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**The Pedagogical Relevance of Metapragmatic Discourse in Algerian  
EFL Secondary School Textbooks**

**Thesis Submitted in Candidacy for the Degree of Doctorate in Applied Linguistics  
and Didactics of English**

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## **Dedication**

To my mother whose love, like a distant star, continues to shine down on me long after she has gone, to all those who have lent a hand of assistance, whispered a word of encouragement and believed in me, I dedicate this modest work.

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## ABSTRACT

This study revolves around the notion of pragmatic competence as a skill of knowing how to create and understand meanings in communication, which in intercultural interaction requires more extra-linguistic knowledge than language skills. The aim of this research is to explore the pedagogical relevance of metapragmatic discourse in Algerian secondary school textbooks of English for the development of pragmatic awareness and competence in English. To accomplish the aims of this study, a triangulation of research instruments namely; the teachers' questionnaire, content analysis and classroom observation are used along the data collection phase to cross check the results and validate or refute them. The hypotheses postulated at the beginning of the study indicate that the application of fruitful language strategies with some pragmatic elements can help Algerian learners of English learn a language more effectively and become more proficient language practitioners. The teaching materials that are used at the level of Algerian secondary schools do not meet the learners' needs because many textbooks lack examples of activities that teach or assess both pragmatic and communicative skills since pragmatic awareness itself is an area largely ignored by textbooks writers and curriculum designers. It can be said that the research hypotheses were confirmed; the English textbooks that are currently used in all Algerian secondary schools do not offer classroom learners adequate opportunities for learning authentic language. This is due to many reasons such as the choice of one type of English at the expense of another, which is more dictated by both political and economical considerations rather than by pedagogical ones. Most English adopted versions lack Englishness besides the mechanical way in which the tasks are presented in the prescribed textbooks. Despite the fact that there seems to be an efforts to incorporate extra-linguistic information and communicative activities, the results of the current research indicate that the quantity and the quality of meta-pragmatic information in the Algerian secondary school textbooks of English were inadequate as a source of gaining pragmatic competence. Therefore, drawing from the study findings, a set of recommendations and pedagogical implications were put forward in order to help improve the language learning outcomes from a pragmatic perspective.

**Key words:** Metapragmatic information, Textbooks of English, English as a Foreign Language, Secondary education in Algeria

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## **LIST OF ABBREVIATION**

- CBA:** Competency- Based Approach  
**CLT:** Communicative Language Teaching  
**EFL:** English as a Foreign Language  
**ELT:** English Language Teaching  
**ICTs:** Information and Communication Technologies  
**SLA:** Second Language Acquisition  
**ESL:** English as a Second Language  
**L1:** First Language  
**L2:** Second Language NS: Native Speaker  
**NNS:** Non-Native Speaker  
**ILP:** Interlanguage Pragmatics  
**TL:** Target Language  
**AF:** Absolute Frequency  
**RF:** Relative Frequency

## General Introduction

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Moving from the focus on “form” to the focus on “meaning and language use” was an imperative step in the history of English language teaching in Algeria. This shift aims at developing learners’ communicative competence when designing curricular and writing textbooks for English language learning and teaching by adopting the communicative language teaching approach .

The textbooks offer significant chances for both the teacher and the learners to facilitate the learning and the teaching of the target language. Once communicative competence is determined as the main objective of the curriculum, textbook writers find ways to achieve this goal by setting the benchmarks to design a useful material as there is much evidence to support the great importance of textbooks in English language teaching programs because they are the foundation of school instruction and the primary source of information for students and teachers. In other words, textbooks are the main instrument for shaping knowledge, attitudes and principles. In Algeria, the textbook serves as the basis for much language input that the learners receive when learning the target language. For most teachers, textbooks provide the foundation for the content of lessons, the balance of the skills taught, as well as the kinds of language practice the students engage in during class activities .For the learners the textbooks are considered as the major source of the exposure they have with the language apart from the input provided by their teachers.

However, the textbook is not supposed to provide learners with the linguistic knowledge only, but also with the contextual and the pragmatic ones. In foreign language (FL) learning setting, learners are less likely to be provided with the pragmatic input necessary to develop their pragmatic potential in comparison with the second language (SL) context. For this reason, the textbook in foreign language (FL) setting is of vital importance as it plays a sensitive role in enhancing pragmatic competence. In Algeria, where English is taught as a foreign language, the new syllabus for teaching English, as designed by the Ministry of National Education in the 2005 reform brought about the communicative language teaching CLT in the Algerian curriculum. The syllabus designers state that the syllabus and, thus, the textbooks are grounded on the Competency-Based Approach (CBA) for enabling the learners to interact orally in English, interpret and produce meaningful oral and written texts. These objectives show that the pragmatic development should be put at the heart of the newly introduced syllabus.

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This research study is carried out to shed light on the pedagogical relevance of meta-pragmatic discourse in Algerian secondary school textbooks of English and aims at finding out the extent to which the examined textbooks can prepare learners to be communicatively competent and whether they provide learners with authentic content that can be used in a particular context to be qualified as an appropriate and suitable teaching material, this research was drawn from the fact that there is a lack of an appropriate teaching model that can be used as an important foreign language teaching material to help learners be exposed to a real life context that helps them exploit authentic materials in classroom and to evaluate the appropriacy of that input with reference to the metapragmatic information. This research focuses on three English language textbooks "At the Crossroad-Getting Through-New Prospects" which are currently used in the Algerian secondary schools. It intends to make a contribution, albeit a modest one, through an evaluation and deepening of some aspects of the teaching of English in Algerian secondary schools for communicative purposes because textbooks are really essential for the development of learning any language, and above all for effective intercultural communication without misunderstanding or communication failure.

There is a general consensus among researchers in the field of pragmatics, that pragmatic aspects are not manifested in teaching in the degree or manner that would be desirable, with the possible result that students do acquire the appropriate pragmatic competence for the language being studied .To a greater or lesser extent we can all attest that we are often not aware that our intuitions as speakers are not shared by our interlocutors; either due to generational differences, gender, profession, social class or nationality Thus, we argue that due to this lack of awareness it is important that teachers have adequate teaching tools in order to raise metapragmatic awareness and to offer students qualitative teaching that could contribute not only to the development of communicative competence, but also to the development of pragmatic competence.

To fulfill such investigation, the researcher aims to seek an answer to the following research question

- How can meta-pragmatic information be pedagogically integrated in Algerian secondary school EFL textbooks as a relevant tool to enhance EFL learner's communicative competence?

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To answer the main research question above and to facilitate the investigation of the current study, the researcher divided the main research question above into three sub questions, which are as follows:

1- Does pragmatic awareness contribute in making EFL learners communicatively competent?

2- To what extent do Algerian EFL secondary Textbooks facilitate the development of communicative competence?

3- Do Algerian syllabus designers take into account meta-pragmatic information when designing EFL materials in general and textbooks in particular?

Based on the aforementioned questions, the researcher set the following subsequent hypotheses.

1- Pragmatic awareness can play an important role in the journey of developing communicative abilities in an authentic language learning environment for communicating in the target language effectively .

2- Algerian EFL secondary education textbooks would provide empirical evidence to inform classroom pedagogy for designing effective EFL Materials taking into account the components of communicative competence .

3- The teaching materials that are used at the level of Algerian secondary schools does not meet the learners needs because many textbooks lack examples of activities that teach or assess both pragmatic and communicative skills. So, Raising pragmatic awareness can facilitate the communicative competence .

This work is structured in a way that attempts to reflect the subject matter under investigation as well as the methodology adopted. Consequently, the very nature of this thesis is twofold: theoretical and practical. The first part provides the conceptual framework of the investigation all the more reviewing the relevant literature, while the second part is a fieldwork survey and discussion of the questionnaire, observation and content analysis conducted among the teaching- learning community.

The first and the second chapters are devoted to the literature review; they offer a theoretical foundation that is related to the frame of our research. The first chapter provides a

## General Introduction

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brief introduction to pragmatics and discourse analysis, it reviews the literature about teaching pragmatics, instruction and L2 pragmatic development, research of teaching English in relation to theories of pragmatics in addition to cross-cultural studies, and pragmatic content in the textbooks and the English curriculum. The second chapter describes the learning situation and the teaching of English as a foreign language in Algeria by shedding light on the importance of English in Algeria and the objectives of the English syllabus designers at the level of the secondary school in particular, it also depicts another important part of the theoretical framework; it indicates the use of the instructional material in teaching and learning EFL language in general and textbooks in particular. It also attempts to survey the Algerian TEFL educational resources from a quantitative vantage point of an insider. This chapter also sheds light on the nature of EFL instructional material as well as it highlights the different textbooks linguistic content such as authenticity of content, lexical and grammatical content...etc. Then, special emphasis is also put on the types of cultural content in EFL textbooks. Finally, it tackles the role and the importance of EFL textbooks.

Chapters three and four are concerned with the empirical surveys through the data analysis, discussion and interpretation of the results. The third chapter offers an overview about methodology and the data collection procedures that have been followed in order to reach the aims of the current study. It also sheds light on the empirical phase of this dissertation, which strives hard to arrive at consistent analysis of the EFL teaching/learning situation with reference to the inclusion of meta-pragmatic information in English language textbooks at the level of secondary schools. It aims at data analysis and investigation of the research questions. The fourth chapter aims at analyzing and evaluating the pragmatic content of three English language textbooks that are currently being used in all Algerian secondary schools by both teachers and learners, this chapter highlights how speech acts are linguistically presented in the textbooks and whether adequate contextual and meta-pragmatic information are provided within the in use textbooks to facilitate the learning of these speech acts. Therefore, it starts in presenting and describing the textbooks in addition to shedding light on a brief overview of the research approach, which is content analysis. In effect, it is worth mentioning that the results obtained from the triangulation of the research instruments have been analysed both quantitatively and qualitatively and has led to a practical conclusions and assumptions. These chapters are also considered as the decisive step towards the diagnosis of the underlying causes of the problem situation. This is from different perspectives: the teachers, the learners and the teaching materials.

## **General Introduction**

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The last chapter pertains to the possible suggestions and the pedagogical recommendations that can help improving English learning at the level of our secondary schools from pragmatic perspective. Furthermore, teaching about the different aspects of metapragmatic information is highlighted as the basic template to gain solid context and knowledge that might be transferred into appropriately expected behaviors. It also discusses implications and recommendations regarding strategies for teaching communicative acts with reference to pragmatics, designing materials and tasks, teacher training and development. The chapter concludes with a discussion of directions for further research and the final conclusion of the study.

## **Chapter Two: The Description of English Language Learning/Teaching Situation in Algeria and the Importance of EFL Textbooks**

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### **1.1. Introduction**

The present chapter describes the learning situation and the teaching of English as a foreign language in Algeria. To begin with, it highlights the importance of English in Algeria and the objectives of the English syllabus designers at the level of the secondary school in particular, the discussion focuses on the officially set objectives, the approach applied in this sector and the teaching materials that are used dealing with official textbooks as a model.

Therefore, the current chapter sheds light on the use of the instructional materials in teaching and learning EFL. It also attempts to survey the Algerian TEFL educational resources from a quantitative vantage point of an insider. The basis behind such an attempt is to determine the fundamental reasons for the high school English teachers' positive and negative attitudes toward the examined textbooks. Overall, textbooks provide a helpful instructional material to both teachers and learners. The second part of this chapter highlights and discussed the nature of EFL instructional materials. First, it surveys the secondary school teaching material package in order to set out whence from the teachers' attitudes. Next, it seeks to probe the impact of such attitudes on the teachers' psychological perceptions and eventually professional performances. It falls within the scope of this study, to examine the different textbooks such as authenticity of content, lexical and grammatical content...etc. Once more, special emphasis is also put on the types of cultural content in EFL textbooks. Finally, it tackles the role and the importance of textbooks evaluation.

### **1.2. The importance of English Language Teaching in Algeria**

English is the most widely used language in the world either as a mother tongue, a second language or a foreign language. It has spread as a means of communication between nations because of the economic development and technological advancement. Therefore, its functionality and utility can be achieved in any country eager to keep abreast of modernization and progress in scientific research.

In Algeria, the growing importance of English language imposes itself as much as the need for development, prosperity and modernization. Nowadays, the need to know languages is increasingly progressing taking into account that the role of English in the world is becoming increasingly necessary since English is primarily the language of New Media (e.g. Satellite TV, and Internet). It is the language of international communication in many fields such

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as business, technology, sport, and entertainment. (Tiersky 2001).

Thus, it goes without saying that the focus on teaching English is becoming a crucial issue and interesting part of education all over the world. Due to the recognition of the Ministry of Education of the growing importance, which English, nowadays plays in the world, the Ministry of Education announced the educational Reform and numerous changes have taken place concerning the situation of teaching English in 2001. While, English is still viewed as the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational reform. Above all, English is introduced at the level of first year middle school (i.e. nearly at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This is as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents.

A new teaching approach was adopted which is the competency Based Approach. As it was stated before, English is taught as an obligatory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social causes. English is primarily learned or studied mainly for educational causes the most important one is passing exams. It is mostly used in formal settings like classroom environment, as there are very few opportunities, other than in schools to use it for daily communicative purposes.

The teaching of English is intended to help learners promote self-learning and critical thought, to promote learners' intellectual capacities of analyzing evaluating, and synthesizing. Besides, to enable learners exploit English documents, in new situation at work and to encourage learners to accept other culture and to initiate the spirit of tolerance. (Teachers guide 2007p60).

### **1.3. Teaching English as a Foreign Language in the Algerian Secondary Schools**

The Ministry of Education introduced the new English Syllabus of secondary education taking into account the newly adopted approach to language teaching that is the competency-based approach in which a chain of objectives was set to be achieved within a three years period. The following statement taken from the teachers' guide 2007 illustrate clearly that the previous narrow conception of language learning that consisted of merely acquisition of linguistic items is extended to include methodological and cultural

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objectives as it is stated below.

"The aim of teaching English is to help our society to get harmoniously integrated in modernity through a fully complete participation within a community of people who use English in all types of interactions - this participation should be based on sharing and exchanging ideas as well as experiences being scientific or cultural – this participation will help for better understanding for oneself and the other"(p.88)

Secondary education lasts three years and constitutes a formal preparation for the Baccalaureate exam held at the end of the third year which is considered as being one of the educational achievements in secondary schools and a key to higher education .As far as EFL is concerned, it is part of the curriculum regardless of the learners' stream (scientific – literary – mathematics -foreign languages- Technic-Math ) to represent an additional facet to the general learning and instruction of pupils.

It is worth mentioning that these aims set by the Ministry of Education are part of the general goals, which have been drawn up in accordance with the principles set forth in the Educational Reform (2001), and which subscribe to a Competency Based Approach to teaching English as a foreign language. Therefore, secondary education syllabus is intended to consolidate, and develop the learners' acquired competences, as well as to ensure a continuation to the first year objectives, which set communication as an ultimate goal of teaching English. Actually, teaching English to secondary school pupils turns around three main objectives. To begin with, linguistic objectives which, aim at providing the learner with the basic linguistic aspects (grammar, vocabulary, pronunciation, and the four skills) that are necessary to pursue further education or employment. Then, methodological objectives that help learners consolidate and develop learning strategies aiming at autonomy, critical thinking, and self-assessment as well as to enable students to use and exploit various documents and feel interested in subjects that are not treated in class. In addition to socio-cultural objectives that are meant for ensuring interdisciplinary coherence as an attempt to integrate the overall information acquired by the learner and stimulating the learners' curiosity to help them gain access to cultural values as well as it offers opportunities for teachers willing to make use of intercultural study and to encourage tolerant attitudes among their students.

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All English learners regardless of their different streams study English as an obligatory subject in accordance with a number of subject matters. These latter differ in coefficient and time load as well. The following tables illustrate what have been stated before.

Subject - matter	Time Load per week	Coefficient
Arabic Language and Literature	6hs	5
French	5hs	5
German	5hs	5
English	5hs	5
Mathematics	2hs	2
History and Geography	3hs	3
Islamic Science	1h	2
Philosophy	4hs	4
Sport	2hs	2
English Time Load and Coefficient	5/33	5/33

**Table.1: English Time Load and Coefficient in the curriculum of Third year Foreign Languages Stream.**

Themes →	Maths/Tech-Maths/Sc Exp/Management and Economy	Literature and Philosophy/ Foreign Languages
1. Ancient Civilisations		+
2. Ethics in Business	+	+
3. Education in the World		+
4. Advertising, Consumers and Safety	+	
5. Astronomy and the Solar System	+	
6. Feelings and Emotions	+	+

**Table 1.2: English Themes in the textbook of third year Literary Stream.**

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<b>Subject - matter</b>	<b>Time Load per week</b>	<b>Coefficient</b>
<b>Arabic Language and Literature</b>	6hs	5
<b>French</b>	5hs	5
<b>German</b>	5hs	5
<b>English</b>	5hs	5
<b>Mathematics</b>	2hs	2
<b>History and Geography</b>	4hs	3
<b>Islamic Science</b>	2hs	2
<b>Philosophy</b>	4hs	4
<b>Sport</b>	2hs	2
<b>English Time Load and Coefficient</b>	5/33	5/33

**Table.3: English Time Load and Coefficient in the curriculum of Second year Foreign Languages Stream.**

<b>Themes →</b>	<b>Maths/Tech- Maths/Sc Exp/Management and Economy</b>	<b>Literature and Philosophy</b>	<b>Foreign Languages</b>
1. Ancient Civilisations		+	+
2. Ethics in Business	+	+	+
3. Education in the World	+	+	+
4. Advertising, Consumers and Safety	+		+
5. Astronomy and the Solar System	+	+	
6. Feelings and Emotions		+	+

**Table 1.4: English Themes in the textbook of third year Literary Stream.**

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Themes →	Scientific Stream	Literateray Stream
1. Intercultural Exchanges	+	+
2. Communication : The Press	+	+
3. Environment, Pollution and the World of Animals	+	+
4. Innovation and Technology	+	+
5. Famous People		+

**Table 1.5: English Themes in the textbook of Hirst year Literary Stream.**

Subject - matter	Time Load per week	Coefficient
Arabic Language and Literature	4hs	5
French	4hs	5
English	4hs	5
Mathematics	2hs	2
History and Geography	4hs	3
Islamic Science	2hs	2
Computing	1h	4
Sport	2hs	2
English Time Load and Coefficient	4/23	4/23

**Tablel.6: English Time Load and Coefficient in the curriculum of first year Literary Stream.**

The tables above show the different units and themes suggested for each stream and the position that English sustains in the curriculum for the different levels and branches. Compared to other literary subject matters, English is considered as an additional subject matter with a low coefficient that does not comply with the importance of English as an international language and the language of science and technology.

To conclude, the teaching of English at the Algerian secondary school is not only concerned with global aims of teaching but also universal, human and national values are promoted and developed. Students are expected to learn how to speak about their country and its cultural values in English, as well as to be open to English, universal, and human

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values which are essential elements of modernity and globalization. By the end of secondary education, learners are thus expected, to acquire a functional knowledge of English that may help them express themselves orally and in writing in an accurate, fluent and meaningful way both inside and outside the classroom setting.

### **1.4. Approaches and Methods in Language Teaching**

The teaching of foreign and second languages has been challenging. Therefore different aims and skills have been the focus of foreign and second Language teaching. The pursuit of the appropriate method and the description of systematic methodologies have, at particular times, been considered central for many linguists and specialists who worked hard and provided the basis for various methodologies such as the audio-lingual method, the grammar translation method, the communicative approach in the mid-80s and the competency-Based Approach (CBA) which ascended as the legal heir to the previous ones. All that was known of this approach was the newly printed textbooks and the rich content that represented CBA curriculum. Under the followings titles, these teaching methodologies are going to be presented and discussed.

#### **1.4.1. The Grammar-Translation and the Direct Method**

The Grammar-Translation method derived from the learning of Latin and Greek, with some changes from the classical tradition of Grammar-Translation, taking the form of a specific method and for more than a century became the predominant educational framework of foreign language teaching (Richards & Rodgers, 2001). The Grammar-Translation method was developed by German scholars and it was used in most educational contexts in the 19th century until the Second World War. Its objective was to improve reading and writing abilities based on grammar explanations, learned through deduction and memorization of rules. Furthermore, bilingual vocabulary lists and translation exercises, along with the reading of literary texts. (Jin & Cortazzi, 2011).

As Howatt (1997) comments, "Each new lesson had one or two new grammar rules, a short vocabulary list, and some practice examples to translate" (p. 136). The Grammar-Translation method was proposed to be practical, ordinary, and a useful framework for foreign language teaching. However, the method developed into a mechanistic and tedious experience with innumerable grammar rules and rote-memorization; especially introduced by

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those who wanted to show the rigorousness of German and French as paralleled to the classical languages. (Richards & Rodgers, 2001). As the method was devised based on academic aims concentrating on reading and writing proficiency, the development of spoken language and communication in real contexts was neglected, which brought its most sustained disapproval. Criticisms also lay on the lack of the target language exposure and use in the classroom and on being "a method for which there is no theory" (Richards & Rodgers, 2001, p5).

During the second half of the 19th century, language-teaching specialists promoted the primacy of oral methodology in the foreign language classroom. The reformed movement of the 1880s as it is called, passionately reacted against the Grammar- Translation method and proposed an oral-based methodology aimed at developing spoken skills. The movement was later coined the Direct Method (Richards & Rodgers, 2001). As opportunities for communication among Europeans intensified, a new class of language learner emerged which had limited knowledge of classical grammar (Howatt, 1997). Hence, the Direct Method became widely recognized and implemented as the circumstances of the time demanded spoken language. The Direct Method based its principles for language teaching on similar parameters as the first language acquisition. The grammar taught through inductive learning, oral communication skills are built up in a carefully graded progression. The learning activities became contextualized and the target language turns the medium of instruction (Rodgers, 2009).

Although linguists advocated spoken language and meaningful texts (instead of sentence-based exercises) as the most important skill to focus on foreign language teaching, these ideas only had an influence on secondary school curricula during the beginning of the 20th century. Thus, Grammar-Translation method was significantly replaced only after World War II. (Mitchell & Myles, 2004).

### **1.4.2. Audiolingualism**

An influential set of practices have been introduced with the appearance of what was known as Audiolingualism in the mid of the 20th century. The Audiolingual Method carried forward the main features devised by the Direct Method, with an oral-based approach and use of language to communicate. (Larsen-Freeman, 2000). However, language learning in Audiolingualism is taught through grammatical sentence patterns, using various kinds of

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repetitive drills. The material is also presented in dialogue form for students to memorize sequences of structure patterns, where the teacher specifies the language to be learned. The medium of instruction is the target language, yet the focus of the learning process is on accuracy of forms and linguistic competence, in a way that communicative activities occurs only after a long process of rigid drills and exercises. Errors are to be avoided at all costs, as great importance is attached to accurate pronunciation. (Brown, 2007).

The Audiolingual Method differs from preceding methods by its reliance on an underlying scientific language theory, which lays the foundation for the method. The scientific approach to language analysis appeared to offer the foundations for a scientific approach to language teaching. Drawing from structural linguistic theory and behaviorist psychology, the method claimed important assumptions related to how languages are learned and understood. Structural linguistics proposed that speech is the primary medium of language and that language is produced according to a rule-governed way where various sentences work together in their different levels of structural organization. Structural linguistics provides the theoretical foundation and a notional system for analyzing the systems of language through the phonemes, morphemes, words, sentence types. (Richards & Rodgers, 2001).

In turn, behaviorism regarded second-language learning as the set of new habits, where the habits and transference of knowledge from the first language must be transformed to establish habits of the target language. Learning is cumulative and consists of continuous practice via repetition, mimicking, analogizing, and prevention of error, as they can be transferred from the first language to the target language (Lightbown & Sada, 2010). Consequently, stimulus-response connection will be based on adequate reinforcement and the prevention of potential errors, in order to establish an accurate set of new habits.

With the notion of replacing old habits and avoiding potential errors from the first language came a framework termed Contrastive Analysis. Its objective was to apply findings to classrooms to improve classroom materials and resources. The analysis was based on comparing sound, morphological, syntactic, and cultural systems of the two languages to determine students' potential errors and learning difficulties in the classroom (Mitchell & Myles, 2004). The method was widely adopted by foreign language teachers and provided rich methodological resources for language teachers around the world. Additionally,

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Contrastive Analysis was useful for helping increase teachers' cross-linguistic knowledge.

In the 1960s, Audiolingualism was under attack and oppositions emerged, especially as Noam Chomsky laid out innumerable criticisms against behaviorism, proposing a new conceptualization of second language acquisition and linguistic approach termed Generative Linguistics. Not only did a shift to Chomsky's linguistic approach occur, new ideas came into view that established a learner-centered approach, in which learners interacted and participated more fully in the dynamics of the classroom, therefore being less dependent on the teacher. Nevertheless, the teacher exercised a great deal of control on what was practiced in classroom and few opportunities existed for students to try out, manipulate, and simply communicate spontaneously in the second language.

### **1.4.3. Innovative Methodologies of Language Teaching**

After the 1960s, a major paradigm shift was encompassed in language teaching, bringing about diverse methodological directions and the mainstream interest in the Communicative Approach. During this time, second language teachers and professionals embraced various innovative methods and procedures, including the Total Physical Response, Silent Way, Counseling Learning, and Suggestopedia. These alternative methods incorporated elements from previous language teaching methods, plus cognitive, affective, and sociocultural studies of mainstream education and psychology. As Richards and Rodgers (2001) describe it, "The methods . . . were either developed outside of mainstream language teaching or represent an application in language teaching of educational principles developed elsewhere" (p. 71). The methods mentioned above not only tend to focus on affective factors-appealing to the senses and giving emotional support to students- but also on developing comprehension, and memory processes, viewing the learner as having the principal role in the classroom.

Overall, the diversity of methods offered particular insights, classroom instructional formats, and useful techniques for the teaching foreign language. Yet, most methods had a short period of popularity with little effect on the curriculum domain. The field of language teaching has persistently attempted to find the correct and perfect method that describes a set of classroom specifications that handle "all learners in all contexts" Nunan, (1993). Nevertheless, the impossibility of this goal aroused mistrust around methods prompting changes in thought, intentions, and syllabi of second and foreign language teaching within the

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last decades of the 20th century. Moreover, as Rodgers (2009) stated, "There seems to be a broadly articulated opinion that although there was once an age of 'Language Teaching Methods,' that age is now over, and that it is not only possible, but desirable to conceive methodology with no methods in mind" (p. 347).

It is undeniable that a standard method for teachers provided a sense of direction, with specific actions, and a shared community of professionals, working together to promote effective learning experiences and outcomes. Nonetheless, the dream of a perfect method conceals a false assumption: that a set of prescriptive classroom procedures outlining the role of the teacher, student, and syllabus, can altogether encompass the multidimensional elements of a classroom; not to mention the sociocultural and individual characteristics of the specific learning community. Furthermore, this idea of a perfect method neglects important elements of curriculum implementation related to design, development, dissemination, and assessment, giving little room for adaptation and accommodation of the demands required (Jin & Cortazzi, 2011).

### **1.5. The Competency Based Approach**

Innovation and change are considered the dominant hallmark of quality education. From this starting point, competency based approach or competency-based education came to the forefront as a newly alternative educational approach to what has been gone before. The Glossary of Education Reform (2014) refers to competency-based approach as systems of instruction, assessment, grading and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. Similarly, Richards and Rogers state that the competency-based education or CBA in short is the outcome of different needs of teachers, learners and even the community.

However, the concept of competency is the corner stone in the CBA. The latter, despite the complexity of its definition, denotes necessarily the fact of having the ability, skills and knowledge to do something in proficient way. Richards and Rogers (2001) argue that CBA is what emphasizes the central role of students' competencies in real life situations. Furthermore, they states that: "competencies consist of the description of the essential skills, knowledge, attitudes and behaviors required for effective performance of a real- world task or activity " (p.141).

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Looking back to the Algerian educational system, CBA is introduced in parallel with the reforms in 2002 as a global imperative in order for individuals to achieve the international standards. The newly approach is presumably adopted to enhance learners' cognitive abilities with a remarkable change in teachers' roles and learners' roles, what emphasizes learner-centeredness in the educational settings. Essentially, what can be notably said about CBA is the inevitable dependency to the communicative approach for which the meaningful communication is the central objective of the approach itself.

One can note from the early instances that the competency-based approach keeps the EFL courses completely communicative-based as it was with the communicative approach before. In the light of appropriateness and meaningfulness, communicative competence is increasingly becoming a household concept that dominates the second language acquisition studies. Brown (2000) explained that "foreign language learning started to be viewed not just as a potentially predictable development process, but also as the creation of meaning through interactive negotiation among learners" (p.245). Hence, the CBA draws on a variety of tasks that can effectively promote the communicative skills.

Regarding the EFL course within CBA framework, the learners are expected to use the language forms into appropriately produced utterances, and this seems clear from the newly adopted syllabi and textbooks, particularly that of third year secondary school, which emphasizes a variety of tasks that ensure the premise of real-world situations practice.

What may be simply noticed and put into consideration in the CBA framework is that the approach goes far through extending the communicative perspective to address the intercultural aspect of communication. The focus has been removed from inside classroom into outside to include the intercultural communication skills. Consequently, in parallel with this shift from communicative competence to intercultural communicative competence. The latter, according to Neuner, Parmenter, Starkey and Zarate (2003) is based on the individual differentiation which can promote a high degree of diversity in the expression of identity. Intercultural communicative competence can be developed and taught in educational institutions according to systematic training. Furthermore, talking about intercultural communication stimulates a number of differentiations. Unclearly seen, a contentious issue has to deal with distinguishing between intercultural competence and intercultural communicative competence. The former is comparatively characterized with its non-linguistic

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trait. In other words, it can be confined in the mastery of skills of interpreting and relating documents, texts and so forth. The latter is considered comprehensive as including other sub-competences such as linguistic competence, sociolinguistic competence and discourse/pragmatic competence.

### **1.5.1.Roles of Teachers within the CBLT Framework**

The distinctive prominence of this approach is evident in the roles it assigns to teachers. The teachers have been relieved of a great deal of what they would do when functioning under the frameworks of other approaches, since a great deal of class time and effort is shifted to the students/learners. This is the chief reason why this approach to teaching falls neatly into the learner-centered genres of approaches and it is indeed the most widely applied one worldwide. Instead of being a filler of knowledge vessels that learners come into the classroom with, the teacher becomes more of a facilitator of how these vessels could be filled up mainly by the learners as they get actively immersed in the process of language acquisition (Sturgis & Patrick, 2010).

Learners' roles are no longer those of passive recipients of instruction and drills, which they are supposed to rehearse. Rote learning is over shadowed by other tasks where they are active participants and for the fulfillment of which they make adequate personal efforts without constantly taking recourse to the teacher. The centrality of the teacher's role lies in their ability to construct tasks and activities, which, will serve to meet the needs and expectations of the learners, previously calculated prior to the commencement of the course. A portion of the teacher's role bears on their constantly giving properly devised feedback and in adopting appropriate measures for assessing their students' progress. (Richards and Rodgers, 2001)

A class of VLT focuses mainly on creating an environment focuses on the learners rather than on the teacher.This fact requires that the the role of the teacher must be changed.Instead of being a class – dominator , as they were supposed to be in the past , they are directed to be a class- supporters .Stating it differently , Savignon (1993) also supports this idea of the changing role of teachers by stating,

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"Autonomous learning influences teaching methodology and dramatically changes the roles of the language teacher and the language learners .To cope with these changes , future teachers have to be prepared both practically and academically" (p.27)

So, a teacher in a class of CLT is asked to be more flexible and creative when using methods and techniques to achieve a more effective teaching performances .The flexibility of the teacher varies from manager, scheduler, organize, facilitator,guide...ets to support the learning of their students.

### **1.5.2. Roles of learners within the CBLT Framework**

This innovative approach to language teaching has not only brought about drastic alterations to teachers roles, students' roles have also undergone significant shift. Students, within this framework, are no longer recipients of knowledge displayed by their teachers on a. Students are called upon to take charges of their own learning and to be active participants in the classroom. Their roles will be to generate knowledge and share it with their partners. Savignon (1993)This approach advocate contend that without rendering learners fully autonomous, the learning outcomes would not match the mutual expectations of both teachers and learners.

Since , CBLT gives the freedom to use the language , learners are basically required to interact with each other and not only with the teacher .They should learn the language in a cooperative manner as Larson Freeman (1991) states,

"Students are ,above all, communicators.They are actively engaged in negotiating meaning in trying to make themselves underqtood even when their knowledge of the target language is incomplete , they learn to communicate by communicating since the teacher 's role is less dominant than in a teacher- centered method , students are seen as responsible managers of their own learning". (p.131)

In line with this author , learners also have an important monitoring role , not only in lesson management but also they can apply it to their learning process.The student can be a providor of feedback to others . As for the expression and negotiation , the student participate actively in

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the interpretation expression and negotiation of meaning while the teacher assumes a role of facilitator and participant. On more, students should achieve interdependence by acknowledging responsibility for their own learning and sharing this responsibility with other students. Savignon (1993)

### **1.5.3. The Communicative Approach to Language Teaching**

Language teaching has undergone, through time, many changes. These have led to a variety of methods with different principles and techniques. In order for learners to use the language for communicative purposes, sociocultural knowledge is necessary. Language is better viewed in its social context because speech varies from one situation to another. Communicative language teaching gives the learner the ability of using and producing meaningful and purposeful utterances in different situations. If we restrict ourselves just with learning linguistic forms and neglect communicative functions, we will distort the reality of language use for sure. Nowadays, there is a growing importance attributed to communicative approaches and learners development of communicative ability. For many years ago, teachers were concerned with teaching grammar and no attention was given to communication.

Researchers find that teaching a foreign language requires more than learning grammar rules and forms. Therefore, teachers shift their attention toward new methods that enable learners to practice the language (Wilkins, 1972). It is necessary for learners to know how to produce correct sentences in communication. For Wilkins (1972 p.3) learning is only effective with "doing". Learners cannot progress in language if they do not practice it in real situations. Communicative method provides learners with these abilities to use the language in real situations. The most salient feature of the communicative approach is the fact that it takes into consideration the nature of the process of communication, when evaluating this theoretical method to language teaching, a number of interesting facts appears. Prominent among these is the effort to master the aspects of the process of communication not only from the point of view of the listener but also from the point of view of the speaker (Vachek, 1975). In the 1970s, a reaction to traditional language teaching methods began and soon spread around the world. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence (Littlewood, 1991). While grammatical competence was needed to produce

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grammatically correct sentences, attention shifted to the knowledge and skills needed to use grammar and other aspects of language appropriately for different communicative purposes such as making requests, giving advice, making suggestions, describing wishes, needs and so on (Hymes, 1979).

The growing need for good communication skills in English has created demands for good teaching around the world. Today, learners want to improve their abilities of speaking the language. Methods of teaching English are provided in many different ways such as formal instruction and task-based instruction. The requirement for good English has created an enormous demand for the quality of language teaching, teaching materials, and resources. Learners set themselves specific goals; they want to be able to master English to a high level of accuracy and fluency. The need of an appropriate teaching methodology is required. The new methodology is known as communicative language teaching (CLT). It began in Britain in the 1960s as an alternative to the earlier structural method, called Situational language teaching. This was partly in response to Chomsky's (1965) (in Brumfit, 1984) criticism of structural theories and to British functional linguists such as Firth and Halliday, as well as American sociolinguists such as Hymes, Labov. Since its inception in the 1970s, CLT has passed through a number of different phases (Widdowson, 1978). In its first phase, a primary concern was the need to develop a syllabus and a teaching approach that was compatible with early conceptions of communicative competence. This led to the proposals for the organization of syllabuses in terms of functions and notions rather than grammatical structures. Later, the focus shifted to procedures for identifying learners' communicative needs, and this resulted in proposals to make needs analysis an essential component of communicative methodology. At the same time, methodologists focused on the kinds of classroom activities that could be used to implement group work, cooperative work, and information gap activities (Widdowson, 1978).

CLT involves learners in producing meaningful and purposeful utterances and not manipulating language forms and structures for their own sake. In addition, in CLT, more freedom is given to learners to say what they want, when they want. The communicative approach sees errors as indicators of active learning.

To sum up, CLT which developed because of the limitations of the previous methods focuses mainly on the ability to communicate and interact in the real context of

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language use. Harmer (2007) makes the important point that learners are always in need to be exposed to language and be given opportunities to use this language in order to develop their knowledge and skills. So, among the characteristics of CLT method is that it helps the individual learner by taking his needs and objectives as a starting points in teaching and learning a foreign or a second language.

### **1.6.The Nature of EFL Instructional Material**

School textbooks are essential components of formal instruction worldwide. They are ubiquitous in the teaching-learning process, they even give credit to the whole task of educating young generations especially if they are well designed and produced. We even may lay claim that as long as teachers and school children carry schoolbags that appear all the more looming large and bulging, the guesswork is correct- textbooks weigh heavily in there. Aston University Bayne (2002) also concludes that a more concrete and widely used item they carry with them is a textbook. Basically, school textbooks form an extricable part of the total interaction and communication in the classrooms. Oftentimes, it is the presence of this new stage character in the classrooms not only signifies new curriculums, but also new reforms. Still, it is assumed, that textbook is a misnomer: It is not a book exclusively devoted to texts of some sort. Actually, it has come to be denoted by different people with different and colorful terms, which seem to fit and meet their conception and expectations of what a textbook is.

A quick scanning of the literature reveals an interesting observation: There are those who are optimistic and therefore hold a positive view of textbooks, and those whose metaphoric view holds that textbooks are a kind of yoke that enslaves both teachers and students. From this vantage point, textbooks seem to cripple teachers' and students' abilities and talents through the total adherence to their structure, format, type of tasks, and knowledge imposed. Both teachers and students are, therefore, restricted for as long as the textbooks in question are in vigor; thus, both teachers and students are discouraged from initiative, improvisation, and innovation. Harmer (2007). Henceforth, opposing views appear, multifarious definitions, and of course, different attitudes toward the conception and content of textbooks. Differently couched, whatever is used as a supplement to instruction may come to be classified as a textbook. Tanner (2009) observes "historical records indicate that for as long as systems of writing and formal schools have existed... textbooks, in one form or another, have also existed" (11). Differently stated, ancient civilizations in China, Egypt,

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Mesopotamia, and India used what was available to them, and once they invented writing systems- to pass on their values and codes to the next generations. We can imagine them writing on animal skin and on "tablets, scrolls; bound sheets of papyrus, vellum, or parchment", all these can be claimed to be a form of textbooks of some sort not only utilized for the record but also for the transfer of knowledge to posterity.

### **1.7. Brief overview of textbooks situation in Algeria**

English has become a sort of universal language. It is the national language of many countries, in the case of Algeria it is the second foreign language in middle, secondary schools and universities, the study of this language is compulsory for all learners without exception. Its integration in the curriculum has helped to increase the number of its users who have become aware of the importance of English to comply with the changes taking place in all fields of life.

To overcome the difficulties that hinder the efforts made by teachers and learners, different programs have been administered in the educational system so far, and various syllabi have been designed for all levels in order to bring about positive changes in the learners' performances at the level of using this language for communicating effectively.

As far as Algeria is concerned, secondary education is divided into three levels to be accomplished within a period of three years, for each level there is one textbook of English as a foreign language. As mentioned earlier, among the research samples and population of the current study are the three EFL in-use textbooks "At the Crossroads" which is designed for secondary school first level, "Getting Through", which is designed for secondary school second level and "New Prospects" which is designed for secondary school third level. Accordingly, English as foreign language textbooks in Algeria are designed in special way through which the teacher can follow the curriculum programs and know how to teach the suggested lessons in addition to the learners who can also know what they are supposed to learn to have vital knowledge about English language.

### **1.8. Defining the Textbook, the Syllabus and the Curriculum**

To begin with, it would be suitable to start with terminological explanation and clarifying the definitions of the research key concepts mainly "textbook", "curriculum" and

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"syllabus" as they are used interchangeably especially when being implemented inside classroom by the teachers. In addition, both of them are utilized to denote teachers' requirements for a specific lesson. The teachers and learners consider them as integral elements in adopting the whole programs.

### **1.8.1 The Textbook**

The textbook is one of the most essential instructional materials. It plays an imperative role in teaching as well as in learning. It signifies as constructive source for both teachers as a lessons designer and learners as one of the resource that can help them to know the English language. In addition, textbooks consider the syllabus, the unit and also the progressions and they are an integral part of classes developing practice in which the teacher can fulfill the learners with specific knowledge needs. According to Graves (2000), "the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning"(p.175), This means that a textbook is considered as one of the typical sources for teachers so as to present an efficient lesson and to offer a structure of management and courses. Additionally, it is a tool for teaching as well as learning.

School textbooks are necessary components of official instruction worldwide. They are concerned as an adequate -item in teaching-learning methods. Moreover, they even give credit to the total task of educating young generations particularly if they are well designed and produced. Nevertheless, a textbook is a tangible and extensively thing that teachers and learners can hold them in both teaching and learning. In this sense, Aston University claims that a more concrete and widely used item they carry with them is a textbook.

Textbooks are comprehensive compilation of content in a branch of study. They are produced to meet the needs of educators usually at educational institutions. According to the definition, which is offered by Richard and Schmidt (2002) textbook "is a book on a specific subject used as a teaching learning"(p.185). This definition highlights that the source book is one of the important material for both teacher and learner. Furthermore, Prucha (1998) defines the term textbook, as "is an instrument for teaching and learning in a book form in which certain topics are methodically organized to allow studying"(p.07). It means that textbook is identified as a material for organizing and designing lessons for the teacher and the learner. In other words, schoolbook is one of the sources through which the teacher

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and the learner can take information of specific subjects in schools.

Another definition which is proposed by Longman (2009): "textbook is a book that contains information about a subject that people study especially at school or college"(p.298) . This describes a textbook as particular resource which consist all the knowledge of teaching and learning process in high schools. It can give the image and the target of learning a foreign language with particular topics. In other sense, textbook is defined in several meanings. Professor Bayne (2000) describes textbook as

"All forms of printed EFL instructional materials, commercial or non-commercial, bound loose-leaf and whole or part of a textbook and which include course books, self-access materials, supplementary materials and workbooks".(p.38)

Accordingly, schoolbook is described as means of teaching that are specified in certain topics. In addition, it facilitates for the teacher and the learner all the information concerning a language program and it has big role in increasing the knowledge of learning a language in addition to the experience that they are supposed to get.

In a different study, Tomlinson (1998) asserts that textbooks are materials and they are anything that is used by learners and teachers to know how to learn a language without difficulties. Therefore, according to him textbook is measured as the program of study, from the improvement point, through design, to implementation and then to valuation. Schoolbook is the main element of the teaching-learning documents. Therefore, textbooks offer help for both teachers and learners. They present an effort to extract the information of a specific approach. They are the principal resource of understanding and comprehension for students and the mainly consistent lead for the teachers.

In conclusion, the textbook is an essential instructive document for both teachers and learners. A better textbook should be well planned, obvious, and attractive. Regarding learners, they must convene the learners' need in terms of content and quality. It aids both learners and teachers to work successfully in the classroom situation. Hence, all textbooks should supply a sense of course, reason, coherence, and stability to increase the educational outcomes or results. To put it concisely, the textbook, in general, is a teaching instrument, which is used as a standard work for the study of a particular subject, and it is an informational

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book that we use specifically for a class at school. Moreover, textbook is the basic foundation of education and a structured educational tool that is the result of cultural, social and artistic experiences aimed at a specific educational level. As a result, it can be considered as a key component in most language programs that can be used both inside and outside the classroom.

### **1.8.2. The Syllabus**

A syllabus is an academic document that conveys information about a specific course and defines expectations and responsibilities. It is designed for answering learners' questions about a lesson or a course. In this sense, Widdowson (1990) declares that

“... The specification of the teaching program or pedagogic agenda which defines a particular subject for a particular group of learners a syllabus specification, then, is concerned with both the selection and the ordering of what is to be taught”(p.127)

Hence, a syllabus is a further contained document that sheds light on the procedures, which take place at the classroom framework. In other words, Nunan (1993) defines a syllabus as a "process that focuses more narrowly on the selection of grading and content"(p.8). It submits the content or theme matter of a particular personal subject. Furthermore, a syllabus is regarded as an outline, plan, and list of a particular lesson organized by the teacher. It includes the themes to be covered, their classification, regularly the necessary and suggested reading material, and any other relevant knowledge. As a result, syllabus is one of the plan through which the teachers can implement and present their lesson and learners can know all about this lesson.

Dubin & Olshtain (1997) too identify that a syllabus is a more detailed and operational statement of teaching and learning elements, which translates the philosophy of the curriculum into a series of, planned steps. This means that a syllabus is a statement of what is to be learnt and it is an organized document which sets a detailed explanation of the curriculum content. In addition, it is an outline of a lesson or a course for both teacher and learner. On the other hand, Evdokia Karavas (2014) describe the syllabus as:

"A detailed and operational document which specifies the content of a

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particular subject. It is a kind of plan which translates the abstract goals of the curriculum into concrete learning objectives "(p.12).

