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**Developing EFL Students' Pragmatic Competence
through Speaking Skill**

**The Case of Third Year LMD English Students at Mohammed
Khidher University of Biskra**

**Dissertation submitted in partial fulfilment of the requirement for a Master
Degree in Sciences of languages**

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Dedication

To the memory of my Grand mother Om Elkheir "Ma maimi"

To the memory of my friend "Aicha Sarrai"

I dedicate this modest work for mammy and daddy, Ahmed and F. Zohra for their continuous encouragement and support throughout my life. From you, I learn to try my very hardest, and to be myself. I am honored to be your daughter.

I would like to thank all the members of my family for their love and support.

Salah, his wife Souad and their children.

Kamel, his wife Achwak and their children.

Omar, his wife Nafissa and their children.

Hajira, her husband abed eljabar and their children.

Kaltoum, her husband Tamer and their daughter.

To Nasser, Lila, Soumi I am so lucky to be your sister.

To tata Faiza, her husband abed eljabar and their children.

I thank Rawia, my dearest friend with whom I was able to take this journey from beginning till the end.

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I would like to thank Youness, and salah who make me feel that i have more brothers.

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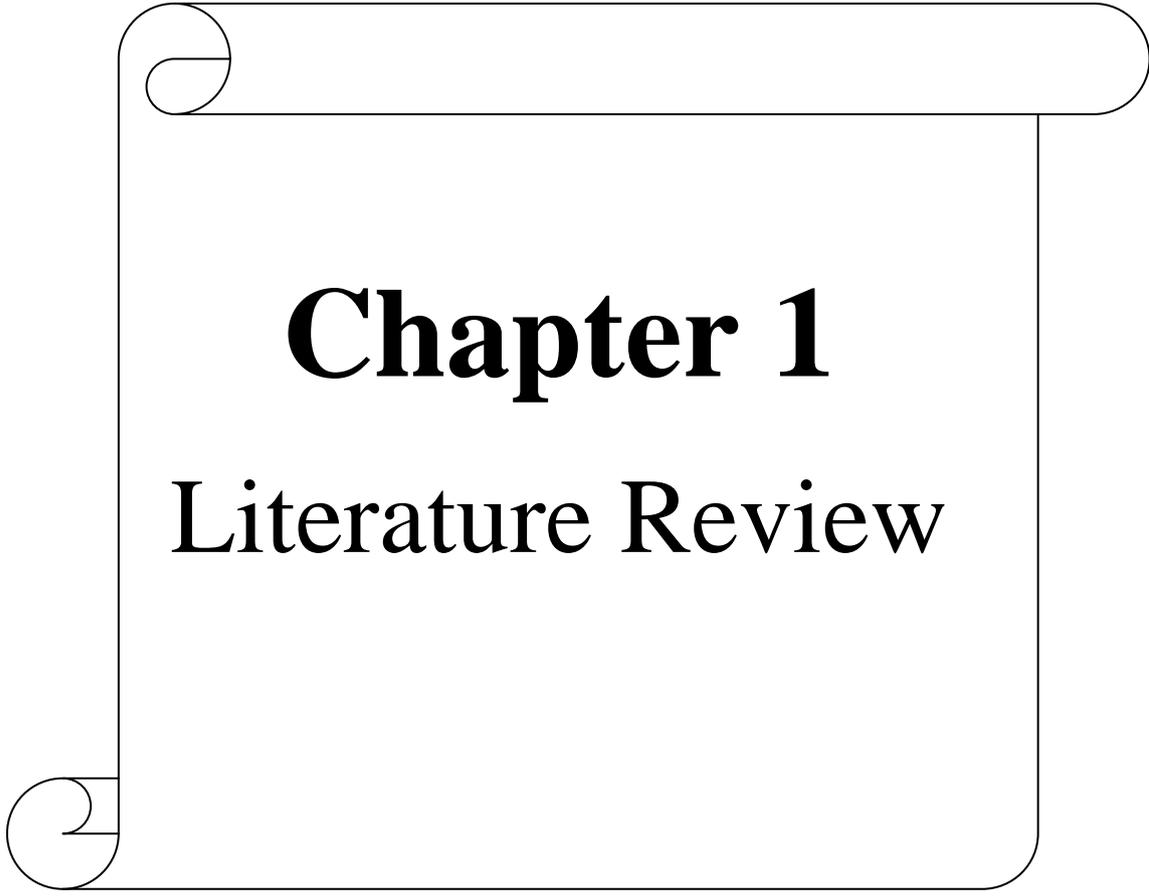
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Abstract

The present study aims at investigating the importance of developing the pragmatic competence on the EFL students speaking skill to third year LMD students of English as a Foreign Language at the department of English, University of Biskra. In order to check this correlation, we have hypothesized that If teachers give an equal importance for developing both of the linguistic and the pragmatic aspects of English language, then students will not have a difficulty in communication, and that If teachers are aware of the difficulties that students would face in communication, then they will focus on the pragmatic competences. To verify the validity of these hypotheses, we have conducted the main investigation that is divided into two kinds of questionnaire; the students' questionnaire and the teachers' questionnaire. The first one is composed of twenty-two questions and administered to fifty one third year (LMD) English students at the department of English, University of Biskra. The second questionnaire consists of nineteen questions given to eight oral expression teachers at the same department during the academic year 2012. The second instrument that was used is an experimental study to the third year LMD students in the oral expression class in order to find out whether they know how to use English language in different social situations or not. The discussion of the results has shown that oral expression teachers do not give much focus on developing the EFL students' pragmatic competence through speaking skill therefore they commit pragmatic divergence.

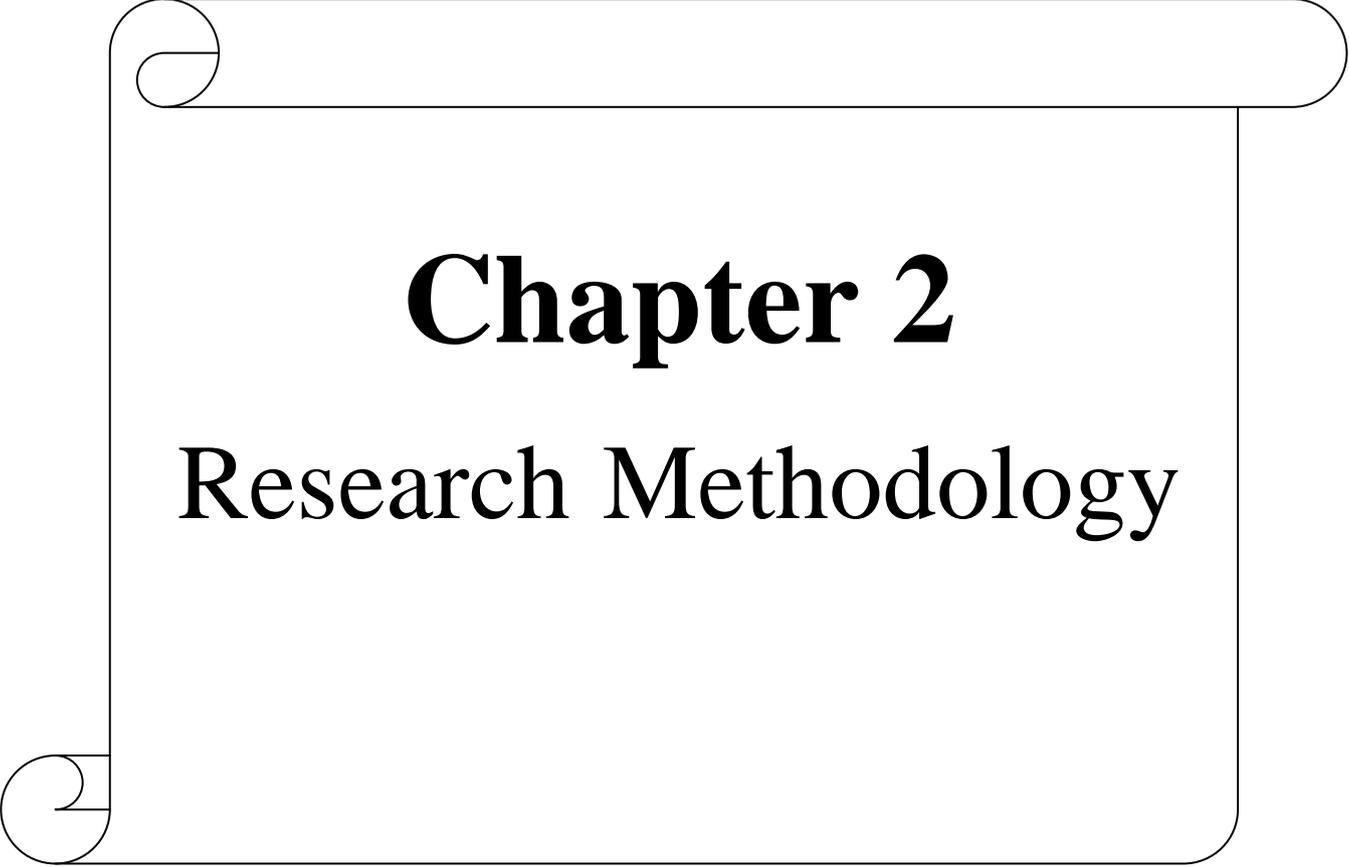
الملخص

هدفت هذه الدراسة للحث على تنمية الكفاءة العملية (البراغماتية) لطلبة اللغة الانجليزية في حصص التعبير الشفهي. و ذلك لعدم قدرة الطلبة على استخدام اللغة بطريقة ملائمة في مقامات اجتماعية مختلفة. ولاستكشاف ذلك، بنينا بحثنا على فرضيتين أساسيتين الأولى هي أن عدم قدرة الطلبة في استخدام اللغة بطريقة ملائمة يعود على أساتذة التعبير الشفهي الذين يركزون على تنمية الجانب اللغوي أكثر من الجانب العملي. و الثانية هي عدم وعي الأساتذة بهذا النوع من الصعوبات التي يواجهها الطلبة في استخدام اللغة. و للتحقق من هذه الفرضيات، قمنا بدراسة تطبيقية شملت هذه الدراسة، استبيان موجه لطلبة سنة ثالثة انجليزية و ،استبيان موجه لأساتذة التعبير الشفهي للغة انجليزية، إضافة إلى القيام بدراسة تجريبية في حصة التعبير الشفهي تم فيها تطبيق جميع الاستراتيجيات المقترحة لتنمية الكفاءة العملية (البراغماتية) لطلبة اللغة الانجليزية. بعد القيام بعملية تحليل النتائج توصلنا إلى النتيجة التالية بأن عدم قدرة الطلبة على استخدام اللغة بطريقة ملائمة في مقامات اجتماعية مختلفة تعود على أساتذة التعبير الشفهي الذين يركزون على تنمية الجانب اللغوي أكثر من الجانب العملي.



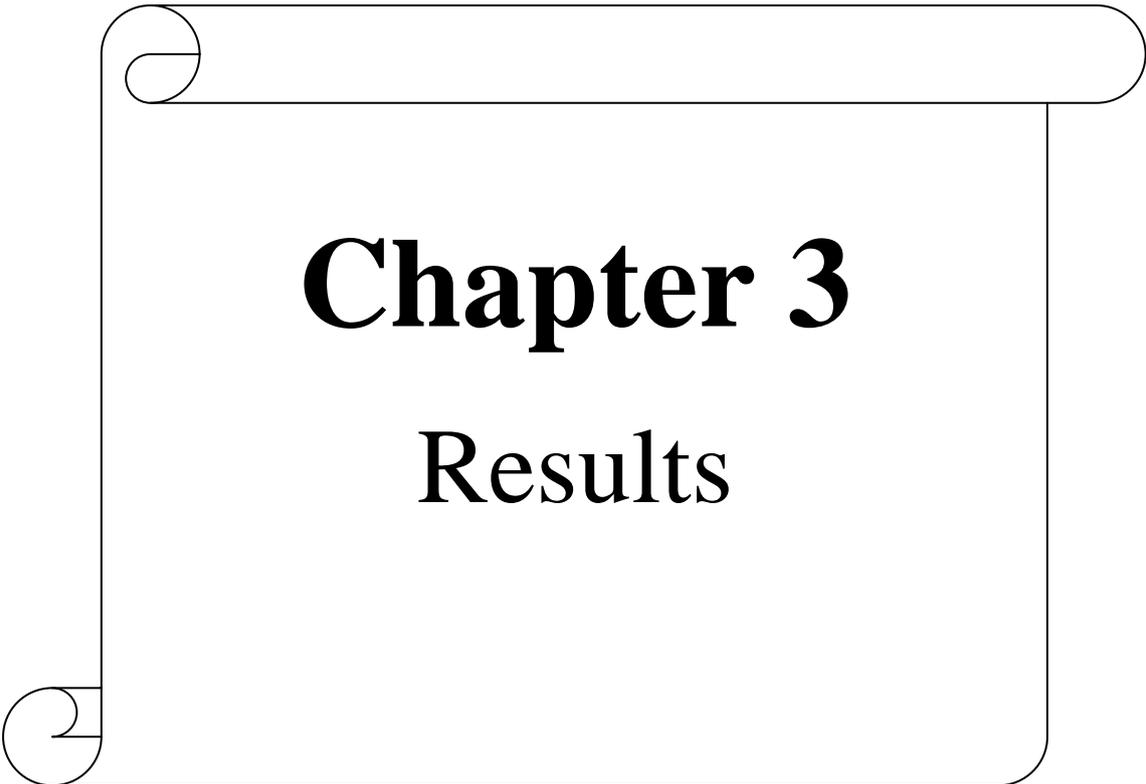
Chapter 1

Literature Review

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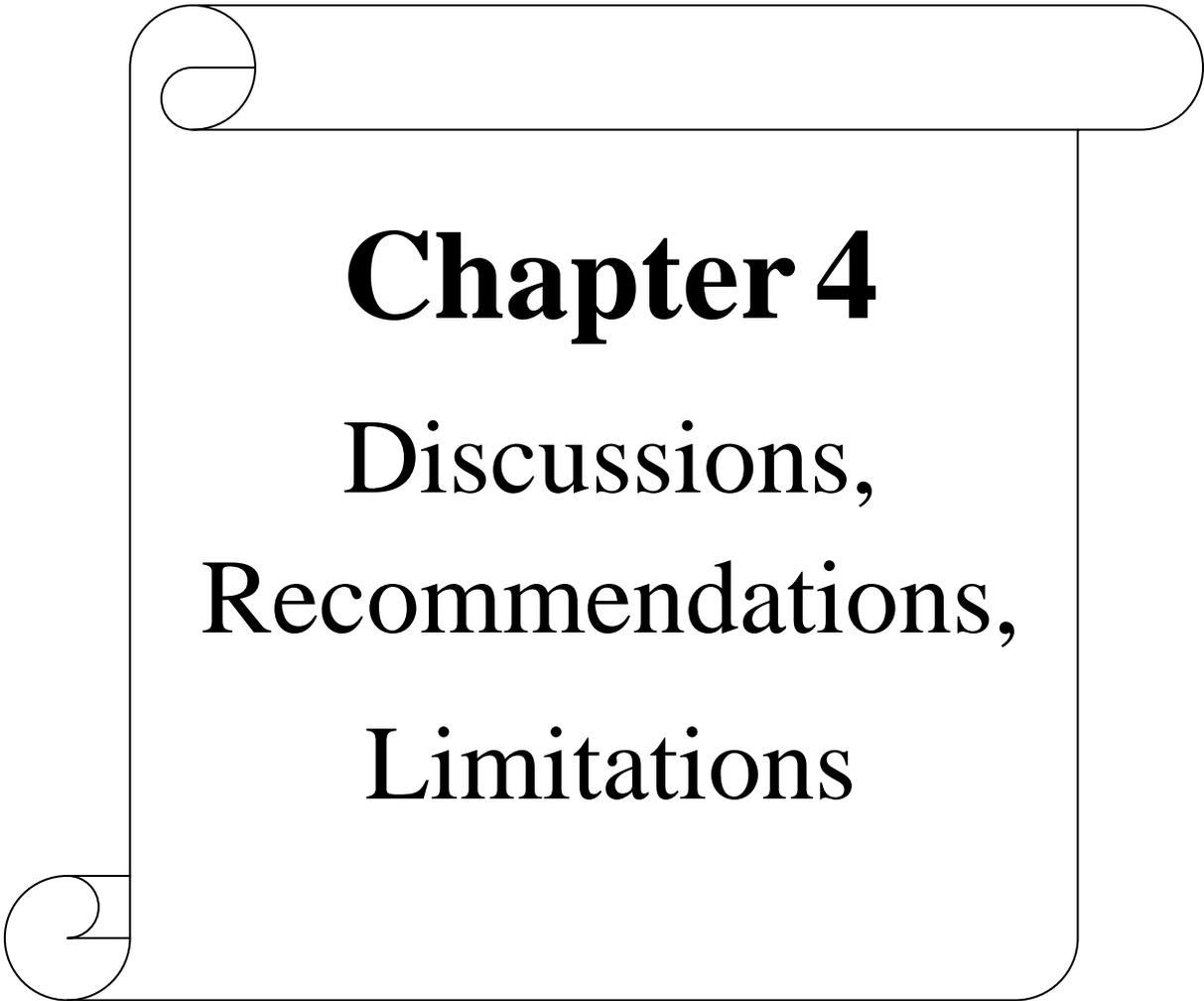
Chapter 2

