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Title

**The role of Classroom Socio-pragmatic Instruction in Overcoming
Students' Miscommunication Problems**

*Thesis submitted to the Department of English in candidacy for the degree of LMD Doctorate in English
Discourse Studies and Applied Linguistics*

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Statement of Originality

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Mr. HAMOUDI Aboubakr

Date: 01/01/2019

Dedication

To my parents, whose courage and devotion have inspired me all my life

To my future wife and children,

To my brothers,

my sisters,

and their respective families.

To all my friends

.

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I would like to seize this opportunity and thank all of the people who have supported me during my PhD journey. First and above all, I would like to thank Allah the first source of inspiration and blessings to me.

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Abstract

Social (in)appropriacy in language use is a multidimensional construct of variation across cultures, languages, and speech situations. As learning/teaching any second/foreign language entails successful communication as an ultimate objective, internalizing the L2 socio-logical features and conditions that normalize speech in context has become an urge in SL/FL education. That is, L2 socio-pragmatics knowledge and instruction, be it awareness raising or content teaching-oriented, constitute a fundamental axis to bolstering L2 learners' conversational discourse in real life exchanges of interaction. This study sets forth an exploratory discussion to EFL teachers' instruction in and consciousness, as well as students' awareness, of the construct of socio-pragmatics within the department of English at M'sila university. It also runs an initiative to integrating socio-pragmatics awareness-raising intervention in EFL classes as an attempt towards aiding students improve their conversational discourse performance. To carry out the study, a quasi-experimental design is adhered to. An observational method, questionnaires, and T-tests, in a form of Discourse Completion Tasks (DCTs), are used to measure teachers and students' awareness of socio-pragmatics, and to explore tutors' instruction in the construct. The DCTs are used to measure students' conversational discourse performance, at both levels of production and interpretation, before and after the intervention. Participants in the study include 60 EFL teachers and 100 third year EFL students at M'sila university. The findings demonstrated students' noticeable lack of awareness about socio-pragmatics. Moreover, although teachers held sufficient consciousness levels of socio-pragmatics, most of them showed scarce socio-pragmatics instruction in their classes. In parallel, students demonstrated statistically significant differences in their conversational discourse performance before and after the implementation of the socio-pragmatics awareness-raising intervention along the instructional time. It is then advocated that instruction in L2 socio-pragmatics be laid a particular attention and be integrated in EFL learning settings.

List of Abbreviations and Acronyms

CA: Conversation Analysis

CLT: Communicative Language Teaching

DA: Discourse Analysis

DCT: Discourse Completion Task/Test

EFL: English as a Foreign Language

ESL: English as a Second Language

ICC: Intra-class Correlation Coefficient

ILP: Interlanguage Pragmatics

INEPN: Insights Needs Exploration Practice Natural use reasoning development.

L1: First Language

L2: Second Language

M: Mean (Average)

N: Number

NNS(s): Nonnative Speaker(s)

NS(s): Native Speaker(s)

r: Pearson's Correlation Coefficient

SARI: Sociopragmatics Awareness Raising Intervention

SD: Standard Deviation

Sig: Significance

SLA: Second Language Acquisition

SPAQ: Students' Perceptions and Awareness Questionnaire

TL: Target Language

TPAQ: Teachers' Perceptions and Awareness Questionnaire

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General Introduction

1. Background of the Study

Language, by and large, symbolizes the apparatus which systematically nourishes human communication. A world without language portrays a dreadful space wherein furious behaviours would perhaps fill in for subtle words. Language use is a universal phenomenon. However, it is unsurprisingly an ethnic socio-cultural and interactional activity. Language use underlies a set of parameters that regulate the conception of messages and promote the establishment of social rapport. These parameters are specific to language itself, background culture, and the setting of actual communication. In this respect, language use across-cultures forges discrepant norms of interaction, rhetorical routines, and perceptual views of the world into the scene of communication. Cross-cultural language use is a complex process accordingly.

Studying conversational discourse, as a form of language use (e.g Jones, 1981; Blundell, Higgs and Middlemiss, 1982; Nolasco and Arthur, 1987; Bygate, 1987; Cook, 1989; McCarthy, 1991; and McCarthy and Carter, 1994), entails a set of underlying principles featuring peoples' every day conversations. That is, language users exploit language distinctively depending on a number of variables, social situations and participants for instance, around them. In brief, when the environmental setting of language use changes the language itself does too. This makes language use, or conversational discourse in specific, an interactional socio-linguistic behaviour that is situated in particular circumstances in social life. This latter gives account to the stipulation that each social group has its own ways of communicating meanings and intents using its own code. In this vein, numerous aspects and features of language use gained much attention and led researchers into much controversy.

Linguistic and non-linguistic features pertaining to socio-linguistic aspects, address forms for example, of language use, speech acts, conversational implicatures, discourse markers, conversational routines in a given language, politeness strategies, conversational inferences, conversational styles, para-linguistic manifestations, socio-cultural norms of interaction, misunderstandings and pragmatic failures, contextualization clues, and adjacency pairs led to the outbreak of several disciplines and sub-disciplines such as socio-linguistics, pragmatics, conversation and discourse analysis, cross-cultural pragmatics,

interlanguage pragmatics, pragma-linguistics, socio-pragmatics, interactional socio-linguistics, cross-cultural and intercultural communication, as well as cultural linguistics. Interests and findings in these areas of research enlarged the scope of applied linguistics and promoted language education in general.

In second and foreign language education, the use of pragmatics, socio-linguistics, conversation/discourse analysis and cross-cultural communication, including their sub-disciplines, to language teaching, learning and use has been of sound contributions. While pragmatics studies meanings in language use as delivered by speakers and interpreted by listeners (Szabo-Gendler, 2005), sociolinguistics lends itself to: the study of the relationship between language and society, as a specialisation (Van Herk, 2012). Furthermore, whereas conversation analysis attempts to extract the organizational patterns of language use regarding the speakers' perspective (Hutchby and Wooffitt, 2008), and discourse analysis studies language beyond the sentence as well as the interactive features of everyday communication and language in situational and cultural context (Trappes-Lomax, 2006), cross-cultural communication is a social phenomenon that concerns a number of disciplines such as anthropology, sociology, psychology and linguistics (Zhou, 2008).

Socio-pragmatics is a subfield of pragmatics and a recombination between socio-linguistics with pragmatics. It is "the sociological interface of pragmatics" and it pertains to "the social perceptions underlying participants' performance and interpretation of linguistic action" (Leech, 1983, p. 10). Moreover, the construct carries the meaning of understanding the external social and contextual variables under which particular language use strategies, formulas and perceptions are socially appropriate (Thomas, 1983 and Crystal, 2008). Therefore, a distinction is made between pragma-linguistics and socio-pragmatics in a way that the former can be applied to the study of the linguistic ends of pragmatics and it provides essentially linguistic resources (frames) for the correct transference of certain illocutions, however the latter is applied to identifying knowledge of the socio-cultural norms as well as conditions of language use and its role is to naturalize speech production and perception (Alcon and Martinez-Flor, 2008).

The use of socio-pragmatics has its documentation rooted in a body of literature (e.g. Dascale, 1985; Harlow, 1990 and Demirezen, 1991). In particular, research into L2 teaching, learning and use held much promise to the importance of instruction in socio-

pragmatics (e.g. Safont-Jorda, 2005; Roohani-Mirzaei and Esmaeili, 2012; Cohen, 2008; Xiaole, 2009; Zhang and Yan 2012; Zangoei and Derakhshan 2014). In this respect, many researchers have claimed for the necessity to integrate socio-pragmatics in the L2 teaching context using a number of approaches and techniques (e.g. Schmidt, 1993; Rose, 1999; Eslami-Rasekh, 2005; Chin-Linn, 2007; Usó-Juan and Martínez-Flor, 2008; Echeverria, 2009; Alcón Soler and Guzmán Pitarch, 2010; Ishihara, 2010; Abolfathiasl and Abdullah, 2015; Ekwelibe, 2015) to aid L2 learners acquire the L2 socio-pragmatic features of language use and minimize aspects of miscommunication accordingly.

2. Statement of the Problem

Although language is a system of systems and a composite of a highly organized patterning, it is sometimes wanting and language use can possibly flip into a slippery act that stimulates miscommunication and holds back comprehensiveness amongst language users. In light of this, Tannen (1992, p. 60) states that:

The beauty and pitfalls of language are two sides of the same coin. A word spoken, a small gesture can have meaning far beyond its literal sense. But, subtle signals can be missed and meaning can be gleaned that wasn't intended and that may or may not be valid. Our power to communicate so much by so few words inevitably entails the danger of miscommunication

For L2 learning contexts, as is the case in the present study, learning English as a foreign language in a non English speaking community forges learners into perplexing challenges such as that of acquiring the L2 pragmatic competence. Perhaps because learners lack the opportunity to invest their knowledge of the language and naturally interact, outside the formal context, with natives or other speakers of English. Or, maybe because of the type of instruction they receive most of the time that is grammar-specific. Certainly, however, “a learner of high grammatical proficiency will not necessarily show concomitant pragmatic competence” (Bardovi-Harlig, 1996, p. 21).

As their learning is decontextualized and detached from the outside world of language, learners' performance in real life language use situations is prone to communication dangers such as misunderstandings and pragmatic failure. EFL teachers are the agents of change because “Left to their own devices with respect to contact with the target language in and out of the classroom, the majority of learners apparently do not

acquire the pragmatics of the language on their own” (Bardovi-Harlig and Mahan-Taylor, 2003, p. 6).

Meanwhile, language teaching has ushered in a sea change and teachers have attempted to blend in between the language their students receive in the classroom and the situations they confront in the outside context of use. However,

there has never been a greater tension between what is taught in the classroom and what the students will need in the real world once they have left the classroom. In the last decades, that world has changed to such an extent that language teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for (Kramsch, 2014, p. 296)

Accordingly, many EFL students are surprised because, despite the fact that they have a fairly good command of the English grammar and pronunciation, they find a difficulty to understand messages and immediately sound appropriate while communicating in natural contexts of English language use. In particular reference to this study’s rationale, EFL students at M’sila university, Algeria proved poorly insufficient levels of socio-pragmatic appropriacy in realizing a set of speech acts, because they differed with British native speakers in the choices of speech act strategies, the perceptions of the socio-pragmatic contents, and the degree of (in) directness. This may put students’ language use at the disposal of communication failures (Hamoudi and Bouhass-Benaissi, 2018).

3. Aim of the Study

Research into conversational discourse in cross-cultural communication and interlanguage pragmatics has been carried out for almost three decades. However, the present study was decided on in light of the basic assumption that the Algerian context has not witnessed extensive research in these areas. As it stands, studies pertaining to interlanguage pragmatics and cross-cultural communication can be said to be still, in Algeria, in their infancy. Investigations in these areas, with particular reference to Algeria, proved high adherence to studying language in itself and for itself i.e., tackling spheres of grammar, phonology, morphology, syntax as well as semantics in the context of EFL teaching and learning.

In this regard, the current research aims, in the first place, to relate research at the level of interlanguage pragmatics in Algeria to the wider research community. Moreover, this research intends to raise students' awareness of the construct of socio-pragmatics as part of their English language learning and use. Furthermore, it is an attempt to bring the outside world of language into the classroom to foster students' understanding of the underlying principles governing real life language use. Besides, this study is an initiative to aid students improve their conversational discourse in real life situations of language use. At last, the study provides implications and suggests recommendations that would assist the L2 pedagogy of socio-pragmatics as well as of natural language use.

4. Research Questions

The present study is an attempt to answer the following questions:

- 1.* What are the levels of awareness EFL third year students at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use?
- 2.* What are the levels of awareness EFL teachers at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching?
- 3.* Do EFL teachers at M'sila University integrate socio-pragmatics-based instructions in their language teaching classes?
- 4.* How can a socio-pragmatics awareness-raising intervention play a facilitating role in improving students' conversational discourse?

5. Research Hypotheses

This study puts forward four main research hypotheses. These are:

- 1.* EFL third year students at M'sila University may hold low levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use.

2. EFL third year Teachers at M'sila University may hold high levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching
3. EFL teachers at M'sila University may not integrate sufficient socio-pragmatics-based instructions in their language teaching classes.
4. If EFL learners receive socio-pragmatics awareness-raising instruction, they would be able to improve their conversational discourse.

6. Research Tools

To answer the research questions and verify the hypotheses postulated in the present study, two questionnaires were designed and distributed to the teachers and students participating in this investigation. These instruments were used to answer questions related to the levels of awareness EFL teachers and third year students at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching, learning and use. At the same time, these questionnaires included sections probing for teachers' instruction in socio-pragmatics. Both teachers and students answered a section in their questionnaires that tried to collect data about whether or not, and to what extent, EFL teachers integrate socio-pragmatics-based instructions in their language teaching classes. Moreover, an observation grid was implemented to further answer, and confirm data gathered about, the same question about teachers' instructions in socio-pragmatics.

Besides, this research implemented an experiment to answer the last question pertaining to whether or not a socio-pragmatics awareness-raising intervention would play a facilitating role in improving students' conversational discourse. In this respect, discourse completion tasks (henceforth DCTs) were used to accumulate data about the respondents' answers in the pre and pos-tests used in the intervention. Two progress assessment tests were also used, in a form of DCTS, to check out the effectiveness of the intervention in due ongoing time. Along with the instructional period of the pedagogical implementation, the SPEAKING grid was used as a tool of conversation analysis that the study intervention relied on to inspect the materials adopted as resources of the socio-pragmatic features under instruction.

7. Structure of the Study

The present thesis falls into five chapters:

The first chapter introduces general issues related to the process of communication, language use and socialization , as well as communicative competence. It also dwells on features of conversational discourse, the study of conversation and aspects of miscommunication in language use. Furthermore, the first chapter elaborates about classroom discourse versus natural discourse as well as about the use of conversation analysis to teaching discourse.

The second chapter rather dissects socio-pragmatics as a recombination of socio-linguistics with pragmatics. It first introduces socio-linguistics in general and its sub-fields and socio-linguistic competence in the L2 context. Then, this chapter elaborates about pragmatics and its areas as well as components and pragmatic competence in FL context. At last, chapter two gives an account to socio-pragmatics as a subfield of pragmatics. It provides an overview regarding definitions, significance and its place in second and foreign language learning and teaching.

The third chapter discusses the methodological issues of the study. These pertain to the research method, design, and the different tools used for collecting data about the participants' views, perceptions, awareness levels and performance. This chapter also describes the research setting and participants and specifies the different procedures, statistical tools and measures used in the study.

The fourth chapter is devoted to the exposition of the obtained results through all the tools used in this study. It displays results and numerical findings in correspondence with the research questions and hypotheses put forward.

The fifth and last chapter in this study is devoted to the detailed discussion of the findings and answering the research questions as well as verifying the hypotheses. It ends with the implications, recommendations, limitations of the study, and further research suggestions.

Chapter One

Language Use, Discourse and Conversation

Introduction

This chapter introduces some concepts and constructs that bear a close relationship to the issues dealt with in this study. The conceptualization of communication and language use in lights of context, ethnography, pragmatics and cross-culturality is elucidated in the current chapter as part of learner learners' background. It is, then, essential to review communicative competence as an ultimate objective of L2 language learning and teaching. Equally important, this chapter addresses the discourse of conversation in terms of the process, features, structure and (in)directness to offer insights into the underlying principles of the construct. Given the fact that in the current study tackles the interdependency between conversational discourse and socio-pragmatics, this chapter demonstrates the phenomenon of socialization and how language use correlates social variables. It also discusses conversation and discourse analysis, compares classroom discourse with natural occurring discourse and attempts to explain what affects conversational discourse in general. The chapter gives account to teaching language as communication by the end.

1.1 Definition of Communication

Communication has long been the outcome of speaking a given language. On this basis, language users' verbal behaviours are continuously evolving and communication is at the heart of this remarkable development. As it stands, this can be taken as a starting point to explore the meaning of communication and the features of its scope.

In the first place, taking into account communication as a term entails the necessity to find out its origins and nature. In this line, Lunenburg (2010) clarifies that communication has its derivation from the Latin word *communis* which means "common", so that the overall definition gives emphasis to the mutual understanding, which ranges from the act of interaction that shapes the authentic meaning of communication. Simply stated, unless a common understanding occurs, the act is labelled communication.

In the second place, Herzog (2005) in his Webster's New World Essential Vocabulary dictionary estimates that communication encompasses all meanings of exchanging information, transmitting ideas, expressing assumptions, and negotiating views. This explication makes communication the art which allows people's minds to meet, interact, and exchange ideational influence.

What is more, communication as a social routine has been further explained by Tomasello as (2006) "a fundamentally cooperative enterprise, operating most naturally and smoothly within the context of mutually assumed common conceptual ground, and mutually assumed cooperative communicative motives" (p, 6). That is to say, the practice of communication has its own regularities and characteristics that make it a highly sophisticated procedure which, in fact, interacts with contextual and collaborative principles shared by communicators to guarantee the successful transmission of messages. To support this, Eckert and McConnel-Ginet (2003) emphasize that the establishment of the shared knowledge between speakers is the key factor that underscores the mutual comprehension of discourse in a given context.

Furthermore, research in human interaction shows that communication is not restricted to the mere transmission of thoughts among persons. However, Widiati and Cahyono (2006) argue that, communication serves as a vital medium to support human

civilizations and transport cultural and societal heritages. In this respect, communication is an issue of the collectivity through which humans establish new interaction norms and adapt universal values and conventions to language use.

1.1.1 The Process of Communication

Research into human communication has been ongoing to unfold its structure and elucidate the process through which it is carried out. In this line of thought, findings revealed noticeable consents and supports to the idea that although humans communicate effortlessly on a daily basis, their verbal behaviours constitute a fairly complex and crucial process of interaction.

First of all, interactional activities among humans have been scientifically investigated and wisely described from a variety of positions. Thus far, Harmer (1991) sees that “Communication between humans is an extremely complex and ever-changing phenomenon” (p, 83). And, he supports his statement with the fact that communicators exhibit communicative events considering three main principles that can be summarized below:

- a)* They want to say something: since people communicate, they feel the need to not keep silent.
- b)* They have some communicative purpose: each communicative act has specific assigned objectives to be achieved.
- c)* They select from their language store: stores of language and skills that people have are always tied to the nature of the messages they want to convey to appear more appropriate.

Whereas, another explanation is provided by some scholars to unearth that communication does not land itself to a simple practice, per conceptualization, carried out by groups of people. In view of this, Stroh, Northcraft, and Neale (2002) put forward that communication can be the most systematic and nightly organized operation because of its crucial components; namely, sender, receiver, encoding, decoding, feedback and noise. To simplify matters further, Stroh, Northcraft, and Neale ((2002, p.17) represent the below clustering as an illustrative model of communication process:

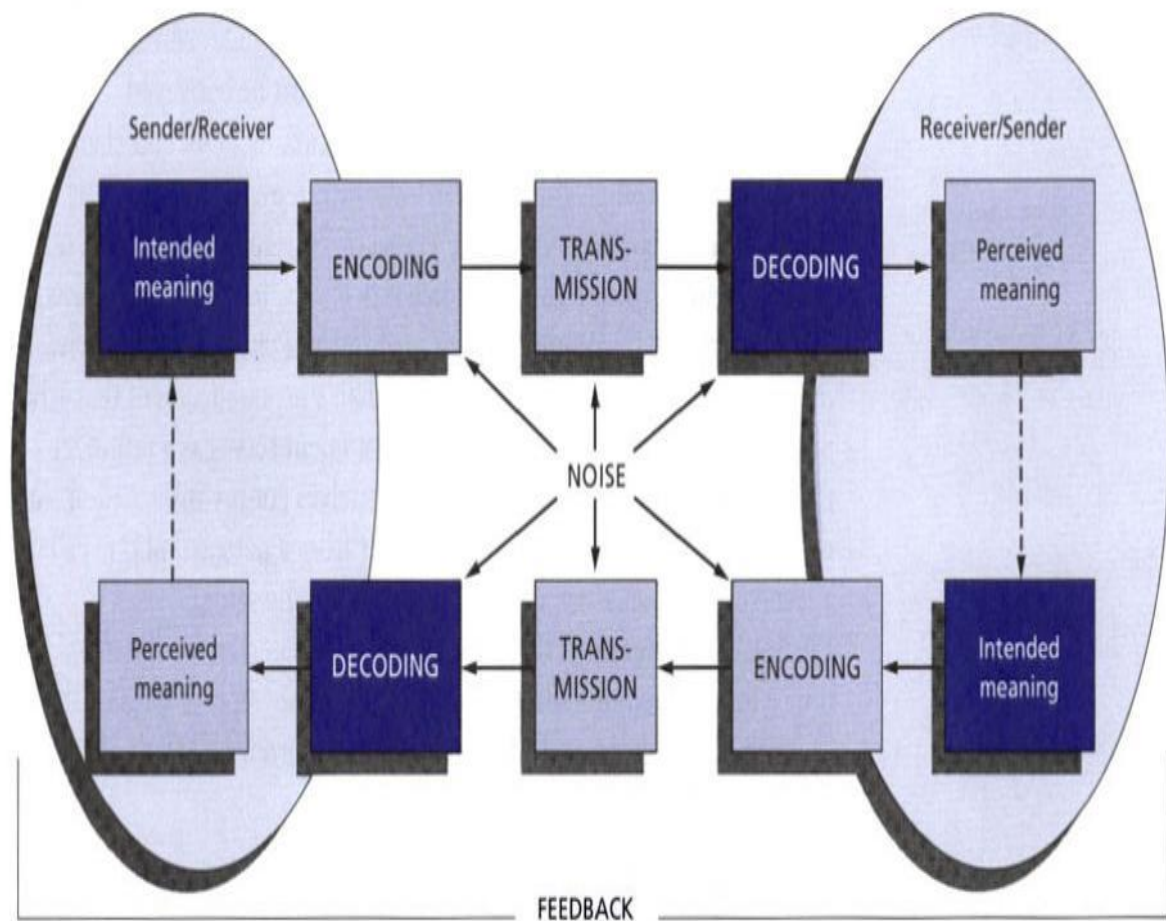


Figure 1.1: Communication’s Model by Stroh, Northcraft, and Neale (2002, p. 175)

In short, the process of communication is by nature complex and creative since it is systematic and highly structured. More importantly, communication is the activity which people experience and improve over time because of its absolute importance as being “ the blood vessels that bring life flows” (Banihashemi, 2011. p, 23)

1.1.2 Verbal and non-Verbal Communication

Communication as a coexisting phenomenon in everyday life is differently achieved. As it stands, humans communicate in fairly distinctive manners to declare their feelings, thoughts, knowledge, and skills. Unsurprisingly, communication is a two ways procedure; in fact, it is a combination of non-verbal and verbal transference of numberless perceptual entities.

As a starting point, non-verbal communication underlies a whole range of meaningful and helping cues to convey messages. In this respect, Rosental and Ambady (1998) assert that non-verbalized interaction symbolizes the naturally spontaneous, rapid, uncontrollable

and automatic aspect of communication. This would briefly refer to any facility exploited to communicate and internalize information without resorting to language including: facial expressions, body movements, vocal tone and pitch, eye movements, postures and other channels through which the intended meanings reach the receiver. Consequently, Matsumoto (1998) argues that non-verbal behaviours comprise an extremely essential facet of the communication process.

Moreover, verbal communication is the basic initiative humans do to get in touch with one another and carry out a variety of tasks. Basically, Kukulska-Hulm (1999) identifies that “verbal communication through language is about presenting a comprehensible message to the user, as well as understanding people's use of language.” (p, 15).

Whereas, Krauss (2002) further explains that communication throughout the human language incorporates the use of both signs and symbols whereby signs are the unstable sounds or voices a speaker experience while saying something, however symbols are the transcriptional representations of sounds that can be seen and handed in terms of linguistic scripts. Nonetheless, and more importantly, verbal behaviours carry certain complex encoded notions of the speaker that require the listener to go beyond the literal meaning and grasp meanings as intended.

To summarize, communication is the two sided entity. Both non-verbal and verbal communication aspects are profoundly interconnected and naturally tied to any human interaction. However, the use of linguistic manifestations (verbal behaviours) is a more creative and complex process as reference goes to the pragmatic inferences and interpretations. Thus, within verbal communication language usage and language use are two independent but related conceptions.

1.1.3 Use and Usage of Language

The initiative of restricting the main task of language to the exclusive establishment of communication has gained the reputation among scores of researchers in the field of linguistics in general. Out of this, one might assert that the study of language incorporates a number of different typical perspectives that deal with both concepts of “language usage”

and “language use”. For this reason, a motivating attempt shall be started to investigate the positions of both concepts and the discrepancies between them.

On the one hand, language usage simply indicates matters of grammar, syntax, style, and choice of words (Folwer and Crystal, 2009). As well, Bybee (2010) illustrates that language usage concerns the linguistic structures of the categories which constitute the language systems. That is, language usage is the basis of grammar and substitutions made at the level of grammar. Therefore, language usage underlies the linguistic conventions and rules that commonly appear and function in any human language. In undemanding words, the internal factors governing the right emplacement and combination of various linguistic patterns of a language are included under the broad sense of language usage.

On the other hand, language use has been one of the highly sophisticated issues in linguistics and the philosophy of language since the study of language basically counts for the investigation of the ordinary utilization of language in distinctive social areas (Nino and Snow, 1999). In fact, language use has the extreme correlation with the speech situations and the contexts in which language users find themselves for the reason that these circumstances greatly influence the finite set of symbols that a language possesses (Sandra, Ostman and Verschueren, 2009).

In simple terms, language use denotes a linguistic activity which exceeds the level of applying the grammatical rules and constructing meaningful sentences to the level of achieving the appropriate manner in which these rules are put into application.

Moreover, Evans and Green (2006) argue that, to a greater or lesser degree, language use is practically characterized by innovation. In other words, language use is innovative and constantly changing as new everyday contexts, whereby language is differently used, are taken into account. To elucidate the idea, Green and Evan consider the example of the term “mouse” which actually means a rodent, but with the new adoption of the word, it is likely to mean a computer mouse (the same shape). Then, the manufacturers of the computer hardware have used this word innovatively to create a new language use.

In short, both language usage and language use are investigated throughout the study of the human language. However, the former is more related to the grammatical rules and the linguistic patterning of the language, and the latter is concerned with the pertinent

utilization of language which goes hand in hand with the different external and social variables shaping the communicative environment.

1.2 Communication and Context

Seemingly, the notion of “context” is not a new issue under discussion in linguistics and pragmatics in particular; however, it has long been stressed as a definitely crucial component involved in the studies of natural language analysis (discourse analysis) and conversation interpretation. Hence, scores of researchers have concentrated on context in terms of delimiting its scope and definition to draw a straightforward line between the human language and the external factors influencing its consistency in everyday verbal and non-verbal communication.

Context, as being one of the essential concerns of a considerable number of disciplines, has distinctively been defined. On one hand, Dijk states that “a context is a course of events” (1997, p. 192). On this subject, context seems to encompass a set of world situations which are related to each other to thoroughly determine the complexity of the human language use.

Also, Wan (2009) refers to context regarding to the Latin origins of the word, whereby: “con” designates „together“ and “texere” which means „to weave“. Therefore, context means „weaving together“. That is, weaving together demonstrates the circumstance which includes many types of entities. For instance, a „seminar event“ is the weaving together of the entities like: speaker, topic, audience, time, location and so forth. Excessively, Zhu and Han (2006) prove that context is confined to society, language and matter world. In this sense, a speaker is restricted to the aforementioned elements when he realizes pieces of language.

On the other hand, Cornish (2008) represents a revised version of Connolly’s (p. 14) conception of “context” as presented in items (1a-c) only, the schematic representation proves that context includes discursual, textual, and situational contexts as shown below:

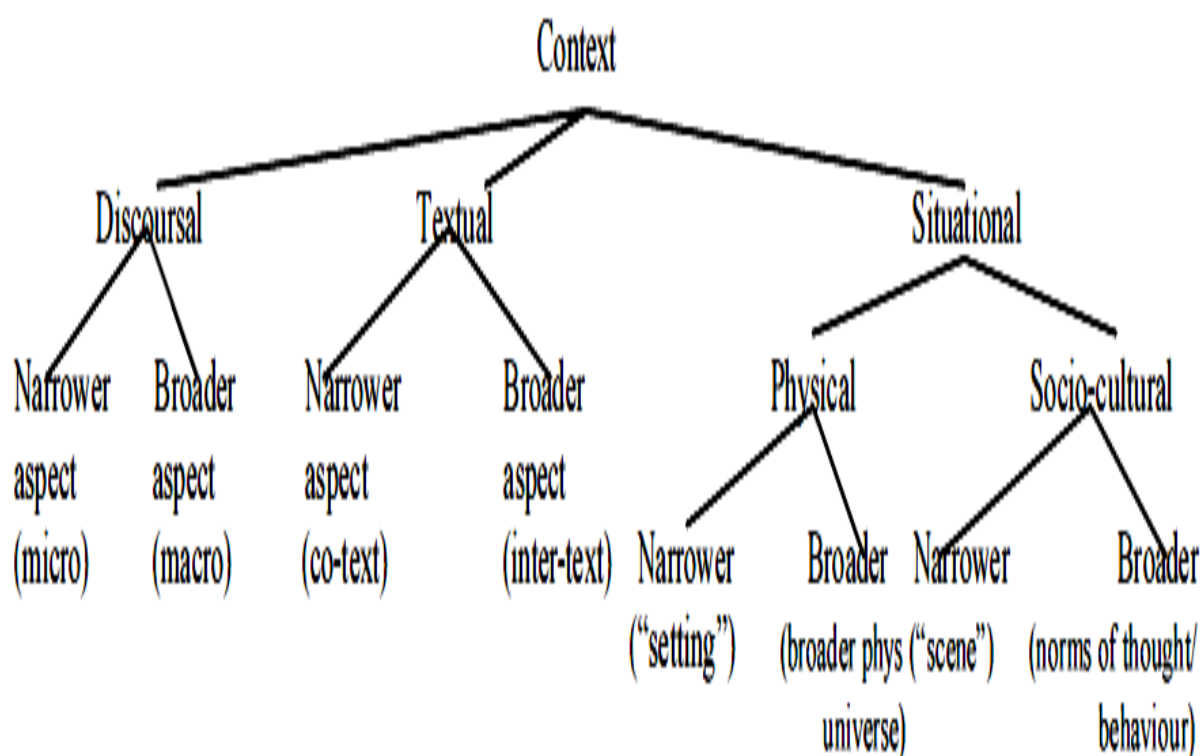


Figure 1.2: Cornish Schematic Representation of Context Constituents (2008, p. 107)

To simplify matters further, Cornish (2008) argues that the three components of context are not at the same level of significance. Indeed, priority is given to the situational context which is more fundamental because it greatly influences the conception of the discoursal and textual foundations. In other words, one might assert that the situation comprises the language formulation and use. More specifically, without the physical and socio-cultural situation, neither the discourse nor the text will be established to achieve certain communicative purposes.

To sum up, context has been the research area which attracted the attention of many researchers, linguists, pragmatists and discourse analysts as well, since it relates to a confluence of subject matters. Thus, for many, context refers to the entire environmental set of variables which reciprocally interact with the human language as a complex system. For this reason, context tends to be the fundamental ground upon which language users select, substitute and even withdraw their words.

1.3 Communicative Competence

During the last few decades, Theoretical linguistics has witnessed a conspicuous revolution which primarily tackled the human language phenomenon and its facades. Chomsky's speculation about "competence" and "performance" whereby the former refers to the universal active mechanisms that enable a human being to understand and produce an endless set of linguistic structures and grammatical patterns; however, the latter is the practical use of these abilities to interact and share knowledge with users of the language. As a reaction, Dell Hymes (1972) has introduced the construct of "Communicative Competence".

Foremost, Chomsky has been criticized by a number of scholars who believe that communication goes beyond mastering the linguistic signs. In this view, Habermas (1970) intervenes to claim that every day language use situations require, in addition to the pure linguistic aspect of the language, other essential sort of knowledge that comprise and manage the successful interaction. Consequently, communicative competence (CC henceforth) has been defined, according to Brown (2007) as "the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific contexts."(219).

Additionally, educationalists then tend to categorize constituents of communicative competence. That is, Canale and Swain (1980) put four components of CC namely; grammatical competence which concerns with the knowledge of grammar, discourse competence that serves coherence and cohesion of the language, sociolinguistic competence which underlies appropriateness of language use in social contexts, and strategic competence that cares about the set of strategies used to handle communication problems.

However, Celce-Murcia, Dornyei, and Thurrell (1995) identify five constituents of CC that function in harmony with one another. These elements can be explained in the below diagram:

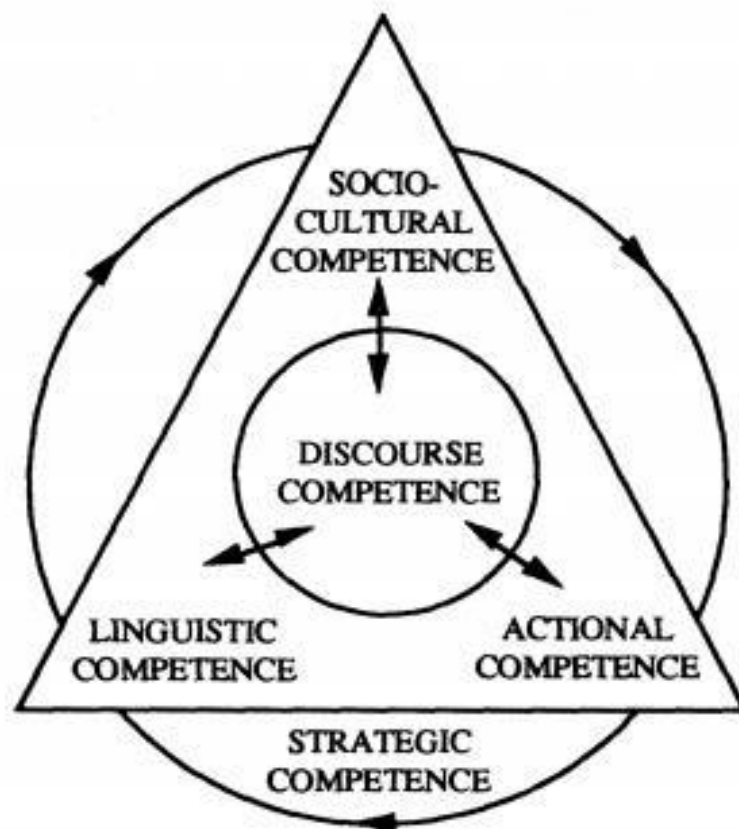


Figure 1.3: Components of Communicative Competence (Celce-Murcia, Dornyei, and Thurrell 1995, p .9)

The above diagram represents a pyramid which revolves around discourse competence as the most vital skill without which speakers cannot hold communicative activities. While, the actional competence is the added component to Canal and Swain model of CC. this latter basically focuses on the success of conveying and understanding intents of speech acts. Thus, all of socio-cultural, linguistic, and actional competences are said to shape the discourse ability which generally is endowed by the strategic competence that makes the speaker skilful to compensate for any deficiency in the other competences.

Moreover, Bagarić and Mihaljević Djigunović (2007), synthesize the representational scheme of communicative competence in terms of the similarities and differences noticed in the elaboration of the models elicited by Canale and Swain (1980), Canal (1983), Bachman and Plamer (1996), and, more recent ones, Okvir (2005). As illustrated below, components of communicative competence have been, to a greater or lesser degree, differently arranged, rearranged, and altered according to scholars conceptualizations of

the significant parts in the construct. This later can be said to play a role in promoting L2 teachers to portray the learnability and testing of communicative competence.

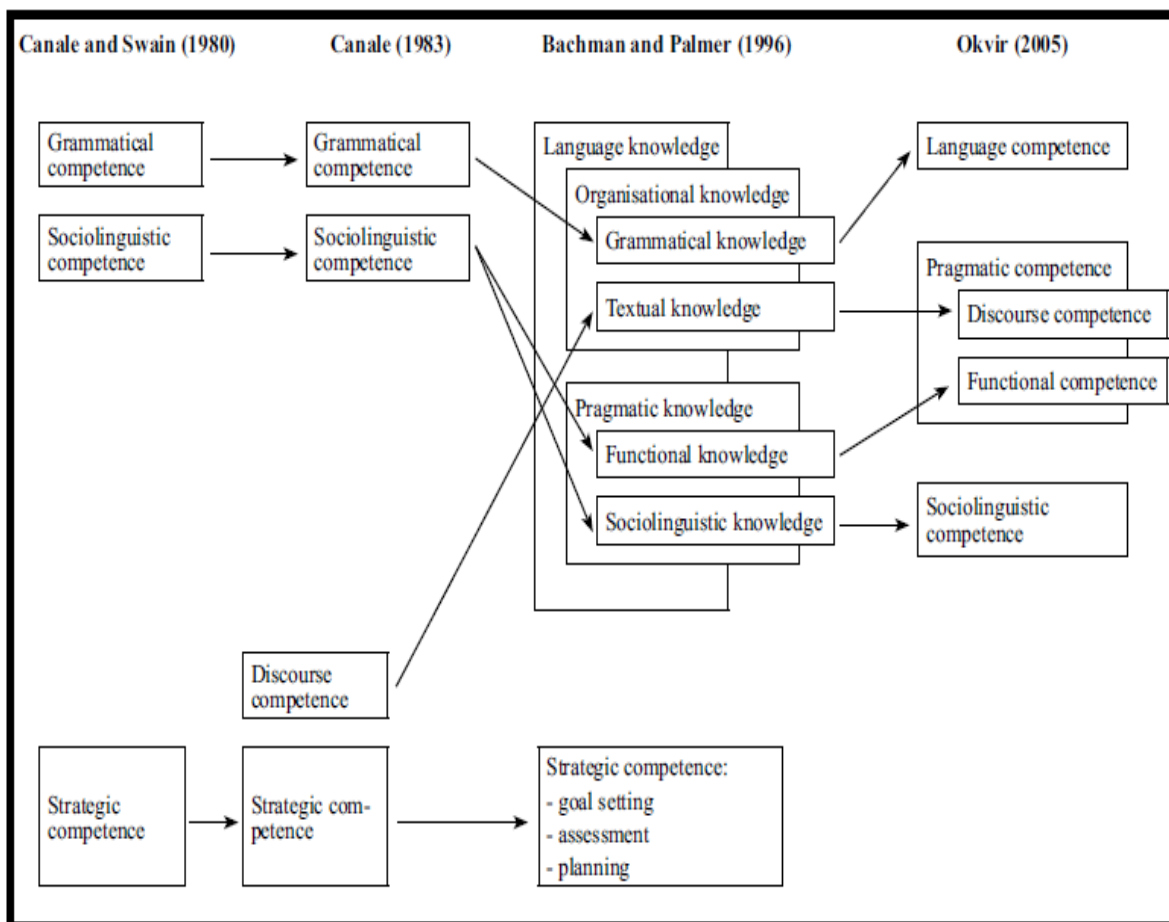


Figure 1.4: Similarities and Differences Between Models of Communicative Competence ((Bagarić, & Mihaljević Djigunović, 2007, p.102)

To conclude, communicative competence is the vivid construct which makes the ultimate objective of any language learning. That is, learners of the foreign or second language necessitate more than the simple knowledge about the language itself. Learners are rather required to know about the world, culture, and interaction conventions of the language.

1.4 The Ethnography of Speaking

In a modest attempt to recapitulate what has been up in the literature about the ethnography of communication/speaking, which is a linked field with sociolinguistics and given the label ,very often , the ethnography of speaking, it might be convenient to answer

certain important questions as to what is the ethnography of speaking?, and what is it interested in?

Above all, Newmeyer (1988) identifies that the ethnography of speaking refers to the methodology implied in approaching linguistics studies whereby language is contextualized. That is, it studies language use just as performed in the everyday life of particular speech communities. Next, the ethnography of communication incorporates techniques elaborated in different disciplines such as pragmatics, conversation analysis, poetics and history in order to accurately deal with and thoroughly explain language use phenomena.

Furthermore, in the ethnography of speaking, Atamna (2008) specifies that priority is given to the study of linguistic performance as a meeting point between language and socio-cultural constituents. To simplify this, the ethnography of communication interests in the probable relationship between language use and systems related to knowledge and social behaviors. Thus, meaning of speeches of an exact group of speakers whom are bounded by a social activity is a major concern of ethnographers of speaking.

While on the same subject, Saville-Troike (2003) notes that, the ethnography of speaking is, significantly, a systematic reference to a comparative approach of description and analysis. In simple terms, the author confirms that the comparison between the linguistic forms and their functions in distinctive languages and social contexts is to be primordial otherwise diagnosing and understanding the disparity between culture-specific and universal communicative phenomena will be a highly sophisticated and difficult task.

On the whole, the contribution of the ethnography of speaking as a field and a methodological procedure can be pointed out as a plan and a guiding concept to be used by language researchers, in general, to improve their understanding of how language contextualizes and is contextualized.

1.4.1 Hymes SPEAKING Grid

Before all, Dell Hymes, through his studies, wanted to shift the study of language from an abstract perspective to the inclusion of a more plausible approach which describes language as it belongs to its social circumstances; thus far a clear understanding on

appropriate language use would be on hands (Johnstone and Marcellino. More relevant, Dell Hymes (as cited in Farah, 1998: 125) argues:

...that the study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations...Speakers of a language in particular communities are able to communicate with each other in a manner which is not only correct but also appropriate to the socio-cultural context. This ability involves a shared knowledge of the linguistic code as well as of the socio-cultural rules, norms and values which guide the conduct and interpretation of speech and other channels of communication in a community ... [T]he ethnography of communication ... is concerned with the questions of what a person knows about appropriate patterns of language use in his or her community and how he or she learns about it.

Grounding on this study, Alba-Juez (2009) clarifies the SPEAKING grid as introduced by Hymes whereby each letter stands for one of the communication components as follows:

- 1. Situation:** this refers to the setting, location, or physical place where the communication practice takes place; both physical and temporal circumstances are requisites to perceive socio-cultural interactions.
- 2. Participants:** members who take part in the practice (sender, receiver) represent sources of information as far as their gender, social rank, and degree of literacy have a role in the general understanding of the message conveyance.
- 3. Ends:** this element comprises both speakers' intentions and effects. That is, interlocutors have ultimate objectives (intentions) and may receive outcomes (effects) if intentions are to be realized.
- 4. Act sequence:** the description of the sequential organization of the speech acts embodied within the communicative act in terms of content and form.
- 5. Key:** this constituent is the representational facet of the communicative practice i.e., the tone or manner which reflects feelings, spirits, and attitudes to make speakers sound serious, ironic, or humorous and so on.

6. **Instrumentalities:** this relates to the channels or instruments through which communication is realized. A channel may be of a face to face contact, a chat site, or any other type of communicative tools.
7. **Norms of interaction and interpretation:** this demonstrates both the active values of speaking (organization of turn-taking) and norms related to culture and belief (habits, routines and preferences).
8. **Genre:** this means the category or sort to which the communicative act belongs. In other words, whether the genre is a narrative, a folk, a formal, a non formal, or another different kind of communication maintenance.

On the whole, Hymes designed the SPEAKING grid as a tool to be used by researchers, in general, to perform a succinct exploration of the relationship between the communicative acts (speech situation, speech event and speech act) then to exceed ambiguities in understanding how communication is maintained, featured and realized (in terms of objectives).

1.4.2 Communication Across Cultures

If communication crosses the boundaries of the mere language usage, it becomes an intercultural issue among language users. Seemingly, speakers of any foreign language may possibly experience unusual situations wherein they encounter native speakers who are, of course, proficient communicators. In such positions, speakers will, in addition to language, necessitate the cultural and conventional awareness which normalizes communication.

Most of all, contexts of cross-cultural communication posit a heavy responsibility on the participants above all. This is why members of such interaction are asked to carefully understand, analyze, and be familiar with the socio-cultural norms of the communicative acts (Berns, 1990). Out of this, the independent academic subject of cross-cultural communication becomes a concern of many disciplines including anthropology, sociology, psychology and linguistics. In particular, communication across cultures is a social phenomenon which gained its reputation throughout history and even since the era of tribes (Zhou, 2008).

Additionally, since all communication is cultural, Kiss (2008) explicates that an intercultural communication competence is the ability language users possess to proficiently link their verbal and non-verbal behaviours to the appropriate cultural context. Accordingly, speakers of the foreign or second language cannot proceed in their communication unless they are aware of what constitutes a competence in intercultural contact. In support of this, Botha, Vosloo, and Kuner (2009) posit that in the modern era of communication the need for cross-cultural awareness is then a prerequisite to ensure an appropriate language use.

Moreover, the topic of communication across cultures has been further overvalued since it became a repetitive question in recent research interests. In this respect, Martin and Nakayama (2010) explain that “Learning about intercultural communication sometimes calls into question the core of our basic assumptions about ourselves, our culture, and our worldviews and challenges existing and preferred beliefs, values, and patterns of behaviour” (37). At this point, managing cross-cultural communication calls for the thorough understanding of identities, attitudes, predispositions, and social environments of oneself and the other.

In other words, on one hand cross-cultural interaction is the complex medium of culture transmission and it is no longer a new topic in the broad construct of communication; however, it has its existence all along history. On the other hand, foreign language learners find intercultural communication a laborious task since it requires knowledge about sets of beliefs, conventions, norms, and values to prevent the possible aspects of miscommunication

1.5 The pragmatics of Communication

The pragmatics of communication is a construct that comprises a collection of topics including verbal and non-verbal behaviours in communication, threads of communicative context in psychological research, disqualified communication, analogy in encoded nonverbal acts and more topics (Beaven, Bavelas, and Janet, 1992). The study of communication is thus centered and acting communicatively, in the pragmatics of social interaction, entails the interplay among language, reason, and action (Habermas, 1998).

An examination into the human communication does count for the study of the three fundamental areas of syntax, semantics and pragmatics. These areas are applied to the human interaction to cover, respectively, the information theory and transmitting issues, the meanings construction and conveyance, and the listener-hearer agreement about the message's significance or force. The pragmatic aspect of communication lies therefore in the argument that communication affects behaviours (Watzlawick et al, 1967). In this respect, as Frank-Honywill (1973) adds, although syntax, semantics and pragmatics are not really distinct, however syntax represents a mathematical logic, semantic makes the philosophy of science and pragmatics is psychology-oriented. This latter is yet dealing with the actions and behavioural effects of language.

Recent research into pragmatics and other related fields reveal two main tendencies towards an idealistic approach to communication and context-centeredness theory. To these tendencies, communication is a smoothly achieved process that is constituted by designing knowledge frameworks and recognizing intentions, maintaining cooperation, rapport, politeness, whereby socio-cultural factors are prioritized, in a given context or situation (Kecskes, 2010). In its simplest terms, Habermas (2001) claims, communicative action is successful when it depends on the recipient's responding to the validity claim invoked by the speaker. The use of linguistic expressions communicatively makes forcibly the use of presupposition, power and context of language.

1.6 Conversational Discourse

1.6.1 Definition of Conversation

Conversation, in essence, makes a basically natural component of humans' lives. Although language users are largely unconscious of the underlying system governing it as a process, including speakers' change, timing, contents, techniques and contributions, they operate on a daily basis maintaining conversation (Nolasco and Arthur, 1987).

At spoken language in use in a social context, according to Pridham (2001) , conversation is any sort of interactional spoken exchange that is predominantly face-to-face, non-face-to-face, or broadcast material-driven. Linell (2005), using conversation and dialogue interchangeably, adds that the universal setting for the occurrence of conversation has greatly been taken to be face-to-face dialogue. Whereas, recent documentation on the

same subject suggests that conversation can take place via a number of communicative media and it can even be written. These channels include both older technologies (written messages) and modern ones such as videoconferencing, electronic mail, and online “micro-blogging” sites (Gernsbacher, 2014).

Conversation can also be referred to as an essential form of organization for talk in interaction. This type of talk represents a sociological bedrock and a basic tool developing, using and learning natural language. It is thought of as the dynamic medium through which socialization and other concerns of the society are accomplished (Schegloff, 1996). Likewise, Thornbury and Diana (2007, p.5) speculate that “ Conversation is the informal, interactive talk between two or more people, which happens in real time, is spontaneous, has a largely interpersonal function, and in which participants share symmetrical rights”. In effect, conversation can take different forms of talk and/or dialoguing but remains the process and product of a mutually conceived social function.

1.6.2 Discourse and Conversation

The technical term “discourse” seems to mirror different denotations to scholars and researchers in different domains. It has generally been referred, particularly by linguists, to as anything beyond the sentence (Tannen et al, 2001), the study of the aspects of language use (Fasold, 1990) or it has been thought of as language in action and studying it entails the investigation of both language and action (Hanks, 1996).

Other scholars, however, claimed against the traditional view of discourse, as a linguist unit larger than a sentence. According to Blommaert (2005), discourse has gained a social nature because it makes language users’ environment a socially and culturally meaningful place and that meaning in discourse is a construction that develops under both linguistic and socio-cultural criteria. On the same subject, a thorough account for discourse must employ perceptions from anthropology, sociology, linguistics, neuro-linguistics, semantics, logic, philosophy, artificial intelligence and cognitive psychology, which makes understanding how language use works an impossible task that requires a full account of human life (H. Hovy and, Donia, 1996).

As to the interplay between conversation and discourse, Schegloff (1996) argues that:

whereas for many linguists and other students of language, conversation is one type or genre of discourse, for me discourse is, in the first instance, one kind of product of conversation, or of talk-in-interaction. More generally, it can be a contingent product of participants in ordinary conversation; or it can be the designed product of a form of talk-in-interaction which is some systematic variant or transformation of ordinary conversation-like the interview or the lecture. But I take conversation to be the foundational domain (p. 3,4).

This is to say that discourse can be given the conceptualization of a natural segment in conversation or in interactional exchanges. This inclusive part would also be the possible product of any encounter. At its most general sense, as Crystal (2008) states, discourse denotes a behavioural entity that constitutes a recognizable speech event such as conversation. Within discourse there is in fact a combination of relationships that operate perfectly (Grimes, 1972).

1.6.3 Conversation Process

Natural talk in interaction or conversation is subject to all features of language in use. Conversation, as basic part of language users' routines, is said to be process-oriented rather than structure-oriented. That is, because the cognitive environment of speakers is not predictable, they depend on their individual histories and experiences to maintain interaction. This cognitive environment is continually broadened and modified during the process of conversation. In this respect, the working properties in a conversation are naturally conceived and the interactants' intentions and goals may be modifying during the conversation (Jucker, 1992).

In support of this, Searl (1992) identifies conversations as paradigms of shared behaviours. These paradigms do not have an inner structure. The reason is not because conversations comprise two or more people, but because conversations lack a specific purpose or point. It makes clear that, conversations may be referred to as a the non structural units of language use. And, these units are generally achieved through process-driven properties. These latter involve features of the naturalness of language use including ongoing change and spontaneous flow.

1.6.3.1 Features of Conversation

a. Floor:

It is believed that, according to Iwaski (1997), interlocutors in conversations establish a mutual perception of a mental space where they can recognize the social encounter and interact. This space is also referred to as a conceptual floor in conversation which would assist and influence the participants' acts of interaction and of information transmission. Likewise, Hayashi (1996) considers floor in conversation, as a cognitive network that evolves through and comprises speakers' context of interaction, to be "a dynamic cognitive entity that links the interactants together socially and psychologically" (p. 32).

b. Turn Taking:

Turns in conversation are basic facts in the way that interactants change their roles continuously in order to get their speech started (Coulthard, 1985). Turn takings reflect a succession that they follow one another quickly whereby there is little pausing and this is of a significance since pauses are often indicators of miscommunication or interactional troubles (Walsh, 2011). Cook adds that the mechanisms employed to ease turn takings may mark divergence between languages and cultures.

c. Transition Relevance Place (TRP):

The end of any large constructional unit a speaker assigns in natural language comprises a point at which speakers may change, it is known as transition relevance place. The rules governing that change may or may not come to play which means that change is subject to uncertainty (Levinson, 1983). In view of this, Ford (2004) claims that the time schedule of turn initiation is a crucial semiotic resource for human communication. TRP is the property that makes turn transition relevant but not necessarily accomplished (SELTING, 2000).

d. Overlaps:

Schegloff (2000) maintains that Overlaps refer to the facts of talking by more than a speaker at the same time. And, most overlaps are over very quickly, but some others seem to persist for some time. Many of these are a room for perturbation in the flow of speech in

conversation. Besides, simultaneous speech or overlap constitutes a feature of conversational interaction but not all overlaps constitute interruption (Lerner, 1989).

e. Pauses:

Heldner and Jens (2010) identify pauses in conversation as the statistical distribution of intervals within the utterances of one speaker. These pauses or gaps are deemed to be interesting because they are indicators of what kind of interaction and behaviour are aimed for in the system of conversational talk. To distinguish then, gaps in conversations refer to short silences between turns and lapses denotes longer or extended silences between turns (Sacks et al, 1974).

f. Backchannels:

Backchannels, as Yule (1998) explains, are features categorized as vocal indications used generally to mark attention, such as uhhuh, hmm, when a participant is taking the floor. On the same subject, White (1997) clarifies that features of backchannels would be accounted for in contexts of politeness, cooperation and negotiation of meanings and understandings in communication encounters across cultures.

g. Adjacency Pairs:

At its most general sense, and as first coined by Sacks and Schegloff, adjacency pairs refer to a peculiar instantiation of the sequential organization or the turn by turn association in conversations. The term refers to the affiliation of two utterance types into a pair type whereby the production of the first part by the addresser is relevant to and explicable with regard to the production of the second part by the addressee. These pairs can be, as a matter of example, greeting-greeting, request-refusal, question-answer and so on (Bussmann et al, 1996).

1.7 Discourse Structure in Conversation

For many years, researcher have engaged in studying discourse to understand how is its nature, as an entity that goes beyond a sequence of sentences, structured and developed in everyday conversation. This has been investigated in ways of identifying and categorizing the phenomena pertaining to discourse (Webbber, and P rasad, 2009).

Conversational discourse is a joint endeavour in which both the addresser(s) and the addressee(s) assume responsibility of the interactional exchange as well as of the conveyed meanings (Clark, 2009). A theory of discourse structure then holds that utterances in conversation or dialogue are by nature assembled in discourse segments. These segments are recognizable because they associate purposes or intentions and they reveal coherence at both local (among utterances) and global (with other segments in the discourse) levels (Taboada, and Zabala, 2008).

According to Grosz, and Sidner (1986), in their theory of discourse structure, the inner structure of discourse is a compound of three main interacting constituents; namely, a linguistic structure, an intentional structure, and an attentional state. The linguistic structure's basic elements are the utterances themselves or the act of saying a particular set of sequences of phrases and clauses. The intentional structure constitutes the underlying intentions as well as the existing relationships utterances share. As to the attentional state, it comprises information about the objects, features, relations and intentions that are prominent in a given point in the discourse. This latter serves to promote continuity of information about previous utterances in the discourse. These constituents form together a clear idea about the flow of discourse and figure out meanings and explanations for what is said.

Eventually, discourse is hierarchically-structured and mentally presented as a product of utterances, illocutionary acts and propositions that are employed by speakers to carry out communication. The task of understanding aspects of discourse within conversation entails inferring propositional and illocutionary forces as well as inferring intentions and interactional acts (Francis, 2006). Vand Dijk (2008) adds that discourse structure is related to social situations and thus a number of cognitive features, including knowledge, ideologies, norms and values, come to play in decoding and constructing discourse meanings.

1.7.1 Conversational Styles

A conversational style is a term that encompasses a set of acts speakers naturally do in interaction. The ways in which a speakers shows that he/she is interested, glad or angry, how and when to play jokes or tell stories, when to start a speech and when to stop, whether it's appropriate to overlap in speech, how loudly he/she would speak and what

intonation to use. these are, unsurprisingly, dependent on variables such as gender, ethnicity, age, class, regional background, and a speaker's individual habits (Tannen, 2000).

In simple words, Tannen (2005) argues “I use this phrase to refer to the many linguistic aspects of how speakers say what they mean, including pacing and pausing, indirectness, tone of voice, intonation, syntactic patterns, genre (tell a story? make a joke? ask a question?), and so on. (p. 393)”. In this respect, a style in conversation refers to the manners in which language users perform tasks in interactional exchanges. This includes, the word choice, tone, pitch, intonation, pauses. In this way, people communicate meta-messages that underlie information about their predispositions towards, and their relationships with, other communicators in a given conversation (Shamekhi et al, 2016).

Recent publications on the same subject seem to coin the term conversational style with cognition and personality. Langley (2017) considers speakers styles in conversation as a natural phenomenon that explains a cognitive theory of personality. In the way that, for example speech act performance, a person can be polite or authoritative while making a proposal. Meanwhile, Gumperz and Tannen (1979) argue that the properties speakers consider as unique to the individual are deemed to be social and shared among groups of language users. And that, impressions of styles in conversation are a product of linguistic devices used to identify meanings of utterances.

Conversational styles in interaction differ depending on different socio-cultural contexts of language use (Kachru, and Smith, 2008). Therefore, raising language users' awareness of conversational discourse may not put a stop to aspects of miscommunication, such as misunderstandings, however it can better participants' understanding of these aspects without having to perceive themselves as being mean or inappropriate (Tannen, 2005).

1.7.2 Indirectness in the Discourse of Conversation

Indirectness of conversation in the delivery of discourse is referred to as conversational implicatures in pragmatics. However, in conversation, it is analyzed as avoidance of confrontation, joking, overstating or understating (Tsuda, 1993). In fact, it is, in Zhang, and You's words, “the means in which one meaning is conveyed indirectly

through utterances or non-verbal behaviours in order to achieve certain goal, or the means in which one's intent is revealed in a roundabout way" (2009, p. 99).

According to Bach and Harnish (1979), indirectness in conversation underlies three main types; namely, Standardized form, Pragmatic idioms and Hints. In brief, the standardized form of indirectness refers to the type of forms that are indirect but they behave like they are direct, such as "could you pass the salt?". Pragmatic idioms are aspects indirectness as well. That is, the so called situated conversational speech or expressions with idiomatic connotations such as the expression "Take it easy". As to hints or logical inferences, these are the type that needs a logical inference on the part of the addressee to grant the speaker's intention, as a matter of example, "The door is over there".

The question why there must be indirectness in everyday conversational discourse has been answered in a variety of occasions. Lakoff (1979) puts forward that indirectness is preferred to save speakers' face, to achieve social rapport, and to continue a sense of involvement in participants' cooperation and mutual participation in making meanings. Furthermore, Zhang, and You (2009) state that there are motives for indirectness to occur in conversation.

These underlie (1) indirectness for politeness; to regard face and face management especially in speech act performance, (2) indirectness for self protection; to save one's face and to not be in the control of others, (3) indirectness for humour; to imply more than the literal meaning in a situation of misunderstanding or to flout cooperation in order to mitigate an offence, and (4) indirectness for rejection or denial; to avoid apologies and miscommunication or negative attitudes in language use. In fact, as Tannen states, "the reason we can't solve the problems of indirectness by being direct is that there are always unstated assumptions" (2007, p. 66).

1.8 Language Use and Socialization

It is generally assumed that language knowledge is a psychological and cognitive entity and development. the theory of language socialization claims that knowledge of language is not only transmitted through interaction in a given historical, political or socio-cultural context, but it is also used, acquired and learnt through the process of socialization (Shi, 2007). In the same vein, Schieffelin and Ochs (1986) identify two main areas of language use and socialization; namely, socialization through the use of language and

socialization to use language. The notions are generally linked to understanding the independence of language and socio-cultural structures as well as processes.

