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**The Impact of Technology in Developing Pragmatic Competence:
Third Year Students as a Case Study (University of Dr Moulay Tahar – Saida)**

Dissertation submitted as partial fulfillment of the requirements for the degree of *Master* in
Didactics.

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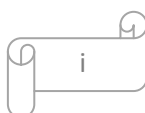
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DEDICATIONS

Every challenging work needs self-efforts as well as guidance of elders especially

those who were very close to our heart

My humble effort I dedicate to my sweet and loving

Father & Mother

Whose affection, love, encouragement and prayers of day and night

Make me able to get such success and honor

To My sisters for their care, love and continuous encouragement

Zohra & Fatima

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Abstract

The goal of teaching English as a foreign language has change in recent years from previous theoretical frameworks which considered language as a formal system based on grammatical rules towards more communicative perspectives. This change was possible due to the introduction of pragmatics as an essential constituent of communicative competence that prioritize focus on interactional and contextual factors of the target language. In this terrain, teaching pragmatic in the foreign language is not easy, this is because of the various individual differences and learning styles students represents on the one hand, and the adopted methods and approaches exploited in classroom and the complexity of the target language itself on the other hand. The fundamental purpose of the present work is to investigate the effect of technology-mediated tasks on learner's communicative competence in general and their pragmatic competence in particular ,it is also aims to examine the differential impacts of synchronous and asynchronous CMC modes on learner's pragmatic competence . The English department at Saida University constitutes the case of the study. To achieve the previously mentioned objectives the researcher have resorted to a questionnaire designed for 50 students enrolled in third year license, an interview destined to four oral expression teachers in addition to classroom observation. The findings of this study revealed that learners can be easily exposed to the target culture and real language use when technological tools are integrated in classroom .It is also proved that Social media spaces are considered as an authentic material which help learners in the process of acquiring and developing their English proficiency . It is concluded from this study that pragmatics should be a key components of the syllabus and teachers need to be trained in how to teach pragmatics to their students. Moreover if learners are exposed to natural and real language with all its cultural features, their communicative competence will gradually develop. Besides, to gain satisfactory records the authentic material should be adapted to the learner's level.

Keywords: Pragmatic, Technology-mediated tasks, Synchronous and Asynchronous, Social media spaces, Authentic Material, Technological tools

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List of Abbreviations

EFL: English as a Foreign Language LMD: License, Master, Doctorate

TBA: Task-Based Instruction

CLT: Communicative Language Teaching

PC: Pragmatic Competence

CC: Communicative Competence

FK: Functional Knowledge

GC: Grammatical Competence

L2: Second Language

SA: Speech Acts

CP: Cooperative principle

FTA: face-threatening act

TL: Target Language

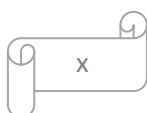
ICT: Information and Communication Technology

CMC: Computer Mediated Communication

UK: United Kingdom

AM: Authentic Material

SNSS: Social Networking Sites



General Introduction

Introduction

In recent years there has been a growing interest in using technology for L2 pragmatics learning (Sykes, 2017; Taguchi & Rover, 2017). Since pragmatics emphasizes appropriate language use in context, traditional L2 classroom often lack resources in providing input and varied social context, in other word they do not prepare them for the real situation. In this Sense, technology offers great potential to overcome some of these barriers. Despite some disadvantages, these materials provide varied and rich input with real language used by native speakers. The predominant view is that language is best learned when learners are exposed to authentic material with all their audio -visual clues, repetitions, hesitations, interruption , with all their false starts and jokes.. In addition, those kinds of materials are among the best means to enhance motivation, promote language acquisition and contributing language immersion.

Statement of the problem

Nowadays learning English as a foreign language require not only the mere acquisition of rules, but as a dynamic resource for the creation of meaning, shift away from the study of language seen as a purely a system towards the study of language as a communication. Yet, pragmatic competence is far less developed, compared with the grammatical competence; this situation leads to a fact that many EFL students are confident in grammar-oriented tests, but afraid of starting a conversation. The reasons for Learner's inability to speak well are many and varied .To begin with. First, lack of motivation that could be manifested in anxiety. Second, Student's fear of making mistakes due to their lack of grammar and vocabulary knowledge, all of which led to low self-esteem. Third, The learning environment which includes the teacher's methodology in which the absence of an EFL speaking social context does not provide a natural content to stimulate communication.

There is no doubt that the pedagogical materials exploited in the classroom serve certain purposes at an early stage of learning. Nonetheless, there is a wide gap between the real language of the native speakers and the language proposed by such educational materials. However, today the focus is on teaching the target language via authentic materials since it engage learner's attention and foster language acquisition. Thus, EFL teachers have to provide learners with a method of enhancing the

acquisition of language use that contributes in building communicative competence in foreign language learning.

Aims of the study

The aim of the study is threefold. Firstly, to examine the effect of exploiting technology in the EFL context in order to develop learner's communicative and pragmatic competence .Secondly, to explore the different technologies that contribute in the process of learning English language and more specifically in developing learner's communicative skill. Thirdly, and the dominant goal is to extend our understanding of the issue of using AM, and find the most appropriate ways of using them in order to foster the language learning process.

- To achieve the objectives of this study the following research question are raised:

1-Is the implementation of technology a prominent factor in fostering learners' pragmatic competence?

2-How do technological instructive tools facilitate language learning?

3-What kind of technological tools, students find helpful in improving their communicative skills? .

- To answer the previous research questions, the following hypotheses are raised:

1-Language use may register satisfactory records if technology is implemented.

2-Designing an integrated technology approach in teaching and learning process could promote both learners' conversational and linguistic competencies. We assume that effective implementation and rational selection of those materials will certainly gives positive result.

3-Social media spaces can be one of the outlets that contribute in developing learners' foreign language use.

Methodology

In order to test our hypotheses and verify the impact of AM on student's communicative and pragmatic competence, a questionnaire was done to third year LMD students in the department of English at university of Saida including both close and open-ended questions in order to collect the largest amount of data, it aims at investigating the student's evaluation of their skills and their attitudes towards the use of technology to improve cultural and pragmatic competence. Semi-structured interviews were conducted to oral expression teachers to collect in depth data from participating informants and to investigate their individual cognitions. Following interviews, observation sessions were conducted to investigate any links between the student's reported cognitions and teacher's actual practice. The data were analyzed qualitatively and quantitatively.

Organization of the work

The present thesis has been divided into three chapters, the first chapter presents the literature review and it includes two parts, part one deals with pragmatics as a new branch of linguistics which looks at the use of language in context .Some areas of inquiry of this field are examined given their importance for the present study: the Speech Acts, The cooperative principle , conversational Implicature and politeness theory .Part two delves into the field of teachability of this aspect of language use in the classroom ,consist namely ;the role of technology-mediated tasks in developing pragmatic competence as well as the contribution of other CMC as part of out-of-class contact with English(autonomous learning) on the development of those aspect of language use .Chapter two is concerned with the field of investigation of the experimental study, involving the analysis of the questionnaire obtained by the student, interview administered to the teachers and classroom observation. Third chapter deals with interpretation of the findings and provide a set of recommendations that will forestall those issues of implementation as well as suggestions.

CHAPTER ONE: The Literature Review

1.1 Introduction

The present chapter reviews the literature pertaining to the key areas of interest on the development of pragmatic competence. The first section provides a theoretical overview about the nature of pragmatic competence, its main theories starting first with “speech act theory”, after that cooperative principle, presupposition and deixis, then “politeness theory”, in addition, cast light on its significance in EFL classes, bearing in mind the difficulties that EFL teachers face in teaching pragmatics. Second section which is a major focus of our research, talks about pragmatic-based classroom activities which advocates that technology -mediated tasks are an excellent and effective pedagogic tool that stands on explicit instruction and aims at raising pragmatic awareness, as well as Social networking site, which provides learners with a variety of pragmatic features that they may not see or even learn in schools.

1.2 The Nature of Pragmatic Competence

There is no doubt about the fact that human beings have pragmatic competence. However, it differs from one culture to another. Hence, it is the skill that Native speakers subconsciously use to define Non-Native speakers as successful communicator. Gumperz and Gumperz (2005) confirmed this by saying that “People who are monolingual and multilingual differ not in what they do with language, but in how they do what they do.”

Discussing the nature of pragmatic competence we should first start with communicative competence as a term and concept coined by Dell Hymes (1967, 1972) in reaction to Chomsky’s notion of “Linguistic competence”. Communicative Competence is the intuitive functional knowledge (FK) and control of the principles of language usage (PC).He was concerned on the one hand with linguistic theory “correct use of language “ and on the other hand with the socio-cultural aspect of language” appropriate use of language in context”

As Hymes observes:

"[...] The child acquires knowledge competence in appropriate ways. As how long to talk, when not to talk, what to talk to whom, when and where, not only the grammatical competence. In short, a child. Will be able to perform a repertoire of speech acts, participate in speech events and evaluate their performance by others."
(1972:277-278)

Interestingly, the relationships between pragmatic competence "PC" and grammatical competence "GC" is either viewed interrelated or independent from each other (Kasper, 2001). The first view regarding the independence of PC from GC, a number of studies have establish empirically that L2 speakers might commit pragmatic failures, even when they have excellent grammatical and lexical command of the target language (Bardovi-Harlig, 1996; 2001, Schmidt, 1983; Kasper, 1981). Schmidt's (1983) pioneering work examine the pragmatic skills of a participant who called Wes over a three year period of observation .It was found out that wes's pragmatic skill improved greatly while his grammatical knowledge deteriorated..He concluded that "a restricted level of grammar does not necessarily prevent pragmatic and interactional competence especially when speakers acculturate to the target community". Similarly, other studies support these results are (Kasper, 2001; Bouton, 1996; Bardovi-Harlig, 2001).As Kasper argued that although the grammatical errors may make the expression less effective, they are pragmatically appropriate and serve the purpose of thanking .For example:

1-That's very nice from you; I hope to see you by us

2-I have never taken such a good dinner, it is so glad to me

(Cited in Kasper; 2001:510)

The second view affirms that L2 speakers cannot learn pragmatics without grammar to express it. Advanced L2 learners, such as university students majoring in the foreign language, often do not demonstrate a level of PC that is congruent with their level of GC in their L2. Even Bardovi-Harlig supported the first view but later on she discovered in her study on ESL and EFL learners' evaluation of utterances in terms of appropriateness and correctness that learners struggle with pragmatics regardless of

their proficiency level (Bardovi-Harlig and Hartford, 1990, 1993; House, 1996). Accordingly, Nierzgoda and Rover (2001) found out that low –proficiency ESL and EFL learners rated pragmatic errors as more severe than grammatical ones while high-proficiency learners gave the opposite rating. Collectively, these models of CC demonstrate that it is not enough to know grammatical rules without knowing how certain expressions are used in appropriate situations (acquisition of functional and sociolinguistic control of language). Thus, pragmatic failure –unlike grammatical mistakes–has been shown to create negative impressions about the speaker (Taguchi & Sykes, 2013; Timpe, 2013). In other words, if grammar is weak, the utterance may not convey the right message while if pragmatic is inappropriate, the utterance will usually convey the wrong message.

1.2.1. Pragmatic competence

In the process of communication in a foreign /second language, learners are expected to be able to successfully navigate through a language and culture that are new to them. A healthy and efficient interaction is based on a variety of factors ranging from: the participants of the conversation, the content in which the interaction goes on, the social and cultural norms, conventions of society and its language. The clearest and most concise is an oft-cited definition from Crystal (2003) who describes pragmatics as “the study of language based on the perspectives of its users regarding their preference, the impact of the interactional context and how utterances can influence other participants during or after the communication.” (p.379) He emphasizes that pragmatics includes those factors that govern our choice of language in social interaction and the effects of our choice on others. As pragmatics entails whether or not an utterance is acceptable and appropriate to other users of the language in conveying the speaker’s intended meaning, it can be further divided into pragmalinguistic and sociopragmatic. Leech (1983:10) defines sociopragmatic however has to do with knowledge of the context, recognition and production of illocutionary meaning, distribution of politeness strategies, the speaker-hearer relationships, formality of the situation, social values and cultural beliefs. He describes pragmalinguistic as “the particular resources that a given language provides for conveying specific illocutions.”

Since L2 learners are non-native speakers these two areas seems to them as problematic because rules are not obvious , they do not understand or misunderstand what native speakers say. Therefore, to be able to analyze the language use of participants in intercultural communication, the most important question raised is, to become pragmatically competent what abilities language learners have to acquire? Most of studies that we have consulted have focused on speech acts (Beebe et al, 1990; Austin& Searle, 2009; Richards and Schmidt, 2002; O'keeffe et al, 2011; Horn and Ward 2007).

Other studies have investigated routines, Implicature, the ability to perform politeness functions, the ability to perform discourse functions and to use cultural knowledge (Horn and ward, 2007; Brown and Levinson, Schiffrin, 1987; Fraser, 1999).

1.3. Speech Acts Theory

Two influential works in the area of pragmatics relevant to the area of discourse analysis are Austin's (1962) *How to Do Things with Words* and Searle's (1969) *Speech Acts* .Austin and Searle argued that language is used to “do things” other than just refer to the truth of falseness of particular statements .Their work appeared at a time when logical positivism was the prevailing view in the philosophy of language .The logical positivist view argued that language is always used to describe some fact or situation , and unless a statement can be tested for truth or falsity it is basically meaningless. Austin and Searle observed that there are many things that we say which cannot meet these kinds of truth conditions, but which are, nevertheless, valid and which do things that go beyond their literal meaning .They argued that in the same way that we perform physical acts, we also perform acts by using language .That is we use language to give orders, to make requests, to give warnings, or to give advice; in other words, to do things that go beyond the literal meaning of what we say. Austin argued that there are three kinds of acts that occur with everything we say. These are :

1. Locutionary act: involves the speaker's production of an utterance that has a meaning (such as it's hot in here referring to the temperature).

2. Illocutionary act: expresses the conventional force associate with the utterance either explicitly or implicitly (such as a request for someone to turn on the air conditioning)

3. *Perlocutionary act*: is the actual result of an utterance, independent of the original speaker's intent (such as someone getting up and turning on the air conditioning).

In this theory, Austin focused on illocutionary acts, such as offers, apologies, requests, complaints, invitations, etc, and classified them into five categories according to their illocutionary force: Verdictives, Excercitives, Comissives, behabitives, and expositives .This classification reveals families of related and overlapping SA.As put forward by Richards and Schmidt(2002); echoing Searle classification ,a speaker's utterance may contain SA that are: ,

Commissive: showing a commitment on the part of the speaker who is understood to be doing something in the future, promises or threats, swearing to do something.

Declarative: transforming conditions and situations like when announcing the beginning or the end of a special event, such as the Football Games, as tend to rely on elaborate extra-linguistic institution for their performance

Directives: having a certain effect on the interlocutor who is solicited do something For example; ordering, requesting, suggesting, begging.

Representative: describing circumstances or events like when reporting, asserting, claiming, predicting, announcing, and hypothesizing

Expressive: showing the speaker's psychological state of mind, attitude or thoughts about something, it includes expressions of complaint, thanking, gratitude, welcoming, etc...

1.3.2. Implicature

Implicature or conversational Implicature as a part of pragmatics takes the central data in which a speaker, in making an utterance, conveys something more than what is explicitly said. According to Horn (2005:01) "Implicature is a part of speaker meaning that constitutes an element of what is supposed in a speakers' utterance without being part of what is stated." What a speaker intends to communicate is characteristically far richer than what s/he directly expresses, linguistic meaning radically underdetermines the message conveyed and understood. For example; if a

speaker (S) ask an interlocutor (I) if she will be at the meeting this afternoon, and (I) replies “I feel tired”, (I) then intends to say that she cannot accept. Therefore, although (I) does not literally say that she cannot come, her response implicates a refusal since she refers to an inconvenient health condition which is the reason why she decline the invitation.