In this meaning, the syllabus contains the most important topics, which are listed for the purpose of preparing and presenting a course without difficulties and ambiguities. Accordingly, it means that a syllabus signifies the observance to some set of attitudes that have to be explained through the designers' views on teaching, and cognition. Likewise, Yalden (1983) affirms that

"the syllabus is now seen as an instrument by which the teacher, with the help of the syllabus designer, can achieve a degree of "fit" between the needs and aims of the learners and the activities which will take place in the classroom"(p.14) .

In this regard, syllabus is considered as a source help for the teachers through which they could attain the requirements as well as the objectives of students inside classroom. Consequently, syllabus refers to the context of certain topics in teaching as well as learning, that is to say; what is to be taught and learnt in a specific class in addition to the way subject of information is to be dealt with. Thus, syllabus makes lessons or courses easier and clear with perfect designing and organizing for both teacher and learner. It helps the instructors to plan their lessons to implement them easily and directly.

### **1.8.3. The Curriculum**

Curriculum refers specifically to a planned sequence of instruction, or the view of learners' experiences in terms of the educators or schools' instructional objectives or goals. In this regard, Bodegas, (2007) defines curriculum as "the educational purpose of the program "(p.276). This definition refers to the objectives of the curriculum in education and teaching. It tackles also the role of curriculum in organizing a program to implement it in teaching as progression year. Additionally, (Bodegas: Ibid) also clarifies that curriculum is "The content teaching procedures and learning experience to achieve educational purpose" (p.276). This means that curriculum refers to the whole content which is supposed to be learned and the aims to be recognized within the useful and the instructive program.

Another definition is asserted by Nunan (1993) "curriculum concerned with the planning, implementation, evaluation, management, and administration of education

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programs "(p.05). In this sense, it seems that curriculum has a vital role in education through which teachers can manage their course inside classroom and it is the outline of programs for the whole year. It also provides teachers with all the progressions in which they can teach and evaluate their learners' achievement in classroom.

In other words, curriculum can incorporate the plan response of learners with instructional content, material and sources for evaluating the educational goals. Furthermore, it is seen as a planning source, containing a different lessons or courses that are designed and planned for the whole programs in order to reach a specific qualification. It also refers to all the courses that are offered by educational institutions.

To conclude, a curriculum is a very important element of any educational system. It offers an emphasis for a class and sets targets for the students throughout their learning. It also supplies teachers with a guide about what they do teach, learn, progress, and how to evaluate. It is the interchange of preparation and planning, classroom teaching and learning, and evaluation in a particular context. Consequently, there is a difference between curriculum and syllabus. The former is a consideration of the aims, the content and approaches, which are selected to maintain those purposes whereas the latter is the content, the list of subjects or concepts to be taught. In other words, a curriculum is a guide for teachers and learners. As a result, curriculum is concerned with making general statements about language learning, learning purpose and experience in addition to the relationship between teachers and learners. However, a syllabus is more localized and is based on the accounts and records of what actually happens in the classroom as teachers and learners apply a curriculum to their situation.

### **1.9. Textbooks Content**

Content refers to the amount of facts, information, and knowledge to be taught by teachers and learned by students. In this word, Heacox (2000) defines content as "the 'what' of teaching the curricular topics, concepts or themes presented to the students"(p.10). This definition highlights the meaning of content in terms of transmitting the curriculum themes, items or subjects that are offered to the learners. In other words, Renzulli and Reis (2008) defines content as "being the knowledge or subject matter to be taught... "(p.10). Content is based on the themes and the information to be learnt.

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The variety of content arguably amounts to real challenge for curriculum developers as much as to textbook authors. In addition, the selection of content is the most difficult aspect of curriculum development. Provenzo and Shaver (2010) state:

"The content of textbooks is highly sensitive issue in any culture. They serve as one of the most traditional means by which a society preserves its values, traditions, and beliefs. More often than not, they mirror what is considered acceptable or unacceptable by the society at large. Ultimately, they are the reflection of the culture of whom they are written." (p.310).

Therefore, as far as the statement above is concerned, textbook content is a political issue as much as it is cultural, educational, and social. It has been noted that debates about textbook content have been passionate both nationally and internationally. Themes such as racism, wars, sexism, stereotypes, and armament have always heated debates what schoolchildren should or should not learn in schools.

School textbooks intended for the teaching and learning of foreign languages (FL) face a dual challenge as far as content is concerned. For better or worse, learners are required to be knowledgeable in linguistic and sociolinguistic contents. It is widely recognized that language learners need be fluent and accurate in more than one language (i.e., mother tongue and foreign or second language). Students ought to be bilingual and bicultural as they are ideal goals that could be problematic in a world of constant struggles. In such contexts of politico-historical tensions, the textbook content accounts for the resort of many third world countries to locally produce textbooks despite many inconsistencies in linguistic and sociolinguistic contents.

Along these lines, Altbach (1991) observes content as "playing such a central role in the dispensation of knowledge, the content of textbooks becomes a critical issue" (p.310). Furthermore, textbook content is a worry for classroom teachers'. Oliviera (2011) notes that "teachers' predominant concern for content is driving force of curriculum and the examination students take" (p.18). In this sense, content is motivating teachers on training the curricular in addition to the evaluation of learners that must be taken into account.

### **1.9.1. Textbooks Linguistic Content**

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The linguistic content of textbooks deals with the choice of the variety of English, lexical, grammatical and sociocultural content of English language. In other words, this section highlights all the contents of English textbooks in secondary school education. Furthermore, the linguistic content is carried out from different perspectives and comprehensive elements.

### **1.9.2. Choice of the Variety of English**

As far the choice of the variety of English in Algerian context is concerned, many questions should be raised by policy makers, syllabus designers, textbook writers and even teachers , some of these questions are "which variety of English should be taught to our learners ? What are the attitudes and perceptions of both teachers and learners concerning the chosen variety? How can this variety of English be integrated in the curriculum?. These questions should be answered right the beginning of the teaching learning process because leaving the choice to the teachers of English to teach the variety that themselves prefer seems refreshing, this latter brought serious confusion and distress .Thus, many Algerian learners and teachers of English developed negative attitudes towards the divergence between what they read and write.

In the case of Algeria, textbooks of English language are concerned with the specific studies. In this sense, Algerian teachers follow the right curriculum of teaching English language with different methods and various elements such as spelling, phonetics, pronunciation, grammar, reading texts, listening scripts and written expressions. Thus, they leave the option to assume that British English is the one of the studies that has not specific varieties as in British universities. The choice of English is left to the teachers to choose the main variety they want to teach. Considering the following parameters, the Algerian textbooks authors do not appear with which variety (American or British) is to be taught, practiced and ultimately implemented inside the classroom

### **1.9.3. Lexical and Grammatical Content**

This section seeks to cover other types which are the lexical and grammatical contents. The former refers to the meaning of words which are familiar in textbook of English language used in Algerian secondary schools while the latter is concerned with the grammar functions of English language. Hence, these two contents are essential for English textbook to be

worthwhile.

### **1.9.3.1. Lexical Content**

In Algerian schools, textbooks provide the major if not the only written lexical input for students in classrooms, thus lexical content is an important aspect in any teaching material designed for learning any language. Many foreign-language learners, particularly those lacking efficient reading strategies lay the blame of the comprehension difficulties they encounter with reading materials on unfamiliar vocabulary. It is a common conviction among such learners that an easy recourse to solve the problem is the teacher explanation in the classroom, or often a bilingual dictionary, or at times a monolingual dictionary. In this context, Wainwright (2001) maintains that unfamiliar vocabulary is rather a common problem. To deal with it, he suggests that the reader ought to get himself or herself a vocabulary notebook, and divide it out in three columns, the last one being a broad one. In the first one, is to be written the new word; in the second one, the dictionary definition; and in the third one, are to be written two or three sentences illustrating the word. Additionally, as many words have more than one meaning according to the context in which they are used, when looking up a term in a dictionary be it monolingual or bilingual, the learner may not know which meaning of the word the writer intends to convey.

Learners, therefore, need to be trained in how to use a dictionary and advised on when it is necessary to have recourse to it. It should be noted that instances of difficult lexis that need to be explained by the teacher, provided that they are necessary for comprehending the reading selection, are particular idioms and phrasal verbs in the sense that they have special meanings that cannot be derived from the signification of the individual words composing them. Nuttall (1996) points out that the problematic idioms are the ones consisting of simple words, each of which the student understands. She draws the teachers' attention that without his or her help, the learner may not realize that he or she does not understand the whole sentence. So, the author suggests that the teacher can ask a question that cannot be answered if the idiom is not understood, and ads, once students are aware of the deceptively simple ones, they can keep them on the lookout for idioms and deal with them individually as they occur.

To make use of contextual clues successfully, learners ought to be made familiar with them through identifying their nature as well as by means of practical exercises. This would

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imply that both students and teacher ought to be aware of the fact that – as argued by Ooi and Lee Kim-Seem (1996) – the purpose of vocabulary instruction should be to make the learner distinguish between word meaning and word use. In order to achieve this, it is necessary to adopt an integrated approach that combines lexis, grammar, and discourse. Both authors hold that this can be fulfilled by teaching vocabulary through reading and thinking in terms of activities with varying focus rather than clearly demarcated lessons. They claim that this approach has certain advantages, particularly the fact that the students can take part in the process of deciding what should be taught and when, which would enhance motivation and engagement.

In this line of consideration, Richards (2006) supposes that vocabulary and lexical expressions are at the core of learning and communication. This meaning indicates that the central part of studying and contact are based on the terminology and the lexicon language. Further, Schmitt (2000) argues that: "mastery of the complete lexicon of English (and probably any other language) is beyond second language learners but also native speakers"(p.03). This means that the second language learners are supposed to give great importance to the vocabularies, the meaning and context of language.

In addition, Wilkins (1972) maintains that: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed "(p.03). This notably says that the lacking of the glossaries can be an obstacle for the learners in order to speak, to communicate, and even to write in any language .As a result, vocabulary is necessary for second or foreign language in teaching and learning through which both teachers and learners can have high terminology in foreign language.

### **1.9.3.2. Grammatical content**

Attitudes toward the teaching of grammar in the context of English language learning impact greatly the selection and presentation of materials, and pedagogical practices. The advent of communicative approaches, in the 80s, caused distinctive attitudes between those favoring an explicit analysis of the language system or grammar rules, and those who prefer an implied and unconscious learning of form throughout language use. To make the learner use communicatively language in a given situation, it is necessary first to learn the grammatical rules then to put them into practice in that communicative situation. The teaching of grammar, for Larsen-Freeman (1991), "means enabling language students to use linguistic

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forms accurately, meaningfully and appropriately" (p.280). That is why she structures of the teaching of grammar within a three dimensional framework encompassing form, meaning, and pragmatics. Form answers how is the structure formed? What does the structure mean? Pragmatics answer when/why is the structure used? Grammar teaching should focus on providing learners with meaningful input related to real- life contexts of use. Learners need to know what the suggested structures mean, and when or why they are used. If all three requirements are met, learners can use grammar not as an end in itself but as a means to achieve competence in language use.

In the case of Algeria, secondary school textbooks of English are based on the grammatical structures and rules and this is reflected clearly in the syllabus. Designing textbook is based on important items and language aspects like grammar content. Furthermore, the starting level of the series overlaps with the aim of grammar syllabus. In this sense, another definition is offered by Richards (2006) "traditionally, grammatical syllabuses have been used as the basis for planning general courses, particularly for beginning level"(p.185). Obviously, the Algerian authors of secondary school textbooks have their own way of managing, designing and organizing the curriculum that fit the progression of teaching and learning. Consequently, the grammar content has a pivotal role in teaching and learning any language. This core element makes any textbook worthwhile in addition to all the language aspects.

### **1.10. Sociolinguistic and Socio-cultural Contents**

Over previous centuries, human societies have achieved closer relations through the world viewing a dramatic increase in recent years. Language is a system of contacting and communicating shared by people and English has grown as an international language among different languages. Obviously, commerce, science, and culture have played roles in this regard as well, but these aspects can be sub-divided under the major category of politics and language policy. It should be noticed that the policy is not just linguistic .Learning a language is always accompanied by learning its culture and its speakers' cultural values Kramsch (2001). Humans live in communities which provide them with sets of values that are somehow exclusive to their community providing the ground for their identity formation based on interactions with the social world.

The main material for learning a foreign language is the textbook acting as a significant

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source of providing information about the foreign language. Similarly, when we talk of culture, learner's identity is involved to be affected because the learner as an individual identity or a member of a social identity group is dealing with a foreign language's system of social, national and cultural values Lave & Wenger (1991). Contemporary theories on language learning and teaching address the identity of language learners as the ways language learners understand their relationship to the social world, how that relationship is constructed across time and space, and how the learners understand the possibilities for the future Norton (2000).

In teaching culture, there is a continuous interaction of the target language culture and the local culture. Imported English textbooks include cultural global values, which may not be in line with the learners' local identity as demonstrated in his/her beliefs, attitudes, and self-identity processes basically happen in the interaction of individuals with the society Norton, (2000); Pierce (1995). An individual's identity is formed in social contexts such as family, school, educational institutions and in interaction with other people. They form their social identity based on the societies' norms and values. When they encounter a set of new global cultural values (here we mean the values embedded in the English imported textbooks), they are involved in a process of comparing them with their own values and this may have influence their sense of self or identity. Thus, ELT textbooks should to expose language learners to diverse linguistic and cultural elements, raising language learners' awareness of ELF. McKay (2012) also emphasised that curricula should be culturally sensitive to increase language learners' awareness of other cultures, with the aim of encouraging them reflect on their own cultural values and beliefs. Content analysis of textbooks from an ELF perspective can therefore show whether the textbooks encourage teachers to perceive the socio-linguistic and socio-cultural reality of the English language, which in turn can raise their awareness of multiculturalism and multilingualism. This issue can be of paramount importance in English teaching, as one of the elements that can orient teachers' practice and beliefs toward ELF is ELT materials Vettorel & Lopriore (2013). The noted gaps in the literature have motivated investigation of the present study with the aim of providing further impetus for the implementation of ELF in the Algerian education context.

Once more, Ervin-Tripp (1996) argues, "context permeates language, that contextual assumption affects how we understand language"(p. 21). This argument asserts that context is very important for comprehending and recognizing all the language aspects. Hence, language cannot be exclusively explained in terms of lexico-grammatical expressions without the socio-

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linguistic and socio-cultural contexts.

The inclusion of sociolinguistic as well as socio-cultural features into the foreign language curriculum in our case emerges as a natural and logical necessity. Savignon (1993) notes, "Language is communication, communication reached with social meaning" (p.115). This definition highlights that language is a means of communication through which learners can develop their linguistic and sociolinguistic abilities. Therefore, curriculum designers and textbook authors are urged to place the linguistic code in its socio-cultural contexts to achieve competence in the foreign language. The insertion of social facts in teaching-learning a second or foreign language is inevitable. In this regard, Milliani (2003) explains,

"An interpretation and selection for language teaching purposes of the description of a language, based not only on linguistics, but also on educational, psychological, educational criteria. It includes inventories of language items, suggestions for pedagogical presentation and arrangement, essential concepts and other relevant information on the language" (p.61).

The quotation above illustrates well that overemphasis on grammar and vocabulary of the second or foreign language would probably have little effect on learners' efficiency in the language being learned. Thus, learners would have the sensation of being socially excluded when they are in direct contact with native speakers as, there are 'speakers' of English who knew the grammatical rules, had extensive vocabulary but could not use the language to actually communicate.

A few years ago, some attempts were made to bring changes to the EFL teaching in Algeria such as changing the textbooks. The new textbooks were more communicatively oriented; however, this attempt did not solve all the problems. Developing communicative competence is one of the main objectives of most methods and approaches used in TEFL, in Algeria as well, and it is expected that the advanced speakers of English demonstrate high levels of the competence. However, according to my personal experience, backed with some studies Mizne (1997), many EFL learners end up not being able to respond appropriately in certain social situations or interpret the utterances correctly, making grammatically correct but awkward statements, unnatural responses in communicative encounters, and translating some certain expressions from their L1.

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There might be numerous reasons for this. One of them might be the teachers' lack of communicative competence, particularly of pragmatic and sociolinguistic competences which are hard to learn in an EFL situation where the interaction with native speakers is either very limited or is not present at all, in addition to the small number of EFL teachers that had had a chance to live in an English speaking country. Another reason might be the fact that language curricula can be too overloaded with topics to cover during the course and teachers find themselves skipping the communicative activities in the textbook in order to keep up with the syllabus.

### **1.11. Authenticity of the Content**

The authenticity of the teaching materials in English as a foreign language context is a significant issue that has been raised by so many scholars who study English language teaching. To begin with, Harmer (2007) defines authentic material as "language where no concessions are made to foreign speakers and it is normal, natural language used by native or competent speakers of a language" (p. 273). So, by authentic texts, we mean that genuine instances of language use as opposed to those translated versions and devised ones especially for language teaching and learning purposes. This issue of authenticity emerged as an important question within the communicative language teaching and in relation to notional "functional" syllabuses where the focus was placed on ensuring that classrooms in which English is taught as a foreign language (EFL) are required to contain natural language behaviors with content identified as relevant to the learner through the process of needs analysis. Once more, the texts should be presented in a way that make second language (L2) exposure seem similar to a native context.

Authenticity is an umbrella term that covers different interrelated meanings. It has mainly to do with language produced by native speakers in a particular language community. It may also stand for the type of tasks and the chosen texts to be dealt with as important EFL instructional materials, which are our concern in this research. By authentic texts, we mean those stretches of real language produced by real speakers or writers for a real audience to convey a real message. Judging a particular text to be authentic or not can make one think about the source of the discourse and the context of its production which are two important factors when dealing with authenticity as a corner stone in teaching and learning English as a foreign language.

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"Fitness to the learning purpose" may also be considered as a factor that defines what authenticity means. Generally, both teachers and students ask a question like what are we trying to achieve with authentic classroom materials? A possible answer to such a question would be to help learners communicate effectively in the target language Breen (1985).

Learners of English Language at various levels have generally complained about their incapacity to understand and positively respond to native speakers and language in both oral and written forms. They declare that the type of language utilized by native speaker of English is not what they practice inside classroom. In most Algerian schools, English language is used as simplified version instead of native language.

Being aware of the importance of discourse and having the willingness to take on a view about what language as discourse implies can only make us better and more efficient as syllabus designers, tasks analysts, dialogues writers, materials adaptors and evaluators of everything we do and tackle in our classrooms.

Above all, the approach that has been adopted recently in Algerian secondary schools enables us to be more faithful to what language is and what people use it for. Widdowson (1990). Therefore, a paradigm shift would be the best solution because we are in front of many language models that are far from comprehensive but serves to illustrate how inadequate many current language textbooks are in enhancing learners' overall communicative competence. Since the language of this English language textbook is poorly presented to the learners though researchers endeavor to improve it, the gap is deeper.

It is time to change as learners are supposed to know much more than any time how they can make meaning through language as a reaction to the research revolution into different areas of communicative competence such as pragmatics , discourse analysis , sociolinguistics... etc.

### **1.12. Types of Cultural Content in EFL Textbooks**

Foreign language textbooks serve as a guide for language teachers. It is of vital importance that textbooks provide a systematic and comprehensive cultural perspective for both teachers and learners. For years ago, textbooks were designed to serve linguistic purposes, containing grammatical rules, isolated sentences... etc. However, the social context,

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everyday life, and the nature environment of the target culture have been gradually introduced. This means that culture in foreign language textbooks is getting more importance in the field of language teaching.

Since language and culture are closely interrelated, the inclusion of culture into textbooks has become a widely accepted fact. Considering the fact that it is impossible to account for the existence of one without the other, many linguists suggest that culture should be integrated into EFL textbooks. In this sense Kilickaya, et al., (2004) emphasizes that EFL materials should include a variety of cultural elements in order to help learners develop an interest in language learning and to foster learners' motivation as well as to help them enhance their communicative abilities. Therefore, he suggests that textbooks that focus on linguistic structures are uninteresting and do not stimulate learners and henceforth develop in them a genuine interest in the language. Consequently, EFL classrooms should be the environment where learners attempt to learn a new language; namely, they should know how to address cultural issues such as make request, agree or disagree with the people who are different culturally from them. Thereby, it could be possible for EFL learners to view the world from the perspective of others.

A number of studies have been conducted on the issue of culture-based contents in EFL textbooks. (Kirkgoz & Aggam, 2011), for example, notes that EFL textbooks are designed to reinforce norms and values. In addition to textbooks that focus mainly on the national culture, there are also many EFL textbooks that mainly reflect the target culture. It seems that EFL textbooks vary in their content and approach to culture-based contents treatment and the representation of culture in EFL textbooks seems to be more complex than anyone can imagine. The type of cultural content in EFL textbook relies on the category of the textbook itself; whether it is general (global) course book or a specific (local) one. The global textbooks are formed for the universal market. In this line, (Pulvemes (1995) states, "Global EFL textbooks are centered on topics with fairly transnational appear" (p.07). This denotes that international EFL textbooks are focused on worldwide subjects.

On the other hand, the local textbooks are usually planned as component of a general curriculum of a specific country. Accordingly, they include special supplies from the global textbooks. The mainly challenging necessity of local course book is the need to conform to the nationalized curricular principles that set by educational system of the country taking

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into account the strategies of foreign language education aims and cultural stands. EFL textbooks generally aim at increasing learners' knowledge of their personal educational identity and promoting their attentiveness of the target culture. In fact, it is commonly estimated that any EFL textbooks must contain basics of the target culture. Conversely, the illustration of culture in instruction materials is a difficult matter because culture in EFL teaching should not be integrated only through content.

According to Corazzi and Jin (1999), EFL textbooks can be grouped in three categories depending on the kind of their cultural content. The first type consists of EFL textbooks which reveal the learners' personal culture referring to as the source culture. The second type includes EFL textbooks, which tackle a target culture containing the culture of countries wherever the objective of language is spoken as an original language. The third type consist the EFL textbooks including cultures which are neither a source culture nor a target culture. These schoolbooks comprise a diversity of cultures in English or non-English language countries in the world using English as an international or global language.

### **1.12.1. Textbooks Based on Source Culture**

Textbooks based on source culture refer to textbooks which represent the learners' own culture. Usually, these textbooks are produced at a national level for a particular country. Within this type of textbooks, learners are prepared to express themselves and their own culture to people with different cultures rather than be prepared to encounter other foreign cultures. Furthermore, they make both of the target culture and home culture identical. Although such textbooks help, learners to become aware and faster their cultural identity, they do not develop in learners what is called "intercultural awareness" Corazzi and Jin (1999).

This type of textbooks encourages EFL learners to do familiar things through the medium of the EFL textbooks and make learners see people who share with them their own cultures because they are produced in regards to their national aspirations. Furthermore, the contexts, the participants, and the topics are usually familiar to the learners. Textbooks that mirror the home culture rather than the target culture are written on the basis of many assumptions such as to make the learner identify the differences and similarities with other culture and to help learners confirm their own cultural identity because they are conscious of their own culture.

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By having this type of textbook in English classrooms, it is expected that EFL learners will cope with the situation and the EFL teacher is supposed to act as a mediator whose job is to mediate the textbook in classroom interaction, by indicating which aspects the source culture would be more interesting or even more problematic for EFL learners. In this way or another, it requires intercultural awareness, knowledge, and skills from the teachers' part.

To conclude, the purpose of such materials with home culture orientation is to help learners in order to become attentive about their personal cultural identity as well as to learn how to use the foreign language in addition to their mother tongue to express their opinions. As a result, the source culture is essential for EFL textbooks can include comprehensive knowledge about a language in a real context, which is very familiar to the learner.

### **1.12.2. Textbooks Based on Target Culture**

Many syllabus designers and textbooks writers believe that instructional materials ought to reveal target cultures because textbooks designed with reference to the target culture can expose EFL learners to different voices from countries where the English language is spoken as a first language and to provide them with a chance for analyzing problematic situations related to cultural issues. The materials considered along this category of textbooks usually emphasize on one or two target cultures; commonly British and American. This is an opportunity to help EFL learners to act successfully in real life situations especially those who have the chance to interact with people from the target culture mainly by being more conscious of the stereotypical features related to their interlocutors.

This category of textbooks usually focuses on one or two target cultures, such as the United Kingdom and the United States which are the countries where the target language is spoken as a first language. It is also considered as the most popular instruction materials in EFL classroom. Huber and Reynolds (2014) state that the target language culture is seen as a vehicle for teaching the language in classrooms and suggest that it is not really possible to teach a language without embedding it in its authentic cultural context.

The objective for integrating target culture into EFL classroom is positive since learning about it will enhance students' motivation and develop their attitudes toward language

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learning as they are exposed to authentic instances of language use. Its main purpose is to enable learners to talk with others who are culturally different from them and be prepared to encounter other cultures because such a process forces learners to express themselves within a culture of which they have acquired knowledge. In addition, the inclusion of the target culture in the EFL classroom makes it possible for learners from different societies to make best use of the same cultural materials in such a context. Consequently, this type of textbook has an important role in teaching and learning through which the learners can have an idea about the language without ambiguities.

### **1.12.3. Textbooks Based on International Culture**

The last category of the textbooks cultural content is the ones which based on international culture. This type of culture is chosen from various contextual cultures. It emphasizes neither on students' source culture nor on target language culture, textbooks based on international culture aims at introducing different varieties of other cultures which belong to English-speaking nations such as Britain and America or other nations where the English language is used as an international language. In this regard, Cortazzi and Jin (1999) explain that the basis for such an international cultures is instituted in the fact that non-native speakers from dissimilar backgrounds frequently use English in international places as a lingua franca.

Culture in the textbooks, as a topical concern in ELT circles, has been a case of controversies among time. This is due the recent variables that enlarge the position of English as the super ordinate language in the world. Introducing international cultural knowledge in ELT textbooks is effectively to provide learners with the different cultural contexts, not only to be responsible citizens but also to be global citizens. In this regard, Lee McKay (2003) states

"In many countries where the western characters are introduced in textbooks, it is often in the context of presenting the differences between western cultures and local cultures, often with subtle emulation of western cultures" (p.75).

Thus, the textbooks, regardless of being homemade or foreign-made, should be culturally rich in order for learners to well percept foreign language societies. As far as

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the variety of subjects is concerned, textbooks which include some international cultural norms aim at providing chances to the learners so as to increase their intercultural abilities rather than developing their attentiveness about their personal culture. Moreover, this kind of materials can motivate learners to negotiate their identical culture and evaluate their demonstrations of the personality, as their cultural awareness will be raised.

To conclude, the varieties of present-day English are apparently facing the challenge of culture inclusion in the curricular and textbooks. This may be influenced by the status of English as a foreign language or second language. The intercultural understanding has increasingly become the most controversial issue for ELT textbooks designers due to the matter of the cultural dominance. Here, some cultural depictions of peripheral world are critically acclaimed. In this regard, Lee McKay (2003) states that in many countries where the western characters are introduced in textbooks, it is often in the context of presenting the differences between western cultures and local cultures, often with subtle emulation of western cultures. Thus, the textbooks, regardless of being homemade or foreign-made, should be culturally rich in order for learners to well percept foreign language societies.

### **1.13. The important roles of textbooks in EFL Classrooms**

Textbooks are considered as the potential that serves important roles in the ELT curriculum. In this regard, Cunningsworth (1995) argues that textbooks are effective resources for self-directed learning and a source of ideas and activities, a reference for language learners, a syllabus where they reflect predetermined objectives and a support for less experienced teachers. Hutchinson and Waters (1987) point out that textbooks play a pivotal role in innovation. They suggest that textbooks can support teachers through potentially disturbing and treating change processes, demonstrate new or untried methodologies, introduce change gradually and create scaffolding upon which teachers can build a more creative methodology of their own.

Many of the aforementioned scholars believe that textbooks have long been considered central to English language learning and teaching. They are not only a source of knowledge that teachers rely on to prepare and deliver a lesson, but also the basis of language input for language learners. Gilmore (2007) literally labels the language in textbooks as "a poor representation of the real thing despite the fact that much has been done to redress the balance between authentic language and the language in textbooks" (p.

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English language teaching focuses on essential elements however the necessary components of EFL classrooms and programs look to be more authentic textbooks with such other instructional materials that are frequently used by any language teacher. Well-known linguists and authors such as Sheldon (1988), Cunningsworth (1995), Cortazzi and Jin (1999) and others share the opinion that textbooks are necessary instructional materials for language teaching and learning. On the one hand, they help students improve their language skills, learn about the subject content, and become familiarized with the cultures and way of life of people from foreign countries. On the other hand, textbooks can help teachers as well, serving as a teaching program and a support for less experienced ones to gain confidence, test new methodologies, and become aware of the pedagogical issues. Researchers such as Carrell and Korwitz (1994) express contrary views, arguing that textbooks lack authentic texts since they depict preferences and biases of their authors and therefore may generate misjudgment, misconceptions, prejudices and stereotypical representations of people from other countries. In their view, such teaching materials are not suitable and convenient for class usage.

In addition to the above-mentioned groups of linguists, there are a number of authors whose attitude towards textbook usage lies somewhere between the two extremes like Graves (2000); Harmer (2001). They claim that textbooks represent merely a framework for one's teaching, which can be reinforced by additional materials based on the needs and preferences of a specific group of students. The majority of teachers feel secure using a textbook as a basis for their lesson plans. They consider it convenient to have a textbook as a teaching aid since the texts and tasks provide a sense of security about what should be taught in class. Textbooks and instructional materials should aim at raising novice teachers' awareness of pedagogical issues. Less experienced teachers can use the textbook as a framework of reference as they slowly become more attentive to individual student needs. With time, they can introduce more variety in the materials they use and the techniques they employ. According to Eisner (1987), not only does a textbook define a considerable amount of the content, arrangement and aims of the curriculum, but it also influences the way in which certain topics are presented. Allwright (1981, p. 8) argues that language learning is such a complex process that textbooks cannot meet various needs of learners around the world. There is no perfect textbook that meets the needs of all students, teachers, schools and curricula.

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Each textbook has its own strengths and weaknesses and, consequently, no textbook designed for general market can be perfectly suitable for a specific group of learners. Teachers' opinion on the same textbook may differ depending on their experience, background, teaching styles and the needs of their students. In Graves' view (2000), "what one teacher considers an advantage in a textbook; another teacher may consider a disadvantage". (p. 175) .Most teachers have traditionally been taught to view a textbook as an end product, instead of a starting point for their teaching.

According to O'Neill (1982), textbooks provide only a core or a base of materials, a jumping-off point for a teacher and their class. They can serve as a grammatical and functional framework which leaves enough space for improvisation, adaptation and a spontaneous and creative interaction in the classroom. Using a textbook reduces the chance of gaps in learning and the learner is always certain where the course is going, since there is a clear structure from the beginning to the end. In Harmer's view (2001, p. 8), textbooks are merely proposals for action, not instructions for use. Teachers should look at the proposals and decide whether they agree with them or not. On the other hand, Allwright (1981, p. 9-10) claims that textbooks are too rigid and they mirror the pedagogic, psychological and linguistic predilections and biases of their authors. Textbooks impose, determine and control language learning and teaching methods, techniques, approaches, procedures and processes. The researcher totally agree with Cathcart (1989) who argues that besides cultural and social biases, the representation of the target language in textbooks is unnatural, inappropriate and unauthentic and such language models and dialogues do not prepare students satisfactorily for real-life situations because textbooks give unrealistic representations of real-life situations as they contain relatively few examples of authentic texts and dialogues .Furthermore, such a view might lead to misconceptions regarding the target society and its culture and might be dangerous for those who expect to interact with native speakers on a regular basis.

Many other linguists and researchers such as Alptekin (1993) consider target language culture to be a vehicle for teaching the language in textbooks and they claim that it is not possible to teach a language without embedding its cultural base. They argue that such a process impels learners to express themselves within a culture they know very little about, which may cause stereotyping, prejudices, misconceptions and sometimes unwillingness to learn. In Alptekin's view (199), It is crucial for teachers to develop their

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own critical thinking and intercultural competence in order to be able to deal with potential cultural conflicts and stereotypical presentations in textbooks . As the majority of a country's culture is for the most part invisible, present in seemingly unmarked everyday interactions, a teacher's responsibility goes beyond that of the textbook's author, as only the teacher can mediate between the text and the specific culture within the classroom.

### **1.14. Conclusion**

This chapter is set up to clarify some issues related to the teaching of English in the Algerian secondary schools. Firstly, it outlines the description of the learning situation in Algeria; this was done with a specific reference to the importance of teaching English in the Algerian context in general and the teaching and the learning of English in the Algerian secondary schools in particular.

The foregoing chapter has surveyed the Algerian secondary school instructional materials from different perspectives. The endeavor has been challenging from every respect even more as it has often been extremely difficult to find data on Algerian secondary schools and the resources employed. It should be noted that researchers need to rely on their initiative and hard work to support their teaching materials. The researcher has attempted to come to grips with the scarcity of information concerning the different agents and tools that interplay and frequently overlap in the teaching-learning context in Algeria. Algerian secondary school education is lagging behind in terms of the effectiveness of the teaching methodologies, instructional materials, and teachers' education and training. It seems that secondary school teachers in general and teachers of English in particular are put under a lot of pressure to implement textbooks that they have never been seriously trained to come to terms with their methodology of teaching and daunting rubrics as well as linguistic content. It is intuitively easy to imagine both novice and experienced teachers facing insurmountable challenges in teaching crowded classes of beginners or even advanced learners of a foreign language through materials that stretch their abilities. As a final note, the empirical studies reviewed in this section cast some light on the studies on pragmatics in materials development and learning and teaching in the classroom. They point out a need for more research on pragmatics in teaching materials and tasks in the EFL context, involving different samples and different populations with different research methods.

### **2.1. Introduction**

Pragmatics developed as a branch of linguistics when linguists realized that the structural levels of linguistic enquiry such as phonology, grammar and semantics were not enough to explain language use. Its areas of interest cover wide and diverse issues that get across other disciplines. This chapter presents the literature review related to issues of meta-pragmatic discourse and the learning environment. It gives background knowledge of pragmatics, discourse and meta-pragmatics. Then, it mainly introduces the relevant theories of pragmatics that support the current study in which the relationship between pragmatic competence and communicative competence is highlighted with a special focus on Bachman's and Canale and Swain's Models. It also sheds light on the speech act theory mainly that of Austin and Searle since speech acts represent whole chunks of language. The last concern of this part summarizes the research on Pragmatics in EFL/ESL Learning and Teaching situations.

### **2.2. Research Concepts**

This section focuses on providing understanding of some research concepts related to the theme of the dissertation. It gives background knowledge of pragmatics, discourse and metapragmatic by discussing various definitions of each one as well as locating their territory to the current research.

#### **2.2.1. pragmatics**

The term 'pragmatics' is attributable to Charles Morris (1938), a philosopher of language who defined pragmatics as "the science of the relations of signs to their interpreters and located it within semiotics, a science of signs" (p. 30). After this initial definition, there have been a great number of definitions of 'pragmatics' offered by various linguists and researchers (Crystal, 1997; Ferrara, 1985; Leech, 1983; Levinson, 1983; Mey, 1993; Verschueren, 1999; Yule, 1996) who viewed pragmatics from different perspectives and contexts. The main reasons for the diverse definitions are: (a) the field of pragmatics is, itself, a varied discipline of study, which embraces different aspects of the relationship between meaning and context; and (b) the different models and theories from which pragmatics derives have divergent concepts of what are the suitable terms of the discussion (Chapman, 2011). Pragmatics is "the study of language use" (Levinson, 1983, p. 5; Verschueren, 1999, p. 1). This is probably the simplest and least controversial

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definition. It describes the nature of pragmatics and serves as a starting point in discussion of pragmatics. However, it does not provide ample theoretical bases for more complicated treatment of pragmatics.

The criticism has led to a number of more complex definitions of pragmatics. Leech (1983) redefined pragmatics for the purposes of linguistics as "the study of meaning in relation to speech situations" (p.6). Leech (1983) and Thomas (1983) divided pragmatics into pragma-linguistics and sociopragmatics. Pragma-linguistics is "the study of the more linguistic end of pragmatics" (Leech, 1983, p. 11). According to him, pragmalinguistics is related to grammar and refers to the particular resources a speaker has to convey particular communicative acts and interpersonal meanings. Sociopragmatics is "the sociological interface of pragmatics" (Leech, 1983, p. 10). Sociopragmatics is related to sociology and it is concerned with the social conditions under which speakers interpret and perform their communicative acts. According to Thomas (1983), pragmalinguistics refers to linguistic forms and functions, whereas sociopragmatics is related to appropriate social behaviors.

This dichotomy of pragmalinguistics versus sociopragmatics is important as it looks at language use at two levels: how to use language grammatically correctly and how to use it socially appropriately. Pragmatics was further defined as "the systematic study of the relations between the linguistic properties of utterances and their properties as social action" (Ferrara, 1985, p. 138). According to Ferrara (1985), in order for utterances to count as assertions, orders, promises, questions, or requests, they need to satisfy certain conditions in terms of linguistic features and the contexts in which they are used. This definition acknowledges the importance of social dimensions in discussing communication.

Yule (1996) emphasizes the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader). It has consequently more to do with the analysis of what people mean by their utterances than what the words or phrases in those utterances might mean by themselves. Yule points out that meaning consists of the study of speaker meaning, the interpretation of what people mean in a particular context and how the context influences what is said; the study of contextual meaning, exploring how a great deal of what is unsaid is recognized as part of what is communicated (Yule, 1996, p. 3). Mey (2001) proposes that "Pragmatics studies the use of language in human communication as determined by the conditions of society" (Mey, 2001, p.6). She lays emphasis on the use of language, communication and social context by highlighting that the users of language, as social beings,

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communicate and use language on society's premises; society controls their access to the linguistic and communicative means. Like Crystal's definition, Mey (2001) emphasizes social interaction. They underscore the notion that pragmatics is not only concerned with the actions of the producing (speaking, writing) participant, but also with the effect of such actions on their recipients (Kasper & Rose, 2002).

It is obvious from the above definitions that the term pragmatics is defined in different ways with different perspectives. However, by adopting elements from the definitions and approaches to pragmatics reviewed above, this study uses as a working definition that pragmatics is the study of meaning as communicated by a speaker (or writer) and interpreted by a listener (or reader) in their joint actions that includes both linguistic and nonlinguistic signals in a particular context.

Communication consists of not only making use of different speech acts, but also engaging in different kinds of discourse and taking part in speech events of different length and complexity (Kasper & Rose, 2001). This definition has been chosen because of its focus on the point of views of the users when using language to interact with other people in the society around them. Learners should be taught to interact successfully with other speakers of English. This aim of English teaching is significant because, as mentioned earlier, many learners of English in Algeria are not able to communicate successfully using the target language though they achieve high scores in examinations. Another reason for the choice of this definition is that the focus on the user and the learning context is highly appropriate for a study of Algerian secondary school teachers teaching English in an English as a foreign language context, as it allows for the analysis of difficulties arising from EFL teaching and learning, in terms of learner/teacher factors, learning processes, instructional designs/procedures, curriculum materials and tasks, as well as the purposes and processes of learning and teaching the target language in the classroom. LoCastro (2012) expands this view by arguing that it is important to gain a greater understanding of interactions because what speakers say can affect what hearers say or act. According to her, to understand pragmatic knowledge, it is necessary to interweave linguistic analysis, local contextual information, and sociolinguistic dimensions, such as sociocultural and historical information.

### 2.2.2. Discourse Analysis

To start with, discourse is literally defined as 'a serious speech or piece of writing on a particular subject' (Longman Dictionary of Contemporary English, 2001, p.388). In this general sense, it incorporates both the spoken and written modes although, at times, it is confined to speech being designated as 'a serious conversation between people' (ibid). Carter (1993) specifies several denotations of the word 'discourse'. First, it refers to the topics or types of language used in definite contexts. Here, it is possible to talk of political discourse, philosophical discourse and the like. Second, the word 'discourse' is occasionally employed to stand for what is spoken, while the word 'text' is employed to denote what is written.

In this connection, Trask (1999) clarifies that a discourse is not confined to one speaker or writer, but it can embrace the oral or written exchanges produced by two or more people. It is this last sense of the term that constitutes the corner stone of the approach known as Discourse Analysis. Despite the fact that, discourse is defined as a chunk that surpasses the sentence, not all chunks of language can fall within the scope of this definition. In fact, what characterizes discourse is obviously not its supra-sentential nature as much as the entirety it has. Its coherence. To be more explicit, discourse is a complete meaningful unit conveying a complete message (Nunan, 1993). The nature of this whole cannot be perceived by examining its constituent parts, 'there are structured relationships among the parts that result in something new' (Schiffrin, 2006, p.171). In the light of this, larger units such as paragraphs, conversations and interviews all seem to fall under the rubric of 'discourse' since they are linguistic performances complete in themselves.

Pragmatics, like discourse analysis, goes beyond structural study of the phrase and focuses on higher units -speech acts and conversation turns. Furthermore, it focuses on its object of study through consideration of the context and its construction, through recognition of speaker intention, and through the establishment of implicit elements, which the hearer has to access. A group of theories and theorists sought to go beyond the limits of the sentence, and to engage with the meaning of discourse, that is non-arbitrary sequences of utterances.

It is clear that discourse analysis has objectives that lie very close to, if not shared by those of pragmatics. This is because discourse is more than a sequence of sentences in operation. In other words: both pragmatics and discourse analysis deal with utterances in context. However, while discourse analysts explain the interpretation of the elements in question

without going outside language, pragmatics resorts to other aspects of human activity (beliefs, feelings, knowledge, intentions...). Only in this way can one explain how utterances are interpreted and how successful interpretation of utterances is managed. It is only with the aid of considerations of a pragmatic nature that we can go beyond the question "What does this utterance mean?" and ask, "Why was this utterance produced?".

### **2.2.3. Metapragmatic information**

In pragmatic teaching, explicit metapragmatic information which involves description, explanation and discussion of certain speech act could help learners to acquire the knowledge effectively. Taguchi (2015) explored the effectiveness of different methods in teaching pragmatic knowledge. By comparing 27 relevant studies on instructional methods of pragmatics, the author claimed providing explicit metapragmatic information exerts positive influence on learners, and input exposure alone cannot surpass the level of learning produced by the explicit instruction, even when the input is made salient through enhancement techniques (Taguchi, 2015). Explicit metapragmatic information makes the pragmatic feature salient for learners. And the explicit instruction of metapragmatic knowledge is effective in helping learners to develop their pragmatic competence (ibid.). Halenko and Jones's (2011) also confirm this point of view. Their study shows that the experimental group in which students received explicit instruction on request performed better than the controlled group in which no instruction is given to the students. Thus, the material designed for pragmatic teaching should include metapragmatic information, and activities in the material should focus on learners' attention on the pragmatic features in order to facilitate processing of the feature (ibid).

Despite the number of studies which proves the usefulness of metapragmatic information, other studies on textbook analysis indicate a paucity of metapragmatic information in textbooks. Nguyen's (2011) study shows that the metapragmatic information is inadequately treated in textbooks, especially in a shortage of speech act strategies and context variable description. Bardovi-Harlig (1996) find that the description of conversation closings is inadequate in textbooks. Among the 20 textbooks they examined, only 12 included complete conversation closings information. Uso-Juan's study (2008) shows that little information regarding contextual variables in which the requests were embedded was presented to the learners, and information regarding interlocutors' age, social status, and degree of intimacy of the request was neither mentioned. And the modification devices for

request are not sufficient and comprehensive . Ren and Han (2016) also found metapragmatic information is under- presented in most English textbooks of Chinese universities. Speech acts listed in the textbooks are not accompanied with any metapragmatic explanations. Based on the above discussion, this the current research will investigate the metapragmatic information in the selected set of Algerian EFL secondary school textbooks to see its coverage and range.

### **2.3. Theories of Pragmatics**

In order to achieve a better understanding of pragmatics and improve the teaching pedagogy, such as the pedagogy for teaching and learning pragmatics, it is useful to shed light on the different theories that have a relation with the current study.

#### **2.3.1. Interlanguage Pragmatics**

The acquisition and development of pragmatic competence in second and foreign language teaching have received particular attention recently from researchers in the field. Most language studies on interlanguage pragmatics (ILP henceforth) have been conducted with the view to find out how non-native speakers, due to the influence of their mother tongue, differ in realizing and understanding speech acts. It is defined as the study of learner's use of and acquisition of linguistic action patterns in a second language (Bardovi-Harlig, 1996, Kasper, 1989, Rose 2000). Interlanguage pragmatics is also defined as the study of how pragmatic knowledge is expressed in the interlanguage of L2 learners. So, from the previous definitions we can say that interlanguage pragmatics is a branch of second language acquisition (SLA) which examines second language (L2) learners' knowledge, use, and development in performing sociocultural functions.

