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Investigating the Impact of Awareness-Raising Activities on Developing EFL Students' Use of Speech Acts in Oral Performance

The Case of Second-Year Undergraduate Students at the Department of English, KMUO

**Dissertation submitted to the Department of Letters and English Language as a
partial fulfillment of the requirements for the degree of Master in Linguistics**

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Dedication

With all gratitude and respect, this modest work is dedicated to:

My beloved parents for their endless love, support, patient and prayers

My sisters and brothers for their encouragement and care

My supervisor for his great efforts, guidance and advice

To my fiancé and his family

The soul of my grandfather

My post-graduate mates

My best friend Marwa

KMUO teachers

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Abstract

The present study sought to examine the impact of implementing awareness-raising activities of speech acts can develop EFL students' oral performance. The subject participated in the research was 35 of second year undergraduate students of English at the department of Kasedi Merbah University. This study hypothesizes that the awareness-raising activities of speech acts may help learners to develop their oral performance as well as their communicative competence. A quasi-experimental research has been made to test and validate the hypotheses appointed which was analyzed qualitatively and quantitatively. A noticeable progression in students' oral performance and realization of speech acts patters has been witnessed. Therefore, positive attitudes towards the use of awareness raising-activities, role plays, audio-visual tools and interactional communicative activities have been marked.

Keywords: speech act, awareness-raising activities, communicative competence, oral performance, EFL learners.

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List of abbreviations

CC: Communicative Competence

EFL: English as a Foreign Language

ESL: English as a Second Language

FL: Foreign Language

IC: Intercultural

ICC: Intercultural Communication

L1: First Language

L2: Second Language

NNS: Non-Native Speakers

TL: Target Language

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General Introduction

1. Background to the study

A successful communication covers more than mastering grammar rules or storing a large package of vocabulary in mind. Language learners, however; are exposed to be more skillful in both using and comprehending a language in its appropriate context. Therefore, communication is much more than just constructing undeviating words together. Language users are obliged not only to produce meaningful pieces of language but also to use them meaningfully. For this reason EFL learners are surprised to recognize that; despite the fact they are aware enough of grammatical knowledge of the target language, they still struggle to engage in spoken communications in real context, that is because people sometimes do not solely mean what they say. In other words, people speakers' utterances may go beyond their literal meaning to transmit intended messages that cannot be merely analyzed at the superficial or structural level of the spoken utterance. This field of language was firstly developed by Austin (1962) as 'speech act theory'.

People often use a number of speech acts to perform or intend different functions such as requesting, apologizing, commending, thanking, and many other functions (Yule, 1996). However, differences among EFL learners' mother tongue functions and the target language functions would forcibly cause challenges for EFL learners to communicate successfully in the TL. In the late 1980's, a number of recommendations has been made to compensate the mentioned imbalance by the explicit inclusion of pragmatic instructions as an essential part of the curricula of foreign language teaching (Kasper, 1989). Thus, a number of studies were conducted to evaluate the 'teachability' of pragmatic aspects of language in EFL contexts. Hence, researchers in the field of EFL learning and teaching proposed to integrate instructing different pragmatic aspects of language via raising students' awareness in the field. As Bardovi-Harlig (1999) claimed that instructions in EFL classrooms should emphasize the need of developing pragmatic awareness since it is more complex than other segments of language like grammar. This has been adopted as new strategies to enhance FL learners' realization of the socio-pragmatic forms of the target language that was usually a gap which could not be fulfilled by teachers.

2. Statement of the problem

Most EFL classes aim to establish a high level of language proficiency. Still, Teachers are facing difficulties in overcoming students' obstacles in producing appropriate language as it should be used in real life situations. This last was swayed by the gaps of language that could not be taught by the explicit and rigid rules of grammar and linguistics. Additionally, a number of empirical studies have shown that the differences in one's background knowledge from one culture to another leads to dissimilar conceptualization and verbalizations of the same speech act. This issue was argued to be averted by integrating pragmatics as an essential part of communicative competence that promotes students to produce as well as to understand appropriate language in its appropriate context.

The raised problem of EFL students of KMOU is how to produce appropriate forms of the target language as it should be used in real life situations. In other words, the lack of pragmatic competence of EFL learners creates this poser of both, misusing and misunderstanding the different functions of speech acts. However, teachers are targeted to provide the suitable strategies and tasks to raise student's awareness of the forms of the TL that should be used in oral performance where appropriateness must take place. This research does not merely focus on the integration of pragmatics in EFL classrooms, but rather the how of raising learners' awareness of speech act as a consequence to develop their oral performance.

3. Aim of the study

The present study aims to explore whether the integration of awareness-raising activities in oral sessions as an instructional strategy can boost 2nd year students' use of speech acts such as: 'requesting, apologizing, commanding, thanking and complaining' in oral performance at KMOU. The central purpose of this study is to develop EFL learners' both pragmatic and communicative competence in oral performance by raising their awareness of speech acts as a reason of practicing a number of awareness-raising activities.

This research paper aims to investigate the relationship between the following variables:

The dependent variable: Awareness-raising activities.

The independent variable: The use of speech acts in oral performance.

4. Significance of the study

In the field of language learning and teaching, little attention was directed to the area of pragmatics (Bardovi-Harlig, 2001; Kasper & Rose, 2002). Hence, most of the previous studies undervalued the importance of integrating pragmatics in classroom-based instruction. However, most recent studies aim at discussing the ‘Why’ of integrating pragmatics in the EFL context, but few of them searched on the ‘How’ of teaching pragmatics in EFL classrooms. Thereupon, the present study is conducted to bring about new insights aiming at serving both purposes:

4.1 Theoretically

It provides additional theoretical insights under the linguistic phenomena and especially in the field of pragmatics. The major focus is on the teachability of speech acts in Algerian EFL setting. Thus, this research paper is expected to be a complementary study to previous sub-projects in the identified area. It will extend the existing knowledge in the field of second and foreign language teaching and learning to provide teachers with a holistic picture about the importance of teaching speech acts in EFL classes in one hand and some practical activities to teach speech acts in the other hand.

4.2 Practically

The findings and the results of the conducted research are expected to contribute in the educational setting at KMOU. These findings can be as a reference in the area of developing student’s outcome in oral performance as a result of raising student’s awareness of speech acts specifically.

5. Research questions

The present research aims at answering the following questions:

- Do awareness-raising activities enhance the use of speech acts in oral performance within second year undergraduate students of English?

- What is the impact of teaching speech acts on second year students of English oral performance?

6. Research hypotheses

The following hypotheses are set based on the above research questions:

- Awareness-raising activities enhance second year students of English use of speech acts during oral performance.
- Teaching second year students of English speech acts via awareness-raising activities would promote their oral performance and communicative competence.

7. Structure of the dissertation

The present dissertation consists of a general introduction that presents the research questions, research hypothesis and objectives, as well as the layout of the dissertation. The first chapter provides the literature overview of the main researchers and studies associated with speech acts and awareness raising activities. Chapter two covers the main instruments used to collect and analyze data. In general, it describes the methodology that has been conducted to establish the presented results. Finally, the last chapter offers a general conclusion which concludes the main finding and highlights the limitations. Thus, it provides recommendations for further research.

8. Definitions of key terms

Awareness

Awareness is determined by one's subjective experience of a cognitive content. Hence, it refers to ones' ability to feel, perceive, or to be conscious of different events, objects, or sensory patterns.

Communicative competence

According to Dell Hymes, 'communicative competence' refers to the level of language demonstrated to enable the language users to convey and receive messages in a communicative setting.

Pragmatics

Pragmatics is a linguistic phenomenon that refers to the study of spoken language in its context. It is defined by Yule as "*the study of speaker meaning and how more is communicated than is said*" (Yule, 2010, p. 292).

Pragmatic competence

Pragmatic competence refers to the knowledge of linguistic resources and the ability to use them to comprehend a language in its appropriate context (Barron, 2003).

Speech acts

This term refers to the actions that are done as a result of a spoken utterance (Austin, 1962).

Speaking skill

Bygate (1987) argued that: "*Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and for many is practically conducive for learning*" (p. 1).

Chapter one

Literature Review

Introduction

This chapter represents the relevant literature to the study. Three main elements are presented and introduced to study the relationship among research variables which are: speaking and communicative competence, pragmatics in EFL setting and awareness-raising as an alternative approach.

1. Speaking skill and communicative competence

1.2 Speaking skill

Previous literature on defining speaking skill is differentiated from one scholar to another. Chaney (1998:13) described speaking as the process which builds and shares meaning through the use of verbal and non verbal symbols in different contexts. Speaking skill is basically the most important language skill beside reading, listening and writing. It is the fundamental tool for human to share what they have in mind. In other words, speaking occurs to deliver and state ideas, thoughts and feelings. However, its importance is predominantly manifested in its role of being the principle activity which takes place within any communicative society. Further, speaking skill is addressed as the most complicated skill to be mastered by EFL learners. As Luoma (2004) states that speaking competency is difficult for FL learners to be developed in a short period of time. Thus, Nunan (1991) argued that: “To most people, mastering the art of speaking is the single most important aspect of learning a second or foreign language and success is measured in term of the ability to carry out a conversation in a language”(p .39)

Oradee (2012) claimed that in teaching and learning a foreign language, the ability to speak seems to be the most important skill to be surmounted by EFL learners since speaking is the fundamental base of communication and represents its most complicated part. For this reason, emphasizing the oral performance in EFL classrooms occupied the major interests of researchers in the area of language teaching and learning. Moreover, by the spread of the communicative approach in the early 1970s, stressing oral interaction in EFL classrooms situated at the heart of researchers interest.

1.2 What speakers know?

Speaking can be described as the car that cannot be driven with someone who is not typically aware of how this car works. In fact, speaking skill is a spontaneous process that requires different sorts of knowledge and forces the speaker to aware enough of different aspects of the language. Thornbury (2005) has classified what sorts of knowledge a speaker should know to speak successfully which is represented in the table as follows:

Table 01: *What speakers know? Thornbury (2005)*

| Extra-linguistic knowledge | Linguistic knowledge | Speech conditions |
|--|--|---|
| <p>This kind of knowledge refers to the sociocultural knowledge that effect speaking such as: knowledge of the context, familiarity of the speaker, topic, and cultural knowledge.</p> <p>These leads in the most of times to the communication breakdowns and causes misunderstanding in an ICC</p> | <p>It covers the ‘big picture’ of language which includes:</p> <ul style="list-style-type: none"> - Discourse knowledge - Speech act and pragmatic knowledge - Knowledge of grammar vocabulary and phonology. | <p>This refers to the conditions which makes speaking skill easier which consists of:</p> <ul style="list-style-type: none"> - <i>Cognitive factor</i>: familiarity with the topic, with the genre... - <i>Affective factors</i>: feeling towards the topic, self-consciousness. - <i>Performance factors</i>: time pressure, discourse control, degree of collaboration ... |

1.3 Speaking in another language

Speaking in a second or a foreign language is often considered as the most challenging task for EFL learners. This later refers to the complexity and dynamicity of this skill. Hence, speaking skill requires the speaker to be aware of different language aspects. Two influential key concepts which are required in speaking skill are ‘fluency and accuracy.

1.3.1 Fluency Vs. accuracy

Both accuracy and fluency are the key components for second and foreign language learning. However, there is a clear distinction between the two concepts. By referring to the Oxford dictionary, fluency is defined as the quality or condition of being fluent; more specifically, it is the ability to express oneself easily and articulately. In the other hand, fluency can be defined as the ability to express thoughts and ideas in a comfortable and clear manner without any pauses and without focusing on grammatical structure. Meanwhile, accuracy refers to the ability to speak with error-free language concerning grammar, vocabulary, pronunciation and other aspects of language.

1.3.3 What L2 speakers need to know?

For L2 or FL learners, speaking in another language is attached with knowing different linguistic aspects of the TL. In this vein, Thornbury (2005) has listed the most important notions which generate the main linguistic aspects that must be known by the L2 and FL speakers. Thus, the third knowledge is the focal point of the present study. These language aspects are listed as follow:

Table 02: *What L2 speakers need to know? Thornbury (2005)*

| Aspect | Explanation |
|--------------------------------|---|
| Sociocultural knowledge | This leads learners to be aware of the sociocultural norms and the culturally embedded rules of social behavior. Therefore, to be more skillful using a second language in an intercultural communication (intercultural competence). |
| Genre knowledge | These meant by knowing the ‘How’ of different speech events are structured. These provide learners with the ability to produce new language with a familiar frame. |
| Speech acts | Speech acts or what is called language functions are emphasized to be well known by L2 and FL learners. That’s because speech acts are the key concepts to language to be successfully encoded. |

| | |
|-------------------|--|
| Register | Learners in this case need to know how to adapt speech acts formulas according to the context and the person are talking to. |
| Discourse | This leads learners to know how pieces of language are connected and how speaking turns are managed |
| Grammar | This in fact leads learners to know how successfully to produce real-time. However, less attention was payed to the distinction between written and spoken grammar. For instance, some features in spoken syntax and the grammar of the informal speaking. |
| Vocabulary | Of course vocabulary is a very important aspect of language that L2 learners should know. However, it is not the case of only learning single words; it is therefore how do chunks of words are associated together in a language. |
| Phonology | Learners in this case have to be aware of how the L2 language structures are articulated in terms of: rhythm, intonation and stress. This generates how L2 speakers to some extant have to achieve a native-like pronunciation level. |

1.4 Teaching speaking in EFL contexts

To achieve a high level of language proficiency in EFL classes, assimilating the four language skills is a necessary task. Since a long period of time, emphasizing speaking skill in EFL classes was undervalued. However, by the emergence of the CLT approach in the mid of the 1970s, strategies, techniques and methods to language teaching are adopted to enable language learners to communicate effectively in the target language. Ravel in 1991 claims that teachers must not only supply learners with different categories of language structure to be manipulated, but also to develop their communicative competence. As speaking skill is a spontaneous process, it is a challenge for language teachers to obtain appropriate strategies to develop oral performance in EFL classes.

By the wide spread of the English language in the few last decades, a large drift on learning the language from people all over the world is increasingly progressed, and seeking English language proficiency has become a desirable goal. English teachers in this vein are supposed to explore for the best strategies and tasks to overcome difficulties in the learning process. As a result, a number of techniques in teaching speaking skill are adopted in EFL instructions such as controlled practices, autonomous activities and awareness-raising activities. However, recent researchers are emphasizing the integration of 'role play' as an effective activity to develop EFL learner's speaking skill by involving them in real life situations. Moreover, EFL teachers are addressed to provide that space for spoken language to be used sensitively since the classroom is the opportunity for learners to put their knowledge into practice.