In Grice theory of Implicature, it implies that “people generally follow the co-operative principle (CP) while communicating, make your conversational contribution such as is required, at the point when this happens, by the accepted purpose or direction of the talk exchange in which you are engaged.”(1975:65). Thus, in order to convey the implicit meaning of an utterance, speakers rely on a deeper level of co-operation which goes beyond surface meaning. This principle can be explained by four underlying rules or maxims and sub-maxims:

-The Maxim of Quantity: speaker does not provide information than is required, no more no less, because sometimes, when we speak we find our self obliged to give them enough details to enable them to understand us.

-The Maxim of Quality: requires you not to say what you believe to be false or for which you lack adequate evidence ,be truthful

-The Maxim of Relation: requires that a contribution be relevant to the conversation

-The Maxim of Manner: refers to the way in which something is said rather than the content , as opposed to the previous three maxims, it requires that a contribution show orderity ,perspicuity ,not ambiguity ,prolixity or disorder.(p.27)

Different authors (Davies, 2007;Tailland,2004) and recently Hadi (2013) has been extensively criticized Grice’s theory for the ambiguity of the term “cooperation”, Hadi (2013) criticised Grice by arguing that his theory is too biased towards cooperation .He argues that in real conversation there are moment they do not adhere to his maxims because they have an intention to miscommunication ,in spite of the flaws , the importance of Grice’s theory (CP) in the fields of pragmatic should not be denied.

1.3.3. Presupposition

It refers to the common ground that is assumed to exist between language users such as knowledge of situation and or of the world .This may come from sources such as books ,TV and the internet or through personal experiences with the world .A speaker says something based on their assumption of what the hearers is likely to know and what they will infer from what they say .According toYan Haung “presupposition can be informally described as an inference or proposition whose truth is taken for granted within the utterance of sentence.” (Haung, 2007:65)

Types:

Existential presupposition: (The/ possessive) e.g.: The King of Saudi Arabia. Saudi Arabia has a king (the king exist)

Factive presupposition: the presupposed information following a verb like realize, regret, know, be aware e.g.: I wasn’t aware that she was married (she was married) .We regret telling him (we told him)

Non-Factive presupposition: it is an assumption that something is not true, verbs like dream, imagine and pretend e.g.: I dreamed that I was rich (I am not rich). Ali pretended to be sick with corona virus (Ali was not sick)

Lexical presupposition: it is the assumption that, in using one word ,the speaker can act as if another meaning will understood e.g.: she’s cried again (she has cried before).Are you still a bad driver (you were a bad driver)

Counter factual presupposition: meaning that what is presupposition is contrary to facts. Presupposition that the information in the if-clause is not true at that time e.g.: if I were on the supermarket, I would buy you a chocolate.

1.3.4. Deixis

It can be said that the relationship between language and context is best illustrated through the concept of deixis. According to Chapman who state that: “*deixis refers to a category of expressions whose predominant purpose is to connect uses of language to the context wherein they appear*”. (2011:p.40).

In English demonstrative pronouns, first and second person pronouns, adjectives, specific time, and place; adverbs like “now” and “here”, can be employed via speaker to point and indicate. “The word deixis refers to the classification of linguistic expressions used to imply elements of the situational context, including the speaker participants, the time and place of the current speech event”. (Feri, 1994; Lyons, 1977, 1979; Filmore, 1982, 1997; Levinson, 1983). Another definition raised by Yule who state that: “deixis is a form tied to the speaker's context, and the most basic distinction between deictic expressions is that it is closer to and away from the speaker. (1996:p.9)

In English Proximal terms or the near speaker are “this”, “here”, “now”.

The Distal term or the way from speaker are “that”, “there”, “them”.

Yule distinguishes three main types: Person deixis, place deixis, and time deixis
Person deixis: According to Yule person involve a basic three-part division , represented by the pronouns for 1st person (I), 2nd person (You) , and third person (he , she, it). Bearing in mind that in conversation each person shift from being “I” to being “you” constantly. It is stated that with ‘we’ the speaker can include the addressee with the speaker explicitly in the activity . This is we can be inclusive or exclusive, depending on the intended meaning(Lacastro, 2012, p24) . The difference between inclusive and exclusive we can be noted between:

Let’s go to the Zoo (inclusive)

Let’s us see you tomorrow (exclusive)

From deictic perspective, third person is not an active participant in basic (I-You) distinction and is inevitably an outsider. That is, third person pronouns are accordingly distal forms in terms of persons. Utilizing 3rd person forms, where a 2nd person form would be appropriate, represents on a way to communicate distance and non-familiarity. In English, this is resorted to for ironic or humorous purpose. This occurs in exchanges where one person who is busy in the Kitchen, addresses another that is being very lazy, for example; would his highness like some coffee?

Spatial deixis: Also known as space deixis, concerns itself with the spatial locations relevant to an utterance. Similarly to person deixis, the locations may be either those

of the speaker and addressee or those of persons or objects being referred to. The most silent English examples are the adverbs like ‘here’ and ‘there’ and the demonstratives ‘this’ and ‘that’ although are far from being deictic words:

e.g.: I’ am living there

It can be also psychologically and not simply physically; For instance, speaker uttering:

I don’t like that, referring to the behavior; here the speaker employs that to express an attitude of displeasure, even disgust or anger concerning the person’s behavior.

Temporal Deixis:

It refers to a relative temporal frozen point in the time, typically in the moment of utterance. It encoded in Adverbs of time(e.g. .now, soon, today, tomorrow ,yesterday, this year, this month, the day before, etc), tenses (e.g. future, present past, etc) and other deictic expressions e.g. (good morning, good night, etc)

For example:

Based on time signal: Now, I am still student.

Based on tenses: The students are studying now. (Present)

It is worth noticing that the deictic expressions mentioned above are meant to be under the pragmatic scope. Their interpretation depends predominantly on the common contextual circumstances, the speaker’s intention as well as the relative distance between the speaker and the listener .therefore, for references to be successful in a conversation, collaboration between participants is necessary.

1.4.1. Politeness in Brown’s and Levinson’s Theory

several studies provided us with different views about the principles of politeness theory; the field that appeared in the frame work of pragmatic approach in linguistics(Grice,1975;Leech,1983; Levinson,1987; Safont,2001; Barron ,2003,among many others) .Leech suggested that “Being polite means to speak or behave in such a way as to (appear) give benefit or value not to yourself but to the other persons”(2014,p.3).

Reflected in language because of their very nature, politeness phenomena are generally considered to have the status of universal principles of human interaction which is the facts of showing or having good manner or respect for other people in the sense that speakers should be selective in their words, using socially correct and proper terms when interacting. Accordingly, Gumperz (1987) observed that societies everywhere show these same principles at work but quickly adds that what counts as polite may differ from group to group, from situation to situation or from individual to individual. Thus, we are informal and relaxed with our family and friends when speaking, we can ask a sister for clarification simply by saying “what do you mean”. Whereas, when we socialize and mixed with other people and we get in formal situation, we will undoubtedly change our language; we use formal, courteous, tactful, sympathetic and mannerly sort of language that show our respect for others. For example, we may rather say ‘ please, would you like to explain that for me, because I did not get it!' that's why speaker perform speech acts like commands, requests or offer, reflect their social relationship with others (Ibid, p.3).

In this respect, Yule (1996) asserts that “there is more narrowly specified facet of politeness, and in order to describe it we need to shed light on the concept of face.”(p.60).which was first developed by Goffman (1967) to become later an important material for Brown’s and Levinson’s (1987) model. To them politeness is universal resulting from people’s face needs, because we all want to be treated politely and so when we are talking about difficult topics if we use politeness it will be that much easier. So that's why we have to talk about this notion of face. Within this idea of politeness we all have a desired self-image a way that publicly we want to be seen. when someone comes to talk to us about the problem, one of the reasons why it is difficult to talk about sticky issues is because we do not know how to talk to people without putting them in a bad light, without treating their face. Every time we come in with an issue or make a request we have the potential to make what is called a face-threatening act (FTA). Face has two main aspects: Positive face and Negative face

Positive face : A person's positive face refer to the speaker's desire to be accepted, admired ,appreciated ,esteemed and approved by others.

Negative face: Is the act of being free from people imposing on our freedom, on our ability to make choices and on our decisions.

According to Yule: " *a positive face is the need to be connected, yet the negative face is the need to be independent.* " (Ibid, p.62)

There are four strategies described by Brown and Levinson, which explain the speaker's linguistic behavior and they are bold on- recorded, off- record, positive and negative politeness.

a- Bold on-record strategy: usually speakers in this strategy do not aim to reduce or minimize the threat to the hearer's face, instead are used to directly address the other interlocutor as means of expressing our needs, using expressions such as: "close the door", or "I went to use one of your pens", "don't touch that"

B-Off-record (indirect strategy): Speakers here try to mitigate using strategies like metaphor, rhetorical question or hints, they attempt to avoid imposition on hearers for example, Hmmm "I forgot my pen" it is indirect request they might be referred to as giving hints.

c- Positive politeness strategy: This strategy is supposed to design some positive value to the addressee. In other words, the speaker is quite aware and careful to their desire to be respected and friendly treated. Thus, they are commonly used among people who know each other well. (Moore, 2001)

d- Negative politeness strategy: contrary to the previous strategy, negative politeness aims to save the hearer's negative face by trying to show non-interference and non-imposition on them and thus maintaining social distance. It is the worth to mention that negative politeness is the strategy the most commonly opted for in English speaking context when trying to save face (Yule:1996) for example, asking question with a modal verb like (could you lend me a pen?).

Since Brown and Levinson have stated that politeness is a universal feature of language use. Thus it has occupied a central place in the social study of language, especially in pragmatics and also has attracted many scholars to develop and investigate this idea. Some of the most widely used models of linguistic politeness

that have fielded a number of theories or conceptions are those proposed by Robin LaKoff, Geoffery Leech, Brown and Levinson and watts.

1.4.2. Politeness in Watts' Model (2003)

As mentioned by O'Keeffe et al (2011), Richard watts' (2003) theory of politeness is not motivated by face concerns in determining whether what is said is polite or not but rather is located in the larger context of politic Behavior, described as a linguistic activity that serves to establish and maintain interpersonal relationships. They claim that:

According to watts:

“Politeness is dynamic, interactive and negotiable; it cannot be imposed by the researcher/ scholar from the outside. The polite or impolite aspect of an utterance is determined by the actors in the context.”

To better understand Watts' politeness Theory, two concepts must be distinguished: politeness one and politeness two. According to Watts (2003), the former consists of people's lay viewpoints and interpretations of what they consider to be polite. When defining the characteristics of polite language use, people tend to use expressions such as "please," "thank you," or "sorry" (O'Keeffe et al, 2011). However, according to Watts, some people regard polite expressions as "dishonest," "unfeeling," or "hypocritical" (watts, 2003; 2). For example, in (O'Keeffe et al, 2011:76), the expression "have a nice day," which is thought to reflect polite behavior in the United States, is considered "unfeeling" in other countries (O'Keeffe et al, 2011).

In terms of politeness number two, an individual's interpretation is not a relevant factor in determining whether a particular use of language is polite or not. The analysis of the linguistic structure of the speech or written sequence is then taken into account. In this respect, as O'Keeffe et al (2011) write::

“Politeness two, on the other hand, is considered with politeness as a technical term used in both the pragmatic and sociolinguistic study of spoken and reason language, as in Brown and Levinson's model.”

1.5. Cross- cultural awareness in EFL classroom

Communication is becoming increasingly cross-cultural in many contexts among people with different first languages, different cultures and different conceptualizations. Hence, every behavior or action can be considered as communication, and each of our actions reflect our cultural backgrounds including our opinions to words gender, lifestyle, religion, Traditions, costumes, etc....As a result, misunderstandings and communication breakdowns that may make many intercultural encounters as a participant rely on the norms of their mother tongue and native culture to interpret and create meaning. Therefore, raising cultural awareness through research in pragmatics can help people overcome misunderstanding and maintain communication.

In this respect, to communicate effectively in English language, EFL students should provided with features of pragmalinguistic and sociopragmatic like acquiring meaning of words and expressions through social context. Thus, it is not sufficient for the EFL teachers to teach only linguistic knowledge of the target language but its appropriate use to improve Learner's cross-cultural pragmatics competence and awareness. Baker asserts that "We need to get away from the linguistic organization and look at reality, precisely because that reality is encoded in situations and texts and not in language."(2011.p:217).In the same vein, Jie claims that "Language must focus on three points when teaching the culture in EFL classes: (a) assisting students in becoming acquainted with cross-cultural difference.(b) assisting students in tolerating each other's cultures by taking cultural norms and values in the target language into account.(c) assisting students in learning the target language as well as its culture, because what appears polite in one culture may appear impolite in another" (Jie,2010).

1.5.1. Teaching pragmatics in EFL classrooms

In today world there is a shift from previous traditional frameworks which considered language as a formal system based on grammar rules, towards more communicative perspectives, because even if EFL learners have high grammatical or linguistic proficiency, they may still show significant differences from native speakers in areas of language use. For example, comprehending and interpreting certain speech acts such as refusing or accepting an offer, greeting and leave takings in

conversational functions, declining an invitation, and in conversational management such as a back channeling and short responses. However, teaching pragmatics tend to be overlooked in English language teaching in most countries where English is taught as a foreign language. Therefore, some of the reasons might be overloaded teachers are: One of the most important reasons is lack or inadequacy of the EFL teachers own pragmatic knowledge (Koran, 2015). Moreover, since native speakers study social rules of talking through socializing at home, at school and in society (Locastro, 2012). Therefore, the difficulty is more when it comes to pragmatic classroom practices in EFL context, when classroom settings are normally teacher-centered who considered as a sole transmitter and information provider, with the time constraints in which they do not have chance to use the target language in real-world discussion. Thirdly, Within the context of EFL, teachers serve as the primary source of information for EFL learners and are in power on a regular basis. The English language used in classroom is frequently in form of "materials dependence talk" with the face-to-face discussions that makes non-native speakers conversation seem unnatural, precise (Mwihaki, 2004). Lastly, within the EFL classroom setting, language is treated as an object rather than a means of communication, due to the dominance of the structural syllabus (Bardovi-Harlig & Cook, 2001).

1.6. The Use of Technology to Promote EFL Learners' "Pragmatic Competence"

Technology has brought new opportunities for pragmatics teaching and practice aside from the traditional pragmatics teaching materials. For example, videotapes of naturalistic interactions can serve as an active medium for the clear teaching of pragmatics (Belz, 2013). Moreover, we all know that learners differ in knowledge, skills and learning styles, so authentic materials whether audio, visual video or printed may activate and engage learners 'prior knowledge and skills about language patterns because viewing, listening or manipulating the material will activate their meanings. In other words, authentic material (AM) in EFL classes can be motivating because they are proof that the language is used for real life purpose by real people, to gain real true information and real text will bring them closer to the TL culture. However, when bringing authentic material into the classroom it should be done with a clear pedagogic purpose as explain by Senior:

“[...] we need to have a clear pedagogic goal in mind: what precisely want our students to learn from these materials” (senior 2005:71). It means that authentic material should be selected according to the content to be presented and materials that needed to meet students' cognitive, psychological and linguistic abilities.”