The study of interlanguage pragmatics aims to discover "how interlanguage development interacts with and underpins L2 pragmatic development" (Bardovi-Harlig, 2014, pp. 135-136). Studies in interlanguage pragmatics include evaluating the pragmatic norms associated with language use and observing these norms as L1 and L2 users of language express them. For example, Hinkel (1996) found that proficient non-native speakers (NNS) of English could recognize pragmatically appropriate norms in English as well as NS; however, they were not as able or willing to apply those norms in real life contexts. This suggests that the pragmatic interlanguage of the NNS reached a NS level of understanding, but did not always transfer into pragmatic ability. Bardovi-Harlig & Dornyei (1998) found that EFL

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students and teachers in Italy and Hungary recognized grammatical errors in English as much or more than NS of English, and they recognized them more frequently than pragmatic errors. They also viewed the grammatical errors as more serious than the pragmatic errors compared to NS. This study suggests that even proficient L2 learners may not recognize the significance of pragmatically inappropriate behaviors in the L2. These inquiries identify how the pragmatic interlanguage of the L2 learner does not always match NS expectations and indicates how this could be problematic when communicating in the L2 or FL. For this reason, explicitly teaching pragmatics would be beneficial to all learners. Interlanguage development comprises both linguistic development and pragmatic understanding. When these two aspects of interlanguage develop in relation to each other, this creates communicative competence, including pragmatic competence, which is what will be discussed in this next section.

It is note worthy here, that in the process of becoming a competent commnicator an FL language learner has to acquire the pragmatic aspects of the target language. Kasper (1982) supports this view and argues that interlanguage system involves not only semantic, syntactic, morphological, phonological but also pragmatic rules. Nevertheless, interlanguage is developmental in contrast to other languages and therefore can be gradually acquired under different learning and communication strategies. So far, the main focus of interlanguage pragmatics (ILP) has been on linguistic action, or speech acts, in other words, developing our learners' pragmatic competence. It is on this basis that Kasper and Blum Kulka (1993) define ILP as "the study of non-native speakers use and acquisition of linguistic action pattern in the second language"(p.3). As mentioned earlier interlanguage pragmatics is a new subdiscipline within the field of second language acquisition (SLA henceforth). Most research conducted in the area of pragmatics has focused either on the comparison of learners' interlanguage speech act realisations with native speakers' performance or on the production and perception of different speech acts in the same group of learners.

To conclude, linking ILP research to SLA research is a corner stone and necessary in order to conduct more acquisition-oriented studies that investigate developmental perspectives of the ILP system. According to Bardovi-Harlig (1999) and Kasper (1989), ILP should have a more psycholinguistic orientation instead of the sociolinguistic aspect that most studies have adopted. Therefore, adapting a more acquisition-oriented perspective in the study of ILP has shown that even proficient learners of a second or foreign language will fail in pragmatic appropriateness. They also argue that acquiring a high level of grammatical

competence does not usually result in having a high level of pragmatic competence.

### **2.3.2. Intercultural/Cross-cultural Pragmatics**

The target of teaching and learning a foreign language is to give the learners knowledge in using the target language for communication in an appropriate way. Because of that, it is not enough to teach the learners merely grammar skills, but they have to be provided with the cross-cultural competence in using the target language. Linguists believe that mastering high-level skills in grammar does not mean the learners have the equal pragmatic competence. Thus, the instruction concerning pragmatics is compulsory in term of raising a cross-cultural awareness due to its great importance in second language acquisition. Cross-cultural pragmatics investigates how speakers' use of language is influenced by their underlying values, beliefs, cultural assumptions, and communication strategies (LoCastro, 2012).

It goes without saying that linguistic competence is important but not sufficient as a platform for foreign language pragmatic competence development because high level of grammatical competence does not ensure the equally high level of pragmatic competence (Bardovi-Harlig 1999). Apparently, both capabilities are not contradictory. The acquisition of the linguistics competence generally goes before the acquisition of the pragmatic competence. Hence, the instruction in pragmatics is necessary in order to develop pragmatic principles governing interpersonal interaction in cross-cultural communication. The lack of sufficient pragmatic knowledge like politeness, implicature, speech acts, etc. can be the primary cause of breaking down of communication. It can lead towards the emergence of uncooperative and, more seriously rude or insulting.

By understanding the different norms and cultural values, the learners will be able to comprehend that what is polite in one culture may not be polite in another. Likewise, what is considered polite by some may not be regarded as polite by others. It is the importance of cross-cultural pragmatics knowledge to avoid pragmatic failure. These kinds of failures often happen when the felicity conditions are violated (Bouchard, 2011). In order to avoid the cross-cultural pragmatics failure, the EFL learners should develop pragmatic awareness, which can be obtained by observing how pragmatic notions vary cross-culturally (Bouchard, 2011). Kasper (1997) proposes that to generate the pragmatic awareness: "there must be pertinent input, the input has to be noticed, and the learners need ample opportunity to develop a

high level of content " (p.148).

The disparity between learners' and NSs' pragmatic competence may be attributed to two key factors related to input: the availability of input and the salience of relevant linguistic features in the input from the learner (Bardovi-Harlig & Dornyei, 1998). In specific, there are four basic steps for integrating pragmatically appropriate language into the English classroom. First, an identification of the speech act that can result from observing students' conversational or written language use, anticipating students' needs, or asking students to identify areas of difficulty. Selections should be made according to the learners' needs or interests and by the current or future type of target language contact. Next, data collection and description, which may be accomplished by observing or recording spontaneous conversations or by collecting data through role-plays or discourse completion questionnaires (written role-plays). Third, text and materials evaluation must be evaluated for authenticity. Depending on the speech act, teachers should check for representation of the speech act in different types and topics of conversations, and the status and relationship of the speakers. Then, there is also another thing that should be understood by the learners that English is recently acknowledged as a lingua franca, therefore there is no exclusivity that a specific culture is better than others.

Being able to communicate appropriately in the cross-cultural context is one of the objectives in EFL learning and teaching. Consequently, mastering linguistics competence is not enough without developing pragmatic competence. Communicating in the foreign language means getting in touch with the different norms or cultural values of the target language. Therefore, EFL learners should have the capacity for identifying the differences of both cultures to avoid pragmatic failure. Pragmatic competence apparently involved not only speech acts, implicature, etc. But, most important thing is how to apply the politeness strategy in different context situation. The challenges for the learners to accommodate the cross-cultural pragmatics are to comprehend the norms and cultural values of the target society; thus, the learners can avoid cross-cultural pragmatic failure. The availability of input and the salience of relevant linguistic features in the input from the point of view of the learner, the process of cross-cultural understanding can be enhanced eventually.

On the other hand, intercultural pragmatics is a newly emerging discipline originating from the fact that communication across languages and cultures has posed a new challenge for research in pragmatics in the 21st century (Kecskes & Romero-Trillo,

2013). Intercultural pragmatics investigates "how the language system is put to be used in social encounters between human beings who have different first languages, communicate in a common language and, usually, represent different cultures" (Kecskes, 2012, p. 608). Intercultural pragmatics aims to view intercultural interaction from a multilingual rather than a monolingual perspective (Kecskes & Romero-Trillo, 2013). In the present era, communication has become more and more intercultural and more and more people who use ELF have to rely on intercultural pragmatic knowledge to be successful language users. Research in intercultural pragmatics focuses on four main areas: interaction between native speakers and non-native speakers of a language, lingua franca communication in which none of the speakers have the same L1, multilingual discourse, and language use and development of individuals who speak more than one language (Kecskes, 2012).

### **2.3.3. Socio-pragmatics**

Sociopragmatics has been described by Leech (1983) as "the sociological interface of pragmatics," (p.10). referring to the social perceptions underlying participants' interpretation and performance of communicative action. It is concerned with the analysis of significant patterns of interaction in particular social situations or in particular social systems (Trosborg, 1995). In fact, Sociopragmatics is the social side of communication, since it refers to social conditions governing language use like perception of relative power, status, social distance and degree of imposition (Brown and Levinson, 1987), as well as mutual rights and obligations, taboos and conventional procedures (Thomas, 1983) that influence the type of linguistic acts and how they are performed. In other words, it is the speaker's knowledge of what is socially or culturally appropriate in a particular speech community. Sociopragmatic research is based on the interactive aspect and the acknowledgement of the social context in which a speech act occurs. In explaining the variation in speech act realization, aspects of social variation, such as the power relationship of the participants, the setting, and the aim of communication, are all very important. Sociopragmatics is rather about proper social behavior, making it a far more thorny issue to deal with in the classroom - it is one thing to teach people what functions bits of language serve, but it is entirely different to teach people how to behave "properly." Here learners must be made aware of the consequences of making pragmatic choices, but the choice to act in a certain way should be theirs alone Rose & Kasper (2001). Aspects of social variation, social context and social behavior are seen as part of pragmatic knowledge - metapragmatic knowledge, and have had great impact on second/foreign language teaching and appropriate language use. In this study, they also

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provide a tool for classroom observation and content analysis of the textbooks.

Research in the field of sociopragmatics has revealed significant variation in behavioral norms around the world and which result in miscommunication, negative stereotyping and clashes when various cultural groups interact with each other. Most of the time this results in sociopragmatic failure which in fact poses serious problems to NNSs while linguistic difficulties are generally tolerated and normally recognized, sociopragmatic failures are harder to identify because of cultural differences between participants. On this aspect of pragmatic failure, Gumperz (1982) states that: "It is important to note that when this happens and when a difference in interpretation is brought to a participant's attention; it tends to be seen in attitudinal terms"(p.131). So, in such a situation a speaker is said to be unfriendly, impertinent, rude, uncooperative, or to fail to understand. A good instance of miscommunication is what may happen between different ethnic groups in the TL community. This is called sociopragmatic failure and has to do with knowing "what to say?" and "to whom to say it?", ignoring these questions can result in negative stereotyping.

Gestures, facial expressions, gaze, spatial behavior and touch can also represent cultural variations in non-verbal communication. Argyle (1988) explains that cultural differences in non-verbal communication are "a major source of friction, misunderstanding, and annoyance between cultural and national groups"(p.49). Sociopragmatic failure occurs due to the influence of L1 culture. This sociopragmatic failure occurs when language learners use inappropriate communicative acts, which they transfer from L1 to L2. Researchers in the field of SLA and sociolinguistics claim that in order to achieve a native-like competence, language learners should acquire the rules of language use and ways of speaking as well as linguistic competence (Gumperz, 1982, Wolfson, 1983). It is true that grammatical competence is an essential pre-requisite but its inappropriate use in context often results in interpersonal communication breakdowns. According to Thomas (1983), there are two kinds of failures. On the one hand, we have pragmalinguistic failure, which manifests itself in linguistic problems owing to differences in the linguistic encoding of pragmatic force. On the other hand, we have sociopragmatic failure, which results from cross-culturally different perceptions of what forms linguistic behavior. It is on this basis that authors such as Trosborg (1995) and Kasper (2001) advocate raising learners' awareness of appropriate pragmalinguistic and sociopragmatic behavior through explicit instruction. Bardovi-Harlig (1999) believes that pragmatic and grammatical awareness as totally independent and contends that "high levels of grammatical competence do not guarantee high levels of

pragmatic competence" (p.19). He further consolidates his standpoint by saying that research has not established that pragmatic competence is independent of grammatical competence. Although grammatical competence may not be a sufficient condition for pragmatic development, it may be a necessary condition.

Moreover, Trosborg (1995) views sociopragmatics and pragmalinguistics as belonging to sociolinguistics. He believes that what constitutes the scope of pragmatics are sociopragmatics, contrastive pragmatics and ILP (interlanguage pragmatics). The first one has to do with of speech acts in relation to social situations whereas contrastive pragmatics has developed in the field of cross-cultural pragmatics concerned with contrasting pragmatics across cultural communities.

### **2.4. Communicative competence and Pragmatic Competence**

Pragmatic competence has become, especially in the last few decades, one of the issues that attracted attention in the field as an essential part of language competence. The realization that having a good command of linguistic knowledge in target language would not be enough to master the language, has created the need to investigate the value and effect of pragmatic competence as an important aspect of communicative competence in language education. So, this section is intended to provide a brief overview of the development of communicative competence as well as pragmatic competence by highlighting the relevant theoretical basis for both of them with a special focus on Canal, Swain's and Bachman's Models.

#### **2.4.1. Development of Communicative Competence**

Until the mid-1960s, linguistic competence was only defined in terms of the grammatical knowledge of an idealized native speaker introduced by Chomsky (1965). According to Chomsky (1965), in a completely homogeneous speech community, an idealized native speaker is someone who knows language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors in applying his knowledge of the language in actual performance. Nonetheless, a group of linguists introduced the notion of which led to revolutionary changes in learning theories and teaching methodologies of the target language. Hymes (1972, 1974) was one of the first scholars who used the term 'communicative competence'. Hymes' (1972) introduction of communicative competence widely acknowledged that teaching and learning languages involves far more than targeting grammatical or lexical systems. He defines

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communicative competence not only as an inherent grammatical competence, but also as the ability to use grammatical competence in a variety of communicative situations. Therefore, Hymes (1972, 1974) brought the sociolinguistic perspective into Chomsky's linguistic view of competence. For Hymes, the ability to speak competently not only involves the grammatical knowledge of a language, but also knowing what and how to utter something in any circumstances and contexts. Hymes (1972) states that "there are rules of use without which the rules of grammar would be useless" (p.45). He was also one of the first to recognize the importance of communicative competence in language development.

Another major contribution of Hymes (1972) was his introduction of the concept of cultural interference to second language acquisition theory. He argues that, people fall back to their native culture when communicate in another language. He believes that what is regarded as communicative competence in one speech community could be regarded differently in another by stating that

"Even the ethnographies that we have, though almost never focused on speaking show us that communities differ significantly in ways of speaking, in patterns of repertoire and switching, in the roles and meanings of speech. They indicate differences with regard to beliefs, values. Reference groups, norms and the like, as these enter into the ongoing system of language use and its acquisition by children" (p. 33).

On the other hand, Grice (1957) was the first who pointed out the difference between the speaker's meaning and the linguistic meaning; while the former refers to the information that the speaker actually intends to communicate in a particular communicative act, the latter denotes the meaning that is conventionally associated with the produced linguistic form in the user's linguistic knowledge. The introduction of communicative competence by Hymes (1972, 1974) on the one hand, and Grice's (1957) views on the difference between the speaker and linguistic meaning on the other hand, inspired many applied linguists and ESL specialists who were looking to find the gap between linguistic and communicative competence in the target language, to look for the solution in developing learners' pragmatic competence. Therefore, the discipline of pragmatic competence received intense interest from researchers in recent decades. Particularly, researchers like Thomas (1983), Kasper (1989), Bialystok (1993), Bardovi-Harlig (1996) and many others attempted to explore this

notion and build on the existing studies in the area. Today, teaching pragmatic competence is seen as an integral part of learning and teaching a language, and has been widely investigated (Bardovi-Harlig 1996; Kasper and Rose, 2001; Bardovi-Harlig and Griffin 2005). Also, the connection between pragmatics and SLA has seen a great deal of study by researchers including Brown & Levinson (1987), Beecken (1997), Felix- Brasdefer (2003).

### **2.4.2. Canal's and Swain's Model**

While making a review on pragmatic competence, it is important to refer to Canale and Swain's (1980) model of communicative competence. This communicative competence model, which is later built on by Canale (1983), consists of four main areas of knowledge and skills to possess for effective communication: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. The first is related to such general linguistic knowledge as the phonology, morphology and syntax of the language and it resembles Chomsky's term of language competence. Sociolinguistic competence enables interlocutors to use contextually appropriate language based on their grammatical knowledge. It, in a way, combines linguistic knowledge with contextual rules. Discourse competence which is about the ability of the language user to follow cohesion and coherence in language production to maintain flow and unity. The last item, strategic competence, is related to both verbal and non-verbal hints that can make interaction more effective and hinder possible communication breakdowns. Hence, based on these brief definitions, one can infer that effective communication with little or no misunderstanding requires a successful combination of these four competencies. However, it is also significant that all the interlocutors maintaining interaction should possess these skills.

Canale & Swain (1980) included pragmatic competence as one important component of their model of communicative competence. In this model, pragmatic competence was identified as sociolinguistic competence and defined as the knowledge of contextually appropriate language use (Canale & Swain, 1980). Later on, Canal (1983) expands this definition, and stated that pragmatic competence includes

"illocutionary competence, or the knowledge of the pragmatic conventions for performing acceptable language functions, and sociolinguistic competence, or knowledge of the sociolinguistic conventions for performing language functions appropriately in a given context" (p.90).

It should be pointed out that Canale and Swain's (1980) model received criticism on the basis that it did not take into account the pragmatic component. Schachter (1990) believes that in the model proposed by Canale and Swain (1980, 1983) there is no clear-cut distinction between sociolinguistic and pragmatic competence. He also adds that the separation between discourse and sociolinguistic competencies is unnecessary and argues that the "unity of a text involves the appropriateness and depends on contextual factors such as status of the participants, purpose of the interaction, and norms of conventions of interaction"(p.43) .Due to its simplicity Canale and Swain's (1980) model has dominated the fields of second and foreign language acquisition and language testing for a decade.

On the other hand, Scarcella and Oxford (1992) accept Canale and Swain's framework of communicative competence with two major revisions. Firstly, Scarcella and Oxford (1992) extend the notion of discourse competence to refer to "verbal, nonverbal, and paralinguistic knowledge underlying the ability to organize spoken and written texts meaningfully and appropriately" (p.72). The authors emphasize that, some researchers favour the term conversational competence to refer to this broader definition of discourse competence related to conversations. Secondly, they expand the original concept of strategic competence to include all types of compensation strategies that make up for missing knowledge such as guessing from context in reading and listening and paraphrasing in speaking and writing.

### **2.4.3. Bachman's Model**

This model was initially proposed by Bachman (1990) as a new model of communicative competence; however, it was slightly altered by Bachman and Palmer in the mid-1990s. Although pragmatics may be considered as part of the sociolinguistic competence in both Canale and Swain model, it was Bachman (1990) who first divided language competence into organizational and pragmatic competence. Bachman' major contribution to the refinement of the construct of communicative competence lays in his second competence that is to say pragmatic competence which includes illocutionary and sociolinguistic competence.

In Bachman's (1990) model, organizational competence refers to the components involved in controlling the formal structure of language in order to produce or recognize Language Competence grammatically correct sentences, to understand their propositional content and to order them to form texts, organizational competence is subdivided into two types of abilities. On the one hand, we have grammatical competence which is similar to the

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one suggested by Canale and Swain, it includes several rather independent areas of knowledge such as knowledge of vocabulary, morphology, syntax, phonology and graphology. On the other hand, textual competence which enables comprehension and production of (spoken or written texts). The same competence has been regarded by Canale and Swain (1980) as discourse competence. Bachman (1990) also suggests that this textual competence involves aspects of conversational analysis.

According to Bachman & Palmer (1996), pragmatic knowledge enables us to create or interpret discourse by relating utterances or sentences and texts to their meanings, to the intentions of language users, and to relevant characteristics of the language use setting. In Bachman's original framework (1990), pragmatic competence comprises two features of illocutionary competence and sociolinguistic competence, illocutionary competence contributes to the interpretation of the relationships between utterances or sentences and texts and the intention of language users.

One of the most important contributions of Bachman compared to the previous models is the incorporation of another component which is pragmatic competence. Many researchers at that time insisted on the need to focus on pragmatic competence because the only mastery of the grammatical competence was not enough for the mastery of a given language. Bachman (1990) considers that pragmatic competence is concerned with two significant aspects of communicative language use. The first one has to do with the relationship between the signs and the referents while the second one concerns the language users and the context of communication. In fact, in Bachman's (1990) model of pragmatic competence refers to abilities for creating and interpreting discourse. It is subdivided into two main areas of knowledge namely, those of illocutionary competence and sociolinguistic competence. Illocutionary competence refers to the knowledge of pragmatic conventions for expressing acceptable language functions and for interpreting illocutionary power of utterances and discourse while sociolinguistic competence is concerned with the knowledge of sociolinguistic conventions for creating and interpreting language utterances which are appropriate in a particular context of language use. This subdivision of pragmatics is similar to the one made by Leech's (1983) and Thomas' (1983) subdivision of pragmatics into pragmalinguistics and sociopragmatics.

Moreover, we do agree with Bachman (1990) because we believe that on the one hand, pragmatic competence enables us to use language to express a wide range of functions

(illocutionary competence). On the other hand, it gives us the necessary means to perform these language functions appropriately in the context in which they are produced.

Despite the simplicity of the model of Canale and Swain and Bachman, these two models have dominated the field of second and foreign language acquisition and language testing for a long time. The easiness with which the models can be applied is probably the main reason why many researchers of communicative competence still use them. However, these two models have also received criticism. According to Alcon (2000), what is missing in these two frameworks is the relationship between their different constituents.

### **2.5. Speech Act Theory**

As one of the basic tenets of pragmatics, speech act theory has been examined in many fields, including philosophy (Austin, 1962; Searle, 1969, 1979) anthropology, sociolinguistics, and linguistics (Sadock, 1974; Bach & Harnish, 1979). Speech act theory was developed by philosopher Austin (1962) in an attempt to explain how particular utterances operate within natural language; nevertheless, it was further studied by Searle (1969). So, our aim in this section is to shed light on speech act theory in general with a particular reference to Austin (1962) explanation and understanding of the theory in addition to the complementary work that was conducted by Searle (1969).

#### **2.5.1. Austin's Speech Act Theory**

The concept of speech act was introduced by the Oxford philosopher John Austin (1962) in his book published in 1962 under the general title *How to do things with words*. He explained the nature of a speech act in claiming that "In saying something, a speaker also does something." He put forward the basic notion that human beings use language both to create obligations and new social relations as well as do such things as reassure, promise, and apologize. When uttering a speech act, I do something with my words (Mey, 2001). His important realization that "in saying something a speaker also does something has been widely accepted" . (Trosborg, 1995, p. 5).

According to Austin (1962), the performance of a speech act involves the performance of three types of acts: a locutionary act that conveys the literal meaning of the utterance; an illocutionary act that performs a particular social function contained within

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the utterance or written text; and a perlocutionary act, such as the result the utterance produces within the interlocutor of the message. Austin further explained these acts as

"the locutionary act ... which has a meaning; the illocutionary act which has a certain force in saying something; the perlocutionary act which is the achieving of certain effects by saying something" (p.120).

For example, in uttering, "I am cold," the speaker performs the locutionary act of saying something that reflects his or her current physical state. The speaker may also perform the illocutionary act of giving some value to this act by requesting a jacket, for example. Moreover, the speaker may perform the perlocutionary act of producing what Austin called "certain consequential effects upon the feelings, thoughts, or actions of the audience" (p. 10) so that the audience may respond as the speaker intended. In Austin's opinion, words do more than make a statement of fact; "to say" something is "to do" something (p.12). It should be pointed out that the most discussed one is the illocutionary force. Indeed, the term 'speech act' is generally interpreted quite narrowly to mean only the illocutionary force of an utterance (Yule, 1996, pp. 48-49).

### **2.5.2. Searle's Speech Act Theory**

Searle (1969) adopts the ideas of speech act theory from Austin and elaborates it further. He made a major contribution to speech act theory. He divided speech acts into five categories. Assertives commit the speaker to the truth of some proposition (e.g., reporting, announcing, claiming, and so on). Directives are attempts to bring about some effect through the action of the hearer (e.g., requesting, ordering, and so on). Commissives commit the speaker to some future action (e.g., refusing, offering, and so on). Expressives are expressions of some psychological state (e.g., apologizing, thanking, and so on) and Declarations bring about the correspondence between the propositional content and reality (e.g., sentencing, dismissing, and so on).

For a speech act to be successful, Austin (1965) and Searle (1965, 1975) suggested that it must meet certain conditions, which they called "felicity conditions" involving the form and context of an utterance that must be met if the utterance is to do what is intended. Over the past two decades, speech act theory has been used as a theoretical basis for many cross-cultural and interlanguage pragmatic studies. Achiba (2003) pointed out the importance of speech act theory for the studies of pragmatics: According to speech act theory, speakers perform

illocutionary acts by producing utterances. An illocutionary act is a particular language function performed by an utterance. That is, through their utterances speakers convey communicative intentions, such as requests, apologies, promises, advice, offers, refusals, compliments and thanking. The study of speech acts provides a useful means of relating linguistic form and communicative intentions.

Although Searle's theory of speech acts has had a great influence on aspects of pragmatic theory, it has also received very strong criticism. Thomas (1995) for instance, criticizes Searle's typology on the grounds that it only accounts for formal considerations. This author states that speech acts cannot be regarded in a very appropriate to grammar as Searle tried to do and suggest that these functional units of communication may be characterized in terms of principles instead of formal rules. In his turn, Leech (1983) focuses on meaning and presents a functional perspective of speech acts against a formal viewpoint. Thomas (1995) also refers to functional psychological and effective factors influencing speech acts. Therefore, this author assumes that speech acts cannot be classified following formal rules, but instead on the basis of their interactional learning and author factors like that of the context where they may be performed. Speech act theory, as part of pragmatic knowledge, has had a major impact on second/foreign language teaching. In this study, it provides a tool for content analysis of the textbooks.

### **2.6. Research on Pragmatics in EFL/ESL Learning and Teaching**

Ever since Krashen (1982) first proposed the notion of comprehensible input, second language teachers and teachers in training have been aware of the importance of providing appropriate, adequate, and rich input to foster learners' pragmatic development (Locastro, 2003). The need for teaching pragmatic competence in ESL contexts seems to be taken for granted since ESL/EFL learners have both an immediate need for pragmatic competence, as well as a speech community in which to acquire and use that competence. EFL contexts represent unique challenges for the teaching of pragmatic competence (Rose, 1994). In general, studies on instruction in pragmatics in ESL/EFL contexts have been carried out in order to seek to answer many questions such as the importance of instructions in this field of study, the teachability of the targeted pragmatic features and the different opportunities that can be offered in the language classroom in order to develop L2 pragmatic ability.

### 2.6.1. Teachability of targeted pragmatic features

Over the last few years, both researchers and teachers began to realize that language is not a mere collection of lexico grammatical rules to be learned and forgotten afterwards. However, while the structural components of language remain crucial, the main goal of learning a language is after all communication. Many leading authors (Takahashi, 2001, Bardovi-Harlig & Vellenga, 2012, Ifantidou, 2013) all express an increasing interest in giving priority to developing learners' pragmatic competence through many studies that they have tackled in which they concluded that the participants' pragmatic competence may have developed partly due to their immersion in the English language program that they were following. So far, not all of the reviewed studies highlighted the teachability of targeted pragmatic features. However, it was found that, when instruction is appropriately taught and measured, pragmatic features could be taught. The features included request strategies (Takahashi, 2001), conventional expressions (Bardovi-Harlig & Vellenga, 2012), as well as metapragmatic information, such as isolated implicatures and pragmatic inference (Ifantidou, 2013). This highlights the importance of providing learners with pragmatic knowledge.

The question that we should ask is whether the FL classroom in its classical format can really offer opportunities for pragmatic learning. Information about pragmatic aspects of language and pragmatic focused instruction are lacking. However, developing EFL learners' pragmatic competence cannot be achieved overnight unless learners are exposed to and practice authentic language use. Besides, research into pragmatic competence of adult foreign and second language learners has proven that linguistic proficiency does not really guarantee a concomitant level of pragmatic proficiency. Even advanced learners with high linguistic proficiency may fail to interpret or to convey messages as NSs do in real life. Therefore, pragmatic competence should be an important asset to a person, and thus rehearsing pragmatic skills alongside other linguistic aspects should be one of the objectives of language teaching in formal education.

As far as the EFL classroom is concerned, one question that comes to mind for both researchers and teachers is whether learners are exposed to appropriate and sufficient input for teaching some targeted pragmatic features. Here, we believe that learners either do not receive relevant input or do not receive it from sources they consider relevant, or they may not notice the relevant input due to either their lack of pragmatic awareness or possibly even grammatical competence.

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However, in order to make learners become communicatively competent in the TL, there is today a shift from previous traditional frameworks, which considered language as a formal system based on grammar rules, towards a more communicative perspective. In fact teaching a language exceeds the mere acquisition of grammar rule, and should aim at making learners use the TL appropriately in different contexts. Each context has its unique traits that require unique forms of language. Pragmatic ability above all is context dependent and if language learners want to function smoothly in the TL community, their pragmatic ability is of crucial importance.

The responsibility of teaching pragmatic aspects of language use falls on the teachers. However, as language teachers, we face certain challenges. These include lack of adequate materials and training, which are the result of lack of emphasis on pragmatic issues in ESL/EFL teaching methodology. Providing authentic language input is one of the teacher's roles, however, this kind of input is not readily available in the EFL context, and teachers do not have the skills to create pragmatic learning exercises for their learners. Usually, teachers in the FL context do not have frequent contacts with native speakers and therefore, may be unfamiliar with the pragmatic rules of the TL.

Unfortunately, in Algeria where English is taught as a foreign language, most if not all the teachers are non-native speakers who need to be well prepared to teach the pragmatic aspects of the TL. Besides, there is no sufficient, or no training offered to teacher either during pre-service or in-service training. In addition to this, one of the main features of the classical language classroom is the teacher-fronted teaching where the person doing most of the talking is the teacher. Most of the time this is done at the expense of the learners' speaking opportunities. In fact, this is consistent with a knowledge transmission model of teaching in which the role of the teacher consists in imparting new knowledge to the learners, helping them process such information and controlling whether the new information become part of the learners' knowledge. Some would argue that the sheer quantity of talk provided by the teacher might be considered as input for learners' pragmatic development. However, a number of researchers believe that the teacher-fronted classroom displays some specific characteristics.

Nowadays, learning English is regarded as an essential component in the curricula at different levels. Therefore, the goal of teaching English should be to cultivate Algerian learners' communicative competence. In the Algerian context, there is a total dearth of

pragmatic components and their presentations are marginalized compared to other language contexts. Traditionally in the Algerian context, teachers and students alike are obsessed by the desire to acquire rules as much as they can. Consequently, teachers devote invaluable time to rule explanation and to lengthy lectures that are most of time accompanied by handouts often distributed as references for possible exams. This is quite understandable since the context of the entire course proposed turn around purely structural approaches to teaching the TL.

As far as the Algerian context is concerned, English is a foreign language. In other words, Algerian learners of English do not use it frequently in their lives. Despite this situation, English is being accepted everywhere especially for foreign communication. Therefore, developing learners' pragmatic ability must be given importance just as the linguistic aspect of the TL do. As a result, its high time teaching pragmatics became an essential goal in the teaching of English in Algeria.

### **2.6.2. Role of instruction in Pragmatics**

Studies (Bardovi-Harlig, 1996, 2001; Kasper, 2001; Rose, 2005) show that instruction of pragmatics is necessary in classrooms. Bardovi-Harlig (2001) documents that second language learners who do not receive instruction in pragmatics differ significantly from native speakers in their pragmatic production and comprehension in the target language. It is true that learners get a considerable amount of L2 pragmatic knowledge without making an effort because some pragmatic knowledge is universal and other aspects may be successfully transferred from the learners' L1 (Kasper & Rose, 2002). However, it is known from educational psychology that students do not always transfer available knowledge and strategies to new tasks. Pragmatic transfer sometimes may be negative (Richards & Schmidt, 2003). Furthermore empirical studies (Bardovi-Harlig & Hartford, 1993; House, 1996) show that native speakers (NSs) and non-native speakers (NNSs) of a given target language have different systems of pragmatics. There are differences between L1 and L2 pragmatics. Many aspects of L2 pragmatics are not acquired without the benefit of instruction, or they are learned more slowly (Bardovi-Harlig, 2001).

There is thus a clear role for pedagogical intervention here. Teachers need to provide learners with new pragmatic information, but also make them aware of what they

know already and encourage them to use universal or transferable L1 pragmatic knowledge in L2 contexts (Kasper, 1997). Classrooms essentially offer two kinds of opportunities for learning the pragmatics of a second or foreign language ; students may learn as a result of planned pedagogical action directed toward the acquisition of pragmatics, or they may learn from exposure to input and production of output through classroom use of the target language even when pragmatics is not an intended learning target (Kasper & Rose, 2002, p. 237). Although L2 classrooms often supply little L2 pragmatic input, different interactional arrangements can provide learners with rich and relevant L2 pragmatic data (Vellenga, 2004). As environments for learning L2 pragmatics, language classrooms have some distinct advantages compared to interaction in non-instructional settings. Teachers can explicitly model and guide students in their use of target practices, engage students in awareness-raising activities of L2 pragmatics, and provide feedback on students' productions (House, 1996). Peer activities enable students to collaboratively work on tasks and support each other's development of pragmatic ability through using the target language and metapragmatic discussion (Kasper & Rose, 2002).

### **2.6.3. Learners' pragmatic awareness**

As already indicated, speech acts can be represented differently in different linguistic or cultural contexts and this might cause misunderstanding. Bardovi- Harlig (1996) state that it is impossible to teach all speech acts in all contexts. What is possible and more important is "to make students aware that pragmatic functions exist in language, specifically in discourse, in order that they may be more aware of these functions as learners" (Bardovi-Harlig 1999 p. 5). Therefore, making students aware pragmatically is a necessary initial step in developing pragmatic competence.

Pragmatic awareness involves recognition of "how language forms are used appropriately in context" (Eslami-Rasekh, 2005 p.200). Nikula (2002) argues that although there are many research studies which have investigated pragmatic awareness, coming into an explicit definition of the term is a difficult task. He proposes that an indicator of pragmatic awareness can be manifested in "Participants' attention to appropriateness of language use and various features oriented to the interpersonal level of language" (Nikula, 2002 p.451). Bardovi-Harlig and Dornyei (1998) suggest that awareness-raising activities should be integrated in classroom instruction, especially in the EFL setting.

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Likewise, Kondo (2004) denotes that awareness raising can be used as one of the approaches for teaching pragmatics. This involves making learners analyse, think and reflect their own speech in different contexts. He points out that awareness raising can make learners pay attention to different variables in language use and accordingly "learners will be able to apply the pragmatic awareness acquired in class in whatever setting they may encounter in the future" (Kondo, 2004 p.67). This view is also shared by Eslami-Rasekh (2005) who asserts that developing pragmatic awareness in classrooms would enable students to communicate better outside classrooms. Taking the importance of pragmatic awareness in consideration, it can be said that a low level of pragmatic awareness leads to pragmatic failure.

In order to make students aware of communication breakdown, Thomas (1983) suggests that students should be provided with the necessary pragmatic tools. For instance, teachers must develop metapragmatic capacities to help learners analyze language in a conscious way. That is, teachers need to teach the differences between pragmalinguistic and sociopragmatic failures, and they need to provide language examples in class to enable students to make pragmatic decisions. Davies (1986) supports this idea when indicating that "Rather than being taught to be polite, learners should be given the possibility of choosing to be either polite or impolite" (p.121). Davies considers that the task of the teacher is to make sure students know what they are saying.

In addition, the teacher has to take into account that pragmalinguistic failures can be corrected, while sociopragmatic failures are indicated and discussed, since these show the learner's value systems and vision of the world. Learners can be encouraged to observe and learn the cultural norms of the target language that is being studied, but without changing their personality or their own cultural values and beliefs. Similarly, Kasper and Schmidt (1996) support Thomas' (1983) claims in that explicit metapragmatic instruction facilitates the awareness of pragmatic abilities. That is, students must learn that the codification of a certain message is subject to the conventions of use and these may vary from one linguistic community to other. Bardovi-Harlig (1996) suggests that instead of teaching students to analyse the semantic meaning of sentences, teachers should help students to make pragmatic analysis through a list of linguistic expressions used to perform the same function, but are used in different contexts. If not appropriately used, they create an unintended effect on the addressee.

### 2.6.4. Pragmatic Failure

Although having a more or less satisfactory command of the TL, advanced FL or SL learners still face difficulties at interpersonal level when establishing communication with NSs. Generally, this is the consequence of advanced language learners' lack of communicative competence. In other words, they lack the necessary knowledge and experience to correctly use the sociocultural norms of the TL. Therefore, in order to carry out some communicative tasks they must acquire the linguistic competence which Thomas (1983) divides into two parts, namely the grammatical and the pragmatic competences. The former refers to 'abstract' knowledge of phonology, syntax, and semantics while the latter refers to the capacity to use language effectively in order to fulfill a certain goal and to understand language in context. In fact, learners must possess both competences.

Pragmatic competence then, constitutes an essential element of L2 language ability. The lack of such a competence on the part of learners can lead to what is generally called pragmatic failure. Thomas (1983) defines pragmatic failure as "the inability to understand what is meant by what is said" (p.91). She prefers the term 'pragmatic failure' to 'pragmatic error' because she thinks that a grammatical error can be explained by means of prescriptive rules, while the nature of the pragmatic ambivalence is such that we cannot say that the pragmatic force of a sentence is incorrect, but that has not been able to reach the speaker's communicative intention. In another study, Hoffman-Hicks (1999) states that learners can be negatively evaluated as a result of their pragmatic failures, noting that such a negative evaluation can be discouraging to a learner and can restrict the number and depth of relationships with target language speakers, thus limiting the interactions available to the learner and potentially stunting further linguistic development. Moreover, Blum-Kulka & Olshtain (1986) believe that pragmatic failure takes place "whenever two speakers fail to understand each other's intentions" (p.166).

Hence, the cause of our misunderstandings is not due to our inability to understand our interlocutor's words or utterances but the difficulty in communication is that we so often fail to interpret speakers' intentions. Therefore, it is easy to communicate with grammar error but we cannot do the same with pragmatic failure. Quite often, a proficient non-native speaker may fail to select the appropriate linguistic strategy to express a speech act. As a result, he may sound unintentionally rude, uncultured or awkward. Traditionally, pragmatic failure is classified into two main groups: pragmalinguistic failure and sociopragmatic failure.

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Pragmalinguistic failure occurs when the pragmatic force that the user assigns to any particular utterance is systematically different from the force generally associated with by NSs of the TL. In many cases, this is due to the inappropriate transfer of speech act strategies from L1 to L2. On this particular issue Thomas (1983) states that:

"Pragmalinguistic failure occurs when the pragmatic force mapped by students onto a given utterance is systematically different from the force most frequently assigned to it by native speakers of the target language, or when conventional strategies are inappropriately transferred from the speakers' mother to the target language tongue".  
(p.97)

However, sociopragmatic failure occurs when learners produce socially inappropriate behavior. Moreover, the question that can be legitimately raised is who is to blame for communication failure? We all know that any communication involves two main participants i.e. the addresser (speaker or writer) and the addressee (listener or reader). However, it is usually the addresser who is blamed for any communication breakdown and sometimes if not rarely the receiver. Therefore, when dealing with pragmatic failure it should be fair to take both the addresser and the addressee into account.

As far as the pragmatic failure is concerned, there seems to be a focus on verbal communication and little or no consideration is given to non-verbal communication. In fact, pragmatic failure can also be caused by inappropriate use of paralinguistic features such as gestures, facial expressions. This body language differs considerably from culture to another and can be the cause of many misunderstandings or even conflicts. Furthermore, in real communication a number of pragmatic failures may be attributed to the psychological factors. The factors such as age, personality, saturate psychological state, anger, anxiety, etc. can make participants in an interaction express and interpret ideas inappropriately compared with the intended ones, which often result in pragmatic failure.

So far, we have discussed different aspects of cross-cultural pragmatic failure, but how can we overcome this impeding phenomenon. Many solutions have been proposed to make learners avoid this kind of failure such as creating a culture-rich environment, introducing pragmatic knowledge through explicit instruction, or even designing cultural syllabuses. However, we believe that the most efficient way is by providing more authentic teaching materials. There is no doubt that students can learn English well only when they are

exposed to authentic learning materials ,especially if learners do not have opportunities to have direct communication with NSs. Hence, increasing learners' pragmatic competence requires an immersion in the TL.

To conclude, we can say that pragmatic failure is such kind of errors that occur in cross-cultural communication when speakers make grammatically correct utterances, but adopt untimely remark, improper expressions or inappropriate ways of speaking in different contexts. As Morain (1986) puts it, "being able to read or speak another language does not guarantee that understanding will take place"(p. 64). In my opinion, teachers should provide learners with the necessary tools to make adequate pragmatic decisions in L2. Learners must learn that the codification of a certain message is subject to conventions of use and these can vary from a particular linguistic community to another. In fact, in the teaching of English as a foreign language, pragmatic competence of both teachers and learners should become a great concern. Research studies in pragmatic area have shown that teachers and learners of English as a second or foreign language lack pragmatic competence. Therefore, opportunities should be provided for them to develop their pragmatic awareness. Moreover, language is inseparable from culture. Any language is associated with a particular culture. Language cannot really be learnt or understood without enough knowledge of the culture in which it is deeply embedded. Therefore, great effort must be made in the study of culture in which the TL operates so as to facilitate the learning of some pragmatic features.

### **2.7. Pragmatic Content in Textbooks and Curricula**

Pragmatics has been gaining unpopularity in many English language-teaching programs. As a major source for the pragmatic input in language classrooms, textbooks are constantly being evaluated regarding their potential to enhance learners' pragmatic competence. Meanwhile, there is a substantial body of empirical studies investigating the representation of some speech acts and metapragmatic information in the teaching materials (e.g. De Capua & Dunham,2007;Harris,2003 ;Kallia,2005) .However, significant findings generated in the field have not yet been properly applied to textbook writing and classroom practice. Therefore, a few studies evaluating various textbooks report insufficient pragmatic input and unrealistic pragmatic conventions (Ekin,2013;and Aksoyalp & Toprak,2015).Despite these recent advancements, little research to date has been conducted to examine the application of using a combination of different ELT textbooks and its impact on the teaching and learning of pragmatics. Such flexible combination of textbooks in a

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curriculum may open up the possibility to optimize pragmatics teaching by carefully integrating materials on the basis of what the textbooks can offer currently.

Kasper and Rose (2001) observed that in many contexts of second and foreign language teaching, curricula and materials developers designing English programs include strong pragmatic components or even adopt a pragmatic approach as their organizing principle. However, this is not always the case; especially in the Algerian context. The development of communicative competence has been a primary goal of the teaching of English as a second or foreign language for close to 20 years, shaping the field's research interests and instructional approaches in significant ways (Kim & Hall, 2002, p. 332). In many second and foreign language teaching contexts, curricula and materials developed in recent years include strong pragmatic components or even adopt a pragmatic approach as their organizing principle (Rose & Kasper, 2001, p. 3).

With the aim of investigating pragmatic content in textbooks, Vellenga (2004) conducted a page-by-page content analysis of four textbooks of English as a Second Language (ESL) and another four of EFL. The four ESL textbooks were grammar textbooks (Focus on Grammar High-Intermediate, Grammar Links 3, Intermediate Grammar: From Form to Meaning and Use, and Understanding and Using English grammar) whereas the four EFL texts were integrated skills textbooks (Headway Upper Intermediate, Interchange 2, Passages 1, and Voyages 2). The framework developed by Vellenga (2004) divides pragmatic information into general pragmatic information, metalanguage style, speech acts and metapragmatic directives. Apart from the content analysis, Vellenga carried out short telephone and email interviews with four Canadian and American teachers with experience in teaching ESL and EFL and asked three general questions about their use of and familiarity with the textbooks, their views on contextual language presented in the textbooks, and whether additional information was provided in their classroom teaching.

The content analysis findings showed that the textbooks did not contain sufficient explicit metapragmatic information. At the same time, the interview results showed that the majority of input came from textbooks, and that teachers hardly had the time, tendency, or expertise to provide additional pragmatic information in their lessons. It was concluded that learning pragmatics from textbooks is improbable and not practical. Vellenga's (2004) study provided a comprehensive framework to analyse pragmatic content in a textbook, which is going to be used in the current research for textbook analysis. However, the choice of

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textbooks, to some extent, weakened the author's arguments: all of the EFL textbooks were integrated skills whereas all the ESL textbooks were grammar texts. Another limitation was that the teachers interviewed on the phone and via email did not provide reliable data because none of them were using any of the eight textbooks at the time the study was conducted.

In another study, Ji (2007) investigated the pragmatic input included in College English textbooks used in China as part of her project on pragmatic teaching. Eight textbooks were reviewed on a page-by-page basis. The main findings were that neither College English textbooks nor College English classroom teaching supplied learners with sufficient pragmatic content in terms of quantity and quality; that the range of pragmatic knowledge in College English textbooks and classroom teaching was limited; and that pragmatic content was mainly on some metapragmatic information, metalanguage, speech acts, and cultural information.

