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**Overcoming Students' Miscommunication Problems through
Emphasizing Classroom Socio-Pragmatics**

**A Case Study of Master One Students of English at Mohammed Kheider University
of Biskra**

**A Dissertation Submitted to the Department of Foreign Languages in Partial
Fulfilment for the Requirements of the Master's Degree in Sciences of the Language**

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Dedication

To my adorable parents

To my delightful sisters and brothers

To my whole family

To my dear teachers

To my special friends and mates

Acknowledgments

*I would like to take this opportunity to thank all of the people who have supported me during my university journey. First and above all, I would like to thank Allah the first source of inspiration and blessings to me. I owe a special debt to my supervisor **Mr. Segueni** for all his time, endowment, and fruitful orientation during my dissertation writing process. I also would like to heartily express my deepest appreciation and gratitude to my great parents for instilling in me the spirit of persistence that has enabled me to pursue and achieve my goals*

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Abstract

Learning any second or foreign language does entail the purpose of communication. Nonetheless, many students are no longer satisfied with their learning since they find out that, in spite of having a prominent control of the L2 grammatical aspects, they still face communication problems when they happen to come into a direct contact with native speakers. Thus, appropriate discourse underlies, in addition to the pure linguistic knowledge, the vital social and pragmatic facets of the language. The current study attempts to prominently demonstrate the construct of socio-pragmatics as a basic culture-specific competence EFL students should possess and refer to in order to establish pertinent interaction in different contexts of natural language use. Therefore, this research aims at investigating the students' overall level of appropriateness while attempting to perform certain contextualized pragmatic functions of the English language. To introduce a remedial action for the occurrence of cross-cultural miscommunication, a principal hypothesis is put forward which stipulates that if EFL learners receive instruction in socio-pragmatics, they will be able to overcome most of their miscommunication problems. In order to carry out the study and accomplish the assigned aims, this research requires a descriptive design and adopts a Discourse Completion Task (DCT) as a research tool to generate and analyze data about the participants. In this investigation, Master one LMD Students of English at the Department of Foreign Languages at Biskra University are purposely selected as a sample which fits this research scope since they have acquired the sufficient knowledge of the language. The results show that the students are more likely to experience aspects of miscommunication since their socio-pragmatic competence proves to be poor and insufficient. To conclude, this research hypothesis is confirmed and therefore, some pedagogical implications are provided to encourage teachers to emphasize the necessary socio-pragmatic features of the target language in order to help students overcome their language use problems.

List of Abbreviations

L2: Second Language

EFL: English as a Foreign Language

N: Number

DCT: Discourse Completion Task

CLT: Communicative Language Teaching

TL: Target Language

CC: Communicative Competence

NS: Native Speaker

NNS: Non Native Speaker

VS: Versus

ESP: English for Specific Purposes

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Résumé

Introduction

Communication is a social and interactional process which counts for a number of parameters that regulate and promote the suitable delivery and conception of messages, manners, and rapports. Nonetheless, communication across cultures is a more complex enterprise which proves to be of a considerable interest because it comprises the ultimate objective of acquiring and learning foreign or second languages worldwide. In view of this, cross-cultural communication holds much promise for a notable number of serious phenomena that concern with communicative failures, social errors, and pragmatic misuses or misinterpretations. The reasons behind such problems can possibly stem from the enormous differences between languages, cultures, manners of interaction, norms of discourse, rituals, and even the fairly distinctive perceptions about the world. Consequently, speaking a second or foreign language does not forcibly entail the competence to appropriately communicate in that language.

1. Statement of the Problem

Learning English as a foreign language in non English speaking countries, as it is the case in this research area, brings learners into a big challenge to adequately perceive and acquire the essential aspects of the language and language use. In view of this, EFL learners are mostly and primarily equipped with the grammatical knowledge that serves the recognition and production of the linguistic patterns. However, this single type of knowledge proves to be, in most cases, insufficient when the students seek to establish appropriate communication with native speakers. Thus, it is argued that:

The beauty and pitfalls of language are two sides of the same coin. A word spoken, a small gesture can have meaning far beyond its literal sense. But, subtle signals can be missed and meaning can be gleaned that wasn't intended and that may or may not be valid. Our power to communicate so much by so few words inevitably entails the danger of miscommunication. (Tannen, 1992.p. 60)

Throughout the present study, consideration has been given to the fact that certain notable aspects of miscommunication, such as misunderstandings and pragmatic failures, still, repetitively, occur within face to face interaction between English students and native speakers. As a result, such behavioral miscalculations while using the language would seriously affect the mutual communicative perceptions that can ultimately either misguide the encounter or cause the total breakdown of discourse. Accordingly, many EFL students are surprised because, despite the fact that they have a fairly good command of the English

grammar and pronunciation, they are yet unable to socialize, function, and appropriately perform communicative behaviors in natural contexts of English language use.

2. Significance of the Study

The current research intends to initiate an important attempt, in the area of foreign language education, that can foster EFL teachers and students' understanding of the phenomenon of appropriateness in cross-cultural interaction since, evidently, communication is the ultimate objective of any language learning-teaching process. Moreover, this investigation has the intention to significantly contribute to the discussion of a serious concern which typically makes English students at the Department of Foreign Languages at Biskra University feel unsatisfied with their performance when they ought to pertinently interact with natives in everyday language use situations.

It is worth note that, English students at Biskra University still face communication failures that reflect their inadequacy in eliciting successful contextualized verbal behaviors. The present study may be of a considerable importance because it intends to fill in essential gaps of knowledge that primarily address the reasons why most students would experience communication problems. Moreover, it is believed that depicting the students' deficiencies in realizing appropriate language use would inevitably call for the application of certain findings in theoretical linguistics. Therefore, this research, in essence, seeks to endow EFL teachers with useful pedagogical implications that can be employed to predominantly serve the betterment of the students' overall communication abilities.

3. Aims of the Study

This study intends to:

1. Diagnose the occurrence of students' miscommunication aspects in natural contexts of English language use.
2. Prove that socio-pragmatics is a remedial subfield for cross-cultural miscommunication.
3. Examine the extent to which the students are socio-pragmatically competent in the foreign language.
4. Support EFL teachers with useful pedagogical instructions that can raise the students' socio-pragmatic awareness in order to achieve pertinent communication with natives.

4. Research Questions.

Throughout this research, the researcher intends to answer following questions:

- Is it necessary to teach socio-pragmatics?
- Can teachers teach socio-pragmatics?
- Does instruction in socio-pragmatics play a facilitating role in reaching appropriate language use?
- How can teachers develop students' socio-pragmatic competence?

5. Research Hypothesis

- The present research is based on the following hypothesis that shall be tested and verified through: If EFL students receive instruction in socio-pragmatics, they will be able to overcome most of their miscommunication problems.

6. Research Methodology

This research is carried out using the qualitative approach in order to acquire and accumulate data for this dissertation. Moreover, a descriptive design is employed in the current investigation as a method which suits this research subject and which adopts an analytical framework to be implemented in the present study. Furthermore, information is derived from any material relevant to this field of interest which is a new and a fresh area of research in the Department of Foreign Languages at Biskra University. In addition, the research sample is randomly selected from Master one LMD Students of English at the Department of Foreign Languages at Biskra University. This population is deliberately chosen because it is put forward that those students have acquired sufficient linguistic foundations in almost all the subjects. Finally, the results obtained through the Discourse Completion Task are analysed and generalised to the whole population.

7. Research Tool

This study employs a Discourse Completion Task (DCT) as a research means used to gather and analyze data about the research sample. The DCT in the current investigation comprises sixteen scenarios of natural English language use. To simplify matters further, these situations underlie the realization of a set of speech acts that were selected on the basis of their frequent occurrence in everyday communication. And, these speech acts are assigned to the participants in different hypothetical contexts that intentionally highlight distinctive social parameters which shape the language use.

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Introduction

Nothing is as important as acquiring effective communicative skills due to any foreign or second language learning. Suffice it to say, communication has been prioritized over any other aspects of the language that teachers can teach or learners are willing to pick up. Notably, scores of researchers have been shifting their interest from investigating the pure nature and construction of language to discovering its heavy and shining utility within the speech community. Hence, the chapter between hands will allow readers to gather insights on the human communication, its complexity, and its working mechanisms as a naturally occurring process. Moreover, this chapter will discuss communication in a foreign language context focusing on cross-cultural encounters that are widely considered as settings for the arousal of miscommunication problems. This, later, will be further simplified through stressing misunderstandings and pragmatic failures. However, by the end of the chapter, a discussion of teaching the language as communication will be mentioned to elucidate to what extent teachers are endowed with approaches that cover the teachability of communication abilities in a foreign language setting.

1. What is communication?

Ever since man stood on earth, his destiny entails communication and progress. On this basis, his actions are continuously evolving and communication is at the heart of this remarkable development. As it stands, this can be taken as a starting point to discover what communication means and how its scope is featured.

In the first place, taking into account communication as a term entails the necessity to find out its origins and nature. In this line, Lunenburg (2010) clarifies that communication has its derivation from the Latin word '*communis*' which means 'common', so that the overall definition gives emphasis to the mutual understanding, which ranges from the act of interaction that shapes the authentic meaning of communication. Simply stated, unless a common understanding occurs, the act is labeled communication. In the second place, Herzog (2005) in his Webster's New World Essential Vocabulary dictionary estimates that communication encompasses all meanings of exchanging information, transmitting ideas, expressing assumptions, and negotiating views. This explication makes communication the scientific art which allows people's minds to meet, interact, and exchange ideational influence.

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

In recapitulation, research in human interaction shows that communication is not restricted to the mere transmission of thoughts among persons, however Widiati and Cahyono (2006) argue that communication serves as a vital medium to support human civilizations and transport cultural and societal heritages. In this respect, communication is an issue of the collectivity through which humans establish new intellectual principles and adapt universal values and conventions.

2. Communication as a Process

In the core nature of communication, researchers have labored hard for many years ago to elucidate how weird is the communicative process as far as the human systems are concerned. While on the same subject, findings reveal a considerable number of supports to argue for the complexity and utility of communication.

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

- a) They want to say something: since people communicate, they feel the need to not keep silent.
- b) They have some communicative purpose: each communicative act has specific assigned objectives to be achieved.

- c) They select from their language store: stores of language and skills that people have are always tied to the nature of the messages they want to convey to appear more appropriate.

Whereas, another explanation is provided by some scholars to unearth that communication is never a simple practice carried out by groups of people. In view of this, Stroh, Northcraft, and Neale (2002) put forward an initiative considering communication the most systematic and nightly organized operation because of its touchy elements; namely, sender, receiver, encoding, decoding, feedback, and noise. To simplify matters further, Stroh, Northcraft, and Neale (2002, p. 175) represent the below clustering as an illustrative model of communication:

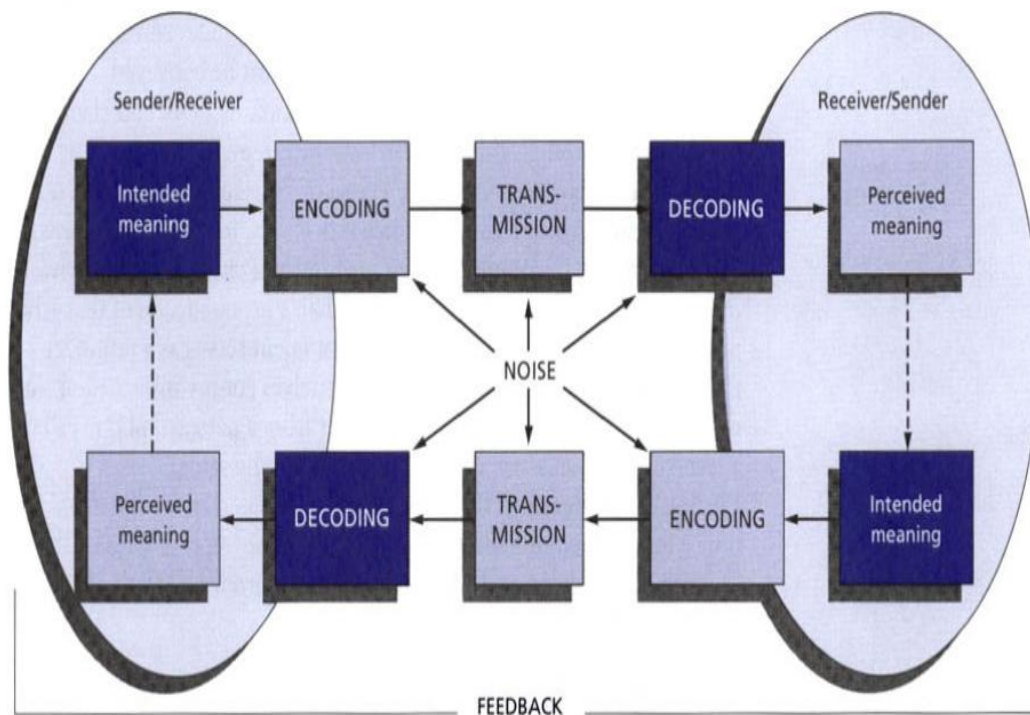


Figure 1.01: Communication’s Model by Stroh, Northcraft, and Neale (2002, p. 175).

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

3. Non-verbal and Verbal Communication

Communication as a coexisting phenomenon in everyday’s life is differently achieved. As it stands, humans communicate in fairly distinctive manners to declare their

feelings, thoughts, knowledge, and skills. Unsurprisingly, communication is a two ways procedure; in fact, it is a combination of non-verbal and verbal transference of numberless perceptual entities.

As a starting point, non-verbal communication is normally said to underlie a whole range of meaningful and helping cues to convey messages. As a matter of evidence, Rosental and Ambady (1998), assert that non-verbalized interaction symbolizes the naturally spontaneous, rapid, uncontrollable and automatic aspect of communication. This would briefly refer to any facility exploited to communicate and internalize information without resorting to language including: facial expressions, body movements, vocal tone and pitch, eye movements , postures and other channels through which the intended meanings reach the receiver. Consequently, Matsumoto (2006) argues that non-verbal behaviors comprise an extremely essential facet of the communication process.

While on the same topic, verbal communication is the basic initiative humans do to get in touch with one another and carry out a variety of tasks. Basically, Kukulska-Hulm (1999) identifies that “verbal communication through language is about presenting a comprehensible message to the user, as well as understanding people's use of language.” (p. 15). Whereas, Krauss (2002) further explains that communication throughout the human language incorporates the use of both signs and symbols whereby signs are the unstable sounds or voices a speaker experience while saying something, however symbols are the transcriptional representations of sounds that can be seen and handed in terms of linguistic scripts. Nonetheless, and more importantly, verbal behaviors carry certain complex encoded notions of the speaker that require the listener to go beyond the literal meaning and grasp meanings as intended.

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

4. Language usage Vs Language Use:

The initiative of restricting the main task of language to the exclusive establishment of communication has gained the reputation among scores of researchers in the field of

linguistics in general. Out of this, one might assert that the study of language incorporates a number of different typical perspectives that deal with both concepts of “language usage” and “language use”. For this reason, a motivating attempt shall be started to investigate the positions of both concepts and the discrepancies between them.

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

On the other hand, and more importantly, language use has been one of the highly sophisticated issues in linguistics and the philosophy of language since the study of language basically counts for the investigation of the ordinary utilization of language in distinctive social areas (Nino and Snow, 1999). In fact, language use has the extreme correlation with the speech situations and the contexts in which language users find themselves for the reason that these circumstances greatly influence the finite set of symbols that a language possesses (Sandra, Ostman and Verschueren, 2009). In simple terms, language use denotes a linguistic activity which exceeds the level of applying the grammatical rules and constructing meaningful sentences to the level of achieving the appropriate manner in which these rules are put into application.

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

In short, Both language usage and language use are investigated throughout the study of the human language, however the former is more related to the grammatical rules and the linguistic patterning of the language; whereas, the latter is concerned with the pertinent

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

5. Context in Communication

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

Context, as being one of the essential concerns of a considerable number of disciplines, has distinctively been defined. On one hand, Dijk states that “a context is a course of events” (1997, p. 192). On this subject, context seems to encompass a set of world situations which are related to each other to thoroughly determine the complexity of the human language use. Also, Wan (2009) refers to context regarding to the Latin origins of the word, whereby: “con” designates ‘together’ and “texere” which means ‘to weave’. Therefore, context means ‘weaving together’. That is, weaving together demonstrates the circumstance which includes many types of entities. For instance, a ‘seminar event’ is the weaving together of the entities like: speaker, topic, audience, time, location and so forth. Excessively, Zhu and Han (2006) prove that context is confined to society, language and matter world. In this sense, a speaker is restricted to the aforementioned elements when he realizes pieces of language.

On the other hand, Cornish (2008) represents a revised version of Connolly’s (2007:14) conception of “context” as presented in items (1a-c) only, the schematic representation proves that context includes discursal, textual, and situational contexts as shown below:

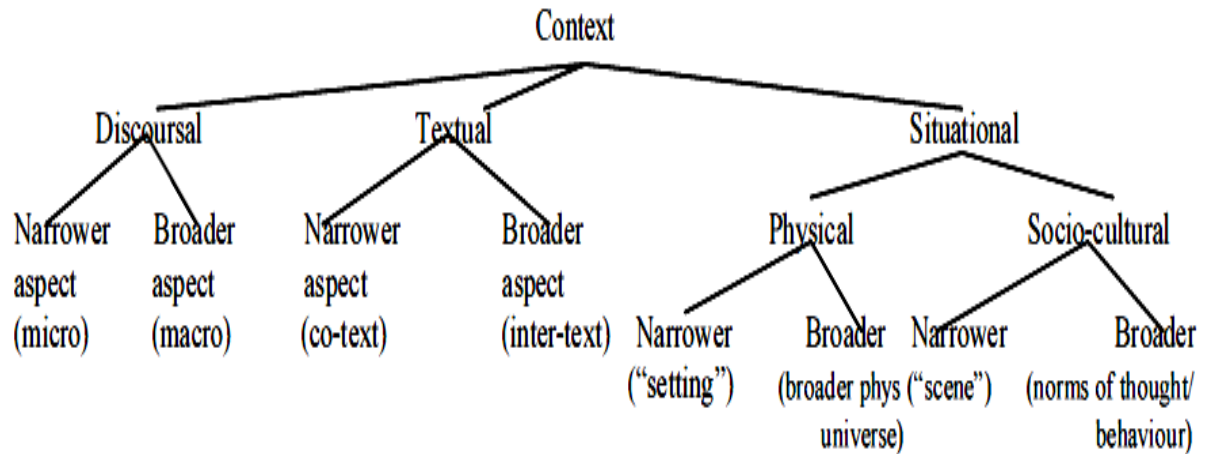


Figure 1.02: Cornish’s Schematic Representation of Context Constituents (2008, p. 107).

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

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

6. The Ethnography of Communication

In a modest attempt to summarize what has been presented in the literature concerning the ethnography of communication which is a linked field with sociolinguistics and given the label ,very often , the ethnography of speaking, it might be convenient to answer certain important questions as to what is the ethnography of speaking?, and what is it interested in?

Above all, Newmeyer (1988) identifies that the ethnography of speaking refers to the methodology implied in approaching linguistics studies whereby language is

contextualized. That is, it studies language use just as performed in the everyday life of particular speech communities. Next, the ethnography of communication incorporates techniques elaborated in different disciplines such as pragmatics, conversation analysis, poetics and history in order to accurately deal with and thoroughly explain language use phenomena.

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

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

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

6.1. Hymes' Contribution: the SPEAKING grid

Before all, Dell Hymes, through his studies, wanted to shift the study of language from an abstract perspective to the inclusion of a more plausible approach which describes language as it belongs to its social circumstances; thus far a clear understanding on appropriate language use would be on hands (Johnstone and Marcellino. 2010). More relevant, Dell Hymes (as cited in Farah, 1998: 125) argues:

...that the study of language must concern itself with describing and analyzing the ability of the native speakers to use language for communication in real situations...Speakers of a language in particular communities are able to communicate with each other in a manner which is not only correct but also appropriate to the socio-cultural context. This ability involves a shared knowledge of the linguistic code as

well as of the socio-cultural rules, norms and values which guide the conduct and interpretation of speech and other channels of communication in a community ... [T]he ethnography of communication ... is concerned with the questions of what a person knows about appropriate patterns of language use in his or her community and how he or she learns about it.

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

1. **Situation:** this refers to the setting, location, or physical place where the communication practice takes place; both physical and temporal circumstances are requisites to perceive socio-cultural interactions.
2. **Participants:** members who take part in the practice (sender, receiver) represent sources of information as far as their gender, social rank, and degree of literacy have a role in the general understanding of the message conveyance.
3. **Ends:** this element comprises both speakers' intentions and effects. That is, interlocutors have ultimate objectives (intentions) and may receive outcomes (effects) if intentions are to be realized.
4. **Act sequence:** the description of the sequential organization of the speech acts embodied within the communicative act in terms of content and form.
5. **Key:** this constituent is the representational facet of the communicative practice i.e., the tone or manner which reflects feelings, spirits, and attitudes to make speakers sound serious, ironic, or humorous and so on.
6. **Instrumentalities:** this relates to the channels or instruments through which communication is realized. A channel may be of a face to face contact, a chat site, or any other type of communicative tools.
7. **Norms of interaction and interpretation:** this demonstrates both the active values of speaking (organization of turn-taking) and norms related to culture and belief (habits, routines and preferences).
8. **Genre:** the last part means the category or sort to which the communicative act belongs. In other words, whether the genre is a narrative, a folk, a formal, a non formal, or another different kind of communication maintenance.

On the whole, Hymes designed the SPEAKING grid as a tool to be used by researchers, in general, to perform a succinct exploration of the relationship between the

communicative acts (speech situation, speech event and speech act) then to exceed ambiguities in understanding how communication is maintained, featured and realized (in terms of objectives).

7. Cross-cultural Communication

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

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

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

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

understanding of identities, attitudes, predispositions, and social environments of oneself and the other.

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

8. The Obstacle of Miscommunication

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

At the beginning, the failure to communicate adequately is a part of everyday interaction and its possibility of occurrence is always on hands. To elucidate matters further, Anolli (2011) identifies that Miscommunication can neither be viewed as a group of unusual communicative events nor as an odd demonstration which is actually detached from the perfect, standardized, and systematic scheme of communication. However, it is a universal experience which underlies communicative phenomena like disruption, relational instability and mutual misapprehension, misunderstanding, contradiction and the like. Suffice it to say, miscommunication is the situation when participants in the conversation have different cultures and come from distinctive races, then they perceive and react in absolutely a non desirable way (Sugai, O’Keeffe, and Fallon, 2012).

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

the results of their attempts are grammatically correct" (2011, p. 795). Consequently, most of EFL learners' inadequate language use range from the constant transfer, from the native language to the second or foreign language, of interactional and conversational norms.

In all, the presence of miscommunication in foreign language use contexts is generally a frequent happening since learning the L2 is a task that exceeds the level of grammar mastery to the adoption of the interactional routines that comprise the appropriate use. In particular, aspects of miscommunication are mostly identified as misunderstandings and pragmatic failures that lead to the breakdowns of conversations.

8.1. Misunderstandings

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

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

Next, to clarify the influence of misunderstanding on the conversation structure and the participants' roles, Rehbein (2006) unveils that misunderstandings do forcibly guide speakers to certain kind of illusion in the discourse meaning which result with the discontinuity of communication in the ordinary manner whereby participants feel the inconvenience and instability of their conversational contributions. However, Keysar (2007) explains the issue from a fairly different perspective wherein misunderstanding is not the result of a noise or an interference that occurs in the system of communication, but

it is a systematic signal of how speakers' minds function. And he adds that communication using the foreign language is the place where ambiguity constantly exists since even an easy statement such as "this chocolate is wonderful" can possibly carry a number of intentions (speech acts).

Additionally, out of recent findings, the notion of misunderstanding has been figured out and illustrated taking into account the grammatical and contextual dimensions. In this line, Verdonik (2010) attempts to delimit the scope and writes that a misunderstanding is either a misperception or a misinterpretation. These major types may unsurprisingly affect the phonological, syntactic, semantic or situational level of interpretation, as well as they can influence the overall content of the illocutionary force. In simple terms, if speakers misperceive the messages, they will be unable to match utterances to their logical signification, as well as they cannot catch the deep meaning of the propositional content.