1.6.1. Task- Based Language Teaching for Raising Pragmatics Awareness

Relying on approaches like Task-based instruction in which ICT is integrated; may give the chance for students to use language freely without worrying too much about the form, which comes naturally, here it does not mean that form is not important or that it does not matter for the meaning of what is said, but it is not the primary focus of the process ,in other words tasks are designed to imitate real-world activities and therefore; learners are expected to act as language users while they try to accomplish those. As Numan (1993:40) claims that “Task-based language instruction gives the learner real meaning to the goal of the proposed task or the goal of using the resulting language, rather than having the learner practice the language for its own sake .”

As a result, for teaching pragmatics successfully and easily with some aspects of the TBA. It requires at least three crucial elements (Social context, language use and interaction).Therefore, activities and tasks have been designed in a way to incorporate these components. Taguchi (2011) state that “the author has anticipated three types of tasks, namely; conscious-raising tasks, receptive- skills tasks and productive- skills tasks to be encompassed in pragmatics materials.”

Raising tasks: Typically have learners listen to conversations either through relevant video clips or audio with focusing to the target pragmatic features and sociolinguistic variables that give explicit information about particular speech events.

Receptive tasks: Expose learners to pragmatic forms on rating scale or by multiple choices, appropriate forms from a list of expressions.

Productive tasks: have taken a variety of formats, including role- playing activities, like practicing speech acts by assuming specific roles in hypothetical scenarios and interacting with one another in speaking activities , in which students analyze their peers , and own performance , or tasks in which users are asked to

rewrite language in a more formal or polite way. In addition, discourse written completion (tests, and cloze tests)

1.6.2 Synchronous and Asynchronous tools:

Synchronous (video and audio chat like social networking site) and Asynchronous(e.g. email, forms, blogs) computer-mediated communication (CMC) are another instructional tool available for pragmatics learning (Belz,2008) that have demonstrated by many studies in teaching apology, speech acts , interactional practices, and model practices (Gonzalez-Lioret,2008;Kakegawa, 2009,Skyles ,2005; Vyatkina& Belz,2006; Wishnoff,2000).CMC offers learners an authentic context for communication by having them engage in online dialogues with native speakers or even with EFL teachers .It is easier for them to notice pragmatic features appear in a contextualized manner .

L2 pragmatic studies on Asynchronous have investigated the extent of politeness, the degree of indirectness, syntactical and lexical modifiers and production of several speech acts. These studies focused on Email as the most employed technology for communication in the workplace (Pew Research Center, 2014).They suggested that although the technology is well known and used, when writing emails L2 learners (even advance learners) underuse pragmatic features such as face saving strategies (Bloch, 2002) and request mitigation (Félix- Brasdefer,2012; Hendriks, 2010), and they still lack control of their politeness level, particularly in asymmetric communication with interlocutors of higher power such as professors (Bloch,2002 Economidou-Kogetsidis,2016;Stroinska & Cecchetto,2013; Zhu,2012). Learners also negatively transfer features from the L1 (1st language) to the L2 (Economidou-Kagetsidis, 2016) and do not employ indirect strategies in spite of demonstrating strong pragmalinguistic control of the forms (Pan, 2012) .It interestingly that regardless of the learner's L1, there seems to be preference for direct strategies e.g. (Like, want, need) and conventionally indirect query e.g. (is it possible.....? Can I...?) When requesting (Alcon –Soler, 2013; Félix- Brasdefer, 2012).

By contrast, although some of the exploratory studies suggest that learners are not pragmatically appropriate and have problems with levels of politeness and power distribution (e.g., Bloch, 2002; Economidou-Kagetsidis, 2016), other studies demonstrate that students are competent interactants, capable of recognizing

pragmatic norms and produce appropriate interactional acts, employing multiple resources, including their multilingual resources (Abrams, 2013). Learners use strategies similar to those of native speakers in the medium to organize, develop, and maintain interaction (González-Lloret, 2009; Tudini, 2010), and learners also tend to ignore linguistic problems in favor of maintaining social interaction through complex, highly organized, and collaborative interactional work (Jenks & Brandt, 2013; Tudini, 2013). As Chen (2001) analyzed and compared e-mail requests sent by Taiwanese and U.S. graduate students to their professors. She concluded that the Taiwanese students used different request strategies than the U.S. students due to culturally different perceptions of power relations, familiarity, and imposition.

1.6.2.1. Social Networking Site

The use of CMC tools both inside and outside of the classroom certainly can benefit the learners and develop their communicative competence to a certain extent. Hence, Synchronous communication tools considered to be the most effective tools that the users benefit from it either subconsciously or consciously. They will get spontaneous reaction and immediate feedback through them which are mostly used for chatting, and audio video conferencing.

Today social media has become the avenue through which different people across the globe converge. Therefore, Social media platforms are currently used for various reasons, it is already an essential dimension of many people's daily activities (Erstad & Sefton-Green, 2013). These networking tools are web-based services which people can use to create, share, and exchange information with a particular list of other users. However, in social media spaces, English has become the dominant language, serving as an online lingua franca with an increasing number of users who do not speak English as their 1st language (Christison & Murray, 2014). Given this significance, social media platforms have been used for educational purposes, too. It has been argued that cross-linguistic communication in SNSs provides a casual learning contexts in which conversational and collaborative qualities allow communication that promote language learning, particularly for English as 2nd or for foreign language (e.g., Cook, 2012; Kern, 2014; Kramsh, 2014; Lomicka & Lord, 2016; Richards, 2015; Throne, 2013). Thus, SNSs have been shown to create spaces where learners receive authentic input in an informal context with opportunities for

authentic output. It also provided students with a rich environment where they had access to native speakers and the target culture, while also having a chance for interactions to negotiate meaning, through texting, chatting and socializing with them on Face book, Whats Apps, Blogs, wikis, LinkedIn, YouTube, Twitter, Telegram etc....

We are going to discuss famous and useful ones who may helps in achieving pragmatic competence, these are given below:

1.6.2.2. Face book:

Face book is the most used social network, by more than 800 million active users in every country on the planet, so far in seventy languages (Collier & Magid, 2012, p2). Its focus is building up an online intercourse and maintains the social relationship between people who share something in common. As in Perez Face book was created as “a tool for meeting new people and a platform for networking with people you already know.”(2012, p82)

Therefore, there is evidence that it does provide sharing cultural content that generates an impact on both foreign learners and society. Concerning this point, learning from the culture in the context. Learners can acquire some expressions or pragmatic features by what is called Memes in Face book; sense of humor such as parody, irony and satire that make them vastly interesting to both linguists and sociolinguists. The term meme was originally used in 1976 and was meant to describe the cultural trends that were gaining popularity, but today’s memes includes humorous images, textual content, and videos. As described by Knobel & Lankshear (2017)

“Memes can be best understood as cultural information that is passed from person to person, but in an aggregated scale. It is a social phenomenon that has a widespread influence on the mind sets, behavior and actions of social groups.”

Memes are seen mostly as jokes that are presented through mediums such as animated GIFS, plain, text, video, or a combination of a sill image and text and are spread virally on all internet based platforms. It contain a great deal of references everything from the popular movies, to music, artists, celebrities to TV and reality shows can and is included in memes. Hence, sometimes memes that contain a reference specific to a

certain country or region will make no sense to someone not living there , because memes are created all around the world , in each and every country , every region, city, town and there are certain specific characteristics , traditions, cuisine, customs , moral and ethical norms as well as political and religious background. However, this will be useful to EFL learners since man is curious by nature, so they will search to understand these linguistic features as well as explore the culture of other countries, and this may also be with the help of audience 'opinions in the commentaries , so they will understand what is meant by these memes .

As a meme example:

“You’ll feel refreshed after a nice weekend”
Me at work on Monday:



This meme shows a woman whose yawning which means that she is still need to sleep. people generally relaxing on the weekend, but from the image and the caption “me on Monday” shows that even after taken two days off she/he still feeling exhausted Which makes it funny for the followers most of them may feel the same way, and from the word “weekend”, we all know that weekdays and weekend are the complementary parts of the week devoted to labour and rest, In most world the

workweek is from Monday to Friday and the weekend is Saturday and Sunday, while the working week in the majority of Arab world has traditionally revolved around Friday. Being the centre of the weekend as the sacred day of worship this means that they differ in the way of life.

1.6.2.3. Instagram

Instagram as one of the famous social network sites in this century .It is considered as one way to share various kinds of information and to present activities, events, achievements, vacations and so forth. As demonstrated by Lee et al (2015) “Instagram is a medium that allows users to save images, convert them to memory, and save them forever.”

The main share-contents of instagram is “image”, then “text” as complementary content .Therefore, instagram users set down their experiences through photo graph and short videos, and supported by caption for emphasizing the information presented. Thereby, instagram is not only about what is trying to be shared by photo posting, but also what is trying to be emphasized by text written as caption, which means , people share picture on instagram with expositive acts that proposed by Austin while giving texts as caption are assumed that they express self – exposition as called self- presentation. This self -presentation is verbally conveyed in form of caption , the photo- posting without caption is ignored .Thus, the analysis of these expositive acts is established by pragmatic analysis used to trace this intended self-presentation as form of caption performed by the users of instagram.

As an example of sharing a photo on Instgram :



DoSomething.org

Our biases are deeply rooted in our culture. Recognizing them within yourself is the first step towards dismantling them.

—

The 'Bad is Black' effect is not only manifested in our tendency to associate dark skin with negative personality traits but the reverse as well; when we hear about an evil act, we are more likely to believe it was done by someone with darker skin.

Share this with a friend who needs some new knowledge.

Photos du journal · 10 juil. 2020 · 🌐

Afficher en taille réelle

When you enter to this page, you will see that most of their posts are about racism which may show that the person who shares that is black. At past time in America, there is a significance difference between white people and black people. Black people are identified as low people .Besides the image of four black characters who play the role of evil there is also text write “what is the Bad is Black effect” the term given to the phenomenon that people are more likely to perceive another to commit a crime if their skin tones are darker, regardless of the racial background of those immoral actors. This implies two - way phenomenon: people tend to associate negative acts with darker skin tones, but also believe it is a darker-skinned person who committed the crime when they hear about the incident. The caption under the photo want to inform that “The bad is black effect” leaves people with an unfair bias and impacts our judgments of innocence and truth. These implications have a serious influence on justice systems and court cases .It is important to conduct more research and gain a broader understanding of the extent of these biases.

1.6.2.4. Netflix

Netflix is a popular streaming service that offers a vast catalog of movies and other existing TV shows to watch with different languages and subtitles; here learners can find a lot of programs that fit their current understanding level by picking subjects or stories which interest them. Also learners with low level can select programs with less complicated language. Along with it; they are exposed to a wide variety of accents and intonation drills. Regardless of whether they are learning the UK or American English .Further, students are exposed to a broader vocabulary and conversational English in formal and informal, regional speech, and many slang .The more learners hear a word spoken, the easier it is to remember it .As Siyanova-Chanturia (2014) stated that “internet television gives learners opportunities to listen and observe authentic English while also enabling them to contextualize vocabulary acquisition.”

1.7. Conclusion

What has been discussed in this chapter is the shift from previous traditional teaching, whose main concern was the acquisition of purely grammatical rules, towards a more communicative perspective. The degree of success attained in this process is primarily determined by the negotiation of meaning in communication. In this view, we have seen the effectiveness of ICT tool use in the EFL classrooms that may provide invaluable sources of real language input enabling learners to interact with real language and its contents rather than its forms only.

Moreover, there are other forms of technology like mobile device that students use outside the classroom which may help them in developing a lot of pragmatic features, and it supports their cognitive skill. Students sometimes took an initiative to learn something without instruction from lecture or anyone through the live streaming or IG story of certain talk show on instagram. and they like to watch English films, because they contain actions, adventure and suspense and this give benefits for them, such as the ability in understanding spoken language increases, their pronunciation improves, they acquire new vocabulary, they can develop students' self-expression ability, and they unconsciously adapt to the language's grammatical forms and sentence pattern in context.

Chapter Two: Methodology and Analysis of the Study

2.1. Introduction

The present chapter represents the practical part of this research work. It is devoted to the methodologies adopted through the research as well as the analysis of the collected data .It provides also a description of the tools and the instruments utilised during the process of collecting data, the research design, sampling and population. Both quantitative and qualitative methods are used interchangeably to gather data in a process that is known as triangulation which is the use of more than one method to provide broader description to the problem .Furthermore, it gives more credibility to the results of the study.

2.2. Triangulation

In this study three different research tools are used to gather information about the situation, these tools are represented in student's questionnaire, teacher's interview, and an observation to target population. The effectiveness on triangulation lies in the fact that it used more than one tool to explore the research problem, check the validity and see the difference of opinion about the phenomena. Thus, the phenomenon will be investigated to increase the level of knowledge about something and to strengthen the researcher's standpoint from various aspects than the use of one research method (mono research to collect data).The combination between the qualitative and quantitative methods enhances the analytical work of the researcher by providing him with various data characteristics which make the study more valid, reliable and credible .Many experts reason that mixed research or triangulation provides far richer findings than reliance on a single method of research.

2.3. The research design

The present research work is a case study that involves 50 students taken from the population of third year LMD students and 4 teachers of oral expression in the English department of Saida University. In this research the researcher opted for the use of the case study to gain a deep understanding concerning teacher attitudes towards the implementation of technology inside the classroom to foster learners' communicative and pragmatic competence and student's opinion about the technological tool that helps them the most either inside or outside the classroom.

2.4 .Sample of Population

In order to conduct our experiment and to prove that the preferred variable that causes changes in our students 'communicative and pragmatic competence is the use of ICT tools, The researcher has carried out with Third year English students in oral sessions focusing on the aspects that govern the student's way of responding to the use of technology and without use of technology and the criteria that the teacher relies on in selecting authentic material. The main reason for the choice of third year students lies in the fact that we assume that after having studied two years at the department of English, these students have certainly reached satisfactory language proficiency level in the TL and we also believe that they have acquired the acceptable linguistic level which enables them to acquire pragmatic competence. The choice of these particular sessions is based on the freedom that learners have in expressing their thoughts and background knowledge in the session. In addition the oral courses deal with speaking skill as well as the act of communication. Furthermore, it demonstrates learners' awareness about the cultural values of the target language.

2.5 .Students' Profile

Participants in this study are third year LMD students .They have been studying in the Department of English at Saida University during the academic year 2021-2022.The fifty selected students in this research include36 female students and 14 male students.

2.6 .Teachers' Profile

This study includes four teachers of oral expression at English Department of Saida University .Their degrees vary between 'Magister' and 'Doctorate' .These teachers are specialised in CEO and applied linguistics and they teach various levels : first, second and third year plus master students.

2.7. Students' Questionnaire

A questionnaire is a data collection instrument , it consists of a series of questions and other prompts for the purpose of gathering information from respondents. Through questionnaire data can be collected quickly and easily even from a large population .

2.8. The data collection of the Students' Questionnaire

To collect data on students' perspectives about the importance of target culture , pragmatic aspects and the impact of technology on learning these elements, the questionnaire was distributed to the participants in different groups from third year LMD students at the departement of English at saida University in the oral expression classes at the same time when the researcher made the observation, and the students answered them after the end of the session.

The informants were selected randomly and we asked them if they wanted to cooperates. To avoid misunderstandings, we gave careful selection of the questions that are presented clearly, avoiding vague vocabulary that the student could evade it. The researcher always stayed with the participants for any clarification, and they often communicated with each other, and the researcher noted the congruence between their answers and what he observed in the observation sessions.

