

Raising Algerian EFL Learners cross cultural Pragmatic Awareness though Explicit instruction

<i>Radja, Mbarki</i>	<i>Prof.Baghoul, Youcef</i>
<i>Mila, Algeria</i>	<i>Constantine, Algeria</i>
<i>radjambarki@gmail.com</i>	<i>Redmaruti1000@yahoo.co.uk</i>
<i>Reçu: 14.../11.../2021</i>	<i>Acceptation:30.../06.../2022</i>

Abstract:

The benefits of instruction on learner's production and awareness of speech acts is well documented. However, few studies examine the influence that instruction may have on the cognitive processes involved in the speech act production. In order to address this research gap, and taking into account the discussion in research on the concept of attention and related terms such as awareness. This paper reports on the benefits of instruction on learner's attention and awareness during the performance of apologies and compliments. Thus, based on a pedagogical proposal for teaching apologies and compliments at a discourse level, we focus on the benefits that this pedagogical proposal can have on the information attended to during the planning and execution of apologies and compliments. The aim of this study was to explore similarities and differences of apologies and compliment speech acts before and after the implementation of language learning activities aimed at raising awareness and building knowledge of pragmatic aspects of language use. In other words, the aim was to identify the effects of explicit formal instruction to the appropriate usage of compliments and apologies speech acts.

Key words : Explicit instruction, apology speech act, compliment speech act, pragmatic awareness, attention.

ملخص:

تم توثيق فوائد الإرشادات الخاصة بإنتاج المتعلم وإدراكه لأفعال الكلام بشكل جيد. ومع ذلك، فإن القليل من الدراسات تدرس التأثير الذي قد يكون للتعليمات على العمليات المعرفية المتضمنة في إنتاج فعل الكلام. من أجل معالجة هذه الفجوة البحثية، ومراعاة المناقشة في البحث حول مفهوم الانتباه والمصطلحات ذات الصلة مثل الوعي. تتناول هذه الورقة فوائد الإرشادات الخاصة باهتمام المتعلم ووعيه أثناء أداء الاعتذار والإطراء. وبالتالي، بناءً على اقتراح تربوي لتدريس الاعتذارات والإطراء على مستوى الخطاب، فإننا نركز على الفوائد التي يمكن أن يحققها هذا الاقتراح التربوي على المعلومات التي يتم تناولها أثناء تخطيط وتنفيذ الاعتذارات والإطراء. كان الهدف من هذه الدراسة هو استكشاف أوجه التشابه والاختلاف في الاعتذارات وتكملة أفعال الكلام قبل وبعد تنفيذ أنشطة تعلم اللغة التي تهدف إلى زيادة الوعي وبناء المعرفة بالجوانب البراغماتية لاستخدام اللغة. بعبارة أخرى، كان الهدف هو تحديد آثار التعليمات الرسمية الصريحة على الاستخدام المناسب للمجاملات والاعتذار لأفعال الكلام

1. Introduction

Kasper (1997) argues that a further aspect of student's pragmatic competence is their awareness of what is, and is not appropriate in the given contexts. About this point, he has mentioned, pragmatics is a field of knowledge that makes people know how to appropriately achieve the mutual comprehension, and politely face the challenges, that are caused by miscommunication and misunderstanding in international situations. Truly, people in different cultures have a need of accomplishing the appropriateness and politeness in English as an international /English as a foreign language (EIL/EFL) communication. Therefore, in order to speak to people from different areas around the world effectively and politely. English natives and non-natives speakers have to be trained with pragmatics that involves diverse languages and cultures. I believe that English speakers need to be not only proficient in linguistic competence, but also in pragmatics knowledge. They need to be informed with issues of cultural disagreements, which include issues of politeness, appropriateness, and speech act strategies in communication. In a word, teachers should educate students to learn pragmatics in order to integrate themselves into different international environments and interact with foreigners appropriately in our globalized world. Within foreign language learning, many studies have addressed the importance of developing pragmatic aspects of language use in the class. Because in addition to linguistic competence related to grammatical, phonological, and morphological rules, language users must also possess pragmatic knowledge in order to communicate effectively in the target language.

Throughout this study, we tackle the problem of student's unawareness and linguistic means used to realise apologies and compliments speech acts. The lack of pragmatic awareness affects their performance seriously. The aim behind this study is to raise student's cross-cultural pragmatic awareness through explicit instruction. Therefore, we hypothesize that if students are pragmatically aware through instruction, they will be able to produce apologies and compliments appropriately. In an attempt to raise their awareness, a DCT was addressed to students of second year LMD students at Mila University. The instruction lasted for two months; The results reveal that students through instruction perform better and make the difference between different strategies, and they started to perform apologies and compliments appropriately. .

2. Pragmatic Competence: A Significant component of in communicative Competences:

Many scholars explore the close relationship between pragmatic competence and English proficiency in their researches and studies. Crystal (1997) emphasizes that pragmatic knowledge is necessary and useful in second language learning. He proposes that pragmatics is the study of language form and the point of view of users, especially of the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on other participants in the act of communication. I think another way pragmatics should be interpreted, is that pragmatics is a field of knowledge that can be recongnized as a sociocultural context study in intercultural communication. I mean that pragmatics knowledge indicates that English natives and non natives speakers need to have a broader focuses in their English interactions, including the focus of grammar structure and vocabulary accuracy, the considerations of speech appropriateness and different cultural issues.

