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The Use of Pragmatics for ESP Purposes
First Year Master Degree Case Study

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Dedications

Thanks to Allah, who gave me enough effort to finish this work successfully.

*To my dear mother, my angle, the person who stood beside me in every detail
in my whole life*

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List of acronyms

E.A.P	<i>English for Academic Purposes</i>
E.B.P	<i>English for Business Purpose</i>
E.F.L	<i>English Foreign Language</i>
E.L.T	<i>English Language Teaching</i>
E.M.P	<i>English for Medical Purposes</i>
E.O.P	<i>English for Occupational Purposes</i>
E.P.C	<i>English for Political Context</i>
E.S.P	<i>English for Specific Purposes</i>
F.L	<i>Foreign Language</i>
I.C.T	<i>Information, Technology and Communication</i>
I.L.P	<i>Interlanguage Pragmatics</i>
L1	<i>The first Language</i>
L2	<i>The Second Language</i>
N.N.S	<i>Nonnative Speakers</i>
T1	<i>The First Teacher</i>
T2	<i>The Second Teacher</i>

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Abstract

The use of pragmatics is an essential component in teaching English for specific purposes. Therefore, teaching pragmatics context play an important role in the Algerian foreign language institutions. However there is no existent of pragmatics term in the E.S.P module and the lack of the classroom practices and materials hinders students competences to communicate confidently and comprehend the English context .This case study attempts to investigate teachers and students perceptions about pragmatics and its importance in the Algerian curriculum in E.S.P module. The present research examined the way of teaching pragmatics in English for specific purposes module for master students at two department namely: (Political sciences and Social sciences) of Saida university. Both quantitative and qualitative data have been used to determine the use of pragmatics in English courses. The methods of the data included questionnaire and the interview . The results of the study revealed that the E.S.P teachers encountered difficulties in teaching pragmatics knowledge in the E.F.L classroom and the value of E.S.P courses has been marginalized because of the lack of the authentic materials . To conclude , integrating pragmatics and developing the appropriate input and materials is important to be embedded in English language teaching . As it s important provide to provide the suitable curriculum for E.S.P module that address learners needs.

Keywords : pragmatics, English for specific purposes, pragmatics context, input, English language teaching .

General Introduction

General Introduction

(((Teaching English for specific purposes was and still an important issue in the EFL classroom. It emphasizes on developing the appropriate input meet students' academic or occupational needs. ESP is very critical and available to raise learner's ability and increase target performance competences. Teaching learners how to use the language appropriately is an opportunity for them to communicate the language successfully. Furthermore, teaching learner's pragmatics provides them to interpret the input. Pragmatics helps the second language students to build social relationship and avoid the misunderstanding of what teacher present within the classroom.

Generally pragmatics is all about context and the interpretation of the language use. It could be reliable for English for specific purposes. In fact, the use of English context in the department of Saida University has been disregarded and English context are not submitted by ESP teachers.))

The main aim of this study is to show the ESP teacher how to integrate pragmatics input in English module and to develop classroom activities related to the relationship between pragmatics and ESP module. This research attempts to find out the main obstacles that hinder teaching ESP courses appropriately and to highlight on the importance of using authentic materials included in English classes

The researcher sheds light on the term of linguistics pragmatics and its use in ESP module at the department of Saida University by investigating teachers teaching pragmatics and how they applied pragmatics knowledge in the EFL classroom

This study investigates how ESP teachers integrate pragmatics term in English classes. the current study tends to answer the following questions:

1-To what extent is pragmatics competent important to teach?

2-Why the use of the pragmatics term is become unnecessary in teaching English language?

3-What hinders teachers of English to teach pragmatics in ESP module?

The bachelor seeks to answer the questions above, the next hypothesis are:

- 1- The appropriate input in the EFL classroom may enhance student's skills.
- 2- Trivializing pragmatics in the department of Saida university could be due to the difficulty of its teaching.
- 3- The absence of the authentic materials and pragmatics textbooks may hinder teachers of English to teach pragmatics in ESP module.

The largest population were taught in this research is the first year master in two faculties (the faculty of political sciences and the faculty of social sciences) at the department of Saida University .Two scientific tools have been conducted in this research to gather data(the quantitative and qualitative) . The first tool is questionnaire given for political and social learners while the interview was presented for two English teachers.

The thesis is divided into three chapters. The first chapter presents the theoretical parts (the literature review). The second chapter describes the research instrument for data collection: the questionnaire and the semi structured Interview and include the analysis of the data were collected from the research tools. The second part highlights the significance the aim the limitation the significance of this current study.

The last chapter presents the data findings and the discussion of the result have been found in the second chapter and it includes some suggestions for teaching future pragmatics.

Chapter one:

Literature Review

1.1 Introduction

This chapter tackles the field of pragmatics. It emphasizes on the effective variables: teaching English pragmatics, pragmatics and English context, the origin of ESP, pragmatics and speech act. This theoretical part attempts to distinguish the relationship between the term of linguistics and teaching English for specific purposes (ESP).

1.2 The Definition of Pragmatics

The starting point in this thesis must be a definition about pragmatics. It is the linguistics term and refers to what any speaker or writer is trying to say, this term has been popular in recent and earliest years. A huge number of linguistics has been defining pragmatics (Charles Morris, Yan Huang, Yule, Leo Hickey, Stephen Levinson, Edgier, Tomlinson, Dash, Siobhan Chapman, and Mira Ariel).The first philosopher who defines pragmatics is Charles Morris, he

defines this paradigm as a branch of linguistics which studies the relationship of signs and interprets. Pragmatics is the study of speaker or writer meaning (Yule 1991). He said that pragmatics is about how people understand each other's linguistically. Besides that, Levinson (1983) summed up the meaning of pragmatics as the study of language usage.

In recent years, many philosophers have been touched on this branch. According to Ariel (2010, p.16), pragmatics considered as the necessary and welcome assumption. The term of linguistic studied how nonnative speakers develop and acquire their capabilities in the second language features (Huang 2012). He clarified that pragmatics is a field which has been sprawled and includes many linguistic subjects. Pragmatics is fast growing branch characterized by so many results of researches (Archer & Winch am 2012).

Chapman (2011) argued that pragmatics is the relationship between language and context, it is about human communication. According to Huang (2017, p.417), pragmatics is an important component of the mental grammar and comprises subjects such as Dixie, speech act, implicate.....

One previous study related with this study is the research that have been done by (212688304), Vietnamese learners in the faculty of Education and social work university of Sidney, by the title **“Teaching pragmatics in English as a foreign Language at a Vietnamese University : Teachers perceptions, curricular content and classroom practices”** . The results of this study show that English teachers still adopted traditional methods in English classroom and the lack of English training in the educational system. The purpose of this study is to investigate how English teachers use the target language in their teaching, how universities teachers think about pragmatics teaching and how they teach pragmatics knowledge to university students. The study suggests that teachers should rethink about curricular design and provide authentic materials for Vietnamese learners. Other previous researches related to this study, a master thesis about **“The case of The role of Pragmatics Awareness in developing E.F.L learners’ Realization of the Speech Act of Suggestioning students at Mohamed Khider in Biskra University “**. The dissertation submitted in Partial Fulfillment of the Requirements for Master Degree in sciences of Language (The Faculty of Letters and Language 2018). The aim of this study is to show that pragmatics is necessary to enable E.F.L learners to communicate the language and to investigate the appropriate way to develop F.L learner's pragmatics abilities.

1.3 Pragmatic Competence

Pragmatics competence in ELT allows FL learners to use the target language effectively and provides higher degree in their contextual competences to perform and interpret the English context within EFL classroom. For Salgado (2011, p.05) explained that pragmatic competence is the knowledge of linguistic forms and social rules therefore the speaker can perform and interpret the context in any specific language. Another definition proposed by Sukesti (2014, p.32), pragmatics competence is how foreign language learners perform the English context and how they use the language in different ways or actions based on the context. In other words, it is the knowledge of communicative speech act to perform the context appropriately.

No far from this, pragmatic competence defined as the ability of providing good understanding, communicating, discussing several aspects “speech act, direct indirect meaning, formal and informal situation” Felix & Shively (2021; p.30) in “Salgado” words (2011, p.7), pragmatics is composed into two components: illocutionary competence and sociolinguistic competence. Illocutionary competence is the knowledge related to language functions performance while the sociolinguistic competence deals with the ability to use those language functions appropriately in a specific context. For Bachman (1990, p.86) explained that language competences classified into two types: organizational competence and pragmatic competence. Each type of this component includes several categories.