Most importantly, language socialization has more to do with appropriateness in language use. Garrett (2009) as cited in Thorne et al (2009, p. 103, 104) argues that:

As a developmental process . . . language socialization is much more than a matter of learning to produce grammatically well-formed utterances. It is also a matter of learning to use language in socially and pragmatically appropriate, locally meaningful ways, and as a means of engaging with others in the course of—indeed, in the constitution of—every day interactions and activities. (p. 190)

On the light of this, Watson-Gegeo insists that “there is no context-free learning” (2004, p. 340). That is, a good language indoctrination must count for both micro and macro dimensions of language itself including aspects of actual performance as well as the socio-cultural contexts of use in order to mediate between which linguistic forms to be learnt and their possible parameters of how they should be represented.

1.8.1 Framing and Contextualization Cues

Frames in language use refer to the construct units that shape meaning in a communication act. In a cognitive process of structuring meanings, frames constitute the act of perceiving thinking and communication (Fillmore, 1976). Frames include the linguistic representations, the visuals, the messengers as well as the way in which the listener is helped to deduce and categorize a piece of information. Then, framing concerns itself with the encoding of the communicated messages depending on the shared ideas (Wendland, 2010).

Whereas, a contextualization cue has been given the definition, according to Gumperz (p. 131), as “any feature of linguistic form that contributes to the signalling of contextual presuppositions” as cited in (Wilson, 2004, p . 2). It is thus the use of any features that contribute to the characterization of the appropriateness in a given speech situation (Dey, 2001). In teaching language, contextualization as a mediator between instruction and concrete practice in particular contexts of language use (Johnson, 2002). Therefore, according to Wlaz (1989), contextualizing language and understanding

contextualization cues assist language learners to construct language use patterns in a given context or speech situation.

1.8.2 Conversational Inference

A conversational inference is the process of interpretation that goes beyond the pure code manifestations but depends also on the contextual parameters that shape and/or reshape the communicated meanings. It is then context-bound that participants refer to in order to deduce intentions and construct responses (Gumperz, 1982). Conversational inferences constitute a part of almost every act of communication through conversations. These inferences are comprised on the lights of non verbal and verbal responses. And, evaluation of intents in conversational inferences adheres to the nature of exchanges in conversations rather than to the truth value of the participants' utterances (Yang, 2009).

1.8.3 Norms of interaction

A norm, by and large, incorporates an evaluation of what is regarded as right and what is banned as wrong within a given community, an anticipation of acts to happen and even of the possible reactions (Gibbs, 1965). Norms of interaction or of language use are rather "prescriptive statements of behaviour, of how people should act, which are tied to the shared values of the speech community"(Saville-Troike, 1989, p. 154). These norms are deemed to be considered as dynamic because they are subject to invariable change. This change is the result of what participants do while using language in a given context (Brinck, 2015). At the same time, there are norms of interpretation which are culture bound and situated with the communicative event. Norms or interaction are created and evaluated against a set of background knowledge (Cots, 1992).

1.8.4 Conversational Routines

Conversational routines consist of a set of linguistic and non linguistic manifestations that are commonly shared to function as stable acts in everyday language use. Leech considers conversational routines as " phrases which, as a result of recurrence, have become specialized or entrenched for a discourse function which predominates over or replaces the literal referential meaning" (1983, p. 38). Aijmer (1996) explains that a routine in conversation can be a single word like "thanks, sorry" and it can be a composite of a number of words such as "can I keep you for a moment and tell you something!". These conversational routines can be referred to as independent blocks that are stored in the

language user's long term memory to be exhibited, sometimes, unconsciously, in the corresponding speech even.

1.9 Social Correlates with Conversational Discourse

1.9.1 Social Class

It has been customary in the field of sociolinguistics to understand the intersection between language and society. However, the study of social class or simply "class" has been a longstanding focus along the nineteenth century. In this regard, social class has its origins in the theoretical spheres of social and political economies, and it has long been associated with figures like Karl Marx and Max Weber (Meyerhoff, 2006).

Next, social class, throughout literature, hasn't lent itself to a single outright definition. But, the notion has been a room for arguing and bolstering prior findings through updated research instead. Thompson (1978), suggests that social class might be perceived as a representational formation with regard to societal and cultural factors within a community.

In fact, this is to denote the adherence to social and cultural standards in order to categorize members of the sole society. In the same disposition, social class has, according to Theodoropoulou (2014), been ascribed the sense of hierarchically positioning persons depending on certain socioeconomic attributes such as income, wealth, and education.

Nevertheless, one of the key foci of linguistic and sociological research has been the study of social class in everyday language use. Rationally, the inclusion of language use is no longer obsolete in modern linguistics in general. In this claim, Coupland (2009) puts forward that while social class "has its basis in social realities to do with authority, control, poverty and life chances [...] meanings linked to class are also created in discourse" (p, 312). This does, believably, approve the idea that everyday verbal communication is, to a greater or lesser degree, receiving an impact because of the perceptions underlining social class.

1.9.2 Gender and Age

In modern sociolinguistics, gender and age-related issues have been by and large introduced as key variables in studies of language use and language change . To start with, Gender , as a social category, differs from sex which holds much promise to the distinctions between male and female in the purely biological sense. Gender is , therefore, a reflection of a set of socially-determined manners, expectations and attributes that correlate with being male and female (Litosseliti, 2006).

Nevertheless, sociolinguistics turned to reframing questions about the correlational strings between gender and language. Within this corridor, many researchers have dabbled in the understanding of how language can be impacted through gender. In this sphere, Macaulay (2005) asserts that gender is a prominent aspect in verbal behaviours, and that it represents a pivotal foundation on which to inspect the occurrence of language variation examples in the use of certain discourse features. This is most outrightly to say, the interpretation of how linguistic variations take place within the use of a number of discourse features is based on gender as salient variable.

Besides, given the importance placed on age as a central feature in sociolinguistics studies, research has unveiled a close linkage between age and language. To this initiative, Chambers (2002) makes the claim that if the subject of language change is broached, age will be the primary social correlate that interferes, and that the prototype of change proves itself in speech patterns such as those minor variants in oldest generation's language use and how they occur in the middle generation's and with still greater frequency in the youngest generation's use of language. To this end, age, is the social construct which may have access into, not only the sphere of language variation and interaction, but also into a variety of other social phenomena (Eckert, 1989).

1.9.3 Ethnic Varieties and Speech Communities

The interplay between ethnicity, speech communities and language has been one of the conundrums sociolinguists and social psychologists have approached in the last few decades. Questions about ethnic varieties and speech communities in relation to language have hence proved notoriously difficult to answer, and are often investigated in depth. At this dimension, ethnicity is cited as “an umbrella concept that “easily embraces groups differentiated by color, language, and religion; it covers “tribes,” “races,” “nationalities,”

and castes” (Horowitz, 1985.p, 53). In fact, the notion refers to a whole range of thoughts, feelings, behaviours and social attributes that distinguish groups of people from one another.

Most interestingly, The interrelation between language and ethnicity has long gained the attention of researchers and educationalists. In this consideration, language _ethnicity correlation has shown to be a reciprocal swap of influence. This is to say, variations in linguistic patterns have proved to be influenced by speakers’ ethnicities, and, in a reciprocal fashion, language use has been assumed to shape and substantiate ethnicity (Noels, 2014). On the same subject, Wagner (2014) advocates that speech is the space where language users perform their ethnic identity and feel their ethnicity. This latter endorses the idea that language use is , to a greater degree, operationalized through ethnic variations.

On the other verge, sociolinguistic research into speech communities has reaped some answers for questions tackling the nature of the coinage between language and speech communities. In this view, a speech community can be referred to as a group of people who share a set of linguistic standards and a set of norms about the appropriate use of their language (Yule, 2006). Moreover, definitions in literature, such as Lyons (1970), Fishman (1971), Labov (1972), Gumperz (1968), Hymes (1974), and Kerswill (1994) have been examined by Zhan (2013).

In this respect, speech communities have been introduced as the fundamental subject of analysis in the ethnography of communication, and they represent the abstract room of interest in sociolinguistics. Besides, speech communities relate to language and language use in terms of the interlock between the community’s rule governed interaction and the shared linguistic repertoire of symbols. This latter construe a group which is basically different from other groups (Zhan, 2013).

1.10 Conversation Analysis and Discourse Analysis

The type of effort which has come to be labelled as conversation analysis is, in simple words, the study of how societal actions are accomplished via the means of interactional talk. As to its genesis, reference goes back to the late 1960s when some sociologists showed dissatisfaction about the quantitative methodologies that were

dominant and overreaching ideas about how people realise the social world through language in interaction (Antaki, 2008).

Conversation analysis (henceforth, CA), as a primary concern of talk in interaction (Schegloff 1997), has become an increasingly interesting area in sociology and outside of it. It revolved mainly around the pioneering research of Harvey Sacks (Antaki, 2008 and Wooffit, 2005). To delimit the scope of CA, Morgan (2010) explains that:

Concepts of conversation analysis include ordinary or institutional talk, turn-taking, sequential positioning, overlaps, interruptions, and proximal and distal contexts. During the process of analysis, data are viewed as a joint interpretation of participants' own reality. Examples of conversation analysis in health and social care related research can be found in phone calls to a psychiatric hospital (p, 2)

In fact, CA underlies a complete range of linguistic, conversational as well as contextual parameters that compose both content and methodology in order to make sense of analyses.

Establishing the importance of the topic for language studies and social interaction, the aim of conversation analysis is to concentrate on construction and understanding of language and/or talk in interaction as a product of the speakers themselves. That is, CA attempts to extract and unveil the organizational patterns of talk regarding the speakers' perspective to expose for one another their understanding of what is happening within the talk (Hutchby & Wooffitt 2008).

At the same time, discourse analysis (henceforth, DA) has been a fast developing field in which a number of independent academic domains come to interact over models of understanding and methods of analysing discourse. In the Handbook of Discourse Analysis, these fields include, linguistics, anthropology, philosophy, communication, cognitive psychology, social psychology and artificial intelligence (Tannen, Hamilton & Schiffrin, 2001).

The definition of DA has largely embraced conceptualizations as to the study of : language use beyond the sentence, the correlations between language and society, the interactive features of everyday communication and language in situational and cultural

context (Stubbs, 1983 ; Jaworski & Coupland, 1999 ; TRAPPES-LOMAX, 2006). In support, Wood and Kroger (2000) explicate that the prevailing types of discourse analysis are a result of the rapid growing nature of the field itself and of its disciplinary genesis.

The aim of discourse analysts is therefore to “ show how the linguistic elements [found in language] enable language users to communicate in context” (Nunan,1993, p. 20). This includes the study of the linguistic parameters such as conjunctions and pronouns that speakers use to interrelate entities in their discourse. In a holistic word, Gee simplifies:

in DA analysis we are not interested in specific analyses of data just in and for themselves. A discourse analysis must have a point. We are not interested in simply describing data so that we can admire the intricacy of language, though this is, indeed, admirable. Rather, we are interested, beyond description, in two things: illuminating and gaining evidence for our theory of the domain, a theory that helps to explain how and why language works the way it does when it is put into action; and contributing, in terms of understanding and intervention, to important issues and problems in some “applied” area (e.g. education) that interests and motivates the researcher (1999, p. 8)

In conclusion, both conversation analysis and discourse analysis are inspired by ethno-methodology and are mostly viewed as self independent and sufficient approaches to the study of language and interaction in the social world (Hammersley 2003). This is to confirm that these approaches subject language in interaction to their main foci not to just describe but rather to understand and justify how and why language works in its authentic setting.

1.11 Communication Barriers

While communicating thoughts and knowledge, foreign language speakers worldwide witness various difficulties that range from a number of social, cultural, religious and ideological resources. In view of this, EFL learners are more likely to fall in the trap of cross-cultural miscommunication and because of such reason miscommunication as a serious dilemma has attracted the attention of many researchers especially in the sphere of foreign language education.

At the beginning, the failure to communicate adequately is a part of everyday interaction and its possibility of occurrence is always on hands. To elucidate matters further, Anolli (2011) identifies that Miscommunication can neither be viewed as a group of unusual communicative events nor as an odd demonstration which is actually detached from the perfect, standardized, and systematic scheme of communication.

However, it is a universal experience which underlies communicative phenomena like disruption, relational instability and mutual misapprehension, misunderstanding, contradiction and the like. Suffice it to say, miscommunication is the situation when participants in the conversation have different cultures and come from distinctive races, then they perceive and react in absolutely a non desirable way (Sugai, O’Keeffe, and Fallon, 2012).

Furthermore, miscommunication has been introduced as a typical case of misinterpretation whereby receivers or listeners approach the conveyed messages from a fairly incorrect position (Howe et al, 2011). More importantly, recent research outcomes show the reason why EFL speakers miscommunicate in authentic language use contexts. In this line, Olshtain and Cohen (as cited in Jalilifar, Hashemian, and Tabatabaee,) affirm that "second language learners' attempts to translate conventional routines specific to first language verbatim into the second language often result in miscommunication even if the results of their attempts are grammatically correct" (2011, p. 795). Consequently, most of EFL learners' inadequate language use range from the constant transfer, from the native language to the second or foreign language, of interactional and conversational norms.

In all, the presence of miscommunication in foreign language use contexts is generally a frequent happening since learning the L2 is a task that exceeds the level of grammar mastery to the adoption of the interactional routines that comprise the appropriate use. In particular, aspects of miscommunication are mostly identified as misunderstandings and pragmatic failures that lead to the breakdowns of conversations. Thomas (1983) proposes the below diagrammatic representation of the grammatical, pragmatic, and social reasons that elicit communication breakdowns in a considerable number of cross-cultural encounters:

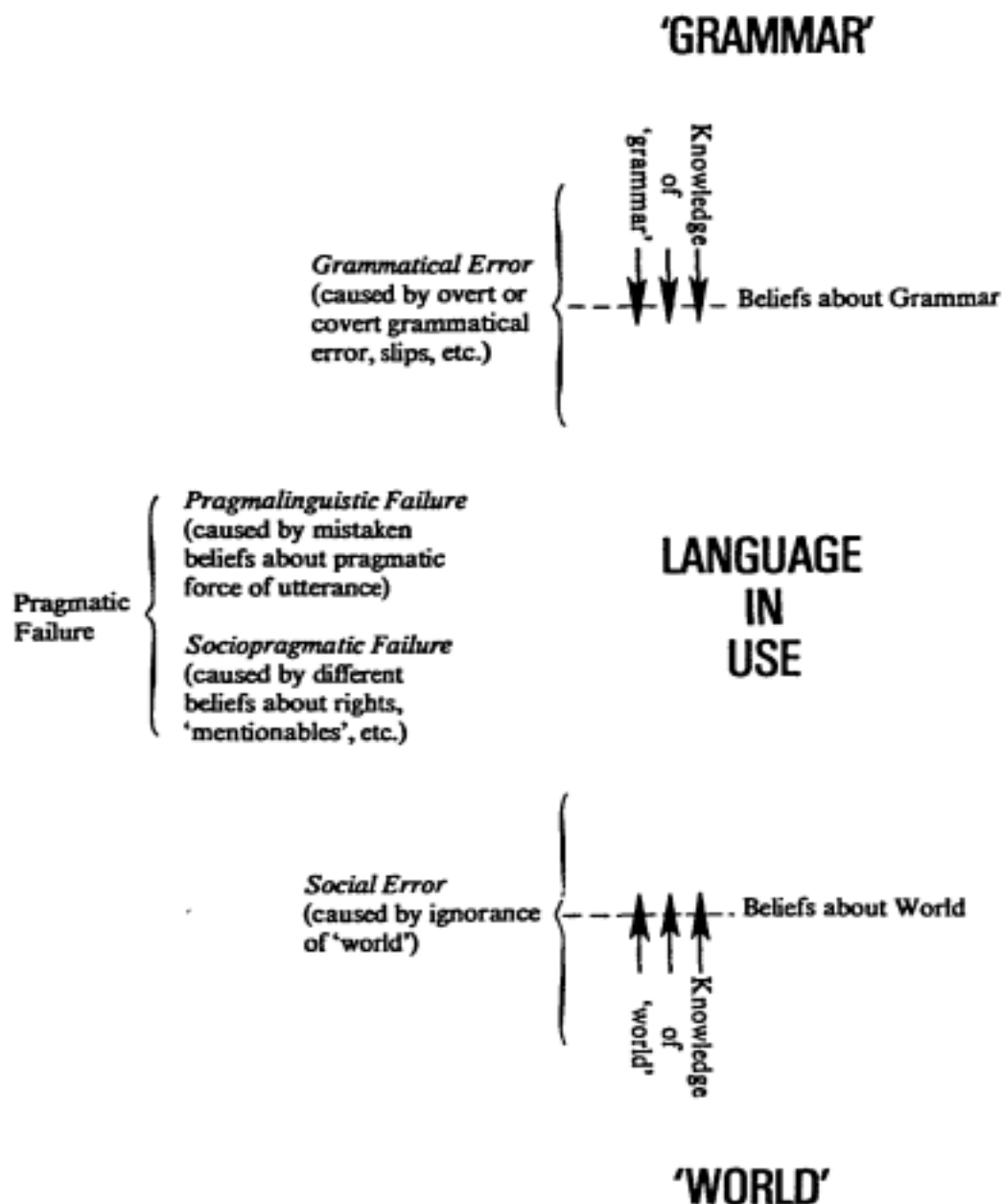


Figure 1.5: The Possible Causes of Miscommunication (Thomas, 1983, p. 100)

To elucidate, communication across cultures is, indeed, a challenging predicament since it has long been mentioned as a serious issue on the lights of foreign language education. In simple words, NNSs worldwide are likely meant to go through such embarrassing experiences wherein their knowledge about the language does not allow them to socially function and achieve successful communication. As a consequence, both linguists and teachers tend to shed light on the vital construct of communicative competence as a corrective procedure to the linguistic restrictions learners are confined to.

1.11.1 Misunderstandings

Communication is the most natural, systematic, and complex activity language users are engaged in almost all the time in order to do things and reach purposes. However, as to second and foreign language learners, communicative functions are more difficult and barely achievable. In relation with this, misunderstandings are the possible threat as well as hindrance that hold back the success of communication.

Initially, the problem of the widespread cross-cultural communication misunderstandings has been a central concern in linguistics and discourse analysis. Accordingly, to define a misunderstanding, Yus (1999, p. 500) states that “When the addressee picks up an interpretation X_b , among a choice of interpretations $X_1...X_n$ in a certain context C , which is different from the interpretation X_a that the addresser wanted to communicate with a verbal or nonverbal stimulus.” Thus far, a misunderstanding in natural language use settings is a usual and common behavior the majority of language speakers may experience; however, it requires a trans-disciplinary approach to be profoundly investigated, because communication itself covers cognitive, social, discursive and emotional dimensions (Bou-Franch, 2002).

Next, to clarify the influence of misunderstanding on the conversation structure and the participants’ roles, Rehbein (2006) unveils that misunderstandings do forcibly guide speakers to certain kind of illusion in the discourse meaning which result with the discontinuity of communication in the ordinary manner whereby participants feel the inconvenience and instability of their conversational contributions.

However, Keysar (2007) explains the issue from a fairly different perspective wherein misunderstanding is not the result of a noise or an interference that occurs in the system of communication, but it is a systematic signal of how speakers’ minds function. And he adds that communication using the foreign language is the place where ambiguity constantly exists since even an easy statement such as “this chocolate is wonderful” can possibly carry a number of intentions (speech acts).

Additionally, out of recent findings, the notion of misunderstanding has been figured out and illustrated taking into account the grammatical and contextual dimensions. In this line, Verdonik (2010) attempts to delimit the scope and writes that a misunderstanding is

either a misperception or a misinterpretation. These major types may unsurprisingly affect the phonological, syntactic, semantic or situational level of interpretation, as well as they can influence the overall content of the illocutionary force. In simple terms, if speakers misperceive the messages, they will be unable to match utterances to their logical signification, as well as they cannot catch the deep meaning of the propositional content.

1.11.2 Types of Misunderstandings

Unsurprisingly, misunderstandings in using the language have been a direct reason to communication breakdowns. That is, Kaur (2011) agrees that intercultural encounters are featured with miscommunication problems since participants in any encounter and to a greater degree refer to their own culture and native language to infer the communicated meanings. In particular, as far as English is a lingua-franca, the author also identifies four main sources of misunderstandings that can be summarized as follows:

- a) **Language-related Misunderstanding:** some problems of communication appear due to the lack of control over the pure linguistic aspect of the cross-cultural interaction. That is, even it is not the core reason that prevents successful communication, but speakers with deficiencies at the level of grammar will experience more misunderstandings.
- b) **Performance-related Misunderstanding:** a considerable number of misunderstandings in an intercultural encounter are the result of the improper performance of the language, i.e. problems of slips of the tongue, phonological identification, as well as speed of the delivery while speaking.
- c) **Ambiguity:** as a major source that leads to communicative failures, the unintelligibility of utterances will cause misunderstandings since meanings are always open to a number of inferences. In this way, since speakers sound less explicit, hearers will forcibly misinterpret the encoded messages.
- d) **Gaps in World knowledge:** another clearly identifiable source of misunderstandings is the lack of knowledge about the SL or L2 world. In this view, communicators who are not aware of the referential ties while using the linguistic code are those who cannot bridge the gaps of communication.

1.11.3 Examples of Misunderstanding

To the last point, as a matter of example, three cases are to be taken into consideration as being an illustrative initiative to simplify matters further and elucidate the manner how EFL speakers worldwide fall in the trap of misunderstanding face to face with native speakers of the language. The first example is extracted from Zhou (2008, p. 145), however the remaining ones are provided by Moore (2006, p. 123,124).

Case one: an English native speaker (NS henceforth) boss is talking to non-native English speaker (NNS henceforth), who is a worker, about coming to work on Saturday.

Mr. Smith: Can you come in on Saturday?

Mr. Wu: Yes. I think so.

Mr. Smith: That'll be a great help.

Mr. Wu: Saturday is a special day, did you know?

Mr. Smith: How do you mean?

Mr. Wu: It's my son's birthday.

Mr. Smith: How nice. I hope you all enjoy it very much.

Mr. Wu: Thank you. I appreciate your understanding.

Herein, the NNS (Mr. Wu), on the one hand, wants to subtly and softly express his refusal to come and work on Saturday. However, on the other hand, he contributes to the vagueness of his predisposition so that the NS (Mr. Smith) could not understand the hidden message conveyed by the worker because of the different ways of thinking. Thus, even the NNS' English is correct, but his communication is a failure.

Case two: A is the NS and B is the NNS whom is kindly requested to open the window.

A: Would you like to open the window, B?

B: No, thank you.

Case number two reflects a situation whereby the NNS completely misunderstood the communicated thought and s/he may be perceived as being a rude person. That the NS politely requested the NNS to open the window, but the NNS has grasped only the plane sense as if s/he is asked about his/her preferences. Consequently, the NS might be annoyed so that a breakdown of conversation may occur as a result.

Case three: a NNS is asking a NS bus driver about the time when the bus shall leave the bus station.

A: What time is this bus leaving, mate?

B: I'm not your mate!

The above example identifies how a single word can negatively influence the communicative act. In fact, the NNS used the term “mate” to sound friendly and familiar, but in the view of the NS it was an undue familiarity. Hence, the driver misinterpreted the mere indifferent question of the NNS as being an insulting move because of the inappropriate language use.

To outline, misunderstandings in natural language use contexts are prevalent and do not take place only in FL settings but even among interlocutors of the same cultural background. However, as to EFL learners, misinterpretations of the utterances are the result of a number of reasons that can be linguistic, cultural, and interpersonal.

1.11.4 Pragmatic Failures

As to more complex misunderstandings, pragmatic failures are the deeper errors that are fundamentally restricted to the socio-cultural aspects of the adopted language among interlocutors, but never to the linguistic manifestations which constitute any verbal communication. Accordingly, these pragmatic failures have been one of the most important subjects researchers tend to tackle since FL learners, particularly, come to commit such errors in any cross-cultural encounter.

To diagnose the nature of a pragmatic failure, researchers in cross-cultural interaction and interlanguage pragmatics have differently cited it. Foremost, Ariffin (2004) considers a pragmatic failure as the failure of anticipating the intended meaning. That is, what a listener may infer is totally different from what the speaker entails. This, in fact, is the

incapacity to draw accurate meanings from the delivered utterances which can lead to the blockage of communication. Additionally, according to Jie (2010), the failure to convey pragmatic meanings is, to a greater or lesser degree, ascribed to cultural differences that call for the transfer of rules and patterns of interaction from the native culture into the contexts of the target language use. As a result, cultural awareness is primarily a prerequisite to solve troubles in intercultural communicative activities.

The following, the fact that FL speakers commit errors to thoroughly deduce meanings as determined is a worthy and problematic issue which deserves further explanation. On this ground, Li-ming and Yan (2010, p. 7) illustrates that:

pragmatic failure occurs when speakers unconsciously violate the interpersonal norms and social stipulations, or do not conform to time and space perspective, or disregard the occasions of speaking and the social status or psychological state of both sides, or even go against the peculiar cultural values of the target language, which accordingly cause the breaking-off or failure of communicative activities and make the communication unable to reach the anticipatory or satisfactory result.

1.11.5 Types of Pragmatic Failure

For further details, Muir and Xu (2011) enlarge the scope of their study on the issue of pragmatic failure. The authors tend to identify four types of pragmatic failure that can contribute to the breakdown of conversation among FL/SL speakers and NSs. The four types can better be summarized as the following:

1. Interpretative Pragma-linguistic Failure: This communication trouble takes place when NNS draw wrong inferences about the factual force of certain linguistic structures that can be used in specific contexts of the target language. For instance, the utterance “You Look Sexy”, for an English young lady, is perceived as a compliment which would cheerfully be acknowledged with appreciation. However, when the same utterance is delivered to a NNS, it would incorrectly be decoded as a rude and impolite speech since the hearer does not know that the pragmatic force of the word “sexy” entails beauty rather than rudeness and negativity.

2. Interpretative Socio-pragmatic Failure: such failure is likely to occur when NNSs rely on their own social parameters of interaction when trying to guarantee meanings in the foreign language use contexts. That is, the difference of the socio-cultural regularities (power, intimacy, rights and obligations) between the two languages establishes the inaccurate understandings. The example can be: “Let’s have lunch together soon” which is an expression said by American NSs to ultimately establish interpersonal relationships rather than to fulfill an invitation. In this case, NNSs often presuppose that Americans are insincere as far as social commitments are concerned.

3. Productive Pragma-linguistic Failure: In such case, NNSs come across communicative failures because they inappropriately link certain linguistic constructions to certain pragmatic forces. In brief, NNSs produce expressions that they presume are pertinent and make the exact sense in a given situation. For illustration, when a NNS responds as “Of course” to a NS’s question “Is it open on Sunday?” the latter would carry the meaning of “Only an idiot foreigner would ask!” and ,consequently, the speaker has unintentionally offended the NS.

4. Productive Socio-pragmatic Failure: Similarly to the interpretative socio-pragmatic failure which stems from the socio-cultural disparities between the two cultural backgrounds, but in this position, the NNSs fail to produce appropriate verbal behaviours in a particular context. For example, a NNS may respond to a compliment with “I’m flattered” wherein s/he should say “Thank you. It’s very kind of you to say so”. This failure in performing functions is primarily based on the wrong interpretation of utterances.

1.11.6 Pragmatic Transfer

The notion of transfer has its origins in the era of contrastive analysis which was related to language learning views of both behaviourism and structuralism. In the 1960s, researchers invoked the contrastive analysis hypothesis which highlighted that L1 interferes with L2 learning. It was later suggested that if the two language diverge greatly, the transfer would be negative and if they converge, the transfer would be positive. Thus,

language learning processes can be either hindered or facilitated because of transfer (Bou Franch, 1998).

In this regard, a transfer can be adhered the following definition, as elicited by Ellis(1994) : “Transfer is to be seen as a general cover term for a number of different kinds of influence from languages other than the L2. The study of transfer involves the study of errors (negative transfer), facilitation (positive transfer), avoidance of target language forms, and their overuse” (p.341).

In fact, a transfer in general terms is the swap of influence between languages and this may result in either errors or facilitations from the point of view of language users. Pragmatic transfer in specific is “the influence exerted by learners’ pragmatic knowledge of languages and cultures other than L2 on their comprehension, production and learning of L2 pragmatic information” (Kasper, 1992, p. 207).

Pragmatic transfers take place when certain non-correspondence aspects between L1 and L2 characterizes a given speech situation. These aspects are summarised as;

1. ***Differences in social situations.*** Some social situations in one culture may not exist or are very rare in the other culture.
2. ***Same situation, different routine.*** Some situations are identical but they require different routines to be identified.
3. ***Same routine, different function.*** Same routine such as appreciation but the linguistic formulas have different functions in both languages.
4. ***Correct routine, wrong situation.*** A speaker might generalize an expression to a situation that it is not intended to be used in (Richards and Sukwiwat, 1985).

With regard to the types of pragmatic transfer, pragma-linguistic and socio-pragmatic types have been identified and explained through literature. Whereby pragma-linguistic transfer occurs at the level of the linguistic manifestations a speaker uses to convey an illocution, socio-pragmatic transfer is rather culture-oriented and it occurs at the level of social appropriateness of linguistic actions that were influenced by L1 perceptions (Kasper (1992). This distinction is elaborated and presented bellow in the schematic organisation based on Leech; 1983 and Thomas 1983.

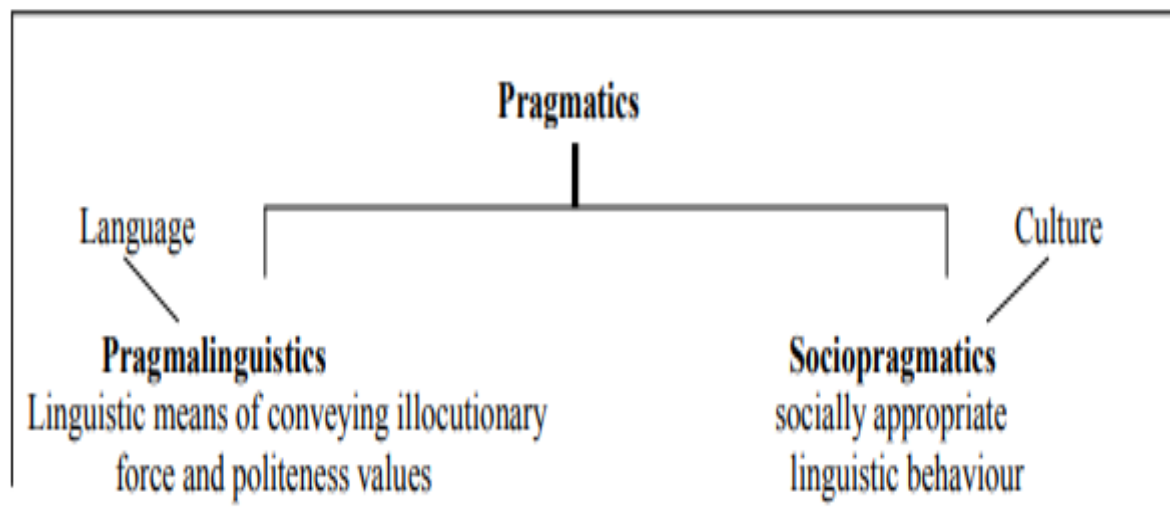


Figure 1.6: Pragmatic Transfer Continuum: Language-Culture (Based on Leech; 1983 and Thomas 1983, as cited in Bou Franch 1998: 12)

In short, pragmatic transfer can be divided into two types, namely pragma-linguistic and socio-pragmatic that can result in positive and/or negative reassignment at the level of either perceptions or linguistic manifestations.

1.12 Teaching Language as Communication

In parallel with the development in linguistic theories, the ground of language teaching has received good news about how language teachers can make their language learners acquire a whole set of communicative skills while getting classroom instructions. In this respect, Communicative Language Teaching has been introduced and developed as a practical framework to primarily develop learners' communicative competence.

First, the definition of communicative language teaching (CLT henceforth) has been a problematic concern of many scholars. In this way, Duff (2012) puts forward that CLT is a language teaching approach which lays stress on the principle that learning a language is primarily for the purpose of establishing communication with others whereby communication involves an endless number of proceedings such as asking about mates' preferences, writing emails, telling people about a You Tube clip and so on.

And, Harmer (2007) illustrates that "if students are involved in meaning-focused communicative tasks, language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for students'

development of knowledge and skill.” (p, 69). That is, in CLT communication is prioritized over the grammatical patterning of the language.

In addition, scholars in the field of language teaching prove that overemphasizing the linguistic rules may impede communication as an activity. Widdowson (1978) affirms that when teachers severely teach their learners the grammatical rules, they are not ensuring the development of the communicative skills; however quite the opposite, learners’ overvaluing of the classroom linguistic drills is a hindrance towards acquiring the focal communicative abilities. However, in support of CLT, Richards and Rodgers (2001) state four major characteristics which make the approach a direct endowment of communication. These features are:

1. Language is a system for the expression of meaning.
2. The primary function of language is to allow interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meanings as exemplified in discourse. (P. 161)

Lastly, reputation has been given to CLT procedures to carry out classroom activities since they are to a greater degree efficient. In this issue, Richards (2006, p. 20) as a proponent argues that executing tasks that are based on the principles of CLT will benefit the learners in the following ways:

1. The language can be learnt from hearing other members of the group using it.
2. A greater amount of language will be produced.
3. A remarkable increase in motivation is likely to occur.
4. Fluency will be developed.

Finally, communication has been central to any language teaching and learning enterprise and since scores of scholars have been tackling the process of teaching language as communication, one might assert then that CLT is the convenient design for teaching

patterns of communicative competence and raising learners' capacity to participate in everyday discourse in the target language.

1.13 Classroom Discourse and Natural Discourse

Research into analysis of L2 classroom discourse as well natural or genuine discourse has not been new in applied linguistics as well as second and foreign language pedagogy. The need for depicting clear images of both discourses has been to bolster ideas upon which L2 teachers base their teaching, teaching materials as well as teaching objectives towards preparing language learners for real life communication instances (McCarthy, 1996).

Through literature, classroom discourse has underlined a set of features that have been categorised by many researchers. These include (Chaudron, 1988; Cullen, 1998; Ellis, 1994; Rymes, 2009; Spada, 1994; van Lier, 1996; Walsh, 2006). The classifications, by and large, highlight patterns of interaction, elicitation techniques, feedback strategies, and input modifications. All these categorizations' assumptions of classroom discourse are about the necessity to study classroom discourse and analyse it in order to simplify and facilitate language learning for an effective and interactive communication (as cited in Maftoon & Rezaie, 2013, p. 109).

A close observation onto the type of classroom discourse among learners and between learners and the teachers reveals, according to Tayakoli (2012), some distinctive constituents such as content features, structural relationships and discourse rituals that proved to be unlike those constituents in natural occurring discourse. And, that classroom discourse is rather primarily akin to second language acquisition SLA research because:

- The L2 (in broadly *communicative* classrooms) represents both the content of the lesson and the medium through which the content is understood.
- In many contexts teacher INPUT is the main exposure to the L2 that learners receive, thus the interaction represents a unique opportunity for learning.

- TEACHER TALK often contains the pedagogical intentions of the teacher
which may not be obvious to observers or understood by learners.
- Classroom discourse is highly complex in that it often operates on several
'planes' and utterances can be directed at any number and combinations
of participants in the interaction (Tavakoli, 2012, p.

As to authentic or natural occurring discourse, it has largely been cited as the type of discourse that is loaded with features of the naturalness of language use in the real life context of use. These characteristics are summed up as:

1. The utterances are fragmented and difficult to set out as sentences.
2. There is a range of structural choices which vary according to the speaker's need to negotiate meaning.
3. There are overlappings and interruptions, rather than distinct turns
4. Utterances vary greatly in length.
5. Hesitations and back-channelling are relatively frequent. • Informal and idiomatic language is used by the speakers.
6. The context of the interaction is implied and there is reference to shared knowledge and understandings of locations and processes (Burns, Joyce & Gollin, 1996, p. 48).

While certainly, many differences are there between classroom discourse and natural discourse, L2 instructors should know that classroom discourse seems to overlook a huge part of the nature of language itself that is used to accomplish social actions (Burns, Joyce & Gollin, 1996). Thus, a second or foreign language classroom would better be endowed with knowledge, in addition to the grammar, of natural discourse using material authenticity as a means to teach genuine discourse.

Conclusion

This chapter shed light on the wider account of the present study. It discussed various initiatives that attempt to figure out in a comprehensive image a number of concepts. These highlighted most prominently the constructs of conversational discourse, communicative competence, socialization and language teaching in an L2 context. Account was also given to some basic notions and how they emerged in the philosophy of language. Ethnography of communication and social correlates with language use as a matter of example. The first chapter offered theoretical insights into language use in context and the underlying features, principles and structure of natural occurring discourse in conversation. The coming chapter will address theoretical and research issues that are directly relevant to socio-pragmatics as part of L2 teaching-learning enterprise.

Chapter Two

Socio-Pragmatics as a Social Construct to Verbal Behaviour

Introduction

The second chapter of this study is an attempt to describe the construct of socio-pragmatics as a recombination of sociolinguistics with pragmatics. In specific, the current chapter introduces first sociolinguistics as a discipline in relation with its areas a sub-disciplines. It also relates the concept to language teaching and learning in EFL context. Second, this chapter elaborates about pragmatics in theory highlighting a number of relevant notions and subfields giving account to language teaching-learning enterprise. Third, this chapter discusses theoretically the interrelationship between sociolinguistics and pragmatics to introduce the birth of socio-pragmatics. Along with the chapter, account is given to the concept of socio-pragmatics placing exclusive emphasis on language learning and teaching as an essential of this study. Specificities such as areas of socio-pragmatics, importance and teachability are further discussed too. Finally, the chapter dwells on material authenticity and conversation analysis as part of this study.

2.1 Background on Sociolinguistics

With regard to studying the connections between societal platforms and language transformations in a given community, research has allocated much commitment to depicting the correlates underlying directions of influence. As it stands, drawing on prior essentials in the field would play a facilitating role in picturing a clear image of what's generally regarded as the assortment of sociological studies together with enquiries in linguistics i.e., the alleged "sociolinguistics".

While there is a number of useful introductions to sociolinguistics, the following is articulated around exposing a brief overview of the field. Sociolinguistics, as a branch of linguistics therefore, has had its roots in dialectology and historical linguistics and, as Koerner (2002) states, has largely been attached to the name of William Labov since the late 1960s. Besides, defining sociolinguistics hasn't been a noticeable dispute amongst researchers, but rather the meeting point of consent.

In this way, sociolinguistics lends itself to: the study of the relationship between language and society, as a definition (Van Herk, 2012). Accordingly, sociolinguistic studies endorse the realization that sociolinguistics reflects a practicable initiative to extract links between the structure of society and the language structural patterns, and thus to carefully describe the swap of influence that occurs between the two structures, Gumperz (1971, p. 223), as cited in (Wardhaugh, 2006).

Moreover, the expansion of sociolinguistic studies, in different spheres of research, has come up with scrutinizing the scope of sociolinguistics. Todd (1987), in view of this, puts forward that "it examines variety in language and has shown that language is not merely used to communicate ideas but also to communicate our opinion of others and of ourselves" (p.107). This is briefly to say, the use of language in a specificity reveals particular information about its users, social rank and degree of literacy, for instance.

In particular, the assignment of the sociolinguists starts at the point of examining language in relation with certain social parameters such as age and gender to find out the intersection between social powers and language use.

Even more literature has been added to the scope of sociolinguistics. The field has gained its reputation through time and got a considerable number of researchers interested

in it. Sociolinguistics, unsurprisingly, has lighted up the room where both sociology and linguistics come across each other and exchange influence (Radford et al., 2009). In parallel, Trask and Stockwell (2007) ensure that the outbreak of sociolinguistics as an independent framework has greatly fostered peoples' understanding of what the language means .

To restate, sociolinguistics is a branch of linguistics that might be referred to as an umbrella term because of the different subfields it underlines. It is mainly concerned with the close probing of the working correlations between language and society. Sociolinguistics does also analyse the nature of those relationships with regards to the overall understanding of language and language investment.

2.2 Sociolinguistics and the Sociology of Language

Bringing about social and linguistic interrelatedness, a confluence of articles documenting sociolinguistics specificities has hitherto been presented during the last few decades. Because of the surging demand for further elucidations of a number of decisive concerns, sociolinguistics research has been ongoing to generally endow people with a pleasant amount of knowledge. And, satisfactorily, to foster the overall estimation of what counts as sociolinguistics and what might be more akin to the sociology of language.

Most notably, the use of the term sociolinguistics tends to be interchangeable with the term "Micro-sociolinguistics". Likewise, "Macro-sociolinguistics" has been another reflection to the so-called "the sociology of language". In this respect, sociolinguistics refers to the narrowed sense of the correlation between language and society. This might possibly mean that it demonstrates the so very limited study of peoples' linguistic and communicative behaviours within a determined social context (culture, situation, institution etc).

In other words, studies in micro-sociolinguistics are restricted to the investigations of the extreme communicative aspect of the language such as speech acts, conversation analysis, speech events and sequencing of utterances. (Schement, 2002 and Richard and Schmidt 2010).

To simplify matters further, Coulmas (1998) refers to micro-sociolinguistics as the study of the powers social elements have on the symbolic manifestations of the language.

Particularly, this area of inquiry looks at how linguistic variations and patterns of use are, in a way or another, tied to and manipulated by external social factors such as social rank, sex, age and the like. Stated in general terms, micro-sociolinguistics is predominantly in charge of understanding the linguistic phenomena that constantly change due to environmental changes (contextual variables).

In contrast with micro-sociolinguistics, macro-sociolinguistics or the sociology of language attempts to describe how society and language are drastically interwoven. This is visualized from a broader perspective that transcends interpersonal communication i.e., the inclusion of even communities and societies as a whole. In this framework, Stren (1983) explicates that macro-sociolinguistics counts for countries, geographical regions, cities etc, and also for relating social groups and social structures to language and language varieties.

Again, “the sociology of language ” has been confined to the task of what societies do with their languages and it is interested in governmental and educational issues about language, language planning, language attitudes and other areas related to language and behaviours of speech communities (Coulmas, 1998). Therefore, the umbrella of macro-sociolinguistics exceeds the coverage of face to face interactional situations to underline the study of a whole range of speech communities and speech forms within societies.

Furthermore, Davies (2007) argues that sociolinguistics distinguishes between the influence of society on language and vice versa. And to count for the sociology of language , while the society systematically influences the language through the social forces to establish, as an example, a language diversity to be unique to a social class, language influences the society in terms of its impact on a range of social institutions such as language planning for education and the choices made by the media .

To recapitulate, sociolinguistics, as mentioned above, underlies two major conceptualizations, namely; micro-sociolinguistics/sociolinguistics and macro-sociolinguistics /sociology of language whereby the former is more tied to interpersonal language use in the sense of society influences language. And, the latter goes over the level of exclusiveness to the broader sense of the human language as a unique construct which intertwines with society and contributes to the change of speech communities .

2.3 Areas of Sociolinguistics

2.3.1 Linguistic Variation

Today's young linguistics has turned the tide against investigating the isolated language structure. It has instead given a new urgency to finding out how language works in use and how it is invested by its users to accomplish a set of functions. Again, studies in language use have recently registered the greatest increase within the discipline of sociolinguistics. In view of that, "linguistic variation" has been one of the fulcrums that feature the branches of sociolinguistics.

Most noticeably, the works elicited by Labov have aptly inspired a large pool of minds, and the outcome has been an extensively growing consensus amongst sociolinguists about the locus of language variation. In this respect, Trask (1999) advocates that:

In the 1960s, the sociolinguists, led by the American William Labov, began to make variation a central object of investigation, and the result has been a revolution in linguistics: we now realize that variation, far from being peripheral and inconsequential, is a vital part of ordinary linguistic behaviour (p.121).

In fact, variation has transcended any expectancy and positioned itself in a colossal number of publications.

Additionally, even fairly recent studies endorse the idea that linguistic variation is central to the investigation and understanding of language use. Reppen, Fitzmaurice, and Biber (2002), reasonably, assert about the impossibility of detaching natural language forms from variation because of the systematic intervention of specific contextual variables, including the speaker's purpose in communication and the relationship between interlocutors.

In the same vein, the variability of the linguistic elements i.e., the possibility of one form to be chosen over another one, has proved to be probabilistic and dependent on a range of extra-linguistic factors such as the degree of the subject's formality, the social status of the participants, and the setting in which communication occurs (Mougeon, Nadasdi, and Rehner, 2010).

Unsurprisingly, variation in language upholds the view that using a linguistic variety is no rational stigma, and rather each variety is fitting to its context, there is no estimation that one variety is superior to the other accordingly. Add to this, the explanation of variation, as cited by Biber and Finegan (2001), has been made up of three main principles; namely:

1. The linguistic environment of the variable
2. The social characteristics of the speaker
3. The situation of use. (p.235)

These principles are commonly documented in the sense that: the linguistic environment of the variable underlines the morphological status of the segment variable. Whereas, the social characteristics of the speaker examine the societal dimensions like gender, ethnicity and socioeconomic status. And, the situation of use highlights information about the addressee, topic, degree of shared context and formality (Biber and Finegan, 2001).

Overall, language variation can thus be noted as a linguistic phenomenon that refers to the act of using a particular language distinctively within a speech community because of the impact certain regional, social, or contextual parameters have on language and its users. Accordingly, variation, as a branch of sociolinguistics, has been hitherto paid a regular attention as a construct that is inseparable from everyday language use.

2.3.2 Language Planning

Amongst the 1950s new frameworks that appeared as a discipline is Language Planning. That has been the field of study which tackles concerns about all aspects of the language arrangements within all human societies (Wright, 2004). The labelling of “language planning” has been disputable and used interchangeably with the terms “language engineering” and “language treatment”, perhaps because of difficulty to confine such practice, at its first use, to a narrowed denotation.

On language planning grounds, the central task is to deal with issues in macro-sociolinguistics. That is, such as concerns about how the selection of a national language or languages is made, and how these languages are developed to facilitate communication and overlook its challenges within a nation or a country (Mesthrie and Asher, 2001). In

fact, language planning, as a branch of sociolinguistics, holds much promise to a number of governmental and political interventions because of the complexity it underlines.

Furthermore, doing “language planning” has proved to be, far from abating, a sophisticated assignment. In view of this, Halliday (2001, p. 177) argues that:

Language planning is a highly complex set of activities involving the intersection of two very different and potentially conflicting themes: one, that of 'meaning', common to all our activities with language, and other semiotics as well; the other theme, that of 'design'. If we start from the broad distinction between designed systems and evolved systems, then language planning means introducing design processes and design features into a system (namely language) which is naturally evolving. This is bound to be a highly complex and sensitive task.

As a matter of fact, hence, language planning lends itself to an accumulation of design processes that interact with the functional and systematic sense language.

In Crystal’s *Dictionary of Linguistics and Phonetics* (2008), for further explanation, language planning was mentioned as the systematic, deliberate and theory-based process of a careful investigation into a community’s language (s) in the aim of developing an official language policy, and, ultimately, to overcome communication problems. In this view, Weinstein (1980) proclaims that language planning is widely adopted as a long-term sustained effort to change a language’s function in a society and its adaptive significance for humans has long been to solve communication problems (as cited in Wardhaugh, 2006).

2.4 Interactional Sociolinguistics

In the last few decades, Sociolinguistics has expanded its threads to the pure study of interactional acts among persons of the community. Of course, to illustrate how possible is that humans judiciously use language regarding to social contexts to better establish talks and outreach intents. Accordingly, interactional sociolinguistics is the remedial field, within sociolinguistics, that has a new and exclusive interest in the human verbal interaction.

In tracing the origins of interactional sociolinguistics, reference goes back to the linguist anthropologist John J. Gumperz (1982) who purports that the focal task of this discipline is to investigate how people use symbols and clues to indicate meanings and achieve discourse through social interaction. In such a study, the interpretation of how people use language differently on different occasions to aim at different objectives stems from noticing and analyzing the exchange of influence among language users.

In view of that, interactional sociolinguistics locates language in the half of society as it signifies the issue of the collectivity and gives importance to context to allow participants to make inferences about the possible conveyance of certain messages and to prevent miscommunication (Fetzer.2007).

Again, Cutting (2002) argues that interactional sociolinguistics emphasizes more the way how language is situated in particular circumstances in social life and focuses more on the idea that each social group has its own way of expressing meanings using its own language. Hence, interactions take place only when people come to be related to each other and language can be interactional under the condition of being used for socializing (Pridham, 2001).

In simple terms, language is used, in the first place, to serve communication and interaction that must be one of the primary concerns of any social group, region, speech community or country. Another study conducted by Cutting (2000) counts for the fact that interactional sociolinguistics looks at context as information about social situations which represent a factual necessity without which discourse perception would be minimized.

In this respect, Tannen (2005) specifies that interactional sociolinguistics regards language as the resulting aspect of the dynamic process occurring between interlocutors and takes meanings as a crucial component of its interest. In general, views in the relevant area (Mesthrie.2011) show that interactional sociolinguistics has been one of the multidisciplinary subjects since it is founded on the basics of linguistics, anthropology and sociology.

Therefore, the mutual inclusion of such frameworks within the scope of interactional sociolinguistics gives it the flexibility and the tendency to describe and analyze

interactional language in context and to reflect on the association between discourse analysis and sociolinguistic studies.

At last, the field of interactional sociolinguistics can be described as a rich domain which allows linguists, discourse analysts and educationalists in general to trace the manners how social restrictions of use and the societal standards of interaction primarily contribute to the establishment of social rapport among language users. Therefore, EFL speakers are supposed not only to know but possess a sociolinguistic competence to achieve pertinent interaction.

2.5 Sociolinguistic Competence

Language use in general is a social act of interaction that serves the end of communication. The use of second and foreign language by speakers worldwide requires knowledge of socio-interactive sets of the language of a given community. This type of knowledge underlies notably non-linguistic rules that shape speakers' talks in the situation of use. Sociolinguistic ability has been paid particular attention in L2 education to help learners understand and use language appropriately in context.

In proving the systematic correlation between language use and the social dimensions, Canal and Swain (1980) refer to sociolinguistic competence as the knowledge of the regulations governing language use. In a clear sense, sociolinguistic competence, as a component of communicative competence, can simply be defined as the ability to recognize social meanings, to produce fitting speeches and to manage effective conversations regarding to a number of social circumstances such as situation, audience, and conventions.

In the same vein, Härmälä (2010) and Muniandy et al (2010) argue that sociolinguistic competence corresponds to the clear understanding of the socio-cultural rules of language and discourse, these rules, which constitute a set of interactional guidelines, are the responsible for the realization of such an appropriate utterance within a particular speech situation.

Besides, Yano (2003) points out that the concept of sociolinguistic competence refers to "the learning of pragmatic aspect of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts" (p.77).Herein,

sociolinguistic encompasses another set of basic skills and, therefore, the close relationship between pragmatics and sociolinguistics appears to identify the mutual interest between the two domains which, in most cases, calls for the study of meanings and the aim of developing language users' ability to both construct and understand contextualized discourse.

In brief, the aforementioned information about the sociolinguistic competence makes the claim that this type of competence is a focal prerequisite that EFL speakers need to understand the position of language in society, its touchy influence and most importantly to be able to take parts in every day conversations especially with the native speakers of the language.

2.6 Sociolinguistics in Language Teaching

A colossal number of studies carried out to depict the fairly close and inseparable interrelationship between language and society. Then, researchers tended to answer certain essential questions about the role of sociolinguistic awareness in attaining perfect communication. For such reason, a series of practicable initiatives have been put forward by applied sociolinguists, and other researchers, to illustrate how instructors would wisely treat sociolinguistic rules in a second language teaching context.

To begin with, one might assert that it is undoubtedly a hard task to teach sociolinguistic norms and values to groups of foreign or second language learners worldwide. Accordingly, Izumi (1996) believes that the great majority of English teachers, exclusively the non-native ones, meet serious difficulties when trying to teach sociolinguistic concerns, these problems include teachers' lack of sociolinguistic knowledge, the existing curricula requirements, the various teaching goals, student motivation, and evaluation procedures.

Also, in *Sociolinguistics Inputs and English as Second Language Classrooms* (2012), it has been illustrated that studying sociolinguistics and understanding its principles bring researchers and teachers into a complex challenge to investigate the effect of cultural norms, expectations, contexts, and all the social aspects on the occurrence of language use. Thus, learning a second or foreign language is a holistic process that requires not just the mastery of the language structures or rules, but also, learners need to internalize

sociolinguistic regulations in order to assist their choice of appropriate forms (Yu, 2006). And doing so, teaching sociolinguistic features requires teachers to be equipped with the relevant linguistic and socio-cultural skills.

Additionally, Holmes and Brown (1976) speculate that both adolescent and adult second/foreign language learners are by no means sociolinguistically naive because they have already acquired the whole sociolinguistic system used in their native speech community. Thus, learning how to make use of and interpret the sociolinguistic rules of the second/foreign language must be fostered by raising the awareness of areas where the sociolinguistic aspects of their first language differ from that of the second/foreign language and where the faulty inferences are most likely to occur

Finally, Linh-Tat (2012) emphasizes interpersonal relationships between language learners and native speakers of the language whereby teachers encourage their students to get in touch with English people or with people living in English speaking countries. In the same subject, teachers need to recommend their students for reading books on culture and language or ask them to read short stories and perform English plays to ultimately raise their culture awareness and better understand cross-cultural communication and recognize causes behind miscommunication and aspects of communication failures.

To conclude, the processes of teaching and learning sociolinguistic patterns of the second or foreign language are inevitably ascribed to the thorough comprehension of a more complex and weird component which is culture; this is because language is inextricably tied to culture. For this reason, applied linguists, applied sociolinguists, psycholinguists and many scholars have given the extreme priority to the socio-cultural dimension in acquiring whatever target language. Consequently, and more importantly, language learners are asked to know and respect sets of socio-cultural maxims to succeed in their every day foreign language use.

2.7 Pragmatics

2.7.1 Origin and Definition

Grounding the study of pragmatics on historical as well as fundamental achievements entails pointing out the philosopher Morris Charles. The investigation of semiotics led to the born of pragmatics whereby semiotics explores syntax, semantics and pragmatics. As it

stands, Morris (1983) claims that pragmatics, as a new framework, is focally associated with “the study of the relation of signs to interpreters” (as cited in Levinson, 1983, p. 1).

In this respect, pragmatics took the position of the regulator between language as a set of symbols and the language users who particularly understand and respond to meanings in different contexts in which the language is being used. Then, an appropriate understanding of meanings is attributable to the understanding of the semantic content and the social context (immediate situation) of the utterances (Dimitracopodu, 1990).

Furthermore, inquiries in the discipline of cross-cultural pragmatics (Wierzbicka, 2003) reveal the intervention of pragmatics in studying the human linguistic interaction; particularly, it studies the exchange of influence, in terms of language usage, among language users. In view of that, Payrató (2003) forms the view that pragmatics can be seen as the field which covers different dimensions of explaining language use. On the particular occasion of pragmatics, it might be reasonable to assert that the entire area to which pragmatics belongs is the one responsible for handling certain phenomena like those of language use, interaction and meaning.

The following, Mwihaki (2004) and Romeo-Trillo (2012) suggest that pragmatics is related to the approach which takes into account both aspects of the linguistic meaning and the pragmatic meaning; however, the latter is deemed to be variable and unstable as far as it is influenced by contextual and socio-psychological factors. Hence, the pragmatic meaning shall make the foundations of pragmatic studies for the reason that meaning constantly changes when it is distributed in contact with the real world.

Next, out of the description of pragmatics, as an independent field of study and its interaction with semantics, presented by Szabo-Gendler (2005), concerns of the pragmatic studies are said to be confined to the investigation of meanings as delivered by speakers (or writers) and interpreted by listeners (or readers). To simplify matters further, meaning is the central phenomenon to which pragmatics promotes more attentiveness.

However, pragmatists connect meanings of the utterances to their users. In a sense, meanings that transcend the natural messages of the linguistic structures are, consequently, examined through pragmatics and provided with the opportunity to dwell on peoples’

goals, assumptions and actions (speech acts) they perform when they exhibit verbal behaviours (Recanati, 2004).

At last, both the definition of pragmatics and the limitation of its scope may be of a highly sophisticated task. Probably nobody would want to go so far as to claim that, pragmatics is a cross-disciplinary subject by its nature, and it has got its origins in philosophy and linguistics as well. In this issue, pragmatics, however, has its own contributions in a considerable number of domains including psychology, sociology, cognitive science, and even the study of non-human animal communication (Whatron 2009).

To conclude, this is all the more so, pragmatics is the field of inquiry that deals with how language can, fundamentally, be used to accomplish actions and mean things in real-world situations. Though pragmatics, in a number of occasions, has been pointed out as the “wastebasket”, it handles the great majority of language use phenomena which have been overlooked by both analytical studies of syntax and semantics. In consequence, it would seem that pragmatics is the project that has its basics in a collection of interrelated subjects since it exclusively examines the human language and the aspects of language use in social contexts.

2.7.2 Micro-pragmatics and Macro-pragmatics

Historically, the 1970s’ witnessed a major mutation within the study of language in use. Pragmatics, consequently, has gained its reputation as an independent discipline with the British, American, and European schools. Whereby, the British and American school focalized the study of the micro-pragmatic aspects of language such as deictic expressions and implicatures.

However, the European school centralized the exploration of macro-pragmatics including features as conversational analysis in inter-communication (Josiah & Johnson, 2012).

In the first step, to delimit the scope of both constructs of pragmatics, Cap (2010) presupposes that:

Micro-pragmatics can be defined as the study of illocutionary force at an utterance level... the focus of macro-pragmatics is not on the utterance, but on the series or sequences of utterances which form into discourses, seen as carriers of global intentionality of the speaker and as producers of complex effects (p,99).

Cap's definition looks at micro-pragmatics as the study of the very narrowed sense of utterance power which is widely associated with units of speech acts. In opposition, macro-pragmatics seems to widen its focus to count for a range of utterances that construct the overall discourse (intentionality) of speakers.

Nonetheless, Mey (2001) holds the opinion that micro-pragmatics and macro-pragmatics are two areas of pragmatics by and large. However, both underline dissimilar subjects of interest whereby; micro-pragmatics embraces context, implicature, and reference; pragmatic principles, speech acts, and conversation analysis. Whereas, macro-pragmatics holds adherence to the inclusion of meta-pragmatics, pragmatic acts, literary pragmatics, and pragmatics across cultures.

On the same subject, another astute separation between macro-pragmatics and micro-pragmatics is made by Muhr (2008). In this line, macro-pragmatics is the construct which is related to socio-historical developments within and between nations, language and cultures, ideologies and norms at the societal level. And, micro-pragmatics relates more to language use and interaction between and amongst individuals of a speech community. Noticeably, through this categorization, it might be put forward that the narrowed sense of a pragmatics-oriented study can possibly be micro-pragmatically centered, and if the study is conducted in the broad sense (of pragmatics), it might be then assorted as macro-pragmatically-centered.