8.1.1. Types of Misunderstandings

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

- a) **Language-related misunderstanding:** some problems of communication appear due to the lack of control over the pure linguistic aspect of the cross-cultural interaction. That is, even it is not the core reason that prevents successful communication, but speakers with deficiencies at the level of grammar will experience more misunderstandings.
- b) **Performance-related misunderstanding:** a considerable number of misunderstandings in an intercultural encounter are the result of the improper performance of the language, i.e. problems of slips of the tongue, phonological identification, as well as speed of the delivery while speaking.
- c) **Ambiguity:** as a major source that leads to communicative failures, the unintelligibility of utterances will cause misunderstandings since meanings are always open to a number of inferences. In this way, since speakers sound less explicit, hearers will forcibly misinterpret the encoded messages.

- d) **Gaps in world knowledge:** another clearly identifiable source of misunderstandings is the lack of knowledge about the SL or L2 world. In this view, communicators who are not aware of the referential ties while using the linguistic code are those who cannot bridge the gaps of communication.

8.1.2. Examples of Misunderstanding

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

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

Mr. Smith: Can you come in on Saturday?

Mr. Wu: Yes. I think so.

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

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

Mr. Smith: How do you mean?

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

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

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

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

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

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

B: No, thank you.

Case number two reflects a situation whereby the NNS completely misunderstood the communicated thought and s/he may be perceived as being a rude person. That the NS politely requested the NNS to open the window, but the NNS has grasped only the plane

sense as if s/he is asked about his/her preferences. Consequently, the NS might be annoyed so that a breakdown of conversation may occur as a result.

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

A: What time is this bus leaving, mate?

B: I'm not your mate!

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

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

8.2. Pragmatic Failures

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

To diagnose the nature of a pragmatic failure, researchers in cross-cultural interaction and interlanguage pragmatics have differently cited it. Foremost, Ariffin (2004) considers a pragmatic failure as the failure of anticipating the intended meaning. That is, what a listener may infer is totally different from what the speaker entails. This, in fact, is the incapacity to draw accurate meanings from the delivered utterances which can lead to the blockage of communication. Additionally, according to Jie (2010), the failure to convey pragmatic meanings is, to a greater or lesser degree, ascribed to cultural differences that call for the transfer of rules and patterns of interaction from the native culture into the contexts of the target language use. As a result, cultural awareness is primarily a prerequisite to solve troubles in intercultural communicative activities.

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

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

8.2.1. Categories of Pragmatic Failure

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

1. **Interpretative pragma-linguistic failure:** This communication trouble takes place when NNS draw wrong inferences about the factual force of certain linguistic structures that can be used in specific contexts of the target language. For instance, the utterance “You Look Sexy”, for an English young lady, is perceived as a compliment which would cheerfully be acknowledged with appreciation. However, when the same utterance is delivered to a NNS, it would incorrectly be decoded as a rude and impolite speech since the hearer does not know that the pragmatic force of the word “sexy” entails beauty rather than rudeness and negativity.
2. **Interpretative socio-pragmatic failure:** such failure is likely to occur when NNSs rely on their own social parameters of interaction when trying to guarantee meanings in the foreign language use contexts. That is, the difference of the socio-cultural regularities (power, intimacy, rights and obligations) between the two languages establishes the inaccurate understandings. The example can be: “Let’s have lunch together soon” which is an expression said by American NSs to ultimately establish interpersonal relationships rather than to fulfill an invitation. In this case, NNSs often presuppose that Americans are insincere as far as social commitments are concerned.
3. **Productive pragma-linguistic failure:** In such case, NNSs come across communicative failures because they inappropriately link certain linguistic constructions to certain pragmatic forces. In brief, NNSs produce expressions that they

presume are pertinent and make the exact sense in a given situation. For illustration, when a NNS responds as “Of course” to a NS’s question “Is t open on Sunday?” the latter would carry the meaning of “Only an idiot foreigner would ask!” and ,consequently, the speaker has unintentionally offended the NS.

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

At last, Thomas proposes the below diagrammatic representation of the grammatical, pragmatic, and social reasons that elicit communication breakdowns in a considerable number of cross-cultural encounters:

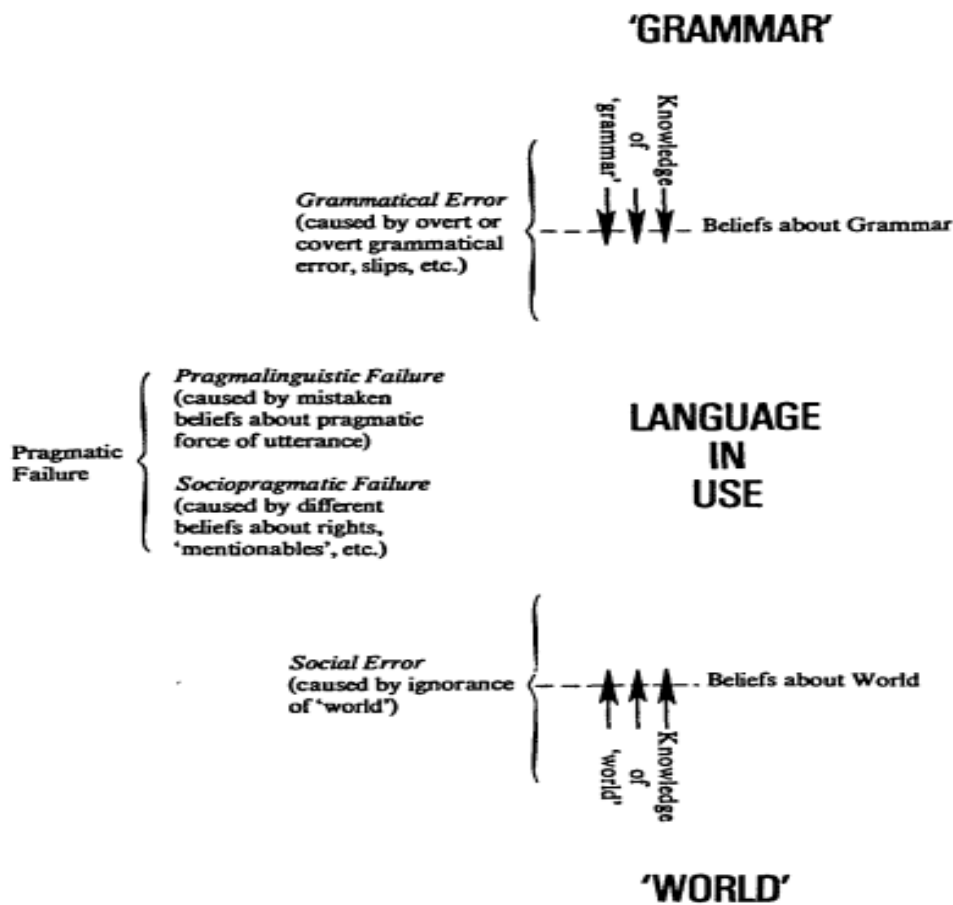


Figure 1.03: The Possible Causes of Miscommunication (Thomas, 1983, p. 100)

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

9. Communicative Competence

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

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

Additionally, educationalists then tend to categorize constituents of communicative competence. That is, Canale and Swain (1980) put four components of CC namely; grammatical competence which concerns with the knowledge of grammar, discourse competence that serves coherence and cohesion of the language, sociolinguistic competence which underlies appropriateness of language use in social contexts, and strategic competence that cares about the set of strategies used to handle communication problems. However, identify five constituents of CC that function in harmony with one another. These elements can be explained in the below diagram:

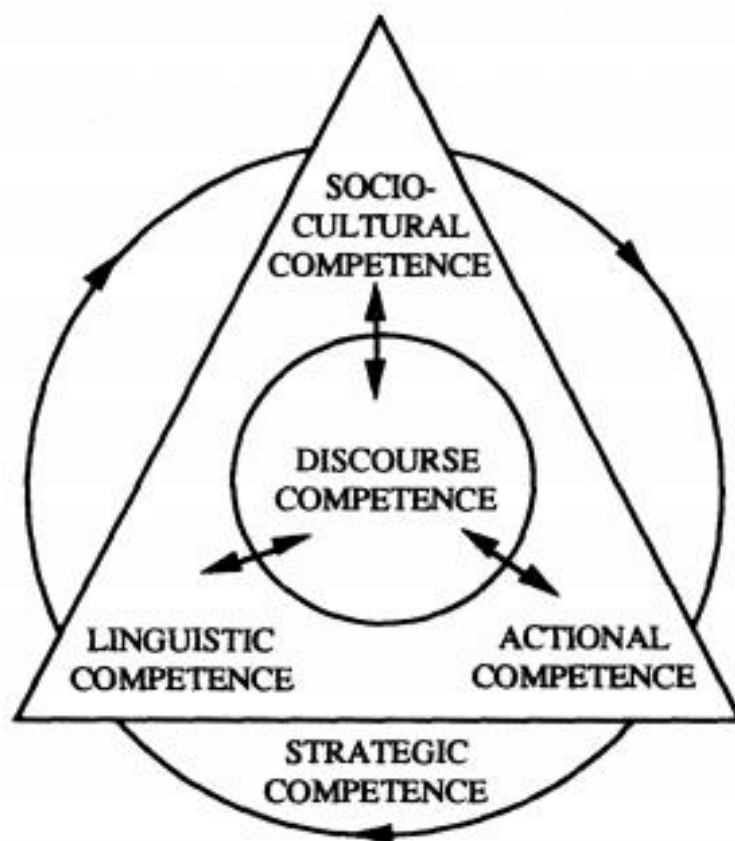


Figure 1.04: Components of Communicative Competence (Celce-Murcia, Dornyei, and Thurrell 1995, p .9).

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

To conclude, communicative competence is the vivid construct which makes the ultimate objective of any language learning. That is, learners of the foreign or second language necessitate more than the simple knowledge about the language itself. Above all, they must know about the world, culture, and even the tiny conventions and regulations of the language. As doing so, speakers are able to function and perfectly interact within the host community wherein the mastery of a mere linguistic aspect is never sufficient.

10. Teaching Language as Communication

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

First, the definition of communicative language teaching (CLT henceforth) has been a problematic concern of many scholars. In this way, Duff (2012) puts forward that CLT is a language teaching approach which lays stress on the principle that learning a language is primarily for the purpose of establishing communication with others whereby communication involves an endless number of proceedings such as asking about mates' preferences, writing emails, telling people about a YouTube clip and so on. And, Harmer (2007) illustrates that "if students are involved in meaning-focused communicative tasks, language learning will take care of itself and that plentiful exposure to language in use and plenty of opportunities to use it are vitally important for student's development of knowledge and skill." (p, 69). That is, in CLT communication is prioritized over the grammatical patterning of the language.

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

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

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

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

Finally, communication has been central to any language teaching and learning enterprise and since scores of scholars have been tackling the process of teaching language as communication, one might assert then that CLT is the convenient design for teaching patterns of communicative competence and raising learners' capacity to participate in everyday discourse in the target language.

Conclusion

And now for the chapter summing up, it can be maintained that communication is the most natural and interpersonal project people are manipulating in everyday life. Then, it is arguably held that communication is carried out through a combination of non-verbal and verbal behaviors whereby communication through language underlies a complex and systematic process of transmitting knowledge and exchanging influence among people in the speech community.

Moreover, communication comprises a full range of procedures as well as processes. That is, communication underlies the constant change of the interactional attributes regarding to the contextual element that shape the exhibition of both verbal and non-verbal behaviors. Therefore, the aforementioned information is in support of the claim that communication is a complex system.

However, communication across cultures is deemed to be, to a greater degree, a painstaking interactional task since its accomplishment stipulates a set of imperative skills that exceed the limits of an advanced level of grammar proficiency. That is, if speakers of the foreign language lack the socio-cultural sort of knowledge, their communicative activities will face serious problems, such as misunderstandings and pragmatic failures, which compulsorily guide their interaction towards a factual breakdown.

Consequently, researches in the domain of foreign language education have been purposely centered on the diagnostic analysis of different teaching methods and approaches to ultimately come up with the appropriate procedure that possibly can serve the reinforcement of communicative abilities in second and foreign language teaching and learning settings. Accordingly, the next chapter will be introducing socio-pragmatics, as a recombination of sociolinguistics with pragmatics, to function as a remedial sub-field which is exclusively concerned with the pertinent use of the language.

Chapter two

Socio-Pragmatics as a Recombination of Sociolinguistics with Pragmatics

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Introduction

As communication in the considerations of foreign language education is central and makes the ultimate objective behind any language teaching programme, EFL learners seek to reach advanced levels of using the language appropriately within different social contexts. For such reason, EFL teachers and learners are asked to considerably focus on the socio-pragmatic features of the target language in order to overcome most of the fears of miscommunication while conversing in natural situations with speakers of the language worldwide. In this respect, the present part seeks to discuss the foundations of socio-pragmatics; whereby three sections will be introducing socio-pragmatics as a recombination of sociolinguistics with pragmatics. Eventually, the end of the chapter will theoretically offer insights on the function, necessity, and teachability of socio-pragmatics.

1. Sociolinguistics

As to the correlation between society and language, research findings have been constantly endowed with some sort of practicable and reliable contributions that identified and enriched technical gaps which posit the question about sociolinguistics. Consequently, referring to previous fundamentals to elucidate the concern of sociolinguistics is, seemingly, a must in order to capture a better understanding of what is commonly regarded as the assortment of sociological studies together with enquiries in linguistics i.e., the so called ‘sociolinguistics’.

Most of all, in describing the scope of sociolinguistics, Todd (1987) puts forward that “it examines variety in language and has shown that language is not merely used to communicate ideas but also to communicate our opinion of others and of ourselves” (p.107). In a very straightforward and factual way, the use of language in such a specific manner reveals particular information about its users, social rank and degree of literacy, for instance. In this way, the assignment of the sociolinguists starts at the point of handling speech communities with certain social features such as age, gender, profession, and other parameters to explore the reciprocal influence and find the intersection between social powers and language use.

Besides, sociolinguistics distinguishes between the influence of society on language and vice versa. While the society systematically influences the language through the social forces to establish, as an example, a language diversity to be unique to a social class, language influences the society in terms of its impact on a range of social institutions such

as language planning for education and the choices made by the media (Davies.2007).That is, the correlation between language and the society in which it is used is, to an extent, sophisticated since it is often determined and bounded by means of internal (linguistic) and external (social) factors whereby influence is the mutual end between both factors and which leads to the appearance of certain inevitable degree of discrepancies at the level of language use and language structure.

Overall, sociolinguistics attracted the attention of a considerable number of researchers and linguists (Radford et al., 2009) to agree that it is the branch of linguistics which covers studies of the language use in a direct connection with the foundation of the society. In particular, sociolinguistics is the sphere in which both sociology and linguistics come across each other to explain the constant change of linguistic behaviors in parallelism with the shift of definite settings and contexts. As a consequence, sociolinguistics and its specialized branches have greatly fostered people's understanding of what the language means (Traskand Stockwell. 2007).

2. Branches of sociolinguistics

2.1. Micro-sociolinguistics

Most notably, Micro-sociolinguistics is the narrowed sense of the connection between language and society. This might possibly mean that it demonstrates the so very limited study of people's linguistic behaviors and the way they interact and communicate within the social context (culture, situation, institution etc). In other words, studies in micro-sociolinguistics are restricted to the investigations of the extreme communicative aspect of the language such as speech acts, conversation analysis, speech events and sequencing of utterances. (Schement, 2002 and Richard & Schmidt 2010). Stated in general terms, the concern of micro-sociolinguistics is vividly linked to the understanding of the linguistic phenomena which constantly change due to environmental changes (contextual variables). Moreover, Coulmas (1998) refers to micro-sociolinguistics as the study of the influence of social elements on the symbolic manifestations of the language. Particularly, this area of inquiry looks at how linguistic variations and patterns of use are, in a way or another, tied to external social ingredients such as social rank, sex, age and the like.

2.2. Macro-sociolinguistics

In contrast with micro-sociolinguistics, macro-sociolinguistics stands for the description of society and language interrelationship which is viewed from a broader

perspective beyond interpersonal communication i.e., the inclusion of communities and societies. In this framework, Stren (1983) explicates that macro-sociolinguistics counts for countries, regions, cities and so on and also for relating social groups and social structures to the language and the language varieties. To simplify matters further, macro-sociolinguistics is introduced as “the sociology of language” since it is confined to the task of what societies do with their languages and it is interested in governmental and educational issues about language, language planning, language attitudes and other areas related to language and behaviors of speech communities (Coulmas, 1998). Accordingly, the umbrella of macro-sociolinguistics covers more than face to face interactional situations rather it emphasizes the study of a whole range of speech communities, speech forms in societies, and matters of society and language relationship.

To recapitulate, sociolinguistics, as mentioned above, underlies two major sub-branches, namely; micro-sociolinguistics and macro-sociolinguistics whereby the former is more tied to interpersonal language use and the latter exceeds the level of exclusiveness to the broader sense of the human language as a unique construct which interacts with society. However, interaction in sociolinguistics has gained the reputation ever since the foundation of a discipline labeled ‘interactional sociolinguistics’.

3. Interactional Sociolinguistics

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

In tracing the origins of interactional sociolinguistics, reference goes back to the linguist anthropologist John J. Gumperz (1982) who purports that the focal task of this discipline is to investigate how people use symbols and clues to indicate meanings and achieve discourse through social interaction. In such a study, the interpretation of how people use language differently on different occasions to aim at different objectives stems from noticing and analyzing the exchange of influence among language users. In view of that, interactional sociolinguistics locates language in the half of society as it signifies the issue of the collectivity and gives importance to context to allow participants to make

inferences about the possible conveyance of certain messages and to prevent miscommunication (Fetzer.2007).

Again, Cutting (2002) argues that interactional sociolinguistics emphasizes more the way how language is situated in particular circumstances in social life and focuses more on the idea that each social group has its own way of expressing meanings using its own language. Hence, interactions take place only when people come to be related to each other and language can be interactional under the condition of being used for socializing (Pridham, 2001). In simple terms, language is used, in the first place, to serve communication and interaction that must be one of the primary concerns of any social group, region, speech community or country. Another study conducted by Cutting (2000) counts for the fact that interactional sociolinguistics looks at context as information about social situations which represent a factual necessity without which discourse perception would be minimized.

In this respect, Tannen (2005) specifies that interactional sociolinguistics regards language as the resulting aspect of the dynamic process occurring between interlocutors and takes meanings as a crucial component of its interest. In general, views in the relevant area (Mesthrie.2011) show that interactional sociolinguistics has been one of the multidisciplinary subjects since it is founded on the basics of linguistics, anthropology and sociology. Therefore, the mutual inclusion of such frameworks within the scope of interactional sociolinguistics gives it the flexibility and the tendency to describe and analyze interactional language in context and to reflect on the association between discourse analysis and sociolinguistic studies.

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

4. Sociolinguistic Competence

Undoubtedly, EFL speakers worldwide face a number of problems when trying to function just as native speakers do in the speaking community. These barriers are often a result of the little knowledge about the socio-cultural rules EFL speakers have.

Significantly, these rules are said to shape speakers' talks in a given situation. This surely motivates EFL learners to do their best to acquire the sociolinguistic ability to overcome their deficiencies in any social contact.

In proving the systematic correlation between language use and the social dimensions, Canal and Swain (1980) refer to sociolinguistic competence as the knowledge of the regulations governing language use. In a clear sense, sociolinguistic competence, as a component of communicative competence, can simply be defined as the ability to recognize social meanings, to produce fitting speeches and to manage effective conversations regarding to a number of social circumstances such as situation, audience, and conventions. In the same vein, Härmälä (2010) and Muniandy et al (2010) argue that sociolinguistic competence corresponds to the clear understanding of the socio-cultural rules of language and discourse, these rules, which constitute a set of interactional guidelines, are the responsible for the realization of such an appropriate utterance within a particular speech situation.

besides, Yano (2003) points out that the concept of sociolinguistic competence refers to "the learning of pragmatic aspect of various speech acts, namely, the cultural values, norms, and other socio-cultural conventions in social contexts" (p.77).Herein, sociolinguistic encompasses another set of basic skills and, therefore, the close relationship between pragmatics and sociolinguistics appears to identify the mutual interest between the two domains which, in most cases, calls for the study of meanings and the aim of developing language users' ability to both construct and understand contextualized discourse.

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

5. Sociolinguistics and Language Teaching

A colossal number of studies carried out to depict the fairly close and inseparable interrelationship between language and society. Then, researchers tended to answer certain essential questions about the role of sociolinguistic awareness in approaching perfect communication. For this reason, a series of practicable orientations have been put forward

by applied sociolinguists, and other researchers, to illustrate how instructors would wisely treat sociolinguistic rules in a second language teaching context.

To begin with, one might assert that it is undoubtedly a hard task to teach sociolinguistic norms and values to groups of foreign or second language learners worldwide. Accordingly, Izumi (1996) believes that the great majority of English teachers, exclusively the non-native ones, meet serious difficulties when trying to teach sociolinguistic concerns, these problems include teachers' lack of sociolinguistic knowledge, the existing curricula requirements, the various teaching goals, student motivation, and evaluation procedures. Also, in ("Sociolinguistics Inputs and English as Second Language Classrooms,"2012), it has been illustrated that studying sociolinguistics and understanding its principles bring researchers and teachers into a complex challenge to investigate the effect of cultural norms, expectations, contexts, and all the social aspects on the occurrence of language use. Thus, teaching sociolinguistic features requires teachers to be equipped with factual linguistic and socio-cultural skills.

Moreover, on the part of language learners, Mizne (1997) affirms that acquiring the sociolinguistic competence is a hard mission to be fulfilled since learners are asked to acquire a large number of cultural rules of speaking. Simply put, students should be aware of the cultural differences and regulations that make appropriate language use In this respect, teaching matters of sociolinguistics in classroom settings entails raising the students' cultural awareness of the target language. Excessively, on the occasion of teaching sociolinguistic relativity, Linh- Tat (2012) introduces a set of techniques to enhance the learners' acquisition of a variety of norms and values of appropriate use, theses can be summarized as: Firstly, teachers should make the classroom "a culture land", this is by creating authentic social environment and communication. That is, bringing the outside world into the classroom through the help of maps, posters, songs, cuttings from newspapers, underground tickets, railway timetables, restaurant menus, calendars, and the like to create a tangible presence of the target culture.

Secondly, the adoption of films and videos, in the classroom, which are sources of social, political, and popular culture contents to help students acquire idioms, slangs, general rules of speaking, socio-cultural information, cultural values, polite manners and various aspects of the western life. Thirdly, both teachers and learners should cooperate to make an adequate comparative study between the target language culture and the learners' own culture to identify the differences and similarities in terms of attitudes and values,

therefore, students will appropriately transfer cultural patterns of their source language to the target language and avoid misunderstandings and misinterpretations. Fourthly, teachers are expected to draw a clear image about the target sociolinguistic information i.e., instructors should show correct attitudes about the target culture and do not make it judgmental (some cultures are superior or inferior). Doing this so, learners will be tolerant, respectful to the target language values and, more importantly, teachers will be able to familiarize their learners with cultural patterns and specific rules of interaction in the foreign language setting.

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

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

6. Pragmatics

6.1. What is pragmatics?

Grounding the study of pragmatics on historical as well as fundamental achievements entails pointing out the philosopher Morris Charles. The investigation of semiotics led to the born of pragmatics whereby semiotics explores syntax, semantics and pragmatics. As it stands, Morris (1983) claims that pragmatics, as a new framework, is focally associated with “the study of the relation of signs to interpreters” (as cited in Levinson, 1983, p. 1). In this respect, pragmatics took the position of the regulator between language as a set of symbols and the language users who particularly understand and respond to meanings in

different contexts in which the language is being used. Then, an appropriate understanding of meanings is attributable to the understanding of the semantic content and the social context (immediate situation) of the utterances (Dimitracopoudu, 1990).