Research Methodology



Chapter 3

Results



Chapter 4

Discussions,
Recommendations,
Limitations

1.1. Speaking Skill and the Pragmatic Competence

1.2. Developing Pragmatic Competence through Speaking Skill

Appendices

General Introduction

EFL students always find difficulties in using English language whether with its natives or with the users of the language. It is considered as a difficult task for EFL student to start, to interact and to end an appropriate conversation, or discourse based on the correct principles of the language. This issue may be related to several reasons which need to be detected and solved because speaking skill is considered as an important mean of communication. It is one of the main four skills of a language that needs to be focused on in order to communicate effectively within the classroom or within the community.

The only developed competence; of EFL students at M.K. University, is the linguistic one, since the oral expression teachers do not focus on teaching the pragmatic aspects of English language. In other words, the oral expression teachers do not focus on developing the pragmatic competence of the EFL students.

EFL students should know the linguistic aspects and how to use them in the social community. Unlike EFL students at M.K. University who are linguistically competent yet pragmatically incompetent. Therefore, students' pragmatic competence also needs to be developed. All of the oral expression teachers need to develop the pragmatic competence. Consequently, students will not have a difficulty in communication since they have been developed linguistically and pragmatically.

Statement of the Problem

Improving the EFL students speaking skill is an important task in teaching process; therefore, oral expression teachers need to develop the EFL students' pragmatic competence for the reason that the EFL students become pragmatically competent. In this research, we are interested in developing the pragmatic competence of EFL students

through speaking skill. EFL students at M.K. Biskra University consider the social interaction as a difficult activity to make because oral expression teachers do not focus on the pragmatic aspects of the target language, or in other words, teachers do not give an equal importance to develop the pragmatic competence as the linguistic one.

Oral expression teachers do not develop students' pragmatic competence consequently students have difficulties in communication using English language.

Purpose of the Study

The purpose of this study is to shed the light on:

- ✓ The importance of developing EFL students' pragmatic competence through speaking skill.
- ✓ The drawbacks of developing only EFL students' linguistic competence and their huge impact on the social communication.

In addition to make

- ✓ Oral expression teachers focus on developing the EFL students' pragmatic competency to improve their speaking skill.
- ✓ Students recognize the importance of the pragmatic competence on the social interaction.

Significance of the Study

This work will refine the teaching process in the oral expression classes; since, teachers will focus more on the pragmatic aspects rather than the linguistic one. These refinements have methodological significance since teachers will use different speaking activities that develop their pragmatic competency.

The emphasis on the pragmatic competence can be beneficial mainly for: the students; who will profit from this since they will communicate effectively because they can use the pragmatic norms of English language in every social situation. In other words, EFL students become pragmatically competent. For the teacher; who will not going to face problems with the language use and the socio- cultural aspects of English language.

Introduction

EFL students should be good at both of the receptive and the productive skills. Therefore, teachers should develop each skill in the way that EFL students become good in using those skills. Speaking skill is one of the skills that EFL students may have difficulties in using it in different social context since it is a way of communication; consequently, they should know how to use the language in different context in order to fulfill the social connection between the members of the social community. Hence, we want to discuss in this chapter the theoretical aspects of both of the speaking skill and the pragmatic competence and the central connection between the two terms.

1.1.1. Definition of Speaking Skill

Speaking is the group of sounds that humans produce in order to communicate effectively within the society. These group of sounds are related based on certain rules that all the speech community approve about them in order to convey their messages and thoughts. Speaking is one of the four skills that the users of a language need to be competent of, since it is the most used way to communicate. "Speaking is so much a part of daily life that we take it for granted" (Thornbury 01). Different criteria should be associated within the produced speech in order to be a competent speaker. Thornbury Scott suggests that the speech is linear; the speech occurs in a given time, utterance, and spontaneous. (02) To produce a speech. EFL student should be competent in more than one language aspect because speech has more than the fluency of the speech and pronunciation of the words.

1.1.2. Characteristics of Speaking Skill

The linguistic code is not sufficient to make the speaker of the English language an effective speaker. Other aspects should be required in order to achieve the competency in speaking English language. Jeremy Harmer affirms that: “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language ‘on the spot’.”(The practice of English 269) He mentions that there are two elements of speaking skill: the first of all is: the language features which include the ability to; produce fluent connected speech (connected speech), use the pitch, stress, speed, volume to express about the speakers feelings(expressing devices), use a number of lexical and grammatical items especially to perform a range of language functions (lexis and grammar),and use the negotiation in order to extract more information from the interlocutor (negotiation language).the second is: the mental/ social processing which involves the ability; to convey the exact message in comprehensible way after processing the language in the head (language processing), the ability of understanding the interlocutors messages and turn taking(interacting with others), and the ability of processing rapidly the interlocutor information(information processing). (269-271).

As a result, we can notice that speaking is a mean that people use with others for communication with taking into account different factors that may influence the communication whether positively or negatively. Being an effective speaker does not relates only to the knowledge of the grammar and vocabulary but it is also to the ability of choosing the right words in the right situations using the right way.

1.1.3. Importance of Spoken Language

People speak in order to convey certain messages and to achieve specific goals in a given context. The speech which is produced by the speakers should account certain criteria such as: social status, directives, and politeness... in view of the fact that, their messages will be used appropriately and interpreted correctly. The words that the speaker uses can be influenced by different aspects within the speech events.

1.1.3.1. Topic of Speech Event

people speak in different subjects; politics, sports, religions... to achieve certain goals like; persuading, giving information, extracting information... The purposes of speaking are different according to the different topics and situations. Brown et al. Differentiate two main types of speaking purposes

1- Chatting/ Listener-Related Talk: Brown et al identify chatting as the exchange of friendly talk with another speaker to preserve a social contact by sharing a common interesting topic to discuss and creating a positive atmosphere. (qtd in Luoma 22)

2- Information-Related Talk: the purpose of exchanging the talk is to extract or to exchange the information from the participants about a specific subject the most important point in this process is to make sure that the listener has understood what the speaker was saying.(23)

People speak in order either to chat or to look for information .Therefore, EFL students should be familiarized with these two types in order to recognize the language used in each type of speaking purposes. From this concept, they will start to

differentiate the type of the language that needs to be in the case of whether of chatting or looking for information.

1.1.3.2. Setting of Speech Event

The place in which the talk takes place can also affect the speakers' choice of words. Sari Luoma affirms that: "one set of features that has an influence on what gets said in a speech event and how it is said is the social and situational context in which the talk happens" (24). The language used in a court; for instance, is not the same language that is used at home. Therefore the situation in which the speech is taking place plays an important role on the words choice.

1.1.3.3. Participants Involved in Speech Event

The role of the participants who are engaged in the interaction can play a huge role in choosing words. For example, the way people speak to a governor is not the same way of talking to friend. Luoma gives the speaker roles and role relationship an enormous function that influences the speech event. In accordance with the social situation, the interaction would be more polite .politeness is the reason of the people deficiency in communication. (26) Therefore, EFL students should know how to speak and how to choose the correct words that used in a social interaction when speaking with a high position, older person in formal, casual meetings.

From the previous points, we can notice that being linguistically competent is not sufficient to be competent speaker. Fulcher Glenn suggests that: "learners of a language may be able to use the grammar of a language, pronounce the sounds and speak fluently, but this may not mean that they communicate well" (39). The wrong choice of words or even the wrong choice of a word may appear that the speaker is disrespectful

and impolite; consequently, the communication would not be successful. Thus, the breakdown in the communication in this case is because of the speaker who appears as not an effective one. An effective speaker is the one who has the ability to use the accurate words in the right place using the appropriate manner. This ability depends on the speakers' knowledge about the social context of the target knowledge. From this concept, we can point out the notion of pragmatic competence.

1.1.4. Definition of Pragmatic Competence

We need first of all to recognize both of the narrow and the broad definition of the term Pragmatics:

1-Narrow Definition

Huang Yan suggests that: "Pragmatics is the systematic study of meaning by virtue of, or dependent on the use of language. The central topics of inquiry of pragmatics include implicature, presupposition, speech acts and deixis." (,02)

2- Broad Definition

Crystal suggests that "Pragmatics is a subfield of linguistics that has been defined as "the study of language from 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" (qtd in Yined Tello 172).

In general, pragmatics studies the humans' language. So, EFL students should be familiar with the factors that influence native speakers' choice of words. To define the pragmatic competence notion there was different studies and descriptions for it:

First of all, Bachman modal of the pragmatic competence involves both of the illocutionary competence and the sociolinguistic competence (qtd in Brown, 221). Illocutionary competence: is the ability to use the language to achieve certain objectives (Hedge 48). Hymes describes the sociolinguistic competence as: “to know when to speak, when not, what to talk about with whom, when, where and in what manner” (qtd in Hedge 50)

In other words, this modal explains the pragmatic competence in two areas the first is illocutionary competence therefore, the EFL students should be able to achieve ones objectives through the use of the language, and sociolinguistics competence that students should be competent in order to use the appropriate way according to the right time, place and participants.

Second, Rose defines the pragmatic competence as “The ability to use available linguistic resources (pragmalinguistics) in a contextually appropriate fashion (sociopragmatics)”. He states that pragmalinguistics “includes strategies like directness and indirectness, routines, and a large range of linguistic forms which can intensify or soften communicative acts.” And that Sociopragmatics”refers to the social perception of communicative action.” (qtd in Yined Tello 173)

In the same concept, EFL students should have the ability not only to use the linguistic code but also the socio-cultural aspects of the English language. To sum up, the pragmatic competence is a combination of the linguistic and social aspects of the language in which people need to be competent, and realize success in communication.

1.1.5. Use of Pragmatic Competence

The speakers' ability to achieve certain goals in different appropriate manners refers to his/ her pragmatic competency. Consequently, the grammatical aspects of a language are not crucial in the communication. Hymes suggests that: "there are rules of use without which the rules of grammar would be useless" (qtd in Fulcher 39) moreover that he continues: "just as rules of syntax can control aspects of phonology, and just as semantic rules perhaps control aspects of syntax. So rules of speech acts enter as controlling factor for linguistic form as a whole." Fulcher believes that there are what she calls "speaking rules" that learners need to comprehend in order not to appear rude. Those speaking rules are taken into account as the term of "appropriacy" which she identifies as: "a construct that is concerned with the way in which speakers use language according to rules of which they are hardly aware". (39) EFL students needs to recognize; in addition to that linguistic code, the speaking rules that govern the social interactin of a language; in order to achieve successful communication.

The speakers of a language do not always express their thoughts or messages directly. They imply their intention for several reasons such as; not to appear rude, not to cause an offence for the listener. Grice calls the process of implicating meanings as the conversational implicature (Huang 24). It is considered as a difficult task for EFL learners to extract the intended meaning from the speakers' utterance since it is not directly expressed. Sometimes EFL learners unintentionally imply something in communication (Fulcher 40). So, EFL students should know how to explicitly or implicitly produce the intended meanings in a particular utterance; as well as, understanding the speakers meaning whether it is explicitly or implicitly produced.

The principle of politeness can also interfere with the degree of the speakers' pragmatic competency. Being polite allow the possibility of being heard by the listener and achieving the speakers objectives. The speaker may choose different ways to appear polite Fulcher suggests that indirect expressions can be measured as more polite expressions because the speaker gives the hearer the choice whether to do or not to do the speakers demand. (40)

Developing the EFL students' pragmatic competence is related to developing their competence in language use and politeness. EFL students need to know how to use the language in the appropriate behavior in order to realize their intentions through communication. Maraheel Wafa mentions that:

language use is what is generally referred to as functionalism: language as actions, that almost all utterances are multifunctional, which means that what is grammatically the same sentence may be a statement, a command, or a request; what are grammatically two different sentences may, as act, both request. (.25)

From the above instructions we can precisely identify what can the EFL student do with the pragmatic aspects of a language. Fulcher mentions two different areas when using the pragmatic competence:

1.1.5.1. Doing Things with Words

Austin argues that every single utterance and every single meaning perform particular acts (qtd in Huang, 102). EFL students should know how to do things by words; therefore, they need to know which utterances to use in order to perform a specific action such as: asserting, apologizing, requesting...

1.1.5.1.1. Performatives versus Constatives

Austin distinguishes between two different forms of statements, the one in which the speaker performs things “performatives”, and the one in which the speaker do not do anything” constatives”(fulcher 42). He asserts that constatives are unlike performatives which are not used to say true or false expressions about any thing, and their use necessitates an action (qtd in Huang 95).EFL students should be able to differentiate between the performatives and constatives .As a result, they will be able to use the appropriate statement in the correct contexts and in different ways.

Those are some examples about performatives and constatives:

- (01) a. I promise to call her again.
- b. I apologize for being rude.
- c. I command you to follow the order.
- (02) a. Her pets name is laky
- b. my parents are having a vacation in Hawaii.

Unlike those in (02), the declarative sentences in (01) are not used to say anything true or false but they are used to perform actions of promising in (01, a), of apologizing in (01, b), of ordering in (01, c).

Huang affirms that performatives can also be divided into two main types: the first is; explicit performatives which are explicitly show the kind of act is being performed through the use of performative verb that makes the utterance performative. The second is; implicit performatives which are performative utterances that include no performative verb (96). He identifies the performative verb as” the verb naming the action while performing it” (95)

Explicit performatives as in (01) and implicit performatives as in (03):

- (03) a. I will bring her back tomorrow morning.

b. keep on taking your medication.