Now, with regard to the interplay between micro-pragmatics and macro-pragmatics, Hoyer (2006) cites that:

since the two levels interpenetrate and synergize. 'Micro-pragmatics' looks at the day-to-day context of communication between individuals and groups situated in their local contexts. At the same time, local practices need to be seen against the societal backgrounds and institutional settings in which they occur (i.e., 'macro-pragmatics'). Micro- and macro-pragmatics are points in a

continuum, each linking to the other and each serving as the focus according to the aim of the enquiry. (p, 25)

In point of fact, the influence and intersection between the two areas are continuously and reciprocally maintained since each homogenizes the study of the other. Evidently, a micro-pragmatic analysis entails the reliance on the macro-pragmatic aspects, and identically, a macro-pragmatic study, in no negotiation, would, in the first place, inspect its micro-pragmatic components (Cap, 2010).

2.8 Interlanguage Pragmatics

Generally put, interlanguage pragmatics encompasses studies that are assigned to the field of second language acquisition in combination with studies of language in use, i.e., pragmatics. Interlanguage pragmatics has been the fruits of research into pragmatics theory and developments in L2 pedagogy during the 1970s'. The discipline relies heavily on theoretical pragmatics and empirical frameworks in the aim of scrutinizing and understanding how second and foreign language learners happen to frame and interpret meanings in their L2 (Schauer, 2009).

For further simplification, Kasper & Rose make a speculation of a two-fold definition of interlanguage pragmatics as:

As the study of second language use, interlanguage pragmatics examines how non-native speakers comprehend and produce action in a target language. As the study of second language learning, interlanguage pragmatics investigates how L2 learners develop the ability to understand and perform action in a target language (Kasper & Rose, 2002, p. 5).

Out of the definition, Kasper and Rose gave account to interlanguage pragmatics in lights of two main principles. On the one hand, they considered interlanguage pragmatics as intervening into how non-native language users send and receive message in the L2. On the other hand, interlanguage pragmatics is deemed to tackle enquiries like how learners come to learn and develop the ability to appropriately comprehend and accomplish functions in the L2.

Successively, the utility of interlanguage pragmatics has been empirically applied to a number of research subjects. The study of speech act(s), as a matter of example, has

been an extremely important area for interlanguage pragmatics to identify and compare the realization and patterns of sets of speech acts in different languages. This is done through the consideration of both native and non-native speakers (Schmid, 1993). In this respect, interlanguage pragmatics has proved to be more liked to the language of society rather than to the human psychology. As put forward by Daives & Tyler (2005), interlanguage pragmatics has been mainly assigned to sociolinguistics rather than psycholinguistics.

2.9 Cross-cultural pragmatics Versus Intercultural pragmatics

Advanced research in socio-pragmatics has led to the born of a number of subfields including interlanguage pragmatics and cross-cultural pragmatics. However, the emergence of the so called “intercultural pragmatics” during the 2000s has been primarily attached to tackling a sound distinction between research on intercultural interaction/ discourse and interlanguage pragmatics and cross-cultural pragmatics. Whereby, this latter has been a rational research attempt during the 80s and 90s with the widely common slogan “when you are in Rome, do as the Romans do” (Kecskes, 2014).

Despite the fact that the concepts cross-cultural pragmatics and intercultural pragmatics are often used interchangeably, there has been a dispute regarding their dissimilar connotations. Hence, cross-cultural pragmatics, on the one hand, can better be cited as Boxer (2002) puts forward:

Cross-cultural pragmatics “takes the view that individuals from two societies or communities carry out their interactions (whether spoken or written) according to their own rules or norms, often resulting in a clash in expectations and, ultimately, misperceptions about the other group” (p.151).

Evidently, , conducting a cross-cultural pragmatics study would highlight the adoption of a comparative approach that emphasizes the cross-cultural similarities and discrepancies in the sense of the linguistic manifestations and the socio-pragmatic inferences in context (Kasper and Schmidt,1996).

Intercultural pragmatics, on the other hand, “represents a socio-cognitive perspective in which individual prior experience and actual social situational experience are equally important in meaning construction and comprehension ”(Kecskes, 2014. p, 14). That is to

say, intercultural pragmatics adopts a socio-cognitive parameter to investigate and explain how people can heavily rely on their own culture knowledge and the immediate contextual input to dramatically constitute and construe meanings in language use.

Likewise, cross-cultural communication shows more adherence to comparative studies of interpersonal interactions that range from distinctive cultural communities. Doing so, different cultural groups yield independent data to be ultimately compared to one another (Spencer-Oatey, 2000). And, differently, Intercultural communication spotlights interaction as a practice among people with different cultural backgrounds, and investigates the way those people establish communication with one another when they have no cultural experience in common (Kecskes, 2004).

2.10 Pragmatic Competence

One of the most contentious issues investigated on the grounds of pragmatics, communication, and language learning is “pragmatic competence”. Clearly, the appropriate ability to use language for communicative intents (Hedge, 2000) has saliently been highlighted in foreign language education’s consideration. To be sure, studies related to pragmatics, in particular, are expected to ascribe worthy attentiveness to the description of pragmatic competence; therefore, an adequate understanding of this component can be drawn.

In the elaboration of the communicative competence diagram, Bachman (1990) mentions pragmatic competence as the ability a speaker possesses to appropriately express a range of language functions. In this sense, Bachman sees that pragmatic competence integrates both illocutionary competence (conveyance of certain meanings through utterances) and sociolinguistic competence (appropriate use regarding to the context of communication).

Moreover, Celce-Murcia et al (1995) refer to pragmatic competence as an actional competence which includes knowledge of language and speech act sets in addition to the socio-cultural ability which deals with the phenomenon of appropriateness and language use in socio-cultural set of settings (as cited in Alcon-Soler and Martinez-Flor 2008).

Most important, the definition of pragmatic competence signals its magnitude among language users worldwide. This seems to claim that, pragmatic competence is a vital skill

speakers must have and develop in order to become competent speakers in the international community (Taguchi, 2009). Besides, Thomson (1997) states that the significance of pragmatic competence lies in the fact that it attributes understanding of the social variables and contexts to interactional activities and language use through the actual utterances of the interlocutors. In the meantime, the mutual inclusion of attitudes, cultural knowledge, and interpretation skills makes pragmatic competence a focal precondition to make speakers communicate effectively (Brubaek, 2013).

In conclusion, many authors and researchers have occupied themselves in studying the pragmatic competence as a sensitive part of several basic skills especially in the ability of using language to pertinently maintain communication among people. Therefore, pragmatic competence is in fact at the heart of the human interaction since it is mostly responsible for constructing fitting verbal behaviours.

2.11 Teaching L2 Pragmatics

The locus of pragmatics in the field of second language teaching/learning has been prominent since pragmatics relates to everyday aspects of contextualized communication, and makes a backbone in the construct of communicative competence. In this subject, research has demonstrated the teachability of pragmatics and speculated classroom instruction as a working initiative to scaffold L2 learners' pragmatic ability (Ishihara & Cohen, 2010).

First and Foremost, the investigation of how instructional contexts and activities shape the learning of L2 pragmatics must give account for the analysis of three main principles namely, (1) knowing the offered opportunities in language classrooms for developing L2 pragmatic ability, (2) investigating whether pragmatic ability develops in the classroom without pragmatic instructions, and (3) exploring the effect various approaches to instruction have on pragmatic development (Kasper and Rose, 2001). That is, teaching L2 pragmatics entails a laborious task teachers attempt to perform during their L2 teaching career.

Next, Rose (2005) proclaims that there is a range of features of second language pragmatics that are teachable, this includes a variety of pragmatic routines, speech acts, discourse markers and strategies, overall discourse characteristics and pragmatic

comprehension. For this reason, learners who receive pragmatic instructions are to be better than those who do not.

Furthermore, learning with scenarios and plays, demonstrating the cultural differences, of first and second languages, through dialogue examples, and comparing the various strategies that different cultures apply are three effective approaches of teaching pragmatics (Chin-Lin, 2007). In this respect, training in pragmatics is primordial and should begin at the very early stage of a learners' English learning.

To support this, Krisnawiti (2011) studies the utility of pragmatic awareness, which can be developed through pragmatic spoken English instructions, in English learning classes and argues that syllabus designers should devote much room for the incorporation of pragmatic awareness in the curricula, English learners, therefore, will be helped to improve their pragmatics learning and achievement.

2.11.1 The NAPKIN Model

Whereas, Castillo and Eduardo (2009) developed a framework and labelled it as "the NAPKIN model" to help teachers integrate pragmatic elements in English lessons, the model takes a schematic representation below:

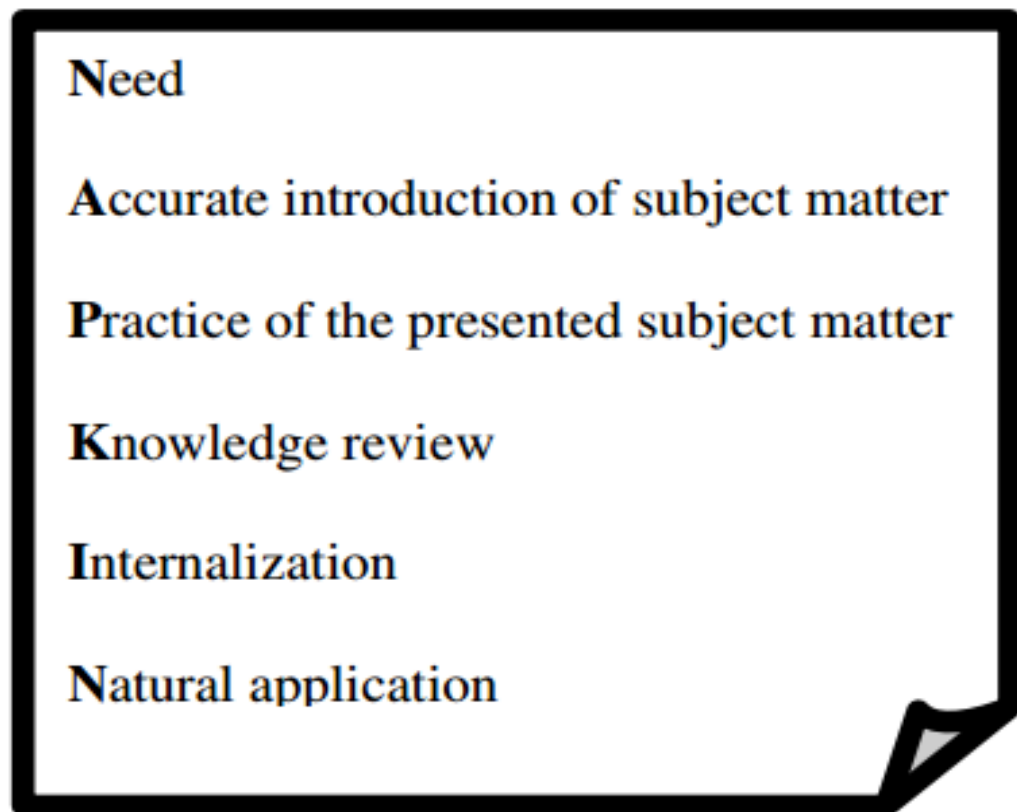


Figure 2.1: The NAPKIN Model for Teaching Pragmatics (Castillo & Eduardo, 2009, p. 34)

The **NAPKIN** model summarizes a sequence of steps both teacher and learners follow in their development of natural language pragmatics, whereby:

- **Need:** Identification of learners' needs which means that students describe situations where they faced communicative failures, breakdowns or misunderstandings in language use contexts.
- **Accurate introduction of subject matter:** straightforward Presentation of the speech act along with an analysis of the pragmatic dimensions to make learners understand that successful communication depends on the appropriate use of pragmatic elements.
- **Practice:** Engaging students in a number of various activities in which the target pragmatic features are incorporated to construct a fluent use of these items; practices including pair work in short dialogues or conversations.
- **Knowledge Review:** Reviewing what has been practiced by students to make the necessary corrections and highlight the pragmatic elements in the speech acts.

- **Internalization:** In this phase, learners take parts in a free use of communicative elements and pragmatic elements since they have accurately known the interaction between the forms and the conveyed meanings.
- **Natural Application:** This is the last stage whereby learners tend to use the pragmatic elements appropriately in specific settings outside the classroom situation and they write observations about the experienced communicative act.

2.11.2 The SURE Steps Model

Within the same realm, teaching pragmatics has been given a new urgency and importance with regard to EFL learners. That is exactly why there has been a confluence of contributions and initiatives that have been launched to assist teachers' willingness of prompting the L2 pragmatics. In view of this, Brock (2005, p.20) as cited in (Shokouhi and Rezaei, 2015. p,103) brings about the S.U.R.E model to teaching pragmatics whereby the acronym stands for:

- **See:** In this very first phase teacher are expected to aid their L2 learners observe language use in context, attempt to raise their awareness of the nucleus role of pragmatics in L2 communication , and explicate how pragmatics functions in specific communicative events.
- **Use:** The task of teachers at this level is to invoke classroom activities that would put students into simulated and real contexts of language use. Learners are supposed to show their interaction selections depending on the situations' parameters that have been suggested in the activity.
- **Review:** After exposing students to pragmatics in context and putting them into the task of using their pragmatic knowledge in real situations of use, teachers would go on reviewing, reinforcing, and recycling the areas of pragmatic competence that have been previously dealt with.
- **Experience:** As a final step of the model, teachers are asked to manage for the occurrence of communication through which students are going

to experience, contemplate, and recognize the role of pragmatics in practically-oriented situations of communication.

In conclusion, the significance of teaching pragmatics has been well documented and it would be superfluous to dwell on it here again. Suffice it to reiterate that pragmatics is a fulcrum for L2 students' social interaction. Besides, both processes of teaching and learning pragmatics in L2 classrooms have been influenced by many researchers' attempts to diagnose and depict the effective method to teach pragmatics as well as the best strategy learners can adopt to successfully acquire the fussy facets pragmatics.

2.12 The Interplay Between Sociolinguistics and Pragmatics

Having insights into both sociolinguistics and pragmatics seems to necessarily call for a discriminative explanation to figure out the threads between the two fields as well as to identify the reciprocal service each of them provides for the other. However, studies in this issue reveal a higher degree of difficulty to minutely extract the nature of the meeting points between the areas of investigation both fields are concerned with.

In a straight way, the relationship between pragmatics and sociolinguistics can be pointed out as Levinson (1983) argues:

Only the most restrictive definitions of pragmatics would draw anything like a clear boundary between sociolinguistics and pragmatics...Indeed, pragmatics and sociolinguistics share areas of common interest, and sociolinguistics have contributed much to certain areas of pragmatics...However, pragmatics has much to contribute to sociolinguistics; for in trying to understand the social significance of patterns of language usage, it is essential to understand the underlying structural properties and processes that constrain verbal interaction (p. 374).

In this issue, the interrelationship between the two frameworks can be explained in terms of the mutual influence. In specific, on the one hand, sociolinguistics helps pragmatists describe pragmatic phenomena such as speech act realization since; in fact, verbal communicative functions are always linked to general and specific features, such as age, gender, and ethnicity, of the language users. On the other hand, pragmatics provides sociolinguistics with clear understanding of the particular operations

governing linguistic interactions in order to better perceive the power and effect language use patterns have in the society.

Additionally, in a more recent investigation, the interwoven correlation between sociolinguistic and pragmatic interests has proved that pragmatics in its linguistic aspect is fairly linked to semantics (both are concerned with the study of meanings); however, from a social perspective it has more to do with sociolinguistics (in terms of language-society interaction) and so that the term socio-pragmatics is introduced to refer generally to the study of how the constraints of language use are originated by the social situation (Mišić-Ilić, 2004).

Next, it is a widely held opinion that there exists a cooperative cluster between the sub-disciplines of both sociolinguistics and pragmatics (Clyne, 2006). As a matter of example, interactional sociolinguistics and intercultural pragmatics have proved notoriously linked to each other because both opt for the study of language in interaction. Indisputably, intercultural discourse is subjected as the meeting centre of interest between interactional sociolinguistics and intercultural pragmatics whereby understanding how linguistic codes work in different cultural contexts of use makes a focal puzzle for researchers (Tannen, 2005).

On the whole, sociolinguistics and pragmatics are two extensively interconnected disciplines since they have many interests in common especially as far as the human language is described to perform functions and interact with the external social variables. As a result, a succinct analysis of the link between the natures, scopes, and tasks of the two fields entails the born of socio-pragmatics as a combinatory sub-field which moderately ascribe rules of language use to the social circumstances.

2.13 Socio-Pragmatics: Definition and Focus

By and large, pragmatics is the coordinating point between what language means and what users mean by language, and sociolinguistics studies the mutual strings between language and society. Whilst, socio-pragmatics constitutes both fields to call for a new and fresh investigation with a more analytical focus closely related the scope of language and communication.

Broadly speaking, Leech (1983) considers socio-pragmatics as a component of general pragmatics, but more specifically he argues that “socio-pragmatics is the sociological interface of pragmatics” (p. 10). He also puts forward that socio-pragmatics investigates “the social perceptions underlying participants' performance and interpretation of linguistic action”(p. 10). That is, socio-pragmatics adapts the social dimension of the language which extremely helps the language users to perceive and appropriately interact.

Too, Thomas (1983) provides a clear sense of what socio-pragmatics denotes, he claims that socio-pragmatics stands for the right cross-culturally different perceptions of what formulates appropriate linguistic behaviour .In fact, Thomas gives importance and consideration to the power of the external factors which govern the speakers’ selections of the pure linguistic items.

In addition, referring to Crystal (2008), in his dictionary of linguistics and phonetics, socio-pragmatics is “the pragmatic studies which examine the conditions on language use which derive from the social situation” (p. 379). In simple words, he emphasizes, too, that the social situation, to which language users immediately belong, has the major task in fixing, directing and specifying the manner speakers choose to exhibit their verbal behaviours to sound more appropriate and succeed to be perceived as being more polite and convenient.

In the same subject, Marmaridou (2011) defines socio-pragmatic as follows: “By socio-pragmatics they refer to the external pragmatic factors that concern the perception and the production of linguistic signs in a particular situation, such as indirectness in the performance of speech acts” (p.82). Accordingly, handling pragmatics regarding to the sociological perspective contributes more in the better understanding of the language description, either as a means of communication or as a highly sophisticated set of rules assembled in a systematic way, and provides a clear notion of an appropriate language use to be taken into account by both teachers and learners.

The last, more recent studies show that socio-pragmatics is primarily concerned with the social rules of speaking. That is, it is greatly interested in those conventions about interactional discourse held by members of the same speech community as appropriate and normal behaviour. In this sense, socio-pragmatics focuses on the pragmatic meaning and how it is influenced by speakers’ environment and social identities (Locastro, 2012).

In this regard, the aforementioned descriptions value the social constraints of appropriate discourse which is precisely measured and studied by socio-pragmatics. However, pragma-linguistics has been one of the original facets of pragmatics and for this reason many educators have tried to make the distinction between the two sub-branches in order to capture their unique scope and necessity as well.

2.14 Pragma-linguistics and Socio-Pragmatics

As to The distinction between pragma-linguistics and socio-pragmatics, findings tend to relate the two sub-fields to their common source then to extract the paradoxical terms of interest. In this sense, Leech (1983) proposes the model below to elucidate the clear cut between these areas:

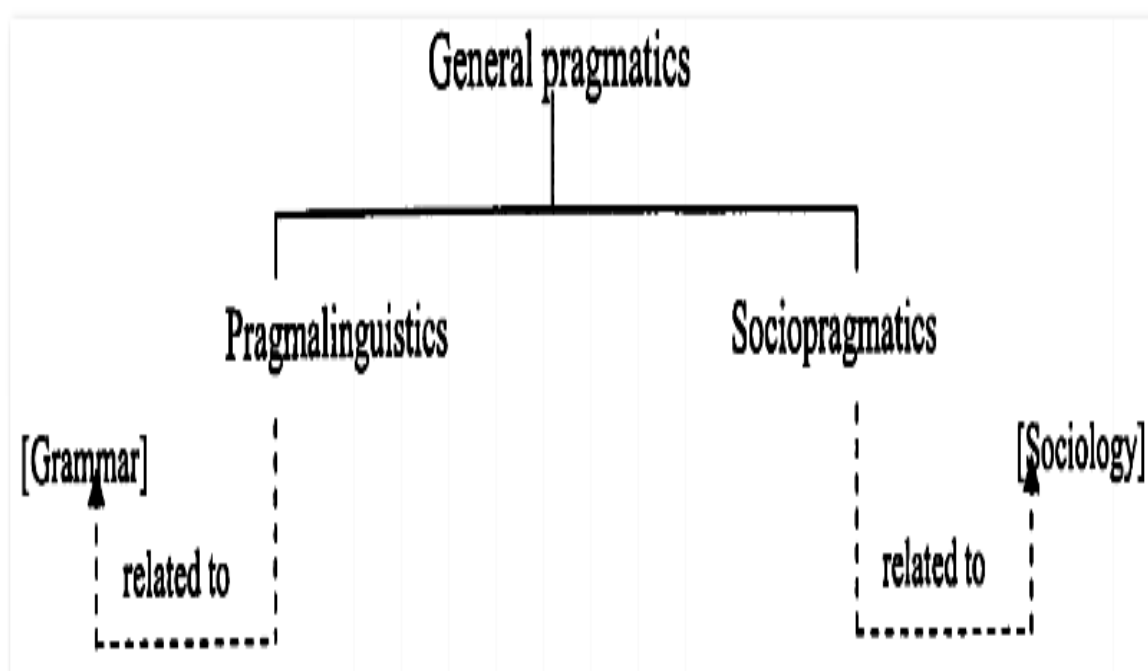


Figure 2.2: Leech’s Model of Pragma-linguistics and Socio-Pragmatics (1983, p. 11)

Accordingly, Leech (1983) describes pragma-linguistics as language-specific and socio-pragmatics as culture-specific. That is, on one hand, pragma-linguistics knowledge can be applied to the study of the more linguistic end of pragmatics and its main task is providing linguistic resources (formula) for the accurate conveyance of certain illocutions, so that it is more linked to grammar. Whereas, on the other hand, socio-pragmatic knowledge entails the close investigation of the socio-cultural conditions of language use and it is related to sociology.

Besides, Kasper and Rose (2002) argue that pragma-linguistic knowledge can simply be demonstrated as the knowledge of the various strategies and linguistic patterns that serve the realization of a set of communicative acts. In contrast, socio-pragmatic knowledge includes the full perception of the external and more complex social circumstances under which specific strategies and linguistic manifestations are pertinent.

To summarize, pragma-linguistics and socio-pragmatics are two authentic facets of the so called “general pragmatics” since the former gives account for the pure linguistic aspect of pragmatics and the latter spots light on interactional constraints that ensure appropriate communication. Hence, both the linguistic and the socio-cultural aspects are mutually inclusive to figure out the way how people can be successful in interactional contexts using the language.

2.15 Areas of Socio-pragmatics.

Through research into teaching various language competences, the coming up elements have been identified as the instructional areas of socio-pragmatics teachers would tackle in EFL classes to practise teaching the socio-pragmatic features of language. Bardovi-Harlig and Mahan-Taylor (2003) specify a set of developmental areas including speech acts, conversational implicature, the sociolinguistic aspects of language use and politeness (as cited in Stadler, 2015).

2.15.1 Speech acts

The basic belief that words and utterances are identical with deeds and actions has come into view to formulate a reactive move against the philosophical assumptions that were held in the study of language. While the Aristotle claim emphasized the idea that the main function of language is to give a true or false value of objective reality. In simple words, language is used to only attribute truth or falsehood to things in the real world, J.L Austin then J.R Searle developed a theory which gives account for the fact that people use language not as a mere tool to describe propositions but also to perform actions and swap influence among interlocutors.

Austin (1962), through the lectures entitled “*How to do things with words*”, proclaims that the ordinary language is featured by a countless number of utterances, such as “I promise- and- I apologize”, which can never be looked at as true or false; however,

they are either felicitous or infelicitous. That is to say, Austin classified utterances into “performatives” and “constatives” whereby the former category serves actions (deeds in the real world) and the latter reveals descriptions (probabilities of true or false facts). In this view, Searle (as cited in Vanderveken and Kubo 2001, p. 85) purports that “the task of a theory of performatives is to explain how the speaker can intend and the hearer can understand a second speech act from the making of the first speech act, the statement”. To put it more briskly, the speech act theory is, consequently, a speculation which affirms the premise that saying something entails also doing something.

In an attempt to figure out the definition of “speech acts”, Griffiths (2006, p. 148) explicates that “the basic units of a linguistic interaction- such as give a warning, to greet, apply for, tell what, confirm an appointment- (the acts, not the labels) are called speech acts”.

Black (2006) as well, sees that the term “speech act” is not limited to the phonological realization of certain linguistic structures, but it refers to the entire complex human act which includes, participants, context, and paralinguistic features which control the interactional meaning of the utterances. In this respect, a speech act is no longer a representation of linguistic items, but an external force which guarantees the exposition of actions. Hence, the linguistic phenomena left unexplained by the grammatical analysis of language are examined and described by the speech act theory (Ambroise 2010).

2.15.1.1 Components of a Speech Act

In a more detailed way, on the occasion of the performance of any speech act, three acts are to be involved namely, locutionary, illocutionary, and perlocutionary acts. In view of this, Austin emphasizes the illocutionary act because it is attributable to the notion of performatives and he (1962, p. 101) illustrates the distinction between the three act through the example of “shoot her” as follows:

1. Act (A) or Locution:

He said to me 'Shoot her!' meaning by shoot shoot and referring by her to *her*.

2. Act (B) or Illocution :

He argued (or advised, ordered, &c.) me to shoot her.

3. Act (C. a) or Perlocution:

He persuaded me to shoot her.

In brief, first, the locution refers simply to the production of a meaningful verbal behaviour (the utterance itself). Second, the illocution denotes the intention of the speaker and the power of the utterance (the force). Third, the perlocution describes the state of the listener (reader) who receives the utterance (the effect or the listener's response).

2.15.1.2 Felicity Conditions

While on the same topic, a set of circumstances are said to be responsible for the success of a speech act. So that, to guarantee the utterance interpretation as intended by the speaker. These stipulations are technically known as "felicity conditions" and are summarized by Yule (1996) in this manner:

- **General conditions:** presuppose that the participants share the same language being spoken and are not playacting when they speak.
- **Content conditions:** are concerned with the appropriate content of the utterance (For instance, a promise is about a future event).
- **Preparatory conditions:** deal with dissimilarities between various illocutionary acts (promise and warning).
- **Sincerity conditions:** count for the speaker's intention to carry out a certain action that has been delivered throughout the utterance (a promise entails a future action).
- **Essential conditions:** refers to the combination of the utterance content, the context, and the speaker's intentions, in order for a specific act to be appropriately performed.

2.15.1.3 Speech act taxonomy

Finally, speech acts are classified and arranged regarding to their nature, force, and effect while performed in the human interaction. Searle (1967) identifies the following categorization as a refinement of Austin's taxonomy of speech acts:

- **Representatives:** to describe propositions as being true or false, or to represent information. For example, "it is raining".

- **Directives:** to make an attempt to get the hearer perform an action or do something. Such as, “please make the tea”.
- **Commissives:** to make the speaker commit himself to do an action in the future. In this case: “I promise to visit you in France”.
- **Expressives:** to express the speaker’s psychological state or feelings. Illustration through the following case: “I apologize for leaving alone”.
- **Declarations:** to realize the propositional content in the real world and to change the world via the utterance. “I sentence you to jail” as an example.

Ultimately, the theory of speech act developed by Austin and Searle has been one of the central issues in pragmatics since it covers a set of linguistic phenomena related to the outside world of communication. Accordingly, speech acts are composed of three related acts (locution, illocution, and perlocution) and sorted out into five types according to their power. At last, speech acts are successfully conveyed only if the felicity conditions are realized in the communicative act.

2.15.2 Conversational Implicatures

While pragmatics research has ushered in a sea development during the last 40 years, the prevalence of a number of theories and principles has long reflected the place of pragmatics in everyday language use. Socio-pragmatics has been the room wherein a set of social practices is coined with foundations in theoretical linguistics. Besides, conversational implicatures symbolize the initiative’s depth into how language functions in the natural interactional exchanges.

Yet a reference, as Meibauer (2006) cites, the philosopher Paul Grice, as laid down in his seminal article ‘Logic and Conversation’ was the one who introduced the concept of “implicatures”. In Grice’s conceptualization, speakers’ utterances are twofold including “what is said” and “what is implicated”. Whereby, the former can be determined through the truth of semantic conditions whereas the latter is ascribed to the pragmatic inference and it goes eventually beyond the stable sense of the utterance.

In a succinct manifestation, Wang (2011) paraphrases from William James lectures that:

Conversational Implicature is a special case of situations in which the perceived meaning extends beyond the literal meaning. Conversational implicature is, therefore, something which is implied in conversation, that is, something which is left implicit in actual language use (p, 1162).

That is to say that an implicature is a meaningful entity that transcends the static linguistic representations' meaning in a sentence or an utterance. In the same area, Blackburn (1996) conjectures that a conversational implicature always belongs to what is communicated not what is actually said. And, that is exactly why, he surmises, conversational implicatures are deniable. Thus, they can be explicitly denied or reinforced in different ways.

Furthermore, The technical term 'implicature' has been further specified and categorized by H.P. Grice. As mentioned before, what goes beyond content restrictions has been labelled as "conversational" and it needs a set of parameters to be determined. However, What is strictly implied by the utterance's content has been viewed as the logical implication. Hence, As cited by Yule (1996), implicatures can also be conventional as :

Conventional implicatures are not based on the cooperative principle or the maxims. They don't have to occur in conversations and they don't depend on special contexts for their interpretation, conventional implicatures are associated with specific words and result in additional conveyed meanings when those words are used (p.45).

Certainly, conversational implicatures' interpretations are based on the cooperative principle and the maxims, however conventional ones' do not depend on particular elements but merely on the lexeme used in a sentence or utterance (ibid). accordingly, interlocutors seem to not only conceive messages, but also cooperate to successfully send and receive the implied meanings.

2.15.2.1 The Cooperative Principle

In pragmatics, communication is basically concerned with the mutual success of information transmission among interlocutors. People usually do their best to succinctly convey their intentions and implicit essentials of their utterances (Hadi, 2013). Therefore, conversations, in general, are cooperative attempts based on a common knowledge and aiming at a shared purpose.

The fundamental belief upon which the philosophical H. Paul Grice (1975) built his basic concept in pragmatics, the cooperative principle, is that communication is rational and cooperative. Simply put, Grice argues that when people exchange talks in the ordinary social situations, they do not just create successions of speeches but, rather they furnish efforts, too, to behave cooperatively and maintain distinctive communicative acts. Therefore, this collaborative type of agreement observed by speakers is responsible for the better achievement of communication.

Accordingly, the cooperative principle is largely pointed out as “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1975, p. 45).

In the same vein, Davies (2000) posits that regarding to the level of discourse, there is no one-to-one compulsory combination between the linguistic form and the utterance meaning. That is, there is a numberless score of linguistic possibilities in which one can express a particular intended meaning. This, in fact, is Grice’s concern whereby he attempted to examine the difference between “to say” and “to mean”. Hence, Grice arrived at the notion of “implicature” to elucidate how speakers generate the implicit meanings and how they can assume that their meanings will be interpreted as intended. To simplify matters further, Davies pinpoints the example bellow:

A: Is there another pint of milk?

B: I’m going to the supermarket in five minutes. (2000, p. 2)

Herein the example, a competent speaker (A) will apparently infer that there left no milk for the time being but some will be bought from the supermarket as soon as possible. In association with this, the process of “saying” and “meaning” involves a number of mechanisms to succeed. These mechanisms are elaborated by Grice and given the technical name of “The Gricean Maxims”, these are assumed to be the rules which speakers should observe to easily guarantee the right conveyance and the appropriate interpretation of their utterances. There are four Maxims:

- **Quantity:** the speaker is informative but not more than required.

- **Quality:** the speaker says what he believes to be true but not what he lacks evidence for.) **Relation:** the speaker is relevant to the speech topic.
- **Manner:** the speaker is perspicuous, brief, and orderly.

To conclude, the cooperative principle entails the participants' perception of the discourse variables and circumstances leading to effective communication which gives account for the Gricean Maxims that are, as claimed by Frederking (1996), similar to the maxim "Do the right thing" which is to be applied to any natural human language system.

2.15.3 Sociolinguistic Aspects of Language Use

The extended threads between societal structures and language as a human system of communication are to an extent surprisingly inexplicable. Sociolinguistics nevertheless forwards clue about the nature of these bounds. socially intricate and abstract parameters come to play in everyday interaction to normalize and fine natural language use. This latter explicates the heavy dependency linguistic folds hold to social powers and that language performance is socially situated. Thus, one might assert that apart from how language works as a system, social context is another aspect of language itself.

On the lights of language to social context interplay, the conceptualization of the human code of communication would aptly transcend the concerns of the merely linguistic rules per se. in this respect, Wardhaugh refers to language as the knowledge of the necessary constraints that govern the accurate linguistic arrangements of sounds, words and sentences in addition to the knowledge of the principles, modes, and styles of performing language functions in a given situation or context of use (2006). Wardhaugh seems to define language giving account to context considerations and inevitably, hence, language is homogeneously attached to a set of socially oriented regulations such as the environment in which it occurs.

To further detail, in addition, language use as, a socially located communicative act, is reshaped and standardized, from society to society and from a situation to another, by a confluence of coexisting text-external, in addition to text-internal, principles. Specifically, Luckmann (1984) speculates that everyday communicative acts are predetermined by:

- The social code of communication: the core of that code, a language, in its 'inner' phonological, morphological, semantic and syntactic structure and by its 'external' stratification in versions, styles, registers, socio- and dia-lects.
- Explicit and implicit rules and regulations of the use of language, most importantly by everyday (and literary) communicative genres, forms of communicative etiquette (forms of address and the like), etc.
- Non-communicative rules and regulations: by institutions, a set of social relations, a system of production and reproduction (p. 14).

In short, the wholeness of different social structures differently captures and reframes the naturally occurring language use in a given speech situation.

On the same topic, however, a bulk of recent research identifies contextualization cues, boundaries of the interaction, turn-takings, themes of talk, and how discourse is formed and taken up by participants as the most important elements that are ascribed to the overall formation and reformation of interaction exchanges (Bloome, Power Carter, Morton Christian, Otto, & Shuart-Faris, 2005).

Another speculation forwarded by Granado (1996). The author advocates that even the language socio-cultural system, speech styles, participants relationships, situation and intentions are a worthy part of the sociolinguistic aspects of use. Thus, the author puts forward, language teachers should sensitize learners' awareness of a range of characteristics that exists in native speakers' performance such as registers and their lexical and grammatical features as well as the social contexts where they are appropriate. At the same time, they should not reinforce students' belief that native speakers' competence is an ideal or perfect sample of language use.

It may be said with justice, to conclude, that the sociolinguistic aspects of language use are those socio-culturally oriented mechanisms that accompany and guide speech performance depending of a given speech situation in a given society. Participants and language learners should gain insights into this area of research. Consequently, users of

language would work out and tolerate more abstract rules of use and improve their language use appropriateness.

2.15.4 Politeness

While there is quiet visible evidence for (im)politeness within patterns of everyday language use, both sociolinguistics and pragmatics have held much promise to allocating a room for identifying speakers' key strategies and perceptions in order to create social rapport and dodge interaction offences. On the basis of such reasons, Politeness was formulated in 1978 and revised in 1987 by Brown and Levinson. And, without questioning the need, linguistic politeness makes a crucial part of language users' socialization.

As to the definition of politeness, it has been well documented in the literature. However, politeness seemed to mean many things to many people. There has been a confusion, as cited by Thomas (2013), about the nature of politeness so that people have discussed distinctive separate areas such as "Politeness as a surface level phenomenon" and "Politeness as an illocutionary phenomenon" (p, 149). On this occasion, Holmes (2013) identifies that:

politeness involves contributing to social harmony and avoiding social conflict. More specifically, linguistic politeness involves discourse strategies or linguistic devices which are perceived or evaluated by others as having been used to maintain harmonious relations and avoid causing trouble. In many cases, being polite involves adapting sensitively to evolving social relationships (p, 285)

To endorse Holmes' conceptualization of politeness, one might assert that inviting politeness principles into the interlocutors' verbal demeanours would moderate and homogenise speakers' faces and perceptions of the benevolent attitudes and norms of interactional exchanges.

In support of this, Leech (2014) evokes the idea that politeness is about "to speak or behave in such a way as to (appear to) give benefit or value not to yourself but to the other person(s), especially the person(s) you are conversing with" (p, 3). On the same subject, Leech (1983) explicates how politeness interrelate with the degree of formality shared amongst speakers. Whereas formality draws a complex and peculiar address forms and

style, informality entails a low and equal linguistic display. Thus, politeness would be differently marked as illustrated below:

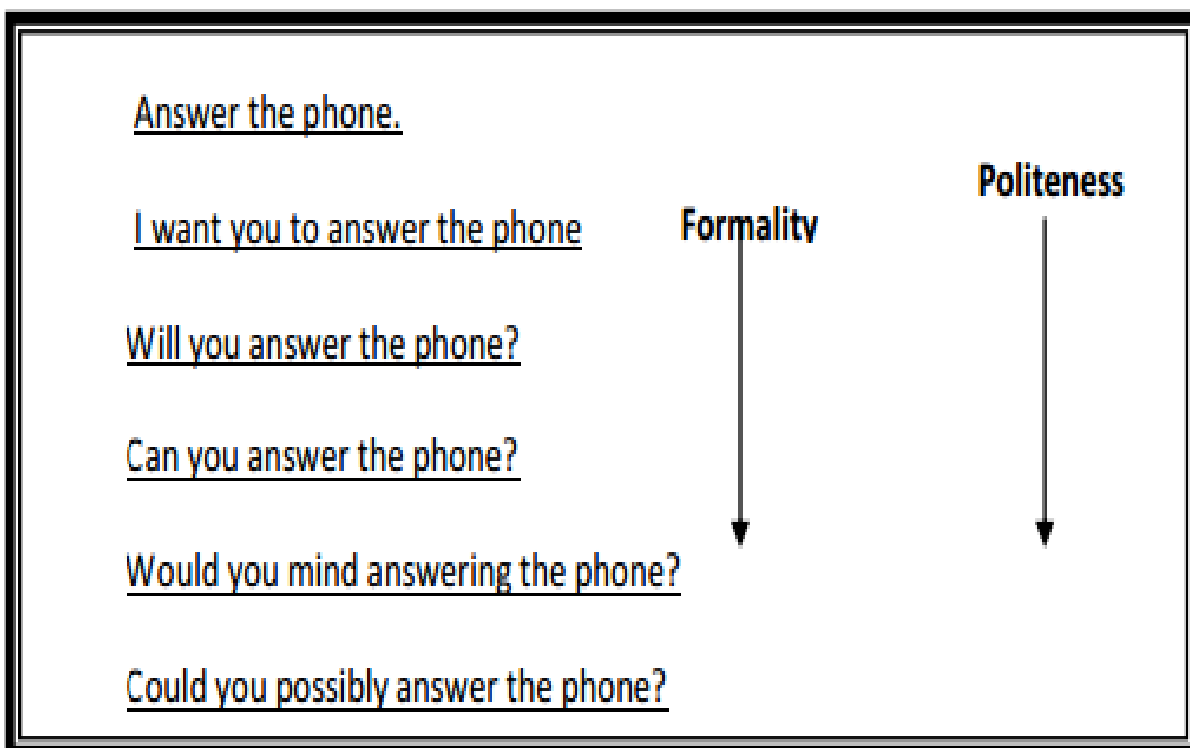


Figure 2.3 :Politeness in Term of Formality (adopted from Leech, 1983: 108)

Moreover, Brown and Levinson (1987) propose various strategies to perform communicative functions giving account to a speaker's face or public self-image. These strategies represent discrepant statements' forms that would fit into a given context of language use. Yule (1996) summarizes politeness strategies considering the example "how to get a pen from someone else" as figured bellow:

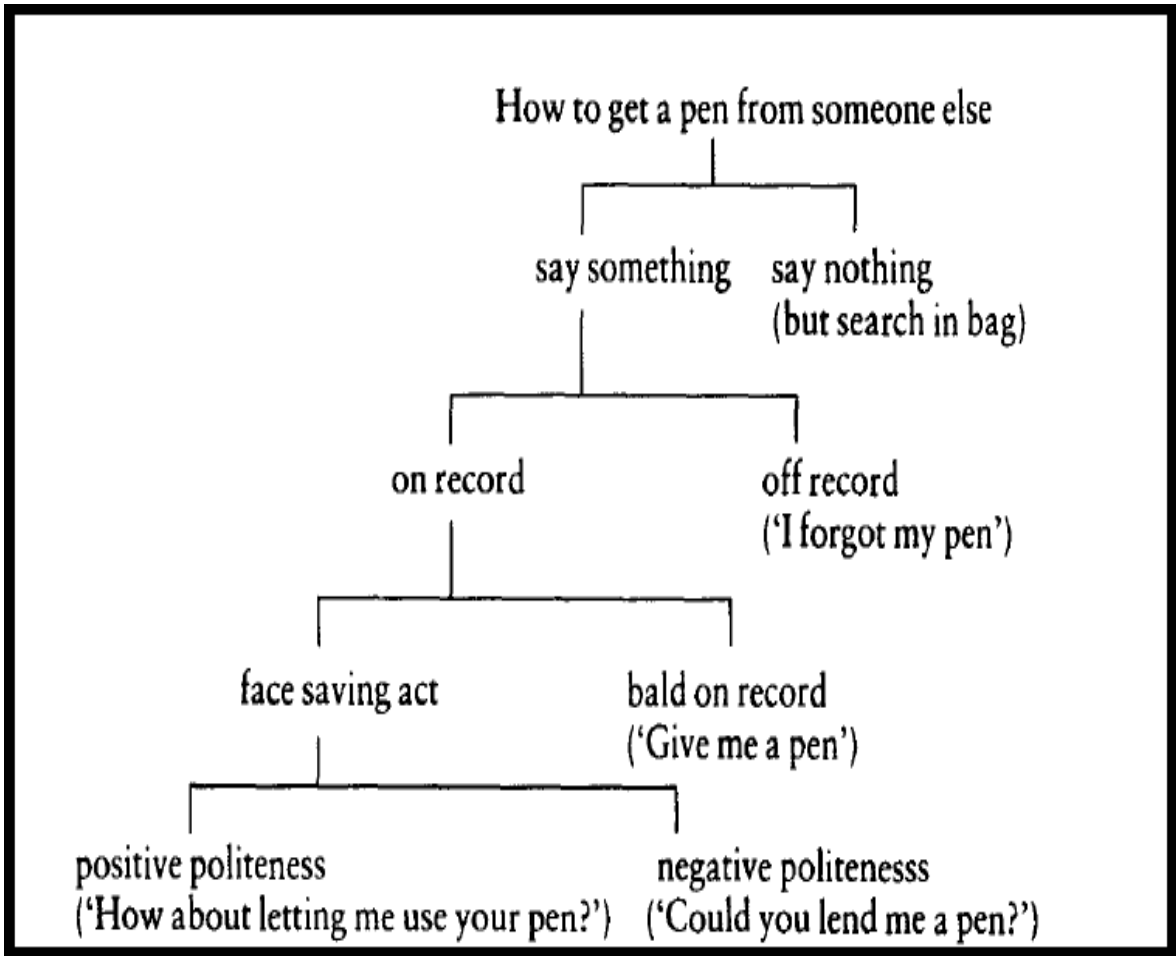


Figure 2.4: Brown and Levinson’s Politeness Strategies (1987) (adopted from Yule, 1996.p, 66)

As mapped out above, interlocutors can opt for any of these strategies to exhibit a set of functions such as speech acts. Speakers hence can go “**off record**” through, as a matter of example, the use of hints. Or, they can select the “**on record**” strategy (the use of language) to then be “**bald on record**” (directness is held) or to consider the “**face saving act**” strategy. The latter underlines two sub-strategies whereby interlocutors can opt for “**positive politeness**” or “**negative politeness**”. While the former identifies the addressee as having positive face wants i.e., they estimate to be accepted or even liked by the addresser, the latter is used with people with negative face wants i.e., they do not tolerate imposition and they seek independence in their behaviours (Yule, 1996).

In a net shell, politeness is a socio-pragmatic phenomenon and then it is a culture-bound element. politeness parameters mark variation as speech communities vary and as social situations do as well. Interlocutors, especially users of foreign languages, would

eventually cope with contextual and socio-cultural variables to succeed in applying politeness and sound appropriate in natural language use contexts.

2.16 The Role of Socio-Pragmatics

While on the same subject of successful communication among language users especially in the case of foreign or second language learners, socio-pragmatics is at the heart of an appropriate discourse. Therefore, research in natural language use has identified the worthwhile function and necessity of socio-pragmatic patterns in the establishment of any communicative act.

To start with, Harlow (1990) asserts that socio-pragmatics equips speakers with the ability to vary speech act strategies according to the social variables and situations that are present in the act of communication. In a more detailed way, socio-pragmatics presupposes knowledge of the interdependence which exists between linguistics patterns and socio-cultural contexts and this makes it an essential prerequisite to ensure a well founded interaction. Furthermore, researchers always tend to test the correlation and influence between the linguistic formula, the possible perceptions and the context constituents to draw the significance of socio-pragmatics. In this meaning, Dascale (1985) explicates and argues that:

It is not a matter only of understanding the speaker's words (determining the „sentence meaning“) nor of understanding these words in their specific reference to the context of utterance (determining the „utterance meaning“), but always a matter of getting to the speaker's intention in uttering those words in that context (determining the speaker's meaning). How this is achieved is the main question of socio-pragmatics (p. 96).

Moreover, this recombination of sociolinguistics with pragmatics has its unique functions in the domain of the human language interaction in general. As a matter of example, Demirezen (1991) explains the socio-pragmatic functions and one might present them in such a manner herein:

- Socio-pragmatics entails the perception of the varied values, principles and maxims used in a language.

- It deals with the group acquisition of a language (something like Community Language Learning, Total Physical Response, and so on).
- It is also concerned with the communicative use of language in different social situations.
- It clarifies the basic features and difficulties of the Speech Act Theory of pragmatics and explains the social difficulties that arise in the act of speech.
- It shows how to utter words in their meaningful settings so that words and their related associations fit into each other.
- It fills in the gap where the grammatical rules fail to explain the speech acts.

At last, In an attempt to derive the function and significance of socio-pragmatics and socio-pragmatic awareness among EFL learners, it would be more convenient to point out what has been put forward by Roohani Mirzaei, and Esmaeili (2012, p. 81): “In order to decrease instances of pragmatic failure, students should learn pragm-alinguistic as well as socio-pragmatic aspects of the target language use” notably, besides the linguistic strategies of pragmatics, the socio-pragmatic aspect of the foreign language is concerned with the acquisition of the interactional conventions of the whole group (community) ,certainly, to minimize the possibility of facing pragmatic failures which language learners can hardly deal with. Hence, socio-pragmatics, as an important facet, pays a great deal of interest to what leads language learners to achieve better during their language use in a variety of social settings.

To recap, Out of the aforementioned findings, a clear judgment on socio-pragmatic functions and utilities can be inferred to support its necessity, influence and role in language use and communication. Consequently, socio-pragmatic considerations are to be quite influential to which foreign language teachers and learners should draw attention to skilfully challenge and overcome arising obstacles during converging and interpreting language in context.

2.17 Teaching Socio-Pragmatics in EFL Context

Research over time has substantiated the undeniable difficulties facing EFL teachers and learners when dealing with the socio-pragmatic features of the target language. By and

large, educationalists and applied linguists have been attempting and testing a number of methods and procedures to eventually represent fruitful plans that work for the teaching of these touchy features. Notably, different researchers have differently approached the task of transmitting socio-pragmatic constructs into worthwhile and effective instructions.

Initially, findings in the acquisition of socio-pragmatics unearth that although learners are put in second language contexts whereby they are blended into both linguistic and cultural constituents of the target language, they find themselves unable to reach native-like proficiency at the level of socio-pragmatic competence (Cohen, 2008).

Controversially, Xiaole (2009) argues that “foreign language teachers can help learners prevent cross-cultural misunderstandings by presenting them with L2 socio-pragmatic knowledge” (p. 257). Evidently, therefore the task of teaching socio-pragmatic elements is a responsibility of EFL teachers and even the matter is somewhat laborious, but instructors have long been cited as dynamic mediators who shoulder the burden of any language teaching dilemma.

Secondly, as similar to a number of proponents of socio-pragmatic thoughtfulness in EFL learning contexts, Safont-Jorda (2005) persists that this influential part of language-culture combination is at the heart of any EFL learning-teaching process. Thus far, the author suggests a proposal based on three major folds of pragmatic theory, including relevance theory, politeness issues, and the speech act paradigm and its applicability to SLA, to successfully handle the concern of teaching socio-pragmatic patterns. This initiative is better cited in terms of the following principles:

- There is a need to teach socio-pragmatic aspects of the target language in a foreign setting with a focus on comprehension and production.
- Comprehension of pragmatic items might be achieved by fostering learners’ connections between their previous pragma-linguistic information (in both their L1 and the TL) and the new pragmatic information they may be provided with.
- Learners’ pragmatic production should be guided in terms of appropriateness and cultural effects.

- The need for providing systematized pragmatic patterns in identifying and using specific speech acts should be based on findings from research in interlanguage pragmatics and foreign-language acquisition (Safont-Jorda, 2005, p. 66).

Furthermore, Zhang and Yan (2012) arguably hold the belief that “Immersion teaching” is an effective way to promote the L2 learners’ overall level of socio-pragmatic awareness. In this respect, both teachers and learners shift from the position of teaching and learning the language to the situation of using the language as in everyday life situations. Consequently, the socio-pragmatic level of perception will be increasingly reinforced as L2 learners possess the habit of natural language use in multiple sets of conditions. To end with, recent advanced inquiries often lay stress on a more practicable and vivid means to empower the betterment of learners’ grasping of socio-pragmatic entities i.e., the use of “Video Driven Prompts”.

In this line, Zangoei and Derakhshan (2014) put forward that adopting video driven prompts in a foreign language teaching setting to display instructions in socio-pragmatics would be an efficacious move that guarantees the regular growth of socio-pragmatic knowledge among EFL learners. Suffice it to say, both immersion teaching and video driven prompts usage help teachers bring the outside world of the target language into the classroom atmosphere. This in fact, simplifies further the teachability of different pragmatic constructs including socio-pragmatics.

In conclusion, sets of socio-pragmatic norms and conventions that formulate the foundation of any appropriate ordinary language use are to a greater level significant in EFL teaching contexts. Meanwhile, though teachers of the language are challenging a considerable degree of complexity in order to incarnate effectual classroom socio-pragmatic training, ongoing research presupposes scores of offerings, methods, techniques, and procedures that make good news for EFL teachers and learners when attempting to approach socio-pragmatic facets in their classes.

2.17.1 Awareness Raising Instruction

There is a growing body of literature that recognises the place of awareness- raising instruction in attaining a good quality of teaching L2 pragmatics. Raising students’ awareness has been of a pivotal contribution in helping L2 learners improve their

productions and use language for pragmatically-oriented functions (Alcón Soler & Guzmán Pitarch, 2010).

Investigating L2 learners' pragmatic awareness has been a continuing concern within teaching L2 pragmatics. By definition, awareness-raising instruction serves familiarising students' consciousness with aspects and forms of appropriate language use in particular contexts. This type of instruction aims to sensitize learners, through exposure, about L2 pragmatic features, offer tools for learners to analyze and construct assumptions about appropriateness in language use, and help students precise generalizations about what makes pertinent language use in context (Rose, 1999).

Generally, instruction in the target language pragmatics comprises three main stages; namely, (a) learners' exploration, (b) learners' production, and (c) teacher and peers' feedback (Usó-Juan and Martínez-Flor, 2008). Likewise, according to Eslami-Rasekh (2005), awareness-raising phases underlie activities that are designed to germinate recognition of the notion of appropriateness in language use.

These tasks embody two major assignments within the realm of (1) teacher presentation and discussion, to inductively or deductively expose the importance of contextual variables in the pertinent use of language forms, and (2) student discovery whereby students turn to be ethnographers and they observe and record naturally occurring use of language in order to develop a good sense of looking at pragmatic analysis of L2 natural speech.

In fact a plethora of awareness-raising instruction activities could be cited in recent research. Classroom tasks seem to enlist a confluence of assignments, while several of these can be used in a single lesson plan to raise students' awareness, including comparing learners' L1 and L2 behaviours, sharing personal stories about situations when a pragmatic error caused a misunderstanding, participating in role plays, keeping a reflective journal, and interviewing native speakers about appropriate L2 behaviour (Ishihara, 2010).

In light of awareness-raising instruction, Schmidt (1993) identifies how awareness-raising activities are central to the teaching of L2 pragmatic competence. L2 learners would, accordingly, acquire pragmatic knowledge of, for example, what strategies are used

to perform appropriate apologies in context, what is deemed to be an offence in their culture versus the target culture, and how the nature of relationship and power between interlocutors affect the use of language. It is therefore agreed that the use of awareness-raising activities is an increasingly important area in teaching L2 pragmatics that these activities draw learners' attention to particular features of the L2 pragmatics and help them improve their verbal production of pertinent use (Abolfathiasl & Abdullah, 2015).

2.17.2 Material Authenticity

Authenticity has been a topic that gained huge attention since the appearance of the CLT (Communicative Language Teaching) approach in 1970s. As a pedagogical material for language teaching, it adheres to the idea that the language classroom tasks should reflect, to a greater degree, the outside and real world of the language and the authentic uses of the linguistic data learners explore in the formal setting and exhibit in communicative acts (Huda, 2017).

In support of this, Richard (2006) puts forward that "Classroom activities should parallel the real world as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message, not the medium" (p. 20). The author further explains the advantageous uses of authentic materials in the way that (a) they yield culturally-oriented information about the target language, (b) they provide exposure to genuine language, (c) they relate more closely to learners' necessities, and (d) they support a more creative method to teaching. In fact, authentic materials relate to the social situation of the learning context (Breen 1983; Arnold 1991; Lee 1995; Guariento and Morley 2001; Rost 2002).

In the same line, Berardo (2006) arguments for the utility of authentic materials whereby they motivate students because of their real world contents of language, and they save time for the teacher to choose the materials in the classroom. Moreover, they proved to assist teachers and students and guide them through a series of lessons. Furthermore, authentic materials can aid students contextualize language learning once they leave their classrooms.

As to the types of authentic materials that teachers can use to instruct their learner, Gebhard (2006) identifies three main categories. These are summarised as:

- *Authentic Listening/Viewing Materials*: they include silent films; TV commercials, quiz shows, cartoons, news comedy shows, dramas, movies, and soap operas; radio news, dramas, and ads, etc.
- *Authentic Printed Materials*: they are newspaper articles, cartoons, advertisements, movie advertisements, sport report, weather report, TV guides, Tourist Information, etc.
- *Realia Used in EFL/ESL Classrooms*: such as photographs, art works, signs with symbols, postcards, picture books, etc.

Next, Michael Breen (1985, as cited in Pinner, 2015) sets forth four types of authenticity language teachers use, these are summarised as : (1) Authenticity of the texts which include use of input data for learners, (2) Authenticity of the learners' own interpretations of such texts, (3)Authenticity of tasks conducive to language learning, and (4) Authenticity of the actual social situation of the language classroom. And later, these four domains of authenticity were visualized by Ahmed (2017) in the diagram below:

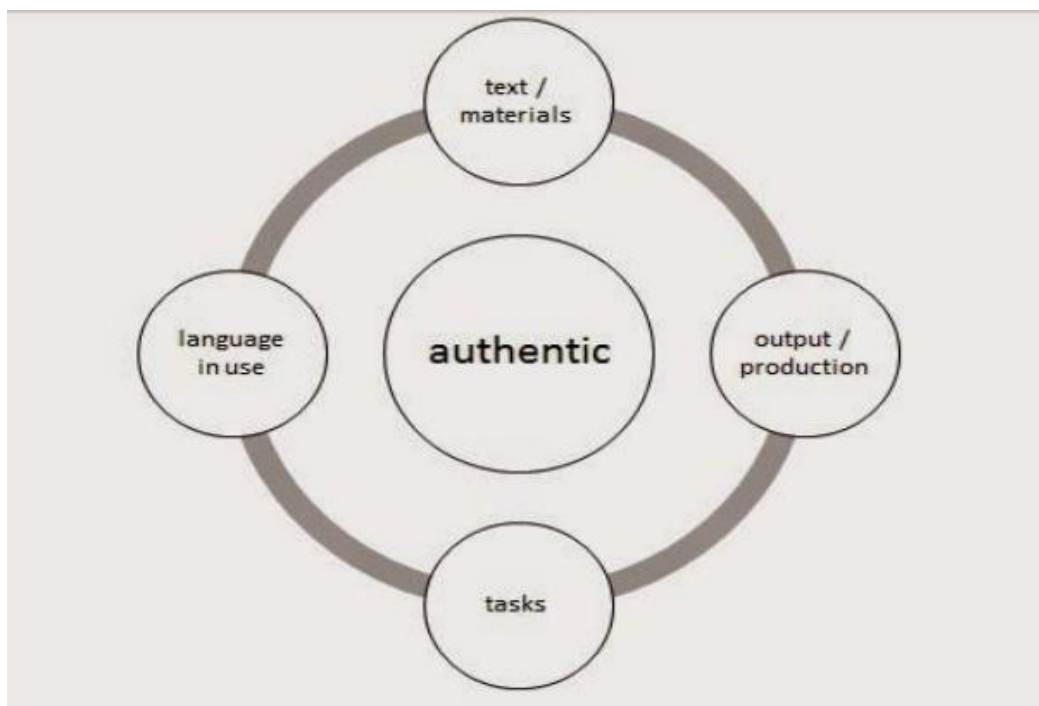


Figure2.5: Ahmed's Visualization of the Domains of Authenticity (2017, p. 187)

One might assert that despite the fact that teaching a language is a cumulative process that involves a lot of overlap among a number of variables, still authenticity is the element that can relate to the four elements language teachers are engaged in while teaching the language classroom. In a net shell, to support Sweet' claim (1899), the advantage of using authenticity in teaching languages resides in considering every single feature of language including socio-cultural ones and real life ones.

2.17.3 Conversation Analysis Resources

Discourse analysis or conversation analysis as pedagogical tools in language teaching entail the use of authentic materials to authenticate the learning setting and contextualize learning and language use. that is why, most teachers interested in discourse incorporate genuine data to instruct their learners. In this line of thought, Paltridge proclaims that analysing authentic discourse and linguistic data is the key to understand why speakers of a particular language make specific choices and how they construct meanings through these choices (2000).

As second language pedagogy relies on insights from different fields to enrich it's scope and improve it's practice, conversation analysis of real language input makes a crucial element of the process. Brown and Yule (1983) point out that:

...successful teaching of discorsal competence demands of the teacher that he should analyse the language which native speakers use in discourse, in order that he can ensure that reasonable and realistic models are presented for his students to imitate and base their own performances on' (p, 52).

For the same interest, Wu (2013) explicates how using conversation and discourse analysis techniques can be of assistance to the language teaching-learning process. The arguments below are presented in accordance with targeting the overall oral skills:

- 1.* By investigating the transcriptions of native or non-native speakers' spoken data, learners can learn how to organize a conversation appropriately with regards to the socio-cultural factors, hence foster the sociolinguistic competence.

2. By investigating the sequences of a conversation, learners can learn how to co-construct a coherent discourse that functions hence foster their discourse competence.
3. By examining the aspects of organizing a conversation, learners can learn how to make choices from target language resources to speak accurately, hence foster their linguistic (or grammatical) competence.
4. By examining the way people take turns, hold turns, respond, open and close a conversation, learners are able to communicate effectively, hence develop their strategic competence (p, 89).