1.4.1 The importance of speaking skill in EFL context

Being able to communicate in foreign language is the highly recommended level to be achieved by EFL learners. Thus, even if learners are competent enough in the other language skills: reading, writing and listening, still learners cannot be classified as speakers of foreign language. This, because speaking skill is regarded as the fundamental skill people use to communicate successfully. However, it is the frequent skill a person use in different life situations. Bygate 1987 argued that: "Speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which much language is learnt, and for many is practically conducive for learning"(P, 1). Ranson in 2000 also has expressed that the well-rounded communicator is the one who can master the speaking skill. This later provides opportunities to strengthen ones membership, agency and personalizing learning, self-worth, respect, and learning management (Fielding and Ruddock, 2004)

1.4.2 Communicative competence and speaking skill

The concept of 'competence' is traced back to the generative-grammarians Noam Chomsky (1965) who was the first to distinguish between the two terminologies 'competence/performance'. Chomsky argued that:

Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interests, and errors (random and characteristic) in applying this knowledge the language in actual performance. (Chomsky, 1965:3)

Chomsky has clearly identified that the term competence refers to the grammatical knowledge that speakers have in mind (form of language), beside the term of performance which refers to the application of this knowledge (use of language) in real situations.

The notion of idealized linguistic competence that was proposed by Chomsky stays no longer to be attacked by the sociolinguist Dell Hymes in 1972. He was the first introducer of the term ‘communicative competence’ as a reaction to Chomsky’s theory. Dell Hymes argued that Chomsky has solely focused on the structure of language and his theory omits almost the socio-cultural significance (Hymes, 1972). According to dell Hymes, ‘communicative competence’ refers to the level of language demonstrated to enable the language users to convey and receive messages in a communicative setting. However, he came to generalize the idea of competent user of language as the one who realize the when, the how and the where a language could be used appropriately rather than only focusing on regulated language of grammar and structure.

The theoretical insights provided by Hymes (1972) were lately developed by Canal and Swain (1980) by introducing the ‘communicative competence’ theoretical models. Their view to communicative competence refers to “the relationship and the interaction between grammatical competence, and socio-linguistic competence, or knowledge of rules of language use” (Canal & Swain, 1980: 6). For them, language is constructed of three parts: knowledge of grammatical principles of the language, knowledge of how language is used in social context, and the knowledge of how to link communication to discourse principles.

Dissimilar to Hymes and Canal and Swain, Savignon (1972) hold another view regarding the concept of communicative competence and highlighted the ‘ability’ as an important area that contributes in defining this confusing terminology. She stated that one’s communicative

competence refers to his/her ability to function effectively in a communicative setting where a dynamic exchange of language may occur (Savignon, 1972:8).

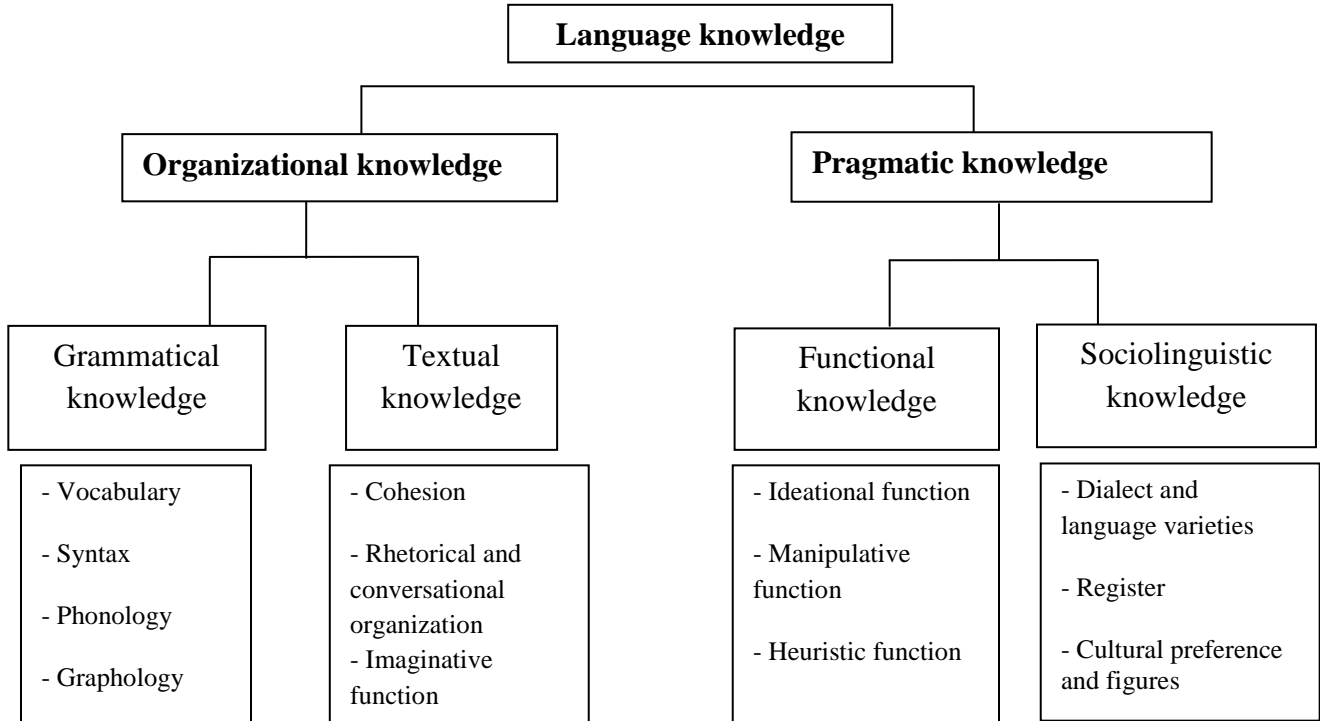


Figure 01: Areas of language knowledge (Bachman and Palmer, 1996:68)

2. Pragmatics in EFL setting

2.1 Definition(s) of pragmatics

Different from syntax and phonology, pragmatic is a new discipline under the area of linguistics. It is originated from the Greek word 'Pragma' which means activity, acting and actions. The term pragmatics was firstly associated to the philosophy of language which was firstly introduced by Morris (Schiffirin, 1994: 1991). Then, gradually pragmatics has become an area of study under the field of sociolinguistic. A number of studies so far were concerned with achieving what exactly the word pragmatic means. Previous literature on the field stated that pragmatics has no stable definition since it is defined according to the authors' audience as well as the authors' theoretical orientations (Kasper & Rose, 2001). Luvinson (1983) in his attempt to achieve a precise definition and to preclude the vagueness of this concept, his studies recapped that there could not be a unified definition to the concept of pragmatics. Nevertheless, different scholars are defining the word as regard to their perspectives.

It is claimed that pragmatics is related to the study of language from user's perspective in terms of the choice of their produced language, constrains encountered using the language in a particular context, and its reflection on the participant in a communicative act (Crystal, 1997; p.301). Before the contribution of different researchers in the area of pragmatics as Austin (1962), Searle (1967) and Grice (1975), theories were focusing on the study of structural linguistic which was generated by Chomsky (1957) and Saussure (1959). Both Chomsky's and Saussure's theories were ignoring the use of language as a communicative tool and their major focus was on the de-contextualized notions of language. As a result, Luvinson (1983) claimed that pragmatics came to disapprove Chomsky's theories.

Kasper (1989) in one hand has defined pragmatics as "the study of acting by means of language, of doing things with words (e.g., persuading, refusing, apologizing)". In the other hand, LoCasrto (2003) has claimed that pragmatics deals with the ability to produce and interpret language that goes beyond the literal meaning of signals. Accordingly, pragmatics is framed as the study of language use in specific context (Kasper and Rose, 2001). This demonstrates that the

sense of pragmatic concept practically concerned with one's beliefs, purposes, intentions, expectations and a variety of actions performed as a result of using the language.

2.2 The importance of Integrating pragmatics in EFL classrooms

Recently, the field of pragmatics has gain much interest in the area of second and foreign language teaching. However, different empirical studies have shown that even competent speakers of a FL lack the compulsory pragmatic competence. In other words, even though those FL speakers are linguistically competent, the insufficient awareness of socio-cultural norms and discourse conventions which varies from one society to another may lead to communication breakdowns as well as pragmatic failure (Bardovi-Harlig, 1999). Then, the necessity of integrating pragmatics in classroom-based instruction has overlooked. The importance of this integration refers to that the field of pragmatics shapes a variety of matters that help learners to communicate successfully using the target language.

Kasper (1997) has explained that pragmatic competence is not a supplementary knowledge to one's familiarity of grammatical knowledge, aside from, it contributes as a crucial part in communicative competence. Thus, pragmatics in EFL classes can be taught as any other subject by using specific methods and materials that promote learner to approach the appropriate language used in different situations. Furthermore, pragmatic instructions have to bring about the context of the TL into the classroom environment where students are able to deal with the appropriateness of the language, rather than only imposing pedagogical and formal instructions.

Banette (1993) has mentioned that language learners are not only supposed to be fluent speakers of the TL, but to relate cultural competence to their linguistic and grammatical competence as an obligation to reach the complete communicative competence. Banette (1993) also has stated that for one to be judged as a bilingual, bicultural (i.e. cultural competency) in one's knowledge is an important fact should be taken into consideration.

Beside all the reasons that demonstrate the necessity of integrating pragmatics in EFL classes, still there are fewer attempts to integrate pragmatics in classroom-based instruction as well as to evaluate and assess pragmatic competence. This refers to a variety of obstacles may be

faced while teaching pragmatics such as: the lack of suitable materials, insufficient time, teachers' attitudes toward pragmatic competence and the use of de-contextualized activities.

Hence, instructors are still exploring the 'teachability' of the pragmatic competence and the appropriate strategies to accomplish the greater degree of cultural competency.

2.3 Pragmatic competence in FL learning

It is assumed that the overall goal of teaching a foreign language is to enable learners to communicate the appropriate language in its appropriate context. Hence, a variety of studies into FL teaching elucidated that developing EFL learner's communicative competence is strongly depends on increasing their pragmatic competence. The notion of pragmatic competence is highly associated to the field of second and FL acquisition. However, it is one of the abilities subsumed under the hierarchical degradation of communicative competence that is proposed by Canal. Barron in 2003 has defined pragmatic competence as “.. knowledge of the linguistic resources available in a given language for realizing particular illocutions, knowledge of the sequential aspects of speech acts and finally knowledge of the appropriate contextual use of the particular language's linguistic resources”. Hence, Jenny Thomas (1983) in his article of *cross-cultural pragmatic failure* defined pragmatic competence as a persons' ability to produce as well as to comprehend the language successfully in its context.

When someone is treated as a pragmatically competent speaker of a language, it means that this person is able to communicate his/her intended message with all his/her refinements in any socio-cultural context, likewise, to interpret the intended message of the interlocutor. A further definition elucidates that pragmatic competence refers to the knowledge of discourse, social, as well as cultural conventions people should pursue when communication takes place (Edwards & Csizér 2001). Thus, Leech has defined pragmatic competence as the knowledge of speakers and politeness and appropriateness rules that governs how speakers could understand or produce speech acts. Thomas (1983) however has contributed to define the pragmatic competence as one's ability to use the language effectively for a specific purpose, as well as to comprehend sorts of language in different contexts.

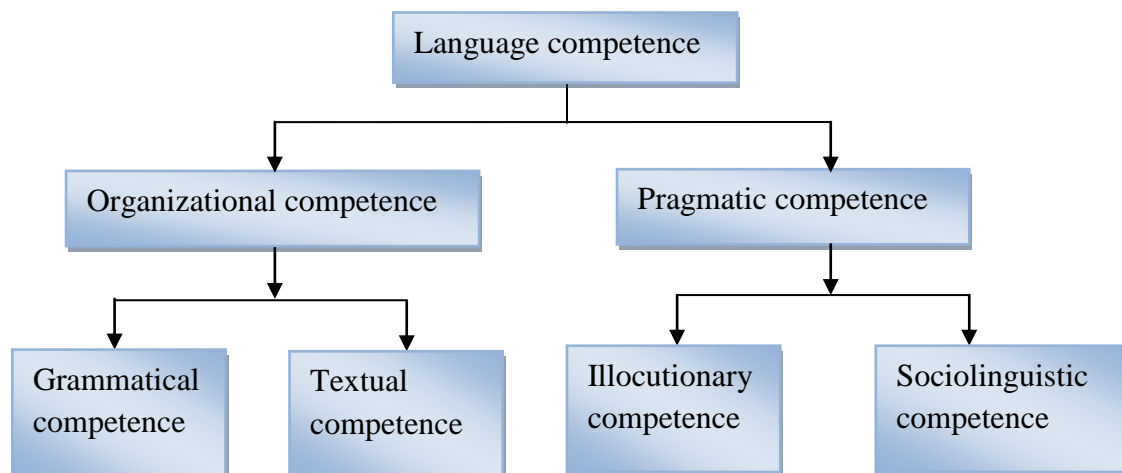


Figure 02: *Bachman's communicative model (Martinez, 2006: 36)*

2.4 The teachability of pragmatic competence

Recently, the body of researches had witnessed a clear emphasis on the development of pragmatic competence in the field of second and foreign language learning and teaching. Hence, a number of studies on developing FL learner's pragmatics competence via classroom-based instruction were conducted to answer the very dubitable question of Can pragmatic competence be taught? Kasper in 1997 in his studies argued that the competence is a kind of knowledge that could not be taught, but rather it can be developed, lose, acquired and possessed by learners. Kasper in the other hand stated that pragmatic development is considered as a socio-cognitive oriented process. However, Bachman's model that was presented earlier exhibits that pragmatic competence is not an extra or a supplemented knowledge to the linguistic competence, like the icing on the cake. Although it is strongly argued that pragmatic competence is necessary to be implemented in EFL classrooms instruction, yet little amount has been explored on how to teach or how to develop this competence in EFL context.

Since it has been claimed that pragmatics is a more complex level of language, Olshtain and Blum-Kulka (1985) stated that it took about ten (10) years or more for learners to be perform pragmatics similarly to how native speakers do. This however leads to discriminate two ways to teach pragmatics regarding Blum-Kulka's view points: the first one is what can be reached in the short term? Or what do we hopefully want to achieve at the long term? However, it is claimed

that L2 learners have to their advantage is that they are already exposed to their L1 pragmatics norms and components, and this made L2 learners open to awareness-raising and ‘noticing’ tasks (after Schmidt, 1990, 1993 and 1994).

