Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

Exploring the Socio-pragmatic Appropriacy of Speech Act Realization among EFL Students : A Case Study

Aboubakr HAMOUDI Ph.D. Sudent E.MAIL aboubakr.hamoudi@yahoo.com

Supervisor : Pr.Fewzia BOUHASS BENAISSI

Djillali Liabes University. Algeria

Abstract

The realization and use of speech acts vary across different settings, languages, and cultures. The pragma-linguistic and socio-pragmatic aspects of language underline both the linguistic forms and the socio-logical features language users opt for and perceive, under a variety of contextual variables and individual differences, to elicit pertinent speech. This paper is articulated around a socio-pragmatic investigation into Algerian EFL students' appropriacy of speech act realization. To carry out the assigned objective, a Multiple Choice Discourse Completion Task (MDCT) was developed. The participants were 100 third year Algerian students at the university of M'sila, and 13 British native speakers of English.

Key Words: Speech acts, Socio-pragmatic competence, Pragma-linguistic competence, Appropriacy, Miscommunication. Language Use.

Résumé

La réalisation et l'utilisation des actes de langage varient selon les contextes, les langues et les cultures. Les aspects pragma-linguistiques et socio-pragmatiques du langage soulignent à la fois les formes linguistiques et les caractéristiques sociologiques que les utilisateurs optent et perçoivent, sous diverses variables contextuelles et différences individuelles, pour susciter un discours pertinent. Cet article s'articule autour d'une enquête socio-pragmatique sur l'appropriation de l'acte de parole par les étudiants de l'Anglais comme langue étrangère. Pour mener à bien l'objectif assigné, une tâche d'achèvement de discours à choix multiples (MDCT) a été développée. Les participants étaient 100 étudiants algériens de troisième année à l'université de M'sila et 13 participants dont l'anglais est langue mère..

Mots clés: . Actes de parole Compétence socio-pragmatique, compétence pragma-linguistique, appropriation, mauvaise communication l'usage du langue.

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

1. Introduction.

Research in semiotics led to the birth of the young pragmatics. Moriss (1983) first puts forward that pragmatics is "the study of the relation of signs to interpreters" (as cited in Levinson, 1983, p. 1). Pragmatics, Szabo-Gendler (2005) identifies, is confined to the study of meanings in language use as delivered by speakers and interpreted by listeners. Meanings in pragmatics, according to Mwihaki (2004) and Romeo-Trillo (2012), are given account and analyzed at both linguistic and pragmatic levels, while the former is stable and conventional, the latter is variable and influenced by situational and socio-psychological factors. Any conceptualization of pragmatics, as a field of linguistics, therefore, must show adherence to the study of language in all aspects of its naturalness including personal and contextual parameters.

Second language education has long ushered in a see evolution in the L2 learning paradigms and pedagogies (Moeller & Catalano, 2015). A high quality – oriented process for second and foreign language indoctrination seems to lean more and more towards foregrounding communication skills as an ultimate goal (Heo, Han, Koch & Aydin, 2011). However, recently, "teachers are no longer sure of what they are supposed to teach nor what real world situations they are supposed to prepare their students for" (Kramsch. 2014, p.296). In fact, in Kramsch' words, there has been a greater tension between the language learners in the classroom and their needs in the outside world of language. In this respect, There is a general agreement that pragmatics has long been acknowledged as an integrative necessity in second language pedagogy (Locastro,2012).

As to teaching L2 pragmatics, Bardovi-Harlig & Mahan-Taylor (2003) affirm that acquiring the pragmatics of language can hardly happen if learners rely solely on their own exposure to language in and outside the classroom. Rose (2005) proclaims that there is a range of features of second language pragmatics that are teachable, this includes a variety of pragmatic routines, speech acts, discourse markers and strategies. A confluence of at least a dozen of models, tests and working techniques has been therefore launched in the very recent years for the betterment of the overall training in L2 pragmatic (Martínez-Flor, Usó Juan, & Guerra, 2003;Taguchi, 2009; Rose &

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

Kasper, 2001; Yoshimi & Wang, 2007). However, still pragmatic failure in L2 learners' cross-cultural communication is the subject contemporary research addresses in order to depict a clearer image of the phenomenon (Oliveira, 2017).