In fact, one of the advantages in learning pragmatics is that learners can interpret the meanings of language from a broader intercultural, aspect. Through established pragmatics foundation in mind, EIL/EFL speakers will be more sensitive to people's intentional meanings embedded in international interactions. They can also learn to be proficient in reacting to EIL/EFL speaker's interlocutions in an effective and comprehensive fashion. From the viewpoint of House, Kasper, and Rose (2001) that pragmatics is a type of knowledge that makes people detects their intercultural interaction structures and speech act strategies in order to resolve problems of misunderstanding encountered in international social settings. Through pragmatics training, English speakers should be able to perceive different interpretations of cross-cultural languages, and get accustomed to assorted conventions, structures, and forms in speech acts in other cultures. For this point, Rose (2001) in one of his studies argues that pragmatics consciousness raising is basically an inductive approach to develop a general awareness of how language forms are used appropriately in context (p.171). Accordingly, the goal of pragmatic learning that Rose points out is that English speakers must be familiar with different suitable forms based on intercultural knowledge, but not to transform the speaking into a certain standard type of language.

2.1 Teaching Pragmatics

Since pragmatics is a significant field of second language learning, many researchers have provided language teachers and learners different approaches, methods, and strategies for pragmatic education. As I see it, demonstrating the culture differences through dialogue examples, comparing and contrasting the different strategies that different cultures apply, and learning with scenarios and role plays are affective approaches of teaching pragmatics. Additionally, I believe that pragmatics training should start at the beginning of a learner's English learning, because pragmatics education is a significant factor why a person can apply English in cross-cultural communication in a polite attitude, even though the learner can only interact and communicate in a basic level of English proficiency.

According to Eslami-Rakesh(1999) the responsibility of teaching the pragmatic aspect of the language use falls on teachers. This is indeed the case ; however, many teachers struggle finding an effective way to create or raise awareness of pragmatic competence in their learners. To help teachers, he proposed four basic steps to incorporate pragmatics in the curriculum. These steps are : identification of the speech act, data collection and description, evaluation of texts and materials, development of new materials. The teacher presents the theory and ask students to make predictions based on his theory with the help of a handouts or graphic organizer. After that, the results of the student's observations are evaluated and discussed and finally there is a time for active practice and use of the language with the appropriate pragmatic elements. The Napkin model was proposed by Echeverria in 2009.

The Napkin Model :

Need

Accurate introduction of the subject matter

Practice of the present subject matter

Knowledge review

Internalization

Natural application

Figure 1 : The Napkin Model Echeverria 2009.

Each of the steps in the Napkin model develops one stage in the learning process. In order to explain this model :

1. Need : the lesson begins with a definition of a need. This need must be based on the students, namely the description of a situation where students use language but with a lack of pragmatic competence. Students experience a communication breakdown or a misunderstanding when interacting in a second language with person of another culture. To identify these pragmatic elements, the teacher needs to present the misunderstanding to the students and ask them to analyze what happened. The teacher has to raise or create awareness so students will be able to make comparisons and reflect on the pragmatic elements, identify a specific pragmatic elements by comparing their culture and target culture. This comparison is essential, since the source of inappropriate use of pragmatic elements comes from students applying norms and behaviours appropriate for their own culture. Because the pragmatic dimension is not always obvious, it can be helpful for students to keep a language and culture learning journal when they record their communication difficulties and also attempt to explain why these took place.

2. Accurate introduction of subject matter : This stage features accurate introduction of the subject matter. This consists of a clear presentation of the speech act along with an analysis of pragmatic dimensions. As a general rule, this presentation should be done using simple, straightforward terms, avoiding jargon. To do so, I propose to present needs. The goal is for students to see that successful and appropriate communication depends on the appropriate use of pragmatic elements. To help with this presentation, it is important to present the speech act with a piece of media. Some examples of valid media would be a video showing greetings in USA. In addition, this presentation should be done with a theme familiar to participants. By theme, I mean an idea or topic that involves a scene or scenario where the target language is presented. The choice of this theme is crucial to the success of the lesson since it has to catch student's attention. This is also the stage where teachers need to make sure that students understand the pragmatic elements in question. At the end of this stage, the teacher will identify the communicative/pragmatic needs of students and accurately introduced the subject matter with an attractive theme. At this point in the process, students understand the pragmatic dimensions of the miscommunication and they have seen it portrayed through a theme.

3. Practice : at this stage, the focus turns to practice. Students engage in a variety of activities with the goal of incorporating the target pragmatic elements and building fluency in their use. Some activities in this stage would include pair work in short dialogues or conversations. Conversations in pairs are especially effective since they represent specific cultural situations. During practice time, I recommend not correcting student's errors. Students need a chance to make mistakes without the distraction of corrections. Instead, the teacher takes notes on errors and presents them in a later session.

4. Knowledge review : in this stage, students review what they practised in the previous stage. This is a good time for correction, and also for highlighting the pragmatic items in the speech act. Role plays in pairs including the pragmatic components are suggested in this stage.

5. Internalization : in this stage, the students are already aware of the pragmatic and communicative difference. They know the meaning and form with accuracy ; therefore, it is time for them to participate in free use of the communicative element and pragmatic ones.

6. Natural application : in the last stage, students use the pragmatic elements and apply them appropriately in a specific setting. This is a task that students carry out in the culture itself or in a relevant situation outside the class, and they write about it in their journals. Ideally, they do this task and report back afterwards, describing the situation the required pragmatic elements and what happened. They should be able to do this because the lesson was based on their needs, the teacher used class time to blend both communicative and pragmatic competencies, and finally because they

are now. As a consequence, students are able to recognize the different language elements that surround this specific speech act, giving them an intrinsic motivation for successful communication

2.2 Raising pragmatic awareness

Instances of pragmatic failure among non-native speakers have motivated researchers and teachers to question whether pragmatic knowledge can be taught in the language classroom. According to Kasper's claim (1997), the answer to the question is yes, it can be teachable. Through awareness raising, students acquire information about pragmatic aspects of language, for example, what strategies are used for apologizing in their first language, and compare with the second one. What is considered an offence in their L1, and compare it with L2. The aim is to expose learners to the pragmatic aspects of language (L1, L2), and provide them with the analytical tools they need to arrive at generalizations concerning contextually appropriate language use. The rationale for raising awareness is that such differences are ignored by learners and go unnoticed unless they are directly addressed.