Furthermore, Studies indicated that textbook input plays an important role in the development of L2 learners' pragmatic competence Locastro, (2003); Kim & Hall (2002). However, what and how much pragmatic knowledge is contained in ESL/EFL textbooks? The following studies will cast some light on this issue. Politeness is one aspect of pragmatic knowledge which is defined as situationally appropriate language .Thomas (1995) reveals that Japanese speakers of English have low pragmatic competence. Some Japanese speakers of English seldom use linguistic politeness forms in the speech. As it is possible that the learning materials Japanese students used in secondary school EFL had an influence on their ability to use politeness markers in their L2, LoCastro (2003) examined 17 Ministry of Education- approved textbooks of senior high school English. The purpose was to find out whether the textbooks entailed the resources of politeness and helped students develop their pragmatic competence to carry out linguistic etiquette. The author argued that there is a noticeable absence of politeness in the textbooks and suggested five possible explanations for the absence of politeness, hence hoping to raise the teachers' awareness of politeness of pragmatic competence. This study used data exclusively collected in Japan. The analysed textbooks were EFL textbooks for senior high school English learners in Japan. Quantitative data were analysed and only one aspect of pragmatic knowledge (politeness) was explored.

To sum up, the empirical studies above cast some light on the studies on pragmatics in materials development and learning and teaching in the classroom.They point out a need for more research on pragmatics in materials and tasks in the EFL context, involving different samples and different populations with different research methods and different contexts.

### 2.8. Challenges in Teaching and Learning Pragmatics within the EFL Context

For L2 learners, development of pragmatic competence generally has to take place in instructional settings. However, instructional environments are limited in many ways (Locastro, 2012). For instance, classroom environments world-wide are commonly teacher-centered, structured to complete the syllabus with little time during lessons to facilitate practice of language where learners are involved in comprehension and production of pragmatic meaning and the opportunities to use the target language in situations that approach real world conversation are limited. The complexity is even added when it comes to pragmatic classroom practices in an EFL environment. Native Speakers (NSs) learn the social rules of speaking through socializing at home, at school, and in society. However, for EFL learners, learning rules of appropriateness are extremely difficult as there are almost no opportunities for interaction with NSs. On the other hand, EFL learners have little, if any, exposure to English outside the classroom; hence, they might be at a disadvantage to ESL learners. (Minh Vu .N 2017)

The EFL classroom setting may impose limitations on the acquisition and instruction of pragmatics in several ways. First, within the EFL context, micro-level grammatical accuracy takes priority over macro level pragmatic appropriateness due to the dominance of structural syllabus (Bardovi-Harlig & Dornyei, 1998). Second, within the EFL classroom setting, language is treated as an object rather than a means of communication, and opportunities for socialization are limited (Cook, 2001). Next, the classroom environment usually shows a few speech acts and cannot reflect the real-world language use; as such, it cannot well prepare language learners for conversing easily in the target language community (Webb, 2013).

Finally, within the EFL context, teachers serve as a primary source of input for EFL learners. Nevertheless, non-native teacher talk can be characterized by a number of features: first, it has to do with direct strategies as teachers are often in a state of power (Nikula, 2002), and this "symmetrical power relationship" between the teacher and the students might influence the pragmatic aspects of teachers' talk (Nikula, 2002); second, as EFL learners and teachers rely heavily on their textbooks, the English used in the classroom is often in the form of "materials-dependent talk" (Nikula, 2002, p. 454), the fact that makes non-native teacher talk seem unnatural, and at odds with face-to-face conversations; finally, within the EFL context, teacher-learner relationship is hierarchical; therefore, classroom

language seems to be more polite than real-world language use. So, some of these challenges are going to be discussed below.

### **A- ELT Textbooks**

Within the EFL context, instructional materials, in general and textbooks in particular, can serve as an important source for teaching L2 pragmatic norms since learners and teachers often use their textbooks as a guide. However, we cannot always count on textbooks as reliable sources of pragmatic input for L2 learners Bardovi-Harlig (2001), for they are primarily based on the author's intuition rather than empirical research and thus are often inadequate, simplistic, and at times incorrect for presenting L2 pragmatic norms Cohen & Ishihara, N. (2013); O'Keeffe et al., (2011); (Locastro) 2012). For instance, textbooks that deal with apology speech act have focused merely on the expressions of apology with no reference to its semantic formulas or realization strategies; in other words, there is no mention of when to say what or how to say it effectively Cohen (2014). In addition, textbooks substantially lack authenticity as corpus studies have shown inconsistencies between the English found in textbooks and the English which appears in spoken/written corpora (O'Keeffe et al., 2011). Therefore, textbooks cannot prepare EFL learners for unrehearsed real-life performance. Last but not least, the activities and tasks designed for practice purposes are limited in the coverage of communication scenarios they present, and they provide superficial practice for realizations of different speech acts. Biesenbach –Lucas (2003)

### **B- Teachers and Teacher Education**

Teachers still hesitate to teach pragmatics in EFL classrooms for several reasons: First, many EFL teachers may not have adequate knowledge of what pragmatics is or how to teach it; hence, they might feel at a loss as they are not NSs of English and might lack metapragmatic awareness of the L2 pragmatic norms (Locastro, 2012). Second, most EFL teachers have an overloaded curriculum to cover and are often pressed for time as they have to prepare students for tests and exams which are given more credit in the EFL classroom than successful communication with NSs. Third, EFL teachers seldom have access to pragmatics research findings (Webb, 2013). Besides, there seems to be a gap in what research has found and how pragmatics is taught. Hence, teachers have to rely on their intuition in teaching pragmatics. Once more, they may serve as a major source of input for L2 learners.

Above all, EFL teachers' reluctance to teach pragmatics lies in the fact that pragmatic

issues seldom, if at all, are brought to EFL teachers' attention in teacher education and professional development programmes. Pragmatics has often been an important issue in teacher training programmes. Furthermore, in case pragmatics has received some attention at all, and the coverage has been at the level of theory and has not addressed how to teach pragmatics in the L2 classroom (Cohen, 2014). This neglect most probably results from lack of emphasis on different aspects of pragmatics in language teaching methodology courses.

### **C- Corrective Feedback and Assessment of Pragmatic Knowledge**

According to Locastro (2012), adult L2 learners rarely receive corrective feedback on their pragmatic errors. This is particularly true for EFL learners, whose teachers often do not know when and how to provide corrective feedback. Even though a large body of research has looked into the effects of corrective feedback on different aspects of language, there is a dearth of research on the instructional values of corrective feedback at the pragmatic level. This calls for further investigation to examine whether and how corrective feedback is provided in language classrooms and how L2 learners react to pragmatic error correction. Furthermore, despite the rise in interlanguage pragmatics studies, valid methods of assessing pragmatic knowledge are obviously absent Jianda (2006). We do not know yet how to assess the performance of speech acts in language classrooms despite the large body of work on speech acts O'Keeffe et al.(2011). Except for functional test, no other test of pragmatic ability has been published. Therefore, teachers generally avoid classroom assessment of pragmatic knowledge Cohen (2014). This is especially true for non-native teachers who believe they are unable to integrate appropriate pragmatic behavior in the target language. Hence, tests of pragmatic knowledge have not been part of classroom assessment (Cohen, 2014).

### **2.9. Research on pragmatics in EFL instructional materials**

Language teaching has placed its focus on raising ESL/EFL learners' communicative competence. In the traditional approaches to language teaching such as the grammar-translation approach, the acquisition of linguistic knowledge: vocabulary, pronunciation, and syntax is emphasized. However, it is now reconsidered as only a partial account of the knowledge required to use a language. The knowledge of the rules of language use and communicatively appropriate performance (communicative competence) is now thought to be a large part of language teaching (Schmidt, 1996). Without knowledge of the target language's rules of usage, language learners will have great difficulty in acquiring the

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appropriate ways to use language functions in the right context to achieve the right intended meaning. One of the means that assist the development of L2 learners' pragmatic competence is textbook input Bardovi-Harlig, (2001). It should be pointed out that textbooks are among the most important components of any educational system. Research in many countries and in different contexts has shown that textbooks have an important influence on teaching and learning Altbach (1991). They play an important role in English Language Teaching (ELT), particularly in EFL classroom where it provides the primary (perhaps only) form of linguistic input.

Communicative language teaching has emphasized the importance of "real communication" and "authentic" teaching materials ( McDonough & Shaw, 1993). Since the majority of currently available materials draw extensively on models of grammar, which are rooted in descriptions of written English , it is hard to find authentic spoken interaction in teaching materials. Studies have highlighted a number of problematic areas involving ELT materials in the presentation of speech acts of closing of conversation, complaint, apology, compliments and requests (Park, 2000, Grant & Starks, 2001). Boxer and Pickering (1995) examined seven ELT textbooks that were popular for teaching functions. Four were American textbooks and three were British. The purpose was to shed light on some problems in the presentation of speech acts in ELT textbooks. The analysis focused on the specific speech act of complaint. The findings pointed out that the majority of the material focusing on the teaching of complaining dealt with direct rather than indirect complaining. Explicit rather than tacit knowledge of how we speak was wrongly emphasized. A mismatch existed between data from spontaneous speech and data that were contrived through native speaker intuitions of textbook developers. Important information on underlying social strategies of speech acts was often neglected entirely.

It was pointed out that many ELT textbooks that were currently popular for the teaching of functions continued to concentrate on the acquisition of linguistic competence, with insufficient attention to communicative competence (Boxer & Pickering, 1995). The authors put forward a suggested lesson plan for indirect complaints which was based on spontaneous data from face-to-face interaction in a US university speech community. The purpose was to help learners know how to realize the speech act itself; what speakers' intentions are in their use of the speech act; how to respond appropriately; how to maintain cohesion and coherence in their part of the conversation, and how to keep the conversation flowing when their linguistic resources fail them. It concluded that only through materials that

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reflect how we really speak, rather than how we think we speak, will language learners receive an accurate account of the rules of speaking in a second or foreign language (Boxer & Pickering, 1995).

As far as pragmatic knowledge contained in textbooks is concerned, Vellenga (2004) studied four single ESL and four single EFL textbooks for university-aged adult students written by native speakers to find out the amount and quality of pragmatic information encompassed in both the ESL and EFL textbooks. He examined eight textbooks in terms of the general pragmatic information, the use of metalanguage, treatment of speech acts (such as requests, apologies, etc.), and metapragmatic information (including register illocutionary force, politeness, appropriacy and usage). He interviewed four teachers with both ESL and EFL teaching experience via email and on telephone to find how teachers use the textbooks in the classroom. Through qualitative and quantitative textual analysis, Vellenga indicated that textbooks contained a paucity of explicit metapragmatic information. He reported, "Although the amount of pragmatic information is small across all texts, a larger percentage of pages of EFL texts are comprised of pragmatic information"; however, the quality of pragmatic information is better in terms of number of speech acts presented and amount of metapragmatic cues in ESL textbooks. Even, when metapragmatic information is included, it is frequently limited in the range of options for expression presented to students. Findings also show that teachers seldom use supplementary material related to pragmatics (Vellenga, 2004). This study presents a broad definition of pragmatic information and clarifies what pragmatic knowledge consists of, which might provide some help in analyzing pragmatic knowledge for other research. However, single text analysis is conducted rather than series of textbooks. Two instruments (content analysis and interview) are used, but teachers are interviewed only via email and on telephone and the conclusion is based on their self-report. All these will affect the validity of the arguments. Although the amount of the pragmatic information in the textbooks is counted by pages, which is not accurate, this is an effective and manageable way.

The EFL learning materials that Algerian students used in secondary and middle school had an influence on their ability to use the target language appropriately, (Neddar, 2010) examined 8 textbooks, his comparative qualitative and quantitative study was between four (04) Algerian EFL textbooks and other four ones meant for international markets - that of Headway Oxford - was carried so that to study the amount of pragmatic information that Algerian EFL textbooks at college level provide to learners and to determine the

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amount of information and realistic language included. The author argued that there is a noticeable absence of pragmatic information in the textbooks and suggested some implications to remedy the situation. It should be pointed out that this study used data exclusively collected in Algeria. The analyzed textbooks were EFL textbooks for middle school English learners in Algeria. Quantitative data were analyzed and many aspect of pragmatic knowledge were tackled such as politeness, speech act information, appropriacy and metalanguage were explored. This analysis proved that the data in Algerian textbooks is judged not enough to raise learners' awareness and fail to highlight native speakers' norms of appropriateness, as there is a discrepancy between the speech acts and routine formulas used most frequently by native speakers and those introduced in the textbooks. Learners have thus limited range language to perform certain speech acts. This renders our learners unable to react appropriately to situations where discourse is highly pragmatically loaded. In such circumstances, they often draw from their own sociocultural background transferring some of their LI pragmatic features (Algerian Arabic) to L2. This transfer seems to impede learners' success in achieving full convergence of meaning when conversing with native speakers. Furthermore, this may sometimes cause cultural misunderstanding and embarrassment to the interlocutors involved in the interaction. Further research was suggested by all the authors who tackled the studies above. To put it concisely, it is the purpose of the current work to investigate another interesting part and different aspect of pragmatic competence from different perspective and in different context to fill a frequent gap in English language textbooks that are currently being used by all Algerian secondary school teachers and learners. The purpose is to join efforts and come up with the best methodology to integrate metapragmatic information in EFL textbooks pedagogically to help our learners be communicatively competent and use the target language effectively.

### **2.10. Conclusion**

This chapter presented the literature review. On the one hand, it traces the developments of research on pragmatics in terms of understanding and definitions and reviewed systematically previous studies about the development of pragmatics, which is viewed as a new subfield of linguistics. On the other hand, it examines studies on pragmatics in ESL/EFL teaching/learning and materials development. It argues that some targeted features of pragmatic knowledge are teachable and instruction of pragmatics in the ESL/EFL classroom is beneficial to the development of pragmatic competence. It also points out that

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ESL/EFL textbooks contain inadequate pragmatic materials that may put learners at a disadvantage in the development of pragmatic knowledge, particularly in EFL settings. However, this review shows that more research is needed on pragmatics in materials development and classroom teaching focusing on the EFL context, different populations, and different textbooks.

The majority of studies on pragmatics have been conducted in Western contexts. There is a need to gather empirical evidence from research conducted in different, particular contexts to strike a balance. This study intends to fill this niche. Furthermore, a connection was found that there is an interaction between learners' mother tongue and their target language. The literature review has also identified differences in how EFL speakers and native speakers of English use and perceive speech acts and other aspects of pragmatics. A further link that emerged from the literature review is the role of the curriculum materials and tasks for teaching pragmatics in the classroom. So, the findings as reported in the reviewed studies indicated a general lack of pragmatic content in the existing textbooks for ESL/EFL teaching. This is also one of the research foci of this thesis with a hypothesis that textbooks used for Algerian EFL teaching and learning lack a systematic treatment of pragmatics.

### **3.1. Introduction**

The present chapter examines the pedagogical landscape of this research .In fact; it describes the learning situation and the teaching of English as a foreign language in Algeria. To begin with, it highlights the importance of English in Algeria and the objectives of the English syllabus designers at the level of the secondary school in particular, the discussion focuses on the officially set objectives, the approach applied in this sector and the teaching materials that are used dealing with official textbooks as a model.

The second part of this chapter is devoted to the empirical phase of this dissertation; it strives hard to arrive at a consistent analysis of the EFL teaching/learning situation with reference to the inclusion of meta-pragmatic information in Algerian EFL secondary education textbooks. It aims at data analysis and investigation of the research questions .In effect, it has been designed under three underlying research questions. It is worth mentioning that the analysis of the results obtained from the triangulation of the research instruments led to both quantitative and qualitative data and paved the way to a practical conclusions and assumptions at the end of each investigation tool.

Research in the current chapter also seeks to shed light on the real causes underlying learners' inability to communicate effectively using the target language with respect to the two major poles of the educational scenes: teachers and learners who both influence what is going on in a language use classroom. It backs up- mere focus on the ins and outs characterizing the teaching/learning situation, it highlights the range of factors surrounding the teaching of English for communicative purposes .It goes without saying that such an analysis would give the researcher the possibility to diagnose the central assumptions leading this investigation and remedies that will be dealt with in the last chapter.

### **3.2 Methodology and Data Collection Procedures**

To conduct the academic studies, the researcher needs to ground his research to the necessary methodological considerations. The latter require the researcher to be substantively attached to certain systematic procedures and techniques that help effectively solve the handled problem situation. In order to investigate the current study the researcher has followed a research methodology which has been carried out as follows.

### **3.2.1. Research Method**

The researcher follows the descriptive method. To this objective, the descriptive research method is regarded as the appropriate design to be followed by the researcher in order to achieve the aim of the content analysis of the examined textbooks of English that are currently used in Algerian secondary schools. Seliger and Shohamy (1989) address the descriptive research as it involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena. Thus, based on the available evidence, and relying on empirical enquiries, the main data is reported and described to be issued into an overall analysis.

Concerning the research methodology, this research followed a mixed methods approach to collect and analyze the data : descriptive qualitative research method and quantitative research method. In relation to this context, Tashakkori and Creswell (2007) point out "Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches in a single study or program of inquiry"(p.4). Dealing with language learning studies, there has been recently a remarkable tendency to use the mixed-method approach for the comprehensiveness of its merits. Significantly, on the one hand, the qualitative method was undertaken to find out more information addressing the quality, meaningful actualities and attitudinal issues. On the other hand, the quantitative method was adopted to incorporate the numerical data and realities that were interpreted into different graphical forms.

### **3.2.2. Research Design**

This research study is carried out to explore the pedagogical relevance of meta pragmatic discourse in Algerian EFL secondary education textbooks, this issue was drawn from the fact that there is a lack of an appropriate model that can be used as an important EFL teaching material so as to help learners be exposed to a real life context that helps them exploit authentic materials in classroom and to highlight the relevant pragmatic features of the language from these texts.

To obtain reliable answers to the research questions , a case study was adopted in this research of a particular situation to help us gathering data about the contribution of meta pragmatic information to the improvement of learners' pragmatic awareness in general and communicative competence in particular.

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This study is carried out in an Algerian context where English is taught as a foreign language with the objective of helping learners achieve a level of proficiency that can enable them to use the language in communicating effectively. Indeed, it is a personal professional experience that a high percentage of secondary school learners of English have not acquired the desired level of proficiency, and hence finds it seriously difficult to communicate effectively using the target language even after years of formal instruction.

### **3.2.3.Aims of the study**

The aim of the present study is to seek how can meta-pragmatic information be integrated as a pedagogical tool in the Algerian secondary education so as to help Algerian EFL learners be communicatively competent and to prove that awareness-raising and task-based activities in relation to clear and contextualized instructions will be of a great importance. They can help EFL learners gain pragmatic competence through analyzing and evaluating pragmatic content of the English textbooks that are currently used in Algerian secondary schools. Specifically, this research purpose is to examine how are the speech acts linguistically presented in these textbooks and if appropriate contextual and meta-pragmatic information are provided for the objective of facilitating the learning of these speech acts.

To investigate the current study, the researcher select a rewarding EFL instructional material that are the English textbooks at the level of secondary school, for the purpose of providing learners with acceptable ways that help them overcome this problem through suggesting some pedagogical implications which may facilitate the inclusion of meta-pragmatic information as a pedagogical tool to enhance the students' communicative abilities.

### **3.2.4.The research sample population**

The teachers are important partners in the teaching-learning process, so the targated population in this study consists of 100 Algerian secondary school teachers of English, 34 female and 66 male. It goes without saying that all the teachers teach English as an obligatory subject in different Algerian secondary schools . They contributed to the study as data providers, most of them hold license degree, some of them hold master degree and most of them are experienced teachers.

EFL teachers were required in this investigative study in an attempt to elicit information about their perspectives on the use of English textbooks and their attitudes toward teaching English at the level of Algerian secondary schools. Accordingly, our informants

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were selected at random regardless of their age, sex and years of experience in their teaching career. The rationale of including them in this study was twofold first, to gain more relevant and in depth data since they are the direct deservers of their learners, second to gain additional guidance in order to ensure that the research was being conducted appropriately.

During this phase of research, the teachers expressed their willingness to respond to the questionnaire questions and accepted to participate in the current study so as to join efforts with policy makers, syllabus designers, textbooks writers and teachers to think about an English appropriate ELT materials and textbooks that can help and motivate our learners to communicate in context fluently and accurately using the target language.

#### **3.2.5. The research instruments:**

It should be mentioned at this level that a variety of research instruments: the teachers' questionnaire, content analysis and classroom observation are used along the data collection phase in order to cross check the results and validate them. First, a questionnaire was administered to 100 English language teachers who work in different Algerian secondary schools. Then, three English textbooks that are currently being used at the level of the Algerian secondary schools were analyzed in addition to classroom observation so that a triangulation emerged out of this process.

##### **3.2.5.1. Teachers' Questionnaires:**

The questionnaire is employed as a research instrument to collect the necessary information of this research, in which the respondents were given enough time to give accurate answers, thus the results can be made more dependable and reliable. Kothari (1990) indicate, "Wider and more representative distribution of sample is possible under the questionnaire method"(p.105).

This research instrument was adopted mainly to gain better insights about the informants' interests, attitudes, beliefs and opinions concerning textbook usage, the difficulties that they encounter when trying to communicate with their learners or their learners with their peers. To elicit their awareness of the importance of appropriate and fruitful textbooks and their perspectives on using them as a facilitator and rich source for learning the language and use in it in the right context.

The questionnaire was divided into three parts: the first part includes teachers' back

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ground information, it was written under the following title: teachers attitudes and preferences, the second part contains questions related to the first part of the research project that is textbooks usage and the third part is devoted to the core element of this research which is the inclusion of metapragmatic information , this part of questionnaire is formulated through the use of close ended and open ended questions which aim at providing answers to the research questions. It also allows us to collect data that can be analyzed quantitatively and qualitatively.

Close ended questions usually takes the type" yes" or " no" or multiple choice questions which are used for the possible responses that are provided by the researcher and a range of responses are prescribed and chosen by the respondent. Open-ended questions, on the other hand, enable the respondent to write a free response in their own terms and points of view, to explain and qualify their responses and it is used also to help identify possible answers for some questions. For more details, (see appendix A)

#### **3.2.5.2.The Observation**

Although the observation as a research tool has many limitations including lack of control over the variables as humans are constantly changing their behaviors owing to their moods, personal lives, or other circumstances, it is usually a valuable way in gathering raw data. "Since observation enable the researcher to note down what he or she sees as it occurs, observational data are often more accurate. "(Jupp and Spasford, 2000 p.59).

As far as the observational research is concerned, two main types, either structured or less structured observation, have to be used. Both of them have different aims, purposes, and procedures. However, in the current investigation, the researcher makes use of less structured observation or what has been referred to as "Ethnographic" observation. It requires an understanding of humans behaviors' related to different social aspects according to which they interact. Even though unstructured observation is thought to be flexible and less prepared, it provides a qualitative and detailed data from the chosen context.

The objectives of such instrument are to produce primary information through recording directly what has been seen by the researcher. Jupp and Sapsford (2000) state, "The observer participates in some way with the group under study ...while at the same observing the behaviors of group members": (p. 63).

There is a consensus that conversations, field notes, and audio or video recordings

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are used to record observation. The researcher, therefore, uses field notes in her investigation as she attended twenty English sessions in different Algerian secondary schools. During such a period, basic notes have been taken into account in order to validate the research findings and to investigate the current topic from a point of view of an insider. The first sessions provides an overview concerning the learners engagements and participation in communicative acts, how can a given conversation be managed, and a variety of tasks has been given so that the investigation can establish an idea concerning students' difficulties in communicating either with their teachers or with their peers inside classroom setting. (see appendix B).

#### **3.2.5.3. Content Analysis**

The Textbooks survey is qualitative although it is a quantitative in nature. It relies on techniques that apply more to numerical data using frequencies and percentages. In order to investigate the variety of topics, and categories of pragmatic information that are taught through the three in-use EFL textbooks in the Algerian secondary school, a content analysis is selected as a research method to evaluate whether they incorporate pragmatic and contextual information. It is a method that can be used with any "text". Educationists use it to study the content of the textbooks to introduce their judgments about them and to conclude their investigation with effective pedagogical implications that can lead to fruitful and worthwhile textbooks which offer classroom learners adequate opportunity for learning authentic language.

Content analysis is also defined as a research tool used to determine the presence of certain words or concepts within texts or sets of texts (Krippendorff, 1980). Texts can be defined broadly as books, book chapters, essays, interviews, discussions, newspaper headlines and articles, historical documents, speeches, conversations, advertising, theater, informal conversation, or really any occurrence of communicative language. In line with Krippendorff, Cunnings worth (1995) notes that content analysis is the interpretation of the data obtained, it contains a good understanding of professional judgment and experience as the implication of the analysis of different aspects of the textbook are taken into account.

It should be pointed out that the current textbooks were analyzed to find out the answer to the main research question "How can meta-pragmatic information be pedagogically integrated in Algerian secondary school EFL textbooks as a relevant tool to enhance EFL learners' communicative competence?". It also involved investigation into the content of the

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three English language textbooks used by secondary school learners and teachers. Content analysis has the longest history as a method of text analysis among the empirical methods of social research. It originally dealt with quantitative data and relied on counting the frequencies of word appearances in text content as it is mentioned previously (Titscher et al., 2000). Content analysis was defined as "a research technique for making replicable and valid inferences from data to their context" (Krippendorff, 1980, p. 21). It also embraces interpretations of latent content. In other words, qualitative content analysis expands beyond mere word counts to include meaningful inferences and conclusion from the data. Furthermore, content analysis can provide objective data as it is an unobtrusive method because it does not involve participants in a study (Neuman, 2003). The set of textbooks used by Algerian secondary school learners and teachers of English language were chosen for analysis. It consisted of three textbooks and they are entitled as follows (New prospects/Getting through/At the Crossroad), each textbook is divided into units, sequences and some rubrics.

The textbooks were analyzed on a line-by-line basis; this was expected to help shed light on the content of textbooks being used to teach non-native speakers of English at the secondary school level in Algeria.

#### **3.2.6. Pilot study**

The aim of the pilot study is to test the research instruments in order to make use of the feedback for modification and development. It is important to make sure that the instrument items are understood and its instructions are clear. It also helps to measure how much time it takes to answer the questions of the research instrument. Teidjlingen and Hundley (2001) indicate that pilot studies constitute a crucial element of a good study as they can yield useful insights. They point out that although carrying out pilot studies, the results might not guarantee success in the study.

As far as the questionnaire is concerned, it was distributed and sent to 100 teachers of English in different Algerian secondary school. The questionnaire is divided into three parts, each part contains six questions. Distributing the questionnaires and receiving them back took about four weeks. The research participants were informed that they could respond to the questionnaire and send it back at their own pace taking the participants' commitments into consideration. It was important to give them free space and not to impose any time restrictions.

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Although the pilot study sample does not exactly match the target sample, this is the only sample which has been obtainable. Availability and convenience were two major criteria for the selection of this sample. It is also important to reiterate that the principle aim of the pilot study is to check the clarity and the validity of the questions. This aim was achieved to a satisfactory extent by taking into account the pilot study sample responses, subsequent modifications were carried out. It is also important to indicate that in order to ensure content validity; the items of the questionnaire had been checked by the supervisor and three Algerian inspectors of English before distributing the questionnaires to the research informants in the pilot stage. The realities elicited in this stage revolve around adjusting, correcting and removing the ambiguities in general. So, in this piloting phase; few changes are done to add further clarity and precision.

#### **3.3. Analysis of Classroom Observation Results**

This part is devoted to the analysis of data gathered during classroom observation, which was meant to give a clear image of what is happening inside the language learning classrooms. Classroom observation is considered as one of the most effective research tools in collecting qualitative data. It diagnoses the extent to which a particular issue is tackled at a language classroom. It is hoped that this section would bring together data from classroom observation and teachers' feedback to help answering the questions surrounding the present investigation. It has also got interest in observing some learners strategies during the twenty planned sessions in different Algerian secondary schools. The teachers were observed for 3 hours each without being informed about the purpose of the observation and field notes.

The classroom observation has helped the investigator to rate and qualify the observed behaviour and phenomena. The focus of classroom observation was on teachers and their classroom instruction. The researcher observed the teachers practicing their classroom instruction. The benefit of working within the actual language-learning classroom was that research results can be translated into recommendations for pedagogical practice with more plausibility. At the first sight, the researcher intended to use an observation scale for standardizing the participants' data collection procedures, but later the researcher viewed that "unstructured observation" that seeks to observe the teaching/learning scene in more general terms would be a better tool. Therefore, data gathered from open observations were supposed to take the form of impressions and field notes.

A checklist was used in the classroom observation. This was a list of expected behaviors

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pre-prepared. Every time some behavior occurred during the specified observation time unit. The observer entered a tally mark next to the appropriate category. Its aim is to provide a framework for the observation that will enable the observer to be alert to the same activities and be looking out for the same things; record data systematically and thoroughly and produce data which are consistent. Observations focus primarily on (a) pragmatic materials (from both textbooks and supplementary materials), (b) pragmatically oriented tasks (from both textbooks and the classroom teaching), (c) teaching approach and (d) categories of pragmatic knowledge. Classroom observation adds another layer to the research and helps in finding answers to the research questions. The classroom observation checklist is based on COLT (Communicative Orientation of Language Teaching Observation Scheme) given by Spada and Frohlich (1995) with some adjustment for the purpose of the present study. Field notes were also used. (see appendix B)

The collected information pointed to numerous factors that have directly or indirectly influenced the teaching of English for communicative purposes and the hindrances that impede Algerian EFL learners from being aware of the importance of meta-pragmatic information in achieving effective and successful communication. These factors were summarized as follows:

#### **3.3.1. Learners' attitudes towards the learning situation**

The type of attitudes each individual learner possesses play a crucial role in his learning process as the learner can reflect high personal motivation for learning the language and for achieving best results in terms of language acquisition (Olshtain, 1988). As far as the informants' attitudes toward the English course are concerned, they were mainly negative. Many classroom attitudes have shown so, coming to class most of the time without preparation (without doing home works and projects), passive participation, bad marks in tests and exams, the informants lack of interest during English lessons in general, their short span attention and their lack of involvement in classroom activities.

#### **3.3.2. Learners' Lack of Motivation**

Motivation is an important factor to enhance the learners' learning process. It is the key element that allows us to change behavior, develop competencies and boost engagement. Unfortunately, most of our learners suffer from demotivation especially when it comes to learning a foreign language because of so many factors. It should be noted at this level that the

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researcher attended ten sessions with a second year foreign languages stream and other ten sessions with a third year foreign languages stream .Third year pupils were motivated to some extent than second year , this may go back to the fact that they were about to sit for their baccalaureate exam .So, such an instrumental motivation may help them get good average since they are obliged to work hard in all their modules especially English because of its high coefficient .Indeed both classroom observation and experience corroborate the findings that learners with poor attitudes about the context , school, subject matter and this may present a major teaching challenges.

Many factors can be set as responsible for students demotivation in any foreign language class .To begin with, the bad marks obtained in tests and exam let the learners lose control and lack motivation because failure may produce negative attitudes which may help breed further failure (Little Wood,1989). So, teachers are asked to convince learners that they can get best marks if they use the right techniques and strategies .Next, the subject matter content besides learners' anxiety about the language learning atmosphere in general since the more learners feel anxious , the less they have to achieve in learning in general. Many learners suffer from this problem because they come to the class either with negative learning experiences or due to their low proficiency level, which made them passive participant as they hesitate to express their ideas thus, engage in communicative tasks. In such a situation , the teacher is urgently required to increase learners' motivation , confidence and self-esteem by showing interest , encouraging participation with mistakes, using ICT and authentic materials can help foreign language learners be motivated through making needs analysis that suits the learners individual differences.

#### **3.3.3. The students' low level of proficiency**

The fact that the teacher is no longer the sole source of knowledge and that the learning activities compatible with CLT should be learner –centered implying as indicated above that the learner is no longer a mere passive recipient, but rather an active agent contributing to the success of the learning process. In many classes, however, the students having a good command of English represent a very small percentage .For instance, in six classes including 160 second year secondary school students , only 30 of them got good marks in English during the first term of the academic year 2016 -2017 and the majority of low marks ranged between 00,25 to 5 out of twenty .The marks that a number of students got in their English baccalaureate exam may be deemed another proof of the high percentage of low-achievers among Algerians secondary school English learners.

Relying on a personal teaching experience and the current observation, it could be asserted that in many schools, the number of students (4) with a good or satisfactory level of proficiency in one class of 31 learner is less than the number of group work activity which would make it very difficult, if not impossible for learning activities to be centered, and hence communicative. This situation leaves the teacher on the horns of a dilemma if he/she designs activities compatible with the class standard, only the brilliant students can benefit from these activities; the learners with low level become out paced, and if he/she designs activities which suit the low learners standard, the excellent ones will feel that they are wasting time since they think they are not making any progress.

### 3.3.4. Pragmatic input in the English classroom

Pragmatic input occurred in each class and in some sessions although the amount of pragmatic input differed. For example all teachers spent more than one session introducing American civil rights movement to their learners when they taught Unit 2 (Make Peace) getting through, Book 2. They talked about the American Revolution, the slavery system, civil rights events, civil rights heroes such as Martin Luther King and Nelson Mandela, etc. teacher 1 spent about 15 minutes showing the documentary script "*Kings address I have a dream*" to her learners. By watching it, she expected that the students would acquire a deeper understanding of American history and slavery/racism that were present at that time. Sometimes, during the entire session, teachers only touched on one pragmatic point very briefly with no detailed explanation. For example, teacher 1 asked her students about some cultural aspects that have relation with the theme of the unit but she did not make any further comment. In general, the average percentage of pragmatic teaching in three observed teachers' class was not enough in comparison with the average percentage of language teaching.

What teachers teach in class in terms of pragmatic knowledge covers cultural information, speech acts, metalanguage (usage and collocation), such as usage and collocation, and metapragmatic knowledge, such as style, formality, context, discourse although the amount of each type of pragmatic knowledge varies. For example, teacher 2 once explained the way British people write letters to agony aunt when they have a dilemma. She mentioned some pragmatic information to help learners get an idea about the type of letter they are supposed to write (how, to whom, why). Metapragmatic information in such a context may refer to (style, formality, context, discourse and Speech acts mainly greeting and persuasion when teaching Unit 3 Getting through, year 2, Teacher 3 introduced the term "direct speech" to her students

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by explaining that direct speech can make the story more vivid. She pointed out the examples from the previous text.

The pragmatic materials used in the classroom are textbooks and audio visual aids sometimes. In teaching Unit 2 "Make Peace", Getting through year 2, all teachers used the information about slavery and racism presented in the textbook. In addition, they found supplementary reading materials about American Civil Rights movements for their students. Teacher 3 played recording of the speech delivered by Martin Luther King in the classroom. When giving a presentation, a group of students talked about black people's life by playing parts of the film "*Gone with the Wind*" to the class. This included explicit instruction, implicit instruction, and conducting tasks. Explicit instruction was the method most frequently used in class by all teachers as all of them explained how to use some writing strategies, such as metaphor and coherence in class. In terms of implicit instruction, teachers often exposed their students to materials, which contained much pragmatic knowledge without any instruction. Teachers sometimes assign students homework, such as reading material, watching news, and seeking information on the Internet, etc. and just let them pick up some knowledge if they can.

In addition, general pragmatic information were highlighted in a form of a register. The learners were asked to make the difference between formal and informal structuring ( letters/invitations/e-mail) through mentioning the importance of making the difference between writing formal and informal letters (teacher 3, Year 1), politeness was mentioned to the learners by their teacher when she told them that they could use their intonation to show their emotions and attitudes.

#### **3.3.5. Tasks**

With respect to the tasks used by the teachers in their lessons, the teachers under observation provided their learners with some model language before asking their students to practice individually, in pairs or sometimes as a group work taking into account meta-pragmatic information as the ultimate goal for enhancing the learners' communicative competence. For example, practicing conversations in pairs or group work, interpreting pictures related to the themes of the units, assigning roles to students accompanied by instructions on what they should do to perform the roles. Other activities and tasks included discussion, drilling when teaching lexical items, answering multiple choice questions, comprehension question especially when teaching listening and reading.

### **3.3.6. Materials used to teach communicative acts with meta-pragmatic information**

All observed teachers rely on textbooks to a large extent to teach all the language aspects with limited supplementary materials such as teaching cards, visual aids and information and communication technologies from time to time. One of the teachers being observed used a video clip featuring a conversation between a teacher and her student in a British classroom. The excessive use of textbooks as an instructional material may go back to the fact the teachers found them obliged to teach according to the syllabus with an orientation toward an exam, which tests mainly writing skills, vocabulary and grammar. Therefore, instructors faced many difficulties in choosing or adapting their own teaching materials.

Using authentic materials to teach the target language in general and communicative acts that contain meta-pragmatic information in particular is very important, using authentic materials in EFL classes can expose the learners to real life context and make them in front of genuine instances of language use as opposed to the translated versions. It can also raise EFL learners' motivation, self-confidence and help them develop a range of communicative competencies and enhance positive attitudes towards learning the language. Another point which deserves consideration here, is the reliance on textbooks that made the English sessions not fully communicatively oriented. Thus, encouraging learners engagement and understanding through the use of concrete communicative use of language was nearly neglected. Furthermore, although most of the observed teachers appeared to be knowledgeable enough about the English language content, they were not so when it comes to ways of teaching the communicative uses of the different aspects of the English language. This can go back to the fact that teachers were more confident in teaching language content than communicative tasks. After the introduction of the CBA approach, which minimized their major role as the key player in the teaching/learning scene.

During the class observation, it was as well convenient to observe the teachers' assessment procedure to find out its relation with the problem under investigation. Unfortunately, classroom observation asserted that not only there was not enough practice to consolidate the introduced structures, but there was also a total absence of learners' pragmatic and thus communicative ability assessment.

### **3.4. Interpretation of results**

Several observations have created the opportunity to reflect and develop ideas about the connections between teacher planning, lessons' structure and learners' experience, the causes

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of problem under investigation seemed deeply rooted to a number of unsatisfactory teaching conditions, teacher's inconvenient teaching methodology in addition to some teaching/ learning assumptions about English and its different aspects. The constraints of the local contexts and most learners' loss of motivation have also contributed to the problem, in addition to the teacher's neglect of their learners' difficulty in understanding the language context and the teacher's meta-language, taking for granted that English must be accepted as the sole language of instruction has also negatively affected the situation. The most important factor is the teachers' focus on grammatical correctness at the expense of fostering in learners a degree of appropriate use of language taking for example charge of teaching 3AS learners the appropriate grammar under such unsatisfactory conditions was far from being realistic, this urged some of the observed teachers to adopt a traditional way of teaching that seemed to be far from being communicatively oriented.

On the far light of such teaching circumstances, all language aspects vocabulary, lexis, grammar were more teachers dominated than learner- centered and communicatively oriented. Several observations of the English classes revealed rare evidence of communicative language use and thus pragmatic understanding , relying on classroom observation and teachers discussion we can dare to say that the EFL classes were still not fully competency based, learner-centered and communicatively oriented because of the constraint of the local context. Evidence also suggests the impracticality of expecting learners to be directly involved in taking charge of their own learning process using a medium of interaction that is usually different from their mother tongue.

To put it in a nutshell, both teachers and learners were required to develop new teaching and learning strategies, however the teaching / learning circumstances have made this goal unrealistic and impossible to be achieved in the absence of sufficient teacher training resources , facilities and within the presence of an inconvenient learning environment due to the lack of the target language exposure. In addition, the English language low coefficient as well as most learners' low proficiency level have inhibited learners from many opportunities of practicing communicative acts in different contexts and using cognitive and meta-cognitive strategies which have been proved to be of great importance in helping learners remember, practice and , use language in context correctly and appropriately to achieve communicative purposes.

#### **3.5. Analysis of the teachers' questionnaire**

The teachers' questionnaire was meant to determine the extent of the informants'

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critical reflection on their own teaching experiences and of EFL teacher / learner preferences and strategies use. It is estimated that the analysis of the results obtained from such a research tool will clearly eliminate the host of factors that interfere and somehow shape the informants, teaching/ learning assumptions.

The questionnaire was meant to be administered to teachers of varying teaching experiences in order to collect data from different informants, both novice and experienced teachers. It is hoped that data of that kind would give the researcher the chance to tape reliable information about the questioned teachers and the type of meta-pragmatic information they use with their learners to achieve a particular level of communicative competence. One hundred examples of questionnaires were distributed to the research informants, but some conditions have reduced this number to 91 mainly the practical difficulty of coming back to some schools. The questionnaire included a set of 16 questions divided into three parts. The chief interest of the teachers' questionnaire was the identification of further variables (attitudes, assumptions, practices, motivation and experience) that might add further information on the subjects' language teaching and meta-pragmatic features insights and experiences.

During the analysis, each question will be dealt with separately. It is also worth mentioning that the analysis of the data presented in those questions will be considered both qualitatively and quantitatively using descriptive statistics and percentages to analyze them section by section. In fact, teachers' questionnaire was of a great importance as far as it helps in offering considerable information about many areas that have direct relation with the issue being investigated in the current study. To name but a few : teachers experience and perspectives toward the real causes behind their learners' difficulties in achieving real communicative instances of language use, their learners needs and preferences in addition to the importance of meta-pragmatic information and features within authentic teaching materials to help learners' fulfill some communicative needs.

#### **3.5.1. Teachers Demographic Information:**

<b>Teaching Experience</b>	<b>Less than 5 years</b>	<b>From 5 to 10 years</b>	<b>More than 15 years</b>
	4	11	76
	4.39%	12.08%	83.51%
<b>Qualifications</b>	<b>BA</b>	<b>MA</b>	<b>PhD</b>
	48	41	2

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	52.74%	45.05%	2.19%
<b>Receiving pragmatic knowledge when studying for the degree(s)</b>	<b>No</b>	<b>Yes</b>	
	80	11	
	87.91%	12.08%	
<b>Overseas Learning Experience</b>	<b>Yes</b>	<b>No</b>	
	85	6	
	93.40%	06.59%	

**Table 4.4.1: Teachers personal information**

In order to ensure realistic facts on the personal level, teachers were asked about their experience in teaching English at the level of secondary school. This can be a reference point that might provide the researcher with more facts if the teachers coexisted with the different changes that ELT in Algeria has undergone and whether they implement learner centered approach and the adaptability of the communicative strategies. In action, the majority of teachers were experienced (76) since they have been teaching English at the level of secondary school for more than 15 years. While, few of them were newly recruited (novice teachers 4) .Though the participants, teaching experiences varied from less than five to more than fifteen years, it was noticed that the percentage of teachers with 10 or more years of experience (83,51 %) was much greater than that with less than ten years of experience (12.08%). With respect to the qualifications held by the instructors, about 52,74% of the study participants had a BA i.e. license degree and about 45,05% of the teachers being investigated had a master's degree while only 2,19% of them had a doctorate degree.

As far as overseas learning experience is, concerned, only six teachers out of 91 had studied overseas which means that they had overseas learning experience. The countries where the teachers had studied included the United Kingdom, Tunisia, France and Canada. The information above can help in foregrounding the context of the study. Therefore, they are not going to be used for a detailed factor analysis. It should be pointed out that 89% of the study participants indicated that they had not received pragmatic knowledge when pursuing their university studies while only 11% of them stated that they had studied pragmatic and discourse analysis as a module in their higher education and academic training.

**3.5.2. Algerian English Language Textbooks at the Level of Secondary Schools**

Statements 1-7 below investigated teachers' thoughts and perceptions about the use of the teaching instructional materials in general and textbooks in particular taking into account the English language textbooks that are currently being used in all the Algerian secondary schools.

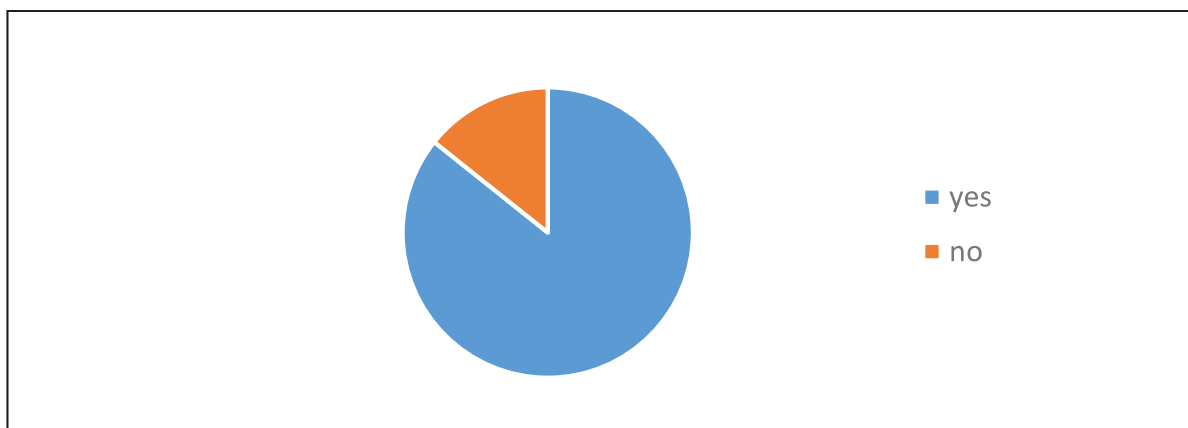
**3.5.2.1. The Use of the English Language Textbooks in Class**

Concerning the instructional materials used in the ETL classrooms in general and English textbooks in particular. The researcher asked the teachers whether they constantly refer to the textbooks designed by the ministry of education or not since, they are considered as the main source of the language input besides that of the teacher of course.