2. Background

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

The definition of pragmatic competence signals its magnitude among language users worldwide. This seems to confirm that pragmatic competence is a vital construct speakers must develop and refer to in order to make appropriate of their language use in interactional exchanges (Taguchi, 2009). Besides, Thomson (1997) states that the significance of pragmatic competence lies in the fact that it attributes understanding of the social variables and contexts to language use through the actual utterances of the interlocutors. In the meantime, the mutual inclusion of attitudes, cultural knowledge, and interpretation skills makes pragmatic competence a focal precondition to make speakers communicate effectively (Brubaek, 2013).

Austin (1962), through the lectures entitled "*How to do things with words*", proclaims that the ordinary language features itself by a countless number of utterances, such as "I promise- and- I apologize", which can never be looked at as true or false; however, they are either felicitous or infelicitous. That is to say, Austin classified utterances into "performatives" and "constatives" whereby the former category serves actions (deeds in the real world) and the latter reveals descriptions (probabilities). Searle (as cited in Vanderveken and Kubo 2001, p. 85) purports that "the task of a theory of

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati...
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

performatives is to explain how the speaker can intend and the hearer can understand a second speech act from the making of the first speech act, the statement". To put it more briskly, the speech act theory is a speculation which affirms that saying something entails also doing something.

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

Socio-pragmatics, Leech (1983) argues, is "the sociological interface of pragmatics" and it describes "the social perceptions underlying participants' performance and interpretation of linguistic action" (p. 10). The concept therefore dwells on the pragmatics of society that generates and regulates the appropriateness of language use, in a given situation, based on the social dimension and parameters of natural interaction. Vividly, "By socio-pragmatics they refer to the external pragmatic factors that concern the perception and the production of linguistic signs in a particular situation, such as indirectness in the performance of speech acts" (Marmaridou, 2011, p.82). In this sense, socio-pragmatics focuses on the pragmatic meaning and how it is influenced by speakers' environment and social identities (Locastro, 2012).

As to The distinction between pragma-linguistics and socio-pragmatics, Leech (1983) proposes the model below to elucidate the clear cut between these areas:
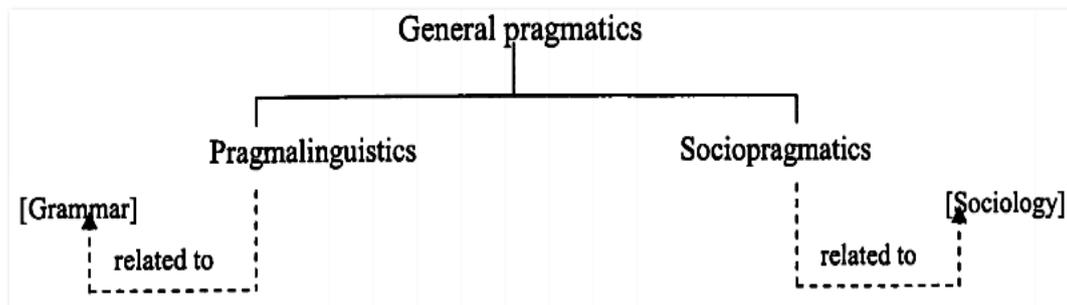
Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

Figure 1.: Leech's Model of Pragma-linguistics and Socio-Pragmatics (1983, p. 11)

Leech describes pragma-linguistics as language-specific and socio-pragmatics as culture-specific. Besides, Kasper and Rose (2002) argue that pragma-linguistic knowledge demonstrates the knowledge of the various strategies and linguistic patterns that serve the realization of a communicative act. In contrast, socio-pragmatic knowledge includes the full understanding of the external socio-parametric circumstances under which specific strategies, linguistic manifestations and perceptions are pertinent. Pragma-linguistics then can be applied to the study of the linguistic ends of pragmatics and its main task is to provide linguistic resources (formula) for the accurate conveyance of certain illocutions. Whereas, socio-pragmatics entails the close investigation of the socio-cultural norms and conditions of language and its role is to naturalize speech production and reception (Alcon & Martinez-Flor, 2008).