Neizgoda & Rover (2001) conducted a replication study. The aim was to discover the degree of learner's pragmatic and grammatical awareness in relation to their learning environment and their proficiency levels. They follow Bardovi-Harlig (1998) research questions using the same questionnaire as in the original study, and they also applied a videotape to observe language learning in the class. Unlike Bardovi's ESL participants, the 48 L2 learners in this study came from a private language school in Honolulu and represent a diverse population that included seven languages and cultures. In addition, 124 university students studying English in the Czech Republic were selected as EFL learners, and they represented a highly selective sample. They concluded that EFL learners did not rate pragmatic and grammatical errors in any notably different ways. Their findings showed that pragmatic awareness could be acquired in the L2 classroom or in the foreign language classroom. In other words, the language learning environment might not be the most important factor responsible for learner's pragmatic awareness.

Bardovi, H & Giffirin (2005) conducted another recent study which examined the effectiveness of pragmatic awareness activity in an ESL classroom. Learners were not given formal instruction in pragmatics prior to the activity. Five complete ESL classes containing 43 students from 18 language backgrounds at Indian University took part in the study. Students were asked to work in pairs to recognize pragmatic inappropriateness in interactions between two students in 20 video-taped scenarios. They were asked to perform short role plays to repair inappropriateness they had identified. The study found that learners were able to identify pragmatic inappropriateness and supplied new utterances to solve the problem. The findings indicated that high- to intermediate or low advanced ESL learners had a certain degree of pragmatic awareness about the L2 even without specific instruction. Building on this awareness, instruction would help learners in their productive abilities in the L2 pragmatics. L2 learners could benefit from instruction in L2 pragmatics, and with it their cultural and personal orientation to speech events could moderate the content. Thus, class activities could provide necessary information and choices to raise L2 learner's pragmatic awareness which could help them become proficient users of target language (Bardovi, Harlig, 2005)

2.2.1 Schmidt's Noticing hypothesis:

In contrast to earlier cognitivists who think that learning a language is an innate and unconscious process, Schmidt (1983) considers that learning a language requires awareness at the level of noticing. It is based on the role of consciousness in the acquisition of the TL. He regards

attention to input received as paramount to noticing certain aspects of TL; therefore, noticing becomes necessary for converting input into intake. He believes that subliminal language learning is impossible, and that intake is what learners consciously noticed. In the noticing hypothesis, the claim is that whatever learning might result from unattended processing is significant. According to his hypothesis, the emergence of new forms should be preceded by their being noticed in the input. In other words, the conscious noticing of mismatch between one's language production and the target form is necessary and sufficient condition for second language acquisition. He argued that noticing requires of a learner a conscious apprehension and awareness of input. He further distinguishes noticing from understanding.

The former refers to conscious registration of the occurrence of some event which is the surface level phenomenon and item learning. The latter implies the recognition of some general principle, rule, or pattern which is a deeper level of abstraction related to semantic, syntactic, or communicative meaning system learning. He points out: "in order to acquire pragmatic, one must attend to both the linguistic forms of utterances, and the relevant social and contextual features with which they are associated. That is to say, learners acquire pragmatic competence by consciously paying attention to linguistic forms, pragmalinguistic function, and sociopragmatic constraints. To illustrate his point; he added: "In pragmatics, awareness that on particular occasion, someone says to his interlocutors something like: "I am terribly sorry, but if you had time, can you help me is a matter of noticing. Relating the various forms used to their strategic development in the service of politeness and recognize in their co-occurrence with elements of context such as social distance, level of imposition, and so on is matter of noticing(1995,p30)

2.2.2 Bialystok's two dimensional model of L2 proficiency development

Different from the noticing hypothesis, this model was suggested by Kasper (1999) explains the development of already available knowledge along the dimensions of analyzed representations and control of processing. He claimed that L2 learners have two separate tasks to complete. One is that representations of pragmatic knowledge must be formed, and the other is that control must be gained over ie, declarative knowledge must be developed into procedural knowledge. Studies of interlanguage development consistently demonstrate that adult learners rely on L1 based pragmatic knowledge. That is to say, adult L2 learners have largely completed the task of developing analytic representations of pragmalinguistic and sociopragmatic knowledge.

However, there is no guarantee that learners will spontaneously use these resources. Bialystok argued that slow and inefficient retrieval of pragmatic knowledge, knowledge is the primary reason for learner's use of pragmatically inappropriate L2 utterances. Hence, teachers can step to help adult learners gain control over their already existing pragmatic foundations. Additionally, instructions also help adult learners develop new representations of pragmalinguistic and sociopragmatic knowledge not existing in their L1 by means of instruction including input exposure to pragmatic realizations, discussions of the metapragmatic knowledge underlying communicative action, and engagement in communicative activities where learners can practise using the linguistic knowledge they acquired.

