

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Investigating the Difficulties of Pragmatic Competence  
among EFL Learners, AL-Neelain University, Sudan**

**تقصي صعوبات كفاءة تداول اللغة في أوساط طلاب اللغة الإنجليزية لغة  
أجنبية، جامعة النيلين - السودان**

**(A case Study of 4<sup>th</sup> Year Students at Faculty of Arts, AL-Neelain University,  
Khartoum)**

**A Thesis Submitted in Fulfillment for the Requirements of  
Ph.D. in English Language (English Language Teaching)**

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# DEDICATION

*This work is dedicated to soul of my parents, may Allah  
bless them.*

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## ABSTRACT

This study aims at investigating the difficulties of pragmatic competence among learners of English as a foreign language in Sudan. The researcher has adopted the descriptive and analytical methods. The population of the study included learners of English as a foreign language and teachers of English as a foreign language at Sudanese universities. The sample of the study consists of (50) of 4<sup>th</sup> year students of English as a foreign language in the Faculty of Arts at Al-Neelain University and 30 teachers in different Sudanese universities. Written Discourse Completion Task and Questionnaire were adopted as tools for data collection. The data were analyzed by the SPSS program. The study reveals that there is a positive tendency among EFL learners in Sudan towards understanding the language functions, nevertheless, they are unable to deal with the directive function. It also reveals that EFL learners in Sudan face difficulties to use English in different social situations and contexts. Moreover, EFL teachers in Sudan focus on pragmatic competence while teaching English. The researcher recommends that: EFL learners should be engaged in the programs based on the target language culture, EFL learners should be exposed to the different language functions, and communicative language teaching should be considered.

**Key words:** Language Functions, Discourse, Theory, Culture, Social Situation

## المستخلص

هدفت هذه الدراسة الي تقصي صعوبات كفاءة تداول اللغة في أوساط طلاب اللغة الإنجليزية كلغة اجنبية في السودان. استخدم الباحث المنهج الوصفي والتحليلي. تكون مجتمع البحث من الطلاب الذين يدرسون اللغة الإنجليزية كلغة اجنبية واساتذة اللغة الإنجليزية كلغة أجنبية في الجامعات السودانية. تكونت عينة الدراسة من (50) طالباً يدرسون اللغة الإنجليزية كلغة أجنبية في جامعة النيلين كلية الآداب و30 استاذاً للغة الإنجليزية في الجامعات السودانية. استخدم الباحث إختبار إستكمال العبارات اللغوية وإستبيان كأدوة لجمع البيانات . تم تحليل البيانات عن طريق برنامج الحزم الإحصائية للعلوم الاجتماعية. خلصت الدراسة الى ان هناك مؤشر إيجابي وسط طلاب اللغة الإنجليزية كلغة اجنبية في السودان لإستعاب وظائف اللغة عدا وظيفة اللغة التوجيهي لا يستطيعون التعامل معها . و كشفت الدراسة بأن الطلاب يواجهون صعوبات في استخدام اللغة في المواقف الاجتماعية المختلفة. وأيضاً تشير النتائج على أن اساتذة اللغة الإنجليزية كلغة اجنبية في السودان يقومون بالتركيز على كفاءة تداول اللغة في التدريس. يوصي الباحث بالآتي: مشاركة طلاب اللغة الإنجليزية كلغة أجنبية في البرامج القائمة على ثقافة اللغة المستهدفة وكذلك إيجاد فرص ممارسة وظائف اللغة المختلفة وايضاً مراعاة تدريس اللغة التواصلية.

**الكلمات المفتاحية: وظائف اللغة، النظرية، الخطاب اللغوي، ثقافة، وضع اجتماعي**

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# **CHAPTER ONE**

## **INTRODUCTION**

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Overview**

This chapter provides a short background on pragmatics as one of subfields of linguistics. It sheds light on the importance of pragmatic competence in the process of learning and teaching foreign\ second languages, and how it contributes in communicative competence. It also presents the rational, questions, objectives, hypotheses and the significance of the study. Furthermore, it presents short background about the methodology that will be followed to gather and analyze the data of the study. Finally, it defines the limitations of the study and shapes a brief summary of the whole study.

### **1.1 Background of the Study**

Communicative competence has become a major goal in the process of learning and teaching foreign and second languages. As a result, in the late 1970s a major shift has occurred in the methods of teaching foreign and second languages from the traditional teaching methods to communicative teaching method. There are two main reasons for this shift; the first is that the traditional methods of teaching foreign languages have become without tangible and impractical results, and the second is a demand of effective communication skills as a result of the advancement in information and communication technology and the development of international and cooperation relationships and the international business. Furthermore, communicative competence enables an individual to effectively exchange ideas and experiences, build trust, express opinion, solve problems, facilitate innovation and build effective relationships.

Miscommunication occurs when the speaker of EFL miscomprehends the language functions of the target language or when the speaker misunderstands the speech acts theory of that language. Additionally, when the speaker fails to deal with the cultural aspects of the target language. Gass & Selinker (2008) argue that it is easy to image how miscommunication and misunderstanding occur if the form of a speech act differs from culture to culture. Therefore, in order to be proficient in a foreign language, the learners have to be aware of speech acts theory and the culture of the target language.

Therefore, effective communication is not restricted to having a good vocabulary or syntax and pronunciation of words. It is much more than having these competencies. To communicate effectively, learners must know how to appropriately use the target language and recognize its functions. Then, the ability to use the language in different social situations and contexts is required and it is called pragmatics. Yule (2010) says communication depends on not only recognizing the meaning of words in an utterance, but recognizing what speakers mean by their speech. The study of what speakers mean, or “speaker meaning,” is called pragmatics”.

Taguchi and Roever 2017 add that:

*“In short, pragmatics links linguistic forms and the ways in which they are used in a social context to perform a communicative act. At the same time, it observes how the linguistic act is realized and perceived in that social context”. p.12*

Siham (2012) indicates that a language user’s ability to reach certain goals in different appropriate manners refers to his/ her pragmatic competency. Therefore, pragmatic competence contributes in the process of communication as other linguistic aspects doing.

Accordingly, pragmatic competence has become a necessity in the process of teaching and learning a foreign or a second language. It enables the learner to use language in different social situations and contexts, and consequently leads to the communicative competence. Shastri (2010) communicative competence refers to the ability of using language depending on the purpose. This purpose can be requesting, complaining, ordering, and apologizing.

Therefore, for the learner, in order to master English language, it is not enough to have a broad vocabulary, errorless pronunciation and a profound knowledge of grammar. However, he/she must have the ability to make judgments in terms of what is socially appropriate in a particular situation where one communicates with a particular interlocutor and performs a specific type of speech as well as with act precise grammar and broad vocabulary. Alzeebaree 2017 says that “*competency in language requires knowledge of syntax, morphology and phonology forms of that language as well as how to apply these forms in a certain social situation*”.

Nevertheless, undergraduate EFL learners in Sudan often face difficulties in using English language whether with its native speakers or with users of the language. Moreover, they face difficulties to use English in different social situations and contexts or to start, maintain and end conversations. This issue may be related to several causes which need to be investigated and revealed.

Thus, this study aims to investigate the difficulties that encounter EFL learners in Sudan in using English language in different social situations and contexts. It is hoped that the findings of this study will lead to a better understanding of the ways in which pragmatic competence can be developed.

## **1.2 Statement of the Study**

English has become a necessity for most people around the world, because it is the first language of the world and the language of science and technology. Therefore, it is considered in most countries as a second or a foreign language. It has become essential in getting many things such as scholarships, migration and a job opportunity in international organizations. Therefore, it has internationally recognized testing systems such as International English Language Teaching System (IELTS) and Test of English as a Foreign Language (TOFEL).

English as a foreign language is taught in Sudan at all levels of education (Basic School, Secondary and University). Moreover, there are hundreds of institutes and centers for teaching and learning English language in all cities and localities. Nevertheless, the researcher observed that most of learners of English as a foreign language in Sudan face many difficulties in communicating in English. Firstly, they fail to use English language in term of functions and act theory. In other words, they appear to be unable to express requesting, complaining, and apologizing. For instance, they make order instead of request, and complain instead of asking offer and so on. Secondly, they encounter several difficulties to use English language appropriately in different social situations and contexts. In other words, they fail to start and maintain conversations in English language, nearby they use informal language instead of formal language and vice versa.

Therefore, these difficulties may be related to many causes that need to be revealed and solved. So, this study aims to identify the difficulties that face EFL learners in Sudan in pragmatic competence. Furthermore, most studies have been conducted in semantics, syntax, and phonetics, but studies based communicative competence and pragmatics still required.



### **1.3 Objectives of the Study**

To find out how undergraduate EFL learners understand the language functions.

To explore how undergraduate students can use English language in different social situations and contexts.

To know how EFL teachers in Sudan do focus on pragmatic competence while teaching English.

### **1.4 Questions of the Study**

1.4.1 To what extent are undergraduate EFL learners able to understand the language functions appropriately?

1.4.2 To what extent are undergraduate EFL students able to use English language in different social situations and contexts?

1.4.3 To what extent do university teachers focus on pragmatic competence while teaching English?

### **1.5 Hypotheses of the Study**

1.5.1 Undergraduate EFL Learners are unable to understand the language functions appropriately.

1.5.2 Undergraduate EFL students are unable to use English language in different social situations and contexts.

1.5.3 University teachers don't focus on pragmatic competence while teaching English.

### **1.6 Research Methodology**

To conduct the current study, descriptive and analytical methods will be adopted. To collect data and test the hypotheses of the current study; two types of tools will be adopted; the first tool is a Questionnaire for teachers of English as a foreign language

in some universities in Sudan, and the second is a Written Discourse Completion Task for learners of English as a foreign language at Al-Neelain University - College of Arts. The data obtained through the Questionnaire and the Written Discourse Completion Task will be analyzed using SPSS, to find out the percentage, frequencies and correlations.

### **1.7 Significance of the Study**

This study is useful because:

It is designed as attempts to identify the difficulties that face EFL learners in Sudan in pragmatic competence.

It makes EFL teachers and learners aware of importance of pragmatic competence in the process of teaching and learning second / foreign languages.

The findings of this study may help the planners and designers of the curricula in Sudan. It also attempts to make suggestions in the area of pragmatics in the process of second/ foreign language acquisition.

### **1.8 Limits of the Study**

**Time:** this study began in 2017 and is expected to be completed in 2021.

**Place:** the study is confined to the students majoring English as a foreign language at Al-Neelain University - College of Arts.

### **1.9 layout of the Study**

This study contains a total of five chapters. Chapter one introduces the topic of the study and reviews the research proposal. Chapter two reviews the literature relating to the area of pragmatics in English as a foreign or second language. In this chapter the following issues will be discussed with reference relevant literature: definitions of pragmatics, pragmatic competence, pragmatics in language teaching, oral communication, interaction oral in classroom, and communicative language

teaching approach. Chapter three introduces the methodology and procedure of the study. Chapter four presents the analysis of the data of the study with discussions and comments. Finally, chapter five offers a discussion of the study findings, conclusion, recommendations and further studies. Moreover, a list of references and appendixes are appended.

**CHAPTER TWO**

**LITERATUR REVIEW & PREVIOUS**

**STUDIES**

# CHAPTER TWO

## LITERATURE REVIEW AND PREVIOUS STUDIES

### 2.0 Introduction

This chapter reviews the literature related to the area of pragmatics of English as a foreign or second language. It is considered to be one of the most important branch of linguistics. The purpose of the chapter is to examine EFL learners' pragmatic competence investigating the difficulties that face them to develop it. The following issues are discussed with reference relevant literature: pragmatic competence, pragmatics in language, oral communication, interaction oral in classroom, and communicative language teaching. Moreover, it reviews the previous studies that related to the pragmatics in the second or foreign language.

### 2.1 Background and Definitions of Pragmatics

language can be developed and it also can be disappeared if it does not find a cautiousness. Therefore, through the times linguists have worked to add new things to the all branches of the language, so that we find some theories are very old and others are recent. Consequently, the term pragmatics was introduced as one of the contemporary branches of linguistics.

According to Taguchi & Roever 2017 the term pragmatics was firstly introduced in the 1930s by Charles Morris as a subfield of semiotics (the study of signs as elements of communication). Morris distinguished three areas of inquiry in semiotics: syntax as 'the study of formal relation of signs to one another', semantics as 'the study of the relations of signs to objects to which the signs are applicable', and pragmatics as 'the study of the relation of signs to interpreters'.

Further, pragmatics has been defined by many linguists such as Griffiths 2006 saying that:

*“Semantics is the study of the “toolkit” for meaning: knowledge encoded in the vocabulary of the language and in its patterns for building more elaborate meanings, up to the level of sentence meanings. Pragmatics is concerned with the use of these tools in meaningful communication. Pragmatics is about the interaction of semantic knowledge with our knowledge of the world, taking into account contexts of use.” P.1*

Pragmatics is defined as a subfield of semiotics. Crystal 2008 defines pragmatics as:

*“The study of language from the point of view the users, specially the choices they make, the constraints they encounter in using language in social interaction, and the effects their use of language has on the other participants in an act of communication.” P.379*

Leech 2014 adds that both semantics and pragmatics study meaning and they are closely interrelated. Moreover, pragmatics adds a dimension to semantic meaning. Someway, the semantics of an utterance has to be combined into the understanding of its pragmatics.

Senft 2014 also defines pragmatics as the discipline within linguistics that studies language use. He argues that language use is not only dependent on linguistic forms such as syntax and semantics, but also on cultural, and conventional aspects. Therefore, one of the core aims of pragmatics is to research how context and convention contribute or affect to meaning of the word.

Yule 1996 defines pragmatics as the study of meaning as carried by a speaker or writer and interpreted by a listener or reader. It consequently means what people

mean by their words not what the words might mean by themselves. So pragmatics is the science deals with speaker's meaning.

Yule 2010 adds that pragmatics is the study of hidden meaning, or how we recognize what is meant even when it isn't really said or written. This needs that the speaker or the writer must at least share the listener or the reader assumptions or expectations when they try to communicate. In order for that to happen, speakers (or writers) must be able to depend on a lot of shared assumptions and expectations when communicating.

Hence, pragmatics is one of the subfields of linguistics which comes to lead to the communicative competence. Therefore, when linguists consider semantics as the relations of signs to objects and syntax as the relation of signs to one another, pragmatics can represent the science of using the language.

## **2.2 Pragmatic Competence**

Being competent is required in all disciplines and professions therefore, all the stakeholders usually fight to get it. Therefore, for a learner, in order to be proficient in a language, he\she needs to be competent in all aspects of the language including communicative competence, linguistics competence and pragmatic competence. Linguistics and communicative competences were known earlier but pragmatic competence has become known much later. Liu 2007 says:

*“The notion of pragmatic competence was early defined by Chomsky (1980) as the “knowledge of conditions and manner of appropriate use (of the language), in conformity with various purpose”. The concept was seen in opposition to grammatical competence that in Chomsky's term is “the knowledge of form and meaning”. P. 15*

Las 2016 pragmatic competence refers to the ability of the users of a language to comprehend and practice language precisely and properly in different social context. Las describes Pragmatic competence as the ability to communicate your intended message with all its nuances in any sociocultural situation and to understand the message of your converser as it was wished-for. So, according to Las, pragmatic competence means professionalism in using a language.

Castillo 2009 defines Pragmatic competence as the ability to understand, build, and convey meanings that are both accurate and appropriate for the social and cultural situations in which communication occurs. Therefore, Castillo approximately agrees with Las in definition of pragmatic competence because both of them claim for the ability to convey an accurate and appropriate language in different social situations and contexts.

According to Las 2016 Brock and Nagasaka distinguished three specific speakers' abilities within pragmatic competence: "ability to use language for different purposes" (e.g. greeting, requesting, demanding), "ability to adapt or change language according to the needs or expectations of the listener or situation", and "ability to follow accepted rules; the maxims, if you will, for conversation and narrative". Then, pragmatics has three components that are supposed to be a part of effective language users' qualities. The effective communicator must have ability to practice language functions, aware of listeners desires or clever to understand what listener may envision, and able to convention of conversation. If all these features are offered in a language user in addition to other linguistics competencies, an accurate and proper language usage will be expected.

Kecskes 2015 argues that grammatical competence is about accuracy while pragmatic competence is more about suitability. Grammar encompasses facts and rules about the given linguistic structure that must be followed (at least to some



extent) if not the language is unrecognizable. Grammatical competence can systematically be acquired by the language learner. Pragmatic rules (language use rules), however, are different: not following them may cause misunderstanding of linguistic behavior and many different responses from the listeners. If grammar is bad, the statement may not convey the right message or any message while if pragmatics is bad, the utterance will usually convey the wrong message. Therefore, pragmatics mistake is worthier than grammatical because when the utterance is grammatically wrong it consequently conveys a no thing but if it is pragmatically wrong it may convey something that is not intended. This means that grammatical mistake influences on the structure of the utterance while pragmatics mistake influences on the context and may change the meaning not the structure.

Pinyo 2010 classified pragmatic competence into two segments: pragma-linguistic competence and socio-pragmatic competence. The first one is the ability of using grammatical rules to create sentences correctly. The second one refers to the ability to communicate properly in different social situations. He claims that the lack of accurate interpretation or pragmatic failure may lead to cross-cultural miscommunication. Pinyo, so claim the grammatical and pragmatic competence in order to communicate effective. Moreover, according to Kuivamäki 2015, Common European framework of reference (CEFR) states that:

*“Pragmatic competences are divided into discourse, design and functional competence. Discourse competence means a person’s understanding of the principles according to which sentences and utterances are organized, arranged and structured. When a person understands the principles, his/her text and speech are coherent, for example, they do not change topic randomly in the middle of utterance, they understand whether a piece of information is given or new and they notice relations such as cause and effect. Design*

*competence is the knowledge of how messages are sequenced according to interactional and transactional schemata. Functional competence is concerned with how language is used in communication for a specific functional purpose". P.10.*

To sum up, all the mentioned definitions and explanations of pragmatic competence focus on the using language appropriately in different social situations and context. Consequently, pragmatic competence can be defined as the ability to use language effectively in different social situations and contexts. This ability includes: capacity of distinguishing and recognizing the different language functions or speech act theory, knowing the norms and the conventions of the target language and the correct formation of grammatical rules of the utterance. So that, if these abilities are become a part of the speakers' qualities, accurate and precise using of language will be expected.