Miscommunication is a universal experience that underlies communicative phenomena like disruption, relational instability and mutual misapprehension, misunderstanding, contradiction and the like (Anolli, 2011). Suffice it to say, the situation when participants in the conversation have different cultures and come from distinctive races, then they perceive and react in absolutely a non desirable way is miscommunication (Sugai, O'Keeffe, and Fallon, 2011). In EFL authentic interaction, Olshtain and Cohen (as cited in Jalilifar, Hashemian, and Tabatabaee,) affirm that "second language learners' attempts to translate conventional routines specific to first language verbatim into the second language often result in miscommunication even if the results of their attempts are grammatically correct" (2011, p. 795).

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

By and large, one might argue that aspects of miscommunication can be a coexisting part of L2 natural language use. Thus, EFL speakers may not pragmatically succeed to produce and/or interpret language in intercultural communication and these failures, according to Muir and Xu (2011), are cited as:

1. **Interpretative pragma-linguistic failure:** it takes place when NNSs draw wrong inferences about the factual force of certain linguistic structures that can be used in specific contexts of the target language.

2. **Interpretative socio-pragmatic failure:** such failure is likely to occur when NNSs rely on their own social parameters of interaction when trying to guarantee meanings in the foreign language use contexts.

3. **Productive pragma-linguistic failure:** the inappropriate link of certain linguistic constructions to certain pragmatic forces results in miscommunication. NNSs produce expressions that they presume are pertinent and make the exact sense in a given situation.

4. **Productive socio-pragmatic failure:** similarly to the interpretative socio-pragmatic failure which stems from the socio-cultural disparities between the two cultural backgrounds, but in this position, the NNSs fail to produce appropriate verbal behaviors in a particular context.

2. Participants

The target population of the study included 3rd year Algerian university students majoring in English applied linguistics and British native speakers of English. The non-native participants were both female and male 3rd year students (N= 100) from the whole population (N=200) students at the English language department at M'sila university, with the age range of 21-26. This sample is deemed to have acquired a sufficient linguistic background. A number of (N=13) native speakers of (21-26 years old) participated in this study as well.

3. Instrumentation

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

A multiple choice written discourse completion test (MDCT) was developed and used to accumulate data about the informants' ability to produce and socio-pragmatically realise a number of speech acts in English. That is, a written questionnaire underlying brief descriptions of particular situations that are meant to entail certain patterns of speech acts that are mostly embodied within these situations (Kasper and Dahl, 1991). Moreover, Jianda (2006) supports the usefulness of such instrument to reveal both speakers' pragmatic awareness and speech act realisation. The MDCT comprised a number of fourteen multiple choice items, in a form of hypothetical situations, were designed to target the speech acts of request, apology, refusal, complaint, compliment, suggestion, and disagreement. These speech acts were selected on the basis of their frequent occurrence in real life language use. Different combinations of the three socio-pragmatic variables (social distance, relative power, and degree of imposition) were included and varied from scenario to scenario in this MDCT to expose the subjects to a variety of atmospheres while using language (each speech act had two different situations in terms o the socio-pragmatic parameters). These variables were referred to as P= power, D= distance, and I= imposition with specific level marks; (+)= hight, (=)= equal, (-)= low, and (.)= unknown.

4. Procedure

With regard to the developmental process of testing informants' socio-pragmatic appropriacy of speech act realisation, the data generated from the participants' scores of the MDCT were presented, analyzed and discussed using measures of descriptive statistics. All statistical operations were processed by SPSS software version 20. The scoring of the non- native test takers' responses was based on native participants' answers on the same MDCT. However, the native speakers were asked to rank the answers in each situation (1, 2, 3, 4) from the most to the least appropriate in each situation. On this basis, natives' rankings were taken into account as references to evaluate and rate the EFL students' responses as "very likely", "likely", "possibly", and "not likely". Accordingly, the grades attributed to each response ranged from 0.5 point to 02 points (very likely =02p,likely =1.5p, possibly =01p, not likely= 0.5p).

