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An Investigation of Teachers' Perceptions and Practices of Developing Pragmatic Competence in English as a Foreign Language Classrooms:

The Case of EFL Teachers at the English Department, University of Kasdi Merbah Ouargla

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Dedication

FATMA

''In the name of God, Most Gracious, Most Merciful

All the praise is due to God alone, the sustainer of all the worlds''.

To the memory of my grandparents Souad "Dada", Mohammed "Hama" and Taher "Baba"

I dedicate this work to my beloved parents Soumia D and Tidjani the source of my happiness in life, your unconditional love, sacrifice, and unwavering encouragement have been the foundation upon which I have built my dreams.

And also, to all my brothers Mokhtar, Mohammed, Yacine, Wassim Yousef I wish all the best for you brothers and always to see you in the highest places inshallah.

To my close friend Rawan who always believed in me and never stopped supporting me, always grateful to have you, wish you all the best dear.

ASMA

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Abstract

This dissertation delves into the attitudes of teachers regarding the development of pragmatic competence in English as a Foreign Language (EFL) students. Pragmatic competence, which is a vital aspect of language proficiency, encompasses the ability to use language effectively and appropriately in different social contexts. Regrettably, EFL instruction often overlooks this crucial element. Therefore, this study aims to shed light on the current state of pragmatic competence development in EFL classrooms and identify potential areas for improvement. To achieve this, a mixed- methods approach was employed, involving the distribution of a questionnaire to 21 EFL teachers and conducting interviews with a subset of 3 teachers from the English department of KMUO. The purpose was to explore teachers' perceptions, practices, and challenges related to teaching pragmatic competence. The findings of this investigation reveal that the participating teachers demonstrated a strong understanding of their students' pragmatic abilities. Furthermore, these dedicated teachers exhibited a sincere commitment to developing their students' pragmatic competence, employing diverse instructional approaches to cultivate this skill. It is particularly noteworthy that the teachers unanimously endorsed the use of authentic materials as an effective and acceptable method for enhancing their students' pragmatic skills.

Keywords: pragmatic competence, teaching EFL pragmatics, interlanguage pragmatics, authentic materials

List of abbreviations

AM: Authentic material

DCT: Discourse completion tasks

EFL: English as a Foreign Language

FL: Foreign language

ILP: Interlanguage pragmatic

L1: First language

L2: Second language

PC: Pragmatic competence

PLC: Pragmalinguistic competence

SPC: Sociopragmatic competence

TL: Target language

List of Figures and Tables

Table of Contents

Part One: Literature Review

Chapter one: Pragmatic competence

Chapter 2: **Methods of Developing Pragmatic Competence in EFL Classrooms**

Part Two: The Practical Part

Chapter Three: Practical Part Methodology and Findings

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General Introduction

1. Background of the Study

Levinson (1983) states, "Pragmatics is the study of the relationship between language and context, particularly the grammaticalized or encoded aspects within the structure of language." To elaborate further, pragmatics investigates both verbal and nonverbal communication within specific contexts. It is an essential branch of linguistics that aids in the attainment of communicative competence. During the initial stages of learning a foreign language, learners typically focus on acquiring basic communicative competence, primarily through vocabulary acquisition. However, it is only when learners incorporate grammatical structures that they become capable of producing utterances in a wide range of situations.

Despite their progress, learners often lack pragmatic competence, meaning they struggle to effectively use language in social interactions. To become competent users of a target language, learners must also acquire knowledge of the pragmatic norms of the language.

This enables them to successfully engage in speech acts such as apologizing, greeting, and requesting, as well as participate in various types of discourse and maintain interactions in complex speech events (Kasper, 1997).

Students often assume that the process of language learning depends solely on their proficiency in the four language skills: speaking, writing, reading, and listening. However, they tend to overlook the importance of acquiring pragmatic competence. As Harley (1996, p.3-12) points out, "Language learners often struggle with pragmatics, regardless of their grammatical competence." Pragmatic competence is of utmost importance as individuals with strong pragmatic skills can navigate social interactions successfully.

They can use language appropriately in different contexts, enabling them to build and maintain relationships, resolve conflicts, and engage in meaningful conversations while effectively conveying their intentions. Teachers play a vital role in the development of pragmatic competence by providing real-life language contexts, promoting social interactions, and offering explicit instruction on the use of language in various communicative situations.

2. Statement of the Problem

In the EFL context, it is crucial for language instruction to align with the specific needs of the language learners in order to support their growth, improvement, and proficiency in the practical use of the target language. To foster the development of pragmatic competence,

teachers need to guide their students in understanding and utilizing language within various social circumstances. This involves teaching students how to comprehend and employ language in socially and culturally appropriate ways, equipping them with the skills to navigate a range of social situations through education, practice, and constructive feedback.

Regrettably, it is not a common practice to find such methods effectively implemented in EFL classrooms. Therefore, this research aims to investigate the extent to which the EFL classrooms at Kasdi Merbah Ouargla University, specifically within the English department, support the notion of pragmatic competence and the ways in which it is promoted.

3. Significance of the Study

Poor attention was paid to the variables of establishing pragmatic competence in the Algerian environment. Indeed, Algerian researchers mostly ignored this field of study. As a result, we are focusing our current research on exploring teachers' views regarding students' pragmatic competence growth. The crux of our research study is that it aims to be useful for teachers. Furthermore, the study can be useful to curriculum designers since it may open their eyes to the effectiveness of the strategies and the need of building more engaging activities and providing training in terms of future curriculum reforms.

4. Research Objectives

The study's objectives are as follows:

1.To examine teachers' views on the development of EFL pragmatic competence within the classroom setting.

2.To determine ways in which pragmatic competence can be developed in EFL classrooms.

5. Research Questions

The research questions are therefore formulated as:

1. What are the perceptions of EFL teachers at UKMO towards the development of pragmatic competence in the classroom setting?

2. In what ways can EFL classroom instruction contribute to the development of pragmatic competence?

6. Research Hypotheses

In order to answer the above-mentioned questions, some hypotheses are required:

1. Teachers have diverse perceptions towards the development of pragmatic competence in the classroom setting.

2. Instruction assists students in attaining pragmatic competence in a variety of ways.

7. Methodology

In this research mixed method approach was used**.** Closed and open-ended questions were distributed hand to hand and few were sent via Google form. An interview was utilized in this research which was a structured interview. These two types of tools were implemented with EFL teachers in the English department at University Kasdi Merbah Ouargla.

8. Structure of the Dissertation

The present study contains both theoretical and practical parts: the theoretical part includes two main chapters which reflect the organization of the literature review, and a practical part which includes only one chapter. With a total number of three chapters, the organization of the present dissertation is as follows:

Chapter one is devoted to pragmatic competence, its definition, and taxonomies of speech acts, whereas the second chapter deals with teaching pragmatics in the foreign language learning context. Finally, the third chapter provides the framework of the analysis and the data collected as well as the interpretations of the findings

Chapter one: Pragmatic competence

Introduction

Many years ago, the focus in teaching and learning languages was on grammatical competence, but the need to communicate and interact with others in different cultures shifted this focus to pragmatic competence. Language learning and usage entail more than just knowing grammatical rules, vocabulary, and spelling; it also entails a wide range of skills, which must be developed to be effective in language use and learning.

A good language user must develop pragmatic competence, which is the primary focus of this research. It mainly refers to the ability to convey and interpret meaning appropriately in a social situation – it is an important skill to develop to become a competent speaker in the international community.

This chapter covers the associated literature to this research; it is divided into two parts, the first part deals with the definition of pragmatic competence and the development of pragmatic competence (PC). In addition to this, it explains the importance of pragmatic competence in communication. Meanwhile, the second part discusses pragmatic failure and pragmatic components and how they can affect the learner's use of the language.

1.1 Definition of Pragmatic

Pragmatic competence has emerged as an important aspect of linguistic competence, particularly in recent decades. The recognition that having a solid command of linguistic knowledge in the target language is insufficient to learn the language has prompted research into the importance and impact of pragmatic competence in language instruction.

Before explaining what pragmatic competence is we must shed light on both the narrow and the broad definition of the term "pragmatic".

Narrow Definition: Pragmatics studies certain characteristics of language usage, such as implicature and inference, which are important in establishing the meaning of utterances in a given situation. It stresses practical and logical problem-solving in a specific scenario rather than abstract notions or theories. It dives into the realistic and reasonable approach to tackling obstacles depending on the circumstances at hand, emphasizing the significance of dealing with real-world situations in a logical and rational manner.

Broad Definition: Pragmatics is concerned with the meaning of utterances in connection to truth conditions. It includes the study of language usage in context and the different elements that impact communication beyond basic grammar or truth. To successfully interpret language

use, it is also necessary to comprehend the speaker's objectives, views, social structures, and the context of the discourse.

There are Several Definitions and Viewpoints on Pragmatic Competence

This concept has proven to be one of the most prominent theoretical innovations in language education. However, the majority of these attempts to define pragmatic competence reflect more or less the same concepts without fundamental alterations.

According to Chomsky (1980), the notion of pragmatic competence was early on defined as the "knowledge of conditions and manner of appropriate use (of the language), in conformity with various purposes", Chomsky proposed the concept of 'pragmatic competence', recognizing that language users understand how verbal language is connected to the context of usage.

The form of pragmatic competence is an essential component of communicative competence. It covers a broad range of topics, including how to use language efficiently and appropriately.

According to O'Keeffe, Clancy, and Adolphs (2011), pragmatic competence is the capacity to effectively utilize language to achieve goals and understand the context. for Barron (2003, p.10), pragmatic competence is defined as "knowledge of the linguistic resources available in a given language for realizing specific illocutions, knowledge of the sequential aspects of speech acts, and knowledge of the appropriate contextual use of the particular linguistic resources."

Murray (2009, p. 239) defines pragmatic competence as knowing the link between form and context, which allows for correct and appropriate expression and interpretation of meaning. According to Kasper (2001), pragmatic competence is a component of communicative competence models.

The link between it and grammatical competence can be interpreted as either interactive or autonomous. In view of the above definitions, we can say that pragmatic competence refers to the ability to understand, communicate, construct and be appropriate for the social and cultural circumstances in which communication takes place, and in general, the aim of language learning is no longer linked to linguistic competence. The linguistic items rule, but also continue to take into account the Social Cultural Dimension of which language is embedded and where interaction happens.

1.2 The Importance of Pragmatic Competence:

Pragmatic competence is crucial in language learning as it enables individuals to use language effectively in various social contexts. It plays a central role in communicative competence, impacting how learners interact, make choices, and understand the constraints of language use in social interactions.

Understanding pragmatic competence is essential for learners to engage in successful communication, navigate speech acts, and interpret meaning beyond language rules. The significance of pragmatic competence lies in its ability to help language users express meaning appropriately, considering contextual factors and social norms.

It goes beyond mere grammatical knowledge, focusing on how language is used in real-life situations to achieve specific purposes and communicate effectively. Pragmatic competence influences communicative competence emphasizing the importance of not only knowing the structure of a language but also how to use it in different social settings.

In this part we can see that the importance of pragmatic competence is evident both in theory and practice. From a theoretical perspective, based on Hymes' (1972) concept of communicative competence, his theoretical model of L2 communicative competence appeared on the scene in the 1980s and 1990s (Bachman 1990; Bachman and Palmer 1996; Canale and Swain 1980).Recently, as alternative concepts to the communicative competence model, interactional competence (Young and He 1998; Young 2000) and "symbolic competence" (Kramsch and Whiteside 2008), which focus on the dialogic aspects of communication, it was proposed as an alternative concept to the communicative competence model.

These theoretical models have advanced the field by positioning pragmatic and sociolinguistic abilities as distinct and essential components of L2 proficiency. At the same time, the model also served as an orienting framework for the empirical investigation of this ability. The ability to perform language functions and knowledge of socially appropriate language use must be operationalized as a measurable construct in some way, and specific tasks, instruments, and methods can be used to identify and examine this construct.

overall, pragmatic competence is a fundamental aspect of language learning that goes beyond grammar rules, enabling individuals to communicate effectively, understand social cues, and navigate diverse communicative situations. Its importance lies in its role in shaping communicative competence and facilitating successful language use in various contexts.

1.3 The Development of Pragmatic Competence:

The development of pragmatic competence involves the acquisition of skills related to social decision-making, interpersonal interactions, and conflict resolution, particularly in language use. (Bardovi-Harlig, 1996) Pragmatics focuses on how individuals use language in social contexts, considering the choices they make, constraints they face, and the impact of their communication on others.

In second language learning, developing pragmatic competence is crucial for learners to engage effectively in speech acts, conversations and various discourse types. Studies suggest that instruction plays a vital role in helping learners understand the pragmatic principles governing second language use and acquire pragmatic fluency, Research has outlined stages of pragmatic development based on the acquisition of requests, including pre-basic (context-dependent), formulaic (unanalyzed formulas), unpacking (formulas integrated into language use), pragmatic expansion, and fine-tuning (Kasper & Rose, 2002, p. 140).

The study of pragmatic transfer in different learning contexts (EFL and ESL) and proficiency levels aims to understand how learners develop L2 pragmatic competence. Evidence suggests that there may be more pragmatic transfer in EFL contexts compared to ESL contexts, with varying levels of transfer based on proficiency levels.

overall, the development of pragmatic competence is a multifaceted process that involves understanding social norms in language use, engaging in effective communication, and acquiring fluency in using language appropriately within different contexts and proficiency levels.

1.4 Pragmatic competence Vs Communicative Competence:

Pragmatic competence and communicative competence are intertwined, with pragmatic competence focusing on the learner's ability to express his or her true intentions and with communicative competence focusing on linguistic competence and strategic competence (Yang, 2002)

a. Pragmatic Competence:

It refers to the ability to comprehend, construct, and convey meanings that are both accurate and appropriate for the social and cultural circumstances in which communication occurs.

Blackman (cited in Barron, 2003, p.173) identifies pragmatic competence as an element of communicative competence, defining pragmatic competence as a combination of speech acts

and speech functions, and the appropriate use of language, it was classified as part of the verbal ability. Simply put, pragmatics is about culture, communication, and in the case of second languages, intercultural communication. In order for second language learners to develop practical abilities, they need to acquire cultural understanding and communication skills.

b. Communicative Competence:

Dell Hymes' concept of communicative competence is crucial in understanding the importance of effective communication. Hymes defined communicative competence as the knowledge that speakers and listeners possess to communicate successfully.