According to Mohamed 2018, Gaily 2014 says

*"The primary function of pragmatic competence as indicated by many studies is to enable learners communicate more effectively and relate the proper linguistic action to the appropriate language sociocultural context. Accordingly, the vital role that pragmatic competence in L2 communication stems from the fact that language has been viewed in the first place as communicative process, therefore, the development of communicative competence is the ultimate goal for teaching. Good communication in L2 requires not only mastering of basic linguistic features such as phonology, morphology, syntax and semantics but also the ability to use appropriate expression in the appropriate context" p. 56- 57*

## **2.3. Teaching Pragmatics**

All of the aspects of language can be taught by some way, but teaching pragmatics is not easily taught. This refers to many factors such as the difficulty of integrating pragmatic aspects in the curriculum and presenting them in the classrooms. It is not like a grammar, syntax, phonetics and other aspects of the language that can be explicitly presented in the textbooks. It needs well-skilled experts to design syllables based pragmatics especially in the case of learning and teaching a second or a foreign language. Moreover, if it is prepared accurately by the designers, it still needs well trained teachers to implement it in the classrooms. But at all, teaching pragmatics is a necessary in a foreign or a second language acquisition, because it helps the learners to acquire more aspect of the target language. Abu Al-Sha'r 2017 states that

*“Teaching pragmatic aspects helped learners acquire various expressions that they could appropriately and successfully use in socio-cultural situations. Practicing pragmatic aspects created a change in the teaching environment where learners are motivated to smoothly participate and automatically engage in conversations and dialogues” p.21*

Therefore, more efforts are required to have better curricula based pragmatics and a creative way to apply them in the classrooms. This requires a serious work by the linguistics researchers to discover and explore new pragmatic theories and efforts by institutions to provide adequate training programs for teachers.

### **2.3.1 Pragmatics in Classroom**

The classroom environment is the basis of the process of learning and teaching second and foreign languages. It is a place where the educators and the learners apply all the mechanisms of education.in it, all branches of the language are learnt and taught with help of different teaching methods and teaching. Nonetheless, teaching and presenting pragmatics in the classroom is different from the rest of the language

branches. This is due to the nature of pragmatics as one of the most difficult area in the process of a foreign and second language acquisition. Many linguists suggest various methods and techniques to teach pragmatics; such as McLean 2004 claims the explicit instruction to teach pragmatics. McLean says that the students who are given opportunities to emphasis on authentic and context-specific areas of target language such as requesting, and apologizing will be competent in pragmatics than students who don't receive such opportunities.

According to Han 2015, Soler 2005 compared between implicit and explicit based instruction to teach pragmatics. The researcher had included 132 participants in the study and divided them into two groups. The first group took implicit pragmatics based instruction and the second took explicit instruction. After 15 weeks the result revealed that both instructions are effective in improving learners' awareness of request. However, the researcher found that the group that took explicit instruction was clearly superior than the group that received implicit instruction in producing requests. When we compare between Han's and Mclean point of views we find that both claim that explicit instruction is more effective than implicit instruction.

Consequently, it is difficult to just call for any teaching method or technique without empirical investigation of them so that the researcher did empirical study then concluded that both explicit and implicit teaching pragmatics are useful however explicit made difference more than explicit.

Luo 2007 states that:

*“There is a need for including instruction on pragmatics in language learning settings. Findings from studies exploring the development of pragmatic knowledge and pragmatic ability in a second or foreign language were also taken into consideration in the documentation of the facilitative role of explicit*

*instruction in pragmatics, especially in the EFL classroom, where opportunities for developing target language pragmatic competence is limited. In addition, realizing the potential benefits of computer technology and CMC, educators have become increasingly interested in their use in foreign-language teaching. Studies conducted by educators also suggest the potential uses of CMC in teaching pragmatics to language learners. P. 51*

According to Castillo 2009, Bardovi-Harling proposes four steps to incorporate pragmatics into the curriculum. These steps are: 1. identification of the speech act: speech act includes making request order, complaining, obligating etc. 2. data collection and description: procedures of conduction data related to pragmatics and their explanations 3. evaluation of texts and materials: includes the assessment of the text and material that are conducted, and 4. development of new material: means update the materials to make it contemporary.

In order to shape a good pragmatic competence of the language learner, Deda 2013 claims the following:

1. The goals and objectives of a language course should be carefully designed to meet the learners' needs of communication because the universal goal of teaching and learning a foreign or second language is communicative competence.
2. The designers of the materials should consider the developing learners' communicative competency when they design the materials.
3. There should be awareness of pragmatic competence among the learners by engaging them in the activities that develop pragmatic competence.

Naqi 2008 suggests many techniques while teaching young learners pragmatics. Firstly, Nagi claims "performance based activities" which requires the students to

perform authentic tasks using oral communication tasks. Secondly, Nagi suggests a technique called “interactive book reading programs” where the teacher reads a story for the students and ask them to go beyond the text. This technique enables the young learners to learn vocabulary so that they will have new information about their world.

According to Naqi 2008, Edward and Csizrer 2004 call for real world materials in the classroom to teach pragmatics. These materials include recordings of native speaker conversations, radio programs, and even television soap operas or even brining in a classroom quest. Also, materials like Tape recording messages on answering machines, using internationally broadcast English language talk shows, and showing educational films can useful. They also suggest to have supplement textbooks based on pragmatics aspects.

According to Lestari 2017 Kasper 1997 argues that the language learners need to be exposure to authentic material which enables them to acquire sociopragmatic and pragmalinguistic information. For example, in the case of compliment language function, authentic material helps the learner to recognize the different choices of the target language function of complimenting.

Abu Al-Sha'r 2017 founded that teaching dialogues is helpful in the acquisition of pragmatic competence because it has positive effect on the learners' expressive abilities.

According to Segueni 2016 Brock and Nagasaka 2005 suggest an acronym called SURE to the teachers as a guide to help their learners in the classroom when teaching pragmatics. This acronym stands for:

- See: means helping the learners to see the language in context, knowing them the role of pragmatics and its function in the process of communication.

- Use: means creating activities that can help the learners to practice the language.
- Review: means reviewing, reinforcing and recycling the pragmatics aspects that are already taught.
- Experience: means to give the students a chance to experience the role of pragmatics in communication.

### **2.3.2 Challenges of Teaching and Learning Pragmatics**

If there are challenges facing EFL teachers in learning and teaching process, pragmatics can remain on the top of these challenges. The reason is that various factors play a role in making it difficult such as the level of proficiency of the learner, teacher training, context and cultural norms.

Sharif et al 2017 divided challenges of teaching pragmatics into four areas. First, the EFL classroom setting, its challenges are: 1. lack of enough opportunity to teach pragmatics because the using of the target language is limited specially in EFL environment, grammatical accuracy is given priority over pragmatic competence. 2. language is treated as an object rather than a means of communication. 3. No real language use and teachers serve as a primary source of input for EFL learners. Secondly, ELT text books, its challenges are: 1. Materials and resources available is not always reliable source because they are primary based on authors intuition rather than empirical research. 2. Textbooks substantially lack authenticity as corpus studies have shown inconsistencies between the English found in textbooks and the English which appears in spoken/written corpora. 3. The activities and tasks designed for practice purposes are limited in the coverage of communication scenarios they present. Third, teacher education, its challenges are: 1. EFL teachers may face many difficulties such as inadequate knowledge of pragmatics so that they cannot decide how to teach it, 2. Most of teachers have an overloaded curriculum to

cover so they mainly focus to prepare the students to success in exam more than prepare them to successful communication with the native speakers. 3. Teachers rely on their intuition in teaching pragmatics more than pragmatics research findings specially when they are native speakers and belong from different cultures. Forth, assessment of pragmatic knowledge, its challenge is that valid method of assessing pragmatics is absent, so that teachers usually avoid classroom pragmatics assessment especially in case of non-native teachers who believe that they are unable to judge pragmatic aspects in the classroom.

Therefore, challenges of teaching pragmatics are varied and influenced by many factors such as the learners' mother tongue and the environment of the learning process. Lestari 2017 argues that:

*“The main challenges of teaching pragmatics in Indonesian classrooms have been related to the use of less authentic material, the inadequate metapragmatic explanation, negative pragmatic transfer, and less interactional output practice. Informed by the findings from the previous studies, those challenges seem to be potentially solved. The problem of authentic materials is answered by the corpus-based material development. The problem with inadequate pragmatic explanation and negative pragmatic transfer can be dealt with giving explicit instruction and awareness-raising activities to support noticing and understanding process. The output practice has to be made more interactional to let the learners use the TL as closely as possible to real communication. Finally, it is very important for language learners to keep updated with the pragmatic research trend in order that they can be well-informed with the current solution of teaching pragmatics”.*

In short, to be proficient in a foreign or a second language, it is not enough to focus just on teaching and learning syntax, phonetics, and semantics but there must be an



incorporation of the different aspects of linguistics to encompass the pragmatics which is very important linguistics aspect that leads to effective communicative competence.

## **2.4. Oral Communication**

Rahman 2010 defines communication as a dynamic process that includes exchanging of thoughts, feelings, ideas and values. it is an active process so that we engage in the process conscionably when we exchange information either in the workplace or the community. Communication is an exchange of sense and understanding. It is not only verbal process, but it can in form of symbols and signs. It is an interactive process because it involves at least two parts; the sender and receiver where both influence them mutually.

McPheat (2012) argues that “when we sked to define communication, most of us may respond the question as the process of talking and listening, but communication is just not only speaking and listening. Communication encompasses receiving information from one person to the other person. Yet even this is not complete definition since communicating effectively encompasses having that information conveyed while retaining the same in content and context. If I tell you one thing and you hear another, have I communicated? So that communication is not just a process of exchanging information only. Young and Travis 2012 say that:

*‘Each communication experience (verbal/nonverbal) is an opportunity to demonstrate your willingness to work with others. Appropriate words and actions make you appealing to strangers and open social/ professional doors that lead to friendships, employment, and personal growth’. p. 3.*

Sebda 2012 defines oral communication as a process of direct face to face communication between more than two persons. In oral communication, the

participants exchange their thoughts or ideas verbally either in face to face conversation or through any machine-driven or electrical device like the telephone.

Rai (2010) claims that:

*‘Oral communication requires that both the parties should be present and attentive at the same time. This requires certain skills of both; each must be able to respond to the body language of the other, and must be able to make immediate response to what the other says. Oral communication has the advantage of immediate feedback and opportunities to seek and give clarification. The telephone makes it possible to speak even when the other person is not present in the same place. The radio makes it possible to speak to a large number of people at the same time’.* P.87-88

Kuivamäki 2015 describes oral communication as a difficult interactional task that occurs between two or more individuals where they acting as alternately as a speaker and a listener. He referred the communicator abilities that are stated by Common European framework of reference (CEFR, 2001) which are as the follows:

1. plan and organize a message (cognitive skills);
2. formulate a linguistic utterance (linguistic skills);
3. articulate the utterance (phonetic skills).
4. perceive the utterance (auditory phonetic skills);
5. identify the linguistic message (linguistic skills);
6. understand the message (semantic skills);
7. interpret the message (cognitive skills).

Rahman, (2010) states that:

*‘At its most basic level, oral communication is the spoken interaction between two or more people. The interaction is far more complex than it seems. Oral*

*communication is composed of multiple elements which, when taken as a whole, result in the success or failure of the interaction. Not everyone is an effective communicator'. p.3*

Johnstone (2013) says that an effective oral communication is a key to any successful relationship among individuals. It enables us to communicate properly with our friends, families, colleagues in the workplace. It helps us to express ourselves clearly avoiding the misunderstanding.

Therefore, effective communication is a gate towards the successful relationships among nations and individuals and also it represents the effective mean of the of expressing ideas and thoughts.

## **2.5. Interaction Oral in Classrooms**

According to Nhu and Tuan 2010, Ellis 1985 defines interaction as a kind of the discourse which is built up by learners and their interlocutors and what they could achieve is the result of interaction. Interaction is essential in the process of language learning and makes the students more active in activities participation, and leads to the better result.

Warda 2015 argues that:

*'Defining the concept classroom interaction needs to define each term independently. The word classroom then, is considered as the primary situation in which the teacher and the students have opportunity to use the target language. Commonly, language use in classroom can be used as media to create meaningful interaction during the lesson. Whereas, the term interaction was defined differently in many English dictionaries. Two of these dictionaries: The Cambridge and the Oxford dictionaries. The former defines the verb 'to interact' as 'to communicate with or react to (each other)'.*

*Whereas, the latter, defines the noun ‘interaction’ as a ‘reciprocal action or influence’. It includes acting reciprocally, acting upon each other. Hence, according the Vocabulary website, the term Interaction comes from Latin” inter”, meaning between, and “ago” meaning to do or to act. Any “action between” is considered an interaction, like the interaction between a teacher and a student in the classroom’. P. 25*

Consequently, interaction supposed to be the main objective for all teachers of a second or a foreign language, because it leads to a better result so that it is a key of the process of teaching and learning. Effective interaction makes the learning process effective because it enables the teacher to evaluate the whole lesson and it also encourages the students to engage in the learning process.

### **2.5.1. Types of Classroom Interaction**

Classroom interaction can be divided into two types. Tuan & Nhu 2010 classify classroom interaction into two types. Firstly, non-verbal interaction which is behavioral responses in the classroom where students interact through their behaviors such as head nodding, hand raising, body gestures, and eye contact. Secondly, verbal interaction which contains written interaction and oral interaction. Written interaction is the type of interaction in which students write out their ideas, thoughts. It means they interact with others through written words, documents and so forth. In other hand, oral interaction is spoken interaction of students with each other such as asking and answering questions, making comments, and taking part in discussions. Moreover, each type of interaction has its own purpose. For example, nonverbal interaction enables the students to recognize the behavior responses and practice it different types. Verbal develops the students’ four skills particularly and enables them to practice theses four skills in reality.

Similarly, Warda 2015 claims two types of classroom interaction; the student-student interaction, and student- teacher interaction. The teacher–student interaction is one of the most important factor in the learning process and it increases student’s performance because this type of interaction needs a conversation between the teacher and the student so that the target language can be practiced in the classroom effectively. Whereas, students- student interaction also is just as important as teacher- student interaction. This type of interaction develops the students’ communication skills and it also can be one of the effective classroom activity because usually it is monitored by the teacher. Nhu and Tuan 2010 state “*The teacher plays a role as a monitor and learners are the main participants. Learner-learner interaction occurs in groups called learner-learner interaction, in pairs called peer interaction*”. P. 35

Therefore, the classroom interaction can be divided according to the nature of the interaction. When the interaction occurs between the participants of the process of leaning and teaching, it can be divided into teacher- student and student- student interaction while when it occurs according to context, it is called verbal and nonverbal interaction.

### **2.5.2 Large Classes**

A classroom plays a fundamental role in the process of teaching and learning a second or a foreign language. It represents the theater that all of the mechanisms and techniques of learning and teaching have practiced. Accordingly, classrooms need to be well prepared with all useful means of the teaching process.

The classrooms can be divided into many types like a small class, a standard class and a large class and each type of the class has its own characteristics, advantages and disadvantages. The large classroom has defined by many educators, but they do

not agree on a specific number that makes the class large. The issue is influenced by many factors like the education content, the state of the country itself and the level of the education. The United Nations educational, Scientific and Cultural Organization (UNESCO) 2006 reported that:

*“A large class has no “exact size.” Usually it is measured in terms of the number of students per teacher (student-teacher ratio). In some countries, 25-30 students per one teacher is considered large, while in other countries this is seen to be normal or even quite small. From a teacher’s perspective, though, a class is “large” whenever it feels large. While a class of more than 50 students is usually considered a large class, to those of you who normally teach 25 or fewer students, a class of 35 can be large and overwhelming”.*

Kerr 2001 adds that:

*“A major problem in identifying trends with large classes is in defining what constitutes a large class. This will differ according to the discipline, the level and nature of the class (such as introductory or upper year, lecture, tutorial or laboratory), and the perceptions of lecturers and individual students. For the purposes of this study, a large class is defined as one in which a change in traditional teaching methods is deemed appropriate or necessary, so it may include an introductory class of 700 students or an upper year seminar with fifty.” P.2.*

Thus, it is clear from the above arguments that defining the type of the class depends on many factors. A class contains 50 students may be a large in a specific county while it may be normal in other country.

In spite of fact that small class leads to successful learning but some researchers disagree with this point of view. Such as Scrivener 2012 says that there is no

guarantee that small class could lead to an effective learning but it just lets the teacher to give more support to the students because learning is something that needs individual efforts. Therefore, there is no differences between a class of one or a class of hundred students.

Shamim 1993 supports Scrivener and says:

*“We do not know with any certainty that small classes are inherently 'good' or that large classes are always 'bad' in terms of their effects on the teaching/learning process and achievement in the classroom. Moreover, research evidence indicates that it is not possible to define an optimum class size which could be applicable in all teaching-learning situations. However, it is interesting to note that teachers have always held the view, whatever the size of their class may be, that small classes are better and somehow more beneficial for learning and effective teaching - a belief that does not have unqualified support from research in this area”. P.1*

In brief, the classroom plays very important role in the teaching process. Although some linguists do not believe that the classroom size has effect on the process of learning but this view does not realize the reality. Small classes provide many advantages that have influence on the learning process, for instance: a small class enables the teacher to control the class, follow the activities and offer time consuming. In contrast, large class is a problematic to the teachers. It consumes time to control, evaluate and follow the students' activities. So that, in fact there is a huge difference between the large class and the small class. This can be visible even in the outcomes.

### **2.5.2.1 Characteristics of the Large Classes**

Large classes are characterized by poor ventilation and organization of furniture, as well as narrow spaces. According to Baker and Westrup 2000 the large classes can be characterized by the following:

- Furniture are difficult to move.
- It is crowded with students.
- There are no enough spaces to the teacher to take a movement when it is needed.
- Students will complain to move freely.
- Classrooms may have affected by other classrooms' noisy.
- Students may complain to have textbooks
- Some students may come without instruments like paper and pencil.
- The school may do not offer learning facilities like copying machines.
- There may be poor of teaching resources.