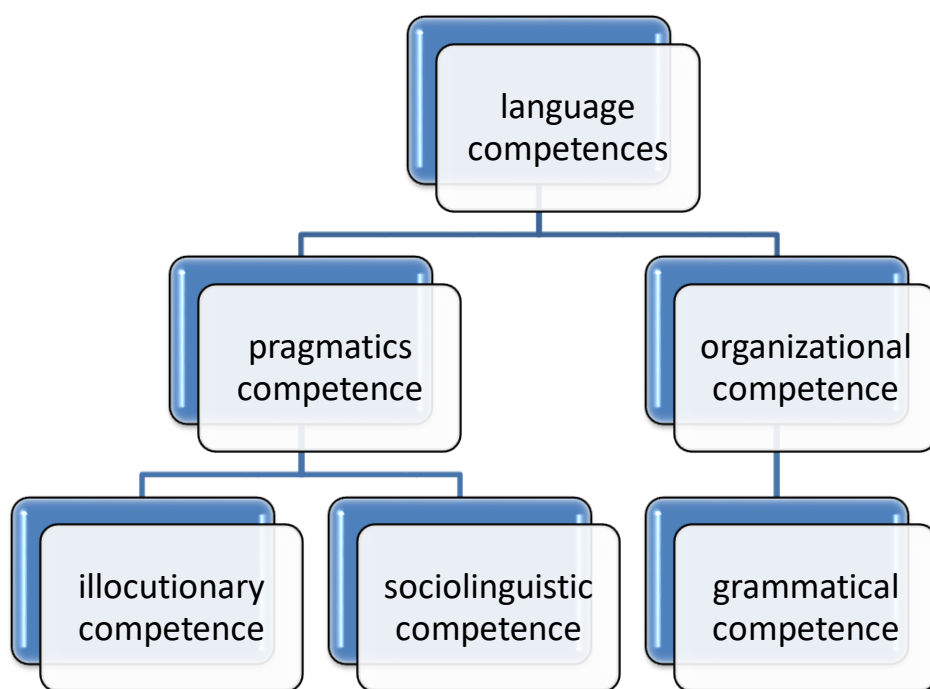


Figure 1.1: The tree Diagram of Language Competence According to Bachman 1996

In addition to what previous linguistic said about pragmatics competence, there two issues impede learner's opportunities of developing pragmatics competence (Flor & Guerra 2003):

1. Teaching English language pattern narrow FL learners to interact and collaborate freely.
2. Materials input are not effective enough to realize better accountability in teaching English students how to use the language.

Furthermore, some passive ESP teachers resort to adopt and depend on the mother tongue thinking mode i.e. teaching the direct translation method taken from the mother tongue is widely a critical aspect that hinder student's capability to learn a specific context and to express words and ideas in debates independently in the classroom.

1.4 Pragmatics and Speech Act

Speech act is a necessary concept in the field of pragmatics .Speech act theory is how nonnative speakers use and utterance words or sentences to do things. According to Harling (2006, p.281), speech act theory are the most widely studied aspect in the inter language of

pragmatics. Speech is the ultimate goal in language teaching because it is the ability for learners to perform and comprehend L2 and FL context (Martinez-Flor, 2010).

Up to this point, for Vanderveken(2007, p.7) cleared up that speakers attempt to perform illocutionary act such as “declaration, promises, questions, apologies, orders, request, offers and refusal ; illocutionary acts are the performance of what speakers mean and destine to get the listener good understanding.

1.4.1 Types of Speech Act

According to Gbenga (2018, p.51) stated that speech act includes three types:

- I) Locutionary speech act: the act of saying something or producing something.
- II) Illocutionary speech act: the act of saying something and performing through expression to be the intention of the speaker.
- III) Perlocutionary speech act: this type refers to what is being done by saying something with effecting of the utterance to make the listener effect or behave in a certain way.

The type	Meaning	Example
Illocutionary act	When the speaker interpret something with meaning	Ex: “How are You?”
Loctunary act	When the speaker interpret something with another intent	Ex: “ it is cold in here”
Perloctunary act	When speaker interpret With intent to influence the hearer	Ex: “You look pretty “

Table 01: Speech Act Types According to Gbanga 2018

1.4.2 Classifications of Speech Act

According to Trosborg (1985:14) There are five classifications of speech act :

A) - Representative

This type is about what speaker believes or does not believe, it includes suggesting, informing, insisting, swearing, arguing, claiming, reporting, criticizing. For instance, «you have to come with me to the party “the speaker insists in this statement.

B) –Declarative

Representative type is about the role of the speaker in a specific context, it comprises confirming, rejecting, approving, disapproving, blessing. For example,” I reject any one give me an advice about my life “the speaker reject in this sentence.

C) –Expressive

Expressive means the speakers feeling about something, this acts are apologizing, thanking congratulating, greeting. For example, “I’m sorry I did not come to your party because I went to my mother doctor “in this fragment the speaker is apologizing.

D) –Directive

Directive kind means the speaker want the listener to do something; it is about request, order, suggested. For instance, “can you pass the salt?” it is the act of requesting.

E)–Commissives

The last classification is commissives and it involves future actions, this type includes offering, refusing, promising. For example,” I just prepare a tee “the speaker is offering in this statement.

1.4.3 Speech Act Strategies

Joshi (2014) stated that there are two ways to express what the speaker said or mean. Direct and indirect speeches are stylistic aspects from conveying messages (Coulmas, 2011). For Barhan (2012) said that it is difficult for English speakers to use the indirect speech however

they might easily recognize the relationships between different structures such as declarative interrogative and imperative. The direct speech act shows simple correlation between forms and meaning of the utterance while the indirect speech acts need assumptions of the part of the hearer (Gbenga, 2018). Not far from this, Juan (,p9) explained that the direct speech acts present a declarative form to the statement, in contrast the indirect speech is the use of the same declarative structure to make a report.

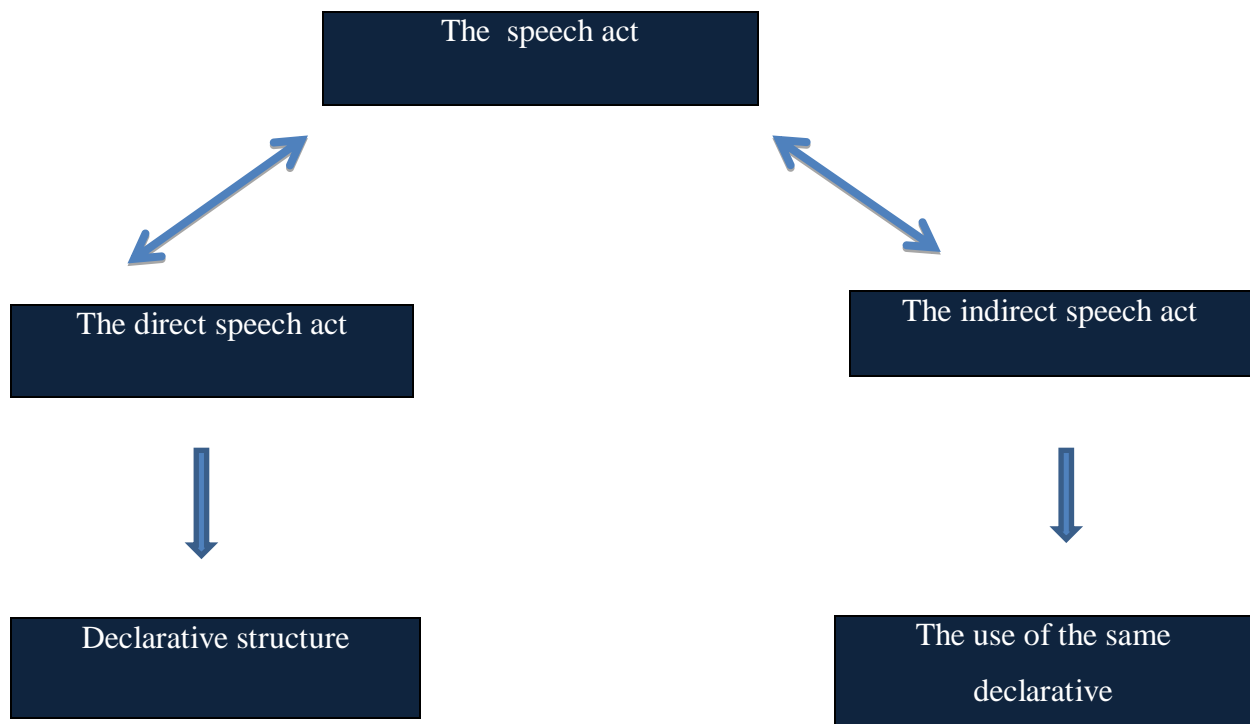


Figure 1.2 Speech Act Strategies According to V Justova_ Borno 2006

According to Jajari (2014, p3) stated that indirect speech relates to the expressions whose linguistic structure which does not return directly its communication purpose, whereas the direct speech is achieved as to the literal illocutionary content in the utterance.

1.5 Pragmatics Teaching within The E.F.L Classroom

According to Bardovi-harlig (2003) pragmatics aim is to develop high level in increasing learner's pragmatics awareness and provide good opportunities about their interaction in the target language , these interaction helps learners become popular with the range of pragmatics devices and activities in language . For Emaliana (2013, p.14) pragmatics is a field of linguistic that study how language is used in interaction. Here is Guerra (2003, p.16) arguing that teaching pragmatics paradigm is essential and can be successful and there is a need for instruction in foreign language pragmatics. In other words classroom pragmatics discussion is the appropriate setting to provide feed backs and explore prior impression of E.F.L learners; the classroom is an important place for interpretation of language use where tertiary learners increase and equip their skills and competences. According to Solar and Martinez-Flor (2008, p.39) explained that the classroom context and the expert inputs provide the chances for learners to engage conversational roles situations with speakers.