2.9. The result of the student's Questionnaire

Q2) Student's level

Table 2.2 Student's level in English

| Level | Frequency | Percentage |
|--------------------|-----------|------------|
| Advanced | 6 | 12% |
| Upper-intermediate | 7 | 14% |
| Intermediate | 32 | 64% |
| Pre-intermediate | 4 | 8% |
| Elementary | 1 | 2% |
| Total | 50 | 100% |

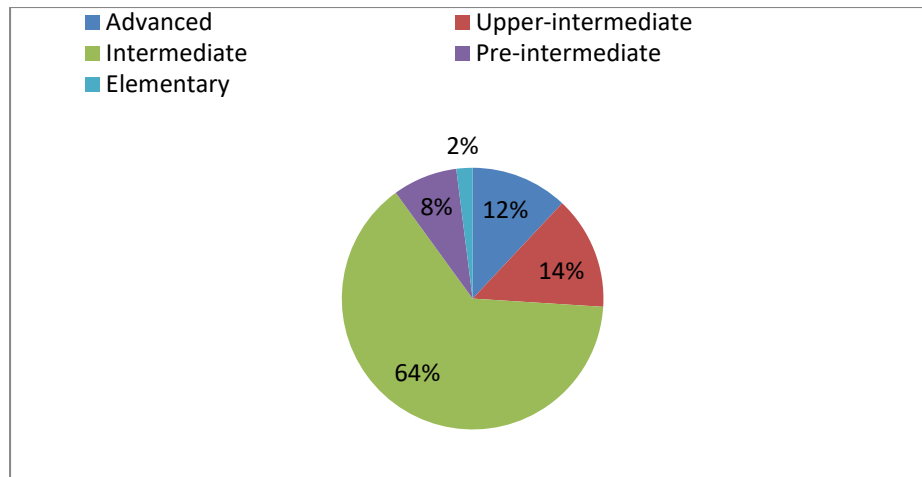


Figure 2.2 Student's level in English

This question aimed at testing the student's level in English. As shown in the above table and figure, most of the students have intermediate level which was about 32(66%), while the upper percentage indicated elementary level which was about 01 (2%) students. Others 06 (12%) claimed that they have an advanced level in English, some others 07 (14%) said that they are upper-intermediate in English; while 04 (8%) maintained that they are pre-intermediate in English.

Q3) Student's Weaknesses in English language skills

| Skills | Frequency | Percentage |
|---------------|-----------|------------|
| Grammar | 7 | 14% |
| Vocabulary | 31 | 64% |
| Listening | 8 | 16% |
| Communication | 17 | 35% |

Table 2.3. Student's weaknesses in English language skills

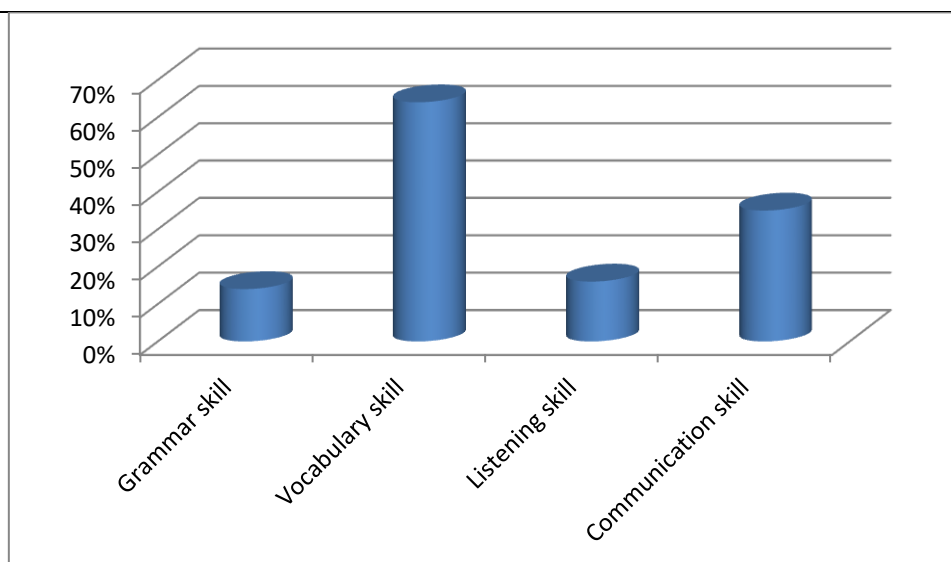


Figure 2.3 Student's weakness in English language skills

The current question intended to elicit information about the difficult skills that the student faces in learning English language. In this item the participants were able to choose more than one skill. From the above table and figure, one can notice that most of the respondents (31) representing about (64%) confirmed that they lack vocabulary skill. While, other students reported that they lack communication skill that has also a big rate 15 (35%). Eight students (16%) claimed that they are weak in listening skill. whereas, seven students representing (14%) claimed that their weakness is in grammar skill. Besides, the data showed that the majority of the students have a difficulty in acquiring vocabulary skill.

Q4) to learn English language which one you need to focus more communicative competence or grammatical competence (form)

| The cues | Frequency | Percentage |
|--------------------------|-----------|------------|
| Communicative competence | 48 | 95.9% |
| Form(Grammar) | 2 | 4.1% |

Table 2.4. Student attitude towards the most important competency (grammar or communication skill) for learning a language

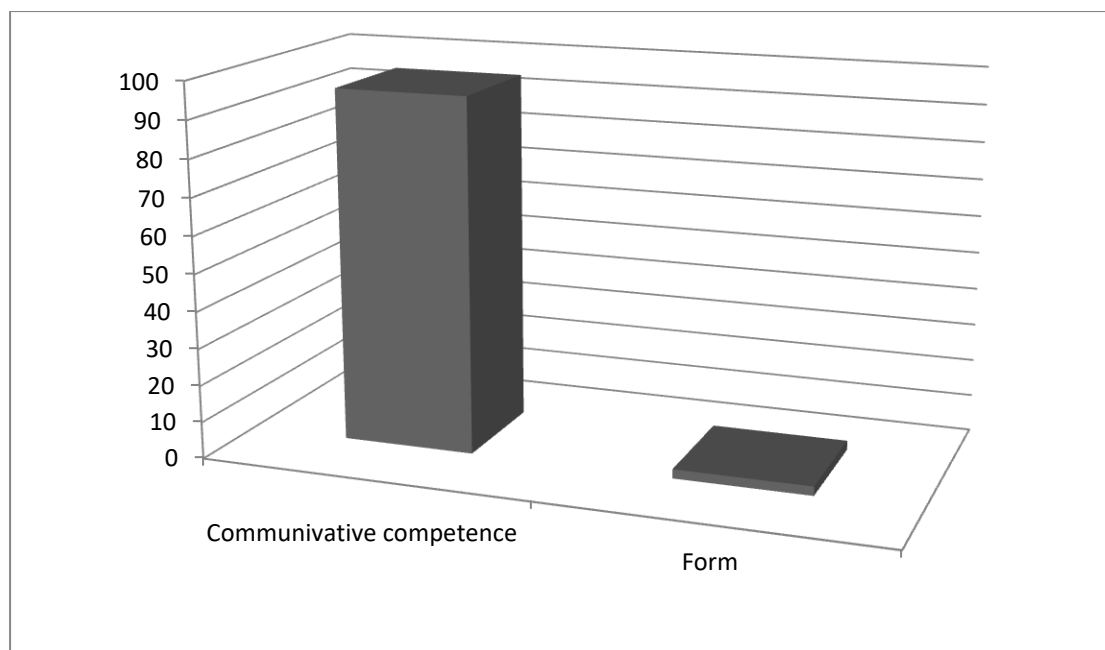


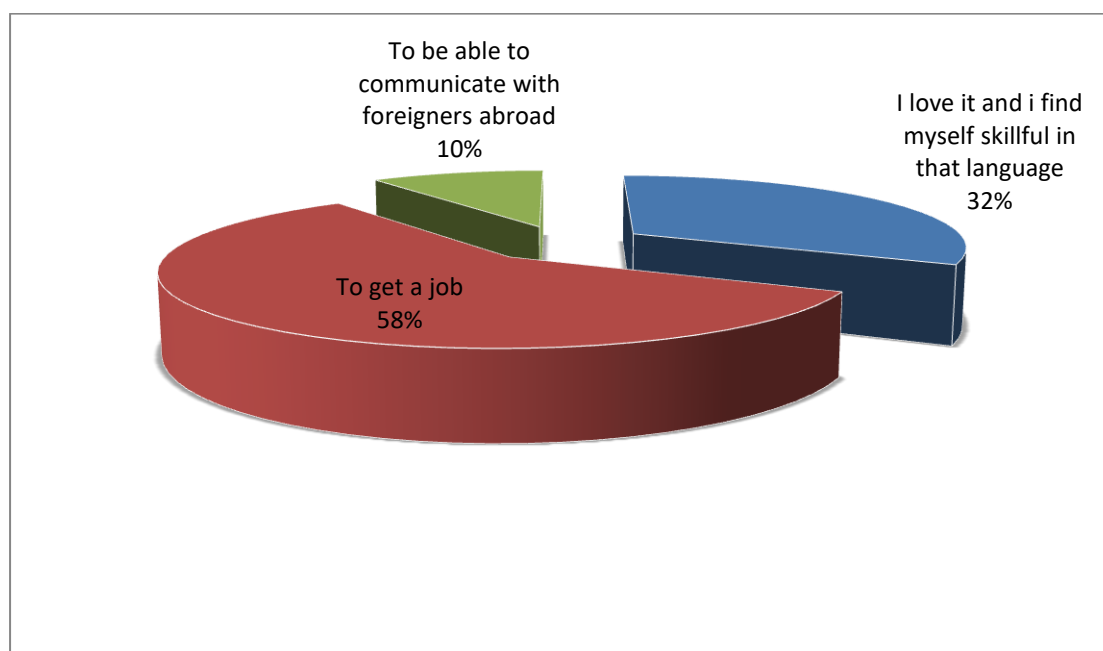
Figure.2.4.Student attitude towards the most important cue for learning a language

Learning a language depends on the learners themselves and how they want to know more knowledge and information about its use. This question reflects the participant's way of thinking about their wants and aims to learn English and what they prefer to learn mostly.

The figure below confirms what has been found before, that the student's goal in learning English is to develop their speaking skills as well as their communicative skills. (95.9%) of the informants aimed to learn how to communicate because they saw that when they communicate they make mistakes and through mistakes they learn. Whereas, two students represents (4.1%) took the second choice which was the form (grammar).As for the second half of the question, they justified that if you do not know how to conjugate verbs, in the discussion you will face a difficulty like you will think in which tense you should to talk. While 2 students from the participants of (95 %) preferred both of them and they justified that both; communication and grammar goes hand in hand, when you learn the basics you need to practice them by communicating.

Q5) Reasons behind learning English

| Reasons | Frequency | Percentage |
|--|-----------|------------|
| I love it and I find myself skillful in that language | 16 | 32 % |
| To get a job | 29 | 58% |
| To be able to communicate with foreigners when you travel abroad | 5 | 10% |

Table 2.5 student's attitudes towards the reasons behind learning English**Figure 2.5 Reasons behind learning English**

This question was asked by the investigator to see the informants view about learning the English language .The investigator wanted to see participants reaction whether they really cared about learning this language or just for the sake of getting a job, The intent of this question is that the researcher seeks to find out whether informants are interested in applying this language in a real context.

The result present in table 2.5 and figure 2.5 illustrated that most of the participants representing 28 with percentage of (58%) argued that they learn English for the purpose of getting a job, and sixteen students, representing (32%) claimed that they learn English because they feel themselves skillful in that language, while 09 students, representing (10 %) maintained that they learn it in order to communicate with foreigners when they travel abroad.

Q6) student's appropriate tools to develop their English language proficiency

In this question the researcher wants to see the participants' perception towards useful tools that help them in developing their English proficiency. The researcher gave to the participants' two settings : Inside the classroom with three choices and outside the classroom with two choices in which they chose the appropriate answer according to their views. The following table illustrates their findings

| Tools | Frequency | Percentage |
|-----------------------------------|-----------|------------|
| Inside the classroom with | 42 | 69% |
| Teacher's talk | 19 | 28% |
| General culture discussion | 21 | 37% |
| Courses using authentic material | 2 | 4% |
| Outside the classroom with | 50 | 89% |
| Social media | 49 | 83% |
| Reading books | 3 | 6% |

Table 2.6 Students appropriate Tools to develop their English language proficiency

From the table above, there were about (42%) of the students preferred inside classroom activities. Among them there are 21 students with (37 %) who preferred General culture discussion, and (28 %) of the participants represent those whom preferred Teacher's talk. While, small minority which is estimated at (4%) of the students preferred courses using authentic material. On the other hand, the majority of those learners are in favor of outside classroom with the percentage of (89%) they saw that their English proficiency increases with the use of social media spaces. Whereas, the results show that the minority of the respondents which represent (6%) were in favor of reading books. The pie chart below shows the result of this item.

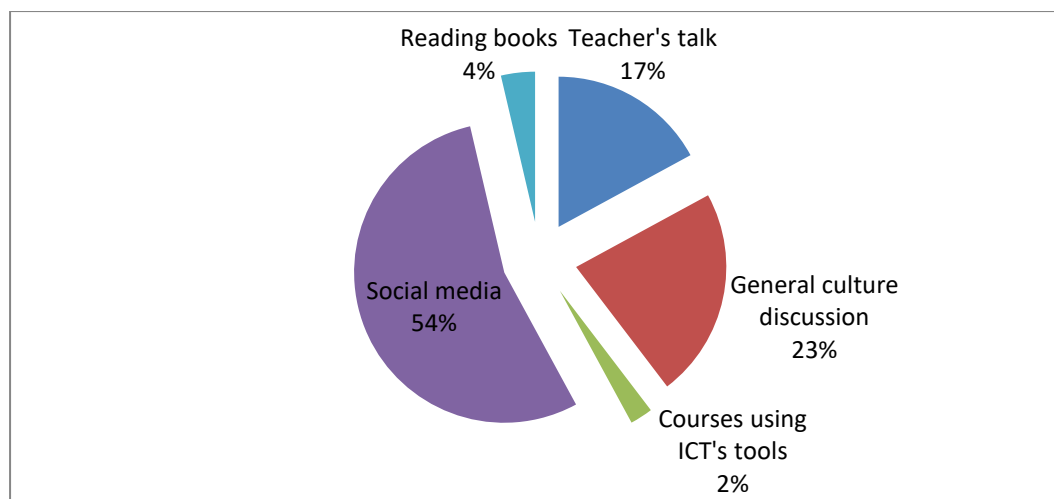


Figure.2.6.Students appropriate Tools to develop their English language proficiency

Q7) if ICT tools helps in improving the way of communication between people

| Options | Frequency | Percentage |
|---------|-----------|------------|
| Yes | 46 | 92% |
| No | 04 | 08% |
| Total | 50 | 100% |

Table 2.7 student's attitude towards the use of ICT tools

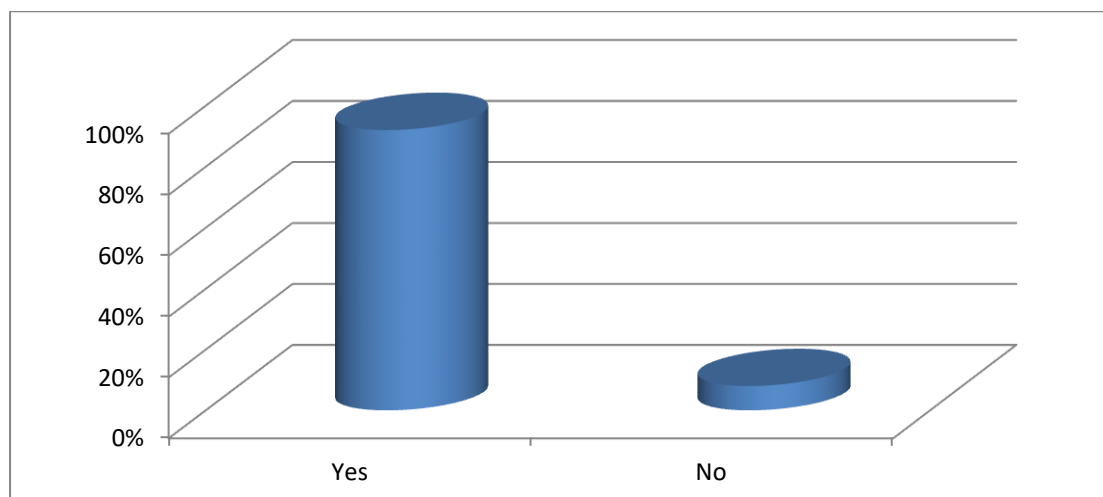


Figure 2.7 the use of ICT tools to develop the way of communication

This question is aimed to investigate whether the students notice how members communicate in video clips, not just with verbal communication but also with non-verbal communication; verbal cues, body language, facial expressions and tone of voice that represents the way of communication. From the above table and

figure, one can notice that the majority of the respondents 46, with percentage of (100%), affirmed that from the use of ICT tools in oral courses they learn how to improve their way of communicating .On the other hand , four participants, with the percentage of (08%) , said that ICT is not useful in this aspect .