Based on these characteristics, they except the following challenges:

- difficulties of keeping attention
- poor motivation
- problems of hearing
- lack of helping weaker students

### **2.5.2.2 Disadvantages or Problems in Large Classes**

Large class has many disadvantages which are affected on the learning and teaching process. These disadvantages may include physical problems such as noise and congestion, and technical problems such as lack of interaction and discipline. Ali 2012 classifies the problems of large classes as follows:



1. Discipline: it is very important factor in the process of learning and teaching a foreign and a second language. It enables the teacher to keep the class quiet and give an equal opportunity to all the students. So that every teacher should do the best to keep the class disciplined. But in the case of large classes it is difficult to keep discipline for many reasons; for example, there will be students make noise when they are engaged in activities specially one who finish first or fail to respond the activity. So that a class that contains more than 40 is difficult to control even if the teacher is proficient, well prepared and punctual. Therefore, the problem of discipline in the classroom is considered as the most factor that may lead to the weak outcome at the end of the calendar.

2. Discomfort: large class makes most of the teachers feel uncomfortable, because it needs over efforts to demonstrate it. In large class, teachers cannot monitor all the students, speak constantly at a high pitch and involve the students to activities effectively. Nevertheless, monitoring and keeping discipline, speaking clearly and engaging students to useful activities are essential in the process of the learning but for the teachers who have a problem in the sound or physical problems, large classes can be a challenge to them.

3. Individual Attention: in large classes, the individual attention will be missed because it is difficult to the teachers to monitor all the students and give them an equal chance at the same time. However, some students prefer to have an individual care so that if they don't find it they can become inactive and bored.

4. Evaluation: evaluation is very important factor in teaching and learning a foreign and a second language. It helps the teacher to determine their students' proficiency level and keeps the process continuous. However, in the large classes, it is difficult to the teacher to check the exercises, follow the activities and correct the students' mistakes. Moreover, some techniques of learning like pair work and group work can

be impossible to apply. So that evaluation in the large classes can be one of the most challenge that face English as a foreign or a second language teachers.

### **2.5.2.3 Tips for Teaching Large Classes:**

Although, there are no unanimous methods and techniques for the teaching large class, however there are some tips that can be useful if the teachers follow them. UNESCO 2006 has collected many useful tips for teaching large classes. These tips are as follows:

1. Plan ahead and prepare thoroughly; problems can be magnified in large classes, but they can also be dealt with effectively.
2. Maximize classroom space by removing unnecessary furniture, and use space outside of the classroom as learning and activity centres. Ask your students for suggestions on arranging the classroom in a comfortable manner.
3. Do everything possible to get to know your students. A positive relationship with your students builds a willingness on their part to actively participate in class.
4. Have your students introduce themselves to everyone in an interactive manner. You introduce yourself, as well.
5. Move around the class when talking – this engages students more actively, and it can reduce the physical and social distance between you and your students.
6. Be natural and personal in class and outside of it – be yourself!
7. Tell your students you will be available before and after class to answer any questions they might have.
8. Keep track of frequently asked questions or common mistakes. Use these to develop lessons and help students avoid making mistakes.

9. Be aware of the class. If you notice or even feel that there is something wrong, ask a student what is going on. Invite small groups of students to visit you to discuss important class issues. When necessary, involve students and use positive discipline to deal with misbehavior.

10. Give a background questionnaire or a diagnostic test to check the content of your lessons and the knowledge and skills of your students, to identify those students that need special attention, as well as to make connections to students' life experiences.

11. 11. Recognize the attention span of students is limited: 15 minutes of lecture followed by an activity and then additional lecture if needed is an ideal timeline. Determine what information can be delivered in a form other than lecture and develop these methods. For instance, group work, role-playing, student presentations, outside readings, and in-class writing can be excellent ways to vary classroom routine and stimulate learning.

12. Develop a formal lesson plan as a way to organize your teaching in a large class setting; a way to monitor whether or not your students are understanding what is taught; and a chance for you to think about what to do next and how to improve your teaching. In your plan, identify what topic is to be taught, the learning objectives, teaching methods, classroom arrangement, main activities, resources, and assessment methods.

13. Explain to your students exactly how and why you are teaching the class or a specific lesson in the manner that you do. For example, "This is why I give quizzes at the end of class."

14. Develop a visual display of the outline of the day's topics and learning objectives (for instance, a list on a chalkboard). This will make following the flow of the class

much easier for you and your students. Plan for a clear beginning, middle, and end to the class.

15. Use “prompts” to develop students’ question and answer skills, and count to 10 after you ask a question to give time for the student(s) to answer.

16. Give assignments that really assess whether or not your students are learning what you are teaching. Can they explain the process by which they solved a problem, and can they apply what they are learning to everyday life? Give clear and thorough instructions for all assignments.

17. Develop a portfolio system or other ways to keep track of student performance – both successes and areas needing improvement – and to identify those students who require extra attention.

18. Develop exams that really tell you if your students have truly learned and can apply what you have taught them, not just what they remember.

19. Give prompt feedback on assignments and exams. Involve your students in the grading process to give faster feedback.

20. Reflect on your teaching. Discuss with your colleagues and students how your class can be improved. Visit the classes of colleagues who are also teaching many students, and exchange ideas and materials for teaching large classes. Above all, view the challenge of teaching a large class as an opportunity, not a problem.

### **2.5.3 Seating**

Effective seating arrangement in English as a foreign language classroom reinforces learners’ interaction as well as their language performance. There are many styles of classroom seating arrangement depending on the purpose of the lesson and the

proficiency level of learners. According to Egounléti et al 2018 there are three common styles of seating arrangements as follows:

1. U shape arrangement: this type of seating enables students to interact with themselves, moreover it facilitates the interaction. U- shape style of seating is recommended to influence participation, critical thinking, and appropriate comments, which in turn have a positive effect on the learning process. U- shape depends on the type of class, classroom size, and number of students. It may take some old fashion ingenuity to make it work. U-shape seating facilitates interaction because it makes the students feel that they are part of the large group not a single speck in a large frame. Also, it enables the teachers easily to demonstrate the lesson.

Moreover, this arrangement style connects the students with the teacher and also it connects the students with themselves. It is useful specially when the teacher wants to control the learners' behavior because it enables the teacher monitor the class.

2. Cluster Arrangement: in this style of seating arrangement, students are divided into three small groups or more. Interaction in this style is a tiny different than with U-shaped seating because in U-shaped seating students participate as a large community, whereas with cluster seating as a small community. This is useful specially to the learner who is shy to talk in a large community.

The atmosphere in this format of arrangement is like that of countries inside a continent. Students feel that they are a large group but each group is responsible itself. One of advantages of this type of arrangement is that it provides safety to the member of the group so that they can be free to make mistakes venture to unknown concepts, and even receive helping from others who are more knowledgeable without the feeling of shame.

Controlling the cluster format can be a problem specially in the large classes. One of the strategies that may help the teacher is to sit the students in the center of the room and make them to feel they are in the visual field of the teacher.

3. Row Arrangement: it is the very well-known traditional row of seating style and it still used in many schools around the world. This seating style has a problem in interaction because the focus is to direct on the teacher and isolate the learner so that it can focus only on what is being taught. Therefore, it restricts the students from participating in the learning process and reduces the chance of controlling their own learning.

Moreover, this style of seating arrangement does not encourage proper behavior. It gives students a sense of safety, and some of them take advantage of this to play and cause riots among their peers. To control such problem, teacher can make the students with behavior problems in front of the class.

## **2.6 Communicative Language Teaching**

Communicative language teaching has taken a great place in the process of teaching and learning a foreign and second language. This is due to the fact that communicative language teaching method has proven its effectiveness in the language acquisition process. Moreover, the demanding of the communicative competence is increasing daily because of the advancement that is the world witnessed. Alzebaree 2017 argues that:

*“Within linguistics, there has been an increasing interest in language use (meaning) rather than language form (structure) since 1970s. As a result, communicative approaches to language teaching have appeared. The concept of communicative competence emerged as a reaction against Chomskyan competence”. P.16*

Richards 2006 states that communicative language teaching has changed the track of teaching and learning English as a foreign or second language since it came as a new approach to the language teaching in the 1970s and 1980s, and language teachers and teaching institutions all around the world soon began to consider it.

Deda 2013 says:

*“Recent methods and approaches in teaching English as a second language focus on English as a practical tool and world commodity rather than a cultural enrichment. Due to such circumstances, the approach which survived in the new millennium is Communicative Language Teaching”. P.63*

According to Ansarey 2012, the language teaching methods play a very important role in the process of teaching and learning every language. English is an international language and be essential for many areas such as technology, science, business. This worldwide demand has created an enormous demand for quality language teaching and language teaching materials and resources. To make teaching more interesting and meaningful English teachers use different types of teaching methods. These methods include as Grammar Translation Method (GLT), Direct Method (DM), Audio Lingual Method (ALM), Situational Language Teaching (SLT) and Communicative Language Teaching (CLT). Among these CLT is one of most effective methods in achieving communicative competence and may be one of the most popular and widely used methods in Bangladesh.

Larsen and Anderson 2011 add that the purpose of learning a language is for communication purpose that enables students to communicate in the target language. To do this, students need to have knowledge of the linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can often offer a variety of functions. They must

be able to use these forms appropriately in the different social contexts. They must also be able to manage the process of negotiating meaning with their interlocutors. All these assumptions can be achieved with adapting communicative language teaching a method of teaching the target language.

Warda 2015 argues that some language teaching approaches consider classroom interactions, and one of these approaches is the communicative approach which is encouraged communication skills.

### **2.6.1 Techniques of Teaching English Communicatively**

Communicative language teaching as one of the contemporary methods of language teaching has many techniques. These techniques help the teacher to carry out the teaching process and help learners to learn the language effectively. They can be referred to as follow:

#### **2.6.1.1 Pair work**

A Pair work means to let learners working together in pairs; for instance: ask the learners to respond comprehension questions in pairs after reading a given comprehension text. This allows them to practice the language for example by sharing their answers or discussing an argumentative question. Warda 2015 describes the pair work as most effective activity of classroom interaction because it enables the students to practice many things together like practicing the target language and responding learning activities. It gives students enough time to interact with each other because unlike the group work there is only two students work mutually. One of its disadvantages is noisy, especially when it is used by the teacher who is unable to control the class.

Shastri 2010 compared between pair and group work as follow:



*'Sometimes group work is not very successful because of the different pace at which different learners work. Pair work is also convenient for practicing skills. It leads to greater learner autonomy. It does not disturb the arrangement in the class. The learners either sit next to each other or facing each other. Communication with the teacher is easier here. It should be a mixed ability pair. One of the two should be more proficient in language to help the other during activity. The teacher should clarify the objectives and the procedure before the activity begins. She or he should guide the learners by moving around the class. The learners can be involved in the activity based on the specially prepared material. They can be asked to do role-play on a given situation. This should be based on the real life situation to develop communicative competence.'* P,60

*As cited in Touhid 2018 Scrivener 2005 states that the pair work refers to a kind of classroom interaction which involves one student to work with another student in order to do a communicative activity, giving feedback and discussing on an issue.*

Therefore, both of two types of the works are useful but pair work is convenient more than group work. This is because pair work provides more advantages more than group work; for example: it may increase learner autonomy and also it is easy to manage it.

#### **2.6.1.1.1 Advantages**

As we mentioned above, pair work provides many advantages, Harmer 1988 states the following as advantages of pair work:

- It increases conversational opportunities. Then is useful in developing students' communication skills because creating a conversational chance in the class means developing communicative competence.

- It makes the learner to work independently so that it increases learners' autonomy which is considered as the most important characteristics of a successful learner.
- It allows the teacher to work with more than pair at the same time. So, it helps the teacher to offer time of the lesson specially when the lesson is long.
- It increases cooperative working and makes the class friendly. Working cooperatively is required among the students because it learners them collective work and also it helps them to build good relationships, so pair work emphasizes on such kind of values.
- It easy to organize. As it includes only two students, it is simple to be managed so that it very useful specially to the less experienced teachers.

#### **2.6.1.1.2 Disadvantages**

Even though, pair work is recommended but it is not free of problems. Harmer 1988 states the following points as disadvantages of pair work:

- It can noisy specially to teacher who cannot control the class. Specially, a teacher who is new in the field can counter many problems in the classroom and administrating students' activities like pair work can be of these problems.
- Students may be misbehaved and the chance of using the first language is greater.
- Some students may not prefer it especially when he\ she paired with linguistically weak student.
- The perfect choice of paired partner can be a problematic the students.

Touhid 2018 adds that when we make students to work in pair often they will make noise so that it is difficult to control them. additionally, they may use mother tongue for the expressions that they cannot express in foreign language. Another problem

also may raise especially when we pairing students according their abilities. May good students do all the tasks and weakest students do nothing.

Thus, pair work has disadvantages as well as advantages, but it is difficult to decide which can be over because it depends on many factors like the experience of the teacher. So may you think that pair work is very useful, but may I find the opposite.

### **2.6.1.2 Group work**

Group work as a technique of teaching is similar to pair work; the difference is that group work involves more than two students in the task whereas pair work is two students in paired. Group work is recognized as one of techniques of teaching and it is useful specially with some kind of classes like the large class.

According to Warda 2015 group work is helpful to the learners to reduce for example inhibition and also it increases their responsibility and independence. It builds the students' ability to work cooperatively. However, some teachers think that it is difficult to control group working because of many problems like using mother tongue among the learners, but it depends on the nature of the classroom environment.

Group work like pair works has advantages and as well as disadvantages.

#### **2.6.1.2.1 Advantages**

Harmer 1988 states the following as advantages of group work:

1. It increases conversational opportunities. Like pair work, group work also helps the students their communication skills.
2. It reduces personal relationships and encourages opinions exchanging.
3. It encourages cooperative working and increases negotiation skills.

4. It makes the learner is responsible of his\her work so that autonomy is promoted.
5. Although, being passive in the process of the learning is not recommended the learner is free to participate as he or she likes.

#### **2.6.1.2.2 Disadvantages**

According to Harmer 1988 the disadvantages of group work can be pointed as follows:

1. Pair work is frequently very noisy since some teachers and learners do not prefer it, specially to the teachers who cannot control the class.
2. Some students prefer to just follow the teachers not to work in pairs thus group work can be a problem to such kind of the students.
3. It increases passive learning because it makes the students to depend on each other.
4. It can be a waste of time because.

#### **2.6.1.3 Seminar**

Seminar is known as one of the most useful and effective learning and teaching techniques. It enables the students to share their experiences and practice real role playing. It is usually used in advanced education settings. It is an instructional technique which involves creating a situation for a group to have a guided interaction among themselves on a theme. Moreover, seminar increases the students' critical thinking and also it develops the students' self-confidence.

#### **2.6.1.4 Debate**

According to Alasmari and Ahmed 2012, Krieger 2005 argues that debate is effective activity for learning the language because it lets the students to practice many things at the same time; for instance, when the learners engaged in debates

they will practice the four skills at the same time. it also develops students' critical thinking and argumentation skills.

Cinganotto 2019 debate can help students to acquire vocabulary, raise fluency and increase their public speaking skills. Debate can be considered as an example of "opinion-gap activity," because it gives the students a chance to express their opinions and feelings so that they can develop their critical thinking.

In America, debates are yearly organized in the schools as a curricular or extra-curricular activities for students. In 2011, the English Speaking Union (ESU) reported in cooperation with "CFBT Education Trust", whose key findings show that debate helps reach these aims in the process of education:

- It increases academic achievements.
- It improves critical thinking.
- It improves communication skills.
- It increases ambitions, self-confidence and cultural consciousness.

Alasmari and Ahmed 2012 argue that, in the case of the countries that English is stated as a foreign language, there are many barriers may hinder students using the language outside of the classrooms. In such cases, debates can the best choice to enable students to practice the language. It is useful for both formal and informal learning settings; it is such an activity that engages learners in practicing all skills of English language (reading, writing, speaking and listening). Finally, debate beside it helps students to develop their English language skills, it enhances students' presentation skills which will make them confident users of English language in academic, social and professional settings.

### **2.6.1.5 Presentation**

Like seminar, presentation plays an effective role in a foreign or a second language acquisition. Brooks and Wilson 2015 argues that:

*“One of the benefits of using oral presentations in the classroom is the opportunity that they present for learners to use their L2 to communicate with others in a natural way. If the activity is properly scaffolded, participating in an oral presentation can provide students with an enjoyable learning experience that allows them to interact with others using only their L2. This is because presentations require the students who are giving the presentation to use only English to communicate an idea to one or more interlocutors. This type of communication is one of the most important goals of communicative language teaching. Also, oral presentations, especially group presentations, allow students to engage in a cooperative task that requires them to use English to explain their ideas and to negotiate meaning with a larger community of language learners while they are planning and practicing their presentations”. P.202*

### **2.6.2 Problems of Communicative Language Teaching**

Communicative language teaching has become most popular method of teaching a foreign or second language nowadays. However, it has some problems and disadvantages. Thamarana 2015 indicates the following as disadvantages of communicative language teaching:

1. It gives focusing to the meanings and the appropriate using of the language more than the study of grammar and structure while the effective language user needs to have accurate knowledge of grammar and communication skills.

2. The CLT approach aims to the fluency not the accuracy in grammar and pronunciation while inaccurate grammar also leads to non-fluency.
3. Low level proficiency students face difficulties in oral communication so CLT may not appropriate to such kind of the students.
4. Much more efforts are expected by the teacher in the classroom because to practice communicative language approach, it needs real authentic language use and genuine interaction.
5. To implement CLT in the classroom, it needs special requirements like authentic materials, native speakers and large size of classes so these may be a problematic to some educational systems.

Santos 2020 argues that there are some obstacles serve as disadvantages within communicative language teaching approach. These obstacles can be summarized in the following points:

1. Communicative language teaching approach can be a problematic to some teachers who are not proficient in the target language, because sometimes the teacher needs to answer questions raised during the interaction in the classroom related to sociolinguistics and cultural aspects.
2. In the multinational classrooms, CLT may not be desired because some students may not will to accept CLT due to their traditional view of language teaching techniques.
3. Some countries employ standard examination guidelines to enter the universities, for example; in the United States, secondary school students are recommended to take the Scholastic Assessment Test (SAT) as one of the university entrance requirements. Such university entrance exams are also widely employed in many international locations and schools, such as the A-Level, and the General Certificate of Education (GCE). But these universities

entrance exam do not require any type of oral language proficiency. Consequently, learners may not be encouraged to have additional communicative training the requirement of these examinations.

4. It is difficult to implement communicative language teaching approach in the multinational classrooms, because the learners belong to different social and cultural background and may have different traditional and behavior perspective.
5. It does not work in large class because it does offer opportunities to the students to interact and communicate with their peer, also it is difficult to the teacher to handle additional demands, questions, improvement or corrections for each students.
6. It neglects the study of syntax which leads to disorderly understanding of the target language.