1.6 English for Specific Purposes (ESP)

General English is teaching English (EGP) for any group and any sort whereas English for specific purpose (ESP) is the study of English language for specific groups and related just to the knowledge that are necessary. ESP designs the needs of learners and teaches students merely what they need to learn in their domain. It provides learners with competences and specific context meet their academic and occupational target wants. In ESP, learners use English as a mean to carry out their pursuits. For instance, medical English students want to study English language to read medical articles. According to Dudley (1998, p.13) defined ESP as a practical field that help students to learn and it is not merely about the content but it relies on the activities and concepts of the broad discipline. As for Basturkman (2009, p.6) claimed that ESP has developed to facilitate language learners to deal with language features and to advance professional capabilities and workplace. He stated that ESP must be design to fit students' concepts in order to develop their underlying competences. English for specific purpose relates to teaching and learning English as a second or foreign language for learners to allow them use the language in specific discipline (Paltridge and Starfield, 2014). Not far from this, another definition given by Kenny and Jian (2019, p.1) explained that making learners use English language is specific aim is what differs ESP from general English, it goals is to serve learners communication needs. Teaching students what they need to perform certain needs more efficiently is more important for them to rich the target situation. As for

Stojkovic (2018) said that ESP aim is teaching English language to adhere job situation and effective linguistic preparation. Moreover English for specific purposes (ESP) is an integral aspect of English language in which relates to teaching vocabulary and skills that English student are need, its aim is to determine the pursuits of a particular group of students.

1.6.1 Types of E.S.P

According to Paltridge and Starfield (2014, p.2) determined that English for specific purposes includes others area such as English for academic purpose (EAP), English for occupational purpose (EOP), English for business purpose (EBP), English for medical purpose (EMP). For Dudley-Evans and john (1997,p.5) classified E.S.P in two domain areas English for academic purposes (EAP) and English for occupational purposes (EOP) , the following figure summarizes all the divisions

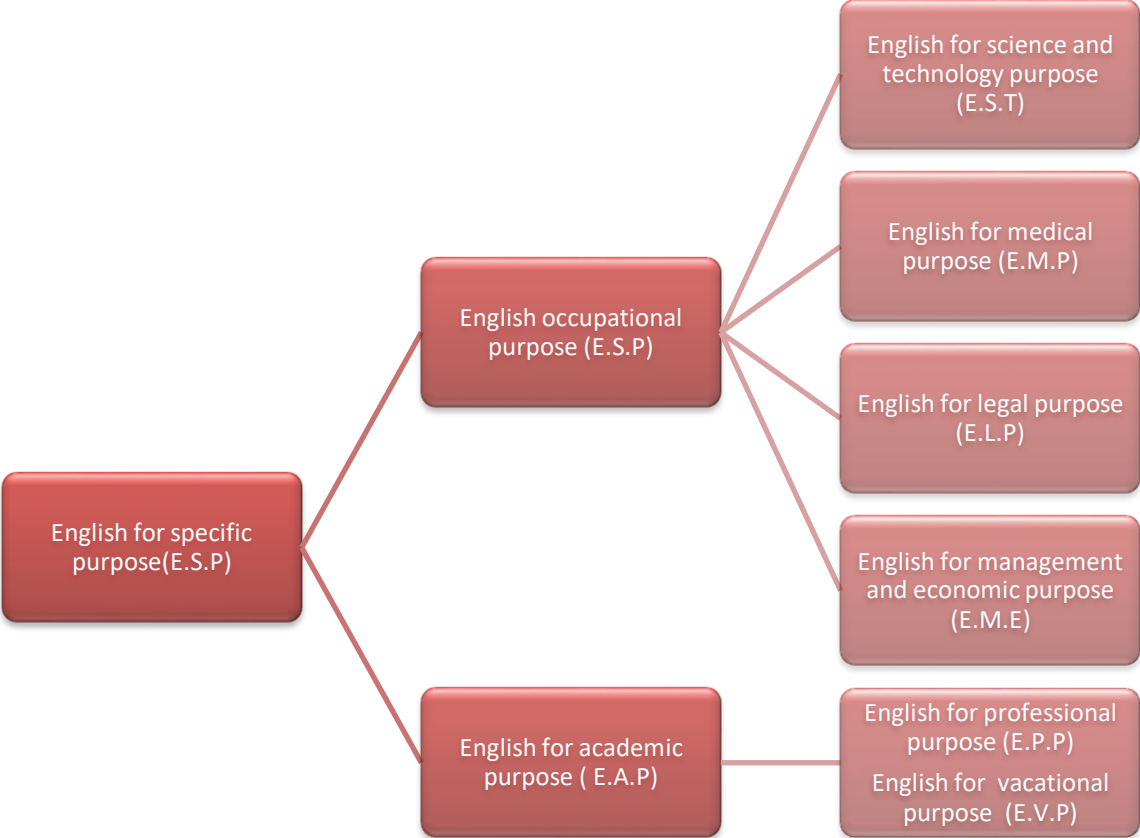


Figure 1.3 Types of E.S.P (Dudley Evans, and ST John M 1998)

Another tree diagram is proposed by Dudley-Evans and ST John in figure 1.4 about the types of ESP. Dudley-Evans and ST John divided English for specific purposes into two areas EOP (English for occupational purposes) the subfield EOP is about pre- experience, stimulating and post – experience while EAP is about school subject and for study in a specific discipline.

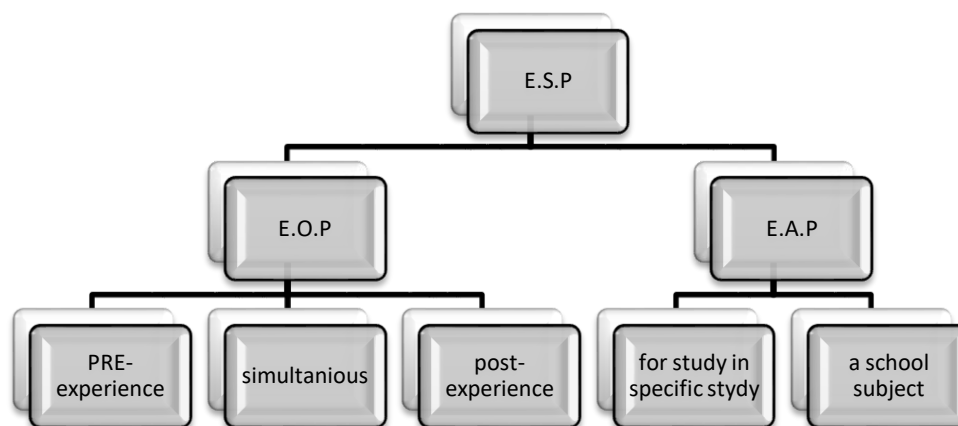


Figure 1.4 E.S.P Classifications According to Dudley – Evan sand ST John

1.6.2 The Development of E.S.P

According to Kikgoz and Sikilitaz (2018) said that English for specific purposes 3(ESP) appeared after the Second World War, it was the new beginning of technology and the prosperity of scientific and economic activity. Therefore it was necessary to adopt a need for unified English language and that is what made the target language spread over the world because of specific reasons. Since the early of 1960s, ESP has become one of the prominent fields of teaching in universities with the developing of ESP courses and it has continued significant and fast transformations over the years. In 1970s, English has been a center of interesting in both business and commercial commodity. In 1970s and the beginning of 1980, the main emphasize in ESP teaching was on grammar and terminology (Fostranet -Gomez and

Raisaneu, 2008). According to Hutchinson and Waters (1987, p.8) mention that the advance of English for specific purposes (ESP) was brought by a connection of three important aspects: the evolution of linguistic domain, Educational psychology and the importance of English needs. Dudley – Evans and ST John (1998, p.25) clarified that in the early of 1970s it was critical to establish the needs for ESP work. After the Second World War the United States gave English its predominance as international language for science technology and business and the international development started from 1960s (Monnier,2018).

For Hutchinson and waters (1987, p.9) clarified that undergone fifth phases of development:

1.6.2.1 The Register Analysis

Dudley – Evans and ST John (1998, p21) explained that the register analysis emphasizes on the grammar and vocabulary related to scientific and technical English, he pointed out on to key elements: teaching students the passive voice and the present simple while the second element was the significance of E.S.P textbook. Paltridge and Starfield (2014 , p.7) confirmed that the main interest of E.S.P was English for science and technology (EST) in the academic context which involves statistical grammar within written discourses. The aim of this stage is to develop a relevant syllabus based on linguistic features and grammar. According to Bachiri(2017, p.13) confirmed that the purpose of register analysis is to design school textbook of language form that are found in science texts.

1.6.2.1 Rhetorical and Discourse Analysis

Rhetorical and discourse analysis is the second stage of ESP development It is about how writers desire texts and how sentences are linked to form paragraph. The main focus is to assimilating how sentence are linked in discourse to create meaning (Bachiri, 2017). Teaching English materials based on discourses allow learners to recognize textual pattern.

