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Investigating EFL Students' Pragmatic Errors: Case of First Year
EFL Students at the University of Ain Temouchent

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a
Master's Degree in Didactics and Applied Languages*

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Dedication

My beloved parents and grand mother

My supportive sisters, Rima, Khadra and Tafida

my dear brothers, Mohamed and Ahmed

those who supported and believed in me,

this work is dedicated to you.

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*I would like to express my deepest gratitude to my dearest supervisor and my role model, **Dr. Elouali Fatima Zohra**, for her selflessness, heartening, and endless support. Your continued faith from the beginning until the end gave me the strength and confidence, I needed to complete my work. Your passion, solemnness, dedication, and endless other traits inspire me to push forward and hopefully become a teacher like you.*

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Abstract

Culture has always been one of the main irreplaceable, and perpetual pillars in the language acquisition process. Yet, in Algerian educational settings, the status of culture in EFL classrooms alternates to a less prominent position. In this regard, this research seeks to accentuate the importance of culture and pragmatic integration in foreign language learning through the investigation of students' pragmatic errors in speech acts using the premises of error analysis. A mixed method approach was implemented in which a discourse completion task, students' questionnaire, and observation were the instruments used to collect the data. The sample population was forty-six first-year EFL students from the department of English language at the university of Ain Temouchent. The results have shown that students do not possess the ability to effectively use politeness strategies in various social milieus leading to occurrence of pragmatic errors. The main reason behind this incompetence is the misconception of cultural pragmatic aspects which also result in poor intercultural and interpersonal communication skills. At the end of this study, some implications are proposed to overcome these errors, and enhance the students' interpersonal and cross-cultural communication skills. This research is a great contribution to the field of applied linguistics, pragmatics, curriculum design and cross-cultural studies

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List of Acronyms

CA: Contrastive Analysis

CAH: Contrastive Analysis Hypothesis

CCSARP: Cross-cultural investigation of speech act realization patterns

DCT: Discourse Completion Task

EFL: English Foreign Language

ER: Error Analysis

MER: Mean Error Rate

NL: Native Language

SA: Speech Acts

SAT: Speech Acts Theory

SL: Second Language

TL: Target Language

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General Introduction

Language is meaningless without culture; and culture cannot be voiced without the language. Through language, values, norms, traditions, perceptions, rituals, and many other cultural aspects are expressed. These aspects portray the roles of architects that outline the ground of how individuals from the same culture, or from different cultures communicate. Furthermore, in the field of language learning, culture is extremely interwoven in each stage of the learning process. The inextricability between language learning and culture is hardly possible. For that reason, teachers are constrained to incorporate culture within their teaching plan from the initial phases while setting the goal to achieve cultural understanding as a top priority along with grammar fluency. Accordingly, learners will develop the ability to articulate an impeccable and meaningful utterances that harmonize with the social and cultural contexts where the interaction occurs.

Moreover, learners are exposed to culture through various ways, and politeness strategies, are probably one of the initial integral cultural aspects that they acquire at a young age. Despite its existence in all cultures, and being universally shared, each culture has its own way of using, cherishing and interpreting it. However, all cultures discern these strategies as a mirror of their values, norms, and the building blocks for effective communication. Consequently, the proper usage of these strategies is the key to erect and maintain a friendly and positive relationship while avoiding misunderstanding and misinterpretation. In this regard, politeness strategies work on revamping and beautifying the language.

In the Algerian context, due to the massive wave of globalization, English language has become highly valued, as it guaranteed its ascendancy in many disciplines. As a result, an intense attention and effort are consumed to anglicize the Algerian sectors through the incorporation of English in various fields such as economy, medicine, technology, science, and education where the main aim behind learning English, in universities, is to achieve full competency in the four skills i.e., speaking, listening, reading, and writing. From the initial

phases of their learning journey, students explore the numerous layers of language. Starting from grammar, tenses, phonetics, and vocabulary till exploring language development. At the end of this adventure, students develop a great level of proficiency in all of these aspects. However, they are incompetent when it comes to having the skills needed to navigate an adequate and a proper conversation with people from the same, or different cultural backgrounds who speak English. Therefore, students turn to possess full mastery of the linguistics features of the English language; however, they lack the cultural competence. This is a consequence of the limited, and almost nonexistence of culture in EFL classrooms.

Furthermore, the EFL classroom in Algerian universities, should be a space where students are provided various opportunities to see, learn, and experience how natives of English-speaking countries interact and communicate in different situations. This can only be achieved by the assimilation of culture and pragmatic understanding. However, in reality, the majority of students, as well as educators underestimate and question its significance in the learning process. While few, have been wondering about the accurate period or learning stage to incorporate these elements. Unfortunately, in the Algerian university, pragmatism is introduced after the students have completely gained linguistic competence. For instance, pragmatics as a module, in which students receive valuable information about different politeness strategies, cooperative principles, and many other valuable aspects, is introduced to students of didactic and applied languages until the second year of their master degree, and only for one semester. This contradicts with the perspective of numerous educators who asserted that pragmatic competence must be introduced to the students in the same period where grammar rules are tackled. Since, pragmatic awareness guarantees that the first steps to interact or communicate in any foreign language is effective. This also implies that the absence of pragmatic awareness creates barriers that hinder the learning process, leading to pragmatic errors.

In light of what has been tackled, this research seeks to investigate the students' pragmatic errors committed in different social settings. This includes a throughout examination of circumstances where learners contravene the conventional pragmatic norms of the target language, violating the cooperative principles, and the politeness regimes. Additionally, the objectives of this study are to:

- Highlight the importance of culture integration in EFL classrooms by addressing the correlation between pragmatic competence and grammar fluency.
- Investigate first year EFL students' pragmatic errors.
- Scrutinize how EFL students utilize politeness in speech acts of apologizing, request-making, acknowledging, and saying thank you after receiving compliments.

Consequently, this study is conducted to investigate the following questions:

1. What are the most accustomed politeness strategies used by EFL students?
2. What are the main reasons behind students' pragmatic errors?
3. What might error analysis provide regarding the students' pragmatic errors?

As a response to these inquiries, the following hypotheses are suggested:

- EFL students' knowledge about the politeness strategies could be void as they produce a language that is derived from formality and politeness.
- The main reason behind students' pragmatic error could be a consequence of the absence of pragmatic, and culture in the first stages of learning odyssey.
- An analysis of these pragmatic errors might be a valuable tool to, particularly, highlight the root causes of their occurrences.

In order to confirm or disconfirm these hypotheses, we divided our research into three chapters. The first chapter is dedicated to address the interwoven relationship between language,

pragmatic, and culture. It initiates with the exploration of linguistic differences. Moreover, it addresses the influence of culture of language use through contrastive analysis hypotheses and pragmatic contrastive analysis. In addition, this chapter underlines the importance of error analysis in language acquisition. Furthermore, it illustrates how language is used differently in different contexts through pragmatics, and cross-cultural pragmatics. In finality, this chapter accentuates the significance of this investigation in the field of language learning, as it presents few previous studies that examined the students' error using contrastive analysis, and error analysis.

The second chapter offers an extensive overview of all the mythological procedures that have been made in this research, which took place at the University of Ain Temouchent. It discusses the research designs, research approaches, and the sample population which was 46 first year EFL students. Moreover, due to the complexity of the investigation, and in order to enhance the validity and reliability of the study, the researcher implemented a mixed method approach where observation, a students' questionnaire, and discourse completion task were the main tools used to collect data. Furthermore, this chapter provides a description of the data analysis process, as well as the procedures taken to ensure the integrity, and the confidentiality of this investigation.

The third chapter is devoted to the analytical part of this research. It provides a thorough illustration of the overall analysis process. Starting from the analysis of the questionnaire to the observation, and then the analysis of the discourse completion task. Afterwards, the findings were later interpreted, and discussed. Furthermore, the researcher shared a glimpse of the main challengers that hurdled this study. Lastly, few suggestions, and solutions were posed to overcome the errors and enhance the outcomes of learning experiences.

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1.1. Introduction

This chapter offers a throughout examination of the key concepts that highlight the intertwined relationship of language culture and pragmatics. First, it explores pragmatics and cross-cultural pragmatics to illuminate language use in different cultural contexts, as it emphasized the notion of cultural transfer. Second, it discusses pragmatic competence and failure. Furthermore, it explores the complexity of contrastive analysis. Then, it addresses the influence of cultural differences on language use through contrastive analysis hypotheses and pragmatic contrastive analysis. Afterwards, it tackles error analysis, and it introduces pragmatic contrastive error analysis as an integrated method.

1.2. Pragmatics

Pragmatics is a captivating field within linguistics. It carefully investigates how language functions in real-life contexts. It involves peeling layers of complexity to comprehend how words, sentences, and expressions dynamically adapt their meanings following social and situational settings. Deviating from the narrow focus on linguistic structures, pragmatics boldly affirms that effective cross-cultural communication demands more than just a simplistic understanding of grammar and vocabulary. It requires a profound comprehension of the complex variations built-in how language functions across diverse cultural settings.

Yule (1996) defines pragmatics as “the exploration of the connections between linguistic forms and the user of those forms” (p.4), advocating for a dynamic exploration where language intricacies merge with human expression. This definition suggests a departure from purely theoretical examinations of language to an appreciation of how language manifests in real-world applications. Levinson (1983) contributes to this perspective by identifying pragmatics as ‘the study of language use’. He emphasizes the significance of examining how language is

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employed in real-world situations, highlighting its dynamic and context-dependent nature. This definition underscores the inseparable link between language and its pragmatic functions within specific contexts.

In a broader sense, pragmatics focuses on aspects of meaning that are contextually variable. Several significant events have contributed to its evolution. Firstly, Austin's (1962) innovation of speech act theory, established a strong foundation which was later developed by Searle (1969). Secondly, Grice's (1975) introduction of the cooperative principle added depth to pragmatic inquiries. His cooperative principles were joined by four maxims that their violation will lead to what is known as conversational implicatures.

1.2.1. Speech Acts Theory

In the field of language exploration, many scholars have delved deeply into the complexities of direct and indirect speech acts, such as J.L. Austin and John Searle (1969). Direct speech acts, such as imperatives like 'Let's do it!', are distinguished by their clarity and lack of ambiguity. In contrast, indirect speech acts, like questions such as 'Will you come right now?', convey requests modestly and it relies mainly on context for interpretation. This distinction highlights the clarity and immediacy of direct speech acts in comparison to the subtlety and complexity of indirect ones, which often require a deep understanding of the context for full comprehension.

The concept of 'Speech Acts' (SA) originates from the German term 'Sprechakt,' which was introduced by Bühler in 1934. This concept was later adopted and developed by Austin (1962) due to the limitations of semantics analysis. In the compilation of his influential 1955 Harvard lectures into the book "How to Do Things with Words", his exhaustive examination reached

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the climax. Following the path of Austin, many scholars such as John R. Searle (1969), have contributed to the evolution of this theory.

The theory of speech acts is recognized as the core of pragmatic analysis and it is also known as the pragmatic speech of acts. This theory is regarded as one of the fundamental concepts in the field of language use. It holds a significant position in the field as it is the foundation for numerous studies. Speech acts are essential components of human communication. They form basic functional units in the complex network of our daily interactions. Speech acts include a wide spectrum, ranging from single words like ‘please’ to more complex phrases such as ‘Please, I need your help.’ They exceed the notion of conveying meaning to embody real-world actions. For example, consider the phrase ‘I apologize.’ It not only expresses regret but also actively seeks to rebuild a relationship. Moreover, it functions as a practical tool that influences the dynamics between individuals. In this manner, language serves not only as a means of communication but as a powerful force capable of effecting real changes in interpersonal relationships.

Fundamentally, speech act theory (SAT) delves into the intentions behind language use. It examines how utterances shape the conduct and attitudes of interlocutors. Yule (1994) underlines the flexibility of languages and how many purposes can be served by language. He asserted that the core of speech act theory lies in exposing the pragmatic function of utterances. Furthermore, SAT offers a scheme where the complex relationship between language, meaning, and action is explained and can be easily perceived. This scheme also reveals different ways in which human communications and perceptions of reality are influenced by words and utterances.

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According to John Austin's work, "*How to Do Things with Words*", speech acts are more than just a description of phenomena they are the actual performance of actions. In his work, He described them as performatives (Austin, 1962) and they are classified as follows:

- a. **Locution:** This pertains to the physical act of speaking, where the speaker formulates sentences within a specific context, representing the grammatical structure of the utterance.
- b. **Illocution:** The intended meaning behind statements, revolving around the actual intention behind the utterance, such as making a statement, extending an offer, or making a promise.
- c. **Perlocution:** This refers to the intended or unintended impact that an utterance can have on the hearer and is external to the elocutionary act. The speaker lacks control over the effect the utterance will have on the hearer.

This theory was further expanded by Searle (1969), who categorized speech acts into five different types, each serving a specific communicative function:

- a. **Representatives:** These speech acts express beliefs or assertions about what the speaker perceives to be true or accurate.
- b. **Commissive:** Speakers commit to future actions or obligations, signifying a commitment or promise to undertake specific tasks.
- c. **Directives:** This category involves speakers intending to prompt or request the hearer to perform a particular action on their behalf.

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- d. **Expressive:** Speech acts in this category express the speaker's psychological states or feelings toward the hearer. It can be considered as the mirror of the speaker's emotional stance.
- e. **Declarations:** Often standardized, declarations function as speech acts that formally announce a judgement or an opinion regarding the state of affairs, categorically stating something to be either true or false.