Q8) I got to know English culture through ICT tools presented in the oral sessions

As far as culture is concerned, the researcher asks the participants whether they agreed on the idea that they learned about English culture through ICT tools.

(66%) of the participants agreed that they learned about English culture through ICT tools presented in oral sessions. While (30%) of the participants agreed strongly about learning the culture from the use of ICT tools in oral sessions. Only a small minority which is estimated at (04 %) disagreed on this perception.

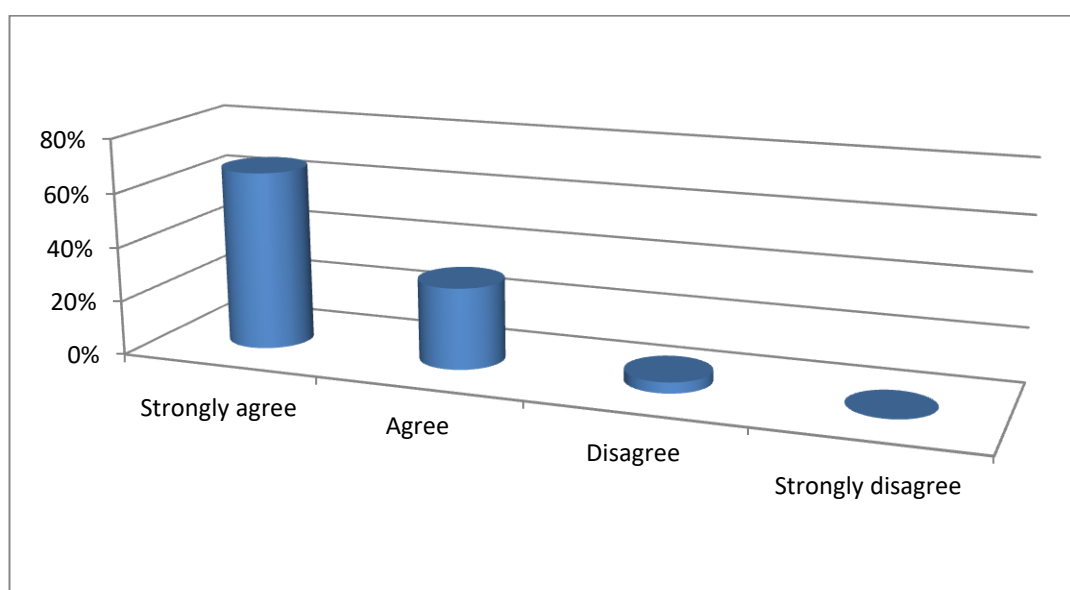


Figure.2.8. Student perception about learning English culture through ICT tools presented in the classroom

Q9) Learning how to perform actions including: Compliments, apologies, requests, refusals in English

Table 2.9 learn how to perform actions

| Options | Frequency | Percentage |
|---------|-----------|------------|
| Yes | 45 | 90% |
| No | 5 | 10% |

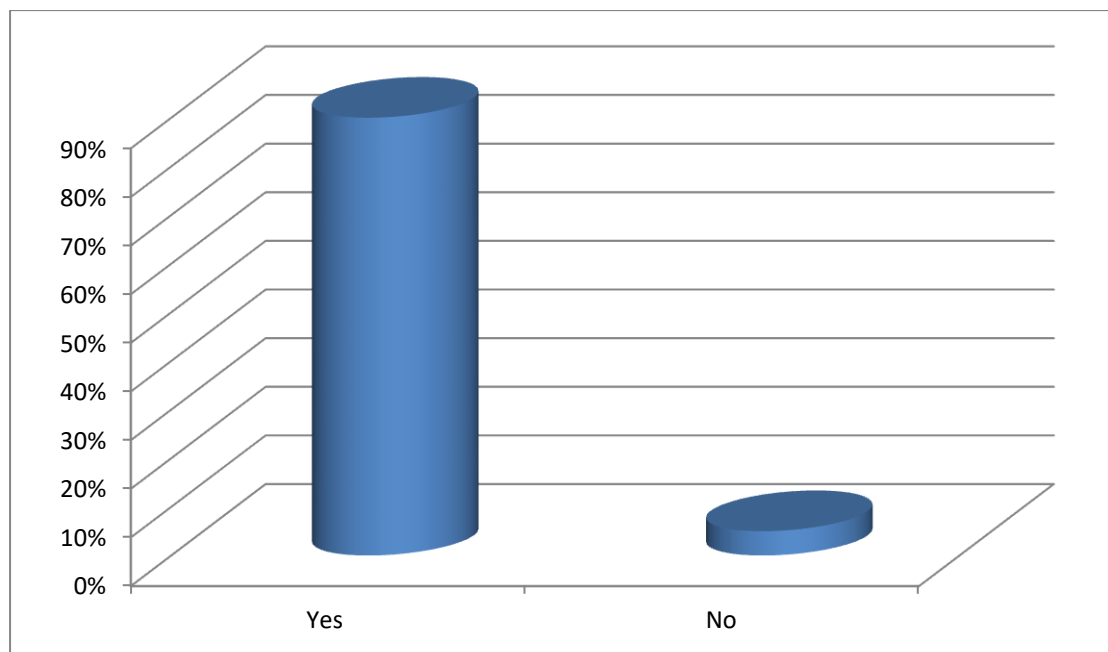
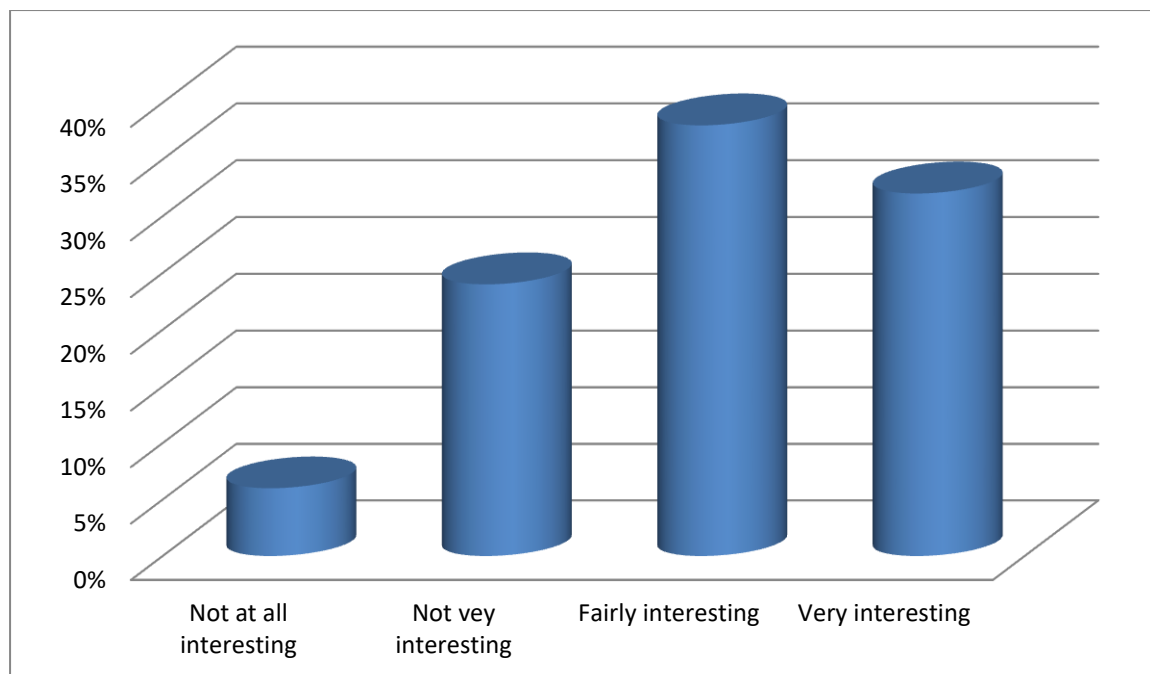


Figure 2.9 student's rate toward performing actions

This question aimed to know if students learn how to perform actions .According to the table and figure above, the vast majority of the students 45, representing (90%) confirmed that they learned how to perform actions .While 5 students, representing (10%) affirmed that they did not learned how to perform actions .The result above indicates that majority of the students know how to perform actions.

Q10) teachers and the importance of teaching the above actions thorough ICT tools

Figure 2.10 the importance of learning the above actions through ICT tools



The result mentioned above show the importance of learning how to perform actions like compliments, apologies, requests, refusals .This question aimed to see if the above actions were presented in the classroom through the use of ICT.

The figure below shows that (32 %) of the respondents claimed that these actions were interestingly taught in the classroom with ICT tools, a similar rate was mentioned (38 %) answered with fairly interested. While (24 %) of the informants said that it is not interesting to learn these actions in the classroom through ICT tools, and (06%) disagreed strongly ,which means that 30 % see that the above actions are neglected in oral classroom.

Q 11) If this items are appropriate or inappropriate to say it to someone and with whom do you think they are talking with

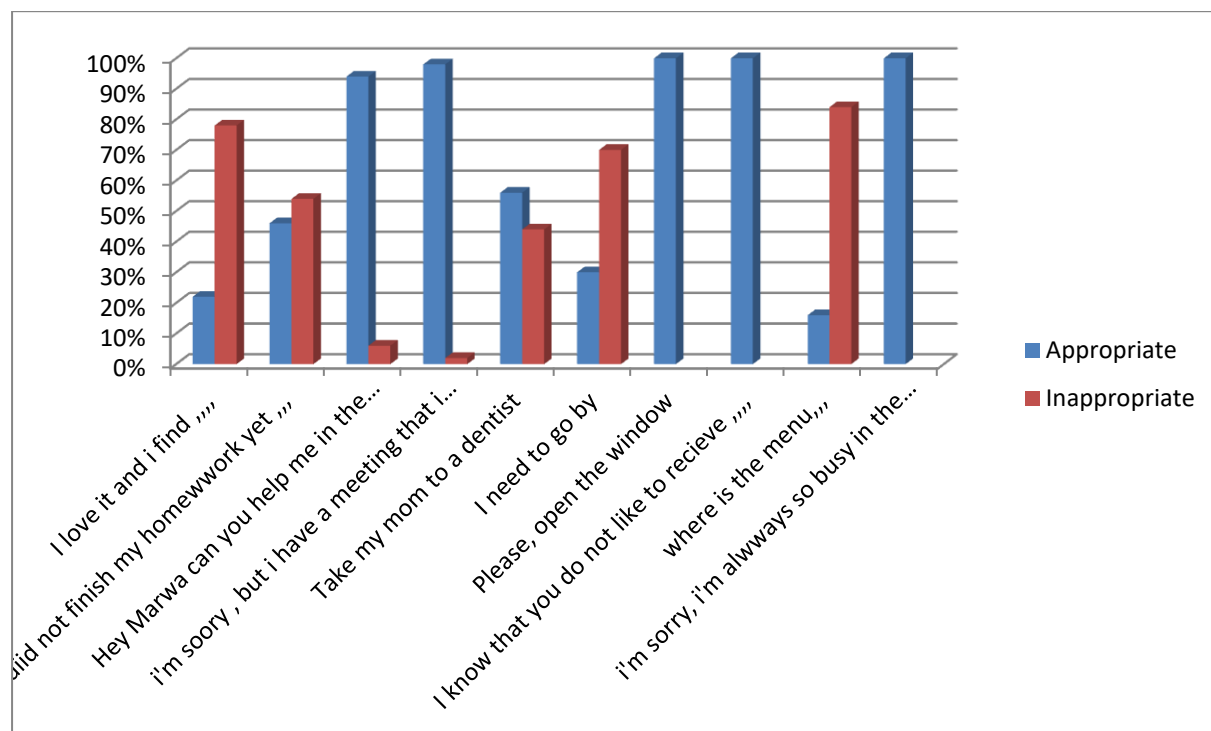


Figure2.11. Student's appropriate use of English language in the discussion

The aim of this question was to measure student's awareness in using a language in real context through a number of items .The students are first asked to determine whether these sentences is appropriate or inappropriate according to the situation expected from the sentence. After that they are required to mention with whom the speaker is talking with in order to verify whether they are aware of why certain utterances are appropriate or inappropriate. Therefore, the test items comprised 10 pragmatically appropriate and inappropriate responses .The responses represented 2 refusals, 7 requests, 1apology .The ten situations vary in terms of sociopragmatic factors (social power and social distance) in relation to the three speech act. Accordingly, the speaker might be equal, higher or lower than the listener; and s/he may be acquaintance, stranger or close to the listener (social distance).