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

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

Next, out of the description of pragmatics, as an independent field of study and its interaction with semantics, presented by Szabo-Gendler (2005), concerns of the pragmatic studies are said to be confined to the investigation of meanings as delivered by speakers (or writers) and interpreted by listeners (or readers). To simplify matters further, meaning is the central phenomenon to which pragmatics promotes more attentiveness. However, pragmatists connect meanings of the utterances used in human speeches with the ultimate intentions of the language users themselves to basically deal with the conveyed meanings rather with the natural meanings of the linguistic structures. Consequently, examining the human language through pragmatics provides the opportunity to dwell on people's goals, assumptions and actions (speech acts) that they perform when they exhibit verbal behaviors.

At last, both the definition of pragmatics and the limitation of its scope may be of a highly sophisticated task. Probably nobody would want to go so far as to claim that, pragmatics is a cross-disciplinary subject by its nature, and it has got its origins in philosophy and linguistics as well. In this issue, pragmatics, however, has its own

contributions in a considerable number of domains including psychology, sociology, cognitive science, and even the study of non-human animal communication (Whatron 2009).

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

6.2. Theories in Pragmatics

6.2.1. Speech Act Theory

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

Austin (1962), through the lectures entitled “*How to do things with words*”, proclaims that the ordinary language is featured by a countless number of utterances, such as “I promise- and- I apologize”, which can never be looked at as true or false; however, they are either felicitous or infelicitous. That is to say, Austin classified utterances into “performatives” and “constatives” whereby the former category serves actions (deeds in the real world) and the latter reveals descriptions (probabilities of true or false facts). In this view, Searle (as cited in Vanderveken and Kubo 2001, p. 85) purports that “the task of a theory of performatives is to explain how the speaker can intend and the hearer can understand a second speech act from the making of the first speech act, the statement”. To put it more briskly, the speech act theory is, consequently, a speculation which affirms the premise that saying something entails also doing something.

In an attempt to figure out the definition of “speech acts”, Griffiths (2006, p. 148) explicates that “the basic units of a linguistic interaction- such as give a warning, to greet, apply for, tell what, confirm an appointment– (the acts, not the labels) are called speech acts”. Black (2006) as well, sees that the term “speech act” is not limited to the phonological realization of certain linguistic structures, but it refers to the entire complex human act which includes, participants, context, and paralinguistic features which control the interactional meaning of the utterances. In this respect, a speech act is no longer a representation of linguistic items, but an external force which guarantees the exposition of actions. Hence, the linguistic phenomena left unexplained by the grammatical analysis of language are examined and described by the speech act theory (Ambroise 2010).

6.2.2. Components of a Speech Act

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

➤ Act (A) or Locution:

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

➤ Act (B) or Illocution :

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

➤ Act (C. a) or Perlocution:

He persuaded me to shoot her.

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

6.2.3. Felicity Conditions

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

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

6.2.4. Speech act taxonomy

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

- **Representatives:** to describe propositions as being true or false, or to represent information. For example, "it is raining".
- **Directives:** to make an attempt to get the hearer perform an action or do something. Such as, "please make the tea".
- **Commissives:** to make the speaker commit himself to do an action in the future. In this case: "I promise to visit you in France".
- **Expressives:** to express the speaker's psychological state or feelings. Illustration through the following case: "I apologize for leaving alone".
- **Declarations:** to realize the propositional content in the real world and to change the world via the utterance. "I sentence you to jail" as an example.

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

6.3. The Cooperative Principle

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

The fundamental belief upon which the philosophical H. Paul Grice (1975) built his basic concept in pragmatics, the cooperative principle, is that communication is rational and cooperative. More simply, Grice argues that when people exchange talks in the ordinary social situations, they do not just create successions of speeches but, rather they furnish efforts, too, to behave cooperatively and maintain distinctive communicative acts. Therefore, this collaborative type of agreement observed by speakers is responsible for the better achievement of communication. Accordingly, the cooperative principle is largely pointed out as “Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice, 1975, p. 45).

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

A: Is there another pint of milk?

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

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

- a) **Quantity:** the speaker is informative but not more than required.
- b) **Quality:** the speaker says what he believes to be true but not what he lacks evidence for.
- c) **Relation:** the speaker is relevant to the speech topic.
- d) **Manner:** the speaker is perspicuous, brief, and orderly.

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

7. Pragmatic Competence

One of the most contentious issues investigated on the ground of pragmatics, and several other frameworks, is pragmatic competence which has saliently been highlighted in foreign language education considerations. To be sure, studies related to pragmatics, in particular, are expected to ascribe worthy attentiveness to the description of pragmatic competence; therefore, an adequate understanding of this component can be drawn.

In the elaboration of the communicative competence diagram, Bachman (1990) mentions pragmatic competence as the ability a speaker possesses to appropriately express a range of language functions. In this sense, Bachman sees that pragmatic competence integrates both illocutionary competence (conveyance of certain meanings through utterances) and sociolinguistic competence (appropriate use regarding to the context of communication). Moreover, Celce-Murcia et al (1995) refer to pragmatic competence as an actional competence which includes knowledge of language and speech act sets in addition to the socio-cultural ability which deals with the phenomenon of appropriateness and language use in socio-cultural set of settings (as cited in Alcon-Soler and Martinez-Flor 2008).

Most important, the definition of pragmatic competence signals its magnitude among language users worldwide. This seems to claim that, pragmatic competence is a vital skill speakers must have and develop in order to become competent speakers in the international community (Taguchi, 2009). Besides, Thomson (1997) states that the significance of pragmatic competence lies in the fact that it attributes understanding of the social variables and contexts to interactional activities and language use through the actual utterances of the interlocutors. In the meantime, the mutual inclusion of attitudes, cultural knowledge,

and interpretation skills makes pragmatic competence a focal precondition to make speakers communicate effectively (Brubaek, 2013).

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

8. Pragmatics and Language Teaching

Undoubtedly, the locus of pragmatics in the field of second language learning is, to a greater degree, prominent since pragmatics is more related to everyday aspects of the human verbal communication. In this subject, many researchers have provided language teachers and learners with different approaches, methods, and strategies to optimistically deal with the dispute of teaching and learning pragmatics.

First and Foremost, the investigation of how instructional contexts and activities shape the learning of L2 pragmatics must give account for the analysis of three main principles namely, (1) knowing the offered opportunities in language classrooms for developing L2 pragmatic ability, (2) investigating whether pragmatic ability develops in the classroom without pragmatic instructions, and (3) exploring the effect various approaches to instruction have on pragmatic development (Kasper and Rose, 2001). That is, teaching L2 pragmatics entails a laborious task teachers attempt to perform during their L2 teaching career. Next, Rose (2005) proclaims that there is a range of features of second language pragmatics that are teachable, this includes a variety of pragmatic routines, speech acts, discourse markers and strategies, overall discourse characteristics and pragmatic comprehension. For this reason, learners who receive pragmatic instructions are to be better than those who do not.

Furthermore, learning with scenarios and plays, demonstrating the cultural differences, of first and second languages, through dialogue examples, and comparing the various strategies that different cultures apply are three effective approaches of teaching pragmatics (Chin-Linn, 2007). In this respect, training in pragmatics is primordial and should begin at the very early stage of a learner's English learning. To support this, Krishnawiti (2011) studies the utility of pragmatic awareness, which can be developed through pragmatic spoken English instructions, in English learning classes and argues that

syllabus designers should devote much room for the incorporation of pragmatic awareness in the curricula, English learners, therefore, will be helped to improve their pragmatics learning and achievement.

Whereas, Echeverria (2009) develops a framework named “the NAPKIN model” to help teachers integrate pragmatic elements in English lessons, the model takes a schematic representation below:

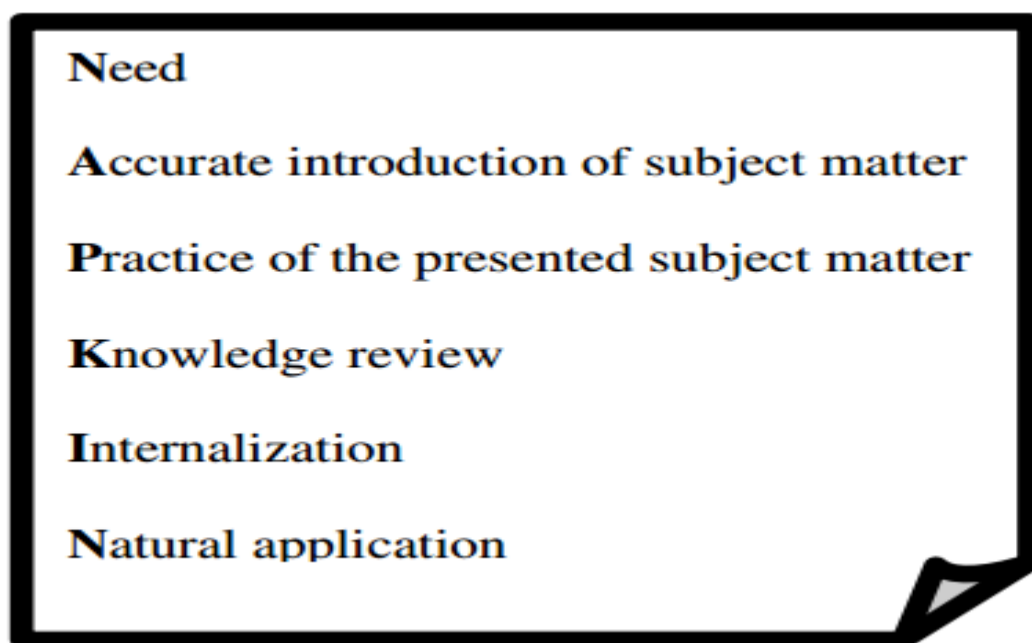


Figure 2.01: the NAPKIN Model for Teaching Pragmatics (Echeverria, 2009, p. 34)

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

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

- **Knowledge Review:** Reviewing what has been practiced by students to make the necessary corrections and highlight the pragmatic elements in the speech acts.
- **Internalization:** In this phase, learners take parts in a free use of communicative elements and pragmatic elements since they have accurately known the interaction between the forms and the conveyed meanings.
- **Natural Application:** This is the last stage whereby learners tend to use the pragmatic elements appropriately in specific settings outside the classroom situation and they write observations about the experienced communicative act.

In conclusion, both processes of teaching and learning pragmatics in L2 classrooms have been influenced by many researchers' attempts to diagnose and depict the effective method to teach pragmatics as well as the best strategy learners can adopt to successfully acquire the fussy pragmatic facets. To do so, one might claim that a holistic view of the numerous findings that inquiry has reached in the field of pragmatics should be adopted.

9. The Line Between Sociolinguistics and Pragmatics

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

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

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

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

sociolinguistics with clear understanding of the particular operations governing linguistic interactions in order to better perceive the power and effect language use patterns have in the society.

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

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

10. Definition and Focus of Socio-Pragmatics

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

Broadly speaking, Leech (1983) considers socio-pragmatics as a component of general pragmatics, but more specifically he argues that “socio-pragmatics is the sociological interface of pragmatics” (p. 10). He also puts forward that socio-pragmatics investigates "the social perceptions underlying participants' performance and interpretation of linguistic action"(p. 10). That is, socio-pragmatics adapts the social dimension of the language which extremely helps the language users to perceive and appropriately interact. Too, Thomas (1983) provides a clear sense of what socio-pragmatics denotes, he claims that socio-pragmatics stands for the right cross-culturally different perceptions of what formulates appropriate linguistic behavior .In fact, Thomas gives importance and

consideration to the power of the external factors which govern the speakers' selections of the pure linguistic items.

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

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

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

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

11. Pragma-linguistics knowledge Vs Socio-Pragmatic knowledge

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

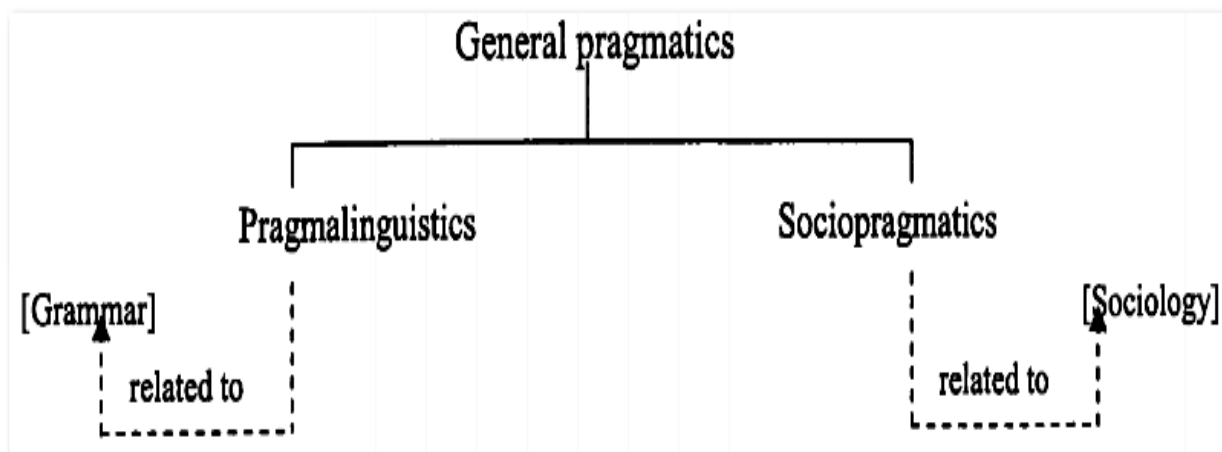


Figure 2.02: Leech’s Model of Pragma-linguistics and Socio-Pragmatics (1983, p. 11)

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

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

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

12. The Function and weight of socio-pragmatics

While on the same subject of successful communication among language users especially in the case of foreign or second language learners, socio-pragmatics is at the heart of an appropriate discourse. Therefore, research in natural language use has identified

the worthwhile function and necessity of socio-pragmatic patterns in the establishment of any communicative act.

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

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

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

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

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

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

13. Teaching Socio-Pragmatics in EFL Classes

Research over time has substantiated the undeniable difficulties facing EFL teachers and learners when dealing with the socio-pragmatic features of the target language. Apparently, educationalists and applied linguists have been attempting and testing a number of methods and procedures to eventually represent fruitful plans that work for the teaching of these touchy features. Notably, different researchers have differently approached the task of transmitting socio-pragmatic constructs into worthwhile and effective instructions.

Initially, findings in the acquisition of socio-pragmatics unearth that although learners are put in second language contexts whereby they are blended into both linguistic and cultural constituents of the target language, they find themselves unable to reach native-like proficiency at the level of socio-pragmatic competence (Cohen, 2008). Controversially, Xiaole (2009) argues that “foreign language teachers can help learners prevent cross-cultural misunderstandings by presenting them with L2 socio-pragmatic knowledge” (p. 257).Evidently, therefore the task of teaching socio-pragmatic elements is

a responsibility of EFL teachers and even the matter is somewhat laborious, but instructors have long been cited as dynamic mediators who shoulder the burden of any language teaching dilemma.

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

- There is a need to teach socio-pragmatic aspects of the target language in a foreign setting with a focus on comprehension and production.
- Comprehension of pragmatic items might be achieved by fostering learners' connections between their previous pragma-linguistic information (in both their L1 and the TL) and the new pragmatic information they may be provided with.
- Learners' pragmatic production should be guided in terms of appropriateness and cultural effects.
- The need for providing systematized pragmatic patterns in identifying and using specific speech acts should be based on findings from research in interlanguage pragmatics and foreign-language acquisition (Safont-Jorda, 2005, p. 66).

Furthermore, Zhang and Yan (2012) arguably hold the belief that 'Immersion teaching' is an effective way to promote the L2 learners' overall level of socio-pragmatic awareness. In this respect, both teachers and learners shift from the position of teaching and learning the language to the situation of using the language as in everyday life states. Consequently, the socio-pragmatic level of perception will be increasingly reinforced as L2 learners possess the habit of natural language use in multiple sets of conditions. To end with, recent advanced inquiries often lay stress on a more practicable and vivid means to empower the betterment of learners' grasping of socio-pragmatic entities i.e., the use of 'Video Driven Prompts'. In this line, Zangoei and Derakhshan (2014) put forward that adopting video driven prompts in a foreign language teaching setting to display instructions in socio-pragmatics would be an efficacious move that guarantees the regular growth of socio-pragmatic knowledge among EFL learners. Suffice it to say, both immersion teaching and video driven prompts usage help teachers bring the outside world

of the target language into the classroom atmosphere. This in fact, simplifies further the teachability of different pragmatic constructs including socio-pragmatics.

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

Conclusion

In summation, socio-pragmatics can briefly be cited as the sub-field of pragmatics which gives account for the social-contextual elements that forcibly determine and constitute the appropriate language use. Above all, socio-pragmatics is mainly concerned with the phenomenon of appropriateness as far as the human system of communication is concerned. In this view, researchers have occupied themselves to investigate the scope and construction of the field.

Socio-pragmatics has been presented as a combination of two major fields in linguistics, namely; sociolinguistics and pragmatics. The former relates linguistic phenomena to the social powers that coexist within certain speech communities, however; the latter studies language as it is originally founded. That is, the study of language as it is naturally used to achieve functions and intentions. To simplify matters further, the present work involves relevant details in both fields of sociolinguistics and pragmatics in order to capture the meeting points and extract the main concerns of socio-pragmatics.

Most importantly, educationalists and researchers in general have promoted EFL teachers with adequate answers of some raising questions such as how to teach sociolinguistics? How to teach pragmatics? And, mainly how to teach the socio-pragmatic features of the language? This work has gathered the possible amount of sources to illustrate matters of teaching the aforementioned constructs in order to offer insights on the teachability and sensitiveness of patterns that are directly linked to foreign language learning.

Chapter Three

Field Work: Analysis of the Discourse Completion Task

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Introduction

In the considerations of methodology, this part of the research is deemed to be the most salient portion of the entire study to which the results and hypothesis testing will be ascribed. In this respect, the explication of each the items included in this chapter is based on the belief that the current research outcomes will help EFL students achieve better communication in natural settings of the language use. Hence, this chapter's content is mainly devoted for the exposition of the regularly chosen research methodology to elucidate matters related to the population and sampling, the means of the research, the aim of the research tool, the description of the overall research instrument's scope, the stage of piloting the study, the administration of the Discourse Completion Task (DCT), the procedure and steps maintained for analyzing the gathered data, and finally the detailed description and discussion of the results obtained through the students' responses.

1. Population and Sample

The target population in this work is Master One Applied Linguistics LMD English students at the Department of Foreign Languages, English Branch at Biskra University. However, the informants who took part in this study and represent a sufficient sampling comprise a randomized chosen group (N=100) from the whole population (N=308). As to the reason of choosing this population in particular, one might assert that these students have acquired a sufficient linguistic knowledge which enables them to properly construct and put into application sets of forms and patterns of the target language. In specific, these students are thought to have a satisfactory level of language use.

2. Means of the Research

For the methodological concerns of the present study, the Discourse Completion Task (DCT) was adopted as a tool to accumulate data about the informants. In this research, the DCT was defined as a written questionnaire which underlies brief descriptions of a number of particular situations that are meant to reveal certain patterns of speech acts that are mostly embodied within these situations (Kasper and Dahl, 1991).

To put it in another way, the DCT is a form of written scenarios. These hypothetical scenarios put the respondent in a set of distinctive situations of natural language use where she/he has to make the production of certain speech acts taking into account the contextual variables of each setting in order to best exhibit an appropriate verbal behavior.

3. Aim of the DCT

The DCT is generally adopted to obtain and evaluate the respondents' linguistic actions that take place in a given situation. In the present work, the DCT was selected among the numerous methodological techniques because, above all, it is most used in the field of cross-cultural pragmatics and it has gained its reputation in carrying out researches related to concerns of interlanguage pragmatics and speech act realizations. Thus, the DCT enables the researcher to accumulate a considerable number of data in a given setting and in a short period of time.

Moreover, the DCT is the research tool which allows the researcher to assess the extent to which the respondents are able to elicit appropriate speech acts that contribute to preventing the overall rate of pragmatic failures and misunderstandings that are likely to occur in any cross-cultural encounter. Most importantly, the DCT gives the researcher the opportunity to indirectly measure the participants' socio-pragmatic competence based on their pragma-linguistic forms that they use in each given situation.

4. Description of the DCT

In the current research, the employed DCT consisted of sixteen cases of natural language use which often take place in everyday life activities. These situations were designed to target a set of speech acts; namely, request, apology, refusal, complaint, compliment, introduction, greeting, suggesting, offer, and disagreement. These speech acts were selected on the basis of their frequent occurrence in real life contexts of language use and their possibility to underlie sorts of miscommunication problems. Moreover, the scenarios were developed in a way to comprise a number of dissimilar social parameters that govern the use of language. These parameters, including the social distance, relative power, degree of imposition, and formality among interlocutors, were inconsistent and changing in each of the situations.

The DCT in this study was intentionally subdivided into two sections whereby the former was primarily concerned with the 'personal information' of the subjects, and the latter did fundamentally constitute 'cases of spontaneous language use'. The questions in the first section were intended to address the respondents' age, gender, level of English fluency and the like to be taken into account as a source of knowledge while analyzing, comparing, and discussing the use of language between the British native speakers and the

chosen sample of our study. In this part, the respondents were given multiple choice questions as well as open ended ones to gather data.

However, the adopted questions in the second section of the current DCT were elaborated to address the DCT takers' competence to pertinently use the English language in a number of different social settings. As it stands, the overall questions were in a form of multiple-choice questions (a, b, c or d), since these are easily completed by the subjects and easily analyzed by the researcher, with an open-ended question in each of the cases (e). That is, (e) is the option which allows each one of the participants to write his/her own opinion if none of the options was considered as being the most appropriate answer. In fact, the subjects were given freedom in their linguistic actions in order to endow the research with some sort of subjectivity since the respondents were not restricted to the mere proposed answers.

5. Piloting the Study

For the purpose of checking the research feasibility, the discourse completion task was handed to eight (8) students who belong to the same population selected in this study i.e., Master One Applied Linguistics LMD English students. Those students were asked about the time they took to fully answer the DCT. As well as, they were asked to mention any ambiguity that might arise while doing the task. In the same time, the DCT was sent by email to a native English teacher in order to extract any hidden entities that can be either embodied with the linguistic aspect of the DCT, or unintentionally included with the overall meaning of the content itself.

As to the results of piloting the current study, in one hand, three (3) students did not understand some linguistic items that were used to describe some of the situations; however, all the students did not show any kind of difficulties while selecting the answers or writing their own responses. In addition, only one (1) student claimed that the task could not be carried out in a short period of time. In the other hand, the English native teacher considered only one situation as an inaccurate proposition since it was vague and it did not contain any appropriate answer among the given options. In this way, one of the situations was refined and some linguistic forms were restated in a simpler way so that the students can easily understand their right use.

6. Administering the DCT

After the necessary adjustments were made, on one part, the DCT was administered to the students at the very beginning of the Discourse Analysis course. The reason of choosing that formal setting was to have the certitude of getting back all the administered DCTs in a short period of time. As doing so, the students were briefly oriented as they were doing the activity to avoid any kind of misunderstanding that might affect the respondents' selection of the answers. In addition, the participants were gently requested to answer the research tool as spontaneously as they can since the designed situations were basically elaborated to reflect natural settings of language use.

On the other part, the DCT was administered to seven (7) British native speakers of English whereby all of them were members in the academic context. That is, two (2) of them were university teachers and five (5) participants were university students. However, the instruction included within the natives' DCT was extremely different from the one put on the EFL learners' sheet of DCT. In particular, the native speakers were purposely asked to rank (from 1 to 4) the provided propositions for each case from the most appropriate to the least using numbers. In the same time, natives were given the opportunity to express their opinions if none of the answers was classified as the most appropriate. The reason behind asking for such classification is to help the researcher rating the answers of the EFL students so that the research analysis would be given some sort of reliability and argumentation while rating the EFL students' selections.