1.2.2. Grice Maxims of Communication

Grice's Maxims (1975) represent foundational principles in the field of linguistic pragmatics. It elucidates the underlying norms that govern effective communication in social interactions. Situated within the broader scheme of Grice's Cooperative Principle, these maxims offer a complex understanding of how individuals navigate the complexities of conveying meaning within conversational contexts. Grice categorized these maxims into four distinct categories: quality, quantity, relation, and manner, each encapsulating essential aspects of communicative behavior.

- **Maxim of Quality:** dictates that the speakers must convey information that is truthful and sincere in order to maintain the integrity of communicative exchange. Yet, intentional violations of this maxim are regarded as a rich fountain for humor for comedians. Comedians cleverly weaken the expectation of truthfulness, as they use linguistic wit to elicit laughter and amusement through a tactical use of sarcasm, irony, hyperbole, or any literary devices. They utilized linguistic humor to evoke amusement laughter among the audience. Thus, comedy emerges as a unique space where deviation from truth and violation of maxims is necessary for comedic effect. This space challenges the conventional principle of sincerity in communication.

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- **Maxim of Quantity:** outlines the expectation for speakers to provide an appropriate amount of information, avoiding both excessive information and insufficient details. Despite that, Entertainers such as comedians often demonstrates exaggerations and strategic oversights in order to produce a comedic impact. Comedians manipulate the boundaries of informational adequacy. They skillfully balance the amount of information given to the audience. They alter narratives filled with exaggerated anecdotes or strategically crafted pauses to elicit laughter and engagement. In doing so, they use the power of exaggeration to surpass the constraints of conventional communication, transforming ordinary conversations into comedic shows that captivate audiences.
- **Maxim of Relevance:** highlights the significance of contributions fitting with the ongoing conversation, in order to maintaining coherence. However, when it comes to comedy, intentional violations of relevance are used as comedic devices. Comedians often disturb the expected flow of conversation to induce amusement. They create comedic tension and surprise through the usage of unexpected and divergent responses. This encourages the audiences to enjoy the unexpected twists and turns of comedic dissonance.
- **Maxim of Manner:** calls for clarity, coherence, and conciseness in communication. It emphasizes the importance of linguistic precision. Nevertheless, comedians frequently flourish these norms, purposefully employing ambiguity, wordplay, and linguistic complexities to enhance comedic delivery. By exploiting double intenders, linguistic ambiguities, or syntactic twists, comedians engage in a sophisticated interplay of language, as they captivate audiences while violating conventional norms of clarity and coherence.

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1.2.3. Politeness Strategies

Politeness involves a system of interpersonal behavior aimed at facilitating interactions and minimizing potential misunderstandings. It includes strategies that show consideration for others and avoid causing offense. Often by using indirect language and taking into account the listener's perspective. According to Leach (2014)

In sociolinguistics and conversation analysis (CA), politeness strategies are speech acts that express concern for others and minimize threats to self-esteem ("face"). Positive politeness strategies are intended to avoid giving offense by highlighting friendliness. These strategies include juxtaposing criticism with compliments, establishing common ground, and using jokes, nicknames, honorifics, tag questions, special discourse markers (please), and in-group jargon and slang». (p. 3)

Furthermore, in their book 'Politeness: Some Universal in Language Use', Brown and Levinson (1978) have identified four politeness strategies applicable to the speaker. These strategies have been reiterated by Leach (2014).

- Bald-on record strategy which spatulates no adherence to any strategy or regulation. In a fact, it circles around the idea of addressing matters directly with no consideration to personal face image or the hearers.
- Positive Politeness Strategy which involves highlighting the listener's positive self-image to create a pleasant interaction for both parties.
- Negative Politeness Strategy which addresses the listener's need for freedom and attention while maintaining honesty.

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- The Off-record Politeness Strategy is used covertly, lacks a specific communication goal and allows the speaker to indirectly encourage the other person to reflect on themselves.

1.3. Cross-Cultural Pragmatics

Cross-cultural pragmatics is a field known for its diligent examination of linguistic behavior across a wide range of cultural contexts. It plays a crucial role in addressing the complex relationship between language principles and cultural differences. The prominent cross-cultural investigation of speech act realization patterns (CCSARP), guided by famous scholars like Blum-Kulka, House, and Kasper (1993), demonstrated significant development in scholarly discourse. This study carefully examined requests and apologies across various language context, using advanced methodologies such as the discourse completion tasks (DCT) in order to carefully control contextual variables. While these methods aimed for precision, concerns continue to exist regarding the reliability of elicited responses.

Recent research, based on CCSARP's foundation, has revealed complex patterns of cross-cultural variation highlighting factors like the addressee's obligation, the speaker's dominance and the detailed evaluation of possibility influencing linguistic choices. The conceptual distinction between violation and discernment politeness, which delves into how individuals express themselves in language, has triggered scholarly debates. Moreover, it aligns as well with the theoretical structure of societal tightness-looseness proposed by Brown and Levinson (1987).

However, empirical studies examining the impact of contextual assessments on individuals' evaluations of distinct realization patterns are still relatively rare despite the

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potential of politeness maxims in explaining cultural differences in dimensions like tact, generosity, and modesty.

1.4. Cultural Transfer

The cultural transfer was first introduced by Rossini (2014). It involves the implicit assimilation of one's cultural norms and values as a guiding scheme in both intercultural communication and foreign language learning. She emphasizes that this process is not a simple exchange between fixed cultures but rather a dynamic process characterized by physical yet variable effects in the cultural context. Manuela Rossini (2014) highlighted that “cultural transfer does not mean transfer between static and essentialized ‘cultures or the transfer of ‘Culture’ but, rather, a differing game and it is very real yet unstable and indirect effects (differences, identities) in the analytical structure of the ‘cultural’”. (p. 28). This disposition becomes apparent as individuals instinctively rely on their cultural norms to navigate interactions and language acquisition, providing a foundation for interpreting both personal and others' expressions and behaviors.

Through their investigation of the influence of surface culture transfer and deep culture transfer on foreign language acquisition and cross-cultural interactions, Weidong and Hongling (2000) noticed that the focus is on surface culture transfer, whereas deep culture transfer receives less awareness. Mastering deep culture transfer displays greater obstacles, delving deeper into the complexity of cultural differences. Additionally, the cultural transfer has two forms, positive and negative forms. Positive cultural transfer occurs when there are areas of similarities between the rules of native and foreign languages. Consequently, they facilitate the acquisition of a second language. Conversely, negative cultural transfer comes to light when cultural disparities hinder language learning and obstructing effective communication. In these

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instances, the influence of the native language culture may negatively influence skill development

1.5. Pragmatic Failure

Prior to exploring the conception of pragmatic failure, addressing pragmatic competence is essential. Therefore, in this section, pragmatic failure is adverted after viewing the paramount aspects of pragmatic competence.

Pragmatic competence as introduced by Chen Xinran (2009) is the foundation of successful dialogue. It is the process of harmonizing linguistic mastery with a refined understanding of social customs and cultural intricacies. It refers to the ability or the skill to apply language effectively in specific situations in order to fulfill communication objectives. Chen Xinren outlined four aspects of pragmatic competence :

- i. **Pragmatic Linguistic Competence** that involves the speaker's mastery of language resources, such as vocabulary and grammar knowledge, to perform or comprehend a speech act.
- ii. **Social-pragmatic Competence** that involves the ability to communicate appropriately, considering socio-cultural factors. This includes addressing the need for face, expressing politeness, recognizing attitudes or emotions, and navigating the formality of style.
- iii. **Pragmatic-cognitive Mind** relates to the ability to identify and convey ideal relevance in discourse. This involves reasoning about conversational implications and deploying presuppositions and markers effectively.

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- iv. **Discourse Organization Ability** involves constructing coherent monologues and participating effectively in natural conversations.

On the other hand, Pragmatic failure is a fundamental aspect of cross-cultural communication research. Thomas (1983) claimed that “Pragmatic failure refers to “the inability to understand what is meant by what is said” (p. 91). Accordingly, it refers to the challenges individuals face in accurately and effectively deducing the intended meaning behind spoken language, especially when attempting to use language skills across diverse cultural contexts. This often leads to communication breakdowns. Social pragmatic failure, a specific display of this phenomenon, occurs when individuals accidentally apply cultural norms from their native language without taking into consideration the varied social and cultural backgrounds of the interlocutor.

Throughout his deeper investigation of cross-cultural pragmatic failure, Kasper (1996) demonstrated how negative cultural transfer worsens communication errors. Dash (2004) conducted an in-depth analysis of the semantic and pragmatic complexities involved in learning English as a second language. The analysis highlighted their critical role in achieving proficiency in pragmatics. He called for integrating pragmatic instruction into second language acquisition classrooms to help students effectively exceed challenges associated with pragmatic failure in intercultural communication.

Wang's (1990) taxonomy of common types of pragmatic failure, such as difficulties with addressing, greeting, and apologizing, underlines the significant impact of cultural differences on communication breakdowns. Lv Wenhua and Lu Jianji (1993) declared that all those individuals acquire in childhood from cultural factors such as traditions and the norms to

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pragmatic rules of their native language, deeply influences their cognitive processes and behaviors as well as slows the learning and application of foreign languages.

Lv Wenhua and Lu Jianji (1993) stated that “pragmatic rules and cultural factors acquired from childhood in students' mother tongue shape their mode of thinking and code of conduct” (p. 661). Their point of view brings to light the main causes of pragmatic failure in classroom settings where the overgeneralization and simplification of meanings and cultural differences during initial language instruction part from the complexities of adult communication, exaggerating pragmatic challenges among learners.

1.6. Contrastive Analysis

Contrastive analysis (CA) is a methodical structure used to provide a detailed, precise examination and comparison of the source language (SL) and the target language (TL). It operates on the assumption of addressing both convergences and divergences in the linguistic structures of the two languages with the primary goal being the early detection of hurdles and challenges that language learners may encounter during their acquisition process (Fries, 1945).

The birth of CA can be traced back to the work of Charles Fries, particularly his treatise on English as a Second Language Teaching and Learning, which was published in 1945. Fries emphasized the pedagogical efficacy rooted in instructional materials which are based on a scientific elucidation of the language to be acquired and an explication of the learner's native language. According to Fries (1946, p. 9), this comparative analysis offers a reliable foundation for the development of pedagogical materials schemed to facilitate second language acquisition.

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In his seminal work, "*Linguistics Across Cultures*" that was published 1957, Robert Lado further elaborated on Fries's insight. Lado offered a compulsive argument where he defended the systematic anticipation of challenges in the language acquisition process through comparative analysis of languages and the integration of cultures as well. Lado's informative proposition (1957, p. 2) functions as a guide for educators and linguists in predicting and addressing the complexities and variations that may hinder a learner's progress.

The explicit identification of linguistic dispositions and cultural variation forms the core of this linguistic structure. This insightful process enables educators to devise instructional strategies that not only acknowledge potential challenges but also demonstrate an increased adeptness in facilitating a complex and effective language acquisition experience for learners. As posited in Lado's seminal work (1957):

The plan of the book rests on the assumption that I can predict and describe the patterns that will cause difficulty in learning, and those that will not cause difficulty, by comparing systematically the language and culture to be learned with the native language' and culture of the students. (p. 39)

Lado (1957) asserted that the influence of the people's native language is the mostly the root cause of the challenges they might face. His argument is built on the notion that increased differences raise the chance of encountering obstacles and challenges. In contrast, when languages and cultures share similarities, the difficulties are reduced. Lado addressed this idea by stating (1957):

In the comparison between native and foreign languages lies the key to ease or difficulty in foreign language learning... Those

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elements that are similar to the learner's native language will be simple for him, and those that are different will be difficult. (p. 1–2)

Furthermore, Lado argues that the juxtaposition between a learner's native tongue and the target language is quite essential when it comes to measuring the difficulty of mastering a new linguistic system. However, in his contrastive analysis, Lado primarily focused on linguistic aspects such as grammar, syntax, and lexicon in his contrastive analysis.

1.7. Contrastive Analysis Hypothesis

The contrastive analysis hypothesis (CAH) came to light in the 1960s as an innovative theory where structuralism and behaviorism were ruling the field of language pedagogy. CAH is an integrated theory composed of a theoretical structure —the ‘contrastive hypothesis’ and ‘contrastive analysis’. According to CAH the structural aspects of the native language (NA) significantly influence the process of acquiring the second language (SL) (Lado, 1957; Fries, 1945).

In the same vein of Contrastive Analysis, CAH assumes that the interference of the learner’s mother tongue language system is the main hindrance to the mastery of the second language. Linguists and educators can build a system or a taxonomy based on the examination of these languages and analyze theory structures. This investigation helps in predicting and eliminating any possible obstacles that a learner may face (Wardhaugh, 1970)

In his work, Lado (1995) underlined one of the crucial principles of CAH which is the effectiveness of systematically comparing and contrasting the native language and the cultures

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of the learners with the target language and the culture. This comparative examination equips the teachers with patterns that may be challenging for the learners to comprehend.

The verifiable validation of CAH led to the development of predicting models such as the 'hierarchy of difficulty' suggested by Stockwell, Bowen, and Martin in 1965. Through this model, educators and linguists can predict the comparative obstacles related to different aspects of the target language.

1.8. Pragmatic Contrastive Analysis

Contrastive pragmatics creates a sophisticated examination of how pragmatic systems function in languages across cultural contexts while emphasizing theories such as speech act theory, conversational norms, and linguistic politeness. Speech act theory is derived from the works of Austin (1962) and Searle (1969). It attempts to elucidate how language functions as a tool for accomplishing communicative intentions, and how listeners deduce meaning from uttered words. In the educational domain, the application of contrastive pragmatics serves to increase learners' awareness of the complex pragmatic aspects of language use. According to Kondo (2004), this is accomplished through a detailed analysis of their linguistic behaviors, highlighting the shared traits and divergences in the production of speech acts between their native and target languages.