This goes beyond mere linguistic proficiency to encompass the ability to use language in various social contexts and situations, adapting communication to achieve specific goals and functions, Hymes emphasized that communicative competence is dynamic, interpersonal, and context-dependent.

It involves not only linguistic knowledge but also the ability to function in real communicative settings, where language use must adapt to the total informational input from interlocutors this highlights the interactive nature of communication and the need for individuals to navigate language effectively in diverse social interactions.

Accordingly, Hymes (1972,1974) integrated the sociolinguistic perspective into Chomsky's etymological perspective on skill. As per Hymes (1972), the capacity to talk skillfully involves syntactic information on a language, yet additionally knowing what and how to express something in any circumstance.

1.5 Components of Pragmatic Competence:

Researchers such as Leech (1983) and Thomas (1983) believe that pragmatics is not a unified science and advocate dividing it into two major areas: Pragmalinguistics and Sociopragmatics.

a. Pragmalinguistics:

Pragmalinguistic competence refers to the ability to use language appropriately in various social contexts to achieve communicative goals effectively, it encompasses an individual's understanding and use of language in context, including the ability to interpret and produce speech acts, understand implicatures, navigate conversational norms, and adapt language use based on the social and cultural context.

Leech (1983, p. 10) defines "pragmalinguistic competence as a language's available resources for assigning communicative acts and interpersonal meaning". This includes pragmatic strategies such as directness and indirectness, as well as a variety of linguistic forms and routines that can intensify or soften a communication act. it (PLC) entails more than simply linguistic knowledge; it also includes socio-cultural awareness, sensitivity to contextual clues, and the capacity to make acceptable decisions regarding language usage in a variety of settings. This skill is essential for effective communication because it helps people to effectively express their goals and assess the intentions of others in a particular environment.

b. Sociopragmatics:

Different authors have defined the term "sociopragmatics". It was initially coined by Leech (1983, p. 10), who describes it as "the sociological interface of pragmatics." This is the social discernment that governs the purpose and interpretation of individuals' communicative use of language.

According to him, sociopragmatics is a component of general pragmatics that is concerned with the use of language for communicative objectives in general (Leech, 1983, p. 10-11). Sociopragmatics, on the other hand, studies the cultural usage of language.

It is similar to sociology, but more "specific" and "local." Harlow (1990) defines sociopragmatic competence as the skill, awareness, or capacity to use language effectively to communicate a concealed and intended meaning that is governed by a certain social norm and situation.

It is the capacity to use speech tactics according to the social characteristics in the target context. Sociopragmatics (SPC) refers to the ability of individuals to use language appropriately in specific social contexts or conditions. It entails recognizing the social context of communication and adjusting language usage accordingly.

This competency is essential for good communication since it includes the capacity to understand social subtleties and speak effectively within a specific cultural environment.

1.6 Major Theories in Pragmatics

Some of the main pragmatic theories are 'Speech Act Theory' and 'Politeness theory'.

1.6.1 Austin's Speech Act Theory:

Austin (1965), a British philosopher, studied the structure of utterances in terms of meaning, use, and action. In his book "How to Do Things with Words" (1962), he proposed a three-tiered taxonomy of speech acts: locution, illocution, and perlocution, based on his lecture series.

First, a locutionary act is one that has a semantic meaning, such as declaring something significant or creating a phrase. According to Austin (1965), any speech having a prepositional meaning is considered a locutionary act. Second, an illocutionary act is the act of doing anything with language, such as requesting, rejecting, cautioning, or complaining. Finally, a perlocutionary act is what we accomplish by saying something, such as convincing, persuading, discouraging, or misleading. Austin (1962) focused on the function of these taxonomies, indicating that a speaker's speech act has implications for the hearer (Tagushi, 2019, p.17-18).

a. Defining Speech Acts:

Austin (1962) was by no means the first to deal with what one could call 'speech acts' because it is one of the major themes studied under pragmatics.

The term "Speech Act" has been defined by various researchers. Austin (1962) defined speech acts as activities that correspond to the activity carried out through generated utterances. For Yule (1996), speech acts are an investigation of how speakers and listeners use language.

In a similar spirit, Birner (2013) states that saying anything means doing something (Hidayat, 2016, p.3). in other words, speech acts refer to utterances that serve specific functions

in communication, such as offering apologies, greetings, requests, complaints, invitations, compliments, or refusals.

These acts are crucial in everyday interactions and require not only language knowledge but also an understanding of cultural norms for appropriate language use.

b. Classifying Speech Acts:

In the latter part of his seminal work "How to Do Things with Words" (1989), Austin came up with the following five basic types of performatives:

1) Verdictives, 2) Exercitives, 3) Commissives, 4) Behabitives, and 5) Expositives

Table 1.1. The Classification of Speech Acts

Speech Acts	Description	Example (explicit performatives)
Verdictives	Verdictives are those capable of truth value (what Austin initially called constative sentences).	Estimate, date, assess, describe, value.
Exercitives	Exercitives relate to decisions in favor or against a course of action.	Appoint, demote, veto, command, warn, pardon.
Commissives	A commissive commits the speaker to a certain course of action.	Promise, guarantee, vow, pledge oneself, contract, covenant.
Behabitives	These are reactions to other people's behavior; they express an attitude toward someone else's conduct.	Thank, apologize, deplore, congratulate, criticize, bless, curse, protest.
Expositives	Expositives are used to expound views and arguments.	Revise, understand, report, affirm, inform, deduce, conjecture, deny

Austin (1989, p.163) summarized his classification as follows: "To sum up, we may say that the verdictive is an exercise of judgment, the exercitive is an assertion of influence or exercising of power, the commissive is an assuming of an obligation or declaring of an intention, the behabitive is the adopting of an attitude, and the expositive is the clarifying of reasons, arguments, and communications." Speech acts can be as simple as a single word like "Sorry!" or more complex sentences expressing various functions.

Learners may find speech acts challenging in a second language due to differences in idiomatic expressions and cultural norms, leading to potential misunderstandings or misinterpretations. It is essential for language learners to grasp the nuances of speech acts in both their first and second languages to communicate effectively across different cultural contexts.

c. Direct and Indirect Speech Acts:

Direct speech acts are utterances that openly reveal the speaker's intended meaning, whereas indirect speech acts indicate a different meaning than what is conveyed. In the film script "Revenant," the major characters mostly employed direct speech acts, with a concentration on declarative and interrogative kinds. Declarative speaking acts were the most prevalent, employed by the characters to not only offer information but also to make instructions or requests.

On the other hand, interrogative speech acts were less common, indicating a trend toward indirect speech acts. The link between the type of speech act and its function is critical for evaluating whether an utterance is direct or indirect. The film's action-oriented genre allowed for clear and direct contact among the major characters, which aligned with the sincerity criteria for speech actions.

Direct and indirect speech acts are not only found in verbal language, but also found in textual language. It is found in books, literary works and all types of discourses.

1.6.2 Politeness Theory

According to Brown and Levinson (1987, p. 91), politeness is "a mixture of formal as well as functional features accompanying inherently face-threatening speech act, such as requests, in order to minimize their threat." It has to do with "the public self-image that every member [of a society] wants to claim for himself." They are cognizant that "everyone has similar face wants and they distinguish between two aspects of face that they claim to be universal: positive and negative."

Politeness in speech acts involves using language to convey respect, maintain relationships, and navigate social interactions effectively. It encompasses both direct and indirect speech acts, with indirectness often associated with higher levels of courtesy, especially in cross-cultural contexts.

Understanding linguistic politeness is crucial for effective communication, as it reflects good intentions towards the interlocutor and involves choosing appropriate utterances based on social norms and context.

Politeness theory, as highlighted by Brown & Levinson, emphasizes the importance of speaker's intentions, social distance, and power dynamics in conveying speech acts with the desired level of politeness.

The study of politeness strategies in speech acts, such as positive politeness and negative politeness, sheds light on how language choices impact communication on social media and in various contexts, emphasizing the significance of maintaining good relationships through respectful and considerate language use.

1.7 Cross-cultural and Interlanguage Pragmatics:

Cross-cultural and interlanguage pragmatics are essential aspects of language study that focus on understanding how language use and meaning vary across different cultures and linguistic backgrounds. These fields delve into the nuances of communication in diverse cultural contexts and the development of pragmatic skills in second language learners, starting with cross-cultural pragmatics (henceforth CCP), which is a major research area in pragmatics.

1.7.1 Cross-cultural Pragmatics:

Cross-cultural pragmatics (CCP) is a fascinating field that explores how cultural differences impact the way language is used in communication. It delves deeper than just grammar and vocabulary, focusing on the unspoken rules, social cues, and cultural norms that influence how we get things across effectively, following is some definitions by various scholars:

Thomas (1983) defines cross-cultural pragmatics as "the study of language use in interaction, often drawing upon data collected in naturalistic or quasi-naturalistic settings, from the perspective of two or more linguistic or cultural communities, where at least one of the communities is not the researcher's own."

Also according to Blum-Kulka (1989): cross-cultural pragmatics is "the study of how speakers communicate more than what they say and how listeners interpret what is said and unsaid." This definition emphasizes the importance of understanding both production and interpretation of language in different cultural context.

By understanding cross-cultural pragmatics, the gap between cultures can be bridged and clear and effective communication can be achieved in our increasingly interconnected world.

1.7.2 Interlanguage Pragmatics:

The original definition of interlanguage pragmatics "ILP" goes back to Kasper and Dahl (1991, p. 216), who claimed that "interlanguage pragmatics would be defined in a restricted sense, relating to nonnative speakers" (NNSs') understanding and production of speech acts, and how their L2-related speech act knowledge is acquired". This term has now developed to encompass a broader understanding of language usage in social interaction. Kasper and Rose (2003).

Interlanguage pragmatics examines how L2 learners articulate pragmatic knowledge in their interlanguage. It focuses on L2 learners' comprehension and application of the L2 in relation to L2 sociocultural norms. The study examines how L2 learners' pragmatic language development aligns with or differs from native speaker standards (Bardovi-Harlig, 1999 ,2014).

When students acquire a new language, they frequently go through a process of establishing pragmatic competence alongside linguistic ability. (ILP investigates how learners' comprehension and use of pragmatic components of linguistic change over time, as well as how they might transfer pragmatic qualities from their original language or other languages they are familiar with this area of study includes two essential elements of communicative competence: sociopragmatic knowledge, which deals with awareness of social norms and appropriate language use in various social contexts, and pragmalinguistic knowledge, which entails understanding linguistic resources to express particular communicative effects.

1.7.3 Intercultural Pragmatics:

Intercultural pragmatics refers to the study of how cultural differences impact pragmatic communication and understanding between individuals from diverse cultural backgrounds. It focuses on analyzing the causes of pragmatic misunderstandings in intercultural interactions, emphasizing that these misunderstandings are often rooted in cultural factors rather than solely linguistic differences.

The research highlights the importance of considering cultural norms, values, and social conventions in communication to overcome pragmatic failures and enhance cross-cultural understanding.

By exploring the cognitive aspects of intercultural pragmatics, scholars aim to shed light on how individuals from different cultures interpret speech acts, navigate social interactions, and address communication challenges effectively. Understanding intercultural pragmatics is essential for promoting successful communication across cultures and improving intercultural competence among language learners and speakers.

Intercultural Pragmatics is concerned with the way the language system is put to use in social encounters between human beings who have different first languages, communicate in a common language, and, usually, represent different cultures.; it examines how L2 learners acquire and employ pragmatic norms, including speech actions and their development across time (Kasper and Blum-Kulka, 1993, Kasper, 1998).

1.8 Pragmatic Transfer:

Pragmatic transfer is commonly studied in interlanguage and cross-cultural contexts. The phrase "pragmatic transfer" often refers to the transmission of pragmatic knowledge between languages and cultures. Kasper (1992, p. 207) defines pragmatic transfer as "the influence exerted by learners" pragmatic knowledge of languages and cultures other than L2 on the comprehension, production, and learning of L2 pragmatic information." Thomas (1983) described two forms of pragmatic transfer, which Kasper (1992) updated.

According to that revision, pragmalinguistic transfer refers to situations in which the functional and social meanings of certain linguistic forms in the L1 influence the perception and creation of "form-function mappings in L2" (Kasper 1992, p. 209).

While Sociopragmatic transfer happens when "the social perceptions underlying language users' interpretation and performance of linguistic action in L2 are influenced by their assessment of subjectively equivalent L1 contexts" (Kasper 1992, p.209).

1.8.1 Types of Pragmatic Transfer:

When it comes to language learning, positive and negative transfer are two sides of the same coin, particularly in terms of the impact of a learner's first language (L1) on their second language (L2) acquisition. Each of the types is briefly explained bellow:

1. **Positive Transfer**: occurs when the knowledge or structures of the first language align with those of the second language, leading to correct language production. An example of positive transfer is when Spanish speakers learning English say "Is raining" instead of "It is raining," reflecting similarities in sentence structure between the two languages.

2. **Negative Transfer**: also known as interference, results in errors when speakers transfer items or structures that differ between languages. For instance, Spanish speakers may struggle with the word "actually" in English, mistakenly associating it with "actualmente" (currently in English).

Negative transfer is the result of "overgeneralization, simplification, reduction of sociolinguistic or sociopragmatic interlanguage knowledge" (Trosborg,1995, p.55). According to Gass & Selinker (1994), negative transfer can have far more serious consequences than phonological or syntactic errors since it reflects the speaker's personality.

1.9 Pragmatic Failure:

The term "pragmatic failure" was firstly introduced by Jenny Thomas in an article entitled "Cross-cultural Pragmatic failure" in 1983, where she simply defined it as: "the inability to understand what is meant by what is said" (cited in Zhang, 2021, p. 42). She also classified pragmatic failures into pragma-linguistic failures and socio-pragmatic failures (Zhang, 2021).

Pragmatic failure refers to errors or breakdowns in communication that occur when speakers fail to achieve the intended communicative effect due to misunderstandings or misinterpretations. It can lead to miscommunication between native speakers and foreign language learners, impacting the effectiveness of communication and straining interpersonal relationships.