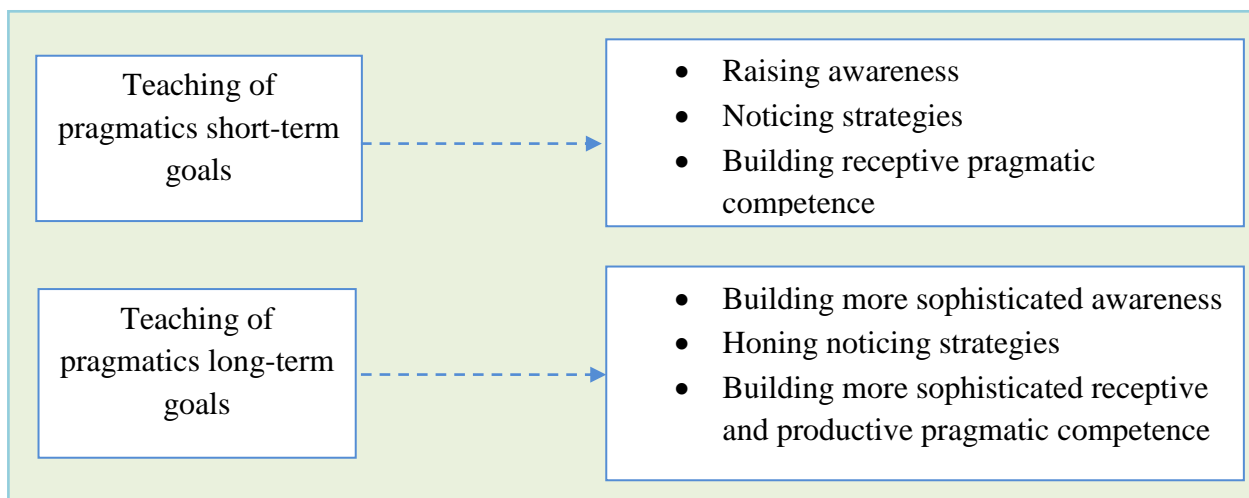


Figure 03: short-term and long-term goals in teaching pragmatics competence

Far from the routinized techniques to language teaching and formal instructions, the teaching of pragmatics has been often the very challenging task for EFL teachers. This later refers to the instability of pragmatic rules and norms that differs from one society to another. Teachers however are responsible to the extent that made the classrooms the place where pragmatics competence could be appropriately developed. Henceforth, language teachers need to take into consideration the context of the classroom when designing appropriate pragmatic awareness exercises. Cohen (2008) recommends that the teacher in this case has to provide the initial guidance for his/her learners as a direction, for instance, providing a variety of websites where different speech acts appear in different situations and give the floor to the learners to learn the pragmatic meaning according to their interests. Nevertheless, Bardovi-Harlig and Mahan-Taylor (2003) stated three key teaching pedagogies in teaching pragmatics to L2 learners: using authentic language samples, introduction pragmatic teaching that should appear at early levels and input first followed by interpretation and/or production. Thus, teachers are able to provide instant feedback which lead to outstanding insights into the domain of pragmatics.

2.5 Speech act theory as a pragmatic sub-discipline

Among a variety of matters entailed under the field of pragmatics such as: politeness, presupposition, implicature, and cooperative principles, speech act theory as a pragmatic sub-discipline has been originated by the philosopher Austin (1962) who was the first supplier of the theory in his manuscript *How to Do Things with Words*. Insights came when Austin claimed that a particular statement of a language cannot be only stated as true or false, but it is used to ‘do things’. Austin in 1962 stated that “the business of a ‘statement’ can only be to describe some state of affairs or to ‘state some facts’, which it must do either truly or falsely” (p.11). In the other hand, Yule (1996) in his book of pragmatics stated that people do not only produce utterances to express themselves, they also perform actions via utterances, and these actions are called speech acts (p. 47).

The cardinal regard of this theory is that people use speech acts to achieve an imbedded goal by spoken utterances that are not often carrying the intended action explicitly. However, the hearer is supposed to recognize what sorts of actions (s)he is supposed to perform regarding what has been uttered. ‘It is too cold in here’, by taking this utterance as an example, it obviously seems to describe the weather or to state a fact. By referring to speech act theory this utterance is more than just stating a fact or describing the weather, it can be regarded as a request for someone in the same room to close the window next to him. If the hearer successfully grasp the intended message, (s)he would close the window. Another influential area of speech act theory is the context, place or setting where an interaction takes place. These last facilitate the interpretation of what the utterances really intend.

2.5.1 Austin’s contribution

The origins of speech act theory are etched to J, L Austin’s ‘William James’ lectures at Harvard University in 1955. Insights came when Austin tried to affirm that a statement of fact, in some way, ought to be verifiable. However, Austin in his ‘William James’ lectures tried to scrutinize the notion of meaning from a different perspective. His assumptions underlie the conception that spoken utterances do not only express state of affairs. Nevertheless, they

perform different kinds of actions. He argued that the aspect of utterance-as-action was highly neglected by philosophers of language in the study of meaning.

Austin in his theory tried to discriminate between performative and constative utterances. He specified performative utterances as those which cannot be judged as true or false. However, Austin (1962) classified speech acts into three main dimensions namely: locutionary, illocutionary, and perlocutionary acts.

a. Locutionary act

It refers to the actual meaning of the words uttered. In other words, the locutionary act represents the literal meaning of the words used by the speaker. For example, when someone utters 'it is going to rain tomorrow', the speaker is only trying to describe the weather or transfer information to the hearer.

b. Illocutionary act

It refers to the main notion that is expressed by Austin that language is used to perform different kinds of actions. There must be an intended message inferred by the speaker when uttering a statement or a word. It represents however what the speaker is doing by uttering the words. Yule (1996: 48) added the concept of 'illocutionary force' to describe what intention the speaker inferred to the hearer. As afore mentioned example, the locutionary act described only the superficial level of what is meant by the utterance. If it is examined by referring to the illocutionary act it may be either a warning to the hearer to not go out tomorrow or informing the hearer to not forget the umbrella when (s)he goes outside.

c. Perlocutionary act

Austin added a further dimension to the locutionary and illocutionary act which is the perlocutionary act. This last refers to the results of the locution on the hearer's reaction. It could be or could not be what the speaker wants to occur. It could be established only if the hearer recognized what was intended by the speaker.

In general, the locutionary act refers to what is semantically meant by the speaker's words. Whereas the illocutionary force is the intentions abaft the speaker's utterances and the perlocutinary act is the result of the utterances on the hearer's reaction.

Henceforth, various scholars announced different classifications of speech acts that was firstly introduces by Austin. Thus, Oluremi (2016) stated that Austin has classified speech acts to five (5) different categories. These categories are presented as follows:

Table 03: Austin's classification of speech acts

| The type | Explanation |
|--------------------|--|
| Verdictives | Verbs delivering a finding, official or unofficial, upon evidence or reason as to value or fact. |
| Exercitives | Verbs issuing a decision that something is to be so, as distinct from a judgment as to be so. |
| Commissives | Verbs commits the speaker to some course of action. |
| Behavitives | Verbs involves the attitudinal reactions of the speaker to someone's conduct or fortune. |
| Expositives | Verbs asserting or expounding views, classifying usage and references |

2.5.2 Searle's contribution

After the death of Austin, Searle (1969) tried to classify speech acts on the basis of what function they carry in a social interaction. Searle categorized speech acts in five different types: declaratives, representatives, expressives, directives and commissives.

a. Declaratives

They are also called performatives, they are the words and expressions that ‘change to world’ when they are performed by the speaker such as naming, marrying, judging and baptizing. For example:

“We find the defendant not guilty!”

Hence, most declaratives necessitate a specific position for the speaker in order to be performed successfully. If the speaker’s role or position does not allow him/her to utter a declarative speech acts, the utterance would be inappropriate or infelicitous.

b. Representatives

Representative speech acts refer to those words that used in order to express beliefs, assertions, illustrations, feelings and likes. Representatives in the other hand are claimed to be subjective since they describe a personal belief. However, when uttering a representative word, the speaker has to use words that fit the worlds. To illustrate, when someone utter the following statement: ‘the earth is just bigger than the sun!’, his utterance does not actually fit the world since it is obviously known that the sun is much bigger than the earth.

c. Commissives

Commissive speech acts are the acts that commit the speaker to a future action. Thus, it clearly shows the intention of the speaker that would be performed in a later moment. To illustrate, “I’ll be late tomorrow” is a commissive speech act where the speaker intention is to inform the hearer that he will not come on time.

d. Directives

The speaker when performing a directive speech act, he/she is trying to push the hearer to do something. These speech acts embody an effort on the part of the speaker to direct the hearer towards a goal. This category involves classical imperatives such as requests or orders, which make the words fit the world.

e. Expressives

The expressives are speech acts that express an inner state of the speaker. The expression is essentially subjective which may be an attitude about a state of affairs or a description of the speakers' psychological state. Expressive speech acts are used for apologizing, appreciating, congratulating, deploring, detesting, regretting, thanking, welcoming, accepting, greeting.

Table 04: *Typical linguistic expressions of speech acts.*

| Speech act category | Typical expression | Examples |
|------------------------|---|---|
| Declarations | Declarative structure with speaker as a subject and a performative verb in simple present tense | <i>We find the defendant guilty.</i> |
| Representatives | Declarative structure | <i>Tom's eating grapes. Bill was an accountant.</i> |
| Expressives | Declarative structure with words referring to feeling | <i>I'm sorry to hear that.</i> |
| Directives | Imperative sentence | <i>Sit down! Fasten your seat belts.</i> |
| Rogatives | Interrogative structure | <i>Where did he go? Is he leaving?</i> |
| Commissives | Declarative structure with speaker subject and future time expressed | <i>I'll call you tonight. We are going to turn you in</i> |

2.5.3 The importance of teaching speech acts in EFL context

Upon the basis of speech act theory, utterances are used to fulfill particular functions as a result of having been performed. Thus, Cohen (1996) claims the fact that speech acts mirror somewhat the routine of language behavior in real life situations. Nevertheless, when second language learners engage in conversations with native speakers, the lack of mastery of the conversational norms involved in the production of accurate speech acts leads to communication breakdown as well as pragmatic failure (Gumperz, 1990). In recent years there has been an increasing interest in the teaching of speech act in ESL and EFL classroom. Moreover, most FL learners tend to face difficulties to understand the pragmatic sense of speech acts while speaking to a native speaker. When the nonnative speakers violate speech act realization patterns typically used by native speakers of a target language, they often suffer the perennial risk of inadvertently violating conversational (and politeness) norms thereby forfeiting their claims to being treated by their interactants as social equals (Kasper, 1990). It is necessary for language learners to be aware of cultural usage of greetings, making requests, showing apologies, expressing thanks, agreeing or disagreeing with others (Peterson & Coltrane, 2003).

For EFL learners and teachers, learning a language is not grounded on learning grammar rules and lexis solely, but also the ability to communicate effectively upon the act of this knowledge. Hence, it is strongly argued that grammar based classroom instructions that dissociate grammar from meaning; learners therefore would not accurately use their input for communicative purposes. This artificial language which is considered as fake has no relation whatsoever with the language used in the real life situations. Evidence shows that people with different cultural backgrounds find it particularly difficult to communicate with each other (Fielding, 2006). However, they may fail to express themselves in an intercultural communication. It is argued by Celce-Murcia and Olshtain (2000) that:

Although it seems that all languages shares a similar inventory of speech acts, the realizations and the circumstances that are appropriate for each speech act may be quite different in different cultures, and a learner needs to acquire speech act knowledge as a part of language acquisition. (P, 25)

Aside from, differences in the communicative style from one society to another impose different associations to one speech act. This is shaped in the extent that one society may be individualistic or collectivistic, as well as, to the direct and indirect communicative style that is for instance differentiate the Arabs from Western societies. This later may lead to commit a 'Faux pas' in a social interaction.

3. Awareness-raising as an alternative approach

3.1 Awareness-raising

After rejecting the behaviorist view towards language teaching and learning, attention was shifted to focus on learner's consciousness strategies towards learning a language. Supporters of the cognitivist learning theory argue that, the complexity of certain skills, as speaking are difficult to be controlled but they are rather automatic processes. Scott Thornbury in his book of 'How to Teach Speaking' stated that: "awareness-raising implies an *explicit* focus on the rules of the system, whereas strict audio-lingual practices insisted on simply imitating models without any explicit attention being given to the rules that generated them" (p. 38). Probing the cognitivism, Thornbury elucidated that awareness-raising works on either reconstructing or increasing learner's mental representations. However, he claimed that awareness tally three main processes:

1. Attention

Learner's interests toward the addressed language features need to be captivated; however they need to be involved in a way that increases their curiosity and interests towards the targeted skill.

2. Noticing

It supervene the action of paying attention; it is then a mental representation of an occurred event or entity. For example, when someone is driving, (s)he can be paying attention without noticing till a Camel cross the road. Noticing then is more feasible if the events occur by abruptness, or it is conspicuous because of its usefulness, significance, or frequency among other things.

3. Understanding

It is the compulsory stage at the end of the awareness process. Understanding refers to the cognitive process that terminates with a general conclusion. Understanding then is the approached part of noticing where a person tries to link different subparts to reach the full understanding of relationship among these subparts.

Hence, Willis J & D in 1996 claimed that awareness raising strategy or what is named ‘the consciousness raising and noticing’ is basically centered on involving learners in a variety of activities that shapes language samples and patterns, which at the end leads learners to draw general conclusions on how language is actually used.

3.2 The importance of awareness-raising in L2 learning

Over the few last decades, many researchers have emphasized the importance of awareness-raising (consciousness-raising) in the field of second and foreign language learning. Rutherford and Sharwood (1985) stated that awareness-raising highlights the different features of the language, then learners by time and by being approached to the TL would develop their own consciousness towards the second language system. Rutherford (1987) however claimed that the process of awareness-raising is a kind of illuminating the path for learners to make the unclear more clear. Hence, Rose (1994) stated that awareness-raising is one of the approaches that can be used to develop learners’ pragmatic competence. Thus, she emphasized on the use of video-viewing activities which in fact would provide learners with a strong foundation of different features of the pragmatic aspect. However, it is not mainly confounded to the native teachers only; non-native teachers however are able to conduct this approach. In the other hand, Bardovi-Harlig (1996) in her studies to bring both pragmatics and language pedagogy, has insisted on providing learners with appropriate strategies and techniques to develop their pragmatic awareness in the EFL classroom.

3.3 Raising pragmatic awareness in EFL context

Raising pragmatic awareness in the EFL classroom has been claimed to be practical to develop learners’ competency in understanding as well as producing the TL. This in fact was firstly negotiated by Kasper (1997) since he argued that pragmatic competence cannot be taught but it can be developed by giving students the opportunity to increase their pragmatic competence. Blum-Kulka, House, and Kasper (1989) noticed the clear existence of pragmatic errors in advanced language learners. Bardovi-Harlig (1996) in the other hand stated that “a learner of high grammatical proficiency will not necessarily show concomitant pragmatic

competence” (p. 21). From this basis, researchers started to investigate the appropriate pedagogical techniques to develop EFL learners’ pragmatic competence. Thereupon, Rose (1994) proposed pragmatic awareness-raising as an important approach to teach pragmatics. This approach aims at raising learners’ awareness about the use of appropriate patterns of language in different contexts. Thus, it seeks to sensitize and expose learners to pragmatic features of the TL and develops useful tools for learners to negotiate and form precise generalizations of the appropriate use of language in different contexts (Rose, 1999).