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

5. Results

In order to investigate the socio-pragmatic appropriacy of a set of speech act realisations, the MDCT was first distributed to a group of native speakers (N= 13) and they were asked to rank the choices given (a, b, c , d) in each of the fourteen situations with regard to their degree of appropriateness to the context (from 1 to 4; from the most to the least appropriate). Native participants' ranking scores were used in the rating of EFL students' responses. Table 01 below displays natives' overall rank means distributions in the MDCT.

Table 01: Overall native speakers' Rank means of the answers (a, b, c, d) in terms of appropriateness of speech act realization.

Rk	Request	Rk.M	Request	Rk.M	Apology	Rk.M	Apology	Rk.M	Refusal	Rk.M	Refusal	Rk.M	Complaint	Rk.M
1	C	3,77	D	3,85	C	3,69	D	3,64	C	3,77	C	3,79	A	3,69
2	B	3,15	A	3,08	B	2,77	C	3,18	D	3,09	D	3,25	B	3,46
3	A	2,15	B	2,69	A	2,15	B	2,08	A	2,25	A	2,24	C	2,23
4	D	1,38	C	1,62	D	1,54	A	1,46	B	1,32	B	1,25	D	1,22

Rk	Complaint	Rk.M	Compliment	Rk.M	Compliment	Rk.M	Suggestion	Rk.M	Suggestion	Rk.M	Disagreement	Rk.M	Disagreement	Rk.M
1	B	3,88	C	3,77	C	3,93	B	3,76	D	3,87	B	3,75	C	3,62
2	D	3,07	D	3,25	D	3,19	A	3,45	C	3,69	D	3,27	D	3,08
3	A	2,22	A	2,68	B	2,35	C	2,51	B	2,47	C	2,34	B	2,24
4	C	1,12	B	1,22	A	1,3	D	1,6	A	1,4	A	1,6	A	1,3

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati...
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

						2		9		9		6		8

Rk= Rank; Rk.M= Rank mean

Out of the examination of different values of Rank Means illustrated in Table 01 above, it makes clear that native speakers (N=13) ranked the utterances (a, b, c, and d) differently in different situations in order to best realise a set of speech acts (from 1 to 14), in terms of appropriacy, according to the three social variables of relative power, social distance and degree of imposition that were distinctively embodied in each situation. As displayed above, the raking scores demonstrate that there was a consensus, which is natural, about the socio-pragmatic-appropriacy contents and speech act strategies in natives' answers. In fact, the analysis revealed that their agreements were noticeable in the assessment of the social parameters and even in observing the notion of (in) directness. Table 02 below depicts a picture of the Algerian EFL participants' scores in six cases of speech act realisation.

Table 02: Ddistributions of EFL students' scoring in six situations of speech act realization

		Case 1 P (-), D(-), I (=)	Case 2 P (.), D(+), I (-)	Case 3 P (.), D(+), I (-)	Case 4 P (-), D(-), I (=)	Case 5 P (-), D(-), I (-)	Case 6 P (+), D(+), I (+)
N	Valid	100	100	100	100	100	100
	Missing	0	0	0	0	0	0
Mean		1,02	1,98	1,04	0,91	1,10	1,87
Mode		1,00	1,50	1,00	1,00	1,00	1,50
Std. Deviation		,43	,53	,45	,53	,48	,45
Skewness		,19	-,21	,21	,23	,35	-,29
Std. Error of Skewness		,241	,241	,241	,241	,241	,241

Cases 1,2= Requests; Cases 3,4= Apologies; Cases 5,6= Refusals

A close look at the scores analysis of all the test-takers (N=100) displayed on Table 2 above demonstrates that the scores were marked generally, and in most cases, as low. That is, the examination of the mean (M= 0.91- 1.10) and Standard deviation (Std= 0.43-0.53) values in cases 1, 3, 4 and 5 indicates that most of students' scores centred around a low score which means that they (the majority) tended to select the last