This is the type of failure that causes cross-cultural communication breakdowns. As a result, it is critical to identify the reasons of pragmatic failure and devise strategies to prevent unpleasant situations caused by the inappropriate use of language forms.

1.10 Cross-cultural Pragmatic Failure:

The concept of cross-cultural pragmatic failure refers to breakdowns in communication between individuals from different cultural backgrounds due to misunderstandings in the use of language, especially in the realm of pragmatics. This phenomenon occurs when interlocutors fail to understand each other's intentions, leading to misinterpretations and communication errors.

The term "cross-cultural pragmatic failure" is used to describe the case of pragmatic failure between people from different speech communities (Charlebois, 2003), however the concept "pragmatic failure" applies to misunderstandings between people from the same speech community.

Understanding and addressing cross-cultural pragmatic failure are essential in promoting effective intercultural communication and language teaching, emphasizing the importance of cultural awareness and linguistic competence in navigating diverse communication contexts.

1.10.1 Types of Cross-cultural Pragmatic Failure:

Thomas (1983) categorizes the cross-cultural pragmatic failure into two types, pragma-linguistic failure and socio-pragmatic failure. basically, both are concepts that Thomas (1983) borrows from Leech's (1983, p. 127) discussion of the scope of pragmatics, in which the latter differentiates between pragma-linguistics and socio-pragmatics failure.

1. **Pragma-linguistic Failure**: is a language failure caused by differences in the expression of pragmatic drive (Thomas, 1983). That is, it is a failure to select the proper linguistic tools for expressing pragmatic goals. According to Thomas (1983), pragmatic-linguistic failure occurs when speech act methods are transferred from one language to another, resulting in incorrect consequences in the target language. resulting in the fact that "the pragmatic force mapped by speakers onto a given utterance is systematically different from the force most frequently assigned to by native speakers of the target language" (Thomas, 1983, p. 99-100).

2. **Socio-pragmatic Failure**: This refers to the inability to find appropriate words in specific situations and social contexts. According to Leech (1983, p.10), it is "the sociological interface of pragmatics". Also to Riley (1989, p.234), socio-pragmatic failure occurs when one culture's social norms are used in a communication setting when another culture's social rules should be applied. As a result, misconceptions may arise during conversation. Unawareness of cross-cultural differences among persons who speak different languages leads to socio-pragmatic failure in cross-cultural communication (Thomas, 1983). That is, what is deemed proper language conduct in one culture may be inappropriate in another.

1.11 Causes of Cross-cultural Pragmatic Failure:

The causes of cross-cultural pragmatic failure in intercultural communication can be attributed to various factors that contribute to breakdowns in communication between individuals from different cultural backgrounds. Some key causes identified in the sources include:

1- **Cultural Differences**: Differences in cultural norms, values, social conventions, and communication styles between individuals from diverse cultural backgrounds can lead to pragmatic failures. These disparities can result in misunderstandings, misinterpretations, and inappropriate language use, affecting the effectiveness of communication.

2- **Language Learning Methods**: The rigidity of language learning methods and the influence of learners' first language habits on second language acquisition can contribute to pragmatic failure. Direct translation from the first language to the target language, without considering cultural and linguistic differences, can lead to communication errors.

3- **Lack of Pragmatic Competence**: Insufficient pragmatic competence, which involves the ability to use language appropriately in various social contexts, can result in pragmatic failure. Inadequate understanding of pragmatic norms, conventions, and strategies can lead to miscommunication and breakdowns in cross-cultural interactions.

4- **Improper Use of Language**: Communicators in cross-cultural interactions may unconsciously violate language rules, social norms, or cultural values, leading to communication errors. Inappropriate language choices, lack of consideration for context, and failure to align with cultural expectations can contribute to pragmatic failure.

5-**Failure to Adapt to Cultural Differences**: Inadequate awareness or understanding of cultural differences in social rules, etiquette, and customs can result in socio-pragmatic failure. This includes issues related to status, position, and topic selection in communication, which can impact the effectiveness of cross-cultural interactions.

Understanding these causes of cross-cultural pragmatic failure is essential for improving intercultural communication, enhancing language teaching practices, and fostering effective communication across diverse cultural contexts. Addressing these factors can help mitigate misunderstandings, promote mutual understanding, and facilitate smoother interactions between individuals from different cultural backgrounds.

Conclusion

Pragmatics is the study of language and communication, specifically how linguistic terms are utilized in context. To sustain effective talks, speakers should follow pragmatic standards for proper use. Pragmatics plays an important role in education and research. Developing learners' pragmatic skills is crucial for effective intercultural communication.

There are several debates over pragmatic education, the most important of which is the teachability of pragmatics and the best technique to include pragmatics into FLT curriculum. The literature reviewed in this chapter emphasizes that understanding speech acts, and enhancing cross-cultural pragmatic competence are essential components of effective communication and intercultural understanding. The next chapter highlights the need for addressing these aspects in language teaching in order to enhance EFL learners' ability to communicate effectively.

Chapter 2: Methods of Developing Pragmatic Competence in EFL Classrooms

Introduction

The goal of pragmatic is to bridge the gap between the academic and the practical uses of language. Because of this, it is advised that English professors assist EFL students in communicating by taking context into account rather than merely relying on semantic meanings or grammatical rules.

The previous chapter has covered the importance of pragmatic competence components. In fact. Knowing theories without putting them into practice is similar to learning new words in the target language but not using them until you eventually lose them. To increase student pragmatic competence and awareness, classroom input is essential. Besides, one technique to assist EFL learners in recognizing pragmatic patterns in the target language and incorporating them into their communicative competence is through instruction. Therefore, the utilization of instructed input activities classroom will be covered in this chapter

2.1 Teaching Pragmatic Competence in EFL Classrooms

It is crucial to incorporate pragmatics into EFL classes, and curriculum/syllabi designers and teachers should give this careful thought. To assist EFL students in understanding and generating any target language discourse, Ghait and Kouli (2020) assert that EFL teachers should concentrate on helping their students build their pragmatic competence Similarly, Cenoz (2007) emphasized the significance of EFL learners' pragmatic competence development to prevent failure and breakdowns in communication. To achieve such competency is related to role of classrooms' input and instruction, and also to the usage of specific tasks.

2.1.1 The Role of Input

Since input exposes students to real language usage in context, it is essential for teaching pragmatic competence using exposure to several types of information, students may see how language is employed in authentic scenarios, encompassing social exchanges, cultural subtleties, and suitable linguistic purposes. Indeed, Taguchi (2015) emphasizes the importance of consciousness-raising in language learning this approach encourages learners to deduce rules by comparing and analyzing various forms and social factors. By providing learners with ample opportunities to process input at an extensive level, consciousness-raising promotes a deeper understanding and heightened awareness of the target pragmatic features. This method aims to enhance learners' ability to use language in appropriate and contextually meaningful ways. A variety of sources, including real texts, audiovisual content might provide input that supports the growth of students' pragmatic awareness, speech act comprehension, politeness techniques,

and cultural norms related to language use. Furthermore, input helps people develop pragmatic skills by seeing patterns, formulating theories, and practicing in social situations. Therefore, gathering varied and genuine input is crucial and efficient.

2.1.2 The Role of the Teacher

Teachers are frequently the sole role models for proper pragmatic conduct. The backgrounds. Experience. Beliefs and training courses about pragmatics have greatly influenced the success of teaching. According to Virginia LoCastr, 2012, p.254 teachers in training have been aware of the importance of providing appropriate adequate, and rich input to foster learners' pragmatic development. One main source of input is the teachers themselves" It is more important to determine what the instructor should already know before teaching pragmatic competence in the following table:

Table 2.1. Teacher Knowledge for Teaching L2 Pragmatics (adapted from Ishihara, 2010, p. 23-24)

Selected components of teacher knowledge for teaching L2 in general	Components of teacher knowledge specifically required for teaching of L2 pragmatics
Subject-matter knowledge	Knowledge of pragmatic variation. Knowledge of a range of pragmatic norms in the target language. Knowledge of meta-pragmatic information (e.g., how to discuss pragmatics).
Pedagogical-content knowledge	Knowledge of how to teach L2 pragmatics. Knowledge of how to assess L2 pragmatic ability.
Knowledge of the learners and local, curricular, and educational contexts	Knowledge of learners' identities, cultures, proficiency, and other characteristics. Knowledge of the pragmatics-focused curriculum. Knowledge of the role of L2 pragmatics in the educational contexts.

Subject-matter knowledge in L2 teaching encompasses an understanding of pragmatic variation, including knowledge of different speech acts and their appropriate use in various social contexts, as well as familiarity with a range of pragmatic norms within the target language community, such as politeness conventions and culturally-specific discourse patterns. Additionally, meta-pragmatic knowledge, which involves the ability to discuss and explain pragmatic concepts related to context, speaker intention, and cultural norms, is crucial for helping learners develop a deeper awareness and appreciation of the social and contextual aspects of language use. Collectively, these facets of subject-matter knowledge are essential for

L2 teachers to effectively guide learners in navigating the complexities of communicative competence and prepare them for successful interactions in diverse social and cultural settings.

pedagogical-content knowledge for teaching L2 pragmatics encompasses two key aspects: knowledge of how to teach L2 pragmatics and knowledge of how to assess L2 pragmatic ability. The former involves the ability to design and deliver instruction that explicitly addresses pragmatic features, such as introducing different speech acts and modeling their appropriate use in various social contexts, as well as providing learners with opportunities to practice pragmatic skills and receive feedback to support their development of pragmatic competence. It also requires raising learners' meta-pragmatic awareness, helping them understand the role of context, speaker intention, and cultural norms in language use. The latter aspect of pedagogical-content knowledge encompasses the use of both formative and summative assessments, such as role-play activities and observation of learners' pragmatic performance in authentic interactions, which are essential for evaluating progress and informing instructional adjustments. Effective assessment of pragmatic competence requires the teacher to have a deep understanding of the pragmatic features being evaluated and the ability to develop reliable and valid assessment tools. By possessing these aspects of pedagogical-content knowledge, teachers can create learning experiences that effectively foster the development of L2 learners' pragmatic competence, preparing them for successful communication in a variety of social and cultural contexts.

Knowledge of the learners and local, curricular, and educational contexts is crucial for teaching L2 pragmatics effectively. This includes understanding learners' identities, cultural backgrounds, language proficiency levels, and other individual characteristics that may influence their pragmatic development. It also requires knowledge of the pragmatics-focused curriculum, including its goals, content, and alignment with broader language learning objectives. Additionally, teachers need to be aware of the role of L2 pragmatics within the educational contexts, such as how pragmatic competence is valued and assessed, and how it relates to learners' academic and professional success. By possessing this contextual knowledge, teachers can tailor their pragmatics-focused instruction to meet the specific needs and learning environments of their students, thereby maximizing the effectiveness of pragmatic development within the language learning process. In brief, Teachers need subject-matter knowledge about pragmatics, including understanding its differences based on speakers' backgrounds and contextual factors. They must also understand the range of L2 pragmatic norms and explain them in a relatable way. They also need pedagogical content knowledge,

such as instructional and evaluative procedures related to pragmatics. They should be culturally aware of learners' characteristics, curriculum scope, educational objectives, and institutional constraints.

2.1.1.2 The Role of Materials

Materials play an important role in teaching pragmatics and promoting effective language learning. Teaching materials help students comprehend and apply pragmatic language skills in real-life settings. These materials are intended to provide authentic instances of language use, allowing students to understand the intricacies of communication across cultures and circumstances. Additionally, pragmatics teaching materials must include at least three key elements (i.e., social context, language use, and interaction). Following is a discussion of the main materials used in teaching L2 pragmatics.

2.1.1.2.1 Digital Resources in Teaching Pragmatics

Digital learning tools may be useful for enhancing FL pragmatic education. The benefits of using computer-based learning materials include opportunities for useful interaction and use of authentic materials, exposure to a wider range of pragmatic features and discourse, evidence of pragmatic development, and the efficacy of FL pragmatic instructional interventions (Eslami et al., 2005). settings such as websites, virtual environments, and computer-mediated communication may provide an appropriate context for improving and facilitating pragmatics education in EFL classrooms. Sykes and Cohen (2008, p.99) have often stated that "CALL technologies play an important role in ensuring comprehensive pragmatic instruction."

One technique is to employ web-based strategy instruction: to enhance learners' development and use of language learner strategies, to provide guidance in complex pragmatic language use that is difficult to "take up," and to facilitate learning through web-based materials (Cohen, 2016). Probably the most widespread use of technology in language classrooms today is the use of audio-taped and videotaped materials.

2.1.1.2.2 Audio/Video Taped Materials

Audio and video recordings of example conversations are frequently employed to improve input. Offers verbal and nonverbal information (as in audio and video podcasts and streaming videos), both of which impact the pragmatics of communication (e.g., tone, pauses, hedges, gestures, facial expressions, and space). Either or all of these sorts of materials are present in a large number of pragmatics-focused products that are now accessible." (Cohen & Ishihara, 2012, p. 247). According to Lam (2002), by using these resources, students may improve their

comprehension of spoken discourse structure and grammar, which will help them digest spoken texts more easily. Videos provide the following benefits, according to (Fernandez-Guerra & Martinez-Flor, 2003): they provide pupils with genuine role models to emulate; they raise understanding of various cultures by teaching appropriateness and suitability. However, as Patterson (2008) notes, when it comes to podcasts, novices will be introduced to a new language that has its unique word order, intonation patterns, pause system, and speaking patterns.

2.1.1.2.3 Web-Based Materials

The availability of online tools for English language study has opened up options for real language use. Learners can reduce their worry about foreign language exposure by using technology to give realistic content. (Erbaggio et al., 2012). The web gives learners with rapid access to a variety of resources and current information, allowing them to expand their vocabulary and cultural understanding (Kanellopoulou & Giannakoulopoulos, 2021). Access to authentic materials such as articles, films, and podcasts exposes learners to real-life language usage, boosting their listening, reading, and comprehension skills. Furthermore, interactive aspects in online learning environments increase student participation, engagement, and motivation (Gray & Diloreto, 2016). Group activities, peer evaluation, and virtual technologies encourage active and autonomous learning, empowering students to take control of their language learning process. Online learning also provides quick feedback on learners' performance, which boosts engagement (Hollister et al., 2022). These interactive aspects are essential for inspiring students and encouraging independent learning. One of the primary benefits of online resources is its adaptation to learners' competence levels and specific demands (Kanellopoulou & Giannakopoulos, 2021). The internet provides a wealth of information for all language levels, allowing students to study at their own speed. Learners can select resources that are relevant to their learning objectives, such as strengthening speaking abilities, preparing for exams, or focusing on specific language areas like grammar or vocabulary. Online resources offer personalized learning experiences, allowing students to tailor their learning to meet their own needs and goals.