As to the teaching practice, conversation analysis activities have been explored and organized to fit to the teaching situation. Thus, after setting objectives and providing learners with information about the targeted element or structure, the language teacher, according to Riggbach (1999), implement the tasks in six steps as identified below:

Step 1: **predict** learners are required to make predications about the target structure. One way to undertake this is to lead the learners think about the possible similarities and differences between the target structure and the structure within their native language.

Step 2: **plan** learners set up a research plan that will produce samples of the target structure.

Step 3: **collect** data learners observe and/ or record the target structure in its discourse environment

Step 4: **analyze** learners analyze the data and explain results/ make conclusions

Step 5: **generate** learners discuss the target structure or produce the target structure in its appropriate context

Step 6: **review** learners summarize their findings or reanalyze the data that they produced, asking whether the data conform to their conclusions in step 4 (p. 63).

2.18 Strategies for Developing Classroom Socio-Pragmatics

Socio-pragmatic inappropriateness has been largely documented since EFL learners seem to unintentionally commit socio-pragmatic negative transfers of language use strategies and they can also possibly miscalculate the relative power, imposition and social distance of the speakers. The result would primarily affect communication fineness. In this line of research, there has been initiatives to support language teachers and learners in developing the socio-pragmatic competence in order to evade communication failures. In this respect, Ekwelibe (2015. p, 11-12) spotlights the use of a set of classroom strategies for promoting learners' socio-pragmatic ability, some of these strategies are summarised as:

1. **The Model Dialogue:** As a means for portraying real world speech encounters, learners would be exposed to natural give and take conversation samples to develop their socio-pragmatic knowledge. They would also be presented with the full dialogue's patterns of language use (context, norms, speech acts, participants' positions, age, power ...etc) and later they would be given more dialogues to identify or guess themselves the underlying parameters of the dialogues.
2. **Role-Play:** The dialogues can be followed by role-play as a technique to foster learners' socio-pragmatic knowledge. That is, after dialogues' analyses, learners would act out parts of the dialogues taking into account the aforementioned social parameters of the conversations. Learners can also use their imagination while performing the role plays, students would understand and internalize the communicated norms with regard to the dialogues particular situations.
3. **Discourse Completion Task (DCT):** One of the widely held tools used to instruct learners in socio-pragmatics. In such a task, students are asked to accomplish a completion practice and yield pertinent responses to a variety of scenarios.
4. **Speech Act Sets :** Teaching sets of speech acts, as a way to equip students with the socio-pragmatic features of language, such as requests, apologies, and complaints as identical as they occur in natives' everyday exchanges. Students would be able to appropriately model and elicit speech acts in natural language use and hence navigate spontaneous communication events.

5. **Oral Communication:** devoting opportunities for students' interaction with foreign interlocutors or native speakers would help language learners improve their socio-pragmatic competence. They would conceptualize thoughts in English and perform in natural, comprehensive and communicative way. In fact, L2 users would form basic knowledge about how real communication would best be achieved.
6. **Storytelling:** Another activity L2 learners would engage in to develop their socio-pragmatic competence is storytelling. In which, learners exhibit extensive use of language and manage to make use of fitting lexemes to describe the story characters. At the same time, teachers would afford adequate corrections and more effective training.
7. **Drama:** Performing drama has been endorsed as an efficacious technique to help students better their understanding of socio-pragmatics and improve their spoken proficiency. It is also said to be reinforcing the students' communicative expertise through improvising where the lines of the play would be forgotten.
8. **Composition Writing:** Calling for writing proceedings is another exercise EFL students usher in to promote their socio-pragmatic ability. Students , by doing so, combine reading skills with writing ones to construct a coherent piece of writing with regard to considerations of context, appropriateness, and grammaticality.
9. **Using Language Acquisition Videos and Other Visual and Audiovisual Aids:** Its is now a prevailing idea that more exposure to authentic language samples through, for instance, TV and radio podcastings (CNN, BBC), movies in the target language, and videos of natives' interactional displays would help developing students' socio-pragmatic competence. As it stands speakers would acquire the both the language and the norms of everyday linguistic routines.
10. **Repetition:** Repeating and rehearsing in the target language data exhibited by native speakers or L2 teachers is an exercise students can do to empower their knowledge of socio-pragmatics. In this case, students with intrinsic motivation and positive attitudes towards the L2 culture would be more likely to achieve native-like communication proficiency.

Conclusion

The current chapter of this study attempted to describe socio-pragmatics as a recombination of sociolinguistics with pragmatics. In particular, this is chapter introduced first theory to sociolinguistics as related to areas a sub-disciplines. It then linked the concept to language teaching and learning in EFL context. Moreover, chapter two presented pragmatics in the context of theory with specific reference to a number of relevant notions and subfields. Furthermore, this chapter attempted to discuss theoretically the interplay between sociolinguistics and pragmatics before introducing the birth of socio-pragmatics as a sub-field. In doing so, account was given to the concept of socio-pragmatics with particular focus on language learning and teaching as an emphasis in this study. Details such as areas of socio-pragmatics, significance and teachability were further discussed too. At last, the chapter presented material authenticity and conversation analysis as essentials to carry out this study.

Chapter Three

Research Methodology, Tools and Procedures

Introduction

The previous chapters tackled a body of literature about the construct of socio-pragmatics as well as patterns of conversational discourse in a more reality-oriented context of language use. This chapter then , describes the research design, sampling techniques, data gathering tools, procedures as well as the implemented statistical tools the research has gone through in order to keep track of attaining this research objectives. To probe the effects socio-pragmatics awareness raising instructions have on improving EFL students conversational discourse, this study was conducted with the realm of opting for the convenient research design as well as procedures and methodology that will be fully explained in this section.

3.1 Methodology and Procedures

The rationale in this research is to assist EFL students to improve their conversational discourse while using language in its authentic settings for appropriate exchanges and communication. The study made use of socio-pragmatics awareness raising instructions and activities to manipulate the independent variable on the one hand. On the other hand, to bring to light the significance of integrating socio-pragmatics based activities to help EFL teachers improve their teaching methods of the FL conversational discourse and pragmatics, as well as to better their students' understanding of appropriate language use in and outside of the learning context. To bring about these research objectives, methodology decisions were made to better perceive and explore the endeavors.

3.1.1 Research Design

This study followed a one group quasi-experimental approach of research in order to test causal hypotheses that dwell on improving students' conversational discourse through raising their awareness of, and instructing them in, socio-pragmatics. As it stands, manipulation of the independent variable entails developing a treatment that underlies a set of activities as well as content based-instructions.

One first step to quasi experimental design is to identify the variables. The present design includes two variables whereby an independent variable represented as socio-pragmatics awareness raising instructions and a dependent one representing conversational discourse as a type of competence students exhibit while attempting to use language appropriately.

The main research questions determined every step taken in the process of data collection and organization. In view of this, this study is mainly divided into three significant phases. The first phase is to make study grounding and investigate EFL teachers' perceptions and practices in teaching language as communication and enhancing their learners' pragmatic ability. This is also to make grounding about EFL students' perceptions, preferences and attitudes towards incorporating socio-pragmatic awareness raising instructions as part of their learning experience and to pre-test how well they can perform in a conversational discourse test. This phase was carried out using teachers and students' questionnaires, an observation grid as well as a discourse completion task that serves as a pre-test.

The second phase, offers a socio-pragmatics awareness raising instruction programme that was developed through careful examinations and selections made on the basis of the available literature and contemporary reliable sources, related to the exclusive teaching of authentic discourse and L2 socio-pragmatic competence. This phase ends up with a post-test to examine the causality between variables, i.e., the improvements or effects the programme would have on the students' conversational discourse ability. As to the third phase, it evaluates and assesses the developmental patterns of the treatment phase along the instructional time. Progress assessment tests were implemented at the level of this stage.

3.1.2 Research Setting and Participants

This study took place within the English Language Department at M'sila University. It was carried out during the first semester of the academic year 2017/2018. It lasted for seven to eight (8) months (October 2017- May 2018) including twenty six (26) sessions.

The accessible population of the study was the whole number of EFL third year students (N= 210). It is important to mention that 30 students out of the whole population were excluded from the initial study since they participated in the piloting of the questionnaire and the Socio-pragmatics Awareness Raising Intervention (SARI henceforth) . The objective was to avoid or minimize the potential bias that may occur due to multiple exposures to the questionnaire. Accordingly, the remaining number of participants, excluding the number of absent students, was 170 students constituting the members of the research population. The sample was non-randomly selected as a convenience sample type including thirty students (N= 100).

The students involved in the investigation are EFL students majoring in English literature studies. They have been taught English language for seven (07) years before joining university and joining English language classes at the English language department for three (03) more years to graduate. This means that the participants of this study are deemed to have a good command of the English language which would aid them understand instructions in socio-pragmatics as well as contents of authentic discourse.

As to the teacherS who participated in this study, 60 EFL university teachers (from different universities) were handed in the questionnaire to serve both the tool pilot study as well as the grounding phase of this research. And, only 08 teachers were subject to the

observational grid technique at M'sila university to help the researcher collect and compare more data about the practice of teaching in account of the variables under investigation.

3.2 Research Tools

The instruments used to acquire and accumulate data in the present research are: a classroom observation grid, teachers' perceptions and awareness questionnaire (TPAQ henceforth), students' perceptions and awareness questionnaire (SPAQ henceforth), discourse completion tasks (DCTs), socio-pragmatic awareness raising intervention (SARI henceforth), questionnaire evaluation sheet and progress assessment tests.

3.2.1 Classroom Observation Grid

As mentioned above, this research opted for a classroom observation grid as a tool to systematically collect portrayals of events, behaviours, artefacts and descriptions of practices as well as interventions (Marshall & Rossman, 1989) within this research setting. That is, observation is "the process of learning through exposure to or involvement in the day-to-day or routine activities of participants in the researcher setting" (Schensul, Schensul, and Lecompte, 1999, p. 91)

Observation has been criticised for its research bias. That is, researchers relying heavily on observation are confronted with their own biases which they ought to neglect to be able to neutrally portray the events and accurately interpret the data (Ratner, 2002). Meanwhile, observations are claimed to help researchers provide rich and detailed depictions of the settings as well as contents within their fieldworks. They also aid observers note unplanned events, improve analysis, and stimulate new enquiries to be asked (DeMunck & Sobo, 1998). In this respect, observation techniques have been supported by many researchers along with research methodology improvements. These include; Schmuck (1997), Marshall and Rossman (1995), Dewalt and Dewalt (2002), Demunck and Sobo (1998), Johnson and Sackett (1998).

As to this research, observation is used to promote a transparent picture of the teachers' conceptual behaviours, instructional contents and techniques used in content as well as action modules including mainly oral expression (4 teachers), civilization (1 teacher), linguistics (1 teacher) pragmatics (1 teacher) and socio-linguistics (1 teacher). The observation process took part during the second semester of the academic year 2016-

2017. It took advantage of 16 sessions whereby the researcher could attend at least two sessions with 8 third year teachers' classes. This, because it was meant to serve the study grounding out of which the research was inspired to support the second phase- tools and techniques implemented in this study.

As any observational tool would not easily suit the needs of this study, a highly structured observation was designed accordingly. The observation grid and the notes used in this research are a composite of a set of indicators that were inspired in correspondence with, and reference to, the notions of socio-pragmatics and its components such as speech acts, context, conversational routines, implicatures, discourse organization and address forms that were highlighted in, and bolstered through recent, research and proposed in the L2 pragmatics and pedagogy. The researcher took a passive observer's position along with the observation process while accumulating notes and jotting down data that had to be carefully analyzed and interpreted to further elucidate and simplify matters about the teachers' practices during the classes.

The observation grid made use of Likert Scales to help the research identify the frequency as well as the progress level of the items under review. As a matter of example:

E, g., **Item 8:** Teachers use authentic material (videos, plays, genuine English samples) to explain how natives communicate in their society.

1	2	3	4
Often	Sometimes	Rarely	never

In short, **Table 3.1** below summarises the observation grid structure as well as items under review

Table 3.1: Structure of the Observation Grid

Teachers' perceptions about the term socio-pragmatics during classes.	01 item
Probes of teachers' talk about social life, conversational routines, and address forms used in natives' countries.	03 items

Reference to the notion of context and its role in promoting speakers' appropriateness of language use	01 item
Descriptions of native speakers' use of speech act strategies and meaning implications in everyday discourse.	01 item
Teachers' use of material authenticity and conversation analysis techniques to promote socio-pragmatic instruction and activities	02 items
Total	08 items

3.2.2 Teachers' Perceptions and Awareness Questionnaire (TPAQ)

In an attempt to get access to EFL teachers' perceptions, awareness and practices about the construct of socio-pragmatics as well as about preparing their students for real life situations of language use, a questionnaire was devised and used in this study. Questionnaires are defined as " any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or by selecting from existing answers " (Brown, 2001, p. 6).

The rationale behind selecting a questionnaire was the cost benefit considerations such as strengthening an accessible and easy way to collect data at a very early stage in this study, reducing the researcher's efforts and offering enough time for the data processing and analysis (Gillham, 2000). In order to avoid the limitations attached to the use of questionnaires in this research, a number of recommendations were counted for to design the tool.

3.2.2.1 Development of the TPAQ

The choice and development of the used self administered questionnaire in this study were determined broadly on the basis of a deep focus onto the assigned objective using such a tool. Reading into the literature and about theories of the nature and the process of using language appropriately as well as teaching and learning the L2 communication skills, conversational discourse ability and interlanguage pragmatics has brought the researcher to a need of developing a questionnaire through which teachers' perceptions, attitudes and practices about the construct of socio-pragmatics would be probed and analysed.

Questionnaires have been criticised for a number of limitations including mainly social desirability or prestige bias whereby respondents may yield biased responses or untruthful attitudes because of their personality traits, beliefs, and educational backgrounds or simply because of their health (Oppenheim, 1992). Meanwhile, the use of questionnaires as a data gathering tool has gained attraction as well as reliability. A good number of researchers have acknowledged the usefulness of questionnaires (Johnson et al, 1994; Bowling, 1997; Lister-Sharp et al, 1999; Robson, 1993;; Bryman, 2001; Scott and Usher, 1999; Cohen and Manion, 1998).

3.2.2.2 Types of Questions

Different types of questions were used in the present research questionnaire placing particular emphasis on closed-ended and multiple choice questions (MCQs) to mainly collect quantitative data. The use of both types of questions would help the researcher collect the necessary information that can contribute to this study, despite the fact that each type of questions has its own characteristics and methods of analysis and interpretation.

- **Closed-ended questions:** This type of questions aims at guiding the respondents answer specific questions which are meant to reveal useful information that can be easily analyzed quantitatively. A Likert scale was used throughout most of the closed questions of the questionnaire to probe for respondents' perceptions and practices about certain issues related to socio-pragmatics as well as conversational discourse ability.
- E.g., **Question 17;** Language in use underlies conversational implicatures that are essentially socio-pragmatics- oriented phenomena.

<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree
--	---------------------------------------	---	--	---

- **Multiple choice questions:** In this type of questions, participants are asked to select an appropriate answer among suggested options.

- E.g., **In your opinion, what is the level of the classes you teach?**

- a. Linguistic competence** Very low low intermediate high very high
- b. Listening comprehension** Very low low intermediate high very high

- c. Reading comprehension** Very low low intermediate high very high
- d. Writing production** Very low low intermediate high very high
- e. Cultural awareness & communication skills** Very low low intermediate
high very high

3.2.2.3 Structure of the TPAQ

The Final version of the Teachers' Socio-pragmatics Perceptions and Practices Questionnaire comprises three main sections. A part of the questionnaire is devoted to probe EFL teachers' demographic traits as well as their time experience in teaching English as a foreign language at university. It includes teachers' opinions about their students' level of proficiency at the level of some basic skills in order to ground for the study and utilize this to measure and construct the starting points to the initiative of this research.

This was developed to also investigate and shape a clear image of the teachers' majors during their magister or doctoral post-graduation in order to link the diversity of their majors to their perceptions and practices along with teaching English as well as considering the constructs upon which this research is based.

The first section was construed to check out the teachers' perceptions about conversational discourse such as the ultimate goals of the English language education as a major at university. Besides, it included items about exploring the teachers' conceptualizations of the effectiveness of the English language courses and contents taught at university vis-à-vis their students' needs and preparing them for successful communication patterns in and outside of the classroom. This section was also to probe the teachers' views of the possible reasons behind language use and communication problems their students may encounter while the outside world of language is still out of the teachers' pedagogy.

The second section in this questionnaire is devoted to exploring the teachers' perceptions, and awareness of the construct of socio-pragmatics in relation to developing students' conversational discourse ability. That is, items in this section revolved around the teachers' reviews of what constitutes socio-pragmatics in L2 teaching as well as of what constitutes a successful instruction in socio-pragmatics. Items included also investigations

into whether or not teachers' courses underline socio-pragmatics oriented instructions or awareness raising patterns.

This is to pave the way for knowing about the situation and aiding this study to probe the place of this research variables in the teaching context. The third section rather, includes items about the practices and techniques that maybe used by teachers to reinforce their students' communicative abilities in general. Teachers, in this section, are also subject to exploring their views and experiences about any attempts or materials they use to bring the outside world of language into the classroom and instruct their students in the L2 socio-pragmatics.

The items in this section are also meant to share their views and attitudes towards the importance of socio-pragmatics as well as of authenticity and conversation analysis as a prompter to enhance their students' socio-pragmatic competence. In simple representation, **Table 3.2** clearly displays the structure of the questionnaire.

Table 3.2 : Structure of the TPAQ

Personal Information		Demographic traits and language learning achievement	05 items
Perceptions and Awareness	Section1	-Conversational discourse	10 items
	Section2	-Socio-pragmatics	12 items
Practices	Section3	Teachers' practice of socio-pragmatics in their classes	15 items
Number of items			42

3.2.2.4 Pilot Study of the TPAQ

Reliability and validity of the TPAQ were first accounted for and calculated using Cronbach's Alpha and Pearson's Correlation measures. The questionnaire sections proved reliable and valid with regard to the obtained values (see the section of the TPAQ Piloting Data and the related tables in chapter four).

To check the feasibility, clarity and usability of the research tools, a pilot study should be undertaken before using any of them (Kamil, 2012). As a matter of fact, "Questionnaires do not emerge fully-fledged; they have to be created or adapted, fashioned and developed to maturity after many abortive test flights. In fact, every aspect of a survey has to be tried out beforehand to make sure that it works as intended. " (Oppenheim, 1992, p. 47) .

Accordingly, a pilot study was carried out before collecting data for the main study. The first draft of the questionnaire was piloted with 30 tutors. The participants were invited to respond to the pilot questionnaire and to give their comments at the end. An evaluation sheet was distributed then with the questionnaire to collect necessary feedbacks. The evaluation sheet involved 5 questions. The teachers' feedback and comments which were collected provided useful information that helped in revising the format of the final version of the questionnaire. Answers to the first question related to responding time are summarized in Table 3.3 below.

Table 3.3: Piloting the TPAQ Completion Time

Time	frequency	%
20	22	73.33%
15	6	20.00%
10	2	6.66%
Less	0	0%
Total	30	100

Table 3.3 above indicates that most pilot study respondents spent the slowest time (73.33%) while 6 participants completed it in 15 minutes and only 2 participants spent 10 minutes and no one could answer the questionnaire in less than 10 minutes. Given the

number of items (42 items) and no open ended questions, this result is not surprising. Teachers' remarks revealed that questions in general did not require much time to be answered. Therefore, it can be said that the time allotted to the questionnaire completion is to some extent acceptable.

Answers of the second and third questions related to the instructions clearness and the language of the questionnaire are displayed in Table 3.4.

Table 3.4: Piloting the TPWQ Clearness of Instructions and Language

Question2: Clearness of the questionnaire instructions			Question 3: Clearness of the questionnaire language		
Answers	Frequency	%	Answers	Frequency	%
yes	30	100	Yes	29	96.66
No	00	00	No	1	3.33
Total	30	100	Total	30	100

As summarized above in **Table 3.4**, it can be said that the pilot study did not raise any issues about the clarity of instructions and the language of the questionnaire that was, according to participants, clear and understandable. However, some remarks were indicated by a teacher about some technical terms that were paraphrased to more common expressions, such as “socio-pragmatics” that was replaced by “the way conditions of language use derive from the social norms and situations”.

The fourth question aims at finding out what items were ambiguous or caused misunderstandings. Participants' answers are displayed below.

Table 3.5: Piloting the TPWQ Ambiguity of Items

Answers	frequency	%
Yes	2	6.66%
No	28	93.33%

Total	30	100
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Table 3.5 indicates that there was a general consensus about no existing ambiguity within the questionnaire items except for 2 participants seemed to confront some ambiguity within item 15. This latter was about a quotation the researcher used to demonstrate how teachers should be aware of rules of natural language use which are not necessarily linguistic. They claimed that the item was broadly set and it needed a refinement to tackle directly the point under question. However, all the teachers agreed that the questionnaire items are relevant to the study objectives as they serve the pre-study grounding.

3.2.3 Students' Perceptions and Awareness Questionnaire (SPAQ)

In order to measure EFL students' perceptions and awareness conversational discourse as well as socio-pragmatics as parts of their language learning and use, a questionnaire was developed and employed in the current study. As already mentioned in the introductory part of this research, this questionnaire's interest falls in the preparatory grounding for the main study. In other words, the reason why a questionnaire is used is ascribed to primarily collecting data about the respondents' sensitivity, thoughts as well as predispositions towards a number of variables they confront in and outside of the language learning context.

These pertain to learning the foreign language in the full consideration of its socio-cultural spheres of influence, understanding the demands and working mechanisms of natural occurring communicative events, and illuminating the teacher and foreign language pedagogy- roles and interventions in perusing the endeavour of learning-teaching English for successful easy-going communication in and outside of the classroom.

3.2.3.1 Development of the SPAQ

The selection and design of this study's self administered questionnaire were essentially canvassed on the basis of its contributions to attaining a transparent image of the research grounding phase. Insights into a body of literature were also leading to further better conceptions, organizations and delimitations of the questionnaire's contents and

overall objectives. Background knowledge about research into communicative competence, interlanguage pragmatics, conversational discourse, discourse analysis and L2 pedagogy has paved the way for constructing the very first questionnaire draft.

The first draft of the questionnaire was conceived relying heavily on previous studies that generally investigated the teachability of pragmatics as well as the learnability of communicative competence in L2 contexts. The questionnaire items and questions were selected, adopted, modified and arranged basically according to the core assumptions generated from the analysis of some prior investigations in the literature. This very first draft was piloted, modified and reorganized until a final version of it was elaborated. This latter encompassed a total number of 42 items organized into three main sections.

3.2.3.2 Types of Questions

Different types of questions were used in the present research questionnaire placing particular emphasis on closed-ended and multiple choice questions (MCQs) to collect mainly quantitative data. The use of both types of questions may be said to aid the researcher accumulate enough information about the respondents as well as the variables. This information would contribute to quality of this study, despite the fact that each type of questions has its own characteristics and methods of analysis and interpretation.

- **Closed-ended questions:** These questions were set up in order to guide the informants' responses to specific questions. These are meant to reveal relevant and useful information that can be effortlessly and quantitatively analyzed. A Likert scale was made use of throughout most of the questionnaire closed-ended questions, which is meant to yield data about the respondents and their perceptions and attitudes towards socio-pragmatics as well as conversational discourse capability.
- E.g., **Question 8:** Spoken English is loaded with natural aspects of discourse in conversation.

<input type="checkbox"/> Strongly agree	<input type="checkbox"/> Agree	<input type="checkbox"/> Partially agree	<input type="checkbox"/> Disagree	<input type="checkbox"/> Strongly disagree
--	---------------------------------------	---	--	---

- **Multiple choice questions:** Through this type of questions, participants were asked to either select an appropriate answer or rate, using numbers, a set of options according to their own views.

- E.g., **Question 7:** Which language skill do you think is the most important? (You can rate them using numbers)

<input type="checkbox"/> Reading	<input type="checkbox"/> Oral communication skills
<input type="checkbox"/> Writing	<input type="checkbox"/> Translation
<input type="checkbox"/> Speaking	<input type="checkbox"/> ESP (English for specific purposes) skills
<input type="checkbox"/> Listening	
<input type="checkbox"/> Other (please specify)	

3.2.3.3 Structure of the SPAQ

The Students' Socio-pragmatics Perceptions and Awareness Questionnaire, after being piloted, consisted of four main sections. The first part of the questionnaire is designed to probe EFL students' personal information as well as the main topics their university courses have been focusing on during the learning time. This was also elaborated to explore and depict a clear image of the students' interests and endeavors out of opting for English classes as a major at university. This would help the researcher have insights into the respondents' awareness of the possible purposes of learning English as a foreign language.

The first section was constructed to look into the informants' viewpoints about their actual levels of proficiency in mastering a number of language skills. This is meant to help the researcher ground for the main study. Then the section underlies items probing for students' awareness of, and perceptions about language use in general and conversational discourse in specific. The second section, however, was devised to investigate students' practices of conversational discourse.

The items were designed to reveal, for example, the differences students may notice between the language they receive in the classroom and the one they confront in real life

situations while communicating with natives, foreigners or watching English movies, podcasts and/or TV programmes. This is to ensure their perceptions towards the language they have been exposed to in correspondence with their actual needs outside of the learning institution. More to the point, this section included items aiming generally at exploring the students' experiences in using their language to accomplish communicative acts and whether they happen to fall in the trap of miscommunication.

The third section of this questionnaire is assigned to explore the students' perceptions about, and awareness of, socio-pragmatics and its importance to teaching English . That is, items in this section revolved around the conceptualization of socio-pragmatics as a concept and socio-pragmatic features in EFL teaching context. Whereas, The fourth section of the questionnaire probes teachers' instruction in socio-pragmatics addressing the students to report about the instructions they receive. Items in this section dwell on the use of material authenticity as well as conversational discourse analysis as material and method to raise the students' awareness of the socio-pragmatics of English.

They are basically developed to gain insights about the situation and the teaching pedagogy of the language, as well as to explore the students' experiences while learning English as a major at university; whether the instructions they receive underlie the socio-pragmatic features of the English language or not.

In short, **Table 3.6** below exposes the structure of the SPAQ

Table 3.6 : Structure of the SPAQ

Personal Information		Demographic traits and language learning achievement	07 items
Perceptions/Awareness and Practices	Section1	Conversational Discourse Perceptions	06 items
	Section2	Conversational Discourse Practice	07 items

Perceptions/Awareness and Practices	Section3	Perceptions about socio- pragmatics	12 items
	Section4	Teachers' practice of socio- pragmatics in their classes	15 items
Number of items			47

3.2.3.4 Pilot Study of the SPAQ

Piloting the questionnaire is the first step towards checking out the study' feasibility. If a researcher doesn't consider the resources to pilot-test the research tool, they should not start off the study (Sudman & Bradburn, 1983). Accordingly, a pilot study was carried out before collecting data for the main study.

The first draft of the questionnaire was piloted with 30 students. After reliability and validity tests were calculated and the questionnaire sections proved reliable and valid, the participants were invited to respond to the pilot questionnaire and to give their comments at the end. An evaluation sheet was distributed together with the questionnaire to collect necessary feedback. The evaluation sheet involved 5 questions. The students' responses and comments which were collected provided useful considerations that helped with the format and content revision of the final version of the questionnaire. Answers to the first question related to responding time are summarized in **Table 3.7** below.

Table 3.7 : Piloting the SPAQ Completion Time

Time	frequency	%
30	0	00
25	4	13.33%
20	22	73.33%
Less	4	13.33%
Total	30	100

It is noticeable, in Table 3.7 above, that 73.33% of the pilot study respondents spent 20 minutes which is a short time to respond to a questionnaire. None of the participants reached 30 minutes which is the slowest time for this questionnaire. On the other hand 4 students were able to respond in less than 20 minutes which indicates that students can complete this questionnaire in less than 20 minutes. This is due to the nature of items which are likert scale items that take less time than open ended questions. Therefore, it can be said that the time allotted for the questionnaire completion (20 minutes) is to some extent acceptable.

Moreover, both teachers and students' responses to the second and third questions related to the clearness of the instructions as well as the language of the questionnaire, (total of 19 respondents), are presented in Table 3.8.

Table 3.8: Piloting the SPAQ Clearness of Instructions and Language

Question 2: Clearness of the questionnaire instructions			Question 3: Clearness of the questionnaire language		
Answers	Frequency	%	Answers	Frequency	%
yes	30	100	Yes	29	96.66
No	00	00	No	1	3.33
Total	19	100	Total	19	100

As displayed above, answers in Table 3.8 indicate that the pilot study did not raise any significant concerns about the clarity of instructions and the language of the questionnaire. These, according to the participants, were clear and understandable whereas, few comments were jotted down by both students regarding the use of some expressions and long sentences that were rephrased and shortened. As a matter of example, the expression “pragmatic failures” that was later reformulated and expressed as “communication problems”.

As mentioned above, the fourth question aims at finding out what items were ambiguous or caused misunderstandings. Participants' answers are displayed in **Table 3.9** below.

Table 3.9: Piloting the SPAQ Ambiguity of Items

Answers	frequency	%
Yes	4	13.33%
No	26	86.66%
Total	30	100

From Table 3.9 it is obvious that there was a general consensus that there is no serious ambiguity within the questionnaire items only 4 participants noted some ambiguous items, for instance item 14, item 15. This can be explained by the unfamiliarity with the terms used to formulate them. Moreover, some other comments and suggestions were made about some items that seem to probe for the same concern. For instance, 2 questions from section two revealed an investigation of the same idea.

Likewise, the teachers' comments were accounted for to assess face validity. This is to identify the extent to which a test is viewed as covering the concept ,it purports to measure by untrained observers or even test takers themselves (Hyland, 2003). Copies of the questionnaire were handed to a number of teachers, from different universities to comment on . Generally, there was an agreement that the students' questionnaire items are relevant to the topic under investigation and that they measure what is intended to be tested.

3.2.4 Discourse Completion Tasks (DCTs)

3.2.4.1 Development of the DCT

As mentioned before, selections of the data gathering tools in this research are based on the deep reading and examination of the available literature. Research into natural language use and data gathering instruments in several areas of the pragmatics of language, according to Kasper & Dahl (1991) and Yu (2004), has largely made use of the so- called "Discourse Completion Tasks" (DCTs) as a way to accumulate data as naturally as they could possibly respond to the DCT items. A DCT is given the definition as:

Any pragmatics instrument that requires the students to read a written description of a situation (including such factors as setting, participant roles, and degree of imposition) and asks them to write what they would say in that situation. (Brown, 2001. p, 301).

A DCT is a written questionnaire which underlies brief descriptions of a number of particular situations that are meant to reveal certain patterns of natural language use; these patterns are mostly embodied within the situations (Kasper and Dahl, 1991). To frame it in other words, the DCT is a form of written scenarios, these hypothetical scenarios put the respondent in a set of dissimilar situations of natural language use where they have to respond and interpret language, taking into account the contextual variables of each setting in order to best exhibit appropriate verbal behaviours.

Despite the fact that DCTs have been criticized for the naturalness of the data they gather in comparison with the natural occurring and spoken speech (Ogiermann 2009), they offer many advantages for the cross-cultural pragmatic studies.

The DCT can be considered as a useful tool because of a number of merits. One of the advantageous aspects of using DCTs is that they aid researchers gather a large corpus of data in a short period of time (Agnieszka Cyluk, 2013). Thus, DCTs facilitate acquiring, in addition to demographic information about the participants and the experiment, knowledge about the close relationships between certain semantic forms and the conveyance of some particular speech acts (Beebe and Cummings, 1996).

As researchers can manipulate the contextual parameters that may affect the test takers' responses, within the DCT's hypothetical scenarios, this instrument can be translated into other languages and thus used with more speech communities (Nelson et al, 2002). Moreover, DCTs, according to Kasper (2000), comprise a useful research tool to investigate the participants' utilizations of language and the strategies they employ to make their attempts sound appropriate in a given situation.

Since a discourse completion task, in Barron's words, is "a series of short written role-plays based on everyday situations which are 48 designed to elicit a specific speech act by requiring informants to complete a turn of dialogue for each item" (2003. p, 83), it has widely been adopted in interlanguage pragmatics studies for:

- ❖ Gathering a large amount of data quickly
- ❖ Creating an initial classification of semantic formulas and strategies that will occur in natural speech.

- ❖ Studying the stereotypical, perceived requirements for socially appropriate responses.
- ❖ Gaining insight into social and psychological factors that are likely to affect speech and performance.
- ❖ Ascertaining the canonical shape of speech acts in the minds of speakers of that language (Beebe and Cummings, 1996, p. 80).

Furthermore, Rose (1992) claims for the advantageous aspects of DCTs over natural data. That is, DCTs seem to provide data that were controlled by the context of the speech event or act so that formulas and language use strategies can easily be sorted out. Besides, this instrument can easily survey a large number of participants than role-plays and this is why the statistical analyses would be considered more feasible (Wolfson, Marmor and Jones, 1989).

A colossal number of researchers have then used DCTs to accumulate data about their respondents' actual use of language for some communicative ends. According to these researchers (See for example Rintell and Mitchell, 1989 ; Bergman and Kasper, 1993; Bharythram, 2003; Robinson, 1992; Bardovi-Harlig & Hartfold, 1992; Moon & Ahn, 2005; Yuan, 2001; Park,2005; Park, 2002; Suh ,2006; Levenston & Blum, 1978; Sasaki,1998).

The DCT method proves to be reliable and facilitative not only to acquire data but also to learn about the respondents' perceptions and strategies they naturally employ and use to negotiate meaning. Also, informants' responses would be valid because of the intuitions they rely on to elicit linguistic behaviours that correspond closely to what they would say in a particular situation.

In short, DCTs are generally adopted to obtain data about and evaluate the respondents' linguistic actions that take place in a given situation. In the present work, the DCT was selected among the numerous methodological techniques because, above all, it is most used in the field of cross-cultural pragmatics and it has gained its reputation in carrying out research related to concerns of interlanguage pragmatics and speech act realizations. Moreover, the DCT is the research tool which allows the researcher to assess the extent to which the respondents are able to elicit appropriate speech acts as well as

discourse interpretation. Thus, the DCT gives the researcher the opportunity to indirectly measure the participants' social use of language based on their linguistic formulas that they variably use in different contexts.

3.2.4.2 Structure of the DCTs

In the current research, the employed DCT consists of three sections that were designed to gather data about both respondents' productions as well as interpretations of natural occurring discourse. These sections were developed on the basis of the main objectives of this research relying heavily on previous studies that have been mentioned in the above section of describing this research tool (DCT).

That is, these sections were elaborated to assess the informants' linguistic behaviours as a first step and their ability to produce as well as interpret naturally accruing discourse and to assess their ability in detecting instances of communication failures, implicatures and pragmatic inabilities. This is what has already been operationalized as conversational discourse .

As it stands, the first section of the test pertains to assessing the students' overall language in terms of some parameters such as lexis, comprehensibility, structure as well as meaning conveyance. This section doesn't appear within the test; however, it is considered within the rating schedule for scoring the students' responses. This section is represented through a number of five (5) indicators used carefully to measure the pure linguistic aspects of the participants' answers. The motive why this section is considered within the rating schedule is to separate linguistic deficiencies, if any, from communicative, socio-linguistic or pragmatic ones and to succinctly determine and delimit the scope and nature of the respondents' strengths and drawbacks.

Next, the second section includes six dialogue samples that are authentically gathered from different sources. The language in these short dialogues reflects to a large extent properties of everyday language use of natives in social life. These dialogues embody a set of speech acts, conversational implicatures as well as communicative ends and norms of interaction.

These dialogue samples were not set to serve any pedagogical purposes but were rather recorded or extracted from natives' everyday conversations in their natural occurring

situations to reflect the naturalness of communication. The researcher relied heavily on sources that underlie language authenticity as well as the detailed interpretation and analysis of the targeted features of socio-pragmatics, and as to a good example of these sources, see *Pragmatics: Teaching Natural Conversations* by Houk and Tatsuk (2011).

The third section of the DCT comprises a number of five hypothetical situations whereby they differ in terms of the socio-pragmatic parameters to represent a diversity of contexts in which the respondents are asked to produce certain linguistic actions. Students' task in this section is to elicit appropriate responses and reactions with regard to the situations embodying some speech acts.

These situations were designed to target a set of speech acts; namely, request, apology, refusal, complaint, compliment, These speech acts were selected on the basis of their frequent occurrence in real life contexts of language use and their possibility to underlie sorts of miscommunication problems.

Moreover, the scenarios were developed in a way to comprise a number of dissimilar social parameters that govern the use of language. These parameters, including social distance, relative power, degree of imposition, and formality among interlocutors, were inconsistent and changing in each of the situations. Table 3.10 bellow identifies the three sections of the DCT's items and rating indicators.

Table 3.10: structure of the DCT

Linguistic Aspects of the respondents' responses	Section1	Accuracy, comprehensibility, meaning conveyance and structure of the utterances	All items of the DCT	05 indicators
How did the participants respond to the hypothetical	Section2	Respondents' pragmatic production of utterances and communicative acts	05items	05 indicators

situations				
How did the participants' interpret authentic Discourse	Section3	Analysis and interpretation of authentic sample dialogues , extraction of communicative norms, objectives and attitudes	05 items	05 indicators
		Number of items and indicators	10	15

3.2.4.3 Scoring Procedures of the DCT

Before conducting this study, a written discourse completion task was developed and administered to carry out a pre-study that aimed at exploring the socio-pragmatic appropriacy of speech act realization among EFL students. The study participants were both native British English speakers and EFL students.

The DCT was multiple choice- oriented, for natives to rank options and adjust any inappropriacies to better fit in a given speech situation and for EFL students, afterwards, to rate responses from the most to the least appropriate according to a number of social variables, whereby fourteen (14) hypothetical scenarios were used to investigate the respondents' choices and perceptions about the realization of seven (7) different speech acts of request, apology, refusal, complaint, compliment, suggestion and disagreement. The rank means of DCT's choices elicited by the native participants are displayed in Table 3.11.

Table 3.11: Overall Native Speakers' Rank Means of the Answers (a, b, c, d) in Terms of Appropriateness of Speech Act Realization (Hamoudi and Bouhass-Benaissi, 2018, p. 75)

	Request		Request		Apology		Apology		Refusal		Refusal		Complaint	
Rk		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M
1	C	3,77	D	3,85	C	3,69	D	3,64	C	3,77	C	3,79	A	3,69
2	B	3,15	A	3,08	B	2,77	C	3,18	D	3,09	D	3,25	B	3,46
3	A	2,15	B	2,69	A	2,15	B	2,08	A	2,25	A	2,24	C	2,23
4	D	1,38	C	1,62	D	1,54	A	1,46	B	1,32	B	1,25	D	1,22
	Complaint		Compliment		Compliment		Suggestion		Suggestion		Disagreement		Disagreement	
Rk		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M		Rk.M
1	B	3,88	C	3,77	C	3,93	B	3,76	D	3,87	B	3,75	C	3,62
2	D	3,07	D	3,25	D	3,19	A	3,45	C	3,69	D	3,27	D	3,08
3	A	2,22	A	2,68	B	2,35	C	2,51	B	2,47	C	2,34	B	2,24
4	C	1,12	B	1,22	A	1,32	D	1,69	A	1,49	A	1,66	A	1,38

This small scale pilot study was carried out to help the researcher gain insights into the different strategies employed by both natives and non native EFL students while using language to serve certain communicative acts. The study was also carried out to enrich the researcher's knowledge about the possible, if any, guide or model towards teaching appropriateness in speech act realization. After data were gathered, the researcher could identify a number of differences and similarities between the two groups in terms of perceptions, norms of interaction as well as conversational routines of speech act realization in everyday language use.

The study's main rationale was to reference native speakers' realizations and strategies while assessing EFL students' linguistic behaviours in the main study's DCT. As it stands, the same situations were used in the main study, however the DCT was open-ended in nature. Therefore, the researcher was backed up by the previous data to make more succinct justifications while correcting the respondents' responses.

That is, fifteen (15) indicators were inspired from a framework for testing communicative competence (Pillar, 2011). These indicators underlined three (3) main sections about the linguistic aspect of the participants' language, their ability to produce appropriate communicative acts and their ability to interpret and analyse genuine English discourse that is loaded with everyday aspects of language use. These sections define, operationally in this research, the construct of conversational discourse.

Each section of the test comprised five (5) indicators. While, the first section indicators attempts to assess the language all over the test activities. The researcher is assisted by the pre-study's findings to succinctly assess the EFL students' attempts to produce pertinent speech. As to the third section, answers of the given authentic language were collected from reliable sources that try to explain in details how real life conversational discourse work and imply meanings as well as communicative objectives.

Along with the fifteen (15) indicators likert scales were used to help identify the level and progress of the respondents in each of the sections. Five-points scales were used to help the assessor rate the respondents' answers and, on that basis, score the responses which had to range from 0 point to 4 points. The researcher could identify any of the responses of any of the first section as "Very poor, Poor, fair, Good or Very good" to rate the respondents' linguistic ability in general.

As to the second section, the scale "To a great extent, To a moderate extent, To some extent, To a small extent or Not at all" was used to help rate how well or appropriate the students could respond to the hypothetical scenarios. The last section made use of the scale "Very poor, Poor, fair, Good, Very good" to evaluate the students' responses pertaining to interpreting and analyzing natural occurring discourse for extracting features of conversational discourse and communicative ends.

The test scoring procedure; thus, was over 60 points and each section could be rated over 20 points (See appendix 14). The researcher was not the only assessor but some teachers took part to aid and validate the test validity and reliability as it is noticeable in the next section of this chapter. The results of the pre-study shall be displayed and briefly explained in the next chapter to demonstrate how could the findings be of a value to prompt the present research feasibility .

3.2.4.4 Pilot Study of the DCTs

A set of procedures were carried out to probe and measure the reliability and validity of the discourse completion tasks used in the present study. Both Cronbach's Alpha Internal Consistency techniques are part of the pilot study. The results can be viewed in chapter four particularly in the section of Students' DCTs Piloting Data.

3.2.5 Socio-pragmatics Awareness Raising Intervention (SARI)

This is a section that outlines the design and implementation of the pedagogical intervention given the label, in this research, the Socio-pragmatics Awareness Raising Intervention (SARI). This first provides information about the perceptions underlying the development of this training programme and the conception of a socio-pragmatics content-oriented study. Moreover, it specifies the length of the intervention.

Furthermore, it identifies types of instructions and activities that were adhered to along the instructional time. It then proceeds with a discussion of the essential methodological principles that governed the design and selections of the instructional materials. It also draws attention to a detailed sample lesson of the SARI, and lastly, demonstrates a small scale pilot study of the intervention.

3.2.5.1 Development of the SARI

Training programmes, generally, manifest schedules of a set of activities that are loaded with training goals and learning objectives using specific methods, contents, materials as well as assessment techniques in order to solve a problem, manipulate a situation and/or improve the performance, at a particular level, of a group of trainees. A good training programme maybe a representation of an exhaustive composite of the necessary components that function reciprocally to attain results and endeavours.

Conception of the Socio-pragmatics Awareness Raising programme was a process that incorporated three main steps , namely, assessing the training needs, defining the training programme's pedagogical objectives and then creating and implementing the training programme. As to the first step, the needs analyses for conceiving the pedagogical intervention in the present study were based heavily on assessing the language learning situation at different phases. That is, through observing teachers' activities, examining university axes and contents, exploring learners' performances by identifying weaknesses

through short scale studies, investigating their perceptions as well as attitudes towards the variables under study.

The second step, as mentioned above, was a room for defining and scrutinizing the main as well as secondary objectives of the pedagogical intervention. In this phase, delimitation of a set of objectives was brought into action. The training programme, hence, visualized, through the needs analyses, the possible objectives, performance and attitudes the training programme's takers would demonstrate as a result of participating in the pedagogical intervention.

As an example, objectives that highlighted the urgent need for familiarizing L2 learners with the pragmatics of language, raising their awareness of the necessary socio-pragmatic features of the target language, reshaping their perceptions and attitudes towards the locus of socio-pragmatics in the world of natural and appropriate language use, and preparing them for real life situations in which they would be better communicator with a good command over the socio-cultural aspects of language.

At last, the third step was creating and implementing the training programme dependently on the provision of the materials, location of the time as well as the allotment of the pedagogical charge by the administration at the level of the academic institution at which the training programme took place. At this phase, decisions were made to designate the type of courses to be long or short term ones, the types of facilities the training programme can be supported by and the considerations of limitations the programme may struggle against. Then, implementing the intervention cracked on as being constrained by the bedrock plan as it can be schematized bellow.

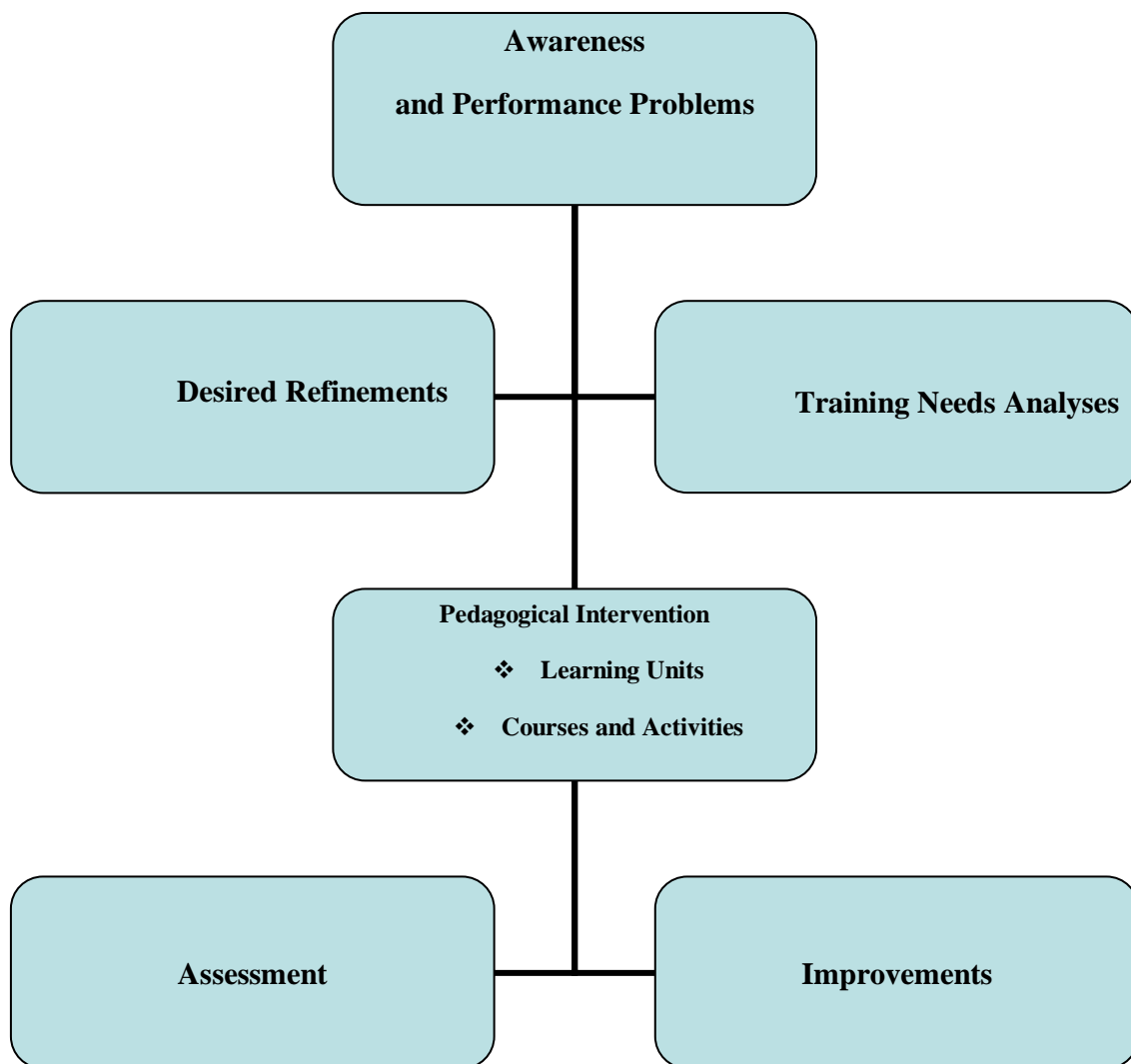


Figure 3.1: Schematic Representation of the SARI Steps

3.2.5.2 Length of intervention

In interlanguage pragmatics research, findings showed less rigour in considering the treatment length. In this respect, studies have fluctuated greatly from a semester- long conduction to short single treatments of only 20 minutes (Kasper and Rose, 2002). One might assert that a pertinent treatment time length is heavily attributable to the learning objectives. As for the present study, a period of a more than one semester (7-8 months), that underlined around 26 sessions, could align well with the division of the learning contents into two main phases.

The first was to provide a body of theoretical background information about the independent variable and the second was to engage the sample participants in a practical framework of everyday language use activities and samples in an attempt to contextualize

their language learning and bring the outside world of the language in the classroom and hence raise their awareness of the variable under study.

3.2.5.3 Type of Instructions and Activities of the SARI

As this training is a one group-oriented intervention, the pedagogical instructions and activities entailed an explicit type. The students received explicit awareness-raising instructions that were modelled in two main categories to grab the students' attention towards the notion of appropriateness in language use (as suggested by Ishihara, 2007). This two-fold instructional category underlined theory as well as practice. That is, students first were exposed to a body of knowledge targeting the main aspects of the L2 socio-pragmatics, under investigation, and then they were engaged in a series of practices using mainly conversational analysis techniques to reinforce the first phase of this awareness-raising instruction.

The present intervention's awareness-raising tasks and instructions were inspired mainly by interlanguage pragmatics studies and discourse analysis instructional areas. These tasks included explicit pragmatic instructions, socio-pragmatic instructions, analyses, discussions and exposure to material authenticity contents. In fact, as cited by Kasper and Rose (2001), explicit pragmatic instruction targets particular features that are described, explained and discussed to attain the objective of a pragmatics-oriented treatment.

In this study, socio-pragmatics awareness-raising instruction consisted of first introducing the students to the various areas of socio-pragmatics, stressing the main elements under study, that concern appropriate performance in conversational discourse. These included pragmatics, socio-pragmatics, speech acts, conversational implicatures, pragmatic failures as well as politeness. After that, students were introduced to the socio-pragmatic features only in a practical sense through the use of material authenticity.

This included genuine dialogues, video prompts and pedagogically-oriented materials. As it stands, the SPEAKING grid of Dell Hymes was adhered to in order to present analyses of the targeted features in a communicative form. Students were given freedom to comment and put forward explanations depending on their background knowledge and awareness of the socio-pragmatic features embodied in each of the authentic materials.

In a nutshell, students were presented with the necessary tools and equipments to analyse genuine materials. Instruction also incorporated conversation analysis techniques during the first stage of this awareness-raising instruction then they were invited to socio-pragmatics awareness-raising tasks whereby they were asked to analyse and extract the features under investigation from the materials they were receiving.

Moreover, students were required to respond to genuine scenarios of the L2 natural language use to explain and justify the uses in accordance with the ultimate ends of the communicative acts. By the end of each instruction, the instructor yields answers to each of the situations ,with the provision of explanations and identifications of the socio-cultural dimensions and linguistic constraints, that justify language use and communication. Students would conceptualize perceptions of socio-pragmatic uses and socio-pragmatic calculations of the given speech situation variables accordingly. Table 3.12 below summarises the areas of instructions this intervention underlined;

Table 3.12: Socio-Pragmatics Awareness Raising Contents Template

Socio-Pragmatics Awareness Raising Contents							
Phase One	Pragmatics (overview)	Socio-Pragmatics	Speech Acts	Conversational Implicature	Pragmatic Failure	Politeness	Conversation Analysis
Theory	Explicit Instruction	Explicit Instruct	Explicit Instruct	Explicit Instruction	Explicit Instruct	Explicit instruct	Explicit instruction
Socio-Pragmatics Awareness Raising Contents							
Phase Two	Speech Acts		Conversational Implicature	Pragmatic Failure		Politeness	
Practice	Authentic Material + Analysis		Authentic Material +Analysis	Authentic Material +Analysis		Authentic Material + Analysis	

3.2.5.4 Instructional Materials

In the present study, instructional materials were carefully selected based on a profound study into a body of literature about L2 pragmatic instruction in general, and based on the main motives and objectives of conducting this research. The researcher was also inspired by the learning contents and experiences that he acquired through discourse analysis instructions along with the Master degree. The researcher did, indeed, benefit from a number of experts who did not hesitate to provide the researcher with propositions, suggestions, and even materials. After consensus was made, the materials were organised and sorted out in a form of units as well as topics before they were used.

As to the first phase instructional materials, these were simply summarized and carefully paraphrased (sometimes) using primary as well as secondary sources in which, the main concepts and ideas were detailed and exemplified to help the students draw a clear image of the elements subjected to the study and the treatment. As to the second phase instructional materials, authenticity was the main resource out of which the researcher could accumulate data that underlined genuine dialogues, videos and recorded authentic conversations in English.

Moreover, a good number of native speakers were sent discourse completion tasks (DCT) that investigated the socio-pragmatic appropriacy of speech act realisations and the results were later compared to L2 students' performance. This aided the researcher formulate a transparent representation of how natives could justify their uses and strategies to perform a set of speech acts. Accordingly, this was of assistance to the researcher for determining the instructional materials related to speech act contents, on the one hand, and for assessing the students' performance on the other one.

More resources that compel to the practice of discourse analysis, L2 pragmatics as well as natural language use and teaching authentic conversations were heavily relied on to conceive the tasks and contents students were later exposed to. These resources represent a range of genuine English dialogues and conversations that were detailed and analysed to fit the purpose of foreign language pedagogy.

Hence, the researcher was assisted by this type of instructional materials to proceed with the implementation of the pedagogical intervention. Table 3.13 below represents an

organizational scheme of the instructional materials in accordance with the topics as well as the goals for use.

Table 3.13: Experiment Phases

	Topic	Goal	Instructional Material
Phase One	Introductions of : pragmatics; socio-pragmatics, speech acts, conversational implicatures, pragmatic failures, politeness and conversation analysis (SPEAKING grid)	To raise awareness of what the topics are and how they are related to the students' communicative competence and to reshape students' perceptions of the importance of these elements to their language learning process.	Explicit instruction using primary and/or secondary sources that offer rich insights into the topics under study.
Phase Two	Natural language use contents that manifest the use of a set of speech acts, the implication of conversational implicatures, pragmatic failures and politeness patterns.	To raise awareness of the possible strategies, patterns, linguistic formulas, implicatures, manners and linguistic routines, types of pragmatic failure, politeness strategies and to foster students' understanding of what constitutes appropriate conversational discourse.	Explicit socio- pragmatic instruction manifested by conversational analysis techniques (the SPEAKING grid) using authentic materials including genuine discourse and dialogues, videos and records.

3.2.5.5 Sample lesson of the SARI

This section is devoted to a detailed sample lesson of the SARI. However, as mentioned before, this treatment was a two fold foci whereby the first phase tackled theory and the second tackled practice in terms of the socio-pragmatic features under study. Accordingly, this subdivision shall highlight two sample lessons of the SART detailing theory and practice- oriented awareness raising instructions. The table bellow specifies one of the lesson plans that were implemented in the first phase.

Table 3.14 : Sample lesson of a Socio-pragmatic Awareness Raising Training (theory)

Group: 3rd year class/ G3		
Date: 00/00/00		
Lesson: 00		
Topic: Speech Acts		
<p>Objectives : By the end of the lesson learners will be able to identify :</p> <ol style="list-style-type: none"> 1. what is a speech act? typology? 2. what are the felicity conditions for speech acts performance? 3. what is the socio-pragmatics of speech act realization? 		
Materials (check Appendices)		
1. A ready worksheet		
2. A video that demonstrates an overview and some examples (https://youtu.be/rs6O77SkIOo)		
Procedures	Contents	Time
Warm Up	Greet students and rise the main questions of the lesson about speech acts such as, how can humans use language to perform actions?	5-10min
Presentation Step 1	Distinguish between constative verbs and performative ones then explain the definition of speech acts-Play the video and draw a scheme of speech act typology.	30-40min
Step 2	Explicate the necessary felicity conditions for speech act performance.	15-25min
Step 3	Raise their awareness of appropriateness and socio-pragmatics of speech act realization.	10-15min
Practice Extra Activities	Asking students to yield examples and perform speech acts	
Assessment	Informal assessment during the lesson	
Lesson	Students' Feedback	

evaluation		
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The second table below displays a lesson sample for raising students' awareness of socio-pragmatics through focusing on practice rather than on mere theory. This uses conversation analysis techniques (SPEAKING grid) and material authenticity to perform the pedagogical task.

Table 3.15 : Sample Lesson of a Socio-pragmatic Awareness Raising Training (practice)

Group: 3rd year class/ G3		
Date: 00/00/00		
Lesson: 00		
Topic: Conversational Implicature		
Objectives : By the end of the lesson students will be able to identify : <ol style="list-style-type: none"> 1. How implicatures features are embodied in natural language use. 2. How implicatures are influenced by socio-cultural norms and routines of language use. 3. How implicatures are used in genuine English dialogues and conversations. 		
Materials (check Appendices)		
1. Authentic corpus of conversations, dialogues and/or videos		
2. The SPEAKING grid for conversation analysis.		
Procedures	Contents	Time
Presentation Warm up	Greet students and tell them about the genuine material the teachers uses to raise their awareness of socio-pragmatics.	5-10min
Step 1	Write down the targeted authentic conversations, dialogues or play the video and ask students to analyse the language and the communicative act using the SPEAKING grid.	15-25min

Step 2	After they communicate their analyses with the class, the teacher yields correct justifications and analysis according to the corpus.	10-20min
Step 3	Discuss with them the features that were embodied within the implicatures and try to compare these strategies with the students' in their L1. Raise their awareness of how inaccurate perceptions may lead to and socio-pragmatic failures in communication.	25-35min
Practice Extra Activities	Asking students to use implicatures in their daily conversations	
Assessment	Informal assessment during the lesson	
Lesson Evaluation	Students' Feedback	

3.2.5.6 Pilot Study of the SARI

Pilot study of the training in the present study is a pivotal part for the main study since pre-testing tools and procedures would result in enormous refinements and rescheduling of some or even all elements in a research. Piloting the study, in general terms, refers to the act of checking feasibility or try a run of a research as a preparation for the major study (Polit et al, 2001).

Throughout literature, pilot studies were heavily documented considering the perspectives as well as the prospects they offer for conducting a research or experimenting a sample. In this respect, Blaxter, Hughes and Tight (2006) put forward that:

You may think that you know well enough what you are doing, but the value of pilot research cannot be overestimated. Things never work quite the way you envisage, even if you have done them many times before, and they have a nasty habit of turning out very differently from how you expected on occasion. So try a pilot exercise. If you don't, you will probably find that your initial period of data collection turns into a pilot in any case. In a sense, of course, all social research is a pilot exercise (p, 137).

As to the main objectives of the pilot study in this pedagogical intervention, the researcher scheduled two sessions at the very beginning of conducting this study in October 2017. The two sessions were devoted to a preliminary pilot study of the

intervention regarding the two phases that comprise theory and practice as mentioned in the section of developing the SART. Both implementations revealed crucial remarks at the levels of time management, session division, teacher's role as well as the instructional materials.