3.Raising pragmatic awareness through instruction

Teachability of pragmatics: knowledge without justification is not a real knowledge, and pragmatic knowledge is no exception. To act or behave appropriately out of one's own culture is a demanding task. However, pragmatic ability is part of learner's communicative competence, and it has received attention in the proposed models of communicative competence questions whether teaching pragmatics is possible or not. However, Brock & Nagazaka (2005) answer the question saying "teaching pragmatics in the EFL classroom, sure you can". In answering that question, they suggest that teachers should consider adopting the simple acronym S.U.R.E to guide them as they help their students see, use, review, and experience pragmatics. As suggested by Rose (2005 : 386) there seems to be three central questions : whether pragmatics is teachable, whether instruction in pragmatics produces results that outpace exposure alone, and whether different instructional approaches yield different outcomes. First, with regard to the teachability of pragmatics, there is evidence indicating that pragmatics is teachable and that pedagogical intervention has a facilitative role in learning pragmatics in FL contexts. Pragmatics can easily be integrated into any classroom, whether traditional or communicative.

Kasper (2000:1) argues that : " In a foreign language situations, students lack the need and opportunity of genuine communication in the target language; therefore, it is nearly impossible for students to develop pragmatic ability ... the ability to interpret utterances in context, especially when what the speaker says is not the same as what the speaker means. To carry out communicative actions effectively and interact successfully in different environments and with different participants. Kasper herself has admitted that as an increasing number of studies demonstrated most of aspects of pragmatic are quite amenable to teaching in foreign language classroom, but with reservation that not all approaches to teach pragmatics are equally effective (200, p ;2). It can be argued here again that as it is the case for approaches of presenting pragmatic content in EFL classroom. It is also true for the language teaching approach in general that there is no single perfect approach or method or technique to teach language. In fact, it is true that unless teachers also know about methods of evaluating student's progress in pragmatics, they may be reluctant to focus on pragmatics in their teaching even though a number of assessment instruments for pragmatics are available. The question of teachability of pragmatics has inspired a number of research projects exploring the role of instruction in learner's pragmatic development.

Kasper (1997) for example argues that while competence can not be taught, students should be provided with opportunities to develop their pragmatic competence. Pragmatics in EFL setting is therefore teachable based on the availability of the opportunities in the teaching environment. The role of instruction in pragmatic awareness of different speech acts has gained a lot of attention in interlanguage pragmatics. In reality, the baseline for the inclusion of instruction is put forward by Schmidt (1993) who noticed that exposure alone is not enough for EFL learners ; however, pragmatic features will take a longitudinal period for exposure. In addition, research based on strategies used for speech acts (Bardovi Harlig 2001, Harlig and Hartford 1990, Bouton 1996, Boxinger and Pickering 1995, Kasper 1997, Kasper and Rose 2001, Olshtain and Kasper 1985) have all focused and stressed the salient importance of pragmatic instruction based on the idea that a high- grammatical competent EFL learner will not always be successful in achieving communicative and pragmatic purposes.

Alcon & Pitrach (2010) studied the effect of pragmatic instruction on learner's pragmatic and sociolinguistic awareness in the production of the speech act of refusals. They claimed that pedagogical intervention cause a difference in the learner's pragmatic proficiency, increase the amount of their pragmatic information, attended to during the planning and execution

of refusal, develop learner's pragmatic awareness about speech acts, and provide opportunities for speech act performance. Recent research on interlanguage pragmatics has also revealed that providing learners with explicit metapragmatic instruction yields more effective learning outcomes than providing them with implicit target input.

Mohamed(2012) investigated the effect of explicit instruction of pragmatics. Intended, A total of 20 EFL Iraqi students were chosen randomly to participate in the study as an experimental group. They were explicitly instructed in the pragmatics of the speech acts of refusals and requests. Another group of twenty students were also randomly chosen to participate as control group. The results of the pre-test showed that both groups were unable to produce the request and refusal speech acts as natives do. However, the results of the post-test showed that the experimental group after having explicitly instructed perform better than the control group. ESL/EFL teachers are on the frontlines of pragmatic development. They also had great responsibility for learners who intend to use the L2 for study or work abroad. Results revealed that pragmatic competence is neglected. In line with others, Locastro(2012) state that improving the learner's pragmatic knowledge is as important as developing one's IT and technology skills. Both are important for the world of today. Aufa(2014) investigated the efficacy of using DCT as explicit instruction in the development of pragmatic competence of EFL learners in Indonesia.

Similarly, Shokuhi & Rezaei(2015) explored the importance of teaching pragmatics in the classrooms. In this review, the speech act of complimenting is selected as the focus of teaching. Review showed that teachers should pay more attention to pragmatics and teaching in the classroom. Lack of pragmatic knowledge may cause a failure in communication. Besides emphasizing on only grammar aspects, teachers should teach the appropriate usage of language in different situations. Mansoor(2016) highlighted the importance of teaching L2 pragmatic competence in the L2 classroom. It has been shown that language proficiency should be correlated with not only grammatical knowledge, the mastering of syntax, morphology, phonology, and semantics, but also with the pragmatic aspects of the target language, the lack of which may result in communication break down. Likewise, Al-Aghbari(2016) investigated the integration of pragmatic competence in teaching English to the students of Medicine at Taiz University. As advocated by both results of the study, a medical drama is used as input to link the student's field with learning the language. This encouraged the students to deal with authentic language and to maintain their interest in learning English through medical drama. Results revealed that pragmatics provided the students with opportunities to practise what they have learned.

Like others, Koran(2017) aimed at reviewed the most widely used techniques to teach pragmatic competence in an EFL classroom as well as provide theoretical background for the concept and closely related notions such as speech acts and politeness strategies. They highlighted the importance of teaching pragmatics competence as a vital part of language teaching curriculum. This probably the result of generations of learners of English language who completed their studies in the foreign language with a relatively good general language proficiency but weaker skills to interpret the messages and intentions that are conveyed in conversations, correctly. Findings showed that pragmatic competence should be developed through explicit and implicit instruction. With the prevalence of the former, with a range of activities and situations, context. Especially, the rules of social norms that are different from the ones in the learner's native cultures should be given emphasis.