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

two answers that were rated as "possibly" and "not likely" in terms of appropriateness in each situation. This can be further illustrated through observing the mode value (Mo= 1.00), which is the score with the highest frequency, in these cases. This Mode value is attributed to the higher frequency of the answers rated as "possibly". Moreover, this observation is confirmed through the positive skewness values displayed on table 1, that ranged from Sk= 0.19 to 0.35 which substantiates that the shape of the population' scores is skewed to the right indicating that most of the population scores are bunched slightly more to the left or the lower scores. Except for situations 2 and 6 scores were negatively skewed (Sk= -0.21 and -0.29) which indicates that many students scored high. Examining the mean (M= 1.98, 1.87) , standard deviation (Std= 0.53, 0. -45and the mode values (Mo=1.5, 1.5) of these two situations (2, 6) it can also be confirmed that students here scored high by selecting the two other possible answers that are rated as "likely" and "very likely" in terms of the socio-pragmatic appropriateness of speech act realization. Student's scores of the remaining cases of speech acts are displayed below in table 3 below.

Table 3: Distributions of EFL students' scoring in eight situations of speech act

realization

	Case7 P (.), D(+), I (.)	Case8 P (=), D(-), I (=)	Case9 P (=), D(-), I (=)	Case10 P (+), D(+), I (+)	Case11 P (.), D(+), I (.)	Case12 P (+), D(+), I (+)	Case13 P (-), D(-), I (-)	Case14 P (+), D(+), I (-)
N	1000		1000	1000	1000	1000	1000	1000
Mean	0,87	1,03	1,18	1.96	1,07	1,98	1,22	1,11
Mode	,50	1,00	1,00	2,00	1,00	1,50	1,00	1,00
Std. Deviation	,39	,50	,52	,46	,58	,55	,52	,49
Skewness	,34	,302	,081	-,054	,311	-,117	,220	,160
Std. Error of Skewness	,241	,241	,241	,241	,241	,241	,241	,241

Cases7,8= Complaints;Cases 9,10=Compliments; Cases 11, 12= Suggestions
Cases12,14= Disagreements

Table 3 above demonstrates the different score values the respondents obtained in the test. Generally, the majority of the scores marked low values. Examination of the

Annales des lettres et des languesc. F. L. L . Université de M'Sila.   Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

mean values (M= 0.87 – 1.03) and standard deviation values (0.39- 0.58) in cases 7, 8, 9, 11,13 and 14 points out that most of students' scores gathered around low scores which highlights their tendency to select the option answers that were rated as "possibly" and "not likely" in terms of appropriateness. This is confirmed by the mode values that are (Mo=0,5 and 1,0) in situations 7,8,9,11, 13 and 14. Whereas, in situations 10 and 12(Mo= 02 and 1.5)   substantiate that most students scored high and their answers were rated as "very likely" and "likely". The skewness values are positive in situations 7,8,9,11, 13 and 14 and ranged from Sk= 0,08 to 0,34 which is an indication that the shape of the distribution is positively skewed to the right which means that the population's scores are bunched more to the left or to the lower scores. However, in situations 10 and 12 students' skewness values were negative indicating a negative skeweness Sk= -0,05 and -0,11 which indicates that many students scored high. Besides, the Mean (1.96 and 1.98), Mode (Mo=2 and 1.5) and Standard deviation values (Std=0.46 and 0.55) of these two situations (10, 12) show that most students' scores were high since they selected the answers that were rated as "likely" and "very likely" in terms the socio-pragmatic appropriateness of speech act realization. Overall Algerian EFL students' scores in the MDCT are illustrated in Table 04 below.

