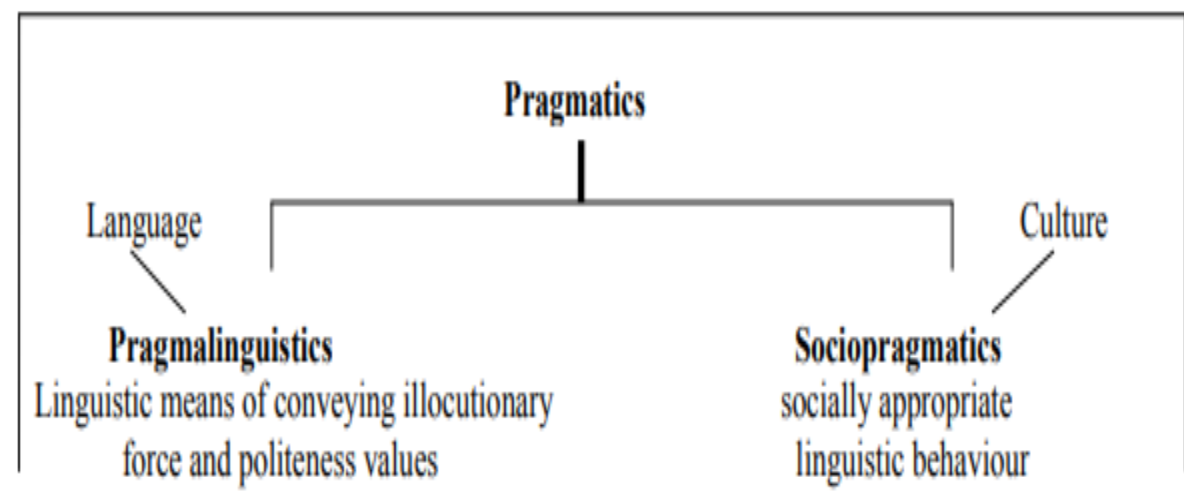


Figure1.2.

Pragmatic Transfer Continuum: Language-Culture (Based on Leech; 1983 and Thomas 1983, as cited in Bou Franch 1998, p. 8).

In a nutshell, pragmatic transfer can be classified into two types: pragma-linguistic and socio-pragmatic, both of which can lead to positive and/or negative displacement at the level of perceptions or language expressions.

1.1.4. Areas of Pragmatics

The field of Pragmatics encompasses the study of speech acts theory, politeness theory, conversational implicature and presupposition.

1.1.4.1. Speech Acts

The whole concept of a speech act is that we don't use language only to say things, but also to accomplish certain actions, namely, to do things with words (Austin 1962). The term's modern meaning can be traced back to J.L. Austin's research on performative utterances and his locutionary, illocutionary, and perlocutionary acts theory. In his theory, Austin (1962) provides a three-part system for describing a speech act, in which he divides it into three parts: locution, illocution, and perlocution. The locution relates to the actual words spoken by the speaker, the illocution reflects the motive behind the speech for instance promising, apologizing or complaining. While the perlocution, is the reaction of the hearer(s) to the produced utterances, whether verbally or nonverbally. Searle (1969, p. 16) considers speech act as: "the basic or the minimal unit of linguistic communication". He proposed that illocutionary acts, as being the most important part of utterances, can be classified into five categories: assertives, directives, commissives, expressives and declaratives. The previously stated categorization is represented in the following table:

Table 2.

Speech Acts Taxonomy (Searle, 1976, p: 10).

Speech Act	Definition	Example
Assertives	The speaker commits to the truth of what is asserted, i.e. what is said is believed to be true by the speaker. E.g. <i>statements & claims</i>	We watched a movie yesterday.
Directives	The speaker makes an attempt to get the subject to do something by expressing his/her wish. E.g. <i>requests & order</i>	Bring me some hot water.
Commissive	The speaker commits to take an action in future. E.g. <i>promises & offers</i>	I promise, I will complete the work by tomorrow.
Expressives	The speaker expresses a variety of psychological states. E.g. <i>apologies</i>	I am sorry for my disrespectful behavior.
Declarations	The speaker brings about a change in the world via words. E.g. <i>baptizing, declaring war, abdicating</i>	I now pronounce you husband and wife.

As it is shown in the table above, each illocutionary act serves a specific aim in the communicative event and each one can be expressed by using a set of speech acts.

A further classification was thereafter introduced by Searle (1979) and Leech (1983) which was based on the extent of directness. It includes two different types of speech acts. Direct speech acts on the one hand, occur if there is a direct relationship between the structure and function of the utterance. Whereas indirect speech acts on the other hand, take place if there is no relationship between the structure and function of the utterance (Yule 1996).

Eventually, Austin and Searle's theory of speech acts has been a fundamental topic in pragmatics since it encompasses a variety of linguistic phenomena connected to the outside world of communication.

1.1.4.2. Politeness

Brown and Levinson's (1987) politeness theory was based on the concept of face. Face was firstly introduced and defined by Goffman (1967, p. 5) as “the positive social value a person effectively claims for himself”. Brown and Levinson (1987) adopted this concept and divided it into 2 parts: negative face and positive face. The underlying claim to territory, personal preserves, and the right to non distraction, i.e. freedom of activity and freedom from imposition, is reflected in the negative face. Positive face shows interactants' consistent positive self-image or 'personality,' which includes the desire for this self-image to be admired and approved (Brown and Levinson, 1987). Depending on this distinction, the notion of politeness which is referred to as “the face saving theory” (Watts, 2003. p: 85), can be differentiated into two types: negative and positive politeness. Negative politeness aims to meet the demands of the negative face, whereas positive politeness aims to meet the needs of the positive face (Brown and Levinson 1987, p. 70). The concept of face threatening acts (FTAs) was described by (Brown and Levinson 1987) as the acts that oppose to the speaker' and/or the hearer' face wants and may intimidate either the positive face or the negative one. (p. 70). Brown and Levinson's (1987) politeness model evaluates the importance of FTAs regarding the following variables: The speaker's and hearer's social distance (D), social power (P), and absolute level (R) of imposition in a specific culture. The first variable reflects how familiar the interlocutors are with one other. The second variable refers to the speaker's relative authority over the listener. Whereas the third variable deals with the level of interference with the addressee' freedom of action. In this regard, the speaker may feel confused trying to communicate effectively as well as keeping his or her own face. Accordingly, Brown and Levinson (1987) propose certain strategies, named "superstrategies," or “minimization of face loss strategies” (Watts 2003, p. 85). These strategies work on minimizing the negative impacts of FTAs in order to manage this

confusion. Bold on record (e.g., using direct demands), positive politeness (e.g., expressing compassion for H), negative politeness (e.g., using indirect requests), off record (e.g., giving hints), and not performing the FTA are examples of these strategies. Brown and Levinson (1987) summarize the previously stated strategies as figured below:

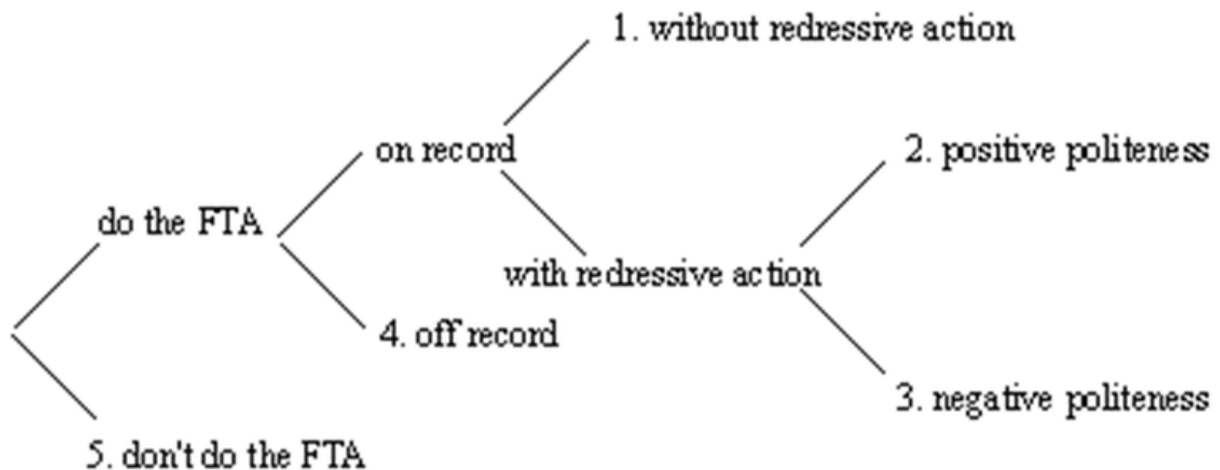


Figure 1.3.

Choice of strategy (Brown and Levinson, 1987, p. 60).

In short, Brown and Levinson's politeness theory has been praised for its insightful explanations into the working of society, for the problems it has highlighted, and ultimately, for its simplicity of application to further empirical research endeavors (Barron, 2003).

1.1.4.3. Implicature

The notion of implicature (conversational or conventional) was first introduced by the philosopher Paul Grice in his key article "Logic and Conversation". It refers to the utterance's implicit meaning, namely, indicating one thing while expressing another (Grice 1967). According to Yule (1996, p. 36) "implicature is an additional conveyed meaning. It is

something more than just what the words mean”. Implicatures has been categorized into conventional and conversational implicatures. Conventional implicatures are the ones which don't rely on specific contexts in their interpretations (Yule, 1996, p. 45). Conversational implicatures as opposed to conventional implicatures, are generated by general rules of conversation when applied to a specific context (Thomas, 1995, p. 58). Conversational implicatures' interpretations depend mainly on the cooperative principle and its four the maxims which were proposed by Grice (1975). According to Grice (1975), the cooperative principle (CP) requires the interlocutors to make the conversational contribution that is needed, at the stage it occurs, by the agreed-upon purpose or direction of the conversation exchange in which they are participating. It is based on rules which speakers should respect to ensure the accurate conveyance and the appropriate interpretation of their utterances. which are referred to as “The Gricean Maxims”. The four maxims as cited in Grice (1975, p. 45-46)

1. Maxims of Quantity: a) try to make your contribution as informative as it is required (for the current purposes of the exchange).