2.1.1.3 the Role of Authentic Materials

Since they offer instances of language use in natural conversation and real-world context, authentic materials are essential for developing pragmatics competency. Learners can witness how language is used in a variety of social circumstances, including the appropriate use of speech acts, politeness methods, and cultural norms, by exposing them to real resources including films, chats, emails, and social media postings. Through knowledge of not just the

explicit meanings of words but also their inferred meanings, intents, and social dynamics, this exposure aids in the development of learners' pragmatic ability. Additionally, by making the learning process more applicable and meaningful to students' daily lives, genuine materials increase motivation and engagement. Scholars have determined that for learners to build pragmatic competence, they need to be exposed to genuine resources (Dufon, 2004; Shomossi & Ketabi; 2007). Materials are supposed to provide suitable samples of the language from the culture in which it is spoken. People and the setting in which they communicate might undoubtedly contribute more to authenticity than textbooks, according to Widdowson's (1998) description of authenticity as a social construct. In this regard, Cenoz (2007, p. 137) stated: "The goal is not to emulate native speakers of a particular variety but to make students aware of the pragmatic conventions of several kinds (…). Of course, raising awareness is the first and most important stage in developing pragmatic competence".

2.1.1.4 The Role of Instruction

The previous chapter has demonstrated that there are situations in which grammatical knowledge is insufficient since it can lead to awkwardness, embarrassment, rudeness, failure, and breakdown in communication. That is why higher education try to raise the awareness of pragmatic competence inside EFL classrooms by providing productive input throw instruction some studies investigated whether instruction makes a difference at all in teaching Pragmatics (e.g..; Safont 2003; Salzar 2003; Yoshimi 2001)

In one of these studies, Salzar (2003) examined the effect of instruction on English request strategies. Fourteen Spanish EFL college students participated in the study. The study consisted of three sessions (approximately 20 minutes each) with the first and third sessions used for the pre-test and post-test. Discourse competence task and a politeness judgment task were used as measurements. Instructional intervention on the range of request strategies and lexical down graders was provided during the second session. At the end of the second session, the participants engaged in another set of DCT. Salzar states that the learners demonstrated an increase in the use of different types of request strategies immediately following instruction. The significance of pragmatic instruction an EFL environment stems from the fact that it assists EFL learners in raising awareness of the cross-cultural distinctions required to avoid misunderstandings in communication. As a result, studying how individuals use language in various social contexts gives a lot of knowledge about how language works, as well as about social ties in society and how people communicate and develop parts of their social identity through language." Holmes, J. (2013.p1)

(In Yined Tello,2006, p.177) suggest that classrooms present two ways for developing the pragmatic competence:

1- "Students may learn from exposure to input and production through instructional activities not necessarily intended for the development of a pragmatic aspect."

2- "Learners may learn as a result of planned pedagogical action directed towards the acquisition of pragmatics."

There are two approaches to Instruction

2.1.1.4.1 Explicit and Implicit instruction

Teaching or learning that takes place through immersion, observation, or implicit feedback but takes place without conscious awareness or intention is referred to as implicit instruction. Implicit (inductive)instruction, as it relates to pragmatic competence, is the process of learning how to use language in social situations by being exposed to normal language usage without explicitly teaching norms. Conversely, explicit education entails the deliberate and direct teaching of skills, methods, or rules. Explicit (Deductive) instruction can be used to teach communication skills, social norms, or language conventions to develop pragmatic competence. The following figure is provided by Cohen, and Ishihara (2010, p.117)

Figure 2.1. Deductive and inductive sequencing of explicit pragmatic instruction adapted from Ishihara & Cohen 2010, p.117
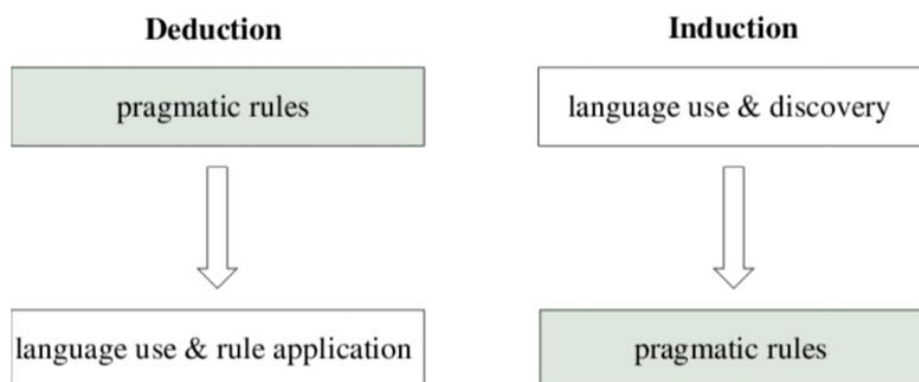
In a Spanish EFL setting, Alcon-Solar (2005) investigated the relative effectiveness of implicit and explicit instruction. Whereas the implicit group participated in typographical augmentation of request techniques and a series of implicit awareness-raising activities, the explicit group received textual meta-pragmatic feedback on the usage of acceptable requests along with direct awareness-raising tasks. The findings demonstrated that explicit training had a greater impact on learners' awareness and performance when it came to identifying and

explaining requests in textual conversation and movie clips. Other studies show the same, Nguyen et all., (2012) examined the effects of two types of form-focused instruction on three groups of Vietnamese learners of English: an implicit group that received input enhancement and recasts of errors, an explicit group that received meta-pragmatic instruction and explicit corrective feedback, and a control group. The explicit group outperformed the implicit group on all pragmatic performance tasks, including role-play, an oral peer-feedback task, and a written discourse completion challenge, and both treatment groups considerably outperformed the control group. It is evident from the significance and superiority of explicit instruction over implicit instruction in pragmatics training that the teachers must possess meta-pragmatic knowledge to effectively explain language use to students in a variety of social circumstances.

2.2 Teaching Pragmatic as a Part of the EFL Curriculum

McCarthy (1998) contends that if students are to be taught how to talk correctly in a foreign language, spoken language must be at the core of the curriculum. He argues that the only way to ensure that discourse elements are appropriately transferred between languages is for learners to develop a cultural awareness, which may be accomplished through this approach alone. If students are exposed to content that accurately represents spoken language, they will develop this cultural awareness.

The language instructor goes through three primary steps while explicitly teaching pragmatic rules (McCarthy, 1998. P 67):

The presentation: The natural speaker model stands out during the presentation stage. because it provides real-world language samples.

The practice: during the practice phase, students are supposed to complete assignments that help them apply the pragmatic knowledge they have learned.

The production: Language instructors might use role plays or discourse completion tests (DCT) to extract performance from students during the production phase. Conversely, learners can internalize interactional skills in role plays, such as managing conversations, controlling the turn-taking process, using intensifiers and downgrades, and making accurate decisions from a variety of options.

2.2.1 Raising Pragmatic Awareness

With an emphasis on classroom education, Brock and Nagasaka (2005) advised teachers to provide their students with opportunities to enhance their pragmatic competence through the application of the "See, Use, Review, and Experience"

Judd (1999) proposed that the best practice for integrating L2 pragmatic instruction includes three stages:

1. **Observation**: centers on how students will actively investigate pragmatic learning objectives. Integrating materials Films, television series, and other video programs are great tools for teachers and students to observe and assess language use in many circumstances, as demonstrated by Kasper and Rose (2001). These programs enable students to observe the characters' language use within those situations. Using authentic materials is a successful pedagogical practice according to Bardovi-Harlig and Mahan-Taylor (2002, pp. 38-39).

2. **Analysis**: describes the methods and exercises intended to promote interaction with L2 pragmatic learning objectives. Students can be asked to assess the appropriateness of specific utterances in conversations that contain pragmatically unsuitable statements. Additionally, students may be given opposing discourse examples and asked to pinpoint the elements that explain the variations in language use.

In previous stages, the approaches that can be used are both deductive and inductive teaching (during the observation and analysis phases, pupils are made aware of the speaking act and its three components); Inductive (students must independently identify the speech act and its component

3. **Extension**: Students can put what they have learned in the observation and analysis stages into practice through extension activities.

2.2.2 Pragmatic Competence Activities Classroom

Teaching of pragmatics is frequently disregarded in the classroom and underrepresented in instructional materials and teacher education programs, despite its significance in EFL communication. A lack of interest, limited class time, or an inadequate understanding of its significance in interpersonal communication are some of the causes. Additionally, there might not be enough realistic and doable classroom activities to support the introduction and growth of such nuanced language use. Many teachers are unclear about how to choose and implement

pragmatic teaching activities in EFL classes, even if they may understand the value of pragmatics and desire to incorporate it into their lectures. Taguchi (2011) has proposed three types of tasks to be included in pragmatics materials: conscious-raising tasks, receptive- skills tasks, and productive-skills tasks.

Activity 1: Discussion of Speech Act

According to Limberg (2015), class discussions that compare students' native language (L1) and culture to the target language and culture increase students' pragmatic awareness of cultural norms. EFL students may answer questions like how do you apologize in your mother language. Which terms do you use? How do you think English people apologize? Or give them situations of apologizing.

Activity 2: Compare L1 and L2 by Using Translation

Translating is more than just a language operation; it is also a cultural act, a means of communicating between cultures. Translating always requires both languages and cultures because they cannot truly be separated. By translating pragmatic expressions and speech acts from one language to another, learners gain insight into how language is used in different social contexts and develop the ability to appropriately use language in real-life situations. .Eslami-Rasekh (2005) and Limberg (2015) both propose exercises in which students compare speech actions in their native language to speech acts in their target language to increase pragmatic awareness. Students use. Languages and cultures are intricately linked, therefore translating always entails both. Eslami-Rasekh's (2005) translation exercise to complete table worksheets and to debate their translations.

Table 2.2. Worksheet for comparing L1 and L2

Instructions: Imagine you are complaining to someone in your first language. Write down what you would say for the three situations in the chart below, and then translate them directly to English without changing anything. How does the English version sound?		
	Your First Language	**English**
Situation 1: Your classmate always comes late to group meetings and is not helping at all with your group's presentation. Complain to that classmate.		
Situation 2: Your son was supposed to clean his room and take out the trash. He has not done either of these chores. Complain to your son.		
Situation 3: Your supervisor has been giving you a lot of extra work and projects, but your coworkers are not busy. Complain to your supervisor.		

Activity 3: Watching or Listening in Other Cultures

Presenting target language communication strategies: Another way to raise students' pragmatic awareness is to listen or passages, or watch videos that give explicit Information about the speech act in another country.

The use of films or video shows is also considered productive in raising pragmatic competence according to Cohen and Ishhar (2012.p246). The following table illustrates how audio-visual materials can be used:

Table 2.3. Audio-Visual Materials for Teaching Specific Pragmatics Areas

Areas of pragmatics taught	Materials used	Brief description
Requests in Spanish[c]	*La flor de mi secreto* (The Flower of My Secret), *La ardilla roja* (The Red Squirrel) (films)	Analysis of a range of requests in Spanish in relation to various social contexts
Terms of address in English[d]	*Tootsie* (film)	Identification of terms of address; discussion on the social and interactional meaning behind those terms
Self-introduction routine in English[e]	*Seinfeld* (sitcom)	Analysis of limits and boundaries of speech routines; analysis of pragmatic violations and reactions invoked
Requests in English[f]	*Seinfeld* (sitcom)	Analysis of indirect requests (hints); follow-up discussion on how requests can be made differently across cultures
Requests in English[g]	*Stargate* (TV series)	Identification and analysis of direct and indirect requests; dialogue-writing; analysis of excerpts and awareness-raising; discourse completion tasks
Implicature in English[h]	*Desperate Housewives* (TV series)	Identification of implied meanings through facial expressions and the contexts

Activity 4: Developing Pragmalinguistics and Sociopragmatic Activities

According to (Ishihara, Cohen, 2012.p113), pragmalinguistics and sociopragmatic activities can be divided into:

tasks with a primarily linguistic (pragmatic) focus. They involve

- Analyzing and practicing the use of words in a specific situation;

-Recognizing and practicing the use of key grammatical structures.

-Identifying and practicing strategies for a speaking act.

-Evaluating and practicing the use of discourse organization (e.g., discourse structure of an academic oral and presentation).

Tasks with a mainly social and cultural (sociopragmatic) focus. They involve:

-Interpreting language and context to identify the speaker's aim and intention, and evaluate the speaker's attainment of the goal and the listener's interpretation

- Assessing and practicing directness, politeness, and formality in interactions.

-Identifying and applying several roles of a speech act;

-Identifying and applying a variety of cultural norms in the L2 culture;

- Identifying and applying potential cultural thinking or ideology behind L2 pragmatic norms.

Evaluating and practicing the use of discourse markers and fillers (e.g., well, um, actually).

Incorporating pragmalinguistic tasks in language instruction allows students to practice utilizing suitable linguistic forms to accurately represent speech objectives. In contrast, sociopragmatic exercises assist learners comprehend the social and contextual components of language use, such as the link between speakers and the situational context. Engaging in these exercises allows learners to strengthen their pragmatic awareness, interactional skills, and sociopragmatic competence, resulting in more successful communication in a variety of social circumstances.

Activity 5: Role Play as Simulation Task

Role-play can be defined as a technique using simulated communication scenarios to elicit specific or spontaneous responses (Purvis, 2008). Role play, according to Cohen and Ishihara (2012) requires "the ability to use an appropriate speech act the typicality of the expressions used the appropriateness of the amount of speech and information given and the appropriateness of the level of formality, the directness, and the level of politeness".