Table 04: Overall students' results in socio-pragmatic performance of speech act realisation

N	Valid	100
	Missing	0
Mean		13,1700
Mode		13,50
Std. Deviation		6,43226
Skewness		,284
Std. Error of Skewness		,241
Range		21,00
Minimum		7,00

Annales des lettres et des languesc. F. L. L. Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

Maximum	28,00

Table 04 above summarises the global scores of the test takers in their choice making to produce the seven speech acts embodied in the fourteen hypothetical situations, whereby these situations featured the contexts of use by differences in terms of the social variables. The scores ranged from a maximum value (Max=28,00) to a minimum value (Min= 7,00) spreading over a range of 21. As it makes noticeable, examination of the mean (M=13,17), mode (Mo= 13,5) and the standard deviation (Std= 6.43) values shows that the majority of participants scored low. Again, Examination of the Skewness illustrates a positively skewed value (Sk=0,28) which is an indication of the majority of participants' scores are low. This latter highlights the low performance at the test. The participants' socio-pragmatic-appropriacy of speech act realisation ability or knowledge can generally be described as poor and insufficient.

6. Discussion

Out of the MDCT aforementioned results, one might argue that there were considerable pragmatic variations in students' knowledge and attempts to produce the speech acts under study (i.e., request, apology, refusal, complaint, compliment, suggestion, and disagreement). These pragmatic differences can be noticed through examining and comparing the strategies both British native speakers and Algerian EFL students opted for to elicit the illocutions. The Algerian participants' socio-pragmatic knowledge of speech act realisation proved to be significantly different from that of the native participants'. And, the approciacy variability marked statistically significant numbers. There was even a clear association between being (non)native speaker and the strategies employed to perform the speech acts according to the three socio-pragmatic variables of power, social distance, and degree of imposition.

As a matter of example, analysing the data related to the apology situations revealed that the British and the Algerian participants varied in the way they selected

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

the pragma-linguistic framing of the apology according to the three socio-pragmatic parameters. The variation might be due to socio-cultural differences in the participants' perception of these variables. The pragmatics of society is a factor influencing the participants' considerations of the variables, this would result in differences in the selection of (in)appropriate strategies. The analysis of the option strategies selected by both native speakers and Algerian EFL students showed that the British participants utilized more strategies in apologizing (an expression of apology+ explanation of the offence+ promise of no reoccurrence) than the Algerian participants (repetition of the expression of apology I'm sorry). In general, more disparities were cited with regard to the other speech acts at the levels of (in)directness, socio-pragmatic parameters' assessments, appropriacy perceptual rules, conversational routines, use of intensifier, lexical downgraders and fillers.

Meanwhile, students' strategies were appropriate in few situations which may be attributed to either the common strategies in both participants' languages or to the students' competence to perform certain speech acts. Overall, EFL students opted for pragmatically transferred selections because of the native language (Algerian dialect of Arabic) influence. Their global scores of the MDCT explained their limited pragmatic capacity and their insufficient knowledge of the L2 sociolinguistic rules. Students' variation in the speech acts strategies may reflect their knowledge of pragma-linguistics, however their (in)appropriateness values may reflect their incapability to link the pragma-linguistic forms to the socio-pragmatic perceptions in order to make pertinent language use. Consequently, low or insufficient socio-pragmatic ability of speech act realisation would result in aspects of miscommunication. This latter includes pragmatic failures, misunderstandings or even conversation breakdowns.

7. Pedagogical Implications

For L2 research and pedagogy, it is suggested that future research in cross-cultural pragmatics should lay particular attention to examining pragmatic ability on both pragma-linguistic and socio-pragmatic levels of language use. This, to reveal principles about why language users opt for different speech act realization patterns across situations, languages and cultures. Moreover, the findings related to the speech

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

act realization strategies and choices that emerged in the Algerian and British participants' data can be taken as a starting point for classroom exploratory activities to investigate the cross-cultural L2 socio-pragmatic perceptions and utilizations by EFL teachers and learners.