In order to facilitate cross-linguistic investigation, contrastive analysis often depends on the usage of parallel and comparable corpora. Parallel corpora are considered an invaluable repository, which supplies researchers with a rich source of data for exploring possible cross-cultural linguistic generalities. Linguists can investigate possible similarities in language use, especially within the area of discourse and pragmatics such as speech acts, different politeness strategies, and conversation patterns.

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Nevertheless, the usage of natural language corpora in a practical investigation of speech acts across different languages is challenging mainly because there are not sufficient and suitable corpora for multiple languages. Comparable corpora are known for their shared blueprint traits such as size and time, and are crucially essential in many research. Especially, when it comes to the examination of the pragmatic phenomena within spoken or written text genres where obtaining translations presents significant obstacles.

In the end, the main purpose behind the integration of contrastive pragmatics into language pedagogy is to cultivate the sensitivity of the learners about the complex variations of language use. This procedure encompasses an explicit examination of learners' linguistic habits as well as an exploration of both similarities and differences in the performance of speech acts between their native and target languages (Kondo,2004).

1.9. Error Analysis

According to James (1998), error analysis (EA) offers valuable insight to what he refers to as the 'study of linguistic ignorance' that works on highlighting the areas where learners lack understanding in language. Additionally, James (2013) defines error analysis as a detailed examination of unsuccessful language usage that cover various aspects such as the origin, nature, causes, and consequences of errors. This comprehensive approach emphasizes the crucial role that errors play in language learning and communication. As introduced by Corder in the 1960s, error analysis has become a fundamental aspect of language learning research. Unlike Contrastive Analysis, which focuses primarily on differences between languages, error analysis takes a broader view as it considers both interlingual and intralingual interferences resulting from learners' cognitive processes.

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In recent years, there has been a growing recognition of the importance of learner errors in language acquisition. Numerous scholars who were influenced by the work of Corder (1971), stressed on the valuable insights' errors provide into language learning strategies. Learner errors serve as important indicators of learning processes. They offer researchers evidence to deepen their understanding of language acquisition. The main goal of error analysis includes providing useful feedback to learners and prioritizing errors that hinder effective communication. Educators can then address these errors to support language development effectively. Additionally, understanding the types and frequency of errors helps educators choose instructional materials and methods appropriately.

Corder (1967) asserted that learner errors “are significant in [that] they provide to the researcher evidence of how language is learned or acquired and what strategies or procedures the learner is employing in the discovery of the language” (p.167). James (1998, p. 205) further highlights the importance of error analysis in identifying significant errors and avoiding fixation on trivial ones. Ultimately, error analysis aims to identify important errors, especially in communication-focused teaching, and develop strategies to address them, enhancing learners' proficiency and teachers' confidence in error correction.

1.10. Hybrid Analysis (Pragmatic Contrastive Error Analysis)

In the initial phases of this innovative methodology, researchers undertake an exhaustive comparative analysis to explore the linguistic and cultural divergences between learners' native language and the target language. This analytical endeavor is carefully designed to identify specific areas where discrepancies in pragmatic elements emerge. It encompasses variations in politeness strategies, speech acts, and harmonize with Grice's communication principles (1975). Through a comprehensive examination of these disparities, researchers try to anticipate

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potential challenges that learners might face when exploring the pragmatic of the target language.

Following the comparative analysis, researchers take an in-depth exploration of errors to closely examine instances of pragmatic deficiencies exhibited by learners in their interactions within the target culture and language. This involves a precise investigation of instances where learners drift from the expected pragmatic norms of the target language, such as instances of inappropriate speech acts or violation of politeness conventions. Through this error exploration, educators gain invaluable insights into learners' areas of weakness and misconceptions.

Moreover, the integration of pragmatic comparative analysis and error exploration demands the implementation of specific involvements aimed at enhancing learners' pragmatic competence. Such involvements may include explicit instruction on cultural differences, cautious teaching of politeness strategies, and guided instruction in applying these strategies in communicative contexts. Additionally, educators may provide feedback that specifically targets learners' pragmatic errors, and this will help in identifying areas for improvement and offering corrective guidance.

Ultimately, through the integration of pragmatic comparative analysis and error exploration, educators can develop a deeper understanding of learners' pragmatic challenges and devise personalized mediations to support their language learning journey. This sophisticated approach equips learners with the necessary tools to grasp the complex relationship between language and culture, and this will enhance their communicative proficiency in the target language.

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1.11. Previous Studies

The study of language and culture has always been significant in the field of language teaching. Understanding and acknowledging the sophisticated relationship between language and culture is crucial for teachers, despite of their chosen teaching approach. For language learners, mastering the diverse politeness strategies implanted in the cultural context of the target language is essential for effective communication and achieving advanced levels of English proficiency.

Accordingly, several researchers have been capitated to investigate the correlation between culture and language learning such as Maryam Farnia (2023) who conducted a study that out as a commendable effort to bridge the gap between native culture and the target culture in relation to language learning by employing a contrastive pragmatic approach, the study delves into specific linguistic behaviors related to the expression of gratitude in Iranian and American cultures. Such cross-cultural and contrastive pragmatics studies equip educators with invaluable insights to enrich their students' understanding of social and cultural differences between their native language and the language they are learning. The anticipated outcomes of this study hold significant promise for informing pedagogical practices and enhancing the teaching and learning of culture within English as a Foreign Language classroom.

Similarly, Hemaidia (2016) adopts a diligent contrastive error analysis approach to examine the grammatical errors prevalent among Algerian university students in their written work. By closely scrutinizing the morpho-syntactic systems of English and Arabic, the study aims to exhume the underlying reasons for unnatural word combinations and morphological errors found in student essays. This study offers valuable insights into areas requiring

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pedagogical attention and refinement to enhance the English writing proficiency of Algerian university students by focusing on errors at the grammatical and written language levels.

Furthermore, Widanta et al. (2019) investigated the pragmatic errors committed by the foreign learners in Indonesia, concentrating on highlighting the influence of pragmatic transfer from the native language of the foreign learners on the acquisition of the second language. The findings have illustrated that these foreign learners are pragmatically incompetent mainly due to pragmatic transfer from their mother tongue, leading to the frequent occurrence of pragmatic errors.

1.12. Conclusion

To conclude, this chapter has offered a concise yet comprehensive examination of the complex interaction between language, culture, and pragmatics. It has started with an illustration of contrastive analysis, exploring linguistic differences. Following, the chapter has moved to discuss contrastive analysis hypothesis and pragmatic contrastive analysis, demonstrating how cultural differences influence language use. Furthermore, it has highlighted the error analysis in language acquisition and the hybrid approach of pragmatic contrastive error analysis. Moreover, the chapter has tackled pragmatics and cross-cultural pragmatics, illuminating language use in diverse cultural contexts and underlining the concept of cultural transfer. Lastly, pragmatic competence and failure were addressed.

Chapter Two: Research Design and Methodology

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2.1 Introduction

This chapter offers a detailed description of all the methodological intricacies that have been employed in this research, which addresses the engagement of first-year EFL Algerian students with culture and politeness strategies through a pragmatic error analysis. This study was conducted at the University of Ain Temouchent in the department of letters and language. Accordingly, it reviews the research design, research approaches, purpose of the study, sample population, selection of participants, and data collection tools. Lastly, it addresses ethical considerations that will guarantee the dignity and rights of the participants.

2.2 Purpose of The Present Study

Over the past twelve years, learning English has taken researchers across many linguistic domains. Starting with phonetics, noun categorizations, and tenses until reaching language development. However, during this long period, culture has always been neglected or overlooked. Morrier et al. (2007) have addressed this cultural neglect when it comes to teaching and learning. In the same vein, Banaruee et al. (2023) have criticized the concurrent English teaching plan and emphasized the importance of cultural integration in teaching and learning. Simultaneously, they shed light to the intrinsic and the strong bond shared between Language and culture.

Language is considered as one of the main components of culture, and all the cultural aspects are reflected in language. If an individual want to master any language, he must examine all the layers of the language and not focus only on grammar. Yet, in educational settings, particularly, in the Algerian context, the educational programs are devoid of the rich tapestry of cultural nuances, especially those related to social customs, politeness strategies, and communicative conventions. These cultural aspects, which constitute the pillars of communicative competence, are put on the margin of the journey of language acquisition.

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As EFL student, encounters have demonstrated a widely spread trend that prioritizes linguistic fluency above cultural competence. This narrow focus has surely led to an improvement in grammar; however, it also leads to learning experiences lacking the multifaceted undertaking of culture, which is essential for effective cross-cultural communications. True mastery of English is beyond grammatical perfection. An in-depth understanding of language mechanisms in a cultural context is mandatory.

During the academic journey, the absence of culture becomes more and more apparent as time passes, and this has deeply affected the students' level of fluency. Their knowledge of the English language is unbalanced. On one hand, they have developed a high level of fluency in terms of linguistic subtleties. Yet, on the other hand, they are clueless about the politeness strategies and communications conventions that will have been integrated and tackled from the beginning of this journey. These pragmatic elements are awfully left in the dark, while phonology and morphology are always receiving the most attention.

The underestimation of cultural and pragmatic elements in the language acquisition journey results in a serious problem: how to achieve mastery in English? The solution lies in a paradigmatic recognition that grammar fluency and cultural competency are harmonious; both share a strong dependent relationship.

Educators must accept the importance of cultural integration in the process of language acquisition. Culture and pragmatics must be introduced to the students from the beginning of their learning, along with grammar. Educators can highlight possible cultural differences and gaps between the Algerian and English cultural norms by conducting an analysis of the students' pragmatic errors. This analysis can help students understand and differentiate between the two cultures in terms of language use. Moreover, it can assist in predicting possible obstacles that learners might face during their exposure to the language. Since this analysis will

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equip the teachers with knowledge of cultural differences as well as examine the students' pragmatic errors, they can choose teaching strategies that effectively address these hurdles accordingly.

2.3. Research Design

Research design can be described as a detailed scheme that involves a series of decisions and procedures pursued by researchers to collect, report, and interpret data. It is the blueprint of the overall investigation. According to Creswell & Plano Clark (2007, p. 58), research design is the “procedures for collecting, analyzing, interpreting and reporting data in research studies”. (Creswell & Plano Clark 2007, p.58).

2.3.1. Research Approaches

Research is the process of collecting data that could be analyzed and interpreted with the intention of understanding a nebulous case or answering a presumptive inquiry. Creswell (2012) characterizes research as “a series of steps used to collect and analyze data in order to improve our understanding of a topic or situation” (p. 3). In any research, there are three main approaches exploited by researchers quantitative, qualitative, and mixed methods implemented to explore and analyze their findings. These approaches are generally selected in accordance with the nature of the research inquiries and the context where the study is undertaken.

2.3.2. Qualitative Approach

Researchers frequently opt for qualitative approaches when examining phenomena that align with real-world incidents. Unlike the quantitative approach, the qualitative is used to illuminate patterns, meanings, and interpretations through an in-depth analysis of texts, visuals, and observational data. The main objective of this approach is to investigate and understand behavioral patterns. It is regarded as the most applicable approach pertaining to the

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investigations of any immeasurable phenomena within a variety of fields, such as sociology, history, and anthropology. Patton (2001) defines qualitative research as:

—an approach that uses a naturalistic approach which seeks to understand phenomena in context-specific settings, such as real world settings, where the — 74 — researcher does not attempt to manipulate the phenomena of interest...it is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification, but instead the kind of research that produces findings derived at from real-world settings where the phenomena of interest unfold naturally. (p. 39)

Regardless of its value, this methodological procedure has many constraints and received numerous critiques. One of the core issues with this approach is the generalizations. Due to the restricted and often small sample size, researchers encounter challenges generalizing their findings (Hamel, Dufour, & Fortin, 1993; Yin, 1984, 1993, 1994). In the same vein, Darlington and Scott (2003, p. 18) stated that, “If one considers the unit of attention as the phenomenon under investigation, rather than the number of individuals, then the sample is often much larger than first appears.” Moreover, qualitative research involves the examination of human behaviors, attitudes, and expressions using qualitative data collection instruments such as observational interviews; The repercussion interpretation can be substantially influenced by the researchers’ point of view, and this adversely marginalizes the validity and reliability of the research results (Denzin & Lincoln, 2011). In addition, qualitative research absorbs a lot of resources and consumes significant amounts of time, whether in gathering the findings or interpreting them (Patton, 2014).

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2.3.3. Quantitative Approach

Quantitative research involves accumulating a collection of numerical data, which will undergo further analysis and interpretation using a variety of statistical methods. Many disciplines of study, including economics, natural science, and engineering, have adopted this approach in their research in order to examine phenomena, test hypotheses, forecast projections, and also to develop generalizations. According to Leedy and Ormrod (2001, p. 102), “quantitative researchers seek explanations and predictions that will be generated for other people and places. The intent is to establish, confirm, or validate relationships and to develop generalizations that contribute to theory.” Creswell (2003) added that quantitative research “employ strategies of inquiry such as experimental and surveys, and collect data on predetermined instruments that yield statistical data” (p. 18).

Commensurate with the qualitative approach, the quantitative approach also exhibits a lot of limitations. One of its deficiencies is the limitation of depth. Since quantitative research deals mainly with numbers and statistics, its scope deprives it of investigating and giving insights on humans’ behaviors and experiences. Lofland (1971) noted that:

In everyday life, statistical sociologists, like everyone else, assume that they do not know or understand very well people they do not see or associate with very much. They assume that knowing and understanding other people requires that one see them reasonably often and in a variety of situations relative to a variety of issues. Moreover, statistical sociologists, like other people, assume that in order to know or understand others one is well-advised to give some conscious attention to that effort in face-to-face contacts. They assume, too, that the internal world of sociology—or any other social world—is not understandable unless one has been part of it in a face-to-face fashion for quite a period

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of time. How utterly paradoxical, then, for these same persons to turn around and make, by implication, precisely the opposite claim about people they have never encountered face-to-face—those people appearing as numbers in their tables and as correlations in their matrices.
(p. 3)

Furthermore, most researchers assume that the quantitative approach yields adequate and precise results. This premise is utterly false. There is a high chance of errors occurring, especially when the data collection instruments are poorly constructed (Creswell, 2014). Despite the quantitative research being built upon objectivity, the research is not shielded from the influence of subjective decisions during either the data interpretation or the research design (Bryman, 2016).