3.4 Awareness-raising activities of speech acts

In recent years, few researchers had investigated the role of awareness-raising activities on developing EFL students’ pragmatic knowledge. Mwinyelle (2005) examined the impact of audio visual aids (videos) as an explicit pedagogy to teach pragmatics on intermediate learners’ level to learn advice patterns of Spanish. The results exhibited that learner’s who have watched the videos performed in a meta-pragmatic discussion better than other learners who have not watched the videos. Bardovi-Harlig and Griffin (2005) examined the impact of awareness-raising activities on developing learners’ use of speech acts by using videotaped scenarios in pairs. The findings of the study showed that learners are able to recognize and repair the missing infelicities by performing role plays. However, the concluding results demonstrated that the learners could fill in the missing speech acts in a conversation formula, still missing the cultural and linguistic transparency. This teaching pedagogy is assumed to be beneficial to L2 learners.

Halenko and Jones (2011) in the other hand confirmed that pragmatic awareness-raising effects positively on ESL learner’s performance of request forms of speech acts. Thus, Martínez-Flor and Soler (2007) investigated the impact of teaching pragmatics both explicitly and implicitly on developing Japanese learners’ awareness and use of suggestion forms of speech acts. The study results point that both strategies proved to be effective on raising learners’ awareness of speech acts in the case of suggesting patterns. Further, other recent studies had investigated the impact of awareness-raising activities on developing EFL learners’ use of speech acts in different contexts, Iranian, Japanese and Spanish settings.

Chapter two:

Research Methodology

Introduction

This chapter is constructed to demonstrate the followed steps and procedures to achieve the research objectives. It introduces methodological steps used to progress the final results. It includes the type of the study, the research participants, and the instruments used to collect the information. However, it provides a clear description of the research procedures and their trustworthiness.

1. Research design

Posterior to what has been established theoretically and as a consequence to demonstrate the practical part, a mixture of both quantitative and qualitative methods were employed to serve the identified aims of the present study. Sandeloski (2003) claimed that combining both the qualitative and quantitative approaches in a research labors to provide a full understanding of the addressed issue of the study as well as it accounts for a higher research validity. Qualitatively, students were evaluated in terms of their awareness of appropriate use of speech acts, whereas, a quantitative experiment is carried in this study to investigate the effect of integrating awareness-raising activities in oral sessions on students oral performance. Thus, a pre-experimental design was conducted to test and validate the research hypotheses.

2. Setting and Participants

The experiment to prove the study was executed at the Department of Letters and English Language at KMOU. English in the provided setting is taught as a FL. Furthermore, learners study under the LMD system, were three major stages are subsumed. Participants of the study were both students and teachers. The targeted sample is second year licence students. A number of 43 from 207 total number of second year licence students contributed to carry out the study. None of the participants had been to an English-speaking country and they are taught by NNS. Both genders are concerned and one group of five has been chosen. The selection of this sample refers to that:

- Second year students are no more freshmen but rather sophomore. In other words, they are familiar with some linguistic aspects.
- Their Oral expression teacher is the same teacher of Linguistics, and this would increase the possibility of raising their awareness by transferring the theoretical insights in linguistics courses into real practice in the Oral expression sessions.

In terms of time, the period of the study encompasses the second semester of the academic year 2018/2019 in oral sessions of the second year licence level. A number of procedures were adopted to serve the study for eight (08) experiment sessions which refers to four (04) weeks:

Table 05: *Participants' profile (students)*

| Group | N° of students | % |
|--------|----------------|------|
| Male | 5 | 12% |
| Female | 38 | 88% |
| Total | 43 | 100% |

3. Data collection instruments

To establish a higher degree of validity and reliability and to implement the intervention in the current study, a variety of instruments were employed. At the very first steps, a **pre-experiment design** was conducted where different tools has been used. The experiment took place in the first five sessions. Thus, the following instruments have been used during the experiment period:

3.1 Warming up activity

It is claimed by Treko (2013) that different types of warming-up activities such as games, songs and discussions are used to attract students' attention to whatsoever area is going to be tackled. For this reason, and in order to attract student's attention to what they are supposed to

tackle in the preceding sessions, a warming up activity was designed to start the practical sessions. It is designed to test and evaluate student's previous awareness of the direct and indirect forms of 'requesting' statements.

3.2 Awareness-raising activities

To establish the ultimate aim of the present study a number of awareness-raising activities were carefully prepared (see appendix B). Practically, the first sessions were devoted to practice different activities that draw student's attention to notice the specific features of the language patterns. Some of the activities were exported from different resources; others were designed by collecting different tools and objects. Furthermore, these activities was selected and arranged to cover the addressed functions of speech acts which is: requesting, commanding, apologizing, complaining and thanking.

3.3 Role plays

Larsen-Freeman (2000) highlighted the importance of implementing role plays in EFL setting. He claimed that: "role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and in different social roles" (P. 134). Thereupon, more than ten (10) role plays were prepared to take part in the experiment.

3.4 Classroom observation

A very influential technique used to conduct the research, namely observation. As McMillan and Schumacher (2010) clarified that observation is the technique that provides opportunities for the researcher to see and to hear the naturally occurrence of research developments at the research site. The observation took place in the oral sessions and during the four weeks of the experiment where a number of awareness-raising activities were conducted. Learners' Performance resulted on the basis of these activities was noted down on the observation checklists. However, the checklists were constructed to spot the points achieved in each session which is concerned with the application of the afore mentioned tasks.

3.5 Audio-visual materials

Recorded role play videos were employed for awareness-raising purposes. After practicing the awareness-raising activities, videos which comprise multiple direct and indirect speech acts were used before conducting the lesson. The selected videos represent two recorded conversation which reflects the language used in real life situations.

3.6 Speech act lesson

After attracting students' attention to the targeted area and providing noticing tasks, a lesson was introduced to provide a clear understanding to what students dealt with during the treatment session (see appendix C). The lesson entailed a global introduction to speech act theory with a clear explanation to the subheadings of the theory. However, illustrations were provided to facilitate and simplify the comprehension. This was to symbolize the third level of the awareness-raising process which refers to the level of 'understanding'.

3.7 Participants' interview

An open-ended interview was also conducted as the additional instrument. Different questions were addressed to students to obtain deeper information about the students' experience, conditions and attitudes towards the use of awareness-raising activities in Oral Expression sessions (see appendix C). A number of 12 semi-structured questions were addressed to 10 students of the chosen sample. Questions arrangement was gradual from gaining general knowledge about students' past experiences of speaking skill, towards obtaining profound information on:

- Students' speaking difficulties.
- Students' attitudes towards the use of role plays and audio-visual aids.
- Students' attitudes towards the techniques and procedures used during the oral expression sessions.
- Students' attitudes towards the use of speech act awareness-raising activities.
- Comparing students' performance in their first and second year.

4. Data analysis procedures

A further step to establish the identified goals of the research is to analyze the data that was collected by means of the aforementioned procedures and instruments. Student's performance through the whole practice sessions was carefully observed during four weeks. Thus, it is the same case for the pre-test and the post-test results which are analyzed to assess the whether or not the treatment sessions were beneficial to develop student's use of speech acts in oral performance. The post-test results were recorded after having both the teachers' and students' approval so that to refer to in case if needed. To ensure the obtained results, recorded interview replies were analyzed qualitatively.

5. Validity and reliability

Both reliability and validity are two fundamentals to attain a successful research. Thus, both are considered as the key concepts by which the research procedures and results could be certified. Segliger and Shohamy (1989) highlighted the importance of both validity and reliability by defining them as follows:

Reliability provides information on the extent to which the data collection procedures elicit accurate data, and validity provide information on the extent to which the procedure is really measures what it is supposed to measure. (p.184)

Morrison et al (2007) stated that reliability could be achieved by using the appropriate techniques to analyze the gathered data through the research procedures. Thereupon, a pre-test and post-test were conducted to observe students oral performance via classroom observation through the whole quasi-experiment period. Therefore, an open-ended interview was addressed to both students and teachers to better insure the obtained results.

Validity in the other hand represents the extent to which a research procedure measures only what it is supposed to measure. To prove the research validity, the procedures used to collect the data were carefully arranged and prepared to cover the identified area of the addressed field. Thus, the activities used to serve the study took a long period of time to be designed in the manner that fulfills the research objectives.

6. Research paradigm

The presented figure bellow demonstrates the main variables studied in this research and provides a brief sum up of how these variables are supposed to be connected:

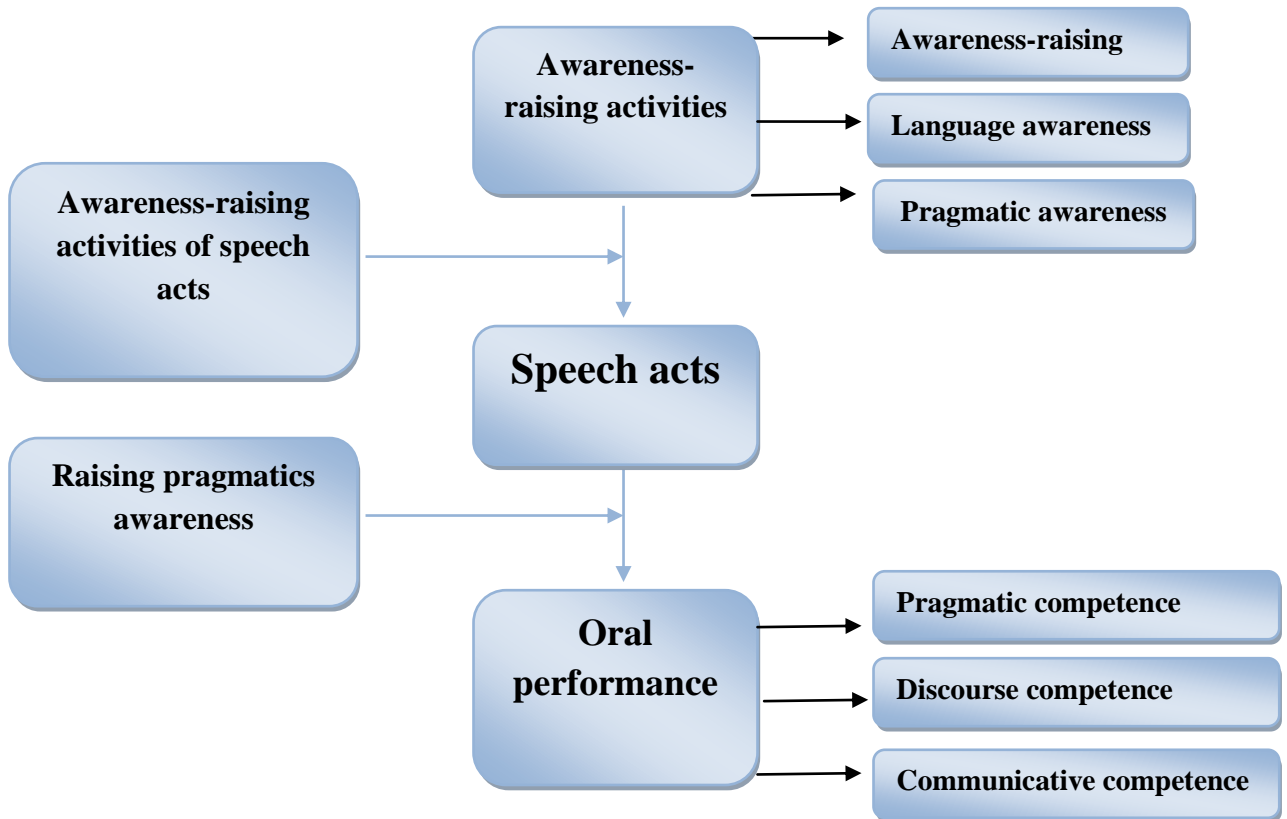


Figure 04: *research variables paradigm*

Chapter three

Results and Interpretations

Introduction

The present chapter provides a clear description of the data collected through the observation sessions. Thus, it represents the results gathered through the experiment days in a detailed formula to be discussed further in the preceding chapter.

1 Pre-test results analysis

The pre-test was administrated to 2nd year LMD students, which lasts for 03 weeks. Pre-test sessions were devoted into five sessions. The provided activities that are designed to test and raise students' awareness were arranged to engage the whole chosen participants.

1.1 Session one:

In the first session, the teacher tried to attract students' attention towards the spotted area. In the first fifteen (15) minutes, a warming up activity was conducted to test student's performance of request forms. By referring to what has been observed, students' performance of speech acts was as follows:

Table 06: *performed speech acts while the warming up activity*

| | N° of students | Type of speech acts performed |
|-----------------------------|----------------|-------------------------------|
| Direct speech acts | 4 | 5 request + 1 complain |
| Indirect speech acts | 1 | Request |

Only a number of 7 speech acts were performed while practicing the warming up activity. Which in fact its major aim to explore whether students are able to perform indirect speech acts of 'request' forms. One student of five uttered the statement "**it is too cold in here!**" as a request to close the windows while the other five participants used the simple interrogative request forms.

In the same session and for the rest of the time, the teacher tried to test their awareness towards the other functions of speech acts (apologizing, complaining, commanding, and thanking). In this regards, an activity was conducted to evaluate student's realization of different

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speech acts patterns. Strips of ‘real-life’ conversations were distributed to the participants. However, their assumptions towards the functions of the provided statements were imbalanced according to the type of speech acts.

All students in this case had participated. Most of them failed to realize the indirect speech acts. In the other hand, they could directly and spontaneously realize the ‘request’ speech act forms. 48% of the prepared speech acts has been achieved in the first play. Then, students have recognized 52% of speech acts in the second play and 63% in the third play. The following figure represents students’ speech act performance during the second pre-test:

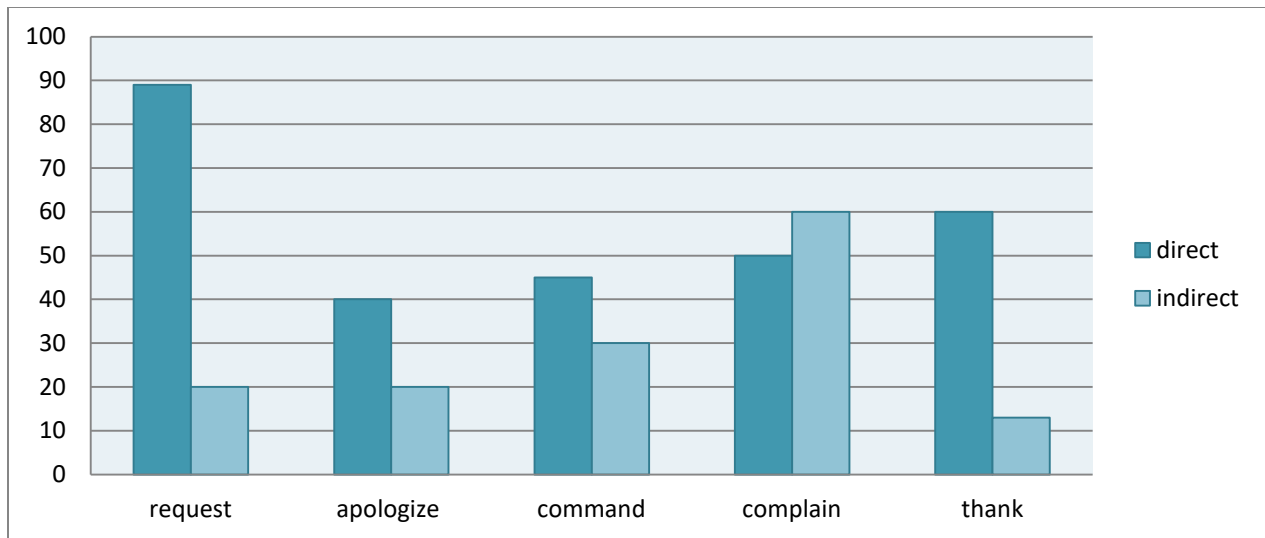


Figure 05: *first session pre-test results description*

All students in this case had participated. Most of them failed to realize the indirect speech acts whereas most of them had directly and spontaneously realized the ‘request’ forms of speech acts. Less interaction was observed in the case of commanding and apologizing forms. However, students were able to recognize the indirect forms of complaining patterns more than the direct forms.