In particular, the pilot study of this intervention underlined a range of elements that were subjected to feasibility probing then to refinements and reconsiderations. As a matter of example, procedures of implementation at the level of practice were modified and refined to begin first by an exposure to the material being used then comes a time given for students to analyse the input and finally yield answers and discussions just as the template in the section of lesson plans identified. A modified version of the procedures, time limits and the role of the teacher, taking into account the participants' attitudes and learning preferences, were held to fine the pedagogical intervention in the present study.

3.2.6 Progress Assessment Tests

Progress assessment tests are a type of formative assessment tools that researchers use to identify the progress the participants are achieving along the professional time or the treatment time. The use of this type of assessments resides in the insights they offer about the treatment and its enrolment as well for altering and modifying any of the procedures, techniques, contents or even perspectives to better attain results and expectations.

As a form of formative assessment, the utility of progress assessment tests was heavily reported in recent publications (Bennett, 2011; Filsecker and Kerres, 2012; Kingston and Nash, 2011) to invite practitioners and syllabus designers to use them as well as recommend them for researchers and novice teachers. Indeed, this type of assessment is implemented to enable teachers to respond to students learning in order to enhance that learning while the student is in the process of learning (Heritage, 2012. p, 182). To explicate the qualities this type of tests offers for the betterment of the overall learning-teaching enterprise, Frunza (2014) summarises Abrecht's (1991) words in the following arguments:

- ❖ It firstly addresses the student with his characteristic features.
- ❖ It involves the student in the learning process, by permanently informing him on the steps that he takes.

- ❖ It is part of the educational process, by making “success” easier, without interrupting it.
- ❖ Seeks accommodation with a particular educational situation, therefore it must involve a form of adaptability, be open to pluralism and diversity.
- ❖ Is more concerned with the educational process than with its results.
- ❖ It is not restricted to the observation of the educational process, but it helps it through permanent adaptation and adjustment.
- ❖ It identifies the difficulties and places them on complexity levels, by trying to identify the causes and surpass them, not sanction them as summative evaluation does (p, 454).

In the light of this, the present pedagogical intervention made use of progress assessment tests to ensure the right and appropriate experimentation at different levels. Two assessment tests were designed and applied to the treatment group at two different segmentations of time along the intervention’s implementation time. The tests were in a form of DCTs to measure the students’ performance that is based on awareness raising instructions that they received some time ago. The two tests yielded results that could evaluate the experiment’s procedures and the students’ achievements. This resulted in a few reconsiderations for the refinement of the process. For example, group-work was later adopted as a technique to motivate students and encourage discussions while doing the task of conversation analysis.

3.2.7 Statistical Tools

This study relied on a number of statistical tools that could be a contagious use to further represent the study scheme and analyze the values, scores and data. All of frequencies, the sample mean (\bar{x}), and the standard deviations were utilized to describe the scores. Moreover, Pearson’s correlation Coefficient was used to analyze correlation between a test item and another as well as between a test item and the overall score of the test to calculate the test validity. It was also used to analyze correlation that exists between the students’ conversational discourse and the socio-pragmatics awareness raising treatment. T-test was adopted to analyze the difference between the students’ pre-test performance and their pos-test. To calculate this study tests and tools’ reliability,

Croabach’s Alpha measure was used. Scores were coded, analyzed and processed using SPSS software 20 th version. The illustrations below would identify these descriptions in details

- The mean \bar{x} is the simple average of the number in a data set. The sample mean formula is:

$$\bar{x} = (\sum x_i) / n$$

Σ = means “add up”

x_i =“all of the x-values”

n = means “the number of items in the sample”

- Standard deviation (**SD**) refers to the measure which is used to quantify the amount variation or how spreads out numbers are. The sample’s standard deviation formula is :

$$s = \sqrt{\frac{\sum (x - \bar{x})^2}{n - 1}}$$

Σ = means “add up”

x_i =“all of the x-values”

n = means “the number of items in the sample”

\bar{x} = the sample mean

- The Pearson Correlation coefficient is a measure of the linear correlation between two variables X and Y

$$r = \frac{\sum_{i=1}^n ((x_i - \bar{x})(y_i - \bar{y}))}{\sqrt{\sum_{i=1}^n (x_i - \bar{x})^2 \sum_{i=1}^n (y_i - \bar{y})^2}}$$

- The T-test, or also called Student’s T-test, compares two averages (means) and tells you if they are different from each other. The T-test also tells how significant the differences are. For this study the one group pre and post-test T-test formula was used which is as follows:

$$T = \frac{\bar{d}}{SE(\bar{d})}$$

\bar{d} = the mean of the difference between the two observations

$SE(\bar{d})$ = standard error of the mean difference

- Cronbach's (1951) derived the alpha formula from the KR-20 formula:

$$KR_{20} = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k p_i q_i}{\sigma_{test}^2} \right)$$

k = number of questions

p_j = number of people in the sample who answered question j correctly

q_j = number of people in the sample who didn't answer question j correctly

σ^2 = variance of the total scores of all the people taking the test = $VARP(R1)$ where $R1$ = array containing the total scores of all the people taking the test.

σ_j^2

- The Cronbach alpha formula is:

$$\alpha = \frac{k}{k-1} \left(1 - \frac{\sum_{i=1}^k \sigma_i^2}{\sigma_{test}^2} \right)$$

K = number of items in the test

σ^2 = the variance of item i

σ_j^2 = the test-score variance

3.4 Study Procedures

Identifying this topic of research and developing the design to carry out the study was predominantly based on the consideration of several resources. Setting research objectives, hypotheses and questions yielded major guidelines to ease this study implementation. Particular attention was paid to the availability of time, materials and efforts. Limitations and drawbacks of some parts of this research were also anticipated and taken into account since early stages. These research scopes were narrowed down several times to succinct and target a researchable topic. The manipulability of the variables under study and the feasibility of this research were both examined and worked for.

The scientific evaluation of the problematic under study followed a sequence of steps in order to produce relevant data that would aid future researchers and consolidate further research. These steps underlaid identification of the problem, reviewing the literature, identifying gaps and asking questions, formulation of hypothesis, elaboration of the design, collection of data and analysis, and then, discussions, conclusions and replications.

On the lights of these considerations, the present study was divided into two main phases. The procedural exhibitions in this research implied a phase at which the researcher aimed at clarifying the problem and grounding for the study in terms of the participants' predispositions, the anticipated limitations and the pilot study. In this phase, questionnaires and an observation schedule were used.

The second phase; however, underlined the conduction of the experiment that was based on the results of the grounding study that was implemented in the first phase. In this respect, the researcher made use of genuine materials, conversation analysis techniques and valid tests to verify the hypotheses postulated earlier in this research. Changes and modifications took place along the research process and they are considered to be a part of this journey. Statistical measures and tools, as mentioned in the previous section, were incorporated to code data and analyse them. Discussion of the results came after to relate these research findings to other researchers' and to interpret the direction of influence between the variables. Results and reports were later documented and presented in a form of sections.

Conclusion

As the rationale in the present research has been to aid EFL students improve their conversational discourse through raising their awareness of the L2 socio-pragmatics, the study required certain set of methodological concerns to answer the questions, verify the hypotheses and keep track of this research objectives. In this regard, the present chapter provided a detailed account of the methodology adhered to in this study. That is, this chapter depicted a full image and information about the research questions, hypotheses, objectives, setting, participants, design, tools, statistical measures, procedures and the pedagogical intervention used in this study. Each of these elements was described in details refereeing back the available literature and research. The next chapter displays the findings obtained through the present study.

Chapter Four

Results and Data Analysis

Introduction

This chapter presents data obtained from all the stages of the study. In the present chapter, both pilot studies' results and data gathered through all the instruments shall be displayed. That is, on the one hand, each of students' questionnaire, teachers' questionnaire and the discourse completion tests feasibility studies is elucidated in details regarding the aforementioned statistical measures and techniques to calculate reliability and validity tests. On the other hand, this chapter presents all the findings the researcher has obtained throughout the study. This chapter regards the presentation of the findings accounting for the same order highlighted in the pervious chapter of research methodology. Analysis of the results in this chapter is equivalent to presenting the findings and drawing mere deductions and inferences because, in this work, a chapter is also devoted to a detailed discussion of the findings.

4.1 Pilot Study of the Research Tools

Reliability and *validity* are two technical properties of a test that indicate its quality and usefulness in a study. Both concepts are important to consider when it comes to the selection or design of the instruments a researcher intends to use. Accordingly, researchers use a number of procedures to ensure that the inferences they draw, based on the data they collect, are valid and reliable. Test *Validity* refers to the extent to which a test measures what it is designed to actually measure. Meanwhile, *reliability* refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another (Fraenkel, Wallen and Hyun, 2012).

Therefore, the research tools developed in this research underwent both validity and reliability tests and examinations using different methods. Accordingly, the first versions of the DCTs and the teachers' and students' questionnaires were piloted with a group of 30 EFL students and 30 EFL teachers. The pilot sample responses were used for the validity and reliability analysis presented in the following section.

4.1.1 The SPAQ Piloting Data

Certain procedures were undertaken to analyze the reliability and validity of students' questionnaire. As it stands, Cronbach's Alpha was used to measure reliability while internal consistency technique was used to measure validity.

4.1.1.1 Students Awareness Scale Reliability and Validity

Reliability analysis for both teachers' and students' questionnaires was conducted through the analysis of the pilot sample responses to the first versions of the questionnaires. Alpha Cronbach reliability coefficient was calculated for the whole scales and the belonging sections. Data are displayed in Table 04.1 below.

Table 4.1: Cronbach's Alpha Values for Total Awareness Score Items

	Cronbach's Alpha	Number of Items
Section 01	,701	6
Section 03	,675	12
The Scale	,762	18

From Table 4.1 above, Cronbach's Alpha of the whole scale is ($\alpha=0.76$) of the, which is $\alpha \geq 0.7$ reflecting a good reliability. In addition, The Cronbach's alpha of the two subscales ranges from 0.67 to 0.70; which are good reliability coefficient values ($\alpha \geq 0.7$) reflecting good reliability levels. This confirms that the test is reliable and can be used for the study. Validity analysis was conducted through the use of Internal consistency analysis using correlation coefficient (r) between awareness sections scores and the scores of the whole awareness scale are displayed in Table 4.2 below.

Table 4.2: Pearson Correlation Coefficient Values between Sections Scores and the Whole Awareness Test Scores

	Conversational Discourse Section1	Socio-pragmatics Section3
Pearson Correlation	,771**	,908**
Awareness/Perception scale Sig. (2-tailed)	,000	,000
N	30	30

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

It is clear from Table 4.2 that r values between both sections (one and three), that measure students' awareness of conversational discourse as well as socio-pragmatics, and the whole test score ($r= 0.771$ and $r=0.908$) are statistically significant at the levels of $p \leq 0.01$. This entails the existence of a statistically significant and strong positive correlation, between the two sections and the whole the whole awareness scale.

This indicates that there is a consistency between awareness sections and the awareness scale which, in turn, reveals a good level of validity of the students' questionnaire awareness scale. Data obtained from internal consistency analysis between awareness scale sections scores and their items scores are summarised in Table 4.3 below.

Table 4.3: Pearson Correlation Between Section 1 Total Score and Items' Scores

	Items	I1	I2	I3	I4	I5	I6
Section1	Pearson. C	,69**	,29	,63**	,71**	,73**	,75**
	Sig. (2-tailed)	,000	,121	,000	,000	,000	,000

	N	30	30	30	30	30	30
Section3	Items	I21	I22	I23	I24	I25	I26
	Pearson C	,45*	,53**	,75**	,24	,32*	,38*
	Sig. (2-tailed)	,01	,00	,00	,21	,08	,04
	N	30	30	30	30	30	30
	Items	I27	I28	I29	I30	I31	I32
	Pearson C	,23	,27	,54**	,74**	,48**	,64**
	Sig. (2-tailed)	,23	,15	,00	,00	,00	,00
	N	30	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Internal consistency analysis among items of the first section shown in Table 4.3 reveals that r values between the six items' scores and the section total score range from 0.63 to 0.75, which is a very high value, at the levels of significance 0.01 and 0.05, indicating a positive strong statistically significant correlations that, again, are a proof to the existence of internal consistency between what the section measures and what it's items measure. Only one value of r between item 9 and the total section score ($r=0.29$) indicates no statistical significance between this item and the section which lead to a reconsideration of the item structure and design.

From Table 4.3, the internal consistency analysis between the 12 items of the third section and the section's scores, explicates that r values range from 0.38 which an acceptable value to 0.75, which is in fact a very high value, at the levels of significance 0.01 and 0.05. These values demonstrate the positive strong statistically significant correlations that confirm the existence of internal consistency between most of the items and their section. Three values of r between items 24,27,28 and the total section score ($r=0.24, 0.32, 0.23, \text{ and } 0.27$) indicates no statistical significance which presupposes a refinement of the item structure and design.

4.1.1.2 Students Experience/Practice Scale Reliability and Validity

Reliability and validity analysis were conducted through the use of Cronbach's Alpha as well as Internal consistency analysis using correlation coefficient (r) between practice/experience sections scores and the scores of the whole section. Reliability values are displayed on Table 4.4 below

Table 4.4: Cronbach's Alpha Values for Total Experience/Practice Score Items

	Cronbach's Alpha	Number of Items
Section2	,691	7
Section4	,892	15
Practice Scale	,848	22

In Table 4.4 above, Cronbach's α is 0.84 of the whole scale, which is $\alpha \geq 0.7$ reflecting a considerably good reliability. In addition, The Cronbach's alpha of the two subscale sections ranges from 0.69 to 0.89; which are good reliability coefficient values ($\alpha \geq 0.7$) reporting good reliability levels which supports the claim of test reliability in this study.

To test validity internal consistency analysis was conducted with practice scale sections and their items. The first analysis was between the scales and the whole scale score. Table 4.5 displays the r values between both sections (two and four), that measure students' experiences and practices with regard to the construct of conversational discourse as well as socio-pragmatics, and the whole test score.

Table 4.5: Pearson Correlation Coefficient Values between Sections Scores and the Whole Experience/Practice Test Scores

		Conversational Discourse Section2	Socio-pragmatics Section4
Practice/Experience Scale	Pearson Correlation	,504**	,964**
	Sig. (2-tailed)	,005	,000
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

The values of r ($r = 0.50$ and $r = 0.96$) are statistically significant at the levels of $p \leq 0.01$. This explains that there exists a statistically significant and strong correlation, that is also positive, between the two sections and the whole test scores. This indicates that there is a consistency between test sections and the whole test which, in turn, reveals a good level of validity of the students' questionnaire awareness sections.

Data obtained from internal consistency analysis between experience/practice scale items scores and the total score of this section are summarised in Table 4.6 below.

Table 4.6: Pearson Correlation Between Sections 2 and 4 Total Score and Items' Scores

	Items	I14	I15	I16	I17	I18	It19	I20	
Section2	Pearson C	,64**	,22	,68**	,16	,52**	,46*	,32**	
	Sig. (2-tailed)	,000	,244	,000	,405	,003	,010	,002	
	N	30	30	30	30	30	30	30	
	Items	I33	I34	I35	I36	I37	I38	I39	I40
Section 4	Pearson C	,69**	,60**	,68**	,74**	,53**	,55**	,51**	,53**
	Sig. (2-tailed)	,00	,00	,00	,000	,00	,00	,00	,00
	N	30	30	30	30	30	30	30	30
	Items	I41	I42	I43	I44	I45	I46	I47	//
	Pearson C	,70**	,65**	,74**	,61**	,55**	,67**	,310	//
	Sig. (2-tailed)	,00	,00	,00	,00	,00	,00	,095	//
N	30	30	30	30	30	30	30	//	

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The internal consistency analysis among items of the second section reveals that the *r* values of correlation between the seven items' scores and the section total score range from 0.32 to 0.67, which is a high value indicating consistency at the levels of significance 0.01 and 0.05. Only two values of *r* at items 15 and 17 ($r=0.22$, $r= 0.16$) indicate no statistical significance between these two items and the section which means that these items need a reconsideration with regard to structure and design.

It makes clear that the internal consistency analysis among items of the fourth section identifies *r* values of correlation between the fifteen items' scores and the section total score as ranging from 0.31 which an acceptable value to 0.74, which is in fact a very high value, at the levels of significance 0.01 and 0.05. These values elucidate the positive, strong and statistically significant correlations which indicate internal consistency between what the section measures and what it's items measure. Except for one value of *r* between item 47 and the total section score ($r=0.31$) that highlights no statistical significance

between these items and the section's. A reconsideration of the item's structure and design is incited.

4.1.2 The TPAQ Piloting Data

Certain procedures were undertaken to analyze the reliability and validity of teachers' questionnaire as well. That is, Cronbach's Alpha was used to measure reliability while internal consistency technique was used to measure validity.

4.1.2.1 Teachers Awareness Scale Reliability and Validity

Alpha Cronbach reliability coefficient was calculated for the whole scale and the belonging sections. Data are displayed on Table 04.7 below.

Table 4.7: Cronbach's Alpha Values for Total Awareness Score Items

	Cronbach's Alpha	Number of Items
Section1	,974	10
Section2	,817	12
Awareness Scale	,953	22

Table 4.7 above displays Cronbach's alpha as $\alpha = 0.95$ of the whole scale, which is $\alpha \geq 0.7$ reflecting a great reliability. In addition, The Cronbach's alpha of the two subscales ranges from 0. 81 to 0.97 which are good reliability coefficient values ($\alpha \geq 0.7$) reflecting good reliability levels. This confirms that the test sections and the test as a whole are reliable for the study.

Validity analysis was conducted, again, using internal consistency analysis between total awareness score and its two sections scores. Table 4.8 indicates that **r** values between both sections (one and two), that measure teachers' awareness as well as perceptions of conversational discourse and the construct of socio-pragmatics, and the whole test score ($r= 0.991$ and $r=0.994$) are statistically significant at the level of $p \leq 0.01$.

This latter attributes the existence of a statistically significant and strong correlation, that is also positive, between the two sections and the whole test scores to the consistency

between test sections and the whole test which. This, reveals a good level of validity of the teachers' questionnaire awareness and perception sections.

Table 4.8: Pearson Correlation Coefficient Values Between Sections Scores and the Whole Awareness Test Scores

		Conversational Discourse Section 1	Socio-pragmatics Section2
Awareness Scale	Pearson Correlation	,991**	,994**
	Sig. (2-tailed)	,000	,000
	N	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

Data obtained from internal consistency analysis between conversational discourse awareness items scores and the section's to which they belong are summarised in Table 4.9 below.

Table 4.9: Pearson Correlation Between Section 1 Total Score and Items' Scores

		I1	I2	I3	I4	I5	
Section1	Pearson Correlation	,95**	,96**	,97**	,93**	,76**	
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	30	30	30	30	30	
	Items		I6	I7	I8	I9	I10
	Pearson Correlation	,98**	,97**	,96**	,94**	,97**	
	Sig. (2-tailed)	,000	,000	,000	,000	,000	
	N	30	30	30	30	30	

** . Correlation is significant at the 0.01 level (2-tailed).

From Table 4.9, *r* values of correlation between the 10 items' scores and the section total score range from 0.93 to 0.98, which are a very high values, at the levels of significance 0.01 and 0.05, reveal the positive strong statistically significant correlations that, again, are a proof the validity of this section.

Data obtained from internal consistency analysis between socio-pragmatics awareness items scores and the section's to which they belong are summarised in Table 4.10 below.

Table 4.10: Pearson Correlation Between Section 2 Total Score and Items' Scores

		I11	I12	I13	I14	I15	I16
Section2	Pearson Correlation	,95**	,90**	,89**	0,56**	,97**	,90**
	Sig. (2-tailed)	,000	,000	,000	,001	,000	,000
	N	30	30	30	30	30	30
		I17	I18	I19	I20	I21	I22
	Pearson Correlation	,95**	,92**	,67**	,93**	,94**	,95**
	Sig. (2-tailed)	,000	,000	,000	,000	,000	,000
N	30	30	30	30	30	30	

** . Correlation is significant at the 0.01 level (2-tailed).

As to the Internal consistency analysis among items of the second section. From Table 4.10, *r* values of correlation between the sixteen items' scores and the section total score range from 0.56 value to 0.97. These very high values at the level of significance 0.01. These values reveal the positive strong statistically significant correlations that strengthen the existence of internal consistency in this section.

4.1.2.2 Teachers Experience/Practice Scale Reliability and Validity

Alpha Cronbach reliability coefficient was calculated for the whole scale scores and the belonging section's. Data are displayed in Table 4.11 below.

Table 4.11: Cronbach's Alpha Values for Total Practice/ Experience Score Items

	Cronbach's Alpha	Number of Items
Section3	,83	15

In Table 4.11 above, Cronbach's α is 0.83 of the section of teachers' experiences and practices is $\alpha \geq 0.7$ reflecting a considerably good reliability. This confirms the claim of test reliability in this section test.

Validity analysis tests are carried out using Pearson's correlation. Data obtained from internal consistency analysis between practice scale items scores and the total score of this section are summarised in Table 4.12 below.

Table 4.12: Pearson Correlation Between Section 3 Total Score and Items' Scores

		I23	I24	I25	I26	I27	I28	I29	I30
Section 3	Pearson Correlation	,98**	,96**	,97**	,93**	,96**	,94**	,95**	,47**
	Sig. (2-tailed)	,00	,00	,00	,00	,00	,00	,00	,00
	N	30	30	30	30	30	30	30	30
		I31	I32	I33	I34	I35	I36	I37	//
	Pearson Correlation	,98**	,97**	,96**	,98**	,96**	,95**	,96**	//
	Sig. (2-tailed)	,00	,00	,00	,00	,00	,00	,00	//
	N	30	30	30	30	30	30	30	//

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The internal consistency analysis among items of the third section in teachers' questionnaire identifies r values of correlation between the fourteen items' scores and the section total score as ranging from 0.47 to 0.97 which are all good values at the levels of significance 0.01 and 0.05. These values mark the positive, strong and statistically significant correlations which indicate internal consistency between what the section measures and what it's items measure

4.1.3 Students' DCTs Piloting Data

Particular procedures were carried out to analyze and measure the reliability and validity of the discourse completion tasks used in the present study. Both Cronbach's Alpha Internal Consistency techniques are part of the pilot study.

4.1.3.1 DCTs Validity and Reliability

First, Internal consistency as a technique to examine test reliability was carried out by computing Cronbach's alpha coefficient for each of the subscales and the whole scale. Table 4.13 displays the obtained values of Cronbach's alpha.

Table 4.13: Cronbach's Alpha Values for Total DCTs and its Sections.

Sections	N of Items	Cronbach's Alpha	N
Linguistic Performance	5	0.78	30
Discourse Production	5	0.76	30
Discourse Interpretation	5	0.82	30
The whole Test	15	0.88	30

From Table 4.13 above, Cronbach's α is 0.88 of the whole scale, which is $\alpha \geq 0.7$ reflecting a good reliability. In addition, The Cronbach's alpha of the three subscales ranges from 0.76 and 0.78 to 0.82 which are good reliability coefficient values ($\alpha \geq 0.7$) reflecting good reliability levels. This confirms that the test is reliable for the study.

The two other methods to examine the reliability of the test are inter-rater concordance, which is the degree of agreement among raters, and **intra-rater concordance**, which refers to the degree of agreement among repeated administrations of test performed by a single rater. These two methods give an idea of how much homogeneity, or consensus, there is in the ratings given by judges. The two types of reliability are concerned with the scoring protocols of the test. Accordingly, the answers of the 30 students used for the pilot study were rated and scored by two raters separately.

The inter-rater reliability was conducted by having the two raters correct the same answer sheets separately, and then examined using intra-class correlation coefficient (ICC). Table 4.14 below displays the values of ICC for both single measures, which is an index for the reliability of the ratings for one, typical, single rater, and average measures, which is an index for the reliability of different raters averaged together. As the values of ICC (0.954) for single measures and (0.962) for average measures, that are above the value of

0.7. The researcher can say that this is a clear evidence that there exists an excellent agreement between the raters of this study and a good reliability of the test performance.

Table 4.14: Intra-class Correlation Coefficient of DCTs Test Raters

	Intra-class Correlation ^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
		Single Measures	.954 ^a	.993	.998	562.208	29
Average Measures	.962	.996	.999	562.208	29	29	.000

Moreover, more examination of the reliability of raters scoring was carried out, this time, analysing the correlation between scores attained to each section of the DCTs test by the two raters. The obtained values of Pearson Correlation Coefficient are displayed in Table 4.15.

Table 4.15: Reliability Analysis of the Raters' Scoring of the DCTs Test Sections

			Rater 1	
			Linguistic Performance	Discourse Production
Rater 2	Linguistic Performance	Pearson Correlation	.91**	
		Sig. (2-tailed)	.000	
		N	30	
	Discourse Production	Pearson Correlation		0.86**
		Sig. (2-tailed)		.000
		N		30
			Rater 1	
			Discourse Interpretation	//
Rater 2	Discourse Interpretation	Pearson Correlation	.98**	//
		Sig. (2-tailed)	.000	//
		N	30	//

** . Correlation is significant at the 0.01 level (2-tailed).

The values of *r* as shown in Table 02 above are ranging from 0.865 and 0.914 to 0.981 in the level of significance $p \leq 0.01$ strongly indicate an excellent statistically

significant correlation between the two raters scores attained to the three test sections, and hence, demonstrating an excellent reliability of the scale used in the present study.

As for the inter-rater reliability or the reliability of the rater performance test-retest reliability was used. Hence, the same raters were asked to rate the same sample on two different occasions after two weeks period. Table 4.16 displays correlation analysis using Pearson Correlation Coefficient (r) between the same rater scoring.

Table 4.16: Inter-rater Reliability Analysis

		Test		Re-test		
		1st Rater	2 nd Rater	1st Rater	2 nd Rater	
1st correction	1st Rater	Pearson Correlation	1	.99**	.98**	.98**
		Sig. (2-tailed)		.000	.000	.000
	N	30	30	30	30	
	2 nd Rater	Pearson Correlation	.99**	1	.98**	.98**
Sig. (2-tailed)		.000		.000	.000	
	N	30	30	30	30	
	1st Rater	Pearson Correlation	.986**	.986**	1	.998**
		Sig. (2-tailed)	.000	.000		.000
	N	30	30	30	30	
	2 nd Rater	Pearson Correlation	.98**	.98**	.99**	1
Sig. (2-tailed)		.000	.000	.000		
	N	30	30	30	30	

** . Correlation is significant at the 0.01 level (2-tailed).

The r values, highlighted in Table 4.16 above, between each rater performance in the test/re-test ranging from 0.98 to 0.99 at the level of significance $p \leq 0.01$ indicate a strong reliability of the scoring of each rater.

For the examination of the DCTs test validity, further internal consistency analysis was carried out by means of correlation analysis between each section score and the whole DCTs test score, as well as, between each item and the total score of the scale they belong to, and between each item score and the other items' scores of the same scale they belong

to. First, Table 4.17 below represents Pearson’s Correlation Coefficient (**r**) values between each section and the main test score and between the two sections scores.

Table 4.17: Pearson Correlation Coefficient Values Between Sections Scores and the Whole Test Scores.

		Linguistic Performance	Discourse Production	Discourse Interpretation
Total Score	Pearson Correlation	,754**	,739**	,796**
	Sig. (2-tailed)	,000	,000	,000
	N	30	30	30

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

It is clear from Table 4.17 that **r** values between both discourse comprehension section and natural language use and the whole test score ($r= 0.754$, $r= 0.796$ and $r= 0.739$) are statistically significant at the levels of $p \leq 0.01$ and $p \leq 0.05$, meaning that there exists a statistically significant positive strong correlation between the three sections and the whole test. This indicates that there is a consistency between test sections and the whole test which, in turn, reveals that there is a good level of validity of the DCTs.

Next, internal consistency analysis, as a means to test validity, was determined by the correlations between sections’ total scores and between its items scores. The values of **r** all summarized in Tables 4.18, 4.19 and 4.20 below.

Table 4.18: Pearson Correlation Between Linguistic Performance Section Total Score and Items Scores

		Item1	Item2	Item3	Item4	Item5
Linguistic Performance	Pearson Correlation	,59**	,43*	,71**	,43*	,66**
	Sig. (2-tailed)	,001	,017	,000	,017	,000
	N	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The internal consistency analysis among items of the linguistic performance section, from Table 4.18, indicates that **r** values of correlation between the five items’ scores and

the section total score range from 0.43 which an acceptable value to 0.66, which is a good value, at the levels of significance 0.01 and 0.05. These values reveal positive statistically significant correlations that highlight the existence of internal consistency between what the section measures and what it's items measure.

Table 4.19: Pearson Correlation Between Discourse Production Section Total Score and Items Scores

		Item1	Item2	Item3	Item4	Item5
Discourse Production	Pearson Correlation	,83**	,87**	,31	,80**	,61**
	Sig. (2-tailed)	,000	,000	,094	,000	,000
	N	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

The same can be said about the internal consistency analysis among items of discourse production section. From Table 4.19, *r* values of correlation between the five items' scores and the section total score range from 0.31 which is a low value to 0.83, which is a very high value, at the levels of significance 0.01 and 0.05. These values are a revelation of the positive strong statistically significant correlations that again are a proof to the existence of internal consistency between what the section measures and what it's items measure. Only one value of *r* ($r=0.31$) indicates no statistical significance between this item and the section which lead to a reconsideration of the item structure and design.

Table 4.20: Pearson Correlation Between Discourse Interpretation Section Total Score and Items Scores

		Item1	Item2	Item3	Item4	Item5
Discourse Interpretation	Pearson Correlation	,817**	,979**	,987**	,787**	,874**
	Sig. (2-tailed)	,000	,000	,000	,000	,000
	N	30	30	30	30	30

** . Correlation is significant at the 0.01 level (2-tailed).

As shown in Table 4.20, the values or *r* are ranging from 0.787 to 0.987 at the level of significance $p \leq 0.01$. This designates the existence of a strong statistically significant

positive correlation between the individual items' scores of discourse interpretation scores and the total section score. This strong correlation is a sign of a consistency between the section and the items that belong to it as they ideally represent the quality they are designed to measure.

4.2 Results and Data Analysis

Presenting results and findings of the current research form the second phase in this chapter. That is, while the first phase displayed the pilot study data, the second phase highlights all the gathered data and obtained results through the used instruments. A detailed account of the findings is introduced below.

4.2.1 The SPAQ Data Analysis

Questionnaire items 3 and 4 are set to probe participants' perceptions of the focus of their university courses as well as the participants' main endeavours for selecting English as a major at university. The tables below further illustrate the responses.

Table 4.21: Students' Perceptions of Their University Courses' Main Focus

3. What have your university English courses focused on so far?	Freq	%
A. Structure/ Form/ Accuracy/grammar	72	72,0
B. Fluency/articulation /Speaking/ Phonetics	37	36,0
C. Content/Vocabulary/ Writing/Reading Skills/ Listening /Methodology	61	61,0
D. Pragmatics/ Communication Skills / Socialization/Natural Use	21	31,0
E. Cultural insights/ Literature/ Civilization/Sociolinguistics	59	59,0

Table 4.21 clarifies the different areas of focus that students' university English language courses have tackled so far. In terms of frequencies, the first option (A) "Structure/ Form/ Accuracy/grammar" was of a high frequency (72%). Option (B) "Fluency/articulation /Speaking/ Phonetics" was less frequent (337%), and option (C) "Content/Vocabulary/ Writing/Reading Skills/ Listening /Methodology" was very frequently selected (61%). Moreover, option (D) "Pragmatics/ Communication Skills / Socialization/Natural Use" was of the lowest frequency among students selections (only

21%). At last, option (E) “Cultural insights/ Literature/ Civilization/Sociolinguistics” was also of a good frequency (59 %).

Tables 4.22 : Students’ Main Purpose of Choosing English at University

4. What is your main purpose of learning English at University?	Freq	%
1. To travel, study, and live abroad	16	16
2. To pursue postgraduate studies (Master, Phd)	43	43
3. To get a good job in the future	35	35
4. To communicate effectively with foreigners , natives, and/or and English speakers	6	6
Total	100	100

Table 4.22 above exposes students’ distributions about their main purposes for studying English at university. It seems that the second option was the most frequent in choice amongst the respondents. Most of them held the purpose of pursuing postgraduate studies. Yet, many others (N= 35) selected the option underlying getting a better job in future. However, very few (N= 6) are the ones who opted for communicative purpose and (N= 16) other purposes such as travelling and living abroad.

Questionnaire items 5 and 6 were designed to measure students’ perceptions of their overall levels in English and specifically in that of fluency. The last rank item number 7 was put forward to explore students’ perceptions of the importance of language skills. The tables below display the data obtained from these items .

Tables 4.23: Students’ Perceptions of Their Level in English

5. How do you evaluate your level in English?	Freq	%
1. Very Satisfying	12	12,0
2. Somehow Satisfying	22	22,0
3. Satisfying	48	48,0
4. Poorly Satisfying	10	10
5. Not Satisfying	8	08
Total	100	100

Table 4.23 above identifies students' responses to the fifth question to enquire their perceptions of their levels in English. As it displays, the third answer "Satisfying" was the most frequent in the respondents' answers. Yet, a good number frequently selected the second option "Somehow Satisfying", however few were the students who frequently opted for the other remaining options.

Table 4.24: Students' Perceptions of Their Levels of Fluency

6. How would you describe your English in terms of fluency?	Freq	%
1. Very Fluent	2	2,0
2. Fluent	38	38,0
3. Somehow Fluent	53	53,0
4. Poorly Fluent	4	4,0
5. Not Fluent	3	3,0
Total	100	100

Table 4.24 displays the responses' distributions with regards to participants' perceptions of their fluency faculty. While only two students assumed very high fluency, 38 of the participants opted for "fluent" option. However, the vast majority (N=53) responded as "Somehow Fluent" and very few (N= 4), (N= 3) perceived their level of fluency as poor and/or non fluent.

Table 4.25: Students' Skills Rank Means

	Rank	N	Mean
Speaking	1	100	5,89
Writing	2	100	5,50
Reading	3	100	4,65
Oral Skills	4	100	4,32
Listening	5	100	4,07
Translation	6	100	1,86
ESP	7	100	1,68

Students ranking of the above skills identifies, in Table 4.25, that speaking skills was most ranked as the most important by the vast majority of the sample (M= 5,89). Writing was second ranked (M= 5,50). Then, reading was next ranked in the third place (M= 4,65), and oral skills ranked in the fourth position (M= 4,32). Furthermore, Listening skill was ranked next as number five (M= 4,07), and Translation as number six (M= 1,86). At last, ESP was the least important and ranked the last (M= 1,68).

Items 8, 9, 10, 11, 12 and 13 were designed to measure students' awareness of some aspects of conversational discourse. Analysis of the data from students' responses on the awareness section of the questionnaire is based on the levels already set using the technique of hypothetical mean. The interval values used for the analysis are displayed on Table 4.26 below.

Table 4.26: Students' Awareness Level Intervals Using the Mean Technique

Awareness Level	Mean values
Very low level of awareness	1- 1.08
Low level of awareness	1.8- 2.6
Medium Level of awareness	2.6- 3.4
High level of awareness	3.4- 4.2
Very high level of awareness	4.2- 5

According to the values of this mean certain intervals of awareness levels were specified. The levels of awareness range from very low level of awareness to a very high level of awareness. The analysis of the levels of students, then, was carried by comparing the obtained means of each item with the intervals means. Table ...below summarises the values of the obtained M and SD of each item, and items orders in terms of their levels of awareness.

Table 4.27: Students Awareness About Conversational Discourse

Aspects of Conversational Discourse under Study	Min	Max	M	S.D	Ord
8. Spoken English is loaded with natural aspects of discourse in conversation.	2,00	5,00	3,98	,72	4
9. Management of conversations is a matter of the individual to achieve objectives of discourse.	3,00	5,00	4,12	,52	2

10. The discourse of conversation includes conversational inferences as a fundamental part .	2,00	5,00	3,50	,87	5
11. To understand discourse in a foreign language, it is important to know the routines of conversation in the community of that language.	2,00	5,00	4,24	,91	1
12. What speakers say in a natural conversation underlies mere linguistic norms of interaction to normalize speech.	3,00	5,00	4,02	,70	3
13. Turn takings and pauses are the logical rappings in everyday conversation.	2,00	5,00	3,00	1,12	6

According to the estimated levels of awareness, and because items are ranked from 1: students are most aware of to 6: students are least aware of, it is noticeable that students awareness levels about items 11, 9, and 12 is very high examining the values of the mean (M=4.24, 4.12, 4.02) and those of standard deviation (S.D=0.91, 0.52, 0.70).

With regard to the fact that items 9 and 12 were designed purposefully reversed in meaning. This means that the more students disagree with these items, the more aware they are of their opposites. It is clear that respondents are highly aware that (1) understanding discourse in a foreign language needs knowledge of the routines of conversation of the speech community of that language (item 11), that (2) conversation management isn't a mere matter of the individual to achieve objectives of discourse (item 9), and that (3) natural speech underlies more than linguistic aspects to achieve interaction (item 12).

As to items 8 and 10, students showed high awareness-level means (M= 3,98; 3,50) and standard deviations(S.D= 0,72; 0,87). This asserts that (4) they are highly aware that natural aspects of conversation are embodied in spoken discourse (item 8), and that (5) conversational inferences form a fundamental part of conversational discourse (item 10). However, students showed medium level of awareness with regard to item 13 whereby the mean and standard deviation elaborated as (M= 3,00 and S.D= 1,12). This identifies that (6) students held medium level of awareness of turns and pauses as rappings in everyday conversations.

A number of items, as shown below, were designed to measure the level of students' experience and/or practice with regard to the construct of conversational discourse. Again, the mean technique was used to classify intervals of the level of experience/practice. Hence, the obtained data were subjected to an analysis that regarded the frame below as shown in Table 4.28

Table 4.28: Extent of Experience/Practice Level Intervals Using the Mean Technique

Experience/Practice Level	Mean values
Very low level of experience/practice	1- 1.08
Low level of experience/practice	1.8- 2.6
Medium level of experience/practice	2.6- 3.4
High level of experience/practice	3.4- 4.2
Very high level of experience/ Practice	4.2- 5

In his respect, Table 4.29 below displays the calculated mean intervals and elucidates the range of frequencies as well as the standard deviation values. The items are followed by numbers to order the mean values

Table 4.29: Students Extent of Experience/Practice About Conversational Discourse

Aspects of Conversational Discourse under Study	Min	Max	M	S.D	Ord
14. How often does the English, you learn in classroom, facilitate your communication in real life situations?	2,00	5,00	2,8	,98	6
15. How often do university English courses correspond to your needs of learning the language of natural communication	2,00	5,00	2,5	,77	7
16. How often do you use English to communicate with native speakers or foreigners?	1,00	5,00	3,01	1,06	5
17. How often do you experience communication problems, such as misunderstandings, when you interact with English natives or foreigners?	1,00	5,00	3,3	,95	4

18. How often do you watch English movies, TV programmes (BBC, CNN...etc)	1,00	5,00	3,63	1,44	2
19. How often do you find the language you learn in the classroom different from natives' language in movies, chatting, or face to face conversations?	2,00	5,00	3,99	,85	1
20. How often do you understand the sentences said by natives but you wonder why they have been said in a given situation?	2,00	5,00	3,46	,98	3

In account of the obtained level intervals of experience/practice, students' extent of experience about items 19, 18, and 20 is high examining the mean values (M= 3,99, 3,63, 3,46) and standard deviation's (S.D=0 ,85; 1,44; 0,98). That is, respondents highly experience (1) differences in the language classroom and that of natives in use (item 19), and (2) highly practise exposure to English through movies and TV programmes (item 18). They also (3) hold high experience in understanding natives sentences but not understanding the reason of their use in particular situations (item 20).

As to items 17, 16 and 14, students showed medium level of experience/practice with regard to obtained mean and standard deviation values (M= 3,3; 3,01; 2,8) (S.D= 0,95; 1,06; 0,98). These values claim that students' extent to which they (4) experience miscommunication vis a vis natives (item 17), (5) use English to communicate with natives (item 16) and (6) have their classroom English facilitating their real life communication (item 14) is medium. Whereas, students showed low experience level regarding item 15 whereby the mean and standard deviation counted as (M= 2,5 and S.D= 0, 77). This explicates that (6) students' experience of having university English language courses corresponding to their needs of natural communication is low.

Another set of items was designed to measure the level of students' awareness of socio-pragmatics. The same mean technique was relied on to identify intervals of the level of awareness of socio-pragmatics. Hence, the same frame of analysis, as mentioned above, see Tables 4.28, was used to analyse data. Table 4.30 below displays the findings.

Table 4.30: Students Awareness of Socio-pragmatics

Features of Socio-pragmatics under Study	Min	Max	M	S. D	Ord
21. Socio-pragmatics is “ the concept which refers to the appropriate social use of language. It is the way conditions of language use derive from the social norms and situations”.	1,00	5,00	2,6	,72	11
22. Language in use contains implicatures (hidden meanings) that are essentially socio-pragmatic phenomena.	1,00	5,00	2,9	,77	9
23. Sociolinguistic aspects of language are related to how a speaker can appropriately interact in a given situation.	1,00	5,00	3,08	,93	7
24. The socio-pragmatics of any language must be concerned with the structure and adjacency pairs in that language.	2,00	5,00	3,50	,84	4
25. Politeness in the use of a S/F language is based on insights into socio-pragmatics.	3,00	5,00	2,75	,70	10
26. To achieve a communicative act (Speech act), speakers need to know more about the useful strategies in which they use language in a particular context.	2,00	5,00	3,09	,78	6
27. Speech act strategies draw mainly on the socio-pragmatic knowledge of speech situations, participants and routines.	2,00	5,00	3,70	,79	3
28. The right way a speaker chooses to address a listener in a conversation (address forms such as: YOU, SIR, PAL, BRO) is based on socio-pragmatic knowledge of language.	2,00	5,00	3,00	,92	8
29. Each speaker has his/her own conversational style and these styles are just features of the socio-pragmatics of language.	2,00	5,00	3,76	,96	2
30. All of: gender, age, social class and ethnicity are significant elements that speakers take into account to be socio-pragmatically right.	2,00	5,00	3,23	,71	5
31. Speech events and speech situations help identify socio-pragmatic uses of language.	2,00	5,00	3,11	,84	6
32. Socio-pragmatics is very important to your language learning process.	1,00	5,00	4,19	1,00	1

Regarding the estimated level intervals of awareness, it shows that students awareness levels about items 32, 29, 27, and 24 is described as high examining the values of the mean (M= 4,19; 3,76; 3,70; 3,50;) and the standard deviation (S.D= 0,71; 0, 84; 0, 93; 0,84). In this regard, items 29 and 24 were designed on a reversal basis of meaning.

Hence, the more students show disagreement with these items, the more they are supposed to be aware of their opposites. As it stands, respondents showed high awareness level of: (1) the utility of socio-pragmatics to the language learning experience (item 32), (2) the non- socio-pragmatic orientation of conversational styles (item 29), (3) the role of socio-pragmatic knowledge of speech situations, participants and routines in entailing speech act strategies (item 27), and (4) the non-restriction of language socio-pragmatics to mere structures and adjacency pairs (item 24).

Data related to items 30, 26, 23, 28, 22, 25 and 21 put forward that students showed medium awareness levels according to the mean values (M= 3,23; 3,11; 3, 08; 3, 00; 2, 9; 2,75; 2,6) and standard deviations (S.D= 0,71; 0,84; 0, 93; 0, 92; 0, 77; 0, 84; 0 ,72). In terms of analysis, these values confirm that students held medium awareness of: (5) the significant role of gender, age, social class and ethnicity speakers draw on to sound socio-pragmatically pertinent (item 30), (6) the use of speech events and situations to the identifications of socio-pragmatic uses of language (item 31), (7) the conceptualization of the socio-linguistic aspects of language use (item 23), (8) the right selection of address forms as based on socio-pragmatic knowledge of the language (item 28), (9) the language use implicatures as socio-pragmatic phenomena in a given language (item 22), the utility of insights into socio-pragmatics with regard the construct of politeness (item 25), and of the definition of socio-pragmatics itself (item 21).

To measure students' experience about the extent to which teachers exhibit instruction over the construct of socio-pragmatics in their classes, a section was conceived to probe students' responses. The same mean technique was relied on to identify intervals of the level of experience/practice of socio-pragmatics. Hence, the same frame of analysis, as mentioned above, see Table 4.28, was used to analyse data. Table 4.31 below presents the obtained numbers.

Table 4.31: Students Experience of Teachers' Practice and Instruction in Socio-pragmatics

Features of Socio-pragmatics under Study	Min	Max	Mean	S. D	Ord
33. How often do your teachers speak about the concept “socio-pragmatics” during the English class?	1,00	4,00	1,75	,90	15
34. How often does your teacher teach you about social life in English speaking countries?	1,00	5,00	2,77	1,14	6
35. How often do your teachers talk about the English conversational routines in natives’ everyday life?	1,00	5,00	2,10	1,10	14
36. How often do your teachers refer to natives’ address forms and social conventions in their natural language use?	1,00	5,00	2,51	1,10	11
37. How often do your teachers speak about the role of “context” to produce and understand native-like conversations?	1,00	5,00	3,55	1,30	1
38. How often do your teachers describe natives’ strategies to realise speech acts and imply meanings in everyday discourse?	1,00	5,00	2,57	1,04	8
39. How often do you teachers explain the notion of implicatures in a practical sense, i. e., justify natives’ uses and implicatures?	1,00	4,00	2,25	,88	13
40. How often do you receive instructions about politeness patterns of the English language and community?	1,00	5,00	3,02	,91	3
41. How often do your teachers teach you new strategies and impressions about how to sound appropriate when you use English in a given context?	1,00	5,00	2,84	1,27	5
42. How often do your teachers exemplify and explain norms of interactions and routines in English?	1,00	5,00	2,92	1,20	4
43. How often do your teachers explain natives’ routines and cultural aspects in everyday language use?	1,00	4,00	2,33	,80	12
44. How often do your teachers teach you about formulaic speech and how it is used in context?	1,00	4,00	2,63	,99	7

45. How often do your teachers use authentic discourse samples to teach you how to respond to, or interpret, a communicative act in a real life context?	1,00	5,00	2,52	1,34	9
46. How often do your teachers use authentic material (videos, plays, genuine English samples) to teach you English?	1,00	5,00	3,44	1,38	2
47. How often do your teachers analyse genuine English dialogues and teach you new forms and expressions?	1,00	5,00	2,52	,93	10

According to the interval values of experience/practice, students' extent to which they experience instruction about items 37 and 46 proved high examining the mean values ($M= 3, 55; 3, 44$) and standard deviation's ($S.D= 1,30; 1,38$). That is, respondents receive intensive instruction in (1) the role of context in understanding and producing native like conversations (item 37). They also (2) experience intensive use of authentic materials during English classes (item 46).

Analysis of the data in items 40, 42, 41, 34, and 44 proved students' medium experience of teachers instructions with regard to the mean and standard deviation values ($M= 3,02; 2,92; 2,84; 2,77; 2,63; S.D= 0,91; 1,20; 1,27; 1,14; 0,99$). This entails that students experienced less instruction in: (3) English politeness patterns (item 40), (4) norms of interactions and routines in English (item 42), (5) the use of impressions and strategies to serve appropriateness in context (item 41), (6) social life in English speaking countries (item 34), and in (7) formulaic speech and its contextualization (item 44). In consideration of items 38, 45, 47, 36, 43, 39 and 35 data and analysis, students proved scarce instruction in a number of elements according to the mean and standard deviation values ($M= 2,63; 2,57; 2,52; 2,52; 2,51; 2,33; 2,25; 2,10. S.D= 0,99; 1,04; 1,34, 0,93; 1,10; 0,80; 0,88; 1,10$).

These values indicate that students experienced low exposure of teachers' instructions in: (8) natives' speech act and implicature strategies in everyday discourse (item 38), (9) how to respond to, or interpret, a real life communicative act through using authentic discourse samples (item 45), (10) the analysis of genuine English dialogues to teach new language use forms and expressions (item 47), (11) reference to natives' address forms and social conventions in their natural language use (item 36), (12) exemplification and explanation of interaction norms and routines in English (item 43),

(13) practical explanation of implicatures and justifications of natives' uses (item 39), and in (14) English everyday life conversational routines (item 35). However, only one item (33) yielded results about very low experience/practice level interval examining the mean and standard deviation values (M= 1,75; S.D= 0,90). Hence, this entails students' very low experience of teachers instructions in (15) the concept of socio-pragmatics.

4.2.2 The TPAQ Data Analysis

Items 1, 2, 3 and 4 were designed to yield information about the sample of teachers. These dwell on their gender, qualifications that they hold, their majors and their time experience in teaching English. Tables 4.32, 4.33, 4.34 and 4.35 represent the obtained data.

Table 4.32 Teachers' Gender

1 gender	Frequency	Percent
Valid Male	19	63,33
Female	11	36,66

Table 4.33 Teachers' Qualifications

2 Qualifications	Frequency	Percent
Valid Magister	24	80,0
Doctorate	6	20,0

Table 4.34 Teachers Length of Teaching Experience in Years

3 Experience	Frequency	Percent
1 to 5	17	56,7
Valid 5 to 10	13	43,3
Total	30	100,0

Tables 4.35 Teachers' Majors

4 Majors	Frequency	Percent
Applied linguistics	8	26,7
Didactics	6	20,0
Civilisation and literature	4	13,3
Translation	4	13,3
ESP	8	26,7
Total	30	100,0

Table 4.32 above displays that 63% of the participants was marked as females and the rest (36%) as males. This, in fact, makes the case at the level of many departments throughout the country because of English as a major at university is most opted for by female applicants. Table 4.33 however, identifies the qualifications the teachers, participating in this study, held. 24 of them, out of 30, held a Magister degree while only 6 held Doctorate qualification.

As to the teachers experience in teaching English, Table 4.34 specifies that 17 teachers practised 1 to 5 years teaching length and 13 of the sample experienced 5 to 10 years of teaching English. A considerably good teaching experience length, one might say, held by the participants in this study. At last, Teachers majors , as speculated in Table 4.35 above, marked a noticeable diversity. 8 of them majored in applied linguistics, 6 in didactics, 4 in civilization and literature, 8 in translation and 8 in ESP (English for Specific Purposes). A multilateral participation is then highlighted in this study.

Teachers' questionnaire item5 serves the purpose of probing teachers' perceptions and evaluations of their English language classes. Table 4.36 displays the results.

Table 4.36 Teachers' Evaluation of Their Classes

5 Language faculties	Very low		Low		Intermediate		High		Very High	
A. Linguistic competence	00	00	10	33.3	7	23.3	11	36.7	2	6.7
B. Listening comprehension	3	10	9	30	14	46.7	4	13.3	00	00
C. Reading comprehension	6	20	2	6.7	16	53.3	6	20	00	00

D. Writing production	12	40	6	20	12	40	00	00	00	00
E. Cultural awareness & communication skills	8	26.7	6	20	16	23.3	00	00	00	00

Table 4.36 above records teachers' perceptions of their classes with regard to a number of competencies. Regarding the linguistic competence, it was identified as low by 10 teachers, as intermediate by 7, as high by 11 teachers and as very high by two teachers. However none of them identified it as very low. It can be assumed then that students' overall level of linguistic competence is good. As to listening and comprehension, 3 teachers identified their classes as very low, 9 as low, 14 as intermediate and 4 as high. However, none of the teachers speculated very high level in listening comprehension. As to reading comprehension, 6 teachers said that their classes exhibit very low levels, 2 said low, 16 said intermediate and 6 said high. Meanwhile none of these classes was identified as very high in reading comprehension.

As far as writing production is concerned, 12 of the participants' responses evaluate the classes as very low, 6 as low, 12 as intermediate and none as high and very high. At last, in cultural awareness and communication skills, 8 teachers identified this faculty as very low among the students of their classes, 6 identified it as low, 16 as intermediate and none evaluated it as high or very high. It can be said that while the four (A, B, C, D) competencies scored well, in general terms, according to the teachers' evaluation, cultural awareness and communication skills proved insufficient and poor according to the teachers.

Another section was conceived to probe teachers' overall awareness of some aspects of conversational discourse. The responses analysis is subject to awareness level intervals that were calculated using the hypothetical mean technique that was used with students' data. The levels of awareness ranged also from very low to very high regarding the interval values displayed in Table 4.37 below. Whereas, Table 4.38 displays the obtained results.

Table 4.37: Teachers' Awareness Level Intervals Using the Mean Technique

Awareness Level	Mean values
Very low level of awareness	1- 1.08
Low level of awareness	1.8- 2.6

Medium Level of awareness	2.6- 3.4
High level of awareness	3.4- 4.2
Very high level of awareness	4.2- 5

Table 4.38:Teachers Awareness About Conversational Discourse

Aspects of conversational discourse under study	Min	Max	Mean	S.D	Ord
6. The ultimate goal of English education (as a major at university) is primarily to produce communicatively competent speakers.	4	5	4,87	,34	1
7. Conversational discourse is loaded with other external aspects (non_ linguistic) that imply appropriateness of use.	3	5	4,53	,62	2
8. Teaching L2 culture influences the way speakers shape their discourse in daily life conversations.	2	5	4,47	,90	3
9. Foreign language education should be based on teaching language for socialization at its early stages.	2	5	4,40	,89	4
10. Students' lack of pragmatic competence would influence their abilities to understand natives' utterances and produce appropriate responses in natural speech situations.	2	5	4,27	1,08	5
11. Classroom language may not correspond to students' needs because it is detached from the real world of everyday communication.	2	5	4,27	,94	6
12. As we live in the world Englishes, learners need to be also instructed in the rhetoric of cross-cultural communication.	2	5	4,03	1,12	7
13. University English courses should be also designed to prepare students for real life situations of language use.	2	5	4,00	1,17	8
14. Teachers can succeed to bring the outside world of language to the classroom through many techniques and materials.	1	5	3,67	1,56	9

15. As L2 teachers, there are other rules, to teach, without which the rules of grammar would be useless in students' natural conversations, these enclose sets of social and communal norms of interaction.	1	5	3,33	1,64	10
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The items are orderly ranked the most to the least item(s) teachers are aware of. According to the estimated interval levels of awareness then, it is clear that teachers awareness levels about items 6, 7, 8, 9, 10 and 11 is very high examining the values of the mean (M= 4,87; 4,53; 4,47; 4,40 ; 4,27; 4,27) and those of standard deviation (S.D= 0,34; 0,62; 0,90; 0,89; 1,08; 0,94).

These mean and standard deviation values entail that teachers marked a very high awareness of: (1) communicative competence as the ultimate objective of English education (item 6), (2) conversational discourse is a load of more than linguistic aspects that imply appropriateness of use (item 7), (3) the fact that teaching L2 culture influences the way speakers shape their discourse in daily life conversations (item 8), (4) the necessity that foreign language education should be based on teaching language for socialization at its early stages (item 9), (5) the lack of pragmatic competence would influence students' abilities to understand natives' utterances and produce appropriate responses in natural speech situations (item 10), and of (6) the speculation that classroom language may not correspond to students' needs because it is detached from the real world of everyday communication (item 11).

As for items 12, 13 and 14, teachers showed high interval levels of awareness. Examining the mean and standard deviation values (M= 4,03 ; 4,00 ; 3,67. S.D= 1,12 ; 1,17 ; 1,56), teachers' awareness proved high about : (7) the need to instruct students in the rhetoric of cross-cultural communication (item 12), (8) the better conception of university courses would be to prepare students for real life situations of language use (item 13), and (9) the ability teachers possess to bring the outside world of language to the classroom through many techniques and materials (item 14).

The last item of this section marked medium awareness level by the teachers (M=3,33; S.D= 1,64) which indicate that teachers may still undecided about (10) teaching sets of social and communal norms of interaction without which the rules of grammar would be useless in students' natural conversations (item 15). It is then put forward that

teachers showed high awareness level about almost all the items related to perceptions about conversational discourse.

The conception of the section below was meant to attribute levels of awareness about the aspects of socio-pragmatics examined in this research to teachers' perceptions and responses. Using the same mean technique and the same awareness level intervals, see Table 4.40, the responses were accumulated as displayed in Table 4.39 below.

Table 4.39: Teachers Awareness Levels About Socio-pragmatics

Aspects of socio-pragmatics under study	Min	Max	Mean	S.D	Ord
16. Socio-pragmatics is “ the concept which refers to the appropriate social use of language. It is the way conditions of language use derive from the social norms and situations”.	3	5	4,67	,60	1
17. Language in use underlies conversational implicatures that are essentially socio-pragmatics- oriented phenomena.	3	5	4,37	,71	2
18. Sociolinguistic aspects of language use demonstrate how a speaker can pertinently interact and achieve communication in a given situation.	2	5	4,33	,95	3
19. The socio-pragmatics of any language must be concerned with the structure and adjacency pairs in that language.	2	5	4,13	1,04	4
20. Politeness patterns and strategies in the use of a S/F language are based on insights into the pragmatics of society in the first place.	1	5	4,13	1,22	5
21. To pertinently realise a speech act, speakers must be aware of the useful strategies and calculations of the scoi-pragmatic variables which they use in a particular context.	2	5	4,07	1,08	6
22. Speech act strategies draw mainly on the socio-pragmatic knowledge of speech situations, participants and routines.	1	5	3,97	1,32	7

23. Address forms that language users employ in everyday conversations are essentially socio-pragmatic features which indicate and characterise the possible perceptions between interlocutors.	1	5	3,87	1,19	8
24. Conversational styles characterise different modes of speakers when they converse which makes these styles socio-pragmatic elements in a given language.	1	5	3,80	1,24	9
25. Gender, age, social class and ethnicity are socio-pragmatic variables that speakers consider and analyse before uttering words in a given context to sound appropriate.	1	5	3,73	1,50	10
26. Speech events and speech situations help identify the possible socio-pragmatic uses of language.	1	5	3,27	1,55	11
27. Socio-pragmatics is very important to the language learning process.	1	5	3,13	1,52	12

Referring to the assessed levels of awareness, the table displays teachers' scores with regard to their awareness level of items 16, 17 and 18 as very high considering carefully the mean and standard deviation values (M= 4,67; 4,37; 4,33. S.D= 0,60; 0,71; 0,95). These values entail the teachers' very high awareness of (1) the working definition of socio-pragmatics as a concept (item 16), (2) conversational implicatures as socio-pragmatic features of language embodied generally in langue in use instances (item 17), and (3) the utility of the sociolinguistic aspects of use in a given language in achieving communication pertinence (item 18).

Teachers responses to items 19, 20, 21, 22, 23, 24 and 25 prove high awareness of these items' conceptualizations, even though items 19 and 24 were reversed in their design, regarding the mean values (M= 4,13; 4,13; 4,07; 3,97; 3,87; 3,80; 3,73) and the standard deviation's (S.D= 1,04; 1,22; 1,08; 1,32; 1,19; 1,24; 1,50).

These numbers indicate the teachers' high awareness of (4) the mutual exclusiveness of structures and adjacency pairs in socio-pragmatics (item 19), (5) the dependence of patterns and strategies of politeness on insights into the pragmatics of society in a given language (item 20), (6) the pertinent realisation of speech acts relies on speakers

awareness of strategies and socio-pragmatic features used in a particular situation (item 21), (7) the fact that socio-pragmatic knowledge of speech situations, participants and routines determine strategies of speech act realizations (item 22), (8) the address forms of everyday language use as socio-pragmatic features indicating perceptions among interlocutors (item 23), (9) the so called conversational styles characterising speakers' modes as matters of the individual not of the pragmatics of society (item 24), and (10) the role of gender, age, social class and ethnicity as socio-pragmatic variables t speakers consider and analyse before uttering words in a given context to sound appropriate (item 25).