2.4.4. Mixed Methods Approach

As a result of the limitations of both qualitative and quantitative approaches, mixed-methods approach came to light. This approach involves merging facets of both qualitative and quantitative approaches. Its main goal is to leverage advantages and merits from qualitative and quantitative approaches (Johnson & Onwuegbuzie, 2004). During mixed-methods research, researchers are equipped with various quantitative as well as qualitative data collection tools, including surveys, interviews, and observation. Lohfeld and Brazil (2002) shared acumens regarding the emergence of these two approaches and their outcomes; they asserted that:

Both approaches can be combined because they share the goal of understanding the world in which we live. They share a unified logic, and the same rules of inference apply to both. A combination of both approaches provides a variety of perspectives from which a particular phenomenon can be studied and they share a common commitment to

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understanding and improving the human condition, a common goal of disseminating knowledge for practical use. Both approaches provide for cross-validation or triangulation – combining two or more theories or sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon (interdependence of research methods) and they also provide for the achievement of complementary results by using the strengths of one method to enhance the other (independence of research methods). (p. 46)

In any research, the mixed-methods approach offers the advantage of conducting a single study that addresses inquiries related to both the complex nature of phenomena from the perspective of participants and the relationship between quantifiable variables. Unlike the qualitative approach. This approach allows researchers to gain in-depth insights into human behaviors and explore phenomena related to the real world by engaging with a diverse sample population. As a result, the issue of generalizations in findings is reduced. Furthermore, the diversity in data collection and interpretation methods enhances the validity and reliability of research findings.

Therefore, in this research phase, the mixed-methods approach was adopted through the integration of both qualitative and quantitative approaches. This involved using different data collection tools. First, unstructured observation took place at the Department of Letters and English at the University of Ain Temouchent Belhadj Bouchaib. The researcher attended few sessions where she attentively observed the first-year students' behaviors while using the English language and in different circumstances. Shortly afterwards, the researcher administered a questionnaire to these students in order to get more insights about their personal information in terms of language proficiency, age and gender. The finding of these two research

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instruments played a major role in the construction of the discourse completion task that was later handed to these students.

2.5. The Present Case Study

A case study is the action of investigating a particular phenomenon comprehensively, this phenomenon can be an individual, group of people, or an event in order to get answers for certain questions or to comprehend an enigma. Creswell (2003) pointed out that “researcher explores in depth a program, an event, an activity, a process, or one or more individuals” (p. 15). while, Yin (1984) defines case study “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (p. 23).

There are heterogeneous types of case study according to various scholars and researchers. In spite of that, case studies are predominantly categorized by the sample size and the aim of research. Yin (2009) classified the case study research into three types:

- *Exploratory case study*: is considered as the preliminary study which equipped the researchers with the necessary information before conducting the broad scale exploration, regarding the research questions, methods, design and many other essential details.
- *Descriptive case study*: establishes a bound of familiarity between the reality and the phenomenon under investigation through providing a detailed description of the phenomenon itself in real life context.
- *Explanatory case study*: the primary objective of explanatory case study is to construct theories through a series of procedures including data collection, critical analysis of the presented case and offering comprehensive explanation of the scrutinized phenomenon.

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In this research endeavor, the researcher opted for exploratory case study. Considering the fact that the purpose of this investigation is to get insight about the Algerian First year EFL learners' pragmatic errors and addresses the main causes of these errors in the EFL classrooms through a pragmatic error analysis.

2.6. Sample Population

Choosing the adequate sample population in any research is a substantial procedure, since it is contemplated as the primary source of the data. It encompasses the operation of selecting a small group from a large population. Polit et al. (2001) defines it as the process of “selecting a group of people, events, behaviors or other elements with which to conduct a study...the sample represents the entire population as nearly as possible. This decision has a major impact on the meaning and generalizability of findings” (p. 234).

Drawing from what has been tackled, it's evident that the selection of the right sample is extremely crucial. In this study, the researcher opted for purposive sampling which is a non-probability method commonly utilized in qualitative and mixed method research. According to Kelly (2010) purposive sampling is “used to select respondents that are most likely to yield appropriate and useful information” (p. 317). Consequently, the sample population was the first year EFL students from the department of English language, faculty of letters, languages and social sciences, University of Ain Temouchent - Belhadj Bouchaib. The number of participants is 46 students segregated into 34 females and 12 males. The intent behind choosing this sample was due the fact that these students are in the initial stages of their learning odyssey. In these first encounters with the target culture, students shall have previously been introduced to the fundamental cultural components of British culture. Therefore, it is an exceptional opportunity to gain valuable insights into the potential challenges students might encounter. These

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experiences serve as evidence of any disparities between their cultural understanding and linguistic proficiency.

2.7 Data Collection Instruments

Research instruments are fundamental components in any exploration. These tools are regarded as the vehicle utilized to collect and transport data from the participants to the researcher. According to Wilkinson & Birmingham (2003), “research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose... No single research instrument is inherently superior to any other. All can be used well or poorly” (p. 3). These instruments are classified into: qualitative and quantitative data collection instruments.

2.7.1. Questionnaire

Questionnaires are a form of data collection tools frequently employed in studies where the paramount intent is to thoroughly explore and investigate circumstances (Creswell, 2007). In Similarly, Kuthari (2004) noted that these instruments are predominantly in substantial inquiries. Nunam (1992) further pointed that “an instrument for the collection of data, usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects” (231). Furthermore, Anderson (1990) stated that questionnaire “allow the gathering of reliable and valid data, relatively, in a short time” (p. 207).

In this sense, questionnaires are valuable implements for accumulating various and essential information from a large population in a short period of time where the researcher can vary from employing open-ended questions and close-ended questions, while simultaneously assuring the credibility, the dependability, and, the rationality of the gathered data.

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Furthermore, questionnaire is viewed as the core of various investigations. consequently, researchers should take a great cautious while constructing it or it will result in futile and poor questionnaire. To prevent this hindrance, Kuthari (2004) assembled pivotal features that any researcher ought to contemplate before engaging in the process of building a questionnaire, and, these features are categorized as follow:

- *General form of a questionnaire* can be either structured or unstructured. The former involves using a set of limited and prearranged questions for all the participants. Whereas, in the latter, participants are provided with the overall conception of the given questions, yet the structure of the questionnaire is contingent on the participants' feedback.
- *Question sequence* is the key to effective questionnaire and good feedbacks. To ensure the abundance, The researcher is required to corroborate polyphony, coherence and chronology between the questions.
- *Question formulation and wording*, in any sort of questionnaire, have to be definite, objective and easily to grasp.

In light of what have been tackled, the researcher has implemented this data collection tool in her study in order to effectively, effortlessly and promptly receive some insights about the students' personal information. During the questionnaire constitution, the researcher took into consideration all what have been mention above regarding the form, the word choices and the questions' order.

2.7.2. Observation

Observation is a data collection tool that involve a process of scrutinizing, chronicling a circumstance, incident or a human behavior a certain setting. Kuthari (2004) pointed that observation "is the most commonly used method specially in studies relating to behavioral

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sciences” (p.96). He further underlined the strengths and the weaknesses of observation as a data collection method, and they are summarized in the following table:

Strengths	Weaknesses
The correct observation process has no prejudice and its fully accurate and objective	Due to the unpredictability of the desired event or phenomenon to be observed, the observation is extravagant tool
The absence of any influence that can affect the accuracy of the data since it is contemporary	Deficient information
Does not call for a lot of assistance and collaboration	Limited access to direct observation led to impediments while gathering the data

Table 2.1. Strengths and weaknesses of observation adopted from Kuthari (2004)

Furthermore, Kuthari (2004) classified observation into controlled observation and uncontrolled observation. He differentiates between the two by pointing that “If the observation takes place in the natural setting, it may be termed as uncontrolled observation, but when observation takes place according to definite pre-arranged plans, involving experimental procedure, the same is then termed controlled observation” (p.97).

Pertaining to what have been mentioned, in this current investigation and at the beginning of the research process, the researcher conducted uncontrolled observation in order to get some insights about students’ behavior and engagement in the classroom while learning, interacting with their peers or with their teachers. The gathered information has been put into consideration while drafting the scenarios of the discourse completion task.

2.7.3. Discourse Completion Task

Discourse completion tasks are widely exploited in intercultural-pragmatics research. DCT is a device used simultaneously to gather data qualitatively and quantitatively. It encompasses a set of situational questions or scenarios, where the answers are in the form of long paragraphs.

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Yet, it might include some statistical and numerical data such as age and gender. It is defined by Kasper and Dahl (1991, p. 221) as follows:

“Discourse Completion Tasks are written questionnaires including a number of brief situational descriptions, followed by a short dialogue with an empty slot for the speech act under study. Subjects are asked to fill in a response that they think fits into the given context. (p. 221)

In this study, the DCT is composed of four sections. Each section encompasses four different situational questions where the participant is asked to answer according to the given cultural context.

2.8. Data Analysis and Data Preparation

According to Creswell (2009), data analysis is an ongoing mechanism, which entails data forming, cleaning and organizing in the form of graphs, charts, and many other figures. Additionally, the researchers will examine and interpret the gathered information using different methods and techniques in order to deduce the meaning of these findings in the broader context qualitative data analysis includes an in-depth exploration and description of the phenomenon under investigation. It begins with data collection through tools like interviews or observations. This qualitative journey continues with systematic coding, where data is categorized into meaningful themes, codes or patterns. These elements will be thoroughly interpreted inductively or deductively. While, quantitative data analysis encompasses a systematic evaluation of the numeral and quantifiable data. Followed by a descriptive analysis phase, where all of the gathered data are cleaned, summarized, described and demonstrated in the form of numbers, graphs, central tendency, etc. Eventually, the inferential analysis phase

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initiates; in this step the researchers deduce the meaning from the results. They test their hypothesis and try to generalize the finding from the sample to a large population.

Mixed methods data analysis entails integrating both quantitative and qualitative data analysis instruments to the gathered data from two diverse angles. From one standpoint, the data is going to go through an exhaustive investigation where questions such as how and why are going to be laid out in other delves deeper into the phenomenon. On the other standpoint, the data is going to be described and illustrated using numerical and statistical tools and techniques. These integrated methods offer a lot of advantages for the researchers. By virtue of fusion, various aspects are examined. Qualitative and quantitative questions are lay out synchronously. The derived conclusion of the analysis is veracious and accurate seeing that qualitative and quantitative data analysis are amalgamated. The finding will be, therefore, generalized, valid and reliable.

In this current study, the researcher will implement the mixed method data analysis to examine the data that was collected through the observation, the students' questionnaire and the discourse completion task. The data analysis process is divided into three main parts. In the first part, the researcher will carefully examine the students' questionnaire in quantitative manner and the findings will be illustrated in a form of graphs and figures.

In the following part, the observation data will be qualitatively investigated and examined. Using a qualitative data analysis once again, the research will comprehensively examine the answers that the students provided in the DCT in order to identify any pragmatic errors, which will be later categorized and classified based on the violation of the maxims of communication, politeness strategies, speech acts. Subsequently, the researcher will attempt to determine the source of these errors.

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Following the qualitative analysis, the researcher will calculate the frequency of these errors in each section of DCT. In other words, the number of instances where these pragmatic errors occurred. Additionally, the researcher will compute the mean error rate (MER) at the end of each section to highlight the areas that the students find it challenging the most. This MER will be enumerated according to sample size, the total numbers of errors in each section and by the end of this analysis, it will be presented in a form of graph. This exploration serves as a mirror to students' pragmatic failures and the challenges they encounter. It is a valuable tool for teachers, experts and curriculum designers. Teachers can select the appropriate teaching strategies according to the areas of difficulties. Expert and curriculum designers can blueprint courses that address these errors and help enhance their pragmatic competence

2.9. Validity

Validity and reliability are the building blocks of any research. These two vital concepts are utilized to estimate the effectiveness of the research and they are regarded as the only avenue to ensure the integrity, quality and the consistency of a research.

Validity refers to the expanse to which the study measured what is contemplated to measure. According to Burns (1999, p. 160) "validity is an essential criterion for evaluating the quality and acceptability of research." Similarly, Field (2015) asserted that validity is "evidence that a study allows correct inferences about the question it was aimed to answer or that a test measures what it is set out to measure conceptually" (p. 886).

Research Design and Methodology

In order to ensure internal validity, The researcher has thoughtfully illustrated the data collection and the data analysis process. Moreover, the researcher had impartially selected the participants in order to abate predilection and amberlite the credibility of the findings. These participants share distinctive traits such as age, gender, and English proficiency, yet they only have one common characteristic, being a first year EFL student.

Furthermore, with the intention of enhancing the validity of the discourse completion task (DCT), the researcher engaged in an observation session where she attentively watched and recorded the students' behaviorsand, employed the collected information as a guideline while constructing the DCT.

2.10. Reliability

Reliability is about the consistency and the dependability of the research results and the utilized instruments. According to Creswell (2009), “refers to whether scores of items on an instrument are internally consistent (i.e., are the item responses consistent across constructs), and whether there was consistency in test administration and scoring (test-retest correlations)” (p. 233).