7. Procedure

With regard to this scheduled, the data generated by the Discourse Completion Task are analyzed, discussed, and presented in the form of descriptive statistics together with descriptions and analyses of the respondents' answers. The role of these analyses is the support of the general aim of the present work which calls for the necessity to shed light on the construct of classroom socio-pragmatics to help EFL students overcome most of their miscommunication aspects when using the language in authentic settings. In the same vein, it is worth note that the aforementioned social variables (social distance, relative power, degree of imposition, and formality) were included varying from scenario to scenario in this instrument in order to expose the subjects to different atmospheres while using the language. In short, each situation will be independently analyzed and statistically represented following these criteria:

- The native speakers' answers will be taken into account as references to evaluate and rate the EFL students' responses (the native speakers provide the order (1, 2, 3, 4) from the most appropriate to the least and on this basis, the student's responses will be rated as 'very likely', 'likely', 'possibly', and 'not likely'.
- In case where the native speakers (7) provide different ranking to the proposed answers, the majority will be adopted as a reference.
- If the native speakers provide their own answers and do not rank the propositions, their answers will be compared and contrasted with the students' responses to proceed in the analysis.
- If the students select from the options a, b, c, or d, the analysis will focus on the appropriateness of the answer in the proposed situation, but not on the form itself.
- If the respondents provide their own answers, their responses will be rated on the basis of the native speakers' ranking of the propositions. That is, the participants' answers will be classified either as 'very likely', 'likely', 'possibly', or 'not likely'.

8. Data analysis

8.1 Section One: Personal Information

Amongst the overall number of the respondents (100) who took part in the present research, the vast majority was for the female students (93%) since it is already acknowledged that in foreign language education females always reflect the largest portion in the classrooms. However, only (7%) of the male students have completed the task. Their ages range from 21 to 26 years and the majority (65%) was 22 years old. In addition, some of them (19%) have studied English for ten years, few of them (11%) have studied English for twelve years, and most of them (80%) have studied English for eleven years. Moreover, all along their learning career they have dealt with almost all the subjects of grammar, writing skills, reading skills, listening skills, pragmatics, linguistics, phonetics, research methodology, ESP (English for Specific Purposes), American/British cultures, civilizations, and literatures. Besides, as to the question whether the respondents consider themselves fluent speakers or not, (57%) of the students answered 'yes' for being fluent speakers and (43%) considered themselves as non fluent speakers. This background

knowledge will be associated with the subjects' responses to help the researcher draw some conclusions about the respondents' language use.

8.2 Section Two: Spontaneous Language Use

8.2.1 Case One

With regard to the first case, it was designed to elicit a speech act of request. That is, the participants were, in the description of this scenario, put in a usual context whereby they ought to borrow a friend's copybook since they have supposedly missed the previous lecture. The respondents were also given the following options:

- a. Do you know that I did not write my previous lesson because I was absent?
- b. Give me your copybook, I need to check something.
- c. Mate! I need to borrow your copybook so that I can copy the lesson.
- d. I think I should borrow your copybook since i have missed a lecture!
- e. Other.

In order to simplify matters further, the table below displays the informants' selections, of the proposed utterances, in terms of frequency as well as percentages in order to depict a clear image of the extent to which the participants have adopted the propositions to make a request.

Answer	frequency	Percentage
a	20	20%
b	30	30%
c	22	22%
d	25	25%
e (other)	3	3%

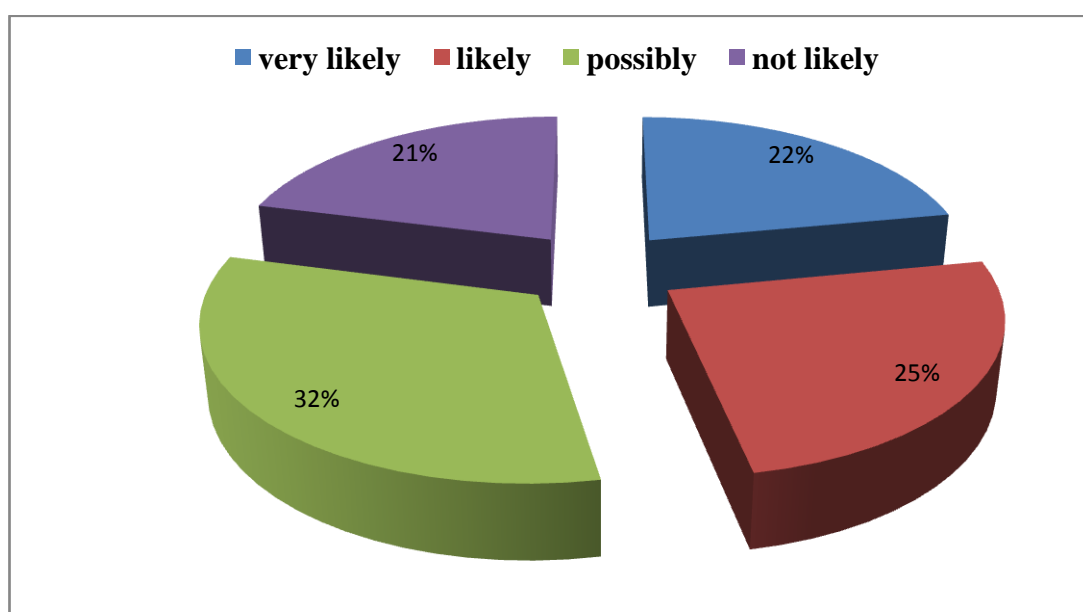
Table 3.01: Distribution of Informants' Responses in Case One

With regard to the native participants' answers, the options were ranked as follows: the option (c) 'Mate! I need to borrow your copybook so that I can copy the lesson' was ranked as the most appropriate (N=1) proposition they made use of to request a close person. The option (d) 'I think I should borrow your copybook since I have missed a lecture!' was classified in the next position (N=2) as an approximate alternation to the first answer. After that, the proposition (b) 'Give me your copybook, I need to check something' proved to be the next possible choice (N=3). And, the utterance 'Do you know that I did not write my previous lesson because I was absent?' (a) Was given last rank

(N=4) natives would not prefer its use in such a situation. At the same time, only three (3) students provided their own answers which were cited as the following:

- Please make me a copy.
- I was absent yesterday so I need your copybook.
- Give me your copybook in order to write the missing lessons.

Among these answers, one was rated as ‘not likely’ and the remaining two responses were rated as ‘possibly’. In view of this, the respondents have shown different degrees of appropriateness while doing the task of requesting a friend. The below graph identifies the students’ performance in achieving the assigned speech act.



Graph 3.01: Students’ Performance in Case One

To conclude, this scenario was purposely designed to guide the participants to elicit a speech act of request. By and large, requests are the functional units mostly performed with close people since their communicative contents commit the addressee to undertake actions that would be approved by the speaker. In this respect, the students’ selections are supposed to possibly reflect their manners and socializing behaviors adopted in everyday language use situations while requesting a friend. In view of this, the social parameters of use identify a considerable degree of intimacy, no relative power, and a prominent atmosphere of informality, and the native participants’ first selection was the utterance: ‘Mate! I need to borrow your copybook so that I can copy the lesson’ which carries relational and attitudinal presuppositions that would fit to the context. In fact, such use of the word ‘mate’ would promote the interpersonal familiarity and soften the force of the

utterance. As well, the utterance ‘I need to borrow your copybook so that I can copy the lesson’ might respectively reflect a positive and polite attitude that promotes the success of the speech act. Whereas, on the part of the students, the utterance ‘Give me your copybook, I need to check something’ was most adopted (30%) to request a friend. Meanwhile, the utterance was rated as ‘possibly’ since it might address the listener with some kind of imposition and indifference. And, only (22%) of the informants made use of the option held by natives. The possible explanation is that the two groups showed different answers and different ways of considering the social constraints that were highlighted in this case. Accordingly, the students’ performance did not, mostly, match the appropriate use of the given speech act and therefore, the occurrence of a productive misunderstanding is still possible in this situation.

8.2.2 Case Two

As to the current case, the respondents were supposed to elicit another speech act of request, but in a fairly different situation. The context was described as: ‘While you are visiting a city in London, you want someone to take your picture near a nice place. Then, you see a passer-by. How would you ask him/her to take your picture?’ and the participants were offered the following options:

- a. I would like to take a picture here, but I can’t do it myself, can you?
- b. Hello! My name is X. I am a foreigner and I need your help to take my picture please.
- c. Hello, I want to take a picture here and I need your help.
- d. Excuse me please, would it be OK if you help me tacking a picture in here?
- e. Other

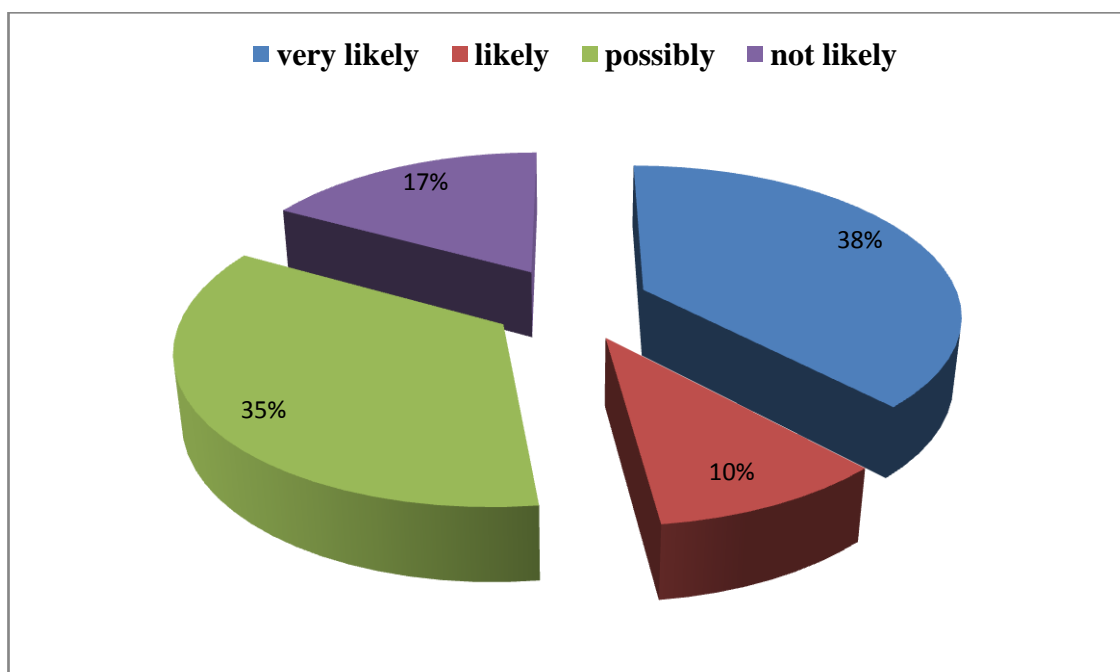
In this case, the participants’ selections are better shown in the table below.

Answer	frequency	Percentage
a	10	10%
b	35	35%
c	17	17%
d	38	38%
e (other)	0	0%

Table 3.02: Distribution of Informants’ Responses in Case Two

In the considerations of the native speakers' answers, the options were classified in this way: the option (d) 'Excuse me please, would it be OK if you help me tacking a picture in here?' was ranked as the most appropriate (N=1) verbal behavior to request a stranger. Then, the proposition (a) 'I would like to take a picture here, but I can't do it myself, can you?' was classified in the next place (N=2). And, the choice (b) 'Hello! My name is X. I am a foreigner and I need your help to take my picture please' was given the third rank (N=3). However, the option (c) 'Hello, I want to take a picture here and I need your help' was classified as the last choice (N=4) in terms of its fitting use in the situation.

And now for the overall performance, the options are rated in the graph below to reflect the students' extent of appropriateness while requesting a stranger.



Graph 3.02: Students' Performance in Case Two

As mentioned before, the linguistic units of requests are usually employed to get the addressee perform an action. However, the illocutionary power and the appropriate use of the speech act differ from one context to another. In view of this, in view of this, the case between hands proves to reflect a notable similarity, of language use, between the students and the native participants. As displayed in the above figure, the respondents' selection revealed that the proposition (d) 'Excuse me please, would it be OK if you help me tacking a picture in here?' was mostly (38%) adopted to request a stranger. At the same time, the native participants made use of the same option (d) which was ranked as the most appropriate utterance to be utilized in such a language use setting. In fact, taking into

account a high level of social distance as well as a very low rate of imposition and familiarity would forcibly reinforce the use of such a pragma-linguistic formula. That is, the adopted utterance underlies a polite manner of excusing the addressee and an indirect request in form of a question which conveys meanings of goodwill and freedom. These social meanings contribute to the mitigation of the possible threat and promote the addressee's positive reaction. Therefore, the proposition was as appropriate as the situation required. Nevertheless, in the same attempt (35%) of the students made use of the answer 'b' which states 'Hello! My name is X. I am a foreigner and I need your help to take my picture please'. This answer was rated as 'possibly' and it can be presumed that the participants might have handled the situation relying on their own cultural background. This would simply mean that the students tried to refer to their routines of everyday native language use while requesting a stranger whereby they start with an identification followed by the request. However, this strategy is deemed to be an odd move that possibly can draw a negative attitude on the part of the person being requested. As a result, eliciting a request that is preceded by a self identification can bring speakers of English into a challenge to prevent misunderstandings while using the language with English strangers.

8.2.3 Case Three

As far as the third scenario is concerned, the subjects were invited to apologize to a lady whom they do not know. Hence, the situation was fully described as 'You are in a queue waiting to get a movie ticket and you accidentally step on a lady's foot'. The participants were given the following options:

- a. Oh! My bad!
- b. I'm sorry! I'm sorry!
- c. Oh! I'm sorry! It's an accident!
- d. You owe me an apology!
- e. Other

A close look on the respondents' selections revealed the following statistics that can be presented in table 3.

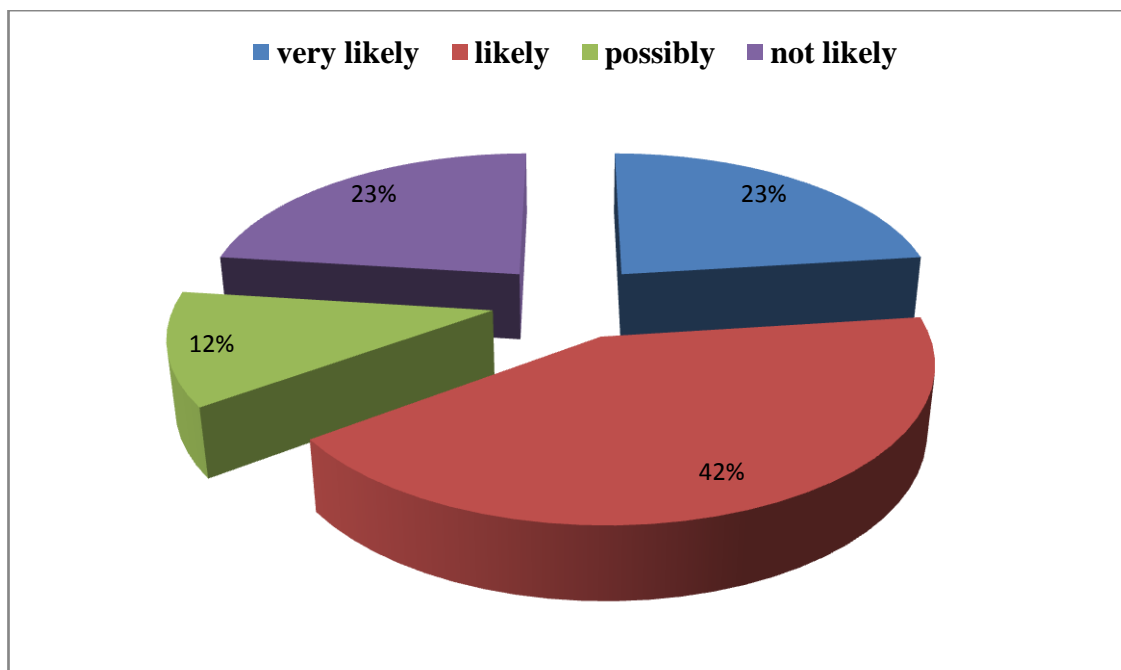
Answer	frequency	Percentage
a	11	11%
b	40	40%
c	22	22%
d	22	18%
e (other)	5	5%

Table 3.03: Distribution of Informants' Responses in Case Three

Notably, the classification provided by the native speakers gave account for the option (c) i.e., the expression 'Oh! I'm sorry! It's an accident!' to be the most appropriate (N=1) strategy to apologize in such a situation. However, the option (b) was put in the second position (N=2), the proposition (a) was the next possible answer (N=3), and at last, the choice (d) was thought of as the non preferred statement (N=4) the native speakers would use to apologize. On the other hand, five (5) students provided their responses that can be listed below:

- Oh! I'm sorry my lady!
- Oh! I am terribly sorry, it was my bad
- Excuse me! I am so sorry , it was an accident
- How could I be so blind?
- Oh my god! How could I do it?!

In view of these answers, two expressions were given the rate 'likely' and only one response was rated as 'very likely'. However, the value 'possibly' included one among the provided answers, and the remaining proposition was given the rate 'not likely'. Consequently, these answers were added the overall statistics obtained in this case to better describe the students' performance as showed in the graphical representation below.



Graph 3.03: Students' Performance in Case Three

As to the present context, the respondents were indirectly asked to perform a very touchy sort of speech act. That is, the assigned move entailed apologizing for an unintentional stepping on a lady's foot. Thus, out of the above statistic, the possible conclusion that can be drawn is that the participants estimated that the option (b) 'I'm sorry I'm sorry!' could be the most appropriate choice to apologize to an unknown lady. That is why (42%) of the overall students' performance was rated as 'likely'. Thus, with regard to some social parameters, the social distance was very high as well as a very low degree of familiarity was highlighted in the given situation. In an attempt to interpret the informant's selection of the proposition 'I'm sorry! I'm sorry!', it can possibly be maintained that the students wanted to show their sincerity while making an apology. That is, by repeating the expression 'I'm sorry', the apologizer might have fulfilled the requirement of an apology. Whereas, with reference to the native speakers' selection, the expression 'Oh! I'm sorry! It's an accident!' was most adopted to perform the situational apology. In a more detailed way, the use of the interjection 'oh!' serves as an indication of comprehension or acknowledgment of a committed offence, it also implies the expression of emotion, politeness, and regretful attitudes since the offended is unknown and the expected reactions are ambiguous. In addition to this, the regular expression of apology 'I'm sorry' was followed by a brief explanation 'It's an accident' to endow the speech act with some sort of honesty, sincerity, and non-reoccurrence principality. In brief, the majority of the respondents did not opt for the most polite and convenient option. As a result, even the

participants would feel like they have apologized, their apology was an inaccurate initiative which might result with certain interactional troubles.

8.2.4 Case Four

In this situation, the respondents were given the following description ‘While playing a football match, you unintentionally made a faulty gesture that caused some pain to your friend’. As nearly similar to the previous case, the students were meant to elicit an apology, but with a person whom they know or consider as a friend. The offered choices were distributed as the following:

- a. You owe me a sincere apology in front of people.
- b. I’m sorry y! I’m sorry!
- c. Oh! I’m sorry!
- d. Excuse me, I am terribly sorry!
- e. Other

Statistically speaking, the participants’ responses are displayed in table 4 to give further details.

Answer	frequency	Percentage
a	26	26%
b	30	30%
c	25	25%
d	16	16%
e (other)	3	3%

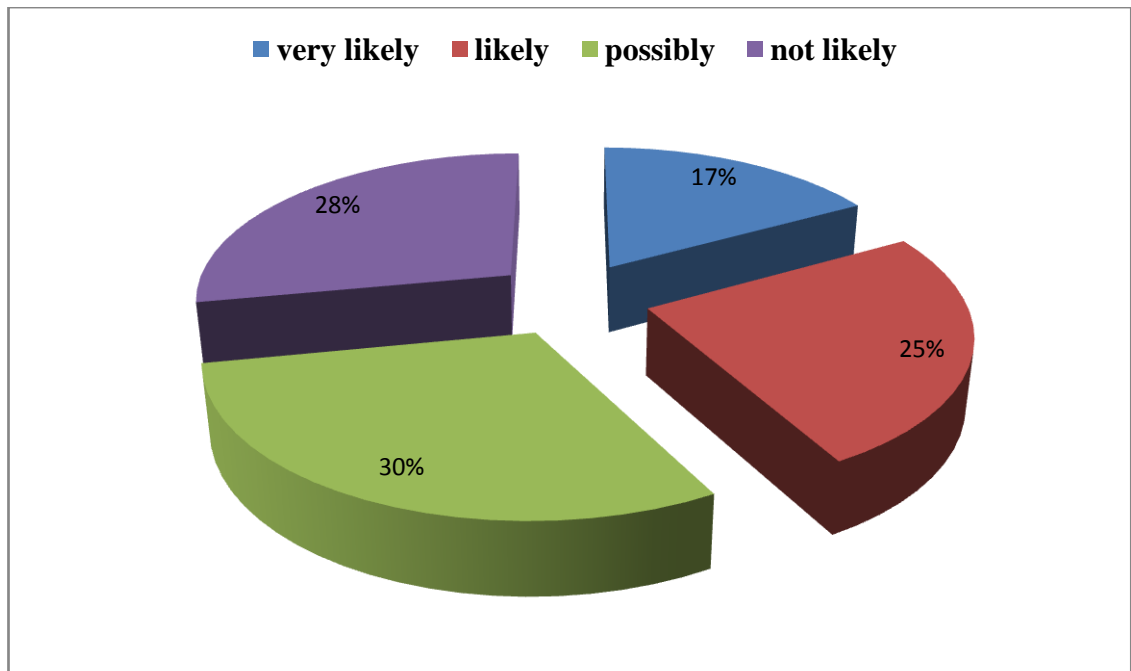
Table 3.04: Distribution of Informants’ Responses in Case Four

To consult the classification yielded by the native speakers, the option (d), ‘Excuse me, I am terribly sorry!’ was perceived as the most appropriate choice (N=1) among the given propositions, the option (c), ‘Oh! I’m sorry!’ took the second position (N=2); however, the statement ‘I’m sorry y! I’m sorry!’ option (b) was ranked as a third possibility (N=3), and the answer ‘You owe me a sincere apology in front of people’, option (a) was the undermined and last offer (N=4) the English speakers would accept. While at the same time, only three (3) students provided their preferable answers to respond in the given situation. These answers were as follows:

- Oh! I sincerely apologize. I didn’t mean to hurt you!

- I guess you know it is not deliberately done!
- Oh! No! What did I do?!

As to fix the extent of likelihood in performing the speech act of apology with a close person or a friend, one of the above answers was rated as ‘very likely’ and the rest of the replies were added to the ‘not likely’ responds. The ultimate description of these statistics is incarnated in the graph bellow.



Graph 3.04: Students’ Performance in Case Four

Taking into account the assigned scenario, it is evident that apologies are amongst the most frequent speech acts since any encounter is deemed to entail interactional offences. In this respect, the native participants depicted the utterance ‘Excuse me, I am terribly sorry!’ to elicit a pertinent speech act of apology in the given scenario. Above all, the utterance underlies an intensified apology, through the adverb terribly, which possibly conveys the apologizer’s sincerity and feelings of regret. Thus, even the addressee is a friend the utterance was purposely employed to express the speaker’s unintentional behavior. Nevertheless, the students have shown an incompatible and different level of appropriate performance as far as the present speech act is under investigation. In details, the informants mostly made use of the proposition (b), ‘I’m sorry y! I’m sorry!’ which was rated as ‘possibly’ (30%) and they used the option (c), ‘Oh! I’m sorry!’ which was given the rate ‘likely’ (25%) to best apologize to a friend. In this case, it is worth note that the respondents made use of the expression ‘I’m sorry y! I’m sorry!’ to apologize in both

cases (3 and 4) where the degrees of social distance and familiarity were completely dissimilar. Notably, the students recognized that they were apologizing to someone they know and this might be the motive to use the aforementioned two options. However, this does not reflect the unwillingness to apologize to a friend but; rather, it reflects the inadequate perception of an apology terms in a number of situations. In fact, the majority of the informants did not estimate to use the option (d), ‘Excuse me, I am terribly sorry!’ while being sorry with a friend. This last may be taken as a reflection to what students believe about apologizing to a non distant person in their everyday social interaction. In brief, showing an intensified apology using attitudinal adverbs and subdivided forms would better express the favorable intention and the positive attitude to eliminate any room for any misperception to take place.