1.2 Session two:

In the next session of the same week, three other conversations are prepared to be practiced in the same way. Then, students are more familiar to what they have practiced in the first session. The teacher asked the students for the second time to realize the different functions of the prepared conversation statements. A noticeable progress has been shown in student’s awareness of speech acts patterns mainly in complaining and commanding forms.

While practicing the activities, the situation of ‘At a traditional restaurant’ students achieve 53.7 % of the prepared speech acts, where the other situations achieved nearly the same average. The following figure demonstrates the direct and indirect speech acts forms that were performed by students during the second pre-test session:

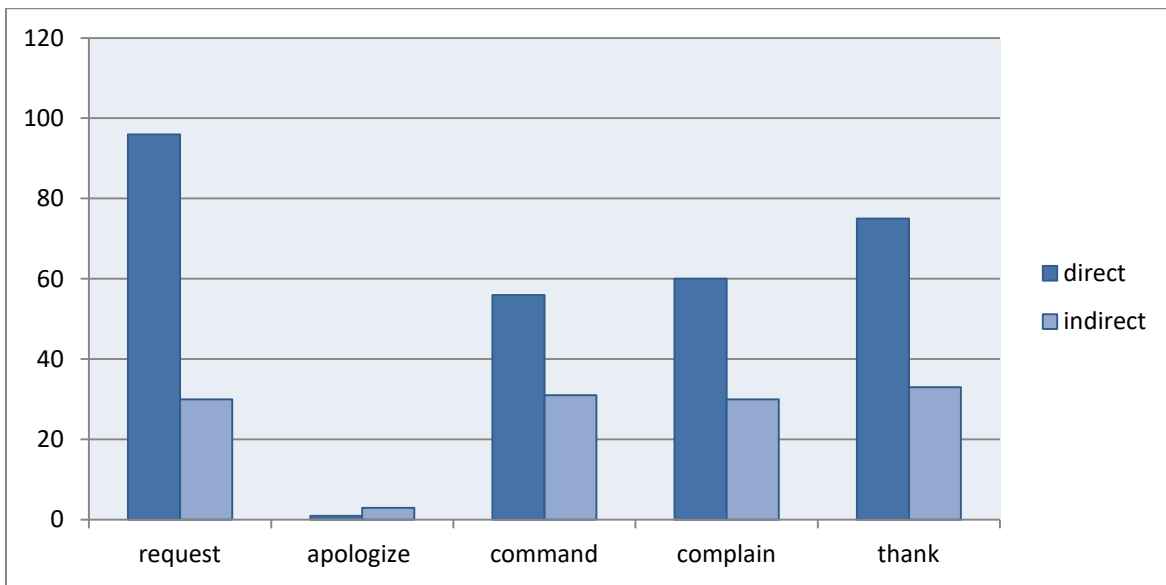


Figure 06: second session pre-test results description

However, students’ awareness of the indirect functions of the language patterns has been increased to some extent. In comparison with the first session pr-test, students started to manipulate some indirect forms of speech acts especially in thanking and complaining cases.

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1.3 Session three

Students in the 3rd session started to perform role plays which were not prepared previously. Started with 'at the restaurant' role play, three pairs of students tries to perform the situation without any preparation. Students' use of speech acts while performing the selected role play was described as follows:

Table 07: *Third session pre-test results descresption*

| Week | N° of students | Speech act type | Direct/Indirect |
|------|----------------|---|-----------------|
| Two | 02 | Request- thank | Direct |
| | 02 | Request- apology- command- complain | Both |
| | 02 | Request- command- apology- complain- thank | Direct |

Students' performance in the third sessions' pre-test showed a clear progress in student's use of different speech acts in their oral performance. The six volunteered students were able to perform 'request' language patterns. Thus, the first group of students was approached to use both direct and indirect form of request forms. Further, they showed more preference to use polite forms of language. To illustrate, the following statements are performed by students during the third session:

Student 01

Request: Sir, could you please clean the table?

Student 02

Thank: Your pizza is so delicious, thank you so much!

1.4 Session four:

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During the fourth session of the pre-test, a play was performed by students with no previous preparation. Hence, characters of the play were randomly selected to perform the play of ‘the elixir of life’. Student’s performance of speech acts was as follows:

Table 08: *fourth pre-test results description*

| Week | N° of students | Types of speech acts | N° of speech acts |
|---------------------------------|----------------|-----------------------------------|-------------------|
| | 07 | Request | 01 |
| | | Command | 05 |
| | | apology | 03 |
| Week two/ session 04 | 07 | Request | 04 |
| | | Command | 05 |
| | | Complaint | / |
| | | apology | 03 |
| Total | 14 | Request/command/apology/complaint | 21 |

While performing the play, students played their roles appropriately by taking into account their social power. I.e. command types of speech acts were performed by the ‘king’ character. However, other types of speech acts took place which is arguing. However, multiple indirect forms of language were used while performing the play in both groups. Students’ spontaneous responses showed the existence of pragmatic transfer from L1 into L2 speaking. For example:

Student

I will bring another wife!

1.5 Session five

During the fifth pre-test session, recorded role plays were carried too test students’ realization of different speech act patterns. Students have written the speech act statements heard during playing the records. Students’ answers were as follows:

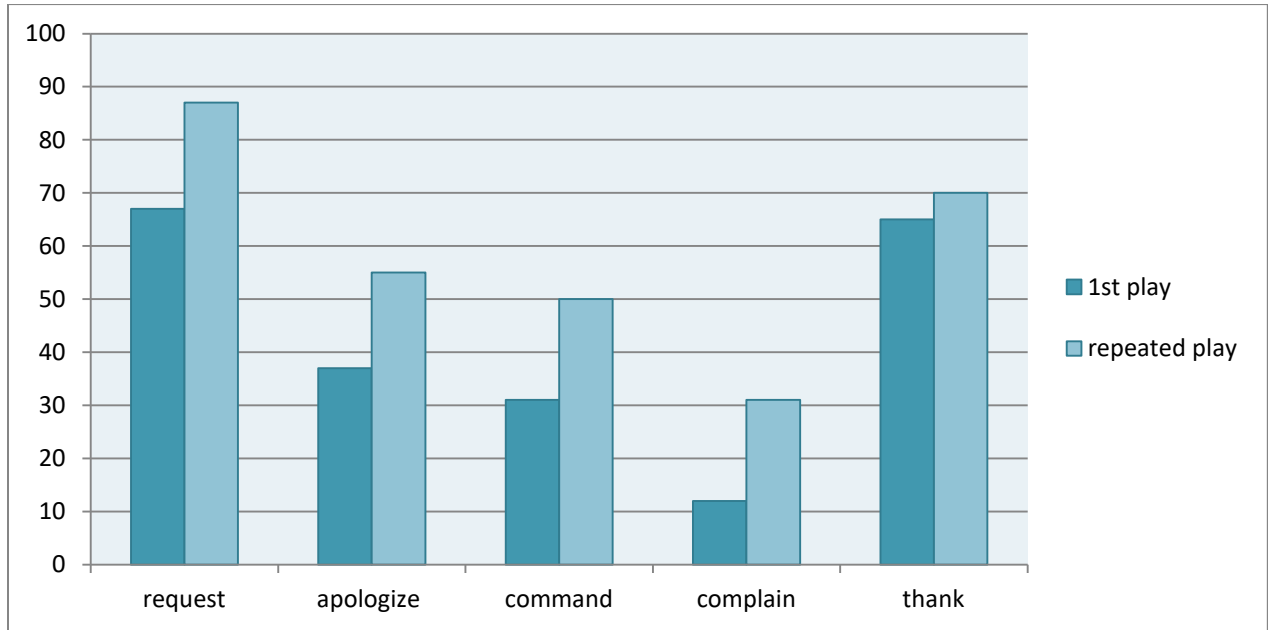


Figure 07: *Fifth session pre-test description*

Students' realization of different speech act patterns was different in the first and the repeated play. It is shown in the figure above that students achieved most of the speech acts performed in the repeated display of the play. As 'usual', request forms of speech acts are the most recognized function by 67% in the first show and increased to 86% in the second show of the same play. It comes 'thanking' in the second place by achieving 65% in the first display and 70% in the second show. Then, it comes apologizing and commanding of nearly the same percentage among 31% and 36% in the first show and among 50% and 55% in the second display. Last, students' realization of complaining patterns was the lowest one by achieving only 12% of the performed speech acts in the first show and 31% in the repeated one.

2. Post-test results analysis

The post-test was conducted in the eighth session of the experiment. Students last performance was tested by performing different role plays that were chosen by their teacher. Students' performance during the pos-test was as follows:

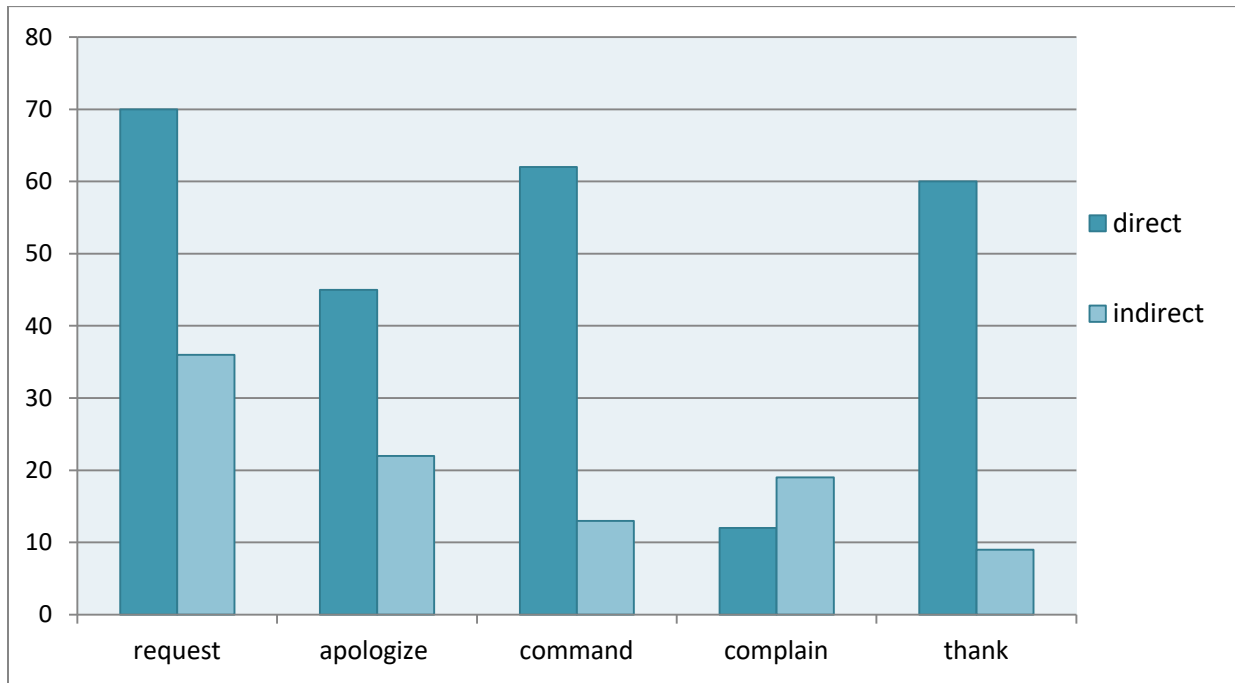


Figure 08: *Post-test results description*

The figure presented above shows students’ performance during the pos-test session. Students’ performance during the last experiment session shows a preference for using the direct forms of speech acts. Hence, the results demonstrated that ‘request’ forms of speech acts are the most frequent used speech acts during the experiment period. Thus, it still the most used speech act during the post-test. Then, it comes commanding and thanking in the second frequent used speech acts during the eighth session (60% and 62%). Apologizing forms of speech acts were used in a brief and concise manners it marked 45% in frequency. Last, complaining was at the les frequent used speech ct during the pos-test by 12% average.

3. Speech act frequency during pre-tests and post-tests sessions

The classroom observation results during the whole experiment sessions shows distinct preferences of using and mastering different speech acts patterns. Thereupon the following figure sums speech acts frequency during the experiment sessions:

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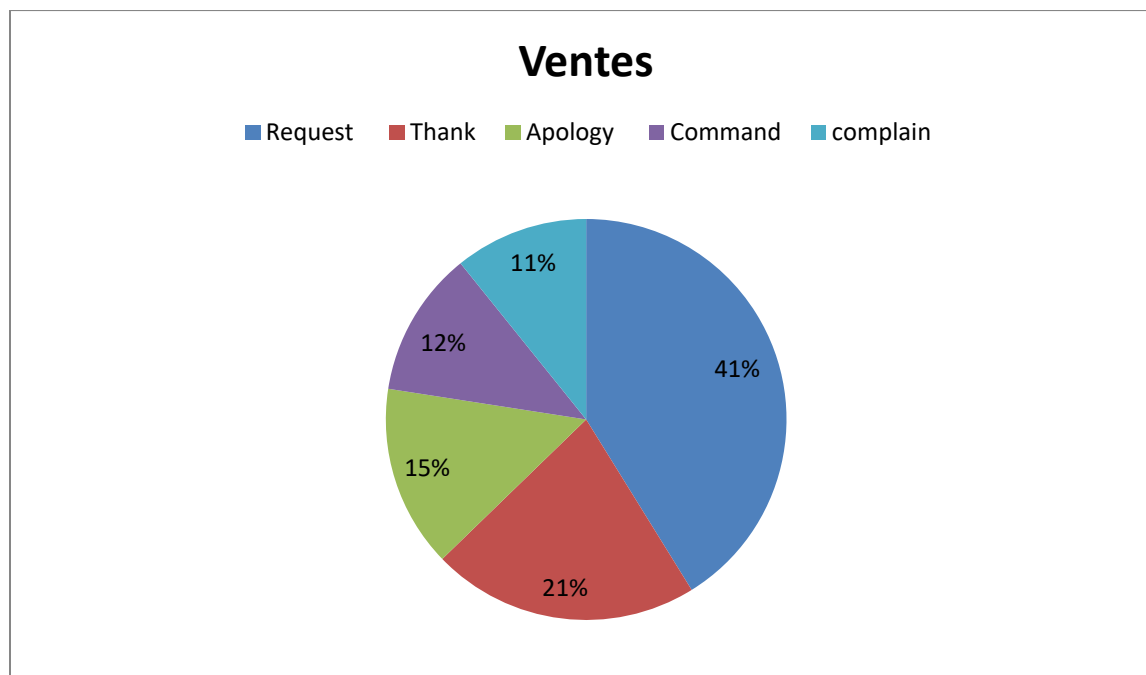


Figure 09: *Speech act pattern frequency during pre-test and post-test sessions*

The presented figure above affirms that ‘request’ forms are the most frequent used pattern of speech acts by second year EFL learners. Aside from, it comes thanking and apologizing at the second and third frequent speech acts. Thus, commanding and complaining are the less frequent used speech acts by second year undergraduate EFL learners during speaking sessions

4. Students’ interview results analysis

- **Student’s responses to the first question were as follows:**

Table 09: *First interview question analysis*

| Question 01 | Students’ responses | N° of students | % |
|---|---------------------|----------------|------|
| In your opinion, which of the four language skills do you think is the most important for EFL learner to be treated as a language user? | Speaking skill | 10 | 100% |

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The above presented table demonstrates that 100% of the sample agreed on the importance of speaking skill among the other three language skills. However, one student declared the following statement:

Student 01

‘for someone to be treated as a language user is the one who can pass through a random and spontaneous conversation without thinking of what words or statement he/she must uses.