Despite of the mentioned problems, communicative language teaching approach remains on the top of effective methods of teaching foreign or second languages. Furthermore, in cases where the communicative language teaching approach does not work, other teaching methods can be referenced and thus can be selected based on the students' needs and their level of proficiency.

## **2.7 Previous Studies**

### **2.7.1 Teaching pragmatics in English as a Foreign Language at a Vietnamese University Teachers' Perceptions, Curricular Content, and Classroom Practices.**

Vu (2017) attempted to investigate teachers' perceptions of pragmatics, curricular content, and classroom practices. The researcher used different types of instruments



including questionnaire survey, interviews, focus group, classroom observations, and document analysis as data collecting tools. The study revealed that:

(a) teachers' understanding of pragmatic knowledge and its teaching varied, although all of them recognized the vital importance of teaching pragmatic knowledge in enhancing FL students' communicative competence;

(b) the way teachers taught pragmatic knowledge was influenced by how they learned pragmatics and their perceptions of pragmatics;

(c) there was a dearth of pragmatic knowledge presented in the analyzed textbook; and

(d) teachers relied mostly on textbooks to teach pragmatics and encountered difficulties in teaching pragmatics because of their lack of pragmatic competence as well as methods to teach it.

### **2.7.2 Research into the Development of Interlanguage Pragmatic Competence of EFL Learners in Northern Iraq**

Alzebaree (2017) investigated Kurdish EFL undergraduate students' (KEFLUS) interlanguage pragmatic competence. The participants were 83 KEFLUS and 14 native speakers of English (NSE). A Discourse Completion Task (DCT) which consisted of thirty situations on the speech act of permission, request, suggestion, opinion, apology, invitation, refusal, offer, questioning and advice and a rating scale developed and prepared by the researcher were used to collect the data. The researcher revealed the differences in response between the KEFLUS and NSE in overall strategies and strategy patterns used to perform the speech acts in question. Furthermore, the findings indicated that there was a significant difference between the state and private universities. However, the results indicated that there are no significant differences between males and females in making speech acts. Moreover,

the KEFLUS responses have been found to be generally pragmatically and structurally appropriate.

### **2.7.3 Developing Learners' Communicative and Pragmatic Competence**

#### **Using Authentic Language Data. An Experimental Investigation at the Department of English, Biskra University.**

Segueni (2017) aimed at experimental investigation of the impact of using authentic language data on learners' communicative competence and pragmatic competence. The study adopted different means including a questionnaire, a number of tasks and a set of tests. The study concluded that using of authentic material in the foreign language classroom is useful to improve learners' communicative competence and self confidence in the target language. Moreover, exposing the learners to natural and real language with all its paralinguistic and cultural features is helpful to develop communicative competence.

### **2.7.4 Investigating Pragmatic Problems of Communication in English-Arabic Translation**

Noorain (2015) aimed at investigating the pragmatic problems of communication in English-Arabic Translation and the importance of including pragmatics as a discipline on the bachelor and M. A. Levels for the problems it represents when it comes to translating English text into Arabic. The researcher used a questionnaire and a test to confirm the hypotheses of this study. The results of this study showed that students of M.A. in translation are unable to translate pragmatic aspects when they translate from English into Arabic which results in poor translation. They also tend to translate the literal meanings. The study also reached into results that proved the necessity of including pragmatics in English language syllabuses in both bachelor and M.A. levels. The researcher recommended the following: the

administrations at the concerned colleges and departments are strongly recommended to include pragmatics with its different aspects as a separate course. Teachers are also advised to make sure that their students are able to go beyond denotation to connotation, and they should also be taught the principles of using pragmatics, training them on related expressions, as well as showing them the areas where beginner translators are expected to fail in providing the appropriate meanings.

### **2.7.5 Investigating the Pragmatic Competence of Sudanese EFL Learners' Oral Proficiency**

Hassan 2020 investigated pragmatic competence of Sudanese EFL learner's oral proficiency. The researcher adopted descriptive and analytical methods to conduct the study. He used questionnaire, test, and interview as tools for data collection. The statistical analysis for the results of the instruments showed that pragmatic competence makes learners competent in speaking; it develops learner's pronunciation, self-confidence and helps learners use language appropriately. The findings also revealed that both teachers and students believe that context determines the choice of the language that is appropriate in different situations the findings show that the Context helps learners express request, apology, and it raises learner's awareness of target language culture. The findings also revealed that the textbook and language program prescribed for 4th year students are inadequate enough yet to develop their pragmatic competence.

### **2.7.6 Enhancing University Students' Pragmatic Competence Through Teaching English Language Idiomatic Expressions**

Osman2020 conducted an experimental study on enhancing university students' pragmatic competence through teaching English language idiomatic expressions. The researcher adopted descriptive and experimental methods to conduct the study.

He used questionnaire and a diagnostic test to collect the data of the study. The study concluded that carefully selected texts can help narrow the cultural gap and help the student to have a better grasp of the subject matter and improve their communicative competence and classroom interaction, and introducing authentic material can maximize the students' grasp of the language. The researcher recommended that to increase classroom interaction and pragmatic competence the cultural gap must be reduced by means of including texts known to have that effect as literature and special attention should be paid to idiomatic expressions particularly their cultural aspect. Tutors should be trained to handle their classes in a way that promotes their students' communicative and pragmatic competence.

### **2.7.7 Impact of Pragmatic Dixies on Improving Oral Communication among University English Majors**

Abaker, H. 2018 investigated at the impact of pragmatic dixies on oral communication among the university students majoring English. The researcher adopted the experimental and descriptive analytical methods to conduct the study. He has adopted two tools including a questionnaire and pre-test and post-test to obtain the required data. The sample of the study consisted 50 university English tutors and 60 students majoring English. The study assumed that teacher talk may have a positive effect on students' understanding to the role of dixies in oral communication. English major students use gesture to decode the meaning of deictic expressions in oral communication. It is also hypothesized that students use symbols to refer to dixies in oral communication. The deictic center may have a negative effect on students' abilities to refer to entities in oral communication. The context may have an important role in decoding the meaning of dixies in oral communication. Finally, the study recommends that teachers should train students on deictic expressions through authentic communicative situations.

## **2.8 Summary of The Chapter**

This chapter provided a literature review that related to the area of pragmatics in English as a foreign or a second language learning. Moreover, it presented a general review of the communicative language teaching and its techniques, the oral communication and the large classrooms in English as a second language or foreign language context. Moreover, it showed some previous studies that have been conducted in the field of pragmatics.

# **CHAPTER THREE**

## **METHODOLOGY**

# CHAPTER THREE

## METHODOLOGY

### 3.0 Introduction

This chapter describes the methodology that is adapted to conduct the study and also it explains the population and the sample, the instruments and the procedures of the study. The instruments used to collect the data of the study included the written discourse completion task and a questionnaire. Moreover, the chapter reviews the validity and reliability of the study.

### 3.1 Research Methodology

This study adopts the descriptive and analytical methods of research. Tavakoli 2012 defines the descriptive research as:

*“An investigation that provides a picture of a phenomenon as it naturally occurs, as opposed to studying the impacts of the phenomenon or intervention. Descriptive research attempts to look at individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze, and interpret the entities and the events that constitute their various fields of inquiry. It is concerned with conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing.” p.160*

To answer the questions of the study, two kinds of descriptive and analytical instruments were adopted. The first one is a written discourse completion task WDCT to examine how do students respond English language functions and how do they use these functions in different social situation contexts. The second one is a

questionnaire to identify English teachers' perceptions towards English students' pragmatic competence.

### **3.2 Research Population and Sample**

The population of the current study includes teachers of English as a foreign language at Sudanese universities and the students majoring English as a foreign language. The sample of the study included 50 students of 4<sup>th</sup> year undergraduate students at AL-Neelain university- faculty of arts- English department and 30 English teachers of English as a foreign language in different universities in Sudan. A pilot study of the written discourse task was conducted to 5 participants who were randomly selected to test the clarifications, and the accuracy of the instructions. Moreover, a pilot study concerning the teachers' questionnaire was conducted to three teachers since a few remarks were noticed and they are considered.

### **3.3 Instruments**

To confirm the hypotheses of the study and obtain valued information, two instruments were adapted including a written discourse completion task and a structured questionnaire.

#### **3.3.1 Written Discourse Completion Task WDCT**

Discourse completion task is known as the most popular data gathering tool for pragmatic studies. This type of instrument offers many advantages especially for pragmatic studies. It enables the researcher to investigate language functions and sociolinguistics and cultural aspects very reasonably.

Mackey and Gass (2005) says that:

*'Perhaps the most common method of doing pragmatics-based research has been through the use of a DCT. This is particularly useful if one wants to*



*investigate speech acts such as apologies, invitations, refusals, and so forth. One can manipulate relatively easily such factors as age differences or status differences between interlocutors. DCTs are implemented most frequently in writing, with the participants being given a description of a situation in which the speech act occurs. After the description, there is usually blank space where the response is required'. P.89*

Tavakoli 2012 defines the discourse completion task as:

*“Means of gathering contextualized data. Generally, a situation is provided and then the respondent is asked what s/he would say in that particular situation. This is particularly useful if one wants to investigate speech acts such as apologies, invitations, refusals, and so forth. One can manipulate relatively easily such factors as age differences or status differences between interlocutors. DCTs are implemented most frequently in writing, with the participants being given a description of a situation in which the speech act occurs. After the description, there is usually blank space where the response is required.p.”173*

Therefore, in this study a written discourse completion task was developed and adopted. It consists of two parts: the first part contains 5 elements that measures students' ability to use English language functions, and the second contains 5 elements that also measures student's ability to practice the language in different social situations and context.

### 3.3.2 Questionnaire

Tavakoli 2012 defines the questionnaire as an instrument of the study that gives the respondents a group of statements of questions so as to respond them either by writing out their answers or selecting them among already given choices. According to Dornyei 2003, Brown 2001 says:

*“Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers. ” p.6*

The questionnaire as a tool of gathering data can be divided into many types. Mackey and Gass 2005 state that:

*“Two types of questionnaire items may be identified: closed and open ended. A closed-item question is one for which the researcher determines the possible answers, whereas an open-ended question allows respondents to answer in any manner they see fit. Closed-item questions typically involve a greater uniformity of measurement and therefore greater reliability. They also lead to answers that can be easily quantified and analyzed”. P.93*

Therefore, this study adopted a structured closed item questionnaire to gather data related to the study. It contains 15 items which are developed based on the hypotheses of the study.

### 3.4 Procedures

Firstly, the written discourse completion task was given to the students. The items of the task were inspired by Aghbri's study, and Geoffrey Leech's five functions of language. It contains 10 items divided into two parts; the first part evokes 5 language functions: informational, expressive, directive, aesthetic and phatic whereas the

second part evokes 5 scenarios for different social situations including: expressing opinions in formal situation, using an appropriate context to an appropriate situation, responding immediate verbal reaction and expressing feelings informally.

Then, Participants were asked to write in English what they would say to respond the different scenarios. The gender variable is not considered because the study does not aim at investigating the gender factor.

The following procedures were taken to administrate the written discourse completion task:

1. Permission was granted by the department of English language at the target university.
2. The aim of the study was clarified to the students and the students had ensured that there would be no kind of evaluation and they did not have to write their names on the task.
3. To achieve an assured and a high response rate, the researcher administrated the task by himself.

Secondly, the questionnaire was adopted to conduct teachers' perceptions towards students' pragmatic competence and teaching pragmatics. It consists of (15) statements and each statement includes five choices; strongly agree, agree, neutral, disagree and strongly disagree. The items of the questionnaire were formulated based on the hypotheses of the study. The first part concerned with the five language functions according to leech, the Second one for student's ability of using language in different social situations, and the third for the importance of teaching pragmatics in a foreign or second language.

The following procedures were taken to administrate the questionnaire:

1. The researcher clarified the aims of the study to the teachers. Additionally, he assured to the teachers that there would be no kind of evaluation and they did not have to write their names.
2. For the purpose of achieving a high response rate, the researcher distributed most of the questionnaires personally.

### **3.5 Data Analysis**

Descriptive and analytical methods were adopted to investigate the difficulties faced EFL learners in Sudan in pragmatic competence. The data of the study was collected and organized very carefully. SPSS is used to find out the percentage, frequencies and correlation of the results. The responded items of the written discourse completion task were divided into correct and incorrect responses, and tables and graphics were used to show the percentages. On the other hand, the teachers' responses of the questionnaire were converted into percentage and arranged them in tables and graphics. In addition, all responses of the written discourse completion task items and the questionnaire are presented and discussed in the chapter four.

### **3.6 Reliability and Validity of the Instruments**

In order to make the questionnaire and the written discourse completion task valid, they were checked and revised by one professor and 3 experts associate professors. They asked to remove some of the items and modified other; then, the researcher had taken their remarks in consideration.

Mackey and Gass 2005 state that:

*“Reliability in its simplest definition refers to consistency, often meaning instrument consistency. For example, one could ask whether an individual who takes a particular test would get a similar score on two administrations of the same test. If a person takes a written driving test and receives a high*

*score, it would be expected that the individual would also receive a high score if he or she took the same written test again. We could then say the test is reliable. This differs from validity, which measures the extent to which the test is an indication of what it purports to be (in this case, knowledge of the rules of the road)”. P 128*

According to Cronbach’s Alpha, the questionnaire is reliable with more than 78%, so that it is consistent and related to the hypotheses of the study.

<u>Cronbach’s Alpha</u>	<u>N of items</u>
780	15

### **3.7 Ethical Considerations**

Ethical issues were considered specially when the researcher was collecting the data of the study. To collect data of the first instrument (discourse completion task), the permission was granted by the department of English as a foreign language at the target university. All participants both in the written discourse completion task and the questionnaire were assured that the information provided by them would be used for the purposes of research only.

### **3.8 Summary of the Chapter**

To sum up, this chapter introduced the methodology of the current study. The participants included two groups; the first one is the students who majoring English as a foreign language and the second is the teachers of English as a foreign language. Concerning the instruments, the study adopted two kinds of instruments; the written discourse completion task and questionnaire. Finally, the chapter illustrated the

procedures that followed to collect and analyze the data of the study. The next chapter will be a presentation of the data that were analyzed and gathered.

# **CHAPTER FOUR**

## **DATA ANALYSIS, RERSULTS & DISCUSSION**

# CHAPTER FOUR

## DATA ANALYSIS, RESULTS AND DISCUSSION

### 4.0 Introduction

This chapter provides the analysis of data, and discussion and interpretation of the results using statistical figures and tables in term of frequencies and percentages. A questionnaire and written discourse completion task were used to collect the data. The data obtained by these two tools were analyzed by using SPSS, to know percentages and frequencies.

### 4.1 Results of the Written Discourse Completion Task

The written completion task was the first tool adopted to collect data of the study. The task was divided into sections; the first section investigates the difficulties face English learners in using language functions, and the second section investigates the difficulties face the learners in using English appropriately in different social situations and contexts. The total number of the students involved in the task was 50 students from AL-Neelein University, faculty of Arts, English language department. The results obtained through the written discourse completion task are shown as follows:

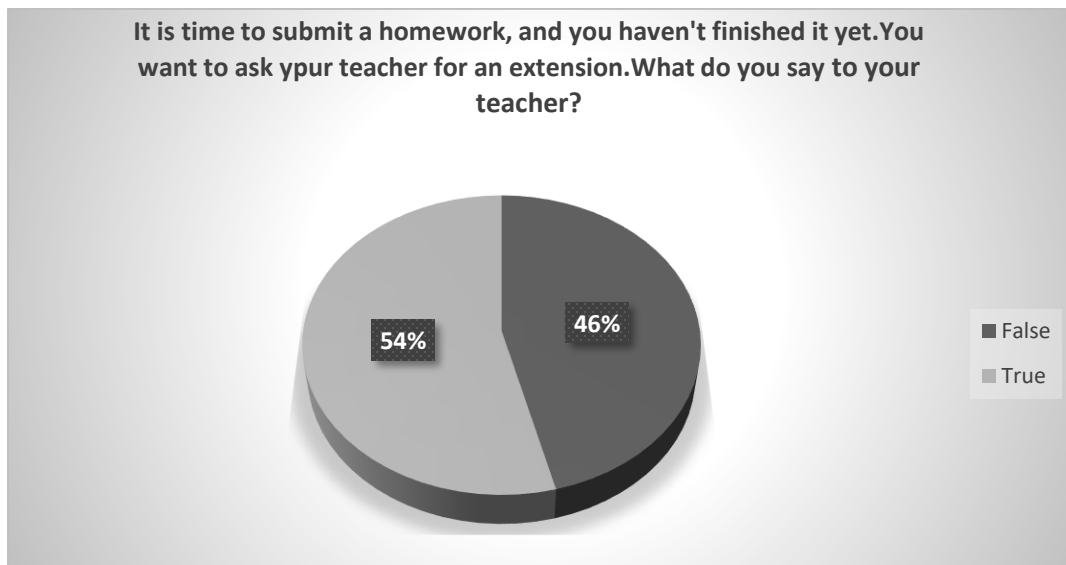
**Item (1):** It is time to submit homework, and you haven't finished it yet. You want to ask your teacher for an extension. What do you say to your teacher?



**Table 4.1.** Asking for extension- informative function

Answer	Number	Percent
False	23	46.0
True	27	54.0
Total	50	100.0

**Figure 4.1:** Frequency Distribution of the Item 1



The table 4.1 and the figure above show the distribution of responses of the students' asking for an extension. It is clear that (23) students with (46%) failed to ask appropriately an extension, whereas (27) students with (54%) succeeded in doing this. This means that more than half of the students succeeded to ask acceptably an extension. This indicates that the majority of EFL learners in Sudan have no problem in the informative language function because if they have a problem in such kind of the language function; the majority of them should fail to respond to this item.

**Item (2):** you accompany your friend to the clothes shop. Your friend wants to buy a new shirt but he does not know which color to select. He wants your opinion. What do you say?