	<b>AF</b>	<b>RF</b>
<b>Yes</b>	78	85.71%
<b>No</b>	13	14.28%

**AF:** Absolute Frequency (out of 91). **RF:** Relative Frequency (%)

**Table.4.4.2.1: The teachers' constant reference to the English textbooks in class**



**Figure.4.4.2.1: The teachers' constant reference to the English textbooks in class**

As for the data about teachers' constant reference to the English textbooks in class, the proportion of 85.71% of the research participants said that they depend continuously on the textbooks in their day-to-day teaching as it is mentioned in the table above. However 14.28% of the informants referred to them in a frequent way i.e. they support their teaching with other instructional materials such as videos, charts, handouts, songs, ICTs ... etc. Concerning the teaching levels and the use of the three different Algerian English textbooks, there have been different answers provided by our informants .55 % of the research participants claimed that they have taught first year which means that they are familiar with the syllabus and the textbook

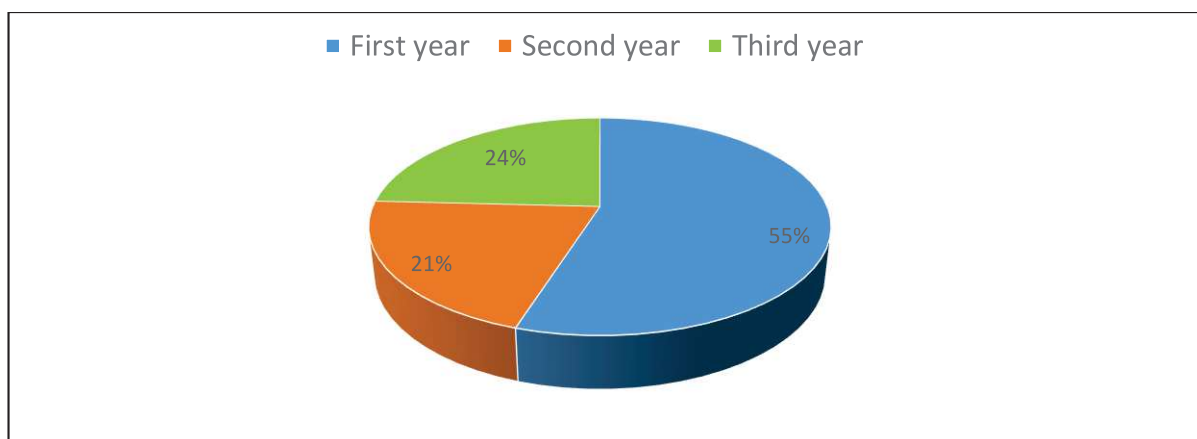
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of this level which is entitled: " At the crossroad " while 21% said that they have taught second year i.e. they use "Getting through " in their daily teaching and 24% answered that they have taught third year. Therefore, they are in touch with the third year secondary education syllabus and textbook "new prospects" as shown in the table above.

It is important to mention that all teachers have taught more than one level. This information indicates that they are well acquainted with all the secondary school program, the syllabus, the learning objectives and hence, the course book's strength and weakness.

	AF	RF
<b>At the crossroad</b>	50	55%
<b>Getting through</b>	19	21%
<b>New prospect</b>	22	24%

**Table 4.4.2.2: Teaching levels and the use of the English textbooks**



**Figure.4.4.2.2: Teaching levels and the use of the English textbooks**

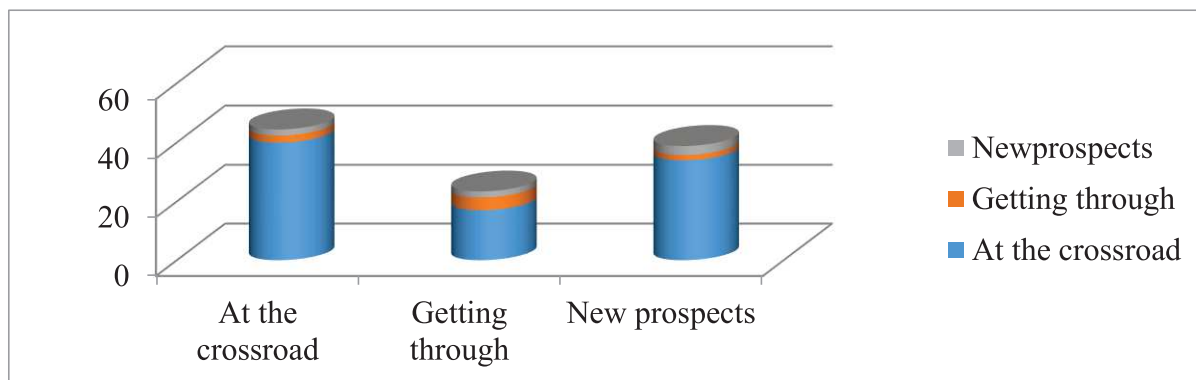
#### 3.5.2.2. The Usefulness of Algerian Secondary Education Textbooks

The use of EFL published materials is more widespread than ever before since textbooks provide EFL teachers with guidelines concerning syllabus, teaching methodologies and the lessons to be taught. They are considered an essential component of any EFL course and thus the selection of the best suitable book for a particular context demands careful attention. So, Algerian English teachers were asked about their perceptions concerning the three English language textbooks that are currently being used in the Algerian secondary schools.

	AF	RF
<b>At the crossroad</b>	40	43%

<b>Getting through</b>	18	20%
<b>New prospect</b>	33	36%

**Table 4.4.2.2: Teachers perspectives about the English textbooks**



**Figure.4.4.2.2: Teachers perspectives about the English textbooks**

As highlighted in figure 02 above, the majority of the teachers 43,95% preferred "at the crossroad" textbook which is currently being used for first year secondary education , 36.05 % of the research participants chosen the third year textbook .However, "getting through" that is designed for second year is the least preferred one 20%.The reasons provided by the teachers to justify their preference of a given textbook were various. For the sake of readability, the important ones were grouped into three sets, each of which relates to a given textbook and are presented as follows.

### **3.5.2.2.1. Teachers’ reasons for preferring "At the crossroad"**

Some teachers stated that "At the crossroad" is useful for its simplicity, interesting topics, it copes with the learners needs besides the interesting themes, projects and well elaborated , they also mentioned that they have learnt much from it, they believe that it is a worthily document. The reasons provided by the teachers have to do with the content of the textbook. They point to the interesting themes included in this teaching material and they go further to refer to the role this textbook plays in the socialization of the learners through teaching them how to function in real life situations. According to these teachers, the current textbook is a teaching document that takes into consideration the didactic as well as the humanistic aspects of language teaching/learning.

### **3.5.2.2.2. Teachers’ reasons for preferring "New prospects"**

The reasons put forward by teachers for preferring "New prospects" fall within

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three main categories. The first is related to its teaching content in terms of both linguistic knowledge and themes. The second category deals with its simple methodology that copes well with the learners' needs as well as its didactic value.

#### **3.5.2.2.3. Teachers' causes for preferring "Getting through"**

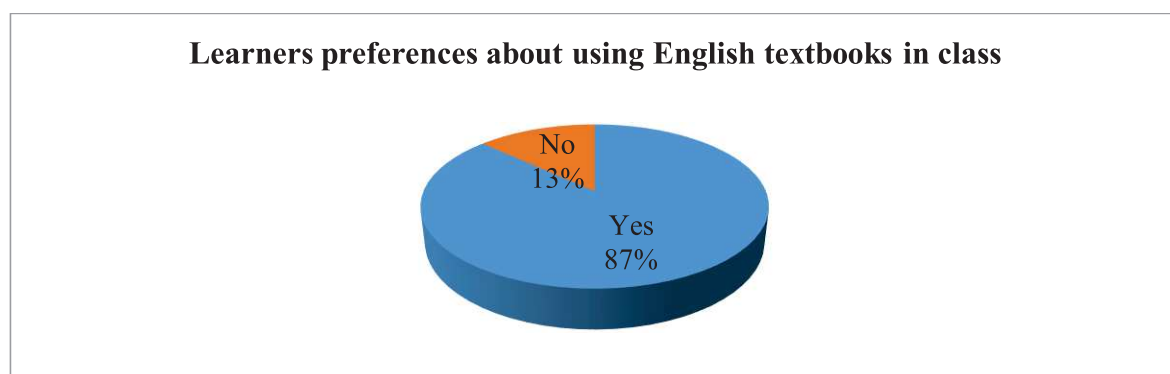
As far as "Getting Through" textbook is concerned, most teachers who preferred the current textbook claimed that it teaches students to function in real life situation. It gives students a feeling of success and achievement in language teaching because of the approach and the different themes in it.

#### **3.5.2.3. Learners attitudes toward using English textbooks**

Identifying learners' attitudes toward using English textbooks would yield insights as to its suitability; whether it actually did what it claimed to be doing and whether it accomplished its set goals. It was therefore important to ask the participants whether their learners prefer to use textbooks or not since these textbooks are supposed to correspond to the learners' needs of the particular situation, to promote communicative language, learner autonomy, made use of problem solving approaches and allow for differentiated instructions.

	<b>AF</b>	<b>RF</b>
<b>Yes</b>	79	87%
<b>No</b>	12	13%

**Table 4.4.2.3: Learners' attitudes toward using English textbooks**



**Figure 4.4.2.3: Learners' attitudes toward using English textbooks**

As shown in the pie-chart above, 87% of the teachers confirm their learners preferences to use their textbook at class. However, 13% of the study participants answered that their learners do not like using textbooks in their studies and some of them they added

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that they are not sure about that, not really knowing if the learners actually like using a text book or not. Therefore, instructional materials should be designed carefully since they play a crucial role in the teaching /learning process and can help learners develop positive attitudes toward the language or the subject matter they are dealing with.

#### **3.5.2.3. Most useful textbook for teaching English communicatively**

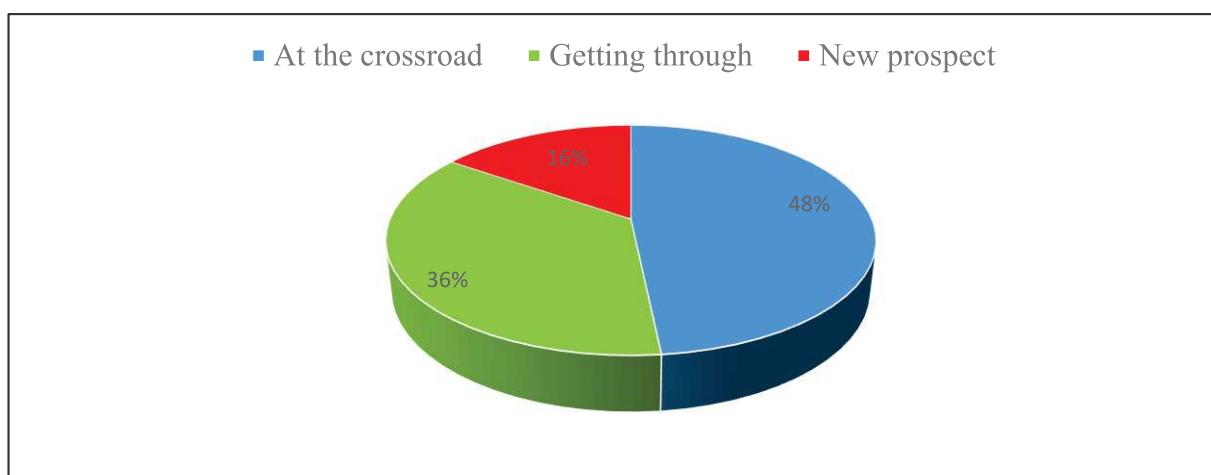
As shown in the pie-chart below , 49% of our informants selected “At the crossroad” as the most appropriate textbook for teaching English communicatively .While 36% of our informants chose “New Prospects” and only 15% among the teachers being questioned said that they think that “Getting through” is the suitable textbook for teaching the target language in context. It is understood that the study participants were asked to justify their answers if possible and their replies were as follows

The teachers who found “At the crossroad” more appropriate to teach English communicatively put forward two main reasons. The first one has to do with the cultural content of this textbook which favors the English context .The second reason points to the role of the learners who are more encouraged to speak with native speakers .The teachers who selected At the crossroad as being more appropriate for teaching of English communicatively provide a number of reasons relating to the teaching approach methodology since the textbook is based on the competency based paradigm as it is the case with the other textbooks. So, this methodology provides better chances to the learners to communicate either orally or in writing. In addition, it fosters two types of interaction, teacher / learners and learners/ learners. Then, the teaching content of this textbook is rich and inclusive as far as linguistic and general knowledge is concerned. This stimulates the learners’ communicative skills. They seem to be attracted by and involved in the themes studied which are up to date ones.

Some instructors mentioned that some activities seem to be learner- centered thus they constitute another factor that makes the textbook a useful material for communication practice, the teachers cite some rubrics such as "your turn " and " communication out comes " as concrete examples of tasks that make and enable learners to use English communicatively. As far as participation is concerned learners are often invited to give their opinions on topics or to compare between their local environment context and those described in the texts .These were the main reasons which, according to the teachers questioned, make "At the crossroad" a textbook more appropriate for the teaching of English communicatively than the other textbooks .

	<b>AF</b>	<b>RF</b>
<b>At the crossroad</b>	44	49%
<b>Getting through</b>	33	36%
<b>New prospect</b>	14	15%

**Table 4.4.2.4: Textbook suitability for teaching English communicatively**



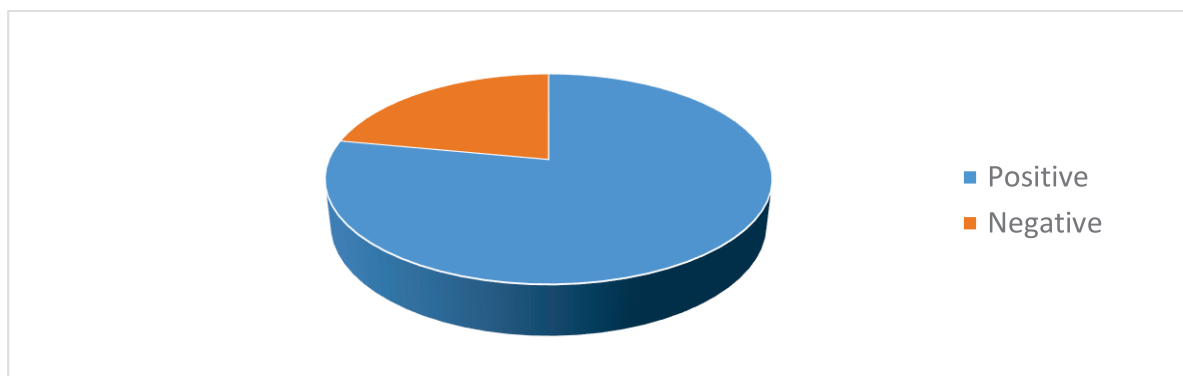
**Figure 4.4.2.4: Textbook suitability for teaching English communicatively**

### **3.5.2.4. Teachers’ attitudes towards culture teaching**

The data presented in the table below show that this question won unanimity among the respondents; they all think that integrating culture in and along EFL classrooms is very important. As exposure to the cultural information in the target and in the source culture is necessary, the textbook gives the learners the opportunity to process cultural meaning in cross – cultural situations. In this regard Byram et al (2001) support the belief that a language can’t be taught separately from its culture. Taking into consideration, the facts presented in the table below, 78.02% of the surveyed EFL teachers are in favor of introducing culture in the national policy in both explicit and implicit ways through the available document. In other words, they believe that language through its culture would achieve the communicative competencies and, hence forth, the intercultural communication skills. Teachers’ opinions are of great importance because they are the final practitioners who will invest these matters while being in class. No doubt, the teachers agreed that culture is an essential element in teaching English, which indicates their awareness of integrating it in English teaching.

	<b>AF</b>	<b>RF</b>
<b>Positive</b>	71	78.02%
<b>Negative</b>	20	21.97%

**Table 4.4.2.4: The teachers' attitudes towards culture teaching**



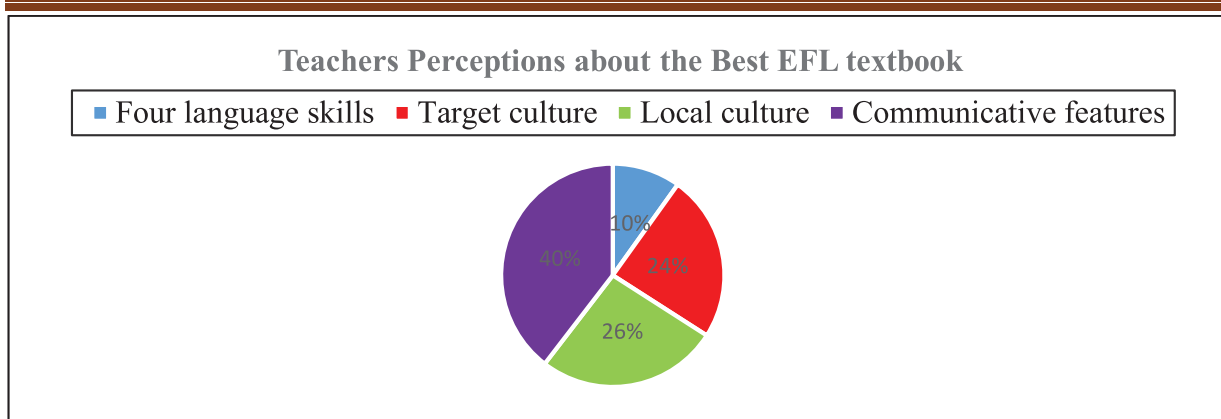
**Figure 4.4.2.5: The teachers' attitudes towards culture teaching**

### **3.5.2.5. Teachers' Perceptions about the Best EFL textbook**

As far as this statement is concerned, the majority of the study participants 40% think that the best textbook for teaching the English language effectively is the one which includes communicative features and encourage communicative competence which means that they are aware of the importance of being communicatively competent in order to master any language .26% of the informants state that the local culture plays a crucial role in facilitating the learning of the language while nearly the same percentage 24% of them believe that the target culture of the language being studied is of a great importance too since we can't learn any language by detaching it from its real context of use . It should be pointed out that some participants also saw the four language skills as a key issue for acquiring or learning a foreign language.

	<b>AF</b>	<b>RF</b>
<b>Four language skills</b>	09	10%
<b>Target culture</b>	22	24%
<b>Local culture</b>	24	26%
<b>Communicative features</b>	36	40%

**Table 4.4.2.6: Teachers Perceptions about the Best EFL textbook**



**Figure 4.4.2.6: Teachers Perceptions about the Best EFL textbook**

### 3.5.3. The Semantic and the Pragmatic Meaning in the in Use Textbooks

The statements 1-8 below aims at highlighting the teachers perceptions and attitudes towards the pragmatic and the semantic content in the English language textbooks being currently used by both Algerian English language teachers and learners at the level of the secondary school.

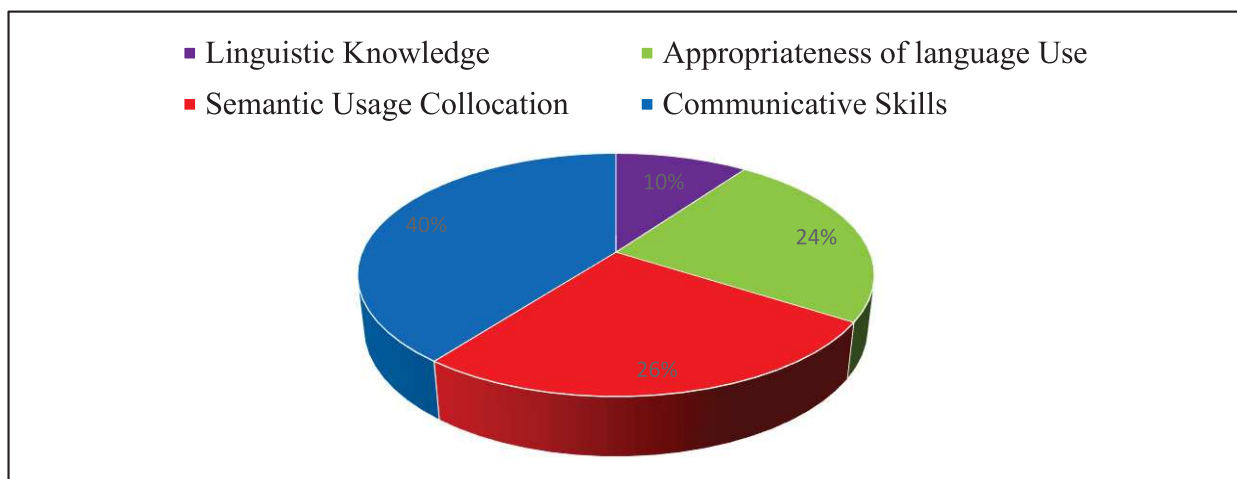
#### 3.5.3.1. Types of knowledge and skills taught in EFL classrooms

From the data elicited in the table and the pie chart below, it can be observed that linguistic knowledge was taught by 58% of the research participants. Pragmatic knowledge in the form of appropriateness of language use was considered to be important to the teachers, but their answers did not reflect that since only 10% of our informants admitted that they gave it an important part in their lesson plans .While, semantic usage collocation was ranked as being frequently taught and the least important one was the communicative skills. This latter may lead us to identify how deep is the gap between teaching English for communicative purposes and teaching it for academic objectives. This data are in agreement with the participants' thoughts about teaching linguistic knowledge versus pragmatic knowledge and teaching English communicatively, that has been discussed previously. It should be pointed out at this level that some teachers admitted that they had been teaching pragmatic without knowing that it was pragmatic. This indicates that pragmatics did not receive adequate attention either in teacher training or in the university curriculum.

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	AF	RF
<b>Linguistic Knowledge</b>	09	10%
<b>Appropriateness of language Use</b>	22	24%
<b>Semantic Usage Collocation</b>	24	26%
<b>Communicative Skills</b>	36	40%

**Table 4.4.3.1: Types of knowledge and skills taught in EFL classrooms**



**Figure 4.4.3.1: Types of knowledge and skills taught in EFL classrooms**

#### 3.5.3.2. The importance of the semantic meaning in understanding English language utterances

The pie-chart below illustrates an agreement of the study participants about the importance of the semantic meaning for understanding the English language utterances .71% of our informants stated that the semantic meaning is enough for learning any foreign language which means that these teachers are not aware of the importance of pragmatics and its relation with teaching the English language communicatively ( relating form to context ) and its role in enhancing EFL learners communicative competence while 20% of our informants state that the pragmatic meaning is important for communicating effectively but not of its own thus it should be linked to the pragmatic one because the semantic meaning is as important as the pragmatic meaning .

	AF	RF
<b>Yes</b>	25	27%
<b>No</b>	66	73%

**Table 4.4.3.2: The importance of the semantic meaning**

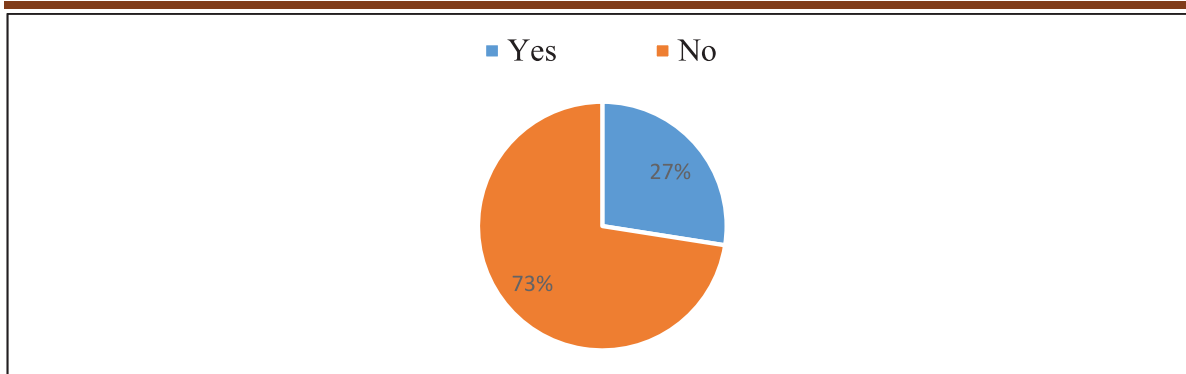


Figure 4.4.32: The importance of the semantic meaning

### 3.5.3.3. Teachers' background knowledge about pragmatic and meta-pragmatic

As far as the statement above is concerned, the pie-chart below indicates clearly that (82%) of the study participants do not know what the terms pragmatics or metapragmatic mean. However, only 18% of the study participants declared that they have some background knowledge about pragmatics and metapragmatics. It should be pointed out at this level that the study was carried with all the participants after doing a pilot study that helped in explaining some key words that have a direct relation with the research topic especially to those who stated right the beginning that they do not have a good understanding of pragmatic knowledge. Algerian teachers of English used to hold to the belief that learning English means learning the language itself, such as grammar, vocabulary, and syntax, which was reflected in English classroom teaching with a focus on language form and information transmission.

	AF	RF
Yes	36	40%
No	55	60%

Table 4.4.33: Teachers understanding of pragmatic and meta-pragmatic

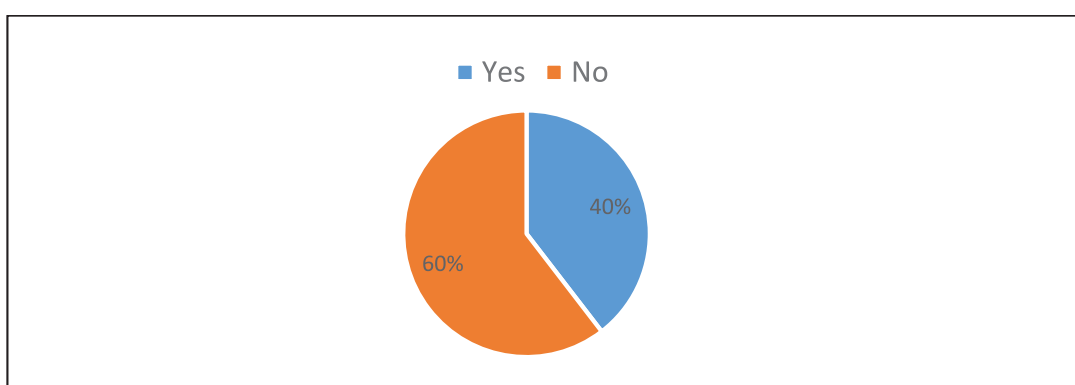


Figure 4.4.33: Teachers understanding of pragmatic and meta-pragmatic

### 3.5.3.4. Teachers attitudes toward teaching the semantic and the pragmatic meaning

This question items is meant to probe teachers' attitudes towards teaching pragmatics as shown in the table and pie chart below. As expected, 51% of our informants favor the use of the pragmatic meaning in order to support the semantic one. They admitted the importance of the pragmatic meaning in addition to the semantic one; however, 22% of the research participants preferred not to include the pragmatic meaning because it will complicate things for learners as it will be very difficult to search for the adequate materials and the suitable opportunities to teach it. The importance of teaching pragmatics is justified with reference to the lack of pragmatic knowledge that can cause misunderstanding. Pragmatic knowledge helps students know how to use language appropriately because if we just know the meaning of each word, but we do not know how to use it in the correct situations and the suitable context, then we can cause misunderstanding and communication breakdowns or failure.

	AF	RF
<b>Semantic Meaning</b>	20	22%
<b>Pragmatic Meaning</b>	25	27%
<b>Both of them</b>	45	51%

Table 4.4.3.4: Teachers perceptions of the semantic and the pragmatic meaning

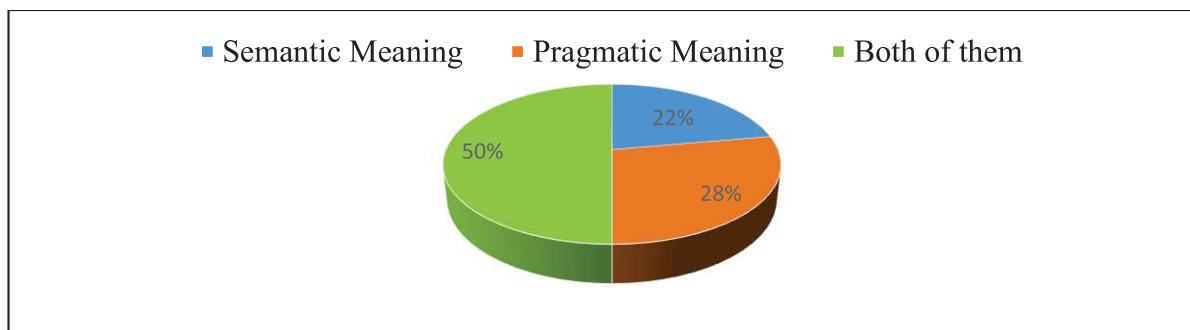


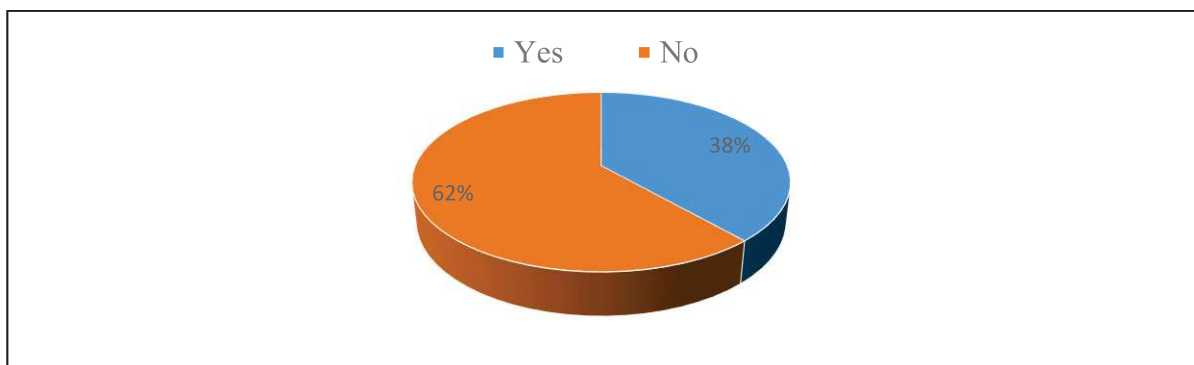
Figure 4.4.3.4: Teachers perceptions of the semantic and the pragmatic meaning

### 3.5.3.5. The Importance of Raising EFL Learners Pragmatic Awareness

As indicated in the pie chart below, there was a general agreement among the study participants on the importance of pragmatic awareness and its fruitful role in facilitating learning and helping EFL learners be communicatively competent. The results obtained from this question show that 62% of the surveyed teachers agree on the necessity of raising EFL learners' pragmatic awareness in order to use the target language in different contexts whereas 38 % of the respondents disagree with the fruitful role of pragmatic awareness in enhancing EFL learners' communicative competence.

	<b>AF</b>	<b>RF</b>
<b>Yes</b>	35	38%
<b>No</b>	56	62%

**Table 4.4.35: The importance of Raising EFL Learners Pragmatic Awareness**



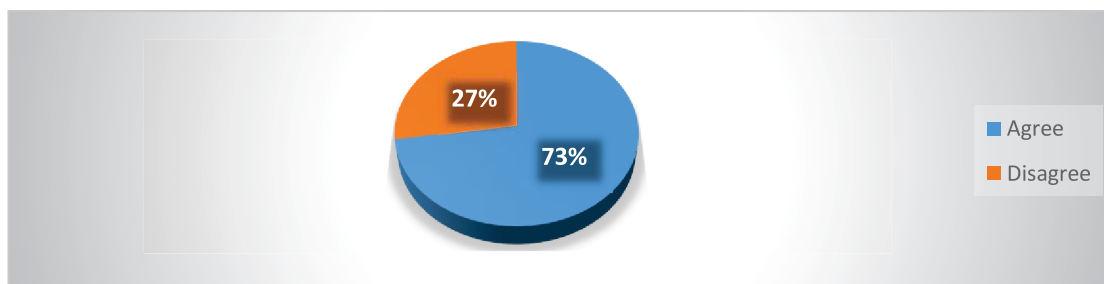
**Figure 4.4.35: The importance of Raising EFL Learners Pragmatic Awareness**

**3.5.3.6. The effectiveness of the pragmatic meaning in addition to the semantic one "relating form to context" for understanding the English language**

In accordance with the definition of pragmatic competence / knowledge used in the present study, pragmatic knowledge entails the knowledge of communicative actions, the way it is used and the ability to use language appropriately according to context by relating form to function. As far as this statement is concerned, the research participants were asked about their perceptions and opinions concerning their understanding of the pragmatic meaning in addition to the semantic one.

	<b>AF</b>	<b>RF</b>
<b>Agree</b>	66	72.52%
<b>Disagree</b>	25	27.47%
<b>Others</b>	00	00%

**Table 4.4.36: The teachers' attitudes towards culture teaching**



**Figure 4.4.36: The teachers' attitudes towards culture teaching**

The table and the graph above shows that 72.52% of the study informants agree on

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the necessity of the pragmatic meaning in accordance with the semantic one because one way of helping EFL learners be communicatively competent is relating form to context through teaching a language in its real context and appropriate usage. Whereas, 27.47% of the participants disagree with the importance of relating the pragmatic meaning to the semantic one, they believe that to teach a language it is not important to relate it to its real context of use especially at the level of secondary education.

#### **3.5.3.7. Pragmatic Features (metapragmatic information in EFL Textbooks)**

From the diagram below, it is clear that (72) teachers stated the lack of both pragmatic features and meta-pragmatic information in the FL curricula in general and in the current textbooks in particular, therefore the need to integrate those features and information become necessary and evident. Only 19 of the surveyed teachers agree on the availability of some pragmatic features and metapragmatic information in the Algerian English textbooks that are currently used at the level of secondary schools taking into account that in our country, English is taught as a foreign language. Therefore, equipping Algerian learners with pragmatic competence to make them communicatively competent must be the goal of any language-teaching curriculum. To reach this aim our language curricular designers in general and ELT textbooks writers in particular must include a variety of pragmatic aspects.

In response to this question 74% of the surveyed teachers, expressed their agreement with the inclusion of meta-pragmatic information. Pragmatics features in the English language curriculum will undoubtedly help in improving students' proficiency and it will be of great importance, however 26% of the study participants added that there are many challenges that hinder the English language teaching from the perspective of pragmatics. As previously mentioned in the literature review, pragmatic features of the target language are completely marginalized. Most of the curricula focus on the acquisition of rules whether phonological, structural or lexical, but pragmatic language use in context is not given much attention or priority. Thus, syllabi designers and textbook writers had better reconsider the inclusion of pragmatic features into language curricula.

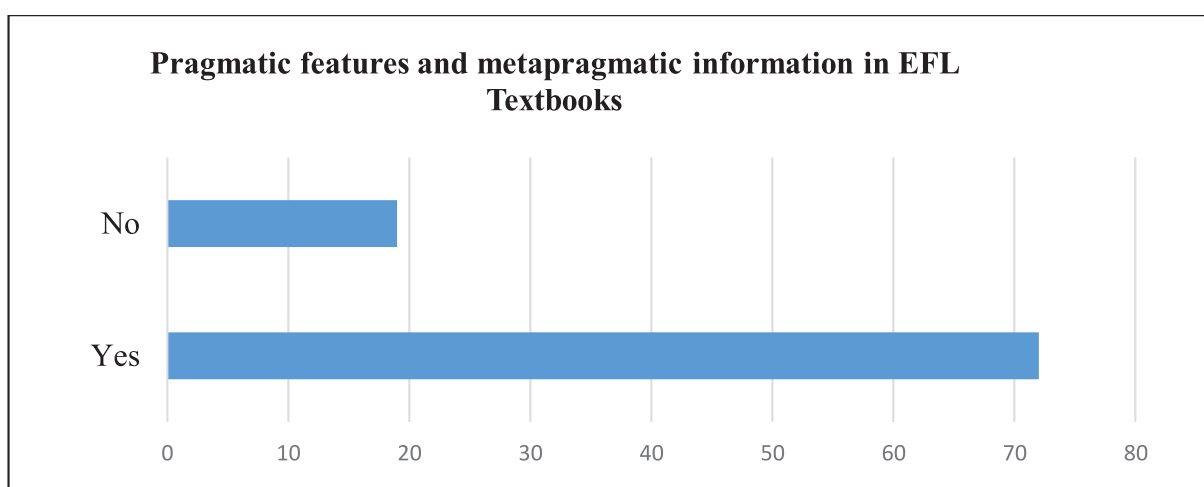
Metapragmatic discourse is crucial in developing pragmatic competence, which is an essential component of communicative competence so, providing ample metapragmatic information in the teaching process and the textbooks can help students boost their pragmatic understanding and improve their pragmatic competence. As far as this question is concerned, (72) of the surveyed teachers said that pragmatic information and pragmatic features should be embedded in the textbooks as well as being provided by teachers through complementary

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authentic materials and tasks. The language textbooks can include authentic dialogues, radio and TV programs and videos in addition to the use of awareness raising activities, experience and opinion change, storytelling, students' presentations and speeches. All these activities and tasks were suggested by the participants of the study for metapragmatic information to be included pedagogically in the Algerian secondary schools textbooks and classes as a tool to enhance Algerian EFL learners' communicative competence.

	AF	RF
Yes	72	79%
No	19	21%

**Table 4.4.3.7: Pragmatic features and metapragmatic information in EFL Textbooks**



**Figure 4.4.3.7: Pragmatic features and metapragmatic information in EFL Textbooks.**

### 3.6. Main Findings and Results Interpretation

#### A-Research question 01:

Do Algerian syllabus designers take into account metapragmatic information when designing EFL materials in general and textbooks in particular?

The textbook plays an important role in English language teaching (ELT) particularly in the English as a foreign language classroom where it is the centre of the curriculum and syllabus. It provides the primary form of input as the majority of the surveyed teachers' advocated. As far as the first research question is concerned, the findings of this study indicate that the amount of metapragmatic information is not suitable across all the English language textbooks that are currently used at the level of the Algerian secondary schools. They

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admitted that there is a dearth of metapragmatic information and an urgent need in providing realistic models of L2 pragmatics, in EFL contexts in addition, rules of use should be explained sufficiently and squared with the models of L2 pragmatic in EFL contexts. Once more, rules of use should be sufficiently explained and squared with the models due to the facilitation of the learners' development of pragmatic competence in the L2. Therefore, 75% of the study participant's highlighted the inadequate representations of pragmatic conventions on both the pragmalinguistic and sociopragmatic levels.

To be specific, the findings obtained from the analysis of the research tools above indicate that, these textbooks may not achieve the desired results in facilitating Algerian students' pragmatic and communicative competence. They do not cover all the necessary elements of communicative competence and its pragmatic and sociolinguistic components though the teachers seem to be aware of the importance of giving hints of meta-pragmatic information in order for learners to be communicatively competent. Pragmatics is an area largely ignored by textbooks writers and curriculum designers has resulted in pragmatics rarely being dealt with in the language classroom at present. It was hypothesized that a language curriculum enriched with elements of pragmatic competence in general and metapragmatic information in particular will increase the students' level of the competencies and will also result in the learners becoming more proficient and effective users of the target language thus, the hypothesis is confirmed.

#### **B-Research question 02:**

To what extent do EFL textbooks reflect a balanced view of the components of communicative competence in general and pragmatic competence in particular?

In order for the teaching of pragmatics to be effective, the central focus of curriculum designers, teacher, and learners is appropriateness in the given context. It should be pointed out that at the time this thesis was being written, there were no textbooks designed by local writers for Algerian EFL secondary school learners. These textbooks need to be designed to suit the learners' needs, culture, and the context of learning and teaching in Algeria. Thus, textbooks and materials need to be developed in the light of ELF and it is a necessity to support them with pragmatic information accompanied with sufficient metapragmatic information, pragmatic input should be recycled and logically presented to achieve a balance between linguistic and pragmatic knowledge

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The findings of the observation and the questionnaire indicate that textbooks that are currently used by Algerian EFL learners and teachers at the level of the secondary schools are not authentic enough and lack pragmatic information. Therefore, it is necessary that teachers provide supplementary teaching materials methodologies. The results of the current study also reveal that ELT textbooks rarely include adequate or comprehensible explanation of some metapragmatic information. According to the participants of the study most speech acts in the textbooks is, for the most part, pragmatically inadequate since they are not prepared by taking into consideration the learners' backgrounds and their communicative and pragmatic competence. The student's culture and language proficiency should be taken into account. It should be pointed out that this research question cannot be answered unless the content analysis of the three textbooks that are currently being used in the Algerian secondary schools is done which is going to be the aim of the next chapter.

#### **C-Research question 03:**

How can metapragmatic discourse be pedagogically integrated in Algerian EFL Secondary School Textbooks?

The most important goal of the present study is to fill a frequently reported gap in the Algerian EFL secondary school textbooks, which has to do with finding an appropriate methodology for the inclusion of metapragmatic discourse in these textbooks to make our learners pragmatically competent, so that they can communicate effectively using the target language.

The results obtained from the analysis of the teachers' questionnaire and classroom observation demonstrate that communicative competence is of great importance in language teaching; however, its components such as sociolinguistic competence and pragmatic competence are usually overlooked for different reasons. To overcome this, it is important to include them in language curriculum and allocate them a fair share within it long grammar, vocabulary, pronunciation. Although the study participants admitted that language learners should be taught pragmatic routines to enable them to avoid negative transfer, which may lead to communication failure, when communicating using the target language because they know that pragmatic competence needs to be addressed in EFL teacher education programs. Yet, the existing teacher's education sources on EFL methodology and assessment lack a focus on teaching the pragmatic aspects of language as stated by the teachers. Educational administration should take pragmatics into consideration when designing English language

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teaching curricula. Consequently, material should be added to value pragmatic knowledge besides, teacher training and teacher materials should be provided so that teachers will be more equipped to help students develop pragmatic competence.

Teachers' reviews were also quite similar that having pragmatic cannot be realized unless English language curricula reflect a more communication perspective. They believe that it is high time our learners were introduced to all the aspects of the target language because having linguistic competence is not sufficient to make learners pragmatically competent. To sum up, bringing pragmatic aspects into language curricular needs to join efforts of the specialists from different areas of study, researchers in the field of material development, syllabi designers, psycholinguistics, and applied linguists. Insights from those different fields can provide us with answers to the many questions in the field of FL.

#### **3.7. Conclusion:**

This chapter offers an overview about methodology and the data collection procedures that have been followed in order to reach the aims of the current study. It discussed the findings of this study in relation to the research questions that have been set forward. The results of the analysis of the classroom observation and the teachers' questionnaire demonstrated that the quantity and the quality of meta-pragmatic information in the Algerian EFL secondary school textbooks were inadequate as a source of gaining pragmatic competence. It is recommended that non-native EFL teachers do not rely solely on the language textbooks, but rather they should resort to other authentic language sources to enhance their pragmatic knowledge and communicative competence.

When it comes to address the situation in Algerian EFL contexts, it can be said that in the last years textbooks have undergone a considerable change in terms of providing practical ideas and content for many different functions. Yet, if teachers make use of textbooks as a guideline for grammatical points to be covered, all the value of them disappear and learners, despite knowing the structures needed to perform certain tasks, they cannot use the target language for communicative purposes.

In an overall perspective, it is of utmost importance to raise awareness in both the teachers and learners about the role that pragmatic competence plays in the journey of acquiring English language in EFL contexts. Teachers should make the necessary changes in the textbooks they use and create a learning atmosphere where the learners have enough

### **Chapter Three: Research Methodology, Data Analysis and Results Interpretation**

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opportunities to experience with the language itself.

#### **4.1. Introduction**

Although Algerian English textbooks are key component in English language teaching programs, they have been criticized for not offering classroom learners' adequate opportunity for learning authentic language. This may refer to the fact that instead of making use of language samples that native speakers actually produce, many textbooks have drawn on native speakers' intuition about language use, which might not always be reliable. This chapter aims at analyzing and evaluating the pragmatic content of three English language textbooks that are currently being used in all Algerian secondary schools by both teachers and learners. It specifically highlights the way speech acts are linguistically presented in the textbooks and whether adequate contextual and meta- pragmatic information are provided to facilitate the learning of these speech acts. Therefore, the current chapter starts by presenting and describing the examined textbooks besides shedding light on a brief over view of the research approach.