As to L2 teachers, they can refer to the findings when designing meta-pragmatic assessment tasks and activities for L2 learners to gain insights about performing the request, apology, refusal, complaint, compliment, suggestion, and disagreement speech acts in the target language, especially the strategies and the necessary ways of making contextually pertinent choices. That is, they would assist learners and raise their awareness of appropriacy and how to sound pragmatically appropriate in L2 use of speech act situations. The study underlined the urgent significance of incorporating the L2 pragmatics of language use into the Algerian EFL syllabi as an attempt to bridge the gaps that naturally exist between the two languages and cultures on the level of socio-pragmatics.

Practically speaking, syllabi designers and materials conceivers may take the findings as a motive to develop instructional materials that, to a great degree, mirror the L2 socio-pragmatic features and values associated with the performance of a set of speech acts. EFL teachers may also use material authenticity and conversation analysis as resources of the L2 instruction in socio-pragmatics. By technique, it is recommended that EFL teachers relate the pragma-linguistic forms of speech act to the socio-pragmatic knowledge of appropriateness in context. This should be done with regard to the students' level of producing and interpreting the various types of speech acts. L2 learners may accordingly recognize the multiple strategies and choices they can make to elicit socially appropriate verbal behaviours.

8. Conclusion

The study aimed to explore the socio-pragmatic appropriacy of speech act realisation amongst the Algerian EFL learners using the MDCT. The findings demonstrated that although there was a few similarities of speech act realisation, the Algerian EFL learners differed in a number of ways from the British native speakers of

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

English. Such differences relate to their choices of speech acts strategies, socio-pragmatic contents, pragma-linguistic forms and degree of (in) directness according to the varying social parameters of social distance, relative power and degree of imposition. These variables were differently assessed by the Algerian EFL learners and the British native speakers because the prominent socio-cultural and pragmatic variations. This can explain the divergence at the appropriateness scale marked in the analysis of data. The Algerian participants' socio-pragmatic appropriacy of realizing a set of speech acts proved to be poor and insufficient that their performance may leave a room for the possible occurrence of communication failures**.** Eventually, the findings depicted a picture of the cross-cultural pragmatic variability and appropriacy in speech act realisation and highlighted the consensus and demand for incorporating the L2 socio-pragmatic values and perception of appropriate language use in EFL learning context.

References

– Alcon, E., & Martinez-Flor, A.(2008). Pragmatics in foreign language contexts.In E. Alcon&A.

– Martinez-Flor (eds.), Investigating pragmatics in foreign language learning, teaching and testing (3-21). UK: Multilingual Matters.

– Alcon-Soler, E., and MartiÌnez-Flor, A. (2008). *Investigating pragmatics in foreign language learning, teaching and testing*. Bristol, UK: Multilingual Matters.

– Aleidine J. Moeller, A., & Catalano, T. (2015). Foreign Language Teaching and Learning.In *International Encyclopedia for Social and Behavioral Sciences*. Elsevier Ltd.

– Ambroise, B. (2010). From Speech act theory to pragmatics. <halshs-00514810>.

– Anolli, L. (2001). Ma CHT - Miscommunication as Chance Theory: Toward a unitary theory of communication and miscommunication. *Say Not To Say: New Perspectives on Miscommunication*, *3*, 3-42.

– Austin, J. (1962). *How to do things with words*. Cambridge: Harvard University Press.

– Bachman, L. F. (1990). Fundamental considerations in language testing. Oxford: OUP.

– Bardovi-Harlig, K., & Mahan-Taylor, R. (2003). *Teaching Pragmatics*. Washington, DC: United States Department of State.

– Black, E. (2006). *Pragmatic stylistics*. Edinburgh University Press.

– Brubaek, S. (2013). Pragmatic competence in the EFL classroom: An investigation of the level of pragmatic competence among Norwegian EFL students at the VG1 level. Norway: Oslo University.

– Griffiths, P. (2006). *An introduction to English semantics and Pragmatics*. Edinburgh: Edinburgh University Press.