The performative verbs in both of the declarative sentences in (03) are not existed; on the other hand, the actions of promising is being performed in (03.a), of ordering is being performed in (03.b).

1.1.5.1.2. Locutionary, Illocutionary, Perlocutionary Acts

Austin continued by distinguishing three types of acts within the speech act: (01) locutionary act: the act of producing a meaningful utterance.(02), illocutionary act: the act that needs to be fulfilled through speaking, and (03) perlocutionary act: is the effect that the utterance causes on the hearer. (qtd in Huang, 102)

He classified speech act into five main types which are:

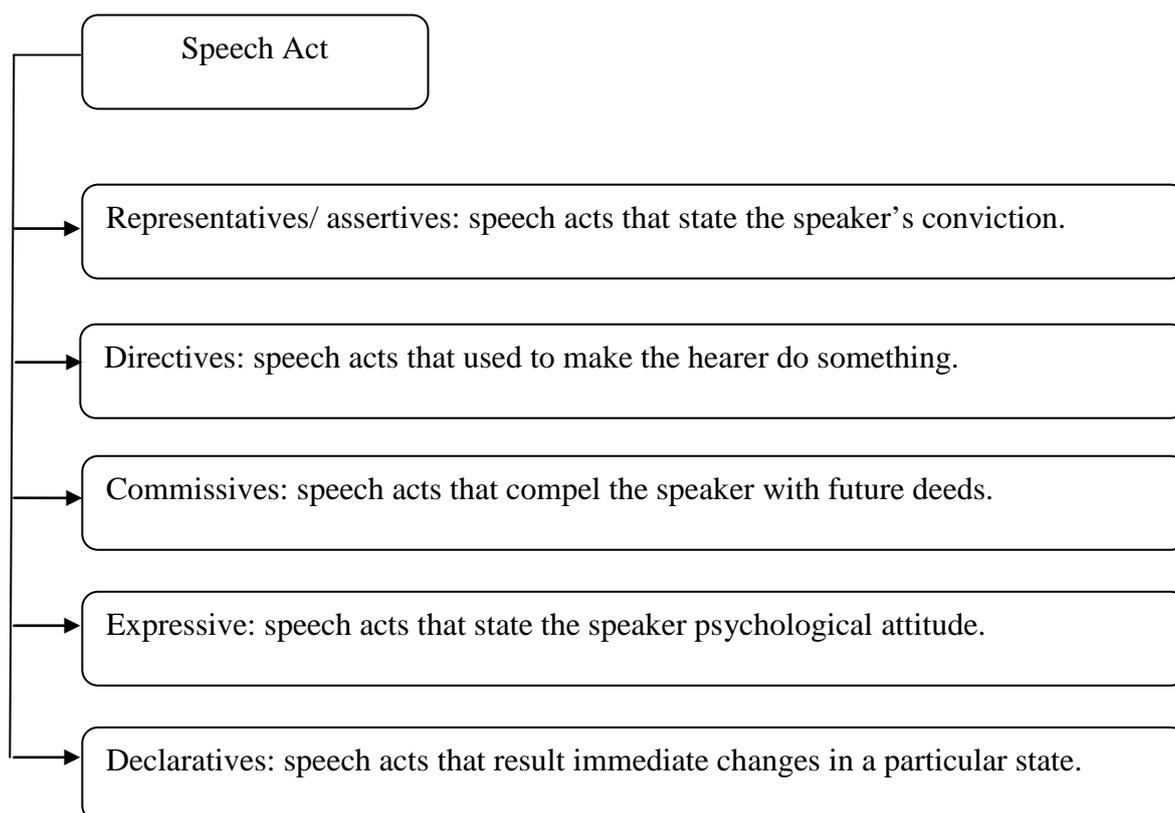


Figure: the five types of speech act that presented by Austin

Adapted from (Huang 106-108)

The five types of speech act are respectively exemplified in (04)

- (04) a. Graham Bell invents the telephone.
 b. Switch on the light
 c. I will come back later.
 d. I am so pleased.
 e. I pronounce you husband and wife.

1.1.5.1.3. Direct and Indirect Speech Act

Huang mentions that there are three main types of sentences in almost all of the languages which are; declarative, interrogative, imperative (109) and three main types for the illocutionary forces; asserting/ stating, asking/ questioning, ordering/ requesting. On this basis he differentiates between the direct and indirect speech act. He suggests that when there is a direct relationship between the type of the sentence and the

illocutionary force than it is a direct speech act. Explicit performatives are also considered as direct speech act since their performative verb states directly the illocutionary force. On the other hand, when there is no match between the type of the sentence and the illocutionary force than it is an indirect speech act. (110)

(05) a. I request you to borrow me your book.

b. Borrow me your book.

c. Can you borrow me your book?

In (05.a) the illocutionary force is explicitly stated therefore it is considered as a direct speech act. In (05.b) the sentences type is an imperative and the illocutionary force is a request, there is a match between the sentence type and the illocutionary force; as a result, it is also a direct speech act. Whereas, in (05.c) the sentences type is an interrogative and the illocutionary force is a request, there is no direct relationship between the sentence type and the illocutionary force; as a result, it is considered as an indirect speech act.

An indirect speech act is associated with the notion of politeness, the more the speech act is indirect the more the utterance is polite. (Huang 115)

(06) a. Give me the book.

b. Give me the book, please.

c. Can you give me the book?

d. Could you give me the book?

(06.d) is more polite than (06.c) which is more polite than (06.b) which is more polite than (06.a).

There are four models proposed to explain the notion of politeness. Face-saving model of politeness is considered as the most comprehensible one between the four models. It was presented by Brown and Levinson whom use Goffman's notion of face

which “means roughly an individual’s self-esteem”. It has two main aspects: first of all, positive face: represents the need to be accepted by others by using positive politeness. Second, negative face: represents the individual freedom of actions and needs. Negative politeness used to preserve the negative face of others. (Huang 116)

When EFL students know how to make speech acts correctly, in other words, how to do things with words means that they know how to express their objectives through using the target language. But it is not sufficient to make them affective speakers.

1.1.5.2. Being Things with Words

Understanding the importance of the speech act rules is not sufficient to understand the way people speak in particular situations. To achieve this goal, social context should be taken into account (Fulcher 43).

Labov and Fanshel state that the social context of speech is crucial for understanding the spoken rules that Fulcher named being things with words. She assumes that social status and context are essential to understand why people speak in the way they do. She continues “Speakers also adopt and play roles in the use of a language”. Those rules have speaking rights. “Teachers and judges have the right to who is to speak next and what they are to speak about”. Therefore, speakers are being things through words. In other words, the speaker’s status and role are defined by speech, the context and the speaker’s position in it dictates the kind of the used language. (43)

When EFL students know what to say with the right person at the right time and place with the right manner; in that case, they understand the speaking rules of the target language. Consequently, they understand how to be things with words. The ability to know the appropriate utterance with the right person at the right place, and time is not sufficient to make them affective speakers.

To conclude, being pragmatically competent means that the ability both to do and to be things with words. EFL students should know how to do things with words; as well as, to be things with words. They are supposed to know how to perform the different speech acts at the right time and place with the right person using the appropriate way.

Conclusion

From the theoretical aspects about both of the speaking skill and the pragmatic competence we can detect that both of the notions can not be separated. When we talk about speaking skill means that we are talking about the pragmatic competence which can be presented into two forms, speaking is one form. An effective speaker is the one who is pragmatically competent. Therefore, to say that EFL student is an effective speaker means that the student has the ability to communicate effectively in different contexts. EFL Student should be exposed to speaking the target language in order to be affective speaker.

Introduction

After we had an idea about the theoretical aspects of both of the speaking skill and the pragmatic competence notions, it would be the right time to get deeper within the pragmatic competence notion. We have mentioned before that; when EFL students can not communicate effectively in a given social interaction means that they lack of the pragmatic competency. The pragmatic incompetency leads to pragmatic divergence from the part of the EFL students; therefore, teachers should know the causes of the pragmatic divergence and the right ways that can be used within the classroom in order to develop the students pragmatic competency; consequently, EFL students become effective speakers.

1.2.1. Causes of EFL Students' Pragmatic Divergence

Since every language has its own rules and aspects, EFL students should recognize all the aspects of the target language and especially the pragmatic aspects of that language. When EFL students make pragmatic divergence they commit a pragmatic divergence which is a phenomenon that EFL students fall in through the process of learning the target language. A major question should be asked in relation to this issue is; what are the reasons that leads EFL students to commit pragmatic divergence?

Ishihara and D. Cohen Propose five causes that in general involved into two main causes which lead to pragmatic divergence:

I. Pragmatic Divergence due to Insufficient Pragmatic Ability

They mention that; the pragmatic divergence of the EFL students occurs mainly because of the lack of the pragmatic ability. In other words, EFL learners may; whether, not know what is usually said in specific situations; therefore, unintentionally they produce divergent language forms. Or, because they have insufficient pragmatic

awareness, they make guess about what the speaker would say in the situation, which turns out that it is not normally used in that context/ situation. On other cases, they may depend on an associated familiar socio- cultural norms and language behavior. They may also attain misleading sources to use it in authentic interaction. Thus, reasons such as; uncompleted pragmatic awareness, inconsiderateness to pragmatic norms of the L2, or insufficient linguistic ability are also contribute on learners' pragmatic divergence. (77). this element includes four factors;

1. Negative transfer of Pragmatic Norms:

When learners either do not recognize the target language pragmatic norms or guess that their first language pragmatic norms apply in the particular situation in the target culture; they may intentionally or unintentionally rely on the norms that they would be use in their first language social situation. They mention that:“This influence of the learners' knowledge of other languages and cultures on their pragmatic use and development on the use of the L2 is referred to as pragmatic transfer”. Even though pragmatic transfer may be presented through two ways; positive transfer is when the target language pragmatic rules are similar to the learners' pragmatic norms, the learners produce positive results. Negative transfer is when the target language pragmatic rules are different from the learners' pragmatic norms; the learners produce negative results. (78)

EFL students may use the pragmatic norms of their mother tongue in specific social situations that can not be used in the target language. In this case, the EFL students' pragmatic divergence utterances occurred because of the negative transfer of the pragmatic norms of the mother tongue to the target language.

2. Limited Grammatical Ability in the L2:

Learners' grammatical and pragmatic ability are not essentially equivalence with each other. From a grammatical point of view, linguistically competent Learners who can comprehend and construct highly accurate language forms are not essentially pragmatically competent learners. They add that:

Even if they have flawless control of grammar, they may fail to understand the listener's intended meaning. Conversely, learners who demonstrate very little grammatical accuracy may still be able to interpret messages as intended and produce pragmatically appropriate utterances. Nonetheless, learners' grammatical ability may well have an impact on their L2 pragmatic competence. They may be able to comprehend others' messages better when these messages use the grammar that they best understand. Likewise, they are most likely to produce structures that are within their grammatical control.(80)

EFL students who have a narrow range of linguistic ability produce pragmatically divergent utterances. The EFL students' pragmatic divergence utterances are the results of the lack of vocabulary and grammar.

3. Overgeneralization of Perceived L2 Pragmatic Norms

When learners acquire a new grammatical rule of the target language, they usually applied the rule in other places in which it is considered wrong to use, in this case the learner over generalized the rule. According to the notion of over generalization, they mention that:

When learners have only a rudimentary understanding of the target culture and the nature of its pragmatic norms, they may depend on their preconceived notions about L2 norms and wrongly apply them to different contexts. pragmatic divergence may occur as a result. In such a case, the cause of the pragmatic divergence stems from overgeneralization of pragmatic norms of the L2, which may draw on preconceived cultural stereotypes as well. Learners could be neglecting the social, geographical, and situational variability in the L2. (81)

In this case, the EFL students use what they learned about the target language pragmatic norms in every social situation. Even if, it would be completely incorrect therefore their utterances would be divergent from the utterances that natives would produce.

4. Effect of Instruction or Instructional Materials

Beside the insufficient pragmatic awareness or incomplete pragmatic control on the learners' part, the effect of the instruction or the instructional materials can be another reason for the Learners' pragmatic divergence. This factor is different from the three previous factors simply because the divergence depends on the instructor, not with the learner. (84)

The pragmatic divergence utterances; that were produced by the EFL students, lie on teachers' responsibility because the teachers' instruction is not sufficient to develop EFL students' pragmatic ability.

Therefore, EFL students divergent utterances are due to several reasons; EFL students transfer the pragmatic norms of their first language into the second language,

EFL students have Limited range of the grammar and vocabulary of the L2, EFL students Overgeneralization of perceived L2 pragmatic norms, and EFL students pragmatic incompetency because of the bad influence of instructional materials.

II. Pragmatic Divergence due to Learner Choice

The four elements that are discussed above are unintended causes that influence the learners' pragmatic competence which show the pragmatic divergence. But with this factor the divergence occurs because of the learner choice not to follow the pragmatic norms of the target language. This element includes one factor which is the last one:

1. Resistance to Using Perceived L2 Pragmatic Norms:

the reason of the learners pragmatic divergence is intended because the learners are choose not to use the pragmatic norms of that community. "Learners are not a blank slate free from preconceptions of the world. Rather, they are social beings replete with their own cultural values, beliefs, and worldview. Their subjective disposition – social identity, attitudes, personal beliefs, and principles – is likely to influence how they present themselves in their L2 pragmatic behavior" (87) .On the one hand, learners may choose to adjust to L2 norms in order whether to communicate effectively within the community or to reach social support in the community. On the other, they may intentionally diverge from L2 norms to emphasize their linguistic differences in different ways the first is; they may choose to maintain their subjectivity through separate themselves from the L2 group. The second is; learners reject to learn a specific language forms that disagree with their subjective position. Or they may desire not to apply the pragmatic norms over the linguistic aspects, in order to show their subjectivity. (87)

In other words, EFL students may decide not to use the pragmatic aspects of the target language for several reasons. In this case it is the learners' responsibility for making the pragmatic divergence; it has no relation with the teachers' instruction. i.e. that the teacher provides the pragmatic instruction within the classroom environment but the student chose not to use it in order to emphasize a certain objectives.

1.2.2. Pragmatic Competence in Speaking Classroom

Speaking classroom is practically the only place in which EFL students have the opportunity to communicate using the target language. They normally develop their competency to communicate effectively in the speaking classes. Therefore, the speaking teachers' role is not related only to make EFL students know how to pronounce words, or teaching new vocabulary, or speaking fluently; however, it is related to make the EFL students communicate effectively within or without the classroom environment. In other words, it is the speaking teachers' role to make the EFL students not only linguistically competent but also pragmatically competent. There are a number of approaches that speaking teachers may use to realize their goals.

1.2.2.1. Communicative language Teaching (CLT) and Task Based Teaching Approach

1.2.2.1.1. Communicative Language Teaching Approach

It is a teaching approach which was developed in the 1980s. It provides theoretical aspects not only about the nature of language but also about language learning and teaching. (Brown 24) he also provides four interrelated criteria to identify the term communicative language teaching.

Classroom goals are focused on all of the components of CC and not restricted to grammatical and linguistic competence. Language

techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts. (241)

In other terms, oral expression teachers who follow this approach should know how to focus on all the aspects of the language without focusing on element and neglecting the others or giving more importance to one element than the others using the correct types of the classroom tasks that makes EFL students communicate effectively within the classroom which makes it a communicative classroom. In this way, oral expression teachers use the appropriate approach that would be helpful in improving the EFL students' four skills.