#### **4.2. Importance of Textbook Analysis and Evaluation**

In many countries whenever there are problems in the foreign language teaching/learning process the textbook stands as the first factor to be held responsible of the failure, as it is the element, which portrays both individual courses and overall curriculum. Accordingly, many languages teaching professionals would agree with Swales (1980) whose analysis concludes that textbooks represent "a problem" and in extreme cases are examples of educational failure. This shows how important textbook evaluation is.

The process of textbook evaluation is seen by some to be closely linked to that of their selection, both requiring great care so as to anticipate any subsequent limitations. In other words, the evaluation helps the selection for the latter serves as an important decision-making process. Sheldon (1988) puts it plainly that,

"The selection of a particular core volume signals an executive educational decision in which there is considerable professional, financial and even political investment. This high profile means that the definition and application of systematic criteria for assessing course books are vital" (p.237)

Agreeing on the crucial importance of such an operation within the field of language teaching, Hutchinson (1987) proposes an interactive view of materials evaluation. He insists upon the necessity of investigating the underlying deeper level of materials evaluation by

asking the crucial question why materials are the way they are. This emphasis emerges out of his belief that materials evaluation plays such an important role in language teaching that its' potential for influencing the way teachers operate is considerable. Materials evaluation can and should be a two-way process which enables teachers not just to select a textbook, but also to develop their awareness of their own teaching/learning situation" Hutchinson (1987).

Textbook evaluation is further considered to serve as a kind of "educational judgment" as Hutchinson and Waters (1987) note: "Evaluation is a matter of judging the fitness of something for a particular purpose"(p.96). Sharing the same position, Cunningsworth (1984) puts forward the idea that "... the process of evaluation could not be a purely mechanical one and that professional judgment was involved at every stage"(p.64). Therefore, materials evaluation plays an important role in the overall process of language teaching. It helps make sound decisions while selecting textbooks, construct professional judgments, and raise awareness of or reflect on the teaching and learning experience.

Independently of whether one believes that textbooks are too inflexible and biased to be used directly as instructional material or that they actually help promoting teaching and learning, there can be no denying of the fact that textbooks still maintain large popularity among teachers and learners. However, the communicative turn of the 1970's resulted in a rush to make the learners the center of language instruction resulting in the shaping of new views that regard textbooks as valuable resources in achieving aims and objectives already set in terms of learner needs. Textbooks consequently, should necessarily determine the aims themselves (components of teaching and learning) or become the aims though they should always be at the service of the teachers and learners Brown (1995).

All efforts to establish and apply a wide variety of relevant and contextually appropriate criteria for the evaluation of the textbooks used in various language classrooms should be taken immediately. It is more than necessary to ensure that careful selection is made, and that the teaching materials should reflect the need of the learners and, the aims, methods, and values of the teaching program Cunningsworth (1995). Sheldon (1988), too, provides several other reasons for textbook evaluation. He reminds textbook users that the selection of an ELT textbook often signals an important administrative and educational decision in which there is considerable professional, financial, or even political investment. He explains that a thorough evaluation would enable the managerial and teaching staff of a specific institution or organization to discriminate between all of the available textbooks

on the market and then secure a relevant selection. Moreover, such an evaluation has the advantage to guide teachers in identifying the particular strengths and weaknesses in textbooks already in use. Plainly, it is a valuable tool in assisting teachers with making optimum use of a textbook' strong points and recognizing the shortcomings of certain exercises, tasks, and entire texts.

Textbook evaluation, therefore, can potentially be a particularly worthwhile means of conducting action research as well as a form of professional empowerment and improvement. It can even be a valuable component of teacher training programs since it serves the dual purpose of making teacher trainees aware of important features to look for in textbooks. Finally, textbook evaluation may unveil issue related to the hidden curriculum as concerns cultural contextualization and ideological stances that influence the success of the foreign language education.

Textbook evaluation is a very important issue as it can influence the whole process of language education from the early stages of materials design to the more concrete classroom practice activities. It involves the measurement of the value of a given material be it a textbook or the set of accompanying materials making judgments about their effects on their users, their relevance to the language policy, and the teaching/learning process as a whole. However, depending on the means, the evaluation process involves and the aims it sets, professionals in the field such as Cunningsworth (1995), McGrath (2002), and Tomlinson (2003) propose to distinguish between evaluation and analysis.

Evaluation focuses mainly on the users of the textbook making judgments about its efficiency. It often requires a scale of values and is somehow subjective. Materials evaluation is "...a procedure that involves measuring the value (or potential value) of a set of learning materials. It involves making judgments about the effect of the materials on the people using them..."(Tomlinson, 2003 p. 15). For example, it can be conducted through an ethnographic research by means of questionnaires and interviews addressed to the users (teachers and learners) of the materials.

Analysis, on the other hand, focuses more on the material and its aims. It is based on pre-established sets of questions (measurement procedures such as checklists) about what the material contains, what it aims to achieve, and what it asks the learners to achieve. It is based on specific criteria, which make it more rational, "analysts are often influenced by their own ideology and their questions are biased accordingly" (Tomlinson, 2003 p. 16)

what does not always guarantee a complete objectivity. Analysis then requires a toolkit that is applied to the material itself and not on its effects on potential or actual users.

Despite this distinction, materials evaluators generally mix analysis with evaluation. Cunningsworth (1995) "Checklist of Evaluation Criteria" is an example of a toolkit that combines evaluation and analysis questions. Even if an evaluation is different from an analysis, it can include an analysis or follow from one. In the current research, the researcher tried to combine the two in order to provide wider views on the value of the textbook.

### **4.3. A brief Summary of the Textbook Analysis Framework**

A framework for textbook analysis was adapted from Vellenga's (2004) classification of pragmatic information. In this framework, pragmatic content includes pragmatic information and pragmatic tasks. Pragmatic information includes general pragmatic information, metalanguage style, speech acts, and cultural knowledge. General pragmatic information consists of information related to politeness, appropriacy, formality, and register Vellenga (2004). Information on metalanguage style refers to the use of different sentence types (declarative, imperative, interrogative when introducing topical units, particular linguistic forms, collocations, usage information, or student instructions and coded as Description, Instruction, Introduction and Task-related Vellenga (2004). Description includes explicit metalanguage on how to construct a particular form, usually accompanied by example sentences, such as, "Phrasal verbs have two or three parts: a verb and one or two particles" Redston & Cunningham, (2005, p. 72).

Instruction is language that gives information on usage of a particular form, "We use -ed adjectives to describe how people feel: Many people are worried about how much TV children watch" (Redston & Cunningham, 2005, p.127). Introduction meta-language is information provided to prepare students for a following activity by focusing their attention on a topic: "Write the names of two friends from different times in your life. When did you last see them? What did you do together?" (Redston & Cunningham, 2005, p. 74). Task-related meta-language refers to information on how to carry out the practice activity, which could be listening, speaking, reading or writing, "Listen and practice the sentences). Speech acts were investigated in terms of explicit mentioning and meta-pragmatic description in addition to cultural knowledge. Pragmatic tasks included pragmatically oriented tasks. Cultural information was under general pragmatic information according to Vellenga's (2004) model but was treated as a category in this

analysis because of the important role of culture in language learning and teaching. The framework for textbook analysis is presented in the table below. The data were analyzed both quantitatively and qualitatively.

<b>Pragmatic information</b>
<b>General pragmatic information</b>
Politeness
Appropriacy
Formality
Register
<b>Metalanguage style</b>
Description
Instruction
Introduction
Task-related
Speech acts
Explicitly mentioned
<b>Metapragmatic description of speech acts</b>
Metapragmatic information
Cultural knowledge
<b>Pragmatic tasks</b>
Pragmatically oriented tasks

**Table 5.3: Framework for textbook analysis adapted from Vellenga (2004)**

#### 4.4. Description of the textbooks

The necessity to analyze and evaluate the textbook was imposed by the fact that it was used on a large national scale and its strengths or weaknesses would have a high impact on both teachers and students learning of English. The analysis of the textbook would yield insights as to its suitability; whether it actually did what it claimed to be doing and whether it accomplished its set goals. It was therefore important to examine whether it corresponded to the learners needs of the particular situation, if it promoted communicative language, learner autonomy, made use of problem solving approaches and whether it allowed differentiated instructions to enable Algerian EFL students to communicate effectively using the target language.

It should be pointed out that the three in-use EFL textbooks for the secondary school levels represent the sampling population of the content analysis survey. The following three EFL textbooks "At the Crossroads", "Getting Through", and "New Prospects" are written by Algerian authors who are appointed by the National Ministry of Education. They are designed in order to reflect the Algerian personality, hopes and aspirations at the societal and state levels. The present study intends to evaluate and analyze them in terms of the distribution of the pragmatic -based contents to see whether it meets the likely outcomes or not.

The selected textbooks are divided into "5", "8", and "6" units respectively. The total units of analyses are "19". Each textbook is divided into "language outcomes" and "skills and strategies outcomes". The table below summarizes some background information about the three in-use textbooks in terms of the textbook's title, the equivalent level, year of publication, and number of units.

<b>Number</b>	<b>Title</b>	<b>Level</b>	<b>Publication's Years</b>	<b>Units</b>
<b>1</b>	"At the Crossroads"	First Level	January 2005	5 Units
<b>2</b>	"Getting Through"	Second Level	April 2006	8 Units
<b>3</b>	"New Prospects"	Third Level	March 2007	6 Units
<b>T</b>	3 Textbooks	3 Levels	2005 and 2006	19 Units

**Table 5.4: Background Information about the examined textbooks**

#### **4.4.1."At the crossroad" structure and content**

"At the Crossroads" is designed for first year secondary school learners for all streams. However, the second unit entitled "once upon a time" is intended only for the literary stream. It consists of 175 pages and 5 units; each one includes four sequences, which are as follows:

Sequence 1: listening and speaking

Sequence 2: reading and writing

Sequence 3: developing skills

Sequence 4: consolidation and extension

The textbook is basically designed for learners aged 15 to 16, who have already four years/tuition in English at Middle School level. On the basis of that, they are supposed to be familiar with the Competency-Based Approach and Learner-Centered Approach on which this textbook is designed. It should be noted that the notion of competency in the syllabus is viewed as an on-going process extending from middle school education to secondary school education. It complies with the recommendations issued in the new syllabus for first level as laid out by the National Curriculum of the Ministry of National Education in 2005. The overall aim of "At the Crossroads" is to consolidate and extend the competencies acquired at the Middle School level. These broad competencies are worded in the syllabus as follows: interaction, interpretation, and production.

There are two reasons why the textbook is called "At the Crossroads". First, it is intended for learners who have come at a "crossroads" in their educational career. That is, at the end of first year they will have to choose to specialize in different stream. Second, the textbook places the learners at a "crossroads" of disciplines (school subjects) in that it seeks to establish cross curricular linkages (At the Crossroads, 2005: VIII).

"At the Crossroads" consists of five didactic units distributed on the basis of 20 hours "teaching load per unit". The units' titles are as follows: "Getting Through", "Once Upon a Time", "Our Findings Show", "Eureka", and "Back to Nature". Each unit turns around a distinct theme and includes in addition four sequences and three sections. The four sequences are described in the following section:

### **A-Sequences One and Two: Listening and Speaking**

These sequences follow the same pattern, each according to its specificity. They encourage learners to anticipate before listening and reading, check out their predictions, communicate with the proper pronunciation and put into practice the language functions before producing a reasonable stretch of oral or written discourse.

### **B-Sequence Three: Developing Skills**

As its title indicates, the aim of sequence three is to help the learners "perform with a purpose" by combining the four basic skills "listening, speaking, reading and writing" with attitudinal patterns in problem-situations. It proposes a variety of activities to solve problem situations .

### **C-Sequence Four: Consolidation and Extension**

Sequence four is subdivided into two rubrics, "Write it out" and "Work it out". Its aim is to elaborate and expand on the functions, language and social skills acquired earlier so as to flesh out, in writing, their communicative abilities. They combine knowledge and know-how to obtain objectives conducive to a competency. As appears from this presentation, it has become clearly by now, that "At the Crossroads" is meant to be "taught from" rather than "taught".

#### **4.4.2. "Getting through" structure and content**

"Getting Through" is the official EFL textbook for learners in their second year of secondary education. It keeps the procedures used in the First Year Textbook with reference to the CBA. It is organized in eight didactic units, turning around a specific topic suggested by the syllabus designers. The units are as follows: "Signs of the Time", "Make Peace", "Waste not, Want not", "Budding Scientist", "News and Tales", "No Man is an Island", "Science or Fiction", and "Business is Business". These units are meant to be completed in a maximum of 15 hours each (getting through, 2006: VI). Every unit comprises five main parts, which are entitled and described as follows:

##### **A- Discovering Language**

In this part, the learners will discover the vocabulary, spelling, pronunciation, and grammar as constituents of the target language to be dealt with in each unit.

##### **B- Developing Skills**

In this part, the learners will build basic language skills as well as intellectual skills (thinking, guessing, anticipating, making hypotheses, analyzing, synthesizing, planning, monitoring progress, etc. ...) This enterprise naturally integrates the three competences described in the syllabus, i.e. interacting orally, interpreting and producing messages.

##### **C- Putting Things Together**

This part is concerned with the final task, the project. Thanks to this part, the learners will find guidance on how to get the project materialized. They will have the opportunity to combine basic and social skills and, thus, display their individual achievements.

### **D- Where Do We Go from Here Part**

It deals with learners' self-assessment, i.e., checking their progress through various means including filling grids and keeping portfolios.

### **E- Exploring Matters Further**

The exploring matters further part includes three to--five texts related to each unit's topic and taken from books, newspapers, magazines, and many other sources. Learners will get an opportunity to learn more about the topic dealt with through extensive reading and make them acquire more vocabulary, consolidate their grammar structures and broaden their knowledge. In addition, they will also be made more aware of spoken and written language registers.

#### **4.4.3. "New Prospects " Textbook for Third Level**

"New Prospects" is the last of a series of the three examined textbooks. It contains six units dealing with six themes recommended in the syllabus with recurrent language functions, grammatical structures and language components as well as skills and strategies. There are four mandatory units in which every stream is expected to engage with. The units are: "Exploring the Past", "Ill Gotten Gains never Prosper", "Schools: Different and A like", "Safety First", "It Is a Giant Leap for Mankind" and "Keep Cool"(New Prospects, 2006 P. 4).

Through four out of six thematic units, learners are supposed to undergo different real-life experiences; they are promptly impelled to respond to different problem-solving situations, where they are set individually, in pairs or in groups to formulate thoughts and rejoin to behavioral patterns acting out in society. This textbook proves to converge with third level syllabus and the integral national curriculum finalities. In that way, it constitutes a basic means for incorporating national values with universal ones so as to urge learners to freely gird themselves for the trials they would encounter ahead. Every unit comprises two main parts with two sequences each.

#### **A- Part One: Language Outcomes**

This part is divided into "Listen and Consider" and "Read and Consider". The

purpose of these two sequences is to work, through and around the text rubrics, on the language dimensions of the text. It helps the learners internalize the thematic and linguistic "tools" they will make use of, more naturally.

### **B- Part Two: Skills and Strategy Outcomes**

In this part, the interest shifts now to compositional skills and communication strategies. It comprises two sequences "listening and speaking" and "reading and writing", focusing on the awareness and practice of primary skills and social skills such as collaborative work, peer assessment and responding to problem-solving situations inside or outside the classroom. They are aimed at getting the learners to eventually concretize in the "Saying it in Writing" and "Writing Development" rubrics what is termed in the official syllabus as "the ultimate objective of integration".

The learners' and the intercultural outcomes, in hence, are in-built, i.e., made to be part and parcel of the process of teaching learning at all times, notably through a pertinent typology of activities. Likewise, the technological skills are intended to be less obtrusive. At this stage, most learners are computer-literate. They will resort naturally to Internet search on their own or following the occasional bibliography given to them as an aid to the "Research and Report" and "Project outcome" assignments. By this, it seems that it involves website visiting, fieldwork, synthesis, and class presentation.

As to the evaluation, it is of two kinds: "Self-Assessment" (combined with peer assessments), bearing on the functions and language components, and "Objective Assessment", which is about bearing on the skills and strategies. The textbook designers hope that the use of "New Prospects" will be fruitful and enjoyable.

### **4.5. Pragmatic Content in the In Use Textbooks**

All textbooks were examined for information about general pragmatic information, as well as metalanguage style, speech acts and metapragmatic directives. General pragmatic information was determined to be a broad category encompassing a variety of topics related to politeness, appropriacy, formality, register and culture, linguistic forms, usage information, or student instructions. Use of personal pronouns in this metalanguage was also noted because metalanguage style may affect learner processing and acquisition Berry (2000). Investigation of speech acts in each of the three textbooks focused on explicit mention and metapragmatic description of speech acts such as requests, apologies, complaints, etc. Counts and

descriptions of different kinds of pragmatic information were obtained through performing a page-by-page analysis of the current textbooks.

In this section, the researcher attempted to demonstrate how the findings of such an interlanguage study could be very helpful to textbook writers and instructors since they may offer them empirically validated content that can be readily used in order to enrich pragmatic knowledge in Algerian EFL textbooks at the level of secondary school.

#### 4.5.1. General Pragmatic Information

It should be pointed out that the purpose of this section is to investigate the amount and quality of pragmatic information included in the in use textbooks. The total number of lines in the current textbooks was estimated using the average number lines multiplied by the total pages of each book as mentioned in the table below.

	<b>At the Crossroad</b>	<b>Getting through</b>	<b>New Prospect</b>
<b>Number of pages</b>	175	207	270
<b>Estimated number of lines</b>	4375	5175	5400

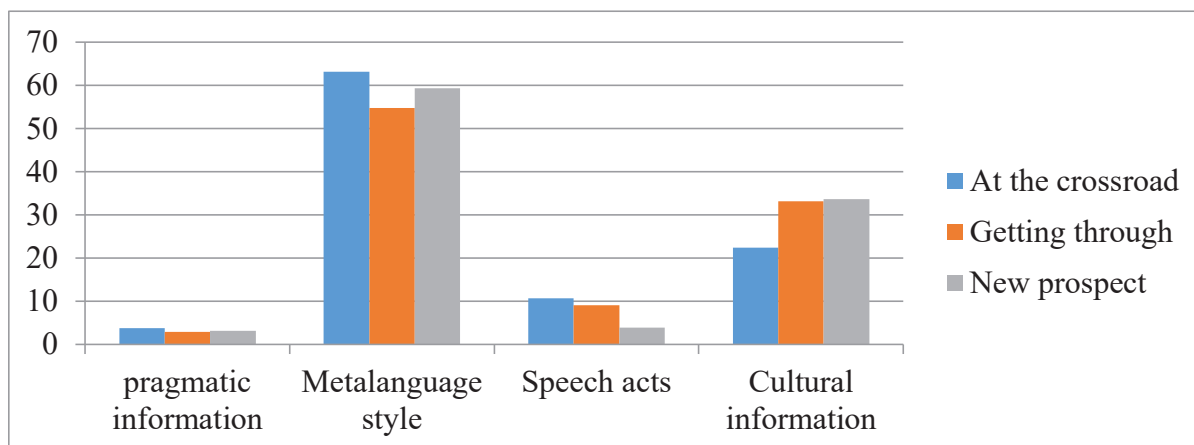
**Table 5.5.1: Numbers of pages and lines in the examined textbooks**

It should be pointed out that when coding the pragmatic information in each textbook, lists of vocabulary, listening scripts and even reading texts were not counted except the ones, which contain cultural information. Pragmatic information accounts for merely a small portion of text. As it is already mentioned, any information related to politeness, appropriacy, formality, and register, context and illocutionary force were coded as pragmatic information. It is important to note that for the majority of cases, the information consists of only 1-2 phrases on a page, such that the percentages shown below are highly inflated. The following table shows the distribution of pragmatic information tabulated by number of lines and percentage.

The examined textbooks Pragmatic information	At the Crossroad		Getting through		New Prospect	
	Number of lines	Percentage %	Number of lines	Percentage %	Number of lines	Percentage %
General pragmatic information	63	3,81	59	2,88	69	3,09
Metalanguage style	1044	63,15	1122	54,78	1324	59,34
Speech acts	176	10,64	187	9,13	87	3,89
Cultural information	370	22,38	680	33,20	751	33,66
Total	1653	100%	2048	100%	2231	100%

**Table 5.5.2: Types of pragmatic information in the in use textbooks**

Textbooks content analysis showed that in "at the crossroad", there were 1653 lines containing pragmatic information, accounting for 37,78% of the total number of lines while in "getting through" textbook, there were 2048 lines containing pragmating information, accounting for 39,57 of the total number of lines. However, in "new prospect" there were 2231 lines which contain pragmatic information, accounting for 41,31% of the total number of lines. It should be pointed out that the number of pragmatic tasks in the analysed textbooks was too limited and small for analysis. Therefore, it was not taken into consideration at this level.



**Figure 5.5.1: pragmatic information in the examined textbooks**

This section will report and discuss the general coverage of pragmatic knowledge in the set of textbooks (see table 5.5.2). It presents the overall coverage of pragmatic knowledge in all three books. As shown in the table above, pragmatic knowledge accounts for a small portion compared to other elements such as grammar, vocabulary and pronunciation in the textbooks. These findings are consistent with Cohen and Ishihara's (2013, p 119) statement that "existing research has shown L2 pragmatics has rarely been represented adequately the materials available today" (p.119). The paucity of pragmatic knowledge inclusion is also consistent with Neddar (2010) results in his investigation of eight English textbooks in order to evaluate the quantity and quality of pragmatic information. Only three books in his study have a higher coverage rate than 28.9%. Thus, by comparing with their results, it can be concluded that the rate of pragmatic knowledge inclusion in the analysed textbooks is not sufficient besides its overall inadequacy.

Most pages contributed to the overall coverage only contain a small proportion of pragmatic knowledge. For example, on page 24 of book 1, there is only one task introducing information regarding "how to tackle a phone conversation", and the rest of content on that page has nothing to do with pragmatic knowledge. Therefore, the pragmatic knowledge included in this set of books is still inadequate compared with other components. Furthermore, the data also shows that there is a slight difference of pragmatic inclusion among the three books. A lower inclusion is found in the first two books. This nuance might be due to the consideration of language level progression, as the book is designed for different levels in secondary school. However, this is just a personal speculation, and there is no official confirmation from the authors of the examined textbooks. In other words, there is no evidence that can prove that the amount of pragmatic knowledge inclusion has a relation with the students' levels, since there is no systematic increase of percentage from book 1 to book 3, previous research failed to consider the requirements of pragmatic knowledge for students at different levels. Efforts can be therefore devoted to exploring this information.

It should be pointed out that only 3,81 % of pragmatic information in textbook 1 was general pragmatic information. Half of this information was about politeness. This goes with Redston & Cunningham (2005) view about the importance of appropriateness and politeness in communication,

"We know if people are being polite by how much their voices go up and down through the use of some intonation activities in order to help the learners be aware of the importance of the musicality of spoken English and if their voices are flat, they are often rude or impatient" (p. 58).

According to the textbook analysis, there were few- lines about formality. An example is telephone conversations and asking for directions activities. information about formality was given in the textbook where students are taught the differences between formal and informal letters, e-mails and invitations such as the following examples.

**Task 1:** Read texts 5, 6 & 7 on the next page and match them with messages A, B, C below

A- A formal letter of apology

B- A formal note to ask for a leave of absence

C- An informal note of apology "at the crossroad" textbook (p 26-27)

**Task 2:** Match texts 1,2,3 and 4 on the next page with messages A,B,C and D in the book below

A- An informal invitation

B- An informal acceptance of an invitation.

C- A formal invitation

D- An informal refusal of invitation "at the crossroad" textbook (p 26-27)

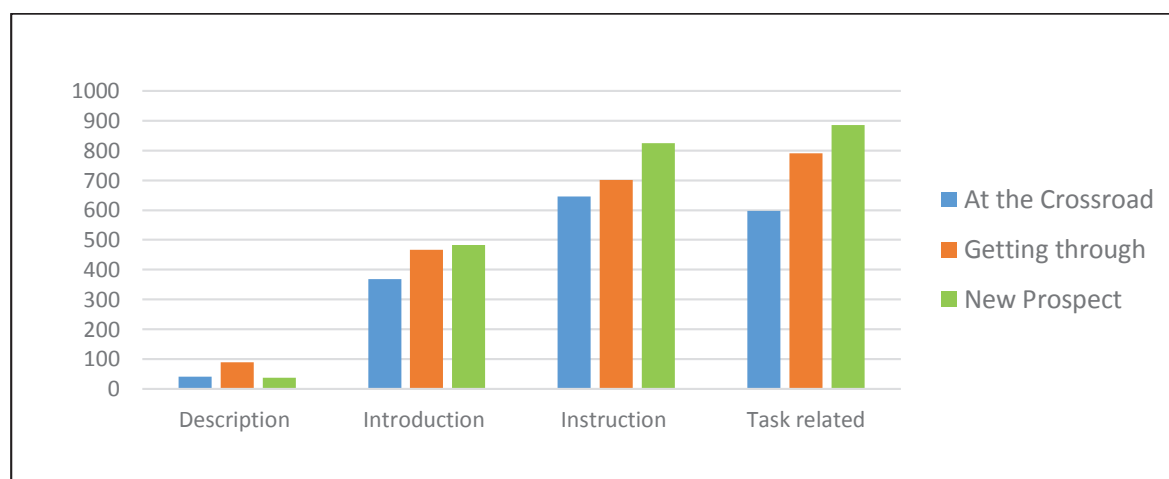
However, these lines were only mentioned as a cross-reference without any explanations about the appropriate use or functions of such utterances .General pragmatic information is considered an essential type of pragmatic information. However, the textbook analysis found a lack of this information.

#### 4.5.2.Metalanguage Style

Although previous analyses of metalanguage in textbooks have found that consistent pronominal use across the text affects learners Berry (2000), it remains a largely unexplored area of textbook analysis. The entire contents of a textbook, by its very nature, can be considered metalinguistic; therefore, the texts used to preface activities and explain grammatical points were chosen for analysis. Text within examples, exercises and reading passages. Metalanguage in textbooks can be another important source of linguistic input for learners, particularly in EFL situations (Kim & Hall, 2002). Functions of metalanguage were coded according to four types: Description, Instruction, Introduction, and Task-related as presented in the table below.

Examined textbooks Metalan guage	At the Crossroad		Getting through		New Prospect	
	Number of lines	Percentage %	Number of lines	Percentage %	Number of lines	Percentage %
Description	41	2,48	90	4,39	37	1,65
Introduction	369	22,32	466	22,75	483	21,64
Instruction	645	39,01	701	34,22	825	36,97
Task related	598	36,17	791	38,62	886	39,71
Total	1653	100%	2048	100%	2231	100%

**Table 5.5.2: Categories of metalanguage style information in the in use textbooks**



**Figure 5.5.2: Categories of metalanguage style information in the in use textbooks**

The table and the figure above illustrate the categories of metalanguage style information in the in use textbooks. Task related is ranked the highest with more than 36, 17% in at the crossroad, 38,62 % in getting through and 39, 97 % in new prospect followed by instruction (nearly 37%) in all the textbooks and introduction (22%). However, Description only accounts for (2,48%/4,39%/1,65%) in textbook 1/2/3 respectively, the paragraphs below will explain further these results.

Metalinguistic information on description was found in 41 lines in textbook 1 accounting for 2,48% . 90 lines in textbook 2 and in 37 lines in textbook 3 accounting for 1,65% . It included any element of explicit metalanguage about a particular form: how to construct it, typically accompanied by example sentences such as explaining types of sentences and their functions when writing paragraphs as presented in the example below

- a) Topic sentence: a sentence, which focuses on the general idea
- b) Supporting sentences: sentences, which give details to support /develop the general idea
- c) Transitional sentence: a sentence, which provides a smooth transition from one idea to another
- d) Concluding sentence: a sentence, which concludes the ideas, discussed in the whole paragraph (Getting through p70).

Information on instruction was found to make up nearly 36,17% of metalanguage style. It refers to language that gives usage or topical information about a particular form, i.e., information about a grammatical form that does not involve linguistic description of that form as mentioned previously such as:

- When we describe the purpose of something, we use one of the following structures: It's used for+v+ing or It's used to + stem v (New prospect p. 220).
- When you say "It's time for someone to do something, you simply imply that this is the right time to do it (New prospect p.219).
- We use "used to + stem v" to express habit in the past or to refer to past situations that no longer exist. "Used to" has no present simple tense form, so if you want to refer to a habit in the present, you must use the simple present. (Getting through p.187).
- We can join simple sentences using relative pronouns to form complex sentences (Getting through p.191).

Introduction metalanguage accounts for 22, 75% of metalinguistic information .It describes any element that seemed to prepare students for some activity by focusing their attention on a particular topic or theme for instance.

- Pair work: Use the information in the horoscope page below to act out short dialogues taking into consideration the given example (At the crossroad p .81)
- Have a look at the coping book below .Then, read the advertisement on the next page and do tasks one and two that follow. (New prospect pp.28-129).

Task-related metalanguage is explicit information on how to perform and practice activities, which, for integrated skills textbooks, could involve listening, speaking, reading or writing, usually with some group or pair interaction. This type of information was ranked

at more than 38% as the highest in comparison to the other subcategories of metalanguage style for example:

Group work: Think about what you will do if you pass your exams. Then, play a chain game by asking the other groups what they will do next. (Getting through p .82).

- Tell the class what you will do for the environment if you were Prime Minister /if you had power using the cues below (At the crossroad p . 53)

- Write a holiday advert for your local agency. Use the advert in the previous page as a modal. (New prospect p. 130).

Metalinguage can serve an important function as the source of explicit metapragmatic information for learners. If students are not shown that directives are often accomplished with the use of modals and questions, they may use declarative and imperative sentences and convey undesired illocutionary force through unintentional language choices (Grant & Starks, 2001). The explanatory nature of metalanguage can provide students with rich extralinguistic information such as interlocutor status, cultural information, usage notes and other relevant contextual information. In most EFL textbooks, metalinguistic information is primarily in the form of imperative directives for students to do some activities. Only rarely does metalinguistic information (directions, descriptions, etc.) include metapragmatic or usage information, most often in Instruction, typically realized as declarative sentences.

More detailed quantitative analysis is required to determine the sentence types most frequently used in metalanguage, as the metalanguage used in the three textbooks provides neither a pragmatically appropriate source of linguistic input nor explicit metapragmatic information that would help learners acquire pragmatic competence.

It goes without saying that the importance of metalanguage is twofold according to Vallenga (2004). It can be a valuable source of input and serve as a model of discourse. The failure to raise learners' awareness that declarative and imperative sentences through modals and interrogative forms in English may lead learners to use these types of sentences to convey unwanted illocutionary force. Metalanguage can also provide students to get extralinguistic information such as interlocutor status, cultural information, usage notes and other relevant contextual information. In all the selected textbooks, metalanguage information with the exception of that serving for instruction is primarily in the form of imperative

directives for students to do some activities in the textbooks as shown in the examples below

- Work as a group. Write a public statement about fighting corruption (New prospect p52)
- Look at picture 1 and say what does it represent (New prospect p53)
- Take turns to show your partner how to create an email (At the crossroad p 19)
- Read the email and answer the following questions (At the crossroad p21)
- Use the tactic summary in the next page to write a telephone conversation (At the crossroad p25)
- Take turns to write invitations (At the crossroad p26)
- Look at the map and answer the following question (New prospect p15)

Another point that can be noticed as far as the use of Task-related metalanguage is concerned in the current textbooks, we note that in most cases this kind of metalanguage is used with the word 'now'. This is pragmatically very positive, as this time-sequencer is one of the NSs' pragmatic behavior. Its frequent use throughout the three books may encourage learners to behave accordingly when conditions met.

- Now, recorder the sentences in exercise one above to get coherent instructions for creating an email account. (At the crossroad p19)
- Now, Look at picture B and guess which part of the world the map redpresent (At the crossroad p48)
- Now, scan the text and answer the following questions. (New prospect p 66)
- Now, compare and contrast the primary school or middle school with secondary school using the appropriate link words imagine you interview one of them. (New prospect p 86)

#### **4.5.3. Metapragmatic information**

The first thing that is written on the first pages of the textbooks under investigation is that "they are up-to-date communicative English textbooks which have been specially written for secondary schools in Algeria". In this study, one of the objectives is to gauge the suitability of the current textbooks as textbooks that meet the contemporary needs of EFL learners to learn pragmatic competence, which is a component of the communicative skills.

It should be pointed out that readers can fast notice how the language skills are distributed in each unit , it cannot be concluded that there are not enough exercises that

promote the communicative skills for learners. However, it can be easily noted that the grammatical competence is given more consideration than other competencies. There are more than two grammar lessons within one unit in the current textbooks especially in "New Prospect". Speaking activities are always presented to practice some grammatical points or to use new vocabulary. The only presentation in the textbooks that is closer to adopt the pragmatic content is the expressions that are listed in the first pages of some units or in tip boxes/coping to be learnt as a reminder sometimes. These expressions are mostly used in everyday language. Here are some samples.

- Can you help you? Hello, SEK Company ... ? Hello Bob Carl speaking? (At the crossroad p 25).
- Who's calling please? (At the crossroad p 25)
- I am looking forward to seeing you on Friday (At the crossroad p 25)
- I could not agree more/ that's right/I see your point /But don't you think... ? (New prospect p 63)
- I wonder if you could... ..?/ How about going ... ? (Getting through p 92)
- Sorry I don't understand what do you mean? (New prospect p147)

These kinds of expressions perform very important functions in English. However, the textbooks do not provide any kind of explanation of what functions or meanings these utterances are used for. Those are different speech acts that are used in the conversations, they are listed for the students to be read and learnt. The teacher cannot find any instructive information about how to teach or introduce these items to the students. No further explanation can be found about the use of these expressions. Vellenga (2004) stresses the importance of metapragmatic explanation in teaching and illustrates what kind of information learners need to be acquainted with in this respect.

Metalanguage can also serve an important function as the source of explicit metapragmatic information for learners. The explanatory nature of Metalanguage can provide students with rich extralinguistic information such as interlocutor status, cultural information, usage notes and other relevant contextual information (p.21).

No other document even illustrates for teachers or draw their attention to this content and the importance of its clarification to students. These utterances appear in the margins of the current textbooks beside the dialogues of the textbooks which are

presented without any further explanation for the proper use of certain expressions.

A very substantial condition for the success in L2 development and in learning pragmatics is consciousness. Consciousness of input and noticing are paramount for the development of the target language. This important factor is missing if we consider the case of Algerian secondary school textbooks because teaching a foreign language has to offer chances for learners to “focus” and “notice” consciously the features of the intended structure to be learnt. Studies that were conducted to explore the importance of the intervention of instruction in teaching pragmatics do support creating activities that raise the learners' pragmatic awareness Gilakjani and Ahmadi (2011).

#### **4.5.4. Cultural Information**

We cannot dissociate language from its culture. Therefore, when learners learn a language, they learn about cultures. As they learn to use a new language, they learn to communicate with other individuals from other cultures. It is at this level that various problems in intercultural communication start. Being knowledgeable about the TL culture is as important as mastering its grammar or vocabulary. A lack of cross-cultural awareness can result in serious misunderstandings and even clashes. People are much less tolerant of cultural shocks than they are of grammatical or lexical mistakes. Byram et al (1998)

In theory, syllabus designers and language teachers agreed that language is inseparable from its culture, but things are different when it comes to the practical side. A language cannot exist in vacuum, it has to express some objective functions when utterances are made or texts are written. Unlike structure teaching, pragmatics calls for the inclusion of cultural aspects. In practice, pedagogical decisions concerning how to teach culture are quite different from such decisions concerning the teaching of linguistic structures. In fact, teachers can decide on the priorities in teaching selected cultural aspects. We also think that the first step towards the acquisition of sociocultural rules of language is the use of authentic materials and teacher training programs that can help teachers in sensitizing their learners to cultural differences in pragmatic behavior across culture.

It should be pointed out that the evaluation of the three textbooks will focus on the treatment of the cultural content. It also explores whether the image of the target culture is representative or not. In other words, it is intended to examine whether the socio-cultural component is adequately incorporated in textbooks used in Algerian secondary

schools.

As far as "Getting through" and unit 1 is concerned, Culture is present in (p.9), students are introduced to the customs and traditions of Finland through an e-mail written by a common Finish girl "Kirsi" who has approximately the same age as the students, she is describing her country, her family, and their way of life. Such a text, gives the students insights about Finland as a country and how people in Finland live. More importantly, in (p.11), students are asked to write a short reply to Krisis' e-mail where they introduce themselves, their regular activities, their family, and their country. This would surely lead them to compare and contrast the Algerian culture with the Finnish one. Thus, this broadens their cultural horizon and understanding of both cultures. However, it would have been more effective if this e-mail was sent from an English or an American, or any other English speaking country. In fact, this is a textbook of English, and students are more interested in knowing and discovering English-speaking countries.

In (p.12), phone conversations are provided to pupils in different situations. After, they are asked to choose the appropriate answer in each one. In this way, pupils are first made aware of the way people take part in conversations. Then, they are shown the differences existing in phone conversations in terms of formality and informality (metapragmatic information). However, it is apparent that the conversation provided do not contain pauses, hesitation, fillers, and other features of authentic spoken English. Moreover, they follow the question/answer pattern, which do not reflect telephone conversations in the English culture. In addition, in the same page pupils are asked to play a role of two speakers on the phone in different situations. For example, a company secretary with a client and they are offered tactics summary to be followed. It is true that role-playing is a very useful technique in teaching culture. Therefore, it should imply spontaneous and free language that enables the pupil to use his/her own words and language. This is not the case in the above activity where the pupils are supposed only to read the phone tactics summary without making any effort to communicate and express what they want to convey. This activity would be more effective if the pupils were asked to play role providing the summary tactics only as a help to explain cultural differences...

Unit 2 is full of cultural aspects. To start with, in the first page there are pictures of different English novels and famous people like Shakespeare. They represent and draw a board picture of the English culture and history whereby pupils have the opportunity to discover them through pictures, which play an important role in culture teaching.

However, texts in unit two are very complex and difficult for first year secondary school level. On the one hand, it is difficult for teachers to explain and introduce such complex cultural elements to beginners, especially Charles Dickens' text and Chinua Achebes' one, since pupils need some background knowledge of the issue. Hence, pupils will feel bored in dealing with such complex elements so they will learn nothing from it. On the other hand, there are some words in these texts that are beyond the linguistic proficiency of the pupils. In other words, some words and expressions are very difficult for them. Consequently, this unit is not useful for our pupils, it does not fit their needs and interests, at this stage pupils need to know easy and simple cultural elements which would raise their interests and motivation in learning English. Apart from this, "once upon a time" represents cultural insights about both home and target culture. For example, in p 42 pictures of famous people who played an important role in their culture such as Abdelhamid Ben Badis and Charlie Chaplin. With the help of teachers, pupils would talk and discuss about such influential characters and learn about both home and target culture.

In the same regard, the biographies provided like those of Shakespeare and Charlie Chaplin are very useful in stimulating the pupils' knowledge of the target culture and introducing people who influenced their cultures. Moreover, the sayings and folktales in p 58 are of vital importance if pupils contrast them with the home culture ones because they reflect the beliefs and norms of the target society. In this way, it would be easy to identify the similarities and contrasts between the cultures. Furthermore, this unit incorporates the teaching of the target culture in contrast with the home one. For instance, the poem entitled "my country" by Drothea Mackellan in p 57 is a poem about Australia in which the writer is describing what she likes in her country. Likewise, the pupils are asked to write a poem about Algeria to say what they love in it using Mackellars' poem as a model. Hence, pupils will discover their own country and the differences between Algeria and Australia, For example, weather, food...etc.

Unit three begins with pictures of popular American magazines and newspapers. It is very important to know about famous newspapers in the target culture because they reflect the foreign society and their way of thinking. More importantly, pupils would unconsciously think of similar Algerian newspapers and the difference between the two countries' newspapers. In fact, this is what the textbook asks for in p 66. Furthermore, a picture of the English society is offered in the next page. Most people are seating and

engrossed in reading newspapers. Pupils are asked whether people in Algeria are fond of reading too. Such an exercise makes pupils familiar with the target culture and leads them to identify the differences between the two cultures. In addition to the names used in some conversations such as Aicha, Meriem, Bachir. To illustrate the non-authenticity of the conversations used in this unit.

Unit four sheds light on some inventions in the field of science. In p 101, pictures of famous foreign scientists are provided and pupils are asked to match each one with his correspondent name, date of birth, and nationality. Then, they are asked to write a short biography about one of them. Consequently, pupils will benefit and learn a lot of things from this unit, in other words, learning and discussing the achievements of people from different cultures and countries. However, the unit represents general information without any reference to the English speaking countries. In fact, such factual information does not arise the pupils' motivations because they already have dealt with them earlier in their studies. Moreover, it is worth noting that we still come across small and colorless pictures in the textbook that mislead the pupils.

Henceforth, texts and activities provided in textbooks must contribute meaningfully to the presentation of the target culture. Furthermore, the unit also ignores the home culture since there is no information about the pupils' home culture and it is strongly recommended to include English songs, proverbs, and other effective ways in teaching about culture which would clarify the target culture and raise the pupils' motivation towards learning the English language.

Unit 5 is about everything related to nature and earth. This unit lacks cultural information, pictures related to the target culture. However, there are some dialogues and activities which help pupils have insights about the target culture. For instance, in p130 a dialogue about global warming is provided, and then the pupils are asked to play out the dialogue with the right intonation without mentioning any cultural information. It is apparent that "At the Crossroads" guide pupils to role play in a way they have only to read passages from it and does not push them to try to communicate in their own way. In addition, in p 136 and after reading a dialogue between Mr Peter Roscoe and Mr Beter Burns on traffic pollution, the pupils are asked to prepare a dialogue about any environment problem that faces their country. Hence, they will understand cross-cultural differences and similarities. In p 149 the pupils are asked to pretend that they are environment inspectors and to write a memo to inform the

authorities about the dangers resulting from pollution in their area. It is important to provide the pupils with information related to a specific culture and prevent them from stereotyping and overgeneralizing because each country has its own specificities. On the contrary, the unit presents a very general aspect of information without referring to any culture or society.

The results of the first textbook analysis show that culture exists to some extent in "At the Crossroads". However, it is not covered adequately. There are many shortcomings concerning teaching culture. Some subjects, as in unit 2, are beyond the pupils' linguistic and cultural level. Other units lack cultural information (unit 3 and 4). Besides, the textbook does not help in developing cultural understanding. Its' cultural content provides neutral passages. Thus, instead of genuine materials pupils often meet artificial texts which lack songs, game, proverbs that contribute successfully in teaching culture. audio-visual materials which help pupils to handle real language are rarely used in most of classrooms. Consequently, some pedagogical recommendations are necessary in order to improve the teaching of culture in Algerian schools in a more effective way.

As for as the second year textbook, which is entitled "Getting through" is concerned. Unit 1 represents Ramadan Nights in ancient time in Algeria. It is started with an original painting by the famous Algerian artist Mohammed Racim, Information on the TC forms part of the core of the unit and the cultural content is varied: big "C" culture issues (e.g. art, geography, economy, religion, science, climate, history, and architecture) and small "c" culture issues (e.g. life style, food, and clothes) are included. Cultural items in this unit are thematic universal turning around the major theme which is "life style" (how people dress and eat, fields of work, daily habits). It is apparent that the emphasis in Unit 1 and even in the other units is on culture at an international scale, hence reference is made to both English-speaking countries and non-English speaking countries, such as America ( unit 1,2,8) ,Germany (Unit 1,2),Italy (unit 1,2) , Britain (unit 1,7) and Brazil (unit 1,unit5). The cultural content suits the learners' level, interests, and background knowledge, i.e., topics dealt with are familiar to the pupils and simple to understand; such as, kinds of food, touristic places in Algeria and styles of clothes.

Unit 2 is initiated with a list of famous international institutions accompanied with their corresponding acronyms (UNESCO, WHO, UNICEF, FAO, UNCTAD, UNO, IMF, AMF, OAU, and AMU). The choice of this picture is suitable to the major objective of the unit "make peace", in the sense that all these institutions promote peace and tolerance

between nations. Most of the topics in this unit cover current universal issues such as the history and work of United Nation agencies, peace and war, international Atomic Energy Agency, and Martin Luther King "the man of peace". The authors in this unit address the learners' mind to raise their awareness about international peace, civilized discussion, and students' rights as mentioned in the chosen tasks below.

**Group work. Discuss and write a list of school regulations using the clues in the box and the auxiliaries in the table that follows. Then compare your answers. Tolerate differences/respect/keep cool/shout at each other, learn to listen to each other/bully/impose ourselves on others/cheat at exams/accept the opinions of others/insult others/always agree with each other /violent/settle disputes peacefully(add other examples.)**

A collection of stamps that represent the countries' natural resources was chosen as an introduction to Unit 3. This unit aims at raising students' awareness about saving natural energies, and the damages that may affect human resources. It tackles issues such as the importance of the Amazon rainforest, Exxon Valdez catastrophe, solar energy, and noise pollution. All these topics attract the students' attention at a local and universal level. Some texts in Unit3 are not recent at the time when the textbook was first published in 2006. For example, the "Amazon Rainforest" article (p60) goes back to 1960's and 1970's and the same thing for "Exxon Valdez" report (p61) which is traced back to 1986. We wonder why including them while most of the textbooks' content should be up-to-date.