1.6.2.3 Target Situation Analysis

The third stage aims to the existence of scientific knowledge and give the importance and the priority for English course design to the target situation (Bachiri, 2017). The ESP course

enables learners to function in situation and use the language they are learning i.e. Identifying the target situation is the first step for course design.

1.6.2.4 Skills and Strategies

The fourth stage of ESP development is skills and strategies, it is about the abilities and competences of learners to acquire the second language. The strategies allow students to handle the surface of forms (Bachiri, 2017).

1.6.2.5 Learning Centered –Approach

According to Hutchinson and Waters (1998, p.14) claimed that how people use the language enable them to learn it. The fifth stage concentrates on the language use, E.S.P development based on understanding and comprehending of the language learning process .

1.7 The Liaison between ILP and ESP

English for specific purposes concentrates on the norms of discourse communities, grammar and pragmatics characteristics used within those communities, it is important to find ways to teach pragmatics in natural interactions (Bardovi-Harlig and S. Hartfod, 2005) Two research study about interlanguage pragmatics (I.L.P) and English for specific purposes (E.S.P) presented by Bardovi-Harlig and S. Hartfod (2005,p.158) to examine whether students use discourse communities to communicate with each other's for professional aim and to compared the nonnative speakers (NNP) with native speakers. As a result , learners moved from one speech community with native language norms to another speech community. As for Burksaitiene and Stojkovic (2019, p137) said that communicative competence is a method intended to use a meaningful language learning and problem solving, its goal is to enrich higher education students with functional linguistics for the future and the E.S.P focused on functional language in the use of the discipline.

1.6 Conclusion

The first chapter defined the term of pragmatics and English for specific purpose ESP following by guidance for reviewing relevant topic literature. It is important to examine previous researches in the thesis to determine a theoretical framework. The first type includes important point such as pragmatics competence, pragmatics and the speech act, the types of speech act and the liaison between interlanguage pragmatics and English for specific purposes. The next chapter is the practical part which comprises the methodology and the analysis of the data.

Chapter two:

Research

methodology and

data **a**nalysis

2.1 Introduction

The previous chapter presented a set of definitions about pragmatics, it reviewed what linguistics and philosophers have been written about the term of pragmatics in the earliest and recent years. The first chapter comprised the relationships between pragmatics and the ESP concerning what have been included in the previous part, the following chapter is about research instruments and data analysis.

English for Specific Purpose Teaching in The Algerian Universities :

Most of the Algerian students are trivializing the English language since they do not need it in their field . the second language learners study English language not because they are interested in but they need it for their occupational future purpose (Robinson,1991). Generally English courses in Algeria has become a widespread nationwide with its worthy value for ESP students(Lumen , 2012).the English courses is determined by the ESP teacher and the department at both faculties the faculty of political science and social science. Unfortunately, ESP is not submitted by the English teachers especially at Saida universities and they do not provide the relevant knowledge that meet the students needs and the pragmatics field has been disregarded since it has been an integral constituent to the EFL learning and teaching.

2.2 Research Methodology

The current study depends on gathering relevant information for the researcher and it emphasized on the mixed method approach in which both quantitative and qualitative data were utilized. This chapter is based on teacher's knowledge ; the data was used to investigate student's level of language use and engage semi structure interview with ESP teachers. It is

important to consider the most appropriate method for the intended study, methods of data collection are discussed emphasizing on questionnaire and interview

2.2.1 Mixed Method Approach

The mixed method research links between the qualitative and the quantitative approaches According to Nagy (2010:3) stated that the researcher utilize the mixed method in a single research study by combining two or more quantitative and qualitative research data

2.2.1.1 Quantitative Data

Quantitative research is the process of collecting/sorting out and analyzing numerical data (Albers,2017).the quantitative data focuses on the measurements , pre_existing data and questionnaire . one of the most effective way to present quantitative data are tables , graphs and pie charts (A Pal , 2017).

2.2.1.2 Qualitative Data

The qualitative data helps the researcher for exploring how and why things have happened. This type of data is a process of gathering descriptive data. This chapter explores qualitative methods such as the interview. The qualitative research aims to answer questions concerned to what people feel or think about something that has happened(K Seers ,2012).

The qualitative method used in this study to investigate the phenomena under investigation. It is a rich source of descriptions and explanations of human process (B.Miles and Huberman,2014).

2.3 Population of The Study

The sample population was chosen for this research comprises 71 graduated students (the first level of master degree) in two faculties: the faculties of political sciences and social sciences at Saida University.

2.3.1 Learner's Profile

The target population for the current study was made of (49.3) female students and (59.7) were male. (79.2%) were aged more than 22 years old whereas (20.8%) their age were less than 22years old. The sample population were taught for several reasons. The most important of which is because of students low level in English language education and their lack of interest in learning English .

2.3.2 Teacher's Profile

The study includes two E.S.P teachers counting the diversity of university specialties (the specialty of political science and the specialty of social science) concerning their age; both teachers were aged from 40 to 55 years old. It was noticed that the teachers were informative and supportive and they agreed to be interviewed. The reason behind choosing the E.S.P teachers is because of their long experience and their good conduct in teaching the English language.

2.4 Research Instruments

The work has been achieved ~~by using~~ two research instruments (the questionnaire and the interview). The questionnaire was distributed on 76 participants while the interview presented for E.S.P instructors. Both research instruments contain open and close ended questions. The main aim is to collect enough information about this research

2.4.1 Students Questionnaire

Questionnaire is quantitative research instrument that can help the researcher to have standardized answers. It is a series of written questions or statements that will be presented for respondents to take their answers. It is the process of collecting and analyzing data. It deals with numbers, length, value ...

2.4.1.1 The Description of Student's Questionnaire

The first research tool is the questionnaire, two questionnaires were destined to respondents in both languages (Arabic and English languages) and they had the opportunity to choose the language they want. The questionnaire included open and close-ended questions and multiple choices. The time for the questionnaire was about 30 minutes. The questions were clear and simple. The instrument was divided into three sections. The first section asked for student's gender, age and students English level. The second section was about students

attribute towards learning English and its importance and English knowledge in E.F.L classroom. The last section was target to give students some suggestions about how to teach English pragmatics in the E.F.L classroom.

2.4.1.2 The Analysis of The Questionnaire

2.4.1.2.1 The Analysis of The First Section

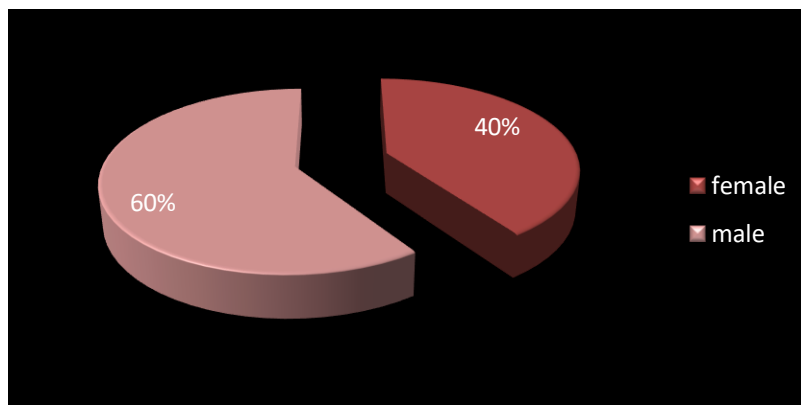


Figure 2.1, Student's Gender

According to figure 2.1, the results show that 40.3 % of those who answer my questionnaire were female and 59.7% were male.

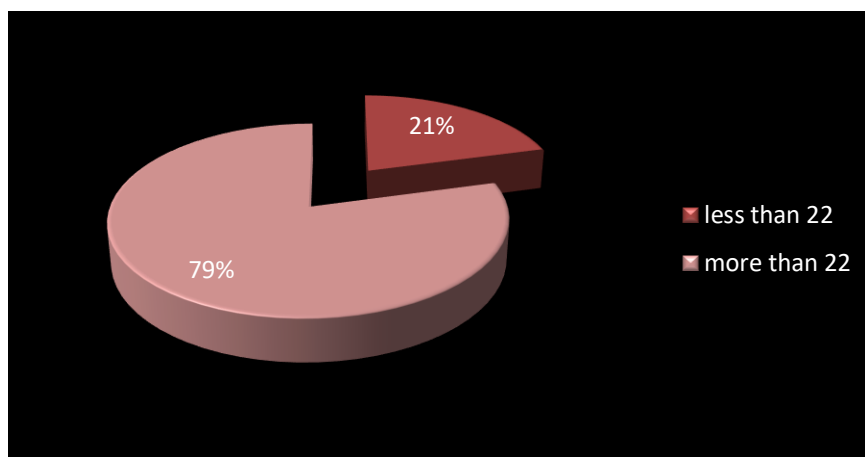


Figure 2.2, Student's Age

Figure 2.2 represented 79.2 % of students were aged more than 22 years old while 20.8 % were less than 22 years old.