Milroy (1982) argues that "Role-play as a method of learning is based on role-theory. Participants adopt assumed positions and interact in a simulated life situation. It occurs for some educational purpose, usually under the guidance of the person with the educational responsibility. The interaction is spontaneous and at its conclusion there is opportunity for discussion." (p.8). Abdoola et al. (2017) investigated the usefulness of role plays in enabling pragmatic. They concluded that using role plays as a treatment strategy to teach pragmatic skills boosts students' interest and motivation while playing. Furthermore, peer communication and

interaction boosts learners' self-confidence, critical thinking, teamwork, and, most significantly, social skills. Ladousse (1987) also describes role-playing as "an educational technique, known to generate a lot of fun, excitement, joy and laughter in the language class as 'play' itself guarantees a safe environment in which learners can be as inventive and playful as possible" (p.5). In other words, this definition emphasizes that role plays are exercises that aim to promote learners' participation, motivation, and enjoyment in a language lesson. Learners are always bored of acquiring knowledge in the same traditional manner. Role-playing has been identified as an effective method for developing pragmatic competence in language learners. Role-playing activities have been proven in studies to effectively target pragmatic skills such as stylistic variation and clarification, hence contributing to the development of communicative capacities. Role-playing acts as a bridge by integrating exercise in language teaching, and allowing students to practice and strengthen their communication abilities in authentic speaking scenarios. Rubrics can be used to assess and build skills during role-play scenarios.

Activity 6: Discourse Completion Tasks

Discourse Completion Tasks (DCTs) with prompts to elicit diverse pragmatic responses are frequently used to test learners' pragmatic knowledge. Even though it is a written test, it can effectively elicit learners' projected speech language. Learners may be able to deliver more deliberate or socially desirable responses in such written examinations, which may be more reflective of their understanding of what a speaker may say than when put on the spot orally. They are also beneficial as a class activity to increase students' pragmatic competence (Eslami-Rasekh, 2005). One procedure for using DCT in the classroom is as follows:

1. Divide the pupils into smaller groups. Provide each group with multiple DCTS.
2. Have students form new groups and compare and discuss their responses. Have each group select their best rendition and perform it for the class.
3. As a class, talk about the appropriateness of each rendition and any practical concerns that arise. By comparing answers, debating, and evaluating the appropriateness of the DCTs, students become more aware of any negative pragmatic transfer in their second language.

Explicit instruction with DCTs gives learners thorough metapragmatic explanations concerning linguistic forms, functions, and cultural preferences, which contributes to the development of pragmatic competence. Furthermore, DCTs provide a realistic method for gathering data on students' production of speech actions such as ideas, requests, complaints,

and apologies. By assessing the responses evoked by DCTs, instructors can acquire insights on learners' pragmatic abilities and adjust instruction to specific areas of need. Overall, DCTs serve an important role in increasing pragmatic competence by providing learners with authentic input and opportunity to practise and refine their communicative abilities in meaningful circumstances.

Conclusion

To summarize, developing pragmatic competence is critical for effective communication since it requires knowing and effectively using language in social circumstances. Learners can gain the abilities required for successful communication, such as interpreting inferred meanings, identifying cultural subtleties, and adjusting language to diverse settings. Furthermore, ongoing research emphasizes the importance of continuing to explore effective teaching approaches and assessment tools in order to improve EFL learners' pragmatic competence. This chapter then has tackled all about using implicit and explicit instruction to promote pragmatic competence development, and the following chapter is a field work which explores teachers' incorporation of pragmatics instruction into EFL teaching courses.

Chapter three: practical part
Methodology and findings

Introduction

This final chapter explains the methodological features of the current study including the research design, method, research instruments selected. Furthermore, it analyzes the data that was collected from the "Teachers' Perceptions and Practices". Also, it aims to examine teachers' attitudes towards implementing pragmatic competence teaching methods and challenges. And examines how instruction can be used effectively to improve student awareness of pragmatic competence. To achieve the study's objectives, we chose to utilize both questionnaire and interview because they are very informative data collection tools in applied linguistics.

3.1 Research Design

The research design employed in this study was a mixed-methods approach, combining both quantitative and qualitative methods to ensure a comprehensive understanding of the research topic. The quantitative component involved the distribution of a questionnaire to a sample of English language teachers at the University of Kasdi Merbah in Ouargla. The questionnaire was carefully designed based on the study's objectives and hypothesis, encompassing various aspects related to teachers' attitudes towards students' pragmatic competence development. The qualitative component, on the other hand, involved conducting semi-structured interviews with a subset of teachers from the questionnaire sample. This interview objective is to provide deeper insights into the teachers' perspectives, allowing for further justification and explanation of their attitudes towards developing pragmatic competence. By employing this mixed-methods approach, the study aimed to capture both quantitative data for statistical analysis and qualitative data for a richer understanding of the research topic.

3.2 The Method

Mixed methods approach used in this study is reflected by the use of a questionnaire for quantitative data collection and an interview for qualitative data collection and analysis.

3.3 Description of Instruments

3.3.1 Description of Questionnaire

Many individuals believe that surveys are simple to construct and always produce accurate responses. This is not always true because effective and trustworthy surveys are difficult to

create. It is incorrect to presume that anyone with some common sense and excellent word processing software can create a questionnaire. To clarify this point, Dornyei (2007,p.102) argues that: "Just as in everyday life, where not every question elicits the right answer, it is all too common in scientific research to come across questions that fail."

The questionnaire is based mainly on closed-ended questions where teachers are asked to answer "yes" or "no" and questions based on choosing the right answer among many choices, "open-ended" questions by clarifying items where teachers are required to give more explanations and suggestions for their answers, and rank order items by assigning a number to each item based on its importance.

3-3-2 The Questionnaire Sections

The teachers' questionnaire contains 3 sections. Each of these sections served a different question but a related purpose. In the design of this instrument all the variables related to our study were taken into account. In fact, the questionnaire in its final version treated the following issues:

Sections	Title of the Sections	Items
Section One	Background Information	1 to 3
Section Two	Teaching Pragmatic Competence	4 to 13
Section Three	Challenges and Methods of Developing Learners Pragmatic Competence	14 to 29

Section One: Background Information

This component of the questionnaire collects information about many elements such as the teachers' age, degree, gender, and duration of experience. The information gathered from these data enable us to contextualize our field of study and identify various relationships and differences between the personal and professional characteristics of the teachers who participated in our research.

Section Two: Pragmatic Competence

This section questions are based on what contributes to the development of pragmatic competence and also whether activities such as role plays, oral presentations, and games and quizzes are used to teach pragmatic competence. Furthermore, students' level of pragmatic competence and how we can tell that learner is pragmatically competent. Additionally, a question targets the barriers that students may face when communicating in English can be linguistic or sociocultural, including each prospective on the importance of the competencies

linguistic, sociolinguistic, discourse, strategic, and pragmatic and, finally, whether teaching a language involves teaching its cultural norms.

Section Three: Challenges and Methods of Developing Learners' Pragmatic Competence

In this section we find questions aiming to know the challenges that teachers may face when teaching pragmatics aspects. And what is the role of instructional input and whether teaching L2 pragmatics explicitly or implicitly is better meanwhile the efficiency of using authentic materials and what kind of authentic materials they use. concerning the exploitation of Authentic Material (AM); the questions seek to understand how tutors handle these kinds of resources. In the last questions we give attention to the role of tasks in teaching pragmatics and whether translation exercises can be taken as an option in speaking sessions to raise students' pragmatic awareness.

3.3.3 Administration of Questionnaire

The questionnaire included various types of questions, such as two open-ended questions and 27 closed questions, two of them are ranking questions. The final version was distributed as a hard copy. Most teachers promptly answered the questionnaire and engaged in discussions regarding its content. In addition to the hard copies, the questionnaire was also distributed as a Google Form and sent via email to 6 teachers.

3.3.4 Description of Interview

The interview is one of the most common qualitative research techniques, and its use has increased significantly in the social and human sciences (Edley & Litosseliti, 2010). Furthermore, Dörnyei (2007, p. 143) adds "The interview is a natural and socially acceptable way of collecting information that most people feel comfortable with and which can be used in a variety of situations and focusing on diverse topics to yield in-depth data". It is an effective approach for acquiring insight into people's experiences, feelings, and opinions.

According to Denscombe (2010, p. 192), "Interviews are particularly good at producing data which deal with topics in depth and detail" A semi structured design was followed in this interview. It features a pre-prepared set of questions, but this guide is flexible enough to allow interviewers to delve into any topic and produce fresh ideas. In the interview the participants were the same who answered the questionnaire.

We found that there is no need to demographic questions, so we went directly to the main issues that were raised while we were perusing the questionnaire answers; here we found

conflicts of ideas. It ends by arranging an interview that based on specific questions to our research objectives and depth of ideas helped us determine their thoughts behind their answers. These questions revolve around the topic of teaching pragmatic competence and how it is implemented in EFL classrooms.

The first question asks about the strategies used to support students in developing their pragmatic competence. The second question explores whether explicit or implicit instruction is preferred and why. The third question focuses on raising students' awareness of pragmatic competence through speech acts, politeness strategies, and cultural norms. The fourth question asks whether authentic materials are used and whether it is easy or difficult to it. the fifth question enquires about preferences between role plays and Discourse Completion tasks (DC) which one they use the most. The sixth question asks about the prioritization of pragmatic competence when assessing learners, along with the type of feedback provided. The seventh question seeks suggestions for changes or improvements to enhance the teaching and learning of pragmatic competence. Finally, the last question asks whether teachers might need to undergo pragmatic competence training.

3.3.5 Administration of Interview

Interview was hold at Kasdi Merbah University of Ouargla English department; face to face interview questions were intended and prepared for 6 of teachers; 3 of them were available and attended the interview, but 3 were not. The interview took approximately 20 minutes with each participant.

3.4 Setting and the Participants

This research is held at Kasdi Merbah University of Ouargla specifically at the department of English Language. It is conducted during the second semester of the academic year 2023/2024. The informants of the present questionnaire are 21 teachers chosen randomly. Most of them have a long experience on working as teacher. Besides, 3 teachers were interviewed.

3.5 Data Analysis Procedures

Two methods were employed to fulfill the goals of the study a questionnaire and an interview. Each instrument required a distinct approach to analysis due to their differing nature. A questionnaire was analyzed quantitatively. The interview was analyzed qualitatively to analyze the questionnaire responses, a descriptive statistics method was employed. The results were presented using tables and graphs. The Excel and Spss softwar were utilized for the analysis of the questionnaire data. For the interview data, the responses from the interviewees

were transcribed and organized into tables. Each answer was carefully analyzed, providing an overall analysis.

3.6 Results and Discussion

3.6.1. Results of Questionnaire

Q1: The Gender?

Table 3.1: teachers Gender

		Frequency	Percentage
Valid	Male	6	28,6%
	Female	15	71,4%
	Total	21	100%

The results displayed in the table above show that the biggest percentage is devoted for female which is 71,4% whereas 28,6% are male.

Q2: What degree do you hold?

Table 3.2: Teacher's Degree

		Frequency	Percentage
Valid	Master	1	4,8%
	License	1	4,8%
	Doctorate (PhD)	19	90,5%
	Total	21	100%

Since the participants were University teachers most of them are doctoral 90.5%. The rest have License and masters' degree which represents 9,6% of the teachers.

Q3: Prior years of teaching experience

Table 3.3: Teachers' Years' Experience

		Frequency	Percentage
valid	1-2 year	2	9,5%
	3-5 years.	5	23,8%
	6 -10 years	4	19%
	10 -15 years	5	23,8%
	16 -20 years	2	9,5%
	More than 20 years	3	14,3%
	Total	21	100%

Teachers with 3-5 years and 10-15 years of experience represent the largest groups, each accounting for 23.8%. Teachers with 1-2 years of experience and those with more than 20 years of experience represent the smallest groups, each comprising 9.5% and 14.3%. Overall, the majority of teachers (47.6%) fall within the 3-15 years of experience range.

Q4: What do you think should be given the priority to develop your students pragmatic competence?

Table 3.4: the major goal when teaching Pragmatic Competence

	Frequency	Percentage
A/To allow learners to practice the rules of the target language	0	0%
b/To enable learners to communicate meaning.	2	9,5%
c/To make learners able to use the target language appropriately in different situations.	12	57,1%
All of them	2	9,5%
A+b.	1	4,8%
B+c	4	19%
Total	21	100%

Based on the provided data in the table, the majority of respondents (57.1%) believe that the development of pragmatic competence is most influenced by the goal of enabling learners to use the target language appropriately in different situations. This suggests that learners should

not only focus on practicing the rules of the target language alone (0% of respondents), but also on acquiring the ability to communicate meaning (4,8% of respondents).

Additionally, a significant portion of respondents (19%) believe that a combination of enabling learners to communicate meaning and making them able to use the target language appropriately in different situations (option B+C) contributes to the development of pragmatic competence. A smaller proportion of respondents (9.5%) chose the option of "All of them," indicating that they consider all the given factors to be important in fostering pragmatic competence. For the two options A+B is chosen by small percentage 4,8%.

Q5: Which type of activities to you usually use in teaching pragmatic competence

Table 3.5: Activities Teachers Use in Teaching Pragmatic Competence

		Frequency	Percentage
Valid	Oral presentation	4	19%
	Role plays	10	47,6%
	Role plays, Oral presentation	4	19%
	Role plays, Oral presentation Games and quizzes	3	14,3%
	Total	21	100%

In both table and chart above show that Most of the teachers 47% take role plays as a prominent activity in teaching Pragmatic competence. 19% use both oral presentation and role plays. 19% uses only oral presentation. 14% use games and quizzes addition to Role play and oral presentation activities.

Q6: How would you assess your students' level of pragmatic competence?

Table 3.6: Students' Level of Pragmatic Competence

		Frequency	Percentage
	Good.	3	14,3%
Valid	Below average	2	9,5%
	Average	12	57,1%
	Above Average	4	19%
	Total	21	100%

As represented in Table 6 regarding pragmatic competence level of the learners, it was identified as average by the majority of the sample (57%), as below the average 9.5% teachers, as good by 14.3% teachers and four teacher 19% opted for above average option.

Q7: A learner is considered as having pragmatic competence if:

Table 3.7: Pragmatic Competence Assessment Criteria: Defining Proficiency in Pragmatic Skills.