B) Do not make your contribution more informative than is required.

2. Maxims of Quality: a) try to make your contribution one that is true; do not say what you believe to be false. B) Do not say that for which you lack adequate evidence.

3. Maxim of Relation: Be relevant.

4. Maxims of Manners:

A) be perspicuous; avoid obscurity / of expression.

B) Avoid ambiguity.

C) Be brief (avoid unnecessary prolixity).

D) Be orderly

When a speaker blatantly disregards the co-operative principle by flouting one or all of the maxims, the addressee has two options. He or she may assume that despite the speaker's

apparent failure of co-operation, he or she is still observing the principle. Or he/she could be conveying some extra message, which is in keeping with the cooperative principle at some deeper level (Huang, 2007).

To sum up, the “Gricean Theory” is an observation of the difference between "what is said" and "what is meant" in order to demonstrate that people do, in fact, follow precise processes and norms (maxims) when engaging in various interactions. It has also revealed that violating any of these maxims may affect the conveyance as well as the interpretation of the utterances being produced.

1.1.4.4. Presupposition

During everyday conversation, it is common for a speaker to presume that the addressee already knows some information; such information is rarely mentioned and thus serves as part of what is expressed but not said. According to Levinson (1983, p. 68), the term presupposition refers to “those assumptions which appear to be built into the linguistic structure of texts and which relate linguistic structure to extra-linguistic context in terms of the inferences which are expected to be made about this context”. Hudson (2001) confirms this by adding that presupposition is something assumed (presupposed) to be true in a statement that affirms further information. A presupposition, according to him, is a linguistic phenomena relating to a verbal structure that is assumed to be true or that is familiar to the hearer. Presuppositions can be derived from a variety of expressions which are termed as “presupposition triggers”. The following are some of these triggers as mentioned in Huang (2007, p. 152-154):

- **Definite descriptions:** Use of a definite description presupposes the existence of its referent.

- **Factive verbs:** are verbs that take a sentential complement and presuppose that complement.
- **Change of state verbs:** a shift from one state to another, and therefore presupposes that the moved-from state has held at some point in the past.
- **Iteratives:** indicate repetition of some past action or state, and thus presuppose that that past action occurred or that the past state held.
- **Clefts:** group of presuppositional syntactic structures that come in several forms, of which the most common are the it-cleft (also known simply as a cleft), the wh-cleft (also known as a pseudo-cleft), and the inverted wh-cleft (also known as a reverse pseudo-cleft).

Khaleel (2010) classified presuppositions and their triggers into three categories as represented in Khaleel (2010, p. 529):

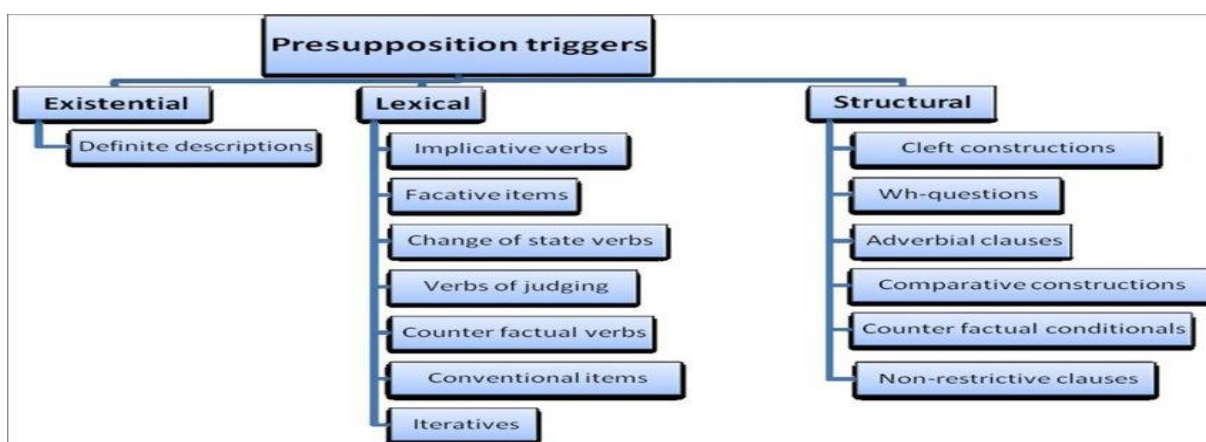


Figure 1.4.

A model for the analysis of presupposition triggers by Khaleel (2010:529).

To conclude, presupposition as a pragmatic notion is a required precondition for the processing of any communication, and it is thus a crucial feature of communication that often entails the existence of some objects or concepts.

1.2. Pragmatics and EFL Teaching and Learning

The purpose of language instruction is commonly thought to enable students in developing their communicative competence, in order to communicate effectively in the target language. As a result, teaching techniques should focus not only on understanding of the target language's grammatical and lexical system, but also on the "hidden rules" that govern that language (Bardovi-Harlig, 2010). These "hidden rules" refer to the standards of interaction that members of a particular speech community share in order to generate and maintain successful communicative circumstances, and are thus linked to pragmatic competence, one of the basic components of communicative competence.

1.2.1. Pragmatic Competence

In the context of pedagogy, models of Communicative Competence (CC) seek to find a balance between linguistic abilities that allow learners to produce grammatically acceptable sentences on the one hand, and the ability to be appropriate in a certain social setting on the other. Canale and Swain (1980), Bachman (1990), Celce-Murcia et al (1995), Saville-Troik (1998), and Celce-Murcia (2007), suggest CC models that prioritize pragmatic competence over the linguistic one. While elaborating his CC framework, Bachman (1990) referred to pragmatic competence (PC) as the ability to utilize language to represent a wide range of functions and interpret their illocutionary force in discourse according to the sociocultural setting in which they are spoken. Furthermore, Celce-Murcia et al. (1995) define pragmatic competence as an actional competence that encompasses knowledge of language and speech acts, as well as socio-cultural ability, which is concerned with the appropriate language use in socio-cultural contexts. Leech & Thomas (1983) emphasized that PC entails acquiring pragmalinguistic and sociopragmatic skills, as well as effectively applying them in real-time communication. Many researchers highlight the significance of being pragmatically

competent. Taguchi (2016) asserts that possessing linguistic and sociocultural knowledge is insufficient. Learners should know how to use this knowledge in order to communicate effectively. Hamoudi (2019, p. 69) states that “pragmatic competence is in fact at the heart of the human interaction since it is mostly responsible for constructing fitting verbal behaviours”. Ghait and Khaouli (2020) maintain that developing EFL students' pragmatic competence should be the central focus of all teaching in EFL classrooms. Hamam and Hassani (2021) confirm that possessing a pragmatic competence enables the learners to establish effective communication with the native speakers of the target language.

Eventually, as being a significant part of the communicative competence, pragmatic competence has been the focus of research during the recent years. Developing L2 learners' pragmatic competence is becoming one of the basic ways towards mastering any target language.

1.2.2. Pragmatics based Instruction

There is no doubt that the time to incorporate pragmatic knowledge into foreign and second language classrooms; has arrived. The significance of teaching pragmatic features in order to develop L2 learners' pragmatic competence was broadly demonstrated in the literature (Bardovi-Harlig, 2001; Rose and Kasper, 2001; Rose, 2005; Cohen, 2007; Bardovi-Harlig et al., 2015, Bardovi-Harlig, 2017). In several researches which adopted a pretest-posttest method (Bouton, 1994; Derakhshan & Eslami, 2015; Lyster, 1994; Rose, 2005; Wishnoff, 2000; among others), it was found that the learners who received instruction outscored the ones that did not. Naddar (2011, p. 4) asserts that “There is a need, once the necessary linguistic tools are acquired by learners, to provide them with the pragmatics systems of the target language, though both competencies develop in tandem”. Pragmatics based instruction is divided into two types: explicit and implicit instruction (Kasper & Rose,

1999). On the one hand, explicit (deductive) instruction, according to Kasper (2001), entails direct metapragmatic explanation, observable clarification of the target pragmatic aspects, along with practice activities. While the implicit (inductive) instruction on the other hand, is seen as a non-conscious process in which learners are not aware of the pragmatic knowledge being learned (Segueni, 2016). Both types are represented in the following figure:

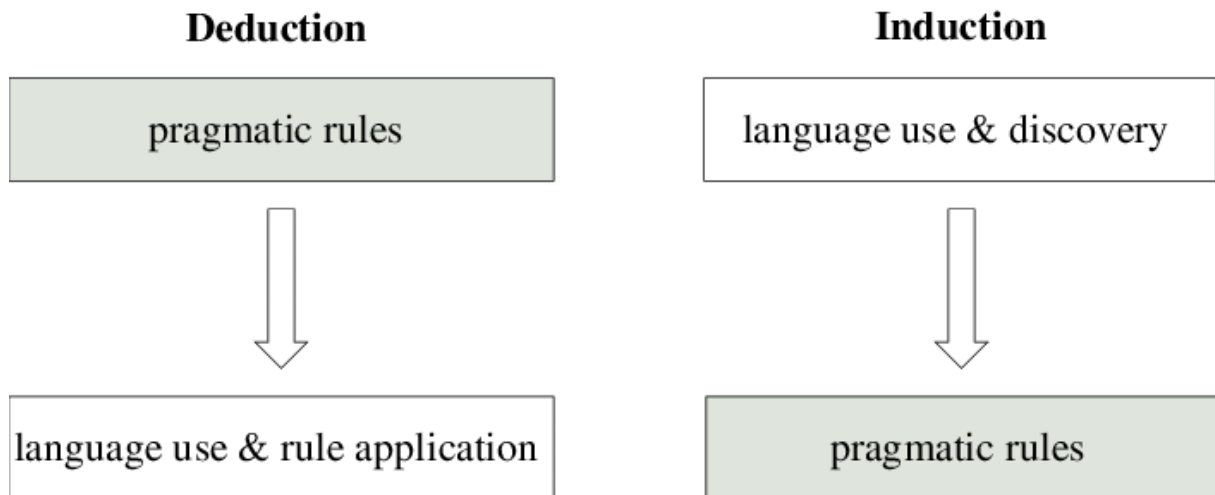


Figure 1.5.