Teachers, however, showed medium awareness of items 26 and 27 regarding the mean and standard deviation values (M= 3,27 ; 3,13; S.D= 1,55; 1,52). This means that were yet undecided about speech events and speech situations as identifying the possible socio-pragmatic uses of language as well as the importance of integrating socio-pragmatics as a part of language teaching. Throughout this section teachers showed very high and high levels of awareness with regard to the aspects of socio-pragmatics under investigation, yet they showed medium awareness level and some hesitation about only two items.

The last section of the TPAQ was elaborated to measure the level of teachers' practice with regard to the construct of socio-pragmatics. Again, the mean technique was used to classify intervals of the level of practice. Hence, the obtained data were subjected to an analysis that regarded the frame below as shown in Table 4.40

Table 4.40: Teachers' Practice Level Intervals Using the Mean Technique

Experience/Practice Level	Mean values
Very low level of experience/practice	1- 1.08
Low level of experience/practice	1.8- 2.6
Medium level of experience/practice	2.6- 3.4
High level of experience/practic	3.4- 4.2
Very high level of experience/ Practice	4.2- 5

Table 4.41: Teachers Practice of Classroom Socio-pragmatics

Aspects of socio-pragmatics under study	Min	Max	Mean	SD	Ord
28. How often do you speak about the concept “socio-pragmatics” during the English class?	2	5	3,70	1,17	1
29. How often do you teach your students lectures or parts of lectures about social life in English speaking countries?	1	5	3,50	1,28	2
30. How often do you talk about the English conversational routines in natives’ everyday life?	1	5	3,23	1,19	3
31. How often do you refer to natives’ address forms and social conventions in their natural language use?	1	5	3,13	1,33	4
32. How often do you speak about the role of “context” to produce and understand native-like conversations?	1	5	3,07	1,46	5
33. How often do you describe natives’ strategies to realise speech acts and imply meanings in everyday discourse?	1	5	3,07	1,28	6
34. How often do you explain the notion of implicatures in a practical sense, i.e., justify natives’ uses and implicatures?	1	5	3,00	1,36	7
35. How often do you instruct your students in politeness patterns of the English language and community?	1	5	3,00	1,50	8
36. How often do you teach your students new strategies and impressions about how to sound appropriate when you use English in a given context?	1	5	2,93	1,23	9
37. How often do you exemplify and explain norms of interactions and routines in English?	1	5	2,90	1,04	10

38. How often do you explain natives' routines and cultural aspects in everyday language use?	1	5	2,80	1,27	11
39. How often do you teach your learners about formulaic speech and how it is used in context?	1	5	2,77	1,19	12
40. How often do you use authentic materials (videos, plays, genuine English samples) to teach English	1	5	2,70	1,20	13
41. How often do you use authentic discourse samples to teach you how to respond to, or interpret, a communicative act in a real life context?	1	5	2,50	1,04	14
42. How often do you analyse genuine English dialogues and teach your learners new forms and expressions?	1	4	2,50	1,04	15

With regard the mean and standard deviation values ($M= 3,70; 3,50; S.D= 1,17; 1,28$) of the first two items (28, 29) in this section, It is transparent that teachers held much promise to pedagogical practice concerning (1) approaching the concept of socio-pragmatics, and (2) teaching learners about the social life of English speaking countries, through teacher's talk and instruction. Both then proved high level of practice. As for items 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40 and 41, teachers scored continuous medium level intervals of practice examining the mean values ($3,23; 3,13; 3,07; 3,07; 3,00; 3,00; 2,93; 2,90; 2,80; 2,77; 2,70; 2,70$) and the standard deviation's ($S.D= 1,19; 1,33; 1,46; 1,28; 1,36; 1,50; 1,23; 1,04; 1,27; 1,19; 1,20; 1,20$).

These values indicate that teachers exhibit medium levels of practice with regard to: (3) talk about the English conversational routines in natives' everyday life (item 30), (4) referring to natives' address forms and social conventions in their natural language use (item 31), (5) speaking about the role of "context" to produce and understand native-like conversations (item 32), (6) describing natives' strategies to realise speech acts and imply meanings in everyday discourse (item 33), (7) explaining the notion of implicatures in a practical sense, i.e., justifying natives' uses and implicatures (item 34), (8) instructing students in politeness patterns of the English language and community (item 35), (9) teaching new strategies and impressions about how to sound appropriate when using

English in a given context (item 36), (10) exemplifying and explaining norms of interactions and routines in English (item 37), (11) explaining natives' routines and cultural aspects in everyday language use (item 38), (12) teaching formulaic speech and how it is used in context (item 39), and even with regard to (13) using authentic materials to teach English (item 40). The remaining two items (41, 42) showed yet low mean and standard deviation values (M= 2,50; 2,50; S.D= 1,40; 1,40).

That is, teachers exhibited low practice levels in (14) using authentic discourse samples to teach how students would respond to, or interpret, a communicative act in a real life context, and (15) analysing genuine English dialogues and teach new forms and expressions. In short, this section highlighted teachers' practice intervals about the aforementioned aspects of socio-pragmatics, however one might assert that the values, by and large, centered upon medium levels of practice which can be described as insufficient in this research.

4.2.3 The Observation Grid Data Analysis

The data displayed on Table 4.45 below represent cumulative results of the grid used to gather information about four teachers of oral expression for eight sessions long. This means that each of the teachers was observed for two sessions. As it stands, using a four-point likert scale to measure the occurrence of the socio-pragmatic features of language under study in teachers' instructions and classes, the results proved as Table 4.42 identifies below.

Table 4.42: Oral Expression Teachers' Observation Data for 8 Sessions

Observation Items	Often		Sometimes		rarely		never	
	Frq	%	Frq	%	Frq	%	Frq	%
1. Socio-pragmatics	00	00	1	12.5	3	37.5	4	50
2. Natives' socialization	00	00	2	25.5	5	62.5	1	12.5
3. Natives' everyday conversational routines	00	00	1	12.5	3	37.5	4	50
4. Address forms and social conventions of use	00	00	3	37.5	3	37.5	2	25
5. The role of context in communication	3	37.5	5	62.5	00	00	00	00

6. Natives' speech act and implicatures strategies	1	12.5	3	37.5	2	25	2	25
7. Use of authenticity to clarify communicative acts	3	37.5	5	62.5	00	00	00	00
8. Conversation analysis of genuine dialogues and spotlight of socio-pragmatic aspects of language use.	00	00	00	00	3	37.5	5	62.5

With regard to the percentage values, on a four-point likert scale, obtained along with the observed items in eight sessions of oral expression, it is noticeable that the concept of socio-pragmatics scored for 50% as “never”, for 37.5% as “rarely” and for only 12.5% as “sometimes”. These values indicate the teachers rare, if not none, instruction in the concept of socio-pragmatics. As for teachers' instructions in natives' socialization, it scored for 62.5% as “rarely”, 25.5% as “sometimes” and for 12.5% as “never”. This also explains the low level of practice with regard to this item. Instruction in natives' everyday conversational routines however scored for 50% as “never”, for 37.5% as “rarely” and for 12.5 % as “sometimes”.

This also indicates a low level of teachers' practice in describing natives' conversational routines in the classrooms. Whereas, address forms and social conventions of language use scores for 37.5% as “sometimes”, 37.5% as “rarely” and for 25% as “never” which are indicators that this item was sometimes a part of teachers' instruction. Moreover, teachers' talk about the role of context in communication scored for 62.5% as “sometimes” and for 37.5% as often which means that oral expression teachers consider instruction in the role of context as necessary. Furthermore, frequency of teachers' instruction in natives' speech act and implicatures strategies marked 37.5% as “sometimes”, 25% as “rarely”, 25% as “never” and only for 12.5% as “often”. These percentages highlight the teachers' insufficient of instruction in the item under investigation.

Next, the use of authenticity to clarify communicative acts as an item under observation proved for 62.5% as “sometimes” and for 37.5% as “often” which can be said mean that teachers usually opt for material authenticity to instruct students in communication. At last, however, teachers analysis of genuine dialogues and spotlight of socio-pragmatic aspects of language use is described mostly (62.5%) as “never” and for

37.5% as rarely along with the sessions of observation. This is to say that this latter receives scarce attention as well as practice. In short, the items under investigation proved, to an extent, low level of attention and practice by the four teachers of oral expression along eight sessions of the observation time.

Table 4.43: Teachers of Pragmatics, Civilization, TEFL and Sociolinguistics’ Observation Data for 8 Sessions

Observation Items	Often		Sometimes		Rarely		Never	
	Frq	%	Frq	%	Frq	%	Frq	%
1. Socio-pragmatics	00	00	4	50	00	00	4	50
2. Natives’ socialization	00	00	3	37.5	3	37.5	2	25
3. Natives’ everyday conversational routines	00	00	3	37.5	3	37.5	2	25
4. Address forms and social conventions of use	00	00	2	25	3	37.5	3	37.5
5. The role of context in communication	3	37.5	2	25	2	25	1	12.5
6. Natives’ speech act and implicatures strategies	1	12.5	1	12.5	5	62.5	1	12.5
7. Use of authenticity to clarify communicative acts	3	37.5	3	37.5	00	00	2	25
8. Conversation analysis of genuine dialogues and spotlight of socio-pragmatic aspects of language use.	00	00	00	00	00	00	8	100

The percentage values obtained along with the observed items in eight sessions of four different subject matters could give clues about teachers’ instructions with regard to the items under observation. As to the concept of socio-pragmatics, it marked 50% as “sometimes” and for 50% as well as “never”. These values indicate that socio-pragmatics was for sometimes a part of some teachers’ instructions however it wasn’t at all in others’.

A close look at the percentages with regard to the second and third items “Natives’ socialization” and “Natives’ everyday conversational routines” yields data in forms of 37.5% for “sometimes”, 37.5% for “rarely” and 25% for “never”, for both items, which are varied values indicating yet low level of practice with regard to these items. Furthermore, “Address forms and social conventions of use” marked the following values: 37.5% as “never”, 37.5% as “rarely” and 25% as “sometimes” which might be said to entail few attention and scarce instruction were devoted for this item. Item five (5)

however, marked different percentages with regard to “The role of context in communication”. In fact, 37.5% was taken as “often”, 25% as “sometimes”, 25% as “rarely” and only 12.5% was highlighted as “never”. On the scale used to accumulate data about teachers’ instructions, these percentages confirm that the idea of context holds much promise to teachers’ classroom instructions.

Next, instruction in “Natives’ speech act and implicatures strategies” seemed to receive less attention by teachers whereby 62.5% of the (non) occurrence marked as “never”, 12.5% as “rarely”, 12.5% as “sometimes” and 12.5% as “often”. As to “Use of authenticity to clarify communicative acts”, the obtained data percentages confirm teachers’ familiarity with and use of material authenticity to instruct their students mainly in communication skills. These values held 37.5% as “often”, 37.5% as “sometimes” and 25% as “never”. At last, analysing genuine dialogues and extracting socio-pragmatic aspects of language use was not of the teachers’ interest or instruction that the option “never” marked 100% of the teachers’ observational grid. This identifies the absence of such instructions and uses within the teachers’ contents as well as pedagogy.

4.2.4 The Experiment Data Analysis

This section is devoted for the analysis of the experiment’s data obtained from participants’ scores in the number of selected tests including, the pre-test; post-test and progress tests designed to check the improvement levels among the participants and the effectiveness of the suggested intervention in improving participants conversational discourse. The tests were in the form of DCT activities that were designed by the researcher. The detailed examination of the data was conducted using the Mean (M), Standard deviation(Std.D), Skewness and the paired sample T test.

4.2.4.1 Pre-test Data Analysis

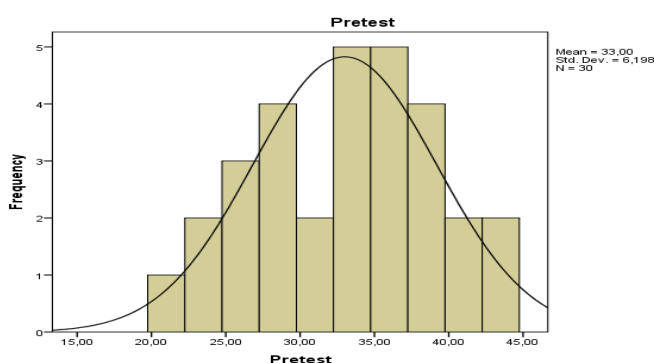
The first set of data was obtained from the pre-test. The expected scores of this test are set in a continuum starting from 0,00 as the lowest score a respondent can probably have to 60,00 as the highest score of this test. The actual scores descriptives are displayed in Table 4.44 below. The table shows that the pre-test scores range from 21,00 as a minimum score to 44.5 as the highest score. By examination of the mean value (M=33) and the standard deviation (SD=6,20), it can be said that most of the scores are average if

compared to the highest already estimated score (60/60). This means that participants' performance in this test is to be described as average. The negative skewness value indicates that scores are leaning towards relatively high score that are near to the average values, also confirming that most participants' levels are average. Table 4.44 below illustrates the descriptive of the participants' pre-test scores.

Table 4.44 : Conversational Discourse Pre-test Total Scores Descriptive

	N	Range	Min	Max	M	SD	Skewness
Total Scores	30	23,50	21,00	44,50	33,00	6,20	-,078

The graphical representation of the participants pre-test illustrated on graph 4.1 below confirms the finding from this section. The histogram above identifies the frequencies of the most prominently repeated scores which are 25,00; 30,00 and 33,00. Because these are average score values on a 60,00 point scale, this histogram indicates that performance of most participants is centered around the three score values which makes most test takers perform medium with regard to the conversational discourse test.



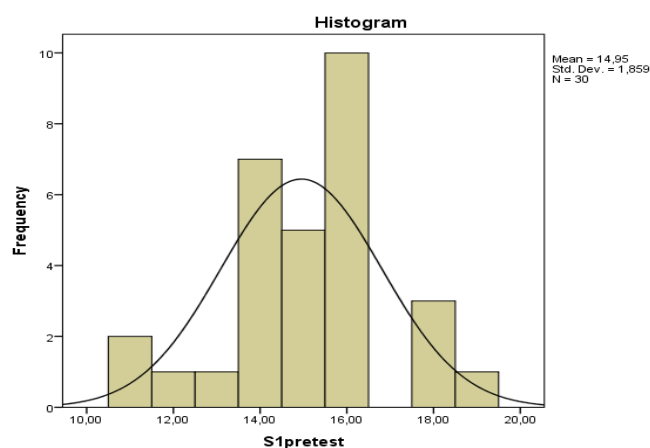
Graph 4.1: Conversational Discourse Pretest Total Scores Descriptives

Further analysis was conducted on each section of the DCT pretest to detect the areas of weakness in participants' performance. The first analysis was for the first section linguistic performance.

Table 4.45: Pretest Linguistic Performance Scores Descriptives

	N	Range	Min	Max	M	SD	Skewness
Section 1	30	8,00	11,00	19,00	14,95	1,86	-,106

The obtained scores displayed in Table 4.45 range from 11,00, as the minimum score, to 19,00 as the highest one. Analyzing the mean value (M=14,95) which is high compared to the expected score of this section (20,00) and the standard deviation (SD=1,86), it can be said that respondents linguistic performance in the first section is measured as good. The negative value of the skewness indicates that scores are slightly grouped towards high values.



Graph 4.2: Linguistic Performance Pre-test Scores Histogram

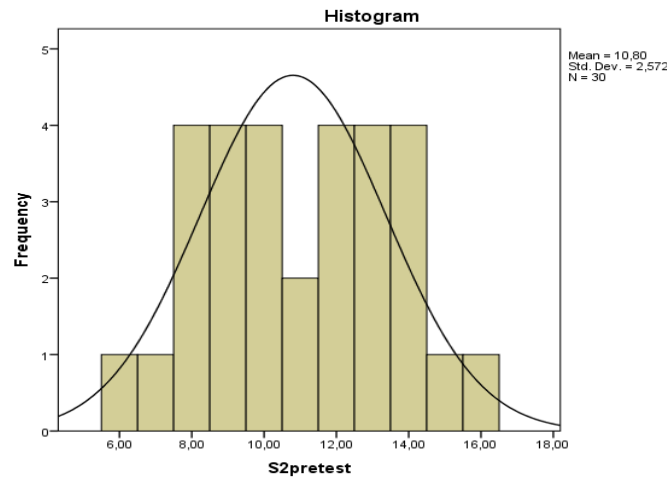
The histogram above identifies the frequencies of the most prominently repeated scores which are 16,00 and 14,00. Because 16,00 and 14,00 are two high scores on a 20,00 point scale, this histogram indicates that performance of most participants is centered around the two score values which makes most test takers perform well with regard to the first section of the conversational discourse test.

The descriptive statistics of participants' scores in the test second section are recorded in Table 4.46. Scores in this section range from 6,00 as the minimum score, to 15,00 as the highest score. The mean (M=10,80) and the SD (2,57) indicate that the performance level is average among most of the participants compared to the highest score expected in this section (20,00). The positive low value of skewness indicates that scores are grouped around lower values.

Table 4.46 :Pre-test Discourse Production Scores Descriptives

	N	Range	Min	Max	M	SD	Skewness
Section 2	30	9,50	6,00	15,50	10,80	2,57	,006

It is clear, in the histogram on graph 4.3 below, that the most frequent scores registered in this section are 8,00; 9,00; 10,00; 12,00; 13,00 and 14,00. These scores indicate approximately low, average and good levels of students' responses section. However, since the mean value proved $M= 10,80$, it can be reported that students' performance in section two can be generally described as average with regard to the section of students' responses.



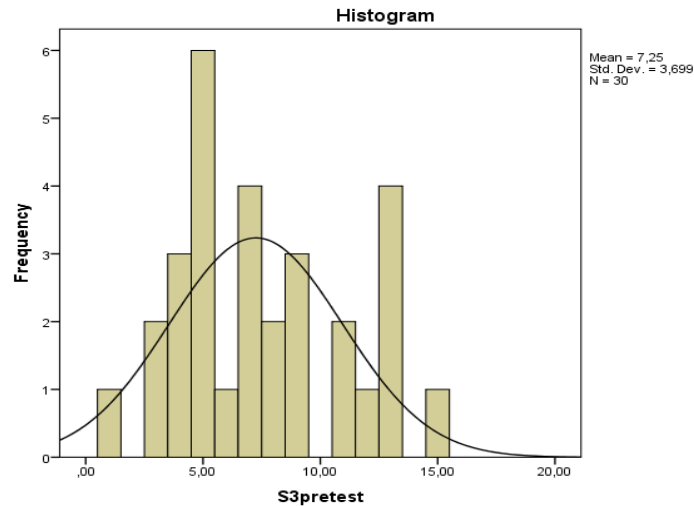
Graph 4.3: Discourse Production Pre-test Scores Histogram

The descriptive statistics of participants' scores in the third section of the test are displayed in Table 4.47.

Table 4.47: Pre-test Discourse Interpretation Scores Descriptives

	N	Range	Min	Max	M	SD	Skewness
Section 3	30	13,50	1,00	14,50	7,25	3,70	,364

Score values in this section range from 1,00 as the minimum score, to 14,50 as the highest score. The mean value ($M=7,25$) and the SD (3.70) indicate that the performance level is very low among most of the participants compared to the highest score highlighted in this section (20). The positive value of skewness indicates that scores are grouped around lower values. It is displayed in the graph below that the most frequent scores registered through this section revolved around low grade values such as 7.00 and 8.00.



Graph 4.4: Discourse Interpretation Pre-test Scores Histogram

4.2.4.2 Progress Assessment Tests Data Analysis

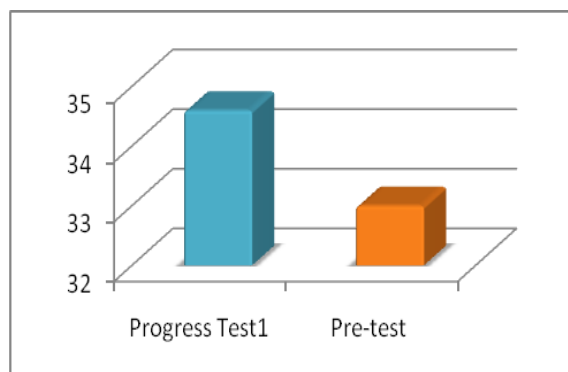
Progress assessment tests were used to probe the improvement of students' performance along with the treatment time. The means values of scores obtained from each progress test were compared to the mean value of the Pre-test to figure out and measure the difference in terms of the students' responses. Hence, Paired sample T test analysis was conducted to confirm whether the indicated differences are statistically significant or not.

The first comparison was between first progress test and the pre-test means. Examining the difference between the means ($M= 1.60$) as displayed in Table 4.50, it is clear that there is a slight improvement in participants' performance in the first progress assessment. Examining the value of t ($t=8.45$) at the degree of freedom ($df=29$) and the level of significance ($p= 0.000$), which is $p<0.05$, indicates that there exists a statistically significant difference between the pre test and the first progress test.

Table 4.48: Paired Sample Test Between Pre Test and Progress Test1 Scores

	Paired Differences				t	df	Sig. (2-tailed)	
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-test Progress Test 1	1,60	1,04	0,19	1,21-	1,99	8,45	29	0,000

Graph 4.5 below schematizes the difference advancement between the first progress assessment test and the pre test results. In specific, as mentioned before, it measures the advancement referring back to the mean values. Be it slight or noticeable, the difference is marked which indicates that the treatment instructions and contents could trigger the targeted aspects of students' conversational discourse.



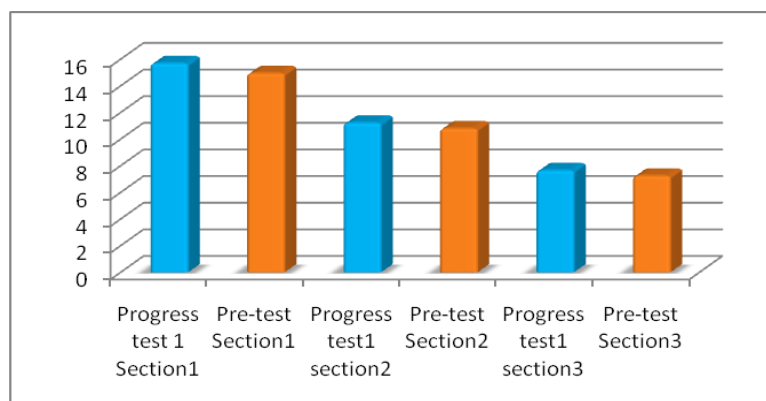
Graph 4.5: Pre test Progress test 1 differences

In a detailed comparison, the Table below 4.49 displays the paired sample T test between the three sections of both progress assessment test 1 and the pretest. With regard to the first sections of both tests, a mean difference of (M=0.75) was marked which is a slight difference in terms of the students' linguistic performance. As to the second sections means, a difference of (M= 0.43) can also be described as a slight difference in terms of the respondents' responses. At last, third sections means difference (M=0.42) is also a very slight difference in terms of the students' interpretation section. Examining the t values (5,64, 4,52, 5,22) at the degree of freedom (df=29) and significant level (p=0.000) , it is clear that the difference between the sections are all statistically significant.

Table 4.49: Pre Test and Progress Test1 Three Sections Difference test

	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Progress test1 section1 Pre-test section1	0,75	0,73	0,13	0,48	1,02	5,64	29	0,000
Progress test 1 section2 Pre-test section2	0,43	0,43	0,08	0,27	1,59	5,52	29	0,000
Progress test 1 section3 Pre-test section3	0,42	0,44	0,08	0,25-	0,58	5,22	29	0,000

As displayed on graph 4.6, the comparison made between progress assessment test one and pre-test result values regarding the three main sections of the test entails, noticeably, a tenuous difference.



Graph 4.6: Pre-Test and Progress Test 1 Differences in the Three Sections

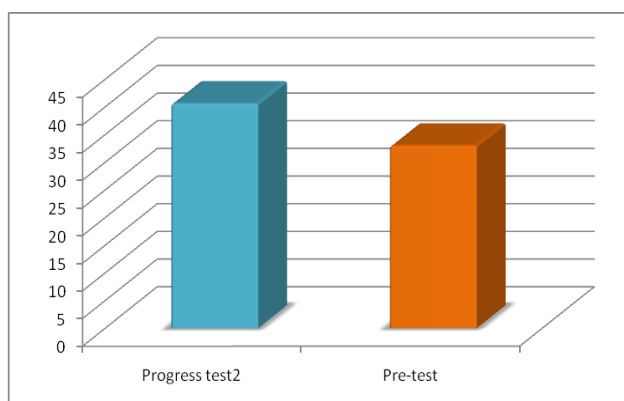
That is, respondents' results indicate that they have slightly advanced in terms of their performance. It can be said that at the level of all sections, the improvement is considerably rare but still highlighted as an improvement with regard to their linguistic performance, responses to the hypothetical situations of language use and their interpretations of genuine dialogues of English.

The second comparison is between second progress assessment test mean value and the pre-test's. Examining the mean difference between the tests as displayed In Table 4.50 below indicates a difference, of 7,63 points, between the students' performance level in the pre-test and in the progress assessment test 2. Which is a considerable difference compared to the first progress test improvement. This difference is statistically significant given the value of t (5.27) at the level of $p < 0.05$, degree of freedom ($df=29$).

Table 4.50: Pre test and Progress test 2 Mean and Std. D Values

	Paired Differences				t	df	Sig. (2-tailed)	
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Pre-test Progress test 2	7,63	3,76	0,69	2,21	5,02	5,27	29	0,000

Graph 4.7 below identifies the difference improvement level between the second progress assessment test and the pre-test results. In specific, as mentioned before, it measures the advancement referring back to the mean values. It is pretty noticeable that the difference is marked. This, in fact, reports a positive indication about the treatment effectiveness that could help the respondents tackle the targeted aspects of their conversational discourse.



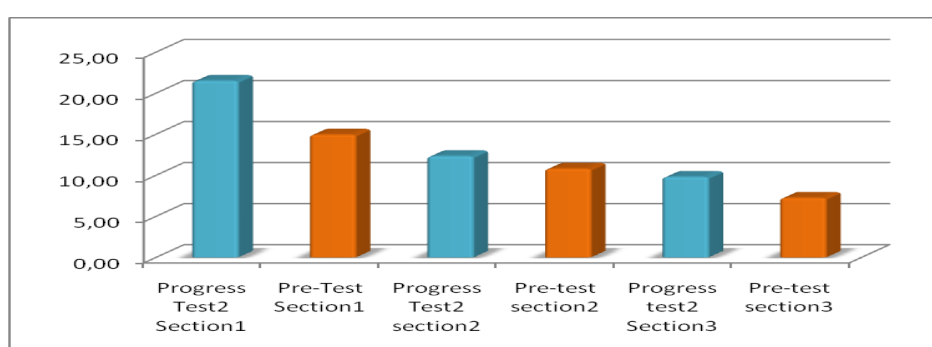
Graph 4.7: Pre-test Progress Test 2 Differences

In further account of the comparison, with regard to Table 4.51 below, the first section mean difference value, ($m= 3,55$) which is a very noticeable difference in terms of the students' linguistic performance. As to the second section, the difference is ($m=1,53$), which can be described as good difference in terms of the respondents' responses to the hypothetical situations of language in use. At last, the third section mean difference ($M=2.55$) is again a good difference value. This is not a huge difference in terms of the students' interpretation section, however an indicator of their performance progress.

Table 4.51: Pre test and Progress test 2 Mean and Std. D Values of the Three Sections

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Progress test 2 section1 Pre- test section1	3,55	4,30	0,78	18,05	21,25	25,04	29	0,000
Progress test 2 section2 Pre-test section2	1,53	0,55	0,10	0,73	1,14	9,25	29	0,000
Pogress test 2section3 Pre-test section3	2,55	1,30	0,24	1,86	2,84	9,90	29	0,000

To depict a clearer image of the second progress test and the pre-test comparison, graph 4.8 below displays the obtained results schematized in relative columns. It is noticeable that a considerable difference is highlighted between the second progress test and the pre-test results regarding section one of the test. However, some improvement took place between the results of the two remaining sections of the test. This graph denotes that students' highest level of improvement is at the level of the first section which is predominantly about their linguistic performance. While their responses to the contextualized discourse situations and genuine dialogues' interpretation marked some improvement that can be referred to as little.



Graph 4.8: Pre test and Progress test 2 Differences in the Three Sections

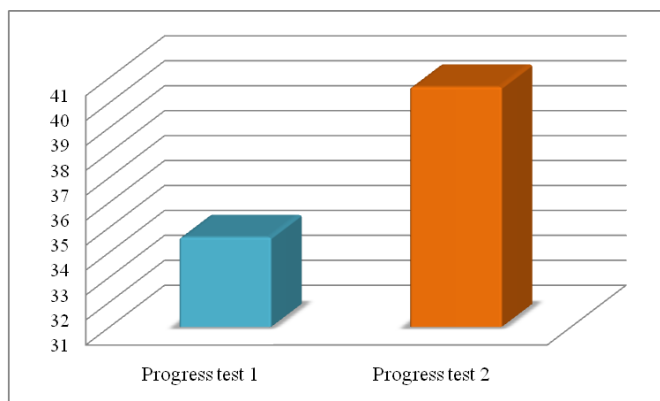
The third comparison is between first and second progress assessment tests away from the pre test. The mean difference as displayed in Table 4.52 below indicates a difference of 6.03 points, between the students' performance level in both progress assessment tests. This difference is statistically significant given the value of t (-3,30) at the level of $p=0.000$ and the freedom degree ($df=29$).

Table 4.52: Progress test1 and Progress test 2 Mean and Std. D Values

	Paired Differences				t	df	Sig. (2-tailed)	
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower				Upper
Progress test 1 Progress test 2	6.03	3,35	0,61	0,77	3,27	-3,30	29	0,000

Graph 4.9 below identifies the difference improvement level between the first and second progress assessment tests. In particular, the graph relies on the mean values to

measure the possible advancement levels. It is considerably noticeable that the difference is marked between the two test results. This, as a matter of fact, indicating a positive graduation of the treatment effectiveness that could help the respondents improve the targeted aspects of their conversational discourse.

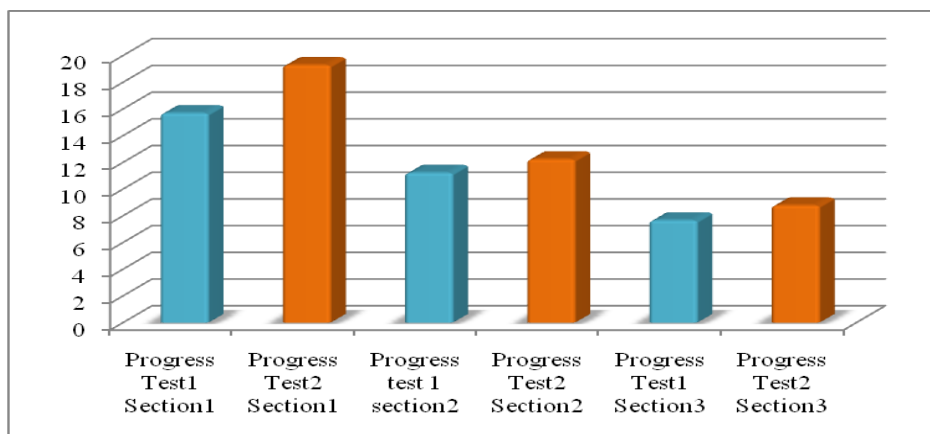


Graph 4.9: Progress test 1 and 2 Differences

Table 4.53, in more details, exposes paired sample T test values between the first as well as second progress assessment test regarding their three sections. The first section registered a difference of $M=3,90$, the second section registered $M= 1,01$ as a difference value and the third section highlighted a difference of $M=1,12$. This is another indication of the progress in terms of the students' linguistic performance, discourse production and interpretation along the conducted tests..

Table 4.53: Paired Sample T test Between Progress Test 1 and 2 Sections Scores

	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Progress test 1 section1 Progress 2 section1	-3,90	4,59	0,84	20,61	17,19	-22,55	29	0,000
Progress 1 section 2 Progress 2 section2	-1,01	0,39	0,07	0,65	00,35	-6,95	29	0,000
Progress1 section 3 Progress 2 section3	-1,12	1,17	0,21	2,37	1,50	-9,09	29	0,000



Graph 4.10: Progress test 1 and 2 Differences in the Three Sections

To portray a transparent image of the first and second progress assessment tests comparison, graph 4.10 above displays the results schematized in a form of relative columns that measure the level of difference/improvement. It is yet noticeable that a considerably prominent difference is highlighted between the two progress assessment test results regarding the students' linguistic performance that is labeled "section one" of the test. The results also show differences between the two progress tests with regard to the remaining sections of the test.

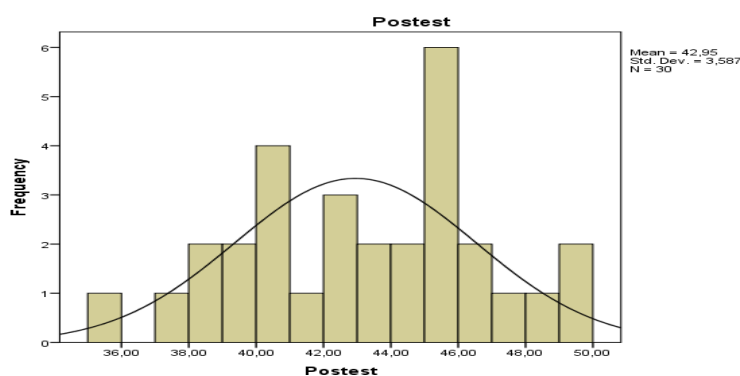
However, these still indicate no huge improvement. This that the section that improved the most is the first one. The students' responses to the contextualized discourse situations and genuine dialogues' interpretation scored some improvement that is noticeable.

4.2.4.3 Post Test Data Analysis

The second set of data was accumulated through the conduction of the post-test. The post-test scores descriptives are displayed in Table 4.54 below. The table identifies that the post-test scores range from 35,50 as a minimum score to 49,00 as the highest score. And, by examination of the mean value ($M=42,95$) as well as the standard deviation ($SD= 3,59$), it can be said that most of the score values are described as advanced in comparison with the highest already estimated score value of the test (60,00). This indicates that the respondents' performance in this post-test is significantly high. The negative skewness value indicates that scores are leaning towards the high score values.

Table 4.54: Conversational Discourse Post-test Total Scores Descriptives

	N	Range	Min	Max	M	Std.D	Skewness
Posttest	30	13,50	35,50	49,00	42,95	3,59	-,14



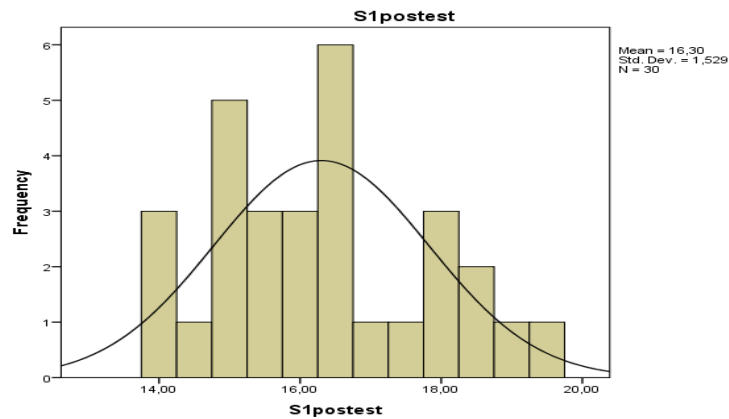
Graph 4.11: Conversational Discourse Post-test Total Scores Histogram

The histogram above displays the most prominently repeated score values in terms of frequencies to figure out the main values around which the score tests revolved. As it stands 40, 42 and 46 are the score values that registered the highest frequencies among all the post-test values. This histogram then indicates that the performance of most participants is centered around the three score values which makes most test takers perform high with regard to the conversational discourse post-test.

More analysis was carried out on each section of the post-test to pinpoint the areas of weakness and strength in participants' performance. The initial analysis of the first section (linguistic performance) score values is displayed on Table 4.55 below. The scores seem to range from 14,00, as the minimum score, to 19,50 as the highest one. Giving an account for the mean value (M=18,40) which is high compared to the expected score of this section (20,00) and the standard deviation (SD=1,53), it can be put forward that respondents linguistic performance in the first section of the post-test is significantly high. The skewness value indicates that scores are slightly grouped towards high values.

Table 4.55: Post-test Linguistic Performance Scores Descriptives

	N	Range	Min	Max	M	SD	Skewness
Post test section1	30	5,50	14,00	19,50	18 ,40	1,53	,37



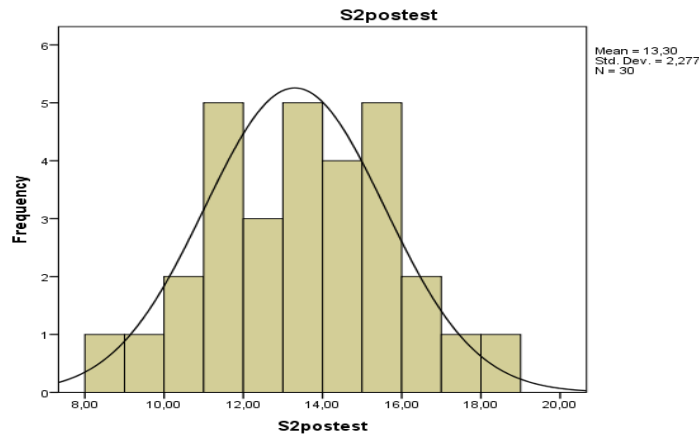
Graph 4.12: Linguistic Performance Post-test Scores Histogram

The score values that registered most frequent occurrence in, and mostly revolved around, the respondents' section one post-test are displayed in the histogram above. These are mostly 16 and 16,50 which represent significant high scores in comparison with the section's highest score (20,00).. This histogram then indicates that the performance of most participants in the first section of the post-test is centered around the two score values which makes most test takers perform high with regard to the linguistic performance of the post-test.

The analysis of the second section, the score values are displayed on Table 4.56 below. The scores appear to range from 8,50, as the minimum score, to 18,00 as the highest one. Giving an account for the mean value (M=13,20) which is a good value compared to the full score value of this section (20,00) and the standard deviation (SD=2,28), it can be asserted that students' responses in section two of the post-test marked a good performance level. The skewness value indicates that scores are slightly grouped towards positive values.

Table 4.56: Post-test Discourse Production Scores Descriptives

	N	Range	Min	Max	M	SD	Skewness
Post-test Section 2	30	9,50	8,50	18,00	13,20	2,28	,04



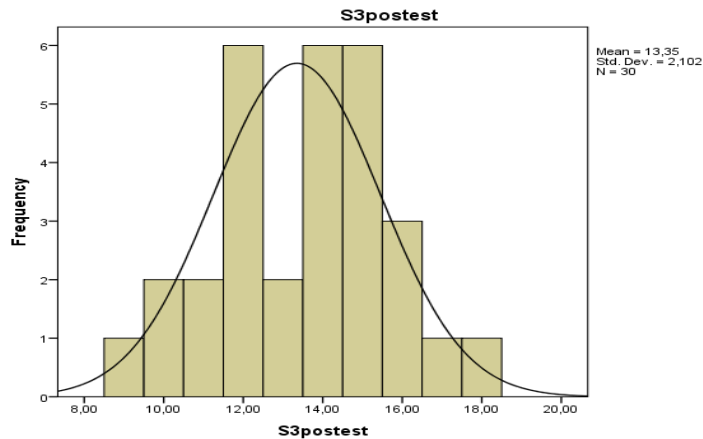
Graph 4.13: Discourse Production Post-test Scores Histogram

The score values that registered most frequent occurrence in, and mostly revolved around, the respondents' section two post-test are displayed in the histogram above. These are mostly 12, 14 and 14,50 which represent significant high scores in comparison with the section's highest score (20,00). This histogram then indicates that the performance of most participants in the second section of the post-test is centered around the three score values. This, as a fact, makes most test takers perform high with regard to the section of responses to language in use situations.

The analysis of the third section (students' interpretation of language in use dialogues) score values is displayed in Table 4.57 below. The scores seem to range from 9,00, as the minimum score, to 18,00 as the highest one. Giving an account for the mean value (M=11,35) which is a good value compared to the full score value of this section (20,00) and the standard deviation (SD=2,10), it can be asserted that students' responses in section three of the post-test marked a good performance level. The negative skewness value indicates that scores are slightly grouped towards the high values.

Table 4.57 : Post-test Discourse Interpretation Scores Descriptives

	N	Range	Min	Max	Mean	SD	Skewness
Post-test Section 3	30	9,00	9,00	18,00	11,35	2,10	-,07



Graph 4.14: Discourse Interpretation Post-test Scores Histogram

The histogram above displays the score values that registered most frequent occurrence in the respondents' section three of the post-test. These score values are mostly 12 and 14. they represent good scores in comparison with the section's highest score (20,00). This histogram then indicates that the performance of most participants in the third second section of the post-test is centered around the aforementioned two score values. This, as an indication, makes most test takers perform well with regard to the section of interpreting language in use dialogues.

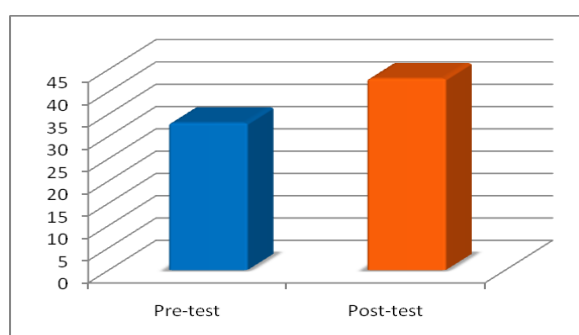
4.2.4.3.1 Pre and Post Treatment Difference Tests

The final difference analysis between the pre- and post test scores was conducted using paired samples T test. The first examination of the two tests mean scores (M1=33, M2=42,95) reveals a difference of 9,95 points. Comparing the values of the two means it shows that the post test mean (M2=42.95) meaning that participants scored higher in the post test. T value from Table 4.58 is (14,60) at the degree of freedom (df=29) and the level of significance (p= 0.000). The value of (p =0.00) which is (p < 0.05) indicates a statistically significant mean difference between the participants' scores of both the pre and the post tests, which means that the alternative hypothesis put forward in this research is accepted.

Accordingly it can be concluded from these results that there is a strong evidence that the suggested SARI as a pedagogical intervention aided participants improve their conversational discourse performance.

Table 4.58: Paired sample T test between Pre and Post Test Scores

	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error M	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Posttest	-9,95	3,73	,68	-11,34	-8,55	-14,60	29	,000



Graph 4.15: Pre and Post Test Total Scores' Mean Differences

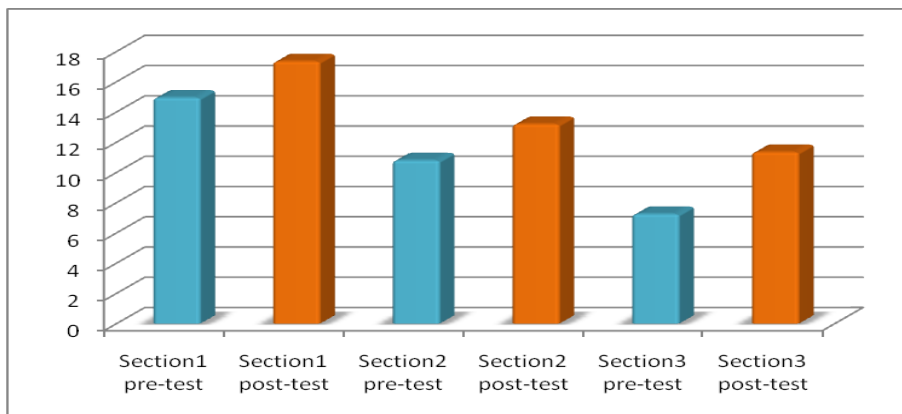
The graph above displays the very final difference analysis between the pre- and post test score values using paired samples T test. Through examination of the mean values, and as schematized above, the difference makes noticeable of itself and measured as a 9,95 point value. This is to conclude that students' scores proved higher in the post test which indicates a considerable improvement at the level of the test sections and treatment aspects.

Further comparison was carried out, using paired sample T test technique, over conversational discourse pre and post test sections to identify more details about the strength and weakness in the respondents' performance as well as in the significance of the differences. The first examination of the pre and post tests three sections means differences values (M1=-3,45; M2=-2,40; M3= -4,10), displayed in Table 4.59 reveals a good improvement in participants' performance in the post-test. This is to say that participants scored higher in the post test with regard to section three. T values (t=6,77; t=9,94; t=13,42) at the degree of freedom (df=29) and the level of significance (p= 0.000 which is $p < 0.05$), all indicate statistically significant differences.

Table 4.59: Paired sample T test between First Section Pre and Post Tests' sections Scores

	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error M	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest section 1 Post test section1	-3,45	1,09	,19	1,75	2,94	-6,77	29	,000
Pretest section 2 Post test section2	-2,40	1,38	,25	1,98	3,01	-9,94	29	,000
Pretest section 3 Post test section3	-4,10	2,49	,45	5,17	7,02	-13,42	29	,000

To summarize, graph 4.16 below schematizes the pre and post tests differences with regard to the three sections, in terms of comparison with each other, registered noticeable differences.



Graph 4.16: Cumulative Pre and Post Tests Sections Scores

This means that the test takers reached some levels of improvement with regard to their conversational discourse performance in general. However, graph 4.16 above identifies that the third section of the test (interpreting discourse) scored the highest among the remaining sections of the test. The first section (linguistic performance) comes next in terms of the achieved difference reflecting the improvement. And, the second section (discourse production) comes last. Meanwhile, the pre-test results revealed that students scored well in the first section, average in the second and low in the third. Accordingly, the participants' conversational discourse improved with regard to the three test sections.

Conclusion

This chapter accumulated data obtained from all the stages of the study. Both pilot studies' results and data gathered through all the instruments were displayed in details. First, along with this chapter, students' questionnaire, teachers' questionnaire and the discourse completion tasks were tested for their feasibility regarding particular statistical measures and techniques to calculate reliability and validity tests. Second, this chapter presented all the findings the researcher obtained throughout the study. Analysis of the results in this chapter underwent presentation the findings and making inferences because in lights of the obtained numbers and findings. The next chapter is fully devoted for a detailed discussion of the overall findings.

Chapter Five

Discussions and Implications

Introduction

The current chapter provides a discussion of the obtained results displayed in chapter four. The findings are discussed as inter-related elements and correlated results of the study. That is, findings in this research are schematized as one picture of the whole rather than separated sets of results gathered through each research instrument. As it stands, the present chapter portrays a holistic image of the findings that contribute to the understanding of the interrelationship, mainly, between students' perceptions of conversational discourse as well as of socio-pragmatics and their real life language use, teachers' awareness of, and instruction in, socio-pragmatics and their students' performance in conversational discourse, and between socio-pragmatics awareness-raising intervention and improving students' overall conversational discourse. The discussion procedure in this chapter attempts also to link the present study results as well as deductions to the context of similar studies in literature.

5.1 Restatement of the Research Questions and Hypotheses

This thesis has already put forward four main research questions as well as four main research hypotheses that shall be answered and verified through the current study. As the study is entirely carried out in two phases, exploratory/grounding and experimentation, research questions and research hypotheses also fall in two main categories regarding the two main phases.

As it stands, this research underlies three research questions and three research hypotheses in the first phase and one research question and one hypothesis in the second phase. The first set of research questions would be to examine: (1) levels of awareness EFL third year students at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use, (2) levels of awareness EFL teachers at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching, and (3) the possibility if EFL teachers at M'sila University integrate socio-pragmatics-based instructions in their language teaching classes.

As to the first set of research hypotheses put forward in the first phase of this study, three hypothesis would be to probe if: (1) EFL third year students at M'sila University may hold low levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use, (2) EFL third year teachers at M'sila University may hold high levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching, and (3) if EFL teachers at M'sila University may not integrate sufficient socio-pragmatics-based instructions in their language teaching classes. These hypotheses were set forth to serve an exploratory description for the grounding of the current study.

The second phase of this study, experiment conduction, underlies a research question and a hypothesis. The research question was put forward to investigate if a socio-pragmatics awareness-raising intervention can play a facilitating role in improving students' conversational discourse. Whereas, the hypothesis in this phase was formulated to probe the interdependence between socio-pragmatics awareness-raising intervention and the possibility of to improving students' conversational discourse. These last two elements form the main objective of this research which is to aid EFL students bolster their

conversational discourse through integrating socio-pragmatics awareness-raising instructions in their classes.

5.2 Summary of the Findings

This section sets for a recapitulation of the main findings obtained along the study using the questionnaires, observation grid, and experiment conduction as research tools. These findings are cited herein regarding both the research questions and hypotheses, highlighted in both phases, as mentioned above in this section. As to the first question concerned with the levels of awareness EFL third year students at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use, participants showed good and even high awareness about the items underlying perceptions about conversational discourse and its features including naturalness, management, conversational inferences, conversational routines, norms of interaction and some other aspects of turn taking as well as pauses.

Students also held much promise to the practice of conversational discourse in real life as well as the reception of conversational discourse patterns in their daily activities using English. They showed high levels of use and practice with regard to (1) using English for communication outside the classrooms, facing communication problems, watching English movies and TV programmes, confronting dissimilarities between the language classroom and the outside world language, and with regard to understanding sentences said by natives but lacking knowledge why they have been said in specific events.

As to their awareness about the construct of socio-pragmatics, students proved medium and even low levels awareness regarding the majority of the indicators used in the study to examine the first question put forward in this study. Students showed low awareness levels about the perceptions underlying socio-pragmatics in terms of the concept itself, implied implicatures, socio-linguistic aspects of language use, elements of socio-pragmatics, politeness patterns, speech act strategies in context, speech situation, participants and routines, address forms, conversational style, gender, age, social class and ethnicity. However, they showed high awareness about the need for socio-pragmatics as a part of their language learning.

Regarding the second question set forth in this research, teachers' level of awareness of conversational discourse and socio-pragmatics as parts of their language teaching, teachers held high awareness levels about the constructs of conversational discourse as well as socio-pragmatics. The vast majority of the indicators used in the section of measuring awareness revealed high mean values in the scale of awareness measurement. This is to confirm that teachers are highly aware of the perceptions underlying conversational discourse in an era where languages are taught to serve the goal of communication.

Teachers showed higher awareness levels about considering the ultimate goal of teaching English as to produce communicatively competent speakers. They showed consent about: conversational discourse as loaded with naturalness aspects of language use, the role of teaching L2 culture, the role of teaching socialization, the impacts of fostering students' pragmatic competence, the non-correspondence of university courses with students' needs outside the classrooms, the need for instruction in the rhetoric of cross-cultural communication, the necessity to design university courses that prepare students for real life situations of language use, and the role of language teachers as agents of change to improve the teaching situation.

In parallel, teachers showed high levels of awareness in the mean scale that measures their perceptions of the construct of socio-pragmatics. In fact, teachers' awareness revealed very high about socio-pragmatics as a concept, about conversational implicatures as socio-pragmatic features of language, and about the utility of the sociolinguistic aspects of use in a given language. Teachers also showed high awareness levels about: the patterns of socio-pragmatics as an element in language, the appropriateness of speech act strategies as parts of socio-pragmatic knowledge, the role of speech situations, participants and routines to determine strategies of speech act realizations, and about address forms as aspects pertaining to socio-pragmatics.

In few words, teachers showed high awareness almost about all the elements set up to measure socio-pragmatics awareness. These include conversational styles, gender, age, social class and ethnicity as socio-pragmatic variables. The question underlying this sections findings revealed expected results about teachers' awareness of the perceptions of socio-pragmatics as well as of conversational discourse.

As far as the third research question is concerned, it was formulated to identify whether or not EFL teachers at M'sila University integrate socio-pragmatics-based instructions in their language teaching classes. This question was probed for relying on a section in the students' questionnaire, a section in teachers' questionnaire and an observation grid.

The section developed in students' questionnaire was to probe students' experience in receiving socio-pragmatics instructions during their classes. The section developed in teachers' questionnaire was to reveal teachers' instructions in socio-pragmatics, and the observation grid was designed to introduce the researcher into the context of teaching and to allow him investigate the teachers' linguistic behaviours with regard to the construct under study. With regard to the section in students' questionnaire, students revealed responses about low levels of experience pertaining to teachers' instruction in socio-pragmatics. Almost all mean values indicated low and insufficient levels of practice exhibited by EFL teachers.

These mean values underlined most prominently instruction in the concept itself (socio-pragmatics), social life, conversational routines, address forms, social conventions in the speech community and several other elements. However, few instructions in the role of context and the use of authentic materials during classes were cited by students as frequent happenings of their language learning process. Meanwhile, the section probing for socio-pragmatics instruction in teachers' questionnaire revealed somehow dissimilar findings compared to the students'. Teachers reported mostly medium levels of instruction in socio-pragmatics but not low. They reported rather high levels of practice with regard to socio-pragmatics as a concept and instruction in social life of the speech community as matters of example.

The section of the observational grid used to introduce the researcher into the teachers' context of teaching revealed also, in a general glimpse, medium practice of socio-pragmatic patterns and features in the classrooms. Yet, some elements proved similar with regard to the previous sections and students and teachers' questionnaires. These include the use of material authenticity and instruction in the role of context as part of everyday language use. the findings concerned with the third question in this research proved to an extent as medium and even low levels of instruction in socio-pragmatic patterns of the language exhibited by EFL teachers in their instructional time.

The second phase of the current research underlies only one question, as mentioned above in this chapter. It seeks to probe a correlation between improving students' conversational discourse performance and the integration of a socio-pragmatics awareness-raising intervention as part in EFL classes. The question was formulated as : Can a socio-pragmatics awareness-raising intervention play a facilitating role in improving students' conversational discourse?

The tests used to answer this question were in a form of discourse completion tasks that underlined testing procedures at receptive and productive levels as well as at the level of linguistic performance. In this respect the obtained results were treated as a holistic image of the tests as well as interrelated sections of the tests. In this recapitulation, summative results are presented to refer to the differences obtained in terms of the test results before and after introducing the pedagogical intervention.

The final difference analysis between the pre- and post test scores was conducted using paired samples T test. The first examination of the two tests mean scores ($M_1=33$, $M_2=42.95$) reveals a difference of 9.95 points. Comparing the values of the two means it shows that the post test mean ($M_2=42.95$) means that participants scored higher in the post test. T value is (14,61) at the degree of freedom ($df=29$) and the level of significance ($p=0.000$). The value of ($p=0.00$) which is ($p < 0.05$) indicates a statistically significant mean difference between the participants' scores of both the pre and the post tests, which means that the null hypothesis is rejected and the alternative hypothesis is accepted. Accordingly it can be concluded from these results that there is a strong evidence that the suggested SARI (socio-pragmatics awareness raising intervention) as a pedagogical intervention aided participants improve their conversational discourse performance.

The findings pertaining to this question displayed final difference analysis between the pre- and post test score values using paired samples T test. Examination of the mean values indicated noticeable differences measured as a 9.95 point value. This is to conclude that students' scores proved higher in the post test which indicates a considerable improvement at the level of the test sections and treatment aspects. As a final comment, the results could confirm the relative utility of the proposed intervention in having positive impacts on students overall conversational discourse.

And these results concerning the order of the research questions put forward are in parallel with the research hypothesis formulated earlier in this research. This confirms that: EFL third year students at M'sila University held low levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use, EFL third year teachers at M'sila University held high levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching, EFL teachers at M'sila University did not sufficiently integrate socio-pragmatics-based instructions in their language teaching classes, and since EFL learners received socio-pragmatics awareness-raising instructions, they could be able to improve their conversational discourse.

5.3 Students' Study Experience, English Courses, Purposes, Levels and Skills in English and Their Correlation with Their Awareness of Socio-pragmatics

The very first part in both teachers and students' questionnaires revealed data about the students study experience of English, their university language courses main foci, their purposes of choosing English at university, and their own and teachers' evaluations of their levels and skills in English. Findings about these elements are, in this section, correlated with students' findings about their levels of awareness about socio-pragmatics.

The study experience of the participants with specific regard to the English language revealed that the vast majority 65 % studied English for more than 10 years. As to their university English courses main foci, these underlined mostly Structure/ Form/ Accuracy/grammar, Content/Vocabulary/ Writing/Reading Skills/ Listening /Methodology, and Cultural insights/ Literature/ Civilization/Sociolinguistics" was also of a good frequency. Then, Fluency/articulation /Speaking/ Phonetics, and in a less focus on, Pragmatics/ Communication Skills / Socialization/Natural Use. Moreover, students revealed different purposes for selecting English as a major at university and these purposes included mostly pursuing postgraduate studies and getting better jobs. They also showed interest in communicative endeavours as well as travelling and living abroad.

Students' perceptions of their levels in English revealed that most of them (48%) described their levels as "Satisfying". However, teachers' perceptions of their students' levels in different skills proved "good" at linguistic competence, "intermediate" at listening , reading comprehension, writing production. Low at cultural awareness and

communication skills. Most students also perceived themselves as fluent speakers of English and ranked speaking (M= 5,89) as the most important skill to their career.

The second element of the present correlation is the levels of awareness held by students about socio-pragmatics as part of their language learning process. The findings of this section revealed low levels awareness regarding the majority of the aspects used in the study to examine students' awareness levels. Students then showed low awareness levels about the perceptions underlying socio-pragmatics as a concept and as a construct in language learning. Yet, they proved highly awareness about the need for socio-pragmatics as a part of their language learning.

Students' good levels of English, fluency, skill sets as well as the learning experience considered mostly as 10 years, and the university English courses diversity they have received in the last three years are facts. And their the low levels of perceptions and awareness about the construct of socio-pragmatics is also a fact. The explanation of the findings obtained about students in these respects highlights a relationship between their actual levels and their awareness about socio-pragmatics. In which, socio-pragmatics awareness levels are not ascribed to holding much promise to the university English language courses they receive in general.

Yet, it is not ascribed to the students' linguistic knowledge, writing production, or fluency levels. However, it is assumed to be ascribed to instruction in cultural awareness and communication skills. These instructional areas proved the last main focus of the courses EFL students have been receiving at M'sila university

These results may also be explained in lights of considering students' main purposes of opting for English as an option at university. In fact, students' focus and motivation revealed mostly extrinsic towards learning English. It can be assumed that their awareness of socio-pragmatics as a concept and construct of their language learning is a cumulative outcome of a number of variables. Considering the L2 context as a detached setting from the real world of language may be playing a role in directing students' awareness of the socio-pragmatic features of language (Marti and Fernandez, 2016).

Although students held priority perceptions towards speaking skill as the most important, however they showed low awareness about socio-pragmatics which makes part

of appropriate speaking which maybe explained by the linguistic interests students mostly held at university (Brubæk, 2012). It can be deduced that students held insufficient awareness levels of what constitutes socio-pragmatically pertinent language use as well.

5.4 Students English Courses, Purposes, Levels and Skills in English and Their Correlation with Their Conversational Discourse Pre-test Results

This sections teams up findings about students' study experience of English, their university English language courses main foci, their purposes of choosing English at university, and their own and teachers' evaluations of their levels and skills in English together with of their conversational discourse pre-test results. Correlation is maintained to discuss the main findings and infer possibilities and justifications.