- **Students responses to the second interview question**

Students’ answers on the second question are as presented in the following table:

Table10: *Second interview question analysis*

| Question 02 | Students’ responses | N° of students | % |
|---|----------------------------|-----------------------|----------|
| How do you evaluate your current level of speaking skill? | Good | 06 | 60% |
| | Acceptable | 04 | 40% |

The presented table shows that student’s level of speaking skill ranged between acceptable and good level. 60% of students declared that they have a good level in speaking skill whereas the 40% students agreed on having an acceptable speaking level.

- **Students responses to the third interview question**

Students’ answers on the third question are as presented in the following table:

Table11: *Third interview question analysis*

| Question 03 | Students’ responses | N° of students | % |
|---|----------------------------|-----------------------|----------|
| In comparison with your level of speaking skill last year, is there an improvement in your ability to | Yes (a lot) | 08 | 80% |
| | Yes (but not that much) | 02 | 20% |

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understand and produce the TL?

Students' responses to the third question demonstrate that there is an improvement in speaking skill of most of the students. Still 20% feeling not satisfied of their speaking capacities. Thus, some students' responses were as follows:

'In comparison with my first year speaking level, my ability to produce and understand the TL witnessed a huge improvement specially by practicing the language inside the classroom'

- **Students' responses on the fourth interview question**

Students' answers on the fourth question are as presented in the following table:

Table 12: *Fourth interview question analysis*

| Question 04 | Students' responses | N° of students | % |
|---|---------------------|----------------|-----|
| What do you think of the adopted techniques and procedures of your teacher in the Oral Expression sessions? | Great | 05 | 50% |
| | Gorgeous | 02 | 20% |
| | Creative | 03 | 30% |

The above answers indicate students' positive attitudes towards techniques and strategies that are used by the Oral Expression teacher. More specifically, 50% shows a great impression toward the way their teacher passes the Oral Expression sessions. Also, 20% implies a 'gorgeous' impression to what techniques are used. Thus, 30% saw 'creative' adopted strategies in the teaching process. Few of their responses were as follows:

Student 01

'Actually, I used to hesitate in participating in the classroom, but the creative and interactive techniques that are used by our Oral teacher helped me a lot to participate and speak in the class'.

Student 02

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‘The adopted techniques and procedures of my teacher in the oral expression sessions are very practical, effective and creative. Because those procedures and techniques have made a tremendous positive results’

- **Students’ responses on the fifth interview question**

Students’ answers on the fifth question are as presented in the following table:

Table13: *Fifth interview question analysis*

| Question 05 | Students’ responses | N° of students | % |
|---|----------------------------|-----------------------|----------|
| What are the main difficulties you have faced so far in the Oral Expression sessions? | Fear of public speaking | 03 | 30% |
| | Hesitation | 01 | 10% |
| | Lack of vocabulary | 03 | 30% |
| | Anxiety | 01 | 10% |
| | L1 ideas transfer | 02 | 20% |

The above table indicates different problems that face EFL learners in speaking classes.

Fear of public speaking and the lack of vocabulary are the most faced difficulties in the oral classes with a 60%. Then it comes what is called the L1 pragmatic transfer that effects on the learners’ performance in the EFL speaking classes. The others are psychological problems such as anxiety and hesitation which represents 20% of the mentioned difficulties that are faced by EFL learners in the Oral Expression sessions.

- **Students’ responses on the sixth interview question**

Students’ answers on the sixth question are as presented in the following table:

Table14: *Sixth interview question analysis*

| Question 06 | Students’ responses | N° of students | % |
|--------------------|----------------------------|-----------------------|----------|
|--------------------|----------------------------|-----------------------|----------|

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| | | | |
|--|-----------|----|-----|
| What do you think of using both role plays and audio-visual materials in the Oral Expression sessions? | Helpful | 02 | 20% |
| | practical | 04 | 40% |
| | Enjoyable | 04 | 40% |

Table presented above indicates students' attitudes towards the use of audio-visual materials and role plays in the Oral sessions. All responses were positive, 40% affirms that they were very practical and useful to develop students speaking performance. Hence, 40% found role plays and audio-visual aids more enjoyable and interactional. Thus, 20% of students stated that they are more helpful to engage learners in real life conversation. Few of their responses are as presented as follows:

Student 01

'It is the right decision that is taken by our teacher to use the audio-visual aids, speaking skill needs listening to be improved successfully. Thus, role plays pushed me to develop my speaking through engaging is different real life situations and using the appropriate language in the appropriate context'.

- **Students' responses on the seventh interview question**

Students' answers on the seventh question are as presented in the following table:

Table15: *Seventh interview question analysis*

| Question 07 | Students' responses | N° of students | % |
|---|---------------------|----------------|-----|
| What do you think about the activities that your oral teacher adopted during this semester? | Excellent | 04 | 40% |
| | Good | 01 | 10% |
| | Creative | 03 | 30% |
| What interested you in these activities? | Attractive | 02 | 20% |

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The table 0 demonstrates students' attitudes towards the activities conducted by the oral teacher during the 2nd semester. Most of them implied an 'excellent' attitude towards the activities that was conducted in the oral sessions which represents 40% of the sample. The other 40% agreed on the idea that the chosen activities were so good and creative in the same time. The rest of the sample which refers to 20% affirms that the practiced activities were very attractive and creates a very challenging environment in the classroom. Few responses were as follows:

Student 01

'The activities used during this semester were really creative, and draws my attention which was all the time stuck on the board because of the attractive colors that used during the activities'.

- **Students' responses on the eighth interview question**

Students' answers on the eighth question are as presented in the following table:

Table16: *Eighth interview question analysis*

| Question 08 | Students' responses | N° of students | % |
|--|---------------------|----------------|-----|
| Does the activities conducted in the Oral Expression sessions enhanced your way of using the appropriate forms of the language in the appropriate context? | Yes | 08 | 80% |
| | To some extent | 02 | 20% |

In the question above, students were asked to negotiate whether the conducted activities were helpful to develop their appropriate use of language in oral performance. 80% of the sample shows positive attitudes towards the carried activities during the second semester. Thus, they confirmed that these activities have to a great extent enhanced their way of using the appropriate forms of the language. Whereas 20% argued that the activities are to some extent helpful to enhance their oral performance. The following statement is one of their responses:

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Student 01

‘well, the activities that were done in the oral session were really helpful for me, performing different role plays which in fact represents real life situation, and since we are only performing speaking in the classroom, our teacher have done a great job by choosing the activities we practiced in the classroom’

- **Students’ responses on the ninth interview question**

Students’ answers on the ninth question are as presented in the following table:

Table17: *Ninth interview question analysis*

| Question 09 | Students’ responses | N° of students | % |
|----------------------------------|----------------------------|-----------------------|----------|
| How do you evaluate your speech | Medium | 04 | 40% |
| act performance while practicing | Good | 05 | 50% |
| role plays? | Confusing | 01 | 10% |

Table 19 presented above demonstrates that students use of speech acts while performing role plays were good for 50% of the students. Whereas, 40% of them treated their use of speech act in role plays as ‘medium’ or ‘normal’. 10% of the sample argued that their speech act use during the role plays performance still confusing.

- **Students’ responses on the tenth interview question**

Students’ answers on the tenth question are as presented in the following table:

Table 18: *Tenth interview question analysis*

| Question 10 | Students’ responses | N° of students | % |
|--|----------------------------|-----------------------|----------|
| Have the audio-visual materials used in this semester helped you | Yes | 10 | 100% |

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| | | | |
|---|----|----|-----|
| to better realize the different speech act patterns? | No | 00 | 00% |
|---|----|----|-----|

Question ten seeks to ensure the effectiveness of the carried activities of speech acts on developing their performance and realization of different speech act patterns. All students (100%) agreed on the efficiency of these activities on developing their speech acts realization. Thus these are few of their responses:

Student 01

‘I used to think that all requests necessitate an interrogative sentence or statement. Now by the activities and the videos used by the teacher helped me a lot realize that even simple words and sentences could be a kind of request by referring back to its context’.

- **Students’ responses on the eleventh interview question**

Students’ answers on the eleventh question are as presented in the following table:

Table19: *Eleventh interview question analysis*

| Question 11 | Students’ responses | N° of students | % |
|---|---------------------|----------------|-----|
| To what extent do you think that awareness-raising activities (speech act activities, role plays and audio-visual aids) helped you in developing your oral performance? | Very helpful | 06 | 60% |
| | Helpful | 03 | 30% |
| | To some extent | 01 | 10% |

The table 0 above represents students’ attitudes towards the awareness-raising activities. 60% of students ensure that the activities are very helpful to develop their oral performance. Further,

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additional 30% of students declared that the activities were helpful to increase their awareness of speech act theory. Whereas, only 10% think that these activities are helpful to some extent.

- **Students' responses on the twelfth interview question**
- Students' answers on the twelfth question are as presented in the following table:

Table20: *Twelfth interview question analysis*

| Question 12 | Students' responses | N° of students | % |
|--|---------------------|----------------|-----|
| Evaluate the techniques used in this semester. | Excellent | 04 | 30% |
| | Good | 03 | 50% |
| | Great | 03 | 20% |

The last question was administrated to for students to evaluate the techniques that are used in the second semester. Student's attitudes towards the adopted techniques are positive where 50% of student argued that the activities and procedures they have dealt with where really good. Thus, 30% treated them as 'excellent' techniques which very practical during the oral sessions. Adding to this, 20% of students considered them as 'great' instruments and techniques used to improve student's performance.

5. Results discussion and interpretation

The results of the first session pre-test indicate that most of EFL students (80%) are unable to realize the indirect forms of speech acts. This may be due to that pragmatic is a societal aspect of language that requires not a full command of the TL, but a good level pragmatic competence to understand what is really intended by spoken utterances. Thus, their first year experience of speaking was not that effective or unified program to develop some sorts of pragmatic competence, students 06 declared **"... our first experience was a kind of superficial, we used to chose topics randomly and speak without being corrected, and the topic were somehow boring"**. Along with, and during the second and third pre-tests, a noticeable progress (38.6%) in students' performance and realizations of different speech acts patterns has been witnessed. This would logically refer to the conducted activities during the pre-test period. One student stated

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that “.....**‘I see a great improvement in my language performance during the speaking classes’** and this to some extent would ensure the efficiency of the conducted activities.

In addition, the use of audio-visual aids and role plays had shown a conspicuous improvement in students’ use and realizations of different speech act patterns. This would refer to that pragmatic competence can be developed by taking the context into account, as a result, students engagements in real life situation would boost their oral performance which had been already discussed by different scholars and teachers. Students 04 as well affirmed that “.... **It is the right decision that is taken by our teacher to use the audio-visual aids, speaking skill needs listening to be improved successfully. Thus, role plays pushed me to develop my speaking through engaging is different real life situations and using the appropriate language in the appropriate context’.**

By linking the pre-test sessions together, students’ performance illustrates that ‘request’ forms of speech acts are the most frequent used speech acts by second year students at KMOU. Hence, commanding forms of speech acts has been improved to 41.2% by comparing the first and the fifth pre-test sessions. However, a perceptible advancement in students’ realization of indirect speech acts patterns has been detected in the last pre-test session. This is due to the fact that students are more familiar to the dimensions of speech act theory by practicing different activities. By referring to student 02 extract ‘....**‘well I was really bad at interpreting different language functions specially the indirect ones, now by understanding that the language is not used to be interpreted at the surface level, but rather it have another dimension which can be realized by referring back to the situation or the context’.**

Along with, the post-test results demonstrated a noticeable progress in students’ use of speech acts in oral performance. Additionally, the conducted activities, materials and treatment sessions had participated to a great extent to raise students’ awareness of speech act patterns which are: requesting, apologizing, complaining, commanding and thanking. Aside from, students’ interview has proved the efficiency of conducting awareness-raising activities to develop EFL students’ Oral performance. Positive attitudes towards the conducted activities, techniques and material were obtained, student 03 stated that “...**It is the right decision that is taken by our teacher to use the audio-visual aids, speaking skill needs listening to be**

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improved successfully. Thus, role plays pushed me to develop my speaking through engaging is different real life situations and using the appropriate language in the appropriate context'. Another student responded that "...what interested me more is the colorful and attractive draws on the table which really attracted me to stick concentrated with the activities'

General Conclusion

Introduction

As an ending step for the research to be efficient, this last chapter which presents the general conclusion deals with the summary of findings as well as the limitation of the study. Thus, practical implications are presented for further studies to be conducted as complementary researches to the current work.

1. Summary of the main findings

At the end of the conducted study, the results and findings confirmed the aforementioned hypothesis that raising students' awareness of speech acts would promote their oral performance. However, by referring back to what has been established practically, this study ensures that:

- Second year undergraduate students at KMOU have established a higher level of speech acts awareness by conducting a number of awareness-raising activities.
- A conspicuous progress in students' oral performance has been shown in the last experiment sessions.
- Pragmatic awareness was raised concerning the use of indirect speech acts.
- Students' performance of commanding speech acts has been improved.
- It is more practical to transfer what has been studied theoretically into practice sessions which was the case of this study.
- Awareness-raising is not the only procedure to increase EFL learners' pragmatic competence but, it is rather a complementary technique to other pedagogical techniques.
- Pragmatics is a complex aspect of knowledge that necessitates a long period of time to be improved.

There can be some sorts of pragmatic transfer from the native language to the target language while performing some speech acts.