	Frequency	Percentage
A/ S/he masters the linguistic aspects of the TL, S/he use the TL as native speakers do	1	4,8%
B/ S/he is able to use the TL language correctly and appropriately.	2	9,5%
C/ S/he is aware of what is socially appropriate in the TL community.	10	47,6%
D /S/he use the TL as native speakers do	0	0%
B+C	3	14,3%
B+C+D	1	4,8%
A+B+C	2	9,5%
All of them	1	4,8%
A+D	1	4,8%
Total	21	100%

EFL learners is considered pragmatically competent. 47,6% of teachers choose when S/he is aware of what is socially appropriate in the TL (target language) community.14,3% believe that if S/he is able to use the TL language correctly and appropriately +S/he is aware of what is socially appropriate in the TL community. 9,5% twice Repeated with option S/he is able to use the TL language correctly and appropriately and with the options (A, B, C) S/he master the linguistic aspects of the TL+ S/he is able to use the TL language correctly and appropriately+ S/he is aware of what is socially appropriate in the TL community. The frequent Percentage is 4,8% in the cases;(B+C+D), (A+D), and all of them S/he is able to use the TL language correctly and appropriately +S/he is aware of what is socially appropriate in the TL community+ S/he use the TL as native speakers do, all of them, S/he masters the linguistic aspects of the TL + S/he use the TL as native speakers do.

Q8: How would you qualify the barriers your students face when communicating in English?

Table 3.8: Barriers to Effective Communication in English: Qualifying the Challenges Faced by students

		Frequency	Percentage
Valid	Sociocultural	6	28,6%
	Both of them	8	38,1%
	Linguistic	5	23,8%
	Linguistic, Physiological barriers (introverts /extroverts) (low self Esteem/high self-esteem)	1	4,8%
	Linguistic, Sociocultural, sociopragmatic /discourse aspects	1	4,8%
	Total	21	100%

From the above table, we can see clearly teachers qualify the students' barriers when communicating is both Linguistic and sociocultural 38.10%. Sociocultural option was selected by 28.57% of the teacher and 23.81% chose Linguistic barriers two of the teachers add tow barriers which are psychological, discourse aspects which represent 4.76% for each option.

Q9: In your opinion what are the competencies your students should possess to be communicatively competent? ((Please arrange the following according to their order of importance from 1 to 5 by putting the appropriate number in the box provided for each option).

Table 3.9: Essential Competencies for Communicative Competence

	1st	2nd	3rd	4th	5th
Linguistic competence	62,2%	3,8%	4,8%	0%	23,9%
Sociolinguistics competence	4,8%	9,6%	33,4%	14,4%	14,4%
Discourse competence	4,8%	4,8%	28,7%	33,5%	9,6%
Strategic competence	4,8%	14,3%	28,8%	28,7%	23,9%
Pragmatic competence	14,4%	33,5%	9,6%	19,1%	28,7%

Based on the provided data, it appears that the order of importance for the competencies required for communicative competence can be determined by examining the percentages. Pragmatic competence stands out with a percentage of 28.7%, suggesting that it is considered

the most important. Following that, discourse competence takes the fourth position with a percentage of 33.5%, ranking just below sociolinguistics with 33.4% in the third position. Surprisingly, linguistic competence, despite having the highest percentage of 62.2%, is ranked relatively low. The majority of respondents placed it in the first and second positions with a percentage of 38.3%. about strategic competence is ranked in the 28,8 in the third position.

Q10: Do you think that the mastery of the structural aspects of the target language will in itself ensure effective communication?

Table 3.10: Structural Mastery vs. Effective Communication: Examining the Interplay for Language Proficiency.

		Frequency	Percentage
Valid	Yes	8	38,1%
	No	13	61,9%
	Total	21	100%

A percentage of 61% teachers declared that the mastery of structural aspects of target language will not ensure effective communication. The remaining percentage 38.1% where with the Idea and say that structural target language mastery would lead to the use of target language effectively.

Q11: Do you think that teaching a language requires teaching its cultural norms?

Table 3.11: The Role of Cultural Norms in Language Teaching: Examining the Necessity for Cultural Competence

		Frequency	Percentage
Valid	Yes	14	66,7%
	No	7	33,3%
	Total	21	100%

Most of the teachers supported the idea that teaching a Language requires teaching its culture and norms, while the rest opposed the idea and did not see the value or importance of teaching the cultural side of the target language. The Proponent teachers are 14 teachers (66,7%). The Opponent teachers are 7 (33,3%). Look table 11 and figure 11.

Q12: What are challenges may be faced when teaching the pragmatic aspects of the Target Language?

Table 3.12: Challenges Teachers Faced When Teaching the Pragmatic Aspects of The Target Language.

		Frequency	Percentage
Valid	A/Lack of training.	4	19%
	B/Students' level	4	19%
	C/Time allotment	3	14,2%
	D/Limited knowledge of TL culture and language.	2	9,5%
	E/Confusion with which aspects of pragmatics to cover.	1	4,8%
	B+D+E.	2	9.5%
	All of them	1	4,8%
	A+B+C+D.	1	4,8%
	A+B+D.	1	4,8%
	A+D.	1	4,8%
	A+D+E	1	4,8%
	Total	21	100%

The table above showed that most teachers strongly believe that challenges may be faced when teaching pragmatics competence is students level which represent(19%) and the other 19% of teachers think that it is lake of teachers training . (14,2%) teachers say that the main reason is time allotment. (4.8%) is the percentage that has been repeated in each case; Confusion with which aspects of pragmatics to cover , lack of training + Limited knowledge of TL culture and language ,lack of training + students level + Limited knowledge of TL culture and language, lack of training +Limited knowledge of TL culture and language + Confusion with which aspects of pragmatics to cover, lack of training + students level + Time allotment +Limited knowledge of TL culture and language, the last choose all of them. 9.5% is twice Repeated in limited knowledge of TL culture and language and in students level + Limited knowledge of TL culture and language + Confusion with which aspects of pragmatics to cover.

Q13: Where do you think your students acquire most of their pragmatic awareness (competence)?

Table 3.13: Primary Sources of Pragmatic Awareness Acquisition: Examining Influential Factors.

		Frequency	Percentage
Valid	A/Teacher's talk.	2	9,5%
	B/ General culture courses	2	9,5%
	C/Authentic materials (films, magazines, books TV etc.)	7	33,3%
	D/ Social online sites (Facebook, Twitter, etc.)	1	4,8%
	C+D	3	14,3%
	B+D	1	4,8%
	A+C+D	2	9,5%
	All of them	3	14,3%
	Total	21	100%

The results of the present questionnaire show that the majority of the surveyed teachers i.e. 33,3% believe that students acquire most of their pragmatic form authentic materials (A.M) while about 14,3% of the respondents think that Social online sites is crucial in addition to A.M. 9.5 %believe that some modules such as "General Culture" may help students aquire their pragmatic competence.9,5% said is the only source is teachers talk.

Q14-Is developing your students' pragmatic competence one of your teaching goals?

Table 3.14: Incorporating Pragmatic Competence Development as a Teaching Goal

		Frequency	Percentage
Valid	No	1	4,8%
	Yes	20	95,2%
	Total	21	100%

We asked this question to see whether developing EFL learner pragmatic competence is considered as a teaching goal. In response to this question, most of the surveyed teachers 95,2%

believe that developing pragmatic competence is the main goal. One of teachers doesn't take pragmatic competence as necessary competence 4,8%.

Q15: How often do you use pragmatics-based instruction in your classroom?

Table 3.15: Frequency of Pragmatics-Based Instruction in the Classroom.

		Frequency	Percentage
Valid	Often.	12	57,1%
	Rarely.	2	9,5%
	Sometimes.	4	19%
	Very often.	3	14,3%
	Total	21	100%

Based on the provided data, it appears that pragmatics-based instruction is frequently used in the classroom, with 57.1% of respondents indicating that they use it often. Additionally, 14.3% of -respondents reported using it very often, while 19% said they use it sometimes. Only a small portion of respondents, 9.5%, reported using pragmatics-based instruction rarely.

Q16-In your opinion, how should pragmatics be taught?

Table3.16: Approaches to Teaching Pragmatics: Strategies for Effective Pragmatic Instruction.

		Frequency	Percentage
Valid	Explicitly.	9	42,9%
	Implicitly.	9	42,9%
	Implicitly., Explicitly	3	14,3%
	Total	21	100%

The question of whether pragmatics should be taught explicitly or implicitly is a matter of pedagogical approach and depends on various factors such as learners' proficiency levels, learning goals. Based on the provided data, there is an equal split between respondents who believe pragmatics should be taught explicitly (42.9%) and those who believe it should be taught implicitly (42.9%). Additionally, 14.3% of respondents indicated that pragmatics should be taught both implicitly and explicitly.

Q17: Do the materials you use offer opportunities for learners to develop their pragmatic competence?

Table 3.17: Evaluation of Materials for Developing Pragmatic Competence: Opportunities for Learners' Pragmatic Development.

		Frequency	Percentage
Valid	No	3	14,3%
	Yes	18	85,7%
	Total	21	100%

Based on the provided data, it appears that the majority of respondents (85.7%) reported that the materials they use offer opportunities for learners to develop their pragmatic competence. Only 14.3% of respondents indicated that the materials they use do not provide such opportunities.

Q18: In your opinion, how could pragmatic aspects be taught effectively?
Table 3.18: Strategies for Enhancing Pragmatic Competence.

		Frequency	Percentage
Valid	A/Through awareness raising activities that help learners learn and use the language	4	19%
	B/ Through teacher's talk.	2	9,5%
	C/ Through explicit teaching using metapragmatic explanation about form function	4	19%
	D/Through exposure to materials reflecting pragmatic aspects.	0	0%
	A+C+D	3	14,3%
	A+D	4	19%
	All of them	3	14,3%
	C+D	1	4,8%

Based on the provided data, there are several approaches that respondents believe can be effective for teaching pragmatic aspects. Here is an analysis of the different options:

A/ Through awareness raising activities that help learners learn and use the language: 19% of respondents believe that raising learners' awareness through activities can be an effective approach.

B/Through teacher's talk: 9.5% of respondents believe that teachers' own language use and modeling can be effective in teaching pragmatics Learners can observe and internalize these patterns through exposure to the teacher's talk.

C/ Through explicit teaching using metapragmatic explanation about form and function: 19% of respondents believe that explicit instruction with metapragmatic explanations can be effective.

This approach involves providing learners with clear explanations and discussions about the form, function, and cultural contexts of pragmatic features.

D/ Through exposure to materials reflecting pragmatic aspects: While no respondents explicitly chose this option, it is worth mentioning that exposure to materials reflecting pragmatic aspects can be an effective approach.

The selections (A+C+D, A+D, A+B+C+D, C+D) show that respondents appreciate a multifaceted strategy that integrates several tactics to effectively teach pragmatics.

This is consistent with the premise that using a variety of instructional strategies, such as awareness-raising exercises, explicit teaching, material exposure, and teacher modeling, can give learners with a thorough knowledge and use of pragmatic aspects of language.

Q19: What role do you attribute to input in developing pragmatic competence?

Table 3.19: The Role of Input in Developing Pragmatic Competence.

		Frequency	Percentage
Valid	Important.	10	47,6%
	Very important	11	52,4%
	Not really important	0	0%
	Total	21	100%

The responses to this questionnaire indicate that all respondents were well aware of the value of input. This question received unanimous support from respondents, who all agreed that input in ELT was important. Their responses ranged from important 52,4% to very important 47,6%.

Q20: Types teachers use to develop their students' pragmatic awareness

Table 3.20: Strategies for Developing Students' Pragmatic Awareness.

		Frequency	Percentage
Valid	Authentic.	8	38,1%
	Both	12	57,1%
	Non-authentic	1	4,8%
	Total	21	100%

Based on the information provided, it seems that there are two main categories or types of input that colleagues expose their learners to:

Authentic materials (AM): This type of input involves using audio and visual resources

The majority of respondents, accounting for 38,1%, are inclined to use this type of material in the classroom. The 4,8% minority of surveyed teachers show reluctance towards the exploitation of AM in the classroom. The Combination of Materials: Approximately 57,1% of the respondents believe that both authentic materials and non-authentic materials should be exploited in the classroom.

Q21: How often do you use authentic materials to expose students to pragmatic second language norms?

Table 3.21: Frequency of Using Authentic Materials for Exposing Students to Pragmatic Second Language Norms: A Comparative Analysis.

		Frequency	Percentage
Valide	Always.	5	23,8%
	Often.	16	76,2%
	Rarely	0	0%
	Never	0	0%
	Total	21	100%

Based on the provided data, it appears that the frequency of using authentic materials to expose students to pragmatic second language norms is as follows: that the majority of respondents (76.2%) use authentic materials often to expose students to pragmatic second

language norms, while a smaller portion (23.8%) reported using them always. None of the respondents reported using authentic materials rarely or never.

Q22: Which materials do your students better respond to?

Table 3.22: Student-Preferred Materials: Understanding Effective Resources for Engaging Language Learning.

		Frequency	Percentage
Valid	Authentic.	20	95,2%
	Non-authentic	1	4,8%
	Total	21	100%

The data provided shows that the majority of materials that students respond better to it. teacher prospective specifically 95.2% of them, responded better to authentic materials. On the other hand, only a small percentage, 4.8%, responded positively to non-authentic materials.

Q23-Which type of Authentic Material do you generally work with in your classroom?

Table 3.23: Types of Authentic Materials Used in the Language Classroom: A Comprehensive Overview.

		Frequency	Percentage
Valid	All of them	10	47,6%
	Audio	1	4,8%
	Audio, Video	2	9,5%
	Printed.	4	19%
	Printed., Video	1	4,8%
	Video	3	14,3%
	Total	21	100%

Based on the data provided, it appears that teachers generally work with a variety of authentic materials in the classroom. The most common type of authentic material used is a combination of all types audio, video, and printed, accounting for 47.6% of the responses. Audio materials are also utilized, although less frequently, with a frequency of (4.8%). the combination of audio and video materials are used by teachers, representing 9.5% of the

responses. Printed materials are also widely utilized, with a frequency of (19%). Video materials accounting for 14.3% of the responses.