For the purpose of increasing the dependability of the current investigation, the researcher ensured that all the utilized data instruments tool share the same objective. The observation was made in order to observe the students' behaviors and engagement when speaking English in classroom. Moreover, the questionnaire was conducted to get insights about the students' level in English and other related aspects. Furthermore, the discourse completion task was built to test the students' knowledge and their engagement in different social settings, while using English to detect any pragmatic errors.

Research Design and Methodology

2.11. Ethical Considerations

Ethical considerations encompass a set of values that guide the researcher throughout his study. These aspects guarantee that study is emblematic of decency, responsibility, credibility and integrity. Ethical considerations embody the role of a shield that protects the participants' rights, safety and dignity. According to Clough and Nutbrown (2002) ethics in research:

in order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects' feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real. (p. 84)

In line with the norms of ethical consideration, the researcher assured to follow these guidelines in this study, and especially when approaching the participant. First, the research process as well as the aims of the study were carefully elucidated; the participants were acquainted about their contribution in the research and the fate of the given data. Moreover, before the DCT was distributed to the participants, the researcher repeatedly queried for their permission and their willingness to volunteer in a friendly, respectful, and well-mannered way. Even when they were answering the DCT, the researcher kept ensuring that the participants are under no pressure to answer or participate and they are free to withdraw at any point. Additionally, protecting the confidentiality of the participants is imperative. Therefore, the researcher ensured the anonymity of participants' identities.

Research Design and Methodology

2.12. Conclusion

To conclude, this chapter has presented a comprehensive and scrupulous overview of all the methodological tools that have been integrated in this research endeavor including the research approaches, research design, case study, sample population, research instruments and ethical considerations. Notably, it has carefully elucidated the data analysis procedures. This chapter serves as the sole threshold to the next chapter which will be dedicated to the analysis of the data and the discussion of the findings.

Chapter Three: Data Analysis, Interpretation, and Research Conclusions

Data Analysis, Interpretation, and Research Conclusions

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Data Analysis, Interpretation, and Research Conclusions

3.1 Introduction

The third chapter is consecrated to the analysis of the data collected through the questionnaire, observation and the discourse completion task. The analysis is fixated on examining the use of politeness strategies, including apologising, asking, acknowledging, and thanking in order to recognize any potential pragmatic errors. Sequentially, the researcher will diagnose these errors to identify their root causes, understand why they occurred, and devise strategies to prevent them in the future. As researchers, we will propose resolutions and solutions to mitigate these errors. Ultimately, this chapter will provide insights into the constraints of the research and elucidate the path towards potential recommendations for future investigations.

3.2 Data Analysis

The analytical process of the research instruments was fragmented into three phases. First, the questionnaire that was an efficacious implement to accumulate basic personal information about the students is quantitatively analyzed and interpreted. Second, the researcher accommodated a description of some students' behavioral in an educational setting using the data gathered from the observation. Third, the Discourse Completion Task, which incorporate four sections, each of which contains four imaginary scenarios, was thoroughly examined in order to detect any pragmatic errors.

3.2.1 Results Obtained from the Questionnaire

The sample population was first year EFL students from the department of Letters and English language at University of Ain Temouchent. It compromised 34 Females and 12 males, their age spans from 17 and 20 years old. All participant cohort shared the same native language which is Arabic. The findings related to the sample are illustrated in figures 3.1. and 3.2.

Data Analysis, Interpretation, and Research Conclusions

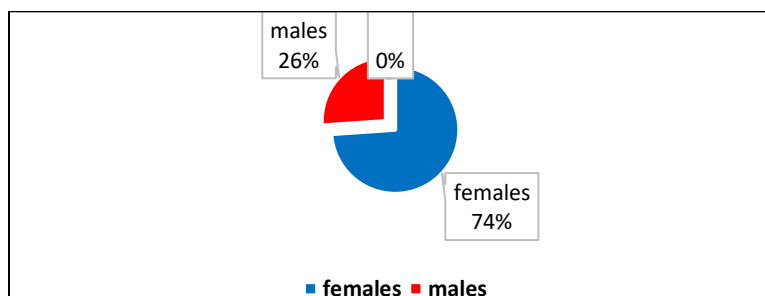


Figure 3.1. Gender Distribution

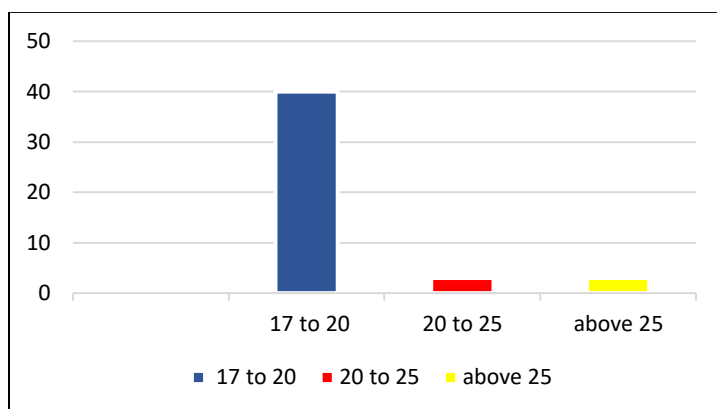


Figure 3.2. Students' Age

Few questions have been catechized about their proficiency, communication skills and their awareness about the British culture. The first question endeavors to obtain fruitful insights pertaining to the students' overall proficiency level in English.

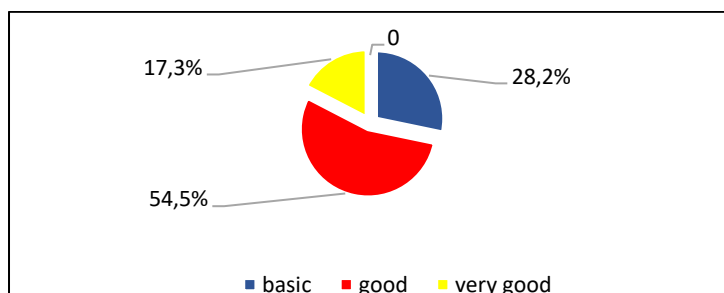


Figure 3.3. Learners' level of proficiency in English

According to the Figure 3.3., the results illustrate that a plethora of the student (54,5%) assert that they possess a good level in English. Whereas 28% of them claim having a basic level in English. The remaining students (17,3) believe that they have a good level in English.

Data Analysis, Interpretation, and Research Conclusions

The second question was related to the students' ability to effortlessly engage in conversations where real-world topics are tackled and English is the solely spoken language.

The responses of this question are demonstrated in the figure 3.4.

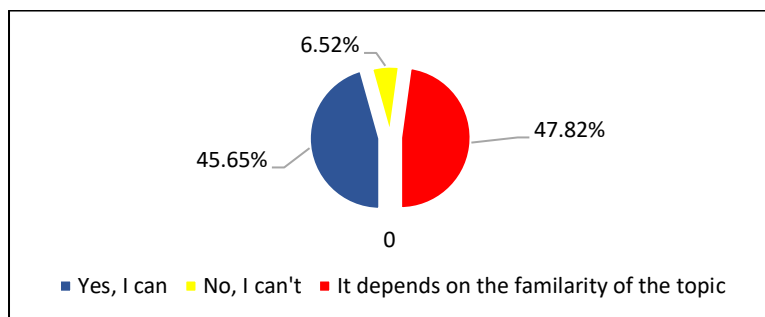


Figure 3.4. Students' engagements level in real-life conversations

It can be grasped from figure 3.4 that there is a marginal discrepancy between the number of students (45,65%) who can easily take part in discussions where real-life topics are addressed and students (47,82%) who their comfortability in talking is determined by their familiarity with the topics. Whereas, 6,52 % of them claim that they still do not possess the skills to engage in any empirical conversations.

Moreover, the third question was proposed with the intent of receiving valuable insights about the students' general knowledge about the British culture. Students were given the floor to allude all what they discern regarding the British culture, yet meager information was provided.

The stipulated responses are summarized in figure3.5.

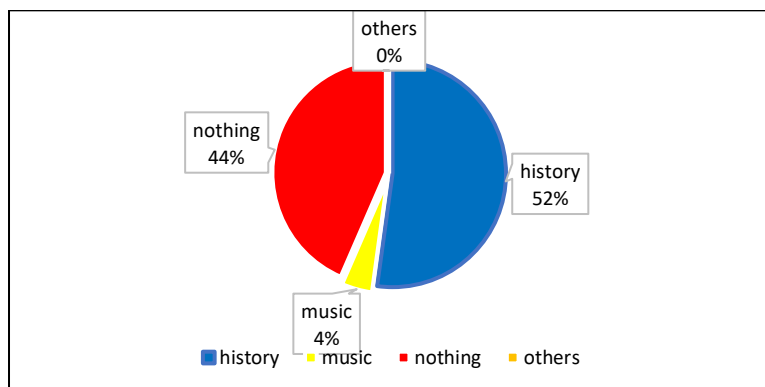


Figure 3.5. Students' awareness of the British culture

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In line with the results, majority of students asserted that they have no basic perception regarding the British culture. Approximately 52% of the students posed identical answer, which was “I know nothing about the British culture”. Whereas 44% of the respondents pointed that they are acquainted with the history. All of them referenced the same historical events and historical landmarks in England, for instance, the Big Ben and the castle. While, only 4% of the students asserted that they are cognizant of their music and traditions. Nevertheless, they did not offer any explicit examples or details; they generally stated that “when it comes to the British culture, I know about their music and traditions”. Most of those students contemplate that the British culture is limited to the history, music, and traditions.

3.2.2 Results Obtained from Observation

In order to get some deeper insights about the students’ behavior in the classroom setting, the researcher attended few sessions where she spontaneously scrutinized their behavior. Pertaining to this unstructured observation and following an in-depth process of examination, the researcher allocates the gathered information into the following themes.

a. Language use

Majority of the students exhibited deficiencies in using the language, understanding the meaning and even in communicating. Their language use also demonstrated an enormous shortage in politeness markers especially when they communicate with their teachers. However, there were some instances where the teachers completely ignored their mistakes and did not amend it.

b. Engagement and Interaction

The observation sessions revealed that the students’ involvement level transmute according to the content of the courses they were taking. When they were acquainted with the topic, they

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were highly active as they continuously participate. Yet, when they were unfamiliar with the topics, they sat still in their places paying no attention to the teacher. For instance, whenever grammar rules were addressed, all the students were actively participating and engaging. Whereas, in oral expression where new topics were introduced, the teacher was the one who encouraged them to engage and participate. Moreover, students' interaction with their teachers was exceedingly constrained. Nonetheless, there were some circumstances that illuminated and exposed the students' obliviousness with formality and courtesy. This phenomenon was easily detected whenever a student asked a question, demanded explanation or an excuse to leave. Furthermore, even when they were praised by their teachers, some of these students did not properly reply.

c. Cultural Inquisitiveness

Many students showed no sign of curiosity or interest in learning the target culture as they regarded it as an inconsequential aspect of the target language. Others pictured culture as a set of a limited components that has nothing to do with acquiring the English language. Moreover, students were mostly being exposed to the history of the target language and this somehow muddled their conception of what is a culture.

3.2.3. Discourse Completion Task (DCT)

The analysis of the discourse completion task is segmented into two parts. In the first one, the researcher will analysis the gathered responses in order to detect and identify the errors. In the second part, the researcher will calculate how frequent these errors occur in each section.

Data Analysis, Interpretation, and Research Conclusions

3.2.3.1. Detecting the Errors

There are 16 hypothetical scenarios of the speech acts, constructed to investigate the students' pragmatic failures. These situational questions are divided into four sections; apologizing, greeting, thanking, and acknowledging. To highlight the distinguished usage of the politeness strategies, the researcher incorporated some variables which were the high and the low varieties in each section, i.e., questions related to varied social status. The analysis will deduce and addresses all the themes discussed in each division and these themes will encompass essential aspects such as politeness strategies, maxims of communications, and social status. Following an attentive and prolonged process of coding and decoding the students' responses, the researcher classified the employed politeness strategies in a form of tables. In order to ensure the accuracy of the results, the researcher utilized Brown and Levinson (1987) classification of politeness strategies as a guideline to differentiate and classify each strategy employed in the discourse completion task (DCT) that encompasses four different strategies which are:

- the Bald-on Record Strategy
- The Positive Politeness Strategy
- The Negative Politeness Strategy
- The Off-record Politeness Strategy

In an in-depth investigation, the researcher integrated the maxims of communication or what is also known as the cooperative principle which are assembled by Paul Grice (1975,1980) in order to diagnosis the students answer and highlight any possible violation of the four maxims.

These maxims are:

- Maxim of quality
- Maxim of quantity

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- Maxim of manner
- Maxim of relevance

A. Apologizing

In this section, participants are asked to provide apologies in different circumstances. The researcher deduced and addressed the utilized politeness strategies, violated maxim and social status in each scenario.

a. Politeness Strategies

Situation	Politeness strategy	Answer	Percentage
you were walking on the street drinking your coffee, you stumbled and split it over a man's shoes. What would you say to him	Positive	I'm extremely sorry, let me help you clean it. I really do apologize Mr., let me make it up for you and buy you another shoes	26,08%
	Negative	sorry sir, I did not see you. I'm sorry sir, I didn't mean it	39,13%
	Off-record	It is not my fault !!!, there has been a rock, I did not see it that's why I bumped into you and spilled the coffee on your shoes.	13,04%
	Bald	I know, it's my fault	21,73%

Table 3.1 Spiling coffee on a man's shoes

Table 3.1 highlights the main responses provided by the participants. In reference to the first situation, the majority of students used positive politeness strategies. This include exploiting a polite, respectful and considerable language where the students are acknowledging their errors, expressing their regret and solidarity sincerely. As they try their best to offer assistance to recompense their mistakes. Several resampling expressions were employed by numerous students. While, others opted for the negative strategies. They did express regret and remorse;

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nevertheless, they did not offer any aid. They plainly apologize using simple and short responses. Derived from the sample, few students employed the off-record strategies. This comprises not taking any type of accountability of their action. They avoided admitting their mistakes and embracing the blame. Instead, they offered replies lacking the sense of responsibility. Moreover, the remaining students employed a bald on Record strategy where they admitted making a mistake directly without showing any type of regret, compassion, or solidarity.