Deductive and inductive types of pragmatic instruction. As mentioned in (Ishihara and Cohen, 2010, p. 117).

To sum up, As a consequence of the difficulties involved in dealing with pragmatic competence in the foreign language context, pragmatic instruction has become an unavoidable part of the L2 learning process.

1.2.3. Significance of Pragmatics based Instruction in EFL Classrooms

As it was previously highlighted, there is a considerable need for pragmatics based instruction in foreign-language classrooms. The impact of instructional intervention on the development of pragmatic knowledge has been widely investigated. Several studies have looked at pragmatic fluency (House, 1996), pragmatic routines (Tateyama et al., 1997; Tateyama, 2001; Wildner-Bassett, 1994), conversation closing (Bardolvi-Harlig et al., 1991),

sociopragmatic instruction (Hamoudi, 2019) apologies (Eslami, 2005; Olshtain and Cohen, 1990), compliments (Billmyer, 1990; Rose and Kwai-fun, 2001), greetings (Larbi, 2016); conversational implicature (Bouton, 1994; Kubota, 1995) and requests (Eslami, et al., 2004; Rose, 1994; Fukuya, 1998, Alc on, 2005; Eslami, 2015, El Shazly, 2017, Ghaith & Khaouli, 2019, Hamam & Hassani 2020). The majority of these researches concluded that systematic planned classroom activities have a beneficial impact on language learners' pragmatic knowledge, supporting the concept that pragmatic ability can be strengthened or developed through systematic planned classroom tasks. Kada (2018, p. 88) insists that “Cultural and pragmatic aspects should be integrated in the process of language teaching and learning” providing pragmatic instructions, and using different activities that aim at enhancing the EFL student’s cultural and pragmatic competence”. Segueni (2016) recommends that pragmatic instruction must be an integral part of language curricula in order to develop a more naturalistic use of the language.

The findings of the aforementioned studies fully support the need for pragmatics based instruction in EFL classes and give adequate evidence for its benefits.

1.2.4. Implication of Pragmatic Instruction Research Findings in EFL Classrooms

The pragmatic components of the learner’ language are becoming increasingly important to researchers. This is partly due to the assumption, according to Ellis (1994), that a complete understanding of how formal features are learned would not be accomplished without studying how these features are employed in actual communication. Yet the question that might be raised here is whether the findings of these researches are applied into the EFL classrooms or not. According to Neddar (2010), pragmatics field of study is still in its infancy. Research-based recommendations for pragmatics based instruction have not been tested in practice. In fact, we still don't know how this approach may be implemented in classrooms or

how effective it is at teaching students about the targeted pragmatics feature. (Neddar, 2012, p. 5691) states that:

Two main points, which I should like now to pursue, emerge from the discussion above: the relation between theory and practice and the future perspectives of pragmatics in foreign language teaching. No matter how aware textbooks designers are of the importance of cross-pragmatic references in the act of learning a foreign language, we have ample evidence (Vellenga, 2004; Neddar, 2010) to affirm that EFL textbooks (especially those designed for mainstream education) have still, so to speak “miles to go and promises to keep” so far as the inclusion of pragmatics as an essential component in the textbook design is concerned.

When investigating the extent to which pragmatics knowledge is included in EFL textbooks, Dendenne (2014), claims that learners should have access to experimentally validated or real data integrating both the pragmalinguistic and sociopragmatic elements in the EFL textbook. The data should also be accompanied by appropriate pragmatic and metapragmatic information about culture, context, politeness, register, and contextual features such as dominance, distance, age, and the cost of services when requesting in TL. He also recommended that textbooks should include scientifically validated evidence. The syllabus designers can use current literature on interlanguage and cross-cultural pragmatics to identify topics of instruction in this case (Dendenne, 2014).

To conclude, the huge body of research on pragmatics should be applied in the real EFL classrooms in order to benefit from its findings and to enhance L2 learners’ pragmatic competence.

Conclusion

In this chapter, the first section shed lights on introducing the history of pragmatics as well as reviewing the most common definitions of this concept. Additionally, the different notions of pragmatics (language users, meaning and context) along with pragmatics areas (Speech acts, politeness, implicature, and presupposition) were deeply elaborated in this section.

Pragmatics of communication including, pragmatic failure and pragmatic transfer, was also tackled in this section. The last section enlightened the concept of pragmatic competence as a significant part of the communicative competence. It also introduced the concept of pragmatics based instruction and its paramount role in developing EFL learners' pragmatic competence. Finally, this section concludes with looking at the implication of pragmatics based instruction research findings in the EFL classrooms.

Chapter Two:
Data Analysis and Interpretation

2. Introduction

This final chapter is devoted for explaining the methodological aspects of the present study including: the method, the design, the setting, the participants and the tools. Additionally, it summarizes and discusses the findings obtained by the “Teachers’ Perceptions and Practices” questionnaire. Pedagogical implications, limitations as well as recommendations for further research serve as a closing point for this chapter.

2.1. Research Methodology and Design

This section is dedicated to explain the methodology followed by the researchers in order to conduct the present research. It includes details on research methods, sample and population, in addition to data collection and analysis tools.

2.1.1. The mixed Method

The present research is conducted following the mixed method. This latter is opted for depending on the nature of the present study as well as on the types of data. It helps both quantify and qualify the gathered information.

2.1.1.1. Setting and Participants

This research is held at Mohammed Boudiaf University of M’sila specifically at the department of Letters and English Language. It is conducted during the second semester of the academic year 2021/2022. As a sample for this study, seventy (70) secondary school teachers of English from different twenty seven (27) Wilayas around Algeria were randomly administered the questionnaire. The sample random technique along with the simple random sample, were adopted in this research in order to add more credibility to our research as well as to provide teachers with equivalent opportunities to take a part in our study. The study was

internet-based (online research) since it is the most convenient and feasible way to collect data from secondary school teachers of different regions in Algeria.

2.1.1.2. Research Instruments

In order to accomplish this examination of teachers' perceptions and practices about pragmatics based instruction, an online semi-structured questionnaire was designed and administered to the selected sample. The purpose behind choosing the online questionnaire as a research instrument is to enable the researchers to quickly reach and gain feedback from the respondents.

2.1.1.2.1. Teachers' Perceptions and Practices Questionnaire (TPPQ):

In this research, the questionnaire is conducted to reach three main purposes. First of all, it aims to collect personal information from the teachers regarding their teaching the English language background. Then, it searches for teachers' general knowledge about the concept of "Pragmatics". Lastly, it focuses on checking their perceptions and practices about "Pragmatics Based Instruction".

The TPPQ is divided into three major sections. The first section contains five questions, the second section contains four questions and the last section contains twelve questions. This results in twenty one questions. Three questions are YES/NO questions. Nine are multiple choice ones; providing the teachers with several options among which they can choose the most appropriate one. And the remaining ones are open ended questions.

Section One: Demographic Information

This section seeks to identify the teachers' personal information. It comprises five questions. The first question deals with the employment status of the teacher. The second question deals with the teachers' education degree. The third question investigates the

different districts where these teachers are currently working. The fourth question targets the teachers' experience of teaching English language at secondary school. And the last question is related to teachers' in-person/online experiences of studying/teaching abroad. Personal information have been investigated in order to ground for the study, and also to be utilized in interpreting the following sections' data.

Section Two: Teachers' General Knowledge about Pragmatics

This section interrogates Algerian secondary school teachers about their pragmatics knowledge. It consists of four questions. The first question aims at checking whether the teacher has ever been exposed to the concept of pragmatics along with explaining when and where it happened. The second question aims at defining the concept of pragmatics. The third question seeks to self-evaluating the teacher' pragmatic knowledge. The last question investigates whether the teacher has received any pragmatics training with specifying where and when they receive it.

All these questions will help the researchers to identify the extent to which Algerian secondary school teachers are familiar with the concept of pragmatics.

Section Three: Teachers Perceptions and Practices about Pragmatics Based Instruction

This section is devoted to determine Algerian secondary school teachers' perceptions and practices about pragmatics based instruction in the EFL classrooms. Besides, it aims at examining the challenges that might be faced by these teachers when attempting to integrate pragmatics based instruction in their classrooms. The first question aims to identify the type of competence emphasized by the teacher while teaching EFL learners. The second and the third questions interrogate the teacher' knowledge about the concept of pragmatics based instruction. The fourth question checks the teacher' opinion about the importance of

integrating pragmatics based instruction in the EFL classrooms. The fifth and the sixth questions require the teacher to measure his students' pragmatics competence on the one hand, also to show his/her point of view concerning the effect of pragmatics based instruction on enhancing the learners' pragmatic competence and L2 use. The seventh, eighth, and ninth questions intend to find out the frequency of applying pragmatics based instruction in the EFL classrooms, in addition to the teacher' preferable ways for this application. Questions number ten and eleven deal with the difficulty level as well as the potential challenges for integrating pragmatics based instruction in the Algerian EFL classrooms. The last question serves as an open space for any additional comments or suggestions by the informants that might be useful for the realization of our research work.

The questions included in this section are meant to allow the researchers to recognize the teachers' different views and attitudes towards the importance of integrating pragmatics based instruction in the Algerian EFL classrooms as well as the different practices used by these teachers during the process of this integration. Moreover, the items in this section are also meant to provide the researchers with teachers' views about the level of difficulty as well as the possible challenges of integrating pragmatics based instruction in the Algerian EFL classroom.