2. Limitations of the study

With no doubt, for a work to be prepared and established accurately, facing some obstacles and difficulties is inescapable. This work has for sure to be limited to a number of

difficulties that are faced while conducting the study and analyzing the findings. These limitations are as follows:

- As the study is conducted in one university and for one level, the sample of the study covered only one group of five. This sample represents 20% of the whole number of the chosen level and this because only one teacher accepted to participate in this research.
- The level of students in oral performance was imbalanced and this refers to the different circumstances of the pedagogical environment where they taught at their first level. In other words, the sample was a mixture of different groups that were taught by different teachers.
- Beside the efficiency of the conducted procedures and methodology, the findings of the study took a long time to be analyzed since speech acts are not to be controlled easily.
- The reason behind the unstable results is that there are no agreed techniques and strategies and a unified program in the university. (personal communication)
- The university went to a strike for 07 weeks, which affected the study continuum.

3. Pedagogical implications

The results and findings of this study can contribute to relief the teachers to develop EFL learners' oral performance via raising their awareness of speech acts. Further, the following recommendations are could be useful for better progression in the techniques of teaching speaking to EFL learners:

- According to the established results, teachers should try to engage learners in useful interactional activities which reflect real-life situations.
- Awareness-raising activities are more effective when they are specifically designed to spot learners' needs.
- Since pragmatic competence is not that easy to be developed in short period of time, teachers are supposed to take into consideration the use of these activities for long period of time.
- Researchers have to explore the 'how' of providing suitable materials to facilitate the use of awareness-raising activities. Not only for speaking concerns but rather to develop the other language skills: reading, writing and listening.

General conclusion

- Teachers should take into consideration the usefulness of using audio-visual aids, because of their efficiency in raising students' language awareness.
- Teachers are concerned to transfer what they teach theoretically into practice. This later increases the chance of better understanding and acquiring further knowledge.
- Further suggested activities are presented in the appendices (see appendix E).

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Appendices

Appendix A

Complaining in a hotel – Teacher's notes

Time / Level

20–30 minutes / Pre-intermediate to Advanced

Target language

Grammar

Will for spontaneous decisions (*I'll tell them...*)
There is / there are (*There aren't any towels.*)

Functions

Complaining (*That really isn't good enough!*)
 Providing excuses (*We're very busy, sir.*)
 Apologising (*I'm terribly sorry, sir / madam.*)

Vocabulary

Hotels (*wake-up call, guest, reduction*)

Preparation

Copy the worksheet and role play cards A and B (one of each per pair). Cut up as indicated.

Role Play instructions

Hand out the worksheet (one copy per pair) and give them five minutes to do exercise A. As the pairs finish, tell them to discuss the question in exercise B. Get feedback. Write up any other complaints the students thought of on the board. Give them 3–4 minutes to do exercise C and then elicit a possible response to each of the complaints.

Put students into A/B pairs and hand out the two role play cards. Give them a few minutes to read their card. Make sure they don't show it to their partner. Let them begin when they're ready. Encourage them to use the *Target language* expressions. They can swap roles when they finish.

Idea: Students may enjoy watching an episode of the *Faulty Towers* BBC TV series before they do the role play if you can get the recording!

Complaining in a hotel

Role Plays for Today

- A** Look at this list of complaints in a hotel. Working in pairs, put them in order from the most serious (1) to the least serious (7). Give reasons for your choices.

- "There is a party in the room next door. I can't get to sleep."
- "The TV remote control doesn't work."
- "I didn't get a wake-up call this morning. I was late for my meeting."
- "My camera was stolen from the room."
- "There aren't enough pillows in the room."
- "There was no hot water left when I took a shower this morning."
- "The waiter spilt wine all over my dress at dinner last night."

- B** Which of these problems have you had at a hotel? Can you think of any other problems?

- C** Now think of a possible response to each complaint from the receptionist.
 e.g. "I'm so sorry! They're here for a wedding. I'll tell them to keep the noise down."



Student A – Receptionist

You are a receptionist at the Faulty Towers Hotel. It's very busy and lots of guests are complaining. Try to calm them down, explain the problems and be polite. Try not to offer any reductions. If any guests are really angry, take 10% off the price, and offer them free dinner tonight.

Target language

I'm terribly sorry, madam / sir.
Oh dear! This has never happened before I see. What can I do to help?
I'm sorry, but reductions are not possible.
Can we offer you free dinner tonight?
I understand. I'll take 10% off the price.
Enjoy the rest of your stay.

Student B – Unhappy guest

You are a guest at the Faulty Towers Hotel, but it's been a nightmare since you arrived. You are now very angry. Go down to the reception and complain. Use some of the complaints you studied. Try to get a reduction in the price, or a better room.

Target language

I'm extremely unhappy with...
The first problem is...
What are you going to do about it?
I'm sorry. That really isn't good enough.
It's no good making excuses!
I demand a reduction!
I'm going to report your hotel!

📄 Visiting the Doctor – Teacher's notes

Time / Level

45–60 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Should + verb (You should get some rest.)

Have got (I've got a sore throat.)

Functions

Describing how you feel (I feel hot, and I can't sleep...)

Asking for and giving advice (Try not to walk on it for 3 days.)

Vocabulary

Health (illness, flu, hay fever, a runny nose, stress)

Preparation

Copy role play cards A and B (one set per pair).

Copy the symptoms and advice table (one per pair). Cut up as indicated.

Lead-in suggestion

Ask the students:

What do you do when you are ill?

Elicit *doctor* (often called *GP* in the UK), *hospital*, *make an appointment* etc.

Where does a doctor work?

Elicit or teach: *surgery / clinic*. Write any useful vocabulary that comes up on the board.

Hand out the symptoms and advice table (one per pair). Instruct the students to try to complete the table with symptoms and advice. Avoid pre-teaching any vocabulary with low level students. The context of the table will make it easier to explain afterwards. Monitor. Go through the answers when they've finished.

Answers

- a) a sore throat b) take vitamin C c) take paracetamol
d) diarrhoea e) don't eat anything f) can't sleep
(insomnia) g) can't move my hand h) go to hospital
i) a swollen ankle j) use crutches k) red eyes
l) prescription medicine

Explain any expressions the students still don't know. Drill any words which are difficult to pronounce (e.g. *diarrhoea*, *ache*). Tell the students to discuss the questions below the table in pairs. Be sensitive during feedback. Some students may not want to reveal their recent illnesses to the whole class.

Role Play instructions

Introduce the role play. If much of the vocabulary is new, give them a minute to reread and remember the information in the chart. Hand out the role play sheets. Give the students 3–5 minutes to read through and prepare what they are going to say. Encourage the doctors to work from memory, and to improvise where necessary. Draw their attention to the *Target language*. Start the role play when they are ready. When they have finished, they should swap roles and start again. For more practice, they could change partners and repeat the procedure.

Extra idea: You could turn the class into a surgery. Divide it into a waiting room, where all the patients sit, and several consulting rooms, where the doctors receive the patients. The waiting patients can discuss what is wrong with them. This will also enable them to open and close the meeting with the doctor more naturally.

Follow-up suggestion

Find out briefly who would make a good doctor and why. Did anybody give the wrong diagnosis or advice?

Political debate

Role Plays for Today

Group A – The People party

You believe in providing services for the people of the country. Public transport can be improved (buses, trains, Tube and tram systems), which will help people to travel to work and shops without doing so much damage to the environment.

Decide what points you are going to make in the debate, and who will make them. Think about:

- taxes on buying cars / petrol
- the price of public transport for different people
- the quality of public transport services
- green transport (bicycles, electric cars)
- improvements in technology, allowing people to shop and work from home
- pollution from factories and power stations



Try to guess what the other parties will say, and how you can respond to their claims. The Profit party believe in economic growth (capitalism) before everything else. The Green party believe in the environment before everything else.

Target language

We believe that...
We disagree with the ... party.
In our opinion...
It depends on / what / if...
Our main priority is to (verb)...
Firstly, we would like to...
Secondly, it is important that...
What's more, the people of this country want...
We propose that the government reduce / increase / ban...

Political debate

Role Plays for Today

Group B – The Profit party

You believe in improving the economic growth of the country. For this you need to allow people to travel far and wide as much as they need. People need their own cars, and public transport is terrible at the moment.

Decide what points you are going to make in the debate, and who will make them. Think about:

- taxes on buying cars / petrol
- the price of public transport for different people
- the quality of public transport services
- green transport (bicycles, electric cars)
- improvements in technology, allowing people to shop and work from home
- pollution from factories and power stations



Try to guess what the other parties will say, and how you can respond to their claims. The People party believe in providing services for the people of the country before everything else. The Green party believe in the environment before everything else.

Target language

We believe that...
We disagree with the ... party.
In our opinion...
It depends on / what / if...
Our main priority is to (verb)...
Firstly, we would like to...
Secondly, it is important that...
What's more, the people of this country want...
We propose that the government reduce / increase / ban...

Political debate

Role Plays for Today

Group C – The Green party

You believe that the environment must come first. If not, there will be no future for anybody. Public transport is better than private cars for reducing pollution, but green transport (bicycles, electric cars) is even better. People need to work nearer to home and shop locally.

Decide what points you are going to make in the debate, and who will make them. Think about:

- taxes on buying cars / petrol
- the price of public transport for different people
- the quality of public transport services
- green transport (bicycles, electric cars)
- improvements in technology, allowing people to shop and work from home
- pollution from factories and power stations



Try to guess what the other parties will say, and how you can respond to their claims. The People party believe in providing services for the people of the country before everything else. The Profit party believe in economic growth (capitalism) before everything else.

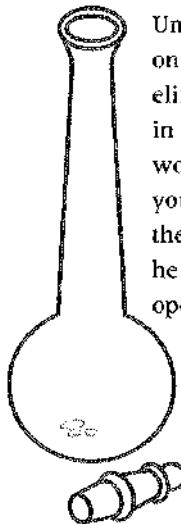
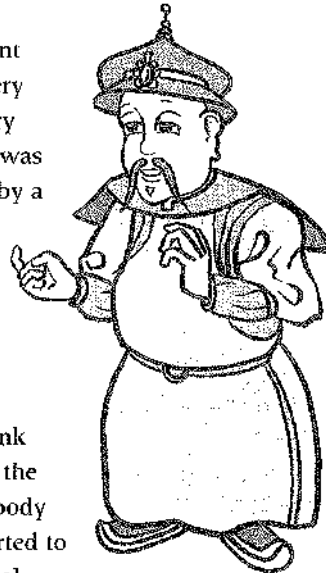
Target language

We believe that...
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It depends on / what / if...
Our main priority is to (verb)...
Firstly, we would like to...
Secondly, it is important that...
What's more, the people of this country want...
We propose that the government reduce / increase / ban...

THE ELIXIR OF LIFE



ONCE upon a time, there lived in ancient China a king called Di Wu. He was very old, some said over 100 years, and very healthy. The secret of his good health was his elixir of life. It had been given to him as a child by a wise magician, who had told him to drink 10 drops every year to keep him young and healthy. He kept the elixir secret from all the people, worried that they might try to steal some of it, and for many years nobody knew the secret of his eternal youth.



Unfortunately, one day when he was drunk on wine he told his closest friends about the elixir. The stories soon spread and everybody in the city began talking about it and started to wonder if it was really the secret of eternal youth. The months passed, and the New Year arrived. Di Wu went to the room where he kept the elixir for his yearly dose. However, when he took the elixir from its box, he noticed that the box had been opened recently, and the bottle inside was empty.

Di Wu was furious. He called all the friends he had told about the elixir into a room for a meeting:

"Several months ago, I told you all about the elixir of life. This morning I found the bottle empty. Somebody has stolen the elixir. If I don't find out who it was, I will kill all of you."

Discussion

- 1) What do you think has happened to the elixir?
- 2) What do you think will happen at the meeting?
- 3) Do you believe in the power of the elixir?

Role Play

You will take part in a group role play. You will be one of the people at the meeting. Your teacher will give you a role play card. Read it and think carefully about what you will say. Check the target language before you begin.

Target language

Making accusations

*It was you! She did it!
He took it because...
I don't trust you / him*

Denying accusations

*It wasn't me. I wasn't there.
How can you say that?
It's got nothing to do with me.
I can explain everything.*

Conditionals

*If you tell the truth, I'll... (verb)
If you kill me, you'll... (verb)*

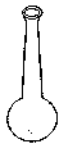


The elixir of life Student A – King Di Wu

You are King Di Wu. You are angry and must find out who has drunk your elixir. If more than one person has taken some of the elixir, you should decide who to punish, and how. If anybody has a very good reason for taking it, perhaps you will spare them. You can try to get advice from your friends, but everybody is under suspicion. Start them arguing. That will show who your real friends are. Ask as many questions as you need to.

Start the meeting by reading the spoken line at the end of the story: "Several months ago..." Then ask one of your 'friends': "Do you know who took the elixir?"

Remember, you must find at least one person to punish. This will demonstrate your control over the city. If you don't, perhaps your 'friends' will turn against you!



The elixir of life Student B – Doctor

You are the most respected doctor in the city. Two months ago, you stole 10 drops of the elixir when you were feeling tired and depressed. You have saved a lot of people from death, including the king

himself, and you have found the cures to 3 diseases. Thanks to the elixir, you will now be able to save lots more people from death and find cures to more diseases. You know that the politician has also stolen some of the elixir.



The elixir of life Student C – Politician

You are the most experienced politician in the city. Three months ago, you stole 10 drops of the elixir when you were feeling sick with heart pains. Since then you have felt much better. You have been

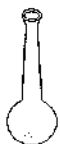
Prime Minister for 3 years, and the city has become richer and safer since then. You have improved the hospitals and the schools. You know that the king's wife has also stolen some of the elixir.



The elixir of life Student D – King's wife

You are the king's wife. Four months ago, you stole 10 drops of the elixir. You did this because you were worried that you were losing your beauty and that the king would stop loving you. Since then, you

have regained your beauty, and the king loves you more than ever. He is happier as a result. You know that the doctor has also stolen some of the elixir.



The elixir of life Student E – Artist

You are the king's artist. Five months ago, you stole 10 drops of the elixir when you were finding it difficult to come up with ideas for your art. Since then, you have had many great ideas, and started

the largest and most beautiful painting on the walls of the Town Hall. All the people are very happy with it, and it will be finished in 1 month. You know that the chemist has also stolen some of the elixir.



The elixir of life Student F – Chemist

You are the Professor of Chemistry at the city university. Four months ago, you stole 10 drops of the elixir. You did this because you wanted to understand what it was made from so that you could make more.

Unfortunately, you had no success, and so you decided to drink the 10 drops, which have helped you to turn silver into gold, increasing the king's wealth and the beauty of the city. You know that the artist has also stolen some of the elixir.



The elixir of life Student G – General

You are the general of the king's army that protects the city. Two months ago, you stole 10 drops of the elixir. You did this because you were about to fight a war, and needed extra strength and courage. Since then, you have won the war, and increased the

territory of the kingdom by another 30 miles. The king never thanked you for this. The soldiers all believe in you, and you don't think the king can order them to punish you. You are scared of nothing, not even death.