**Table 2.11 Student's appropriate use of English language in the discussion
(Test Responses)**

| Items | Correct Responses | Participant's Responses | | | | |
|---|-------------------|-------------------------|--------|---------------|-------|--|
| | | Appropriate | | Inappropriate | | |
| | | Freq. | Per. | Freq. | Per. | |
| In your dreams I have a lot of work , leave it for net time | Inapp | 11 | (22%) | 39 | (78%) | 46= with friend 04=Himself |
| I didn't finish my homework yet, give me more time | Inapp | 23 | (46%) | 27 | (54%) | 50= Teacher |
| Hey, Marwa, can you help me with the class? Whenever you have free time, I would appreciate it. | App | 47 | (94%) | 03 | (06%) | 40=Classmate 10=Friend |
| -I'm sorry, but I have a meeting that I must attend, I can definitely help tomorrow, just send me a message later to remind me. | App | 49 | (98%) | 01 | (02%) | 15=Students 45=Colleague |
| take my mom to a doctor ,I have to study | Inapp | 28 | (56%) | 22 | (44%) | 50= Between sister and brother |
| I need to go, by | Inapp | 15 | (30%) | 35 | (70%) | 50=Friend |
| Please, open the window | App | 50(100%) | (100%) | 00 | | 30= Students 10=Friend 03=Family members 06=Colleague |

| | | | | | | |
|--|-------|----------|--------|----|-------|----------------------------------|
| | | | | | | 01= Mother |
| -I know that you don't like to receive homework late but I would like to ask you for an extension because I had Some issues and I couldn't deliver it. | App | 50(100%) | (100%) | 00 | | 50= Between friend and classmate |
| Where is the menu? | Inapp | 08 | (16%) | 42 | (84%) | 50= waiter |
| I'm sorry, I'm always so busy in the morning that I forgot to bring your book , it's my fault and I will give it to You tomorrow. It will not happen next time, I promise. | App | 50(100%) | (100%) | 00 | | 40=classmate 10=Friend |

The above table and figure show a summary of responses of the 50 participants in terms of frequency and percentage with regard to speech act items. The speech act of Request is represented in items (2, 3, 5, 6, 7, 8, and 9). Apology in item (10) and Refusal items include (1,4).As can be seen the table illustrate the participant's evaluation of appropriate and inappropriate utterances as compared with the correct evaluation .The higher percentage (100%) was found In item 7, 8 ,10 and also In item 2 with percentage (94%) and item 3 with (98%) ,Then item 9 with (84%) ,item 1 with (78%) and item 6 with (70%).There was approximately equal percentage regarding item 2.However , the most striking percentage took place with item 5.It has been shown how the participants evaluated the utterances, which constitute the first half of the general result of the test. The other half plays an important role in

determining whether the participants' evaluation reflects a thoughtful choice. Concerning the second part of the test it is to be observed that all this part achieved well responses .As can be seen (90 %)of the responses fit the criteria; namely , correct responses and patient justification ,which in turn reflects student's pragmatic awareness, so student in each situation focuses on the keyword to determine who is the listener , for example; in the item when we have help me with the class and book ,most of them choose classmate, and the word homework refers to the teacher ,also the action of take my mom reveals that the order is with one of family members and finally what comes in our mind from the word menu is waiter.

Q 12) How student's emails been viewed from their teachers

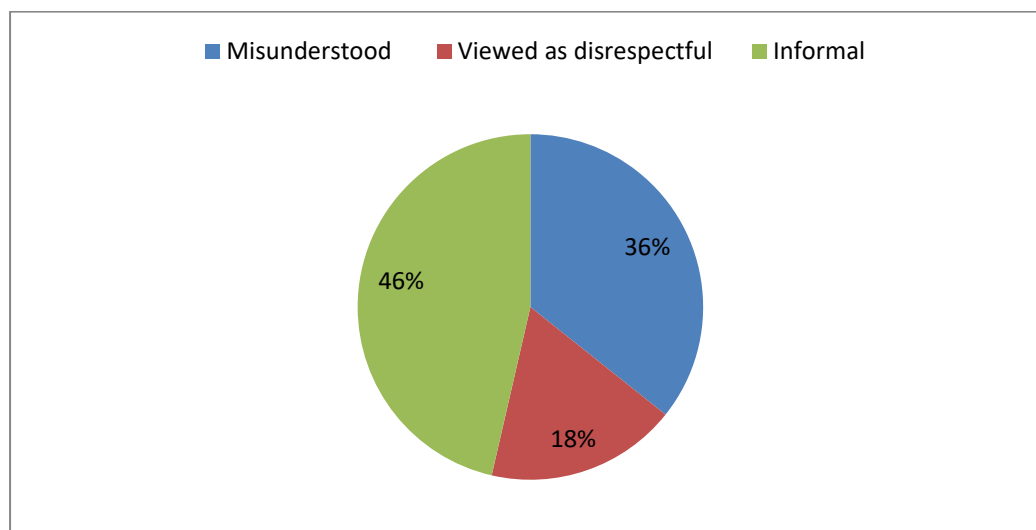


Figure 2.12 student's opinion about any bad situation s/he faced in writing an email to the teacher

As far as emails require a wide use of speech act. The researcher asked the participants whether they faced any difficulty in employing requestive emails addressed to a teacher in English. The situation can be even more challenging when the addressor needs to perform this speech act in a foreign language .while communicating to someone in a higher position such as a teacher. The researcher set three common situations that students may encounter; misunderstanding, disrespect and informality.

28 out of 50 students responded to this question, others passed this question since they had never faced such situations. As shown above, it is mentioned that the majority of students (46%) confirmed that their emails have been viewed as informal.

While (36%) of the respondents said that their emails have been viewed as misunderstood. whereas (18%) of learners replied that their emails have been viewed as disrespectful. Otherwise, for the second half of the question, participants were required to state how they handled the situation in which they are expected to rewrite their emails in a good manner by using expressions of apology, especially when the teacher reminds them to be polite. The majority, who said informal, shared the same views that they did not choose the suitable words so they apologized eventually .while the remaining who said disrespectful, were divided into two groups; group who did not reply and group who apologized and explained the reason for their rudeness. Whereas, the rest who said misunderstood, the misunderstanding happened because some of them just wrote their first name, others because they send message to other teacher, while few of them did not provide an explanation, so they rewrote it with a more detailed explanation.

Q13) Students' agreement on this statement "Social media is a useful platform to improve students' English language competency"

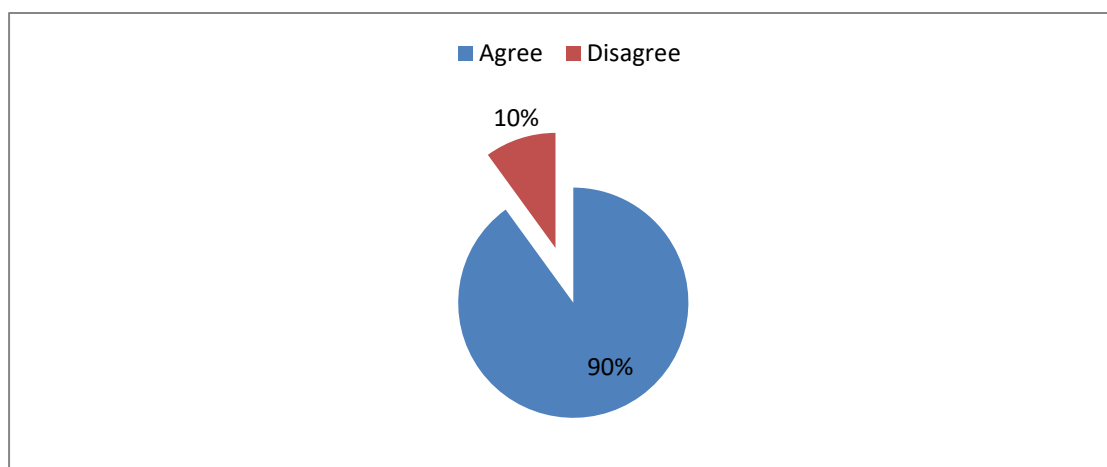


Figure 2.13 student's perceptive about social media platform in improving English language competency

The results showed that 45 students (90%) believed that social media platforms are beneficial for improving competency level in English, while only five students (10%) disagree with the previously mentioned statement.

Q14) the student's suggestions on how can student learn to use English language appropriately to be like a native speaker

The researcher asked the informants about their views on ways to develop English language use .So different points were raised and some answers were similar and involved:

- 1) Watch series in English language and read books also try to practice the language. in other words to try to speak with others using this language.
- 2) By watching and listening to native speakers and interacting with them.
- 3) By practicing outside the classroom; watching English movies, listening to songs...
- 4) Personally, I think that the student can learn to use English language appropriately by watching movies in English and practicing it every day and also in free time .
- 5) Listen to many podcasts, watch videos and read books.
- 6) You cannot be good as a native speaker, but for me I believe in the statement use it for lose it, that is to say, communicating a new language is crucial in enhancing your level in it.

2.10 Analysis of Semi-structured Interview:

Face to face interview involved only four EFL teachers. The aim of the interview was to collect data about the importance of pragmatic competence in oral courses, in other words, we wanted to obtain information related to the objectives, the approach, the instructional materials and activities adapted in the oral expression, Pragmatic and culture. Therefore, teachers are enquired about the quality and type of input used to develop their learners' communicative competence.

Interviewer: How long have you been teaching oral expression?

Interviewee 1: Only on the university or outside university?

Interviewer: only on the university.

Interviewee 1: It was like 10 years.

Interviewee 2: It was like 7 years

Interviewee 3: I have been teaching for ten years ago

Interviewee 4: For eight years, but not every year I have a chance to teach it.

Interviewer: Did you use ICT tools?

Interviewee 1: yes, sure

Interviewee 2: NO

Interviewee 3: Yes

Interviewee 4: No

Interviewer: Which according to you more effective; authentic material or non-authentic material?

Interviewee 1: It dependence on the nature of students, there are some students whom are like ready to talk whenever they have the opportunity too, depending on the subject itself, but there are some students who have this fear of making mistakes or they are shy but whenever you use the technological tool they just get a lit bit motivated and rely on this technological tool.

Interviewer: so they interact positively?

Interviewee 1: yes for sure because this generation needs to observe, they are attracted by colors, sounds, music and ICT tools offering all this so they are motivated.

Interviewee 2: Generally, Authentic materials are more suited for higher levels for this reason, if you cannot find the right authentic materials for the level of your class, it is preferable to make your own! With non- authentic materials, you can create them at a particular level and not overwhelm your students.

Interviewee 3: Both of them are useful. I usually ask students to choose their own authentic materials relevant to the topic concerned, so it's not necessary that learning materials need to be all authentic, but students do need their experience of authentic materials, to experience the actual use of the language and language skills.

Interviewee 4: It depends on what kind of students you have; I mean their English proficiency, if the students are of very limited ability in English, maybe those activities of debate , role play will be better .Here in my university , students are usually of intermedium level ,because even if you use authentic materials like for example; video or audio ,after the end of the video you will find yourself explaining to them what the video covered in detail ,or you will find just 1 or 2 students who might really understand the content.

Interviewer: What is your object in teaching oral expression with ICT tools?

Interviewee 1: The objective is to attract plenty of students because when you do not use ICT tools in the classroom very few of students do participate because they are not attracted, they are not motivated they feel lazy, they feel afraid of making mistake but when you use for example, some video, some documents Aries, some enemy things, as I mentioned before students get attracted to this tool, so the number of participants raises.

Interviewee 3: because this kind of materials provide a close contact with the target language since they display all the natural features that certainly enable learners to cope with genuine interaction either inside or outside the classroom .

Interviewer: What is your object in teaching oral expression?

Interviewee 2: the overall objective is to develop student's oral communication skills by a variety of communication activities, such as circle time discussion, teacher-learner interactions, reading and narrating stories, developing topics, giving directions, describing pictures, setting rules and reading public signs

Interviewee 4: The main objectives are to enable them to use and speak the language fluently, accurately and proficiently in different social situations.

Interviewer: You based on what criteria when you selected authentic material like linguistic, culture or cognitive?

Interviewee 1: Most of the time is culture since English is related to western culture and most of the time we use like American culture, so it is related to the culture and linguistic.

Interviewee 3: Culture because as far as learning is concerned, the objective of teachers is to let the students reach two competencies; the linguistic competence and the communicative or pragmatic competence, and within the pragmatic competence, culture is the most important so language and these competencies are interrelated, as foreign language teachers do not choose whether they should teach culture or linguistic; they teach it anyway because they are embedded in the language.

Interviewer: you based on what criteria when you teach oral expression?

Interviewee 2: I based on the cognitive skills that help student gain a deeper understanding of a subject; they understand the why behind a topic and how it fits into a large picture .it tackle the knowledge that we use in every day at school, at work, and in life, so students most of the time want to have a debate and this help them a lot in developing their communicative skill.

Interviewer: SO why you neglect culture?

Interviewee 2: through debate as I mentioned before. for example ,students can do a comparison between their cultures and western cultures so it is not neglected but I do not rely on culture because the difficulty lie in the lack of authentic materials available , which consequently prevents the possibility of bringing the foreign language society in class , and I have not got a prior training .

Interviewee 4: I am totally based on cognitive thinking and linguistic. I avoid culture because most of the time students link culture to religion and tend to avoid learning anything ,even the language used in that situation which is against their religion.

Interviewer: How would you assess your students' level of competence in communication?

Interviewee 1: Through their interaction, i mean since it is an oral expression session i can't identified my students unless they speak, yeah

Interviewee 2: competence in communication is more than achievement and here i will check their abilities to act. I mean to adapt effectively to one's social environment or to behave appropriately according to the situation.

Interviewee 3: Through the ability to adapt to various contexts, what is competent or not varies on social and cultural context, of course.

Interviewee 4: emmm the student who influences us with his words, I mean his thought, his ability to analyze, so from here you can assess his or her level.

Interviewer: Do you think that pragmatic can be taught?

Interviewee 1: Sure, pragmatic should be taught, I mean through documentaries, movies, in an implicit way, I mean you cannot talk about pragmatic to use students they can not understand the meaning of pragmatics, it is something complicated to teach, but if ahhh literature or oral expression or linguistic I mean you can ahhh improve the level of awareness in students and they will get familiar with the capture.

Interviewee 2: I think pragmatic knowledge is necessary for students, and the more teachers are equipped with this, the more successful they will be in their teaching. And it is not all the time related to authentic videos ... that the teacher might provide. For example, if i know it is proper to behave in that situation i will tell my students to behave like that or to say something like that when we communicate with that culture.

Interviewee 3: Yes, yes, of course .I am the one who prefers context .I usually show video clips to my students, a story if I don't have clips ,so I can lead students into what is going on in that context .

Interviewee 4: For sure, but it comes without instruction, i can provide my learners with information such as politeness and speech act if it is necessary in our context. So it is more interesting to provide our students with a chance to talk with foreigner because it is a knowledge that learners develop, acquire, possess, use it or lose it, it is not teachable this is because some pragmatic knowledge is universal, and other aspects from the learner's first language can be transferred to the second, In positive way of course.

Interviewer: What kind of authentic material do you find it useful in teaching pragmatic?

Interviewee 1:emmm I always like to start with a written script ,when I ask my students to read at the first place because reading is part of observing , the text and then getting familiar with the content, they have the idea about what the text is talking

about and then we go to second level which is documentaries which is video , when they watch the video and they already have an idea about what the subject is about, they will be more interested and they will follow this video and paying attention more with the details because at the same time I am asking them to take note while watching the video, so without paying attention , they have a kind of an interest

Interviewee 3: As I mentioned before I am a person who prefers context, so in my class I use authentic language, shows to my students' clips. So I will tell my students "what is this?" And "what is that? ", what does that man tell that woman? What does that woman react like that?, for example, So after that, they will have a discussion , then I will try to explain what is going on, and that will help my students understand more about how to use language in that context, So I prefer authentic materials for example, video clips, or stories; real stories, or very short joke. Yeah

Interviewer: How do you find your students in writing emails; their complaints...etc?

Interviewee 1: you know that our students unfortunately, they are weak in writing, weak in reading, speaking, practically all this skills they cannot master all the skills and at the same time they have a real problem of understanding, but when they for example text me or send me some messages , very few of them write in formal way, for example ; if they want to complain about the mark they just say , it is not the mark I deserve , very few of students I mean de really understand the difference between formal and informal writing , or dealing with the teacher .

Interviewee 2: Most students' emails exhibit at least certain level of e-impoliteness, so in most cases their being impolite or even rude is unintentional; originating mostly either from their English language proficiency, negative pragmatic transfer, or cultural background.

Interviewee 3: Here we have two cases, case when emails are used for asking or for clarification like their complaints about a mark; you know so most of them appear impolite as well due to their lack of linguistic and pragmatic competence in English. In the other case, when they just send an assignment for example ,students tend to be just sloppy in their expression, clicking on the send button too hastily or simply not finding it important enough to check certain essential facts, like the faculty' academic title, correct name, or the exact course title.