1.2.2.1.2. Task-Based Instruction

It is also an approach that urges teachers to take into account a number of the communicative language aspects during their lessons and the curriculum designs. (Brown, 243) Skehan describes a task as “an activity in which meaning is primary, there is a problem to solve and relation ship to real-world activities, with an objective that can be assessed in terms of an outcome”(qtd in brown 242) .Speaking teachers needs to create an optimal atmosphere for the EFL students in order to interact with each others

using very specific types of classroom tasks. There are a number of tasks that can be used in the speaking classes that develop the pragmatic competence of the EFL students because speaking teachers are supposed to be the responsible of providing the type of the communicative tasks and the oral instruction about the activity. Hedge suggests that a number of the communicative tasks necessitate face to face interaction in the classroom environment. For instance, small groups' interaction:

...provides a basis for language acquisition. It also gives students practice in communicating and negotiating meanings in establishing positive rapport, in maintaining a conversation with appropriate turntaking conventions and, at the same time, allows them to establish how well they can understand and make themselves understood(62)

She added that, there are certain criteria that teacher should take into account when making face to face interaction tasks which are:

- The consideration of burdens made on learners in the type of interaction and the socio-psychological aspects that influences learners' reaction to those burdens.
- Group solidness which involves all the types of arrangement included in the task; seating arrangement, group size...
- The structure of groups in which the teacher chose to give each member her/ his specific role or to give the students the freedom to choose their roles.
- Specifying member in each group who will be interested in maintaining the development of the work. (62)

From these four elements, we can conclude that oral expression teachers play a different number of roles within the classroom. Those roles can provide more opportunities to the EFL students to achieve certain levels in their pragmatic

competency. Oral expression teachers' roles help them to achieve their objectives. Hedge points out that, beside the presentation of a new code, the teacher plays different roles in the communicative classroom like creating the activities, arranging the material sources, giving instructions in the group work, motivating students, scrutinize the activities, and explores the students' needs. (63)

Being an oral expression teacher, necessitate playing more than one role inside the classroom. Especially for the teachers who are focusing on more than one language aspects. They need to specify the language aspects that they are going to focus on, such as the pragmatic aspects of English language, then playing the most appropriate role for developing the EFL students' pragmatic competence.

1.2.2.2. Speech Acts, Politeness, and Pragmatic Competence

In general, EFL students need to acquire the competency to perform the speech acts such as; openings and ending conversations, apologizing, complementing, requesting...etc in an appropriate way in order to be pragmatically competent. From this statement we can extract the crucial relationship between the three notions which are; speech act, politeness and pragmatic competence.

We can give it in more details as follows, the EFL students when performing a speech act in a particular conversation they accomplish the rules of communication s/ he can convey her/ his intention correctly and appropriately in the context. I.e. the EFL student is pragmatically competent since s/ he uses the correct form of speech act using the appropriate degree of politeness in a particular social interaction. J. Vitale states that: "the evidence of a speech act's role in pragmatic competence can be reflected in its communicative nature. This is because the sociocultural context of an utterance determines the actual grammatical, semantic, and pragmatic entities of the speech act"

(31). She adds that, politeness is an event that has a direct relationship with the speech community norms, and the learner may not be able to achieve the right degree of politeness without appropriate pragmatic instruction. (32)

In relation to this notion, the degree of politeness that is expressed in a specific context reflects the ability of the EFL student to communicate effectively within the speech community in the appropriate way. Therefore, EFL students should be pragmatically instructed by the oral expression teachers in order to be able to perform the speech acts with the appropriate degree of politeness in a given contexts.

1.2.2.3. Types of Speaking Activities that Develop Pragmatic Competence

Developing the EFL students' pragmatic competence is not an easy task to be achieved by the oral expression teachers. They need to observe, analyze, and create the appropriate tasks that would help the EFL students to develop their pragmatic competency. There are a number of different tasks that would be helpful to achieve this goal but first of all we need to recognize the types of speaking activities that should be included in the speaking classes.

Harmer; in his book 'How to Teach English', suggests that there are four types of speaking activities that urges students to communicate within the classroom which are:

1- Information Gaps Activities: it includes the participation of more than one student. The part of information that one student knows can be different from the other student' part of information. The combination of these parts forms the whole information. Those activities include describing pictures, completing and telling story.

(88)

Oral expression teachers may use this type of speaking activities in order to urge the EFL students' interaction in the classroom. This type of activities can attract the students' interests; since, it is presenting new information. Especially, if the topic being discussed is interesting for the EFL students.

2- Surveys Activities: it involves the students' participation in carry out questionnaire about a specific topic. It requires the participation of more than one student; furthermore, it involves the students' movements inside the classroom. (89)

Oral expression teachers may use this type of speaking activities that urges the EFL students to interact in classrooms. It is a unique activity; since, it requires the EFL students' movements inside the classroom in order to communicate with each others.

3- Discussion Activities: it involves the students' discussion about a specific topic. It also requires the participation of more than one student; since, they are going to exchange their points of views about the topic. (90)

It is one of the most used speaking activities that oral expression teachers use when teaching English language. The teacher introduces the topic then urges the EFL students to interact with each other by exchanging their point of view.

4- Role-Play Activities: it involves the students' participation to play roles according to different social situations. for instance, ask the students to play a role of guest at a party.(92)

Oral expression teachers may suggest social situations and ask the EFL students to play a particular role in those situations. This type of activities also is used in teaching speaking skill to the EFL students.

These are the speaking activities that oral expression teacher may use in the classroom; however, we are interested in the speaking activities that develop the

pragmatic competence that oral expression teachers should be focusing on. They should use speaking tasks that include both of the aspects of the speaking skill such as pronunciation, stress, pitch...etc, as well as developing the pragmatic competency of the EFL students. Yined Tello asserts that :

Pragmatic instruction in a foreign language classroom, particularly in spoken English class, needs to fulfill three functions: (1) exposing learners to appropriate target language input, (2) raising learner's pragmatic awareness, and (3) arranging authentic opportunities to practice pragmatic knowledge. (178).

In accordance to this notion, Bardovi- Harlig Kathleen and RebiccaMahan- Taylor assert that, the pragmatic instructions make use of both the learners' first and target language. They differentiate between two main speaking activities that develop the EFL students' pragmatic competence:

1-Awareness raising activities: are the activities that aim to raise the pragmatic awareness of the EFL students about the target language by using illustrations. Those illustrations can be presented through the similarities and differences between the pragmatic norms of the first and the target language. they add that;” it is worthwhile to keep in mind that all languages have pragmatic systems, and with a little encouragement all learners will recognize that their L1s also have “secret rules”” (06). Furthermore, the use of authentic language samples will be beneficial in presenting English language pragmatic norms. (06)

Oral expression teachers should use the speaking activities that expose the pragmatic norms of English language. Through the use of the authentic language samples, and the comparison between the pragmatic norms of the EFL students first

language and the pragmatic norms of the target language oral expression teachers try to develop the EFL students pragmatic competence.

2-Interpretation or production activities: are activities that come after the presentation of English language pragmatic norms. It arranges opportunities for the students to practice the pragmatic norms (07)

The other type of speaking activities that; the oral expression teachers may use, is the speaking activities that provides opportunities to EFL students to use the pragmatic norms in simulation for the native social situations. Generally, the speaking activities that oral expression teacher should use in order to develop the EFL students' pragmatic competency. The use of authentic language samples that present the pragmatic norms of the target language and providing opportunities to apply that information can develop the EFL students' pragmatic competence.

Now, we have to deal with the factors or the elements that influence the process of acquiring the pragmatic competency and the effects of using the pragmatic instructions on the development of the EFL students' pragmatic competence.

1.2.3. Acquisition Process of Pragmatic Competence

1.2.3.1. Influential Factors on Acquisition of Pragmatic Competence

It is obvious that; EFL students differ from each others in acquiring the aspects of a language. There are certain elements that may influence the acquisition EFL students' pragmatic competency; therefore, they have different levels of acquiring this competency. Bardovi- Harlig pointed out that there are four elements that have a direct influence on the acquisition process of the pragmatic competence which are:

1-The Input: the deficiency of the input may appear in the teaching materials or the teacher him/ herself. Teaching materials may not present the speech act; in this case teaching with using this type of teaching materials is not effective to acquire this type of competency. In addition to the teacher who may use a particular kind of language that EFL students may learn and use in an inappropriate manner. (qtd in J. Vitale 17).

2-The Instructions: the teacher' degree of emphasis on both of the differences and similarities of the L1 and L2. Learners' pragmatic awareness is affected by the amount of exposure to the pragmatic of the target language. (qtd in J. Vitale 17).

3- The Learner's Level of Proficiency: recent studies show that, advanced learners are more pragmatically competent than intermediate learners. (qtd in J. Vitale 18).

4- The Length of Stay Living in the L2 Culture, and the L1 Culture: it has a relationship to language and culture. According to Kasper the pragmatic transfer is "the use of L1 pragmatic knowledge to understand or carry out linguistic action in the L2" and he clarifies that, transfer may be; first of all, positive: when the learner conveys the intended meaning effectively because of the similarities between the L1 and the target language. Second, negative: when the learner does not convey the intended meaning because of the breakdown in using speech act because of the comparison between the L1 and the target language (qtd in J. Vitale 18).

Developing the EFL students' pragmatic competence can be effected by several factors. The oral expression teachers' materials and instructions can influence positively, or negatively the development of the pragmatic competence of the EFL students. The accurate information that is presented in the materials, and the teachers explicit instruction can influence positively the development of the pragmatic

competence; whereas, the inaccurate information that is presented in the materials, and the teachers implicit instruction can influence negatively the development of the EFL students' pragmatic competence. Moreover that, the learner's level of proficiency, and the length of stay living in the L2 culture, and the L1 culture also can influence positively the development of the EFL students' pragmatic competence; if the EFL students have high level of proficiency and they stay living in the L2 culture, and the L1 culture for a long period of time; Whereas, they influence negatively the development of the EFL students' pragmatic competence; if the EFL students have low level of proficiency and they do not stay living in the L2 culture, and the L1 culture.

1.2.3.2. Importance of Pedagogical Intervention on Development of EFL Students' Pragmatic Competence

A huge issue was developed about the pedagogical interventions on the development of the EFL students' pragmatic competence. There were different studies about this. For instance, Kasper and Rose suggest that classrooms present two ways for developing the pragmatic competence:

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

2-“Learners may learn as a result of planned pedagogical action directed towards the acquisition of pragmatics.” (qtd in Yined Tello, 177)

Generally, EFL students' pragmatic competency can be developed by either implicit or explicit pragmatic instruction. The oral expression teacher may develop their pragmatic competence in two ways; the teacher intentionally or unintentionally attempt to develop their pragmatic competence. DeKeyser suggests that the explicit

learning “occurs with concurrent awareness of what is being learned. This implies [...] that some sort of rule is being thought about during the learning process,” whereas implicit learning “occurs without concurrent awareness of what is being learned, through memorization instances, recastings, inferencing of rules without awareness, or both” (qtd in Félix-Brasdefer 50)

Yined Tello suggests that, unlike the grammar and literacy which can be effectively learned in foreign contexts, pragmatic discourse and sociolinguistic competency can not be learned in foreign contexts (176). In order to develop the pragmatic competence of the EFL students, oral expression teachers need to provide a simulation to English language social situations through the use of authentic language samples.

In relation to the importance of the explicit pragmatic instructions, Kasper and Schmidt report that: “the role of pragmatic instruction becomes important because opportunities for the full range of human interactions are limited, and consequently learners have more difficulties in acquiring appropriate language use patterns” (qtd in Yined Tello 176). The oral expression teachers provide the EFL students with limited opportunities to practice the pragmatic norms in limited social situations. Therefore, Pragmatic instructions facilitate the EFL students’ acquisition of the pragmatic competence.

1.2.4. Idioms and the EFL Students Pragmatic Competence

Jung asserts that, being pragmatically competent means that the EFL students have five different abilities: ability to perform speech acts, ability to use and understand non-literal meanings, ability to use the speaking rules, ability to taking turns, pauses or silences, and ability to use cultural aspects of the language (qtd in Lucía Fernández 20).

In other words, saying that EFL students are pragmatically competent, they should know how to use the English language appropriately in every social situation. Consequently, they will not face problems in understand others' speeches.

Idioms are conventional expressions that a specific speech community uses when communicating. Idioms are apart of the socio-cultural aspects of the language; therefore, understanding the idiomatic expressions is a part of understanding the social interaction. Hence, to communicate effectively it is important fact that EFL students should understand and produce the idiomatic expressions that native speakers use when communicating. Nippold and Martin point out that: "failure to grasp the meanings of idioms can impinge upon an individual's understanding of language in social, academic, and vocational settings" (qtd in Yueh Wu 01). In other words, idioms play an important role in every day social situations. Therefore, EFL students should know also the idioms of the target language in order to understand and use them in communication.

1.2.5. Criteria of an Effective Speaker

As we have mentioned earlier, the linguistic aspects is not sufficient to make one an effective speaker. There are other target language aspects that the EFL students need to be familiar with. The pragmatic competency is what the EFL students need to achieve. In other words, the EFL students should know how to manage an appropriate social interaction. Hedge points out that:

If a conversation is to open, progress, and close smoothly and productively, the speakers need to manage it by following the "rules" that seem to govern normal interaction. There are a number of these, and all of them will be influenced by factors of status and role. The cultural conventions will need to be learned as well as the appropriate

formality in style of speech and the level of politeness that is appropriate to the relationship between the participants. (267)

In accordance to the same concept; Hedge suggests that, the effective speaker is the one who has the ability to do four main tasks: openings and closings, responding appropriately in fixed routines, taking turns, topic management (268). The effective speaker is the one who can participate effectively in every step of the conversation, from the beginning till the end of it.

1- Openings and Closings

Fulcher mentions that it is an obvious phenomenon, that conversations have starting and ending points.(38) There are different conventional ways a speaker can use to begin a conversation. Openings such as; statement followed by a response or question followed by an answer. These types of openings called attention- getting which necessitate an additional conversation. Closings; on the other hand, are normally preceded by utterances which called “pre- closing signals” that indicate the near of the conversation ending, then there will be a real closing. (Hedge 267)

An effective speaker is the one who can use the right formula of words to open and to close a conversation in different ways with; a close friend, a stranger, a high position person...etc.

2- Responding Appropriately in Fixed Routines

“Adjacency pairs” is a term given for exchanging when one’s turn necessitates a response as in greetings, invitations... (Hedge 267). This term is defined by McCarthy as:

A unit associated with American conversation analysis...usually conducted from an ethnomethodological standpoint, typically concerned with how participants behave in an interaction in terms of alignment (i.e. how they position themselves socially in relation to their interlocutor(s)), achieving goals, negotiating outcomes, etc. (54)

In order to communicate effectively, EFL students should know when to respond and what to say in the appropriate manner. It is related to the socio-cultural aspects of the target language. Generally, the EFL students should be familiar with the social life aspects of the target language.

3- Taking Turns

Turn taking is one of the biggest problems that EFL students face because it requires a fast progression from the hearer who is supposed to observe and predict the end of the speaker's tone through the falling intonation. The hearer also can use some kinds of hints such as; raised eyebrows, leaning forward, looking at the speaker intently, and coughing, in order to show that s / he wants to incorporate or take a turn within the conversation (Hedge 268). accordingly, EFL students should be able to recognize that the speaker's turn is about to end whether through the nonverbal actions or through the verbal expressions. EFL students should know when and how to take their turns in a conversation. It is easy task for the EFL students to take the turn when they are asked to do by the speaker.