Students' have chosen English for a variety of reasons and purposes including success as well as communication skills. Their study experience proved long in terms of years and they have received multidisciplinary courses at university. Their perceptions of their levels in English revealed "Satisfying". And, even teachers' perceptions of their students' levels in different skills proved "good" and "intermediate" in a set of language skills except for those of cultural awareness and communication skills. Yet, their conversational discourse pre-test results in this study proved average and insufficient regarding the test results in light of the underlying sections of the test.

The conversational discourse pre-test results revealed an overall average and insufficient level of performance. That is, examining the mean value (M=33) regarding the highest estimated score of the test (60/60), see Table 4.47. The participants' performance is described as relatively average. However, in consideration of the three test sections, whereby each of them estimated the highest score of (20/20), the first section of linguistic performance scored the highest regarding the mean value (M= 14,95) in Table 4.48, then the section of discourse production scored next (M=10,80) in Table 4.49, and finally the section of discourse interpretation scored the last (M= 7,25) as illustrated in Table 4.50.

The correlation between students' performance in conversational discourse pre-test results and their prior learning experience including the contents they were taught at university, the skills they have acquired and the goals they set to reach can be explained by the absence of a strong interdependence between the language features addressed along

with the learning time, including prior experience before joining university and the aspects under testing in the conversational discourse test.

Nonetheless, the highest level of students' performance regarding the linguistic aspects of the test can be justified by the different skills students have picked up, according to their teachers, along with the English language classes. These skills are even reflected in the pre-test results of the first section including students' clarity and comprehensibility of sentences structure and sentence completion, and conveyance of meaning with little difficulty and so on.

These results confirm at the same time that the deficiency students have at the level of producing conversational discourse patterns in terms of appropriateness, pragmatic transfers, relevance, are in line with Johansen's findings (2008). And the like concerns interpreting natural discourse in terms of speech act recognition, speakers attitudes, implicatures, etc. As the test uses authentic samples of discourse dialogues and attempts to position participants in real life situations to produce pertinent discourse, this can explain the absence of authentic language in their learning context which impacts their productions and interpretation once they confront genuine language use samples or situations.

This has already been put forward by participants that the courses they receive in the classroom do not correspond to their communicative needs in the real world (item 14). These results also go in parallel with the exploratory study conducted in this research to investigate students' socio-pragmatic appropriacy of speech act realizations (Hamoudi and Bouhass, 2018).

5.5 Students' Conversational Discourse Perceptions and Awareness in Correlation with Their Conversational Discourse Practice

This sections gathers findings about students' conversational discourse awareness and perceptions together with their levels of practice in the aspects of conversational discourse itself. The correlations sets forth to identify and discuss findings about the respondents' experience, hurdles and strengths in perceiving what constitutes conversational discourse as well as in producing pertinent language in use.

Findings about students' conversational discourse perceptions and awareness highlighted somehow clear conceptualization of the concept and good awareness levels of

it's aspects under investigation. These included, as a matter of example, awareness on the necessary non-linguistic/ social aspects of discourse in conversation, the loads of naturalness aspects in the discourse of conversation, and the areas of conversational discourse. At the same time, students showed relatively high levels of experience as well as practice with regard to conversational discourse patterns under exploration in the current study.

Students held much promise to the practice of conversational discourse in terms of, for instance, engaging in communicative acts with native speakers and watching English movies, TV programmes (BBC, CNN...etc). However, students' responses revealed high levels of experience with regard to the difficulties they faced while trying to converse, use language and interpret it in its context. Results displayed high levels of experiencing communication problems, such as misunderstandings, trying to interact with natives or foreigners.

Moreover, results also showed high levels of experience regarding students' understanding of most sentences said by natives in a communicative act, but lacking the knowledge of a justified use in a given situation. Furthermore, it was confirmed that students believe that the language they receive in the classroom is different from that one of the real world conversational discourse and that the classroom language does not ease, in most cases, or correspond to the needs of natural occurring communication.

The results obtained about students' conversational discourse perceptions and awareness as well as about their conversational discourse practice and experience can be explained as interrelated at some levels. High levels of practice in students' conversational discourse, although the several risks of miscommunication and non-effectiveness possibilities, reflect students' high awareness about their needs in the outside world of language. They understand requirements and perceptions of discourse in conversation and they are aware of differences between the language classroom and the language of everyday discourse in conversation (Derakhshan and Karimi, 2015). However, they are motivated to use their language and attempt communication.

The relationship between the two results also explains students exposure to conversational discourse through material authenticity but high levels of miscommunication problems when it comes to practice. This latter may explain the scarce

instruction in natural occurring discourse in the language. It also may dwell on the lack of students' exposure to the analysis of genuine conversational discourse samples for extracting the features of everyday language use and teaching strategies that help them process and expand their knowledge to encompass more than purely linguistic restrictions about the language.

5.6 Students' Awareness about Conversational Discourse and Socio-pragmatics in Correlation with Their Conversational Discourse Pre-test Results

This section discusses findings about students' conversational discourse awareness, perceptions and practices together with their awareness of socio-pragmatics in correlation with their conversational discourse pre-test results. The correlations is established to probe the impacts students' awareness and practice of conversational discourse and socio-pragmatics may have on their performance in the pre-test of this study. This section also discusses the findings in interdependence to further the scope of explanations.

Students' responses about their conversational discourse perceptions, awareness and practices showed, by and large, distinctive results. Students held a transparent image about the concept of conversational discourse, they held good awareness levels of the related aspects demonstrating the variable as part of their language learning and use, and they displayed much practice in conversational discourse outside their classrooms. Along with their attempts to use language, still students are held back by aspects of miscommunication including misunderstandings. These findings are, to an extent, mirrored in students' conversational discourse pre-test results.

Students responses in their conversational discourse pre-test results proved average and insufficient regarding the three sections of the test. Whereby, highest scores were obtained at the level of the linguistic performance section and the lowest one were highlighted with regard to the sections of discourse production and discourse interpretation. The findings of the pre-test are neither in support of students' awareness levels of the underlying perceptions of conversational discourse nor of their practice of the construct in daily language use situations.

However, these findings can be explained as a reflection to the students' low levels of awareness about the construct of socio-pragmatics. In particular, students' low level of

achievement can be regarded as an outcome of their unsatisfying knowledge about the socio-pragmatic features of the discourse elements that form the test.

That is, although students showed good levels of awareness and clear perceptions of the aspects pertaining to the construct of conversational discourse, they did not show good results in the pre-test. Despite the fact that they frequently engage in conversational discourse practice, they could not score high in the test sections except for the section of linguistic performance. It can be explained by the divergence between the language they receive during their classes and the principles underlying understanding the real world contextualized samples of language use (Al-Zubeiry, 2013).

This latter is also reflected in their responses to item 19 of the questionnaire. It can also be explained by the lack of knowledge about the features of natural language in use which are mostly socio-pragmatics- oriented linguistic and non linguistic phenomena. These findings can also be correlated with the insufficient formal instruction in natural occurring discourse and in non-linguistic aspects of the language which the discussion demonstrates in the next sections of this chapter.

5.7 Teachers Qualifications, Majors and Experience in Correlation with Their Awareness of Conversational Discourse and Socio-pragmatics

This section sets for a discussion about a correlation between data gathered about the background knowledge of teachers including their university qualifications, field majors, and teaching experience and other data accumulated about teachers' perceptions and awareness of conversational discourse as well as socio-pragmatics as variables of their language teaching classes.

Background information about the teachers participated in this study revealed a sample composite of 63% as females and the rest (36%) as males. The participants held different university qualifications in different statistics. 24 of the whole number (N=30) held a Magister degree while only 6 of them held doctorate qualification. The participants' responses also revealed different majoring options concerning teachers' qualifications. While eight of them majored in applied linguistics, 6 majored in didactics, 4 in civilization and literature, eight in translation, and eight in ESP (English for Specific Purposes). This explains the multilateral participation in the current study (see Tables 4.36 and 4.38).

At the same time, teachers' experience time in teaching English at university per years revealed two different experience intervals from 1 to 5 years (17 teachers) and from 5 to 10 years (13 teachers). This highlights a relatively good teaching experience length, one might say, held by the participants in this study. Meanwhile, teachers' perceptions about the construct of conversational discourse as part of their language teaching process proved very high levels of awareness regarding the awareness section items (see Table 4.41).

Teachers scored very high awareness levels about the goals of teaching conversational discourse in its culture-specific aspects. They proved also highly aware of the impacts the lack of pragmatic competence has on students' conversational discourse in real life language uses. They also highly perceived the difference between the language classroom and the outside world forms and uses.

Moreover, results revealed teachers' high awareness of the necessity, and of their potentials, to instruct their students in natural conversational discourse patterns and samples. However, teachers yielded responses reflecting their hesitation about teaching sets of social and communal norms of interaction of the English language. It is then confirmed that teachers yielded high awareness levels about almost all the section items (see Table 4.41).

As to measuring teachers' awareness of socio-pragmatics as a concept underlying perceptions and as a construct of their language teaching enterprise, they revealed high levels of awareness. In their responses, high levels of awareness, reflected in Mean values (see Table 4.42), were marked regarding, for example, the understanding of the concept as a variable, the importance of integrating socio-pragmatics based instruction in their classes, the utility of socio-pragmatics based insights in aiding students communicate appropriately, the underlying areas of socio-pragmatics including implicatures, speech acts, politeness strategies and conversational routines, and the interdependence between socio-pragmatics and language use in general terms. In fact, throughout this section teachers exhibited high to very high levels of awareness concerning the aspects of socio-pragmatics under study.

In correlation, teachers academic qualifications majoring in different fields proved diversified and multilateral. As a matter of fact, this may justify their high awareness of the underlying perceptions about conversational discourse and language in use in general.

Their approximately long language teaching experience in terms of years would explain the clear understanding of today students' needs and the urgency to prepare them for real world conversational discourse situations. Undefined possibilities may relate to teachers' personal experiences in language use or even to their academic identities.

As socio-pragmatics and conversational discourse are interrelated in this research work, teachers' high awareness of the perceptions underlying pertinent conversational discourse may prove teachers' awareness of socio-pragmatics as an area of language teaching and learning speakers of the L2 refer to in conceiving appropriate uses of language. In opposition, teachers yielded responses reflecting their hesitation about teaching sets of social and communal norms of interaction of the English language.

This latter identified medium awareness levels (see item 15 in Table 4.42) replicating teachers' indecision regarding engaging in teaching practices. This hesitation is also maintained in item 14 in Table 4.42 whereby teachers assumed teaching socio-pragmatics as part of their tasks.

Yet, findings entailed that teachers' awareness is high about the constructs and give clues about their task to endow students with the necessary aspects of language in the classroom. Nonetheless, the findings highlighted teachers' hesitation which may be of a misperception of these patterns in terms of difficulty, teachability, experience, and/or lack of knowledge and equipments in the L2 context (Nazlı, 2016).

5.8 Teachers' Awareness of Socio-pragmatics in Correlation with Students' Awareness of Socio-pragmatics

This section is devoted for discussing awareness levels held by both teachers and students participating in the current study as interrelated and correlated at certain levels. That is, the discussion is set forth to interpret the possible ties and assumptions teachers and students share or relate to each other regarding the construct of socio-pragmatics as part of their language teaching-learning enterprise.

Considering the assessed levels of awareness, Table 4.41 displayed teachers' scores with regard to their awareness about the perceptions of socio-pragmatics and the underlying aspects highlighted in this research. The mean values along the section results revealed, in general, high interval scores reflecting high awareness levels exhibited by the

teachers. Teachers showed very high awareness of the construct in terms of its conceptualization. They reported high awareness levels about the areas of socio-pragmatics and its aspects pertaining to the foreign language context.

As a matter of example, teachers proved highly aware of the utility of the sociolinguistic aspects of use in a given language in achieving communication pertinence, the mutual exclusiveness of structures and adjacency pairs in socio-pragmatics, the so called conversational styles characterising speakers' modes as matters of the individual not of the pragmatics of society, and the fact that socio-pragmatic knowledge of speech situations, participants and routines determine strategies of speech act realizations.

In examination of the mean values obtained through the section of socio-pragmatics awareness items, students scores revealed medium interval scores reflecting medium levels of awareness held by the students in general. The findings of this section could mirror students' lack of sufficient awareness regarding the majority of the items reflecting the socio-pragmatic features under study.

For instance, the significant role of gender, age, social class and ethnicity speakers draw on to sound socio-pragmatically pertinent, the use of speech events and situations to the identifications of socio-pragmatic uses of language, the language use implicatures as socio-pragmatic phenomena in a given language, and the utility of insights into socio-pragmatics with regard the construct of politeness were all reflected in medium mean values referencing students' medium awareness levels.

Conversely, students proved highly aware about three items in the section pertaining to socio-pragmatics. These highlighted the utility of socio-pragmatics to the language learning experience, the non- socio-pragmatic orientation of conversational styles, and the role of socio-pragmatic knowledge of speech situations, participants and routines in entailing speech act strategies.

Teachers and students' awareness mean values prove to be different to the extent of divergence reflecting high awareness levels of teachers and medium insufficient levels of awareness held by the students. These findings correlate in terms of the possible gap between teacher and students' perceptions with regard to the construct of socio-pragmatics. Insufficient awareness levels held by the students may contradict with their teachers',

however this may be explained by the type of instructions teachers deliver or even the materials they use while the time of instructional areas of the different modules.

These analyses go in the same line with some studies considering the type of instruction EFL teachers themselves have received, formal linguistic training, as the reason that led them place great emphasis on morphology and syntax using materials that provide no realistic examples of contextualized language in use analyses and interpretations to aid their students understand socio-pragmatic issues (e.g. Cots, 1996; Baiget, Cots and Irún ,2000).

Despite their low and mean values reflecting medium insufficient awareness of the variable, students held strong agreement and solid predispositions about the importance of receiving instruction in socio-pragmatics during their classes. This, can be taken as a contradicting finding which can be explained by the impact the questionnaire sections could have on the students' awareness and attention regarding socio-pragmatics.

As the questionnaire sections were designed to inform students while measuring their awareness and perceptions, students interests in the construct could be recognized and even reinforced. Students' poor awareness levels of socio-pragmatics may also be considered as an outcome of teachers' low levels of instruction in pragmatics in general (Wyner and Cohen, 2015). This shall be probed for in the next section below.

5.9 Teachers' Instruction in Socio-pragmatics in Correlation with Students' Perceptions of Teachers' Classroom Practice about Socio-pragmatics

This section is a part of the this discussion because it attempts to correlate data about teachers' instructions in socio-pragmatics with data gathered from students' responses describing their teachers' instructions during the English language classes at the English language department of M'sila university. This correlation is also set to examine the participants responses and relate them to any contradicting finding(s).

Moreover, this part is developed to elaborate on teachers' and students' perceptions of what constitutes effective instruction in socio-pragmatics. Furthermore, the discussion dwells on teachers' instructions in socio-pragmatics using material authenticity and discourse analysis techniques.

Teachers and students revealed somehow different or even contradicting responses with regard to answering questions that measure the extent to which teachers exhibit instruction in socio-pragmatics in the classrooms. Table 5.2 below represents a cumulative scheme introducing both teachers and students' mean values that are referred to in terms of statistical intervals. These intervals, as shown below in Table 5.1 explicate levels of practice with regard to the aspects of socio-pragmatics under investigation.

Table 5.1: Practice of Instruction Level Intervals Using the Mean Technique

Experience/Practice Level	Mean values
Very low level of experience/practice	1- 1.08
Low level of experience/practice	1.8- 2.6
Medium level of experience/practice	2.6- 3.4
High level of experience/practice	3.4- 4.2
Very high level of experience/ Practice	4.2- 5

Table 5.2: Teachers and Students' Mean Values about Instruction in Socio-pragmatics

Aspects of socio-pragmatics under study	Teachers: Mean values	Students: Mean values
1. How often do you speak about the concept "socio-pragmatics" during the English class?	<i>3,70</i>	<i>1,75</i>
2. How often do you teach your students lectures or parts of lectures about social life in English speaking countries?	<i>3,50</i>	<i>2,77</i>
3. How often do you talk about the English conversational routines in natives' everyday life?	<i>3,23</i>	<i>2,10</i>
4. How often do you refer to natives' address forms and social conventions in their natural language use?	<i>3,13</i>	<i>2,51</i>
5. How often do you speak about the role of "context" to produce and understand native-like conversations?	<i>3,07</i>	<i>3,55</i>
6. How often do you describe natives' strategies to realise speech acts and imply meanings in everyday discourse?	<i>3,07</i>	<i>2,57</i>
7. How often do you explain the notion of implicatures in a practical sense, i.e., justify natives' uses and implicatures	<i>3,00</i>	<i>2,25</i>

8. How often do you instruct your students in politeness patterns of the English language and community?	3,00	3,02
9. How often do you teach your students new strategies and impressions about how to sound appropriate when you use English in a given context?	2,93	2,84
10. How often do you exemplify and explain norms of interactions and routines in English?	2,90	2,92
11. How often do you explain natives' routines and cultural aspects in everyday language use?	2,80	2,33
12. How often do you teach your learners about formulaic speech and how it is used in context?	2,77	2,63
13. How often do you use authentic materials (videos, plays, genuine English samples) to teach English	2,70	3,44
14. How often do you use authentic discourse samples to teach you how to respond to, or interpret, a communicative act in a real life context?	2,50	2,52
15. How often do you analyse genuine English dialogues and teach your learners new forms and expressions?	2,50	2,52

Through examining the mean values recorded in both teachers and students responses about the extent to which socio-pragmatics based instruction takes place during English classes, it is clear that responses entailed generally low to medium levels of teachers' practice in making the above aspects as part of their language teaching. In comparison, it can be said that students' mean values revealed lower than teachers' regarding the majority of the items (1, 2, 4, 5, 6, 7, 9, 11 and 12).

This is reflecting some contradicting findings. For instance, teachers reported that they speak frequently about socio-pragmatics as a concept during classes (M=3.70), while students' responses revealed the opposite (M= 1.75). This contradiction can either be explained by the low awareness levels of students about the concept itself, as shown above in previous sections of this chapter, so that they could not recognize this type of instruction unless the concept socio-pragmatics is mentioned by their teacher, or by an overestimation of teachers' perceptions towards their type of classroom instruction.

Another example in this comparison is the act of explaining the notion of implicatures in a practical sense and justify natives' uses in implying meaning. Teachers yielded medium level of practice (M=3.00) while students reported low level of practice in this item (M=2.25). this is another aspect of contradiction with regard to the findings of this section. Teachers may teach the notion of implicatures using examples that are used as pedagogical tools to elaborate about the concept. Yet, this type of instruction excludes teaching implicatures in a practical sense using authentic samples of language in use.

Meanwhile, teachers and students' answers along the remaining item aspects (3, 8, 10, 13, 14 and 15) proved few nuances but belonged to similar interval values. Teachers and students' responses revealed medium level of instruction regarding politeness patterns and instruction in strategies and impressions about appropriateness in using English in context. Students revealed high level of instruction in the role of context in language use as well.

In all, this section highlighted poor levels of instruction in many aspects of socio-pragmatics. These levels can be described as poorly insufficient to aid students picture a clear image of the construct and equip them with the necessary knowledge and competence.

As for the use of authentic materials and discourse analysis techniques to instruct students in socio-pragmatics, teachers and students' responses yielded similar values pertaining to the same interval levels of practice. Teachers' practice revealed medium to high levels of using authentic materials (videos, plays, genuine English samples) to teach English. However, participants' reported low levels of instructions in using authentic discourse samples in teaching responses to, or interpretations of, real life communicative acts, and analysing genuine English dialogues to teach new forms and expressions of use.

In this respect, it can be concluded that EFL teachers' instruction takes advantage of material authenticity in its broad uses to teach English. In lights of the contradicting findings, an observation grid was also used to accumulate data about teachers' instructions, and confirm previous findings, in their workplace. Table 5.3 below displays cumulative results of the grid used in 16 sessions with 8 teachers delivering instruction in different modules at the English language department of M'sila university.

Table 5.3 Teachers' Observation Data for 16 Sessions

Observation Items <i>Oral expression</i>	Often		Sometimes		rarely		never	
	Frq	%	Frq	%	Frq	%	Frq	%
1. Socio-pragmatics.	00	00	1	12.5	3	37.5	4	50
2. Natives' socialization.	00	00	2	25.5	5	62.5	1	12.5
3. Natives' everyday conversational routines.	00	00	1	12.5	3	37.5	4	50
4. Address forms and social conventions of use.	00	00	3	37.5	3	37.5	2	25
5. The role of context in communication	3	37.5	5	62.5	00	00	00	00
6. Natives' speech act and implicatures strategies.	1	12.5	3	37.5	2	25	2	25
7. Use of authenticity to clarify communicative acts.	3	37.5	5	62.5	00	00	00	00
8. Conversation analysis of genuine dialogues and spotlight of socio-pragmatic aspects of language use.	00	00	00	00	3	37.5	5	62.5
Observation Items <i>Pragmatics/sociolinguistics/civilization/TEFL</i>	Often		Sometimes		Rarely		Never	
	Frq	%	Frq	%	Frq	%	Frq	%
1. Socio-pragmatics.	00	00	4	50	00	00	4	50
2. Natives' socialization.	00	00	3	37.5	3	37.5	2	25
3. Natives' everyday conversational routines	00	00	3	37.5	3	37.5	2	25
4. Address forms and social conventions of use.	00	00	2	25	3	37.5	3	37.5
5. The role of context in communication	3	37.5	2	25	2	25	1	12.5
6. Natives' speech act and implicatures strategies.	1	12.5	1	12.5	5	62.5	1	12.5
7. Use of authenticity to clarify communicative acts.	3	37.5	3	37.5	00	00	2	25
8. Conversation analysis of genuine dialogues and spotlight of socio-pragmatic aspects of language use.	00	00	00	00	00	00	8	100

The results displayed on the table above pertained to both teachers of oral expression as well as those of pragmatics, civilization, TEFL and sociolinguistics. Teachers of oral expression form a part of this study because the pedagogical intervention in this study took place within the realm of oral expression teaching time. These teachers' instructions are then probed for purposefully to relate the findings later with other results regarding the

dependent variable in the current research, and to report results about instructions regarding this module's contents and teaching materials.

As to teachers of pragmatics, civilization, TEFL and sociolinguistics, the observational time serves the grounding phase of this study and probes for the place of socio-pragmatic instruction in content modules to relate students' awareness and performance to teachers' instructions as well as the possible dissimilarities amongst teachers of different modules. These results would serve ascribing assumptions and discussions to their most possibly sources and correlations.

To summarize the findings accumulated through the small-scale observational grid, with regard to instruction in the concept of socio-pragmatics, natives' everyday conversational routines, and address forms and social conventions of use. Percentages, however, reflected mostly some medium levels of instruction regarding the notion of context in communication, implicatures and the use of material authenticity. At last, conversation analysis techniques used in socio-pragmatics instruction proved very limited in oral expression teachers' classes. Meanwhile, teachers of pragmatics, sociolinguistics, civilization as well as TEFL, per observation, revealed dissimilar findings regarding their instruction in the aspects highlighted within the grid.

The second set of teachers proved somehow higher percentages regarding options reflecting more frequent practice in the aforementioned aspects, and particularly about the concept itself which may explain students and teachers' contradicting findings about the first item, as shown in Table 5.2 above, of instruction under investigation. It is worth noticing that conversation analysis techniques used in socio-pragmatics instruction proved absolutely absent during these teachers' classes. Divergences between the two set results of the observational grid reveals unsupportive findings in which content module teachers exhibited more practice in socio-pragmatics than oral expression teachers'.

At the same time, both groups showed no adherence to conversation analysis techniques in aiding students learn about the aspects of socio-pragmatics. In all, teachers' instruction in socio-pragmatics and using material authenticity as well as discourse analysis technique during their classes proved medium and low, regarding students' needs, that can be described as poorly insufficient. This latter is perhaps an outcome of the difficulties EFL teachers face in teaching culture since socio-pragmatic is culture-specific

(ÇAKIR, 2006). These findings shall be reflected in other correlational discussions through this chapter.

5.10 Teachers' Awareness of Conversational Discourse in Correlation with Their Levels of Instruction in Socio-pragmatics

This section of discussion is meant to examine teachers' awareness levels of conversational discourse as part of their language teaching and relate them to the same instructor's levels of instruction in the construct of socio-pragmatics. The correlation would discuss the logical ties teachers might adhere to it terms of considering real life conversational discourse patterns, aspects and areas in correlation with their students' needs and prerequisites to communicate in the real world context of language. This section would also set forth justifications and maintain further explanations.

Teachers' levels of awareness about the construct of conversational discourse regarding the aspects under investigation proved high and very satisfying. Teachers held strong awareness about the nature of conversational discourse, its locus in English language education, its link with teaching L2 culture and pragmatics, its importance in considering L2 students' needs, its interdependence with the rhetoric of cross-cultural communication, and the role of teachers in the teaching its aspects and bring the outside world of language into the classroom setting. In all, teachers showed high and very high awareness levels about the underlying perceptions of conversational discourse as a necessity to prepare students' for real life situations of language use.

Meanwhile, findings accumulated through two sections in teachers and students' questionnaires as well as through the observational grid used in the current study reported that EFL teachers at the English language department of M'sila proved medium and low mean intervals reflecting the extent to which they exhibit instruction in socio-pragmatics. These levels can be described as insufficient in an EFL context especially with regard to teachers of oral expression.

Moreover, teachers' findings about the practice section incorporated contradicting results with regard to the section answered by their students. Several aspects where reported by teachers as frequently integrated in their classes, however students' responses revealed differences as mentioned above in Table 5.2, except for few aspects such as use of

material authenticity and dwelling on the concept of context in teaching English, observation findings confirmed teachers' poor instruction in socio-pragmatics.

In correlation, one might assert that teachers' high awareness of conversational discourse regarding all its aspects, instructional areas and utility in equipping the students for the outside and real world of communication is practically irrelevant with regard to their findings about the insufficient extent to which they deliver instruction in socio-pragmatics. In other words, EFL teachers who prove highly aware of the discourse of conversation as part of students' communicative needs and who strongly agree on the necessity to prepare students for the real world of language use are more likely to have themselves engaged in teaching the construct, or basic parts, of socio-pragmatics.

Because conversational discourse and socio-pragmatics are interrelated and swapping reciprocal influence, teachers who held high levels of awareness about the discourse of conversation would exhibit pedagogical attempts in socio-pragmatics to aid their students. This correlation may be explained by the perceptions teachers may hold about relating relative communication failures to the construct of pragmatics in general, or relating contextualised language use misunderstandings, pragmatic failures and conversation breakdowns to knowing about the pragmatics of society in its practical sense of language use.

Even more than mere perceptual concerns, teachers may hold negative attitudes towards the teachability of these aspects particularly in terms of difficulty and the necessary experience as well as knowledge. This correlational inconvenience may also be adhered to teachers' hesitations regarding the conception and accumulation of the pertinent materials reflecting the aspects of socio-pragmatics. Different variables may intervene including instructional time, university syllabi and teachers' interests to orient university English courses to incorporate socio-pragmatics as part of the process.

5.11 Teachers' Socio-pragmatics Awareness in Correlation with Their Instruction in Socio-pragmatics

The title above is set to maintain and to discuss the levels of awareness held by EFL teachers about socio-pragmatics in a logical relationship with their levels of instruction they deliver during their class in the same construct of socio-pragmatics. This correlational

discussion attempts to identify the extent to which teachers' awareness of socio-pragmatics mirrors back in their instruction in socio-pragmatics itself. It puts forward relative explanations of the findings and interrelate assumptions to enlarge the scope of this discussion and introduce relevant justifications.

Taking into account the levels of awareness recorded through the mean values in teachers' section pertaining to the perceptions of socio-pragmatics and the underlying aspects highlighted in this research, high interval scores were marked reflecting high awareness levels held by the teachers. Participants reported high awareness levels about the different aspects consisting the section' contents. These included, mostly, the pragmatics of society as a concept, conversational implicatures, speech acts strategies and realizations, politeness, the socio-linguistic aspects of language use, conversational routines, as well as address forms. Teachers even reported consents about the significant use of socio-pragmatics to language learning and teaching.

Conversely, findings reported through the sections in teachers and students' questionnaires as well as through the observational grid used in the current study confirmed relatively unsupportive results. EFL teachers, participating in this study, at the English language department of M'sila proved medium and low mean interval scores reflecting the extent to which they engage in socio-pragmatics- oriented instruction during English classes.

These levels were described as insufficient in an EFL context especially with regard to teachers of oral expression as this research relied on oral expression instructional time to introduce a pedagogical intervention. Next, despite the fact that teachers and students' responses regarding the sections of practice revealed some contradicting findings, notes accumulated through the observation grid could entail overall insufficient levels of instruction in the variable.

Teachers' high levels of awareness about socio-pragmatics as a composite underlying language use features and principles drawn by the social situation of use were not reflected in their levels of instruction in the construct regarding the obtained mean values. These findings are somehow in opposition because teachers even reported agreement on the importance of socio-pragmatics as part of the language learning- teaching and use processes, but yet they held little practice in the same regard.

These findings may be explained by the possible circumstances influencing teachers' instructional contents, modules, time, experience, sufficient knowledge, interests, research paradigms and even their students' cooperation. To recapitulate, teachers proved low levels of instruction in socio-pragmatics in spite of their high levels of awareness about the construct and its utility in an EFL teaching context.

5.12 Teachers' Awareness of Socio-pragmatics and Conversational Discourse in Correlation with Students' Conversational Discourse Pre-test Performance

This developmental segment, as a part of this discussion, is conceived to interrelate teachers' awareness about the variables of this study with their students' test performance scores. In fact, teachers' levels of awareness regarding L2 socio-pragmatics and conversational discourse are correlated inhere to further discuss the results. In an attempt to do so, this section would explicate the strings interconnecting teachers' perceptions and students' test responses in lights of socio-pragmatics and conversational.

To summarize, teachers' levels of awareness regarding socio-pragmatics as well as conversational discourse proved to be high regarding the mean scores reflected in the interval values inn Tables 4.41 and 4.42 in chapter four. Teachers yielded strong responses regarding almost all the items designating aspects of L2 socio-pragmatics used in this study. Instructors also highlighted clear perceptions about the utility of the construct as part of language teaching and they consented about its teachability as part of their task.

At the same time, teachers' levels of awareness about the dependent variable of this study ,conversational discourse, considering the aspects under investigation proved high and very satisfying. Teachers held high awareness levels about the construction of conversational discourse, its locus in English language education at university, its ties with teaching L2 culture and pragmatics, and its importance in considering L2 language users' needs and hurdles.

As for students' conversational discourse pre-test findings (see Table 4.47), responses proved an average mean value (M=33) reflecting medium performance that was described as insufficient regarding the scores recorded through the three sections of the test. These scores are presented below in Table 5.4 reflecting a cumulative scores description obtained from data gathered through the use discourse completion tasks.

Table 5.4 : Conversational Discourse Pre-test sections' Total Scores Descriptive

	N	Range	Min	Max	M	SD	Skewness
<i>Section 1</i>	30	8,00	11,00	19,00	14,95	1,86	-,106
	N	Range	Min	Max	M	SD	Skewness
<i>Section 2</i>	30	9,50	6,00	15,50	10,80	2,57	,006
	N	Range	Min	Max	M	SD	Skewness
<i>Section 3</i>	30	13,50	1,00	14,50	7,25	3,70	,364

By examination of the mean values recorded in the pre-test cumulative scores description above, it is clear that the section measuring students' linguistic performance scored the highest (M=14.95) with regard to the section of discourse production (M=10.80) as well as that of discourse interpretation (M=4.25). These score means make sense in correlation with teachers' levels of awareness regarding both socio-pragmatics and conversational discourse.

Students showed an average, and better by comparison, level of performance regarding the items tackling the pure linguistic aspects of their productions. These included structures, clarity, lexis and the like. It might be then said that teachers' awareness of socio-pragmatics and conversational discourse was not acted upon to reshape students' understanding of language use but rather to reinforce their linguistic competence.

The idea of non-transportation of teachers' awareness levels into instructional practice may be explained by findings highlighted in the previous section about scarce instruction in socio-pragmatics and would be explained by the result scores recorded on the table above. As a matter of fact, students proved poor achievers regarding the sections of discourse production and interpretation. Because they lacked effective instruction and awareness about the variables under discussion, they scored low in their attempts to sound appropriate answering the DCTs' sections. Teachers' awareness of the crucial parts of their language teaching is deemed to be significantly important, however it is of higher significance to forge awareness into pedagogical actions.

5.13 Teachers' Instruction in Socio-pragmatics in Correlation with Students' Conversational Discourse Pre-test Performance

This section, in support of the main correlation maintained in the current study, discusses the interdependence, put forward as a hypothesis, between the variables of socio-pragmatics and conversational discourse. EFL teachers' instruction in socio-pragmatics, described as awareness raising, would hold impact(s) on students' conversational discourse at the English language department of M'sila university.

As levels of practice regarding teachers' instruction in the construct of socio-pragmatics proved medium and insufficient, students' conversational discourse pre-test results proved average in terms of the total score pre-test mean value and could be described as poor regarding the three sections of the test. While teachers of oral expression, socio-linguistics, civilization, TEFL and pragmatics revealed low levels of instruction in the pragmatics of society pertaining to the English language, students responses to the DCTs used in this study marked poorly unsatisfying exhibition of discourse patterns, and interpretation, of real life contextualized samples of language in use. Despite the fact that students scored better in the section pertaining to their pure linguistic knowledge, they could not show enough competence in performing some speech acts and framing pertinent communicative locutions.

The pre-test scores of students' conversational discourse showed also that they failed to interpret language in use and calculate the socio-pragmatic variables including age, gender, social status, degree of familiarity, and degree of imposition that differently characterized the speech situations of each discourse sample. This can be explained by the possible disuse of conversation analysis techniques to instruct students in genuine discourse, conversation and dialogues.

This latter is evidently highlighted in both teachers and students' responses regarding instruction in socio-pragmatics. To recapitulate, poorly unsatisfying scores of conversational discourse pre-test would be the outcome of insufficient levels of teachers' instruction in socio-pragmatic features of language using rarely genuine samples of discourse and barely adopting conversation analysis techniques at the English language department of M'sila university. Results of the pre-test might be taken as a starting point to explore the indicators underlying students' failures to produce and interpret conversational discourse in a real life language use situation.

5.14 Conduction of the Socio-pragmatics Awareness-raising Intervention in Correlation with Students' Conversational Discourse Pre, Progress and Post-tests Performance

This section develops a discussion of the main phase conducted in this study labelled as socio-pragmatics awareness-raising intervention in correlation with students' conversational discourse performance before and after the conduction. That is, this section draws on the scores recorded through the pre-test, the progress assessment tests, as well as the post-test used in the current investigation. These results are also correlated with the materials and techniques used to attain the objective of raising students' awareness of, and instruct them in, socio-pragmatics. This discussion further interconnects variables as well as results and yields explanations.

The intervention began with instruction in theory about socio-pragmatics including mainly its areas and the aspects under investigation in this study; namely, pragmatics, socio-pragmatics versus pragma-linguistics, speech act sets, conversational implicatures, socio-linguistic aspects of language use. After that, students were familiarized with the tool of conversation analysis (the SPEAKING grid), and only then they were introduced to genuine discourse samples in forms of scripts and videos on which they, together with the teacher, worked along with the intervention's instructional time.

As the two progress assessment tests were used in this study to probe for the effectiveness of the intervention, the paired differences between the two test results proved significant (6.03), see Table 4.55, indicating improvement in students' performance. However, a comparison between students' achievements in the two progress tests in terms of the test sections proved higher achievement with regard to the first section pertaining to students linguistic performance.

Table 5.5 below is conceived to provide a clear image about the total paired differences between the two tests in terms of the sections and in comparison with the pre-test results at the same time.

Table 5.5: Cumulative paired Differences between Progress Assessment Tests and Pre-test Results in Terms of Sections

Progress Test 1 and Pre-test	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Progress test1 section1								
Pre-test section 1	0,75	0,73	0,13	0,48	1,02	5,64	29	0,000
Progress test 1 section 2								
Pre-test section 2	0,43	0,43	0,08	0,27	1,59	5,52	29	0,000
Progress test 1 section 3								
Pre-test section 3	0,42	0,44	0,08	0,25-	0,58	5,22	29	0,000
Progress Test 2 and Pre-test	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. D	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Progress test 2 section 1								
Pre- test section 1	3,55	4,30	0,78	18,05	21,25	25,04	29	0,000
Progress test 2 section 2								
Pre-test section 2	1,53	0,55	0,10	0,73	1,14	9,25	29	0,000
Progress test 2 section3								
Pre-test section 3	2,55	1,30	0,24	1,86	2,84	9,90	29	0,000

The table above summarizes the different mean values that were obtained between the first and second progress tests results in terms of the test sections. These values are also compared with the pre-test's. As it stands, the first progress test scores did not mark very significant differences compared to the second progress test's. This may be explained in the light of the two phase parts of the intervention.

Theory-oriented socio-pragmatics awareness raising instruction and practice-oriented socio-pragmatics awareness raising instruction. The first set scores of the first progress test were based heavily on the type of instruction (theory) students received in the first phase of the study. Whereas, the second set of paired differences between the tests used in this study pertains to the second phase of instruction that underlined forms of practice in socio-pragmatics.

It is also worth noting that the first section of the test proved the highest difference values in comparison with the other sections'. Students seemed to hold good control over the language in their tests responses which is a finding that supports the interventions' main purpose. Nevertheless, one might assert that the intervention had concentrated on the first section's features so far.

This is evident in the scores recorded through the progress tests; however, linguistic performance is still a feature of conversational discourse and the section was introduced to help the researcher ascribe students' strengths and weaknesses to their factual sources. These results would be further explained in account of the post-test results identified in Table 5.6 below.

Table 5.6: Cumulative Total and Sectional Paired Differences between Conversational Discourse Pre and Post-test Scores

	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error M	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest Posttest	-9,95	3,73	,68	-11,34	-8,55	-14,60	29	,000
	Paired Differences					t	df	Sig. (2-tailed)
	M	Std. D	Std. Error M	95% Confidence Interval of the Difference				
				Lower	Upper			
Pretest section 1 Post test section1	-3,45	1,09	,19	-1,75	,94	-6,77	29	,000
Pretest section 2 Post test section2	-2,40	1,38	,25	-3,01	1,98	-9,94	29	,000
Pretest section 3 Post test section3	-4,10	2,49	,45	-7,02	5,17	-13,42	29	,000

The total paired difference value, as displayed on the table above, between pre and post tests' scores proved significant (9.95). This is to support findings about the utility of the socio-pragmatics awareness-raising intervention in improving students' conversational discourse competence. However, a detailed examination into the sections' paired

difference values indicates that the section of discourse interpretation scored the highest difference, that of linguistic performance scored next, and discourse production scored the lowest.

In comparison with the cumulative paired differences between progress assessment tests and pre-test sections results, the section of linguistic performance scored no longer the highest among the other sections. This can be explained by the role of the explicitly-oriented intervention in tackling specific aspects of the L2 pragmatics. The results coordinate in a strong sense with previous similar investigations (e.g. Lemmerich, 2010; Alcón Soler & Guzmán Pitarch, 2010; Usó-Juan and Martínez-Flor, 2008; Eslami-Rasekh, 2005; Ishihara, 2010 and Abolfathiasl & Abdullah, 2015).

This means, the more students receive practical instruction in socio-pragmatics, the narrower and more specific their learning patterns and knowledge would be. These difference values are ascribed also to the instructional materials and techniques used by the researcher to help students process language in the real world context of use. Cumulative correlations amongst the study effectiveness, findings and theories are further discussed below in the last section.

5.15 Improving Students' Conversational Discourse through Raising Their Awareness of Socio-pragmatics

This section puts forward an explanatory initiative that attempts to explain and justify the role of integrating socio-pragmatics awareness raising instruction, in its two forms of application, in improving students' conversational discourse. This part draws on the obtained result and on reviewing the available literature with the realm of the topic under study in this research. Discussion at this level intends to elucidate the role(s) and impact(s) the variables in this research have in positioning as well as directing language teaching, learning and use processes in an EFL context at M'sila university.

This section tries globally to answer the question related to how could the instructional materials, techniques as well as socio-pragmatic contents used in this study intervention help the teacher raise students' awareness of socio-pragmatics and improve their conversational discourse accordingly. Material authenticity is a source of real life discourse that is loaded with features of everyday language use (Huda, 2017; Richard,

2006; Breen 1983; Arnold 1991; Lee 1995; Guariento and Morley 2001; Rost 2002; Berardo, 2006; Gebhard, 2006; Ahmed, 2017).

Thus, instruction in real life dialogue samples could help students conceptualize a set of language processes that characterize natural discourse. In simpler words, students had access to understanding how real life language works and could work out the main differences between classroom language and its outside world version.

Conversational and discourse analysis are tools that can be used to dissect language features and learn more about the principles as well as the external variables governing appropriate language use (Paltridge, 2000; Brown and Yule, 1983; Wu, 2013; Huth & Taleghani-Nikazm, 2006). The conversation analysis technique used in this study, SPEAKING grid, helped the teacher and students work on genuine English dialogue samples on two levels. On the one hand, the teacher could draw on the materials using the tool.

That is, although teaching pragmatic features of the L2 is not an easy task, but the teacher could learn himself from the materials analyzed using conversation analysis techniques and mostly succeed to extract the socio-pragmatic aspects of language under investigation. On the other hand, students could be exposed to those models of language that, through the conversation analysis technique, display how features of language use change in correspondence with the change of communicative situations and parameters.

In a more practical sense, awareness-raising instruction in the construct of socio-pragmatics followed by exposure to, and analysis of, natural occurring dialogues and language use in English communicative acts, reported through scripts and videos, could, to a good extent, help students understand some socio-pragmatic aspects of the English language interactional exchanges. This could also assist students' ability to maintain expectations and calculate the socio-pragmatic variables of language use in context.

Through exposure and analysis, students were aided to comprehend some socio-linguistic aspects that intervene in framing language in context. Overall, materials and techniques were meant to bring the outside world of language to the classroom to familiarize students with features of discourse in context that are mostly socio-pragmatics-specific. Moreover, working on genuine discourse samples of the English language could

help students figure out linguistic, socio-cultural, pragmatic, perceptual and attitudinal differences between their mother tongue and the foreign language. This later was further elaborated through comparison, and group discussion, between the two languages' patterns, framings, uses, etc.

Knowledge acquired through exposure to the instruction in socio-pragmatics could help reshaping students' perceptions and attempts to produce discourse, regarding appropriateness, in a set of language use situations. Students' productions gave account for their assessment of the socio-pragmatic variables of degrees of imposition and intimacy, as well as social status. Acquiring the perceptions about a typical apology, as a matter of example, helped students choose different pragma-linguistic manifestations to comply with the socio-pragmatic pre-requisites of the communicative situation.

Insights into some of the socio-cultural and socio-linguistic differences between Arabic (Algerian dialect) and English parametric demonstrations of thoughts, speech acts, implicatures and routines could help students' consider framing their language use regarding the selection of (im)politeness and (in)appropriateness strategies.

In a broader sense, socio-pragmatics awareness raising instruction incorporated training patterns that could, to some good extent, be reflected in students' productions and interpretations of conversational discourse. These targeted, in particular, speech act realisation strategies, framings regarding levels of (in)directness, (im)politeness and (in)appropriacy, conversational routines, pragmatic transfers, expectations, recognition of the communicated locutions, etc. An expansion of this discussion would characterize a part of the pedagogical implications' section.

5.16 Pedagogical Implications

As stated before, the main rationale behind this research is to improve EFL learners' conversational discourse and to minimize the possible troubles of communication they confront when using language in context. In fact, as proved through students' responses in this research, the outside world of language is a setting where classroom language and instruction students receive would hardly fit into.

That is, disparities form an accumulation between the two versions' patterns, tools, meaning conveyance strategies, intervening factors and variables, loads of naturalness

aspects and conversational routines students are to be prepared to cope with. This section of pedagogical implications offers practical recommendations on which the current study is centered.

This research main contributions revolve around teaching pragmatics in general and teaching as well as assessing socio-pragmatics in specific. These contributions shed also lights on instruction in raising awareness of socio-pragmatics using certain instructional material and techniques. Moreover, some valuable recommendations' epicenters dwell on the realization of speech act sets in conversational discourse and the comprehension of conversational implicatures patterns in context, as well as coping with pragmatic failures and (im)politeness parameters.

In lights of the findings this research draws on, the current study intents to bring about standards in foreign language education. These ascribe refinements at the university level of teaching and assessing conversational discourse in EFL oral expression sessions in particular.

In this research, teaching pragmatics is viewed as a process of attaching the real world of language to students' classroom contents as well as their perceptions and awareness about the underlying features of everyday language use. language itself in this respect is viewed as an outcome of interactional exchanges that take place in the real world. Appropriateness, acceptability and/or social convenience in the use of language are thus reported as use-governed and not grammar rule-governed.

On this basis, teaching pragmatic aspects in an EFL context entails real authentic and non pedagogy oriented language samples that are loaded with the pragmatic features of the language. This, can be effective in instructing L2 learners through authentic exposure to language, and it can be more effective in helping learners understand how language works in context so they would unconsciously develop a logical processing of language in use. Teaching the FL pragmatics then is, in this research, a four-step process. These are about (1) insights into the pragmatic feature, (2) utility and students' needs of the feature, (3) exploration of the pragmatic feature, (4) practice of the pragmatic feature, and (5) natural use reasoning development.

The first step in the teaching process of the foreign language pragmatics, with regard to the recommended model in this study, is insights into the pragmatic feature. This phase helps teachers succinctly identify the pragmatic element under study in which students will receive instruction. Theory based instruction takes place at the level of this phase to enrich students' knowledge about the feature the L2 teacher intends to teach. Reshaping students' conceptualizations and perceptions of a pragmatic feature is a step towards preparing them for understanding the need and utility of the pragmatic feature under study.

Speech acts for example, as an essential element in teaching pragmatics in EFL contexts, the L2 teacher instructs his students in the theory as well as philosophy of speech acts and speech act realization. The instructor attempts to relate definitions as well as background knowledge information to the context of use and the socio-cultural dimensions, pragma-linguistics formulas, socio-pragmatic uses, and even the intercultural rhetoric of the language as a lingua-franca since English is the case in this study.

The second step is about the utility and students' needs of the feature. In this step, the L2 teacher delivers instruction to stress the utility of the pragmatic feature under study. It is also to relate this utility to students' needs and expectations about learning the language as a major at university. Awareness raising instruction characterizes instructional contents as well as techniques in this phase. Building a strong awareness of students' perceptions about the pragmatic feature under instruction is also a step towards boosting their motivation and reshaping their attitudes.

With the example of speech acts, an EFL teacher would assist their students awareness with the necessary body of instruction. That is, if instructors identify the utility of speech acts in relation with the available research findings and correlate the findings with students' needs and perceptions about the objective of learning English at university, students will comprehend what is of most importance with regard to their language learning process and endeavours.

Teachers can for example highlight the role of speech acts in language in use, identify the utility of the relative strategies involved in speech act realization, elaborate about the role of contextual features and parameters that hold impact over the use and

interpretation of speech acts, and explicate the possible communication endangers as well as strengths a speech act realization strategy can provoke and/or grant.

In this line of thought, instructors can also dwell on the role of a speech act as a means of communication through which language users can get listeners perform actions. EFL teachers would also raise their students' awareness of speech acts as means of transporting perceptions, values and assessments of different variables of politeness, felicity, relevance and intents amongst interlocutors. Raising students' awareness of the utility of the pragmatic feature under study and their needs in careful consideration of the aspects underlying correct learning and appropriate performance of the feature results in getting the students' interested in the topic as well as getting them prepared to engage in a more practice-oriented step of learning pragmatic contents.

The third step proposed in teaching the L2 pragmatics is an exploration of the pragmatic feature. Exploring the pragmatic feature under study means simply getting in touch with the context in which the feature occurs and to investigate its underlying principles, of occurrence, as well as characteristics in light of the impacting variables. Portraying an image of the possible uses, objectives, predispositions, attitudes, connotations, socio-cultural meanings and linguistic manifestations is a key step in manipulating and modeling students' subconsciousness to start working on the L2 as independent from the mother tongue.

If the same example of speech act as a pragmatic feature is still considered to elucidate this pedagogical implication, L2 teachers can assist their students' exploration of speech acts through the technique of bringing the outside world of language in the classroom. That is, material authenticity makes a valuable option for instructors to mimic the real world in which language originates and is actually used.

Materials that reference the use of speech acts for example scripted genuine dialogues, plays, videos, series and the like are manifestations of learning opportunities and access to features, perceptions, uses, concepts and notions about pragmatic features that the classroom language, materials and curricula do not effectively offer. The steps of using material authenticity in the classroom are further explained in the next sections within the realm of instruction in the construct of socio-pragmatics.

The next step, in teaching L2 pragmatics as an implication in this research, is the practice of the pragmatic feature. In practising the pragmatic feature under study, teachers devote more space to their students' views, discussions and expectations about the feature they try to learn. In this respect, teachers can use discourse completion tasks as a technique to engage their students in working on the pragmatic element under study. DCTs in all their forms including oral discourse completion tasks, multiple choice discourse completion tasks, and/or open ended discourse completion task can be employed by L2 teachers to perform the fourth step in teaching second language pragmatics.

With regard to teaching speech acts as an example in this section, students' exposure to discourse completion tasks can serve as a training in performing speech acts. DCTs can be subdivided and integrate multiple choice tasks, oral tasks and open ended tasks to pave more space to students' responses and attempts. These DCTs would underlie a multiplicity of situations characterizing dissimilar contexts, social variables, socio-pragmatic features and linguistic manifestations to expose learners to the maximum of possible situations in which a specific speech act, an apology for example, would occur. This is to prepare students for real life expectations and equip them with the necessary language processing knowledge and principles.

Practising speech acts through DCTs might not reflect real life circumstances of language use, however a teacher can assist his/her DCTs with contextualization tasks. Through which, students can perform the speech acts contained in the DCTs in a form of play roles, podcasting, and/or reporting. These contextualization forms can help the teacher create an atmosphere of language use that is not so far different from that of the outside world's. Students' discussions and comments are also welcomed in probing language functions in its context of use. The role of the teacher underlies also correction, guidance as well as referencing findings about speech acts uses to justify students' pragma-linguistic forms.

The last step in teaching the L2 pragmatics is natural use reasoning development. This step puts forward that the outcome of the four previous steps would help maintaining students' spontaneous reasoning in performing and interpreting the pragmatic features they have received instructions in. This idea is reinforced through students' acquisition of a range of pragmatic features' repertoires in the L2.

That is, as students received sufficient instruction in the pragmatic feature(s) under study, had exposure to genuine materials of the English language, got access to understanding the mechanisms of real life language processing and use, had opportunities to practise those pragmatic features and reflect upon what they have already learnt with the aid provision of the teacher, they would develop a reasoning mode that they use naturally to elicit and respond to real life situations of language use in which certain pragmatic features are embodied.

In a more practical sense, and following up with the same example of speech acts, students' performance is a subject to improvement in the way that insights, utility, exposure, and practise, forming the main steps of teaching speech acts, would greatly reflect students' acquisition and reinforcement of knowledge about strategies, uses, perceptions and performance of certain speech acts. Students are in this phase encouraged to take part in natural occurring exchanges with native speakers as well as foreigners and English language users.

Teachers can also at this stage draw on DCTs and invite students to respond to situations and scenarios. Teachers' task is yet important in cooperating with students and persisting discussions about their experiences, attitudes and reactions about their performance vis a vis contextualized language. students may highlight aspects of miscommunication in their language use with other interlocutors, they maybe able to recognize their own pitfalls and reconsider their uses, or they may need the teacher to discuss the situation further and draw on previous experiences and instructions.

The second major implication this study puts forward pertains to teaching and assessing socio-pragmatics in EFL contexts. Teachability and assessment of the construct, in the current study, were investigated at the levels of some speech acts (apology, request, compliment, complain, refusal) and certain conversational implicatures. This section offers also justifications and recommendations about using authentic materials supported by a tool of conversation analysis (the SPEAKING grid) to instruct in socio-pragmatics. Moreover, this study implicates recommendations for assessing students' conversational discourse, and suggests an academic locus of teaching socio-pragmatics, in an EFL setting

Instruction in the construct which refers to the appropriate use of language that is indispensable from the social norms and situations of use was the main step in this research

intervention. Instruction in socio-pragmatics is thus recommended as a double phase process. The first phase aims at raising students' awareness of the construct in terms of the underlying perceptions and areas, while the second phase underlies practical investigation and instruction in socio-pragmatics using certain materials as well as techniques.

As to the first phase, raising students' awareness of socio-pragmatics serves sensitizing their conceptualizations of language use towards a more socio-cultural and pragmatics-oriented paradigms and less pure linguistic ones. This type of awareness-raising instruction draws basically on literature. Research in pragmatics offers resources that dwell on socio-pragmatics as a concept and as competence. Learners can for example be instructed in implicatures, as it is the case in this research, as essentially socio-pragmatics-oriented phenomena. Students can also gain insights into the sociolinguistic aspects of language use that demonstrate how a speaker can pertinently interact and achieve communication in a given situation.

Moreover, this phase aids students build background knowledge about how socio-pragmatics draw on speech events, situations, participants' gender, age, social class and even ethnicity to determine appropriate use of language. They can also be familiarised with notions pertaining to the use and importance of address forms, speech acts, conversational routines, politeness patterns and strategies, pragmatic failures and transfers, as well as assessment of socio-pragmatic variables in a speech situation.

Through this phase, students recognize, with evidence and justifications, the locus and importance of socio-pragmatics as part of their language learning and use. This would result in bolstering students' motivation and eagerness to engage in the next step of practical instruction in socio-pragmatics.

The second phase of this instruction is using genuine materials of natural occurring dialogues and conversations. These can be in forms of scripts or videos as it has been explained earlier in this section of pedagogical implications. The second phase underlies three main steps which are: (1) familiarizing students with the conversation analysis tool they will use to analyze dialogue samples and exposing them to these samples or videos following certain order, as is the case in this study, to comply with the socio-pragmatic features being investigated, (2) asking students to use the SPEAKING grid to analyse, separately, each of the instructional contents used in the session and communicate their

answers with the whole class to evaluate their expectations and assessment of variables merged in the discourse of the material, and (3) discussing students answers and yielding corrections.

The L2 teacher in this step discusses with his students the features that were embodied within the dialogue sample/video and try to compare these strategies with the students' in their L1. The instructor plays an important role to raise the learners' awareness of how inaccurate perceptions or assessment of the variables of a dialogue may lead to a socio-pragmatic failure in communication. Students later can be persisted on to find and to analyze more data at home.

To summarize, analysis of genuine English samples of language use, firstly, help students develop their ability to predict contextual and interactional parameters (context, participants, topic, etc) underlying the scenarios under analysis. Secondly, this type of tasks assists students' ability to interpret spoken discourse utterances correctly through intensive classroom instruction and analysis of the socio-pragmatic features in genuine discourse materials. Thirdly, students' ability to understand interlocutors' attitudes, predispositions and implicatures develops after receiving practical instruction in socio-pragmatics using conversation analysis tools.

Moreover, recognition of the communicated speech acts in authentic language use becomes a less difficult task for students because of understanding the principles underlying the performance of the speech act(s) under study. Furthermore, students acquire spontaneous realization of the global purpose(s) of the communicative acts embodied in the dialogue samples of natural language use.

In few words, the outcomes of analysing genuine discourse models and extracting the socio-pragmatic features of the pragmatic elements under study appear in students' assessment of real life conversational discourse because of the logical processing they have acquired drawing on analysis as well as comparison with their mother tongue's underlying socio-pragmatic norms and principles of use.

The role of the analyses students practise at the levels of discourse interpretation is reflected as an outcome of their discourse production. That is, exposure to, and analysis of, natural occurring language in use samples can be a source of developing natural reasoning

to produce discourse models in conversational discourse contexts of use. In this respect, students can be able to constitute linguistic manifestations that originate in less translation-oriented processes. That is, their responses to parts of conversational discourse do not rely heavily on translating from their mother tongue to the foreign language. Moreover, students' speech act strategies can be distinguished as less influenced by pragmatic transfers, of uses, routines and norms, from L1 to L2.

Understanding natural occurring conversational discourse patterns and elements under study results in eliciting relevant responses to the topic of discourse. And, students' responses, because of learning about assessing the socio-pragmatic variables underlying pertinent language use, prove socially acceptable to the context of use especially in terms of politeness strategies and patterns. These response give account to saving the listener's face to provoke no misunderstandings or aspects of miscommunication.

In all, students practice in socio-pragmatic input related to the features under study is correlated with their ability to interpret conversational discourse. This later is itself in correlation with students' ability to produce conversational discourse patterns and locutions in its context of use. this research implicates that the more students receive instruction in analyzing genuine discourse and extracting features of socio-pragmatics, the more their conversational discourse interpretation as well as production abilities are prone to improvement.

Improvements at both levels go in parallel with students' command of the pure linguistic aspects of language. These include, framing clarity and comprehensibility in structuring complete sentences, selecting appropriate vocabularies and expressions, using relatively adequate range of lexis and patterns, and conveying meanings with little difficulty. This type of instruction is, in this research, incited to take place in oral expression sessions where teachers and students can reflect upon the time as well as equipments available at the level of the department. Besides, oral expression sessions make the appropriate room of such practice because they provide much space for teachers and students to be creative and experiment in language teaching and learning.

As to assessment techniques, this study offers a hypothetical framework for assessing students' conversational discourse as well as socio-pragmatic competence. DCTs as a tool mostly used to assess students pragmatic performance of certain futures can be used as the

main tool to assess students' conversational discourse performance. That is, DCTs can be developed to underlie both productive and receptive situations of language use.

In fact, conversational discourse is loaded with aspects that language users exhibit in both positions of producing and interpreting discourse in conversation. DCTs can be used as an effective tool, if assisted by the researcher himself and well designed regarding assessment standards and precision of the its task, to help teachers check how well their students can perform in natural language use situations.

As to assessing socio-pragmatics in EFL contexts, this study recommends DCTs as well. A discourse completion task can be developed to assess students knowledge of the social and contextual variables governing appropriacy in certain language use patterns. Multiple choice written discourse completion tasks, for example, can be delivered to probe students' perceptions underlying appropriateness patterns regarding their assessment of, for example, the socio-pragmatic variables of degree imposition, degree of intimacy and social status.

The same tool can be used to probe for the students' socio-pragmatic knowledge of politeness strategies in a range of situations and with regard to different socio-pragmatic variables in each situation. The same step can be done with exploring students' appropriacy of speech act realization. That is, DCTs can be used in more than one way to serve teachers' assessments of their students' knowledge and competence of socio-pragmatics.

Conclusion

This chapter attempted to provide a holistic discussion of the obtained results displayed in chapter four. The results were discussed as inter-related variables and correlated findings of the study. In this respect, findings were then portrayed as one image of the whole rather than sets of results in isolation. The current chapter demonstrated the findings that contribute to the understanding of the interrelationship, mainly, between students' perceptions of conversational discourse as well as of socio-pragmatics and their real life language use, teachers' awareness of, and instruction in, socio-pragmatics and their students' performance in conversational discourse, and between socio-pragmatics awareness-raising intervention and improving students' overall conversational discourse. In doing so, the discussion attempted to link results and inferences to the context of similar studies in literature. Then, some pedagogical implications were offered by the end of the chapter.