After all, communication is not a mere exchange of messages, but it is also is correct and appropriate interpretation of intentions on both sides and being able to respond accordingly. That is why , integrating elements of pragmatic competence in EFL curricula and lesson plans is of crucial importance.

Arghashi and Gorjian(2018) investigated the effectiveness of pragmatic functions instruction on Iranian high school EFL learner's writing proficiency. Sixty female Iranian learners studying at the first grade of high school in Dezfool were selected through simple random sampling procedure. They were divided into control and experimental group. The control group was taught based on usual and traditional methods of writing instruction and the experimental group received treatment based on pragmatic function instruction in writing one paragraph essays. Results revealed that there was a significant difference between the mean scores of the participants in the control and experimental group. Thus the students who received explicit pragmatics instruction focusing on language pragmatics functions in writing essays performed better on the post-test than those who did not.

Many studies have been conducted, but the main reason for choosing this topic is that when I studied pragmatics module in Biskra University, I felt that this aspect is too much neglected, and that it was so boring ; at that time, I was wondering what is the reason behind studying pragmatics as a dead module, and not an exciting one. So, the main reason behind choosing this topic although many researchers tackled this topic is to understand where is the mistake behind teaching this module as a dictation and not as interactive activities to see how natives produce speech acts.

4. Speech Acts:

Speech act theory is based on the assumption that language is a form of behaviour, and it is governed by a strict set of rules (Searle, 1969). Austine(1962) defined speech acts as acts performed by utterances like giving orders or making promises. He proposed a set of simultaneous types of acts :

1. Locutionary act : the physical uttering of the statement
2. Illocutionary act : the contextual function of an act
3. Perlocutionary act : the impact of the first speaker's utterances on the next speaker.

Whenever speakers produce utterances, they perform locutionary acts. Besides, people usually do not make utterances without having any purpose. At dinner for example, can you pass the salt ? , the speaker not only utters that sentence to ask a question but intends the listner to pass the salt. ; the intended meaning is a request. Another example ‘‘ it is cold in here’ ’ ; this utterance can have the illocutionary force of a statement, an offer, an explanation, or a request. It might be uttered by someone who is experiencing cold in a room to just comment on weather. It can also be uttered by a person who intends to close the window so that everyone in the room feel warmer. Perlocutionary acts occur when speakers want a speech act. When saying :’’ can you pass the salt ?’’ , the speaker wishes the act of passing the salt to be performed. Searle(1976) proposed five classifications of speech acts based on illocutionary points :

1. Representatives : which represent statements that may be judged true or false because they purport to describe a state of affairs in the world, such as asserting or concluding.
2. Directives : which aim to get the addressee to perform an action to fit the propositional content such as commands and requests

3. Commissives : which commit the speaker to a course of actions as described by the propositional content such as promising and offering
4. Expressives : which express the speaker's psychological state of affairs or attitude such as apologizing and thanking
5. Declaratives : which bring about the state of affairs they name such as appointing, marrying, and declaring. These are speech acts when uttered bring about a change to persons or things.

Jhon Austine(1962) book'' How to do things with words'' was very influential in that he concluded that when someone utters a set of meaningful words, he / she is performing an action behind the utterance : making a threat, apology, advice, request, etc... Understanding and producing speech acts seem to be among the most difficult aspects in so far as the socio-pragmatic competence of learners of a second or foreign language is concerned. Lacking the cultural social, and pragmatic context in cross-cultural communication can lead to misunderstanding both in producing the appropriate speech act and in perceiving the intended meaning of one uttered by somebody else. That is why it is important to know how speech acts are produced both in the native and target language of foreign or second language learners''(p4). However, before discussing how in-depth studies on speech acts are made, it is worth necessary to present an overview of the concept of speech acts and their different types.

4.1 Apologies Speech Acts :

A : Wow ! you are friends again

B : yes.

A/ how did it happen ?

B/ I apologized

A/ really, that is all ?

The introductory dialogue is short and imaginative, but I think it is realistic and illustrates how fascinating apologies are. Indeed, writing about apologies many authors have referred to their magic. And yet, we come across apologies or apologize in various settings ranging from the personal to the public realm. Apologizing is something we learn at a fairly young age and become acquainted with in every day life. Certainly, apologies are not always a magic potion for conflict resolution. One of the most established speech acts we engage in daily are by no other way apologies; they are frequently used in conversation. Their function of apology is to bring back and keep peace between a speaker and a hearer. People expect to apologize when they think that they have broken social norms (Cohen, 1983). Like other speech acts such as request, refusal; apologies are face threatening acts, and they demand a full understanding of its usage in order to avoid miscommunication. Apologies differ cross-linguistically; in each community, apologies are realised in different ways. Along with requests and refusals, apologies have been studied extensively in previous pragmatic studies in many different languages.

One of the most established speech acts we engage in daily lives are by no other way apologies; they are frequently used in conversation. Their function is to bring back and keep peace

between a speaker and a hearer. People expect to apologize when they think that they have broken social norms (Cohen, 1983). Like other speech acts such as request, refusal; apologies are face threatening acts, and they demand a full understanding of its usage in order to avoid miscommunication. Apologies differ cross-linguistically; in each community, apologies are realised in different ways. Along with requests and refusals, apologies have been studied extensively in previous pragmatic studies in different languages. Every day, we come across situations which obliged us to apologize. Apologizing is the only way through which equilibrium in relationships can be maintained. Apologies are face threatening acts to speakers because they assume the probability that hearers will not accept their apologies. If you are involved in the following situation, how are you going to deal?