On the other hand, it is a difficult task for the EFL students to take the turn when they are not asked to do so. McCarthy mentions that there are three problems that can be related to the turn-taking notion which are: the first one is that there are some

cultures which accept long period of silence between turns. The second one is about the acceptable forms of interruptions in the different cultures. And the last one is differing styles of the nonverbal and verbal expressions that the listeners produce to reflect the understanding, the interest to the topic that was discussed (58). Therefore, EFL students need to distinguish between the appropriate ways of taking turns in the English language. It is a difficult task for the listener to take the turn when the speaker uses non-verbal expressions; falling tones, the movement eyebrows...etc to invite the speaker to take her/ his turn. In this case, they need to understand the non-verbal expressions that the speaker use to show that s/ he is about to finish her/ his turn within the interaction.

4- Topic Management

It is the ability to running a topic effectively; therefore, EFL students need to be familiar with a wide range of topics that cover all of the socio-cultural aspects of the target language. Hedge points out that:

The kind of topic chosen, how these are introduced, and how speakers move from one topic to another are further aspects of managing interaction. Perhaps the first demand on learners of English is to know which topics are appropriate with which kinds of people. Another is to know how to change the topic, as in “by the way...” or “that reminds me...” it is quite normal for informal conversation to move quickly through a number of topics and learners need a repertoire of topics in order to participate effectively. (268)

EFL students should know how to use the target language (perform speech acts) and the socio-cultural aspects of the target language. In order to convey their messages

appropriately and also being interpreted correctly; therefore, the EFL students can manage any topic in any social situation in the appropriate manner.

Conclusion

From the previous elements, we can conclude that developing the EFL students' pragmatic competence is not an easy task for the oral expression teachers; since, they are going to take into account different factors, and to play different roles within the classroom. Speaking skill can not be taught without taking into account the pragmatic aspects of the target language. Since, speaking skill is associated with peoples' interaction in different context. Hence, it is not sufficient for the EFL students to know only how to pronounce, or how to be fluent but it is more important to know how to use the language appropriately in the engagement in the social event.

Introduction

In this section, we will describe the research methodology of the study including (1) the research questions and hypotheses, (2) the research design, (3) the participants involved in the study, (4) the materials used in the study, (5) the research instruments for data collection, and (6) the procedures of the study.

2.1 Research Questions and Hypotheses

2.1.1 Research Questions

In accordance to the research issue, several questions should be asked:

- 1- Do third year (LMD) students in MK university of Biskra able to use the language effectively in different social situations?
- 2- Do EFL teachers of M K university of Biskra develop the pragmatic competence or only the linguistic one?
- 3- Do teachers consider the pragmatic aspects of the language when teaching speaking skill?
- 4- Does teaching the pragmatic aspects of English language help in developing EFL students' the pragmatic competence?

2.1.2. Hypotheses

Speaking skill is, basically, developed only in speaking classes, however, it should be used in all of EFL classes like; grammar, methodology, pragmatics...The hours devoted to speaking classes are three hours per week and it is not sufficient to enhance EFL students speaking skill therefore improving their pragmatic competency. As a result, EFL teachers should evaluate not only the writing skill but also the speaking one. So we hypothesize that:

1. If teachers give an equal importance for developing both of the linguistic and the pragmatic aspects of English language, then students will not have a difficulty in communication.

2. If teachers are aware of the difficulties that students would face in communication, then they will focus on the pragmatic competences.

3. If EFL teachers give more importance to develop the pragmatic competence, then student will be able to use it fluently and accurately.

2.2 Research Design

This research was of an experimental one which is followed by the questionnaires that were distributing to both the teachers, and the EFL students.

We ensured that the EFL students understand completely the issue which we are trying to investigate in order to get the accurate information. The general aim of the lesson was to know whether the employment of the pragmatic instruction and the use the speaking activities that develop the pragmatic competence would be helpful in developing the EFL students' pragmatic competence.

The questionnaire that was distributed to the EFL students takes place after the experimental study in order to raise their awareness of the notion of the pragmatic competence in order to get the accurate answers. The teachers' questionnaire also was distributed to the English teachers in order to know whether they focus on the pragmatic aspects of the language or only the linguistic one.

2.3. Sample

The whole population of the study consists of: third year (LMD) students of English as a Foreign Language (EFL) at Department of English at the University of Mohamed

Khidher of Biskra during the academic year 2011-2012, and oral expression teachers at the same department.

2.3.1. The Students' Sample: its total number is fifty one students whom are from different socio-economic background and from different geographical regions in Algeria, and different genders; male and female.

2.3.1.1. The Age of Third Year LMD Students

Total	51	100 %
21years	8	15.69 %
22 years	13	25.45 %
23 years	7	13.72 %
24 years	6	17.64 %
25 years	5	9.80 %
26 years	3	5.88 %
27 years	3	5.88 %
29 years	2	3.92 %
37 years	1	1.96 %

table01: The Age of the EFL Students.

From the table above, we notice that the majority of the EFL students 25.45 % are 22 years old because they did repeat a year through their educational life ,17.64 % from the students are 24 years old because they repeat more than a year through their educational life, , and 15.69 % are 21years old which is the right age of the third year LMD students of this academic year, and 13.72 % from the students are 23 years old because they did repeat more than a year through their educational life, the small

percentages such as; 9.80 % is devoted for the EFL students who are 25 years old, 5.88 % of the EFL students are 26 years old and the same percentage for 27 years old, 3.92 % of the EFL students are 29 years old because they may repeat years in their Educational lives, or they were studying other majors, and finally 1.96 % of the EFL students are 37 years old because they were working.

Q1: The Gender of third year LMD student

Total	Male	Female
51	19	32
100 %	37.25 %	62.75 %

table02: The Gender of the EFL Students.

We can notice that, the biggest percentage is devoted for female which is 62.75 % because the majority of the third year LMD English students are female; whereas, 37.25 % are male.

Q2: How long are you learning English language?

Total	/ years	8 years	9 years	10 years	11 years	12 years	13 years	14 years
51	1	37	6	3	1	1	1	1
100 %	1.96 %	72.54 %	11.8 %	5.8 %	1.96 %	1.96 %	1.96 %	1.96 %

table03: The Period of Exposure to English Language.

The length of exposure to English language for the chosen sample members is different. 72.54 % from the EFL students have been exposed to English language for eight years because they started learn English language in the second year in the middle

school, 11.8 % from the EFL students have been exposed to English language for nine years, and 5.8 % from the EFL students have been exposed to English language for ten years because both of those cases had repeated one to two years through their educational life. The percentage of the students; who are exposed to English language for 12, 13, 14 years, is 1.96 % for each because they started learn English language in the fourth year in the secondary school and had repeated one to two years through their educational life. . 1.96 % from the sample does not mention the years.

Q3: How did you choose English?

Total	Imposed	Free choice
51	6	45
100 %	11.76 %	88.24 %

table04: the EFL Students' Choice of Learning English Language at the University

We can notice that 88.24 % of the chosen sample; which is the highest percentage is devoted for the students who have chosen English freely for different reasons; they like English language, they want to be English language teachers, it is the best choice in the nearest university to home; whereas, 11.76 % were imposed to chose it because of; their baccalaureate degree was very low to choose something else, their family decision, they were imposed by the administration of the university.

Q4: The baccalaureate you hold is:

Total	Scientific	Literal	Technical
51	23	26	2
100 %	45.10 %	50.98 %	3.92 %

table05: The Type of Holding Baccalaureate

In secondary school, the biggest percentage is 50.98 % for the EFL students who were literal because they usually chose to study languages at the university. 45.10 % were Scientific, and 3.92 % were Technical study English because they like English language or they hate to study scientific majors in the university.

2.3.2. The Teachers' Sample: its total number is eight teachers. They have different degrees and different years of work experience at the Department of English at University of Biskra.

Q1: what kind of educational degree do you have?

Total	License	Magister	Doctrate
8	3	5	/
100 %	37.5 %	62.5 %	/

table06: Teachers' Educational Degree

We notice that, the majority of the teachers 62.5 % have Magister degree but not Doctorate because they are preparing for it, and 37.5 % have License degree but not Magister because they are preparing for it; while, there is no teacher has Doctorate degree.

Q2: How long have you been teaching English at university?

Total	1year	3years	4years	8years	9 years
8	1	1	2	2	2
100 %	12.5 %	12.5 %	25 %	25 %	25 %

table07: The Period of Working as University Teacher

We can notice that, the highest percentage (25 %) is devoted for the teachers who have been teaching English language for; four, eight, and nine years, and 12.5 % is devoted for the teachers who have been teaching English language for; one, three years.

Q3: How long have you been teaching Oral Expression?

Total	1year	2years	6years	7years
8	2	2	2	2
100 %	25 %	25 %	25 %	25 %

table08: The Period of Teaching Oral Expression

We can notice that, all of the teachers have taught oral expression class. And each 25 % from the teachers' sample taught oral expression for; 1, 2, 6, 7 years.

2.4. Research Instruments

In order to find the answers for the three questions that were proposed to conduct this study, we investigate the EFL students' pragmatic competency. We choose to use eclectic study; questionnaire for both teachers and students in the department of English. University of Biskra, and experimental study at the same department. Those instruments will be described in more details.

2.4.1. The Questionnaires

2.4.1.1. Description of the Students' Questionnaire

It is divided into three main sections: the first section contains four questions, the second section contains six questions while the last section contains twelve questions. This gives twenty two questions.

Three questions are Yes/ No questions; two questions require from the respondents to answer by “Yes” or “No” and the third one requires justification for the answer. Three questions are Yes/ No/ Somehow questions; two questions require from the respondents to answer by “Yes” or “No” or “Somehow” and the third one requires justification for the answer. Fifteen multiple choice ones, providing the EFL students with suggestions among which they can chose the most suitable answer (s). And an open ended question.

Section one: Background Information.

This section seeks to identify the students’ background information by at the beginning identifying the EFL students’ age. The first question deals with the gender of the EFL students. The next three questions deal with the relation between the English language and the student; the period of exposing to English language, the type of the students baccalaureate, and the EFL student’s choice to English whether free choice or imposed.

The study of this background information will help in better interpretation of the students’ ability and students’ awareness about the English language learning stand behind any experience or knowledge about the language itself.

Section two: Students’ Perspectives about Learning the Speaking Skill

The first question is about the EFL student’s psychology towards the oral expression class. Next two questions of this section aim at identifying the students’ views about the importance of both the speaking skill in learning English language, and the pragmatic competence in communicating in a social interaction. The third question aims at identifying the awareness of the factors that may influence the speakers’ choice of words. The last two questions aim at identifying the speaking skill student’s level.

All these questions identify the Students' perception about learning the speaking skill. Whether or not, the linguistic aspects of English language are sufficient to make an effective social interaction.

Section three: Students' Perspectives about Developing the Pragmatic Competence through Speaking Skill

The first two questions of this section aim at identifying the students' views about the speaking divergence that they are facing when using English language and the potential causes of this divergence. The second two questions aims to know the skills' types of speaking that the student is able to use, and to know the optimal circumstances that help the student to speak better. The next four questions aim to know whether the students' pragmatic ability has been developed by the oral expression teacher or not. Next question aims to find the obstacles that may face the students when the teacher chose to develop their pragmatic competence. the next two questions aims to identify the strategies the strategies that the teacher use in order to develop the students pragmatic competence such as idioms. The last question aim at identifying whether or not the EFL student are considered as an effective speaker by identifying the areas that they are able to use effectively.

All these questions identify the Students' perception about developing the pragmatic competence through speaking skill. Whether or not, the oral expression teacher focuses on the pragmatic aspects of English language. And the important effect of the pragmatic competence to make an effective social interaction.

2.4.1.2. Description of the Teachers' Questionnaire

It is divided into three main sections: the first section contains five questions, the second and third sections contain seven questions for each. This gives nineteenth

questions. Four questions are Yes/No/ somehow questions; two questions require from the respondents to answer by “Yes” or “No” or “Somehow” and the other two questions require justification for the answer. Eleven multiple choice ones, providing the Teachers with suggestions among which they can chose the most suitable answer, two of them require justification for the answer (s).And four open ended questions.

Section one: Background Information

This section seeks to identify the teacher’s background information. The first question deals with the teacher’s educational degree. The second question deals with the teacher’s period of teaching English language at the university. The next three questions deal with the relationship between the teacher and the oral expression course; the period of teaching oral expression, find it enjoyable to teach oral expression class, and the difficulty of teaching oral class.

The study of this background information will help in better interpretation of the teachers’ experiences in teaching the oral expression course, and her0 % his attitudes toward teaching the oral expression course.

Section two: Teachers’ Perspectives about Teaching the Speaking Skill

The first question is about the teacher’s perspective toward the role of the oral expression teacher. Next two questions of this section aim at identifying whether the teacher focus on all the aspects of the language or not and the sufficiency of the teachers instructions in the classroom. The fourth question aims at identifying the teacher’s awareness of the speaking skill in learning English language. The next two questions aim at identifying the extent to which the teacher focus on the pragmatic aspects in teaching speaking skill of the English language and the extent of using authentic language samples. The last question aims at identifying whether the teacher is really

trying to develop the EFL students communicative competence; for instance by using idioms.

All these questions identify the teacher's perception about teaching the speaking skill. Whether or not, the pragmatic aspects of English language are necessary to make the EFL students effective speakers in social interaction.

Section three: Teachers' Perspectives about Developing the Pragmatic Competence through Speaking Skill

The first two questions of this section aim at identifying the teacher's views about the students' speaking strength and effectiveness when using English language. The second two questions aims at knowing the factors that influence the development of the students' pragmatic competency, and the speaking skills that the students are able to use. The next two questions aim to know the teacher's perspective towards the reasons of the pragmatic deficiency and the one who is responsible for it. The last question aim at identifying the solutions; which the teacher suggests, in order to develop the EFL students' pragmatic competency in oral expression classes.

All these questions identify the teachers' perspectives about developing the pragmatic competence through speaking skill. Whether or not, the EFL students are pragmatically competent to make an effective social interaction.

2.4.2. The Experimental Study

The experiment we hold is about teaching third year (LMD) students oral expression class using the strategies that were proposed to the teachers in order to develop their EFL students' pragmatic competency. We liked to teach the students how to use the English language and since the language has more than one function (speech

acts), we select apologizing as an example. Then, we prepared a lesson about the strategies that native speakers use when apologizing followed by one oral task.

2.5 Materials

The materials that were used in order to fulfill this study are: first of all the handouts that was designed to attract the students intention by using pictures and tables to presents the native speakers apologizing strategies which we have taken it from the pragmatic lecture that was presented by Mr. Segni at the present year with second year master students. The second is, video recording that was used when we was teaching the third year LMD students in order to facilitate the process of analyzing the experimental study.

2.6. Procedures

2.6.1. Procedure of Data Collection

2.6.1.1. The Data Collection of Students' Questionnaire

To collect data on students' pragmatic competence level and the reasons toward their pragmatic deficiency, the questionnaire was delivered to the participants in different groups from the third year (LMD) students at the department of English in the University of Biskra.

2.6.1.1.1. Administering the Students' Questionnaire

Participants in the study were the EFL students whom we taught oral expression class and the rest are randomly enrolled into two conditions; they were assumed to be at the same level of learning English language (third year LMD students), and they understand the notion which we are trying to investigate about. To test this assumption, data from the questionnaire and the experimental study were collected. To obtain reliable data, we gave careful instructions before the students began to answer the

questionnaire. When some students had difficulty in understanding a certain item in the questionnaire; although we have used end-notes to explain the words that they could find it difficult, we explained those words in Arabic.