2.1.2. Procedures

Aiming to collect data on Algerian secondary school teachers' perceptions and practices about pragmatics based' instruction, the TPPQ was distributed to 70 Algerian secondary school teachers from different districts (Wilayas) to be answered online. It was posted in different secondary school teachers' groups and shared with teachers via emails and messages. Once the data have been already collected, a mixture of quantitative as well as qualitative method has been selected in order to analyze and interpret the findings.

2.1.3. Data Analysis

Once the data have been collected from the respondents, the researchers attempted to analyze and interpret the responses of the participants. Microsoft Excel was the main digital program used in order to interpret and illustrate the gathered data.

The Results of the TPPQ:

Section One: Demographic Information

The first section of the questionnaire is designed to accumulate general information about the sample of teachers. It consists of five questions which dwell on their employment status, qualification, working district, time of teaching experience, and any overseas learning/teaching experiences.

The first question targeted the teachers' employment status. It examines whether the respondent is a secondary school teacher or not.

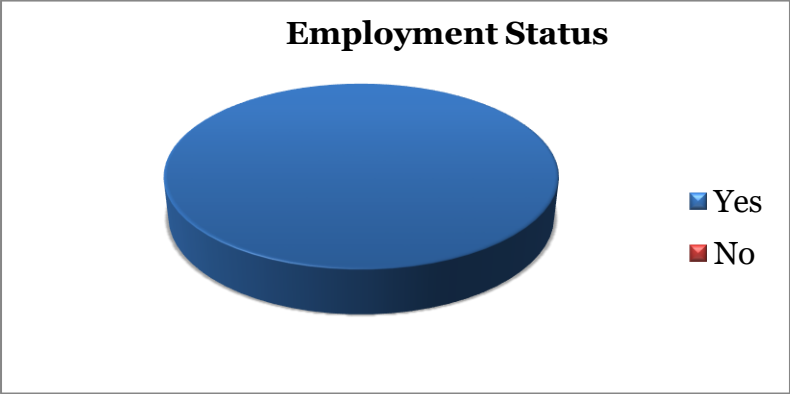
Table 2.1.

Teachers' Employment Status

Total	Yes	No
70	70	0
100%	100%	0%

Graph 2.1.

Teachers Employment status



As can be seen in both Table 1 and Graph 1, all the respondents (100 %) were secondary school teachers.

The second question dealt with the respondents' qualification, whether they hold a licence, a master or a PhD degree.

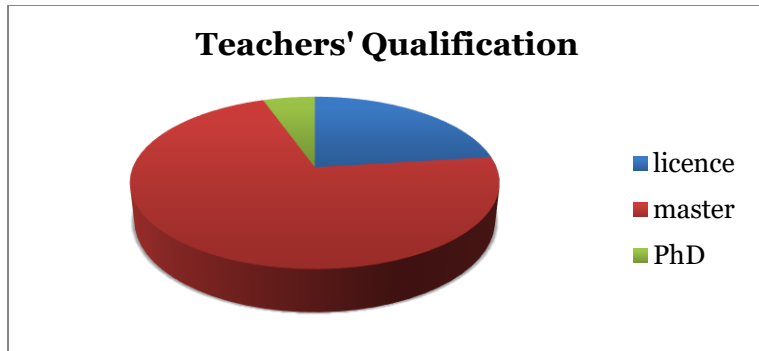
Table 2.2.

Teachers' Qualification

Total	Licence	Master	PhD
70	17	53	4
100%	23%	71.6%	5.4%

Graph 2.2.

Teachers Qualification



As can be noticed in Table 2 and Graph 2, the majority of the respondents (71.6%) hold a master degree, 23% of them hold a licence degree and only four participants (5.4%) are PhD holders.

The third question dealt with the district/Wilaya in which the teachers are currently working. The findings have shown a diversity of participation from secondary school teachers all around Algeria. Participants were from 28 different wilayas (Setif, Jijel, Bejaia, Oran, Algiers, Annaba, Skikda, M'sila, Bouira, Batna, Bourdj Bou Arreridj, Chlef, Taref, El Oued, Oum el Bouaghi, Djelfa, Tipaza, Biskra, Khenchla, Mascara, Boumerdes, Blida, Bechar, Tamanraset, Tizi-Ouzou, Adrar, Telemcen, and Ouargla).

The fourth question examined the respondents' length of teaching experience, whether it is less or more than five years.

Table 2.3.

Teachers' Length of Teaching Experience (in Years)

Total	Less than 5 years	More than 5 years
70	53	17
100%	71.6%	28.4%

Graph 2.3.

Teachers' Length of Teaching Experience (in Years)

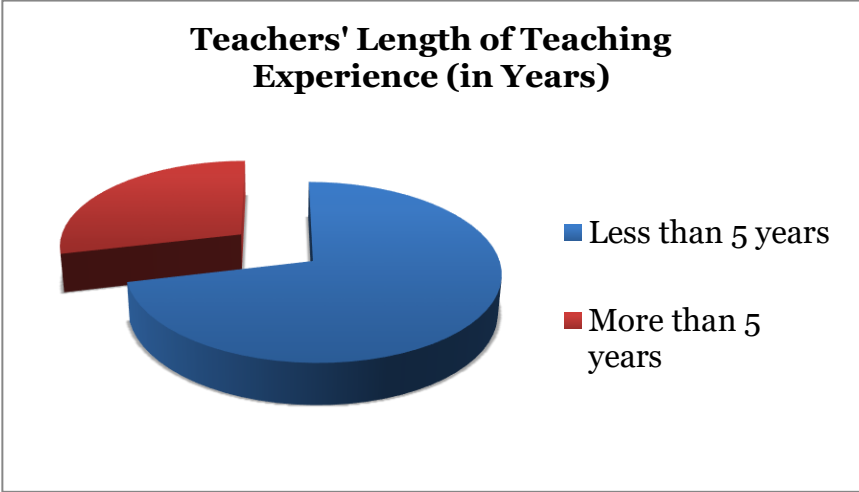


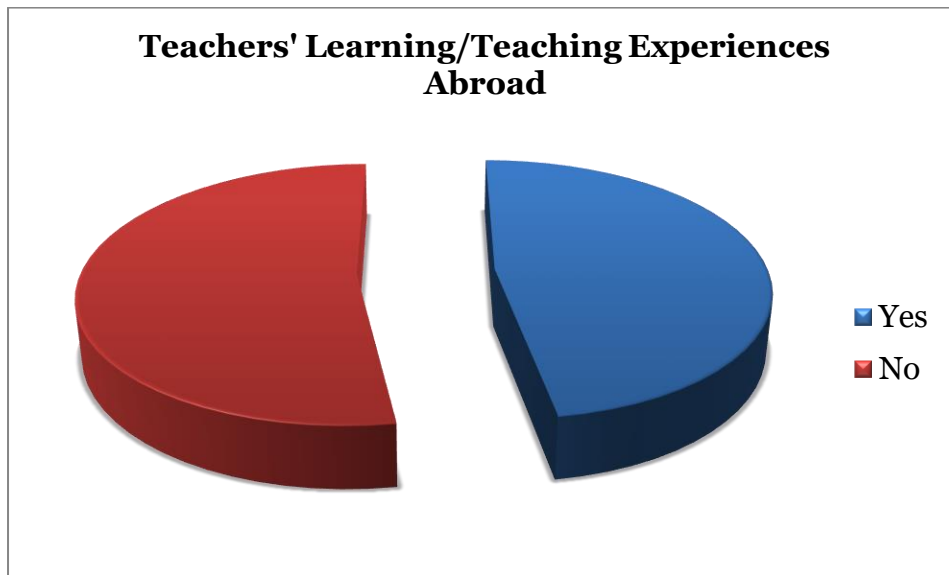
Table 4 and Graph 4 indicate that the majority of the teachers (71.6%) have been teaching English language for less than five years. While 28.4% of these teachers clarified that their teaching experience exceeds five years.

The fifth question in this section investigated whether the participants had any in-person/online learning or teaching experiences in any English speaking country with specifying where and when.

Table 2.4.

Teachers' Learning/Teaching experiences abroad

	Yes	No
Frequency	19	21
Percentage	27%	30%

Graph 2.4.*Teachers' Learning/Teaching Experiences Abroad*

This question was answered only by 40 participants. A percentage of (30%) which is equivalent 12 teachers declared that they didn't have any learning/teaching experiences outside their homelands. The remaining percentage (27%) which equals 18 teachers, who has confirmed that they had experiences in teaching and learning English abroad, fall under two categories. The first category involves those who were physically present in the English speaking country or who had a direct connection with native speakers of the English language. Only 2 teachers declared that they spent some time in the UK and the USA, while 5 others said that they had contact with native English teachers in private schools and universities. The second category includes 9 teachers who declared that they had online learning/teaching experiences in different programs, courses and conferences with different organizations such as the US Embassy and World learning.

Section Two: Teachers' General Knowledge about Pragmatics

This section is devoted to interrogate Algerian secondary school teachers about their pragmatics knowledge. It comprises four questions.

1. Have you ever been exposed to the concept of pragmatics? Specify when and where please.

This item was designed to check the participants' previous exposure to the concept of pragmatics.