You are on your way home, and you have mistaken someone else to someone you knew. You tap his/her shoulder and say: ‘ hey, what are you doing here’’. He turns towards you and say: ‘ I do not think we know each other’.

If this act happens in your home town, you can easily save your face according to the conventions which are agreed by members of the society. However, if the other person is a foreigner, you will surely fail to express the compulsory apology and miscommunication occurs. Through apologies, speakers express regret for wrongdoings; they try to reestablish the relationship, and they make future promises for non recurrence. Apologies are trials to restart new relationships based on trust and well-bred. Apologies are classified under the umbrella of expressive; they tend to give an account of why the offense happens. Apologies cannot be expressed unless the offender regret what he has done, and he decides not to repeat it once again. Apologies are post events; they come into action when wrong doings are made. They minimize the harsh reaction of hearers, and they establish a calm atmosphere as Goffman (1941) states:” apologies are remedial interchanges used to reestablish social harmony after a real or virtual offense” (Cited in Tehrani, M.2012.p, 93). Apologies are by no doubt effective trials to remedy what went wrong during conversations, and they present a profound basis on which human relationships can be recovered again. Human beings are always involving in interactions with each other, but sometimes miscommunication occurs; people need to correct their mistakes. When someone says something wrong or does something unacceptable, he must accept the blame and asks for forgiveness. Norrick (1978, p.248):

“ It is essential to the smooth working of the society that there be standard means of admitting responsibility, implicating remorse, and forgiving. Without these, we Would probably be at one another’s throat much of the time in this sense, acts of Apologizing and forgiving are more basic and important to society than such acts as Thanking and congratulating, which by comparison are its pleasant by products rather Than functional principles” (Cited in Ogiermann, E.2009.p, 45).

People are continually involved in interactions with speakers from different countries and with different cultures and ways of thinking. Since communication is the basic activity, people are always negotiating, discussing, and participating in many social activities. However, people are not the same, if someone says something that is out of context in a meeting, he should apologize. If a worker is late for a crucial meeting, apologizing is the best policy. If someone else promised his/ her child to take him for a walk, and he couldn’t, saying sorry is not difficult. We are living in the same society, and we have to respect each other. If something goes wrong, you have to say I am sorry. Apologizing is not a sign of weakness;

rather, it helps you become stronger. Without apologizing, people can come across fighting all the time; they can even refuse to talk again to the involved person.

4.2 Compliments speech acts

« The deafest man can hear praise, and is slow to think of any an access »(Walter salvage landor)

It may be a creative writer's license to say that the deafest man can hear a compliment, but a compliment can make one feels good for a while. Complimenting is an interesting phenomenon. As an act of expressing one's appreciation of or admiration for another person ; a compliment reveals what is treasured in the speaker's and/or recipient's culture(p1). Henry Taylor(p4) : « a compliment will also seem the more sincere, as being not aimed at the self-love of the party, but a mere suggestion of fact ». Wolfson & Manes(1981) : « the compliment may be embedded within a more complex syntactic structure....embedded in the discourse : the compliment may occur almost any where within a verbal interaction ».

Compliments are used in a variety of social situations such as parties, evening receptions, graduations ceremonies, in cocktail parties(p,1). One of the most important functions of compliments is to reinforce a bond between the speaker and the addressee. Any compliment can be used if it is directly related to the topic under discussion and sometimes it may be used and have no relevance to the topic under discussion. It is not compulsory for compliments to be directed or to refer to any thing which precedes them. They can therefore used to begin conversations :

A : well, do not you feel proud of yourself ; you have such a beautiful coat ?

Sometime new needs a compliment (clothes, car...) compliments (adj nice, good) really, love, really, very. Holmes(1986) it is easy for any one to understand compliments, affective speech acts, consolidate unity, positive politeness devices, make things clear, express gratitude, and encouragement. Creating a smooth conversation ; women give and receive compliments more than men. Stengel(2000) use of praise ; societies follow a system of status and authority(middle ages) and renaissance flattery was regarded as serious and immediate danger. Renaissance compliments become more personal one should know to whom to give them, later on, people started to compliment each other.

Various definitions of compliments :

Jaworsky(1995 :64) :'' Direct and indirect utterances expressing the speaker's positive opinion about the addressee's outward appearance, work, personality traits, possessions)

Holmes(1988 :455) :'Speech acts that attribute to the person addressed some credit for his/ her possessions characteristics, skills, ect which are positively valued by both interlocutors''

Cheng(2003 :5) : '' Compliments vary from one culture to another in terms of acceptable or preferred compliment topics, and yet within a culture or a speech community there is a strong agreement as to the relative importance of compliment topics »

Wolfson(1983) : '' Compliments function as ice breakers because they can be used aptly to remove the social awkwardness of initiating a conversation''

Manes & Wolfson(1981 : 116) :’’ Compliments are expressions of positive evaluation, they are one of the most striking features of compliments in American English is their almost total lack of originality’’

Holmes (1988 :452):’’ Compliments are remarkably formulaic speech acts in that a very small number of lexical and syntactic patterns account for the great majority of them’’

5. Methodology of teaching apology and compliment speech act proposed

Phase1 ; Test construction : a discourse completion test(DCT) was first developed in order to identify student’s pragmatic knowledge. 10 situations which are centered on student’s daily life routines, and academic life were selected. The situations were real life situations in order to ensure the naturalness of data as much as possible.