2.6.1.2. The Data Collection of Teachers' Questionnaire

To collect data on teachers' strategies when teaching speaking skill, the questionnaire was delivered to the participants in different groups from the English teachers at the department of English in the University of Biskra.

2.6.1.2.1. Administering the Teachers' Questionnaire

Participants in the study were the English teachers at the department of English at the same university. They were given the questionnaire which they took and answer and bring the answers back after three or four days.

2.6.1.3. The Data Collection of the Experimental Study

Before the presentation of the lesson, we told the students a story about two friends (John and Emily) then, we asked them to put their selves in John's position and give as the expressions that they would use in order to apologize. They answered the question and we collect those answers (data).

After presenting the lesson, we present for them speaking activity that gives them the opportunity to practice the pragmatic knowledge, the answers of that task was also collected, the data collection was presented in the video recorder.

3.1. Results of the Students' Questionnaire

Section two: Students' Perspectives about Learning the Speaking Skill

Q5: Do you think that oral expression class is:

Total	Very interesting	Interesting	Less interesting	Uninteresting
51	36	15	/	/
100 %	70.59 %	29.41 %	/	/

table09: Students' Perspectives about the Oral Expression Class

We can notice that, the majority of the EFL students 70.59 % assert that the oral expression class is a very interesting because they like to attend it and also interact with each other using English language. Whereas, 29.41 % find that the oral expression class is an interesting class because it is different from the other modules. In general, no one of the students believes that the oral expression class is neither less interesting, nor uninteresting at all because they all like it.

Q6: Do you agree that in order to learn the language you have to speak it?

Total	Strongly agree	Agree	Disagree	Strongly disagree
51	25	26	/	/
100 %	49.02 %	50.98 %	/	/

table 10: Learning English Language through Speaking

From the table above, we find that 50.98 % of the EFL students agree and 49.02 % of the EFL students strongly agree about the importance of the speaking skill in

learning English language. All of the EFL students report that in order to learn English language it is important to speak it because it is the important way (skill) of communication.

Q7: Do you think that knowing just the linguistic code enable you to express yourself effectively in a social interaction?

Total	Yes	No
51	11	40 %
100 %	21.57 %	78.43 %

table11: The Sufficiency of Linguistic Aspects in order to Express Oneself in a Social Interaction

The majority of the EFL students 78.43 % answer with “no” because they suggest that linguistic aspects are not enough to speak English language; there are other things more important than linguistic aspects. Other students suggest that to learn or speak English language you have to know how to use the language. Other students report that they need to know more about the culture of the language, and that every society has its own pragmatic norms; therefore, EFL students need to practice the language in real life situations.

The rest of the EFL students 21.57 % answer with “yes” because they believe that knowing the linguistic code is very important to make them fluently in speaking and dealing in a social interaction and that they can talk without any problem . Others report that, being linguistically competent means that they are able to use English at any time and place.

Q8/ Do you think that the speakers' choice of words is influenced by...

Total	51	100 %
Topic	9	17.65 %
Setting	1	1.96 %
Participant	5	9.80 %
All of them	30	58.82 %
Topic+ setting	4	7.84 %
Topic+ Participants	1	1.96 %
Participants + setting	1	1.96 %

table12: The Factors that Influence the Speaker's Choice of Words

The aspects that influence the speakers' choice of words are as follow or highs; the topic, the setting, the participants. So from the table we can notice that there are different perspectives which are:

The majority of the EFL students 58.82 % answer that all of the three aspects influences the speakers' choice of words because they are knowledgeable about the socio- cultural aspects that influence the form of the language; the language that is used in one place may be differ from the language that is used in another place, the language that is used in one topic may be differ from the language that is used in another topic, the language that is used with one person may be differ from the language that is used with another person. 17.65 % from the EFL students choose the topic because they know that the language that is used in one topic may be differ from the language that is used in another topic which is discussed by the participants in the social situation. 9.80 % from the EFL students choose the participants because they believe that the participants (social status, age....) influence the words that the speaker uses in a specific

subject in the social situation. 7.84 % from them choose the topic and the setting because they suggest that there is a kind of language that is used about specific topics and in specific places and not in others.

Each 1.96 % from the sample is devoted for the students who have chosen each of those cases; topic+ participants (the EFL students do not know the influence of the setting on the speaker's choice of words), participants + setting (the EFL students do not know the influence of the topic on the speaker's choice of words), and the last one is the setting (the EFL students do not know the influence of the topic and participants on the speaker's choice of words).

Q9: How do you consider your level in speaking English language?

Total	Very good	Good	average	Poor
51	/	27	16	8
100 %	/	52.94 %	31.37 %	15.69 %

table13: EFL Students' Speaking Level

The majority of the EFL students 52.94 % believe that they are good in speaking English language because they are not that competent to be very good in speaking and because they are able to convey their messages in the oral form. 31.37 % of them believe that they are average neither good nor poor speakers because they lack the speaking aspects that makes them competent such as fluency, pronunciation, accuracy. 15.69 % of them believe that they are poor students because their speaking level does not require them to speak English language in the social situation. Generally, there is no student from them who believes that he/ she is a very good English language speaker because they have different speaking difficulties.

Q10: Does your speaking level enable you to express yourself effectively?

Total	Yes	No	Somehow
51	11	1	39
100 %	21.57 %	1.96 %	76.47 %

table14: Students Express Themselves Effectively through Speaking

About whether the EFL students speaking level enable them to express themselves effectively or not, we notice that the majority of the EFL students 76.47 % answer with “somehow” because they can communicate effectively only in a limited number of social situations. 21.57 % from them answer with “yes” because they can communicate effectively in boundless number of social situations; while, 1.96 % answer with “no” because they can not communicate effectively at any social situation.

Section three: Students’ Perspectives about Developing the Pragmatic Competence through Speaking Skill

Q11/ Which type of speaking difficulties that you face when interacting in a social communication?

Total	51	100 %
a-Pronunciation	5	9.8 %
b-Fluency	/	/
c-Pragmatic	16	31.37 %
All of them	1	1.96 %
A+B	2	3.92 %
A+C	8	15.69 %
B+C	19	37.25 %

table15: Students’ Speaking Difficulties

The majority of the EFL students 37.25 % answer that their speaking difficulty occur mainly in fluency and the pragmatic norms because they have not problems with pronunciation but only in using the language appropriately and fluently with others. 31.37 % from the EFL students answer that they have problem in using the pragmatic norms of English language because they have not problems with pronunciation or fluency only in communicating effectively the language with others. 15.69 % from the EFL students answer that their speaking difficulty occur mainly in pronunciation and pragmatics because they have not problems with fluency but only in pronouncing the words and using the language appropriately with others. 9.8 % of them have pronunciation difficulty because their problem occurs in pronouncing the words when they express themselves effectively in a social interaction. 3.92 % of them have pronunciation and fluency difficulty because they can communicate so perfectly in a social communicating but the problems they have occurred in pronouncing the words and the fluency of their speech. 1.96 % of them face all the three types of speaking difficulties mainly because they are not competent at all. No one of the students has only fluency difficulty because they have other speaking difficulties.

Q12/ What are the reasons for the EFL students' pragmatic divergence?

Total	51	100 %
Insufficient pragmatic ability	32	62.75 %
EFL student chooses not to use the pragmatic norms	12	23.53 %
Both of them	7	13.72 %

table16: The Reasons of EFL Students' Pragmatic Divergence

The obvious remark that 62.75 % which is the majority of the EFL students believe that the insufficient pragmatic ability is the reason for their pragmatic

disagreement because they did not exposed to pragmatic aspects of English language. In other words, the teacher does not focus on this type of competency when teaching oral expression. 23.53 % from them believe that the EFL student is the responsible for the pragmatic divergence because the teacher tries to develop their pragmatic competency, but the EFL students choose not to use the pragmatic norms of English language. Whereas, 13.72 % from them believe that, both of the insufficient pragmatic ability and the students' choice not to use the pragmatic norms of English language are the reasons for the EFL students' pragmatic disagreement because it is the teacher's responsibility to convey the information to the student who has to apply those information in social interaction.

Q13: Which are the skills that you are able to use when communicating?

Total	Speaking rules	Speech acts	None	Both
51	10	3	27	11
100 %	19.61 %	5.88 %	52.94 %	21.57 %

table17: The students Attitude toward the Skills that EFL Students can Easily Use in Communication

The majority of the EFL students 52.94 % answers that they can not use the speaking rules and speech acts when communicating because they can not use the language effectively in different social contexts (they are pragmatically divergent). 21.57 % from the students answer that they can use both of them because they can use the language effectively in different social contexts which means that they are pragmatically competent. On the other hand, 19.61 % answer that they can use only the speaking rules because they know how to be polite, when to speak and when not but they can not use the language differently and effectively in every social situation, and

5.88 % answer that they can use only the speech acts because they know how to use the language but not the language rules.

Q14/ Do you speak better when:

Total	51	100 %
Teacher talks	5	9.80 %
Let you talk	14	27.45 %
Teacher Gives instructions	24	47.06 %
All of them	1	1.96 %
A+C	1	1.96 %
B+C	6	11.76 %

table18: The Circumstances that Help EFL Students to Speak Better

The remarkable result is that; 47.06 % from the EFL students; which is the majority, answer that they speak better when their oral expression teachers gives them instruction during the speaking activities because it limits their mistakes by understanding and being guided by the teacher. 27.45 % of them answer that they speak better when they talk without the teachers' interference because they express themselves without being interrupted therefore they can express whatever they want without any confusion. 11.76 % choose both of the students' talk and teachers' instruction because they like to follow or high certain instruction in order to limit their possibilities when working on the speaking activities therefore speaking better in the oral expression class. 9.80 % from them choose the teachers' talk case because when they listen the language that is used by the teacher; they record and use it better when they want to speak. On the other hand, Each 1.96 % is the percentage that is devoted for each of these choices; teachers' talk+ teachers' instruction(because when they listen the English language they

record it and when they get the teacher instruction they limit the language they want to use and therefore speaking better), and all of the three cases (because they speak better when; they listen the English language they record it and when they get the teacher's instruction they limit the language they want to use and then they speak without the teacher's interference).

Q15: How often does your oral expression teacher provide you with authentic language samples (genuine materials)?

Total	Always	often	sometimes	Rarely	Never
51	5	8	16	17	5
100 %	9.80 %	15.69 %	31.37 %	33.33 %	9.80 %

table19: the Use of Authentic Language Samples.

The percentage of the students who choose that it is rarely when their oral expression teacher uses authentic language samples is 33.33 % because they are rarely being exposed to real life social situations. Whereas, 31.37 % from them answer with "sometimes" means that they are sometimes exposed to real life social situations; therefore, they have only limited information about the socio-cultural aspects of the language. 15.69 % from them answer with "often" means that their teacher is trying to expose them to real life social situations. Each 9.80 % is the percentage for the students who chooses each of these cases; "always" (it means that they are always exposed to real life social situations and that they have information about how natives use the language in different situations) and "never" (it means that they are never exposed to real life social situations; therefore, they have no clue about the socio-cultural aspects of the language).

Q16: Which type of language features the oral expression teacher focus on more when teaching speaking skill?

Total	Pragmatic aspects	Linguistic aspects
51	14	37
100 %	27.45 %	72.55 %

table20: The Crucial Language Feature that the Oral Expression Teacher Focus on when Teaching.

The majority of the EFL students 72.55 % report that their oral expression teachers focus more on the linguistic aspects of the language rather than the pragmatic aspects because the teacher focuses only on teaching new vocabulary, correcting grammatical mistakes; while, 27.45 % of them answer that their oral expression teachers focus more on the pragmatic aspects of the language rather than the linguistic aspects because they are being taught in terms of language use and rules, but not spelling or grammatical mistakes.

Q17: Does your oral expression teacher insist on using only English in the classroom?

Total	Yes	No
51	26	25
100 %	50.98 %	49.02 %

table21: The Insistence of Using Only English in Classroom

Nearly the half of the EFL students 50.98 % answer that their teachers insist on using only English in the classroom because it is the only used language in the classroom; whereas, Nearly the half of the EFL students 49.02 % answer that their

teachers do not insist on using only English in the classroom because it is not the only used language in the classroom; moreover, they assert that their oral expression teachers use French more than English and some times even the native language which is Arabic.

Q18: Does your oral expression teacher use speaking activities that...

Total	51	100 %
Expose the target lge. Input	28	54.9 %
Raise the pragmatic awareness	1	1.96 %
Arrange authentic opportunities to practice pragmatic knowledge	11	21.57 %
None	11	21.57 %

table22: The Speaking Activities that the Oral Expression Teacher Uses in the Classroom.

The majority of the EFL students 54.90 % affirm that their oral expression teacher uses speaking activities that expose the target language input because they learnt how to use the language in some social situations. 21.57 % from them state that their oral expression teacher uses speaking activities that Arrange authentic opportunities to practice pragmatic knowledge because they are being engaged into practical situations. 1.96 % from them affirms that their oral expression teacher uses speaking activities that raise their pragmatic awareness because they have learned the similarities and differences of the pragmatic aspects of both the native language and English language. 21.57 % state that their oral expression teachers do not use any of these activities since they are trying to develop only the linguistic aspects of the language.

Q19/ In your opinion, what are the factors that may influence the development of your pragmatic competency?

Total	51	100 %
a-The input in teaching materials	1	1.96 %
b-The teachers pragmatic instruction	8	15.69 %
c-Level of the students proficiency	8	15.69 %
d-The length of exposure to L2 culture	8	15.69 %
All of them	2	3.92 %
A+B	2	3.92 %
A+C	3	5.88 %
A+D	1	1.96 %
C+D	6	11.76 %
B+C	2	3.92 %
B+D	8	15.69 %
A+C+D	1	1.96 %
B+C+D	2	3.92 %

table23: The Factors that may Influence the Development of your Pragmatic Competency

Concerning the factors that may influence the development of EFL students' pragmatic competency the percentage; 15.69 % , which is repeated more than once in the following cases; The teachers pragmatic instruction (the EFL students do not understand the instruction that the teacher provide within the classrooms), Level of the students proficiency (EFL students believe that their linguistic level is too low or high to develop other competencies), The length of exposure to L2 culture(the EFL students

have insufficient information about the English culture), The teachers pragmatic instruction +The length of exposure to L2 culture (the EFL students do not understand the instruction that the teacher provide within the classrooms have insufficient information about the English culture). 11.76 % choose the level of the students' proficiency+ the length of exposure to L2 culture (because EFL students' linguistic level is too low or high to develop the pragmatic competence and also they have not been exposed to L2 culture as much as necessary). 5.88 % assert that the input in teaching materials+ level of the students' proficiency (because their oral expression teacher uses unhelpful language teaching materials and that they are not linguistically competent). 3.92 % is the percentage that has been repeated in each case; all of the four of them (because they are very low level students), the input in teaching materials +the teachers pragmatic instruction (the oral expression teacher does not provide the appropriate input in the appropriate methodology), the teachers pragmatic instruction+ level of the students proficiency (because the teacher do not provide the pragmatic instructions and also EFL students' linguistic level is too low or high to develop the pragmatic competence), the teachers pragmatic instruction+ level of the students proficiency+ the length of exposure to L2 culture (they are not linguistically competent in addition to the absence of both the oral expression teachers' pragmatic instruction and the sufficiency of exposure to L2 culture). 1.96 % is the percentage that has been repeated in each case; the input in teaching materials (the input has no relation with developing the pragmatic aspect of it is not understood by the student), the input in teaching materials + the length of exposure to L2 culture (the confusion in teaching materials and the lack of information about the native culture), the input in teaching materials+ level of the students proficiency+ the length of exposure to L2 culture (the

confusion in teaching materials and the lack of information about the native culture in addition to the very low linguistic level of the EFL student).