8.2.5 Case Five

Expressing no acceptability is one of the threats of communication while established by non native speakers of English. On this basis, the present situation was designed to function as a motive to elicit a speech act of refusal. As it stands, the respondents were given the following description: ‘Your classmate wants you to go with him/her in a day trip next weekend, but you do not feel like going because you have homework to do’. And, they were given theses propositions:

- a. Come on, I have to do my homework.
- b. Hum, no!
- c. Let me see.
- d. I actually would like to go, but unfortunately I have other plans.
- e. Other

To figure out a clear picture of the respondents’ answers, table 5 displays the results.

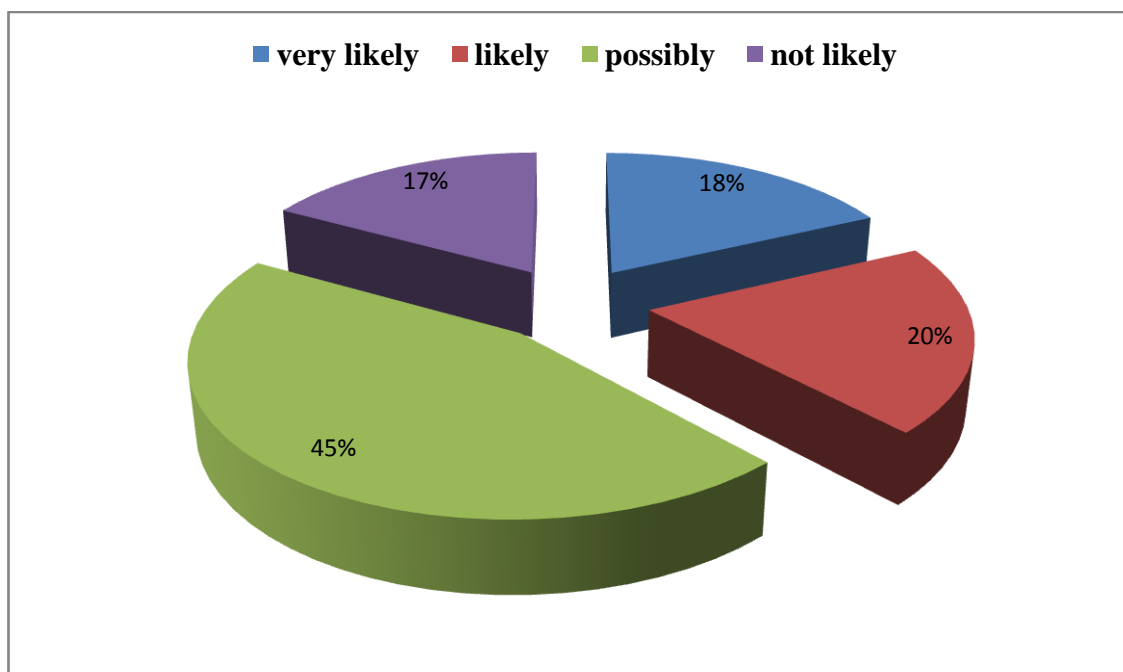
Answer	frequency	Percentage
a	45	45%
b	15	15%
c	18	18%
d	20	20%
e (other)	2	3%

Table 3.05: Distribution of Informants’ Responses in Case Five

As to the arrangement provided by the native speakers, the proposition (c), ‘Let me see’ was most frequently chosen as the best and fitting (N=1) language use to make a refusal in the given context. Whilst, the option (d), ‘I actually would like to go, but unfortunately I have other plans.’ Was put as an alternative probability (N=2) used to refuse a friend’s request or offer. Besides, the answer (a) was ordered in the third place (N=3), and the last of these options (b), ‘Hum, no!’ was thought of as a non pertinent strategy to exhibit a refusal. While on the same subject, two (2) of the participants provided their own answers as follows:

- I think...I just cannot!
- This will be a waste of time.

Regarding to these answers, both of them were rated as ‘not likely’ and in terms of graphics, the general delimitation of the students’ performance can be displayed as the following.



Graph 3.05: Students’ Performance in Case Five

In the core of any verbal behavior, it can be argued that accepting a rejection is a difficult fact people give account for; however; the more difficult obligation is the task of performing the rejection itself when required. Because refusals are very sensitive behavioral units that may cause communication troubles, English speakers worldwide face challenges when trying or doing their best to reduce the maximum of these predicaments while showing a rejection. In association with the given situation, it is quite noticeable that

the majority of the subjects failed to appropriately transmit the speech act of refusal in the proposed setting. Statistically speaking, 45% of the overall students' performance was rated as 'possibly' through the use of the utterance 'Come on, I have to do my homework!' In view of this, the degree of intimacy and familiarity was very high and the degree of imposition was very low. This last might be the reason why the students selected the option (a) which in reality reflects the factual manner students adopt to make a refusal with a close friend. In this respect, in comparison with the English speakers' response 'Let me see', it can be remarked that even the degree of closeness was very high, but the English participants did not use a direct strategy to refuse and they expected the 'friend' to decipher the utterance 'let me see' as a final rejection. Suffice it to say, the English were very watchful to their speech and considered the impact of their utterance on the hearer's psychology. Accordingly, the students did show a negative response towards the given presupposition since they did not estimate the hearers' perception of the used utterance. This would straightforwardly mean that the linguistic actions maintained by the respondents would in most cases result with the expression of negative predispositions that would negatively affect the communicative acts.

8.2.6 Case Six

As one of the possible situations English students may come across along their career after being graduated, herein the respondents were informed that their boss might cancel their ordinary holiday so that they might be asked for an intensive work period. The boss was suggested to say: 'what about accomplishing some works during your holiday?' However, the students were given the following options:

- a. Oh! Definitely No!
- b. Hum, why me? I actually cannot work during the holiday!
- c. By the way, do you know that this holiday will be a special one since I'm travelling with my family?
- d. Well, I am afraid that I cannot work during the holidays because I have to fulfill some social commitments.
- e. Other

Taken as a whole, the results are displayed in table 6 below.

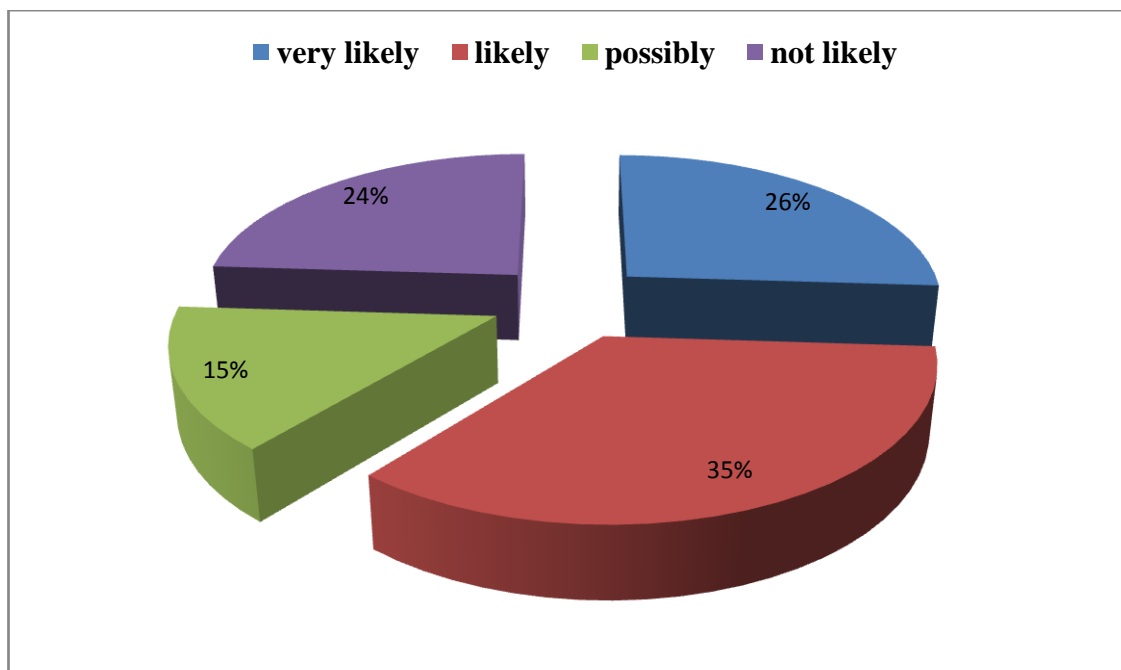
Answer	frequency	Percentage
a	15	15%
b	22	22%
c	25	25%
d	35	35%
e (other)	3	3%

Table 3.06: Distribution of Informants' Responses in Case Six

On the ground of natives, the selection of the provided choices revealed the following: the option (c) 'By the way, do you know that this holiday will be a special one since I'm travelling with my family?' was most valued as the best way (N=1) to counter acting and express an indirect refusal, then, the option (d) 'Well, I am afraid that I cannot work during the holidays because I have to fulfill some social commitments' was classified in the next position (N=2), the proposition (a) 'Oh! Definitely No!' was given the third rank (N=3) regarding to its appropriateness in the given situation. However, the last choice (N=4) was given to the option (b) 'Hum, why me? I actually cannot work during the holiday!' In the parallel investigation, only two (3) students provided their own answers which were as the following:

- When my official time ends, my holiday begins!
- Oh! I guess you are aware of the new schedule...
- This is impossible, I know my rights boss!

As to the above answers yielded by three of the participants, only one suggestion was rated as 'very likely', however, the outstanding two utterances were given the rate 'not likely'. To have a clear picture, graph 6 represents the overall performance of the respondents in the case under study.



Graph 3.06: Students' Performance in Case Six

As mentioned before, one of the most face-threatening speech acts is probably the act of refusal. Accordingly, the majority of the respondents made use of the answer ‘Well, I am afraid that I cannot work during the holidays because I have to fulfill some social commitments.’ Since they tried to preserve their relationship with the boss, they presumed the high degree of imposition, the high level of social distance and the low rate of familiarity. This, therefore, figured the hypothesis that the use of an intensified formula ‘well, I am afraid’ in addition to a tactful justification ‘I cannot work during the holidays because I have to fulfill some social commitments’ would be the best way to save the boss face while performing the refusal. However, the respondents did not realize that even the form was pragmatically accepted, but it is still a direct refusal endowed with some sort of explanation of why the refusal was maintained. Nonetheless, with regard to the use provided by the native speakers, the utterance ‘By the way, do you know that this holiday will be a special one since I’m travelling with my family?’ was held as the utterance which functions as a counter question to the indirect suggestion delivered by the boss ‘what about accomplishing some works during your holiday?’ and it implies a very soften and indirect refusal that in fact serves the social appropriateness of such a speech act. At the same time, the remaining utterances were completely indicators of disrespect and uncooperativeness because those answers do not regularly embody any kind of politeness or good willingness. In brief, the students’ performance was more akin to reaching the social appropriateness in the present case, however it can be inferred that the students relied more on the pragma-

linguistic form rather than on its convenience in the given context otherwise they could have used the option which was selected by the native speakers that entails a very perceptive verbal behavior to control the communicative act.

8.2.7 Case Seven

Differently from the previous exposed situations, this case drives the respondents in this study to elicit a speech act of complaint or to show an attitude of disapproval towards a stranger's immoral action. The case was illustrated as 'You are in a queue waiting your turn to buy a bus ticket when someone who came half an hour later and tries to jump in front of you to get the ticket before you. What would you say?' and the participants were also given five options as the following:

- a. Why haven't you joined the line? I thought no one would do it.
- b. I will get the ticket for you.
- c. Why are you so hasty to get your ticket?
- d. Hey! Can't you see? There is a line here!
- e. Other.

Statistically speaking, the respondents' selections are better represented in table 7 below.

Answer	Frequency	Percentage
A	25	25%
B	11	11%
C	20	20%
D	40	40%
e (other)	4	4%

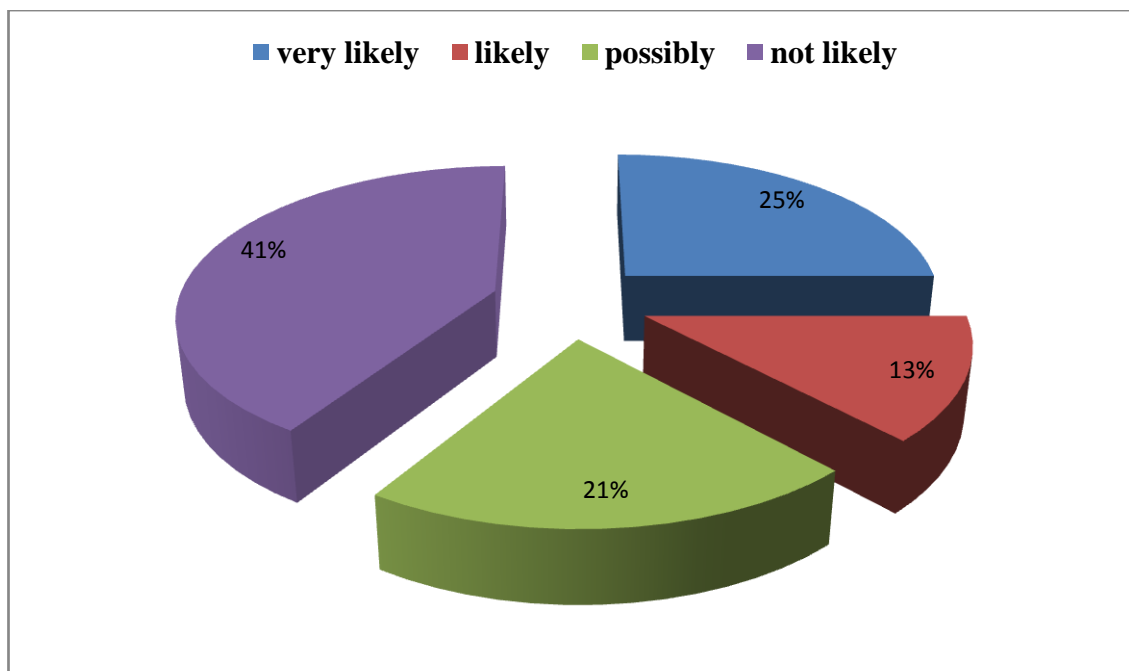
Table 3.07: Distribution of Informants' Responses in Case Seven

And now for the consideration of the native speakers' decisions about the provided choices, the option (a) 'Why haven't you joined the line? I thought no one would do it' was taken as the standard reaction to express a complaint (N=1), then the utterance 'I will get the ticket for you' was considered as a second choice the participants would tick (N=2). Whilst, the proposition (c) 'Why are you so hasty to get your ticket?' did not seem to be greatly adopted while complaining (N=3), and the last answer natives would choose is the

option (d) ‘Hey! Can’t you see? There is a line here!’ (N=4). Controversially, four participants provided their answers as the following:

- Excuse me mate! But I believe that there is a line here.
- You! There is a line and people are standing along. Respect that dude.
- Sorry! You can wait your turn. Please join the line.
- Hey! What do you think you are doing? Stick to the line.

Among these answers, two of them were rated as ‘likely’, one as ‘possibly’, and one as ‘not likely’. To have a transparent image on the students’ performance in expressing their disapproval in this case, the below graph illustrates the findings.



Graph 3.07: Students’ Performance in Case Seven

Giving account for the above statistical representation of the students’ performance, the possible conclusion that can be drawn is that the respondents naturally founded their reaction upon their societal and ethical backgrounds while expressing a complaint to a complaineer whom they actually do not know. To clarify matters further, it can notably be estimated that the students’ (most of them) used of the option (d) ‘Hey! Can’t you see? There is a line here!’ reveals not only their negative attitudes towards the complaineer, but also their directness to show a reproach with some sort of annoyance that also implies a straightforward blame. That is, the respondents relied on the exclamation ‘Hey’ to attract the complaineer’s attention which entails the avoidance of any aspect of indirectness. Then, the use of the utterance ‘Can’t you see?’ in a form of question which implies, again, a

direct accusation with a face threatening act realization. After that, the students made use of the ordinary complaining statement ‘There is a line here!’ which could have been used as a single move to stand for an expressive utterance to perform a socially accepted complaint. However, with regard to the native speakers, the utterance ‘Why haven’t you joined the line? I thought no one would do it’ was most adapted to perform a complaining act in the given situation. This of course does not forcibly mean that the utterance, in its perceptual content, underlies no aspect of a reproach or a negative predisposition; however, it indirectly and much more softly conveys the message of a complaining mind with paying much consideration to its effect on the complaine. In brief, the participants did not convey their act following the English routines that comprise the use of language. Thus, the informants were to a greater degree different from the native speakers in their performance of the complaint speech act. Hence, this dissimilarity in the interactional routines would seriously have a negative impact on the process of communication.

8.2.8 Case Eight

This proposed setting is also a motive to elicit a complaint. The situation was presented as ‘It is getting late while your flatmate is still listening to music, but you want to sleep as soon as possible’ and the respondents were supposed to select among the following options:

- a. Can’t you see? I m trying to sleep!
- b. Will it be a disappointment if the music is off?!
- c. You would better stop that awful noise.
- d. Could you please stop the music, I m tired, I need to sleep and weak up earlier!
- e. Other

To illustrate the obtained results, the below table identifies the students’ selections.

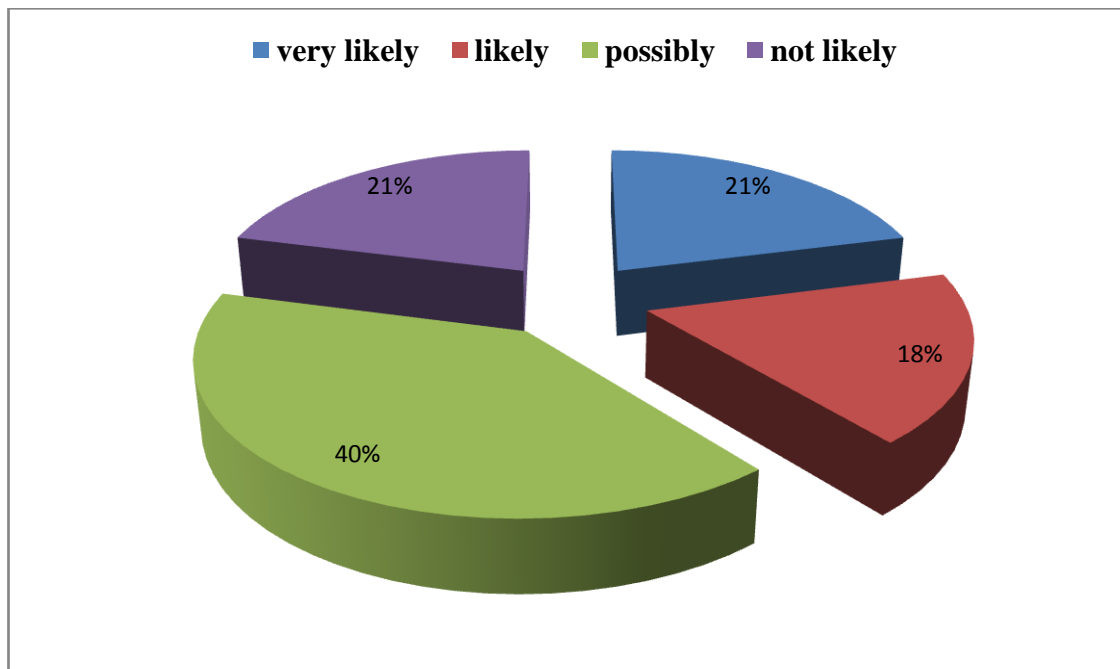
Answer	Frequency	Percentage
A	39	39%
B	20	20%
C	21	21%
D	17	17%
e (other)	3	3%

Table 3.08: Distribution of Informants’ Responses in Case Eight

In parallel, the native speakers provided the possible classification as the following: the option (b) ‘Will it be a disappointment if the music is off?!’ was put in the first place as the most frequent verbal behavior the British people would select to complaint a friend (N= 1). Whereas, the choice (d) ‘could you please stop the music, I m tired, I need to sleep and weak up earlier!’ was put in the second place (N= 2) to be used as an indication of a complaint, the option (a) ‘Can’t you see? I m trying to sleep!’ was classified as the third choice natives may take (N=3) and the proposition (c) ‘You would better stop that awful noise.’ seemed to be the last and inappropriate answer (N=4) might be selected by the British speakers. In the same line, three of the representatives did write their own answers that can be shown as below:

- Mate, I really need some rest.
- Oh! Now! The music?!
- Do you think that I enjoy the music while trying to sleep?

As to these answers, only one response was rated as ‘very likely’ and, as similar, another one as ‘likely’ as well as the last one was given the rate ‘possibly’. Ultimately, the figure below depicts a clear image of the respondent’s performance.



Graph 3.08: Students’ Performance in Case Eight

In an attempt to draw a relevant conclusion, it can be detected that the option ‘a’ which supposes the answer ‘Can’t you see? I m trying to sleep!’ was most selected by the participant to the extent of 40% in expressing the attitude of annoyance that reflects a

complaint. However, in comparison with the native participants' selection, the answer 'Will it be a disappointment if the music is off?!' was most maintained as a useful reaction to handle the given scenario. In view of that, on the one hand, the native respondents selected the response 'Will it be a disappointment if the music is off?!' which comes in the form of a question and which has the characteristic of a permission taking to turn off or turn down the music, but at the same time the utterance conveys the hidden feelings of the speaker. That is, even the degree of intimacy is very high, the power rate is unknown, and the social familiarity is to a greater degree elevated; nonetheless, the British speakers managed to select the answer which is seemingly more apparent to highlight some sort of indirectness, indifference, and softness with the anticipation to be fully recognized and acknowledged by the complaine. Whilst, on the other hand, the students considered the reply 'Can't you see? I m trying to sleep!' as the highly adopted and expressive move the speakers make use of in such a scenario. Accordingly, it is fairly noticeable that the respondents considered the social parameters (no social distance and no imposition) to select the verbal behavior. Nevertheless, the statistics of the previous scenario revealed that the students selected nearly the same option with the current situation whereby their (the vast majority) answer was 'Hey! Can't you see? There is a line here!' Thus far, the students, in both cases with different social boundaries, selected the same formula to evoke their attitude towards the complaine. In this respect, the utterance 'Can't you see? I m trying to sleep!' still entails a direct reproach which ends up with a plain accusation and blame which is no longer an effective response with regard to the natives. In short, the overall performance of the students in this case is rated only as 'possibly' which is the sign of facing troubles of production and interpretation in communication while performing a complaint speech act.

8.2.9 Case Nine

In an attempt to drive both native speakers and the students in this research sample to perform a speech act of compliment, the present situation was purposely designed and given the description as 'You noticed that one of your friends is wearing a watch that you like. You would say... ' and the participants were provided with these choices:

- a. Your watch is really nice and I admired it.
- b. Nice watch, nice watch!
- c. I think I like your watch.
- d. That is a nice looking watch, from where did you get it?

e. Other

Numerically speaking, the below table displays the results of the students' selections to take a complimentary move.