**Table 4.2.** Expressing Opinion- expressive function

Answer	Number	Percent
False	20	40.0
True	30	60.0
Total	50	100.0

**Figure 4.2:** Frequency Distribution of the Item 2



The table 4.2 and the figure 4.2 show that (20) students with (40%) failed to express their opinions using informal language, whereas (30) of the students with (60%) successfully expressed their opinions informally. This means that the majority of EFL learners in Sudan are able to express their opinion using informal language. So

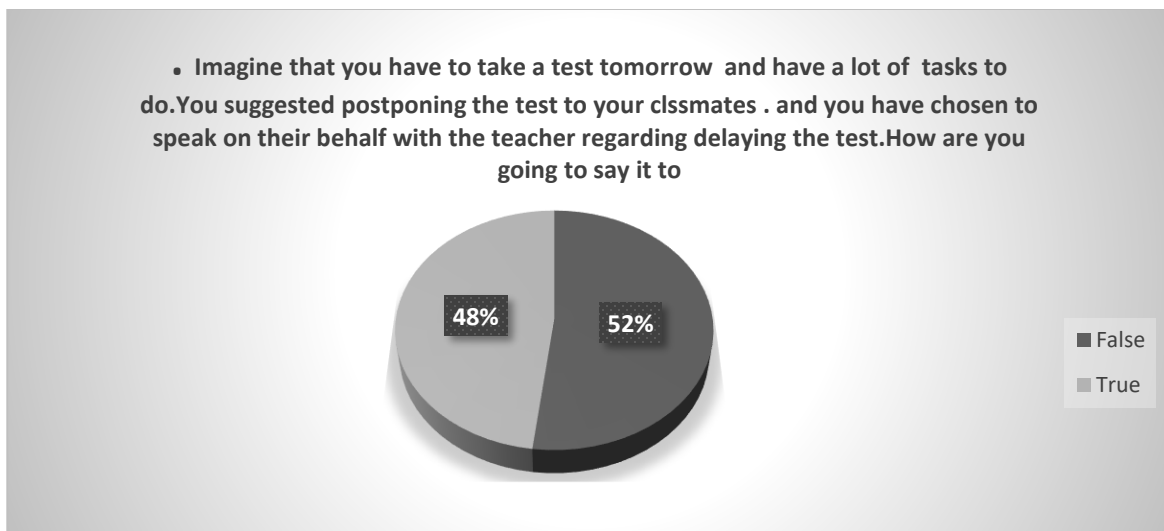
that, expressive language function is not considered to be a problem to the majority of EFL in Sudan learners especially expressing an opinion informally.

**Item (3):** Imagine that you have to take a test tomorrow and have a lot of tasks to do. You suggested postponing the test to your classmates, and you have chosen to speak on their behalf with the teacher regarding delaying the test. How are you going to say it to your teacher?

**Table: 4.3** Making Request- directive function

Answer	Number	Percent
False	26	52.0
True	24	48.0
Total	50	100.0

**Figure 4.3:** Frequency Distribution of the Item 3



The table able 4.3 and the figure 4.3 present that (26) students with (52%) were unable to make request, whereas (24) students with (48%) were able to make it. This

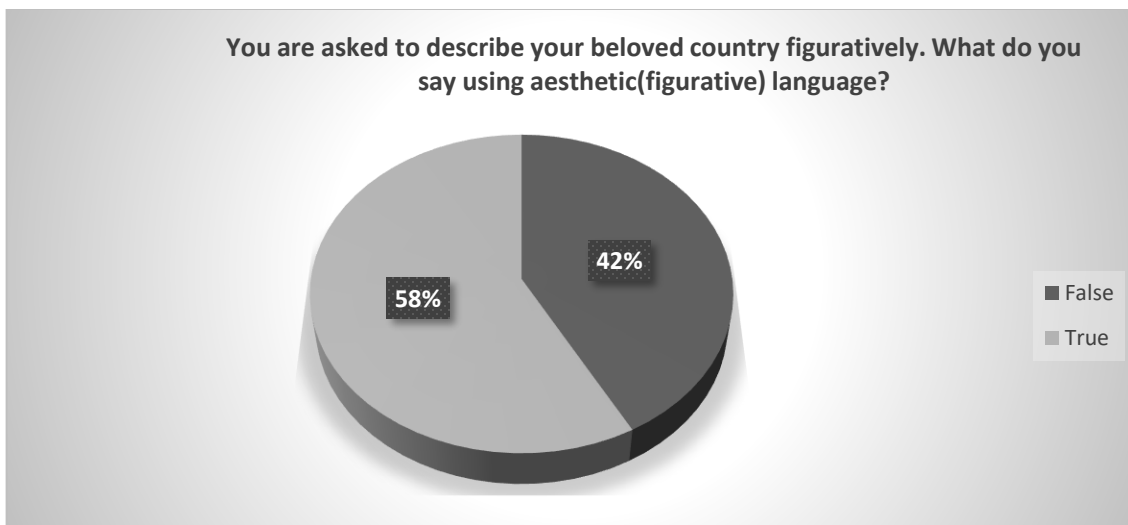
indicates that the majority of the students could not able to make request. This means EFL learners in Sudan face difficulties in the directive language function because most of them failed to respond the item which is implied the directive language function.

**Item (4):** You are asked to describe your beloved country figuratively. What do you say using aesthetic (figurative) language?

**Table: 4.4** Figurative Speech- aesthetic Language

Answer	Number	Percent
False	21	42.0
True	29	58.0
Total	50	100.0

**Figure 4.4: Frequency Distribution of the Item 4**



The table 4.4 and the figure above show that (21) students with (42%) failed to describe their country using figure of speech, whereas (29) of the students with

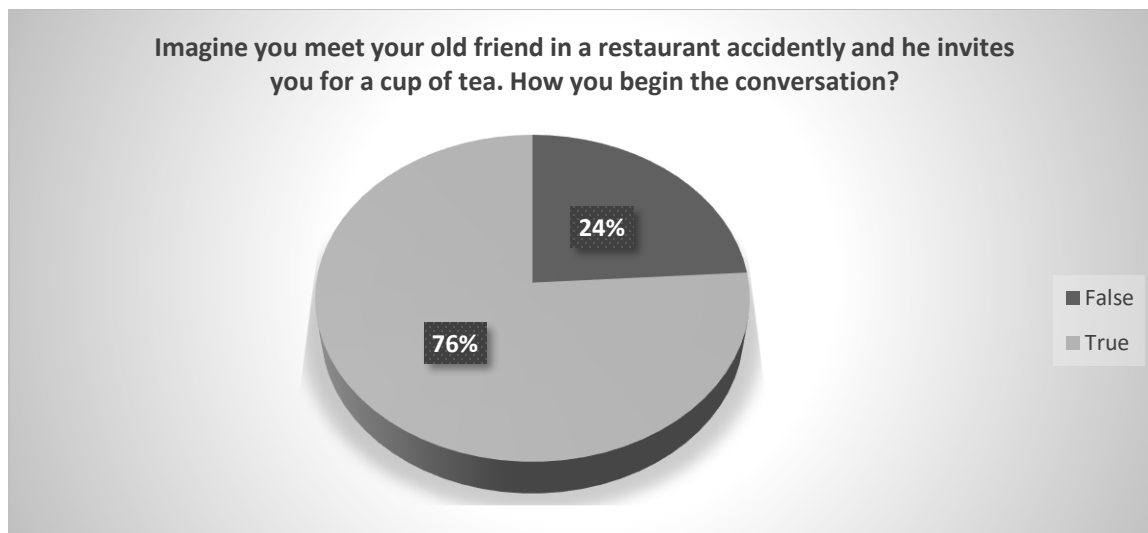
(58%) were succeeded to do this. This means that the majority of EFL learners in Sudan have no problem to use figure of speech.

**Item (5):** Imagine you meet your old friend in a restaurant accidentally and he invites you for a cup of tea. How do you begin the conversation?

**Table 4.5:** Opening Conversation- phatic Function

Answer	Number	Percent
False	12	24.0
True	38	76.0
Total	50	100.0

**Figure 4.5:** Frequency Distribution of the Item 5



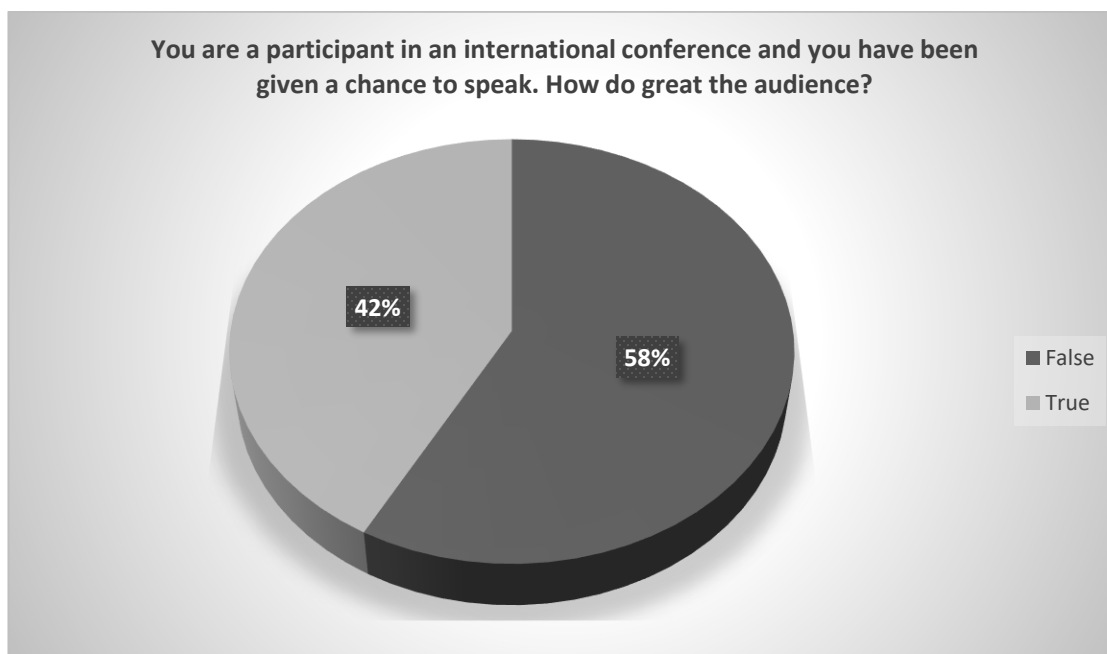
The table 4.5 and the figure above show that (12) of the students with (24%) were unable to start a conversation, whereas (38) of the students with (76%) were succeeded in doing this. This indicates that the majority of EFL learners in Sudan are able to start a conversation.

**Item (6):** You are a participant in an international conference and you have been given a chance to speak. How do you greet the audience?

**Table 4.6:** Greeting Audience- formal Situation

Answer	Number	Percent
False	29	58.0
True	31	42.0
Total	50	100.0

**Figure 4.6:** Frequency Distribution of the Item 6



The table 4.6 and the figure above show that (29) students with (58%) greeted the audience, whereas (21) of the students with (42%) could not greet them. This means that majority of the students are unable to greet the audience in a formal situation. This indicates that EFL learners in Sudan face difficulties to greet the audience in a formal situation which is conventional in using the language in the formal situations. And one who cannot greet an audience using a formal language, consequently cannot

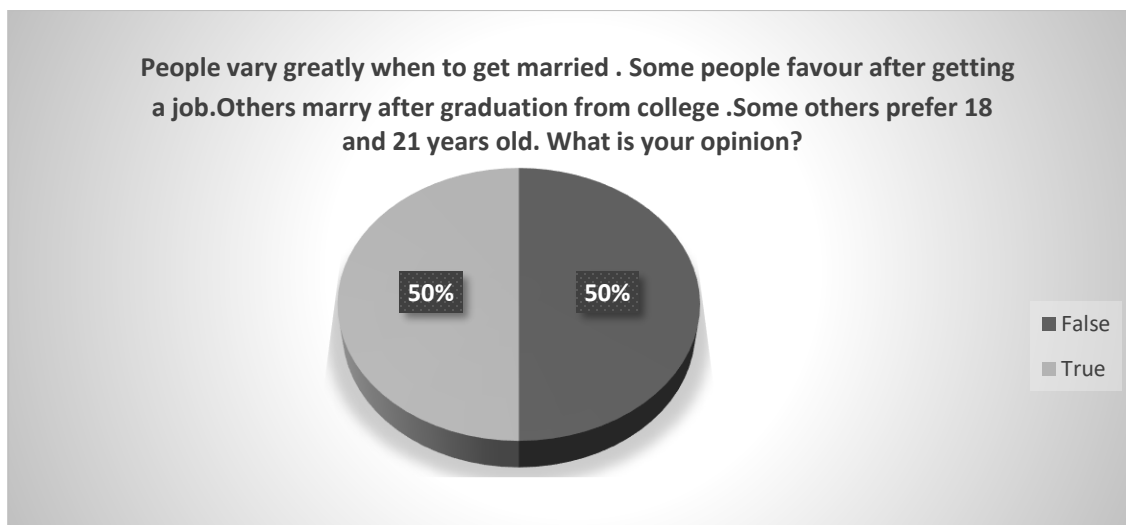
speak formally in different formal situations. Thus, one of the difficulties of pragmatic competence faced EFL learners in Sudan is using the language in different formal situations.

**Item (7):** People vary greatly when to get married. Some people favor after getting a job. Others marry after graduation from college. Some others prefer between 18 and 21 years old. What is your opinion?

**Table 4.7:** Expressing Formal Opinion

Answer	Number	Percent
False	25	50.0
True	25	50.0
Total	50	100.0

**Figure 4.7:** Frequency Distribution of the Item 7



The table 4.7 and figure above show that (25) students with (50%) failed to express their opinions formally, whereas (25) students with (50%) succeeded in doing this. This indicates that half of the respondents are able and other half are unable to express their opinions. As indicated in the previous item's comment that one who

cannot greet formally cannot continue to speak in the formal situations. Therefore, half of the students failed to express their opinions formally which may lead them incompetent in pragmatics.

**Item 8:** You are buying in a grocery store and you noticed that the cashier looks like a foreigner, and he asked you about your grocery stuff. How will you start the conversation?

**Table: 4.8** An appropriate Language in an Appropriate Situation

Answer	Number	Percent
False	41	82.0
True	9	18.0
Total	50	100.0

**Figure 4.8:** Frequency Distribution of the Item 8



The table 4.8 and the figure above show that (41) students with (82%) failed to speak or start a conversation with the foreigner, whereas only (9) students with (18%) succeed in doing this. This means that the majority of the students could not able to



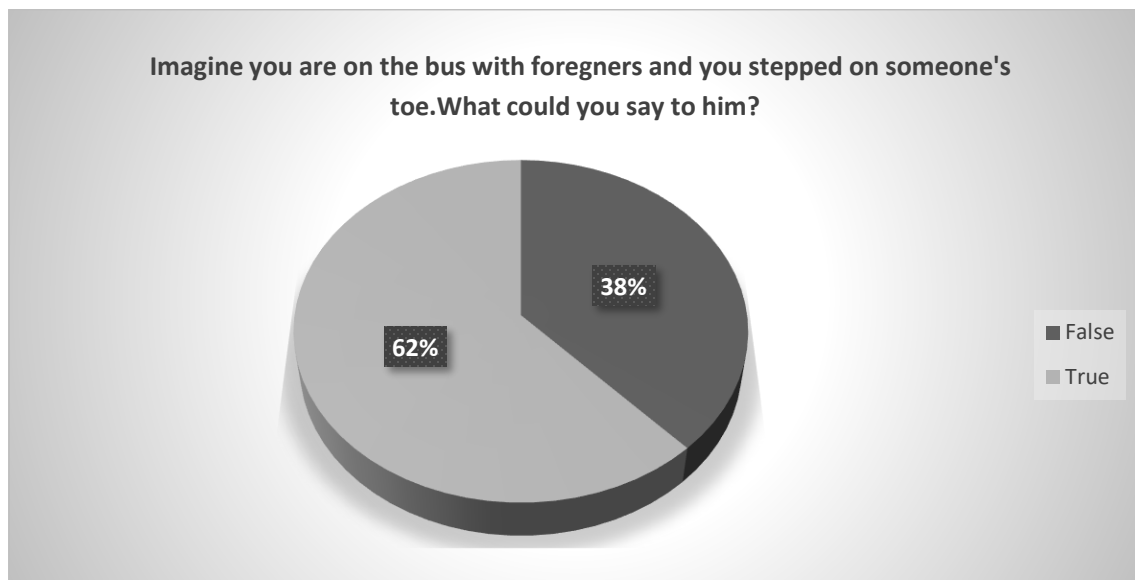
start a conversation. This indicates that the majority of the students are unable to use the appropriate language in the appropriate situation.

**Item 9:** Imagine you are on the bus with foreigners and you stepped on someone's toe. What could you say to him?

**Table 4.9:** Verbal Reaction

Answer	Number	Percent
False	19	38.0
True	31	62.0
Total	50	100.0

**Figure 4.9:** Frequency Distribution of the Item 9



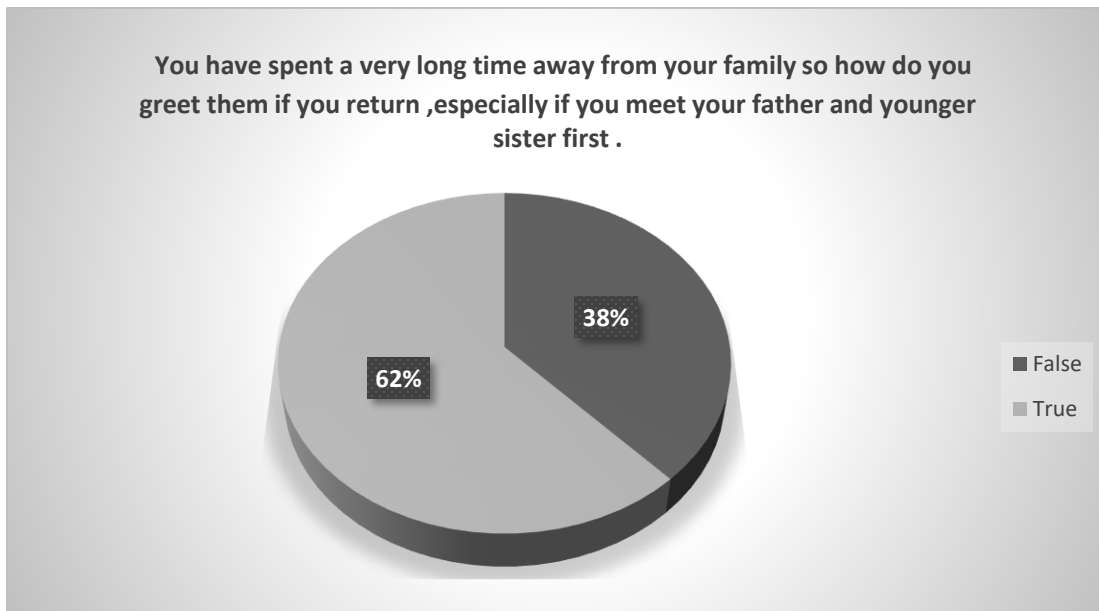
The table 4.9 and the figure 4.9 show that (19) students with (38%) failed to respond immediate verbal reaction, whereas (31) of the students with (62%) passed. This means that the majority of the students are able to immediately react in English.