Unit 4 urges students to carry out scientific experiments. It introduces learners to scientific topics such as geometry, math, chemical products, and physics. It is worth mentioning that most of the cultural items covered are thematic universal, i.e., developing general understanding about science and technology in the world and encourage students to take initiative in this domain. It is equally important to talk about two activities in this unit (p88).In the first activity .students are sked to assimilate the role of a British person having a problem and requesting help from "agony aunt", in the second activity learners are supposed to play the role of an "agony aunt" and suggesting solutions for the imaginative problems as indicated below.

**Imagine you are in a dilemma; write a letter to an “agony ant” to ask for advice.**

**Tip Box**

When the English have a problem and one to turn to, one solution for them is to write to an “agony ant” for help and advice. This is the person who answers readers’ problems in a newspaper or magazine in Britain. A letter for seeking advice usually consist of three parts. An Introduction where you say why you are writing. A short paragraph where you introduce yourself and another paragraph where you expose your problem and ask what you should do.

**Now, imagine you are an “agony ant”. Read your partners’ letter and reply by suggesting a solution to his/her problem. Keep the following plan:**

- Introduction
- Expression of sympathy and reassurance
- Analysis of the problem
- Recommendation/suggestion

It is true that this activity introduces learners to an issue, which is typical for the British society. However, the main objective is to show learners steps included in writing letters. More activities of this type should have been included in the textbook. Covers of famous newspapers and novels were selected as an opening for Unit 5. In this unit both big "C", culture issues (tsunami in the news, folktales, and metaphors) and small "c" culture issues (daily citizens' problems and accidents...) are taken into consideration. The short stories integrated in this unit give pupils lessons; for example, the folktale " little red riding hood". In a formal interview, secondary school teachers questioned the usefulness of the folktale « four friends » since it is not available in schools. We wonder why the authors. (p106- 107} included “four friends” folktale in the textbook. and provided three activities for the discussion of its content despite the unavailability of this short story .In our opinion , Activity 1 in the section "developing skills" (p107) would have been more beneficial to pupils, if it is categorized as a group discussion technique.

**“Ask your partner for his/her opinion about the film/short stories/plays/ you have seen/read. Use the information in table 1 and 2 below.**

**Example**

**You:** what do you think about Alfred Hitchcock’s *The Birds*?

**Your partner:** I think that if’s a really good film. The characters are life like. The theme is topical with all this news about bird flu...

Column A	Column B
I think (that) ...	<b>Characters:</b> lifelike/hateful, lively, ridiculous
I believe (that) ...	<b>Narrative:</b> captivating, lengthy ...
In my opinion, ...	<b>Action:</b> full of suspense, boring ...
It seems to me (that) ...	<b>Theme:</b> un/interesting, good ...
As far as I'm concerned ...	<b>Mood:</b> sad, cheerful ...
If you ask me, ...	<b>Language:</b> simple, complex, poetic ...
	<b>Actors:</b> skillful, unconvincing ...
	<b>Setting:</b> unforgettable, picturesque ...

The fact that learners are required to analyse and exchange information about a film, a short story, or a play will make the task more difficult and over demanding. It would have been easier and useful if students discuss-either a film, a short story or a play because each one of the three has its specific characteristic and outcomes.

The first idea which comes to one's mind while reading the content of Unit 6 is why not combining it with that of unit 2 "make peace". It is true that Unit 2 is about issues of peace and war, and Unit 6 deals with natural disasters (earthquake, flood ...); however, both units seek to create a sense of charity and tolerance among students. We believe that using a proverb, as the title of this unit "No Man is an Island" is not appropriate, for learners cannot usually understand its figurative meanings without having an appropriate cultural background as proverbs are not common for all pupils.

All the textbooks' units end up with an assignment to learners (a project). This project is a kind of recapitulation to the whole unit where students work on their skills and broaden their knowledge. However, we believe that the major objective of Unit6 is not linked to the final project because the whole content is about promoting attitudes of tolerance, charity and support among people in disasters, and the project with which the unit is concluded is about people's readiness to face natural and man-made disasters. Furthermore, it should be noted that there is a fragmentation in the representation of the cultural content in each unit and within the units themselves. In other words, unrelated and irrelevant cultural subject are included in each unit that may not serve its main objective; for example, in this unit we find an interview with Bill Gates "man of the year for 2005" and a pie chart about the Americans who elected Bill Gates to be , the man of the year for 2005.In Unit 1, the main theme is "life style in the past and the present" ,but within the unit we find texts about "predicting what may happen in the field of medicine",

"united towns organization", and biography of the landscape painter William Turner. Contrarily to Units (1, 2, 3,4,5,7 and 8);Unit 6 contains many quotes of famous people.

As for "New prospect", One can see that the texts included in this textbook with references are simplified and adapted versions of original ones written by British and American authors, except for "How Is Your Energy Balance?", a reading text in "Safety First", unit 4 which was written by the designers of the textbook for the purpose of teaching the unit. A general assessment of the six teaching units reveals that each unit presents culture differently from the others.

Culture is presented as a historical fact in unit one, where the focal culture serves as a vehicle to teach the foreign language. In fact, unit one explicitly deals with the Algerian culture, which shows both on the linguistic and visual levels. Unit one sets the Algerian culture amongst other cultures such as the Egyptian and the Phoenician. Positive diversity can be said to be highlighted in this unit and even the inclusion of the local culture invites the pupils to value their culture and consider it as part of the human culture.

Culture is presented as a set of shared values, facts and traditions in unit three, and as social behaviors and attitudes specific to the target language culture in British and American societies in unit six. Both unit three and six contain linguistic and visual materials that favor the target language culture as the context in which the target language is taught and the sources of the texts are a clear evidence of that. Although focus on a foreign culture may put at risk the pupils' identity and create a desire that may lead them to identify themselves with the target culture model, it is beneficial in removing some of the stereotyped ideas that make pupils view culture as a set of facts or behaviors common to all English-speaking countries. Thus, creating a contrasting view between the British and American culture helps the pupils in accepting cultural diversity within the same English culture. Moreover, this contrasting view will lead the learners to review their conceptions of culture and eventually accept the diversity in their local culture seeing it similar to the different cultures of the world.

Culture is presented as shared values in unit two, which is about ethics in business; practices and behaviors defining a life style in unit four, which is about advertising, consumers and safety; and finally human achievements and scientific discoveries in unit five, which is about space. The thing that is in common between these three units is that they rely on universal themes representing transcultural materials to teach the foreign

language within a cross-cultural perspective. This would lead the pupils to find their place in the modern world, which is characterized by globalization. It is worth noting, however, that the focus on the British and American cultures is explicit as compared to other English speaking cultures which are almost non-existing in the book. We notice a pattern in the activities related to the reading texts and listening scripts, when the text/script is of the culture-general type, questions usually are about the content with no reference to culture. However, when the text/script is of the culture specific type, especially target culture, questions sometimes challenge the learners' cross-cultural understanding by comparing the target culture to the local one, although; this is not always the case.

Unit 4 entitled "We are Family" focuses on feelings, emotions and humor. It aims at developing and understanding expression of feelings across different cultures and societies. This unit contains some cultural knowledge in specific activities. It first starts with Algerian comedians to whom learners are introduced; within the sequence "Listen and Consider", the teacher asks those questions orally that are mentioned in the textbooks like: what is comedy? Do you think that comedy teaches us lessons? The purpose of these questions is to evaluate students' background knowledge in relation to the theme of the unit. In this context and exactly in rubric "Let's hear it" the teacher reads for students a text chosen from the "Listening Script" (pp.208- 209), the text is an interview between a journalist and a humorist John Doe in which he explains humor and comedy. In this interview the humorist claims that the sense of humor is linked with national characteristics, and he illustrates his opinion with an American who can't laugh at a Russian joke and vice versa, also a Russian find it difficult to make an English man laugh to tears. These examples show that different cultures around the world have some features that are unique and relevant to its people who cannot share them with other cultures, for instance the way of expressing feelings and sense of humor, and this is the main theme of this unit "We are Family".

Moving to the sequence "Read and consider" (pp. 174-175), a text is entitled "feelings". This text treats the way American and British people express their feelings and emotions in different situations. The text represents first the American culture in which people are extrovert; they prefer to share their experience, and show their tears instead of hiding them. On the other hand, British people tend to hide their feelings publically, they feel embraced when they are seen crying. This contrast between the two cultures is depicted to learners in the text, so that they can make the difference between the two societies. Moreover, learners are asked at the end to compare between the Algerian attitudes and feeling

with those of the American and the British. This type of questions is worth mentioning for learners of foreign language in order to be familiar with both cultures (the native and the target) for the sake of enriching their cultural knowledge.

On the visual level, the textbook has 95 images of different types to serve different purposes. Most of the pictures in *New Prospects* portray foreign people both famous and unknown as representatives of their countries in comparison to Algerian ones; the textbook also includes images of foreign setting representing different cultures and countries. The way in which the pictures are represented implies a kind of relationship between the local culture and the foreign one. The pictures of foreign people and settings are set on the same page as those of Algerian people and settings; usually, on the front page of each unit, we find this relationship between the self and other portrayed. For instance, the front page of unit two represents one picture representing the logo of an organization that fights corruption and right under it a picture representing a group of Algerian lawyers standing in front of the Algerian accountant court whose role is to fight corruption also. Similarly, unit three has on the front page a picture representing British students at a university lecture amphitheatre followed by a picture of Algerian students at a university library. Unit five also falls in the same pattern with a picture of the British Old Royal Observatory and the Algerian National Institute of Astronomy. This suggests that the designers of the textbook try to create equivalence if we might say between the foreign culture and the local one. They assume the identity of the pupils remains a determining factor in a learning of the foreign language.

Overall, the visual component of the in use textbooks textbook conveys a positive representation of the local as well as the foreign culture. Where the cultural content of the images is prominent, we find that the local and foreign cultures are balanced. In addition, we find that some of the pictures are old representing celebrities from the 60s and the 80s; learners may find themselves distant from what they represent, and eventually from their culture. This may be due to the designers' search for authenticity or their ignorance to modern popular culture.

### **4.5.5. Speech acts and their meta pragmatic description**

Information on speech acts accounted for just (10,64%) of pragmatic information in at the crossroad (9,13) in getting through and (3.89) in new prospect textbook. However, a closer examination resulted in different speech acts. This speech acts were both implicitly and explicitly mentioned in the textbook: accepting invitation, accepting request, apologizing,

refusing invitations, asking polite request, agreeing, disagreeing, complimenting, criticizing, warning, expressing advice as mentioned in the table below

<b>Examined textbooks</b> <b>Types of speech acts</b>	<b>At the crossroad</b>	<b>Getting through</b>	<b>New prospect</b>
Accept invitation	X		
Refuse invitations	X		
Request	X	X	
Apologize	X	X	
ask polite request	X	X	
Agree	X	X	X
Disagree	X	X	X
Complain			X
Compliment			
Criticize			X
Advice	X	X	X
Warning	X	X	
Ask for opinion	X	X	X
Make offer	X	X	
Suggest		X	X
Start a conversation	X	X	
Give opinion		X	X
Threaten		X	
Wish			X

**Table 5.55: The different speech acts presented in the examined textbooks**

The findings presented in the table above suggest that the textbooks under analysis contain to some extent a pragmatic input as regards of some speech acts, at least at the pragmalinguistic level. This, however, is never enough, as learners should deal with that input explicitly to benefit from it (Cohen, 2005). Although, the focus on the speech acts under question is hardly ever explicit in the three textbooks. In Book 1, only one task, in Unit One, deals with requests, accepting and refusing explicitly as illustrated in the examples below from both book 1 and 2

- Would you mind saying in what sense? (Getting through p 42)
- I wonder if you could tell me something about the chances ... (Getting through p 42)
- May I ask you another question? (Getting through p 42)
- Would you please give us some examples, please? (Getting through p 43)
- Thank you very much for your invitation .I'm afraid I cannot come to the party because my father has the flu and I have to attend him (at the crossroad p27)
- Thank you very much for your invitation; it will be a real pleasure for me to meet you again (at the crossroad p 27)

Request and apology were the most commonly presented speech acts in book 1 and 2 without being accompanied by metapragmatic information or function for their appropriate use in the right context to convey the right illocutionary force and prevent pragmatic failure. A better illustration is the following tasks taken from book 2

**Pair work:** use the cues below making requests and responding to them. Pay attention to your punctuation « Note: Please can be used either *in* initial or end position » p42

**Group work:** Match the sentences in column A with their functions in column B. Then, write similar sentences to express the same functions. P40

**Pair work:** imagine that your friend was in a dilemma Suggest to him/her a solution to get out of it Help yourself with the tip book above P86

The objective of the tasks above is to raise learners' awareness of formal and informal requests in book 1 and the use of the intonation at the end of them. Most of the time the purpose of such activities is to practice some grammar points or vocabulary .Therefore; no norms of appropriateness or formality are used. In the second pair work above, the learners are asked to make suggestion without being guided on how to make suggestion, in which context, where and when. Nearly the something for the first task where learners are asked to make requests and respond to them with giving importance to marking intonation at the expense of the metapragmatic description of such a speech acts as learners were asked to mark intonation at the end of the requests and their replies. Furthermore, they are supposed to make requests out of offered forms, we notice the appearance of intensifiers and hesitators which are of the form "I wonder if you could/ would you please". Furthermore, we notice an overuse of "please ", using it in such a high frequency may lead the learners overusing it and thus they can commit errors because the

placement of this politeness marker is not always concordant with its presentation in natural speech. In other words, "please" has been found in initial middle and end positions as it was mentioned to learners in the pair work above. Learners should be informed that its occurrence at initial position is not the same as using it in end position; the former may best be considered as "getting attention" or "apology" for interruption. While in the latter, "Please" can fulfill other functions such as a politeness marker. It should be pointed out that the number of speech acts presented in book 3 is very limited, one task in unit 3 about complaining and another one about giving advice in unit 4 and no specific attention has been paid to requests or apology in addition to the total absence of tasks that deals with them explicitly as already mentioned. A simple reason for that is giving the priority to written language at the expense of spoken one to prepare learners to the Baccalaureate examination, which is of a written nature. As can be seen from the table above there is a lack of metapragmatic information related to some speech acts. It is understood that the more we proceed in the analysis, the more we feel a lack in sociopragmatic and metapragmatic knowledge that guide learners to the appropriate use of the target language.

Given that the textbook is designed for high school pupils, there still should be more structures for different speech acts so that students can be more prepared to take part in real communication. In addition, pupils need to know which structure to use in which situation. All the other speech acts except advice were treated in a similar way. Therefore, what was found in the treatment of the speech acts of apologies and requests can be applied to the other speech acts. All of the speech acts were consolidated by some tasks. The speech act of complaint for example was fostered by a task in the writing development rubric in book 3 where students are asked to write a letter of complaint using useful phrases when organizing the letter and making notes on what to complain about after reading an advertisement of a travelling agency.

Overall, the speech acts were taught systematically. Nevertheless, there was a paucity of metapragmatic information on politeness or norms of appropriateness, which is fundamental for learners to work out "differential socio-cultural constraints on the use of speech acts in different cultures" (Nguyen, 2011, p. 23). There was also a dearth of cultural knowledge on how to perform the speech acts in the context of Algeria as well as comparison between the ways people of different cultures perform their speech acts. There is, therefore, a paucity of cross/intercultural knowledge.

The linguistic presentation of the speech acts was also considered. It was found that

there was a lack of choices in the language provided for students to perform the speech acts. For instance asking pupils to give opinion, advice or make suggestions as shown in the task above without providing them with the expressions that they can use in order to fulfill such a task.

The findings presented in the table above suggest that the textbooks under analysis contain to some extent a pragmatic input as regards of some speech acts, at least at the pragmalinguistic level. This, however, is never enough, as learners should deal with that input explicitly to benefit from it (Cohen, 2005). Although, the focus on the speech acts under question is hardly ever explicit in the three textbooks.

Request and apology were the most commonly presented speech acts in book 1 and 2 without being accompanied by metapragmatic information or function for their appropriate use in the right context to convey the right illocutionary force and prevent pragmatic failure. It should be pointed out that the number of speech acts presented in book 3 is very limited and no specific attention has been paid to requests or apologies in addition to the total absence of tasks that deals with them explicitly as already mentioned. A simple reason for that is giving the priority to written language at the expense of spoken one to prepare learners to the Baccalaureate examination, which is of a written nature. Therefore, written language is prioritized at the expense of the spoken one. To sum up, these results agree with the findings of previous research tackled by Dendene. D (2014) research about the pragmatic suitability of the Algerian ELT textbooks in relation to some speech acts.

#### **4.5.6. Pragmatic tasks**

Pragmalinguistics and socio-pragmatic input included in textbooks can provide learners with linguistic resources and knowledge of the social and situational constraints on speech acts performance in cross-cultural communication. However, mere exposure to pragmatic input cannot always lead to the acquisition of these pragmatic features because some pragmatic features are not salient to some L2 learners due to sociocultural differences (Bouton, 1994). Therefore, learners' attention must be directed to the target pragmatic features in the input for subsequent acquisition to take place.

The pragmatic tasks presented in the examined textbooks are too limited in book 1 and 2 including few matching tasks, pair works and discussions, which are dealt with randomly.

They are used neither to raise learners' pragmatic awareness nor to facilitate their processing the target pragmatic features as learners depend on the semantic content alone. Concerning book 3, it contains many tasks, but no task is pragmatically oriented because learners who use this textbook are supposed to sit for a written exam at the end of the year as it was explained previously. (Angela Meredith. S. 2015).

The findings of the textbooks content analysis are concordant with that of the classroom observation and the questionnaire analysis, they all indicate that the examined Algerian ELT textbooks rarely include adequate or comprehensible explanation of some metapragmatic information, they are pragmatically inadequate since they are not designed by taking into consideration the learners' backgrounds and their communicative and pragmatic competence. Therefore, the hypothesis that was set for the second research question, is confirmed.

### **4.6. Conclusion**

This chapter reported on the data gathered from content analysis survey both quantitatively and qualitatively in accordance with the framework which is adapted from Vellenga's frame work (Vellenga; 2004) .The findings show that the examined textbooks include a paucity of pragmatic information distributed at random and a limited variety of pragmatic information , pragmatics is a marginalized area in language teaching, and these textbooks do not give an attentive consideration to present it within the framework of the textbook as a basic skill in language learning. Doing such research was of a great importance as Algerian learners of EFL are still not able to succeed in using language meaningfully in different situations. Our students still relate learning language with learning its structures, and they still measure their success by their grades that they obtain in their exams and tests. One of the implications of this study is that language teaching should not only focus on linguistic competence but also on pragmatic competence.

The limitations imposed by the textbook and the classroom teaching on pragmatically appropriate input hinder the learner from becoming truly proficient in communicating in the target language .It is also argued for a need to consider ways of applying the principles to materials development and classroom instruction. Given the fact that there is a dearth of pragmatic input and tasks in quantity and variety- as it was mentioned previously . In the chapter to follow, a tentative practical model, for integrating pragmatics as a pedagogical tool for enhancing Algerian EFL learners pragmatic and thus communicative competence, is formulated

by offering recommendations and suggestions to remedy the situation.

### **5.1. Introduction**

It is worth reflecting that involving the EFL learners in pragmatic and thus communicative learning is a hard task that needs to be given further pedagogical efforts on the part of teachers and learners. The results of the practical investigation have brought many issues that can be handled for the effective pragmatic and communicative teaching and learning in the secondary school EFL classrooms. The obtained results required clearly that settling the matter need to have particular pedagogical qualities inside the EFL classroom in addition to the important role of syllabus designers and textbooks writers.

This chapter offers some possible suggestions and recommendations that can help improve the language learning outcomes from a pragmatic perspective: To start with, there are attempts to describe the teachers and learners' recommended specifications within the teaching and learning framework. Then, the learning environment is strongly recommended to be supported with other materials especially the technological ones for activating learners' motivational thinking. Furthermore, some techniques and strategies such as selecting the appropriate output practice pragmatic tasks for learners and designing authentic instructional materials in general and textbooks in particular are proposed to improve learners' cultural performance and self-reflection because these are the central component of the communicative and the intercultural pedagogy. Furthermore, a suggested unit plan is proposed as a model for integrating metapragmatic information in Algerian English textbooks in order to seek answer the third research question.

### **5.2. Implications for Teacher Training and Teaching methodology**

Because EFL is a rapidly changing field, teachers are highly recommended to expand their roles and responsibilities over time to meet the many requirements of each EFL teaching/learning situation. They need, in fact, to take regular opportunities to update their professional knowledge and skills and to meet their professional and their learners evolving needs. This aim can be achieved through training and professional development in addition to the teaching methodology. Teachers should adopt a teaching methodology that is consistent with the EFL teaching/learning requirements in Algeria and to learners' background knowledge, individual abilities, learning style and strategies through a pragmatic perspective.

#### **5.2.1. Teachers' training development**

During their professional careers that may last more than three decades, teachers

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may experience numerous teaching methodologies. Thus, in order to face the many requirements of these changes, teachers themselves need a new paradigm shift. The demographic information showed that only 12, 08% of them had received pragmatic knowledge when pursuing their studies in the university , the data collected from the questionnaire and the classroom observations revealed that the majority of the research participants do not know even what does pragmatics stands for and some of them understand pragmatics and its teaching in different ways. The data showed that they had difficulties in teaching pragmatics due to their lack of pragmatic knowledge and competence although they all admitted the vital importance of pragmatics in language teaching and learning .Therefore, one of the major problems with the learning and teaching of L2 pragmatic competence in our EFL classrooms is that teachers do not have sufficient knowledge of L2 pragmatic competence, which is likely to prevent them from implementing pragmatic instruction on their own right. This showed a strong need for teacher training in pragmatics for English teachers in a systematic and structured way. As another problem interfering with L2 pragmatic instruction, content analysis results indicated that our English textbooks did not handle pragmatic aspects of language in any systematic or satisfactory manner. Since textbooks as major input source play an important role in EFL learning, it is highly likely that a poor treatment of pragmatics in textbooks would fail to address various social and cultural factors .influencing appropriate use of L2 in context, and make students become pragmatically deficient users of English in cross-cultural communication.

It is of utmost importance to include pragmatic components into English teacher training programs and teachers themselves need to develop their professional skills and pragmatic competence. Understanding the importance of pragmatics in teaching and learning English strongly recommended integrating pragmatics and discourse into the English teaching curricula in Algeria. In order to teach pragmatics effective, teachers need to be aware of many important issues such as the knowledge required for teaching the foreign language, subject-matter knowledge, and pedagogical content knowledge, knowledge of the curricular and educational contexts. In this sense, they have to be skillful enough to take appropriate decisions about their teaching objectives, methodology, the skills to be focused as well as the type of interaction that should exist in the classroom setting. Thanks to reflecting on their teaching principles those teachers will improve their professional careers and their classroom practices.

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Teaching L2 pragmatics, requires the teacher to take into account many aspects of pragmatics such as knowledge of pragmatic variation, knowledge of a range of pragmatic norms in the target language, knowledge of meta-pragmatic information, knowledge of how to teach L2 pragmatics, knowledge of how to assess L2 pragmatic ability, knowledge of cultures, proficiency, and other characteristics, and knowledge of the role of L2 pragmatics in the educational contexts.

I believe the problems with teaching English as a foreign language are not purely linguistic rather they are pedagogical and didactic, and solutions need to be worked out for all the subjects in the educational system. Algerian students should learn major life skills, and teachers need to be trained to deliver such knowledge efficiently. It is noteworthy that pedagogy, which seems to be devalued in teacher training programs in Algeria, is crucial to teaching. Thus, it should be fostered through teacher training and recycled through professional development on a continuous basis. Teachers need to update their knowledge regarding the latest trends in teaching, and to be aware of best practices around the world in order to cope with globalized education and meet international standards. I believe this is a major priority to be addressed in our country. Therefore, in order to cover teachers' needs and ensure efficient and proficient professional development programs in Algeria, research in the field should be conducted and needs analysis strategies should be followed with a view to assessing teachers' needs and working on responding to their demands. Professional development is the process of learning, which starts with initial teacher training before engaging in teaching and continues through teacher development, which involves different aspects such as pedagogy, methodology, technology, and learning approaches.

To sum up, pragmatics needs to be integrated in English teacher training programs. The participants in the present research encountered difficulties in teaching pragmatics because they lack pragmatic competence and the appropriate methods to teach it. Therefore, they need to develop their pragmatic competence and acquire knowledge of how to teach L2 pragmatics. The results of the current research also revealed that teaching pragmatics is a complex and challenging task for teachers, as pragmatic behavior varies greatly and depends on social and cultural contexts (Kondo, 2008). Without developing an understanding of pragmatics, learners would not be able to communicate effectively using the target language for sure. Therefore, it should be made clear to teachers that one of the principle tenets of teachers' educational development is that they must keep abreast with new pragmatic teaching methodologies through research, self-education, training and continued learning,

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which become integral parts of the school reform.

### **5.2.2. Teaching Methodology**

Allwright and Bailey (1996) note that: "...Method does matter... but only to the extent that it makes a real difference to what actually happens in the classroom" (p105). According to language specialists, teachers' teaching methodology is the numerous prescriptions that are most of the time translated into classroom practices. In addition to, shaping perspectives for presenting the different aspects of the target language, teachers' employed methodology, cites planning for various practical classroom ideas and procedures. Obviously, a good method can be very beneficial to learners, if the teacher does his best to make it fits his learners' various needs and expectations because above all language teaching will always remain an art in the hand of competent teachers. Thus, in teaching pragmatics, the teacher is required to accommodate his own teaching in a way to make his learners find out how to use language appropriately in the right context so as to communicate effectively using the target language.

To succeed in making learners better approach their pragmatic learning, teachers are similarly recommended not to integrate many elements of pragmatic knowledge in one lesson. Actually, they are advised to teach one item at a time or at least use some pragmatic hints within each lesson so as to raise learners' awareness about the importance of relating form to context when communicating with different users of the target language. Teachers can make corresponding changes in approaches to foreign language teaching, since the limitations imposed by the textbook and the classroom on pragmatically appropriate input hinder learners from becoming truly proficient in communicating in the target language.

### **5.2.3. The Need for a Communicative Pragmatic Teaching**

In the field of second and foreign language teaching, the aim is not the mere acquisition of rules or bits of the language, but the use of the target language for different communicative purposes. The ultimate objective of teaching a language must be the development of the learners' communicative and thus pragmatic competence. To achieve this communicative aspect of language learning, teachers need to make use of a variety of teaching tools for a communicative pragmatic teaching and they are urged to expose their learners to the target language in the formal classroom context and mainly get it through specially designed pedagogical materials produced for the purpose of language teaching.

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Policy makers should believe that it is very important to help the foreign language learners achieve communicative competence in accordance with the linguistic competence. Although, they are required to follow the communicative competence language teaching method, they are far from developing students' communicative competence, which includes both knowledge about the language and knowledge about how to use the language appropriately in communicative situations. The findings of the present study recommend a need for the teachers to understand and accommodate the differences between Algerian and English cultures when engaging students in communicative activities, teachers should adjust their teaching standards by adopting the suitable teaching method that encourages the developments of the students' communicative competence.

It has long been proved that raising learner' awareness about form is not sufficient to ensure an efficient use of the English language, because the intended meaning should be as important as the literal meaning, both of them play an important role in providing resources for all types of communication. That is why; the language teacher is urgently required to advocate a new pragmatic teaching model that ensures modeling learners' comprehension of the different aspects of language within a communicative framework.

All the language aspects should not be solely seen and taught as an isolated component of knowledge, but rather taught and assessed communicatively. The teacher should not as well deny the fact that his attitudes towards communicative and pragmatic teaching shape his own way of presenting them. According to many specialists, if the teacher sees language aspects as an isolated system, learnt apart from the communicative language teaching/learning, he will undoubtedly consider it that way and thus, teach form without context. For this reason, the teacher is highly recommended to supply meaningful contexts for the language structures he introduces to his learners to enable them to attain particular communicative purposes. Indeed, the identification of the pragmatic meaning of the interlocutor's utterance when communicating cross-culturally is very important for successful communication.

Pragmatic awareness helps Algerian EFL learners overcome misunderstandings arising from their assumption that the utterance in the target language will have the same presuppositions, implicatures, illocutionary force and social factors with that of their first language. As language educators, our job is to give the appropriate instruction to our learners to help them make the appropriate language choice, which allows them to express their own values and beliefs and to inform them about the pragmatic choices and their

consequences in a certain situation.

### **5.2.4. The Need for Adapting an Eclectic Approach to Teach Pragmatics**

Teachers have experimented different methods, approaches and techniques in the teaching of English as a foreign language in Algerian secondary schools. They might have also come through numerous teaching deficiencies and teaching faintness which oblige them to ascribe to an eclectic approach to teaching "...whereby they draw upon a variety of different instructional techniques, depending on the individual needs, goals and learning styles of their students" (Purpura, 2004 p.25). So, using an eclectic approach that implies teachers to select and adopt what is good from other methods and rejects what presents difficulties seems beneficial to learners. By adopting an eclectic approach, the teacher will undoubtedly make his teaching suitable for most learners, because it is not important what approach to follow, but what benefits can teachers make from the approach to meet the needs of their educational scene. Eclecticism will be the best solution in order to give the teacher the opportunity to address two goals: to have command of the language system to enable learners to generate their own sentences and to use the language to achieve communicative needs.

Developing learners' pragmatic awareness and communicative proficiency should be the aim of the communicative language learning which is supposed to improve the learners' appropriate language use in different situations and social settings. Consequently, the teaching of pragmatics in an EFL context at the secondary school level should be reconsidered to meet the objective and the need of EFL learners.

Adapting an eclectic approach to provide EFL learners with the suitable metapragmatic information is more than a necessity; it must be the role of all language teachers who are asked to think about new perspectives to teaching pragmatics in EFL contexts. Teachers should at least try to be in the right path by finding their way in developing appropriate teaching techniques and materials. They have to make sure that their teaching methods and the teaching materials they are using can help in raising their students' pragmatic awareness and develop their communication skills. Unfortunately, teaching techniques and materials that are used by teachers of pragmatics at the level of the secondary schools do not help in raising students' pragmatic awareness.

To conclude, by being eclectic, the teacher is as well highly recommended to

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relate any language teaching aspect to the other skills to enable the learners explore metapragmatic information in context. He/She is also required to incorporate criteria for selecting the appropriate techniques and tasks that goes with the majority of learners' profile and tend to maintain a kind of balance between accuracy and fluency. By being eclectic, the teacher has to embody many other roles if he has to fulfill his teaching duties and facilitate his learners' learning process.

### **5.3.The Role of the Teacher**

The teacher is an important factor in the teaching /learning situation. His role as a knowledge giver and a learning condition mediator is also paramount. In this respect, Merini (1989) notes that: " ...No matter how important and good the textbook is, the major component responsible for the success or failure of the teaching/learning process is the teacher" (117) .On this light, we may say that the teachers' attitudes to the language and the task of its learning are vital. They should have clear teaching goals and strive hard to transmit such goals to his learners.

The teacher is required to mitigate any ambiguity that may appear as far as these goals are concerned to ensure an adequate teaching/learning condition for the majority of learners. To achieve his teaching targets, the teacher is perceived to be the key agent in making the learning situation suits most learners' expectations by meeting his learners' needs, during classroom practices. He should not then, deny the fact that he is the key responsible in shaping his learners' own attitudes about the target language learning objectives, through his daily practices, assessment procedure, and classroom management. Therefore, the teacher is required to be knowledgeable enough and well versed on what constitute his teaching tasks, possess clear goals about his teaching and manage to make these goals clear to his learners to improve their learning outcomes.

He is before all required to transmit to his learners the idea that language should not be viewed solely in terms of linguistic form, but should include the role that literal and intended meaning play an important role in providing resources for all types of communication.It is in fact his duty to bring English to a better position in his learners' mind, at first. Then, reconsider his own teaching , he should not ignore to convey a respectful picture of the target language by having an accurate knowledge about the target language .With a careful planning, the adequate selection of activities that go in accordance with the majority of pupils' needs and interest , the teacher will undoubtedly create a warm

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and motivating atmosphere for his learners, if he perfectly provide his learners with the kind of learning that seeks accuracy and fluency.

### **5.3.1. Creating an Effective Learning Atmosphere in the Classroom**

Classroom climate not only has been shown to affect student outcomes and attainment, but it is a prominent policy issue in a number of countries. The actions of students within classrooms and the creation of a safe and productive learning environment are important for many schools and can be a challenging dimension of teachers' work. It should be pointed out that the success of students' in their academic performance lies in the creation of a stimulating and positive teaching environment. There is no instant or extraordinary recipe for success. The type of school that the students spend time in has the great influence in the students' academic success. The school composition, school climate and school structure are also the school factors.

Onukwu (2004) states that the school that has a positive environment contributes to students' development and growth. The classroom atmosphere can cause a barrier to the students or contribute to promoting an environment that is conducive to learning. According to Henson (2012), school climate needs to be taken seriously in the promotion of a good atmosphere in the school. Generally, if there is a caring environment in the school, then that leads to the students obtaining good outcomes. Teachers are asked to think about new strategies that can be used to uplift the performance of students by ensuring that they create a positive learning environment that serves as the second home for students.

It has been proved that learning would never take place without a warm teacher-learner relationship and a supportive, but relaxed atmosphere where learners can express their ideas freely without being penalized by their teacher. Likewise, teachers need to considerate their learners- potential learning difficulties while planning their lessons. This will involve choosing the right and the appropriate practice and assessment activities that seek to provide learners with ample exposure to language instances. In so doing, the teacher is then highly recommended to increase his learners own learning strategies to ensure successful language learning. It has also been acknowledged that effective teaching can only take place if the teacher gives a value to both learning and testing and work hard to avoid lack of interest and consequently loss of motivation among learners.

### 5.3.2. Increasing Learners' Motivation

It should be pointed out that without motivation, it is impossible to attain a certain competence in learning. The teacher has in effect a crucial role in the learning process as a whole and in motivating his learners in particular. He is actually the best motivator for the success of any language learning. Many language specialists have pointed to the necessity of having a passion for teaching because the teachers' self-motivation can directly stimulate his learners' own motivation. This can be achieved by finding out what most learners like through interactive activities that should not lack the elements of fun and language liveliness. He has then to build up profiles for his learners' preferences and make his class unique. If learners feel that the class is typically prepared for them, they will manage to increase their interest and their efforts will be multiplied. The teacher should perfectly know that the most important aspect of teaching any foreign language is engagement. This cannot be achieved without raising learners' interest.

The findings of the classroom observation showed that increasing learner' motivation and awareness of the pragmatic competence as a component of communicative competence is of great importance. The results signify the importance of motivation in learning pragmatic elements in order to trigger the curiosity of learners and enhance their motivation to learn pragmatic elements. Motivation is assumed to play a crucial role in the acquisition of the TL pragmatics because it determines learners' level of attention to the pragmatic information to be acquired, leading to more noticing or awareness of the target language features and this awareness is necessary for converting input into intake (Kasper and Schmidt, 1996; Schmidt, 1993). According to Rose (1999), in pragmatics lessons, learners should be motivated, their interest gained, and their attention focused on the activities to follow. Covering speech acts in classroom will help learners to realize the importance of producing speech acts appropriately. Moreover, Bardovi-Harlig (1996) proposes that a needs-analysis to identify learner needs in learning speech acts can prove to be useful. Introducing the speech acts based on the needs of the learners can trigger the curiosity of the learners.

Class enjoyment and communicative interaction, which directly and indirectly influenced awareness respectively, can be considered as the best motivation factors because learners with a desire to establish a relationship with L2 community will pay more attention to the pragmatic language features in the input compared with those who are less motivated. Efforts to understand the target language features may also

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help to achieve higher level of awareness and lead to more achievements (Schmidt 2010),

Finally, the teacher should perfectly know that the way he speaks, explains, exploits content and develop his learners' skills while teaching is very high motivation factor. Thus, if the teacher's approach does not raise learners' interest in a particular group, he/she is then highly recommended to change it.

### **5.3.3. Developing Language Awareness in Learners**

The results of the current research revealed that, interlanguage pragmatic development can be particularly challenging to EFL learners for many reasons such as the absence of pragmatic awareness, the minimal exposure to authentic L2 input, limited opportunities for real-life language use and the inadequate treatment of L2 pragmatic features in the curriculum. Moreover, the relationship between grammatical proficiency and pragmatic proficiency is far from predictable. Bardovi Harlig (2001) indicates that even grammatically advanced learners show differences from target-like pragmatic norms. That is to say, learners of high grammatical proficiency are not necessarily pragmatically competent.

Language awareness has been defined as “an understanding of how language is used and an ability to make appropriate choices in our own use of language. It is the act of being aware of the use of the language that we use” (Woods, 1995 p.112). In effect, many language specialists have pointed to the fact that raising learners' awareness about the target language in general and its pragmatics in particular can bring fruitful results in enhancing learners' language learning. They have also corroborated the fact that language awareness is efficient in facilitating and triggering learning because it constitutes "the process by which the learner comes to examine the language that is used" (Woods, 1995p.109). To help learners discover the merits of using language awareness in conveying their messages appropriately, the teacher is required to use particular tasks such as roleplays, dialogues and gap filling to raise learners' awareness about the target language structure. The most promising way in many language specialists point of view, constitutes in using consciousness-raising tasks that provide learners with data about how a particular metapragmatic features works in creating meaning.

In this sense, consciousness-raising tasks will encourage learners to take more responsibility of their learning process and to take charge of their own learning. Language

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specialists advise teachers to supply their learners with consciousness-raising tasks, which can encourage them to develop a sense of language awareness of the target language. To raise learners' awareness about the use of pragmatic features in different contexts, the teacher is highly recommended to use authentic materials and take into account the level of the language proficiency to avoid using difficult instructions that may constitute an additional barrier to their learners' learning, with providing the appropriate context, learners may be able to draw their own conclusions about how language has been used and thus, become less dependent on their teacher as they take more responsibility of their own learning process in order to convey meaning appropriately.

It goes without saying that developing language awareness in learners require from the teacher to do his best because teachers are the primary agents in advancing instructional pragmatics, they are entitled to be more informed about interlanguage pragmatics and professionally prepared to teach pragmatics, as well as to reflect on their own practices. Systematic investigation into such teacher education practices will be increasingly important if pragmatics truly plays a key role in language instruction. Metapragmatic awareness with all of its linguistic manifestations contributes crucially to the generation and negotiation of meaning which, in a pragmatic theory, is the core process of what language use is all about.

To put it in a nutshell, Pragmatic consciousness-raising aims at developing pragmatic awareness by sensitizing the awareness-raising or consciousness-raising approach, which is grounded in the "noticing hypothesis" developed by Schmidt (1993, 2001). The noticing hypothesis concentrates on the role of awareness in the acquisition of target language knowledge. It affirms that what is noticed in input is what becomes intake for learning. Schmidt (1993) states that learning entails awareness and that any language aspect needs to be noticed first in order for it to be acquired. Confirming to the awareness-raising approach, the basic aim of the proposed unit plan in the examined textbooks is to raise learners' pragmatic awareness so that they can use language effectively.

### **5.4. Using Strategies for Enhancing Learners' communicative and pragmatic competence**

Teachers need to be convinced that it is possible to do deliberate effort for the sake of helping the students become competent users of English language in a foreign language teaching context.. To address this issue both teachers and learners can apply a number of strategies. Using such strategies has proved to play a vital role in enhancing

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learners' pragmatic and thus communicative competence. It is vital to start putting pragmatic competence development on top of the objectives of lesson plans through cooperation between textbooks writers and language experts.

### **5.4.1. Teaching pragmatics in particular and English in general**

The results of the current research showed that the current examination-oriented teaching practices obviously do not provide students with chances to use the language because the teaching of pragmatic knowledge has to give way to linguistic knowledge. This results in a great number of learners who master grammatical structures of the language, but are unable to cope with everyday communication (Pham, 1999). Algerian EFL teachers need to adopt a critical approach to teaching pragmatics taking into account that learning a language is a life-long process. Thus, it is important for teachers to raise learners' awareness of the importance of pragmatics. Learners learn best if they realize the importance of using language appropriately and find ways of achieving this. Of course, they will need initial guidance and encouragement from teachers to be able to develop pragmatic ability so that they can communicate effectively and appropriately.

In order for the teaching of pragmatics to be effective, the English curriculum should be developed with pragmatics insights. In this curriculum, the central focus for curriculum designers, teachers, and learners is appropriateness in the given context through additional pragmatics-focused exercises and insights, which would be supplemented and incorporated into existing activities. Pragmatic instruction could be in the form of written or spoken discourse and could be part of an integrated skills curriculum. A pragmatics-focused curriculum needs authentic pragmatic materials. The main responsibility of teachers is not only restricted to specifically teaching students how to perform a speech act, but more significantly it is to make them become observers and more aware that pragmatic functions exist in language in general and in discourse in particular so that they may be more aware of these functions. In other words, teachers need to give learners information on the suitable and effective strategies to learn pragmatics and then direct them to technological sources such as blogs and websites where they can choose the pragmatic materials and learn according to their own interests (Cohen, 2008).

Taking a critical approach to language teaching also involves teachers reflecting on their own teaching and creating strategies to offer learners opportunities to acquire the knowledge and skills. An intercultural approach to language teaching focuses not

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only on teaching information about other cultures but also on making learners sensitive to the role of context and culture when communicating using a target language and on acquiring understanding of oneself as culturally situated (McConachy, 2013). Teachers can also use strategies to introduce the targeted pragmatic features and to create practice opportunities.

In order to foster the motivation to practice the pragmatic elements, practitioners can benefit from online communication since the majority of our learners today have many international friends and they are familiar with technology. Teachers could integrate online communication into classroom discussion through creating online discussion boards. Thus, students will have a chance to communicate in target language on a regular basis. With respect to reflecting on learning experience and doing self-assessment, students may have difficulty in monitoring their learning process. However, they will discover the most suitable learning style for them and get insights on their own learning mechanisms, they will become acquainted to use technology effectively to design online activities and create self-assessment tools. Thus, it can be possible to help learners be more autonomous and increase their motivation to learn pragmatic targets. It is educator's responsibility to remind learners that grammatical knowledge alone does not ensure language proficiency, but that proficiency comes from knowing and implementing linguistic rules found in the target culture appropriately.

### **5.4.2. Selecting the Appropriate Output Practice pragmatic tasks for Learners**

During his pragmatic teaching process, the teacher should emphasize on providing his learners with the appropriate output processing activities that constitute a way to assess as well as to consolidate the practice of a given targeted pragmatic features. Although the teacher might have experience in using different types of practice activities, during his teaching career he needs to feel the importance of output practice activities to make output as investigating and as engaging as possible, with regards to such importance. In research methodologies, the input processing activities have been stressed at first place.

This type of output processing activities lets students know what their options are in various situations, so that they can communicate and express themselves in the manner they intend rather than being vulnerable to undeserved consequences due to low pragmatic speaking ability. Through informed teaching practices, learners will expand their range of pragmatic choice and then exercise that range to achieve intended interpersonal effects, thereby addressing two cornerstones of pragmatic ability.

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The importance of providing both input and opportunity for output or practice is highly accentuated in the foreign language classroom. Kasper (2001) maintains that sustained focused input, both pragmatic and metapragmatic collaborative practice activities and metapragmatic reflection appear to provide learners with the input and practice they need for developing most aspects of their pragmatic abilities.

Examining the learners' textbooks revealed multiple instances about the insufficient practice activities they offer to consolidate the targeted metapragmatic information learning. That is true in the sense that learners' engagement in learning and taking responsibility of their own learning should not rely on the limited amount of practice activities presented in learners' textbook, but look for other single opportunities to satisfy their needs and their eagerness to learn. Thus, as mentioned earlier, the teacher is highly recommended to limit expectations for using input processing activities and supply his learners with plenty of opportunities for practicing general pragmatic information within activities that might help them become more responsible of their own learning process. Such activities should not necessarily be practiced inside the classroom, but they should constitute a source of extra practice to satisfy most learners' envy to learn and practice the language effectively. These latter may enable learners to make a reflection on their own pragmatic learning as well as vary their assessment procedure. This can be highly beneficial if practiced in the right context.

### **5.4.3. Applying New Trends for integrating pragmatic aspects in the EFL Classroom**

With new developments in language learning that the educational scene has mandated, there has been urgent emphasis on a communicatively based approach to pragmatic instruction that is more meaning-focused and learner-centered than rules and subject-oriented. According to this approach, the need for introducing a certain pragmatic features arises in the first place, because of the need of the learner to communicate. In this way, pragmatic instruction has also become more content-based, meaningful, and contextualized.