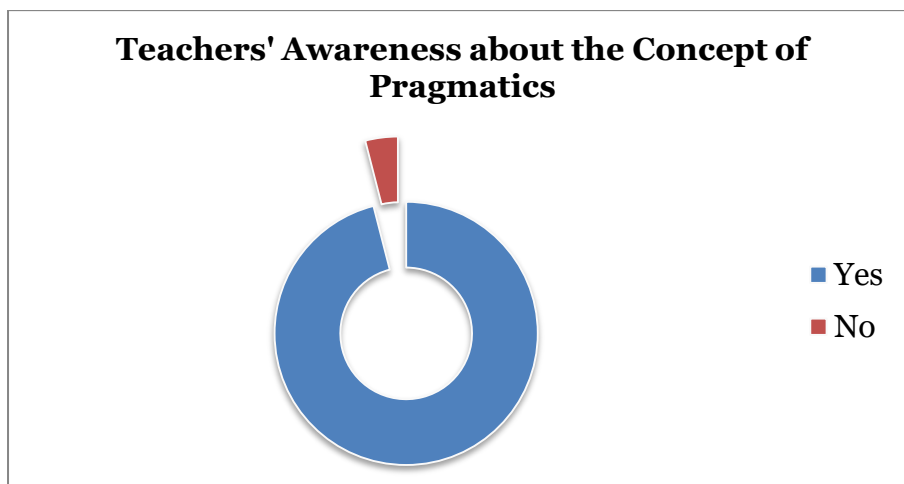
Table 2.5:

Teachers' Awareness about the Concept of Pragmatics

Total	Yes	No
70	67	3
100%	96%	4%

Graph 2.5.

Teachers Awareness about the Concept of Pragmatics



The results displayed in both Table 5 and Graph 5, demonstrate that the absolute majority (96%) of the participants are familiar with the concept of pragmatics. A large number of them clarified that their first exposure with this concept was at the university/teachers training college, particularly during the linguistics session. Similarly, some teachers explained that they have been exposed to the concept of pragmatics during their Master/PhD studies and they selected to work on this research area. Only three participants (4%) weren't acquainted with the concept of pragmatics.

2. Can you explain what does pragmatics mean?

This question aimed to testify teachers' awareness about the concept of pragmatics through asking them to give a brief definition of this concept. 80% of the participants which is equal to 56 teachers managed to give an accurate definition of pragmatics. Most of them defined pragmatics as a subfield of linguistics that focuses on the study of the ways in which context contributes to meaning. One teacher briefly explained that pragmatics means "the study of the meant from the said" and another one defined pragmatics as "the study of the hidden meaning rather than the semiotic meaning". Two teachers referred to pragmatics as "the appropriate use of the target language depending on the setting without literally translating forms from the mother tongue". Meanwhile, 20% of the participants which is equal to 14 teachers failed at defining the concept of pragmatics.

3. How do you evaluate your pragmatics knowledge?

This question was designed to allow the participants to evaluate their own pragmatics knowledge.

Table 2.6.

Teachers' Perceptions of their Pragmatics Knowledge

Total	Excellent	Good	Fair	Average	Poor
70	4	25	26	12	3
100%	6%	36%	37%	17%	4%

Graph 2.6.

Teachers' Perceptions of their Pragmatics Knowledge

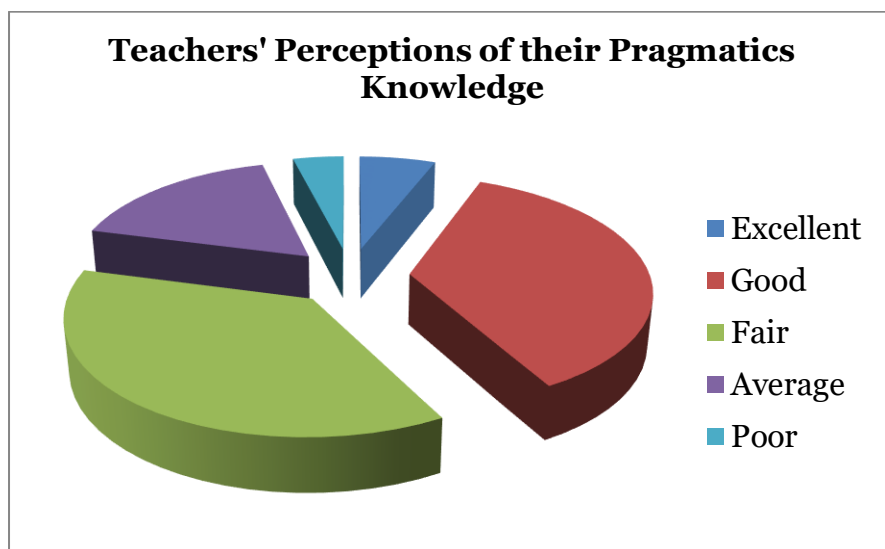


Table 6 and Graph 6 represent the different levels of teachers' perceptions concerning their pragmatics knowledge. While only 3 teachers admitted to have poor pragmatics' knowledge, 6% of the participants opted for the excellent option, 25 teachers believed their pragmatics knowledge to be good and 26 teachers responded as "fair". Additionally, 12 teachers perceived their pragmatics knowledge as average.

4. Have you ever received any pragmatics training? Specify where and when please.

The last question in this section was designed to investigate whether the participants have received any pragmatics training. Only 45 participants responded to this question. Among which, 27 teachers declared that they didn't receive any pragmatics training. Whereas, the 18 teachers who answered by "yes" explained that they received this training either in online courses or from university lectures. One of the teachers clarified that they didn't receive an official training, but they keep developing their knowledge through books related to the topic.

Section Three: Teachers' Perceptions and Practices about Pragmatics Based Instruction

The twelve items of this section were set to measure the teachers' perceptions and practices about pragmatics based instruction. Additionally, they serve the purpose of investigating the challenges that can be encountered while attempting to integrate pragmatics based instruction in the EFL classrooms.

1. Which competence do you focus on when teaching EFL learners? Justify the reason behind your choice please.

This question aims at eliciting responses from the teachers concerning the language competency they tend to focus on while teaching EFL learners. Most of the participants selected the grammatical competence as the most emphasized competence. Some teachers justified their selection by claiming that they have to adhere to the content of the syllabus and the textbook since official exams assess the students' grammatical knowledge rather than the other competencies. Other teachers think that grammar is the backbone of any language. Consequently, mastering grammar would ensure mastering the language. Meanwhile, a large number of teachers opted for the syntax and structure option since it is a main focus in the

CBLT (Competency Based Language Teaching) which it is the implemented teaching approach in Algeria. Some of the participants clarified that they deal mostly with the cultural competence. One of these teachers explained “As global teachers, we should mainly focus on the cultural aspects of the language”. The forth option which was the “pragmatic competence” was as dominant in the teachers’ responses as the “grammatical competence” one. Teachers opting for this competence believe that focusing on the pragmatic competence allows learners to reach the ultimate objective of learning any foreign language which is “communication”. One teacher justified his focus on the pragmatic competence by saying that “pragmatic competence involves a combination between linguistic tools and the specific settings they are used within”.

2. Have you ever heard about the concept of “Pragmatics based Instruction”?

Specify when and where please.

This question was designed to check the participants’ awareness about the concept of pragmatics based instruction.

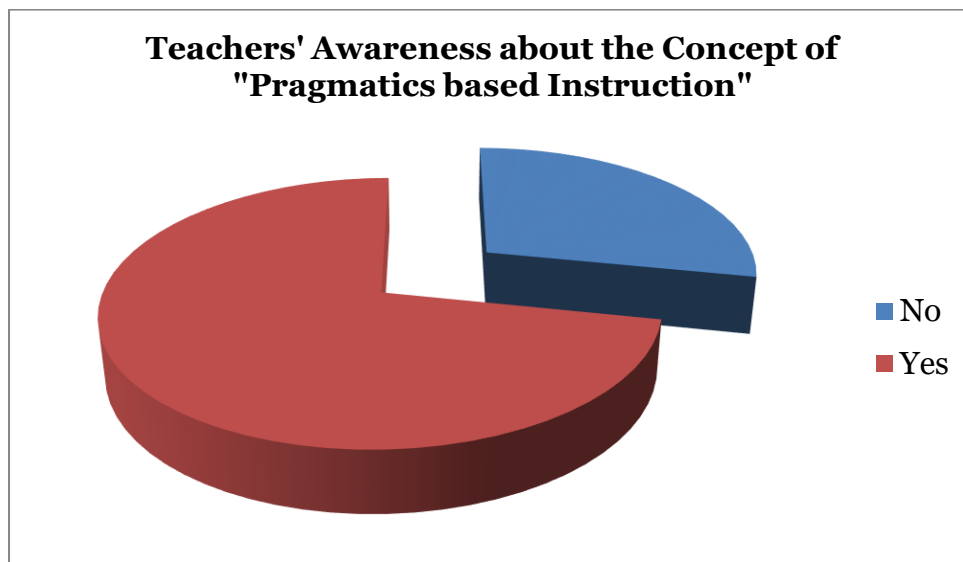
Table 2.7.

Teachers’ Awareness about the Concept of “Pragmatics based Instruction”

	No	Yes
Frequency	14	36
Percentage	20%	51%

Graph 2.7.

Teachers' Awareness about the Concept of "Pragmatics based Instruction"



In this question, fifty responses have been collected from the participants. As it can be illustrated in Table 7 and Graph 7, the majority (51%) of the teachers have an idea about the concept of pragmatics based instruction. Some of them were exposed to the concept during their educational career at the university/teachers' training college, specifically in the didactics sessions. While others indicate that they encountered this concept at different seminars and online courses/articles. The remaining 20% of the sample which is equal to 14 teachers didn't have any idea about the term of pragmatics based instruction.

3. According to your previous knowledge, how can pragmatics based instruction be defined?

This question serves the purpose of testing the participants' knowledge about the concept of pragmatics based instruction. It was answered by all the participants. 62% of the respondents which is equal to 44 teachers, defined pragmatics based instruction as the process of teaching pragmatics in the classroom. One teacher stated that "Pragmatics based instruction

means teaching the pragmatic aspects explicitly through providing learners with instruction. In other words, we don't teach it implicitly since the learner needs to understand why we choose this feature and not this one in order to respond appropriately in certain situations". Contrastingly, 26 Participants couldn't provide an appropriate definition to the term "pragmatic based instruction".