**Item 10:** You have spent a very long time away from your family so how do you greet them if you return, especially if you meet your father and younger sister first.

**Table 4.10:** Expressing Feelings: Informal Situation

Answer	Number	Percent
False	19	38.0
True	31	62.0
Total	50	100.0

**Figure 4.10:** Frequency Distribution of the Item 10



The table 4.10 and the figure 4.10 show that (19) students with 38% were unable to express their feelings in informal situation, whereas (31) of the students with 62% were able in doing this. This indicates that the majority of the students have no problem to express their feelings in informal situation.

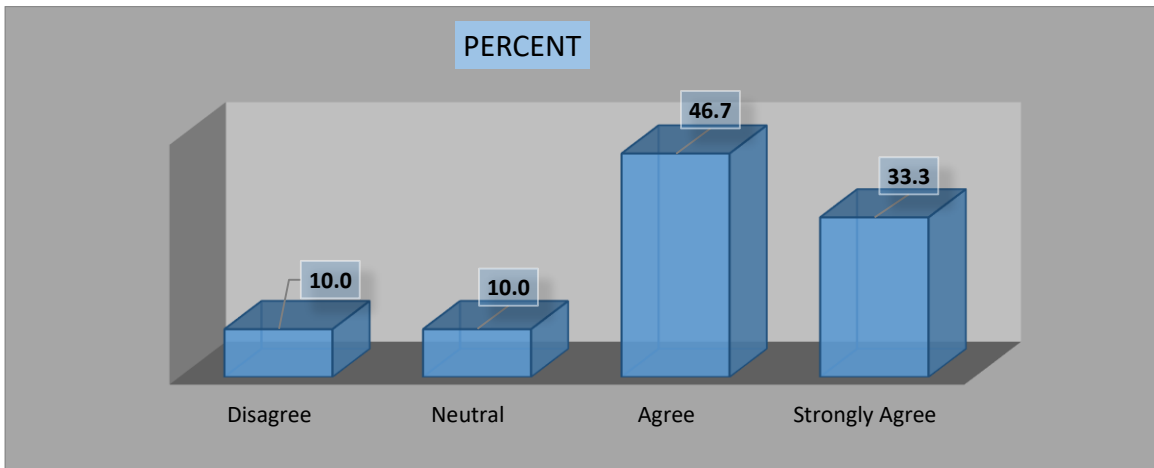
### 4.3 Result of Techers' Questionnaire

**The statement1:** Sudanese 4<sup>th</sup> year EFL students understand questions in English without any difficulty

**Table: 4.11:** Frequency Distribution of the Statement 1

Item1	Frequency	Percent
Disagree	3	10.0
Neutral	3	10.0
Agree	14	46.7
Strongly Agree	10	33.3
Total	30	100.0

**Figure 4.11:** Frequency Distribution of the Statement 1



As shown in the table 4.11 and the figure 4.11, (24) teachers with more than (79%) agreed that 4<sup>th</sup> year EFL students in Sudan understand questions in English without any difficulty, while only (3) teachers with (10%) disagreed with this. And (3) of the teachers with 10% had neutral view. This means that most of EFL learners in Sudan have no problem to understand questions in English. Therefore, this means that the

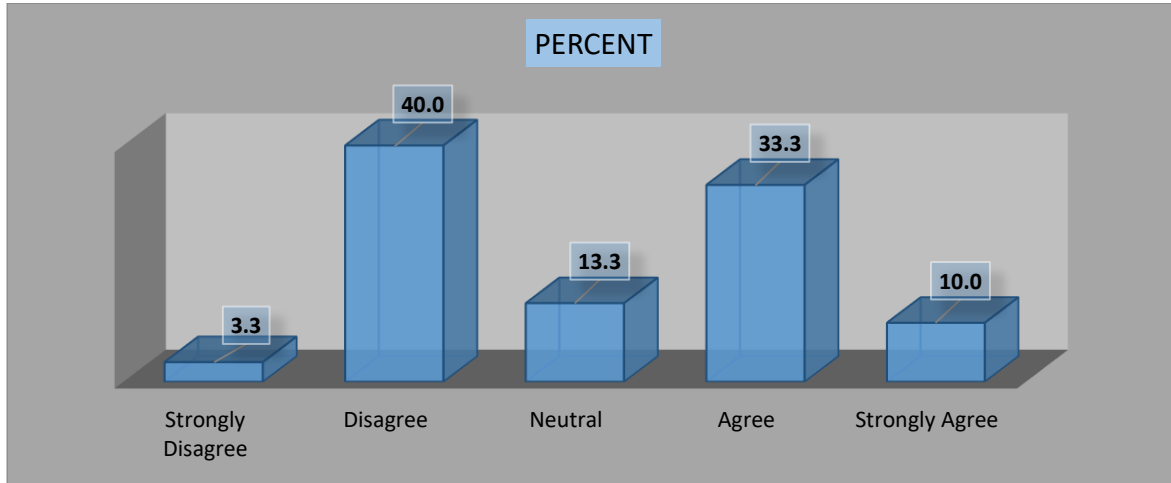
majority of EFL teachers in Sudan believe that their students do not face any difficulty in informative language function especially in making questions.

**Statement 2:** 4<sup>th</sup> year EFL students can express their thoughts convincingly.

**Table: 4.12:** Frequency Distribution of the Statement 2

Item 2	Frequency	Percent
Strongly Disagree	1	3.3
Disagree	12	40.0
Neutral	4	13.3
Agree	10	33.3
Strongly Agree	3	10.0
Total	30	100.0

**Figure 4.12:** Frequency Distribution of the Statement 2



The table 4.12 and the figure 4.12 present that (13) of the respondents with (43%) agreed that 4<sup>th</sup> year EFL students in Sudan are able to convincingly express their thoughts, while (13) of the respondents with (43.3%) disagreed with this. And only (4) of the respondents with (13.3%) had neutral view. This indicates that the majority

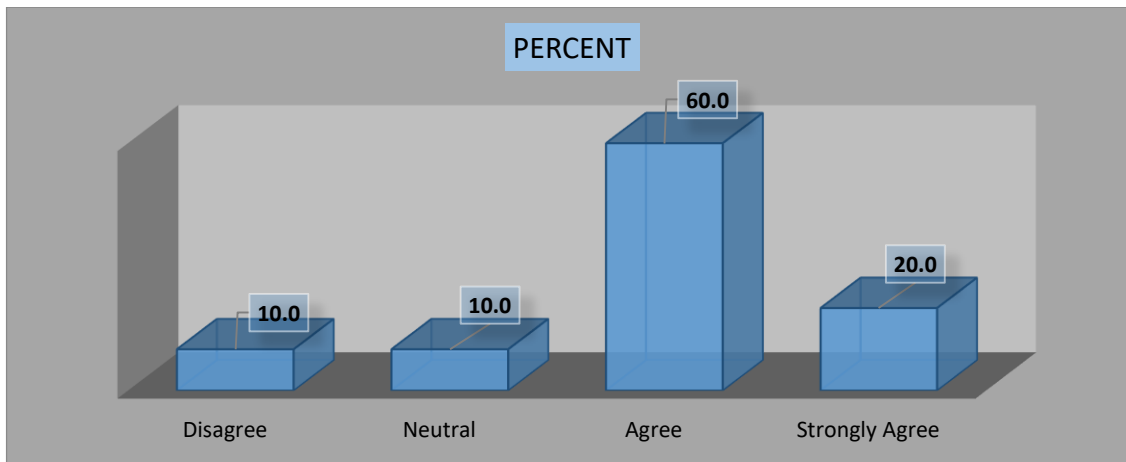
of the teachers believe that EFL learners in Sudan are unable to express their opinions

**Statement 3:** 4<sup>th</sup> year EFL students are able to start conversations.

**Table: 4.13:** Frequency Distribution of the Statement 3

Item 3	Frequency	Percent
Disagree	3	10.0
Neutral	3	10.0
Agree	18	60.0
Strongly Agree	6	20.0
Total	30	100.0

**Figure 4.13:** Frequency Distribution of the Statement 3



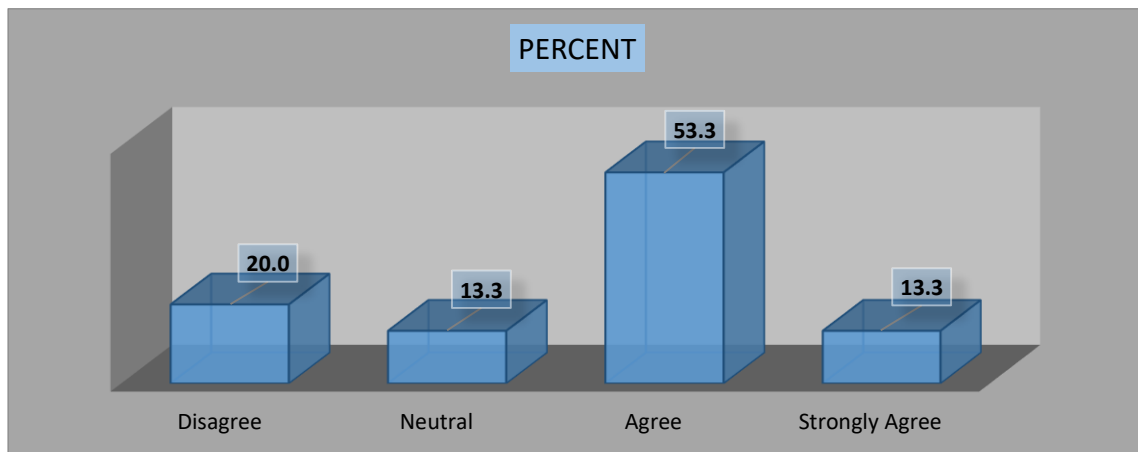
The table 4.13 and the figure 4.13 indicate that (24) teachers with (80%) agreed that 4<sup>th</sup> year EFL students in Sudan have no problem to start conversations, while only (3) teachers with (10%) disagreed with this. And (3) teachers with (10%) had neutral view. This indicates that the majority of the teachers agreed that EFL learners in Sudan are able to start conversations.

**Statement 4:** 4<sup>th</sup> year EFL students can understand a command expression in English language.

**Table: 4.14:** Frequency Distribution of the Statement 4

Item 4	Frequency	Percent
Disagree	6	20.0
Neutral	4	13.3
Agree	16	53.3
Strongly Agree	4	13.3
Total	30	100.0

**Figure 4.14:** Frequency Distribution of the Statement 4



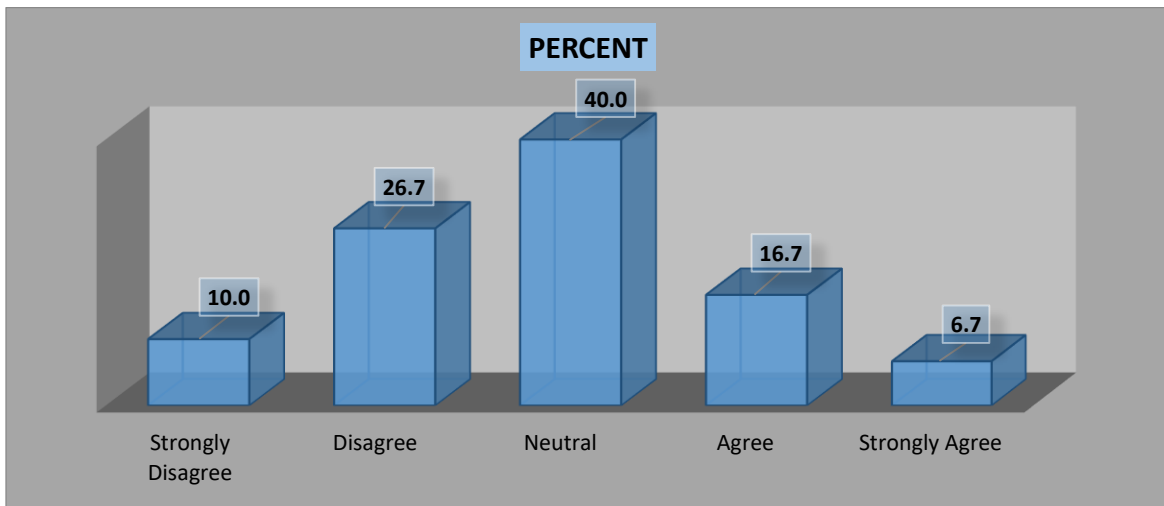
According to the table 4.14 and the figure 4.14, (20) teachers with (66%) agreed that 4<sup>th</sup> year EFL students in Sudan understand command expressions in English, while only (6) teachers with (20%) disagreed with this. And (4) teachers with (13.3%) had neutral opinion. This indicates that the majority of the teachers believe that EFL learners in Sudan understand command expressions.

**Statement 5:** 4<sup>th</sup> year EFL students can use figurative expressions in English language.

**Table: 4.15:** Frequency Distribution of the Statement 5

Item 5	Frequency	Percent
Strongly Disagree	3	10.0
Disagree	8	26.7
Neutral	12	40.0
Agree	5	16.7
Strongly Agree	2	6.7
Total	30	100.0

**Figure: 4.15:** Frequency Distribution of the Statement 5



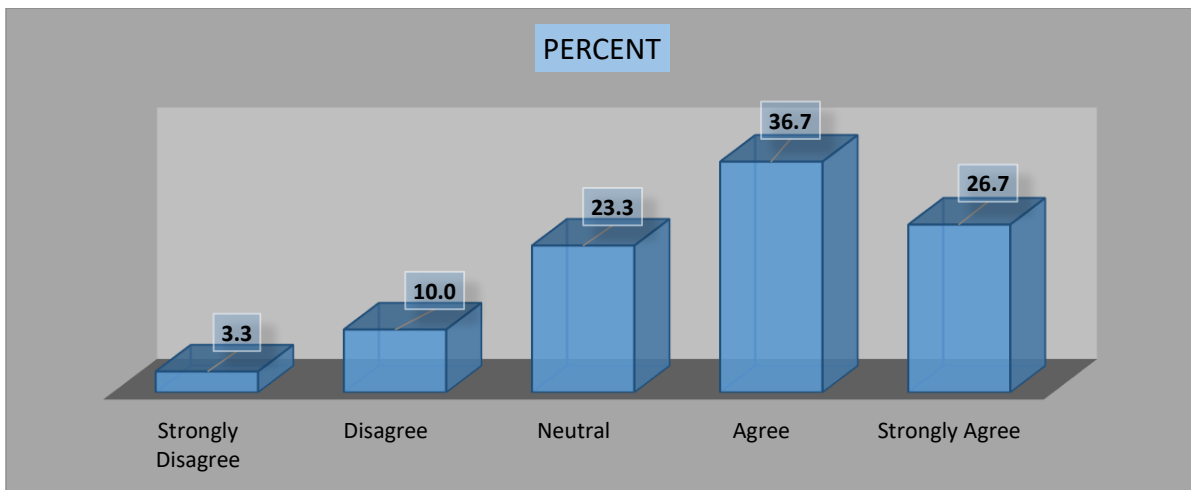
The table 4.15 and the figure 4.15 show that only (7) teachers with (23.4%) agreed that 4<sup>th</sup> year EFL students in Sudan can use figurative expressions, while (11) teachers with (36.7%) disagreed with this. And more than (40%) teachers had neutral view. This indicates that the majority of the teachers couldn't determine their point of views. However, the result of students' discourse completion task pointed out that they are able to use figurative speech.

**Statement: 6:** 4<sup>th</sup> year EFL students use informal language for formal situations.

**Table: 4.16:** Frequency Distribution of the Statement 6

Item 1	Frequency	Percent
Strongly Disagree	1	3.3
Disagree	3	10.0
Neutral	7	23.3
Agree	11	36.7
Strongly Agree	8	26.7
Total	30	100.0

**Figure 4.16:** Frequency Distribution of the Statement 6



The table 4.16 and the figure 4.16 show that (19) of the respondents with more than (63%) agreed that 4<sup>th</sup> EFL students in Sudan use informal language for formal situation while only (4) of the teachers with (13.3%) disagreed with the statement. And (7) of the teachers with



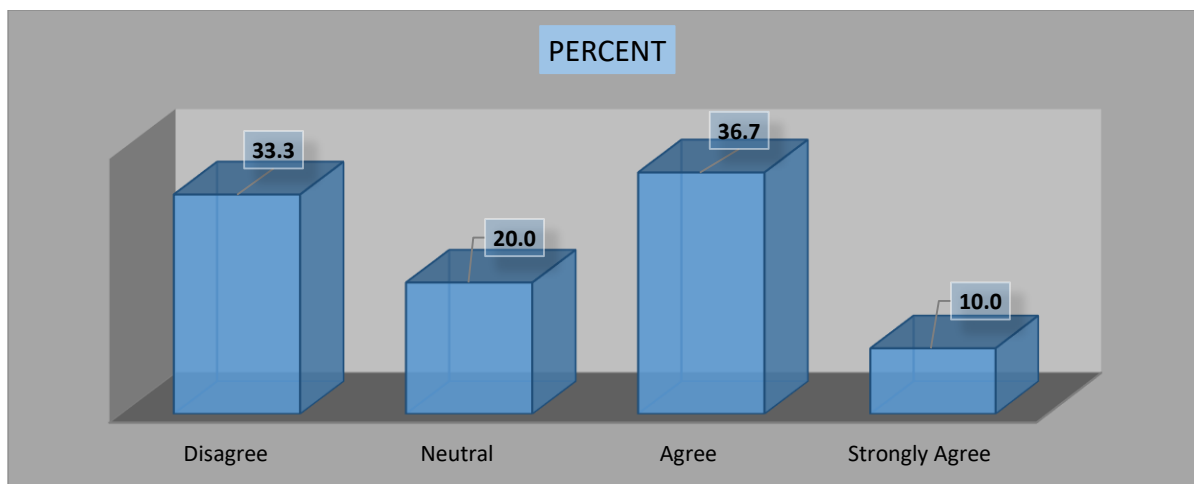
(23.3%) had neutral view. This indicates that the teachers believe that EFL learners in Sudan confuse in suing language according to the situation.