Enrolling at an English school

Role Plays for Today

Student A – Student

Your friend recommended the Dickens School of English to you. Find out about it, using some of the questions you have just studied. If it sounds OK, take the speaking test and organise for a trial lesson. Before you start, note down five very important questions that you would like to ask:

- 1) _____ ?
- 2) _____ ?
- 3) _____ ?
- 4) _____ ?
- 5) _____ ?

Target language


*I would like some information about...
 Could you explain about...?
 Could you write that down?
 Do you have...?
 How much is...?
 Sorry, could you repeat that please?
 Thank you. I'll think about it. I'd like to enrol.*

Enrolling at an English school

Role Plays for Today

Student B – Receptionist

You work for the Dickens School of English. Offer help and advice to any students who come into the school. Remember to answer their questions. If they would like to take a trial lesson, they must complete the test. Do the speaking test with them now. All the information you need is here:



The Dickens School of English

| Number of weeks | General English (15 hours per week) | Intensive General English (30 hours per week) | Business English (15 hours per week) | Conversation Classes (10 hours per week) |
|-----------------|--|--|---|---|
| 2 | £150 | £280 | £200 | £120 |
| 4 | £280 | £540 | £360 | £220 |
| 8 | £540 | £1020 | £680 | £400 |
| 20 | £980 | £1890 | £1350 | £760 |
| 36 | £1490 | £2790 | £1800 | £1040 |

Times Classes from 9–12 (mornings), 1–4 (afternoons), 5–8 (evenings) Mon–Fri

Levels 2) Elementary; 3) Pre-intermediate; 4) Intermediate; 5) Upper intermediate; 6) Advanced

Payment Methods Cash, credit card, or bank transfer (no cheques)

Teacher qualifications All teachers are fully-qualified with at least 1 year's experience.

Rules No smoking or alcohol in the school. No mobile phones in class. Speak only English in class.

Speaking Test
 All students have to take a written test, but you can do the speaking test now. Ask the student these questions. Make notes and decide what level they are:

- 1) Have you studied English before?
- 2) Why do you want to study English?
- 3) Why did you choose our school?
- 4) What areas of your English do you want to improve?
- 5) What do you find most difficult about learning English?
- 6) What is your hobby? Can you tell me about it, please?
- 7) What was the last book you read? Can you tell me all about it, please?

LEVEL: _____

Student facilities Library for study, listening and computer study; Internet café – free internet access, food and drinks; Student Bar – for social events (e.g. Pub Quiz Night, Karaoke Night – two events every month)

How to change level Students take a test each month. The teacher looks at the test results and decides who needs to change.

Trial lessons All students can have 1 free trial lesson after doing the test.

Certificates All students receive certificates at the end of their course.

Target language

*All students have to... (+ verb)
 Students can... (+ verb)
 Students can't... (+ verb)
 If you want to..., you can...
 Let's do the speaking test now.
 Your level is Elementary /
 Pre-intermediate...
 Thank you. Please come back soon!*

53 Interviewing a writer / actor – Teacher's notes

Time / Level

40–60 minutes / Pre-intermediate to Upper Intermediate

Target language

Grammar

Present perfect (esp. simple) to talk about life experience (*I've won over 20 awards.*)

Past simple to provide detail (*I started writing when I was just 14.*)

Question forms (*What happened next?*)

Functions

Asking starter questions (*Have you ever had any problems in your life?*)

Asking follow-up questions (*I see. How difficult was that?*)

Showing interest (*Really? Go on.*)

Vocabulary

Literature (*novel, influence*) and genres of literature (*science fiction, children's writer*)

Films (*actor, director*) and genres of film (*romance, action*)

Preparation

Copy role play cards A and B (two sets per pair). Cut up as indicated. Take in some small slips of paper (one per student) for the follow-up suggestion.

Lead-in suggestion

Pre-teach: *journalist; award* if necessary.

Write the following questions on the board for discussion in pairs followed by feedback.

- 1) *Would you prefer to be a famous actor or a famous writer? Why?*
- 2) *What would you like / dislike about being famous?*

Role Play instructions

Introduce the role play by telling the students that today they are going to play the roles of famous actors and writers. Tell each pair to decide who is going to go first, and give out the relevant role play cards. Give them 8–10 minutes to read their cards and prepare for the interview. If necessary, go through an example with the writers / actors:

| In my life... | Yes? No? | How many? How much? | Details (what, who, when, where, why, etc.) |
|---------------|----------|---------------------|--|
| write books | ✓ | 16 | <i>1st when 14 – detective story; bestseller 'Love on the Thames' in 2003.</i> |

Encourage the writers and actors to be creative and let them decide if they want to be a famous celebrity, a fictitious one or themselves in the future. Check that the journalists write appropriate starter questions. Encourage the use of present perfect if you have studied it recently. When they are all ready, let them start the role play. Give them 10–15 minutes. The journalists can start formally: "How do you do? It's an honour to meet you."

Monitor. Note down possible errors for correction in the follow up stage.

As the pairs finish, tell them to swap roles and hand out the appropriate role play cards. Repeat the preparation and role play procedure as above.

Follow-up suggestions

Give each student a slip of paper and tell them to write down three facts about the famous writer / actor they interviewed. Encourage the use of the present perfect if you like. Collect in the pieces of paper and redistribute randomly. Students should read them out to the class, who then try to guess which student played the role of this actor / writer.

Students could be asked to write up a newspaper article of their interview for homework.

Appendix B



Appendix C

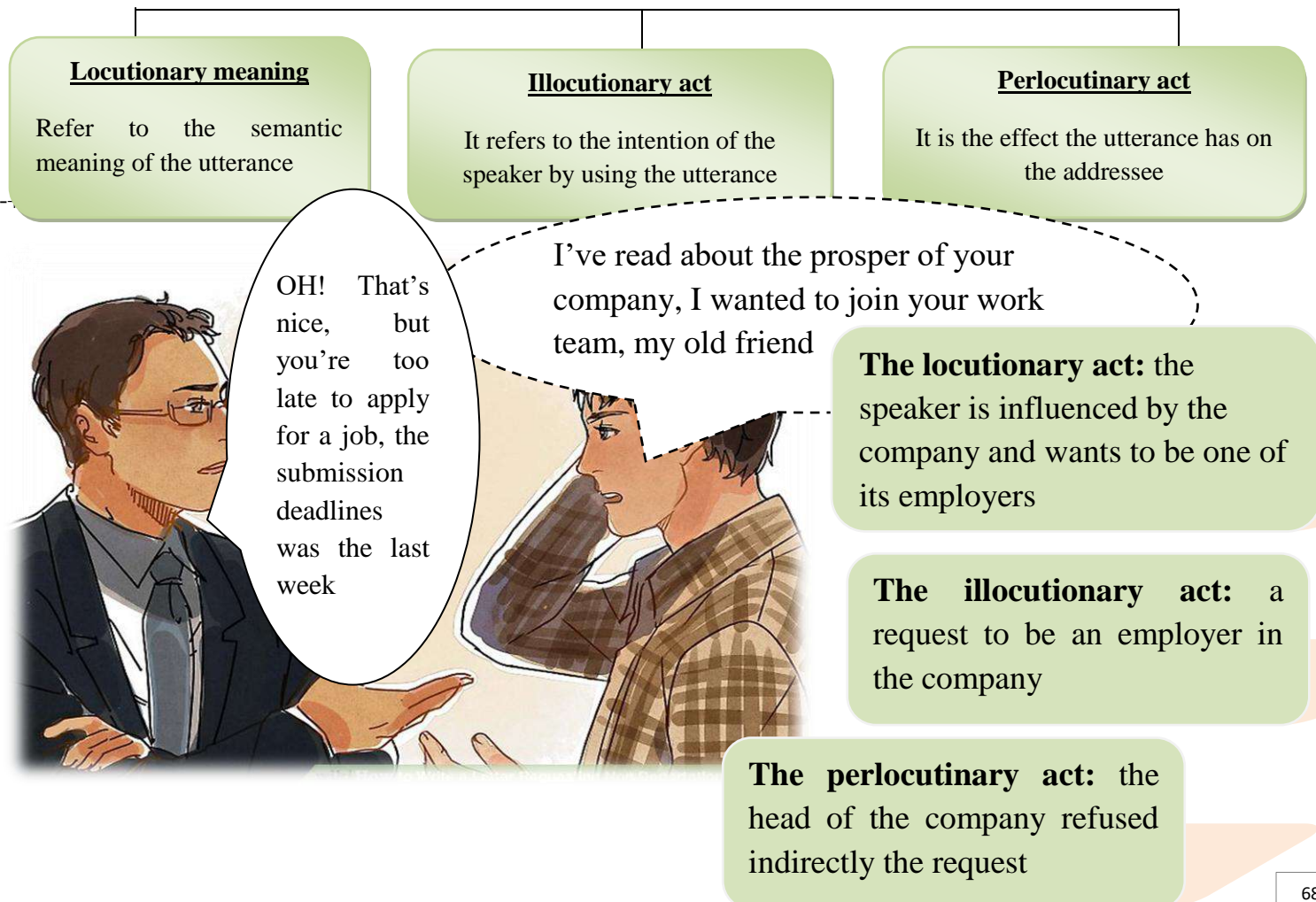
Speech act theory

People often do not communicate what they say, but they go beyond their literal meaning to communicate an intended message that cannot be analyzed at the superficial level of the utterance. In this case, John Austin (1962) firstly introduced Speech Act Theory to refer to the actions that occur by performing the utterances.

Example:

If a teacher in a classroom tells a student, “I will have to inform your parents about your behavior”, by taking into consideration the context, this utterance has the power of threat.

When a speech act is uttered, the utterance carries:



Appendix D

Students' interview

Dear students,

You are kindly requested to answer the following questions. Your responses would not be individually identified. Thank you for your contribution.

1. In your opinion, which of the four language skills do you think is the most important for EFL learner to be treated as a language user?
2. How do you evaluate your current level of speaking skill?
3. In comparison with your level of speaking skill last year, is there an improvement in your ability to understand and produce the TL?
4. What do you think of the adopted techniques and procedures of your teacher in the Oral Expression sessions?
5. What are the main difficulties you have faced so far in the Oral Expression sessions?
6. What do you think of using both role plays and audio-visual materials in the Oral Expression sessions?
7. What do you think about the activities that your oral teacher adopted during this semester? What interested you in these activities?
8. Does the activities conducted in the Oral Expression sessions enhanced your way of using the appropriate forms of the language in the appropriate context?
9. How do you evaluate your speech act performance while practicing role plays?
10. Have the audio-visual materials used in this semester helped you to better realize the different speech act patterns.
11. To what extent do you think that awareness-raising activities helped you in developing your language?
12. Evaluate the techniques used in this semester.

Appendix E

TASK FILE
Chapter
4


Awareness-raising activities

A Awareness-raising Page 41

Here are some coursebook activities whose aim is to raise awareness about different features of speaking. Can you identify the focus of each activity?

2 Read this news story and underline the words you think the speaker will stress.


Hijackers are still holding twenty-three passengers in a plane at Manchester airport. They hijacked the flight from London to Glasgow last Thursday. The hostages have now been sitting in the plane without food or water for three days.

 Listen and check. Read the news story aloud.

1 How important is small talk when you do business? Look at the table. Then think about the situation in your country and another country you know well. **2**


| | UK | Finland |
|---|--|---|
| When do people make small talk? | before a meeting | after a meeting |
| How important is small talk? | important | not very important |
| What do people like talking about? | people they both know; places they both know; hobbies; the weather; the cost of living | people they both know; places they both know; sports; the countryside; the cost of living |
| What don't people talk about very much? | their salaries; their families; food | their salaries; the weather; political opinions |

English in use

1  **Against the clock!** You have three minutes to list the expressions in the box under one of the three headings.

Agreeing Disagreeing Half agreeing

Pronunciation

- Predict the intonation patterns of expressions 1 to 10 in *Against the clock!*
-  Listen and check.
- Listen again and repeat.

- | | |
|------------------------------|----------------------------------|
| 1 You're absolutely right. | 8 That's rubbish! |
| 2 I don't think that's true. | 9 I see what you mean, but ... |
| 3 I disagree, I'm afraid. | 10 That's true in a way, but ... |
| 4 I take your point, but ... | 11 That's right. |
| 5 Absolutely. | 12 Well, it depends. |
| 6 Come on! | 13 To a certain extent, but ... |
| 7 Do you really think so? | 14 I would agree with that. |

2 Which two expressions would you probably only use with people you know well?



Abstract

The present study sought to examine the impact of implementing awareness-raising activities of speech acts can develop EFL students' oral performance. The subject participated in the research was 43 of second year undergraduate students of English at the department of KMOU. This study hypothesizes that the awareness-raising activities of speech acts may help learners to develop their oral performance as well as their communicative competence. A pre-experimental research has been made to test and validate the hypotheses appointed which was analyzed qualitatively and quantitatively. A noticeable progression in students' oral performance and realization of speech acts patterns has been witnessed. Therefore, positive attitudes towards the use of awareness raising-activities, role plays, audio-visual tools and interactional communicative activities have been marked.

Keywords: speech act, awareness-raising activities, communicative competence, oral performance, EFL learners.

ملخص البحث

تهدفت هذه الدراسة إلى تقصي مدى تأثير أنشطة زيادة الوعي على تطوير استعمالات الفعل الكلامي في الأداء الشفهي لطلبة اللغة الإنجليزية كلغة أجنبية، وقد طبقت على 43 طالباً في السنة الثانية من قسم اللغة الإنجليزية بجامعة قاصدي مرباح ورقلة. وذلك من خلال إجراء أنشطة تطبيقية هدفها الرفع من الوعي، ثم تم الاستعانة بفيديوهات ترسخ بطريقة غير مباشرة استعمال الفعل الكلامي في الحياة اليومي. وأخيراً تم اختبار أداء الطلبة الشفهي من خلال إجراء امتحان شفهي مسجل، ولتأكيد نتائج الدراسة وتفسيرها تم الاستعانة بمقابلة مع بعض الطلبة، وانطلقت هذه الدراسة من الإشكالية التالية: "كيف تساعد أنشطة تطوير الوعي في الرفع من مستوى الفعل الكلامي في الأداء الشفهي". وقد توصلت هذه الدراسة إلى نتائج أهمها: ارتفاع ملحوظ في مدى أداء واستيعاب الفعل الكلامي لدى الطلبة وكذا دور الفيديوهات في تطوير مستوى الوعي لدى متعلمي اللغات الأجنبية. كما جسّد الطلبة الموقف الإيجابي من تطبيق أنشطة رفع الوعي الكلامي من خلال المقابلة الشفهية.

الكلمات المفتاحية: الفعل الكلامي – أنشطة رفع الوعي – كفاءة معرفية – تعبير الشفهي – متعلمي اللغة الإنجليزية كلغة أجنبية