Interviewee 4:It has been observed that the majority of students fail to use mitigations, their emails become generally inappropriate and impolite, and they do not distinguish between academic and private settings, which can negatively affect students in the eyes of their teachers. It is not only those students tend to be casual, but they also write things they would never say otherwise. Typically, such "lazy emails" would be sent with no salutation or greeting, students would request information about a missed class, use excessive abbreviations, unusual punctuation (e.g., multiplied exclamation marks that read like yelling), and so on.

2.11 Classroom Observation

Classroom observation was used in conjunction with the survey questionnaire and interview to answer the research questions. The primary goal of the observation was to determine whether pragmatics is taught and whether students are more drawn and motivated by the use of ICTs than by traditional teaching methods. The observation consisted of six sessions (one and half hour each)In order to obtain accurate results, the researcher attended three sessions without the use of ICT tools and three sessions with the use of ICT tools. When attending these sessions with the same teacher who teaches all groups of third year, several remarks have been made that had a relation with the use of ICT in motivating students, the use of pragmatic features as well as culture ;those remarks will be discussed in this section :

The first three sessions are about cognitive thinking .In each session the teacher greets the class then s/he described the situation on the board and asked them to work in pairs or alone. The teacher wanted them to think deeply about the described situation then try to understand the aim or reasons behind it. As an example; two men were fighting for a piece of bread, a person commits suicide, a man viciously kicks a cat. However; the majority of students have no desire to participate, and when they pass most of them choose one situation that seems to them the easiest to tackle and you can notice this from the teacher's prediction of the students' choice. When it had been the turn of one of them, before s/he says which one, the teacher said yeah I know the third situation (a person who commits suicide) and she smiled. As for the other two sessions, they were about problem solving. The problem revolved around a 6 years old child who does not know who is god, thus, the teacher asked them to do a role play, one group seems to have a great level of creativity they acted effectively. The noticeable point here is that the audience can benefit from these acts. For example; a girl who acted as innocent with a soft voice, crying because she lost her mother and she did not know where is her mother and then comes the question of who is God. As for the second group ,they had four situations and unfortunately all of them chose only one which is about facing a divorce, the remarkable points is that only 4 students out of 36 seemed to have a better command of the spoken language , many students exhibited a low proficiency level .Their fluency and accuracy in

speaking are quite weak and they seemed to have stumbling difficulties in formulating meaningful sentences and even single words, Aside from significant structure, there is also an inappropriate use of speech acts and, sometimes, much more provocative expressions for example: It is not our problem – I really feel sorry about you- what do you gonna do –I can't say anything – Care about the society –I surprise.

The three last sessions , the teacher used some documentaries about American culture , for the ability to analyze and compare between cultures .After listening and watching the video twice about Black's responses towards their languages ,students started immediately tackling the topic by answering the teacher's first question ;The whole class seemed quite motivated and less strained as they tend to eagerly volunteer for turn taking and this occurred with the group that has a great level of creativity. The researcher observed that there are some pragmatic features ,For instance; In Algeria they use French just to show off .Like Tamazight they say “Azul” when they want to show their origin which Kabyle.

Therefore, the second group had the same documentary .The noticeable points here is that some students talked about “Instagram celebrities “natives who show their region which means that they are fighting .Otherwise, just few students engaged in the discussion 3 or 4 .Each time the teacher asks them if they have anything to say : an idea or any information that they want to share with their classmates , then s/he asks them if they had a session at 8:00 (like are you tired).therefore, the teacher asks them to suggest any topic s/he prefer but just one student from those 3 who suggests one topic which is about the war between Russia and Ukraine. There is no response here either and most of them are not interested about this event. It is concluded from this observation that the majority of the students are only interested in what is happening within their community, in other word; they have limited ideas and information about other societies.

2.12. Conclusion

This chapter has presented the data collected by three research tools, i.e., the questionnaire with one question of “awareness test” to the students; interview with the teachers and classroom observation .The data was analyzed quantitatively and qualitatively. Three main points were revealed in the findings .There was a positive result concerning the awareness test, the vast majority of the students figured out the correct evaluation of the speech act with thoughtful choice of the interlocutor. While, the observation showed that students are not interested in learning western culture as well as American culture. The interview data showed that teachers were aware of the potential benefits of exploiting Authentic material in the classroom; However ,few of them avoid it because of the level of the students, lack of authentic materials , social context .Therefore, training has even been suggested for teachers.

Chapter Three: Discussion, Suggestions and recommendations

3.1. Introduction

In this chapter, the results of the study will be discussed in relation to the research hypotheses. The discussion will include the main points that raise our interest on the most important reasons that hinder the development of our learners' communicative competence in general and their pragmatic competence in particular, and to find out whether the integration of authentic materials would register satisfactory records. After tackling these points, the researcher came up with suggestions for this study, in which we introduce some strategic way to improve learner's pragmatic competence. Eventually, the general recommendations for this study and a conclusion.

3.2 Discussion and interpretation of the main results

The different research tools employed in this study were aimed at gathering relevant data that help to answer the three research questions, and confirm their corresponding hypothesis. By analyzing the responses of students-participants, it has been confirmed that vocabulary- learning problems cause to weaken the student's oral speech, listening comprehension, and in expressing their ideas and feelings, and that is what has been revealed in the observation when they had a debate or role play, most of the students looked confused in speaking, they suffer from some inhibiting factors which prevent them from expressing themselves freely even with mistakes. They plan their message before they utter a word, they think about " how to say it" factor and "what to say" factor .Moreover, this leads them to hesitate when speaking; they self-correct their sentences , start them, and stop at the middle without being able to convey their message adequately. By contrast, advanced learners who do not feel weak in vocabulary skill, they have more frequent communication, and are more self-confident in a language with which they are likely to feel more willing to communicate.

Additionally, the questionnaire analysis showed that all the sampled students are aware of the importance of communicative competence more than grammar. According to them even if they barely know a language and have zero grasp of grammar, they can still communicate. Similarly, British linguists David Wilkins (1972) clarified that "very little can be conveyed without grammar but without vocabulary nothing can be conveyed" (pp.111-112). Thus, grammar should not be the

focus of the learning process; instead, a mean for being able to communicate in the target language. It was highlighted that students need first content then they will process grammar cognitively.

As far as the purpose of learning the English language is concerned, the outcomes of analysis revealed that the majority of third year English students do not learn English for the sake of learning but for the sake of getting a job which means that they are not interested in acquiring a language. Thus, there is no internal motivation to learn it for other purposes, and they have low motivation to participate in class because they do not find pleasure in learning English, they simply try to get rid of the course, so they move to higher grades with different grades and levels of English knowledge and even inadequate knowledge. Furthermore, most of these students are not afraid to get a job with that low level; like being a teacher, because they see that it is not a challenging job, and this idea comes from here in middle and high school because most of the teachers just prepare their students for the examination and not make them skilled in the use of the language they are learning, and they focus more on the textbook prescribed by the educational system, so both of the students and teachers know that final exams are based on them. Thus, they believe that the nature of learning English as a subject consisting of a list of words and a set of grammatical rules which are to be memorized and separable skilled to be acquired rather than a set of integrated skills and sub skills (Oxford, 2001).

In the first hypothesis, the researcher suggested that language use may register satisfactory records if technology is implemented .The result obtained from the student's questionnaire, the teacher's interview and classroom observation validate this hypothesis. The majority of the students approved that ICT has provided them with the opportunity to acquire cultural awareness using an authentic environment, and it also provided them with a wide range of speech acts such as greeting, apologizing, complementing, and requesting. Thus, its implementation enabled learners to practice specific pragmatic features in the target language, made them aware of what they already knew, and encouraged them to recognize their existing pragmatic knowledge in L1 and apply it to L2.

The interview analysis showed that an effective and exposure of our learners to authentic material would certainly facilitate language learning and at the same time develop their motivation, as learners encounter the target language in its natural occurring context. Ultimately, this will help them experience the language items in interaction with other closely related grammatical and discourse elements. Besides, authentic materials seem to be more interesting and more motivating since they engage learners' attention and provide a huge amount of language input, and offer unparalleled variety. This confirms the second research hypothesis, which states that the integration of ICT in learning –teaching process would promote learners' contextualized language use. However, complicated they may seem, they can be tamed and adapted in various ways to serve foreign language teaching.

As far as the teachability of pragmatics is concerned, the results of the interview revealed that teachers recognize pragmatic competence as a key component of communicative competence. Involving knowledge of culture, contextualizing language use. Therefore, the survey also revealed that the teachers consider that pragmatic features are more effectively learned when they are taught implicitly. Yet, what may be deduced from the teacher's contribution, is that the implications of introducing pragmatic instruction in OCE classes with authentic material should conform to specific and relevant criteria like student's engagement, correct selection of the audio-video and learnability of the content which should, in its turn, be selected according to students' needs as far as pragmatic knowledge is concerned.

Therefore, the results of the survey revealed that interviewed teachers strongly believe that adult learners get a considerable amount of L2 pragmatics knowledge without instruction. This is because some programmatic knowledge is universal (e.g., Blum-Kulka, 1991; Ochs,1996), And other aspects may be successfully transferred from the Learner' L1, such basic orientations to the effectiveness and social cohesiveness of communicative action, such as cooperative principle (Grice, 1975) and politeness (Brown and Levinson, 1987).Even though what counts as cooperative and polite and how this principles are implemented in context varies across cultures, and this was seen in the analysis of the student's responses in question 11 that was given to them. The analysis of student evaluation and selection of interlocutor according to the utterances reveals that students were successfully identify appropriateness and inappropriateness in most of utterances, and concerning the direct imperative in

situation 8 it can be observed that the high frequency of direct strategy in equal and lower situations is counter to expectation. In other words, the imperative form is not considered impolite in Arabic; it rather implies a sense of solidarity and a small distance between the interlocutors. Thus, speakers of different languages have different cultural interpretations of the same situation.

The suggestion supplied by students in the last question of the questionnaire and even their responses in (Q 5, and Q 12), consist of insightful data that proved the last hypothesis that proposed Social media can be one of the outlets that contribute in improving learner's foreign language use. Responses showed that the best way for developing how to use language is with social networking sets that afforded a rich environment for students to access native speakers and target culture while having a chance of interactions for the negotiation of meaning. Moreover, students feel comfortable with social-networking sets because they could conceivably assist individuals' personality types and the learning preferences in expressing a relatively anxiety- free progression during their L2 learning process. Thus, it is stressed that Learners are encouraged to express their opinions more freely in online social spaces in comparison to their interactions in face-to-face setting (Harting, 2017). Even the interviewed teachers have the idea that interacting with native speakers could be the best way to develop their use of the English language. Therefore, it was observed that some of the students in classroom discussion they mostly illustrate from social networking sites like Instagram celebrities, Face book pages and films.

Looking at emails as one of the main channels in many different settings including higher education context .The use of email has been customary among University students and teachers as it serves a requesting purpose such as a student's request for clarification, help or other course related- information. Despite student's awareness of the necessity to formulate polite messages, they still have difficulties in composing ones, and this can be summarized in three major points .Firstly, they disregard the significance of indirect language use to address teachers .Secondly, they disrespect the social distance between teacher-students relationship by addressing their instructors with high level of imposition .Thirdly, they lack explicit standards to compose polite emails. In addition, when their teachers complain about their informal emails, here some of respondents of this question declared that they make use of the term sorry or I apologize which means they employ apologizing as part of indirect

speech, while the rest of the respondents did not provide any example which means they ignore numerous types of politeness strategies or they do not know how to deal with this situations. However, we cannot ignore that misunderstanding also can occur because emails lack verbal cues that may clarify misunderstanding .In this respect, email has a significant role in developing student's pragmatic competence because through frequent email discussion, students will distinguish between polite and impolite language. In addition, it may offers the chance to learn more about formal speech which implies that it helps to discover formal expressions and terms especially in academic speech situations .As a result , offering a comprehensible account to enlarge students' understanding of correct email use will reduce informal email production and achieve successful communication.

3.2Recommendations

In the light of the findings of this research work, the researcher attempted to show how well our learners' communicative competence would improve when exposed to authentic language materials. Hence, based on the analysis, it is considered very important to make the following recommendations:

Our study has been set in the university context, but we believe that pragmatic aspects should be taught at earlier educational levels, namely in middle and high school levels, where the syllabi adopted still follow a sequence of grammatical structures rather than language functions. Nevertheless, EFL learners still have the chance to develop their communicative competence in higher education since they are already familiar with grammatical structures. Thus, EFL teachers are in favor of looking at reality where learning a language is to appropriately use it in different oral communicative situations and context .In this respect, the introduction of pragmatics and culture in EFL classes in general and OCE ones in particular is utterly recommended .

Yet, the analysis of the test which targeted the speech act realization of requesting and apologizing showed that the sample employed some strategic, mainly preparatory, that complied with the appropriateness norms. However, this is not quite enough to say that their pragmatic skills are satisfactory regarding the opposite results obtained through the observation grids and their responses on the question of email writing .The analysis showed that most of the students especially those who prefer to

be silent in the class ,They lack adequate knowledge of the linguistic elements required for appropriate use of the target language for functional communicative purposes, which involves low mastery of the basic conversational principles, mainly those of manner and quantity and a pervasive weak control of the linguistic features of the target language .Yet , it has become quite necessary to create opportunities for reflection, discussion and comparison of speech act so as to raise learners' cross-cultural awareness , since learners with this level are likely to perceive the way they use language as the natural way .Teachers may from time to time ask their learners how can you say this in your mother tongue? How can you request such a help politely in your language? How can you translate this into Arabic and does it function adequately in an identical situation?

As we all know , so many processes affecting language learning are utterly hidden from teachers view; students' needs, their learning styles , their Interlanguage systems , their motivation and other problematic ,like; Students are often shy and tend to avoid interactions with other class members, and social pressures in the Algerian classroom prevent students from expressing their opinions and feelings. In fact, we really do believe that those teachers who find it difficult to make students involved are not aware of what is actually going on in their classes .Teachers are required to employ methods and techniques that may nurture students' motivation and interest in the learning situation and at the same time eliminate all sorts of language anxiety, or any other hindering psychological factors.

Incorporating and using authentic materials in a foreign language classroom can be a relevant experience for they can not only capture students' interest and stimulate their attention but they are very important source of motivation. It is true that authentic materials are often considered too difficult for any but the highest level students, but they still can be used with lower level students if the difficulty of the task is adjusted to suit the learner's level. However, it remains that for exposure to be efficient and for the input to be comprehensible they require carefully designed tasks and activities; this means that the level of difficulty can be controlled by the selection of the task. Teachers should also give special consideration for audio and video materials in terms of sound quality, rate delivery, register, the number of speakers etc. Another important point is that teachers should also pay attention to the length of the

material so as to avoid information load, because lengthy materials cause boredom and fatigue.

It has been observed that some EFL teachers, particularly older teachers, do not have direct access to authentic materials. In which they lack the understanding and expertise to effectively select and exploit AM to meet the needs of learners. In this case, training becomes critical to overcome obstacles, and institutions should plan specific training for English as a foreign language teacher.

3.3 The implementation of ICT tools in EFL classroom to improve learner's communicative and pragmatic competence:

In reality, pragmatic competence is a major component of communicative competence that needs more attention. However, In the EFL setting, in particular teaching pragmatics is faced with some challenges that relate to teacher experience, professional development as well as to authentic materials and assessment. Therefore, we cannot deny that authentic materials have also their drawbacks, that most of the teachers seem to be reluctant to the use of AM because those materials from the real world seem to be more difficult for the learner in terms of the speed of delivery, varying accents, the variety of vocabulary items which are most of the time beyond learners' grasp. Thus, since our objectives are to prepare our learners for authentic language use, we believe that despite all these impediments, if those authentic materials are properly selected, and carefully implemented they could trigger learners' motivation.