**Statement 7:** 4<sup>th</sup> year EFL students are able to express their opinions using formal language.

**Table 4.17:** Frequency Distribution of the Statement 7

Item 2	Frequency	Percent
Disagree	10	33.3
Neutral	6	20.0
Agree	11	36.7
Strongly Agree	3	10.0
Total	30	100.0

**Figure 4.17:** Frequency Distribution of the Statement 7



The table 4.17 and the figure 4.17 indicate that (14) of the teachers with more than (46%) agreed that 4<sup>th</sup> EFL learners in Sudan are able to express their opinions using formal language while (10) of the teachers with (33.3%) disagreed with this. And (6) of the teachers with (20%) had neutral view. This indicates that the majority of

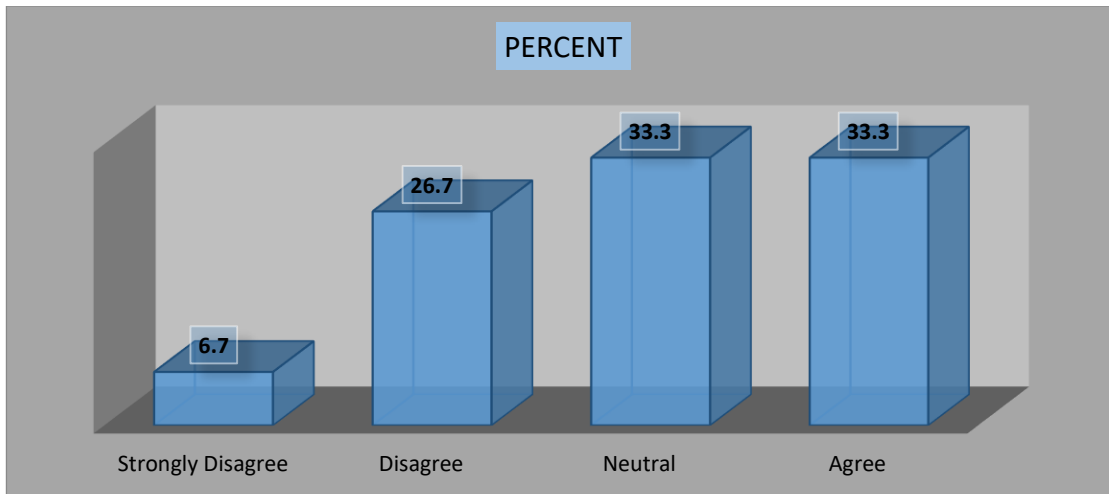
the teachers think that EFL learners in Sudan are able to express their opinions using formal language.

**Statement 8:** 4<sup>th</sup> year EFL students use an appropriate language to an appropriate situation

**Table: 4.18:** Frequency Distribution of the Statement 8

Item 3	Frequency	Percent
Strongly Disagree	2	6.7
Disagree	8	26.7
Neutral	10	33.3
Agree	10	33.3
Total	30	100.0

**Figure 4.18:** Frequency Distribution of the Statement 8



The table 4.18 and the figure 4.18 indicate that 10 of the teachers with (33.3%) agreed that 4<sup>th</sup> year EFL students in Sudan use the appropriate language to the appropriate situation, while (10) of the teachers with (33.3%) disagreed with the statement. And (10) of the teachers with (33.3%) had neutral view. This indicates that that about half of the

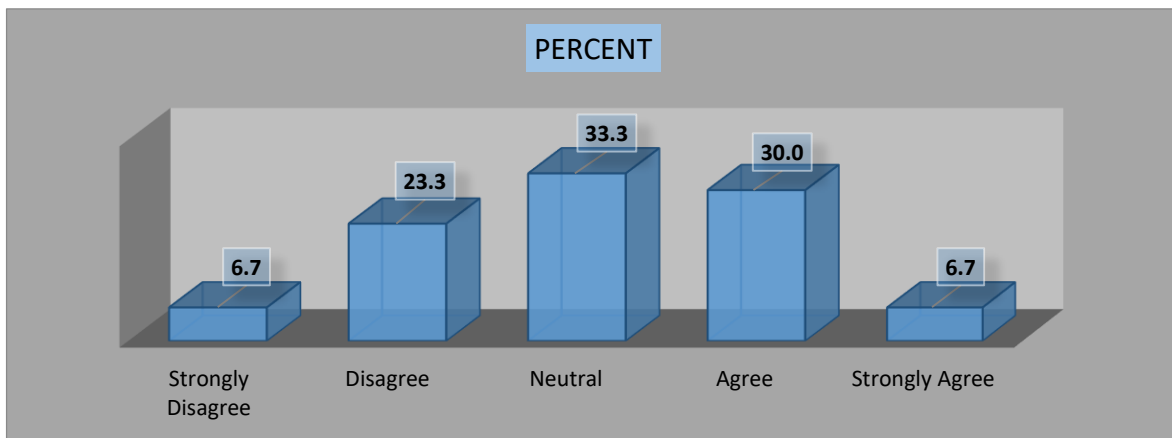
teachers believe that the students are able to use the appropriate language according to the situation.

**Statement 9:** 4<sup>th</sup> year EFL students can spontaneously speak English language in unwarranted situation.

**Table: 4.19:** Frequency Distribution of the Statement 9

Item 4	Frequency	Percent
Strongly Disagree	2	6.7
Disagree	7	23.3
Neutral	10	33.3
Agree	9	30.0
Strongly Agree	2	6.7
Total	30	100.0

**Figure:4.19:** Frequency Distribution of the Statement 9



According to the table 4.19 and the figure 4.19, (11) teachers with more than (36%) agreed that 4<sup>th</sup> EFL students in Sudan can spontaneously speak English language, while (9) of the teachers with (30%) disagreed with this. And (10) of the teacher

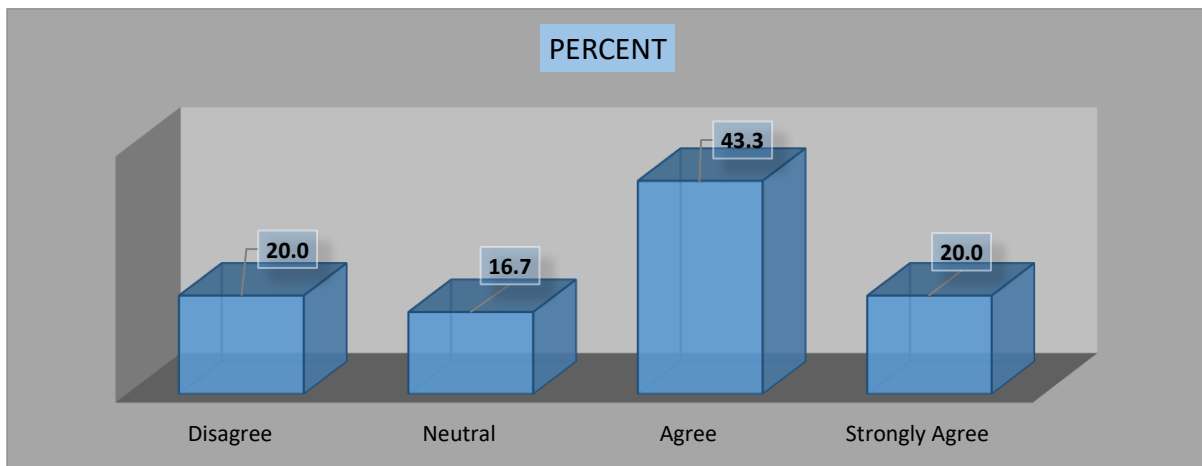
with (33.3%) had neutral view. This indicate that the majority of the teachers agree that the students can immediately react using English language.

**Statement 10:** 4<sup>th</sup> year EFL students are able to express their feelings in informal situations.

**Table: 4.20:** Frequency Distribution of the Statement 10

Item 5	Frequency	Percent
Disagree	6	20.0
Neutral	5	16.7
Agree	13	43.3
Strongly Agree	6	20.0
Total	30	100.0

**Figure 4.20:** Frequency Distribution of the Statement 10



The table 4.20 and the figure 4.20 indicate that the majority of the teachers with more than (63%) agreed that 4<sup>th</sup> year EFL students in Sudan are able to express their feelings in informal situations, while only (6) of the teachers with (20%) disagreed with this statement. And 5 of the teachers with (16.7) had neutral view. This indicate

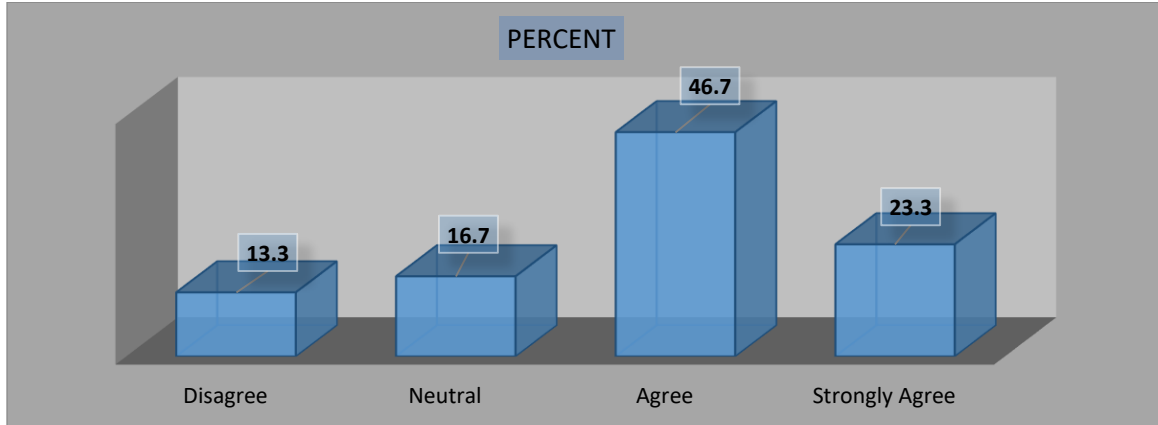
that the majority of the teachers agree that the students are able to express their feelings in informal situations.

**Statement 11:** I know how to provide students with cultural knowledge in relation to language teaching.

**Table: 4.21:** Frequency Distribution of the Statement 11

Item 1	Frequency	Percent
Disagree	4	13.3
Neutral	5	16.7
Agree	14	46.7
Strongly Agree	7	23.3
Total	30	100.0

**Figure: 4.21:** Frequency Distribution of the Statement 11



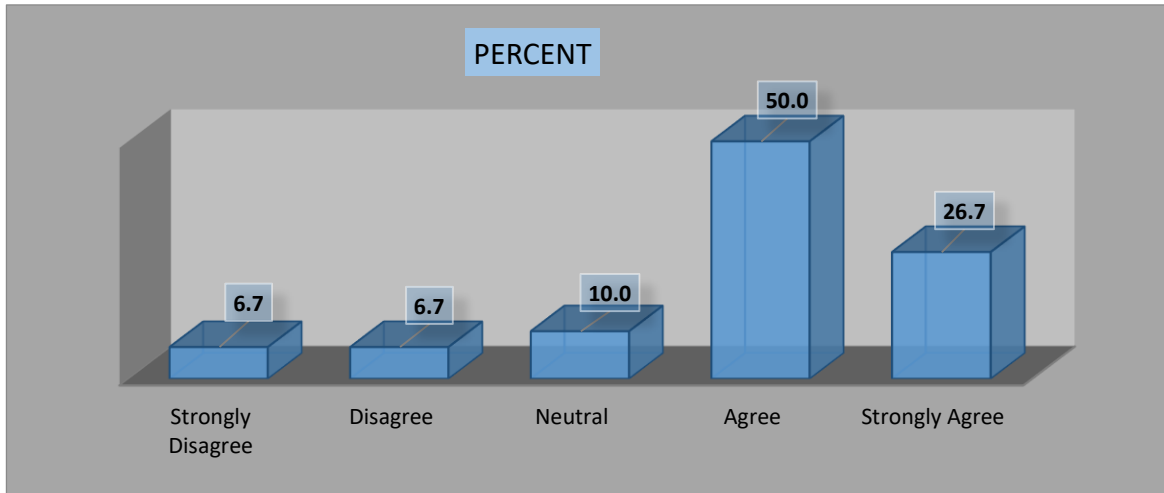
According to the table 4.21 the figure 4.21, (21) of the teachers with (70%) agreed that they know how to provide students with cultural knowledge in relation to language teaching, while only (4) teachers disagreed in doing this. And (5) of the teachers with (16.7%) had neutral view in doing this. This indicated that the majority of the teachers are prepared to teach the cultural features of the target language.

**Statement 12:** I often correct the students’ pragmatic mistakes even if the sentences are grammatically correct.

**Table: 4.22:** Frequency Distribution of the Statement 12

Item 2	Frequency	Percent
Strongly Disagree	2	6.7
Disagree	2	6.7
Neutral	3	10.0
Agree	15	50.0
Strongly Agree	8	26.7
Total	30	100.0

**Figure: 4.22:** Frequency Distribution of the Statement 12



The table 4.22 and the figure above show that (23) of the teachers with (76%) agreed that they correct students’ pragmatic mistakes even the sentence is correct, while (4) of the teachers with (13.4%) disagreed in doing this. And (3) of the teachers with (10%) had neutral view to correct students’ pragmatic mistakes if the sentence is

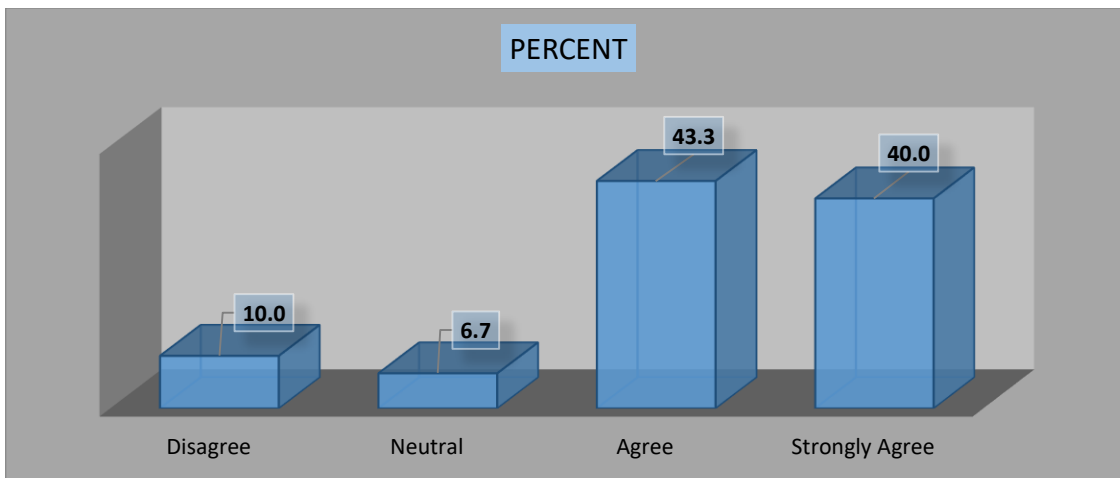
correct. This indicates that majority of the teachers correct their students’ pragmatic mistakes, even if the sentence is correct.

**Statement 13:** I help the students to appropriately use English language.

**Table: 4.23:** Frequency Distribution of the Statement 13

Item 4	Frequency	Percent
Disagree	3	10.0
Neutral	2	6.7
Agree	13	43.3
Strongly Agree	12	40.0
Total	30	100.0

**Figure 4.23:** Frequency Distribution of the Statement 13



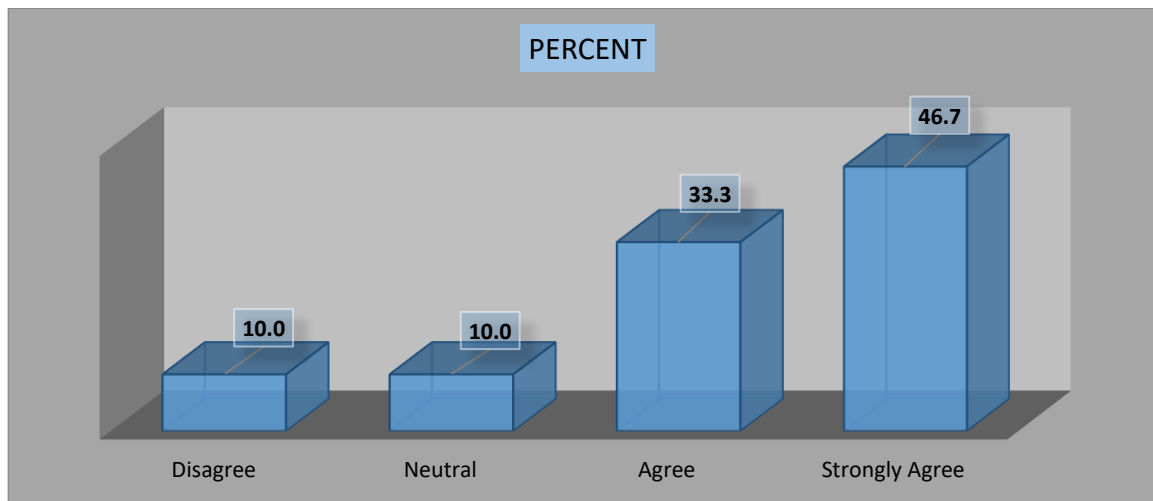
The table 4.23 and the figure above show that (25) of the teachers with more than (80%) agreed that they help the students to appropriately use English language, while only (3) of the teachers with (10%) disagreed in doing this. And (2) of the teachers had neutral view. This indicates that majority of the teachers help the students to appropriately use English language.

**Statement 14:** I use seminars and debates as techniques to enhance students' pragmatic competence.

**Table: 4.24:** Frequency Distribution of the Statement 14

Item 4	Frequency	Percent
Disagree	3	10.0
Neutral	3	10.0
Agree	10	33.3
Strongly Agree	14	46.7
Total	30	100.0

**Figure 4.24:** Frequency Distribution of the Statement 14



The results of the table 4.24 and the figure above present that (24) of the teachers with (80%) agreed that they use seminars and debates to enhance students' pragmatic competence, while only (3) teachers with (10%) disagreed in doing this. And (3) of the teachers with (10%) had neutral view. This means the majority of the teachers adopt seminars and debates as techniques of teaching English language.