4. Naddar (2011, p. 4) asserted that "There is a need, once the necessary linguistic tools are acquired by learners, to provide them with the pragmatics systems of the target language, though both competencies develop in tandem". To what extent do you agree with this statement ?

The fourth item suggested that integrating pragmatics based instruction is necessary once the linguistic tools are acquired. It examines the extent to which the participants agree with this idea.

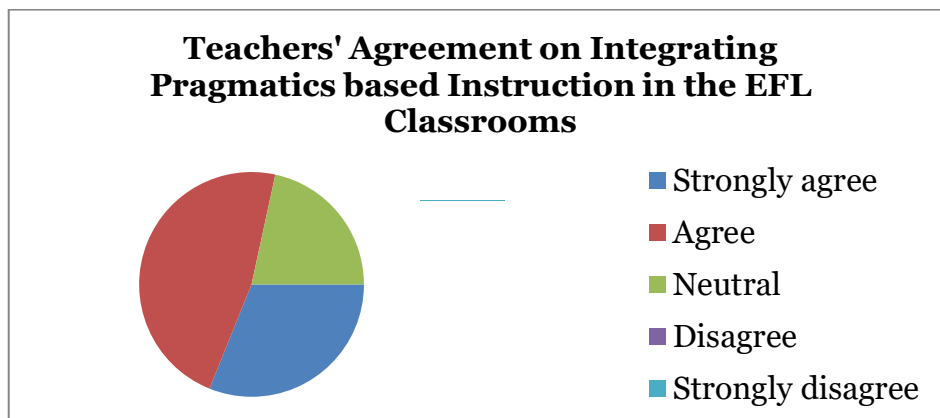
Table 2.8.

Teachers' Agreement on integrating pragmatics based instruction in the EFL classrooms

Total	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
70	22	33	15	0	0
100%	31.1%	47.3%	21.6%	0%	0%

Graph 2.8.

Teachers' Agreement on integrating pragmatics based instruction in the EFL classrooms



The fourth question suggested that integrating pragmatics based instruction is necessary once the linguistic tools are acquired. As can be seen in table 8 and graph 8, the majority (47.3%) of the participants have shown agreement with Naddar' (2011. p.4) statement. A percentage of (31.1%) strongly agreed on integrating pragmatics based instruction in the EFL classrooms. While (21.6%) which is equal to 15 of the respondents remained neutral.

5. How do you evaluate your learners' pragmatic competence?

This item was mainly designed to make the participants evaluate their learners' pragmatic knowledge.

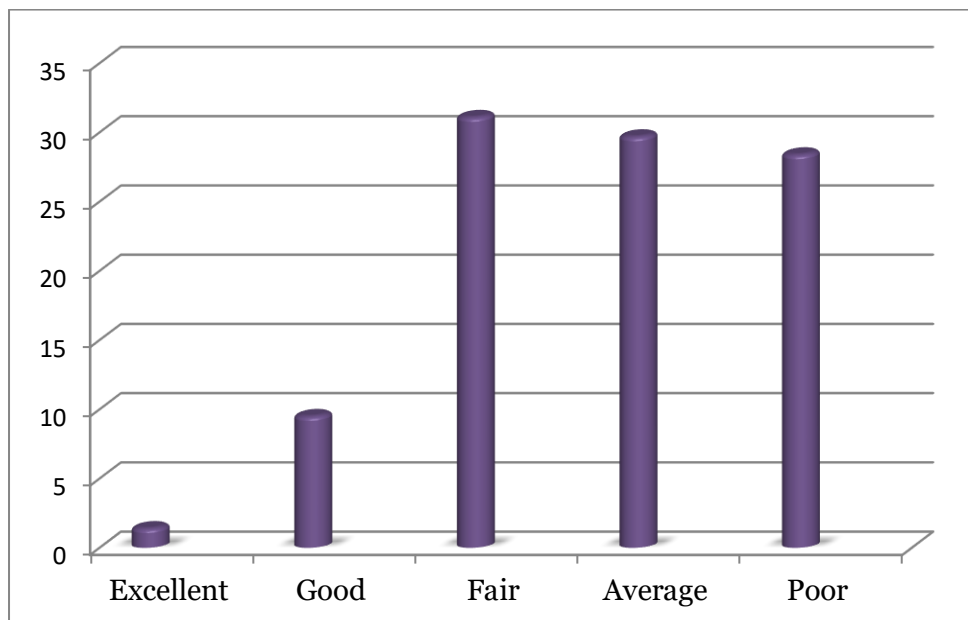
Table 2.9.

Teachers' Evaluation of their Learners' Pragmatic Competence

Total	Excellent	Good	Fair	Average	poor
70	1	5	22	23	19
100%	1.4%	9.5%	31.1%	29.7%	28.4%

Graph 2.9.

Teachers' Evaluation of their Learners' Pragmatic Competence



As represented in Table 9 and Graph 9 regarding the pragmatic competence of the learners, it was identified as fair by the majority of the sample (31.1%), as average by 23 teachers, as good by 5 teachers and only one teacher opted for the excellent option. However, the remained percentage of the sample (28.4%), consider their learners pragmatic competence to be poor.

6. Do you think that providing learners with pragmatics based instruction may enhance their prgomatic competence and thus their L2 learning and use? Justify your answer please.

This question attempts to examine the teachers' attitudes towards teaching pragmatics in the EFL classrooms. A total of 66 responses were collected. The majority of the respondents (61 teachers) emphasized on the importance of teaching pragmatics in the EFL classroom. According to them, pragmatics based instruction enhances the learners' cross cultural

communication and enables them to use the language appropriately. One teacher claimed that pragmatics based instruction “is the best way if we want to move to the next chapter leaving the traditional teaching skills that is no longer beneficial”. The rest of the participants (6 teachers) view that integrating pragmatics based instruction is dependent on the students’ former knowledge and experiences. One teacher clarified that “Pragmatic competence is high in order comparing to grammatical and syntax competences and we still struggle at the level of the last ones”.

7. How often do you use pragmatics based instruction in your classroom?

This question was designed for the sake of examining teachers’ frequency of involving teaching pragmatics in their courses.

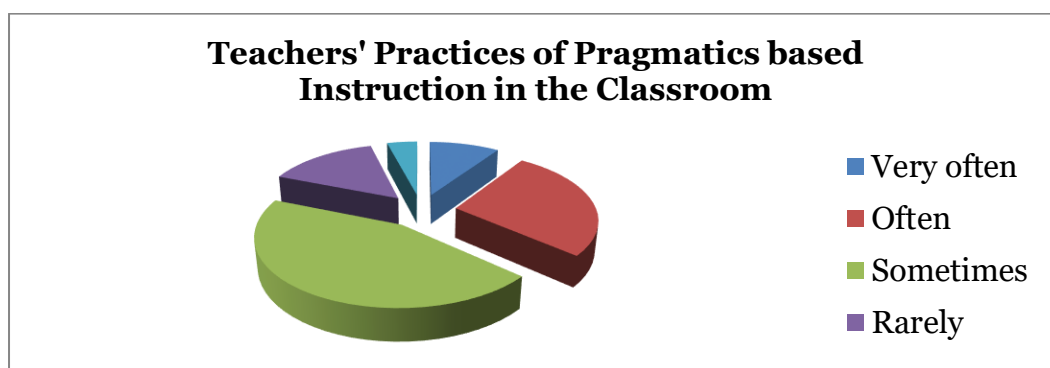
Table 2.10.

Teachers’ Practices of Pragmatics based Instruction in the classroom.

Total	Very often	Often	Sometimes	Rarely	Never
70	7	20	30	10	3
100%	9.5%	27%	44.6%	14.9%	4.1%

Graph 2.10.

Teachers’ Practices of Pragmatics based Instruction in the classroom.



As can be seen in Table 10 and Graph 10, the majority of the participants (44.6) declared that they sometimes involve pragmatics based instruction in their courses. 27% of the sample said that they often do while 9.5% responded by the “very often” option. 10 teachers noted that they rarely use pragmatics based instruction in their courses whereas only three teachers have never introduced pragmatics based instruction into their classrooms.

8. What type of activities do you use to teach pragmatics in the classroom?

This question attempts to know the types of activities used by teachers while teaching pragmatics.

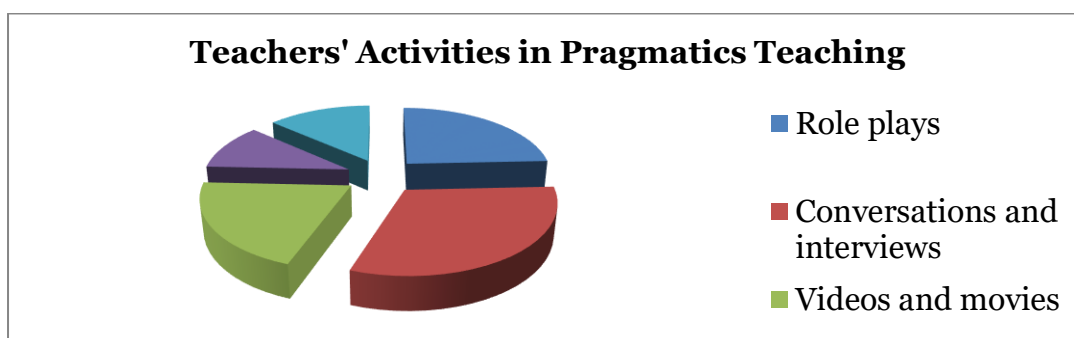
Table 2.11.

Teachers’ Activities in Pragmatics Teaching

Total	Role plays	Conversations and interviews	Videos and movies	Games	Others
70	16	21	15	8	10
100%	24.3%	31.1%	20.3%	10.8%	13.5%

Graph 2.11.