General Conclusion

At the university level, the ultimate objective of studying a second or foreign language entails, besides academic success, the ability to effectively communicate using the language. In the current study, it was put forward that learning English as a foreign language in a non English speaking environment brings learners into a big challenge to acquire the text-external features of language. These underlie essentials pertaining to socio-cultural and pragmatic aspects of language use. This postulation was taken as a starting point to carry out the present study. An investigation into a case study at M'sila university, was run, to answer a set of questions, verify some hypotheses and attempt to aid EFL teachers and students achieve particular endeavours.

The rationale in this research was to assist EFL students raise their awareness of the L2 socio-pragmatics and hence attempt to improve their conversational discourse while using language in its authentic settings for appropriate exchanges and communication. In doing so, The study relied on the performance of some speech acts and the interpretation of genuine English discourse samples and dialogues.

This conduct made use of socio-pragmatics awareness-raising instructions and activities to manipulate the independent variable on the one hand. And, on the other hand, to bring to light perceptions about the significance of integrating socio-pragmatics based activities in EFL classes. As it stood, this research held also the aim to aid EFL teachers improve their teaching methods of the L2 pragmatics, and socio-pragmatics in particular, as well as to better their students' understanding and use of conversational discourse as a form of language use. In essence, the different research steps have tried to answer the following research questions:

1. What are the levels of awareness EFL third year students at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use?
2. What are the levels of awareness EFL teachers at M'sila University hold about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching?

3. Do EFL teachers at M'sila University integrate socio-pragmatics-based instructions in their language teaching classes?
4. Can a socio-pragmatics awareness-raising intervention play a facilitating role in improving students' conversational discourse?

The different investigative procedures involved in the research methodology tried to provide evidence for the following research hypotheses:

1. EFL third year students at M'sila University may hold low levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language learning and use.
2. EFL third year Teachers at M'sila University may hold high levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching
3. EFL teachers at M'sila University may not integrate sufficient socio-pragmatics-based instructions in their language teaching classes.
4. If EFL learners receive socio-pragmatics awareness-raising instruction, they would be able to improve their conversational discourse.

To bring about the research objectives, answer the research questions and verify the hypotheses, methodology decisions were made in light the quantitative approach and the quasi-experimental (single group) design. Two questionnaires were designed and distributed to the teachers and students participating in the study. These instruments were meant to gather data and answer the questions exploring the levels of awareness EFL teachers and third year students at M'sila University held about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching, learning and use. Respectively, parts of these questionnaires included sections that, both participants answered, investigated teachers' instruction in socio-pragmatics. Besides, an observation grid was put into practice to further answer, and confirm data accumulated about the question of teachers' instructions in socio-pragmatics.

Moreover, the study implemented an experiment to answer the last question, and verify the last hypothesis, dwelling on whether or not a socio-pragmatics awareness-

raising intervention would play a facilitating role in improving students' conversational discourse. In this vein, discourse completion tasks were used to accumulate data about the respondents' answers in the pre and post-tests used in the intervention. Two progress assessment tests were also made use of, as DCTS, to probe the effectiveness of the pedagogical tool in due ongoing time. Along with the instructional period of the treatment, the SPEAKING grid was used as a tool of conversation analysis that the study relied on to inspect the materials adopted as resources of the socio-pragmatic features under instruction.

The literature review, in chapter one, helped discover general issues about the process of communication which covered the multifaceted nature of the conversational discourse, language use and socialization, as well as communicative competence. It also elaborated about discourse and conversation in language teaching. The second chapter, describing socio-pragmatics, introduced the construct as a recombination of socio-linguistics with pragmatics. It provided a background on socio-linguistics, pragmatics and socio-pragmatics.

And, it ended with relating the construct to language learning and teaching. The third chapter discussed the methodological issues of the study. These pertain to the research method, design, and the different tools used for collecting data about the participants' views, perceptions, awareness levels and performance. This chapter also described the research setting and participants and specifies the different procedures, statistical tools and measures used in the study. Chapter four displayed all the results obtained through the study, and chapter five offered a detailed discussion of the findings, answered the questions, verified the hypotheses and cited implications of the study.

The different investigative instruments served to check and to verify the research hypotheses brought to light that, with regard to the first hypothesis, students held much promise to the, perception and, practice of conversational discourse in real life using English. However, their awareness levels about the construct of socio-pragmatics proved medium and even low regarding the majority of the indicators used in the study to examine the first question put forward in this study. This is to say that the hypothesis was partially confirmed.

In what concerns the second hypothesis, it was confirmed because EFL third year Teachers at M'sila University may held high levels of awareness about the underlying perceptions of conversational discourse and socio-pragmatics as parts of their language teaching. High mean intervals were recorded through the sections pertaining to this hypothesis in teachers' questionnaire. And, in light of the third hypothesis, the sections in teachers as well as students' questionnaires investigating teachers integrating socio-pragmatics-based instructions in their language teaching classes proved insufficient low levels of instruction in the construct. Findings from the observation grid confirmed the main statements acquired through the questionnaires' sections. The hypothesis was confirmed accordingly.

For the last hypothesis, the final difference analysis between the pre- and post test scores was conducted using paired samples T test. The first examination of the two tests mean scores ($M_1=33$, $M_2=42$) reveals a difference of 9 points. That is, it was concluded that there is a strong evidence that the suggested SART (socio-pragmatics awareness raising training) as a pedagogical intervention aided participants improve their conversational discourse performance. The hypothesis was confirmed as well.

Limitations of the Study

It is worth noting that, this study has encountered many difficulties and limitations such as classroom management because the suggested intervention took place in oral expression time in a laboratory setting. While a laboratory encompassed 20 to 22 seats, the experimental group was of 30 participants. This can be said to influence the instructional time where it was difficult to start a session without losing some time or solving some problems. Besides, students' reluctance to use the authentic materials was a constraint, in the beginning of the programme due to, may be, the lack of sufficient interest and motivation in doing discourse analysis. Another limitation was about assessing students' performance in oral expression as a module which was an intervening disruption in the study.

The research had to opt for different testing techniques to deal with this difficulty. It is also deduced that the time devoted for the treatment was not enough to arrive at conclusive results in what concerns the effect of the socio-pragmatics awareness-raising instruction on students' conversational discourse performance. Consequently, conduction

of an experiment requires to be extended to additional time or even semesters in order to obtain a prominent effect.

Further Research Suggestions

This doctoral thesis is a mere step forward in researching the L2 pragmatics in the Algerian EFL context. Therefore, it aspires to give trajectory for further research in the field by:

- exploring and reshaping teachers and learners' perceptions, beliefs and attitudes towards the construct of socio-pragmatics as well as conversational discourse of everyday language use.

- designing comprehensive tools to assess socio-pragmatic competence in an EFL context and relate assessment techniques to similar studies.

- designing an effective programme for the teaching of features of the L2 socio-pragmatics in a broader sense of the areas of socio-pragmatics that would promote students' overall communicative competence.

- Reconsidering decisions into the utility of oral expression sessions in the EFL syllabus and institutionalising technology-based laboratories that assist contextualizing and authenticating language learning and use tasks.

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APPENDICES

Appendix 1: Checklist for a Foreign Language Class

Students' level: _____ Period of Evaluation: _____ to _____

Class: _____ Teacher: _____

Items Under Review

Frequency/Level of Practice

➤ Teachers speak about “socio-pragmatics” during the English class.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers speak about social life in English speaking countries.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers speak about the English conversational routines in natives' everyday life.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers refer to natives' address forms and social conventions of language use.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers speak about the role of “context” to produce and understand native-like conversations.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers describe natives' strategies to realise speech acts and imply meanings in everyday discourse.

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers use authentic material (videos, plays, genuine English samples) to explain how natives communicate in their society .

1	2	3	4
Often	Sometimes	Rarely	never

➤ Teachers analyse genuine dialogues and conversations and extract the socio-pragmatic aspects of everyday language.

1	2	3	4
Often	Sometimes	Rarely	never

Grade or score: _____

Appendix 2: Conversational Discourse Pre-test

Section One: Discourse Comprehension

Instruction : Read carefully the following dialogues and try to analyse them in terms of the possible context (setting, participants) of each dialogue and the implicit (hidden) meanings, attitudes and purposes of the speakers' utterances.

Situation one :

A: where's my box of chocolates ?

B: where are the snows of yesteryears?

A: my little princess is a dragon!

Situation two :

A: I called Joe last night.

B: you did? Well what'd he say?

A: well, hi!

B: oh yeah? What else did he say?

A: well, he asked me out, of course

B: Far out!

Situation three:

A: why are you so tense?

B: oh , no. I'm not supposed to be tense. I'm just your wife. I'm not likely to have feelings of

Situation four:

A: why don't you invite tom to the classical music concert?

B: tom? He is a block of ice and he has wooden ears.

Situation five:

A: the train was very slow, it took us an eternity to reach Birmingham, but I was moved to tears and all the passengers were rejoicing in the birth of a healthy baby boy during the trip!

B: is it true that the mother wasn't even pregnant when she boarded the train with her husband?

Section Two: Natural Language Use

Instruction: The following are some proposed cases of natural language use. Please respond as appropriately as you can by writing in the space provided

Case one :

You are in a queue waiting to get a movie ticket and you abruptly step on a lady's foot. You would say:.....
.....

Case two:

Your boss suggests that you probably will not have a holiday but; rather, you will work. However, you do not want to miss your holiday. You would say:

Boss: what about accomplishing some works during your holiday?

You:

.....
.....

Case three:

You are in a queue waiting your turn to buy a bus ticket when someone who came half an hour later and tries to jump in front of you to get the ticket before you. What would you say?

.....
.....

Case four :

While you are visiting a city in London, you want someone to take your picture near a nice place. Then, you see a passer- by. How would you ask him/her to take your picture?

.....
.....

Case five:

For the first time you meet your friend's brother/sister and you like his/her shirt. You would say:

.....
.....

Appendix 3: Conversational Discourse Post-test

Section One: Discourse Comprehension

Instruction : Read carefully the following dialogues and try to analyse them in terms of the possible context (setting, participants) of each dialogue and the implicit (hidden) meanings, attitudes and purposes of the speakers' utterances.

Situation one :

A: are you free for lunch today ?

B: I have to advise students all day.

A: well, where's Bill?

B: there's a black VW outside Sue's house.

Situation two :

A: Sir, I read that a novice dentist is alleged to have grabbed a senior colleague by the ears and tried to throttle him!

B: They obviously don't teach anatomy as well today as they did when I was a dental student!

Situation three:

A: Oh man what a play!

B: He can really get it on from downtown.

A: Go go

Situation four:

A: ah miss(looks at cup: b looks puzzled)

NS: could ya warm up his hot chocolate a little bit?

B: sorry (softly)

B: (to cook) excuse me. This hot chocolate is not hot.

Situation five:

A: can I see your watch for a minute, Sara? Wow! that's nice ! did you get it here?

B: no, I got it in Switzerland when I was there last year.

A: well, I really like it very much!

B: thanks! I like it a lot too!

Section Two: Natural Language Use

Instruction: The following are some proposed cases of natural language use. Please respond as appropriately as you can by writing in the space provided

Case one :

You are in a queue waiting to get a movie ticket and you abruptly step on a lady's foot. You would say:.....
.....

Case two:

Your boss suggests that you probably will not have a holiday but; rather, you will work. However, you do not want to miss your holiday. You would say:

Boss: what about accomplishing some works during your holiday?

You:

.....
.....

Case three:

You are in a queue waiting your turn to buy a bus ticket when someone who came half an hour later and tries to jump in front of you to get the ticket before you. What would you say?

.....
.....

Case four :

While you are visiting a city in London, you want someone to take your picture near a nice place. Then, you see a passer- by. How would you ask him/her to take your picture?

.....
.....

Case five:

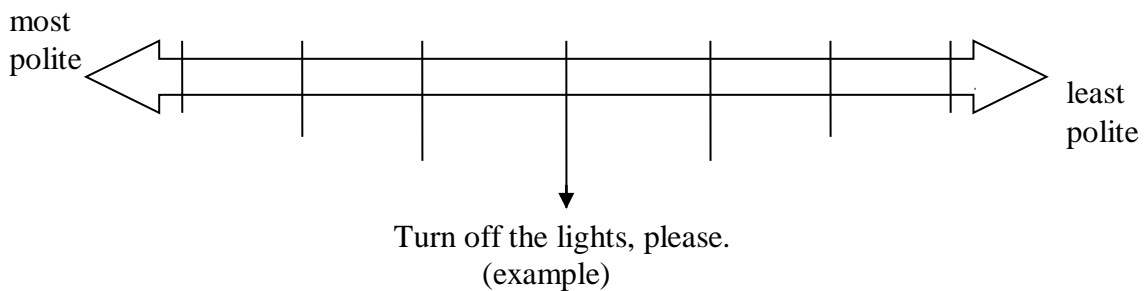
For the first time you meet your friend's brother/sister and you like his/her shirt. You would say:

.....
.....

Appendix 4: Progress Assessment Test 1 (adopted and modified from Saraç, 2008)

Activity 1: I classify

Try to find the most appropriate point to place these sentences on the scale bellow.



- Move your chairs towards the wall.
- Would you mind if I opened the window?
- Sorry. Could you tell me the way to Brighton Street, please?
- Would it be all right if I took this chair, please?
- Turn off the lights, please.
- Hey Andy, lend me 10 dollars, will you?
- Would you mind if I took this chair, please?
- Take this table into the house.
- I am sorry to bother you but could you possibly help me please?
- Mary! Hurry up and get the phone.

Activity 2: I analyze

Read carefully the dialogue bellow and attempt to speculate on the speakers' age, social status, and their possible degree of relationship. And, try an in-depth analysis of speakers' intentions while reading between the lines to decide the communicative intents :

- A.**
- Willy: Wonderful coffee. Meal in itself.
 - Linda: Can I make you some eggs?
 - Willy: No. Take a breath.
 - Linda: You look so rested, dear.
 - Willy: I slept like a dead one. First time in months. Imagine, sleeping till ten on a Tuesday morning.
 - Linda: Willy, dear I got a new kind of American-type cheese today. It's whipped.
 - Willy: Why do you get American when I like Swiss?
 - Linda: I just thought you' like a change...
 - Willy: I don't want a change! I want Swiss cheese. Why am I always being contradicted?
 - Linda: I thought it would be a surprise.
 - Willy: Why don't you open a window in here, for God's sake?
 - Linda: They're all open, dear.

	Age	Social Status	Character	Setting (place and time)	Their degree of relationship	Communicative intents
Linda						
Willy						

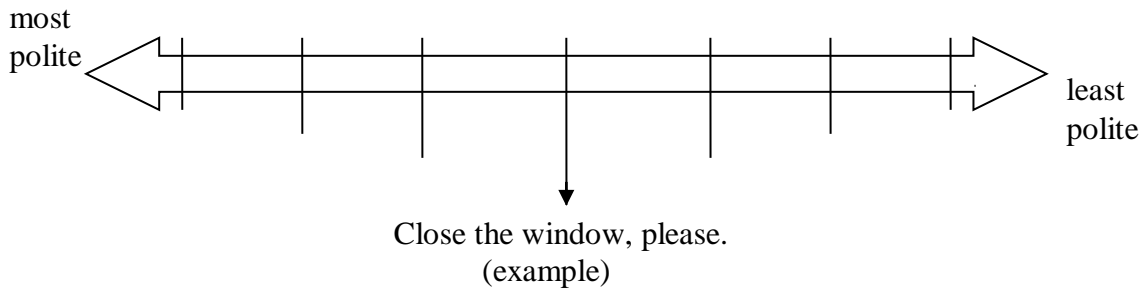
Activity 3: My dialogue

Try to rewrite the dialogue. But this time, attempt to create a shift in the speakers' intentions such as changing the 'rude' language of a character to a polite one or making the 'polite' character sound more 'rude' and/or 'indifferent'.

Appendix 5 : Progress Assessment Test 1 (adopted and modified from Saraç, 2008)

Activity 1: I classify

Try to find the most appropriate point to place these sentences on the scale bellow.



- Move your tables towards the wall.
- Would you mind if I opened the door?
- Sorry. Could you tell me the way to UCL Street, please?
- Would it be all right if I take this chair, please?
- Turn off the lights, please.
- Hey Amy, lend me 20 dollars, will you?
- Would you mind if I take this table, please?
- Take this chair into the house.
- I am sorry to bother you but could you possibly give me a hand please?
- John! Hurry up and get the telephone.

Activity 2: I analyze

Read carefully the dialogue bellow and attempt to speculate on the speakers' age, social status, and their possible degree of relationship. And, try an in-depth analysis of speakers' intentions while reading between the lines to decide the communicative intents :

Mr Jones: looks like we're going to have to come in early on Saturday to make sure the conference event is set up on time

John: I see.

Mr Jones: can you come in on Saturday?

John: yes I think so.

Mr Jones: that'll be a great help.

John: yes Saturday is a special day did you know?

Mr Jones: how do you mean?

John: it's my father's birthday

Mr Jones: how nice. I hope you all enjoy it very much.

John: thank you. I appreciate your understanding.

	Age	Social Status	Character	Setting (place and time)	Their degree of relationship	Communicative intents

Linda						
Willy						

Activity 3: My dialogue

Try to rewrite the dialogue. But this time, attempt to create a shift in the speakers' intentions such as changing the 'rude' language of a character to a polite one or making the 'polite' character sound more 'rude' and/or 'indifferent'.

Appendix 6: Questionnaire Evaluation Sheet

Dear participant,

You are kindly required to express your opinion about the questionnaire. Your answers are of great help for the researcher.

Thank you

3. How long did you spend to complete the questionnaire? Select the appropriate answer

- 35
- 30
- 25
- 20
- Less

2. Were the instructions clear?

- Yes
- No

* If no say what was not clear for you.....
.....

3. Was the used language clear for you?

- Yes
- No

* If there is anything or word that you cannot understand please mention it.
.....
.....

4. Were all the items clear?

- Yes
- No

If there is any item you found ambiguous please mention its number.
.....
.....

5. Please, add any comments or suggestions

.....
.....
.....

Appendix 7: Students' Perceptions and Awareness Questionnaire (SPAQ)

Dear student,

You are kindly invited to answer the questionnaire below. It is designed to gather information about your performance in everyday English language use and how you learn English to communicate. Please, answer each statement by ticking / \surd / in the right box, or writing in the provided space.

Personal Information and Language Achievement Please Specify

1. **Gendre:** Female Male

2. **How long have you been studying English?**

One to six years Six to ten years More than ten years

3. **What have your university English courses focused on so far?(You can tick more than one box).**

- 1. Structure / Form / Accuracy/ Grammar
- 2. Fluency / Articulation / speaking / phonetics
- 3. Content / Vocabulary / Writing, listening, reading skills / Methodology
- 4. Pragmatics / Communication skills / socialization / Natural language use
- 5. Culture insights / Literature / Civilization / Sociolinguistics
- 6. Other (please specify)

4. **What is your main purpose of learning English at University?**

- 1. To travel, study, and live abroad
- 2. To pursue postgraduate studies (Master, Phd)
- 3. To get a good job in the future
- 4. To communicate effectively with foreigners , natives, and/or and English speakers
- 5. Other (please specify).....

5. **How do you evaluate your level in English?**

very satisfying Somehow satisfying Satisfying Poorly Satisfying Not Satisfying

6. **How would you describe your English in terms of fluency?**

Very fluent Fluent Somehow fluent Poorly fluent Not fluent

7. **Which language skill do you think is the most important? (you can rate them using numbers)**

<input type="checkbox"/> Reading	<input type="checkbox"/> Oral communication skills
<input type="checkbox"/> Writing	<input type="checkbox"/> Translation
<input type="checkbox"/> Speaking	<input type="checkbox"/> ESP (English for specific purposes) skills
<input type="checkbox"/> Listening	<input type="checkbox"/> Other (please specify).....

Conversational Discourse: You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly disagree
----------------------------	-------------------	---------------------	----------------------	-------------------------------

Section one: Perceptions/Awareness	SA	A	N	D	SD
8. Spoken English is loaded with natural aspects of discourse in conversation.	1	2	3	4	5
9. Management of conversations is a matter of the individual to achieve objectives of discourse.	1	2	3	4	5
10. The discourse of conversation includes conversational inferences as a fundamental part .	1	2	3	4	5
11. To understand discourse in a foreign language, it is important to know the routines of conversation in the community of that language.	1	2	3	4	5
12. What speakers say in a natural conversation underlies mere linguistic norms of interaction to normalize speech.	1	2	3	4	5
13. Turn takings and pauses are the logical rapports in everyday conversation.	1	2	3	4	5

You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, how often you do these tasks. The numbers represent the following categories:

1 Very often	2 Often	3 Sometimes	4 Rarely	5 Never
------------------------	-------------------	-----------------------	--------------------	-------------------

Section Two: Practices	VO	OF	SM	RA	NV
14. How often does the English, you learn in classroom, facilitate your communication in real life situations?	1	2	3	4	5
15. How often do university English courses correspond to your needs of learning the language of natural communication ?	1	2	3	4	5
16. How often do you use English to communicate with native speakers or foreigners?	1	2	3	4	5
17. How often do you experience communication problems, such as misunderstandings, when you interact with English natives or foreigners?	1	2	3	4	5
18. How often do you watch English movies, TV programmes (BBC, CNN...etc)	1	2	3	4	5
19. How often do you find the language you learn in the classroom different from natives' language in movies, chatting, or face to face conversations?	1	2	3	4	5

20. How often do you understand the sentences said by natives but you wonder why they have been said in a given situation?	1	2	3	4	5
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Sociopragmatics: You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

1 Strongly agree	2 Agree	3 Neutral	4 Disagree	5 Strongly disagree
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Section Three: Perceptions/Awareness	SA	A	N	D	SD
21. Socio-pragmatics is “ the concept which refers to the appropriate social use of language. It is the way conditions of language use derive from the social norms and situations”.	1	2	3	4	5
22. Language in use contains implicatures (hidden meanings) that are essentially socio-pragmatic phenomena.	1	2	3	4	5
23. Sociolinguistic aspects of language are related to how a speaker can appropriately interact in a given situation.	1	2	3	4	5
24. The socio-pragmatics of any language must be concerned with the structure and adjacency pairs in that language.	1	2	3	4	5
25. Politeness in the use of a S/F language is based on insights into socio-pragmatics.	1	2	3	4	5
26. To achieve a communicative act (Speech act), speakers need to know more about the useful strategies in which they use language in a particular context.	1	2	3	4	5
27. Speech act strategies draw mainly on the socio-pragmatic knowledge of speech situations, participants and routines.	1	2	3	4	5
28. The right way a speaker chooses to address a listener in a conversation (address forms such as: YOU, SIR, PAL, BRO) is based on socio-pragmatic knowledge of language.	1	2	3	4	5
29. Each speaker has his/her own conversational style and these styles are just features of the socio-pragmatics of language.	1	2	3	4	5
30. All of: gender, age, social class and ethnicity are significant elements that speakers take into account to be socio-pragmatically right.	1	2	3	4	5
31. Speech events and speech situations help identify socio-pragmatic uses of language.	1	2	3	4	5
32. Socio-pragmatics is very important to your language learning process.	1	2	3	4	5

You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, how often you receive instruction in these areas. The numbers represent the following categories:

1 Very often	2 Often	3 Sometimes	4 Rarely	5 Never
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Section Four: Practices	VO	OF	SM	RA	NV
33. How often do your teachers speak about the concept “socio-pragmatics” during the English class?	1	2	3	4	5
34. How often does your teacher teaches you about social life in English speaking countries?	1	2	3	4	5
35. How often do your teachers talk about the English conversational routines in natives’ everyday life?	1	2	3	4	5
36. How often do your teachers refer to natives’ address forms and social conventions in their natural language use?	1	2	3	4	5
37. How often do your teachers speak about the role of “context” to produce and understand native-like conversations?	1	2	3	4	5
38. How often do your teachers describe natives’ strategies to realise speech acts and imply meanings in everyday discourse?	1	2	3	4	5
39. How often do you teachers explain the notion of implicatures in a practical sense, i. e., justify natives’ uses and implicatures?	1	2	3	4	5
40. How often do you receive instructions about politeness patterns of the English language and community?	1	2	3	4	5
41. How often do your teachers teach you new strategies and impressions about how to sound appropriate when you use English in a given context?	1	2	3	4	5
42. How often do your teachers exemplify and explain norms of interactions and routines in English?	1	2	3	4	5
43. How often do your teachers explain natives’ routines and cultural aspects in everyday language use?	1	2	3	4	5
44. How often do your teachers teach you about formulaic speech and how it is used in context?	2	3	4	5	5
45. How often do your teachers use authentic discourse samples to teach you how to respond to, or interpret, a communicative act in a real life context?	2	3	4	5	5
46. How often do your teachers use authentic material (videos, plays, genuine English samples) to teach you English?	1	2	3	4	5
47. How often do your teachers analyse genuine English dialogues and teach you new forms and expressions?	2	3	4	5	5

Appendix 8: Teachers' Perceptions and Awareness Questionnaire (TPAQ)

Dear teacher,

You are kindly invited to answer the following questionnaire with regard to your language teaching experience. It is designed to gather information about your views and practices of teaching English as communication. Please, answer each statement by ticking / \surd / in the right box, or write in the space provided.

Personal Information

1. **Gender:** Male Female
2. **What qualifications (academic) do you hold?**
 Magister/Master Doctorate
3. **You major in**
 Applied linguistics Didactics (TEFL) Civilization and literature
 Translation ESP (English for specific purposes)
4. **How long have you been teaching English (including this year)?**
 a) One to five years b) Five to ten years c) More than ten years
5. **In your opinion, what is the level of the classes you teach?**
 - a. **Linguistic competence** Very low low intermediate high very high
 - b. **Listening comprehension** Very low low intermediate high very highly
 - c. **Reading comprehension** Very low low intermediate high very high
 - d. **Writing production** Very low low intermediate high very high
 - e. **Cultural awareness & communication skills** Very low low intermediate high very high

Perceptions and Awareness: You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, the levels of (dis)agreement you hold with regard to the statements below. The numbers represent the following categories:

1	2	3	4	5
Strongly agree	Agree	Neutral	Disagree	Strongly disagree

Section One: Conversational Discourse	SA	A	N	D	SD
6. The ultimate goal of English education (as a major at university) is primarily to produce communicatively competent speakers.	1	2	3	4	5
7. Conversational discourse is loaded with other external aspects (non_ linguistic) that imply appropriateness of use.	1	2	3	4	5
8. Teaching L2 culture influences the way speakers shape their discourse in daily life conversations.	1	2	3	4	5
9. Foreign language education should be based on teaching language for socialization at its early stages.	1	2	3	4	5
10. Students' lack of pragmatic competence would influence their abilities to understand natives' utterances and produce appropriate responses in natural speech situations.	1	2	3	4	5

11. Classroom language may not correspond to students' needs because it is detached from the real world of everyday communication.	1	2	3	4	5
12. As we live in the world Englishes, learners need to be also instructed in the rhetoric of cross-cultural communication.	1	2	3	4	5
13. University English courses should be also designed to prepare students for real life situations of language use.	1	2	3	4	5
14. Teachers can succeed to bring the outside world of language to the classroom through many techniques and materials.	1	2	3	4	5
15. As L2 teachers, there are other rules, to teach, without which the rules of grammar would be useless in students' natural conversations, these enclose sets of social and communal norms of interaction.	1	2	3	4	5

Section Two: Socio-pragmatics	SA	A	N	D	SD
16. Socio-pragmatics is “ the concept which refers to the appropriate social use of language. It is the way conditions of language use derive from the social norms and situations”	1	2	3	4	5
17. Language in use underlies conversational implicatures that are essentially socio-pragmatics- oriented phenomena.	1	2	3	4	5
18. Sociolinguistic aspects of language use demonstrate how a speaker can pertinently interact and achieve communication in a given situation.	1	2	3	4	5
19. The socio-pragmatics of any language must be concerned with the structure and adjacency pairs in that language.	1	2	3	4	5
20. Politeness patterns and strategies in the use of a S/F language are based on insights into the pragmatics of society in the first place.	1	2	3	4	5
21. To pertinently realise a speech act, speakers must be aware of the useful strategies and calculations of the socio-pragmatic variables which they use in a particular context.	1	2	3	4	5
22. Speech act strategies draw mainly on the socio-pragmatic knowledge of speech situations, participants and routines.	1	2	3	4	5
23. Address forms that language users employ in everyday conversations are essentially socio-pragmatic features which indicate and characterise the possible perceptions between interlocutors.	1	2	3	4	5
24. Conversational styles characterise different modes of speakers when they converse which makes these styles socio-pragmatic elements in a given language.	1	2	3	4	5
25. Gender, age, social class and ethnicity are socio-pragmatic variables that speakers consider and analyse before uttering words in a given context to sound appropriate.	1	2	3	4	5
26. Speech events and speech situations help identify the possible socio-pragmatic uses of language.	1	2	3	4	5

27. Socio-pragmatics is very important to the language learning process.	2	3	4	5	5
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Practice Perceptions: You are kindly requested to indicate (**circle**), on the five-point scale next to the questions, how often you instruct in these areas. The numbers represent the following categories:

1 Very often	2 Often	3 Sometimes	4 Rarely	5 Never
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Section Three: Instruction in Socio-pragmatics	VO	OF	SM	RA	NV
28. How often do you speak about the concept “socio-pragmatics” during the English class?	1	2	3	4	5
29. How often do you teach your students lectures or parts of lectures about social life in English speaking countries?	1	2	3	4	5
30. How often do you talk about the English conversational routines in natives’ everyday life?	1	2	3	4	5
31. How often do you refer to natives’ address forms and social conventions in their natural language use?	1	2	3	4	5
32. How often do you speak about the role of “context” to produce and understand native-like conversations?	1	2	3	4	5
33. How often do you describe natives’ strategies to realise speech acts and imply meanings in everyday discourse?	1	2	3	4	5
34. How often do you explain the notion of implicatures in a practical sense, i. e., justify natives’ uses and implicatures?	1	2	3	4	5
35. How often do you instruct your students in politeness patterns of the English language and community?	1	2	3	4	5
36. How often do you teach your students new strategies and impressions about how to sound appropriate when you use English in a given context?	1	2	3	4	5
37. How often do you exemplify and explain norms of interactions and routines in English?	1	2	3	4	5
38. How often do you explain natives’ routines and cultural aspects in everyday language use?	1	2	3	4	5
39. How often do you teach your learners about formulaic speech and how it is used in context?	2	3	4	5	5
40. How often do you use authentic material (videos, plays, genuine English samples) to teach English	2	3	4	5	5
41. How often do you use authentic discourse samples to teach you how to respond to, or interpret, a communicative act in a real life context?	1	2	3	4	5
42. How often do you analyse genuine English dialogues and teach your learners new forms and expressions?	2	3	4	5	5

Appendix 9: Pre-Test Scores

1	2	3	4	5	S1	6	7	8	9	10	S2	11	12	13	14	15	S3	total
3,50	3,50	2,00	2,00	2,50	13,50	2,00	2,00	3,00	2,00	1,00	10,00	0,00	0,00	0,00	0,00	1,00	1,00	24,50
4,00	4,00	2,50	2,00	3,00	15,50	2,50	2,00	3,50	0,50	1,00	9,50	1,00	0,50	0,00	1,00	0,00	2,50	27,50
2,50	2,50	3,00	1,00	2,00	11,00	0,00	1,00	4,00	1,00	1,00	7,00	1,50	1,00	0,00	0,50	1,50	4,50	22,50
4,00	3,00	2,00	2,00	3,00	14,00	1,00	1,00	3,50	1,50	2,00	9,00	2,00	0,00	0,50	1,50	0,50	4,50	27,50
3,50	3,00	3,00	2,00	4,00	15,50	3,00	2,50	4,00	3,00	3,00	15,50	2,50	0,00	0,50	3,00	1,00	7,00	38,00
3,50	3,50	3,00	1,50	3,00	14,50	1,50	3,00	3,00	2,50	2,50	12,50	3,00	1,00	1,00	2,50	1,00	8,50	35,50
3,00	3,50	3,50	2,00	3,50	15,50	3,00	1,50	4,00	3,50	1,50	13,50	3,50	2,00	2,00	2,00	1,00	10,50	39,50
3,00	3,00	3,00	2,00	4,00	15,00	2,50	3,00	3,00	4,00	2,50	15,00	0,00	1,50	1,00	0,00	1,00	3,50	33,50
3,00	3,00	3,00	2,00	3,00	14,00	1,00	2,00	3,00	4,00	2,00	12,00	2,00	2,50	1,50	0,00	1,00	7,00	33,00
3,00	4,00	2,5	2,00	2,00	11,00	2,50	1,00	3,00	0,00	1,00	7,50	1,00	1,00	0,50	0,00	0,5	2,50	21,00
3,00	4,00	2,00	2,00	3,00	14,00	2,00	2,00	4,00	2,00	1,00	11,00	1,50	0,50	0,50	0,00	1,00	3,50	28,50
4,00	4,00	4,00	2,50	3,50	18,00	4,00	1,00	3,50	1,00	1,00	10,50	0,00	1,50	2,00	0,00	1,00	4,50	33,00
3,50	3,00	2,50	2,00	3,00	14,00	0,00	0,00	4,00	1,50	2,00	7,50	1,00	0,00	2,50	0,00	1,5	3,50	25,00
4,00	4,00	3,00	3,00	3,50	17,50	3,00	3,00	3,50	3,00	1,50	14,00	0,50	2,00	3,00	0,00	0,00	5,50	37,00
3,00	3,50	2,00	2,50	4,00	15,00	2,00	0,50	3,00	2,00	1,50	9,00	2,50	1,50	3,00	0,00	1,50	8,50	32,50
3,00	4,00	4,00	3,00	4,00	18,00	3,00	1,00	4,00	4,00	1,50	13,50	3,00	2,50	2,00	2,50	3,00	13,00	44,50
4,00	3,00	3,00	2,00	2,50	14,50	3,50	2,00	3,00	2,50	3,00	14,00	0,00	3,00	1,00	3,00	3,50	10,50	39,00
2,50	2,50	2,00	2,00	3,00	12,00	1,00	2,50	2,00	1,00	3,00	9,50	3,00	4,00	1,00	0,00	1,00	9,00	30,50
4,00	4,00	2,00	2,50	3,00	15,50	2,00	2,00	3,00	1,00	1,00	9,00	3,00	4,00	4,00	0,50	1,00	12,50	37,00
3,00	4,00	3,00	3,00	3,00	16,00	2,00	3,00	4,00	2,00	1,00	12,00	3,00	4,00	4,00	0,50	1,00	12,50	40,50
3,00	4,00	2,50	1,50	4,00	15,00	0,50	1,50	4,00	1,00	1,00	8,00	4,00	4,00	3,50	1,00	2,00	14,50	37,50
2,50	3,00	2,50	2,00	3,00	13,00	2,00	1,50	2,00	1,00	2,00	8,50	4,00	1,50	1,50	0,00	1,00	8,00	29,50
4,00	3,50	3,00	2,00	3,50	16,00	3,00	2,00	4,00	1,00	3,00	13,00	4,00	0,50	0,00	0,50	0,00	5,00	34,00
3,50	3,00	3,00	2,00	4,00	15,50	3,00	3,00	4,00	1,00	2,00	13,00	4,00	1,50	1,00	0,00	1,00	7,50	36,00
3,00	3,50	4,00	2,00	3,50	16,00	3,00	1,50	4,00	1,00	2,50	12,00	2,50	4,00	2,00	2,50	1,00	12,00	40,00
4,00	3,00	3,00	2,00	4,00	16,00	3,00	2,00	3,00	2,00	2,50	12,50	1,00	2,00	1,00	1,00	2,00	7,00	35,50
3,00	3,00	3,00	2,00	3,00	14,00	1,50	2,00	2,00	1,50	1,00	8,00	0,50	1,50	1,00	0,00	1,50	4,50	26,50
4,00	4,00	4,00	3,00	4,00	19,00	3,00	4,00	4,00	1,00	0,00	12,00	1,50	4,00	1,50	2,00	4,00	13,00	44,00
4,00	3,00	3,00	2,00	4,00	16,00	3,00	3,00	3,00	0,50	0,00	9,50	0,50	1,00	1,00	1,00	1,00	4,50	30,00
3,00	3,00	3,00	2,00	3,00	14,00	1,50	2,00	2,00	0,50	0,00	6,00	3,00	2,00	1,00	0,00	1,00	7,00	27,00

Appendix 10: Post -Test Scores

1	2	3	4	5	S1	6	7	8	9	10	S2	11	12	13	14	15	S3	total
3,50	4,00	2,50	2,50	2,50	15,00	2,50	2,50	3,00	2,50	2,00	12,50	2,50	1,50	1,00	3,00	2,50	10,50	38,00
4,00	4,00	2,50	3,00	3,00	16,50	3,00	3,00	3,50	1,50	2,00	13,00	2,00	1,50	1,00	3,00	1,50	9,00	38,50
3,00	3,50	3,00	2,00	2,50	14,00	2,00	2,00	4,00	1,50	2,00	11,50	3,00	2,00	1,00	2,50	1,50	10,00	35,50
4,00	3,50	2,50	2,50	3,50	16,00	2,00	1,50	3,50	1,50	3,00	11,50	2,50	2,00	1,50	3,00	1,00	10,00	37,50
5,00	3,50	3,00	3,00	4,00	18,50	3,50	3,00	4,00	3,50	3,00	17,00	4,00	2,00	1,50	3,50	2,00	13,00	48,50
3,50	3,50	3,50	2,50	3,00	16,00	2,50	3,50	4,00	2,50	3,00	15,50	4,00	3,00	1,50	3,00	2,50	14,00	45,50
3,50	3,50	3,50	2,50	3,50	16,50	3,00	2,50	4,00	3,50	2,50	15,50	3,50	3,00	2,50	2,50	2,50	14,00	46,00
3,00	3,00	3,50	2,00	4,00	15,50	2,50	4,00	4,00	4,00	3,50	18,00	3,00	2,50	2,00	2,00	2,50	12,00	45,50
3,50	4,00	3,00	2,50	3,00	16,00	2,50	3,00	3,00	4,00	4,00	16,50	2,50	3,00	2,50	2,00	2,50	12,50	45,00
3,50	4,00	2,50	2,50	2,50	15,00	3,00	1,50	3,50	2,00	2,00	12,00	2,50	3,50	1,50	2,00	2,50	12,00	39,00
3,50	4,00	2,50	2,00	3,00	15,00	2,50	2,50	4,00	2,50	2,50	14,00	3,00	2,00	1,50	2,00	2,50	11,00	40,00
4,00	4,00	4,00	2,50	3,50	18,00	4,00	3,00	3,50	3,00	3,00	16,50	2,00	2,50	2,50	2,50	2,50	12,00	46,50
3,50	3,50	2,50	2,00	3,50	15,00	2,00	2,00	4,00	2,00	3,00	13,00	1,50	2,00	2,50	3,00	3,00	12,00	40,00
4,00	4,00	3,00	3,50	3,50	18,00	3,00	3,50	3,50	3,50	1,50	15,00	2,50	2,50	3,50	3,00	2,50	14,00	47,00
3,00	3,50	2,50	2,50	4,00	15,50	2,00	2,00	3,50	2,50	2,00	12,00	2,50	3,00	4,00	3,50	1,50	14,50	42,00
3,50	4,00	4,00	3,50	4,00	19,00	3,00	1,50	4,00	4,00	1,50	14,00	3,50	3,00	2,50	4,00	3,00	16,00	49,00
4,00	3,00	3,00	2,00	2,50	14,50	3,50	2,50	3,00	2,50	3,50	15,00	1,50	3,50	2,00	4,00	3,50	14,50	44,00
2,50	3,50	2,50	2,00	3,50	14,00	1,00	2,50	3,00	2,00	3,00	11,50	3,00	4,00	2,00	3,00	2,50	14,50	40,00
4,00	4,00	3,00	2,50	3,50	17,00	2,50	2,00	3,50	2,00	1,50	11,50	3,50	4,00	4,00	2,50	2,50	16,50	45,00
3,50	4,00	3,00	4,00	3,50	18,00	2,00	3,00	4,00	2,50	1,50	13,00	3,00	4,00	4,00	2,50	1,00	14,50	45,50
3,00	4,00	2,50	1,50	4,00	15,00	1,50	2,00	4,00	1,50	1,50	10,50	4,00	4,00	3,50	2,00	2,50	16,00	41,50
2,50	3,50	2,50	2,50	3,00	14,00	2,00	2,00	2,50	1,50	2,50	10,50	4,00	3,00	2,50	2,50	2,50	14,50	39,00
4,00	3,50	3,00	2,50	3,50	16,50	3,00	2,00	4,00	1,50	3,50	14,00	4,00	2,00	2,00	1,50	2,50	12,00	42,50
3,50	3,00	3,00	2,00	4,00	15,50	3,50	3,00	4,00	2,00	2,50	15,00	4,00	2,50	1,50	1,00	3,00	12,00	42,50
3,50	3,50	4,00	2,00	3,50	16,50	3,00	2,00	4,00	2,00	2,50	13,50	2,50	4,00	3,00	2,50	3,00	15,00	45,00
4,00	3,00	3,00	2,50	4,00	16,50	3,00	2,00	3,50	2,50	2,50	13,50	3,00	2,50	2,50	1,50	4,00	13,50	43,50
4,00	3,50	3,00	3,00	4,00	17,50	1,50	2,00	2,50	1,50	2,00	9,50	3,00	2,50	2,00	2,00	4,00	13,50	40,50
4,00	4,00	4,00	3,50	4,00	19,50	3,50	4,00	4,00	1,00	1,50	14,00	3,00	4,00	1,50	3,00	4,00	15,50	49,00
4,00	3,50	3,00	4,00	4,00	18,50	3,00	3,00	3,50	1,00	1,00	11,50	2,50	1,50	3,00	3,00	4,00	14,00	44,00
3,50	3,50	3,00	3,00	3,50	16,50	2,50	2,00	2,50	1,00	0,50	8,50	3,50	2,50	4,00	4,00	4,00	18,00	43,00

Appendix 11 : Progress Assessment Test 1 Scores

1	2	3	4	5	S1	6	7	8	9	10	S2	11	12	13	14	15	S3	total
3,50	3,50	3,00	2,00	2,50	14,50	2,00	2,00	3,00	2,00	2,00	11,00	0,00	0,00	0,00	1,00	1,00	2,00	27,50
4,00	4,00	2,50	2,5	3,00	16,00	2,50	2,00	3,50	1,50	1,00	10,50	1,00	0,50	0,00	1,00	0,00	2,50	29,00
2,50	2,50	3,5	2,00	2,5	13,00	0,50	1,00	4,00	1,00	1,00	7,50	1,50	1,00	1,00	0,50	1,50	5,00	25,50
4,00	3,00	2,5	3,00	3,00	15,50	2,00	1,00	3,50	1,50	2,00	10,00	2,00	0,00	0,50	1,50	0,50	4,50	30,00
3,50	3,00	3,00	2,50	4,00	16,00	3,00	2,50	4,00	3,00	3,00	15,50	2,50	0,50	0,50	3,00	1,00	7,50	39,00
3,50	3,50	3,00	2,00	3,50	15,50	2,00	3,00	3,00	2,50	2,50	13,00	3,00	1,50	1,00	2,50	1,00	8,50	37,00
3,00	3,50	3,50	2,00	3,50	15,50	3,00	1,50	4,00	3,50	1,50	13,50	3,50	2,00	3,00	2,00	1,00	11,50	40,50
3,00	3,00	3,00	2,00	4,00	15,00	2,50	3,00	3,00	4,00	2,50	15,00	0,00	1,50	1,00	0,00	1,00	3,50	33,50
3,00	3,50	3,00	2,00	3,00	14,50	2,00	2,00	3,00	4,00	2,00	13,00	2,00	2,50	1,50	0,50	1,00	7,50	35,00
3,00	4,00	3,00	2,50	2,00	14,50	2,50	1,50	3,00	0,00	1,00	8,00	1,00	1,00	0,50	0,00	0,5	3,00	25,50
3,00	4,00	2,00	2,00	4,00	15,00	2,00	2,00	4,00	2,00	1,00	11,00	1,50	0,50	0,50	0,00	2,00	4,50	30,50
4,00	4,00	4,00	3,00	3,50	18,50	4,00	2,00	3,50	1,00	1,00	11,50	0,00	1,50	2,00	0,00	1,00	4,50	34,50
3,50	3,00	2,50	2,00	3,00	14,00	0,00	0,00	4,00	1,50	2,00	7,50	1,00	0,00	2,50	0,00	1,5	5,00	26,50
4,00	4,00	3,00	4,00	3,50	18,50	3,00	3,00	3,50	3,00	1,50	14,00	0,50	2,00	3,00	0,00	0,00	5,50	38,00
3,00	3,50	2,50	2,50	4,00	15,50	2,00	0,50	4,00	2,00	1,50	10,00	2,50	1,50	3,50	0,00	1,50	9,00	34,50
3,00	4,00	4,00	4,00	4,00	19,00	3,00	1,00	4,00	4,00	1,50	13,50	3,00	2,50	2,00	2,50	3,00	13,00	45,50
4,00	3,00	3,00	3,00	2,50	15,50	3,50	2,00	3,50	2,50	3,00	14,50	0,00	3,00	1,00	3,00	3,50	10,50	40,50
2,50	2,50	2,00	3,00	3,50	12,50	1,00	2,50	2,00	1,50	3,00	10,00	3,00	4,00	1,50	0,00	1,00	9,50	32,00
4,00	4,00	2,00	2,50	3,50	16,00	2,00	2,00	3,00	1,00	2,00	10,00	3,00	4,00	4,00	0,50	1,00	12,50	38,50
3,00	4,00	3,00	3,00	3,50	16,50	2,00	3,00	4,00	2,00	1,00	12,00	3,00	4,00	4,00	0,50	1,00	12,50	41,00
3,00	4,00	2,50	1,50	4,00	15,00	0,50	1,50	4,00	1,00	1,00	8,00	4,00	4,00	3,50	2,00	2,00	15,50	38,50
2,50	3,00	2,50	2,50	3,00	13,50	2,00	1,50	2,00	1,00	2,00	8,50	4,00	1,50	1,50	1,00	1,00	9,00	31,00
4,00	3,50	3,00	2,50	3,50	16,50	3,00	2,00	4,00	1,50	3,00	13,50	4,00	0,50	0,00	0,50	0,50	5,50	35,50
3,50	3,00	3,00	2,00	4,00	15,50	3,00	3,00	4,00	1,00	2,00	13,00	4,00	1,50	1,00	0,00	1,00	7,50	36,00
3,50	3,50	4,00	2,50	3,50	17,00	3,00	1,50	4,00	1,50	2,50	12,50	2,50	4,00	2,00	2,50	1,50	12,50	42,00
4,00	3,00	3,00	2,00	4,00	16,00	3,00	2,00	3,00	2,00	2,50	12,50	1,00	2,00	1,00	1,00	2,00	7,00	35,50
3,00	3,00	3,00	2,00	4,00	15,00	1,50	2,00	2,00	1,50	2,00	9,00	0,50	1,50	1,00	0,00	2,50	5,50	29,50
4,00	4,00	4,00	3,00	4,00	19,00	3,00	4,00	4,00	1,00	0,00	12,00	1,50	4,00	1,50	2,00	4,00	13,00	44,00
4,00	3,00	3,00	3,00	4,00	17,00	3,00	3,00	3,00	0,50	0,50	10,00	0,50	1,00	1,00	1,50	1,00	5,00	32,00
3,00	3,00	3,00	3,00	3,50	15,50	1,50	2,00	2,00	0,50	1,00	7,00	3,00	2,00	1,00	0,00	1,50	7,50	30,00

Appendic 12 :Progress Assessment Test 2 Scores

1	2	3	4	5	S1 2	6	7	8	9	10	S2	11	12	13	14	15	S3	total
3,50	3,50	3,00	2,00	2,50	14,50	2,00	2,50	3,00	2,00	2,00	11,50	1,00	1,00	1,00	0,50	1,00	4,50	30,50
4,00	4,00	2,50	2,50	3,00	16,00	2,50	2,00	3,50	1,50	1,50	11,00	1,00	1,50	1,00	1,00	0,50	5,00	32
2,50	2,50	3,50	2,00	3,00	13,50	0,00	1,00	4,00	1,00	1,50	8,00	1,50	1,00	1,00	0,50	1,50	6,00	27,5
4,00	3,00	2,50	3,00	3,00	15,50	1,50	1,50	3,50	1,50	2,00	10,00	2,00	1,00	0,50	1,50	1,00	6,00	31,5
3,50	3,00	3,00	2,50	4,50	16,50	3,00	2,50	4,00	3,00	3,00	15,50	2,50	1,00	0,50	3,00	1,50	9,00	24,5
3,50	3,50	3,00	2,00	3,50	15,50	1,50	3,50	3,50	2,50	2,50	13,50	3,00	2,00	1,00	2,50	2,00	10,50	39,5
3,00	3,50	3,50	2,00	4,00	16,00	3,00	1,50	4,00	3,50	2,00	14,00	3,50	2,50	2,00	2,00	1,50	12,50	42,5
3,00	3,00	3,00	2,00	4,00	15,00	2,50	3,00	3,00	4,00	3,00	15,50	2,00	1,50	2,00	0,50	1,00	7,00	37,5
3,00	3,50	3,00	2,00	3,50	15,00	2,00	2,50	3,00	4,00	2,50	14,00	2,50	2,50	1,50	1,00	1,50	9,50	38,5
3,00	3,00	3,00	2,50	3,00	14,50	2,50	1,00	3,00	1,50	1,50	9,50	2,00	2,00	1,50	1,00	0,50	7,00	31
3,00	4,00	2,00	2,00	4,00	15,00	2,00	2,00	4,00	2,00	1,50	11,50	1,50	1,00	1,50	2,00	1,00	8,00	34,5
4,00	4,00	4,00	3,00	3,50	18,50	4,00	1,50	3,50	1,50	1,50	12,00	2,00	1,50	2,50	1,00	1,00	8,00	38,5
3,50	3,00	2,50	2,00	3,00	14,00	1,00	0,50	4,00	1,50	2,00	9,00	1,00	1,00	2,50	1,00	1,5	7,00	30
4,00	4,00	3,00	4,00	3,50	18,50	3,00	3,00	3,50	3,50	1,50	14,50	2,50	2,00	3,00	0,50	0,50	8,50	41,5
3,00	3,50	2,00	2,50	3,50	15,50	2,50	0,50	3,00	2,00	1,50	10,50	3,50	1,50	3,00	1,00	1,50	11,00	37
3,00	4,00	4,00	3,00	4,00	19,00	3,00	1,00	4,00	4,00	1,50	13,50	3,00	2,50	2,50	2,50	3,00	13,50	46
4,00	3,00	3,00	2,50	3,00	15,50	3,50	2,00	3,00	2,50	3,00	14,50	1,00	3,00	1,00	3,00	3,50	11,50	41,5
2,50	2,50	3,00	2,00	3,00	13,00	1,00	2,50	2,00	1,50	3,00	10,50	3,00	4,00	2,00	0,50	2,00	12,0	35,5
4,00	4,00	2,00	2,50	4,00	16,50	2,00	2,00	3,00	1,00	1,50	10,50	3,00	4,00	4,00	1,00	1,00	13,00	40
3,00	4,00	3,00	3,50	3,50	17,00	2,00	3,00	4,00	2,00	1,50	12,50	3,00	4,00	4,00	0,50	1,00	12,50	42
3,00	4,00	2,50	1,50	4,00	15,00	0,50	1,50	4,00	1,50	1,50	9,00	4,00	4,00	3,50	1,00	2,00	15,50	39,5
2,50	3,00	2,50	3,00	3,00	14,00	2,00	1,50	2,00	1,50	2,00	9,00	4,00	1,50	1,50	1,00	2,00	11,00	34
4,00	3,50	3,50	2,00	3,50	16,50	3,00	2,00	4,00	1,00	3,00	13,50	4,00	0,50	0,50	1,50	1,00	8,00	38
3,50	3,00	3,00	2,00	4,00	15,50	3,00	3,00	4,00	1,50	2,00	13,50	4,00	1,50	1,00	1,00	1,00	8,50	37,5
4,00	3,50	4,00	2,00	3,50	17,00	3,50	1,50	4,00	1,00	2,50	13,00	2,50	4,00	2,50	2,50	1,00	13,00	43
4,00	3,00	3,00	2,00	4,00	16,00	3,00	2,00	3,00	2,00	2,50	12,50	2,00	2,00	2,00	1,00	2,00	9,00	37,5
3,00	3,00	3,00	3,00	3,00	15,00	1,50	2,00	2,00	1,50	1,00	9,00	2,50	1,50	1,50	1,50	1,50	8,50	32,5
4,00	4,00	4,00	3,00	4,00	19,00	3,00	4,00	4,00	1,50	0,50	13,00	1,50	4,00	1,50	2,50	4,00	13,50	45,5
4,00	3,00	3,00	3,00	4,00	17,00	3,00	3,00	3,00	0,50	0,50	10,50	2,50	1,00	1,50	1,00	1,00	7,50	35
3,50	3,50	3,50	2,00	3,00	15,50	1,50	2,00	2,00	0,50	0,50	7,50	3,00	2,00	2,00	2,50	2,00	11,5	34,5

**Appendix 14 : RATING SCHEDULE FOR SCORING
CONVERSATIONAL DISCOURSE**

Student's Name Date.....

The respondents' language

0. Very poor 1. Poor 2. fair 3. Good 4. Very good

1. Clarity and comprehensibility of sentences .	0	1	2	3	4
2. Structure and sentence completion.	0	1	2	3	4
3. Appropriateness of vocabulary and expressions .	0	1	2	3	4
4. Use of adequate range of lexis and structures.	0	1	2	3	4
5. Conveyance of meaning with little difficulty	0	1	2	3	4

How did student respond:

0. To a great extent 1. To a moderate extent 2. To some extent 3. To a small extent 4. Not at all

6. Language of the responses is translated from Arabic to English.	0	1	2	3	4
7. Speech act strategies are influenced by pragmatic transfers from L1 to L2 .	0	1	2	3	4
8. Responses are not relevant to the topic.	0	1	2	3	4
9. Responses are not socially appropriate to the context in terms of politeness.	0	1	2	3	4
10. Responses may provoke misunderstandings, offences or threats.	0	1	2	3	4

How did student interpret:

0. Very poor 1. Poor 2. fair 3. Good 4. Very good

11. Ability to Predict contextual and interactional parameters (context, participants, topic).	0	1	2	3	4
12. Ability to interpret spoken discourse utterances correctly.	0	1	2	3	4
13. Ability to understand interlocutors' attitudes and implicatures .	0	1	2	3	4
14. Recognition of the communicated speech acts .	0	1	2	3	4
15. Realization of the global purpose(s) of the communication process.	0	1	2	3	4

Subtotal:

Final grade: /60

Abstract

Social (in)appropriacy in language use is a construct of variation across cultures, languages, and speech situations. This study sets forth an exploratory discussion to EFL teachers' instruction in and consciousness, as well as students' awareness, of the construct of socio-pragmatics. It also runs an initiative to integrating socio-pragmatics awareness-raising intervention in EFL classes in order to improve their conversational discourse performance. A quasi-experimental design is adhered to using an observational method, questionnaires, and T-tests, in a form of Discourse Completion Tasks (DCTs) to measure teachers and students' awareness of socio-pragmatics, and to explore tutors' instruction in the construct. The findings demonstrated students' noticeable lack of awareness about socio-pragmatics. Although teachers held sufficient consciousness levels of socio-pragmatics, most of them showed scarce socio-pragmatics instruction in their classes. In parallel, students demonstrated statistically significant differences in their conversational discourse performance before and after the implementation of the intervention. It is then advocated that instruction in L2 socio-pragmatics be laid a particular attention and be integrated in EFL learning settings.

Key Terms: Conversational Discourse, Socio-pragmatics, EFL teaching/learning, Awareness-raising Intervention. Language Use.

ملخص

الملائمة الاجتماعية في استخدام اللغة تشكل تباين بين الثقافات واللغات ومواقف الكلام. تقدم هذه الدراسة مناقشة استكشافية لوضعية معلمي اللغة الإنجليزية كلغة أجنبية من حيث وعيهم ، وكذلك وعي الطلاب ، حول التداولية الاجتماعية. كما أنها تدير مبادرة لدمج ورفع الوعي التداولي الاجتماعي في فصول اللغة الإنجليزية كلغة أجنبية من أجل تحسين أداء الخطاب التحريري لدى الطلبة. لإجراء في شكل مهام إكمال الخطاب T-test الدراسة، تم الالتزام بتصميم شبه تجريبي باستخدام طريقة رصد واستبيانات واختبارات لقياس وعي المعلمين والطلاب حول التداولية الاجتماعية ، واستكشاف تعليمات المعلمين في بناء وعي ومهارات التداولية (DCTs) الاجتماعية. أظهرت النتائج افتقار الطلاب إلى الوعي حول التداولية الاجتماعية. بالرغم من أن المعلمين اظهروا مستويات كافية من مستويات ضئيلة حول التدريبات العملية في فصولهم. بالتوازي مع ذلك ، الوعي حول التداولية الاجتماعية ، إلا أن معظمهم سجلوا أظهر الطلاب فروق ذات دلالة إحصائية في أداء خطابهم التحريري قبل وبعد تنفيذ التجربة. ومن ثم يتم الدعوة إلى إيلاء اهتمام خاص في التعليم العملي للتداولية الاجتماعية وإدماجه في بيئات تعلم اللغة الإنجليزية كلغة أجنبية.

المصطلحات الأساسية: الخطاب التحريري ، التداولية الاجتماعية ، تدريس / تعليم اللغة الإنجليزية كلغة أجنبية ، التدخل لزيادة الوعي. استعمال اللغة

Resumé

L'(in)appropriation sociale dans l'utilisation de la langue est une construction de variation entre les cultures, les langues et les situations d'élocution. Cette étude propose une discussion exploratoire sur l'instruction et la prise de conscience des enseignants d'anglais comme langue étrangère, ainsi que sur la sensibilisation des étudiants, envers la construction de la socio-pragmatique au sein du département d'anglais à l'Université de M'sila. Elle (étude) également lance une initiative visant à intégrer une intervention de sensibilisation à la socio-pragmatique dans les classes d'anglais comme langue étrangère afin d'aider les étudiants à améliorer leurs performances en discours conversationnel. Un plan quasi-expérimental est adopté utilisant une méthode d'observation, des questionnaires et des T-tests, sous forme des tâches de complétion du discours (DCT), pour mesurer la prise de conscience des enseignants et des étudiants sur la socio-pragmatique, et pour explorer l'instruction des tuteurs dans la construction (socio-pragmatique). Les résultats ont démontré le manque perceptible de prise de conscience des étudiants en socio-pragmatique. Bien que les enseignants aient un niveau de conscience suffisant de la socio-pragmatique, la plupart d'eux ont montré un faible enseignement en socio-pragmatique dans leurs classes. Parallèlement, les élèves ont montré des différences statistiquement significatives dans leurs performances en discours conversationnel avant et après la mise en œuvre de l'intervention. Il est alors recommandé de donner une attention particulière à l'enseignement de la socio-pragmatique de la langue seconde et de l'intégrer aux contextes d'apprentissage de l'anglais comme langue étrangère.

Termes clés: Discours Conversationnel, Socio-pragmatique, Enseignement / apprentissage en Anglais comme Langue Etrangère, Intervention de Sensibilisation. L'utilisation de la Langue.