Situation	Politeness strategy	Responses	Percentage
It was the day of your final exams, and you came 15 minutes late and your teacher scolded you. What would you say to him?	Positive	I'm extremely sorry for my lateness, I really didn't mean to do it and I hope you can accept my sincere apology; I would be delightful	23,91%
	Negative	I'm so sorry for being sir	21,73%
	Off-record	I didn't mean to be late, there has been no transport available	19,56%
	Bald	I know I'm late	13,04%

Table 3.2.Coming late to the exams

Table 3.2 shows that a larger number of students adopted a positive strategy in which they expressed remorse and try to remediate their actions. Yet, some females and few males selected the negative strategy thinking just the notion apologizing is sufficient. In addition, other females and males went for the off-record strategy. They gave explanation instead of taking the blame; almost all of them censured the traffic or the lack of transport. the remnant students chose the bald on record strategy since they did not attempt to provide an explanation, yet some of them even used harsh remarks.

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Situation	Politeness strategy	Responses	Percentage
You were having a conversation with her family and her sister complemented your look, but you felt offended. What would you say in this case and? How would you react	Positive	thank you for your kind words, I really appreciate	13,04%
	Negative	Thank you	26,08%
	Bald	I came to visit your sister not you and by the way why don't you keep your opinion to yourself	60,86%

Table 3.3. Feeling offended

Table 3.3. demonstrates that, unlike the previous ones, predominant number of students adopted the bald-on record strategy. These students did not mind the social setting, they spoke for themselves and used crude language empty of any politeness, respect or compassion. Yet, couple of females opted for positive strategy; they were conscious and mindful of their surroundings. Offering a polite answer such as "thank you for your kind words". almost all the students showed tendencies towards the positive strategy in which they verbalize their remorse in long answers. They demonstrated a great level of respect, love and compassion. Nevertheless, few females and one male employed a negative strategy, and only one male used a bald-on record strategy.

Situation	Politeness strategy	Responses	Percentage
You were having a quarrel with your mother when you subconsciously began shouting at her, and then you realized what you had done. What would you tell her?	Positive	Oh my god, please forgive me for what I have done mom, I'm really sorry I didn't mean to shout at you	63,05%
	Negative	Im so sorry mom	34,78%
	Bald	I mean if she was the one who's wrong, I wouldn't feel guilty so I will not apologize	2,17%

Table 3.4. Shouting at your mother

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Table 3. 4 shows that almost all the students showed tendencies towards the positive strategy in which they verbalize their remorse in long answers. They demonstrated a great level of respect, love and compassion. Nevertheless, few females and one male employed a negative strategy, and only one male used a bald-on record strategy.

b. Maxims of Communication

Answer	Maxim violated	Percentage
I'm sorry	Quantity/ quality	23,91%%
'I'm really sorry for the shoes. I really didn't mean it. you see I'm late for my classes today. I've woken up late since I did not sleep well yesterday because I was studying and on top of that I did not find a taxi that's why I'm reaching	Quantity	13,04%
Oh man, my bad	Manner	6,52%

Table 3.5. Maxim violation in apologizing

Table 3.5 demonstrates few common examples of the violated maxims that are found in the speech act of apologizing. Many students have displayed answers where they violated the cooperative principles. The most propagated violation in this section is the violation of the maxim of quantity and the maxim of quality. A significant number of students have provided responses with either no details or sometimes they expounded additional unwarranted information. As demonstrated in the table 3.2, the first response is deficient and weightless; it is voided from any important details. the second response, the student provided too much and unnecessary information that has nothing to do with the situation nor does the hearer needed to perceive. Furthermore, few students demonstrated similar responses as the last one that is displayed in the table. These students provided answers full ambiguity and evasion in which they did not apologized straightforwardly.

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c. Social Status

Many instances have demonstrated the students' cluelessness about the formal norms and manners in apologizing. They do not differentiate between the formal and informal forms of language when interacting with individuals from different age range. Numerous individuals do not exhibit the ability to apologize politely and respectfully while minding the addressee age and social status. For instance, in the second situation when the student came late to the exam, a participant commented with 'as you wish', where she is supposed to ask the teacher to extend the deadline. In the third situation, many students expressed their annoyances, anger and frustration using a harsh language missing the politeness indicators. They did not mind the fact they are guests in a house and they are being disrespectful by offending the host using expressions such as 'first of all, I did not come here to see you, I came to see my friend so you should probably stop talking and focus on your plate or better on your life!!!!'.

B. Making Request

In this section, participants put in situations where they ask for assistance or make a request. Similarly, to the previous section, the researcher focused on addressing the politeness strategies, maxim violated and the social status.

a. Politeness Strategies

Situations	Politeness strategy used	Answers	Percentage
you were having a problem understanding a task; you asked your classmate for help. How did you ask him?	Positive	hey Meriam, I'm having some trouble understanding a part of the text. Do you mind helping me out? if you do, I will be extremely happy.	47,84%
	Negative	excuse me, can you help me?	21,73%
	Off-record	I could not understand this task despite my efforts, did you comprehend it?	13,04%
	Bald	hey, I need you to help me understand this task	17,39%

Table 3.6. Asking help

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Table 3.6 shows that numerous participants preferred utilizing a bald-on record strategy when seeking assistance. In regard to the given answers, these students used a direct question with no politeness markers. These comment were employed by a great number of students. While, many other students selected the positive strategy where they used a polite, respectful and contemplative requests divulge a lot of emotions and civility. Alternatively, a considerable number of students used a negative strategy in which they requested aid but simultaneously, they did not express gratitude towards the addressee. The remaining students used the off-record strategy in the answers that they have provided. They exploited perplexing utterances anticipating that the addressee can decipher that the student is indirectly requesting help.

Situations	Politeness strategy used	Answers	Percentage
You want to ask your teacher for a deadline extension because you were handing back your assignment. How would you go about requesting that?	Positive	sir, I would like to tell you that I have encountered few challenges while doing the assignment and I would like to ask if you could please give me more time to finish my work, if you could I be really grateful.	28,26%
	Negative	I'm sorry sir but I need more time to finish my assignment	26,08%
	Off-record	I think I need to go through my work again, there a few things I could not do yet since this task is time consuming and difficult, it definitely needs more time to finish it	13,04%
	Bald	I need more time	32,6%

Table 3.7. Asking the teacher for a deadline extension

According to able 3.7. a multitude of students selected using bald-on record strategy with bald remarks. While, only a smattering of students used a positive strategy. they politely requested for extension. Yet, a considerable number of the participants used the negative strategy in which they as well demanded extra time politely. However, they did not express gratitude towards the

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teacher. Lastly, the residual participants chose the off-record strategy, leveraging equivocal expressions.

Situations	Politeness strategy used	Answers	Percentage
You were required to leave your classes early due to an emergency. How would you ask your teacher to permit you to leave?	Positive	Excuse me sir, but there has been an emergency at home and I have to leave if it possible, if you let me leave, I will be forever grateful?	26,08%
	Negative	Sir, can I leave please?	17,39%
	Bald	I want to leave	34,78%

Table 3.8. Asking for permission to leave

Table 3.8. shows that this scenario marked utilizing high level of bald-on record strategy from the part of the male and the females' participants. They employed excessive language, virtually deprived from politeness and respect; they used crude expressions. Some of the males' participants even mentioned that they will just leave without taking the permission from the teacher. While, most female opted for a positive strategy which imply that they consider seeking permission is imperative. Their answered were characterized with the use of various politeness markers, as they gave detailed and long response where they expressed sincerity and gratitude. However, many other females demanded the permission to leave without showing recognition unlike the former.

b. Maxims of Communication

Answer	Maxim violated	Percentage
as you wish	Relevance	4,34%
hey you look cute today, do you want to work together	Relevance	6,52%
Hey, are you on your own	Manner	2,17%

Table 3.9. Maxim violation in request making

In the same vein as the first one, students exhibit violation in the maxims of quantity since they provided extremely insufficient short answers, or in other occurrences they provided many

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details. A few demonstrated violations in the maxim of relevance in consequences of drifting away from the main topic and giving unrelated information and this is illustrated in the Table 3.9, The submitted statement was supposed to be an inquiry in which the student solicits an extension to hand his assignments to their teacher. Ignoring the fact that this statement is impolite and disrespectful but most importantly not related to the situation. Furthermore, minority demonstrated violation in the maxim of manner, they indirectly asked for the addressee approval to work together.

c. SocialStatus

When it comes to making request, plentiful number of students do not know how to politely ask for assistance when they are talking either with their peers or with their teachers. Throughout the four situations, numerous students used a direct language with no hint of politeness. The issue arises when they address seniors, like their teachers contemplating the fact that it might lead to some serious complications. This is clearly demonstrated in the second situation where they impolitely asked for a deadline extension utilizing comments like ‘hey, teacher I must have an extension for the deadline the assignment you gave is hard otherwise I will not finish it’.

C. Acknowledging

In this section, students were asked to provide responses in situations where they acknowledged others favors or actions. Following the path of the previous sections, the researcher concentrated on highlighting the opted strategies, the violated maxims, and, the social status.

Data Analysis, Interpretation, and Research Conclusions

a. Politeness Strategies

Situations	Politeness strategy used	Answers	Percentage
It was your birthday, and you were overjoyed when your friend brought you the birthday present you had always wanted. What would you say to her?	Positive	oh my god !!!, I love it so much, this was my dream bag, thank you so much for this lovely and the best gift I ever received, you are the best	47,82%
	Negative	thank you so much, but you did not have to?	28,26%
	Off-record	it's my favorite color, it must have cost you a fortune!!!	15,21%
	Bald	Thanks	8,69%

Table 3.10. Receiving a birthday gift

Table 3.10 summarizes the most repeated answer in the speech act of acknowledging. Concerning the answers of the opening scenario, the vast majority of students opted for a positive strategy. They gave positive comments where they expressed their deepest appreciation, love and happiness in a polite and respectful way. It can be easily grasped from the given expression that the students are politely appreciating the action. Whereas, some students chose a negative strategy. They halted with expressing thanking. As they showcased the discretionary of the addressee with unappreciative expressions. Following, few participants went for a bald-on record strategy. They openly expressed gratitude with no words of appreciation or indebtedness except thank you. Lastly, the remaining individuals chose an off-record strategy. They circumlocutory demonstrated the appreciation with a discursive articulation.

Situations	Politeness strategy used	Answers	Percentage
Even though your mother was sick, she made your favorite dinner meal. What	Positive	thank you, a lot mom! the dinner is super delicious, I really enjoyed it. you are the best mommy in the world!!!	78,26%

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would you say to her?	Negative	Thanks, mom, for the dinner, I enjoyed it	15,21%
	Bald	Thank you	6,52%

Table 3.11. Your mother prepared your favorite dinner despite her sickness

Table 3.11. shows that the answers in the subsequent scenario were almost identical to the first ones. The majority of the students' answers demonstrated a higher level of appreciation, love, and respect. They used a light, positive and polite with an intensive use of politeness and gratitude markers. While the remaining students employed a negative strategy, in which they did express gratitude but simultaneously they expressed the unnecessary of the mother action.

Situations	Politeness strategy used	Answers	Percentage
You and your friends went shopping, you were into a lovely jacket, and you decided to buy it but your friend covered the cost of your purchase. What would you say to her/him?	Positive	Oh my god, why would you do that, thank you so much my dear friend for this best gift, you are the best friend ever !!	71,74%
	Negative	Thank you so much my dear friend	21,73%
	Bald	They will reply with a smile or scold her for her unnecessary action	6,52%

Table 3.12. Your friend paid for your jacket

Table 3.12 shows that students used the same strategies that they applied in the first scenario as they almost gave the same answers using the same politeness markers.

Situations	Politeness strategy used	Answers	Percentage
After a very long day, you were on your way home on the bus, but it was crowded and you could not find a seat. Suddenly, one of the other passengers offered you, his seat.	Positive	Thank you so much sir for your kind gesture, I really appreciate it, you are super nice	39,12%
	Negative	Thank you so much sir,	23,91%
	Bald	Students mentioned that they will just sit	36,95%

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What would you say to him?			
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3.13. Stranger offered you his seat

In accordance with table 3.13, many students selected a bald-on record strategy, since they provided responses vacant from any sort of appreciation or gratitude. Nonetheless, a larger number of students acknowledged the addressee action and they expressed their gratitude through the usage of positive strategy. Lastly, the remaining students chose opting a negative strategy.

b. Maxims of Communication

Answer	Maxim violated	Percentage
Thanks	Quality	4,34%
thank you so much for this amazing gift. This is my favorite color!! I've seen it in the store when I went shopping with my sister and I loved it !!! however I couldn't buy it because I did not have enough money and asked my sister and she did want to. Thank you again.	Quantity	19,56%

Table 3.14. Maxim violation in acknowledging

Table 3.14 shows that the lion's share of the students did not exhibit any violations. In fact, these students provided clear concise precise answer where they clearly expressed their happiness gratitude. Except some students who violated some of the maxims and the most prevalent violation is the violation of the maxim of quantity. Only tiny few provided long detailed answer with extra, unneeded details while the others responded with extremely short answer.

c. Social Status

In this section, the vast majority of students have utilized affluent language brimmed with politeness marker. They enriched their language with expressions that reflected appreciation and happiness. This indicates that these students do not face barriers when they

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express their gratitude and acknowledgment. Apart from few students who provided a barren language though the use of comments such as thank you so much dear, no words can describe how happy I'm with this surprise. You are the best and I do know how to repay You. Thank you, a lot,'.