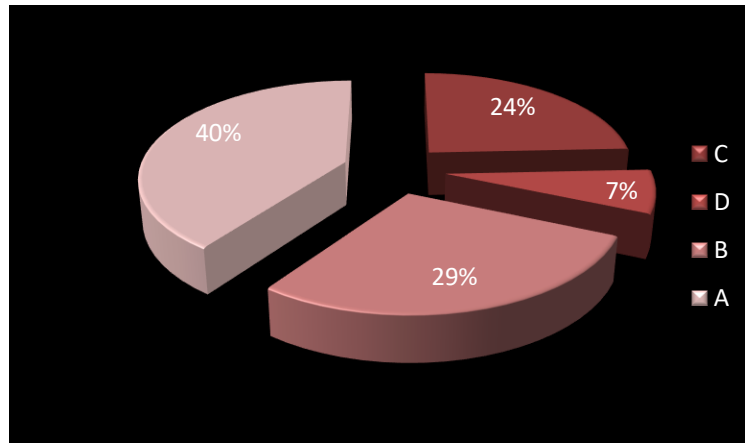


Figure 2.3, Student's English Level

This pie chart shows that 40 % of participants are excellent in English language (A). 28.6 % of students said that their English is medium (B). As such, 24.3 % claimed that their English is weak (C), whereas 7.1 % are very weak in English (D).

2.4.1.2.2 The Analysis of The Second Section

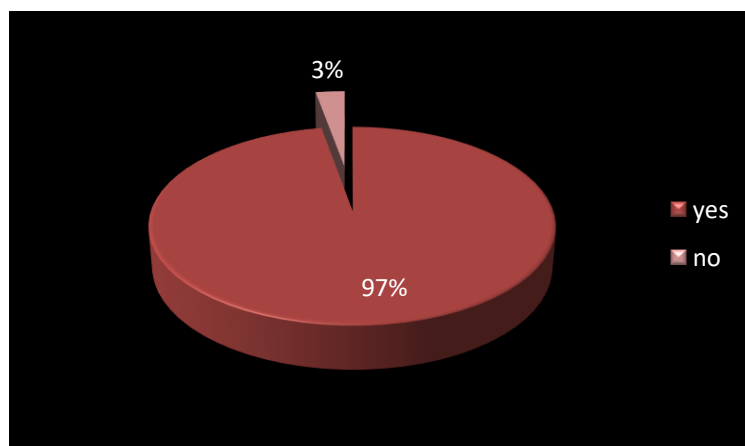


Figure 2.4, English Importance

The data shows that 97.2 % of respondents think that English is essential language. Likewise, 2.8% of the participants were against learning foreign language

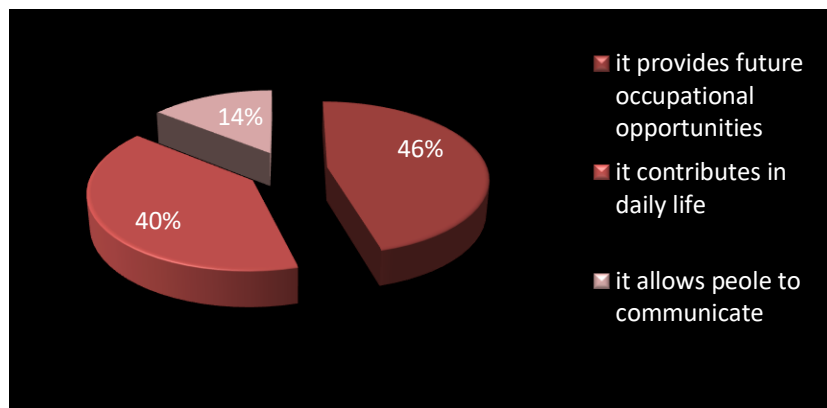


Figure 2.5, The Purpose Behind Learning English

All the respect to the above results, it elucidates that 45.7% of the informants find the English language teaching is interesting for occupational opportunities. Unlike, 40% of testers view that English help them in their daily life, 14.3 % of learners voted that learning a second language allow them to communication.

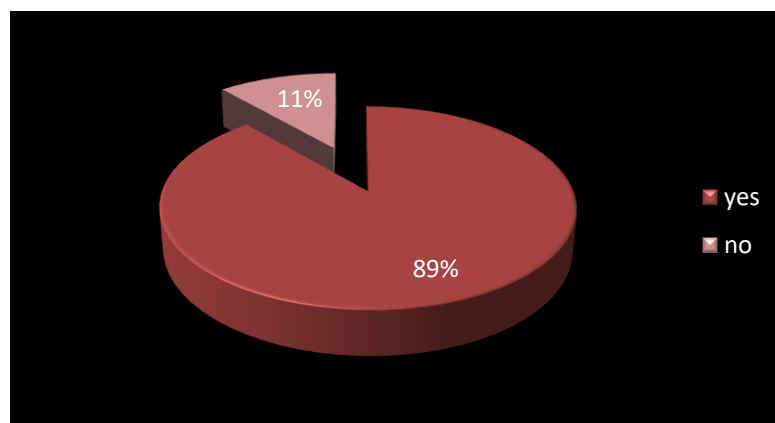


Figure 2.6, English Courses and Academic Needs

Figure 2.6 reports that 88.7 % of learners argued that English courses fit their occupational needs; whereas, 11.3 % of the respondents disagree. It could be said that English context do not suit students future occupational need.

Justification

English students have been justified why English courses do not fit student's occupational needs:

1-Learning a second language seems tedious for them.

2-There is no enough time for acquiring a new language.

3-Time for learning English is not enough and English context is not suitable.

4-To teach English grammatically and vocabulary, it needs for authentic materials.

5- Generally English is conceded as a modern language in our days, for its large users and speakers in so many countries; in daily life and economics and democratic in a particular.

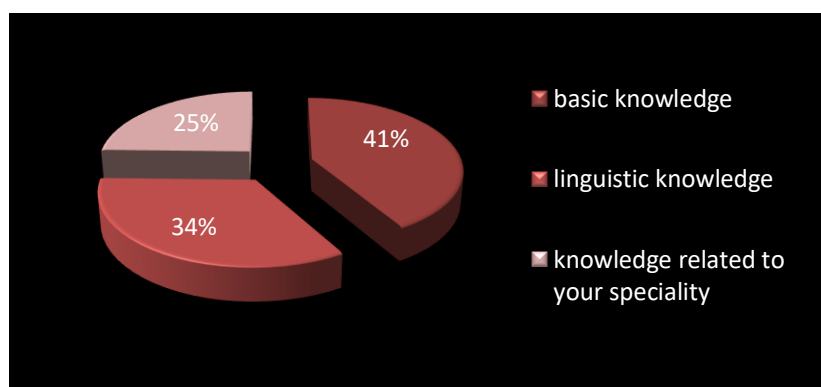


Figure 2.7, knowledge English Classroom

Figure 2.7 demonstrates that 41.5 % of the target thinks that knowledge they took are basic knowledge. 33.8 % of them stated that they learn linguistic knowledge (grammar, vocabulary, pronunciation...) in English classroom; Moreover, 24.6 % of the respondents learn knowledge related to their field.

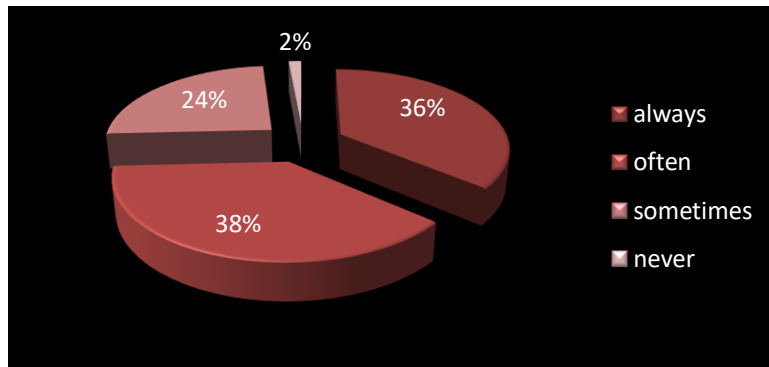


Figure 2.8 , Understanding Teaching Messages

Figure 2.8, reveals that 33% of the sample claimed that they always understand teachers messages and 34.7 % of them are often comprehend what teacher said in the E.F.L classroom Only 22.2 % of the informants sometimes understand their teacher. While small portion of population about 1.3%claimed that they never get teacher messages

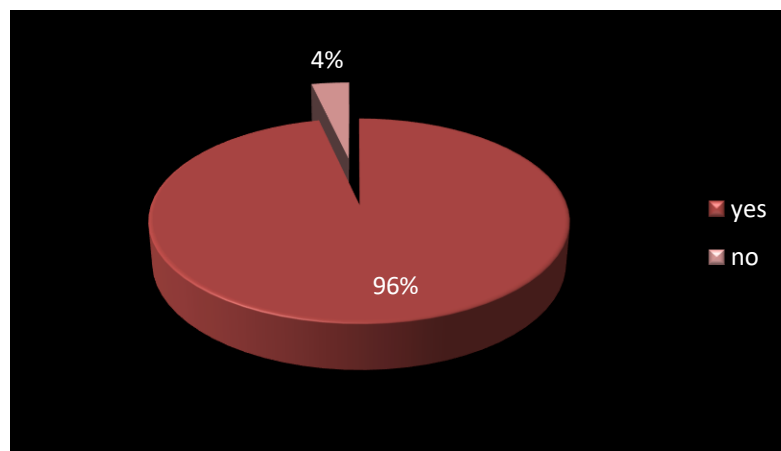


Figure 2.9, Using Authentic Materials

According to figure 2.9, 97.1% of the sample believes that using authentic materials is reliable in teaching English; whereas, 2.9% of them were against imposing realistic context in learning process.