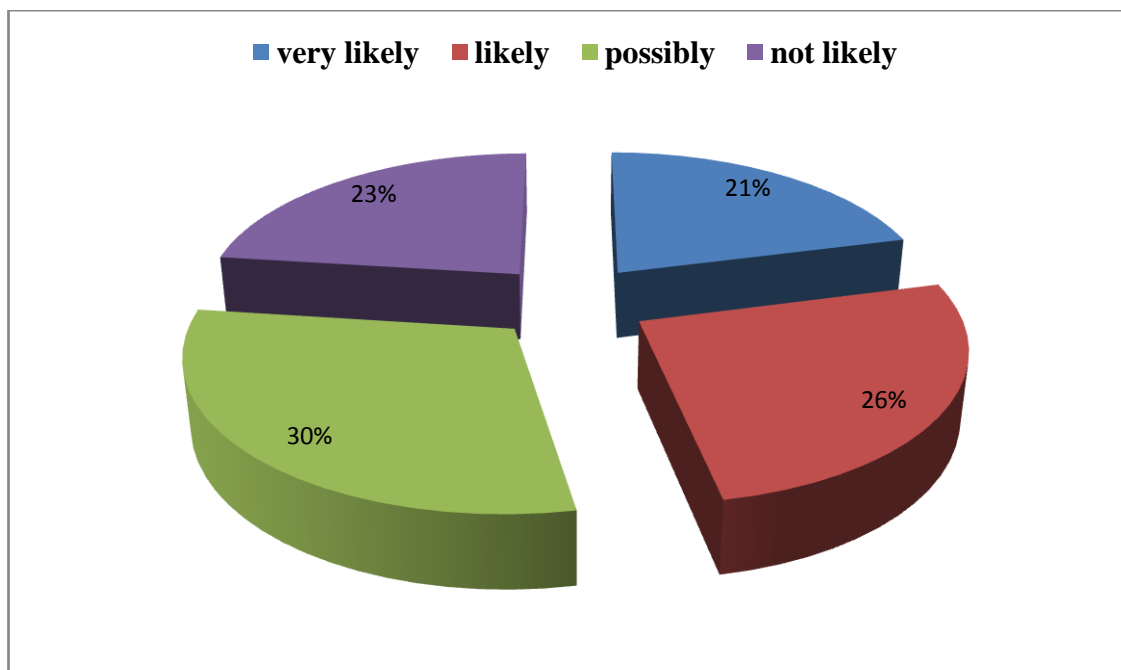
Answer	Frequency	Percentage
A	30	30%
B	23	23%
C	20	20%
D	26	26%
e (other)	1	1%

Table 3.09: Distribution of Informants' Responses in Case Nine

Whereas, the native participants did select the option (c) 'I think I like your watch' to be the most useful expression in such a case (N= 1). Besides, the answer (d) 'That is a nice looking watch, from where did you get it?' was classified as an acceptable response with regard to the same context (N= 2), and the option (a) 'Your watch is really nice and I admired it' was given the number three (N=3) as a next possible choice. Too, the utterance 'Nice watch, nice watch!' which is option (b) was the last choice for natives to make a compliment. For the same question, only one of the students provided this answer:

- I must say, your watch is very nice.

In this respect, the provided answer was rated as 'very likely'. Thus, the whole performance of the students in this case can better be illustrated in the below graph.



Graph 3.09: Students' Performance in Case Nine

The conception of the existing scenario was based on the belief that the speech act of comment is at a very valuable and sensitive position since it is essentially perceived as a positive linguistic action that endows the creation of social rapport among communicators. However, any misuse of the compliment social or linguistic patterns will forcibly result with several aspects of miscommunication. With regard to the above numerical correspondence of the present case, the native respondents seemed to adopt the option (c) ‘I think I like your watch’ to better launch a complimentary move wherein the addressee is a friend. In this line, the use of such formula is of course deliberately maintained to reinforce the listener’s grasping that the utterance is used to reasonably transmit a fitting compliment that entails a positive attitude, a good will, and a sincere approbation without any kind of intensifying the meaning to not lose the factual intention of the speaker. If truth be told, despite the fact that the addressee is a friend, these characteristics would finally serve the full reception of the move and the smooth establishment of positive relationships. In the same scenario, the students’ choice fell on the options (d) ‘That is a nice looking watch, from where did you get it?’ which was rated as ‘likely’ and (a) ‘Your watch is really nice and I admired it’ which was given the rate ‘possibly’. Suffice it to say, the students understanding of the social factors (low rate of imposition and higher degree of familiarity) was the foremost motive towards such linguistic use. However, with regard to the possible conveyed intentions through these two options (d and a), both of the utterances include exaggerated admiration which serves the

entailment of the desire of possession. That is, since the students selected the intensified formulas to realize a mere compliment, the receiver could infer that he/she is indirectly being requested to give his/her watch as a reaction to an overstated compliment. In a word, the selections made by the respondents were mostly seen as ‘likely’ and ‘possibly’ answers and this fact would possibly strengthen the occurrence of certain aspects of misunderstandings that lead to the break of relationships among speakers.

8.2.10 Case Ten

In the same vein, this case was elaborated to get the DCT takers supply a complimentary move, but the compliment receiver in this situation was someone the respondents do not know. Hence, the case was illustrated through the following description: ‘For the first time you meet your friend’s brother and you like his shirt. You would say...’ and the participants were offered the below options:

- a. Your shirt makes you a gentleman.
- b. It’s my preferable shirt design.
- c. I really like your shirt.
- d. Isn’t your shirt beautiful?
- e. Other

Then, the data were gathered to present the students’ choices as displayed in the below table.

Answer	Frequency	Percentage
A	27	27%
B	27	27%
C	31	31%
D	13	13%
e (other)	2	2%

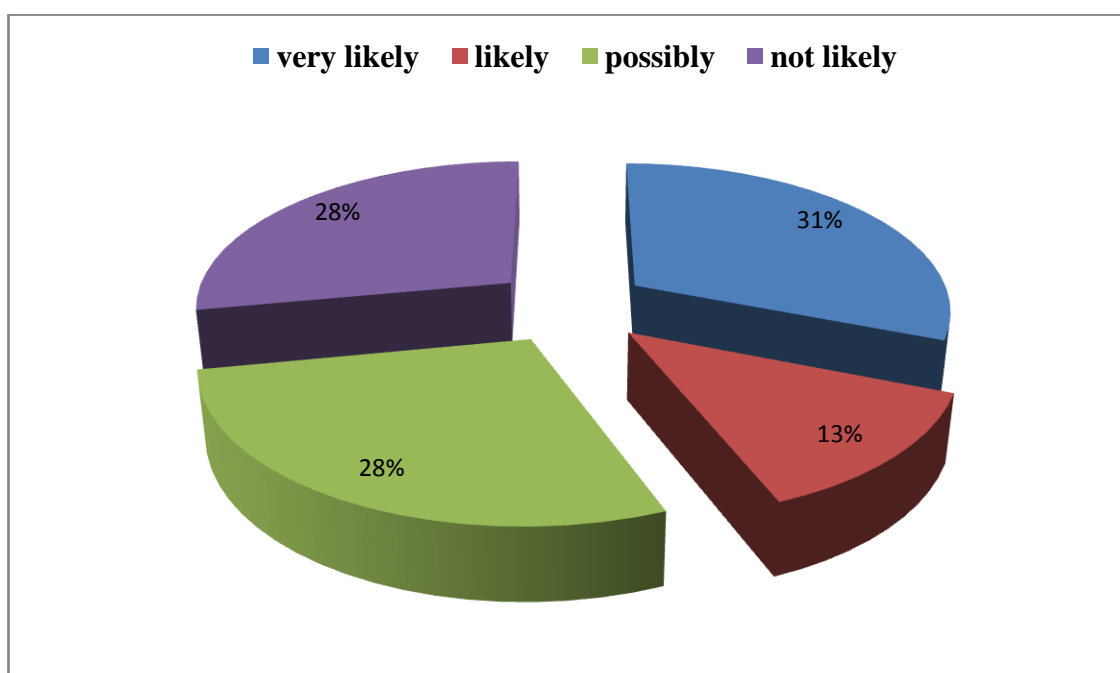
Table 3.10: Distribution of Informants’ Responses in Case Tine

In association with these statistics, the native participants provided the following classification of the given options: as to the most appropriate utterance (N=1), option (c) ‘I really like your shirt’ was selected to perform the supposed speech act. In the next position, the option (d) ‘Isn’t your shirt beautiful?’ was selected as the second choice (N=2) to be used in the given situation. However, the statement ‘It’s my preferable shirt design’, option

(b) came in the following grade (N=3), and for the inferior status (N=4), the response (a) ‘Your shirt makes you a gentleman’ was mentioned. While on the same subject, two students of the whole sample gave their answers as follows:

- Excuse me, but I admire your shirt and I wonder how can I get one?
- You look awesome, especially with your shirt’s color, I like it.

For the rating of these answers provided by the students, one of them was rated as ‘possibly’ and the other one as ‘not likely’. To give a transparent picture of the overall students’ performance in this case, graph 10 figures out the results.



Graph 3.10: Students’ Performance in Case Ten

In the same scope of language use with the preceding scenario, this situation was designed to examine the realization of a compliment speech act, this scenario comprised a different set of circumstances which underline a relative social distance between the speakers and a low level of power in the proposed encounter. Hence, both the native speakers and the students picked out the option (c) which identifies the utterance ‘I really like your shirt’ to be the standardized form used to compliment an unfamiliar gentleman. In this respect, the utterance was most adopted because the respondents considered the interactional atmosphere as a context of formality and seriousness and they paid attention to the possible interpretations the interlocutor might draw. In specific, the answer signified a clear complimentary move with a positive attitude and a non-threatening act although it was intensified through the adverb ‘really’, but it was a non attitudinal one that reflects no

hidden predisposition. Conversely, it can be noticed that the students' next choice was the option (b) which provided the utterance 'It's my preferable shirt design' which was rated as 'possibly'. This last, can be taken as an analytical point to compare the students' selection in the previous setting. That is, a considerable portion of the sample (28%) still misuse the significant patterns of a compliment speech act whereby they made use of the statement 'It's my preferable shirt design' which seems to express again the desire to possess the object being complimented for. To be brief, the respondents provided a comprehensible and appropriate language use which empowers the success of cross-cultural communication and relationship in the situation of eliciting a speech act of compliment.

8.2.11 Case Eleven

The scenario between hands is a reflection to another social and interactional setting which directs the respondents to arouse an introduction in a formal context. Thus, the case was given as the following: 'Your friend invited you to his/ her party at home. When you went there, you discovered that you don't know any of the guests. There was no one to introduce you. How would you address a person present in the party?' and the participants were given these options:

- a. Hi. You look awesome! My name is X and I don't know anyone here so...
- b. I don't think we have met, have we? My name is
- c. Hi buddy. What's your name? I think you are Bill, aren't you?
- d. By the way do I know you?
- e. Other

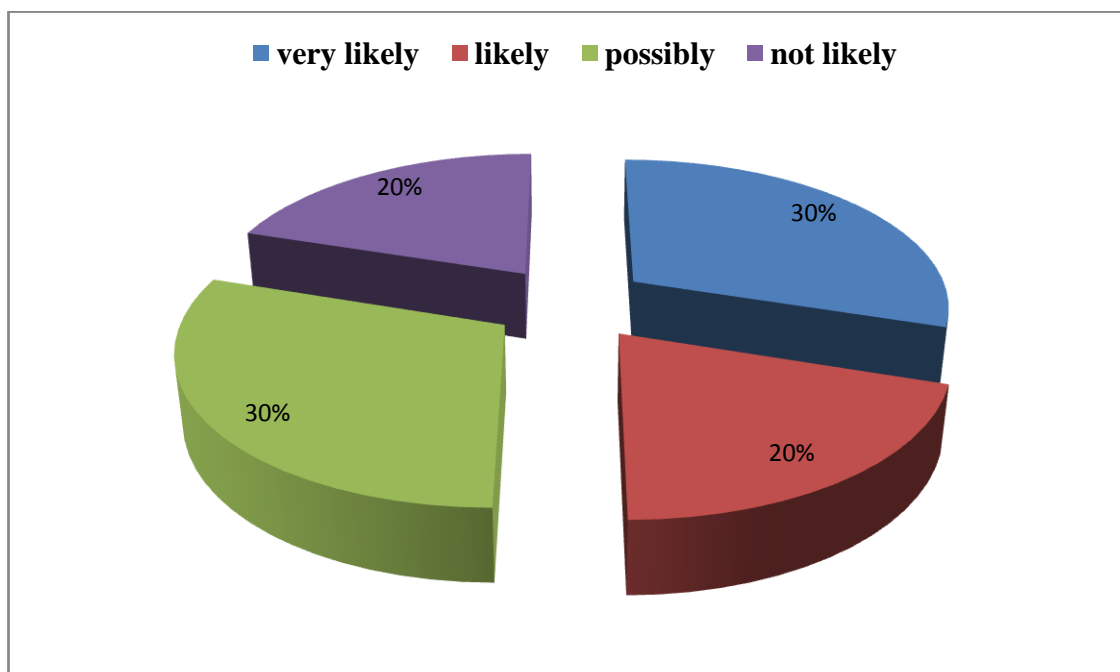
On the light of the offered presuppositions, the below table explicates the subjects' selection of the answers.

Answer	Frequency	Percentage
A	30	30%
B	30	30%
C	20	20%
D	20	20%
e (other)	0	0%

Table 3.11: Distribution of Informants' Responses in Case Eleven

As to the native respondents, the option (b) ‘I don’t think we have met, have we? My name is’ was most selected (N=1) as the best choice to make an introduction in the context where no familiarity existed. In addition, the proposition (d) ‘By the way do I know you?’ was considered as another possibility (N=2) the respondents would use to perform the presumed action; however, the next use (N=3) was ascribed to the choice (a) ‘Hi. You look awesome! My name is X and I don’t know anyone here so...’ and the last (N=4) selection was the statement ‘Hi buddy. What’s your name? I think you are Bill, aren’t you?’ that corresponded to the option (c).

As to the current setting, none of the students seemed to provide his/her full answer to handle the given case and therefore the students’ performance is explicated through the below graph.



Graph 3.11: Students’ Performance in Case Eleven

Since the first impressions are extremely significant attributes in any cross-cultural encounter and especially in the British society, the case between hands was designed to investigate the manners both natives and EFL learners adopt to perform introductions that normally support the creation of the reciprocal esteem and the good will.. In specific, since the situation entailed no familiarity, no closeness, and no relative power between the speakers, the native participants tactfully selected the answer ‘I don’t think we have met, have we? My name is ...’ at the highest position of appropriateness in the given context because; in fact, the linguistic structure was in a form of a tag question which indicates

politeness and emphasis altogether with providing much room for the interlocutor's freedom. Simultaneously, the tag question was followed by a brief identification 'My name is ...' which serves a usual and soft self-presentation. While for the students, their choice revealed approximately two options whereby one was the same selection of the natives (30%) and the other one was the utterance 'Hi. You look awesome! My name is X and I don't know anyone here so...' which marked the degree of (30%) of as well. In this sense, the respondents started their introduction with a greeting followed by a compliment 'Hi, you look awesome!' which, at the very beginning, entails a hypothesized familiarity and a face-threatening act since the familiarity is undue and the compliment is risky and may not be fitting to the situation as the hearer may misapprehend the intention. Afterward, they made use of a bit longer identification 'My name is X and I don't know anyone here so...' which implies a direct presupposition of an interactional logicity that may result with the absurdity of speech. At the same time, (40%) of the sample selected the answers 'By the way do I know you?' and 'Hi buddy. What's your name? I think you are Bill, aren't you?' that were rated as 'possibly' and 'not likely'. When all's said and done, the students' performance was to an extent pertinent (30%) but at the same time it was a possibility on hands to experience certain communication problems that would result with conversation breakdowns.

8.2.12 Case Twelve

Greeting is a frequent occurring speech act and for such reason, the respondents were provided with this elucidation 'As you are leaving your apartment in the morning, you see your neighbor, but you do not have time to stop for chatting with him/her. What is your best choice to greet him/her?' to help them select the best strategy among the following responses:

- a. Hello!
- b. Hi there! What is going on! Did you sleep well?
- c. Mornin' man what's up?
- d. Hello. How do you do? I'm in a hurry; would it be okay if we talk later on?
- e. Other

As it stands, the results were obtained and inhere they are statistically represented in the below table.

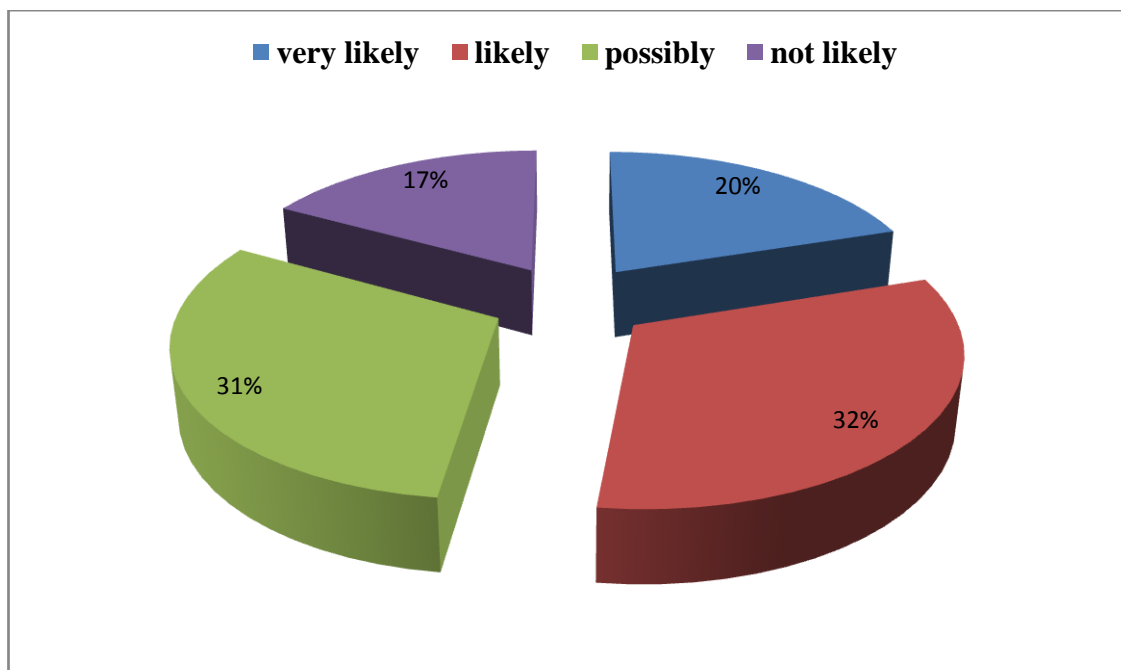
Answer	Frequency	Percentage
A	31	31%
B	17	17%
C	20	20%
D	30	30%
e (other)	2	2%

Table 3.12: Distribution of Informants' Responses in Case Twelve

While a close look at the native respondents' answers unveiled that the option (c) 'Mornin' man what's up?' was depicted as the first and most convenient (N=1) expression to be adopted in the given case. In addition, the phrase 'Hello!'(a) was selected in the following rank (N=2) to perform the meant speech act, and the choice (d) 'Hello. How do you do? I'm in a hurry; would it be okay if we talk later on?' was given the third position (N=3) as a reaction to the proposed scenario; however, the option (b) 'Hi there! What is going on! Did you sleep well?' was seen as the last probability (N=4) that might fulfill the required linguistic action. In the same element, two students of this research sample provided their full answers that are cited as the following:

- My neighbor! I wish you are doing well aren't you?
- Hello! I want to chat with you for a while, but I don't have time so we talk again later. Goodbye!

In this sense, one of the two answers was rated as 'possibly' and the other one was given the rate 'likely'. Therefore, to depict a clear image of the students' performance, the graph below better clarifies the results.



Graph 3.12: Students' Performance in Case Twelve

Greetings are undoubtedly the most recurrent speech acts people perform in almost all the situations of language use. While on the same subject, cross-cultural communication requires the L2 speakers to shrewdly form their greeting representatives that correspond to the context. As it stands, the current case underlined no aspects of imposition and no standards of social distance, but it entailed a serious circumstance since the speaker was supposed to be in a hurry while leaving earlier. In this respect, the English participants regarded the utterance 'Mornin' man what's up?' as the convenient expression to greet a neighbor and to not stop for chatting as well. In actual fact, the contracted form was used as an indication of informality and a sign of no time availability for discussing details and exchanging longer moves; however, at the same time, the expression seemed to convey a solid and socially acceptable salutation that marks a noticeable sort of estimation and regard. While at the same time, the present situation witnessed a variable degree of likelihood when the students gave back their replies. That is, the responses were delivered as follows: (31%) answered as 'Hello!', (30%) selected the utterance 'Hello. How do you do? I'm in a hurry; would it be okay if we talk later on?' and only (23%) made the same choice with natives. In view of the results, it can be argued that the respondents selected the choice 'Hello!' to express their state of being 'in a hurry' because they possibly inferred that a single word would be the most appropriate form in such a situation, but they paid no attention to its power and formality that require an immediate exchange of talk.

Moreover, the use of the utterance ‘Hello. How do you do? I’m in a hurry; would it be okay if we talk later on?’ was; rather, an hint of formality and speech obligation since it ended with asking for permission ‘would it be okay if we talk later on?’. As to the possible conclusion, it might be stated that the students did show an irregular performance of the greeting speech act given in this case and this might not be a direct reason of miscommunication occurrence, but it can possibly be a factor that negatively influence the plausibility and control of any encounter.

8.2.13 Case Thirteen

For this scenario, the expected behavior was to get the subjects elicit a suggestion in the following context: ‘You are working as a secretary, someone calls you and he wants to talk to your boss, but the boss is absent and then you think that the caller might want to leave a message.’ In this respect, the DCT takers were provided with these utterances:

- a. The boss will receive your message if you want to leave one!
- b. What about leaving a message?
- c. It is possible to leave a message and I will convey it to my boss.
- d. Tell me please, what do you want to tell the boss?
- e. Other

After collecting the data so, the calculation revealed the following statistics that can be displayed in table 13 below.

Answer	Frequency	Percentage
A	18	18%
B	20	20%
C	30	30%
D	29	29%
e (other)	3	3%

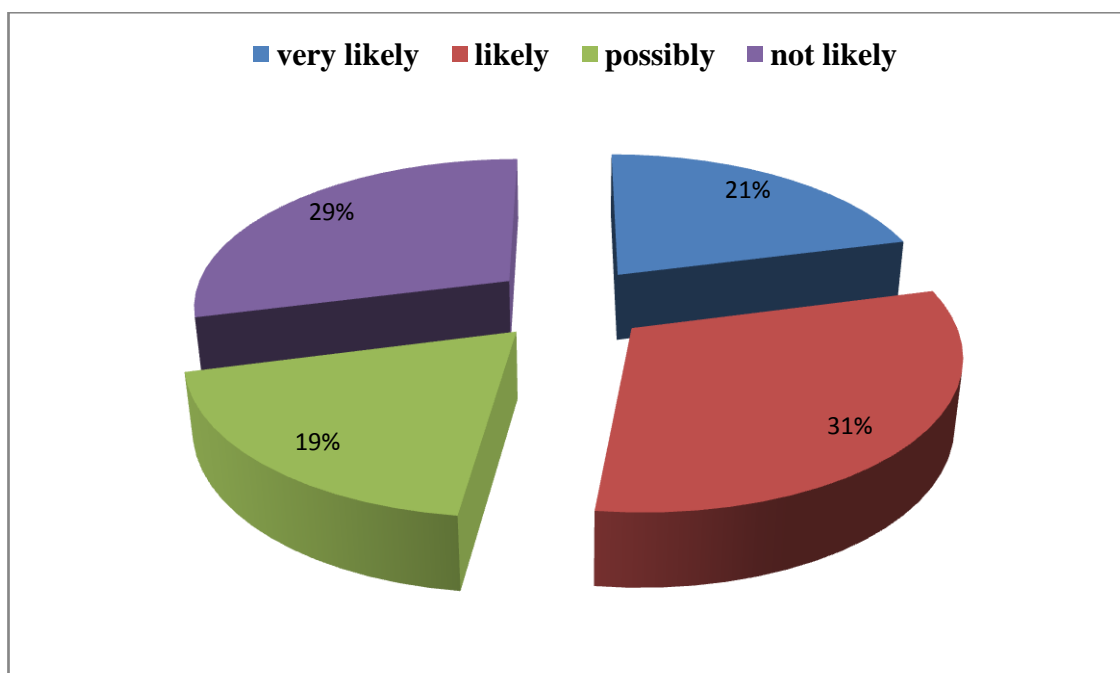
Table 3.13: Distribution of Informants’ Responses in Case Thirteen

On the same subject, the native respondents yielded the options’ ranking as follows: in the first place (N=1), the option (b) ‘What about leaving a message?’ was selected to reflect the most appropriate formula which performs a suggestion in this context. In the second position (N=2), the utterance ‘The boss will receive your message if you want to

leave one!’(a) was pointed out. However, in the next rank (N=3), the utterance ‘It is possible to leave a message and I will convey it to my boss.’ (c) was selected, and at last (N=4), the option (d) ‘Tell me please, what do you want to tell the boss?’ was mentioned. Whilst, in parallel three students of the sample wrote down their answers as the following:

- The boss is currently absent. Would you like to leave a message?
- Leave a message please.
- I’m sorry! The boss isn’t here; do you want live a message?