Q20: Does your teacher use idioms when teaching speaking skill?

Total	Yes	No
51	24	27
100 %	47.06 %	58.94 %

table24: The Use of Idioms in the Oral Expression Class

Whether the oral expression teacher uses idioms when teaching or not, 58.94 % from the EFL students answer with “no” because they are not exposed at all to natives’ idioms, 47.06 % answer with “yes” because the teacher uses idioms during the teaching process.

Q21: Do you think that learning idioms is crucial elements to understand the social interaction?

Total	Yes	Somehow	No
51	35	15	1
100 %	68.63 %	29.41 %	1.96 %

table25: The Importance of Learning Idioms in Oral Expression Class.

The majority of the EFL students 68.63 % answer with “yes” because they suggest that in order to know what people mean, they have to know about L2 culture; consequently, to know the idioms that natives use. Others report that idioms are like cipher that needs to be decoded and that Idioms are used by natives in every day life situations. It helps them to understand native speakers’ English language.

29.41 % from the EFL students answer with “somehow” because they suggest that it is not necessary to deal with idioms, it is not used in every day situations, and it is not very important. Others suggest that idioms are difficult to be learnt.

1.96 % from the EFL students answers with “no” without justifying because they did not know the role of idioms in English language society.

Q22: Do you consider your self as an effective speaker?

Total	Yes	No	Somehow
51	11	26	14
100 %	21.57 %	50.98 %	27.45 %

table26: EFL Students are Effective Speakers

The majority of the EFL students 50.98 % answer with “no” because of different reasons; they can not use the language effectively in every social situation, they do not know the speaking rules of the English language, they are not fluent, and they lack accurate speech.

27.45 % from the EFL students answer with “somehow” because of different reasons; they can use the language effectively in only a number of social situations, and they know e few number of English language’ speaking rules.

The smallest percentage 21.57 % is devoted for the EFL students who choose “yes” as an answer because different reasons; they are both linguistically, and pragmatically competent.

Total		51	100 %
Opening and closing conversations	Yes	38	74.51 %
	No	13	25.49 %
Responding appropriately in fixed routines	Yes	23	45.10 %
	No	28	54.90 %
Taking turns	Yes	27	52.94 %
	No	24	47.06 %
Topic management	Yes	16	31.37 %
	No	35	68.63 %

table27: EFL Students' Speaking Abilities

Concerning opening and closing conversations, 74.51 % answer with “yes” because they know how to open and close conversation with any one at any social situation and 25.49 % answer with “no” because they do not know how to open and close conversation with any one at any social situation.

Concerning responding appropriately in fixed routines, 54.90 % answer with “no” because they do not know how to respond in a conversation with any one at any social situation and 45.10 % answer with “yes” because they know how to respond in a conversation with any one at any social situation.

Concerning taking turns, 52.94 % answer with “yes” because they do know how and when to take the turn in a conversation with any one at any social situation, 47.06 % answer with “no” because they do not know how and when to take turns in a conversation with any one at any social situation.

Concerning topic management, 68.63 % answer with “no” because they can not deal with any topic so perfectly from the beginning till the end of the conversation, 31.37 % answer with “yes” because they believe that they can deal with any topic from the beginning till the end with any one at any situation.

3.2. Results of the Teachers' Questionnaire

Q4: Do you like teaching Oral Expression?

Total	Yes	No	Somehow
8	6	1	1
100 %	75 %	12.5 %	12.5 %

table28: the Teachers' Attitude towards Teaching Oral Expression Class

The majority of the teachers 75 % report that they like teaching oral expression because they like to communicate the language with the students. And 12.5 % from the teachers answer with “somehow” teaching because it can be sometimes an exhausted task. Another 12.5 % answer with “No” because they believe that teaching oral expression is a very hard task.

Q5: Is it difficult to teach Oral Expression course?

Total	8	100	Reasons
1		%	
Yes	3	37.5 %	<p>1- It requires full awareness of the problems facing students as well as their lacks/choosing the appropriate activities that meet the different learning needs and styles.</p> <p>2- The teacher is a researcher. S/ he has to design a syllabus and design material for teaching the speaking skill.</p> <p>3- It needs a lot of preparation and selection of listening and speaking materials/ Making students speak a foreign language is not easy at all.</p>
No	2	25 %	1- It depends on the teacher how S/ he motivates her/ his students/ on the teachers competence.
Somewhat	3	37.5 %	<p>1-It is rather difficult to vary activities and to deal with all aspects of language. We have to take into consideration the students' interests, motivation and difficulties in order to get them all involved (it is not always easy). We have also to consider factors like anxiety, demotivation.</p> <p>2- It can be easy when you find the active students and good reflection of the feedback, many errors and lazy members/ level of students' proficiency.</p>

table29: the Difficulty of Teaching Oral Expression Class.

The oral expression teachers have different attitudes towards the difficulty of teaching oral expression teaching because of their different teaching experiences.

Section two: Teachers' Perspectives about Teaching the Speaking Skill

Q6: In your opinion, what is the role of the oral expression teacher?

Towards the oral expression teachers' role, the teachers answer as follow or
highs: Improves her/ his students' communicative skills.

Total	the role of the oral expression teacher
8	<ul style="list-style-type: none"> - Makes them feel self confident, at ease when producing the language. - Is just guiding, and than evaluating her/ his students. - Must enhance the students to speak fluently and practice the language. - Depends on what the teacher present to her/ his students. It also depends on whether the teacher deals with listening and speaking. But in general the teacher's role is as a guide. - Helps students to use the language/ helps learners to develop communicative competence. - May play different roles as; a guide, a supervisor, controller, and motivator/ Enhancing speaking through listening. - Makes the students communicate easily to be a good teacher in the future.

table 30: The Role of the Oral Expression Teacher

All the teachers have presented different roles to the oral expression teachers because every one of them applies a specific role when teaching oral expression class.

Q7: do you rely on the principles of the communicative teaching approach in your oral expression class?

Total	Yes	No	Somehow
8	8	/	/
100 %	100 %	/	/

table31: The Reliance on the Principles of the Communicative Teaching Approach

From the table we notice that, all the oral expression teachers report that they depend on all of the principles of the communicative teaching approach because they all focus on all the aspects of the language when teaching English language and they are trying to develop all the EFL students' competences.

Q8: In the classroom, you are the one who talks:

Total	Always	Often	Rarely
8	/	6	2
100 %	/	75 %	25 %

table32: The Teacher Talks in the Classroom

The majority of the teachers 75 % assert that they speak often in the classroom because they are the responsible for presenting the lesson, giving instructions, providing activities. 25 % the rest speak rarely in classroom because they suggest the topic they ask the students to discuss.

Q9: Do you agree that it is important for EFL students to speak English language in order to learn it?

Total	Strongly agree	Agree	Strongly disagree	Disagree
8	5	3	/	/
100 %	62.5 %	37.5 %	/	/

table33: Learning English Language through Speaking.

62.5 % strongly agree on the importance of speaking skill to learn English language because they know the importance of the pragmatic aspects of the language, and they are trying to develop that competence in the classroom. 37.5 % agree because they know the importance of the pragmatic aspects of the language, but they are not trying as hard as enough to develop that competence in the classroom.

Q10: How often do you concentrate on the pragmatic aspects of the language?

Total	Always	Often	sometimes	Never	Rarely
8	/	2	6	/	/
100 %	/	25 %	75 %	/	/

table34: The Extent on Focusing on the Pragmatic Aspects of English Language

75 % suggest that they sometimes concentrate on the pragmatic aspects because they focus more on the linguistic aspects of the language rather than the pragmatic aspects of English language. 25 % from them answer with “often” because they are trying to develop the EFL students’ pragmatic competency by teaching the ways of using the language and language speaking rules.

Q11: Do you use authentic language sample in teaching your students speaking skill?

Total	Always	Often	sometimes	Never	Rarely
8	2	3	3	/	/
100 %	25 %	37.5 %	37.5 %	/	/

table35: The Use of Authentic Language Samples

The majority of the teachers 37.5 % suggest that they often use authentic language samples because they focus more on develop the EFL students' speaking skill rather than the linguistic one. 37.5 % from them suggest that they sometimes use authentic language samples in teaching English language in order to focus on all the aspects of the language by using different types of speaking activities and materials. The rest of them 25 % answer with "always" because they are trying to develop the EFL students' speaking skill by exposing them to natives' English language.

Q12: How often do you use idioms in teaching your students speak skill?

Total	Always	Often	sometimes	Never	Rarely
8	/	/	6	/	2
100 %	/	/	75 %	/	25 %

table36: The Use of Idioms in Teaching Oral Expression Class

Although idioms are part of every day life of the native speakers, the majority of the teachers 75 % suggests that they sometimes use idioms when teaching English language; because they do not talk so much in the class, or they do not interact as much as necessary in class or they do not know the use of most of the idioms. 25 % from them suggest that they rarely use idioms because they do not talk enough in the class, or they

do not know the use of most of the idioms or they do not use authentic language teaching samples.

Section three: Teachers' Perspectives about the Students' Pragmatic Competency

Q13/ what are the speaking aspects that your students are capable of?

Total	8	100 %
Pronunciation	0 %	/
Fluency	1	12.5 %
Accuracy	3	37.5 %
All	1	12.5 %
None	3	37.5 %

table37: The Speaking Aspects that the EFL Students are Capable of

37.5 % from the teachers believe that their students are not capable at all because they are not fluent, their pronunciation is defective, and they are not accurate when speaking; whereas, the other 37.5 % believes that their students are accurate because they can use the linguistic aspects of the English language effectively. 12.5 % from the teachers believe that their students are capable to produce all the speaking aspects because they are fluent, their pronunciation is perfect, and they are accurate when speaking; generally, they are competent speakers; whereas, the other 12.5 % believes that their students are speaking fluently because they can express their ideas without making breakdown in speech.

Q14: Do you think that your students are able to communicate effectively with a native speaker?

Total	8	100 %	Reasons
Yes	/	/	/
No	2	25 %	<ul style="list-style-type: none"> - They need to negotiate meanings with native speakers. - They may use the right structure but they can not deliver the correct idea. In general, they can do it eventually but in the hard way.
Somehow	6	75 %	<ul style="list-style-type: none"> - The students are not completely proficient, they lack pragmatic competency. - They still need to develop their both of linguistic and pragmatic competence most of them encounter problems of pronunciation, lack of vocabulary... - They can convey their messages, but they have other problems like the shortage of vocabulary. - The students are malting in the gradual scale, they have to learn how to hold/ master the language basics as primitive stage than after that they will be able to encounter the native speakers. - speaking a foreign language in its natural context is different from the context where its have been learned.

table38: The Effectiveness of the EFL Students in Communicating with Natives

The majority of the teachers 75 % report that their students can; somehow, communicate with native speakers because they can use the linguistic aspects in order to convey their messages but not pragmatic aspectst. Whereas, the rest of the teachers 25 % report that their students can not communicate with native speakers because they are not pragmatically competent.

Q15/ in your opinion, what are the obstacles that may face the EFL students when developing their pragmatic competency?

Total	8	100 %
a- Input in teaching materials	/	/
b- The teacher's pragmatic instruction	/	/
c- Level of students proficiency	1	12.5 %
d- The length of exposure to L2 culture	1	12.5 %
- A+c	2	25 %
- B+c+d	2	25 %
- A+b+c+d	2	25 %

table39: The Factors that Influence the Development of EFL Students' Pragmatic Competence

25 % is the repeated percentage in each of these cases: input in teaching materials+ level of students proficiency because the input that is presented for the EFL students may either help or hinder the development of his/ her pragmatic competency in relation with the low or high linguistic level of the students. the teacher's pragmatic instruction+ level of students proficiency + the length of exposure to L2 culture because the teachers instructions may not be neither clear nor understood to the students, in relation with the low or high linguistic level of the students, the period of which the

students was exposed to the English culture. All of them together(input in teaching materials+ the teacher's pragmatic instruction+ level of students proficiency + the length of exposure to L2 culture) because they know that the input that is presented for the EFL students may either help or hinder the development of his/ her pragmatic competency in relation with the teachers instructions may not be neither clear nor understood to the students, in relation with the low or high linguistic level of the students, the period of which the students was exposed to the English culture.

12.5 % is the repeated percentage in each of these cases: level of students' proficiency because the low or high or high linguistic level of the EFL students may helps or hider the developments of the pragmatic competence, and the length of exposure to L2 culture because the more students have exposed to l2culture the more they develop their pragmatic competence and vice-versa.

Q16/ does your EFL students able to use:

Total		51	100 %
a- Speech act	Yes	6	75 %
	No	2	25 %
b- Speaking rules	Yes	4	50 %
	No	4	50 %
c- Linguistic code	Yes	4	50 %
	No	4	50 %

Table40: The Teachers Attitude toward the Skills that EFL Students Can Easily Use in Communication.

Concerning speech act, the percentage of the EFL students; who can easily use speech act when communicating, is 75 % because they can use the language in different

ways whereas the rest of the teachers 25 % assert that their students can not use the language in different ways because when they speak the language they use the same strategy that they use each time in every cases.

Concerning speaking rules, the percentage of the EFL students; who can easily use speaking rules when communicating, is the half 50 % because they know what to say where to say, what not to say, how to say....Whereas the other half of the teachers 50 % assert that their students can not use the speaking rules because they do not know what to say in every social situation, what not to say.

Concerning linguistic code, the percentage of the EFL students; who can easily use linguistic code when communicating, is the half 50 % because they know the language; grammar, pronunciation, and vocabulary....Whereas the other half of the teachers 50 % assert that their students can not use the linguistic code because they do not know the language; grammar, pronunciation, and vocabulary.

Q17/ What do you think the reasons of the students' deficiency towards pragmatic competency?

Total	8	100 %
a- Insufficient pragmatic ability.	3	37.5 %
b- EFL student chooses not to use the pragmatic norms	3	37.5 %
c- Both of them	2	25 %

table 41: The Reasons of the Student' Deficiency towards Pragmatic Competence.

The highest percentage 37.5 % is devoted for both; the teachers who have chosen that the insufficient pragmatic ability is the reason of the student' deficiency towards pragmatic competence because the teachers do not focus on the pragmatic aspects when

teaching English language. And the teachers who have chosen that; the EFL student chooses not to use the pragmatic norms is the reason of the student' deficiency towards pragmatic competence because the teachers focus on the pragmatic aspects of the language when teaching English language but the student does not use them when communicating.

The low or highest percentage 25 % is devoted for The teachers who have chosen both of the insufficient pragmatic ability and the EFL student chooses not to use the pragmatic norms are the reasons of the student' deficiency towards pragmatic competence because the teacher is the responsible for presenting the information and the student is the responsible for applying those information.

Q18/ Who is the responsible for the EFL students' pragmatic divergence?