Teachers’ Activities in Pragmatics Teaching



As illustrated in Table 11 and Graph 11, the majority of teachers (31.1%) prefer to use conversations and interviews. Similarly, 16 teachers indicated that that use role plays to teach pragmatics. 15 teachers think that using videos and movies as a tool to teach pragmatics is more suitable for their learners. Meanwhile, 8 teachers selected the “games” option. The rest of the sample (13.5%) shared some other ways they personally use to teach pragmatics in their courses such as: pair work, project presentation and discourse completion tasks. Some of them claimed that they use all the previously mentioned activities (conversations and interviews, role plays, videos and movies as well as games).

9. Can you suggest other effective ways to develop students L2 learning using pragmatics based instruction?

This question requires teachers to suggest other ways to improve L2 learning using pragmatics based instruction. A variety of activities has been suggested by the participants including: class discussions, problem solving activities, real life situations, story completion, group activities and live sessions with native speakers.

10. How do you find teaching pragmatics in the Algerian EFL context?

This item was designed to examine the participants’ attitudes towards integrating pragmatics teaching into their classrooms.

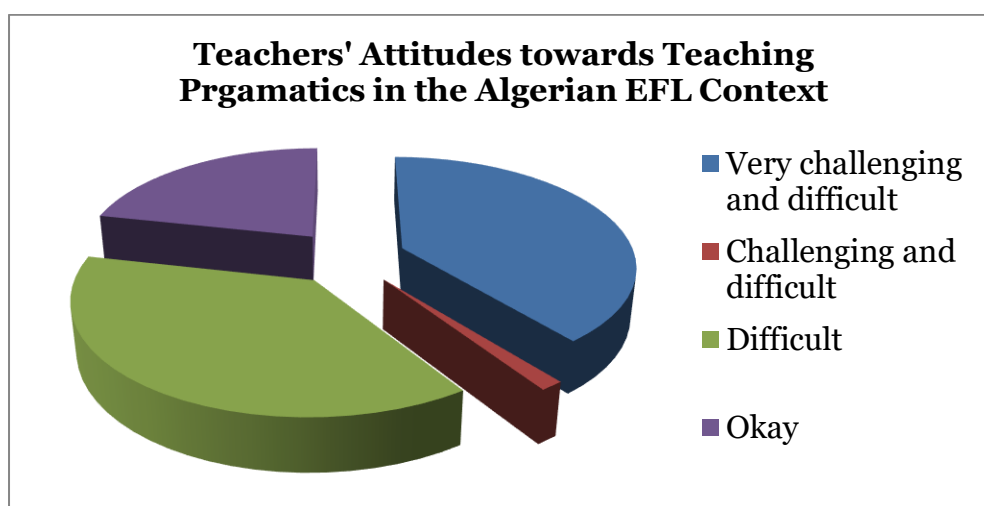
Table 2.12.

Teachers’ Attitudes towards Teaching Pragmatics in the Algerian EFL Context

Total	Very challenging and difficult	challenging and difficult	difficult	Okay	Easy	Very easy
70	27	1	26	16	0	0
100%	39.2%	1.4%	37.8	21.6%	0%	0%

Graph 2.12.

Teachers' Attitudes towards Teaching Pragmatics in the Algerian EFL Context.



As demonstrated in Table 12 and Graph 12, teachers' attitudes towards integrating pragmatics based instruction in the Algerian EFL context range from very difficult and challenging to very easy. Most of the participants (39.2%) find it very difficult and challenging to include teaching pragmatics in the Algerian EFL classrooms while 1 teacher find it challenging and difficult and 26 teachers find it difficult. Contrarily, 16 teachers think that teaching pragmatics is "okay" for them. None of the teachers selected the "very easy" and the "easy" options.

11. In your opinion, what are the challenges that might be encountered by Algerian EFL teachers in their attempts to integrate pragmatics based instruction in their classrooms?

This question was designed mainly to investigate the challenges that might face Algerian secondary school teachers while attempting to incorporate pragmatics based instruction into their classes. The teachers' responses concerning the challenges can be divided into three categories: students' related challenges, classroom related challenges and teacher related challenges. Students' related challenges include: low level and linguistic incompetence, lack of motivation, interaction and cultural knowledge, as well as the overuse of the mother tongue rather than the target language during the learning process. Whereas, teacher' related challenges mainly involve a lack in pragmatics training. The last category which refers to classroom related challenges includes: time limitations and textbook restrictions, overcrowded classes, in addition to a lack of technological equipments and authentic materials.

12. If you have any comments, additions or suggestions that might be useful for our research please feel free to share them on the space below.

In this question, the researchers intended to leave some blank space for the participants to share their ideas, suggestions, and comments on the current study. Participants showed encouragement and support for the researchers. Additionally, they found the research topic genuinely interesting and they were in favor for applying pragmatics based instruction in the EFL classrooms.

2.1.4. Results and Discussion

The primary purpose of the present study was to determine the levels of awareness that Algerian secondary school teachers hold about the use of pragmatics based instruction in the

Algerian EFL classrooms. This researcher attempted to answer the set of the following questions:

- What perceptions do Algerian EFL secondary school teachers hold about the use of pragmatics based instruction in their classrooms?
- How often do Algerian EFL secondary school teachers integrate pragmatics based instruction in their classrooms?
- What are the challenges that may face Algerian secondary school teachers in their attempts to integrate pragmatics based instruction in their classrooms?

Furthermore, the current research underlies two research hypotheses that shall be answered and verified.

- Algerian EFL secondary school teachers may hold medium level perceptions about the use of pragmatics based instruction in their classrooms.
- Algerian EFL secondary school teachers may rarely incorporate pragmatics based instruction in their classrooms.

This section serves as a recapitulation of the main findings gathered along the study using the Teachers' Perceptions and Practices Questionnaire (TPPQ) regarding both the research questions and hypotheses.

As for the first question concerned with the awareness levels Algerian EFL secondary school teachers hold about the use of pragmatics based instruction in their classrooms, teachers showed high awareness levels about the importance of integrating pragmatics teaching into their courses. (78.4%) of the whole sample have shown an agreement with Naddar' (2011. p.4) statement concerning the necessity to incorporate pragmatics based instruction in the EFL classroom. A total of 61 teachers out of 70 emphasized the significant

role that pragmatics based instruction plays in enhancing learners pragmatic competence and thus their L2 use.

Table 2.13.

Teachers' awareness levels about pragmatics based instruction in the Algerian EFL classrooms (global results).

	Yes		No	
<ul style="list-style-type: none"> Incorporating Pragmatics based instruction is necessary in the Algerian EFL classrooms. (Question 4) 	54	78%	16	22%
<ul style="list-style-type: none"> Pragmatics based instruction has a positive impact on L2 learners' mastery of the English language (Question 6). 	61	87%	9	13%

As can be seen in table 13, most teachers (78% - 87%) have shown high levels of awareness about the utility of incorporating pragmatics based instruction in the Algerian EFL classrooms. The obtained results might be justified by the increasing attention which is lately given to the significant role of pragmatics' teaching in enhancing L2 learning. Moreover, teachers' familiarity with the concept of pragmatics based instruction reveals that the Algerian EFL teachers have received an adequate amount of instruction about this concept during their university years.

Concerning the second question set forth in this research, which is concerned with the incorporation of pragmatics based instruction by the Algerian EFL teachers in their classrooms, the majority of the sample (81.1%) indicated that they frequently expose their learners to the pragmatic aspects of the language using a variety of activities chief among them: conversations and interviews, role plays, videos and movies, games, class discussions, As well as live sessions with native speakers.

Table 2.14.

Teachers' integration of pragmatics based instruction into the Algerian EFL classroom

(global results)

	Frequently		Rarely or never		
• Incorporating pragmatics based instruction in the EFL classrooms. (Question 7)	56	81%	14	19%	
• Types of pragmatics teaching activities (Question 8)	Role plays	Conversations / Interviews	Games	Videos/ Movies	Others
	24%	31%	10%	20%	15%

Table 14 shows that the majority of teachers (81%) frequently integrate pragmatics based instruction in their classrooms using a variety of pragmatics teaching activities including conversations and interviews (31%), role plays (24%), video and movies (20%), games (10%) in addition to other activities (15%). Whereas, 14 teachers which is equal to 19% of the whole sample, declared that they rarely integrate pragmatics based instruction in their classrooms and others said they never did. This scarce integration of pragmatics teaching might be explained by the challenges mentioned by the teachers in question 11 including: time restrictions, textbook restrictions, students' low level and the lack of authentic materials.

Regarding the third question of this study which was formulated to identify the challenges that might be faced by Algerian secondary school teachers while attempting to incorporate pragmatics based instruction in their classrooms, most of the participants (78%) which is equal to 54 teachers, claimed that teaching pragmatics in the EFL classrooms is challenging

and difficult. Some of the main challenges which were introduced by the teachers are: time/class limitations and textbook restrictions, lack of authentic materials and technological equipments, the students' lack of cultural knowledge along with their overuse of the mother tongue, and the lack of pragmatics training dedicated to teachers.

Regarding the first hypothesis which suggests that Algerian secondary school teachers may hold medium level perceptions about the use of pragmatics based instruction in their classrooms, the research findings entailed that Algerian secondary school teachers of English are acutely aware of the significance of integrating pragmatics based instruction in the EFL classrooms. As far as the second hypothesis which claims that Algerian secondary school teachers rarely incorporate pragmatics based instruction in their classrooms is concerned, teachers' responses have proved the antipode.

The obtained results go in the same line with different studies which are quite similar to our research nature including Taguchi (2012), El- Qahtani (2020), Segueni (2017), Hussein et al (2020). El- Qahtani (2020) found that Saudi EFL teachers are fully aware of the importance of incorporating pragmatics teaching in the EFL classroom, however, they keep encountering difficulties in ensuring the quality of this integration. Segeuni (2017. p. 94) clarified that "Large classes, limited contact hours and little opportunity for intercultural communication are some of the features of the foreign language context that hinder pragmatic learning".