In the analysis of these three answers, only one utterance was rated as ‘very likely’ and one as ‘likely’ as well as the remaining one as ‘possibly’. Accordingly, the below graph better elucidates the obtained statistics and performance.



Graph 3.13: Students’ Performance in Case Thirteen

In choosing the speech act of suggestion as a changeable construct in cross-cultural interaction, the present investigation was basically founded on the belief that suggestions are the natural misleading linguistic units since the possibility of their misinterpretation is always on hands. As a basic result, on the one hand, the native respondents elicited the speech ac of suggestion through the use of the utterance ‘What about leaving a message?’ which they gave the first rank as the most appropriate pragma-linguistic form to be used in the given case. Indeed, the question form ‘What about leaving a message?’ entails that the

speaker seemed to think that it might be a good thing but never an obligation if the addressee would leave a message for the boss and, at the same time, the speaker wanted the addressee to think about it. In simple words, all these aspects of the utterance imply elements of indirectness which server politeness, sympathy, and freedom since the scenario already presupposed a high level of social distance, a formal status, and no relative power. On the other hand, the social parameters were clarified in the situation and the option, rated as 'likely' identified as 'It is possible to leave a message and I will convey it to my boss', was most selected (30%) by the students to perform a suggesting function. nonetheless, this proposition is grammatically described as a declarative and informative statement that entails a direct affirmation and an indifferent attitude with no signs of helpful offerings or orientations. In addition, the respondents (29%) made use of the formula 'Tell me please, what do you want to tell the boss?' which was given the rate 'not likely' since it is an indication of an excessive curiosity that overlooks the addressee's psychological and attitudinal state. In few words, the majority of the students did show a weak competence in performing the speech act of suggestion in the proposed context and this fact may be a causal motive for raising interactional troubles.

8.2.14 Case Fourteen

With regard to the current description: 'You are in a restaurant with a friend and you think that he/she should eat a meal that you like', the DCT takers were directed to exhibit a suggestion of food to a close interlocutor. As doing so, the subjects were given the following choices:

- a. Try this, it is really good.
- b. Well, I think you should eat this.
- c. Did you try this? It is delicious.
- d. How about trying this meal?
- e. Other

Statistically speaking, the below table displays the respondents' selections of the provided options.

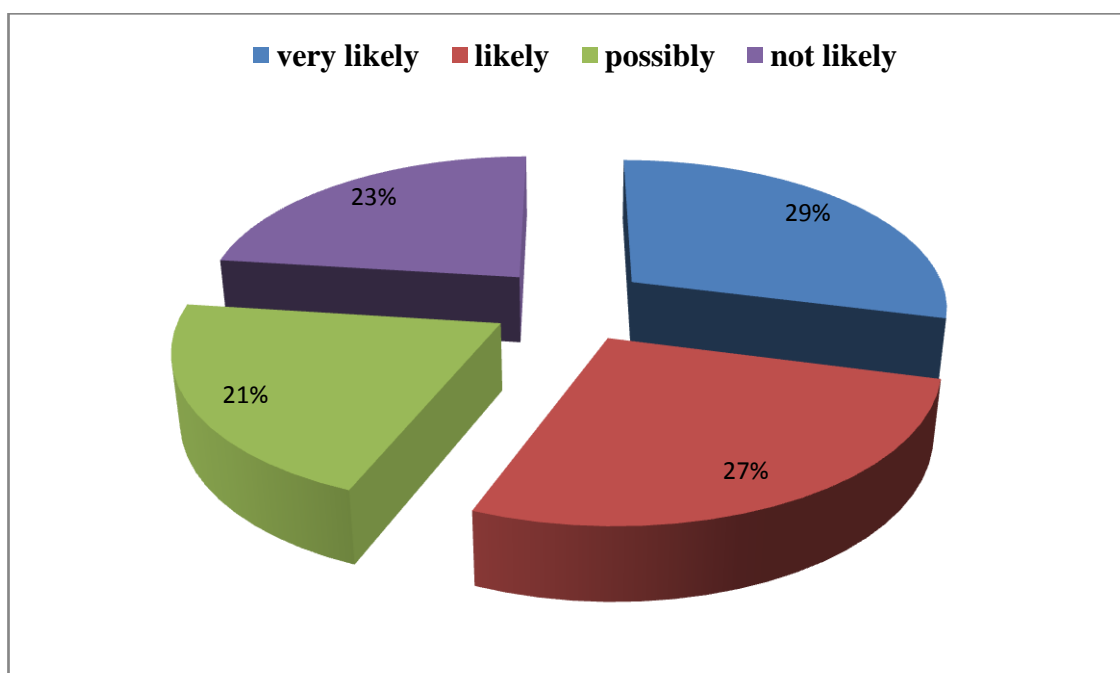
Answer	Frequency	Percentage
A	23	23%
B	20	20%
C	27	27%
D	29	29%
e (other)	1	1%

Table 3.14: Distribution of Informants' Responses in Case Fourteen

In the considerations of the native participants, the selection started with the option (d) 'How about trying this meal?' as the most functional expression in such a case (N= 1). What is more, the answer (c) 'Did you try this? It is delicious.' was assorted as an acceptable response with regard to the same setting (N= 2), and the option (b) 'Well, I think you should eat this' was put in the third class (N=3) as a next possible choice. Too, the utterance 'Try this, it is really good' which is option (a) was seen as the last alternative for natives to compose a suggestion. Besides, only a student provided this answer.

- The last time when I came here, I enjoyed eating this plate, so you should try it.

In the current scenario, the above answer provided by one of the students was rated as 'possibly' and the general performance of the whole sample is presented in the below graph.



Graph 3.14: Students' Performance in Case Fourteen

In a further attempt to drive the respondents to elicit another suggestion which is in essence a directive speech act, this scenario was distinctively designed to highlight another situation characterized by fairly different social conditions that comprise the linguistic behavior. In details, the subjects were asked to perform a suggestion with regard to a considerable degree of intimacy, a low level of formality, and a reduced extent of imposition. In this issue, the native participants seemed to stick to the same strategy adopted in the previous case though the social factors are changed. That is, the English subjects made use of the utterance ‘How about trying this meal?’ which is seemingly an identical addressing manner with the prior performance ‘What about leaving a message?’ In this vein, the possible presumption to draw is that the British respondents are very indirect in their talking style by implying their intentions rather than reflecting exactly what they mean through their linguistic manifestations. Hence, being indirect in such a situation equals being polite, comprehensive, attentive, and respectful for to the social constraints that guarantee the success of communication. However, in the same element, the students’ answers did show a variable performance that can be described as acceptable since only (29%) of the sample made use of the most appropriate proposition and (27%) made use of the utterance ‘Did you try this? It is delicious.’ which was rated as ‘likely’ because it is grammatically adaptable to the situation (a question) and instantly followed by a comment that indirectly invites the addressee to the take the action of eating a meal without underlining any obligation or necessity to do the act. In brief, the respondents’ performance was to an extent successful and useful in the proposed scenario; so that, the communicative event is more likely to easily take place and perform the required functions as the students are given the above case.

8.2.15 Case Fifteen

In the present situation, the encounter requires the subjects to make an offer to a distant guest. In view of this, the following explanation was provided: ‘During having dinner with a British guest you think that he/she might want more foods.’ In this sense, the respondents were given these choices:

- a. Please eat more food, we have plenty.
- b. Would you like more food?
- c. Please don’t say NO! You should eat more.
- d. Don’t be ashamed to ask for more food please.
- e. Other

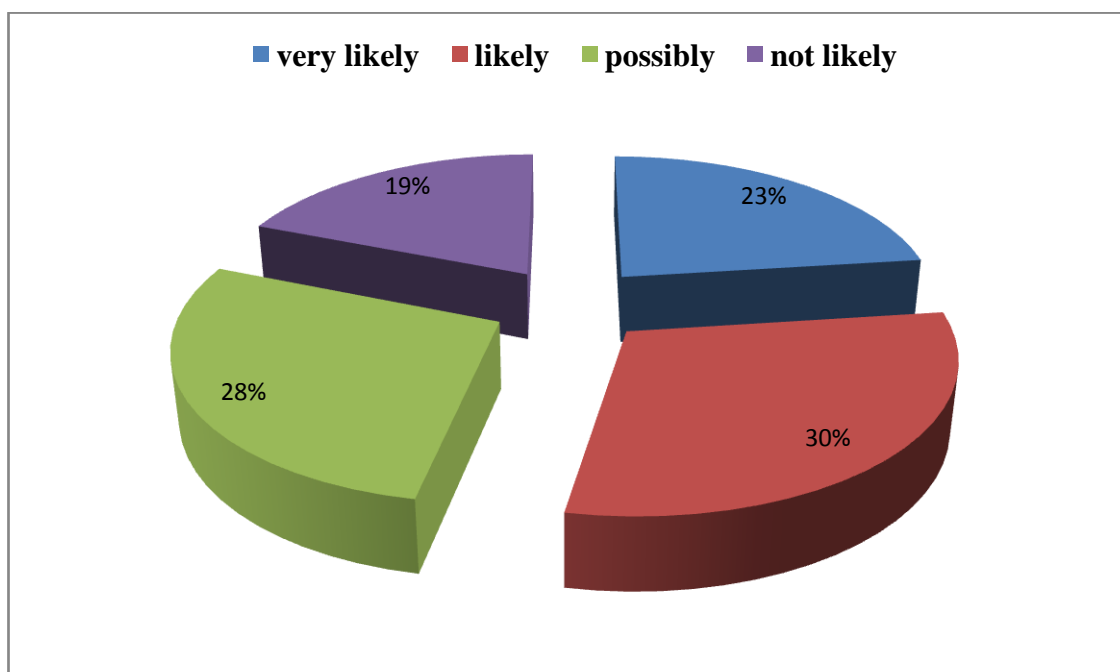
In the language of statistics, the respondents' selections are better represented in table 15 below.

Answer	Frequency	Percentage
A	19	19%
B	23	23%
C	28	28%
D	30	35%
e (other)	0	0%

Table 3.15: Distribution of Informants' Responses in Case Fifteen

In correlation with these numbers, the native participants provided the following classification for the given options: as to the most appropriate utterance (N=1), option (b) 'Would you like more food?' was selected to better make an offer in the proposed situation. In the next position, the option (d) 'Don't be ashamed to ask for more food please.' was selected as the second choice (N=2) to be used as an alternative proposition. However, the statements 'Please don't say NO! You should eat more', option (c) came in the following grade (N=3), and for the inferior status (N=4), the response (a) 'Please eat more food, we have plenty.' was mentioned.

Accordingly, the below graph identifies the overall performance of this case.



Graph 3.15: Students' Performance in Case Fifteen

An offer is one of the most common units people utilize in everyday interaction for the aim of recommending a cooperation to be either accepted or rejected. In this respect, this type of speech act is regarded as an exclusive attempt to establish interpersonal relationships since it implies beneficial effects for the offeree. Accordingly, the respondents were asked to express a suitable social behavior as a reaction to the given scenario. As it stands, the native participants employed the utterance ‘Would you like more food?’ to elicit an offer wherein the social constraints of use presuppose no relative power, an unidentified degree of closeness, and an unfixing degree of formality to be observed between the speakers. Thus, the adopted answer by the natives would certainly imply an expression of the speaker’s willingness or intention to do something for the addressee as it entails freedom for the offeree to react by showing an acceptance or a rejection of the proposition. In specific, such linguistic employment is a sign of the speaker’s desire to establish a friendly atmosphere as well as to display a cooperative attitude that supports the preservation of a social rapport. In contrast, a close look at the students’ performance unveiled that the utterance ‘Don’t be ashamed to ask for more food please’ was most used (30%) and was given the rate ‘likely’. For the most part, the effect of the students’ utterance on the offeree would possibly involve the assumption that being ashamed is factually ascribed to asking for more food and this realization is seemingly an aspect of a cultural transfer of the adopted manners in everyday interaction. As a consequence, such a misuse leads to a probable misinterpretation that may produce a rejection not only of the speech act, but also of the implicit interpersonal and behavioral attributes. Besides, the students seemed to notably (28%) make use of the utterance ‘Please don’t say NO! You should eat more’ which can be perceived as an entailment of imposition since it is already in a form of an explicit request and this may cause some perceptual problems of communication. Moreover, only (23%) of the students’ whole sample selected the option which was adopted by the native respondents. In few words, the students’ performance did not, to a greater degree, match the native speakers’ language use in performing an offer in the current scenario and thus, the students may experience serious troubles of communication.

8.2.16 Case Sixteen

With reference to this case, the scenario was stated as: ‘In a professional meeting you and other members of the company are discussing a project of a new supermarket. One of the participants suggests an idea and you would disagree’ and the given options were as the following:

- a. NO! The idea is that
- b. I disagree! The matter is....
- c. ...hum, I hear what you say, actually...in this case...well...
- d. Excuse me! As to this point, I would disagree because...
- e. Other

And now, the informants' responses are numerically displays in the below table.

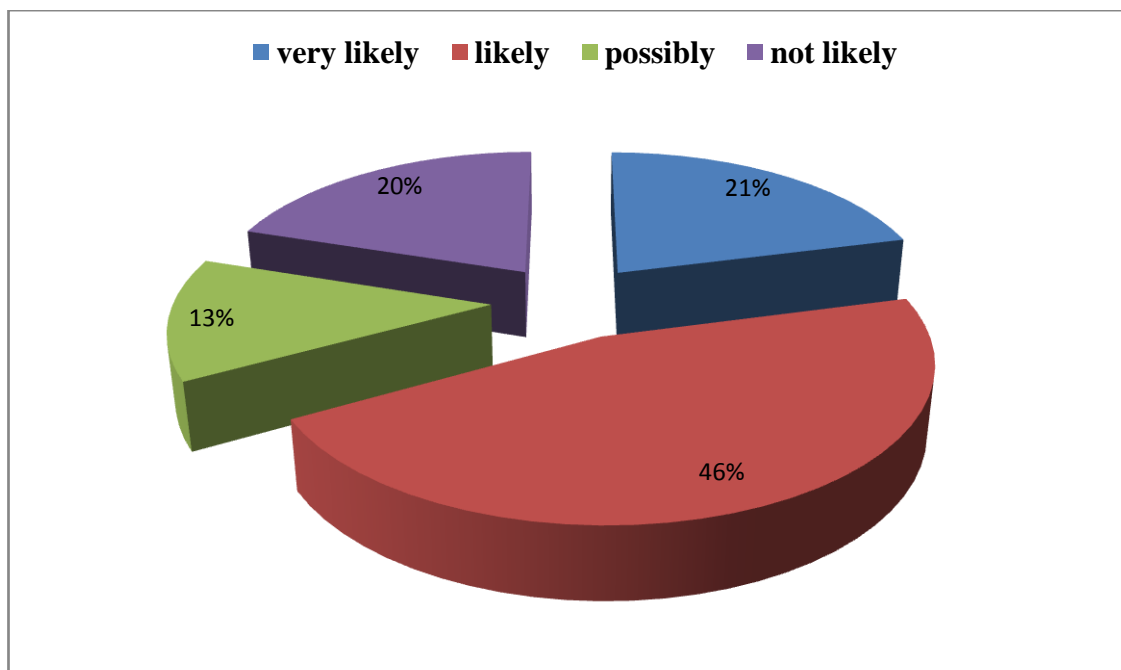
Answer	Frequency	Percentage
A	19	11%
B	12	12%
C	21	21%
D	45	45%
e (other)	3	3%

Table 3.16: Distribution of Informants' Responses in Case Sixteen

Since the native speakers took part in this research, their responses to the given situation were delivered as the following: option (c) '...hum, I hear what you say, actually...in this case...well...' was classified as the most useful expression (N=1) to be employed in the proposed case of disagreement. Then, the proposition (d) 'Excuse me! As to this point, I would disagree because...' was raked in the next position (N=2) as a less appropriate alternation; however, the third rank (N=3) was ascribed to the option (b) 'I disagree! The matter is....' and at last, the utterance 'NO! The idea is that' was considered as the undesirable linguistic behavior (N=4) to be utilized in such a situation. Besides, few students provided their own answers as specified below.

- With all the respect to what you have been saying, I honestly disagree
- To better achieve this project, I think we should not consider your idea because...
- With great respect, I have another point of view rather than yours.

On the light of the above answers, one of them was described as 'likely', another one as 'possibly', and the remaining response was given the rate 'not likely'. Hence, to describe the students' language use, the below graph represents a clear picture of the overall performance in this scenario.



Graph 3.16: Students' Performance in Case Sixteen

Along with the realization of agreement speech acts, disagreements are regarded as an everyday incident that people make use of to correct mistakes, take decisions, or even resolve troubles. However, when speakers lack the knowledge or misperceive the pragmatic routines of a contextualized disagreement, their speech act may not be fully received and may result with communication problems. In view of this, the research informants were supposed to perform a disagreement in a situation whereby the speakers are socially distant from each other, their statuses are equal (no imposition), and a considerable degree of formality is required. As it proceeds, the native informants' choice was attributable to the utterance '...hum, I hear what you say, actually...in this case...well...' as an ideal and fitting reaction to disagree someone's previously stated proposition with regard to the contextual variables of the event. In effect, such a linguistic demonstration reflects a polite move since it is an indirect indication of a disagreement which implicitly signals remarks of the speakers' mistake or inadequacy of his/her presumption. In addition, the utterance form involves pauses, mitigations, and a statement that expresses a weak agreement 'I hear what you say' whereby these features soften the disagreement effect and show preservation of the speakers' face since the speech situation is of a greater importance. Nonetheless, the utterance 'Excuse me! As to this point, I would disagree because...' was most used by the students (45%) as a response to perform a disagreement. In this respect, even the utterance begins with an excuse that functions as mitigation, but the remaining parts assign an explicit rejection of the speaker's proposition

and thus, it entails some sort of criticism and dispreference which can draw negative perceptions on the part of the listener. Next, only (21%) of the whole informants' number selected the answer rated as 'very likely' and this can possibly be ascribed to the lack of knowledge about the linguistic forms that reflect the pertinent pragmatic routines in this case. So that, the students seemed to show a poor performance that would greatly affect the establishment of a successful interaction.

9. Discussion of the Results

Above all, the analysis of the data gathered through the Discourse Completion Task would greatly help the researcher to, particularly, interpret the students' linguistic behaviors that mostly reflect the social manners of interaction maintained in the present hypothetical scenarios. Furthermore, the researcher would have the tendency to reach trustworthy outcomes and justifications through comparing and contrasting the responses yielded by the native informants with those of the EFL students. And, more importantly, along with the analysis of each of the proposed cases, the researcher would be able to depict a clear image of the overall students' socio-pragmatics competence employed together with certain pragma-linguistic features to elicit pragmatic reactions in a diversity of interactional contexts.

With reference to the already obtained and analyzed data, the informants seemed to adopt a variety of linguistic and societal strategies to handle the multiple contents in the proposed sixteen cases. To be exact, now it is noticeable that the students' replies marked variable degrees of appropriateness while performing the speech acts under investigation; namely, request, apology, refusal, complaint, compliment, introduction, greeting, suggesting, offer, and disagreement. In view of this, the students' efficient and successful speech act realizations were very limited and barely prominent because in the vast majority of the given scenarios the respondents' performance was rated only as 'possibly' or 'likely'. In a detailed way, only in three cases the majority of the students' answers were apparently similar and in parallel with the native participants' selections that were rated as 'very likely'; however, it is worth note that the percentages in these three cases were to a greater degree approximate and remarked a fairly insignificant variability. As a matter of example, in case two, the students' performance rated as 'very likely' was (38%) and their realization given the rate 'possibly' was (35%). Also, in case fourteen the respondents' performance rated as 'more likely' was (29%) and their 'likely' pragmatic reactions were (27%). Accordingly, the investigated speech acts in these three situations were, in specific,

a request and a compliment to be performed with distant person and a suggestion to be addressed to a person the respondents already know. Therefore, this fact can be taken as a starting point to assume that the routines and manners of interaction between the British participants and the students observed in these three contextualized speech acts (in case two, case ten, and case fourteen) are to a great extent identical and this explains the respondents' success in performing the aforementioned functional units.

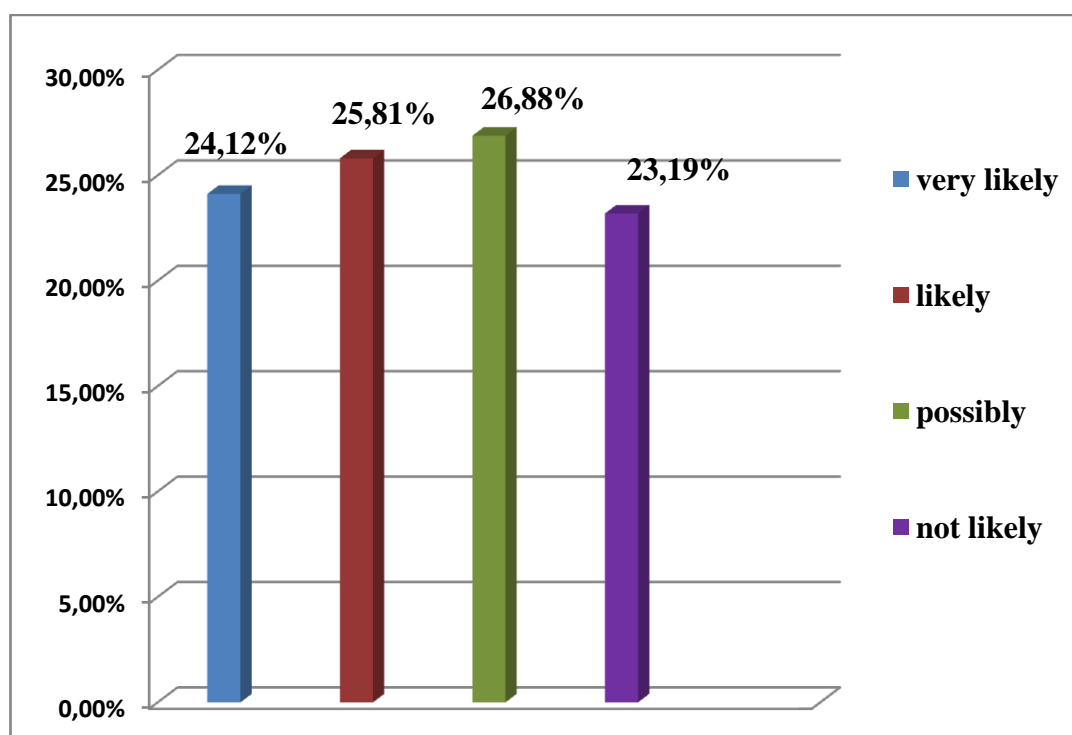
While on the same subject, the data analysis revealed that the native participants have been, to a wider extent, different from the majority of the EFL students in terms of selecting the right pragma-linguistic formula which assigns the appropriate socio-pragmatic sense or force (illocutionary act) in each of the proposed contexts of language use. In the language of statistics, the noticeable variability (68.75%) between both groups was remarked in twelve cases and in only one scenario (case eleven) the results were equivalent whereby (30%) of the students selected the same option adopted by the natives and another (30%) of the students mentioned another option which was rated as 'possibly'. Therefore, the possible conclusion is that the manners, routines, social perceptions, cultural conventions, and pragmatic standards of interaction between the participants are, dominantly, distinctive from each other. As well as, the students' knowledge about these elements of the foreign language is very limited and this fact would compulsorily impede and misguide the cross-cultural communicative acts between the two representatives.