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

− Heo, J., Han, S., Koch, C., & Aydin, H. (2011). Piaget's Egocentrism and Language Learning:Language Egocentrism (LE) and Language Differentiation (LD). *Journal Of Language Teaching And Research*, *2*(4), 733-739. http://dx.doi.org/10.4304/jltr.2.4.733-739

− Jalilifar, A., Hashemian, M., and Tabatabaee, M. (2011). A Cross-sectional study of Iranian EFL learners' request strategies. *JLTR*, *2*(4). doi:10.4304/jltr.2.4.790-803

− Jianda, L. (2006). Assessing EFL learners' interlanguage pragmatic knowledge: Implications for testers and teachers. *Reflections On English Language Teaching*, *5*(1), 1-22.

− Kasper, G. and Dahl, M. (1991). Research methods in interlanguage pragmatics. *Studies in Second Language Acquisition*, 18/21, 49-69.

− Kasper, G., and Rose, K. R. (2002). *Pragmatic development in a second language*. Oxford: Blackwell Publishing Limited.

− Kramsch, C. (2014). Teaching Foreign Languages in an Era of Globalization: Introduction. *The Modern Language Journal*, *98*(1), 296-311. http://dx.doi.org/10.1111/j.1540-4781.2014.12057.x

− Leech, G. (1983). *Principles of pragmatics*. New York, USA: Longman.

− Levinson, S. (1983). *Pragmatics*. Cambridge [England]: Cambridge University Press.

− LoCastro, V. (2012). Defining the terriotery. In V. LoCastro , Pragmatics for language educators: A Sociolinuistic Perspective. pp.3-17. London: Routledge

− LoCastro, V. (2012). *Pragmatics for language educators*. New York:Routledge.

− Marmaridou, S., (2011) Pragmalinguistics and sociopragmatics. In: Bublitz, W. and Norrick, NR. (eds) *Foundations of pragmatics*. Berlin: de Gruyter, 77–106

− Martinez-Flor, A., Usó-Juan, E., & Fernandez-Guerra, A. (2003). Pragmatics competence and foreign language teaching. Castellon: Servei de Publications de la Universitat Jaume I.

− Muir, P., and Xu, Z. (2011). Exploring pragmatic failure into the writing of young EFL Learners: A critical analysis. *English Language Teaching*, *4*(4), 254-260.

− Mwihaki, A. (2004). Meaning as use: A Functional View of Semantics and Pragmatics. *SwahiliForum*, (11), 127-139.

− Oliveira, M. (2017). Sociopragmatic failure revisited: the case of intercultural communication between Brazilians and Americans. *Revista Brasileira de Linguística Aplicada*, *17*(2), 307-334. Epub May 22, 2017.https://dx.doi.org/10.1590/1984-6398201610955

− Romero-Trillo, J. (2012). *Pragmatics and prosody in English language teaching*. Dordrecht: Springer.

− Rose, K. (2005). On the effects of instruction in second language pragmatics. *System*, (33), 385–399.

− Rose, K., & Kasper, G. (2001). Pragmatics in language teaching. Cambridge: Cambridge University Press.

− Sugai, G., O'Keeffe, B., & Fallon, L. (2011). A Contextual Consideration of Culture and School-Wide Positive Behavior Support. *Journal Of Positive Behavior Interventions*, *14*(4), 197-208. doi:10.1177/1098300711426334

− Szabo, Z. (2005). Semantics versus Pragmatics. Oxford: Clarendon Press.

Annales des lettres et des languesc. F. L. L . Université de M'Sila. Algérie

Exploring the Socio-pragmatic Appropriacy of Speech Act Realizati…
A.HAMOUDI/ .Pr F.BOUHASS BENAISSI

−   Taguchi, N. (Ed). (2009). *Pragmatic competence*. Berlin: M. de Gruyter.

−   Thompson, L. (1997). *Children talking: The development of pragmatic competence*. Clevedon, UK: Multilingual Matters.

−   Vanderveken, D., and Kubo, S. (2001). Essays in speech act theory. Amsterdam: J. Benjamins Pub.Co.

−   Yoshimi, D., & Wang. H. (2007). Selected papers from pragmatics in CJK classrooms: The state of the art. University of Hawaii at Manoa, National Foreign Language Resource Center.