2.4.1.2.3 The Analysis of The Third Section

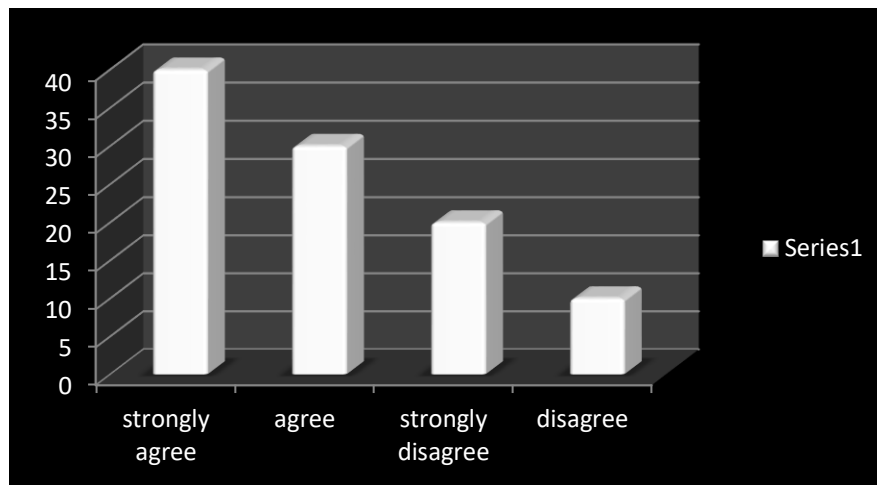


Figure 2.10, Teaching Grammar and Vocabulary

In figure 2.10, the results show that respondent's point of views differs to learn grammar and vocabulary related to their field. 40 students were agreeing to learn linguistic components and 20 informants were strongly disagreeing. Likewise, 18to 20 learners were against teaching the grammar and vocabulary.

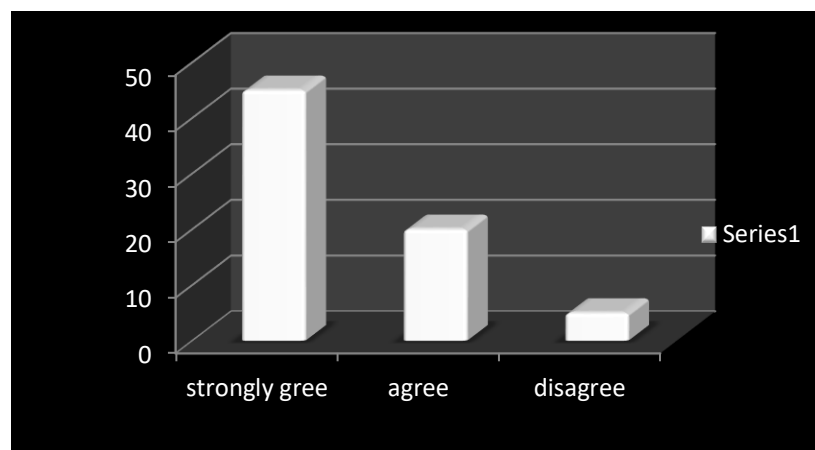


Figure 2.11, Developing Tasks

According to the above results in figure 2.11, students noted that the English subjects should comprise relevant tasks meet their academic needs. 20 learners were strongly agree and about 5 participants the idea of developing the practical part in acquiring the second language.

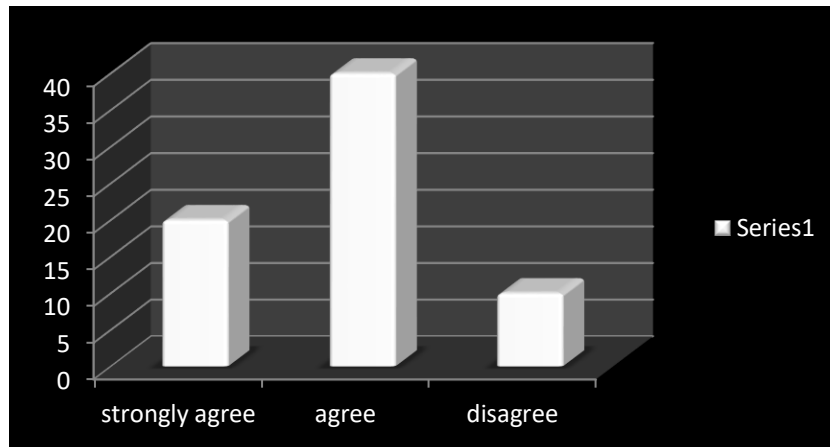


Figure 2.12, Using Authentic Tasks

Figure 2.12 presents that 40 respondents agreed to use authentic materials in learning English courses, 20 of them were strongly agreed but 10 of the sample did not accept applying the authentic materials.

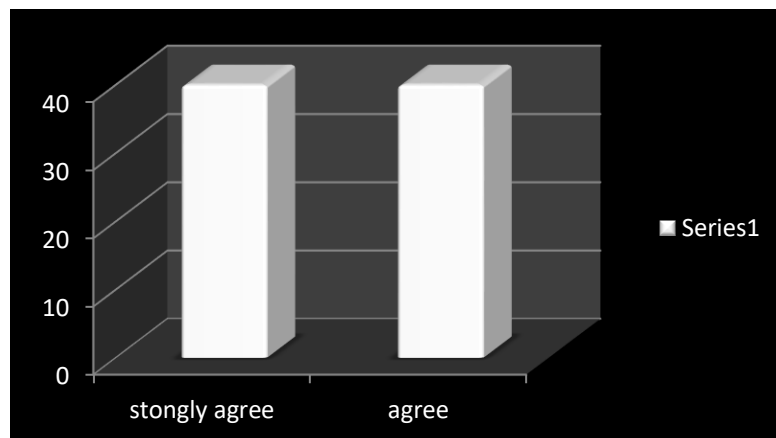


Figure 2.13, Practicing English and Translation Exercise

In figure 2.13, the results indicate that half of the informants agreed for translation exercises to be included while learning and acquiring the second language. As for the other students were strongly agree for the translation teaching method.

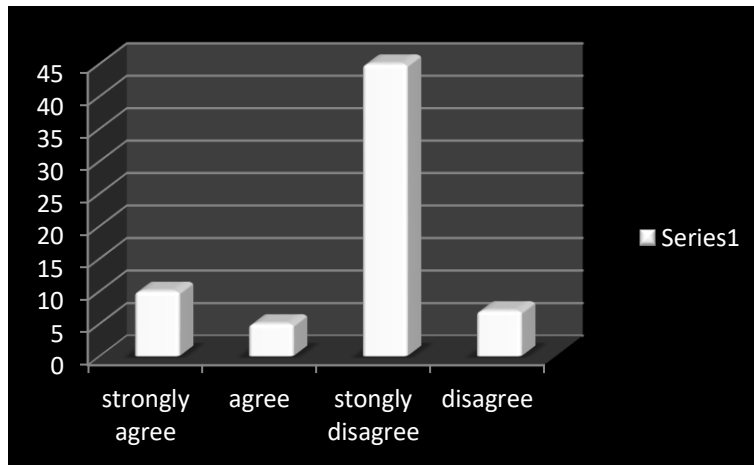


Figure2.14, Learning English for Getting Good Marks

As for the last figure 2.14, low portion of the population about 10 and 5 agreed that learning foreign language purpose is getting good marks .While 45 learners were disagree and neglect this idea.

2.4.3 The Interview Definition

The interview is a qualitative research instrument. it can be defined as a conversation between two or more people about a certain topic. The person who asks questions is the interviewer while the second person who answers those questions is the interviewee. It is a meeting through which the interviewee presents different information and the interviewer has the right to ask free interrogative sentences. It is the exchange of ideas about personal, occupational, social, cultural, political information as well as this meeting can be face to face or on phones. The interview is an essential tool that guides the researcher to gather relevant information; therefore, this information will be analyzed and discussed to confirm the research hypothesis. The researcher asks open and close ended questions for the interviewees.

The interview has three types:

2.4.3.1 The Type of The Interview

2.4.3.1.1 Unstructured Interview

The first type of the interview instruments is the unstructured interview. It involves asking open ended questions to enable the interviewee to respond freely and it produces great data which can be difficult.

2.4.3.1.2 Structured Interview

The second type is the structure interview. It includes open and close ended questions and the interviewer prepared a plan or the questions that will be asked for the interviewee.

2.4.3.1.3 Semi structured Interview

It is the data collection in which the researcher asks open close ended questions and procedures an interview plan; this plan might be a list of questions

2.4.3.2 The analysis of the interview

Question 01: how long have you been teaching English language?

The first teacher (T1) reported that h/she has been in the field of teaching since 1986, the second teacher (T2) claimed that h/she is working since 2012 .

Question 02: do you thing English context fit the academic need for the E.S.P learner?