2.1.5. Pedagogical Implications

The findings revealed that Algerian secondary school teachers of English hold high levels of awareness towards the implementation of pragmatics based instruction in their classrooms. Besides, they frequently expose their students to pragmatics activities in order to enhance their pragmatic competence. On that basis, it is notably important to suggest some pedagogical implications concerning the field of the study.

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- Curriculum designers should not ignore to include the sufficient pragmatics knowledge in their curriculum/syllabus design.
 - Algerian EFL teachers should receive regular pragmatics training during the different scheduled seminars and conferences.
 - Algerian EFL learners should be encouraged and guided by their teachers to enhance their pragmatic competence outside the classroom due to time as well as syllabus restrictions inside the classroom.
 - The findings of this research along with the previous researches in the area of pragmatic based instruction should be taken into consideration during the process of designing the Algerian textbooks content.

2.1.6. Limitations of the Study

It is worth noting that the present work has faced a set of limitations. The first limitation is time constraints. Longer time would help the researchers to advocate the findings obtained by the questionnaire using experimental as well as observational studies. The second limitation is resources scarcity. A very limited body of research was dedicated to the pragmatics area, particularly, the application of pragmatics based instruction in the Algerian EFL context, which made it difficult for the researchers to obtain the needed information. The third limitation is the lack of collaboration. The questionnaire was posted in almost all the groups of Algerian secondary school teachers yet the number of responses was noticeably limited. The last limitation is the post pandemic situation. This latter resulted in less in-person communication between the researchers as well as their supervisor.

2.1.7. Recommendations for Further Research

This master thesis is a mere step forward in researching the incorporation of pragmatics based instruction in the EFL classrooms. Therefore, future investigations are highly

recommended by the researchers. First, this research requires more investigation using other experimental and observational tools within a real life setting, where the researchers can be personally present to observe and measure the teachers' perceptions and practices concerning pragmatics teaching. Moreover, further research can be conducted to measure middle school teachers' perceptions and practices concerning pragmatics teaching. Finally, the research can be extended to evaluating the pragmatics knowledge included in secondary school textbooks since they are a primary resource of learning the English language.

Conclusion

On the basis of the outcomes gathered from the teachers' questionnaire, Algerian secondary school teachers proved to hold high awareness levels about the importance of integrating pragmatics based instruction into their classrooms. Additionally, the findings revealed that these teachers frequently involve pragmatic practices in their classrooms through employing a diversity of activities. Given the obtained findings, our research hypotheses are rejected.

General Conclusion

As effective communication is the ultimate goal of learning any language, all language competencies should be equally emphasized to meet this goal. The current study aimed at investigating Algerian secondary school teachers' perceptions and practices towards integrating pragmatics based instruction in EFL classrooms. To examine this case, we based our study on verifying the hypotheses which were previously set. The researchers paved the way for this study in the first chapter by exploring the theoretical background of pragmatics including pragmatics history, pragmatics notions, areas of pragmatics and pragmatics of communication. Afterwards, they addressed pragmatics based instruction and its significant role in the EFL classroom. The second chapter was devoted to explaining the research method, design, procedures, sample and tools. It also contains the analysis of the teachers' questionnaire along with the discussion. It concludes with a set of pedagogical implications and recommendations for further research as well the limitations that the study has encountered.

Surprisingly, the findings of this research revealed that Algerian EFL secondary school teachers hold high awareness levels towards the integration of pragmatics based instruction in the EFL classrooms. Additionally, it was proved that these teachers employ a variety of pragmatics activities during the process of teaching pragmatics to their learners. At the end of the investigation, Algerian EFL secondary school teachers indicated some of the challenges that hinder the success of pragmatics teaching in their classrooms.

Although the hypotheses set for this research were refuted, the findings were unexpectedly promising. It is worth appreciating that Algerian EFL secondary school teachers are acutely aware of the significant role of incorporating pragmatics teaching in their classrooms.

Moreover, it is worth mentioning that these teachers should be encouraged for allocating a particular amount of time to pragmatics teaching despite of all the challenges that they face.

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APPENDICES

Appendix 1: Teachers' Perceptions and Practices Questionnaire

Instruction : Dear teachers, The present questionnaire aims to investigate the awareness levels held by Algerian secondary school teachers about the use of pragmatics based instruction, the pragmatic practices employed by these teachers inside their classrooms as well as the challenges that might be faced while integrating pragmatics based instruction in the EFL classroom. Therefore, secondary school teachers are kindly asked to complete this form in order to help us gather the necessary information needed for the accomplishment of our research. Your collaboration is highly appreciated.

Section one: Demographic Information

Please tick one option or write your answer on the space provided)

1. Are you a secondary school teacher?

- Yes
- No

2. Which educational degree do you hold ?

- Licence
- Master
- PhD

3. In which Wilaya (district) you are currently working?

.....

4. How long have you been teaching?

- Less than 5 years
- More than 5 years

-
-
5. Did you have any in-person/online learning or teaching experiences abroad? Specify when and where please.

.....

Section Two: Teachers' General Knowledge about Pragmatics

Please tick the appropriate option or leave your answer on the space provided

1. Have you ever been exposed to the concept of pragmatics? Specify when and where please.

.....

2. Can you explain what does pragmatics mean?

.....

3. How do you evaluate your pragmatics knowledge?

- Excellent
- Good
- Fair
- Average
- Poor

4. Have you ever received any pragmatics training? Specify when and where please.

.....

Section 3: Teachers' Perceptions and Practices about Pragmatics based Instruction

1. Which competence do you focus on when teaching your EFL learners? Justify please

- Grammatical competence

-
- Syntax and structure
 - Cultural competence
 - Pragmatic competence

.....

2. Have you ever heard about the concept of pragmatics based instruction? Specify when and where please.

.....

3. According to your previous knowledge, how can pragmatics based instruction be defined?

.....

4. Naddar (2011, p. 4) asserted that “There is a need, once the necessary linguistic tools are acquired by learners, to provide them with the pragmatics systems of the target language, though both competencies develop in tandem”. To what extent do you agree with this statement ?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

5. How do you evaluate your learners pragmatics knowledge?

- Excellent
- Good

-
- Fair / Acceptable
 - Average
 - Poor

6. Do you think that providing learners with pragmatics based instruction may enhance their pragmatic competence and thus their L2 learning and use? Please justify your answer.

.....

7. How often do you use pragmatics based instruction in your classroom?

- Very often
- Often
- Sometimes
- Rarely
- Never

8. What types of activities do you use to teach pragmatics in the classroom?

- Role plays
- Conversations and interviews
- Games
- Videos and movies

9. Can you suggest other effective ways to develop students L2 learning using pragmatics based instruction?

.....

10. How do you find teaching pragmatics in an Algerian EFL context?

- Very challenging and difficult
- Difficult
- Okay

-
- Easy
 - Very easy

11. In your opinion, what are the challenges that might be encountered by Algerian EFL teachers in their attempts to integrate pragmatics based instruction in their classrooms?

.....
.....

12. If you have any comments, additions, or suggestions that might be useful for our research please feel free to share them on the space bellow:

.....
.....

المخلص

لطالما كانت الكفاءة اللغوية هي المحور المركزي في تدريس اللغة الانجليزية كلغة اجنبية لكن العديد من الابحاث الحديثة اشادت على دور الكفاءة التواصلية بما فيه الكفاءة التداولية في تعزيز تعلم اللغة الثانية و استعمالها – تهدف هذه الدراسة الى اكتشاف مدى ادراك اساتذة التعليم الثانوي و كذا ممارساتهم بخصوص ادراج التدريس القائم على التداولية في الاقسام الجزائرية لتعليم الانجليزية كلغة اجنبية – استخدم هذا البحث استبياناً وزع عبر الانترنت بطريقة عشوائية على سبعين استاذاً للغة الانجليزية في التعليم الثانوي من جميع انحاء الجزائر- كشفت نتائج هذه الدراسة ان اساتذة الانجليزية في التعليم الثانوي يتمتعون بمستويات عالية من الوعي حول الدور الهام لادراج التعليم القائم على التداولية في الاقسام الجزائرية لتعلم الانجليزية كلغة اجنبية بالاضافة الى ذلك اظهرت النتائج ان اساتذة الانجليزية في التعليم الثانوي يدمجون في كثير من الاحيان أنشطة لتدريس التداولية في حصصهم التعليمية- علاوة على ذلك تم تحديد مجموعة من التحديات التي تواجه هؤلاء الاساتذة اثناء محاولاتهم لدمج التدريس القائم على التداولية في فصولهم الدراسية

الكلمات المفتاحية اللغة المستهدفة – الكفاءة اللغوية – الكفاءة التواصلية – الكفاءة التداولية – اساتذة :
اللغة الانجليزية كلغة اجنبية في التعليم الثانوي – التدريس القائم على التداولية

Abstract

Linguistic competence has always been the central focus in EFL classroom. However, many recent researches have emphasized the role of communicative competence including the pragmatic competence in enhancing the L2 learners' learning and use of the target language. This study aims at examining Algerian EFL secondary school teachers' perceptions and practices about the role of integrating pragmatics based instruction in the Algerian EFL classrooms. An online semi-structured questionnaire was randomly distributed to seventy (70) secondary school teachers from all around Algeria. The findings of this study revealed that Algerian EFL secondary school teachers hold high awareness levels about the significant role of integrating pragmatics based instruction in the Algerian EFL classrooms. Additionally, the findings have shown that Algerian EFL secondary school teachers frequently integrate pragmatics teaching activities in their courses. Moreover, a set of challenges face these teachers while attempting to integrate pragmatics based instruction into their classrooms were identified.

Key Words: Target Language, Linguistic Competence, Communicative Competence, Pragmatic Competence, EFL Secondary School Teachers, EFL Classrooms, Pragmatics based Instruction.