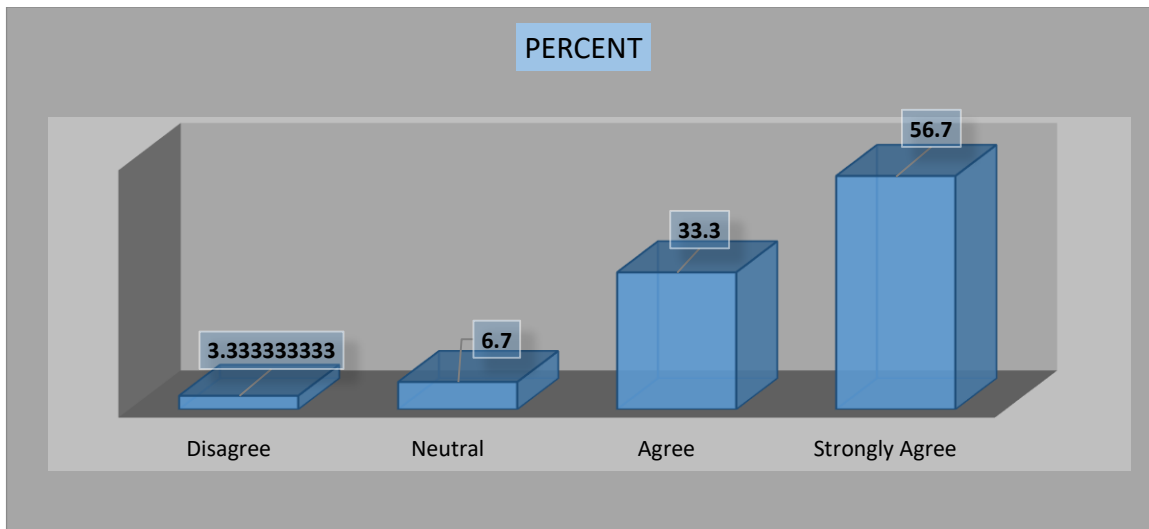


**Statement 15:** I think teaching English communicatively is equally important to teaching grammar and vocabulary.

**Table: 4.25:** Frequency Distribution of the Statement 15

Item 5	Frequency	Percent
Disagree	1	3.3
Neutral	2	6.7
Agree	10	33.3
Strongly Agree	17	56.7
Total	30	100.0

**Figure 4.25:** Frequency Distribution of the Statement 15



The table 4.25 and the figure above indicate that (27) of the teachers with (90%) agreed that they believe “teaching English communicatively is equally important to teaching grammar and vocabulary”, while only one teacher with (3.3%) disagreed with this statement. And two teachers with (6.7%) had neutral view. This means that the majority of the teachers confirm English as a foreign language supposed to be taught communicatively.

## 1.4 Testing Hypotheses Correlations

The study state the following hypotheses:

1. Undergraduate students are unable to appropriately understand language functions.
2. Undergraduate students are unable to use language effectively in different social situations and contexts.
3. University teachers don't focus on pragmatic competence while teaching English.

The Pearson coefficient correlation formulae for testing correlations is used to test the correlation of the hypotheses. The results can be presented as follow:

H0:  $r = 0$

H1:  $\neq 0$

**Table: 4.26 The correlation between the first hypothesis and the third one**

		Section1:Undergraduate students are unable to appropriately understand language functions.	University teachers don't focus on pragmatic competence while teaching English
Section Undergraduate students are unable to appropriately understand language functions.	Pearson Correlation	1	.432*
	Sig. (2-tailed)		0.017
	N	30	30
University teachers don't focus on pragmatic competence while teaching English	Pearson Correlation	.432*	1
	Sig. (2-tailed)	0.017	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

The results show a moderately positive correlation (.432) between (Undergraduate students are unable to appropriately understand language functions) and (University teachers do not focus on pragmatic competence while teaching English).

**Table: 4.27 The correlation between the second hypothesis and the third one**

		Undergraduate students are unable to use language effectively in different social situations and contexts.	University teachers don't focus on pragmatic competence while teaching English
Undergraduate students are unable to use language effectively in different social situations and contexts.	Pearson Correlation	1	.505**
	Sig. (2-tailed)		0.004
	N	30	30
University teachers don't focus on pragmatic competence while teaching English	Pearson Correlation	.505**	1
	Sig. (2-tailed)	0.004	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The results show a moderately positive correlation (.505) between Undergraduate students are unable to use language effectively in different social situations and context) and (University teachers do not focus on pragmatic competence while teaching English).

**Table: 4.28 The correlation between the first hypothesis and the second one.**

		Section1:Undergraduate students are unable to appropriately understand language functions.	Undergraduate students are unable to use language effectively in different social situations and contexts.
Undergraduate students are unable to appropriately understand language functions.	Pearson Correlation	1	.462*
	Sig. (2-tailed)		0.010
	N	30	30
Undergraduate students are unable to use language effectively in different social situations and contexts.	Pearson Correlation	.462*	1
	Sig. (2-tailed)	0.010	
	N	30	30

\*. Correlation is significant at the 0.05 level (2-tailed).

The results show a Moderately positive correlation (.462) between (Undergraduate students are unable to appropriately understand language functions.) and (Undergraduate students are unable to use language effectively in different social situations and context).

According the results of the above three tables, the null hypothesis states that there is no relation between the three hypothesis is rejected.

## 1.5 Discussion

This study is aimed to investigate the difficulties of pragmatic competence faced EFL learners in Sudan. To do this, three hypotheses were formulated and two instruments were adopted to conduct the relevant data. The results obtained by the two instruments can be shown in the following table.

**Table 4.29: Discussion of the Results of the Task and the Questionnaire**

The result of the task

The result of the questionnaire

No	true	false	strongly disagree	disagree	neutral	agree	Strongly agree
1.	54%	46%	0%	10%	10%	46.7%	33.3%
2.	60%	40%	3.3%	40%	13.3%	33.3%	10%
3.	48%	52%	0%	10%	10%	60%	20%
4.	58%	42%	0%	20%	13.3%	53%	13.3%
5.	76%	24%	10%	26.7%	40%	16.7%	6.7%
6.	42%	58%	3.3%	10%	23.3%	36.7%	26.7%
7.	50%	50%	0%	33.3%	20%	36.7%	10%
8.	18%	82%	6.7%	26.7%	33.3%	33.3%	0%
9.	62%	38%	6.7%	23.3%	33.3%	30%	6.7%
10.	62%	38%	0%	20%	16.7%	43.3%	20%

#### **4.5.1 Hypothesis one: Undergraduate EFL Learners are unable to understand English language functions appropriately.**

Items 1,2,3,4,5 were phrased to investigate EFL learners' inability to understand language functions in Sudan.

In the first item, 54% of the students as a majority passed to respond the item while 46% failed. This means that the students do not face difficulty to understand questions in English and consequently they can deal with the informative language function. Moreover, according to the teachers' questionnaire result, 80% of the teachers confirm that EFL learners in Sudan are able to understand questions in English without any difficulty. the statement.

In second item, 60% of the students also passed to respond the item while 40% failed. but when we correlate this result to the questionnaire, only 43% of the teachers agree with this. this means that even the majority of the students do not confirm that EFL learners in Sudan are able to express their opinions but they can do this.

In the third item, 52% of the students failed to make requesting, while only 48% succeeded. This means that one of the most difficulty faced EFL learners in Sudan in pragmatic competence is directive language function which includes making requesting. Moreover, it is affirmed by 80% of the teachers according to the questionnaire's result.

In the item four, 58 % of the students successfully used figurative speech, where 42% failed. But the majority of the teachers with 40% do not confirm the statement. However, even the teachers do not confirm this, the result shows that the students understand the figurative language function.

The last item indicated that the majority of the students with 70% understand phatic language function. However, the majority of the teachers have neutral view about this.

In short, the majority of the students passed to ask for an extension, express their opinions, understand figurative language, and open conversations. Nevertheless, the majority of the respondents failed to make requesting. This indicates that the majority of EFL learners in Sudan do not face difficulties to understand informative function of language, expressive function, aesthetic function and phatic function. Moreover, they face a difficulty to deal with the directive language function because the majority of them failed to make requesting since making requesting belongs to the directive function of language.

#### **4.5.2 Hypothesis two: Undergraduate EFL students are unable to use English language in different social situations and contexts.**

Items 6,7,8,9,10 were phrased to investigate EFL learners' inability to use English language in different social situations and contexts in Sudan.

In the item 6, 58% of the respondents as a majority failed to greet the audience in a formal situation. this means that EFL learners in Sudan face difficulty to deal with the formal situations. moreover, according to the result of the questionnaire, more than 63% of the teachers affirm this statement. Therefore, one of the difficulties faced EFL leaners in Sudan in pragmatic competence is appropriately using English in formal situations.

In the item 7, half of the students with 50% of passed to express their opinions in formal situation where 50% failed. This means that EFL learners in Sudan face a difficulty to express their opinions as well as they failed to greet the audience in a formal situation. The majority of their teachers with 43% also affirm this statement.



In the item 8 82% of students failed to use an appropriate language according the situation, while only 18% passed to respond it. This means that the majority of EFL learners in Sudan are unable to use an appropriate language to appropriate situations. moreover, the majority of their teacher affirm this statement with more than 53%.

In the item 9, 62% of the respondent succeeded to respond it while only 38% of them failed. This indicates that the majority of EFL learners in Sudan do have no problem to respond immediate verbal reaction in English such as apologizing. However, the majority of the teachers do not affirm this statement.

In the item 10, the majority of the students succeeded to respond the item while 38% failed. This indicates that the majority of EFL Learners in Sudan do not face difficulties to speak English in an informal situation. this statement affirmed by their teachers with more than 60% according to the teachers'' questionnaire.

In conclusion, the majority of the students are unable to: use English in formal situations, express formal opinions, and use the appropriate language to the appropriate situation. However, the students are able to respond the verbal reactions and express their feelings in informal situations. So, it can be concluded that the difficulties faced EFL Learners in Sudan in pragmatic competence includes using English in formal situations, expressing formal opinions, and using the appropriate language according to the situations.

#### **4.5.3 Hypothesis three: University teachers don't focus on pragmatic competence while teaching English.**

This hypothesis is formulated to known the teachers' perceptions towards teaching pragmatics. It evokes fives statement including teaching English based culture, students'' pragmatic mistakes, helping the learners to use English appropriately,

techniques of teaching pragmatics and the importance of teaching English communicatively.

In the first statement which evokes teaching English based culture, 80% of the respondents say that they have no problem to teach English based culture which is essential in developing pragmatic competence. This indicates that English as foreign language teachers in Sudan recognize the importance of teaching culture to develop pragmatic competence.

The second item which deals with correcting students' pragmatic mistakes, 76.7% of the teachers say that they often correct the learners' pragmatic mistakes even the sentence is correct. This means that EFL teachers in Sudan aware to extent pragmatic mistakes lead to miscommunication.

In the third statement, more than 83% of the respondents say 'they help their students to use English appropriately. Therefore, EFL teachers in Sudan learn their students using the language appropriately according to the situation. Using the language appropriately according to the is a principal of pragmatic competence.

In the fourth item is phrased to investigate the most effective techniques used to enhance pragmatic competence, 80% of the respondents agree that they teachers use seminar and debate as techniques of teaching pragmatics.

The last item is phrased to know the respondents' views about teaching English communicatively, 90% of the respondents say they prefer to teach English communicatively.

To sum up, 80% of the respondents think that they can teach English based cultural aspects, more than 76% often care their students' pragmatic mistakes and about 83% of the teachers help the students to use English appropriately. Moreover, 80% of the teachers use seminars and debates as a teaching techniques, and 90% of them prefer

to adopt communicative language teaching approach to teach English as a foreign language.

## **1.6 The Summary of the Chapter**

This chapter presented the data collected from the students through the discourse completion task and the teachers through the questionnaire. These data were analyzed using SPSS to know the percentages and frequencies. The results were shown using tables and graphics. Finally, the results were discussed and the hypotheses of the study were affirmed.

## **CHAPTER FIVE**

**SUMMARY, FINDINGS, RECOMMENDATIONS**

**& FURTHER STUDIES**

## **CHAPTER FIVE**

### **SUMMARY, FINDINGS and RECOMMENDATIONS**

#### **5.0 Introduction**

This chapter summarizes the whole study and it provides findings that the study has revealed. It also offers the recommendations that may need to be considered and suggests studies that need to be conducted in the future.

#### **5.1 Summary of the Study**

The current study is aimed to investigate the difficulties of pragmatic competence among EFL learners in Sudan. It contained a total of five chapters. Chapter one introduces the topic of the study and reviews the research project. Chapter two reviews the relevant literature including: pragmatic competence, pragmatics in language teaching, oral communication, interaction oral in classroom, and communicative language teaching approach. Chapter three explained the methodology that has been used to conduct the study. It includes procedures of the methodology, participants and samples, a description of instruments of the study and the reliability and the validity of tools of the study. Chapter four shows the results, interpretation of the results and the discussion. Finally, chapter five offers a discussion of the study findings, recommendations, conclusion and further studies.

#### **5.2 Findings:**

This study reveals the following:

1. There is a positive tendency among EFL learners in Sudan towards understanding language functions. The majority of the students understand questions in English (informative function), express their opinions (expressive function), understand figure of speech (aesthetic function) and are able start

conversations (phatic function). And the majority of their teachers agree with this.

2. The majority of EFL learners in Sudan are unable to make request (directive function of language). Therefore, one of the difficulties faced Sudanese EFL learners in pragmatic competence is practicing the directive language function.
3. EFL learners in Sudan face difficulties to use English in different social situations and contexts; the majority of the students are unable to use English in formal situations, express formal opinions, and use the appropriate language to the appropriate situation. However, the students are able to respond the verbal reactions and express their feelings in informal situations.
4. EFL teachers in Sudan focus on pragmatic competence while teaching English. They often correct their students' pragmatic mistakes even if the sentence is correct, help the students to use English appropriately and adopt seminars and debates to enhance the students' pragmatic competence.

### **5.3 Recommendations:**

1. EFL learners should be engaged in the programs that are based on the cultural aspects of the target language.
2. EFL learners should be exposed to the different language functions.
3. Communicative English language teaching method should be considered.
4. Teacher have to urge the students to know the importance of pragmatic competence in communication process.
5. Syllabus designers should consider pragmatic competence while they design and develop the syllabus.
6. Students have to make channels of contact with the native speakers to improve their communication skills.

## **5.4 Further Studies:**

It is difficult to cover all the aspects of the study through a single study; therefore, the researcher would like to propose some suggestions for future study.

Firstly, while this study investigates the difficulties that face EFL learners in developing pragmatic competence, there is a need to conduct a research concerning the actual causes behind these difficulties.

Secondly, EFL teachers' suggestions and perceptions about teaching pragmatics in Sudan should be addressed in the future research.

Finally, there is a necessity to investigate how does EFL learners' pragmatic competence enhanced.

## **6.5 Conclusion**

This chapter summarized the whole study and provided the findings that are revealed based on the results and the analysis. It also offered the recommendations that could help the teachers, syllabus designers, and the learners of English as a foreign or a second language. Finally, it suggested the further studies that are needed to be conducted in the future.

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# Appendices

## Appendix (A)

### Students' Test

**Sudan University of Science and Technology**

**College of Graduate Studies**

**Dear student,**

Please answer the items of this task carefully and precisely. It is important that you are aware of what you are reading. If there is something that you do not understand please ask and I will be glad to explain.

Ensure that the information obtained in the course of this study will be confidentially kept and used for academic research purposes only.

Thank you...

#### **a. Background Information**

Complete the following with information about yourself, please.

1. Gender                      Male                      Female

2. Secondary School:      Public                       Private

**b. Please read the following situations carefully and respond naturally as you would talk in English in real life.**

1. It is time to submit a homework, and you haven't finished it yet. You want to ask your teacher for an extension. What do you say to your teacher?

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2. You accompany your friend to the clothes shop. Your friend wants to buy a new shirt but he does not know which color to select. He wants your opinion. What do you say?

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3. Imagine that you have to take a test tomorrow and have a lot of tasks to do. You suggested postponing the test to your classmates and you have chosen to speak on their behalf with the teacher regarding delaying the test. What do you say to your teacher?

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4. You are asked to describe your beloved country figuratively. What could you say using aesthetic language? Give one Figurative expression.

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5. Imagine you meet your old friend in a restaurant accidentally and he invites you for a cup of tea. How do you begin the conversation?

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6. You are a participant in an international conference and you have been given a chance to speak. How could you greet the audience?

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7. People vary greatly when to get married. Some people favor after getting a job. Others marry after graduation from college. Some others prefer between 18 and 21 years old. What is your opinion?

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8. You are buying in a grocery store and you noticed that the cashier looks a foreigner, and he asked you about your grocery stuff. How will you start the conversation?

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9. Imagine you are on the bus with foreigners and you stepped on someone's toe. What could you say to him?

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10. You have spent a very long time away from your family so how do you greet them if you return, especially if you meet your father and younger sister first.

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**Appendix (B)**  
**Teachers' questionnaire**

**Sudan University of Science and Technology**  
**College of Graduate Studies**

Dear.....,

As part of PhD thesis at Sudan University of science and Technology, I'm conducting a survey that investigate" the Difficulties of Pragmatic Competence among Undergraduate Students".

I will appreciate if you respond to all statements below. Any information obtained in association with this study will remain confidential.

**Qualification:**            BA                     MA             PhD

**Years of Experience in Teaching communications:**    1-5                     6-10

**More than 10years**

**THE QUESTIONNAIRE**

**Read the following statements and then kindly put a tick (√) inside the square next to the suitable option that you think is most appropriate.**

- 1. Undergraduate students are unable to understand language function appropriately.**

NO	Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Undergraduate students can understand questions in English without any difficulties.					
2	Undergraduate students can Express their feelings and thoughts convincingly.					
3	Undergraduate students are able to start conversation.					
4	Undergraduate students understand the command expressions in English language.					
5	Undergraduate students can use figurative expressions in English language.					

7.	Undergraduate students use informal language in formal situations.					
8.	Undergraduate students express their thoughts and feelings using formal language.					
9.	Undergraduate students use an appropriate language to the appropriate situation.					
10.	Undergraduate students can talk spontaneously using English language in unwarranted situation.					
10.	Undergraduate students are able to deal with the different accents of English language.					
11.	I know how to provide students with cultural knowledge in relation to language teaching.					

12.	I often correct the students' pragmatic mistakes even if the sentences are grammatically correct.					
13.	I help the students learn the use of English language appropriately.					
14.	I use seminars and debates as techniques to enhance students' pragmatic competence.					
15	I think teaching English communicatively is equally important to teaching grammar and vocabulary.					