Q24: **What criterion do you consider when selecting authentic materials?**

Table 3.24: Selection Criteria for Authentic Materials in Language Teaching: A Comparative Analysis

		Frequency	Percentage
Valid	Cultural.	10	47,6%
	Cultural., Cognitive	1	4,8%
	Linguistic.	2	9,5%
	Linguistic., Cognitive	1	4,8%
	Linguistic., Cultural.	5	23,8%
	Linguistic., Cultural., Cognitive	2	9,5%
	Total	21	100%

The given data presents an analysis of the criterion that teachers consider when selecting authentic materials, along with their respective frequencies and percentages. Among the criteria mentioned, cultural considerations were the most frequently cited, accounting for 47.6% of the responses. Linguistic considerations were the second most common criterion, accounting for 9.5% of the responses. the analysis also reveals that cognitive considerations were not mentioned lonely but with linguistic and also with cultural the responses are 4,8% for both options. This suggests that some teachers take into account the cognitive demands of the authentic materials. The most common combination was linguistic and cultural considerations, accounting for 23.8% of the responses. Another combination is all of the criteria was taking in consideration 9,5% when choosing authentic materials.

Q25: **These are some of the difficulties your students may face when working with authentic materials, rank them according to their order of difficulty. (Indicate by 1-2-3-4-5)**

Table 3.25: Difficulties Encountered by Students when Working with Authentic Materials.

Difficulties	1st	2nd	3rd	4th	5th
a. Pronunciation	14%	28,6%	19,1%	4,8%	23,5%
b. Vocabulary	43,4%	23,9%	19,1%	0%	4,8%
d. Speech delivery	23,8%	14,4%	33,4%	14,4%	14,4%
c. Cultural content	9,6%	9,6%	14,4%	52,7%	14,3%
e. Background noise	0%	19,1%	14,4%	23,9%	43%

In the table above, the first rank shows that the most difficult problem that students frequently faced when using AM is vocabulary 43,4% then speech delivery 23,8% after that Pronunciation 14% then cultural content no one has chosen background noise. In the second rank Pronunciation was the frequent one 28,6%. Then vocabulary with Percentage of 23,9%. 14% for speech delivery 9,6 cultural content,19,1% background noise. Third rank Pronunciation and vocabulary got the same Percentage 19,9% as well as cultural content and background noise got 14,4% speech delivery is 33,4%. The fourth rank cultural content got 52,7% of the responses,23,9% for background noise, speech delivery with 14,4% of Percentage. 4,8% is Pronunciation. Fifth rank 23,5% is for Pronunciation 14,4% for speech delivery and cultural content. 43% for background. 4,8% for Vocabulary.

Q26: Which of the following authentic material are the more efficient in developing learners' pragmatic competence?

Table 3.26: Efficiency of Authentic Materials in Developing Learners' Pragmatic Competence: A Comparative Analysis.

		Frequency	Percentage
Valid	Both of them.	2	9,5%
	Traditional materials (paper, books …)	4	19,0%
	Web based materials (blogs, social media, online activities …. Other digital recourse)	15	71,4%

	Frequency	Percentage
Total	21	100%

According to the given information, out of the respondents who provided an answer, 71.4% believe that web-based materials (such as blogs, social media, online activities, and other digital resources) are more efficient in developing learners' pragmatic competence. On the other hand, 19.0% of the respondents believe that traditional materials (such as paper and books) are more efficient, and 9.5% believe that both types of materials are equally efficient.

Q27: Which kind of tasks do you use to raise your student's pragmatic competence awareness?

Table 3.27: Pragmatic Competence Awareness-Raising Tasks: Strategies for Enhancing Students' Pragmatic Skills

		Frequency	Percentage
Valid	Both of them.	11	52,4%
	Discourse completion tasks.	3	14,3%
	Free discussions with prior reading about a topic.	1	4,8%
	Realistic context tasks (Role-play).	6	28,6%
	Total	21	100%

According to the provided data, when it comes to raising students' pragmatic competence awareness, 28.6% of the respondents believe that using realistic context tasks, such as role-plays, is effective. 14.3% of the respondents mentioned using discourse completion tasks, while 4.8% mentioned free discussions with prior reading about a topic. Furthermore, 52.4% of the respondents indicated that they use a combination of both tasks. 4,8 % added another option.

Q28. Do you think translation tasks are effective in raising pragmatic competence awareness? Why?

Table 3.28: The Effectiveness of Translation Tasks in Raising Pragmatic Competence Awareness.

Yes	■Because translation is not only about transferring textual materials, but also cultural. ■But it is limited. 10% out of 100% ■It allows students to observe pragmatic similarities and differences between their L1 and TL ■Allow students to compare the pragmatic features/conventions of L1 and L2 students ■translation requires the comparison of two cultures before translating from and to two given languages. ■They don't only transfer linguistic forms but cultural values as well ■translation tasks can be effective in raising pragmatic competence awareness. Pragmatic competence refers to the ability to understand and appropriately use language in different social contexts. Translation often involves understanding not just the literal meaning of words, but also the cultural nuances and context behind them. Moreover, Translation tasks provide opportunities for learners to analyze and correct pragmatic errors that may arise from literal translations. By identifying and rectifying such errors, learners become more attuned to the pragmatic aspects of language use. ■Sometimes the learner needs to contrast the L2with L1 ■It helps determine similarities and differences ■Sometimes related to the mother target language ■It depends on the features ■ It depends
No	■Because languages vary ■They may get influenced by L1

The answers provided by only 11 out 21 teacher they offer a range of perspectives on the effectiveness of translation tasks in raising pragmatic competence awareness. Some argue in favor of translation tasks, highlighting that translation involves not only transferring textual materials but also cultural aspects, allowing students to observe similarities and differences in pragmatics between their native language and the target language.

Translation tasks also require comparing and understanding the cultural values embedded in the languages, not just linguistic forms. By analyzing and correcting pragmatic errors that arise from literal translations, learners become more attuned to the pragmatic aspects of language use. On the other hand, the opposing view suggests that languages vary, and learners may be influenced by their native language, potentially hindering their pragmatic competence development.

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

Table 3.29: Enhancing L2 Learning and Use through Pragmatics-Based Instruction: The Impact on Pragmatic Competence.

Teacher 1	Yes, it can be somehow difficult for the learner especially by reference to their level
Teacher 2	Yes, because this will highlight the functions of language rather than its structural aspects
Teacher 3	Indeed, one cannot learn a language without mastering its cultural and pragmatic aspects.
Teacher 4	Yes, it has something to do with the psychology of the learner. Thinking pragmatically enlarges the learner's horizons, thus, makes him more active
Teacher 5	"Yes it does; pragmatic-based instruction provides the learner with a semantic level beyond the limits of the linguistic level of the target language. The linguistic level may not be sufficient to understand and produce the target language appropriately. Appropriateness of language use is as important as linguistic accuracy.
Teacher 6	Yes, it does not only improve grammar-based instruction but also enhances the structure in realistic situations that lead to the pragmatic effect.
Teacher 7	Yes, it does they learn the usage of language appropriately
Teacher 8	Of course, students should be provided with notions of instructions so that can have a claim of thought to follow
Teacher 9	It enhances learners pragmatic competence
Teacher10	Yes, it enhances their pragmatic competence
Teacher 11	Yes /pragmatic competence can be taught and enhanced through input and through variety of tasks/activities in receptive and productive skills
Teacher 12	Yes, instructions play a crucial role in enhancing students' pragmatic competence by providing explicit guidance, modeling correct language use, offering feedback and correction, contextualizing language learning, and promoting task-based communication.

The teachers' responses unanimously support the idea that providing learners with pragmatic based instruction can enhance their pragmatic competence and, subsequently, their second language (L2) learning and use. They emphasize several key reasons for this belief. Firstly, pragmatic-based instruction focuses on the functions and appropriate use of language rather than solely on its structural aspects, thereby providing learners with a deeper understanding of language use in real-life situations.

The teachers also stress the importance of cultural and pragmatic aspects in language learning, asserting that one cannot truly master a language without understanding its cultural context. Furthermore, they highlight the psychological benefits of thinking pragmatically, as it

expands learners' horizons and makes them more active in their language acquisition process. Additionally, pragmatic-based instruction is seen as essential for developing learners' semantic understanding and producing language appropriately.

Teachers also recognize the role of instructions in enhancing pragmatic competence by providing explicit guidance, modeling correct language use, offering feedback and correction, contextualizing language learning, and promoting task-based communication.

Overall, the teachers' responses strongly support the notion that pragmatics-based instruction is a valuable tool for enhancing learners' pragmatic competence and their overall proficiency in the L2.

3-5-2 Results of Interview

1.What ways do you use to support students in developing pragmatic competence?

Teacher 1	Interactive discussion Role-play of authentic material Listening activities to raise students pragmatic awareness
Teacher 2	Problem solving strategies Use of authentic materials Teaching forms of language that fit the purpose of Interaction
Teacher 3	Use of role-play Individuals presentation. Activities with filling gaps

Teacher 1 employs interactive discussions as a means for students to engage in conversations and observe how language is used in different social contexts. he/she added that Role plays using authentic materials provide students with opportunities to simulate real-life scenarios and practice using language appropriately in specific contexts. listening activities are used to raise students' awareness of pragmatic aspects such as intonation, stress, and non-verbal cues.

Teacher 2 focuses on developing pragmatic competence through problem-solving strategies. By presenting students with authentic communication challenges, such as resolving conflicts or negotiating agreements, they encourage students to apply pragmatic skills to find effective solutions. He added that authentic materials are prominent in teaching Pragmatics competence. Furthermore teacher 2 Emphasizes on teaching language forms that are appropriate for specific interactions, ensuring that students are equipped with the necessary linguistic tools to convey their intended meaning accurately and effectively.

Teacher 3 incorporates role-play exercises to provide students with hands-on practice in applying pragmatic skills, Individual presentations allow students to develop their pragmatic competence by considering appropriate language use when delivering information or expressing their opinions to an audience.

2.Do you use explicit or implicit instruction in teaching pragmatic competence?

Teacher 1	Both Explicitly: teach the linguistic means of performing speech act Implicitly: raising students pragmatic awareness
Teacher 2	Both Explicitly: target students to formulaic expression Implicitly: assessing parameters of spoken English
Teacher 3	Explicit instruction more frequently depending on the task objectives

Teacher 1 takes a balanced approach, using both explicit and implicit instruction. They explicitly teach students the linguistic means of performing speech acts. Additionally, employment of implicit instruction by raising students' pragmatic awareness of the pragmatic features and norms in the target language community.

Similarly to teacher 2 utilizes a combination of explicit and implicit instruction. H/she use explicit instruction when focusing on formulaic expression, fixed forms, language functions and ready-made utterances such as Idioms in other hand implicit instruction to assess parameters of spoken English such as Fluency and Pronunciation.

Teacher 3 in contrast Leans more towards explicit instruction, employing it more frequently, providing direct explanations, rules, and guidelines for pragmatic language use.

3. Do you use authentic materials when teaching pragmatics competence? Is it easy or difficult to use?

Teacher 1	Q1: Yes Q2: It is easy to use and available Q3: It is difficult to choose
Teacher 2	Q1: Yes, relatively Q2: it is not always easy to use
Teacher 3	Q1: Yes Q2: challenging to use

Based on the responses from three different teachers, it appears that the use of authentic materials for teaching pragmatics competence is a common practice. Teacher 1 states that it is easy to use and available, indicating that there is a wide range of authentic materials accessible for teaching pragmatics.

However, they also mention that choosing the right materials can be difficult, suggesting choosing materials which do not Contradict with first language cultural norms. besides Teacher 2 uses AM relatively with the emphasis on it benefits like facilitating learning aspects, they provide real and every day English and they are motivating. Finally, Teacher 3 describes the use of authentic materials as challenging, suggesting that it might require more skill and experience to implement them effectively in the classroom. Teacher 3 also complained about lack of supplies.

4.**Do you prefer role plays or discourse completion tasks?**

Teacher 1	Role plays are more amusing Discourse completion is time consuming
Teacher 2	Discourse completion promote learner's pragmatic competence Role play have a general aim of promoting communicative competence aspects
Teacher 3	Role play task is preferable it does target all aspects to better communicative competence Discourse completion tasks it's quite considered due to its difficulty to apply

Teacher 1 states that role plays are more amusing, while discourse completion tasks are time-consuming. This suggests that role plays may be more engaging and enjoyable for learners meanwhile, discourse completion tasks may require more time and effort to complete.

Same as teacher 2 believes that role play tasks are preferable because they target all aspects of better communicative competence. However, discourse completion tasks are considered difficult to apply.

However, teacher 3 mentions that discourse completion tasks promote learners' pragmatic competence, which refers to their ability to use language appropriately in different social contexts. On the other hand, role plays have a general aim of promoting communicative competence aspects.

5.What type of feedback do you provide?

Teacher 1	Explicit feedback through recasts and direct correction
Teacher 2	Oral feedback accordingly. Affective feedback
Teacher 3	Generally positive and encouraging feedback Teacher feedback in addition to students' feedback

The three teachers mentioned different types of feedback they provide. Teacher 1 utilizes explicit feedback through recasts and direct correction, which involves pointing out errors and providing corrections directly.

Teacher 2 mentions providing oral feedback, taking into considerations what is to correct? when? how frequent? and who corrects? And also provides affective feedback. Finally,

Teacher 3 emphasizes giving generally positive and encouraging feedback to students and giving the opportunity to students to give their viewpoints.

6.What are the improvements do you believe could enhance teaching and learning of pragmatic competence in EFL classrooms?

Teacher 1	Using technology
Teacher 2	Learning by doing Teaching language by enhancing 21st century skills Teacher's training Better use of authentic materials
Teacher 3	Teacher training

The suggested improvements for enhancing teaching and learning of pragmatic competence in EFL classrooms: teacher 1 include the use of technology by teaching through audio visual aids and mobile application or websites.

Furthermore, Teacher 2 Indicates that learning by doing emphasizes experiential learning and active engagement since Teacher is a source of input. As mention in theoretical part, teachers training equips educators with the knowledge and strategies to effectively teach pragmatics, also teaching language through 21st-century skills (critical thinking, creative use of language, helps develop a holistic learning experience and problem solving).Teacher3 suggested Teacher training .

7.Do you think EFL Teachers should take pragmatic competence training?