Phase 2 :the instruction phase in which students are equipped with the strategies, patterns and rules of the designed speech acts. The rationale behind selecting apologies, and compliments is that their frequency in our daily lives. Two groups at the University of Mila participated one as a control group, and the other as an experimental group. They are assigned randomly by the researcher herself. A pre-test was given to both groups as an initial or inventory test. Then, the twelve sessions explicit meta-pragmatic instruction or treatment began as follows. The researcher gives 30 minutes of each one hour and a half for the instruction because other activities of the curriculum should be followed as well. The instruction was programmed and organized by the researcher herself.

The pragmatic instruction lesson included descriptions, teacher’s explanations, role_plays, and feed back at the end. The instruction begins by the teacher explanation that speech acts are many : apologies, requests, compliments etc, then the students are asked to work in pairs to come up with some examples from the target language to see the difference between their L1 and L2. Then, students will act the intended speech act in pairs. This is concerning the experimental group. If we return to the control group, no explicit instruction will be given. The students will study only according to their curriculum. After the Twelve sessions, the post test will be given to both groups.

Table One: Lesson procedure

3 Table 1 Comparison of the pre-test between the control and the experimental groups

Group	N	Mean	SD	Var
Experimental	38	8,29	3.36	11.29
Control	34	8.51	3.42	11.69

Source: (Mbarki, Radja)

Comment : From the previous table, the scores of the two groups were not significantly different before the treatment. The T obtained is -0.27 (T=0.27) was assumed to be equal between the two groups.

Table2: Comparison of the post-test between the control and the experimental groups:

Group	N	Mean	SD	Var
Experimental	38	12.52	2.48	6.15
Control	34	8.5	3.16	9.98

Source: (Mbarki, Radja)

Comment: The post test revealed that the experimental group gained a higher mean score than the control one. The statistical analysis showed that the difference in the T_test is 5.79. This proved that explicit instruction is beneficial for the development of learner's pragmatic awareness

6. Conclusion

It can be concluded that researchers: Mohamed (2012), Shokushi & Rezai(2015), Al-Aghbari(2016), Arghashi & Gorjian(2017), emphasized on teaching pragmatics in classrooms. They reached a decision that teaching English as a foreign and second language can be improved if it taught and learned through pragmatics. Accordingly, pragmatics should be part of teaching a language as it played a main role in developing learner's communicative ability. Thus, pragmatics enabled learners to interact appropriately in different contexts. Besides emphasizing on grammar aspects only, teachers should encourage learners to pay more attention to how to use language appropriately in different contexts and avoid making pragmatic errors ; it is necessary to teach them the sociolcultural rules of English. Pragmatic knowledge of a language is better acquired by more practising in classrooms and more practice through various exercises and activities.

7. Bibliography:

1. Books published:

Crystal, D. (1997). The Cambridge Encyclopedia of Language.(2nd ed).Cambridge: Cambridge University Press

Eslami, Rakeesh, Z & Mizrai,A. (1999). The Cambridge Guide to Second Language Assessment. Cambridge : Cambridge University Press

Interlanguage Pragmatics. (Eds)Kasper, G & Blum-Kulka, S. Consciousness, Learning and Interlangugae Pragmatics. NY/ Oxford.

Ishihara, N& Cohen, D. (2010). Teaching and Learning Pragmatics: Where Language and Cultutre Meet. United Kingdom: Pearson Education Limited

Kasper, G &Rose, K.(2002).Pragmatic Development in Second Language . Oxford : BlackWell

2. Academic theses/ dissertations:

Al Aghbari, D. (2016). Integrating Pragmatic Competence in Teaching English to the Students Of Medecine at Taiz University. Universite De Strasborg, 2016

Yiao, G.(2011). The Effect of Explicit and Implicit Instruction of Request Strategies .Published Master Dissertation.Harlim Institute of Technology, China

3Scientific articles/ researches...from scientific Journals :

Alcon, E & Pitrach, J.G(2010). The Effect of Instruction On Learner's Pragmatic Awareness : A Focus on Refusals. International Journal Of English Studies.10(1),65-80

Aufa, F. (2014). The use of Discourse Completion Task(DCT) as Explicit Instruction on Indonesian EFL learner's Production of Suggestion Speech Acts. International Journal of Applied Linguistics and Language Learning 2018,4(3) p, 49. Holmes, J &Brown,D. (1987). Teachers and students Learning about Compliments. TESOL Quarterly, 21(4) ,523-6

Argashi, T & Gorjian, B. (2018). The impact of Teaching pragmatic Functions to High School Learners. Journal of Applied Linguistics and Language Learning 2018,4(3),49.

Bardovi-Harlig, K. (1998). Do Language learners Recongnize Pragmatic Violations. TESOL Quarterlyvol, 32.No2

Echevarria, C& Eduardo, R. (2009). The Role of Pragmatic in Second Language Teaching.

Koran, S. (2017). Pragmatic Competence as an Integral Part of EFL Teaching. International Journal of Social Sciences &Educational Studies. December, 2017.Vol, 4, N3

Mohammed, M. (2012). Teach Ability of Pragmatic Competence : The Impact of Explicit Instruction on the Development of Iraqi Freshmen EFL Learner's Pragmatic Competence. The Arab Golf Journal. , Vol(40). Issue(1_2).

Searl,J. (1962). Meaning and Speech Acts.the Philosophical Review.vol,71,No4.pp(423-432).