D. Thanking After Receiving Compliment

In the same manner as the precursory sections, the researcher main focus was illuminating the selected strategies, the violated maxims, and the social status in each situation.

a. Politeness Strategies

Situations	Politeness strategy used	Answers	Percentage
You worked out a lot during the summer and your friends complimented your appearance on the first day of school. How would you respond?	Positive	oh, thank you so much dear, I really do appreciate your kind words, it really made my day. You're also looking quite fitted and nice too, I love it!!	65.22%
	Negative	Thank you so much, but still, it's nothing big	21,73%
	Bald	I already know that I look good. I spent most of the summer in the gym. You know sport which something really good to you I guess and I believe it is something you need'	13,04%

Table 3.15. Receiving compliment about your appearance

Table 3.15. shows that many students selected the positive strategy. They expressed their happiness about the compliments and they voiced their appreciation and recognition through a language that was rich of politeness markers. While others provided a crude answer. According to them a 'thank you 'or 'thanks' is sufficient. Yet, among the responses there were some students that provided answers with a harsh language. In the surplus situations, almost all the students used a negative strategy as their answers was limited only to providing a "thanks".

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While others acknowledge the compliments and expressed their gratitude. Some mentioned that they will reply with a smile and a nod as a gesture of recognition.

b. Maxims of Communication

Answer	Maxim violated	Percentage
Thank you	Quality	4,34%
Thank you, mommy, for the dinner, I hope you live a good live	Relevance	2,17%

Table 3.16. Maxim violation in saying thank you after receiving a compliment

In a parallel manner as the previous section, almost all the students did not manifest any violation of the maxims except the ones who provided extremely short insufficient answers that are devoided of any insights which could be misinterpreted by the addressee as a sign of carelessness, ignorance and impoliteness. Moreover, few students violated the maxim of relevance. For instance, in the third situation, a student mentioned dinner being delicious and other spoke about living a good life, which is completely alienated from the topic being tackled.

c. Social status

The finding illustrated that almost all the students did not face obstacles while replying to compliments towards people from different status and age. Through a polite and respectful manner, they voiced their contentment recognition and appreciation to the addressee. Aside from a couple of students who chose to reply with a language that might be viewed as impolite while addressing seniors.

3.2.3.2. Mean Error Rate

In order to calculate the occurrence frequency of the pragmatic errors, the researcher contrasted the following tables, which demonstrate the usage of the bald on record strategy and the violated maxims in each situation. Taking into consideration the fact that bald-off record strategy can be regarded as a pragmatic error since it adheres to no strategy. Yule (1996) and

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Cutting (2002) repudiate contemplating the bald-on record as a politeness strategy due to its deprivation from any form of politeness indicators. In certain circumstances, particularly when interacting with individuals from disparate social status, social norms, age, and in specific setting, the use of this strategy is pragmatic infraction. Therefore, the researcher bore this fact while inspecting the data and she congregated and enumerated the usage frequency of the bald-on record strategy of each section in the tables below, accompanied with tables that highlight all the violation of the maxims that the students committed throughout the whole DCT. Accordingly, with the intention of estimating MER the researcher will amalgamate all the detected pragmatic error i.e., the misuse of the politeness strategies as well as the violation of the maxims in each segment and divide the outcomes by the overall number of the participant.

a. Errors Frequency in Apologizing

The following tables illustrate the occurrence frequency of the pragmatic error that the students had committed in the four situations of apologizing.

Situations	Politeness strategies	Participant	
		N	P
1	Bald-on Record	10	21,73%
2	Bald-on Record	6	13,04%
3	Bald-on Record	1	2,17%
4	Bald-on Record	28	60,86%

Table 3.17. The usage frequency of bald- on record in apologizing

According the findings presented in the table 3.17, 10 students did use the Bald-on record strategy in the first situation while 6 participants selected it in the second situation and only a singular participant employed it in the third situation. However, 28 out of the 46 participants opted for this strategy in the fourth situation.

Situation	Violation of the Maxim	Participant	
		N	P
Splitting coffee on someone's shoes while walking	Maxim of Quantity	11	23,91%
	Maxim of Quality	6	13,04%

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	Maxim of Manner	3	6,52%
	Maxim of Relevance	1	2,17%
Coming late to the exam	Maxim of Quantity	10	21,73%
	Maxim of quality	6	13,04%
	Maxim of Manner	0	0%
	Maxim of Relevance	4	8,69%
Receiving a comment from your friend's siter at their house	Maxim of Quantity	18	39,13%
	Maxim of Quality	2	4,34%
	Maxim of Manner	0	0%
	Maxim of Relevance	1	2,17%
Inadvertently, shouting at your mother during a quarrel	Maxim of Quantity	14	30,43%
	Maxim of quality	0	0%
	Maxim of Manner	0	0%
	Maxim of Relevance	1	2,17%

Table 3.18. The Maxims Violated in Apologizing

In accordance with the data demonstrated in the table 3.18, the maxim of quantity scored the highest level of violation, for instance, in the first situation 14 participants showed quantity violation in their answers. Whereas, the maxim of quantity and quality scored the lowest pragmatic errors.

b. Error Frequency in Request Making

The upcoming tables highlight the occurrence frequency of the pragmatic errors that the students made in the four situations of request making.

Situation	Politeness strategies	Participant	
		N	P
1	Bald-on Record	8	17,30%
2	Bald-on Record	15	32,6%
3	Bald-on Record	16	34,78%
4	Bald-on Record	8	17,39%

Table 3.19. Usage frequency of bald- on record in request making

The demonstrated data in table 3.19 indicates that 5 participants chose employing the Bald-on record strategy in the initial scenario whereas 15 participants used it in the following

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situation. The majority of the students applied it in the third situation. The remaining eight students selected using this strategy in the final scenario of this section.

Similar to the finding of the previous section, the majority of the students violated the maxim of quantity throughout the four situations. Moreover, the maxims of relevance and quality were also violated considerable number of students in the four situations. While the maxim of manner was violated in the fourth scenario. These results are illustrated in table 3.20

Situation	The Violation of Maxim	Participant	
		N	P
Asking for explanation from a classmate	Maxim of Quantity	8	17,39%
	Maxim of Quality	4	8,69%
	Maxim of Manner	3	6,52%
	Maxim of Relevance	0	0%
Asking the teacher for a deadline extension	Maxim of Quantity	12	26,08%
	Maxim of quality	5	10,86%
	Maxim of Manner	0	0%
	Maxim of Relevance	2	4,34%
Asking permission to leave from the teacher	Maxim of Quantity	7	15,21%
	Maxim of Quality	3	6,52%
	Maxim of Manner	0	0%
	Maxim of Relevance	3	6,52%
Asking a classmate to do a pair work	Maxim of Quantity	9	19,56%
	Maxim of quality	2	4,34%
	Maxim of Manner	1	2,17%
	Maxim of Relevance	4	8,69%

Table 3.20. The maxims violated in request making

c. Error frequency in Acknowledging

The subsequent tables are regarded as an array of the occurrence frequency of the pragmatic error that the students had displayed in the four different scenarios of acknowledging.

Situation	The Politeness Strategies	Participant	
		N	P
1	Bald-on Record	4	8,69%
2	Bald-on Record	3	6,52%
3	Bald-on Record	3	6,52%
4	Bald-on Record	17	36,95%

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Table 3.21. Usage frequency of bald- on record in in acknowledging

The finding of the table shows that in the first 3 scenarios, the vast majority of the students did not exhibit any usage of the bald-on record strategy. While only in the fourth situation, 17 individuals selected utilizing it in their answers.

Situation	The Violation of the Maxim	Participant	
		N	P
Receiving your dream birthday gift from your friend.	Maxim of Quantity	9	19,56%
	Maxim of Quality	2	4,34%
	Maxim of Manner	0	0%
	Maxim of Relevance	0	0%
Mom prepared your favorite meal despite her sickness	Maxim of Quantity	12	26,08%
	Maxim of quality	1	2,17%
	Maxim of Manner	0	0%
	Maxim of Relevance	0	0%
Friend paying for your purchase.	Maxim of Quantity	6	13,04%
	Maxim of Quality	2	4,34%
	Maxim of Manner	0	0%
	Maxim of Relevance	0	0%
Stranger offering you his seat in a crowded bus	Maxim of Quantity	7	15,21%
	Maxim of quality	4	8,69%
	Maxim of Manner	0	0%
	Maxim of Relevance	0	0%

Table 3.22. Maxims violated in acknowledging

Unlike the previous sections, predominant number of the students did not demonstrate any violation of the maxims except for few students who violated the maxim of quantity throughout the four sequences. In addition, a smattering number of participants violated the maxim of quality. While the other maxims were not violated by any member of the sample.

d. Error Frequency in Saying Thank You After a Compliment

The underneath tables highlight the number of the students who demonstrated pragmatic errors in the four situations of thanking.

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Situation	Politeness strategies	Participant	
		N	P
1	Bald-on Record	6	13,04%
2	Bald-on Record	6	13,04%
3	Bald-on Record	2	4,34%
4	Bald-on Record	2	4,34%

Table 3.23. Usage frequency of bald- on record in in thanking after receiving compliment

In the same line as the previous section, only few participants used the bald-on record strategy in their responses. In the first two scenarios, 12 students employed this strategy while in the last two situations only 4 students utilized it.

Situation	The Violation of The Maxims	Participants	
		N	P
Receiving compliments about your appearance.	Maxim of Quantity	4	8,68%
	Maxim of Quality	2	4,34%
	Maxim of Manner	1	2,17%
	Maxim of Relevance	0	0%
Receiving a praise from your teacher for your diligence.	Maxim of Quantity	5	10,86%
	Maxim of quality	0	0%
	Maxim of Manner	0	0%
	Maxim of Relevance	2	4,34%
Helping an elderly man to cross the road.	Maxim of Quantity	6	13,04%
	Maxim of Quality	2	4,34%
	Maxim of Manner	0	0%
	Maxim of Relevance	1	2,17%
Helping your neighbors by taking care of their kids.	Maxim of Quantity	3	6,52%
	Maxim of quality	1	2,17%
	Maxim of Manner	0	0%
	Maxim of Relevance	2	4,34%

Table 3.24. Maxims violated in saying thank you after receiving compliment

By the same token as the antecedent section, the majority of the students did not show any violation of the maxims. Only few students violated the maxim of quantity and quality. while, hardly any participant violated the maxim of relevance and the maxim of manner. The succeeding estimation was conducted for the purpose of establishing the MER of occurrence frequency of the pragmatic errors in this sequence. Table 3.25 and figure 3.6 bellow amalgamate the four calculated MER in each sequence of the DCT.

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Table 3.25. Mean error rate of the speech of acts

	Nr1	Nr2	(Nr 1+ Nr2)/ Np	MER
Apologizing	45	77	(45+77)/46	2,65
Request making	47	63	(47+63)/46	2,39
acknowledging	27	43	(27+43)/46	1,52
Thank you after compliment	16	27	(16+46)/46	0,93

Nr1: the usage of the bald-on strategy Nr2: maxim violation Np: the total number of participants

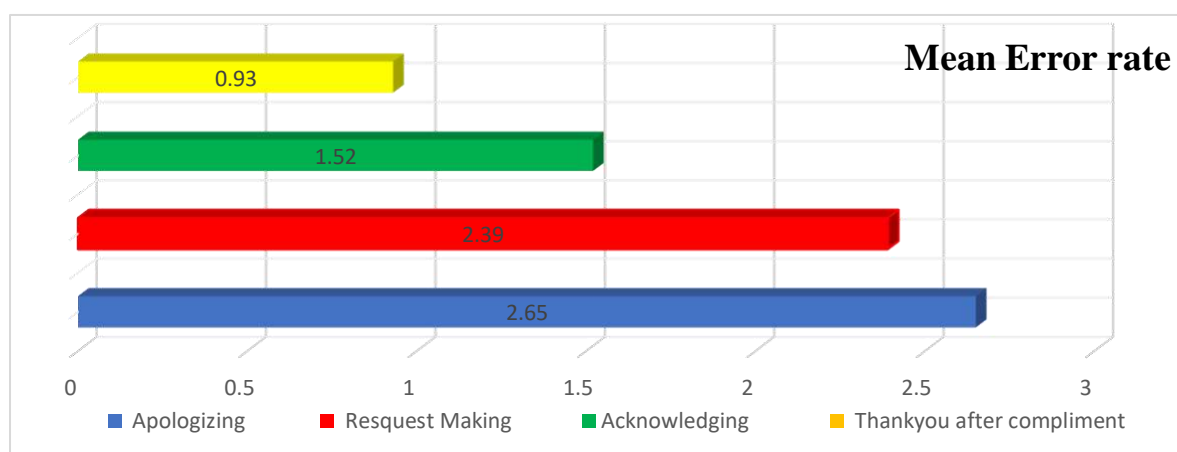


Figure 3.6. Mean error rate of the speech of acts

In accordance with the illustrated findings, many students have committed pragmatic errors over the four sections but with inconsistent extent. The towering calculated fraction of the MRE is found in sequence of apologizing, following by the request making section with 2,39. While the remaining sections scored the lowest fraction, the acknowledging sequence portrayed a MER with 1, 52. Additionally, the complimented section received the lowest MER with 0,93. Therefore, therefore these results indicate that the students tend to make more pragmatic errors when they are either apologizing or asking for help. Conversely, whenever they express gratitude, acknowledgment, or address compliment, these pragmatic errors occasionally occur, yet it still occurs. Moreover, throughout the whole DCT approximately all the participants made some common mistakes, some of mistakes revolve around the notion of not encompassing the ability to transmit a full comprehensible message with appropriate number of details.