(T1) reported that E.S.P teacher is responsible for design E.S.P syllabus; as well as, English learners have to learn only what they need in their academic learning. Unfortunately, in Algerian universities, there is no E.S.P teaching, the importance of English has been disregarded and even learners are interested enough to acquire a new language.(T2) said that English context may fit students' academic needs but it may not meet learners occupation wants because they do not have enough feedbacks for occupational future situations .

Question 03: what do learners need to learn in E.S. P courses to be more competent?

The first teacher stated that E.S.P teacher aim is to turn English learner to English user. The academic learning is the important step for learners to be competent and skillful, E.S.P courses should include the need analysis (wants, lacks and necessities) for learners. As for the second teacher, h/she argued that learners need for translations and political courses is not

submitted by E.S.P teachers and there would be not time enough because English course is limited.

Question 04: do you agree that integrating pragmatics is reliable for learners to enhance their communication in the target language?

Both teachers reported that pragmatics is huge field in study, (T1) and (T2) indicated that the lack of contextual meaning in language use hinder students to understand the teacher messages while presenting the course and third make it difficult for ESP teachers to clarify or explain any idea or expression therefore some teachers resort to use the mother tongue language to help students to grasp the meaning appropriately.

Question 05: is pragmatics teachable in English courses?

Responding to this question, both teachers insisted that pragmatics should be integrated in Algerian curriculum and teacher must provide the communication skill to create relevant atmosphere for learners to be motivated enough to acquire the second language

Question 06: do you agree that using English expressions and worlds in debates is vital?

The first teacher answered that his/ her way in teaching ESP stands on using L1 with some students As for the second teacher argued that sometimes it might be necessary for teachers to use some expressions in conversations or dialogues or even while presenting the English course

Question 07: do authentic materials enhance E.S.P learners to raise their capabilities in the academic study?

Generally both teachers argued that the Algerian institutions lacks for the realistic context and need for ESP textbooks. However the materials facilitate and guide teacher's to realize better outcomes in any EFL classroom.

2.4.3.2 The Description of Teacher's Interview

The second research tool is the interview. It was presented for two ESP teachers and it was consisted 7 questions about teachers teaching experiences and English pragmatics knowledge. It comprised open close ended questions. The type of this instrument is semi

structure interview where the researcher prepared a series of questions and all the questions were in English language. The interview tried not to ask about personal information but only ask them about more details and clarifications about English learning and pragmatics.

2.5 Ethical Issues

It is a necessary part that was considered in this research study. This work has been concerned confidentially the unused common data. The researcher has been taken the permission for gathering data in the target university.

2.6 The limitation

The researcher has been encountering some obstacles while conducting the current research. It was difficult to gather the honest responses from the target population, they either do not have enough information to add or they give information which is not related to the question and it was hard to interview some ESP teachers.

The significance of this study is to examine teacher's method in teaching pragmatics for ESP learners.

2.9 The Structure of The Thesis

The work includes three chapters , the first chapter introduces pragmatics , reviews the literature about teaching English pragmatics, pragmatics competence pragmatics and speech acts , the definition of ESP , the origin of ESP and the relationship between pragmatics and ESP .

2.10 Conclusion:

The second chapter represents the research methodology and data analysis. The following chapter discusses the situation under investigation. It reveals the discussion of the findings and includes the recommendations suggested by the researcher.

Chapter three:

Discussions and Recommendations

3.1 Introduction

In The previous chapter, the researcher described the methodology used to gather enough information and it covered and analysed the findings of the researchh instruments. This part the researcher discusses the data that has been analysed and present some suggestions in the future for how to learn and what should be learned in the ESP module and the pragmatics teaching.

3.2 The interpretation of the interview

1 - How long have you been teaching English?

Based on interview finding, both researchers perspective about English teaching and integrating pragmatics knowledge were similar. For the first question, teachers were asked about teachers experiences in order to take enough information from them.

2- Do you think English context fit the academic needs of the ESP Lerner?

In view of what teachers said in Q 2, it can be said that the Algerian universities do not appreciate English language in all faculties especially in faculty of political sciences and social sciences. In fact, learners consider the module of ESP as a compulsory subject. The value of ESP courses has been clearly marginalized because of many reasons such as the lack of authentic materials, poor teaching quality, no experiences in teaching the English language.... In addition to what the second teacher reported in this question, the unused of the relevant context impede learning English value in the Algerian institutions. The lack of the suitable context is because ESP teachers do not design the appropriate syllabus for their students

-What do learners need to learn in ESP courses to be more competent?

Furthermore, teachers in Q03 mentioned that teachers must gather certain information about what learners need to learn. The main aim of ESP teacher is to develop the suitable course that meet the needs of a particular group; for instance, English political students must learn merely English political context (EPC).The appropriate input in the EFL classroom in a significant factor that can facilitate and active learners. Language component including grammar, vocabulary are needed by ESP students

-Do you agree that using English expression and words in debates is vital?

Generally, English for students increase English value. Unfortunately what students need in learning language is not only related to their study. The interviewees told the researcher that English expression is crucial to help them in understanding the effective classroom and to raise learner's ability of expressing words.

-Is pragmatics teachable in English courses?

In Q 05, both participants ensure that teaching pragmatics facilitates learner's ability in learning the second language appropriately. Both teachers support teaching pragmatics in the EFL classroom. The development of pragmatics knowledge increase students interactions,

facilitate learners experiences, encourage learners to communicate and use the speech act in the classroom. Therefore, it is beneficial to distinguish pragmatics teaching whether explicitly or implicitly.

-Do authentic materials enhance ESP learners to raise their capacities in their academic field?

The result of Q06 pointed out that learners study ESP in theory but in practice it does not exist. In fact , authentic materials in ESP teaching help and guide informants to negotiate with teachers about meaning and complexes context .Integrating realistic context motivate learners to communicate and enhance them in learning ; for instance, to present students with passages and ask them to learn something interesting is sufficient for them to be able to use the target language . Authentic materials include appropriate and realistic tasks and text that can be used in the EFL classroom so that ESP students can be motivated in learning English language

-Do you agree that integrating pragmatics is reliable for learners to enhance the communication in the target language?

The results of this question improve that both teachers insisted that pragmatics is the most vibrant field that should be integrated in the Algerian faculties. Pragmatics provides a framework for communication approach. Every day speech act and negotiating textbook courses is widely a critical issue for second language learners

3.3 Discussion and Findings

The analysis of student's questionnaire indicates that English courses were not interesting for informants. Master 1 students were unable to respond for questionnaire in the English language. This means that their level is week; they resort to use the mother tongue to respond appropriately.the majority of the students stated that they agree about the use of authentic materials. Most participants believed that activities should be related to their wants.

From the analysis of student's questionnaire results, it is obvious that English is a necessary language and it has an effective value in the EFL teaching. Even though the results in figure 2.1 show that the majority importance of the second language learning , but they do not master it appropriately in the target situation .English has been taught in all Algerian

universities as a foreign language to teach students how to use language communication purposes. English language leads the learner to be professional in their future occupational field; it becomes the most useful language in our days especially for political and social learners because it provides future occupational opportunities. Unfortunately, teaching English in the Algerian institutions has been emphasized on teaching grammatical rules without regarding on the importance of the communicational part. According to Dash (2007:17) indicates that respondents ensure the English importance in not merely for higher, medical, political or other professional field but in it influences in our walk life. For political learners, studying English or any other languages as a second language would be unimportant because they thought their aim in learning in not studying English therefore why they should be studying political sciences.

The English language value seems to be neglected by some ESP learners. This explains that, English is becoming a compulsory subject in both faculties (the faculty of political sciences and the faculty of social sciences) In fact; ESP knowledge is quietly low because they learn English language in schools without any specific objectives so it would take more efforts to learn English for specific purposes. ESP is designed for learners for a common reason or occupational purposes.

Another interesting point, some few informants do not prioritize English language, they thought that it is importance is only for getting good results in their English exams. This implies that the way of teaching would not fit learners needs. ESP teacher's aim should be related on what learners need to learn. Unfortunately, the current ESP context seems to be not suitable for learners and English classes do not help them to have a good understanding because the ESP course does not support the student's needs . The results seem to be similar results analysis of the interview , the implementation of English courses should set the goal of learning English and it is vital for ESP teachers to integrate some linguistic components when teaching a second language especially vocabulary and grammar. Student's vocabulary must be rich enough to allow them to be more competent and skillful in mastering a second language.

the informants mentioned some important points about learning English. They noted that ESP course is not relevant and there would be no enough time for learning a foreign language. This means that the time given for ESP courses is limited. The learners thought that they should have extra time for learning the English language. Another interesting point, students

stated that to teach English grammatically and vocabulary, its need for learning a second language in the EFL classroom and this confirms the first hypothesis of the research which include that the appropriate input in the EFL classroom enhance students. According to Edgier (2010:11) discussed that the classroom activities develop sufficient motivation for practicing the language. Tomlinson (2003) simplified that texts and dialogues help learners to emphasize on the target situations visual aids which explains that the textbook could be sufficient input. Designing the appropriate course design for a particular group of students is the role ESP teachers and the course design is often substantial part for ESP teachers and learners (Hutchinson and Waters, 1987)

Moving on to another problematic aspect, students struggle to understand the ESP teacher messages and this considered as one of the barriers that prevent learners from absorbing the English context. In some situations, ESP teacher provides indirect information that would be hard / difficult for informants to comprehend. It can be said that the lack of communication approach between teachers and students perceptions of the information provided by the ESP teacher. According to Edger (2010:2) confirmed that the main obstacle of learning a language is basically a problem of combining the meaning with the appropriate language. In addition to this, the lack of communication could hinder teachers in teaching the English appropriately and avoid the misunderstanding of teacher's interactions.