Relevancy:

Learners' listening skills are enhanced by inculcating good listening habits. Therefore, the teacher should select the most suitable material that keeps the learners motivated and interested, by taking into account students' interests, needs and goals.

Comprehension:

Learners often use what they already know to construct new understandings. If the new information does not fit into what the student already know. Then we would be expect that there would be no differences in learning methods. Therefore, for the learning material to serve its objectives, it should not go beyond the learners' conceptual, linguistic or cultural knowledge. As Rogers and Medley 1988: 472 point

out “The primary concern should be that the task’s level of complexity corresponds to the students’ cognitive, affective and linguistic abilities”

The Design of listening activities

There are steps that must be followed when designing classroom listening activities: there should be a goal for each listening task, the optimal choice of the type of the material, the level of the students and the difficulties they may face. So, there are methodological guidelines that are standard for teaching listening:

*It is very important to allow the class to a warm up. Where the teacher simplifies the content and getting them familiar with it. Tasks include; discussion questions and answers, brainstorming the topic, prediction with visual aids and word associations.

* Start the exercises from the easiest to the hardest.

* Make your Instructions clear and students must understand their task.

* Students should complete their tasks independently, without the intervention of the teacher.

* Preparing follow-up activities for more detailed understanding and for avoiding confusion of listening skill.

*Following each task, feedback is required to examine and discuss learners' answers.

These procedural instructions entail three important phases: Pre- listening, While -listening and Post - listening.

Pre- listening Stage

Activities that learners do before listening to the passage in order to contextualize the text and prepare them for what they will hear. The audience may need to be exposed to less common vocabulary that can create listening barriers, they may need also to be reminded of what they already know about the topic or they need to express their feelings about it. According to Rost (1990:232) the role of such tasks is to: “Provide explicit context, clarify purposes, and establish roles, procedures, and goals for listening”.

The following techniques are suggested for preparing the learners for the coming tasks:

- Deducing the content of a talk or conversation from its title.
- introducing vocabulary and background knowledge by discussing the topic.
- Try to guess the topic of the listening from the picture that they described.
- Responding to questions about the subject.
- Associating words.

During – listening activities

While listening to any texts of any kind, learners must be engaged in a purpose of listening. For our learners to really develop their listening skills, they need to listen three or four times, which usually works quite well because the first time students hear a text, they have to adjust to accents and the speed at which people are speaking, In general, They are motivated to focus more on listening to the specific information. Students are asked to complete activities in order to gather information for an overall understanding of the text. While listening activities serve as mirrors, reflecting learners' active participation and assisting them in the development of their listening strategies.

Furthermore, it is also recommended that teachers practice the tasks before presenting them in class, such as selecting the materials and type of activity to match the students' level. In fact, a diverse range of listening activities is possible, including the following.

- Gap fill the blanks graphs/ tables etc..
- checking by multiple choice items.
- .Providing missing, expressions and words.
- Ordering events and steps.
- True / false.
- Listening for gist information.
- Foresee what will happen next.

Post – listening activities

Post-listening activities include all tasks that are completed after listening to the text. Some of these activities may be extensions of pre- and while-listening work, but others may be unrelated to them at all and present a completely independent part of the listening session. At this stage, students can apply what they have learned to their own opinions, ideas, and experiences. Teachers prepare such tasks to provide immediate feedback at the end of listening sessions. It is important to keep in mind that maintaining the same level of involvement and interest will be difficult if feedback is moved to another session.

In post-listening, teachers are free to vary the activities based on their goal but specifically include:

- Information exchange in order to test the students: having a debate, making a comparison, justifying the argument and analysing.
- Summarizing the information through various activities.
- Problem solving (moral problems and solve puzzles).
- Define a theme and create a role-playing game.

Authentic video materials:

Authentic video recording materials considered as an immediate help in many areas of language teaching, including listening, speaking, reading, and even writing that expose the student to experience a living language with all of its extra linguistic features, rhythm, and intonation which they are unlikely to encounter in any audio taped or printed material. In addition, there are standard equipment in many schools and universities such as radio, television programs, data show and CD player that can be used also. As Underwood (1989: 96) explains it:

“The purposes of video recording empower instructors to call attention to the numerous visual pieces of information which audience members use to assist them with understanding what they hear. Students will see whether the speakers are youthful or old, happy or angry, requesting or complaining”

In the last few decades, audio cassettes were used to deliver listening texts; however, in recent years, video recordings have become to serve as the foundation for listening and speaking activities. Video recordings are now receiving a lot of attention due to the rich input they provide for learners. Genuine viewing provides both audio and visual information that aids comprehension.

- ✓ Gives students the opportunity to hear native speakers, especially if the teacher's mother tongue is not English.
- ✓ Students can see the facial expressions, gestures, and body movements of the speakers because speakers are visible, and listeners can use all nonverbal cues to interpret the message.
- ✓ Students can be exposed to a rich variety of content.
- ✓ Students can learn about different varieties of English pronunciation.
- ✓ Simple to operate and recordings can be replayed indefinitely.
- ✓ Students will be able to determine whether the speakers are happy or sad, old or young, complaining or requesting.

In short, authentic video materials are extremely valuable because they allow students to see what body language people use ,how they speak, and what they wear (kinesiology). According to Lonergan (1984) “videotaped materials provide visual and paralinguistic cues such as proxemics, kinesics, and vocalization. Gestural expressions, facial expressions, and other physical movements can also be studied as cultural markers and examples of how body language improves communication”. Add to that, when it comes to providing cues for comprehension, authentic video materials outperform many other materials.

So there are two processes involved in listening. The first is bottom-up processing where the listener practicing the components of the language(sounds , words, grammatical structure) that allows the student to familiarize and pay attention to phonemic awareness in understanding spoken English . Top -down processing on the other hand deals with a discussion of what the students already know about the topic to understand the information received. However, this is only a short -term strategy and does not always help them to be more proficient in listening (Wallace, 2012). This is because if the listening context is unfamiliar, it is unable to evoke any schema, or the schema is incompatible with the speaker’s intended meaning .Research by Chiu (2006)

has pointed out that it is best to combine both processes in teaching listening comprehension, and for teachers to find a balance between language word-focused listening and meaning-focused listening (Newton & Nation, 2020). This is known as interactive processing.

Pre-Viewing activities:

This preliminary step is designed to supply learners with basic information about the topic and context of the viewing. . They can be a reading activity if the video clip comes with a script, warm-up discussions, and introducing new vocabulary. This step takes between ten and fifteen minutes to complete. Its main goal is to pique curiosity and focus students' attention on what they are going to do and to prepare them to successfully complete the activities associated with the material.

While-viewing activities

At this level while students watching, they can take notes because they have already created a link between the presented listening task and the video content. The teachers will allow the students to watch and listen to a fragment of the video and they will pause it and asking them to predict what will happen next, reply the clip when there is ambiguity and ask some comprehension questions to avoid any misunderstanding. Therefore, activities can varied from simple to complex depends on the nature of the task such as filling the gap (table, graphs), classifying, completing sentences, ordering, and so on.

Post- viewing activities.

After watching to the video. Teachers have to do so many activities, for example; diving the class into groups, so the students can write a paragraph expressing their opinions, their personal experiences and knowledge about the topic, they can support their ideas with the information provided in the video .Develop students' memorization, such as allowing them to organize and recreate all the scenes, or asking them to summarize what they learned from the video. Lastly, to realize how much students have understood, ask them to create a different title of the video, taking into account its content and after finishing, they should report in class what they have done. The goal of this step is to collect feedback in order to assess students' comprehension.

Limitations

This study constrained by a number of limitations arised from the research participants and the process of data collection .The first limitation is time constraints, longer time would help us to conduct the experimental study tool for other sessions. Second limitation is due to the restricted number of third year EFL students, the majority refused to answer the questions by saying inconvenient excuses or submitting a blank paper, the researcher was able to collect only 50 participants .Clearly, the inclusion of more participants could improve the validity of my data. Finally, there are some teachers who refuse to help us with answers.

Conclusion

The last chapter, the researcher sheds light in the very necessity of carefully selecting the most suitable authentic materials and to design appropriate activities that can prompt optimum learning results, since they foster language acquisition and contribute in building communicative competence in foreign language learning.

From the result obtained, the researcher can conclude that developing the EFL students' pragmatic competence is not an easy task for the oral expressions teachers; since they are going to take into account different factors, and to play different roles within the classroom. However, speaking skill cannot be taught without taking into account the pragmatic aspects of the target language. Since, speaking skill is associated with peoples' interaction in different contexts. Hence, we believe that it is only through authentic materials that our learners will experience English as used in real life with all its features: speech acts, shifts, turn taking etc.

General conclusion

General conclusion

Nowadays, with the increasing advancements in communication technology and acceleration of globalizations, English is gradually becoming a world language; it is most common language in business, science, aviation, the media of the internet and tourism .For that reason, the primary goal of learning English is to be able to communicate effectively, it is not just grammar, spelling, and diction that determine successful communication among intercultural speakers. The aspect of social awareness or what is referred to as the pragmatic competence of communication can be just as important. Without a solid understanding of pragmatics, non-native English speakers may encounter professional failure in their future.

To ensure easy-to-understand input, authentic video materials should be implemented in our EFL classrooms .In this respect, the primary objective of this research is to provide insights into the effect of using AM on the development of learners' pragmatic and communicative competence .A second objective is to recommend a careful selection of those materials in order to avoid diverse of spoken language, linguistic and cognitive complexities, length of the video and the abundance of information that the students cannot absorb, it is equally important to focus their attention on type of the tasks and activities that could enhance that development. However, the implementation of technology is not only proposed for oral expression teachers but EFL teachers in general especially for those who teach civilization, literature and translation, they can contribute in developing the level of awareness in the student. Because, most of these authentic materials reminded us of our experiences in learning a language, they remain firmly in our memory over the years while so many others have faded .It creates a desire to work with and understand the material. It is closely connected with our feelings and imaginations Thus; a great deal of language is learned when trying to decode the messages that transmitted by the author

The development process in EFL learners' pragmatic competence provided from two sources teacher inputs and student outputs. The teacher inputs are the classroom activities, books, lectures and technology assistants such as computers and the internet used to educate the students. The student outputs are the instances of students speaking the target language with native speakers, interacting and learning on

General conclusion

their own outside the classroom, such as web-based interactions, chatting and email can add a new dimension to learning pragmatics to link the foreign language learners to native speakers and teachers. Thus, together these inputs and outputs result in learning pragmatics.

Coming back to teaching English in the Algerian context, it can be said that despite the emerging development of various fields of linguistics that contributed significantly to a deeper understanding of the concept of Language and communication skills such as discourse analysis, sociolinguistics, and pragmatics, but there is a little impact on Algerian EFL classrooms. Unfortunately, institutions, learners and, teacher trying to change the paradigm and develop it for the better, but the situation remains the same.

To sum up, the call for authentic language use require special training for the teacher on pragmatics teaching and intercultural understanding .The researcher expects that it will draw much attention for the integration of pragmatics in different EFL curricula to be taught as whole subject matter in lieu of a subdivision in the linguistics syllabus.

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Appendix

Appendix “A”: Questionnaire for Third ear LMD Student

“Dr.MoulayTaher,Saida”

Dear students you are Kindly requested to fill the present questionnaire which is a part of a research we are carrying about “The impact of Technology in Developing Pragmatic Competence” , We would be very grateful if you accept to fill it with most honestly possible because it is very useful and anonymous , your contribution is highly appreciated.

Questionnaire:

1- Your level in English

- | | |
|---------------------|--------------------------|
| Advanced | <input type="checkbox"/> |
| Upper- intermediate | <input type="checkbox"/> |
| Intermediate | <input type="checkbox"/> |
| Pre-intermediate | <input type="checkbox"/> |
| Elementary | <input type="checkbox"/> |

2- In which skill do you find yourself weak (you can choose more than one answer)

- | | |
|---------------------|--------------------------|
| Grammarskill | <input type="checkbox"/> |
| Vocabularyskill | <input type="checkbox"/> |
| Listeningskill | <input type="checkbox"/> |
| Communication skill | <input type="checkbox"/> |

3- In your opinion, to learn English language you need to focus more on:

- | | |
|--------------------------|--------------------------|
| Communicative competence | <input type="checkbox"/> |
| Form | <input type="checkbox"/> |

Justify:.....
.....
.....

4- Why did you choose to learn English?

- I love it and I find myself skillful in that language ☐
- To get a job ☐
- To be able to communicate with foreigners when I travel abroad ☐
- Others ☐

5- In what setting do you feel that your English proficiency increases?

- Inside the classroom with** ☐
- Teacher's talk ☐
- General culture discussion ☐
- Courses using authentic (tools) ☐
- Outside the classroom with** ☐
- Social media network ☐
- Reading Books ☐

6- The use of ICT tools in oral courses helps students to improve the way of communicating between people

Yes ☐ No ☐

7- Integrating ICT tools in oral courses helps students not only to notice the correct form of sentences but also to learn new words, new expressions, and most importantly grasp the hidden meaning in the speech of native speakers

- Strongly agree ☐
- Agree ☐
- Disagree ☐
- Strongly disagree ☐

8- Did you learn how to perform actions including: Compliments, apologies, requests, refusals) in English?

Yes ☐ No ☐

9- Inside the classroom how interesting it is to learn the above mentioned actions with authentic materials

- Very interesting ☐
- Fairly interesting ☐
- Not very interesting ☐
- Not at all interesting ☐

10- State whether these sentences are appropriate or inappropriate according to what do you expect who is the listener

| Items | appropriate | Inappropriate | With whom do you think they are talking to? |
|---|-------------|---------------|---|
| 1-In your dreams, I have a lot of work , leave it for next time 2-I didn't finish my homework yet , give me more time 3-Hey, Marwa, can you help me with the class? Whenever you have free time, I would appreciate it. 4-I'm sorry, but I have a meeting that I must attend, I can definitely help tomorrow, just send me a message later to remind me. 5-take my mom to a dentist ,I have to study 6-i need to go, by 7-Please open the window 8-I know that you don't like to receive homework late but I would like to ask you for an extension because I had Some issues and I couldn't deliver it. 9-where is the menu. 10-I'm sorry, I'm always so busy in the morning that I forgot to bring your book , it's my fault and I will give it to You tomorrow. It will not happen next time, I promise. | | | |

11- Regarding your emails with your teachers, did you face any difficulty like have your emails been: (you can choose more than one answer)(if NO, please go to Question 12 below)

- Misunderstood ☐
- Viewed as disrespectful ☐
- Informal ☐

And how you dealt with it?

.....

.....

12- Do you tend to agree or disagree with this statement:” Social media is a useful platform to improve students’ English language competency”

Agree

☐

Disagree

☐

13- According to you, how can a student learn to use English language appropriately to be like a native speaker?

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Appendix “B” Interview for Teachers of Oral Expression

This Interview intended to collect information on the use of technology to develop EFL learner’s pragmatic competence. Some of the questions differed according to the teacher's responses

1-How long have you been teaching oral expression?

2 -Which according to you more effective; authentic material or non-authentic material?

3-What is your object in teaching oral expression?

4-You based on what criteria when you selected authentic material like linguistic, culture or cognitive?

5- You based on what criteria when you teach oral expression?

6-How would you assess your students’ level of competence in communication?

7-Do you think that pragmatic can be taught?

8- What kind of authentic material do you find it useful in teaching pragmatic?

9-How do you find your students in writing emails; their complaints...etc?