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Furthermore, the usage of politeness indicators and the proper form of the language while minding the social status and the age of the addressee.

3.3. Data Interpretation and Discussion

The major aim behind conducting this research endeavor was highlighting the importance of integrating culture and pragmatic knowledge in EFL classrooms through the investigation of the students' pragmatic errors. The results have exemplified that the students have a misconception of the target culture; their knowledge is limited to few finite aspects that manufacture the crust of the culture. This poor illusion is a result of the prolonged inarticulate presentation of the target culture from the early stages of learning. Moreover, the underestimation and the negligence of the culture in EFL classroom despite its importance marginalized the students' own perspectives about its value in their learning odyssey. This ignorance deleteriously effected and damaged their English fluency as it engendered many pragmatic errors and challenges during the course of developing the compulsory skills to reach that fluency. In addition, their curbed potentiality to liaise in conversations using the appropriate politeness strategies without committing any pragmatic errors is a consequence of the limited encounters with the target culture, and this is evident in their vacant interpersonal skills.

Nouichi and Beghoul's (2018) assertion that the Algerian EFL students demonstrated competency in linguistic aspects of the English language, but failed to develop pragmatic competence, supports the rationality of these findings. As they pointed, the reason behind this insufficiency is the nescience of cultural and pragmatic knowledge. Furthermore, an accentuation was put on the significance of integrating culture and pragmatic in language learning and teaching (Nouichi & Beghoul, 2018).

The findings of this study, However, contradict with Byram's critical cultural awareness model which highlight the importance of integrating cultural awareness and pragmatic

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knowledge in language learning by illustrating how the comprehension of the target culture and pragmatic aspects enhance, optimize and enrich the learning outcomes (Byram, 1997, 2012).

Moreover, the findings have demonstrated that the students tend to commit more pragmatic errors in apologising and making requests compared to the other speech acts. Brown and Levinson's (1978) premise, which identifies apologies and request-making as face-threatening acts (FTA) that necessitate greater use of politeness strategies, supports this. However, in these acts, many students opted for a bald-on-record strategy in which they used extremely direct and clear language without any consideration for their faces (Brown & Levinson, 1978).

3.4. Limitations of the Study

Despite its promising contribution to the fields of language learning, curriculum design, pragmatics, and cross-cultural studies, this study has several major limitations. Firstly, we restricted the research endeavour solely to first-year EFL students. The aim of this study was to conduct a pragmatic contrastive error analysis in which the researcher wanted to compare and contrast the Algerian and British cultures to highlight the areas of difficulty and, at the same time, investigate the pragmatic failure of the Algerian students. However, dramatic complications forced her to focus solely on investigating the pragmatic errors of the first-year students. One of these complexities was gaining direct contact with British first-year students, who were fully willing to be part of this exploration. It was difficult and time-consuming, even after succeeding in establishing contact with a British university. A great period had passed, and it was impossible to conduct this extensive study with the remaining time.

One other limitation is the discourse completion task was provided to the students online for more than 2 months yet almost no responses were collected. Consequently, this DCT was directly handed to over than 100 EFL first-year students, but only 46 students fully answered,

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others returned vacant papers. Moreover, the construction of the DCT scenarios was time consuming as well. We had to conduct a questionnaire and an observation beforehand to gain acumen about the areas that they might find difficult or situations that will lead to the occurrence of pragmatic errors. In addition, the analysis of the students' answers was protracted due to intricacy.

3.5. Future Implications

This study has crystalized the importance of culture and pragmatic incorporation in EFL teaching and learning, as it highlighted the consequences of its absence on the students' interpersonal skills specifically. Moreover, it exhibited the major causes of the student's pragmatic errors. These valuable insights can be used by teachers to select adequate learning strategies that can effectively address these errors; it also helps students to successfully overcome these hurdles. Moreover, these findings open the door for many valuable studies regarding the use of error analysis to investigate the Algerian pragmatic errors in different social settings. Furthermore, a pragmatic contrastive analysis of the Algerian and British cultures would shed light on areas that pose difficulties and lead to errors. In addition, merging these two analytical methods can result in a more effective and beneficial analysis. On one hand, the research will illuminate the similarities as well as the disparities of both cultures. Ultimately, the patterns that the students find challenging will be exposed. On the other hand, the researcher will be able to analyze and examine the prevailed pragmatic errors. Thereafter, the outcome of this hybrid analysis can be applied to construct a corpus in which the research can dedicate a section to introduce the cultural differences between the Algerian and the British languages in terms of politeness strategies, communication conventions, and, other aspects. The second part will give more contemplation to the major ingeminating pragmatic errors. This study will equip the learners with all the necessary perceptions regarding the target culture, as it will enhance

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their interpersonal and cross-cultural communication skills, strengthening the possibilities of achieving mastery in English.

3.6. Pedagogical Implications

The findings have distributed that the research endeavors have a great contribution to the field of language learning, curriculum design, pragmatics in addition to cross-cultural studies. Therefore, few suggestions can be proposed to enhance learning experiences and ensure that the EFL learners are being well introduced to all the layers of cultures and not only the language in isolation.

- The Ministry of Higher Education must reconsider the position of culture and pragmatics in foreign language acquisition in terms of the limited cultural and pragmatic aspects that the students are being exposed to. To illustrate, pragmatics as a field of study as well as a significance module is unfortunately introduced until the second year of the didactic and applied languages master's degree. As a matter of a fact, this module is the sole aperture to perceive pragmatic knowledge, enhance communication skills and develop critical thinking. In this regard, the early exposure to pragmatics is a must, or at least introducing the norms of communication, particularly, politeness strategies which are regarded as the key factor to an effective communication. this advantageous exhibition can transpire through the affiliation of these elements in oral expression module where students can practice how to use it in different circumstances.
- Teachers must not underestimate the students' pragmatic errors and they should immediately actions to address these errors. they must ensure that the students have a clear and accurate conception about the culture and its significance in their learning journey along the grammar competence.

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- Incorporating Byram's (1997) intercultural communication model in EFL classrooms will help in enhancing students' English proficiency and guarantee the acquisition of effective intercultural and interpersonal communication skills. The ICC model concentrate on developing cultural awareness, cultural sensitivity, critical thinking, and many constructive skills that the EFL students need to achieve mastery.

3.7. Conclusion

The chapter has provided a throughout illustration of all the data analysis process which encompasses the analysis of the observation, questionnaire, and, the discourse completion task. The findings were illustrated in a form of graphs and tables. Furthermore, the researcher has revealed the main challenges and constraints that were unearthed during this investigation. Lastly, this chapter has tendered few suggestions and recommendations.

General Conclusion

The overarching goal of this research was to enhance students' understanding of culture and address their pragmatic errors. This study sought to shed light on the root causes that led to these errors, using the groundwork of error analysis. Furthermore, it aimed to highlight the importance of integrating cultural and pragmatic understanding in educational settings to foster learning experiences and develop pragmatic competence.

To accomplish these aims, the researcher predicated her exploitation on three main questions. The first question addressed students' knowledge about the politeness regimes in the English language. This includes their ability to produce courteous utterances using various politeness strategies in different social and cultural settings. Moreover, the second question aimed to uncover the primary causes of pragmatic errors among EFL students. The third question was designed to highlight the results of this effort and explore its potential applications in enhancing the students' pragmatic and cultural proficiency.

The research findings contradict the first hypothesis, which claimed that all first-year students do not employ any politeness strategies when communicating in various social settings. The selected findings from the DCT have shown that the students do indeed employ politeness strategies. When expressing gratitude and appreciation, the majority used it frequently. However, they broke this rule when they either made a request or apologized.

Consequently, the second hypothesis, which posits that students' pragmatic errors and poor interpersonal skills stem primarily from their lack of cultural and pragmatic exposure during the early stages of their learning journey, receives confirmation. The results of the three instruments indicate that the students shared limited knowledge about the culture. Generally, they believed that culture was solely confined to history, a misconception that arose from the inaccurate portrayal of culture during the early stages of learning.

The third hypothesis, which posits that analysing students' pragmatic errors can aid in pinpointing their causes, thereby enabling teachers to select suitable strategies for correction, has also received confirmation. This investigation has identified the root causes of the pragmatic errors by providing a well-illustrated diagnosis. Furthermore, the findings can serve as a valuable resource for teachers, enabling them to select appropriate learning strategies that effectively address the students' errors. It can be a strong pillar that helps students enhance their cultural comprehension and cultivate their pragmatic competence, critical thinking, cultural sensitivity, and cultural awareness.

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Appendices

Appendix A

Students' Questionnaire

Hello everyone, you are kindly invited to answer the following questionnaire which is a part of a study conducted to compare between of Algerian Arabic and English speech acts of apologizing, asking, thanking, and the politeness strategies. This questionnaire is addressed to the first year EFL students at the university of Ain Temouchent. I sincerely appreciate your contribution and assistance.

1. Gender:
2. Age:
3. First language:
4. Level of Education:
5. If English is not your first language, please answer the following question:
 1. How would you describe your overall proficiency level in English?
 - Good
 - very good
 - basic
 2. Can you engage comfortably in conversations related to real-world topics in English?
 - Yes, I can
 - No, I can't
 - it depends on the familiarity of the topic

3. To what extent are you familiar with the English culture (what you know about it)?

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Appendix B

Discourse Completion Task

As part of my research phase, I am currently working on the following: 'A pragmatic comparative analysis of Algerian Arabic and English speech acts of apologizing, asking, thanking, and the politeness strategies used. I intend to use this discourse as a vehicle for collecting my data. In particular, I would like to emphasize that your input is extremely valuable and I am deeply grateful for your assistance.

RESEARCH INFORMATION

Please read carefully each of the following situations and respond based on how you would behave in a given cultural context.

1. Apologies

Situation 1: you were walking on the street drinking your coffee, you stumbled and split it over a man’s shoes. What would you say to him?

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Situation 2: It was the day of your final exams, and you came 15 minutes late and your teacher scolded you. What would you say to him?

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Situation 3: You were invited to your friend's house for dinner. You were having a conversation with her family and her sister made a comment/ compliment about your look, but you felt offended. What would you say in this case and how would you react?

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Situation 4: You were having a quarrel with your mother when you subconsciously began shouting at her, and then you realized what you had done. What would you tell her?

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2. Making a request:

Situation 1: you were having a problem understanding a task; you asked your classmate for help. How did you ask him?

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Situation 2: You want to ask your teacher for a deadline extension because you were handing back your assignment. How would you go about requesting that?

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Situation 3: You were required to leave your classes early due to an emergency. How would you ask your teacher to permit you to leave?

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Situation 4: Your teacher gave you an assignment and instructed you to work in pairs, and you wanted to collaborate with a specific classmate. How would you ask him?

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3. Acknowledging (sayingthankyou):

Situation 1: It was your birthday, and you were overjoyed when your friend brought you the birthday present you had always wanted. What would you say to her?

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Situation 2: Even though your mother was sick, she made your favorite dinner meal. What would you say to her?

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Situation 3: You and your friends went shopping, you were into a lovely jacket, and you decided to buy it but your friend covered the cost of your purchase. .What would you say to her/him?

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Situation4: After a very long day, you were on your way home on the bus, but it was crowded and you could not find a seat. Suddenly, one of the other passengers offered you his seat. Whatwouldyousay to him?

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4. Thanking after receiving compliment

Situation 1: You worked out a lot during the summer and your friends complimented your appearance on the first day of school. How would you respond?

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Situation 2: You received praise from your teacher for your efforts and diligence at the end of the lecture. How would you respond to him?

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Situation 3: An elderly man was attempting to cross the street when you noticed him. You assisted him, and he thanked you for your generosity. How would you respond to him?

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Situation 4: Your neighbors had to evacuate due to an emergency, however, they were unsure of with whom or where to leave their kids. When you agreed to aid them, they began to express their gratitude. What would you say to them?

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ملخص

تهدف هذه الأطروحة إلى تسليط الضوء على أهمية التكامل الثقافي في مشوار تعلم اللغة الإنجليزية، وذلك من خلال التحقيق في الأخطاء البراغماتية لطلاب السنة الأولى في اللغة الإنجليزية كلغة اجنبية في أفعال الاعتذار وتقديم الطلب والاعتراف وقول الشكر بعد تلقي المجاملات. باستخدام أساس تحليل الأخطاء، تعمل هذه الدراسة على شرح كيفية استعمال الطلاب لاستراتيجيات الادب في بيئات اجتماعية مختلفة.

كلمات مفتاحية: التكامل الثقافي، استراتيجيات المداراة، تحليل الخطأ، المخالفة، الأخطاء التداولية.

Summary

This dissertation is conducted to highlight the importance of culture integration in EFL classroom through the investigation of first year EFL students' pragmatic errors in speech acts of apologizing, request-making, acknowledging, and saying thank you after receiving compliments. Using the ground of error analysis, this study explores how students manifest politeness strategies in different social milieus.

Key words: culture integration, politeness strategies, error analysis, violation, pragmatic errors.

Résumé

Cette thèse est menée pour souligner l'importance de l'intégration culturelle dans la classe d'EFL à travers l'enquête sur les erreurs pragmatiques des étudiants d'EFL de première année dans les actes de langage consistant à s'excuser, à formuler des demandes, à reconnaître et à dire merci après avoir reçu des compliments. En utilisant le fondement de l'analyse des erreurs, cette étude explore la manière dont les étudiants manifestent des stratégies de politesse dans différents milieux sociaux.

Mots clés : intégration culturelle, stratégies de politesse, analyse des erreurs, violation, erreurs pragmatiques.