Total	8	100 %	Reasons
a- Teacher	2	25 %	<ul style="list-style-type: none"> - The teacher is the one who inform and explain, but the student is the one who practice. - The type of input that the teacher provides to the students does not improve their pragmatic competency. -The lack of exposure to the target culture and authentic contexts may hinder the developments of EFL students' pragmatic competence.
b- Students	/	/	/
c- Both of them	6	75 %	<ul style="list-style-type: none"> - Teachers do not often offer authentic contexts, and students are not interested in developing their pragmatic competency. - The learning- teaching process is an interaction process. It is a cooperation between the learner and the teacher. - Teacher should teach the pragmatic aspects of the language/ students do not want to make efforts. - The two elements are complementary to each other, if one element collapsed, every thing will be collapsed.

table42: The Responsible for the EFL Students' pragmatic Divergence

The majority of the teachers 75 % report that both of the teachers and students are responsible for the EFL students' pragmatic divergence. Whereas, the rest of them 25 % report that only teachers are responsible for the EFL students' pragmatic divergence.

Q19: What are the solutions that you may suggest in order to develop EFL students' pragmatic competency in the oral expression classes?

The teachers' suggestions towards developing the EFL students' pragmatic competency in the oral expression class are:

- Exposure to authentic materials.
- Teach the pragmatic aspects of the language.
- Teaching the culture of the target language.
- Get in contact with native speakers in real context for a long period of time.
- The use of idioms.
- The integration of speech acts in oral activities.
- The implementation of role plays and simulation.
- More managed classrooms.
- Equipped classrooms.
- Exposure to the target language.
- Add more speaking activities.
- Giving concrete pragmatic instructions.
- Focusing on all the aspects of the language.
- Using new aids (headset, laboratories, Data show...)
- Teaching in open space to make things be more concrete from the classroom restrictions.

3.3. Results of the Experimental Study

The experiment that we hold was about teaching oral expression class using the strategies that was proposed in the theoretical part that suggests that the teacher is the responsible for developing the EFL students' pragmatic competence.

It was occurred on Tuesday April 24th 2012 at Ben Taibi in Mohamed Khidher university of Biskra with third year LMD students group number two. There were 15 students in the classroom who were wondering about the reason of my existence in the classroom next to the teacher.

3.3.1. The Lesson

At the beginning of the course we explained to the students our aim from the prepared lesson that we were about to teach. The lesson that we have chosen is "How to apologize" presenting all the strategies that native speakers use in order to show that they are apologizing from someone. We started the lesson by telling a story about two friends; Emily and John.

The story: John was supposed to meet Emily after school in front of her house in order to teach her how to drive a car. Emily waited, waited and waited, but John didn't show up. The day after, they met at school and she told him that she is upset because of him. He; of course, apologizes. The question that we have asked for the students was: if you were in John's place, what would you say to Emily?

We get the students 'answers: "I am sorry, I apologize, forgive me, excuse me", which are related to the first strategy of apologizing. Then, we taught them the strategies that natives use in order to apologize.

3.3.2. The Speaking Task

We prepared four social situations:

- You forgot your wedding anniversary. What would you say to your wife?
- You were out late at night. What would you say to your father?
- You broke your neighbor's window. What would you say to him?
- You were late for class. What would you say to the teacher?
- You took your friends' laptop without asking. What would you say to him?

We asked them; to make groups, to select one member from each group to choose randomly a topic than to choose the appropriate strategy/ strategies that could be used in every social situation.

3.3.3. The Answers of the Speaking Task

The EFL students form four groups, Each group contains five members:

- The first group: You forgot your wedding anniversary. What would you say to your wife?

They used the first, the fourth, and the fifth strategies of apologizing, saying:

1st- I am sorry.

4th- I bought this present for you; I hope you will like it.

5th-I will never forget our anniversary ever again.

- The second group: You were out late at night. What would you say to your father?

They used the first, the third, and the fifth strategies of apologizing.

1st - I am sorry.

3rd - My friend was ill so, I took her home and there was no one in there; therefore, I stayed with her till her mother came home.

5th -I will never come home late ever again.

- The third group: You were late for class. What would you say to the teacher?

They used the first, the fifth strategies of apologizing.

1st - I am sorry for interrupting the lesson.

5th -I will never be late ever again.

- The fourth group: You broke your neighbor's window. What would you say to him?

They used a mixture of strategies: first, second, fourth, the fifth strategies of apologizing.

-I am sorry, it is my fault, I will buy you a new one and trust me it won't happen ever again.

3.3.4. Remarks about the Answers of the Speaking Task

3.3.4.1. The Answer of the First Question

The students answer my question using only one strategy from the five strategies that native uses when communication.

3.3.4.2. The Answer of the Speaking Task

- Each group has chosen the appropriate strategies(s) every time.
- The last group used more than one strategy in one utterance. It is the last strategy that we did not mention for them because we liked to leave it to the end of the course in order to make sure that they understand the lesson so perfectly.

4.1. Discussion

4.1.1. Discussion of the Results of the Students' Questionnaire

The answers to question 3 mean that the majority of the EFL students freely chose to study English language. The answers to question 5 show that all of the EFL students have a positive attitude toward the oral expression class since they all report that it is either very interesting or an interesting class. Furthermore, the answers to question 6 signify that the EFL students are aware of the importance of the speaking skill in learning English language.

The answers to question 7, question 8, question 9, and question 10 would mean that EFL students are not effective speakers, since there are other competences besides the linguistic one; that they need to be competent of, which is the pragmatic competence. The EFL students must be pragmatically competent in order to be effective speakers.

The answers to question 11 show that the majority of the EFL students report that they have difficulty in using the pragmatic norms of English language and fluency, and that the difficulty in using the pragmatic norms of English language is the most common deficiency that the majority of the students are struggling off; therefore, teachers need to focus on developing the students' pragmatic competence in order to avoid this type of deficiency that also appear in the answers to question 13 that signify the majority of the EFL students whom are not pragmatically competent; since, they can not use the language appropriately in different social situations. Consequently, EFL students' pragmatic competence should be developed by the oral expression teachers.

The answers to question 12 signify that the majority of the oral expression teachers do not teach the EFL students how to use the English language in different social

situations because they focus more on the linguistic aspects of the language rather than the pragmatic one which also appear in the answers to question 16. Moreover, the answers to question 14 indicate that teachers' instructions would be helpful in developing the EFL students speaking skill; therefore, teachers' pragmatic instructions would be helpful in developing the EFL students' pragmatic competence. In addition, to the answers of the question 15 which shows that the majority of the oral expression teachers; rarely, use authentic language sample which is the only way that expose the socio- cultural aspects of the target language to the EFL students.

The answers to question 18 show that the oral expression teacher uses the speaking activities that only expose them to English language without focusing on the pragmatic aspects of English language; therefore, the EFL students are not considered as effective speakers as it is shown in the answers to question22 .Consequently, when teachers use the speaking activities that develop the pragmatic competence, EFL students' pragmatic competence will be developed.

The answers to question20 show that the majority of the oral expression teachers do not use idioms when teaching; although, the majority of the students believe that it is crucial element to understand the native social interaction. Therefore, EFL students can not use idioms when communicating in social interactions. So, when teachers use idioms in teaching speaking skill, EFL students will use it in different social situations.

4.1.2. Discussion of the Results of the Teachers' Questionnaire

The answers to question 5 mean that the majority of the teachers agree that teaching oral expression class is not an easy task. The answers to question 6 signify that the oral expression teachers' roles are varied. Consequently, the oral expression teachers

have to play more than one role in order to improve the EFL students' communicative skills.

The answers to question 7 and question 10 show that although the teachers rely on all principles of the communicative competence but the majority of them do not give much focus on the pragmatic aspects of English language since they consider it only sometimes when teaching English language; although, all of the teachers report that in order to learn the language it is important to speak it, according to the answers of the question 9. Consequently, they need to give an equal importance for developing both of the linguistic and pragmatic competences.

The answers to question 12 represent that the teachers; although their role is to develop the EFL students' communicative skills, but they do not teach the EFL students idioms that natives use in order to achieve certain objectives in the social interaction. The answers to question 14 the majority report that their students are not able to communicate effectively with native speaker show that the teachers declare that they have communication deficiency that occur mainly in performing speech acts and speaking rules that appears in the answers to question 16. In addition, to the answers of the question 11 that show that the teacher do not use authentic language samples enough in classroom since only the minority of the oral expression teachers affirm that they use authentic language samples always .

The answers to question 17 show that developing the EFL students' pragmatic competence depends on the teachers' pragmatic information and the students' application of this kind of information. The answers to question 18 signify that both of the teacher and student are responsible for the EFL students' pragmatic divergence.

The answers to question 19 signify that the solution that the oral expression teachers may use in order to develop the EFL students pragmatic competence are as follow: Expose the EFL students to authentic language materials, teach the pragmatic aspects of the language, teach the socio-cultural aspects of the target language, Get in contact with native speakers in real context for a long period of time, use idioms in teaching speaking skill, integrate speech acts in speaking activities, and finally apply simulation in speaking activities.

4.1.3. Comparison between Students' Questionnaire Results and Teachers' Questionnaire Results

After discussing the results of both students' questionnaire and teachers' questionnaire, we are going to check, through comparing the main results, if students and teachers have the same perception to those results.

We begin with the first elements students and teachers have agreed on; which is the importance of the speaking skill in learning English language, we can find that both of the EFL students and teachers report that in order to learn English language, it is important to speak it.

Concerning the EFL students' pragmatic competence, the EFL students affirm that they are not pragmatically competent; since, they can not use the language effectively in different social situations. The teachers; also, affirm that their EFL students are not considered as pragmatically competent, but they use only their linguistic competency in order to achieve their goals.

Concerning the pragmatic aspects of the language, the majority of the EFL students state that their oral expression teachers focus more on the linguistic aspects of the

language. The teachers also affirm that they focus more on the linguistic aspects; since, they only; sometimes, focus on the pragmatic aspects.

Concerning the use of idioms in teaching oral expression class, the majority of the EFL students state that their oral expression teachers; rarely, use idioms in oral expression class. The teachers also affirm that they do not focus on using idioms when teaching oral expression class.

4.1.4. Discussion of the Results of the Experimental Study

The lesson that was presented to the third year LMD students was about “How to apologize”. We aimed to know whether the students can use the language differently in order to apologize or not. During the lesson we asked one question and we suggested one speaking activity. The first question was presented at the beginning of the lesson.

The EFL students’ answers of the first question was all about one strategy of the numerous strategies that natives use in order to apologize this can only indicate the limited range of information of how to use the language in order to apologize in different social situations.

All the answers of the speaking task were correct. Each group from the class uses the right strategy/ strategies in each social situation. This indicates that the pragmatic instruction that was presented to the EFL students raises their pragmatic awareness toward the pragmatic norms that may affect the use of language in different social situations.

4.1.5. Relationship between the Comparison of Questionnaires' Results and the Experimental Study Results

After making the comparison between the results of both students' questionnaire and teachers' questionnaire, we are going to compare them with the Experimental study results in order to know whether the data collected from the questionnaires are accurate with teaching / learning process.

We begin with the first elements students and teachers have agreed on the level of EFL students' pragmatic competence, the EFL students affirm that they are not pragmatically competent; since, they can not use the language effectively in different social situations. The teachers; also, affirm that their EFL students are not considered as pragmatically competent, but they use only their linguistic competency in order to achieve their goals. This is the same result that we conclude during the experimental study; since, they all use the same strategy of using the language to apologize.

Concerning the pragmatic aspects of the language, the majority of the EFL students state that their oral expression teachers focus more on the linguistic aspects of the language. The teachers also affirm that they focus more on the linguistic aspects; since, they only; sometimes, focus on the pragmatic aspects. Which is the same remark that was extracted when making the Experimental study; because, no one of the students use strategy that shows that they can use the language in different ways.

Concerning the pragmatic instructions and the speaking activities we can extract that, providing pragmatic instructions, and using different speaking activities that aim at developing the EFL students' pragmatic competence can effectively develop the EFL students' pragmatic competence.

4.2. Recommendations

Based on the findings that the oral expressions teachers do not focus on developing the EFL students pragmatic competence through speaking skill, the research implies that promoting students' pragmatic competence could lead to an improvement of their communicative skill. Therefore, to develop students' pragmatic competence, the teacher should focus on the pragmatic aspects of English language when teaching speaking skill.

To develop EFL students' pragmatic competence in speaking classes, oral expression teachers at Mohamed Khidher University of Biskra should:

- Consider the pragmatic aspects of English language in teaching speaking skill. In other word focusing on the pragmatic aspects of the language rather than the linguistic one; since there are other classes in which teachers focus on the linguistic one.
- Identify the area of EFL students' difficulties. Teachers should identify the speaking difficulties towards the pragmatic competence either in using the language itself, or using the language speaking rules, or even both of them.
- Provide English language pragmatic instruction to the EFL students in order to raise their awareness to the pragmatic norms of the English language. Pragmatic instructions would be helpful for developing EFL students' pragmatic competency; since, they can speak better when they follow the teachers' instructions.
- Use different speaking activities that develop the EFL students' pragmatic competence. The oral expression teachers should use all the types of the speaking activities that aim at developing the EFL students' pragmatic competence.

4.3. Limitations of the Study

The results and discussion have indicated that our hypotheses are supported; that is to say, that Teachers focus more on developing the linguistic competence rather than the pragmatic one. Nevertheless, this study has some limitations.

The first limitation is time constraints. Longer time would help us to conduct the experimental study tool for other sessions, and a larger sample of students and a large sample of oral expression teachers who teach other grades at the Department of English at the University of Biskra at the present year 2012. This would give our results different dimensions. Extended time would also permit us to extend our experimental study not only in experimenting whether the students can use the language in different social situations, but also experimenting whether the students know the speaking rules of the language that govern the use of English language.

The second limitation is the oral expression teachers who not only spent a great amount of time in order to submit the questionnaire back to us, but they made us search for them in different places, they forgot to bring the questionnaire more than once and finally there are some teachers who refuse to help us with their answers because either they have a huge number of questionnaires that they need to answer or they do not have clue about the subject that we are dealing with.

General Conclusion

This study aims at studying the correlation between the pragmatic competence and speaking skill by developing the pragmatic competence through speaking skill in third year (LMD) English students at the Department of Foreign Languages at University of Biskra. To test this issue, we based our research on investigating our hypotheses that we had mentioned before. We begun by the literature review; the first chapter, it is composed of two sections; the first section concerning the theoretical aspects about the two notions of speaking skill and pragmatic competence. The second one is more specific to developing the pragmatic competence through speaking skill. The three chapters deal mainly with the practical study. They are divided as follow; the second chapter deals with methods and procedures. The third chapter contains the analysis of the questionnaire, of both the students, and teacher in addition to the analysis of the experimental study. The last chapter is devoted to; the discussion of the results, recommendations, and the limitation of the study.

The analysis of the students' questionnaire and the teachers' questionnaire report that the EFL students are not pragmatically competent; in other words, they can not use the language effectively in different social situations. This is because the oral expression teachers do not give much focus on the pragmatic aspects of the English language. The experimental study affirms that the students in the experimental condition significantly gained the different strategies that natives use in order to apologize when they were not able to use different strategies for doing this type of language function. The participants in the experimental group appreciate the use of pragmatic instruction that help them to develop their ability to use the language differently in different social situations in order

to speak like natives do. Finally, they appreciate the speaking activity that gives them the opportunity to practice the pragmatic instruction in different social situations.

The results reported in this dissertation revealed that; developing the EFL students' pragmatic competence would be achieved through the use of the explicit pragmatic instructions and the use of different speaking activities that aim at developing the EFL students' pragmatic competence. Accordingly, students will be pragmatically competent.

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