Shoukuhi, S& Rezai, A. (2015). The Importance of Teaching Pragmatics in the Classrooms (Focus on Complimenting). Journal for the Study of English Linguistics, 2015, vol.3, No.1

Silva, A. (2003). The Effect of Instruction on Pragmatic Development : Teaching Polite Refusals in English. Second Language Studies, 22(1) ,55-106

Thomas, J. (1983). Cross-Cultural Pragmatic Failure. Applied Linguistics,4(2),91-110

4. Seminars/conferences...governmental...reports/laws/rules:

5.Internet references:

Kasper, G. (1997). Can pragmatic competence be taught? (Net work5) (HTML document) Honolulu: University of Hawaii? Second language Teaching and Curriculum Center. Available Online at: [HTTP://www.nflrc.hawaii.edu/NetWorks/NW06/](http://www.nflrc.hawaii.edu/NetWorks/NW06/)

6. Appendices:

Appendice one: Student's Questionnaire

Instructions: Please read the following situations and if you were that person, what are you going to say in each situation. Please, use your usual speech; imagine yourself in the following situations and give a response.

1. Personal Information:

Gender

Age

Level of education

How would you rate your level in English?

Very poor

Poor

Fair

Good

Excellent

Have you had any schooling in English before, if yes please specify when and for how long.

2. Questionnaire situations:

2.1 Apologies situations:

1. When your friend went on holiday, he gave you his flat keys and asked you to feed the fish. You have not always had time, and some of the fish died. When you returned the keys, what would you say?

2. When leaving a crowded shop, you let go a heavy door, and it hits a woman behind you, what you would say.

3. You see a friend of yours in the crowd, run up to him and hit him on his back. Only then, you realize that he is not, and he is a foreigner. What would your reaction be?

4. You had a party at your flat. The next day, you meet the landlady who lives in the same house. She complained about the noise and dirty stairs. What would you say.
5. Imagine that you were in a bus, and you bumped into another passenger and broke his laptop. What would you say?
6. You forgot to call a friend on her birthday, you meet her; what would you say?
7. You forgot a crucial meeting at the office with your boss, and this is not the first time. What would you say?
8. Imagine that you are traveling on a bus. You put your bag in the rack, and it fell down and hit a passenger, what would you say?

2.2 Compliments situations:

1. Your friend has just had a new haircut, what would you say?
2. Your mother prepared a delicious meal. What would you say to her?
3. One of your classmates wrote an interesting paragraph, what would you say?
4. You went to supermarket, and you see a beautiful girl with green eyes, what would you say?
5. You are at a party, and one of your friends has just finished singing a song, what would you say?
6. You are going out for dinner with a friend. He looks tidy and attractive, what would you say?
7. Your friend has just bought a new dress, what would you say?
8. Your grandfather has just written a book, what would you say?

Appendice2: Teacher's Interview:

Dear teacher,

This study aims at identifying the difficulties you might face in teaching your students a very important aspect of language known as pragmatic awareness. This questionnaire is designed with the purpose of finding out which difficulties you are finding currently. Hence, you are kindly requested to respond to the following questionnaire. Many thanks for your cooperation.

Personal information:

Gender M F

Level of education: Masters MB Dr Prof

Experience in teaching English 5Years 10Years 10-25 Years

1. Have you studied a course on pragmatics (more specifically speech acts such as: requests, refusals, apologies, and compliments etc)

Yes No

And, you can put forward a point regarding time and courses you have received about pragmatics, please.....

Statements and items:

1. Have you ever been taught any of the following items in any of your undergraduate courses?

- A. Become aware of pragmatics as a branch of linguistics
- B. Compare English and your L1 pragmatics norms and strategies
- C. Learn norms of politeness in face to face interaction in English
- D. Teach the pragmatic aspect of English language
- F. Design or select activities for teaching this aspect of language
- G. Design tests of this aspect of knowledge in English

2. To what extent do your student's English textbooks and teacher's guides include each of the following?

- A. Explanation related to this pragmatic aspect of knowledge of Language
- B. Activities that help students practise performing this pragmatic aspect
- C. Guidance about how to teach those pragmatic uses of language
- D. Guidance for teachers as to how to test those pragmatic uses of language

3. Teachers do not include in their lesson plans teaching such pragmatic language aspect. If you do not include any lesson of pragmatics in your lesson plan, why?

- A. Time allotment
- B. Lack of knowledge
- C. Lack of training
- D. Student's language level
- F. Teacher's language level
- G. Type of assessment
- H. Inadequate materials

Please, put a tick mark in front of your answer

4. Some people argue that one of the reasons why teachers do not teach the pragmatic aspect is lack of extra time

a. Many teachers have limited knowledge of the target culture, and therefore are afraid to teach it

b. English language teachers are often confused about what aspect of language culture to cover

c. Teacher's talk in the class is more important in foreign language class where opportunities for the full range of human interactions are limited to help learners acquire pragmatic knowledge

d. The current English textbooks discuss and identify pragmatic areas of student's needs and students will be able to relate to the social and cultural contexts presented in textbooks

e. Methods and techniques of teaching communicative language and pragmatics are supposed to be different

5. Teaching pragmatic competence is difficult

a. Teachers rarely bring in outside materials related to pragmatics

b. Learning pragmatics from textbooks is impossible

c. Textbooks are inadequate in presenting authentic pragmatic language samples

d. Teachers can overcome shortcomings of textbooks

e. Textbooks cannot be counted as a reliable source of pragmatic input

What would you like to suggest at the end that needs to be done regarding the teaching of pragmatics?

Table 3: Lesson Stages

Source: Noriko, I. (2010). Teaching and Learning Pragmatics: Where Language and Culture Meet. pp (56-58).

Lesson stage	Procedures
Pre-presentation	Warming –up
Presentation	Explicit- pragmatic instruction Teacher -fronted discussions of the speech act under study Teaching resources: authentic language materials, dialogues, videos.

	Presenting the linguistic forms that are appropriate to express the speech act.
Practice	Raising awareness of how to deal with many situations through completing written discourse completion questionnaires and performing role plays.
Production	Less controlled and free speaking activities.