In the same vein, it is evident that the students, distinctively in terms of percentages, made use of all the options in the whole number of the cases (the statistics pointed out no (0%) for any of the four propositions in each situation) and they paid a considerable attention to each of these choices which proves that the respondents are aware of a significant number of the pragma-linguistic patterns that are used to perform certain functions, but they seem to lack the adequate perception and the appropriate employment of these patterns to elicit a socially approved language use. In view of this, even the required social parameters of interaction were elucidated in every single scenario to help the students understand and depict the necessary pragma-linguistic formula, but their selections revealed a poor performance that would underlie a number of miscommunication problems.

Furthermore, if the students seem to commit several social errors while attempting to produce pertinently approved linguistic manifestations, it is more likely that they can, in return, fall in the trap of miscalculating the communicated meanings. That is, since the

informants do not, in most cases, select the most appropriate forms, this entails that they would misunderstand these forms, once are being addressed, and experience interpretative errors that eventually can harm the overall accomplishment of any cross-cultural communication.

And now for a statistical and comprehensive report of the respondents' total results, the below graph figures out the students' overall performance in the Discourse Completion Task through calculating the Mean of each of the rates (more likely, likely, possibly, and not likely) that describe the informants' performance all along the DCT.



Graph 3.17: Informants' Overall Performance in the Discourse Completion Task

With regard to the above statistical representation, it is clearly noticeable that the students' overall performance in the DCT is generally inconsistent and underlying a notable variability whereby none of the rates is extremely dominant and this would reasonably reflect the students' awareness of the proposed pragma-linguistic formulas, but it expresses also the students' uncertainty while trying to depict the most appropriate proposition in each of the given cases. To support this, in an attempt to link the respondents' personal information to their overall performance, it can be maintained that even most of the students (80%) have studied English for eleven years and they have dealt with almost all the subjects of grammar, writing skills, reading skills, listening skills, pragmatics, linguistics, phonetics, research methodology, ESP (English for Specific

Purposes), American/British cultures, civilizations, and literatures, and the majority of them (57%) considered themselves as fluent speakers of English; however, their performance while realizing the proposed pragmatic and communicative functions can be described as insufficient or poor since the effective and fitting cross-cultural communication requires the adequate socio-pragmatic knowledge of the foreign language.

In the same vein, despite the fact that (24, 12%) of the participants' overall performance is rated as 'Very likely', it is plausible to put forward the majority of the students are likely to experience communication problems when they happen to directly take part in natural situations of language use with the native speakers because their socio-pragmatic knowledge of the English language is very limited and barely satisfactory to achieve successful interaction. Moreover, the overall DCT's performance reveals that the students did face numerous difficulties, in selecting the most appropriate verbal behavior, in different social communicative contexts and this identifies that most of them tried to employ their own social rules of interaction to elicit communicative behaviors in situations where the socio-cultural manners of the English language would be more appropriate. Hence, it is worth note that because of the differences between the participants' routines and ways of realizing certain speech acts, the majority of students have unintentionally violated the socio-pragmatic norms of the English language use.

Concisely put, the majority of the students have not observed the English touchy socio-pragmatic conventions which are, in essence, culture-specific and which serve the manifestation of socially accepted communicative behaviors. Accordingly, many of the students have contributed to the occurrence of certain factual miscommunication problems; so that, they, in most cases, misapplied the pragma-linguistic structures and they relied on their native social interactional and pragmatic rules to perform apposite meanings. In fact, such miscalculations would result with serious aspects of productive and interpretative misunderstandings as well as pragmatic failures that forcibly lead to communication breakdowns. In view of this, the respondents could have been perceived as being impolite, ignorant, incomprehensive, or even unsocial though they did not intend to sound unusual in such situations, but they lacked the necessary socio-pragmatic knowledge of the English communicative routines.

Conclusion

Throughout this chapter, the research investigation has been endowed with a practical framework for the purpose of verifying the claim put forward at the very beginning of this study. As it stands, the results generated through the Discourse Completion Task have proved that the vast majority of the students are facing communication problems in terms of producing and interpreting pertinently social and pragmatic communicative behaviors in a number of natural situations where the English language is used. In view of this, the results have also revealed that the informants are, to a greater degree, aware of a considerable number of the pragma-linguistic formulas that serve the conveyance of sets of speech acts; however, it is evident now that the students' socio-pragmatic knowledge of using the language is poor and thus they are more likely to experience aspects of miscommunication. Accordingly, this research hypothesis (*H1*) is accepted and; therefore, developing the students' socio-pragmatic competence is becoming a must in order to help them get rid of their cross-cultural miscommunication problems.

General Conclusion and Pedagogical Implications

For a comprehensible conclusion of the study, the current research has investigated the role of socio-pragmatics, as a culture-specific element, in generating appropriate use of the English language with regard to a number of socially different settings and parameters. In this sense, troubles of natural occurring communication have been highlighted as a serious concern of both EFL students and teachers since the core endeavor of any foreign language learning-teaching process is to achieve pertinent communicative behaviors. For such reason, the basic aim in this research was to investigate the students' socio-pragmatic competence, through the depiction of the possible miscommunication problems, in order to identify to what extent they would sound appropriate while performing certain communicative functions with native speakers. As well as, this research was carried out to determine the students' necessity for the socio-pragmatic features of the foreign language with the intention that these features would be emphasized in EFL classrooms to help the students get rid of their cross-cultural aspects of miscommunication.

Out of the research findings, it is apparent now that Master One applied linguistics LMD English students at the department of foreign languages, English branch at Biskra University have showed a low level of performing the assigned communicative behaviors in a number of contextualized English language use situations. And thus, their socio-pragmatic competence was described as inadequate and mostly insufficient to minimize the possible miscommunication troubles, such as language use misunderstandings and pragmatic failures, which are more likely to arouse in any cross-cultural encounter.

At the same time, the DCT results pointed out that the vast majority of the students are equipped with the required pragma-linguistic knowledge of the English language that serves the ordinary realization of a set of speech acts. However, it was concluded that the students' pragma-linguistic level of competence must be endowed with the vital socio-pragmatic perceptions in order to fully and pertinently guarantee the success of any interactional behaviors in the foreign language.

On the basis of discussing and interpreting the results of the current investigation, it is argued now that the research hypothesis is logically and practically confirmed. As well as, it is evidently proclaimed that socio-pragmatics makes an essential section of any foreign or second language learning-teaching enterprise since the more EFL students

receive instructions in socio-pragmatics, the better they will perform in natural occurring contexts of using the foreign language.

Throughout this research, it is validated now that Master One students of English at Mohammed Kheider University of Biskra are endowed with some sort of practicable knowledge that can be taken into account by their language teachers as a critical step to be employed and invested in the L2 teaching context. Thus, this research provided an analytical framework that tended to explain, propose, and verify a hypothetical procedure which can, to a greater degree, guide the students to achieve better in cross-cultural communication. In view of this, this study specified theoretical and practical answers for the assigned inquiries, which are deemed to be significant issues in the field of foreign language education, in order to promote the fundamental aim of this research and to provide some basis for further attempts that try to undertake investigations in the same research scope.

In addition, although the present investigation reached some factual conclusions; nonetheless, it has some limitations. At first, the native speakers' collaboration to answer the Discourse Completion Task was unexpected whereby it was very difficult to convince them to take part in the current research; especially, since the maintained channel to contact them was mostly a mere online chat room.

Secondly, the students' cooperation proved to be somewhat lesser than what was expected. In view of this, most of the students stated that they found the DCT a bit longer and it was time consuming for them to be answered. Therefore, this last might negatively affect the students' attitudes while providing their answers. Thirdly, the DCT was administered during the session of discourse analysis which caused some discomfort to some students whereby they unarguably claimed that it could have been better if they have answered the DCT during another lecture and under different circumstances.

Meanwhile, this research proved to hold much promise for a number of pedagogical implications that can be invested by EFL teachers to help the students confidently handle most of their cross-cultural aspect of miscommunication. First and foremost, teachers of the language should encourage students to take risk of English communication with English natives and people living in English speaking countries so that they can recognize their communicative skills and competencies.

Besides, teachers should repeatedly clarify to their students the idea that perfect communication with natives requires a number of prerequisites that give account for all the linguistic, social, pragmatic, and cultural aspects of the English language. Moreover, it is becoming a must that teachers should furnish additional efforts to raise the students' pragmatic awareness of the English language since pragmatic is primarily concerned with the phenomenon of natural and everyday language use

Furthermore, teachers should carefully and effectively deal with instructing the facets of pragmatics; namely, pragma-linguistics and socio-pragmatics, whereby they can introduce the pragma-linguistic elements of the language and at the same time they try to match these pragma-linguistic forms to their socio-pragmatic meanings in different real life situations of the English culture. And, this should be done with regard to the students' level of producing and interpreting the various types of speech acts. In this sense, teachers are supposed to not centre their attention on the amount of pragma-linguistic knowledge the students pick up in a session, but rather they should focus on the multiple uses and illocutions that a single pragma-linguistic formula can underlie in a number of distinctive social situations.

Next, EFL teachers should incorporate authentic materials of natural language use that transmit the maximum of the apparently observed conventions of communication in order to foster the students' understanding of the English interactional routines of socio-pragmatics. Suffice it to say, the teachers, together with students, should analyze and compare the contents of everyday language use authentic materials with those of the students' native language in order to depict a clear image of how the two languages underlie two different systems of communication. As a result, the students will recognize most of the occasion where they can make pragmatic transfers, which result with no pragmatic failures, to compensate their deficiencies in knowing the socio-pragmatic features of the target language.

Finally, it is worth note that the teachers' task in attempting to incarnate the socio-pragmatic constraints of language use in EFL classes is heavy and thus requires patience, efforts, skills, knowledge, and experience. In view of this, teachers of the language are mostly responsible for the transmission of these touchy aspects that combine the necessary pragmatic strategies together with the socio-cultural elements of the target language in order to better realize cross-cultural communicative functions.

In short, the present work offered insights into the level of socio-pragmatic competence among Master One students at Biskra University and affirmed the necessity for developing this type of competence for the betterment of the students' communicative skills. As well as, this research supported its findings with some useful pedagogical implications that can help teachers of the language deal with instructing the socio-pragmatic features in EFL classes. Therefore, this issue proved to be a fertile ground for further research, as well, with the hope that the obtained results will inspire researchers and teachers to handle their students' miscommunication problems.

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Appendices

Appendix One

EFL Students' Discourse Completion Task

Students' Competence to Make Appropriate Language Use in Natural English Speaking Contexts.

Dear student,

You are invited to take part in the current research through filling in the bellow Discourse Completion Task. The DCT is designed to gather data about assessing EFL learners' socio-pragmatic competence. Please answer by ticking the appropriate box or by giving full answers in the spaces provided.

Thanks for your collaboration.

Guidelines: For each item please tick the right box or write in the space provided.

Section One: Personal Information: Please Specify.

1) Gendre:

Female Male

2) Age:

3) How long have you been studying English (including this year)?

.....

4) What have your English courses been focusing on? (you can tick more than one box)

a. Grammar.

b. Writing skills.

- c. Pragmatics.
- d. Reading Skills.
- e. Listening Skills.
- f. Linguistics.
- g. Phonetics.
- h. Research methodology.
- i. ESP (English for specific purposes).
- j. American / British cultures.
- k. American / British civilisation.
- l. American / British literature.

5) Do you consider yourself a fluent speaker of English?

Yes

No

Section Two: Spontaneous Language Use:

The following are some proposed cases of natural language use. Please respond as appropriately as you can by ticking (✓) the right box or writing in the space provided.

Case one: You did not attend your class yesterday then after today's class you want your friend to lend you his/her copybook. What would you say?

- a. Do you know that I did not write my previous lesson because I was absent?
- b. Give me your copybook, I need to check something.
- c. Mate! I need to borrow your copybook so that I can copy the lesson?
- d. I think I should borrow your copybook since I have missed a lecture!
- e. Other.....

Case two:

While you are visiting a city in London, you want someone to take your picture near a nice place. Then, you see a passer- by. How would you ask him/her to take your picture?

- a. I would like to take a picture here, but I can't do it myself, can you?
- b. Hello! My name is X. I am a foreigner and I need your help to take my picture please.
- c. Hello, I want to take a picture here and I need your help.

- d. Excuse me please, would it be OK if you help me tacking a picture in here?
- e. Other

Case three:

You are in a queue waiting to get a movie ticket and you accidentally step on a lady's foot. You would say:

- a. Oh! My bad!
- b. I'm sorry! I'm sorry!
- c. Oh! I'm sorry! It's an accident!
- d. You owe me an apology!
- e. Other

Case four:

While playing a football match, you unintentionally made a faulty gesture that caused some pain to your friend. You would say:

- a. You owe me a sincere apology in front of people.
- b. I'm sorry y! I'm sorry!
- c. Oh! I'm sorry!
- d. Excuse me, I am terribly sorry!
- e. Other

Case five: Your classmate wants you to go with him/her in a day trip next weekend, but you do not feel like going because you have homework to do. You would say:

- a. Come on, I have to do my homework.
- b. Hum, no!
- c. Let me see.
- d. I actually would like to go, but unfortunately I have other plans.
- e. Other

Case six:

Your boss suggests that you probably will not have a holiday but; rather, you will work. However, you do not want to miss your holiday. You would say:

Boss: what about accomplishing some works during your holiday?

You:

- a. Oh! Definitely No!
- b. Hum, why me? I actually cannot work during the holiday!
- c. By the way, do you know that this holiday will be a special one since I'm travelling with my family?
- d. Well, I am afraid that I cannot work during the holidays because I have to fulfill some social commitments.
- e. Other

Case seven:

You are in a queue waiting your turn to buy a bus ticket when someone who came half an hour later and tries to jump in front of you to get the ticket before you. What would you say?

- a. Why haven't you joined the line? I thought no one would do it.
- b. I will get the ticket for you.
- c. Why are you so hasty to get your ticket?
- d. Hey! Can't you see! There is a line here?
- e. Other.....

Case eight

It is getting late while your flatmate is still listening to music, but you want to sleep as soon as possible. You would say:

- a. Can't you see? I m trying to sleep!
- b. Will it be a disappointment if the music is off?!
- c. You would better stop that awful noise.
- d. Could you please stop the music, I m tired, I need to sleep and weak up earlier!
- e. Other

Case nine:

You noticed that one of your friends is wearing a watch that you like. You would say:

- a. Your watch is really nice and I admired it.
- b. Nice watch, nice watch!
- c. I think I like your watch.

- d. That is a nice looking watch, from where did you get it?
- e. Other

Case ten:

For the first time you meet your friend's brother and you like his shirt. You would say:

- a. Your shirt makes you a gentleman.
- b. It's my preferable shirt design.
- c. I really like your shirt.
- d. Isn't your shirt beautiful?
- e. Other.....

Case eleven:

Your friend invited you to his/ her party at home. When you went there, you discovered that you don't know any of the guests. There was no one to introduce you. How would you address a person present in the party?

You would say:

- a. Hi. You look awesome! My name is X and I don't know anyone here so...
- b. I don't think we have met, have we? My name is
- c. Hi buddy. What's your name? I think you are Bill, aren't you?
- d. By the way do I know you?
- e. Other
.....

Case twelve:

As you are leaving your apartment at the morning, you see your neighbor, but you do not have time to stop for chatting with him/her. What is your best choice to greet him/her?

- a. Hello!
- b. Hi there! What is going on! Did you sleep well?
- c. Mornin' man what's up?
- d. Hello. How do you do? I'm in a hurry; would it be okay if we talk later on?
- e. Other
.....

Case thirteen:

You are working as a secretary, someone calls you and he wants to talk to your boss, but the boss is absent and then you think that the caller might want to leave a message. You would say:

- a. The boss will receive your message if you want to leave one!
- b. What about leaving a message?
- c. It is possible to leave a message and I will convey it to my boss.
- d. Tell me please what do you want to tell the boss?
- e. Other

Case fourteen:

You are in a restaurant with a friend and you think that he/she should eat a meal that you like. You would say:

- a. Try this, it is really good.
- b. Well, I think you should eat this.
- c. Did you try this? It is delicious.
- d. How about trying this meal?
- e. Other

Case fifteen:

During having dinner with a British guest you think that he/she might want more food. You would say:

- a. Please eat more food, we have plenty.
- b. Would you like more food?
- c. Please don't say NO! You should eat more.
- d. Don't be ashamed to ask for more food please.
- e. Other.....

Case sixteen:

In a professional meeting you and other members of the company are discussing a project of a new supermarket. One of the participants suggests an idea and you would disagree. You would say:

- a. NO! The idea is that

- b. I disagree! The matter is....
- c. ...hum, I hear what you say, actually...in this case...well...
- d. Excuse me! As to this point, I would disagree because...
- e. Other

Appendix Two

Native Participants' Discourse Completion Task

Dear participant, The following are some proposed cases of natural language use, please respond as appropriately as you think by ranking the answers from the most appropriate to the least (1,2,3,4). If you think that none of the answers is appropriate, please you are **tenderly requested** to add your suggestion in the space provided.

Case one: You did not attend your class yesterday then after today's class you want your friend to lend you his/her copybook. What would you say?

- a. Do you know that I did not write my previous lesson because I was absent?
- b. Give me your copybook, I need to check something.
- c. Mate! I need to borrow your copybook so that I can copy the lesson?
- d. I think I should borrow your copybook since I have missed a lecture!
- e. Other.....

Case two:

While you are visiting a city in London, you want someone to take your picture near a nice place. Then, you see a passer-by. How would you ask him/her to take your picture?

- a. I would like to take a picture here, but I can't do it myself, can you?
- b. Hello! My name is X. I am a foreigner and I need your help to take my picture please.
- c. Hello, I want to take a picture here and I need your help.
- d. Excuse me please, would it be OK if you help me taking a picture in here?
- e. Other

Case three:

You are in a queue waiting to get a movie ticket and you accidentally step on a lady's foot. You would say:

- a. Oh! My bad!
- b. I'm sorry! I'm sorry!
- c. Oh! I'm sorry! It's an accident!
- d. You owe me an apology!
- e. Other

Case four:

While playing a football match, you unintentionally made a faulty gesture that caused some pain to your friend. You would say:

- a. You owe me a sincere apology in front of people
- b. I'm sorry y! I'm sorry!
- c. Oh! I'm sorry!
- d. Excuse me, I am terribly sorry!
- e. Other

Case five: Your classmate wants you to go with him/her in a day trip next weekend, but you do not feel like going because you have homework to do. You would say:

- a. Come on, I have to do my homework.
- b. Hum, no!
- c. Let me see.
- d. I actually would like to go, but unfortunately I have other plans.

e. Other

Case six:

Your boss suggests that you probably will not have a holiday but; rather, you will work. However, you do not want to miss your holiday. You would say:

Boss: what about accomplishing some works during your holiday?

You:

- a. Oh! Definitely No!
- b. Hum, why me? I actually cannot work during the holiday!
- c. By the way, do you know that this holiday will be a special one since I'm travelling with my family?
- d. Well, I am afraid that I cannot work during the holidays because I have to fulfill some social commitments.
- e. Other

Case seven:

You are in a queue waiting your turn to buy a bus ticket when someone who came half an hour later and tries to jump in front of you to get the ticket before you. What would you say?

- a. Why haven't you joined the line? I thought no one would do it.
- b. I will get the ticket for you.
- c. Why are you so hasty to get your ticket?
- d. Hey! Can't you see! There is a line here?
- e. Other.....

Case eight

It is getting late while your flatmate is still listening to music, but you want to sleep as soon as possible. You would say:

- a. Can't you see? I m trying to sleep!
- b. Will it be a disappointment if the music is off?!
- c. You would better stop that awful noise.
- d. Could you please stop the music, I m tired, I need to sleep and weak earlier!
- e. Other

Case nine:

You noticed that one of your friends is wearing a watch that you like. You would say:

- a. Your watch is really nice and I admired it.
- b. Nice watch, nice watch!
- c. I think I like your watch.
- d. That is a nice looking watch, from where did you get it?
- e. Other.....

Case ten:

For the first time you meet your friend's brother and you like his shirt. You would say:

- a. Your shirt makes you a gentleman.
- b. It's my preferable shirt design.
- c. I really like your shirt.
- d. Isn't your shirt beautiful?
- e. Other.....

Case eleven:

Your friend invited you to his/ her party at home. When you went there, you discovered that you don't know any of the guests. There was no one to introduce you. How would you address a person present in the party?

You would say:

- a. Hi. You look awesome! My name is X and I don't know anyone here so...
- b. I don't think we have met, have we? My name is
- c. Hi buddy. What's your name? I think you are Bill, aren't you?
- d. By the way do I know you?
- e. Other

Case twelve:

As you are leaving your apartment at the morning, you see your neighbor, but you do not have time to stop for chatting with him/her. What is your best choice to greet him/her?

- a. Hello!
- b. Hi there! What is going on! Did you sleep well?
- c. Mornin' man what's up?

- d. Hello. How do you do? I'm in a hurry; would it be okay if we talk later on?
- e. Other

Case thirteen:

You are working as a secretary, someone calls you and he wants to talk to your boss, but the boss is absent and then you think that the caller might want to leave a message. You would say:

- a. The boss will receive your message if you want to leave one!
- b. What about leaving a message?
- c. It is possible to leave a message and I will convey it to my boss.
- d. Tell me please what do you want to tell the boss?
- e. Other

Case fourteen:

You are in a restaurant with a friend and you think that he/she should eat a meal that you like. You would say:

- a. Try this, it is really good.
- b. Well, I think you should eat this.
- c. Did you try this? It is delicious.
- d. How about trying this meal?
- e. Other

Case fifteen:

During having dinner with a British guest you think that he/she might want more food. You would say:

- a. Please eat more food, we have plenty.
- b. Would you like more food?
- c. Please don't say NO! You should eat more.
- d. Don't be ashamed to ask for more food please.
- e. Other.....

Case sixteen:

In a professional meeting you and other members of the company are discussing a project of a new supermarket. One of the participants suggests an idea and you would disagree. You would say:

- a. NO! The idea is that
- b. I disagree! The matter is....
- c. ...hum, I hear what you say, actually...in this case...well...
- d. Excuse me! As to this point, I would disagree because...
- e. Other

Résumé

Apprendre une deuxième langue (L2) ou une langue étrangère doit viser en premier lieu la communication. Cependant, plusieurs étudiants ne sont pas satisfaits de leur savoir en ces langues, car ils découvrent que même s'ils maîtrisent l'aspect grammatical de L2, ils restent face aux problèmes de communication lorsqu'il se trouve face aux natifs de la langue. Alors, le discours approprié, contient, en plus du savoir linguistique, les facettes vitales sociales et pragmatiques de la langue. Cette étude essaye de mettre en évidence l'élément socio-pragmatique comme une compétence spécifique à base culturelle et qui doit être à la possession des étudiants d'anglais (EFL) pour pouvoir réaliser une interaction appropriée dans plusieurs contextes où la langue est naturellement utilisée. Alors, le but de cette recherche est une investigation sur le niveau de l'utilisation convenable de la langue par l'étudiant quand il s'agit de performer des fonctions contextuelles et pragmatiques dans certaines situations. Pour introduire l'action remédiant aux problèmes de

communication engendrée par le croisement culturelle, nous avons posé l'hypothèse principale suivante : Si les étudiants d'EFL reçoivent des instructions en socio-pragmatique, ils seront capables de dépasser leurs problèmes de communication. Afin de réaliser cette étude et de répondre à nos objectifs, cette recherche nécessite un désigne descriptif et un 'Discourse Completion Task' (DCT) comme un outil de recherche et d'une analyse de données concernant les étudiants. Pour cette investigation, nous nous intéressons spécialement aux étudiants du Master (1) anglais, de département des langues étrangères, université de Biskra comme échantillon en raison de leur savoir suffisant et important en linguistique de la langue en question. Les résultats de l'étude montrent que les problèmes de communication peuvent être affrontés par les étudiants à tout moment et cela en raison de leurs compétences insuffisantes en socio-pragmatique. Pour conclure, l'hypothèse de cette recherche a été confirmée, à cet effet, nous avons fourni quelques implications pédagogiques pour encourager les enseignants à prendre en considération les éléments socio-pragmatiques de la langue afin d'aider les étudiants à surmonter leurs problèmes de communication.