As for the result of another question , the majority of respondents think that adopting realistic context in English courses increase students ability .This explains that the authenticity of visual aids ; therefore, invite learners to motivation and to be more active in the classroom. According to Tomlinson (2011: ix) stated that the communication approach allows learners to provide an experience of using the language, he admitted learners to talk in order to learn rather than learn to talk. However, regarded what the researcher has been Found, learners agree that they need to develop their communication skill. Communication is the process of passing informants. It covers ensuring that the students are able to comprehend a respond of whether direct or indirect information that they received from the E.S.P teacher. The provision of materials is relevant for learners to be motivated and to learn English effectively. According to Stojkivic (2018, p.11) confirmed that authentic materials is an integral part of teaching a foreign language because they expose the use of natural context and help students in their communicative competence. He argued that the use of ICT in English

language teaching and learning is critical and the use of technology provides a very favorable environment for foreign language learners.

3.3 The Recommendations of The Thesis

In this research, the researcher recommends a series of suggestions about how to teach E.S.P and what to be taught. In addition, the goal of this study is to shed light on teaching pragmatics and English language for political and social sciences learners.

This study attempted at highlighting the use of pragmatics and teaching English for specific purposes. This study improve that some teachers provide knowledge in their English learning by using L1. It is the role and the responsibility of ESP teacher to make their learners interesting to English. The teacher should be creative and active and provides learners to communicate with each other's.

It is necessary to enrich the course via using authentic materials. The researcher suggests for higher Algerian ministry to create ESP textbooks so that learners could learn through articles and tasks

Teachers should integrate the use of pragmatics English and adopt the suitable classroom inputs as it is important to develop tasks and activities related to pragmatics teaching. Pragmatics need to be embedded in English teacher's syllabus. The syllabus is an important aspect to be design for learners need and comprises the appropriate courses.

Raising pragmatics awareness in second language learning develop better understanding concepts of language

It is beneficial for the Algerian faculties to provide the curriculum that suit E.S.P learners Needs .The curriculum need to be focused on pragmatics materials and textbooks of English to facilitate the learning process.

The researcher recommends that ESP learners need more than one course per week to learn English appropriately as for the attendance of the students should be taken into consideration. Effective teachers should emphasis on the significance of contextual competence whether explicitly or implicitly and the goal of ESP teacher should be giving learners the skills so that they can figure out pragmatics meaning when they encounter it outside the classroom.

3.3.1 Motivation

One of the important elements that help to a successful teaching is motivation. Learners have to be motivated enough to demonstrate that they wish to learn. It is the success and failure of second language teaching at the same time, it facilitates the learning process however students with less motivation are not able to show enough attention when English teacher present the ESP course.

In addition, Textbook is key element in most languages in teaching and learning process it is the guiding map for teachers. Textbook provides a stimulus to learning because authentic materials are not teachable but they encourage and motivate tertiary learners .Therefore, English textbook considers as the most familiar materials for teachers resources

2.5 Conclusion

This part deals with the discussion of the previous findings; it explained what hinder teachers to teach effectively the linguistic term of pragmatics in learning process. The focus of the part was to prove the importance g teaching English as foreign language. The last chapter concerns suggestion for ESP teachers to teach ESP module successfully.

General Conclusion

General Conclusion

The present study investigates teaching and learning pragmatics in English courses. Pragmatics is being an innovative paradigm, integral part within the teaching of English language .Unfortunately, the lack of authentic materials impede learners to develop their competences and hinder ESP teachers to provide expert input and opportunities for practice. The studies in this area reveal that ESP teachers have to design the appropriate syllabus that suits learner's pursuits. Charles Morris was the first linguistic who introduce the term of pragmatics then which refers to what in interpreter is trying to say later this concept was

developed by many scholars such as Yan Huang, George Yule, and Tomlinson, they also added the importance of using pragmatics for English for specific purposes. English for specific purposes refers to teaching the relevant context for any specific group of learners. More and more scholars shed light on this interesting area such as Hutchinson and Waters, Dudley-Evans and St. John. Some scholars argued that ESP includes other areas such as English for academic purposes EAP, English for medical purposes EMP, English for Business purposes EBP and English for occupational purposes EOP.

It is necessary to integrate the teaching materials and audiovisual aids in teaching foreign languages because the absence of the materials will affect the act of teaching and second language learners will be less motivated. In other words, the provision of realistic input within the EFL classroom will attract student's interests in learning English and create the appropriate environment.

this study investigates :

why the use of the pragmatics term is become unnecessary in teaching English language?

Trivializing pragmatics in the department of Saida university could be due to the difficulty of its teaching.

The results revealed that ESP teacher provides indirect information that would be hard for second learners to comprehend and some ESP teachers are not providing the relevant context. ESP teachers conclude that the development of the pragmatics term has to be essential and guarantee a successful communication and performance linguistically. Moreover, pragmatics is considered as the study of communicative actions (Rose and Kasper, 2001).

To what extent is pragmatic competent important to teach ?

The appropriate input in the EFL classroom may enhance student's skill

Developing pragmatics competence help learners to interpret the input confidently and improve the communicative competence in the target language among foreign language learners. the findings reveals that students are interested more about the grammatical competence because it influenced the learning environment. In other words, EFL learners cannot improve their abilities and skills without learning the grammatical forms.

What hinder teachers to teach pragmatics in ESP module?

The absence of the authentic materials and pragmatics textbooks may hinder teachers of English to teach pragmatics in ESP module.

Integrating realistic context motivate learners to communicate and enhance them in learning . the authentic materials are sufficient for them to be able to use the target language and these materials include the appropriate and realistic tasks and text that can be used in the EFL classroom so that ESP students can be motivated in learning English language.

In addition, the results of this study reveal that there is no ESP teaching and learning in the Algerian institutions and students do not learn in the appropriate atmosphere that allow them to acquire a foreign language context therefore students could be motivated enough if the ESP teacher active the teaching environment by adopting realistic context. The results of our research can be relied on in preparing future research that enriches scientific research in Algeria

Finally, it can be said that language teaching is an art full of knowledge and based on experiences and ESP teachers are the producers and the responsible in enhancing their learner to realize better accountability in learning process.

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Appendices

Appendix 01 :

The questionnaire

This questionnaire is about « the use of pragmatics for E.S.P purpose » at the department of political science, university Moulay Tahir. It aims to gather your point of views. It is so critical to collect any information that would help me in doing my analyses. It would be nice if you are kind enough to respond the current questionnaire and that will take merely ten minutes at least. So please, do not write your names on papers or anything has no relationship with the

information presented to you. This paper is not an exam cheat; it is just a part of research study.

Thanks for your fancy time.

Section one: (please choose one answer)

- ❖ Gender :
 - Male
 - Female
- ❖ Age :
 - More than 22
 - Less than 22
- ❖ Student's English level :
 - A
 - B
 - C
 - D

Section two:

- ❖ Do you think English language is important?
 - Yes
 - No
 - ❖ Why do you think English is important?
 - Do well in English exams
 - Learn how to engage English conversations
 - To argue with native speakers
 - ❖ You are interested in learning English because :
 - It Provides future occupational opportunities
 - It contributes in daily life
 - It allows people to communicate
 - ❖ Are English courses suits students occupational needs? (if no please justify)
 - Yes
 - No
 - ❖ What kind of knowledge you take in English classes?
-
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- Basic knowledge
 - Linguistic knowledge (grammar, vocabulary, pronunciation)
 - Knowledge related to your specialty
 - ❖ Do you understand teacher messages?
 - Always
 - Often
 - Sometimes
 - Scarcely
 - Never
 - ❖ Do you think using authentic materials is reliable?
 - Yes
 - No

Section three:

- ❖ Teaching grammar and vocabulary related to your field
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
 - ❖ Developing tasks meet their academic needs
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
 - ❖ Using authentic materials in teaching English
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree
 - ❖ English courses and translation
 - Strongly agree
 - Agree
 - Strongly disagree
-

-
- Disagree
 - ❖ I learn English to get good marks
 - Strongly agree
 - Agree
 - Strongly disagree
 - Disagree

APPENDIX 02 :

The interview

- 1) How long have you been teaching English language?
 - 2) Do you think English context fit the academic need for the E.S.P learner?
 - 3) What do learners need to learn in E.S. P courses to be more competent?
 - 4) Do you agree that integrating pragmatics is reliable for learners to enhance their communication in the target language?
 - 5) Is pragmatics teachable in English courses?
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- 6) Do you agree that using English expressions and words in debates is vital?
 - 7) do authentic materials enhance E.S.P learners to raise their capabilities in the academic study?
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