For a successful communicative teaching that will have at its center the appropriate use of pragmatic features to fulfil some communicative needs, it is first of all highly recommended bring the learner at acquiring, then, practicing these pragmatic features appropriately. Such objective can be easily attained by the kind of pragmatic teaching offered. For this reason, the introduction of a task-based approach to pragmatic teaching

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can be highly appreciated. Being aware of the importance of discourse and having the willingness to take on a view about what language as discourse implies can only make us better and more efficient as syllabus designers, tasks analysts, dialogues writers, materials adaptors and evaluators of everything we do and tackle in our classrooms.

Above all, the approach we have adopted recently enables us to be more faithful to what language is and what people use it for but only the time when we start to think of language as discourse, the entire landscape changes (Widdowson 1990). Therefore, a paradigm shift through applying new trends for integrating metapragmatic discourse pedagogically would be the best solution because we are in front of so many language models that are far from comprehensive, but serves to illustrate how inadequate many current language textbooks are in enhancing learners' overall communicative competence. The language presented to the learners in the current textbooks poorly presents some utterances though researchers endeavor to improve it, The gap is deeper (Widdowson, 1990). It is time to change as learners are supposed to know much more than any time how they can make meaning through language as a reaction to the research revolution into different areas of communicative competence such as pragmatics, discourse analysis, sociolinguistics.

### **5.4.3.1. Pedagogic principles for effective L2 pragmatic development in a digital environment**

The findings of the current research indicate the systematic inclusion of pragmatics in foreign language instruction, which is fundamental for both the foreign and L2 learning environments. In foreign-language contexts, learners are not exposed to enough target language input and/or lack opportunities to interact in the target language outside the classroom instruction to practice their pragmatic abilities. Thus, the foreign learning environments may provide a rich input, but learners may lack constructive meta-pragmatic feedback to develop pragmatic knowledge and the observational and strategic skills necessary to employ appropriate and accurate forms of language use.

Researchers have identified several pedagogic principles that can inform the design of foreign language learning environments aimed at fostering pragmatic development. First, raising awareness for form-function mappings has been identified as a super ordinate goal in L2 pragmatics instruction (e.g., Ishihara & Cohen, 2010). Given the multitude of different language use contexts and the fact that pragmatic phenomena need to be applied appropriately

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within each context, Timpe-Laughlin et al. (2015) argued that "a systematic increase of sensitivity and orientation toward pragmatic components may result in more intercultural communication" (p. 20). Hence, the general direction of L2 pragmatics instruction should be to increase learners' pragmatic-functional awareness. To support the achievement of this goal, researchers and practitioners have highlighted that L2 pragmatics instruction should implement a specific focus or objective orientation; provide learners with enhanced, authentic, and relevant input; promote their observational and reflective skills; provide learner-oriented opportunities for interaction and practice; and offer feedback and assessment (Sykes & Cohen, 2008). Moreover, enhanced, relevant, and authentic target language input coupled with explicit teaching of meta-pragmatic knowledge, and opportunities for observation and reflection, have been identified as crucial for L2 pragmatic learning.

Given the challenges that face teachers in classroom context, computer-mediated learning materials may offer a means of providing or complementing L2 pragmatic instruction whether in the form of independent self-study or blended learning. Potential advantages of utilizing computer-based learning materials include more opportunities for meaningful interaction and use of authentic learning materials, exposure to a greater diversity of pragmatic features, discourse, and evidence of longitudinal pragmatic development as well as the effectiveness of L2 pragmatic instructional interventions (Eslami et al., 2015). Hence settings such as websites, virtual environments, and computer-mediated communication may afford a suitable context to implement the pedagogical principles to enhance and facilitate pragmatic instruction both in foreign-language and L2 learning settings. Among the informed tools that can be designed for L2 pragmatics instruction are web sites, online discussions, podcasts, video clips, blogs and chat rooms. They are authentic taking into account that the tasks will be learner oriented, varied, and amenable to different learning strategies, the content will encourage individual pragmatic performance at different levels and the lessons will provide additional learning support such as feedback that is both learner directed.

Since pragmatic competence emphasizes appropriate language use in context, traditional L2 classrooms often lack resources in providing authentic input and varied social contexts as mentioned previously (Taguchi, 2015). In this sense, technology offers great potential to overcome some of these barriers. Emerging technologies have expanded the venues for pragmatics learning by incorporating a variety of computer-assisted programs and platforms for computer-mediated communication. Different from the face-to-face setting in traditional classrooms, technology-enhanced environments provide opportunities for

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situated communicative practice and individualized learning. Despite the increasing interest in technology-enhanced learning, the relationship between the use of technology and learning outcomes is still underexplored. (Taguchi & Sykes, 2013).

To sum up, technology can help language teachers guide their learners in becoming autonomous and lifelong learners of both language and culture, as teachers we can guide our learners to use certain online activities which enable them to become more independent and more assertive in the L2. However, technology is not a guarantee for better L2 classrooms. (McBride, 2009) warns that "... quite often the media makes the method" (p.9), meaning that sometimes practitioners choose their teaching methods based on the technology they can use instead of first choosing what they want to do in the classroom and then looking for tools that best support those goals. The success in using technology (ICTs) in the L2 classroom depends on how meaningful the activities are to that particular context. In other words, we should consider effectiveness in terms of the specifics of what pupils do with computers, how they do it, and what it means to them (Kern, 2006). If the activities are not managed appropriately. The use of technology may even impede L2 development. Therefore, teachers' familiarity with and skill in using technology is necessary for them to be able to guide their learners when using technology. It should be pointed out that some video clips and audio tapes will be included within the proposed model for integrating metapragmatic information in Algerian EFL syllabus within the suggested unit plan.(see appendix....)

### **5.4.3.2. Designing authentic instructional materials in general and textbooks in particular**

Instructional materials in general and textbooks in particular play an important role in providing English language knowledge. The classroom observation data indicated that the teachers in this study mainly relied on the textbooks to teach English. Therefore, it is important and urgent to design well-written and appropriate textbooks to facilitate the teaching and learning process. These textbooks need to be designed to suit the learners' needs, culture, the contexts of learning and teaching in Algeria. Furthermore, textbooks and materials need to be developed in the light of ELF.

In order for regular EFL syllabus to allow pragmatics instruction, it might mean a change in the educational policy regarding what standard EFL instruction looks like. It is my strong desire that EFL policy makers in Algeria take a deeper look at pragmatics as

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an instructional topic. I think that they will find that pragmatic is a level of language competence that is just as important as the other well-established linguistic competencies; they will be motivated them to design, implement, and utilize new curriculums. With just a slight increase in insight and awareness, policy makers will see how pragmatic competence is also a necessity that requires focus in the classroom. I believe as more efforts to introduce pragmatics into Algerian EFL language programs persist, it will become a more mainstream approach, and instruction in pragmatics will develop and improve as its use is increased.

I think part of the solution to remedy the situation would be to offer instructional pragmatics oriented syllabus as a teacher development course to both novice and experienced EFL English teachers. A teacher development course with a focus on metapragmatic instruction will help them create a syllabus for their students that would be age and level appropriate. Since my proposed unit plan is geared toward intermediate level learners, offering this course to EFL teachers of English as a development plan would help bring this subject matter and approach to more learners by virtue of exposing more teachers to the concepts of pragmatics, especially contextual factors, politeness principles, and speech act routines. This exposure would narrow the shortcomings of the current Algerian secondary school textbooks.

Awareness of other varieties of English should be raised and students need to be familiar with other Englishes by having exposure to them especially when teaching Standard English. Textbooks that are used to teach English to Algerian secondary school learners in Algeria need to be revised and rewritten with an awareness of other varieties of English and need to attend to more features of Algerian and English culture. Textbooks need to be written based on empirical research so that both pragmatic and metapragmatic knowledge is presented logically and appropriately (Cohen, 2008). In other words, syllabus designers and textbook writers should be informed by findings from the body of research on pragmatics communicative language use. For example, metapragmatic information is considered to be crucial in helping learners acquire pragmatic knowledge, but this information was almost absent from the examined textbook. Textbooks need to contain pragmatic information accompanied with sufficient metapragmatic information; pragmatic input should be logically presented and recycled.

I strongly believe that it is necessary for Algerian syllabus designers and textbook writers to learn from the limitations of the previous researches that analyzed and evaluated the current textbooks so that these prospective textbooks for secondary school learners can

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achieve a balance between linguistic and pragmatic knowledge. In order to do this, it is of great importance to apply both awareness raising and task based approaches when designing textbooks, which has been done by materials developers in many contexts of second and foreign language teaching (Kasper & Rose, 2001).

The curriculum should consist of the cultures of the people who use English for cross-cultural communication rather than the native speakers' cultures only (Kirkpatrick, 2007) which is the case of Algerian curriculum for teaching English. Furthermore, it is necessary for textbooks to include activities and tasks in which students can relate to their own culture and develop an awareness of it as well as other cultures. The findings of the current research demonstrate that cultural knowledge was chosen to be the most often taught type of pragmatic information by most of the surveyed teachers (see table.4.3: for more details). This showed that the teachers were aware of the importance of teaching cultural knowledge in their lessons. In order for the teaching of culture to be successful, it needs to be embedded into the teaching goals of the curriculum and introduced at the very beginning of English learning.

Authenticity in instructional materials is another important issue that should be taken into account when designing EFL teaching materials. It goes without saying that the results of the classroom observation and the questionnaire reveal that the language in the examined textbook is often far from the language used in real-life context. If one of the teaching goals is to enable learners to successfully communicate independently in the real world, they, at some point, need exposure to authentic language (Gilmore, 2004). It is essential for learners of English in a non-English setting to experience real communicative situations in which they learn how to express themselves, negotiate meaning, and develop their fluency and accuracy which is not the case for the Algerian setting, in which such skills and competencies are not given much concern.

Researchers noticed that students are not given much practice to develop their language proficiency. Furthermore, the very few activities that are found treat some skills in a very negligible way at the expense of others. Such activities do not call for interaction or communication between students. As a result, students are very passive and demotivated; the examined textbooks lack authenticity of both texts content and tasks. The alternative unit plan that is proposed by the researcher can be fruitful pedagogical tool for integrating metapragmatic information in Algerian English textbooks. It should be pointed out that the discussed items above can be considered as theoretical implications that will be transformed

to practical implications and put into practice in the next step.

### **5.5. Suggested unit plan as a model for integrating metapragmatic information in Algerian secondary school English textbooks**

Based on the findings of the current study, a tentative teaching unit is proposed for first year secondary school education learners of English as a foreign language. It is an adaptation of the first unit which is entitled "Intercultural Exchanges "included in "At the Crossroad" textbook which is currently being used by first year Algerian teachers and learners. It should be pointed out that the title of the unit is changed to "Keep in Touch" as it is all about exposing learners to computing, technology and means of intercultural exchanges (computer, internet, telephone... ) through helping learners to create web pages , writing e-mails and letters , the whole content of the unit is changed keeping the same objectives of the syllabus and the curriculum and taking into account the integration of communicative tasks, contextualized reading texts, and metapragmatic description of the speech acts in addition to the use of computer assisted learning tasks for integrating some pragmatic routines and cultural aspects of the target language.

The content of this unit is changed because the results of the current research revealed that the title has nothing to do with the content of the unit in relation to pragmatic, cultural and communicative tasks as an absence of communicative tasks was found, no metapragmatic description for the presented speech acts was provided and a decontextualized reading texts were included. Therefore, the teacher opted for adapting this textbook to fill gaps that exist in pragmatic content in current textbook. This resource contributes content that contains strategies and materials to support teachers in supplementing existing communicative instructional materials. Adaptation is used in this context to refer to the application of some strategies to make the textbook more effective and flexible. The process of changing or adjusting the various parts of a textbook is closely related to the reality of dealing with learners in the dynamic environment of the classroom. The researcher has chosen to adapt this unit rather than the other units from the other textbooks because it was found that it contains some communicative tasks and pragmatic aspects, which are treated at random and in a very negligible way. So, this proposed unit can be used as model in order to plan all the other units using the same procedure and form.



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<p><b>Keep in touch</b></p>	<p>Intercultural exchanges</p>	<p>Instagram pages * The learners will revise the functions (e.g., comparing, expressing opinion/point of view using the correct language forms (I think/believe/It seems to me (that) ... To my mind/In my opinion/As far as I'm concerned) and related language</p>	<p><b>Producing</b></p>	<ul style="list-style-type: none"> <li>- Go to Instagram</li> <li>- If you register with an email, click sign up and wait for the connection to have access to your page</li> <li>- Create a username and password or click Log in with Facebook to sign up with your Facebook account.</li> </ul> <p><b>Group Work:</b> The instructions are divided into two parts and distributed to learners who are asked to stand up, circulate, find the other half of the instruction to form meaningful paragraph about how to create an Instagram page using modals: have to, had to, must ...</p> <p><b>Start like this:</b> In order to create an Instagram page, you need to do the following: First ...</p> <p><b>Homework:</b> Write a short paragraph about your preferences by making comparison between Instagram and Facebook using the information in the previous tasks.</p>	<p>20mn</p> <p>25mn</p>
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<b>Keep in touch</b>	Intercultural exchanges	<p>- To consolidate the use of intonation pattern in formal and informal requests through awareness raising to help students notice the language features of the pragmatic act of request</p> <p>To introduce students to a range of different ways in which native make their request and develop their awareness of how these are used by different speakers and in different situations within the speech community</p> <p>- To provide contextual metapragmatic descriptions of the</p>	<b>Interacting</b>	<p><b>Rubric: Say it Clear "Requests"</b></p> <p>- <b>Warming up:</b> The teacher can choose a video clip from a favorite program and play about 3 or 4 minutes of it, asking students to note the language used for requests.</p> <p>-The link for the video clip that is used as a warming up <a href="https://www.youtube.com/watch?v=QWBwCoecvkM">"https://www.youtube.com/watch?v=QWBwCoecvkM"</a> (see appendices E and F).</p> <p>- The teacher can interact with his/her learners by simulating class context about the type of requests used in the clip a, the body language, facial expressions and the intonation.</p> <p>- When speaking, the teacher is asked to communicate both verbally and non-verbally, i.e., by using gestures, facial expressions... etc.</p> <p>Then he asks the learners to write down the different requests that they have heard on board to be discussed in a form of class interaction (learner/learner interaction and learner/teacher interaction), the teacher can play the clip again when necessary.</p>	<b>Lesson 2</b>
			<b>Interpreting</b>		15mn
			<b>Producing</b>		15mn

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		<p>requests that have been set forward in order to expose learners to authentic input.</p>		<p>- Learners will learn to make predictions about what will come next in an e-mail message on the basis of information contained in an e-mailbox screenshot.</p> <p><b>Pair work:</b> In pairs, learners are asked to try to match up the request examples (a. to g.) with the different settings (1. To 8.) see appendix F. The items can be shown on board or hand out. The students should not be given details about the speakers at this stage. Since the number of settings and requests is not the same, learners are unable to guess them all simply by a process of elimination. As they work, learners should be asked to explain: why they matched each request to the setting, what they think the various speakers' gender, age, or occupation might be what they think the role-relationship between the speakers. Then, the teacher brings the class together for the feedback stage. (For more details about the input see appendix ...)</p>		<p>15mn</p>
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		issues.	<p>comprehension questions.</p> <p>As the teacher checks the learners' answers, he <b>interacts</b> with them to elicit further information about Great Britain. For example, he can ask questions about the languages spoken in Britain, Britain's neighboring countries, its currency, football teams etc...</p> <p>- <b>Task 1:</b> As a post reading task, learners are asked to write a reply to Caroline's email in ,they are going to introduce themselves, speak about their country, their dreams and traditions using Caroline's email as a model.</p> <p>-When learners have finished writing, the teacher asks the students to swap emails with another pair and ask them to proof- read each other's emails. Go round giving each pair feedback helping them with any mistakes they may have made.</p> <p>-If possible, he can ask those who have email account and internet connection to take the email address of Caroline and to use their own email accounts to send her the email in class.</p>		20mn
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			<b>Use</b>	<p>refuse the invitation), the expression used in the invitations ...etc.</p> <p><b>Pair work:</b> The learners are asked to write simple invitations to each other for example birthday invitations using the previous ones as a model. When the learners finish writing and after being corrected by the teacher, they are asked to exchange their invitations for writing replies to the invitations of their friends.</p>		30mn
<b>Keep in touch</b>	Intercultural exchanges	<p>- To raise the learners awareness of the social skill of telephoning.</p> <p>- The learners will be able to ask for a person during a telephone call using appropriate request expressions, pace and voice tone.</p> <p>-To help learners make</p>	<b>Interacting</b>	<p><b>Rubric: Developing skills "Telephone Conversation"</b></p> <p><b>Warming up:</b> The teacher is going to start the lesson by eliciting from the students what they might say when they are requested to speak to somebody in the telephone. Students will give different answers.</p> <p>-After listening to the students' answers, the teacher played an audio tape or video clip (see appendix G) in which a native speaker of English speaking on the phone and requesting a person. He/she asked the students to identify how the speaker asked for her friend on the phone and</p>		<p><b>Lesson 5</b></p> <p>15mn</p>

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		the right choices and the appropriate expressions when making conversations.	<b>Practice</b>	<p>which questions she used.</p> <p>-After playing the audio two times or more when necessary, the teacher can elicit the answers from the students and write them on the board. He/she presents them with the appropriate ways of requesting a person on the phone.</p> <p><b>Pair work:</b> The learners are asked to use their mobile phones and make telephone conversations as a role-play in front of their classmates.</p> <p><b>Group work:</b> The learners are asked to work in groups of four and try to come with other suitable expressions (politeness markers, the use of modal verbs choice and please) that can be used to tackle a classroom observation.</p> <p>-At the end of the lesson , the teacher compared the answers that the learners gave at the beginning of the lesson and their new answers, and he/she can ask them to tell him about what they have learnt from the lesson. (To ask them to reflect on their own learning). As a reflection to what has been seen previously, the teacher can expose learners to an authentic video</p>		15mn
			<b>Use</b>			15mn

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				<p>clip figuring a conversation between two speakers .In this conversation a pragmatic failure occur due to inappropriate choice of expressions. Then, the teacher is supposed to help learners be aware of the importance readjusting speech when communication failure takes place.</p>		
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### 5.6. Conclusion.

This concluding chapter has been primarily concerned with providing English language teachers with suggestions and recommendations regarding the pedagogical relevance of metapragmatic discourse in Algerian EFL secondary school textbooks, aiming that such recommendation would be fruitful and can help Algerian English language teachers make reflections on their own methodology of teaching English in relation to metapragmatic information and communicative competence. Many factors have made the teaching and the learning of the target language in general and its pragmatic in particular unsatisfactory. Therefore, drawing on the findings of the current research and their discussion which unveiled the underlying assumptions of the inclusion of metapragmatic discourse in Algerian EFL secondary school textbooks, a set of pedagogical recommendations meant to improve textbooks design, the teaching methodology and pedagogy have been put forward .

The purpose of the current suggestions is to make the examined textbooks more authentic and appropriate to satisfy the demands of teaching English as a foreign language in a constantly changing world where communication is the ultimate objective .The set of suggestions serve as practical insights which consist of rethinking the teaching strategies and methodology , advocate the fostering of pragmatic competence for a better understanding of language as discourse , call for integrating metapragmatic information in Algerian EFL secondary school textbooks as a pedagogical tool for achieving a certain level of proficiency in language use, raise EFL teachers and learners cultural awareness, adopt an eclectic approach to textbook design to ensure effective pragmatic teaching .In short , these suggestions aim at moving toward a pragmatic teaching model for successful communication as they are basically concerned with reconsiderations of teachers' teaching methodology to meet the requirements of the investigated situation.

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Teaching students how to apply words in sentences correctly, presenting some phonetic rules, learning new vocabulary items and pronunciation can never be an objective of a whole English program because language teaching is something more complicated than fast dealing with tasks and activities. Therefore, learning grammar, building vocabulary, and practicing pronunciation must be equipped with the adequate pragmatic knowledge of the target language so as they are learned effectively. The main objective of the present study is to provide insights into the fruitful effects of integrating metapragmatic information as a pedagogical tool for the development of foreign language learners' pragmatic and thus communicative competence. The basic view that the researcher adopted all along this thesis is that learners' communicative competence will be developed using authentic teaching materials and comprehensible input that best reflects the target language pragmatic routines because FL context has been characterized by an impoverished environment where learners' exposure to the TL is very often limited. Our study then was fueled by the need to focus on the most appropriate ways to exploit authentic materials in the FL classroom in order to develop learner's communicative and pragmatic competence.

Needless to say, that developing FL learner's communicative competence requires access to comprehensible input that is both rich and varied. Indeed, the primary concern of FL teachers is to enhance students' target language proficiency. In this respect, the language classroom needs to be supplemented with ample use of authentic materials to teach the native speaker norms of language use. However, the traditional education system, which overemphasizes the teaching of isolated language items or structures have resulted in a flagrant lack of exposure to the realistic use of English. As a remedial measure, a tentative modest unit plan is proposed as an authentic teaching material which is adapted to the learners' level and interests. It will raise the learners' sensitivity and awareness about the role pragmatic competence plays in the journey of acquiring English language in EFL contexts.

The current study has indicated that there is paucity in metapragmatic information as well as speech acts that are presented in the examined textbooks and there is not much variation in the types of speech acts as mentioned previously. So, Algerian secondary school learners of English are exposed to a very limited number of language functions that are used to perform real actions in communication. The Algerian secondary school English textbooks lack two important elements that are variety and quantity. This result gives credit to Neddar (2010) who concludes that the quality and quantity of pragmatic information does not allow learners to develop their pragmatic competence of the target language and to Dendane (2014) who confirmed that the distribution of input provided in textbooks under analysis seems to be, on the whole, random and non-patterned as

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the occurrence of certain forms does not seem to vary in accordance with the level of the learners while the occurrence of some others appears to be counterintuitive. In addition, the current research findings indicate that pragmatic explanation is barely found in the examined textbooks. Though there are some expressions presented along with some conversations, there is no any further metapragmatic discussion or explanation on the right use of these expressions such as mentioning when to use them, and with whom they can be used. Unless the teacher is knowledgeable with this kind of information about language use, learners would not be expected to receive or develop their pragmatic competence. As a result, the students lose an invaluable chance to find out how language can be used in a communicative way.

The results of the current research also revealed that pragmatics is a marginalized area in language teaching, and Algerian secondary school English textbooks do not give a considerable attention to present it within the framework of the textbook. Moreover, the elicited data confirmed that all Algerian EFL teachers, despite the differences in their teaching experiences and academic degrees fully advocated the great importance of using authentic materials in language teaching and all of them agreed that the textbooks of English that are currently being used by Algerian teachers and learners at the level of the secondary school do not offer classroom learners suitable opportunities to learn authentic language and they confirm that the prescribed textbooks should be supported with the adaptation of authentic teaching materials such as audio-visual, posters, handouts, songs and computer assisted language learning tools as they expressed the urgent need either for a new textbook or a new edited version at least as soon as possible. The research study participants also expressed their agreement for integrating metapragmatic information in the current textbooks as a necessity for enhancing EFL learners' pragmatic and communicative competence.

Doing such research is of a great importance as Algerian learners of EFL are still not able to succeed in using language meaningfully in different situations. Our students still relate learning language with learning its structures, and they still measure their success by the grades that they obtain in the written exams. One of the implications of this study is that language teaching should not only focus on linguistic competence but also on pragmatic competence. That is, it's high time teachers started using authentic materials that raise the learners' awareness about the influence that cultural values exert on encoding meaning in ready structures that are only useable in certain situations with certain people in a certain context. Once more, syllabus designers can base all types of input on communicative tasks requiring information exchange, interaction, negotiation, and convergence. Similarly, materials developers can design and select authentic tasks that may contribute to the development of pragmatic competence. Textbooks can be designed based on

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tasks for EFL learners to develop their pragmatic competence. Likewise, task-based supplementary materials can be developed for the available EFL packages to focus on pragmatic competence and communicative abilities.

Although the current research has reached its aims as it revealed a broad variety of findings and implications, there are some limitations that need to be highlighted. To begin with the current study is restricted to the analysis and evaluation of Algerian secondary education English language textbooks as a case study. Therefore, the results of this study cannot be generalized as the analysis of other textbooks used in other educational levels could reveal different outcomes. Furthermore, the methodological problem of the current research is the small sample scale used for the classroom observation, though the questionnaire involved 100 participants. The observation sample only included those who were willing to participate in this study. Finally, It would have been far more beneficial to try out the tentative unit plan model proposed in this study with the learners and check its outcomes. However this was not possible as it would have required more time to be achieved.

The ELT profession as a staple part of the whole education has recently been subjected to the new challenge of interculturality than ever before. Recognizing the fact that English has become the point of entry to the world, communication has a pre-requisite to be part of the newly interconnected world. As well as the rest of the world, Algerian EFL students are concerned with the intercultural and the pragmatic understanding as a new introduced issue. The ultimate target behind engaging in this research work was to offer a more believable account on the pragmatic dimension of secondary education ELT textbooks as the official guides for EFL teachers and learners. To this situation, learners are supposed to be trained for conducting a communication of high expectations devoid of intercultural conflicts and barriers. Remarkably, in the light of many EFL teachers' claims, the learners have a sparse enthusiasm to initiate in the pragmatic tasks and activities. Thus, they turn to be poor consumers of cultural and pragmatic information.

To put it in a nutshell, It is hoped that this research will contribute to the development of English language teaching to enable English language learners to communicate effectively using the target language. Developing the learners' pragmatic competence will play a major role in achieving this aim. As most teaching practices are devoted to developing the linguistic competence, this study tends to complement previous studies and to shed light on the neglected aspect, which is pragmatic competence despite the fact that single research study with one particular case study cannot cover all the aspects of the research problem. There are some

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suggestions for future research that can be tackled in different contexts in order to support the current research such as the exploration of language proficiency and its influence on learners' pragmatic competence, a need analysis that investigate learners' necessities with regard to learning L2 pragmatics, teachers perceptions and suggestions about teaching pragmatics in the foreign language classroom and the assessment of the pragmatic competence in the foreign language context.

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-Getting Through (2006). Secondary Education: Year Two\_ Pupils' textbook.ONPS.

-New Prospects (2007). Secondary Education: Year Three\_ Pupils' textbook.ONPS.

- Teachers Guide 2007.



5- Which textbook among the ones below you think is suitable for teaching English communicatively?

At the Cross Road  Getting Through  New prospect

6-Do you think that integrating culture in foreign language teaching is fruitful?

Yes  No

7- According to you, the best EFL textbook is the one which: (you can select more than one answer)

- Includes the four language skills
- Includes elements related to the target culture
- Includes elements related to the local culture
- Includes communicative features and encourage communication
- Others,illustrate.....  
.....

### Part 3: The Semantic and the Pragmatic Meaning in the in Use Textbooks

1-What type(s) of knowledge and skills do you teach to your students in your class?

- Linguistic Knowledge
- Semantic Usage Collocation
- Appropriateness of Language Use
- Communicative Skills

2-Is the semantic meaning enough for your pupils to understand English language utterances?

Yes  No

3-According to you, pragmatic is

- A subfield of linguistics
- A component of communicative competence
- Any other answer

4-Which one of the items below do you think is necessary for teaching the English language communicatively and effectively?

- Pragmatic Meaning
- Semantic Meaning

- Both of them

5-Do you think that it is important to raise EFL learners' pragmatic awareness.

Yes

No

6- Algerian pupils can be effective English users by providing them with elements to understand the pragmatic meaning (in addition to the semantic one relating form to context). ?

- Agree

- Disagree

- Justify.....

7- According to you, are there any pragmatic features or metapragmatic information in the three examined textbooks

Yes

No

8-Comments or remarks related to the study:.....

.....

**Thank you very much for your collaboration**

## Appendix B: Classroom Observation Checklist

COLT PART A																																	
Communicative Orientation of Language Teaching Observation Scheme																																	
TIME	ACTIVITIES & EPISODES	Participant Organization							Content							CONTENT CONTROL	STUDENT MODALITY					Material											
		Class		Group		Indiv	Manag.	Language			Other Topics						Type	Source															
		3	4	5	6	7	8	9	10	11	12	13	14	15	16		17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
		T-S/C	S-S/C	Choral	Same task	Different task	Same task	Different tasks	Procedure	Discipline	Form	Function	Discourse	Sociolinguistics	Narrow	Broad	T-Text	T-Text/Student	Student	Listening	Speaking	Reading	Writing	Other	Minimal	Extended	Audio	Visual	L2-NNS	L2-NS	L2-NNS	S-made	

## Appendix C: Suggested Email for the Reading Lesson

Dear Sarah,

As soon as I saw your name on the Internet, I noticed that you are from Algeria, I felt strongly interested to write you this email in order to exchange information about each other.

My name is Alan, I am British and I am 17 years old. I am a high school student. This year, I have an important exam to take. I live with my family in the central part of London, not very far from Hyde Park where I often do some jogging with my schoolmates. I have two sisters and a brother and I am the eldest. My father is a farmer and he is very successful in his job while my mother is a teacher.

During the week, I am very busy with my studies, so I always prepare my schoolwork and do my exercises. I rarely go out but when I have a free time, I sometimes join friends to play tennis. In future, I want to be a doctor.

I am interested in discovering foreign countries and Learn about their people and their customs. Next time, let me know more about your country and make me dream about its wonderful aspect and its splendid nature.

I am looking forward to hearing from you soon.

Yours faithfully

Caroline

Adapted from [https://www.wall\\_street\\_english.com/blog/writing-formal-emails-in-english/](https://www.wall_street_english.com/blog/writing-formal-emails-in-english/).

## **Appendix D: Listening Script for Listening and Speaking Lesson**

**Alan:** I do not know how to use the computer to check my "instagram" page. Can you show me how to do it, please?

**Sarah:** Of course. First, you need to press softly this bottom here to switch on the computer .Then, you need to select your ISP , I mean your Internet Service Provider .You have got an "instagram" icon , Haven't you? Your turn now. Do you remember what to do?

**Alan:** Ok. First, I need to press this bottom in order to switch on the computer. Then, I select the ISP to have access to the "instagram" page. What next?

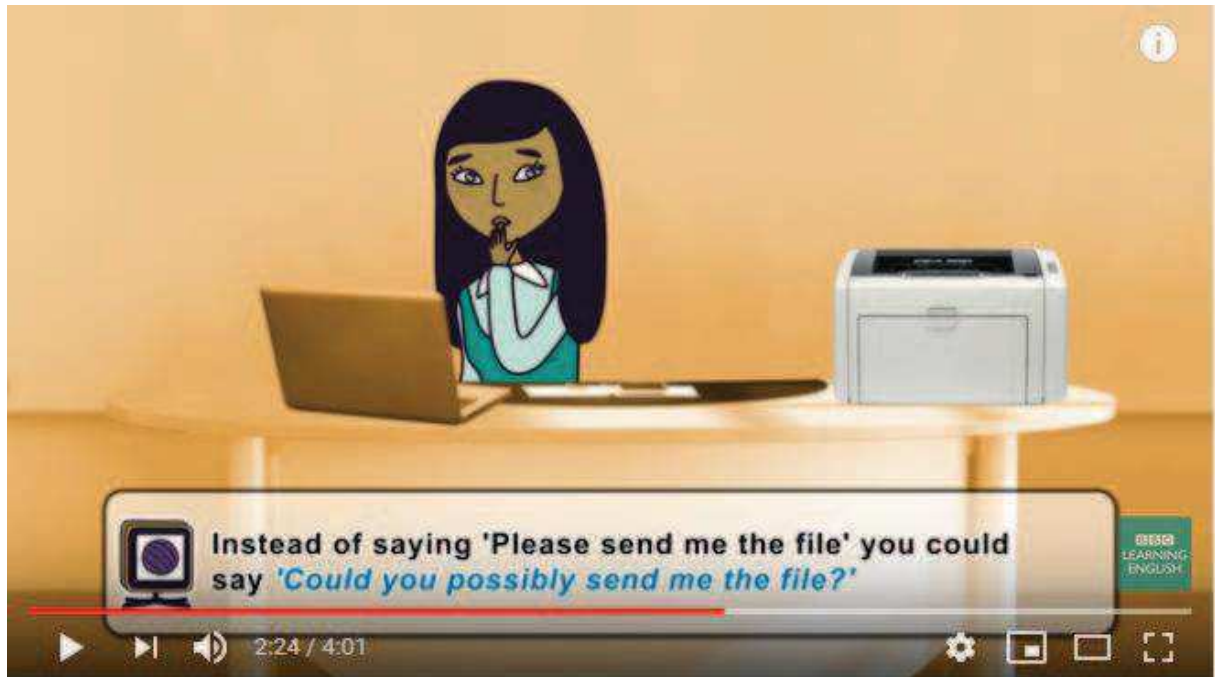
**Sarah:** The next thing you have to do is to go to the menu and click on the instagram icon. After that, you need to enter your ID, I mean your user name and your password .Do you understand what I mean?

**Alan:** Sure. I have to go to the menu and choose the "instagram" icon .After that I enter my user name and my password.

**Sarah:** That is right. Now all you have to do is sign in here and wait for the connection .Oh, lucky you. Access to your "instagram" page is easy. Read the screenshot and try to continue alone.

**Alan:** So, to create an "instagram" account from a computer. I select an ISP, go to **instagram.com**. Click Sign up, enter my email address, create a username and password or click Log in with Facebook to sign up .Thanks for your help Sarah .Now , I can do it alone .

## Appendix E: Suggested Video Clips for Teaching Requests



<https://www.youtube.com/watch?v=QWBwCoecvKM>



[https://www.youtube.com/watch?v=NzYxS\\_Xy0oM](https://www.youtube.com/watch?v=NzYxS_Xy0oM)

## **Appendix F: Alternative Lesson for Teaching Requests**

**Resources:** Authentic requests collected in the target language and speech community. Teachers should collect their own samples focusing on features appropriate to the language and speech community in which their students will be interacting.

**Goal:** To introduce students to a range of different ways in which native speakers soften their requests and to develop their awareness of how these are used by different speakers and in different situations within the speech community.

**Description of the activity:** In this activity, students reflect on the way requests are used in the target community, become acquainted with some of the devices used to soften them, and explore their own attitudes to the use of these devices. The request examples below can be used for a matching activity that highlights different ways of making requests and how requests vary across speakers in different situations. The activity is conducted in pairs to allow discussion. It is followed by a more general session in which the teacher guides feedback and encourages class discussion of devices used to soften the sample requests and how students feel about the use of these devices.

**Procedure 1.** In pairs/groups, learners try to match up the request examples (a. to g.) with the different settings (1. to 8.).

### **Request Examples**

- a. It would be cool if you could move up one.
- b. Get us a pie, mate.
- c. If you could just grab a copy of that for a moment.
- d. I was wondering if I could have, um, 3 weeks annual leave.
- e. Would it be OK if I handed my assignment in next Monday?
- f. Could you just pop that up there for me? g. Do you want to move over?

### **Settings**

1. in a secondary school class
2. in a lecturer's office
3. at university
4. in a plane, before take-off
5. in the audience of a school concert
6. in a car park
7. in an office
8. on a footpath

## **2) Situations and speakers: the actual social context in which the request was found**

- a) The audience of a school concert / female teenager to another female teenager
- b) A car park / one angler to another angler
- c) A secondary school class / male teacher to mixed gender class
- d) An office / female employee to female boss
- e) A lecturer's office, at university / female adult student to female lecturer
- f) A plane, before take-off/ female flight attendant to female passenger
- g) A secondary school class / male teacher to mixed gender class

The items can be shown on board or hand out. The students should not be given details about the speakers at this stage. Since the number of settings and requests is not the same, learners are unable to guess them all simply by a process of elimination. As they work, learners should be asked to explain:

- Why they matched each request to the setting?
- What they think the various speakers' gender, age, or occupation might be?
- What they think the role-relationship between the speaker and addressee might be?
- What the speaker wants the addressee to do in each case?
- How each speaker softens his or her requests and why they choose to do it that way?

The teacher brings the class together for the feedback stage, taking suggestions from the class as to the correct solutions. Of course, there are no simple correct answers. After the requests have been matched with the settings in which they occurred, the teacher should elicit from the learners their views on who said what to whom and the likely characteristics of the speakers. These views should be used as a basis for discussion of differences in softening strategies across settings and with different speakers, and the importance of such factors as gender and power. For example, some learners might suggest that request (b) was said by a male to another male, which could lead to a discussion of masculine versus feminine ways of speaking.

### **Rationale**

Students must learn how to be polite in ways appropriate to the communities in which they wish to interact. In unfamiliar situations, they are apt to rely on transfer from their first language and culture. The appropriate use of politeness is also crucial if learners are asked to interpret correctly the force of utterances they hear. Unfortunately, instruction in the area of politeness has tended to be restricted to a few salient and well-known features commonly associated with politeness and formality, such as "please," "thank you," and "could you....". This activity is designed to introduce learners to a range of devices used to soften requests, including both those associated with politeness that is more formal and those that signal social closeness and

inclusion. An important aim is to deepen learners' awareness of the pragmatic impact, and therefore the appropriateness, of certain devices in various social contexts.

Appendix G: Video clips for raising learners' awareness of the social skill of telephoning.



<https://www.youtube.com/watch?v=yzPX6zmaBdg> 1



[https://www.youtube.com/watch?v=O2E71\\_sxgjE](https://www.youtube.com/watch?v=O2E71_sxgjE)

**Appendix H: Models of Invitations flashcards**

Howrah  
Kolkata  
27 Aug'11

Dear Rahul

Will you give me the pleasure of your company at a party on 28<sup>th</sup> Aug' 11 at 8p.m.? You will be glad to know that I have been selected for NDA both in written and in viva. Please let me know over phone if for some reason you won't be able to come. Hope to see you at the party.

Yours sincerely  
XYZ

**INFORMAL REPLY (ACCEPTANCE)**

Howrah  
Kolkata  
27th Aug '11

Dear Ravi

Thank you very much for your kind invitation to the dinner party at your place on 28<sup>th</sup> Aug '11 at 8p.m. **I have great pleasure in accepting your kind invitation and I am glad at your success.** I hope very much to have an enjoyable time with you at your residence.

Yours sincerely  
XYZ

It's a birthday party for Lucas Caramoy.  
Come and share the joy.  
There'll be ice cream and cakes for every boy and girl.  
Saturday, June 8<sup>th</sup> 2012 06.00 p.m.  
At Caramoy's house  
Deluxe Apartment 3<sup>rd</sup> floor  
RSVP: May (022 2352276)

1. When will the party be started? D. In the evening

2. What is the purpose of the text? C. To invite people to attend Caramoy's party

Sesame Street  
Number 21  
Jakarta

20 June 2008

Dear Big bird,

Thank you for your invitation. I can come to your party on Saturday. I'm looking forward to it a lot.

From,  
Elmo

Address

Date

Greeting and name of person

Polite explanation of whether you can or cannot attend

Ending

## **Résumé**

Cette étude s'articule autour de la notion de la compétence pragmatique comme compétence à maîtriser et comprendre efficacement des significations en interaction. En plus des connaissances linguistiques, cette interaction interculturelle nécessite surtout des connaissances extralinguistiques. Notre recherche a pour objet l'exploration de la pertinence pédagogique du discours méta-pragmatique dans les manuels d'anglais du secondaire algérien pour aboutir au développement d'une conscience pragmatique et de la compétence en anglais. Pour atteindre nos objectifs, une triangulation des instruments de recherche à savoir ; le questionnaire des enseignants, l'analyse du contenu et l'observation en classe sont utilisés tout au long de la phase de la collecte des données afin d'évaluer et de valider nos résultats. Notre hypothèse de départ a été formulée comme suit : L'application des stratégies langagières fructueuses avec quelques éléments pragmatiques aiderait les apprenants algériens d'anglais à apprendre cette langue de manière plus efficace et à devenir ainsi des praticiens plus compétents. Les moyens pédagogiques utilisés dans les lycées algériens ne répondent pas aux besoins des apprenants, car de nombreux manuels manquent d'exemples d'activités qui enseignent ou évaluent des compétences à la fois pragmatiques et communicatives. La conscience pragmatique elle-même est un domaine largement ignoré par les concepteurs de manuels et des programmes. On peut dire que nos hypothèses sont confirmées ; les manuels d'anglais qui sont utilisés actuellement dans les lycées algériens n'offrent pas aux apprenants des opportunités adéquates pour apprendre une langue. Plusieurs facteurs sont derrière cet échec comme le choix du type d'anglais à enseigner au détriment d'un autre qui est davantage dicté par des considérations à la fois politiques et économiques, que par des considérations pédagogiques, car la plupart des versions adoptées sont enseignés d'une manière mécanique. Il semble y avoir des efforts pour incorporer des informations extra-linguistiques et des activités de communication, mais les résultats de la recherche actuelle ont indiqué que la quantité et la qualité des informations métapragmatiques dans les manuels d'anglais du secondaire algérien sont insuffisantes en tant que source d'acquisition des compétences pragmatiques. Par conséquent, en démarrant des résultats de notre étude, un ensemble de recommandations et d'implications pédagogiques ont été avancées afin de contribuer à améliorer les résultats d'apprentissage des langues dans une perspective pragmatique.

**Mots Clés** : information méta-pragmatique, manuels d'anglais, anglais langue étrangère, enseignement secondaire en Algérie.

## ملخص

يعنى هذا البحث بدراسة مفهوم الكفاءة التداولية، بوصفها مهارة لمعرفة ماهية المعاني وفهمها بغية نجاح العملية التواصلية. ذلك أن التواصل يتطلب معرفة لغوية شاملة إضافة إلى المهارات اللغوية الأساسية. تهدف هذه الدراسة إلى تفصي مدى ملائمة الخطاب التداولي في الكتب المدرسية للغة الإنجليزية في مجال تطوير الوعي البيداغوجي التداولي في مؤسسات التعليم الثانوي بالجزائر. و من أجل ذلك استعنا بالاستبيانات و الملاحظة الصفية و تحليل المحتوى كأدوات أثناء جمع البيانات بغية التحقق من صحة النتائج. نفترض بداية أن تطبيق استراتيجيات لغوية فعالة ومثمرة مع بعض التلميحات التداولية يمكن أن يساعد متعلمي اللغة الإنجليزية الجزائريين على تعلم لغة أكثر فاعلية، ويصبحون ممارسين لغويين أكثر كفاءة ومهارة لكون الوسائل التربوية التعليمية المستخدمة على مستوى مؤسسات التعليم الثانوي الجزائرية لا تلبي احتياجات المتعلمين لأن العديد من الكتب المدرسية تفتقر إلى أمثلة للأنشطة التي تدرس أو تقيم المهارات التداولية والتواصلية، خاصة و أن الوعي التداولي نفسه هو مجال تم تجاهله إلى حد كبير من قبل مؤلفي الكتب المدرسية ومصممي المناهج التربوية. كما أن معرفه و فهم العملية التعليمية يمكن ان يكون دليلاً تجريبياً لدعم أصول التدريس و الطلاب و المعلمين و الكتب المدرسية و طرق التدريس واستراتيجيات التعلم التي تعد جميعها عوامل مهمة يجب مراعاتها في عملية التعلم الناجحة. ويمكن القول أن فرضيات البحث تم تأكيدها لكون كتب اللغة الإنجليزية المستخدمة حالياً في جميع مؤسسات التعليم الثانوي بالجزائر لا توفر للمتعلمين في الفصول الدراسية فرصاً كافية لتعلم لغة أصلية. ويرجع ذلك إلى العديد من الأسباب مثل اختيار نوع واحد من اللغة الإنجليزية على حساب نوع آخر تمليه الاعتبارات السياسية والاقتصادية بدلاً من الاهتمامات التربوية بالإضافة إلى عدم وجود نموذج مناسب إلى جانب الطريقة الآلية التي يتم بها التعامل مع الأنشطة المعروضة في الكتب المدرسية المقررة وطريقة التعامل معها على الرغم من الجهود المبذولة لدمج المعلومات الغير اللغوية والأنشطة التواصلية ، إلا أن نتائج البحث الحالي أشارت إلى أن كمية ونوعية المعلومات التداولية بشقيها اللغوي و الاجتماعي في الكتب المدرسية للغة الإنجليزية بمؤسسات التعليم الثانوي الجزائرية غير كافية باعتبارها مصدر لاكتساب الكفاءة التداولية. لذلك، بناءً على نتائج الدراسة، تم طرح مجموعة من التوصيات ومقترحات تربوية من أجل المساعدة في تحسين نتائج تعلم هذه اللغة من منظور تداولي عملي.

الكلمات المفتاحية: المعلومات التداولية، كتب اللغة الإنجليزية، اللغة الإنجليزية كلغة أجنبية، التعليم الثانوي في الجزائر.