Teacher 1	No need Teachers need interaction with native speakers in real-life
Teacher 2	Yes Since training can positively affect teachers attitudes and beliefs
Teacher 3	Yes Strongly agree

Teacher 1 believes that there is no need for such training and argues that teachers can develop pragmatic competence through interaction with native speakers in real-life situations. On the other hand, Teacher 2 supports the idea of teachers receiving training in pragmatic competence, as it can have a positive impact on their attitudes and beliefs. Finally, Teacher 3 strongly agrees that EFL teachers should undergo pragmatic competence training.

Conclusion

The practical part of the dissertation has discussed the research design, methods, and instruments used, as well as the analysis of data collected from teachers' perceptions and practices. The findings highlight teachers' attitudes towards pragmatic competence teaching methods, and how instruction can enhance student awareness in this area. Both questionnaires and interviews were chosen as effective data collection tools for this study. This chapter is followed by the general conclusion which includes pedagogical implications, limitations, and recommendations for future researches.

General Conclusion

In the realm of language learning, it is widely recognized that proficiency extends beyond mere vocabulary and grammar. The development of pragmatic competence, which encompasses the ability to use language appropriately in different sociocultural contexts, is crucial for effective communication. The current study aimed at investigating teachers' perceptions and practices toward pragmatic competence development of EFL learners. To examine this case, tow questions were raised: To what extent do pragmatic courses assist the development of pragmatic competence in EFL classrooms? In what ways can EFL classroom instruction contribute to the development of pragmatic competence?

The data collected in this study allowed us to explore the teachers' awareness of their students' pragmatic competence and their efforts to enhance it. The participants of this research were EFL teachers at Kasdi Merbah University, who provided valuable insights into their teaching practices. The combination of questionnaire responses and interview transcripts offered a holistic view of the teachers' perspectives.

The findings of this study revealed that the participating teachers possess a keen awareness of their students' pragmatic competence needs. They demonstrated a genuine commitment to fostering this competence by utilizing various instructional strategies.

The use of authentic materials is acceptable by all the teachers. however, it's challenging to use authentic materials as Muslim teachers they should provide only what is acceptable to our culture this is what called adaptation; it encompasses being sensitive to cultural differences in communication style.

In addition, vocabulary is described as most hard for learners when they are exposed to AM. Besides, regarding simulation tasks, they emphasize role play because students like tasks to be amusing the latter is preferable than discourse completion tasks. Also, our research suggested a translation tasks as an effective way to raise students' pragmatic awareness; the majority welcome this kind of activities by saying it is beneficial. Utilizing these strategies, the teachers aimed to create a language learning environment that mirrored real-life situations, enabling students to develop practical language skills.

Furthermore, this research in the theoretical prats focus on the role of implementing explicit instruction how it is more productive in teaching pragmatic competence but surprisingly teachers employed both implicit and explicit instruction as inputs for pragmatic competence development. By saying implicit instruction focuses on immersing learners in authentic

language contexts and providing opportunities for them to observe and infer pragmatic rules and patterns through exposure and practice, the teachers recognized the value of both approaches in shaping their students' pragmatic competence, ensuring a well-rounded learning experience.

In conclusion, this research has shed light on the attitudes of EFL teachers at Kasdi Merbah University towards the development of students' pragmatic competence in the classroom setting. The findings demonstrated that teachers are highly aware of the importance of pragmatic competence and strive to enhance it through various instructional methods by utilizing authentic materials, simulation tasks, and a combination of implicit and explicit instruction.

Recommendations

The findings of our research point to further recommendations for both learners and teachers:

▪Developing teacher understanding: Deepening understand of pragmatic   the cultural, and social aspects of language use and staying updated on current research and theories related to pragmatics can help design effective instruction.

▪Encouraging real-life interactions: Encouraging students to engage in real-life interactions with native speakers or proficient users of the target language. This can be done through language exchange programs, community events, or online language forums.

▪Integrating pragmatics across the curriculum: Infusing pragmatic instruction into various language skills and content areas. Incorporate pragmatics into reading, writing, speaking, and listening activities to provide a holistic approach to language learning.

▪Time allotment is the key for any improvement: spending more time on the crucial competence especially in higher level Masters or third year License

▪The discourse completion task, although is time-consuming, but it should not be neglected due to its effectiveness in improving students' pragmatic aspects. By immersing students in this type of task, they can develop valuable skills that are both valid and measurable, leading to enhanced language proficiency.

Limitations

Through our data collection process, we discovered that the first limitations that we might take a classroom observation as a way of collecting information. The second limitation is that longer time would have helped us to conduct an experimental study and the students as participants would have affected and directed our research in a much better way by providing production data. The third limitation is the relatively small sample size. Given that we spent two weeks on collecting data, many teachers forgot to hand back our questionnaire and what was harder is finding interviewees due to their responsibilities.

Further Research

Further research can focus on just one aspect to investigate like role plays, discourse completion tasks, or translation tasks, or can determine one aspect instead of pragmatic competence as a huge concept. Further research may also consider Authentic Materials as a great topic for their research. Testing the effectiveness of implicit and explicit instruction inside classroom also is highly recommended.

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Appendices

Appendix A: Teachers' questionnaire

Dear teachers

We request you to spare some of your time to help us in completing data collection by filling up the following questionnaire. This questionnaire is part of a research work about "students' pragmatic competence" development. Please use a tick (√) to choose the options you think appropriate or provide your own answers when needed. May I thank you in advance for your collaboration.

Section One: Personal Information

Q1: Gender

Male ☐   Female ☐

Q2: What degree do you hold?

a) License ☐   b) Master ☐   c) Doctorate (PhD) ☐

Q3: Prior years of teaching experience:

(1-2)☐   (3-5)☐   (6-10)☐   (10-15)☐   (16-20)☐   (more Than 20)☐

Section Two: pragmatic competence

Q4: What do you think should be given the priority in teaching pragmatic competence?

a. To allow learners to practise the rules of the target language   ☐

b. To enable learners to communicate meaning.   ☐

c. To make learners able to use the TL appropriately in different situations.☐

Q5: Which types of activities do you usually use in teaching pragmatic competence?

a. Role plays ☐   b. Oral presentation ☐   c. Games and quizzes ☐

Q6: How would you assess your students' level of pragmatic competence ?

a)Good. ☐   b)Above Average. ☐   c)Average ☐   d)below average ☐

Q7: A learner is considered as having pragmatic competence if:

a) S/he masters the linguistic aspects of the TL.   ☐

b) S/he is able to use the TL language correctly and appropriately.   ☐

c) S/he is aware of what is socially appropriate in the TL community.   ☐

d) S/he use the TL as native speakers do.   ☐

Q8: How would you qualify the barriers your students face when communicating in English?

a)Linguistic. ☐   b)Sociocultural ☐

Other (Please elaborate)

……………………………………………………………………………………….…………………

…………..

Q9: In your opinion what are the competencies your students should possess to be communicatively competent? ((Please arrange the following according to their order of importance from 1 to 5 by putting the appropriate number in the box provided for each option.)

a) Linguistic competence ⬜   b) Sociolinguistic competence ⬜

c)Discourse competence ⬜   d) Strategic competence ⬜   e) Pragmatic competence ⬜

Q10: Do you think that the mastery of the structural aspects of the TL will in itself ensure effective communication?

a Yes ⬜   c) No ⬜

Q11: Do you think that teaching a language requires teaching its cultural norms?

a) Yes ⬜   b) No ⬜

==**Section Three: challenges and methods of developing learners' pragmatic competence**==

Q12: What are challenges may be faced when teaching the pragmatic aspects of the Target Language?

a) Lack of training ⬜   b) Students' level ⬜   c) Time allotment ⬜

d) Limited knowledge of TL culture and language. ⬜

e) Confusion with which aspects of pragmatics to cover. ⬜

Q13: Where do you think your students acquire most of their pragmatic awareness(competence)?

a) Teacher's talk. ⬜   b) General culture courses ⬜

c) Authentic materials (films, magazines, books TV etc.) ⬜

d) Social online sites (Facebook, Twitter, etc.)   ⬜

Q14: Is developing your students' pragmatic competence one of your teaching goals?

a) Yes.⬜   b) No ⬜

Q15: How often do you use pragmatics-based instruction in your classroom?

a) Very often. ⬜   b) Often. ⬜   c)Sometimes. ⬜

d) Rarely. ⬜   e) Never ⬜

Q16: In your opinion, how should pragmatics be taught?

a) Implicitly. ⬜   b) Explicitly ⬜

Q17: Do the materials you use offer opportunities for learners to develop their pragmatic competence?

a) Yes. ☐   b) No ☐

Q18: In your opinion, how could pragmatic aspects be taught effectively?

a) Through awareness raising activities that help learners learn and use the language. ☐

b) Through teacher's talk.   ☐

c) Through explicit teaching using metapragmatic explanation about form function ☐

d) Through exposure to materials reflecting pragmatic aspects.   ☐

Q19: What role do you attribute to input in developing pragmatic competence ?

a)Important. ☐   b)Very important. ☐   C)Not really important. ☐

Q20: What type of input do you usually use to develope students pragmatic awareness ?

a)Authentic. ☐   b)Non-authentic ☐   c)Both ☐

Q21: How often do you use authentic materials to expose students to pragmatic second language norms?

a)Always. ☐   b)Often. ☐   c)Rarely. ☐   d)Never. ☐

Q22: Which materials do your students better respond to?

a)Authentic. ☐   b)Non-authentic ☐

Q23: Which type of Authentic Material do you generally work with in your classroom?

a)Printed. ☐   b)Audio ☐   c)Video ☐

d) All of them ☐

Q24: What criterion do you consider when selecting authentic materials?

a)Linguistic. ☐   b)Cultural. ☐   c)Cognitive ☐

Q25: These are some of the difficulties your students may face when working with authentic materials, rank them according to their order of difficulty. (Indicate by 1-2-3-4-5)

a)Pronunciation (accents, aspects of connected speech etc.)   ☐

b)Vocabulary (new lexical items, idiomatic expressions, specific vocabulary etc.) ☐

c)Speech delivery. ☐   d)Cultural content. ☐   e) Background knowledge ☐

Q26: Which of the following Authentic Materials are the most efficient in developing learners' pragmatic competence?

a) Web based materials (blogs, social media, online activities …. Other digital recourse) ☐

b) Traditional materials (paper, books …)   ☐

Q27: Which kind of tasks do you use to raise your student's pragmatic competence awareness?

a) Realistic context tasks (Role-play) ☐   b) Discourse completion tasks ☐

c)Both of them. ☐   d) Others   ☐

Q28: Do you think translation tasks are effective in raising pragmatic competence awareness? Why?

a) yes ☐   b) No ☐

Please justify

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Q29: Do you think that providing learners with pragmatics-based instruction may enhance their pragmatic competence and thus their L2 learning and use? Please justify your answer.

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Appendix B: Teachers' Interview

1/ What ways do you use to support students in developing pragmatic competence?

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2/ Do you use explicit or implicit instruction in teaching pragmatic competence?

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3/ Do you use authentic materials when teaching pragmatics competence? Is it easy to use or difficult?

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4/ Do you prefer role plays or discourse completion tasks?

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5.What type of feed-back do you provide?

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6.What are the improvements do you believe could enhance teaching and learning of pragmatic competence in EFL classrooms?

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7.Do you think EFL Teachers should take pragmatic competence training?

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الملخص

تتعمق هذه الأطروحة في مواقف الأساتذة فيما يتعلق بتنمية الكفاءة العملية في اللغة الإنجليزية كلغة أجنبية للطلاب. الكفاءة العملية, و التي تعد جانبا حيويا لإتقان اللغة, تشمل القدرة على إستخدام اللغة بشكل فعال و مناسب في سياقات اجتماعية مختلفة. و لسوء الحظ, غالبا ما يتجاهل تعليم هذا العنصر الحاسم. و لذلك تهدف هذه الدراسة إلى تسليط الضوء على الوضع الحالي لتنمية الكفاءة العملية في فصول اللغة الإنجليزية كلغة أجنبية و تحديد المجالات المحتملة للتحسين. و لتحقيق ذلك, تم استخدام نهج مختلط الأساليب و الذي يتضمن توزيع إستبيان على 21 أستاذا للغة الإنجليزية كلغة أجنبية و إجراء مقابلات مع مجموعة فرعية متكونة من 3 أساتذة من قسم اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة و كان الغرض منه هو اكتشاف تصورات المعلمين و ممارستهم و التحديات المتعلقة بتدريس الكفاءة العملية. تكشف نتائج هذا التحقيق أن الأساتذة المشاركين أظهروا فهما قويا لقدرات طلابهم العملية. علاوة على ذلك, أظهروا التزاما صادقا بتطوير كفاءة طلابهم العملية. مستخدمين مداخل تعليمية متنوعة لتنمية هده المهارة.و من الجدير بالذكر أن الاساتذة أجمعوا على أن استخدام المواد الأصلية هو طريقة فعالة و مقبولة لتحسين مهارات طلابهم.

Résumé

Cette thèse examine les attitudes des Professeurs concernant le développement des compétences pragmatiques des étudiants en anglais langue étrangère (EFL). La compétence pragmatique, qui constitue un aspect essentiel de la maîtrise de la langue, englobe la capacité à utiliser la langue de manière efficace et appropriée dans différents contextes sociaux. Malheureusement, l'enseignement de l'EFL néglige souvent cet élément crucial. Par conséquent, cette étude vise à faire la lumière sur l'état actuel du développement des compétences pragmatiques dans les classes d'EFL et à identifier les domaines potentiels d'amélioration. Pour y parvenir, une approche à méthodes mixtes a été utilisée, impliquant la distribution d'un questionnaire à 21 Professeurs d'EFL et la réalisation d'entretiens avec un sous-ensemble de 3 Professeurs du département d'anglais de Kasdi Merbah Ouargla. L'objectif était d'explorer les perceptions, les pratiques et les défis des enseignants liés à l'enseignement de la compétence pragmatique. Les résultats de cette enquête révèlent que les enseignants participants ont démontré une solide compréhension des capacités pragmatiques de leurs élèves. De plus, ces enseignants dévoués ont fait preuve d'un engagement sincère à développer la compétence pragmatique de leurs élèves, en employant diverses approches pédagogiques pour cultiver cette compétence. Il convient particulièrement de noter que les enseignants ont unanimement approuvé l'utilisation de matériels authentiques comme méthode efficace et acceptable pour améliorer les compétences pragmatiques de leurs étudiants.